Strengthened Senior High School

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DEPARTMENT OF EDUCATION

Learning Activity Sheets for Bakery Operations

TECH-PRO ELECTIVE



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If you have feedback on the LAS, please accomplish this form, which may be accessed through the following link: **https://tinyurl.com/sshstechprofeedbackform**.

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LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	1	**Date**	
Lesson Title/Topic	**History of Baking Industry**		
Name		**Grade & Section**	

I. Activity 1: From Past to Present: Baking Industry Infographic
Objective: At the end of the activity, learners should be able to
- describe the history and evolution of baking,
- identify key discoveries;
- explain its importance in today's society, and
- create an informative infographic.

II. Materials:
- Cartolina or manila paper (for hand-drawn output)
- Coloring materials
- Digital tools

III. Instructions:
1. Form groups as assigned by the teacher.
2. Each group will prepare the materials and plan the creation of an infographic about the history of baking.
3. The infographic must include the following:
   - A timeline showing the evolution of baking from the past to the present
   - A "Then vs. Now" comparison
   - Key discoveries in baking
   - The importance of baking in today's society
   - A real-life connection
4. Groups may include additional relevant information.
5. Groups may create the infographic either digitally (using digital applications) or manually (hand-drawn).
6. Present in class the infographic output creatively answering the questions:
   - *"Who are the target readers of the infographics?"*
   - *"What skills did you learn from creating the infographic?"*
   - "*How can this infographic be used in real life?"*

IV. Synthesis:
- The teacher will facilitate the feedbacking of outputs based on the rubric
- The teacher will summarize the history of baking, emphasize its importance, and conclude the activity by highlighting the value of reaching the right audience to preserve knowledge, promote cultural appreciation, and inspire future innovation in baking.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	1	**Date**	
Lesson Title/Topic	**History of Baking Industry**		
Name		**Grade & Section**	

I. Activity: Multiple Choice

II. Objective: To assess learners' understanding of the history of baking by identifying key events, developments, and important contributions through a multiple-choice test.

III. Materials:

- Pen
- Assessment notebook or paper

IV. Instructions:

Read each question carefully and choose the letter of the correct answer.

1. When did the earliest evidence of bread-making appear?
a. 3000 BCE b. 4000 BCE c. 14,000 BCE d. 1000 BCE
2. Early humans made bread using which method?
a. baking in electric ovens b. frying in oil
c. steaming in pots d. baking on hot stones
3. What grains were commonly used by early humans?
a. einkorn and barley b. rice and corn
c. soy and beans d. wheat and oats
4. Early bread was described as:
a. soft and sweet b. dense and unleavened
c. creamy and liquid d. light and fluffy
5. What does "unleavened" mean?
a. bread with yeast b. bread without yeast
c. bread with sugar d. bread without sugar
6. Bread existed even before _____.
a. cooking b. farming c. fire d. tools
7. Why did early humans start cultivating grains?
a. for animal feeding b. for trade
c. for reliable food supply d. for decoration
8. What was the result of mixing flour with water?
a. soup b. paste c. juice d. dough
9. Which civilizations practiced early baking methods?
a. Babylonia, Assyria, and Egypt b. Greece and Rome
c. America and Europe d. Japan and China
10. During which period were stone ovens introduced?
a. Neolithic Period b. Industrial Period
c. Modern Period d. Digital Age

11. What was the purpose of soaking grains in water?
a. to clean b. to turn it into paste
c. to remove color d. to dry it
12. What discovery let to leavened bread?
a. fermentation of dough b. freezing of dough
c. burning of dough d. adding sugar
13. where was leavened bread first discovered?
a. Greece b. Egypt c. Rome d. China
14. What happened to the dough when it was left for a long time?
a. it hardened b. it melted
c. it expanded and soured d. it spoiled
15. A process of cooking using dry heat, usually inside an oven where heat surrounds the food and cooks evenly.
a. steaming b. cooking c. boiling d. baking

V. Synthesis

The multiple-choice assessment on the history of baking helps learners recall and understand key events and developments discussed in the lesson. It reinforces learning by improving retention and helping students identify correct historical information in a structured way.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	1	**Date**	
Lesson Title/Topic	**History of Baking Industry**		
Name		**Grade & Section**	

I. Activity: Reflective Journal

II. Objective: To help learners and teachers reflect on the highlights, challenges, and adjustments made during the unit to improve the teaching-learning process.

III. Materials:

- Pen
- Reflection, Journal notebook, or paper

IV. Instructions:

1. Recall – Think about the lessons and activities from this unit.
2. Reflect – Write your thoughts guided by the prompts below.
3. Record – Use a notebook or journal sheet to write your answers.
4. Share (Optional) – If comfortable, share insight with the class or in a small group discussion.

Guide Questions:

Highlights:

- What was the most meaningful or enjoyable learning experience for you?
- Which activity helped you understand the topic best?

Challenges:

- What difficulties did you encounter in this unit (lesson content, activities, or participation)?
- How did you try to overcome these challenges?

Adjustments/Improvements:

- What strategies or approaches could be improved in the teaching-learning process?
- What changes will you personally make to improve your learning next time?

Output Format:

- ✔ Minimum of one paragraph per section (Highlights, Challenges, Adjustments)
- ✔ You may use bullet points, drawings, or a short essay depending on your preference.

V. Synthesis:

The reflective journal helped learners and teachers and teachers identify the highlights, challenges, and understanding, skills, and areas that need improvement. It also helped the teacher evaluate the effectiveness of the activities, strategies, and assessments used in class. Through reflection, both learners and teachers were encouraged to improve and become more engaged in the teaching-learning process.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. **Activity 3:** Match Me Right

II. **Objective:** At the end of the activity, learners should be able to identify different baking careers and match them with their corresponding roles and responsibilities.

III. **Materials:**

- Printed worksheet
- Pen/pencil

IV. **Instructions:** Study the worksheet provided. Match each career or business in Column A with the correct task or job description in Column B. Write the letter of your answer in the space provided before each number..

Column A

_____1. Baker
_____2. Cake Decorator
_____3. Pastry Chef
_____4. Engineer
_____5. Teacher
_____6. Doctor
_____7. Graphic Designer
_____8. Farmer
_____9. Electrician
_____10.Entrepreneur
_____11.Architect
_____12.Photographer
_____13.Chef
_____14.Nurse
_____15.Mechanic

Column B

A. Designs buildings and creates structural plans for construction
B. Prepares and bakes bread, cakes, and other baked goods
C. Diagnoses illnesses and provides medical treatment to patients
D. Creates visual concepts using computer software or by hand
E. Installs and repairs electrical systems and wiring
F. Teaches students and helps them learn new knowledge and skills
G. Grows crops or raises animals for food and other products
H. Starts and manages a business to earn profit
I. Specializes in making pastries, desserts, and sweets
J. Captures images using a camera for artistic or commercial use
K. Designs and decorates cakes using icing and other toppings
L. Applies scientific and mathematical principles to solve problems and design machines or systems

M. Provides legal advice and represents clients in court.
N. Prepares and cooks a variety of dishes in a kitchen
O. Provides care and assistance to sick or injured patients
P. Repairs and maintains vehicles and mechanical equipment

V. Synthesis

This activity helps learners identify different baking careers and match them with their corresponding roles and responsibilities. It strengthens understanding of baking occupations by allowing students to connect job titles with their specific functions in the industry.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity 3: Simulation: Try the Role

II. Objective: At the end of the activity, learners should be able to deepen their understanding of baking career and business opportunities and appreciate the responsibilities associated with them.

III. Materials:

- Pen and paper
- Printed role instruction or scenario cards
- PPE
- Appropriate Tools and Equipment

IV. Instructions:

General Instruction: Read and understand the tasks carefully. Choose only one role and complete the required output creatively and realistically. Use clear and organized ideas. After completing the activity, be prepared to share your work and explain what you learned from the role you chose.

Time Allotment: *3 to 5 minutes*

Process:

1. Choose one role: Bakery Owner, Pastry Chef, or Food Influencer
2. Read the task for your chosen role.
3. Complete the required output.
4. Review your work and make sure it is clear and realistic.
5. Share your output with the class and answer the question.
    - "What did you learn about the role you chose?

Roles:

Option A: Bakery Owner

- Decide what to sell
- Set a simple price
- Give a reason why customers should buy from you

Option B: Pastry Chef

- Create a name for a dessert
- List its main ingredients
- Describe its appearance or taste

Option C: Food Influencer

- Choose a baked product to feature
- Write a short review or recommendation
- Create a catchy caption or tagline to promote it

Rubric for Activity 3: "Simulation: Try the Role"

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
Creativity and Originality	Output demonstrates at least 2 creative, unique, and engaging	Output shows creativity and clear effort.	Output has limited creativity and detail.	Output lacks creativity and effort.
Completeness of Task	All required parts are complete and detailed.	Most required parts are complete.	Some required parts are missing.	Many required parts are incomplete or missing.
Clarity and Organization	Ideas are very clear, organized, and easy to understand.	Ideas are clear and mostly organized.	Ideas are somewhat unclear or disorganized.	Ideas are difficult to understand and poorly organized.
Realism and Relevance	Output is highly realistic and appropriate to the chosen role.	Output is realistic and appropriate.	Output is somewhat realistic but lacks relevance.	Output is unrealistic or not related to the role.
Presentation and Participation	Shared confidently and answered the guide question thoughtfully.	Shared clearly and answered the guide question.	Shared with limited confidence or incomplete answer.	Did not participate actively or failed to answer the question.

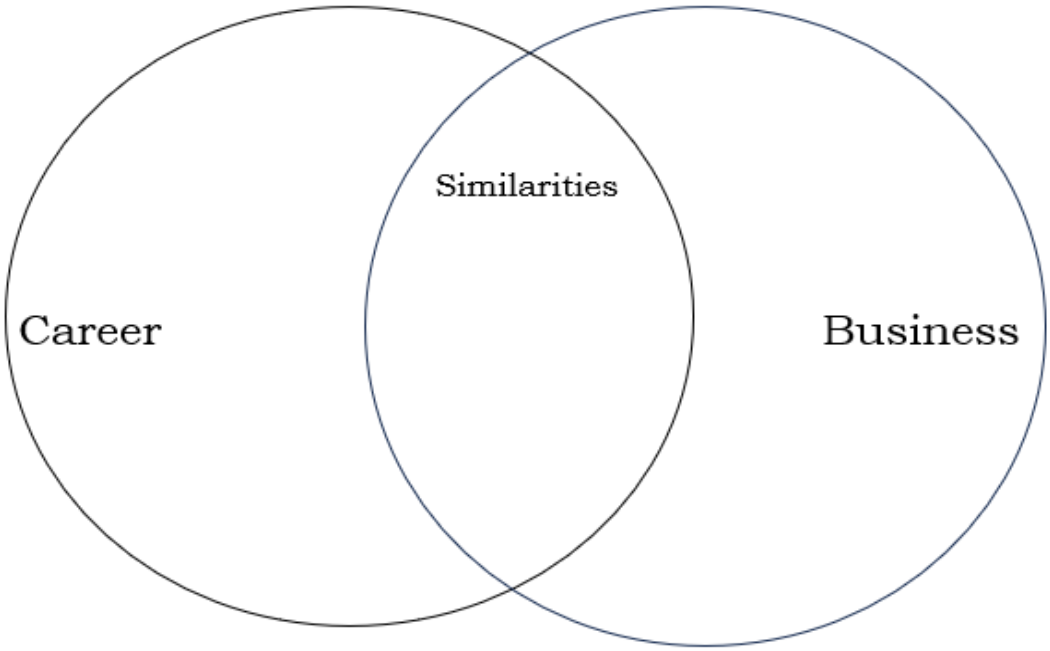
V. Synthesis:

The simulation involving the roles related to baking enhances participants' creativity, culinary expertise and business decision-making skills through active involvement in realistic food industry scenarios. This involvement also develops communication, marketing, and customer service abilities, providing deeper understanding of the responsibilities and challenges within the baking and pastry field.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

1. **Activity 1:** Venn Diagram
2. **Objective:** At the end of the activity, learners should be able to compare career and business by identifying their differences and similarities through a Venn Diagram.
3. **Materials:**
   - Worksheet
   - Pen or pencil
   - Coloring materials (optional)
4. **Instructions:**
   Compare "Career" and "Business", and cite their similarities through a Venn Diagram. In expressing your idea, you may use bullets, phrases, or words and consider the following aspects like meaning, nature of work, skills required, the characteristics and the process they operate.



5. **Synthesis:**
   Learners can discover their potential and explore what they can become by understanding the different paths in careers, and businesses through the Venn Diagram activity that can contribute to personal growth and success.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity 1: Career Path Organizer

II. Objectives: At the end of the activity, learners should be able to identify different baking careers and describe their main tasks, required skills, and possible workplaces.

III. Materials:

- Worksheet
- Pen and paper

IV. Instructions: Recall the baking-related opportunities, choose two (2) from the list then complete the career organizer by listing as many details as possible.

Career	Main Tasks	Skills Needed	Possible Workplace
1.			
2.			

V. Synthesis:

This activity helps them understand the different career opportunities available while strengthening their ability to connect interests, skills, and future goals in the field of baking industry.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity 1: My Baking Business SWOT

II. Objective: At the end of the activity, learners should be able to identify their Strengths, Weaknesses, Opportunities, and Threats (SWOT) of a simple business and use this analysis to plan effectively.

III. Materials:

- Worksheet
- Pen or pencil

IV. Instructions:

Create a SWOT Analysis for a simple baking business you can realistically start.

Process:

1. Think of a baking product you want to sell
2. Write your business idea at the top of the worksheet
3. Complete the SWOT matrix listing at least 5 or more in each area

Product: _____

Business Name: _____

Business Location: _____

SWOT ANALYSIS



V. Synthesis

Through the SWOT Analysis activity, learners develop a deeper understanding of how to evaluate a simple baking business. This activity enhances critical thinking and decision-making skills while helping learners recognize the factors that contribute to the success and challenges of a baking-related business.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Bakery Operations		
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity: Self-Assessment Checklist

II. Objective: At the end of the activity, learners should be able to assess oneself by reflecting on their understanding and performance, and identify ways to improve their skills, attitudes, and strategies in relation to baking and entrepreneurship.

III. Materials:

- Worksheet
- Pen or pencil

IV. Instructions: Put a ✔ in the column that best describes your learning.

Statement	**YES**	**NOT YET**
I can identify baking careers	€	€
I can give an example of baking business	€	€
I can create a simple business idea	€	€
I can apply SWOT analysis	€	€
I understand my entrepreneurial strengths (PECs)	€	€
I can explain the importance of baking in today's society	€	€
I can match baking careers with their job description	€	€
I can identify skills needed for different baking careers	€	€
	€	€

V. Synthesis:

Through the self-assessment activity, learners reflected on their understanding of the lesson, help them identify areas for improvement and set goals to enhance skills. On the other hand, this will help the teacher to better understand learners' progress, learning gaps and design appropriate strategies or interventions to support their development.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	2	**Date**	
Lesson Title/Topic	**Career and Business Opportunities**		
Name		**Grade & Section**	

I. Activity: Written Assessment

II. Objective: At the end of the activity, learners should be able to demonstrate their understanding of different baking careers and business opportunities.

III. Materials:

- Worksheet
- Pen/pencil

IV. Instructions: Match column A with column B. Write the letter of the correct answer on the space provided before each number.

A	**B**
_____1. Pastry Chef	A. External chances for business growth
_____2. Bakery Owner	B. Designs and decorates cakes
_____3. Cake Decorator	C. A person who starts and manages a business
_____4. Bread Baker	D. Produces handmade, high-quality baked goods using traditional methods
_____5. Food Influencer	E. Ability to continue despite difficulties
_____6. Artisan Baker	F. Setting the value or cost of a product
_____7. Entrepreneur	G. Specializes in making pastries and desserts
_____8. Food Vlogger	H. Advertising or marketing a product
_____9. Strengths	I. Internal areas that need improvement
_____10. Weaknesses	J. Focuses on producing different kinds of bread
_____11. Opportunities	K. Creates video content featuring food and baking
_____12. Threats	L. Positive internal qualities of a business
_____13. Persistence	M. Putting effort and dedication into work
_____14. Creativity	N. Promotes food products through social media
_____15. Risk-taking	O. Organizing tasks before starting a business
_____16. Planning	P. External factors that may harm the business
_____17. Hardworking	Q. Ability to create new and unique ideas
_____18. Target Customers	R. People who are likely to buy the product
_____19. Pricing	S. Manages and operates a bakery business
_____20. Product Promotion	T. Willingness to try despite possible failure

U. A written list of ingredients and procedures for baking

V. Synthesis:

Through the written assessment on career and business opportunities in baking, learners demonstrated their understanding of key concepts by explaining different career paths, identifying potential business ideas, and applying basic entrepreneurial tool, skills and attitudes.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	3	**Date**	
Lesson Title/Topic	**Baking Terminologies & Trends and Innovations in Baking**		
Name		**Grade & Section**	

I. Activity: Bake Shop Simulation: Trends in Action

II. Objective: At the end of the activity, learners should be able to accurately apply appropriate baking terminologies, and demonstrate understanding of current baking trends and innovations.

III. Materials:

- Printed task or scenario
- PPE
- Appropriate Tools and Equipment

IV. Instructions: Work collaboratively with your group to plan, to create and to present a product based on a current baking trend of your choice. Each group member must perform an assigned role and use proper baking terminologies. Be creative in your presentation.

Task: You are part of a bakeshop team assigned to create and present a product based on a current baking trend. Each group member will take on a role. Be creative. However, one member (Assistant) has limited knowledge of baking terminologies, which may affect the team's performance.

1. As a group, you must:
    1. Demonstrate proper use of baking terminologies
    2. Apply the baking trend and innovation
    3. Resolve the problem collaboratively
    4. And mindful of the timeliness of presentation

2. Making Generalization (After Presentation)

Complete the statement: (Oral)

- "Baking terminologies are important because…"
- "Trends and innovations in baking help us …"
- "I learned that using correct baking terms can …"

3. Rubric of Performance

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement
Use of Baking Terminologies	Uses 15 to 20 accurate and appropriate baking terms consistently; clearly explains them to the assistant	Uses 10 baking terms correctly most of the time with minor errors	Uses 5 terms; some are incorrect or unclear	Uses 3 terms or incorrectly uses baking terms

Application of Trends & Innovations	Integrates 3 trends creatively and effectively	Applies at least 2 trends and innovation appropriately	Shows 1 trend and innovation application	Does not apply the trend correctly
Problem-Solving & Critical Thinking	Clearly identifies the problem and gives effective, logical solutions	Identifies the problem and gives acceptable solutions	Shows partial understanding; solutions unclear	Cannot clearly identify or solve the problem
Collaboration & Role Performance	All members actively perform roles and work cooperatively	Most members participate and perform roles	Some members participate; roles unclear	Roles not followed; poor teamwork
Communication & Confidence	Speaks clearly, confidently, and engages the audience	Shows confidence with slight hesitation	Limited confidence; sometimes unclear	Lacks confidence; difficult to understand

V. Synthesis:

This activity allowed learners to correctly use baking terms, apply current baking trends and innovations, and demonstrate creativity in product preparation and presentation. Learners also developed problem-solving and decision-making skills by resolving challenges related to baking processes, product quality, and customer needs.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	3	**Date**	
Lesson Title/Topic	**Baking Terminologies & Trends and Innovations in Baking**		
Name		**Grade & Section**	

I. Activity: Written Assessment

II. Objective: At the end of the activity, learners should be able to distinguish baking terminologies.

III. Materials:

- Pen and paper

IV. Instructions:

Read and comprehend each item carefully. Identify the correct baking term being described and write your answer clearly on your paper.

1. A liquid that is thickened or set by coagulation of egg protein.
2. The production or incorporation of gases in a baked product to increase volume and to produce shape and texture.
3. A thick, white foam made of whipped egg whites and sugar.
4. A semi-liquid mixture made of flour or other starch used for the production of cakes and breads; also used for coating products to be fried
5. Italian meringue used as cake icing.
6. The colored outer portion of the peel of a citrus fruit.
7. A flat, baked item consisting of a pastry and a sweet or savory topping of filling; like a pie but usually thinner.
8. The process of passing dry ingredients like flour, baking powder, or cocoa through a fine mesh to remove clumps and evenly distribute them for better texture and consistency in the final product.
9. An elastic substance formed from proteins present in wheat flours which gives structure and strength to baked goods.
10. A baking technique where flour and water are mixed and left to rest, allowing gluten development and enzyme activity to improve dough texture and flavor before adding salt or yeast.
11. An icing made of butter and/or shortening blended with confectioners' sugar or sugar syrup, other ingredients may also be added.
12. The process of gently deflating dough after its first rise to release excess air, redistribute yeast, and improve texture before shaping.
13. Mixing a portion of the flour with hot water to create a gelatinized dough, which helps improve the texture and moisture retention of the final bread.
14. A very light, flaky pastry made from a rolled-in dough and leavened by steam.
15. A light cake made following the chiffon method – cake mixing method involving the folding.

V. Synthesis:

Familiarity with baking terminologies is essential because it strengthens communication, promotes accuracy in carrying out recipes and procedures, and enables learners to perform baking tasks efficiently and professionally.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS	**Term**	1
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 1: "Name That Tool"

II. Objective(s): At the end of the activity, you should be able to identify common baking measuring tools and explain their functions and uses in baking preparation.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Supply the missing information. Write the correct answer on your answer sheet.

Drawing	Name of measuring tools	Definition/Usage/Function
	1. _____	It is an instrument used to measure the weight of the items or ingredients.
	Dry measuring cup	2. _____
	3. _____	4. _____
	Scoop	5._____

	6. _____	Most recipe ingredients are measured by weight, so accurate scales are important.
	Liquid Measuring Cup	7. _____
	8. _____	9. _____
	Measuring spoons	10. _____

V. Synthesis:

In bakery operations, tools are not simply accessories used in the kitchen; they are essential in ensuring accuracy, consistency, and efficiency during food preparation. Measuring tools such as weighing scales, measuring cups, and thermometers help bakers maintain the correct proportions and conditions needed to produce quality baked products. Even a small mistake in measurement may affect the texture, flavor, or appearance of the final product. Through this activity, learners become more familiar with the tools commonly used in baking and develop a deeper understanding of why each tool has a specific purpose. Recognizing the proper function of baking equipment also

helps improve work organization and prevents errors during actual baking tasks.

Reflection Question/s:

1. What happens if you use a tool for something other than its intended purpose?
2. If you did not have the exact tool needed for a task, what features would you look for as a substitute?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 2: "Tool Experience Sharing"

II. Objective(s): At the end of the activity, you should be able to describe the uses of common baking tools based on personal observation or experience.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

List at least three (3) baking tools that you have seen or used before and describe their uses in baking.

Baking Tool	**Description / Usage**
1.	_____
2.	_____
3.	_____

Guide Questions

1. Which tool are you most familiar with?
2. Which tool do you find difficult to use? Why?

V. Synthesis:

Experience plays an important role in learning bakery operations because it allows learners to connect classroom concepts with actual kitchen practices. By recalling tools they have seen or used, learners begin to recognize how baking equipment contributes to preparation, mixing, measuring, and baking processes. Familiarity with tools also increases confidence and helps learners work more effectively during practical activities. This activity encourages learners to appreciate that successful baking depends not only on ingredients and recipes, but also on proper tool selection and handling.

Reflection Question/s:

1. Which baking tool do you think is the most important thing in preparing baked products? Why?
2. How can familiarity with baking tools improve efficiency in the kitchen?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 3: "Identification of Mixing, Blending, and Cutting Tools"

II. Objective(s): At the end of the activity, you should be able to classify baking tools according to their functions.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Classify the following tools into their correct category.

Tool	**Classification**
Measuring Cup	
Mixing Bowl	
Knife	
Weighing Scale	
Rolling Pin	
Rubber Scraper	

V. Synthesis:

Classifying baking tools according to their functions helps learners understand how bakery operations are organized and performed systematically. In baking, each stage of preparation requires appropriate equipment to ensure accuracy and efficiency. Measuring tools are important for precision, mixing tools help combine ingredients properly, while cutting tools assist in shaping and portioning ingredients. Through proper classification, learners become more aware that choosing the correct tool affects not only convenience but also the quality and consistency of baked products. This understanding also supports safer and more organized kitchen practices.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 4: "Classifying Baking Tools"

II. Objective(s): At the end of the activity, you should be able to explain the functions and proper uses of baking tools.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Classify each baking tool according to its function. Then explain how it is used during baking preparation.

Baking Tool	Classification	Function	How it is Used in Baking
Measuring Cup			
Mixing Bowl			
Knife			
Weighing Scale			
Rolling Pin			

V. Synthesis:

Understanding the functions of baking tools is essential in bakery operations because each piece of equipment is designed to perform a specific task efficiently and accurately. Proper use of tools contributes to better preparation, improved product consistency, and smoother workflow in the kitchen. For example, measuring tools help maintain recipe accuracy, while mixing and cutting tools assist in achieving the desired texture and appearance of baked products. By learning how and when these tools are used, learners become more prepared to perform baking procedures correctly and responsibly.

Reflection Question/s:

1. How does proper tool usage affect the quality of baked products?
2. Why should bakers understand both the function and correct handling of baking tools?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 5: "Function Analysis of Tools"

II. Objective(s): At the end of the activity, you should be able to analyze the importance of baking tools and explain their functions.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Choose three (3) baking tools and explain their functions and importance in baking.

Tool	Function	Importance
1.		
2.		
3.		

V. Synthesis:

Baking tools play a significant role in achieving successful baking outcomes because they help bakers perform tasks with greater accuracy and consistency. In bakery operations, proper equipment contributes to efficient preparation, minimizes errors, and improves the overall quality of products. Tools are designed to simplify specific processes such as measuring, mixing, shaping, or portioning ingredients. Understanding their importance helps learners appreciate that successful baking depends not only on skill and ingredients, but also on the correct use of equipment. This activity also develops analytical thinking by encouraging learners to evaluate how tools contribute to the baking process.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 6: "Tool Usage Demonstration"

II. Objective(s): At the end of the activity, you should be able to demonstrate the proper use of baking tools.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Baking tools

IV. Instructions:

Select at least three (3) baking tools. Demonstrate how each tool is used and explain its function.

Tool	Demonstration (Describe Steps)	Function
1.		
2.		
3.		

V. Synthesis:

Demonstrating the proper use of baking tools allows learners to apply their knowledge in a more practical and meaningful way. In bakery operations, correct handling of tools is important not only for efficiency but also for maintaining safety and product quality. Improper use of equipment may lead to inaccurate measurements, damaged products, or workplace accidents. Through actual demonstrations, learners develop confidence, improve their technical skills, and become more aware of proper kitchen procedures. Practical activities such as this prepare learners for real baking environments where precision and proper handling are essential.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	4	**Date**	
Lesson Title/Topic	**Tools and Equipment in Baking**		
Name		**Grade & Section**	

I. Activity No. 7: "Error Identification Task"

II. Objective(s): At the end of the activity, you should be able to identify improper tool usage and explain the correct handling of baking tools.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each situation carefully. Identify the mistake and explain the correct way to use the tool.

Situation	What is Wrong?	Correct Use
Using a regular cup instead of a measuring cup		
Holding a knife improperly while cutting		
Using a broken measuring tool		

V. Synthesis:

Identifying errors in tool usage helps learners develop awareness of common mistakes that may occur during bakery operations. In baking, improper handling of tools can affect measurements, damage ingredients, reduce product quality, and even cause accidents in the kitchen. Understanding these mistakes encourages learners to think critically about proper procedures and safe practices. This activity also reinforces the importance of responsibility, attentiveness, and accuracy when using baking equipment. By recognizing incorrect practices early, learners become more prepared to apply proper techniques during actual baking tasks.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 1: "Ingredient Recognition and Recall"

II. Objective(s): At the end of the activity, you should be able to identify common baking ingredients, describe their basic uses, and explain their importance in producing quality baked products.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Carefully examine each baking ingredient listed in the table. Identify whether you have already seen or used the ingredient before by writing "Yes" or "No" in the appropriate column. Then, describe how the ingredient is commonly used in baking preparation. Your answers should show your understanding of the ingredient's role in bakery products such as bread, cakes, pastries, or cookies. Write your responses clearly and completely.

Ingredient	**Have you used it before? (Yes/No)**	**How is it used?**
Flour		
Sugar		
Eggs		
Butter		
Milk		
Yeast		

V. Synthesis:

Baking ingredients are considered the foundation of every baked product because each ingredient performs a specific role that affects the texture, flavor, appearance, and structure of the final output. In bakery operations, understanding ingredients is important because successful baking depends not only on following recipes, but also on knowing how ingredients interact with one another during preparation and baking. Ingredients such as flour, sugar, eggs, butter, milk, and yeast contribute differently to the baking process, and improper

use of these ingredients may lead to poor-quality products. Through this activity, learners become more familiar with commonly used baking ingredients and begin to understand their practical importance in achieving desirable baking results.

Reflection Question/s:

1. Why is it important for bakers to understand the purpose of each ingredient in a recipe?
2. What problems may occur if ingredients are used incorrectly or in the wrong amount?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 2: "Recipe Ingredient Identification"

II. Objective(s): At the end of the activity, you should be able to match baking ingredients with their corresponding functions and explain how these functions contribute to successful baking outcomes.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read the ingredients listed in Column A and carefully analyze the functions provided in Column B. Match each ingredient with its correct function by writing the corresponding letter on the space provided. Review your answers before submitting to ensure that each ingredient is paired correctly according to its role in baking preparation.

Column A (Ingredient)	**Column B (Function)**
1. Flour	a. Adds sweetness
2. Sugar	b. Provides structure
3. Eggs	c. Binds ingredients
4. Butter	d. Adds richness
5. Yeast	e. Causes dough to rise

V. Synthesis:

Every ingredient used in baking serves a unique purpose that contributes to the overall quality of baked products. In bakery preparation, ingredients work together to create structure, flavor, texture, moisture, and volume. For example, flour provides structure, sugar adds sweetness and color, eggs help bind ingredients, fats contribute tenderness, and leavening agents allow products to rise. Understanding these functions helps learners recognize why baking requires accuracy and balance. This activity strengthens the learner's ability to connect ingredients with their specific roles, which is essential in understanding recipes and performing baking tasks more effectively.

Reflection Question/s:

1. How do ingredient functions affect the texture and appearance of baked products?
2. Why is baking considered more precise compared to ordinary cooking?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 3: "Classification of Baking Ingredients"

II. Objective(s): At the end of the activity, you should be able to classify baking ingredients according to their functions and explain how these classifications contribute to successful baking processes.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Study each ingredient carefully and determine its proper classification based on its primary function in baking. Write the correct classification in the space provided. Consider how the ingredient contributes to the structure, sweetness, texture, moisture, or leavening of baked products before answering. Use complete understanding rather than simple memorization when classifying the ingredients.

Ingredient	**Classification**
Flour	
Sugar	
Eggs	
Butter	
Yeast	
Milk	

V. Synthesis:

Classifying baking ingredients according to their functions helps learners better understand how recipes are structured and why certain ingredients are necessary in bakery operations. Ingredients are not added randomly; each one contributes to a specific purpose that affects the final product. Structure-building ingredients provide strength, sweeteners improve flavor and browning, fats create

tenderness, and leavening agents develop volume and texture. By understanding ingredient classifications, learners become more capable of analyzing recipes, identifying ingredient roles, and making informed decisions during baking preparation. This knowledge is also important in maintaining consistency and quality in baked products.

Reflection Question/s:

1. How does ingredient classification help bakers prepare products more effectively?
2. Why is it important to understand how ingredients interact with one another in baking?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 4: "Function Matching of Ingredients"

II. Objective(s): At the end of the activity, you should be able to evaluate ingredient substitutions and explain whether a substitute is appropriate based on the ingredient's function.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Analyze each ingredient substitution presented in the table. Determine whether the substitute is appropriate by writing "Yes" or "No" in the corresponding column. Afterward, explain your answer by identifying the function of the original ingredient and comparing it with the substitute provided. Base your explanation on how the substitution may affect the texture, flavor, structure, or overall quality of the baked product.

Original Ingredient	Substitute	Appropriate? (Yes/No)	Why?
Butter	**Margarine**		
Egg	**Banana**		
Milk	**Water**		

V. Synthesis:

Ingredient substitution is sometimes necessary in bakery preparation due to availability, cost, or dietary preferences. However, substitutions must be done carefully because each ingredient has a specific role in baking. In bakery operations, replacing ingredients without understanding their functions may result in undesirable texture, flavor, or structure. Some substitutions may work effectively because the substitute performs a similar function, while others may significantly change the final product. Through this activity, learners develop critical thinking skills by analyzing whether substitutions are appropriate and how they influence baking outcomes.

Reflection Question/s:

1. What should bakers consider before substituting an ingredient in a recipe?
2. How can improper substitution affect the final quality of baked products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 5: "Ingredient Function Explanation Task"

II. Objective(s): At the end of the activity, you should be able to explain the functions of baking ingredients and analyze the effects of omitting or incorrectly using them.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Select at least three (3) baking ingredients from the lesson. For each ingredient, explain its function, describe how it is used during baking preparation, and discuss what may happen if it is omitted or used incorrectly. Write your answers clearly and provide explanations that show your understanding of the ingredient's importance in baking.

Ingredient	Function	How it is Used in Baking	What Happens if Omitted/Incorrect
1.			
2.			
3.			

V. Synthesis:

Each ingredient in baking contributes to the success of the final product, making ingredient knowledge essential in bakery operations. Ingredients influence not only flavor but also texture, structure, moisture, appearance, and shelf life. Incorrect use of ingredients may result in products that are dense, dry, flat, overly soft, or lacking in flavor. By analyzing the functions and importance of ingredients, learners develop a deeper understanding of how recipes work and why precision is important in baking preparation. This activity also encourages learners to think critically about the relationship between ingredients and product quality.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	5	**Date**	
Lesson Title/Topic	**Baking Ingredients**		
Name		**Grade & Section**	

I. Activity No. 6: "Error Identification in Ingredient Use"

II. Objective(s): At the end of the activity, you should be able to identify common mistakes in ingredient usage and explain the correct solutions to improve baking results.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each situation carefully and identify the mistakes related to ingredient usage. Write your answer in the appropriate column and explain the correct solution that should be applied. Consider how the mistake affects the texture, structure, flavor, or appearance of the baked product. Use complete explanations that demonstrate your understanding of proper ingredient use in baking.

Situation	What is Wrong?	Correct Solution
Too much flour added		
No leavening agent used		
Wrong substitution used		

V. Synthesis:

Mistakes in ingredient usage can greatly affect the quality and consistency of baked products. In bakery operations, even small measurement errors or improper ingredient combinations may lead to undesirable outcomes such as dense texture, poor flavor, lack of volume, or uneven baking. Understanding these common mistakes helps learners become more attentive and precise during preparation. This activity also reinforces the importance of following proper procedures, using ingredients correctly, and understanding how ingredients interact during the baking process.

Reflection Question/s:

1. Why do small mistakes in ingredient usage greatly affect baking results?
2. How can understanding common baking errors help improve product quality?

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 1: "Equivalent Measurements and Weights"

II. Objective(s): At the end of the activity, you should be able to identify common baking ingredient substitutions, determine equivalent measurements and weights used in baking, and explain the importance of accurate measurement in producing consistent and high-quality baked products.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Read each item carefully. For Part I, identify the correct substitution for each baking ingredient listed and write your answer on the space provided before each number. For Part II, write the equivalent measurement or weight corresponding to the given unit of measurement. Review your answers carefully and ensure that the correct units and equivalents are used. Accuracy and completeness are important because measurements play a significant role in achieving successful baking results.

I. Write the baking ingredients substitution of the following. Write your answer on the space provided before each number.

_____1. 1 tbsp. Corn starch
_____2. Liquid Ingredients
_____3. 1 C All-purpose Flour
_____4. 1 C Butter
_____5. 1 C Bread flour

II. Write the equivalent of the following measurement/weight. Write your answer on the space provided.

Given Measurement/Weight	**Equivalents**
1 gallon (gal.)	_____
1 quart (qt.)	_____
1 pint (pt.)	_____
1 cup (c.)	_____
½ cup	_____
¼ cup	_____

1/8 cup _____

1 tablespoon (tbsp.) _____

1 pound (lb.) _____

1 kilogram (kg.) _____

V. Synthesis:

Measurement is one of the most important foundations of baking because it ensures that ingredients are combined in the correct proportions. Unlike ordinary cooking, bakery preparation relies heavily on precision since even slight differences in measurement may affect the texture, flavor, appearance, and structure of baked products. Understanding equivalent measurements and substitutions allows learners to work more efficiently and adapt recipes when certain ingredients or tools are unavailable. In bakery operations, proper measurement contributes to consistency, minimizes waste, and helps maintain product quality. This activity also emphasizes the importance of accuracy and attention to detail in every stage of baking preparation.

Reflection Question/s:

1. Why is accurate measurement more important in baking than in ordinary cooking?
2. How can knowledge of equivalent measurements help bakers during preparation?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 2: "Measurement Recall and Comparison"

II. Objective(s): At the end of the activity, you should be able to identify different units of measurement used in baking, classify whether they are used for dry or liquid ingredients, and explain their practical applications in baking preparation.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Study each measurement unit listed in the table. Determine whether the unit is commonly used for dry ingredients, liquid ingredients, or both, and write your answer in the appropriate column. Then, provide an example of how each unit is used in baking preparation. Make sure that your answers clearly show your understanding of the different measurement units and their applications in baking.

Measurement Unit	Type (Dry/Liquid/Both)	Example Use
Cup		
Tablespoon		
Teaspoon		
Gram		
Liter		

V. Synthesis:

Different measurement units are used in baking depending on the type of ingredient being prepared. Dry and liquid ingredients require specific measuring techniques and tools to ensure accuracy and consistency. Understanding the differences among measurement units helps learners recognize how ingredients should be handled properly during baking preparation. In bakery operations, improper measurement may lead to changes in texture, flavor, or structure, which can affect the quality of the final product. Through this activity, learners

become more familiar with the practical use of measurement units and develop greater confidence in applying accurate measuring techniques.

Reflection Question/s:

1. Why do dry and liquid ingredients require different measuring techniques?
2. How can incorrect measurement affect the outcome of baked products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 3: "Identifying Correct Measuring Techniques"

II. Objective(s): At the end of the activity, you should be able to distinguish correct and incorrect measuring techniques and explain how proper measuring procedures contribute to accurate baking results.

III. Materials Needed

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Carefully read each situation presented in the table. Analyze whether the measuring technique being described is correct or incorrect based on proper baking procedures. Write your answer in the space provided. Think critically about the possible effects of improper measuring techniques on the texture, consistency, and overall quality of baked products before answering.

Situation	Answer (Correct/Incorrect)
Measuring flour without leveling	_____
Measuring liquid at eye level	_____
Using the wrong measuring tool	_____
Placing measuring cup on a flat surface	_____

V. Synthesis:

Correct measuring techniques are essential in baking because they ensure that ingredients are used accurately and consistently. In bakery preparation, even small measuring mistakes can lead to undesirable results such as dense texture, poor flavor, uneven baking, or product failure. Proper techniques, such as leveling dry ingredients and measuring liquids at eye level, help bakers maintain recipe accuracy and product quality. This activity encourages learners to become more observant and careful when handling ingredients and measuring tools, which are important habits in bakery operations.

Reflection Question/s:

1. What are the possible effects of incorrect measuring techniques in baking?
2. Why should bakers follow proper measuring procedures consistently?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 4: "Comparison of Dry and Liquid Measurement"

II. Objective(s): At the end of the activity, you should be able to compare the tools and techniques used in measuring dry and liquid ingredients and explain why different measuring methods are necessary in baking.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Complete the table by identifying the appropriate measuring tool, technique, and example for both dry and liquid ingredients. Analyze the differences between the two types of measurements and ensure that your answers clearly show how each technique is properly performed during baking preparation.

Aspect	**Dry Ingredients**	**Liquid Ingredients**
Tool Used		
Technique		
Example		

]

V. Synthesis:

Dry and liquid ingredients differ in physical properties, which is why they require different measuring tools and techniques. In bakery operations, using the wrong measuring method may result in inaccurate ingredient quantities that can affect the quality and consistency of baked products. Dry ingredients should be measured using dry measuring cups and leveled properly, while liquid ingredients should be measured using liquid measuring cups and checked at eye level. Understanding these differences helps learners apply proper procedures during preparation and reinforces the importance of precision in baking.

Reflection Question/s:

1. Why is it important to use the correct measuring tool for specific ingredients?
2. How does proper measurement contribute to consistency in bakery products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 5: "Temperature Ranges in Bakery Products"

II. Objective(s): At the end of the activity, you should be able to identify the correct oven temperatures and baking times for different bakery products and explain how temperature affects baking quality.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Carefully study the temperature ranges and baking times provided in the lesson. Identify the exact oven temperature and baking time required for each type of bread listed in the activity table. Write your answers clearly and accurately in the appropriate columns. Review your responses carefully to ensure that the correct baking conditions are matched with each bakery product.

Types of Breads	Oven Temperature	Baking Time
Yeast bread		
Biscuits		
Muffins		
Corn bread		
Quick loaf bread		

V. Synthesis:

Temperature is a critical factor in bakery preparation because it directly affects the texture, structure, color, and overall quality of baked products. Different types of bakery products require specific oven temperatures and baking times to achieve desirable results. If the temperature is too high, products may burn on the outside while remaining undercooked inside. If the temperature is too low, products may become dense, pale, or improperly baked. Understanding proper temperature ranges helps learners recognize the importance of controlled baking conditions in achieving consistent and high-quality bakery products.

Reflection Question/s:

1. What may happen if bakery products are baked at the wrong temperature?
2. Why do different baked products require different baking times and temperatures?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	6	**Date**	
Lesson Title/Topic	**Measuring Techniques**		
Name		**Grade & Section**	

I. Activity No. 6: "Measuring Technique Demonstration and Explanation"

II. Objective(s): At the end of the activity, you should be able to demonstrate proper measuring techniques for dry and liquid ingredients and explain the importance of accurate measurement in baking preparation.

III. Materials Needed:

- Measuring cups
- Measuring spoons
- Sample dry and liquid ingredients
- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Select three ingredients from the lesson and identify whether each ingredient is classified as dry or liquid. Then, describe the correct measuring technique used for each ingredient. Your explanations should clearly show the proper use of measuring tools and procedures applied during baking preparation. Be specific and detailed in describing how accuracy is maintained when measuring ingredients.

Ingredient	Type (Dry/Liquid)	Correct Technique
1.		
2.		
3.		

V. Synthesis:

Demonstrating proper measuring techniques helps learners apply theoretical knowledge to actual baking preparation. In bakery operations, accurate measurement is necessary to maintain consistency, improve product quality, and avoid costly mistakes. Proper measuring practices also contribute to efficiency because ingredients are prepared correctly from the beginning. Through this activity, learners develop practical skills, strengthen their understanding of

measurement procedures, and become more confident in performing baking tasks that require precision and accuracy.

Reflection Question/s:

1. How does proper measurement improve the quality of baked products?
2. Why is precision considered an important skill in bakery operations?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 1: "Bread Familiarity Check"

II. Objective(s): At the end of the activity, you should be able to identify the basic steps involved in bread production, explain the importance of each stage in the bread-making process, and describe how these steps affect the texture, structure, and quality of bread.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Read each question carefully and answer completely using your own understanding and observations about bread-making. Arrange the steps involved in bread production in their proper order and explain the purpose of each step briefly. Then, answer the guide questions by discussing the importance of kneading, fermentation, and other bread-making processes. Your answers should clearly show your understanding of how each stage contributes to the final quality of bread products.

Guide Questions:

1. What steps do you think are involved in making bread? Arrange them in order and explain each step briefly.
2. Why is kneading an important part of bread-making?
3. What do you think will happen if the dough is not allowed to rest or ferment?
4. How does each step contribute to the final texture and quality of bread?

V. Synthesis:

Bread production follows a systematic process in which each stage contributes to the overall quality of the final product. Processes such as mixing, kneading, fermentation, shaping, proofing, and baking are all interconnected and must be performed correctly to achieve desirable texture, flavor, and structure. In bakery operations, understanding these processes is important because mistakes in one stage may affect the entire product. For example, insufficient kneading may weaken gluten development, while inadequate fermentation may result in dense bread with poor flavor. Through this activity, learners begin to recognize bread-making not simply as a recipe, but as a scientific and organized process that requires proper technique, patience, and precision.

Reflection Question/s:

1. Why is fermentation considered an important stage in bread production?
2. What might happen if one step in the bread-making process is skipped or done incorrectly?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 2: "Experience Sharing: Bread Preparation"

II. Objective(s): At the end of the activity, you should be able to describe different bread mixing methods, explain their procedures, and analyze how each method affects dough development and bread quality.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Choose one bread mixing method discussed in the lesson and explain its step-by-step process clearly and completely. Then, answer the guide questions by analyzing how the method affects the texture, structure, flavor, and preparation of bread. Include the advantages and limitations of the chosen method and explain situations where it may be most appropriately used in bread production.

Guide Questions:

1. Choose one mixing method and describe its step-by-step process.
2. How does this method affect the texture and structure of bread?
3. What are the advantages and limitations of this method?
4. In what situations would this method be most appropriate to use?

V. Synthesis:

Mixing methods influence how ingredients interact and how dough develops during bread production. Different methods produce different results in texture, flavor, and overall bread quality because they affect gluten formation, air incorporation, and fermentation. In bakery operations, selecting the appropriate mixing method is important because it helps bakers achieve the desired characteristics of bread products. Some methods are faster and simpler, while others improve flavor and texture through longer fermentation. Understanding these differences allows learners to appreciate how technique and process directly affect the success of bread production.

Reflection Question/s:

1. How do mixing methods affect the flavor and texture of bread?
2. Why might bakers choose one mixing method over another?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 3: "Classification of Bread Products"

II. Objective(s): At the end of the activity, you should be able to classify bread products according to their type of leavening agent and compare the characteristics of quick breads and yeast breads.

III. Materials

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each bread product carefully and determine whether it belongs to the quick bread or yeast bread category. Write your answers in the appropriate column and explain the basis for your classification by referring to the type of leavening agent, preparation process, and texture of the product. Then, complete the comparative analysis table by identifying the differences between quick breads and yeast breads in terms of leavening, preparation time, texture, and process.

Part A: Classification Table

Classify the following bread products and explain your reasoning.

Bread Product	Type (Quick / Yeast)	Key Basis (Leavening, Process, Texture)
Pandesal		
Muffin		
Loaf bread		
Biscuit		

Part B: Comparative Analysis

Complete the table below:

Criteria	Quick Bread	Yeast Bread
Leavening Agent		
Preparation Time		
Texture		
Process		

V. Synthesis:

Bread products are classified based on the type of leavening agent used and the processes involved in preparation. Quick breads rely on chemical leavening agents, while yeast breads depend on biological fermentation. These differences affect preparation time, texture, flavor, and handling methods. In bakery operations, proper classification is important because it determines the procedures and techniques needed to achieve successful results. Misunderstanding bread classification may lead to incorrect preparation methods and poor-quality products. Through this activity, learners gain a deeper understanding of how different bread types are produced and why proper classification matters in baking preparation.

Reflection Question/s:

1. Why do quick breads and yeast breads require different preparation methods?
2. How does the type of leavening agent affect the characteristics of bread?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 4: "Deep Analysis of Mixing Methods"

II. Objective(s): At the end of the activity, you should be able to analyze different bread mixing methods and explain how each method affects dough development, fermentation, texture, and flavor.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Complete the analysis table by describing the key steps involved in each mixing method and explaining their effects on dough and final bread quality. After completing the table, answer the guide questions using information from the lesson. Your responses should demonstrate your understanding of how different techniques influence gluten formation, fermentation, texture, and flavor development in bread production.

Part A. Analysis Table

Complete the table below by describing each mixing method. Write your answers clearly and briefly.

Mixing Method	Key Steps	Effect on Dough	Effect on Final Bread
Straight Dough			
Sponge Method			
No-Knead Method			
Autolyse Method			

Part B. Guide Questions

Instructions:

Answer the following questions in 2–3 sentences based on the background information.

1. Why does the sponge method produce better flavor?
2. How does autolyse improve gluten development?

V. Synthesis:

Mixing methods are carefully designed processes that control gluten development, fermentation, and dough structure during bread production. Different methods produce different results depending on how ingredients are combined and how long fermentation occurs. In bakery operations, understanding these methods allows bakers to choose techniques that best suit the desired bread quality. Some methods improve flavor through extended fermentation, while others focus on convenience or texture improvement. This activity helps learners move beyond memorization and develop analytical thinking skills by understanding the scientific principles behind bread mixing techniques.

Reflection Question/s:

1. Why does fermentation improve the flavor of bread?
2. How does gluten development affect the texture and structure of bread products?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 5: "Contemporary Techniques and Their Scientific Basis"

II. Objective(s): At the end of the activity, you should be able to describe contemporary bread-making techniques and explain the scientific principles behind their effects on bread texture, moisture, and quality.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Study the background information carefully and complete the table by identifying the process, effects, and scientific basis of each contemporary bread-making technique. Then, answer the guide questions by explaining how these techniques improve bread quality and what may happen if they are not applied properly. Write your answers clearly and use complete explanations based on the lesson.

Part A. Completion Table

Technique	Process	Effect on Bread	Reason (Why it Works)
Tangzhong			
Yudane			

Part B. Guide Questions

Instructions:

Answer briefly in 2–3 sentences.

1. Why do these techniques make bread softer?
2. What happens if these techniques are not applied?

V. Synthesis:

Modern bread-making techniques such as Tangzhong and Yudane are used to improve moisture retention, softness, texture, and shelf life in bread products. These techniques apply scientific principles such as starch gelatinization and increased water absorption to improve dough performance and final bread

quality. In bakery operations, understanding the science behind these methods allows bakers to produce products with better texture and longer freshness. This activity helps learners appreciate how modern baking techniques combine both practical skills and scientific understanding to improve bakery products.

Reflection Question/s:

1. How do modern bread-making techniques improve bread quality?
2. Why is scientific knowledge important in bakery preparation?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 6: "Measuring Technique Demonstration and Explanation"

II. Objective(s): At the end of the activity, you should be able to explain the procedures, purposes, advantages, and limitations of different bread mixing methods used in bakery preparation.

III. Materials Needed

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Choose one bread mixing method discussed in the lesson and complete the performance table provided. Describe the steps involved in the method, explain its purpose, identify its advantages, and discuss its possible limitations. Your answers should clearly demonstrate your understanding of how the chosen method affects dough development and final bread quality.

Aspect	**Explanation**
Steps	
Purpose	
Advantages	
Limitations	

V. Synthesis:

Each bread mixing method follows a specific sequence of steps designed to achieve a particular baking result. In bakery operations, selecting the appropriate method depends on the desired texture, flavor, preparation time, and bread quality. Some methods are simple and efficient, while others require longer fermentation to improve flavor and structure. Understanding the strengths and limitations of each technique helps learners make informed decisions during bread preparation and develop a more practical understanding of bakery production processes.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	7	**Date**	
Lesson Title/Topic	**Bread Production and Mixing Techniques**		
Name		**Grade & Section**	

I. Activity No. 7: "Bread Process Analysis and Problem-Solving Task"

II. Objective(s): At the end of the activity, you should be able to identify common bread-making problems, analyze their causes, and explain the correct solutions to improve bread quality.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each bread-making situation carefully and identify the problem presented. Analyze what went wrong during the bread production process and write the appropriate corrective solution in the table provided. Use complete explanations that show your understanding of fermentation, gluten development, ingredient use, and proper baking procedures.

Situation	What Went Wrong?	Correct Solution
Dough did not rise		
Bread is too dense		
Bread lacks flavor		

V. Synthesis:

Bread-making problems are often caused by errors in mixing, fermentation, kneading, or ingredient handling. In bakery operations, understanding the causes of these problems is important because it helps bakers improve product quality and avoid repeated mistakes. Issues such as dense bread, poor flavor, or lack of rising are directly related to how well the bread-making process is followed. Through this activity, learners develop problem-solving and analytical skills that are essential in identifying production errors and applying proper corrective measures during bakery preparation.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 1: "Safe or Unsafe Kitchen?"

II. Objective(s): At the end of the activity, you should be able to identify safe and unsafe kitchen practices, explain how contamination occurs during food preparation, and describe the importance of proper hygiene and sanitation in maintaining food safety in baking operations.

III. Materials Needed

- Learning Activity Sheet
- Pen/Pencil
- Answer Sheet

IV. Instructions:

Carefully read and analyze each kitchen scenario presented in the table. Determine whether the situation is considered "Safe" or "Unsafe" based on food safety principles. Then, explain your answer clearly by identifying the possible risks, hazards, or sanitary practices involved in each situation. Your explanations should demonstrate your understanding of proper hygiene, contamination prevention, and safe food handling procedures commonly observed in bakery preparation.

Scenario	Safe or Unsafe	Explanation
Food prepared without handwashing		
Clean utensils used properly		
Hair not covered while cooking		

V. Synthesis:

Food safety begins with the ability to recognize unsafe practices and understand how contamination can occur during food preparation. In bakery operations, cleanliness and proper hygiene are essential because baked products may become unsafe when exposed to harmful microorganisms, dirty equipment, or improper handling. Unsafe practices such as failing to wash hands, using contaminated tools, or neglecting personal hygiene may lead to foodborne illnesses and poor product quality. Through this activity, learners become more aware of how daily kitchen practices directly affect food safety and develop a

stronger sense of responsibility in maintaining sanitary working conditions during baking preparation.

Reflection Question/s:

1. Why is personal hygiene considered important in food preparation?
2. What possible risks may arise from unsafe kitchen practices in bakery operations?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 3: "Understanding Cleaning, Sanitizing, and Disinfection"

II. Objective(s): At the end of the activity, you should be able to differentiate cleaning and sanitizing processes and explain their importance in maintaining food safety and preventing contamination in bakery preparation.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Complete the table by describing each process involved in maintaining food safety and explaining its importance in preventing contamination. Carefully analyze how cleaning and sanitizing differ from one another and explain why both procedures must be performed correctly in bakery operations. Write your answers clearly and provide complete explanations based on the lesson discussion.

Process	**Description**	**Importance**
Cleaning		
Sanitizing		

V. Synthesis:

Cleaning and sanitizing are both essential parts of food safety, but they serve different purposes in maintaining a safe baking environment. Cleaning removes visible dirt, grease, and food particles, while sanitizing reduces harmful microorganisms that may remain on surfaces and equipment. In bakery operations, performing only one process is not enough because surfaces that appear clean may still contain bacteria capable of contaminating food products. Proper cleaning and sanitizing procedures help ensure that tools, equipment, and preparation areas remain safe for food handling. This activity reinforces the idea that food safety depends on a complete and consistent sanitation process rather than a single action.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 4: "Hazard Identification and Classification"

II. Objective(s): At the end of the activity, you should be able to identify biological, chemical, and physical hazards in food preparation and explain how these hazards may affect food safety and human health.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Read each food preparation scenario carefully and determine the type of hazard involved. Identify whether the situation represents a biological, chemical, or physical hazard, then explain your answer clearly by describing how the hazard may contaminate food or affect consumer safety. Use the concepts discussed in the lesson to support your explanations.

Scenario	Hazard Type (Biological/Chemical/Physical)	Explanation
Hair found in food		
Food exposed to cleaning chemicals		
Food handled with unwashed hands		

V. Synthesis:

Hazards in food preparation can seriously affect both product quality and consumer safety when not properly controlled. Biological hazards involve harmful microorganisms, chemical hazards include toxic substances, while physical hazards refer to foreign objects that may accidentally contaminate food. In bakery operations, understanding these hazards is important because bakers work with ingredients, tools, and equipment that must be handled carefully to prevent contamination. Recognizing potential hazards helps learners become more observant and proactive in maintaining safe baking practices. This activity also develops awareness that food safety requires constant attention and proper risk identification throughout the baking process.

Reflection Question/s:

1. Why is it important to identify different types of food hazards correctly?
2. How can hazards in bakery preparation affect both consumers and businesses?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 5: "Risk Analysis and Control Measures"

II. Objective(s): At the end of the activity, you should be able to identify appropriate control measures for common food safety hazards and explain how these measures help prevent contamination during bakery operations.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Analyze each hazard listed in the table and identify the most appropriate control measure that should be applied to prevent contamination. Then, explain clearly how the control measure helps reduce or eliminate the risk associated with the hazard. Your answers should demonstrate your understanding of proper food safety procedures and preventive practices used in bakery preparation.

Hazard	Control Measure	Explanation
Dirty hands		
Contaminated surfaces		
Improper storage		

V. Synthesis:

Risk control measures are essential in maintaining food safety because hazards cannot always be completely eliminated during food preparation. Instead, proper procedures are applied to reduce the possibility of contamination and ensure safe working conditions. In bakery operations, practices such as proper handwashing, cleaning and sanitizing surfaces, and correct storage of ingredients help interrupt the spread of contaminants. Understanding these preventive measures allows learners to recognize that food safety depends on consistent and responsible actions throughout the baking process. This activity also emphasizes the importance of discipline and attentiveness in maintaining sanitary kitchen conditions.

Reflection Question/s:

1. How do control measures help prevent contamination in bakery preparation?
2. Why should food safety procedures be followed consistently and not only when problems occur?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 6: "Sanitation Procedure Explanation Task"

II. Objective(s): At the end of the activity, you should be able to explain the proper steps involved in cleaning and sanitizing and analyze the importance of following the complete sanitation process in bakery operations.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Answer each question clearly and completely using the concepts discussed in the lesson. Describe the proper sequence of cleaning and sanitizing procedures and explain the purpose of each step. Then, discuss the possible effects of skipping or improperly performing one part of the sanitation process. Your answers should show your understanding of how sanitation contributes to food safety and product quality in bakery preparation.

Guide Questions:

1. What are the steps involved in proper cleaning and sanitizing?
2. What are the steps involved in proper cleaning and sanitizing?
3. What may happen if one step is skipped?

V. Synthesis:

Sanitation procedures involve a systematic process that helps ensure tools, equipment, and food preparation areas remain safe and free from contaminants. In bakery operations, each step in sanitation serves a specific purpose, from removing visible dirt to reducing harmful microorganisms. Skipping even one step may reduce the effectiveness of the entire process and increase the risk of contamination. Proper sanitation practices help protect both product quality and consumer health while also promoting organized and professional kitchen operations. Through this activity, learners gain a clearer understanding of why sanitation must be performed carefully, consistently, and completely.

Reflection Question/s:

1. What might happen if one sanitation step is skipped during food preparation?
2. Why is sanitation considered a continuous process rather than a one-time task?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	8	**Date**	
Lesson Title/Topic	**Food Safety, Sanitation, and Risk Management in Baking**		
Name		**Grade & Section**	

I. Activity No. 7: "Error Identification and Correction"

II. Objective(s): At the end of the activity, you should be able to identify common sanitation and hygiene mistakes in food preparation, explain the correct procedures, and analyze how these errors may affect food safety and bakery operations.

III. Materials Needed:

- Learning Activity Sheet
- Pen/Pencil

IV. Instructions:

Carefully analyze each situation presented in the table. Identify the sanitation or hygiene error committed, provide the correct action that should be taken, and explain why the correction is important in maintaining food safety. Your answers should clearly demonstrate your understanding of proper hygiene practices, contamination prevention, and safe bakery preparation procedures.

Situation	Error	Correction	Explanation
Baker did not wash hands before preparing dough			
Food placed near cleaning chemicals			
Hair not covered during baking			

V. Synthesis:

Mistakes in sanitation and hygiene can lead to contamination, food spoilage, and serious health risks if not corrected immediately. In bakery operations, errors such as improper handwashing, unsafe storage, or failure to wear protective equipment may compromise both food safety and product quality. Identifying these mistakes helps learners become more aware of unsafe practices and encourages them to apply proper corrective actions consistently. This activity also develops responsibility and critical thinking skills by emphasizing that maintaining food safety requires careful observation, discipline, and adherence to proper procedures.

Reflection Question/s:

1. Why is it important to correct sanitation mistakes immediately in bakery operations?

2. How can proper hygiene practices improve both food safety and product quality?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	9	**Date**	
Lesson Title/Topic:	**Origin of pastry** • Kinds of pastries • Common pastry products • Characteristics of pastries		
Name		**Grade & Section**	

I. Activity No. 1: Pastry Guessing Game

II. Objective(s): At the end of the activity, you should be able to
-Relate pastry characteristics to real-life food products.

III. Materials Needed:
Each student must bring at least 2-3 different kinds of pastries

IV. Instructions:

(Before the activity, the students were informed to bring 2–3 kinds of pastries for the next Bakery Operations class.)

1. Call Student 1 to the front and let him/her choose **Student 2** as the guesser.
2. Blindfold **Student 2**.
3. **Student 1** describes the pastry using its **size, shape, color, texture, or other features** without saying its name.
4. **Student 2** guesses the pastry. If the answer is still incorrect, **Student 2** may taste the pastry for one final guess.
5. If **Student 2** guesses correctly, he/she receives a pastry reward from **Student 1**. If the answer is wrong, **Student 1** keeps the pastry.
6. Repeat the game with another pair of students.

V. Synthesis

The Pastry Guessing Game helped students identify different kinds of pastries through observation and sensory experiences such as sight, touch, and taste. Through describing and guessing, students practiced communication skills and applied their knowledge of pastry characteristics like size, shape, texture, and appearance. The activity also encouraged active participation, teamwork, and critical thinking while making learning enjoyable and engaging.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	9	**Date**	
Lesson Title/Topic	**Origin of pastry** - History of pastries		
Name		**Grade & Section**	

I. Activity No. 2: Origins of Pastry

II. Objective(s): At the end of the activity, you should be able to
- Explain the origin and fundamentals of pastry making.

III. Materials Needed:
- Pen and paper
- Activity sheet
- Printed pictures of different pastry products (croissant, pie, tart, puff pastry, Danish pastry, etc.)
- Manila paper/cartolina
- Marker/colored pens
- Scissors and glue (optional)

IV. Instructions:

Part A: Picture Identification

1. Form groups with 4–5 members.
2. Each group will receive pictures of different pastry products.
3. Observe and identify the pastry products shown.
4. Write the names of the pastry products on your paper.

Part B: Origin and Fundamentals Matching Activity

Read the statements provided by the teacher about pastry history and fundamentals.

1. Match each statement with the correct category:
   A. Origin of Pastry Making
   B. Fundamentals of Pastry Making
2. Discuss your answers within the group.
3. Write your final answers on manila paper.

Part C: Think and Share (15 minutes)

Answer the following questions:

1. Why is it important to know the history or origin of pastry making?
2. Why should bakers understand the fundamentals of pastry making?
3. What may happen if proper pastry-making techniques are not followed?

Assign one representative to present the group's answers.

V. Synthesis

Pastry making has evolved from ancient practices into a specialized baking skill used today in producing different pastry products. Understanding the origin of pastry making helps learners appreciate how pastries developed through time, while mastering the fundamentals such as proper measuring, correct mixing, proper dough handling, and cleanliness helps ensure successful and quality pastry products. Knowledge and application of these fundamentals serve as the foundation for becoming skilled, and responsible bread and pastry practitioners.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	9	**Date**	
Lesson Title/Topic:	**Origin of pastry** • Kinds of pastries • Common pastry products • Characteristics of pastries		
Name		**Grade & Section**	

I. Activity No. 3: MATCHING TYPE AND CHARACTERISTICS

II. Objective(s): At the end of the activity, you should be able to

1. Identify and classify different kinds of pastries.
2. Describe the characteristics of pastries.

III. Materials Needed:

- Pen and paper
- Activity sheet
- Printed pictures of different pastry products (croissant, pie, tart, puff pastry, Danish pastry, etc.)
- Manila paper or cartolina
- Marker or colored pens
- Scissors and glue (optional)

IV. Instructions:

1. Divide the class into groups with 4–5 members.
2. Provide each group with two sets of cards:
   a. Cards containing different kinds of pastries (Short Crust Pastry, Puff Pastry, Choux Pastry, Danish Pastry, Flaky Pastry, etc.)
   b. Cards containing the characteristics of pastries (light and flaky, layered texture, hollow interior, rich and buttery, crumbly texture, zetc.)
3. Read and examine each pastry type and characteristic carefully.
4. Match the pastry type with its correct characteristics.
5. Paste or arrange the matched answers on manila paper.
6. Discuss among group members the reason for matching each pastry with its characteristics.
7. Assign one representative from each group to present their answers to the class.
8. After the presentation, compare answers and discuss the correct matches with the teacher.

V. Synthesis

Different kinds of pastries have specific characteristics that distinguish them from one another. Correctly identifying and matching pastry types with their characteristics helps learners understand their unique qualities and proper uses in baking. This knowledge is important in producing quality pastry products and applying proper baking techniques.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	10	**Date**	
Lesson Title/Topic	**Mixing Techniques**		
Name		**Grade & Section**	

I. Activity Title: Pastry Analysis Task

II. Objectives:

At the end of the activity, the students should be able to:

a. Explain different pastry mixing methods.

b. Differentiate mixing techniques.

III. Materials Needed:

- Mixing method task cards (Creaming Method, Muffin Method, Sponge Method, Straight Dough Method, etc.)
- Scenario cards describing baking situations
- Simple props (mixing bowl, whisk, spoon, measuring cup, spatula, empty ingredient containers, apron)
- Timer or stopwatch
- Activity guide sheet

IV. Instructions:

Task: "Act It Out: Guess the Mixing Method"

(Integration with English – speaking and communication skills)

1. Divide the class into groups with 4–5 members.
2. Each group will select one **mixing method task card** and one **scenario card** without showing it to other groups.

Sample Scenario:

"You are making cupcakes. Butter and sugar are beaten first until fluffy before adding other ingredients."

1. The group will prepare a **1–2-minute role-play or demonstration** using the provided props to show the mixing process. Students may act as bakers, ingredients, or kitchen tools.
2. The observing groups will watch carefully and identify:
    - The mixing method being presented
    - The characteristics of the technique
    - How it differs from other mixing methods
3. After guessing, one student from the presenting group will explain the method in one or two English sentences.

Example:

"The creaming method mixes butter and sugar first to make the product soft and light."

4. Continue until all groups have presented.

V. Synthesis:

Different mixing methods are used to achieve specific textures and qualities in pastry products. Each technique follows a different process and purpose in baking. Through observation, demonstration, and communication, learners can understand how mixing methods differ and recognize the importance of using the correct technique in producing quality pastries.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	10	**Date**	
Lesson Title/Topic	**Mixing Techniques**		
Name		**Grade & Section**	**Name**

I. Activity Title: Pastry Comparison Chart

II. Objectives:

At the end of the activity, the students should be able to:

- Relate mixing methods to pastry characteristics.

III. Materials Needed:

- Mixing method cards (Creaming Method, Muffin Method, Sponge Method, Straight Dough Method, etc.)
- Pastry product pictures or sample images (cupcake, muffin, bread, sponge cake, etc.)
- Strips containing pastry characteristics
- Manila paper/cartolina
- Marker/colored pens
- Glue/tape

IV. Instructions:

Task: "Connect the Method to the Product"

(Integration with English – reading and speaking skills)

1. Divide the class into groups with 4–5 members.
2. Provide each group with:
    - Mixing method cards
    - Pictures of pastry products
    - Strips containing pastry characteristics such as:
        - Soft and fluffy
        - Light and airy
        - Moist texture
        - Dense texture
        - Fine crumb structure
3. Create a comparison chart with the following headings:

Mixing Method Pastry Product Characteristics Produced

1. Analyze and match the appropriate mixing method with the pastry product and its characteristics.
2. Discuss among group members why a specific mixing method creates certain pastry characteristics.
3. Each group representative will explain one answer using a simple English sentence.

Examples:

- *"The creaming method produces soft and fluffy cakes."*
- *"The sponge method creates light and airy products."*

V. Synthesis:

Mixing methods influence the final characteristics of pastry products such as texture, appearance, and quality. Understanding the relationship between mixing techniques and pastry characteristics helps learners select the appropriate method for a desired product outcome. Integrating communication skills also helps students express baking concepts clearly and effectively.

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	10	**Date**	
Lesson Title/Topic	**Mixing Techniques**		
Name		**Grade & Section**	**Name**

I. ACTIVITY TITLE: DEMONTRATE ONE MIXING TECHNIQUE

II. Objectives:

At the end of the activity, the students should be able to:

- Demonstrate proper mixing technique

III. Materials Needed:

- Flour
- Sugar
- Eggs
- Butter or shortening
- Milk or water
- Yeast
- Baking powder
- Salt
- Flavoring (vanilla, chocolate, etc.)
- Mixing bowl
- Electric mixer or hand mixer
- Whisk
- Spatula
- Dough scraper
- Measuring cups and spoons
- Weighing scale
- Kneading board/work surface
- Baking trays or pans
- Muffin tray
- Small containers for ingredients

IV. INSTRUCTION

Choose 1 from the given different mixing methods below and perform.

Creaming Method

1. Place softened butter or shortening in a mixing bowl.
2. Add sugar gradually.
3. Beat the mixture until light, fluffy, and creamy.
4. Add eggs one at a time while mixing continuously.
5. Add dry and liquid ingredients alternately.
6. Mix until all ingredients are well combined.

Muffin Method

1. Prepare two separate bowls for dry and wet ingredients.
2. Combine flour, sugar, baking powder, and other dry ingredients in one bowl.
3. Mix milk, eggs, oil, or melted butter in another bowl.
4. Pour the wet ingredients into the dry ingredients.
5. Stir lightly until just combined.
6. Do not overmix to avoid tough muffins.

Straight Dough Method

1. Measure all ingredients accurately.
2. Place all dry ingredients into the mixing bowl.
3. Add water or liquid ingredients.
4. Mix all ingredients together until the dough forms.
5. Knead the dough until smooth and elastic.
6. Allow the dough to rest or ferment before shaping and baking.

Sponge Method

1. Combine yeast, warm water, and part of the flour in a bowl.
2. Mix until soft batter or sponge forms.
3. Let the sponge ferment until bubbly and have expanded.
4. Add the remaining ingredients to the sponge mixture.
5. Mix and knead until smooth and elastic.
6. Allow the dough to rise before shaping and baking.

V. SYNTHESIS

Different mixing techniques in pastry making follow specific procedures that influence the texture, appearance, and quality of the finished product. Methods such as creaming, muffin, straight dough, and sponge technique each serve different purposes in baking. Understanding and applying the proper mixing technique helps ensure successful pastry production and develops the skills needed for quality bread and pastry preparation.

RUBRICS IN PERFORMING MIXING TECHNIQUES

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Preparation of Tools and Ingredients	Prepared all tools and ingredients correctly and independently.	Prepared most tools and ingredients correctly with minimal assistance.	Prepared some tools and ingredients with assistance.	Failed to prepare tools and ingredients properly.
Application of Mixing Technique	Applied the assigned mixing technique	Applied the mixing technique with	Applied the technique with several errors	Unable to apply the proper

	accurately and followed all procedures correctly.	minor errors in procedure.	and needed guidance.	technique correctly.
Sequence of Procedures	Followed all steps in the correct order consistently.	Followed most steps in the correct order with minor mistakes.	Followed some steps correctly but sequence was inconsistent.	Did not follow the correct sequence of procedures.
Quality of Output	Output showed the expected texture, consistency, and characteristics.	Output showed acceptable quality with minor inconsistencies.	Output showed several inconsistencies in texture or appearance.	Output did not meet expected characteristics.
Work Habits and Cleanliness	Demonstrated excellent cleanliness, organization, and proper handling of tools.	Demonstrated good work habits with minor lapses.	Demonstrated inconsistent work habits and cleanliness.	Demonstrated poor work habits and lack of cleanliness.

Total Score: _____ /20

Rating Scale

Score	**Performance Level**
18–20	Outstanding
14–17	Very Satisfactory
10–13	Satisfactory
5–9	Needs Improvement

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	10	**Date**	
Lesson Title/Topic	**Mixing Techniques**		
Name		**Grade & Section**	**Name**

I. Activity Title: "Mix Master Detective: Unlocking Pastry Techniques"

II. Objectives:

At the end of the activity, the learners should be able to:

a. Explain different pastry mixing methods.
b. Differentiate mixing techniques.
c. Demonstrate proper mixing techniques.
d. Relate mixing methods to pastry characteristics.

III.Materials Needed:

- Learning Activity Sheet
- Pen/pencil
- Reference notes/handouts on pastry mixing methods
- Bond paper/notebook

III. Instruction

Part A: Name the Mixing Method (10–15 minutes)

Directions: Identify the mixing method described. Write your answer in the blank.

1. Butter and sugar are beaten together until light and fluffy. _____
2. Dry and wet ingredients are mixed separately before combining. _____
3. All ingredients are combined at one time to form dough. _____
4. A fermented mixture is prepared first before adding the remaining ingredients. _____
5. This method is commonly used in making cakes and cookies. _____
6. This method should not be overmixed to avoid a tough product. _____
7. This method is commonly used in bread production where all ingredients are mixed at once. _____
8. This method creates soft and fluffy products by incorporating air during mixing. _____
9. This method uses a pre-fermented mixture before preparing the final dough. _____
10. This method often produces moist products like muffins and quick breads. _____

Part B: Mix and Match

Directions: Draw a line to connect the mixing method with the pastry characteristics.

Mixing Method	Characteristics
Creaming Method	Light and airy texture
Muffin Method	Soft and moist texture
Straight Dough Method	Elastic dough texture
Sponge Method	Soft and fluffy texture

Part C: My Baker's Reflection

Directions: Complete the sentence:

1. The mixing method I think is easiest to perform is _____ because _____.
2. Proper mixing techniques are important because _____.

V.Synthesis:

Different pastry mixing methods have specific procedures and produce different characteristics in pastry products. Understanding the differences among these techniques helps learners select the proper method for a desired outcome. Applying the correct mixing technique is important in producing quality pastry products and developing baking skills.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	11	**Date**	
Lesson Title/Topic	**CRUST, FILLINGS, AND COATINGS**		
Name		**Grade & Section**	

I. Activity Title: "Know Me Better: Identifying Different Kinds of Crust, Fillings, and Coatings"

II. Learning Objective:

At the end of the activity, the learner should be able to **identify the different kinds of crust, fillings, and coatings with at least 80% accuracy.**

III. Materials Needed:

- Pen/pencil
- Learning Activity Sheet
- Bond paper/notebook
- Printed pictures of pastries (optional)
- Bread and Pastry learning module/reference materials

IV. Instructions:

Read and understand each activity carefully. Complete all tasks independently and answer each item honestly. Write your answers neatly in the spaces provided and review your work before submitting the activity sheet.

A. Review Activity: Word Match-Up

Directions: Match Column A with the correct answer from Column B. Write the letter of the correct answer on the space provided.

Column A	Column B
_____1. Flaky pastry crust commonly used in pies	A. Chocolate Glaze
_____2. Filling made from fruits	B. Custard Filling
_____3. Sweet coating used on donuts	C. Short Crust
_____4. Creamy filling made from milk and eggs	D. Fruit Filling
_____5. Thin shiny topping used on pastries	E. Sugar Glaze

B. Learning Activity: Identify Me

Directions: Read each statement carefully. Identify whether the item refers to **Crust (C), Filling (F), or Coating/Glazing (CG).** Write your answer before each number.

_____1. Provides the outer base or shell of a pastry product.
_____2. Gives flavor and moisture inside pastries.
_____3. Applied on the surface to improve appearance and taste.

_____4. Apple mixture used inside a pie.
_____5. Chocolate syrup spread over a doughnut.
_____6. Puff pastry is an example of this type.
_____7. Custard is an example of this type.
_____8. Egg wash creates a shiny effect and belongs to this category.
_____9. This forms the structure of pies and tarts.
_____10. Cream cheese mixture inside pastries belongs to this type.

C. Application Activity: Complete the Table

Directions: Write at least two examples for each category.

Category	**Examples**	
Crust	1. _____	2. _____
Fillings	1. _____	2. _____
Coatings/Glazing	1. _____	2. _____

D. Short Assessment

Directions: Encircle the correct answer.

1. Which is an example of a crust?
   a. Custard
   b. Puff pastry
   c. Chocolate syrup
   d. Jam
2. Which is commonly used as filling?
   a. Apple filling
   b. Egg wash
   c. Sugar glaze
   d. Pie shell
3. What is the purpose of coatings and glazes?
   a. To shape dough
   b. To improve appearance and flavor
   c. To preserve flour
   d. To increase baking time
4. Which belongs to coating/glazing?
   a. Fruit filling
   b. Short crust
   c. Chocolate glaze
   d. Custard

5. Which part is found inside the pastries?
   a. Crust
   b. Filling
   c. Coating
   d. Dough

V. Synthesis

Crust, fillings, and coatings are essential components in pastry products. **Crusts** provide structure and texture; **fillings** add flavor and moisture, while **coatings or glazes** improve the appearance and enhance taste. Understanding these parts helps learners create quality pastry products and choose the proper ingredients for different pastry preparations.

Reflection Questions

1. Why is it important to know the different kinds of crust, fillings, and coatings in pastry production?
2. Which type of crust, filling, or coating would you like to use in your own pastry product and why?
3. How can learning these pastry components help you in preparing quality bakery products in the future?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	11	**Date**	
Lesson Title/Topic	**CRUST, FILLINGS, AND COATINGS**		
Name		**Grade & Section**	

I. Activity Title: "FILL ME UP" Understanding the Functions of Fillings in Pastry Preparation

II. Objective:

At the end of the activity, the learner should be able to explain the functions of fillings in pastry preparation.

III. Materials Needed:

- Pen/pencil
- Learning Activity Sheet
- Bond paper/notebook
- Bread and Pastry module/reference material
- Printed pictures of pastries (optional)

IV. Instructions:

Read and understand each activity carefully. Complete the tasks independently and write your answers neatly in the spaces provided. Review your work before submitting your activity sheet.

A. Review Activity: Complete Me

Directions: Fill in the missing word/s to complete each statement.

1. Fillings add _____ to pastry products.
2. Fillings help improve the _____ of pastries.
3. Fruit jam and custard are examples of _____.
4. Fillings make pastries more attractive and _____.
5. Some fillings provide additional _____ value.

B. Learning Activity: Identify the Function

Directions: Read each statement carefully. Write the function of fillings being described.

Choices:

Flavor • Moisture • Texture • Appearance • Nutritional Value

_____1. Makes pastries more appealing and attractive to customers.

_____2. Prevents pastries from becoming dry.

_____3. Adds sweetness and taste to pastry products.

_____4. Improves the feel and consistency of pastry products.

_____5. Provides nutrients through ingredients such as fruits and dairy products.

C. Short Assessment

Directions: Choose the letter of the correct answer.

1. Which is one function of fillings?
   a. To reduce pastry size
   b. To add flavor and moisture
   c. To remove sweetness
   d. To harden the pastry
2. Which filling helps improve the taste of pastries?
   a. Custard filling
   b. Flour
   c. Salt
   d. Water
3. Why do fillings make pastries more attractive?
   a. They change the baking pan
   b. They improve appearance and presentation
   c. They decrease quality
   d. They make pastries smaller
4. Which is NOT a function of fillings?
   a. Add flavor
   b. Improve texture
   c. Increase moisture
   d. Reduce appearance
5. Which filling can provide nutritional value?
   a. Fruit filling
   b. Empty crust
   c. Water glaze
   d. Baking paper

V. Synthesis:

Fillings are important components in pastry preparation because they improve the **flavor, moisture, texture, appearance, and nutritional value** of pastry products. The proper choice of filling helps create more delicious, attractive, and high-quality pastries that satisfy consumers.

Reflection Questions:

1. Which function of fillings do you think is the most important? Why?
2. How can proper filling selection improve the quality of pastry products?
3. What did you learn today about the importance of fillings in pastry preparation?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	11	**Date**	
Lesson Title/Topic:	**CRUST, FILLINGS, AND COATINGS**		
Name		**Grade & Section**	

I. Activity Title: *Create and Fill: My Own Pastry Filling Challenge*

II. Objective:

At the end of the activity, the learners will be able to:

Prepare and present pastry products by creating and applying their own pastry filling using available ingredients and proper preparation techniques.

III. Materials:

- Mixing bowl
- Measuring cups and spoons
- Saucepan/pan
- Spoon or whisk
- Knife and chopping board (if needed)
- Stove/heat source
- Ingredients available at home or in school (fruits, chocolate, milk, coconut, jam, cream, sugar, etc.)
- Prepared pastry shell, bread, tart shell, or crackers for presentation

IV. Instructions:

Part A: Plan Your Filling (Think and Create)

1. Form a group of 3–5 members or work individually as instructed by the teacher.
2. Brainstorm and decide on a pastry filling that can be made using available ingredients.
3. Write the following on your worksheet:
    - Name of pastry filling
    - Ingredients
    - Procedure
    - Type of pastry product where the filling can be used

Here are 5 pastry fillings that are practical, affordable, and suitable for students because the ingredients are commonly available, and the procedures use basic kitchen skills.

1. CUSTARD (VANILLA CUSTARD FILLING)

Ingredients:

- 2 cups milk
- ½ cup sugar
- 3 egg yolks

- 3 tbsp cornstarch
- 1 tsp vanilla extract
- 2 tbsp butter

Procedure:

1. Heat milk in a saucepan until warm; do not boil.
2. In a bowl, mix sugar, egg yolks, and cornstarch.
3. Slowly pour warm milk into the egg mixture while stirring continuously.
4. Return the mixture to the saucepan.
5. Cook over low heat while stirring until thick.
6. Remove from heat and add vanilla and butter.
7. Cool before using as filling.

2. CHOCOLATE FILLING

Ingredients:

- 1 cup milk
- ¼ cup sugar
- 2 tbsp cocoa powder
- 2 tbsp cornstarch
- 1 tbsp butter

Procedure:

1. Combine sugar, cocoa powder, and cornstarch in a saucepan.
2. Gradually add milk and mix well.
3. Cook over medium heat while stirring continuously.
4. Continue stirring until thickened.
5. Remove from heat and add butter.
6. Cool before using it.

3. PINEAPPLE FILLING

Ingredients:

- 2 cups crushed pineapple
- ½ cup sugar
- 2 tbsp cornstarch
- ¼ cup water

Procedure:

1. Drain excess liquid from pineapple.
2. Mix cornstarch and water in a bowl.
3. Place pineapple and sugar in a saucepan.
4. Add cornstarch mixture.
5. Cook over low heat while stirring until thick.
6. Cool before filling the pastries.

4. CREAM CHEESE FILLING

Ingredients:

- 1 cup cream cheese
- ¼ cup sugar

- 1 egg yolk
- 1 tsp vanilla extract

Procedure:

1. Place cream cheese in a bowl and soften it.
2. Add sugar and mix until smooth.
3. Add egg yolk and vanilla.
4. Beat until creamy.
5. Chill before use.

5. COCONUT FILLING (MACAPUNO-STYLE/BUKO FILLING)

Ingredients:

- 2 cups grated coconut
- ½ cup sugar
- ½ cup evaporated milk
- 1 tbsp butter

Procedure:

1. Put grated coconut and sugar in a pan.
2. Add evaporated milk and butter.
3. Cook over low heat.
4. Stir continuously until the mixture thickens.
5. Cool before using it.

Suggested pastry products where students can apply these fillings:

- Custard filling → Cream puffs, egg pie, custard buns
- Chocolate filling → Donuts, rolls, cupcakes
- Pineapple filling → Turnovers, pies, tarts
- Cream cheese filling → Danish pastry, bread rolls
- Coconut filling → Hopia, buns, sweet rolls

Part B: Make It!

1. Prepare all tools and ingredients using proper sanitation and safety practices.
2. Follow your planned procedure and create your pastry filling.
3. Observe the texture, consistency, taste, aroma, and appearance of your filling.
4. Make necessary adjustments if needed.

Part C: Present Your Product (Creative Challenge)

1. Use your filling to create or present a simple pastry product.
2. Give your creation a unique name.
3. Present your product to the class in **1–2 minutes**, explaining:
    - The ingredients used
    - Why you chose the filling
    - Characteristics of your filling
    - Suggested pastry product where it can be applied

V. Synthesis:

Pastry fillings improve the flavor, texture, appearance, and overall quality of pastry products. Different fillings can be made from fruits, creams, chocolate, nuts, or other ingredients. Understanding the preparation process allows learners to become more creative and develop practical skills in food preparation. Through experimentation and presentation, learners also build teamwork, communication, and decision-making skills.

Reflection Questions:

Write your answers in 2–3 sentences.

1. What did you learn while making your own pastry filling?
2. What challenges did you encounter and how did you solve them?
3. How did creativity help improve your product?
4. Why are proper preparation and presentation important in bread and pastry production?

Performance Rubric: Making a Pastry Filling

Criteria	4 Excellent	3 Good	2 Fair	1 Needs Improvement	Score
Preparation and Organization	Prepared all materials and worked systematically	Prepared most materials with minor lapses	Some materials missing and organization lacking	Unprepared and disorganized	
Proper Use of Procedure	Followed all steps correctly	Followed most steps correctly	Followed some steps with errors	Did not follow procedures correctly	
Quality of Filling	Filling has excellent texture, consistency, taste, and appearance	Filling is acceptable with minor issues	Filling has noticeable issues	Filling is poorly made	
Creativity and Originality	Product is highly creative and unique	Product shows some creativity	Product shows limited creativity	Product lacks originality	
Cleanliness and Safety Practices	Observed cleanliness and safety throughout	Minor lapses observed	Several lapses observed	Did not observe proper practices	
Presentation and Explanation	Presented confidently with clear explanation	Presentation was clear with minor difficulties	Presentation lacked details	Unable to explain product clearly	

Total Score: _____ /24

Rating Guide:

21–24 = Outstanding
17–20 = Very Satisfactory
13–16 = Satisfactory
9–12 = Needs Improvement
8 and below = Beginning

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	11	**Date**	
Lesson Title/Topic	**CRUST, FILLINGS, AND COATINGS**		
Name		**Grade & Section**	

I. Activity Title: "Top It Like A Pro: Design Your Pastry Masterpiece!"

II. Learning Objective

At the end of the activity, the learners will be able to:

Make and present different coatings and garnishes for pastries by identifying their ingredients and following the proper preparation procedures.

III. Materials Needed

Tools and Equipment

- Mixing bowls
- Measuring cups and spoons
- Whisk or spoon
- Spatula
- Small saucepan
- Knife and chopping board
- Pastry brush
- Plates or trays for presentation

Ingredients (depending on available materials)

For Coatings

- Powdered sugar
- Cocoa powder
- Chocolate
- Milk
- Butter
- Whipping cream
- Caramel syrup

For Garnishes

- Fresh fruits (banana, mango, strawberries, pineapple)
- Nuts (peanuts, almonds, cashew)
- Grated cheese
- Sprinkles
- Chocolate chips
- Crushed cookies
- Coconut flakes

Pastry Base

- Bread slices, crackers, cookies, cupcakes, tart shells, or prepared pastry products

IV. Instructions

Part A: Discover and Match

Match the coatings and garnishes with their ingredients and procedures.

Coating/Garnish	Ingredients	Procedure
Chocolate Glaze		
Powdered Sugar Glaze		
Fruit Garnish		
Crushed Nut Topping		

Part B: Create Your Pastry Masterpiece

1. Form a group of **3–5 learners** or work individually if instructed by the teacher.
2. Select **one coating** and **one or two garnishes** using available ingredients.
3. Prepare the coating following proper procedures.
4. Apply your coating and garnish to a pastry base.
5. Give your pastry creation a **unique product name**.
6. Present your product to the class for **1–2 minutes** and explain:
    - Name of coating and garnish used
    - Ingredients used
    - Procedure followed
    - Reason for choosing the design

V. Synthesis:

Coatings and garnishes improve the appearance, flavor, texture, and overall appeal of pastry products. Coatings add sweetness, shine, and moisture, while garnishes provide additional color and decoration. Proper selection and preparation of coatings and garnishes help bakers create attractive and marketable pastry products. Creativity and proper techniques also contribute to making pastry products more appealing to consumers.

Reflection Questions:

Answer **2–3 sentences**.

1. What did you learn from preparing coatings and garnishes?
2. What difficulties did you encounter during the activity?
3. How did your creativity help improve your pastry presentation?
4. Why is proper presentation important in bread and pastry production?

Performance Rubric: Making and Presenting Coatings and Garnishes

Criteria	4 Excellent	3 Good	2 Fair	1 Needs Improvement	Score
Preparation of Ingredients and Tools	All ingredients and tools were prepared and organized properly	Most materials prepared properly	Some materials lacking or disorganized	Unprepared	
Following Procedure	Followed all procedures correctly and independently	Followed most procedures with minor errors	Followed some procedures with guidance	Unable to follow procedures	
Quality of Coating and Garnish	Excellent texture, taste, and appearance	Acceptable quality with minor issues	Quality needs improvement	Poor quality	
Creativity and Presentation	Product is highly attractive and unique	Product shows creativity	Product shows minimal creativity	Product lacks creativity	
Cleanliness and Safety	Demonstrated proper sanitation and safety throughout	Minor lapses observed	Several lapses observed	Did not observe safety practices	
Oral Presentation	Clear explanation and confident presentation	Mostly clear presentation	Limited explanation	Unable to explain product	

Total Score: _____ /24

Rating Scale

21–24 = Outstanding

17–20 = Very Satisfactory

13–16 = Satisfactory

9–12 = Needs Improvement

8 and below = Beginning

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	12	**Date**	
Lesson Title/Topic	**TRADITIONAL PASTRIES**		
Name		**Grade & Section**	

I. Activity Title: "Pastry Detective: Crack the Pastry Mystery!"

II. Objective:

At the end of the activity, the learner will be able to:

1. **Identify** the characteristics of traditional pastry products.
2. **Differentiate** various pastry products and healthy alternatives.

III. Materials Needed:

- Pen or pencil
- Learning Activity Sheet
- Pictures of pastry products (provided by teacher or printed)
- Coloring materials (optional)
- Reference notes/module

IV. Instructions:

Part A: Mystery Match-Up

Study the pastry descriptions carefully. Write the **correct pastry product** inside the blank.

Choices:
Croissant | Danish | Baklava | Tart | Pie | Gluten-Free Pastry

_____ 1. A crescent-shaped pastry with flaky layers made using laminated dough.
_____ 2. A layered pastry made with phyllo dough, nuts, and syrup.
_____ 3. A pastry with an open top filled with fruits, cream, or custard.
_____ 4. A pastry product made using ingredients that do not contain wheat gluten.
_____ 5. A pastry with sweet filling and flaky layers commonly topped with fruits or cream cheese.
_____ 6. A pastry with crust that may contain sweet or savory filling and may be covered or uncovered.

Part B: Spot the Difference

Complete the table by writing the characteristics of each pastry product.

Pastry Product	Texture	Main Characteristics	Healthy Alternative
Croissant			
Danish			
Baklava			
Tart			
Pie			

Part C: My Healthy Twist

Imagine you own a small bakery, and you want to make healthier pastry products. Choose **one traditional pastry product** and answer the following:

1. Traditional pastry selected: _____
2. What ingredients would you replace to make it healthier?
    a. Why did you choose those ingredients?
    b. Give your healthier pastry a creative name:

V. Synthesis:

Traditional pastries differ in texture, ingredients, appearance, and preparation methods. Some pastries are flaky and layered, while others may have crusts or fillings. Today, healthier alternatives such as whole wheat flour, fruit-based fillings, and gluten-free ingredients can be used to make pastries more nutritious while maintaining good taste and quality.

Reflection Questions

Write your answer in **2–3 sentences**.

1. What new things did you learn about traditional pastry products?
2. Which pastry product interests you most and why?
3. Why is it important to know healthier alternatives in making pastries?
4. If you become a bakery owner someday, what pastry would you sell and why?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	12	**Date**	
Lesson Title/Topic:	**TRADITIONAL PASTRIES**		
Name		**Grade & Section**	

I. Activity Title: Pastry Product Designers

II. Objectives:

At the end of the activity, the learners will be able to:

1. **Demonstrate proper preparation techniques in pastry making.**
2. **Prepare a traditional pastry product following standard procedures.**
3. **Present finished pastry products creatively.**

III. Materials Needed:

Tools and Equipment

- Mixing bowls
- Measuring cups and spoons
- Rolling pin
- Baking tray
- Pastry brush
- Knife and chopping board
- Spatula
- Whisk
- Oven
- Weighing scale
- Apron
- Hairnet
- Gloves

Ingredients (depending on assigned pastry)

For Fruit Tart

- 1 ready-made tart shell or pastry crust
- 1 cup custard filling
- Assorted fruits (banana, mango, strawberries, grapes)
- 2 tbsp fruit glaze or jam

For Mini Pie

- Pie dough/crust
- Fruit filling (apple, pineapple, or mixed fruits)
- Sugar
- Egg wash

For Danish Pastry

- Puff pastry sheets
- Cream cheese filling or fruit filling
- Egg wash

For Croissant

- Prepared laminated dough
- Butter
- Egg wash

For Healthy Alternative

- Whole wheat flour or gluten-free flour
- Honey
- Fruits or healthy filling

IV. Instructions:

Part A: Group Planning (10 minutes)

1. Form a group with **4–6 members**.
2. Select or receive an assigned pastry product from the teacher:
    - Croissant
    - Danish
    - Fruit Tart
    - Mini Pie
    - Healthy Alternative Pastry
3. Assign roles to members:

- Leader
- Ingredient manager
- Dough preparer
- Decorator/Garnisher
- Presenter

Part B: Prepare Your Pastry Product

Follow the standard procedure for your assigned pastry.

A. Fruit Tart Procedure

1. Prepare and arrange all ingredients and tools.
2. Fill the tart shell with custard filling.
3. Wash and slice the fruits properly.
4. Arrange fruits neatly on top of the tart.
5. Brush fruit glaze or jam over the fruits.
6. Refrigerate before the presentation.

B. Mini Pie Procedure

1. Prepare pie crust and filling.
2. Roll and flatten the dough.
3. Place the dough into pie mold.
4. Add filling.
5. Cover with top crust or create decorative strips.

6. Apply egg wash.
7. Bake at **180°C for 25–30 minutes**.

C. Danish Procedure

1. Prepare a puff pastry sheet.
2. Cut into desired shapes.
3. Add cream cheese or fruit filling at the center.
4. Fold edges according to desired design.
5. Brush with egg wash.
6. Bake at **190°C for 15–20 minutes**.

D. Croissant Procedure

1. Prepare laminated dough.
2. Roll the dough into a rectangle.
3. Cut into triangle shapes.
4. Roll from the wide end toward the tip.
5. Curve slightly into a crescent shape.
6. Apply egg wash.
7. Bake at **190°C for 15–20 minutes**.

E. Healthy Pastry Alternative Procedure

1. Replace regular flour with whole wheat or gluten-free flour.
2. Prepare the dough according to the recipe.
3. Add fruit or healthy filling.
4. Shape pastry creatively.
5. Bake according to product requirements.
6. Decorate with natural toppings if desired.

Part C: Creative Product Presentation

Present your pastry product in **2–3 minutes**.
Include the following:
✓ Product name
✓ Ingredients used
✓ Preparation procedure
✓ Proper techniques applied
✓ Unique features of the product
Give your pastry product a **creative bakery name**.
Examples:

- Fruity Fiesta Tart
- Choco Swirl Danish
- Golden Crunch Pie
- Healthy Delight Pastry

V. Synthesis:

Traditional pastry products require proper preparation techniques, accurate measurements, and creativity in presentation. Following standard procedures ensure product quality and consistency. Attractive presentation and teamwork help improve not only the appearance of products but also communication and practical skills needed in Bread and Pastry Production.

Reflection Questions

Answer in **2–3 sentences**.

1. What preparation techniques did your group apply while making the pastry product?
2. What challenges did your group encounter during preparation?
3. How did teamwork help improve your finished product?
4. What would you improve if you were to prepare the pastry product again?

Performance Rubric for Pastry Product Presentation

Criteria	4 Excellent	3 Good	2 Fair	1 Needs Improvement	Score
Demonstration of Preparation Techniques	Techniques performed correctly and confidently	Minor errors observed	Several errors observed	Techniques poorly demonstrated	
Product Quality	Excellent taste, texture, appearance, and consistency	Good quality with minor flaws	Acceptable quality with noticeable flaws	Poor product quality	
Creativity and Product Presentation	Highly creative and attractive presentation	Creative presentation	Limited creativity	Lacks creativity	
Teamwork and Participation	All members actively participated	Most members participated	Few members participated	Minimal participation	
Oral Presentation and Explanation	Clear, organized, and confident explanation	Mostly clear explanation	Limited details provided	Unable to explain product clearly	
Sanitation and Safety Practices	Properly observed throughout activity	Minor lapses observed	Several lapses observed	Safety procedures not observed	

Total Score: _____ /24

Rating Scale

21–24 = Outstanding
17–20 = Very Satisfactory
13–16 = Satisfactory
9–12 = Needs Improvement
8 and below = Beginning

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	12	**Date**	
Lesson Title/Topic	**TRADITIONAL PASTRIES**		
Name		**Grade & Section**	

I. Activity Title: Mini Bakery Challenge

II. Objective:

At the end of the activity, the learners will be able to:

1. **Present finished traditional pastry products creatively.**
2. **Apply fillings, garnishes, or coatings appropriately in pastry products.**
3. **Demonstrate teamwork and creativity in presenting pastry products.**

III. Materials Needed:

Tools and Equipment

- Mixing bowls
- Measuring cups and spoons
- Rolling pin
- Baking tray
- Pastry brush
- Knife and chopping board
- Whisk
- Spatula
- Oven
- Weighing scale
- Apron
- Hairnet
- Gloves
- Serving plate/tray

Ingredients (depending on assigned pastry)

Pastry Base

- Puff pastry sheets or prepared pastry dough
- Tart shells or pie crust
- Bread or pastry products

Fillings

- Custard filling
- Chocolate filling
- Fruit jam
- Pineapple filling
- Cream cheese filling

Coatings

- Chocolate glaze

- Powdered sugar glaze
- Caramel syrup

Garnishes

- Fresh fruits
- Chocolate chips
- Crushed nuts
- Sprinkles
- Grated cheese
- Coconut flakes

IV. Instructions:

Part A: Plan and Assign Roles (5–10 minutes)

1. Form a group with **4–6 members**.
2. Assign roles among group members:

- Group Leader
- Ingredient Manager
- Dough/Preparation Assistant
- Decorator/Garnisher
- Presenter

1. Choose or receive one pastry product from the teacher:

- Mini Fruit Tart
- Mini Pie
- Danish Pastry
- Mini Croissant
- Healthy Pastry Alternative

Part B: Prepare Your Pastry Product

Follow the procedure for your selected pastry.

Option A: Mini Fruit Tart with Fruit Garnish

Ingredients:

- Tart shells
- Custard filling
- Sliced fruits
- Fruit glaze

Procedure:

1. Prepare all ingredients and tools.
2. Fill tart shells with custard filling.
3. Wash and slice the fruits properly.
4. Arrange fruits creatively on top.
5. Brush lightly with a glaze.
6. Place on the serving plate.

Option B: Mini Pie with Filling

Ingredients:

- Pie crust
- Fruit filling

- Egg wash

Procedure:

1. Roll the dough evenly.
2. Place the dough into pie mold.
3. Add fruit filling.
4. Cover with top crust or create strips.
5. Apply egg wash.
6. Bake at **180°C for 25–30 minutes**.
7. Cool before the presentation.

Option C: Danish with Glaze

Ingredients:

- Puff pastry sheet
- Cream cheese or fruit filling
- Powdered sugar glaze

Procedure:

1. Cut pastry sheet into desired shape.
2. Add filling at the center.
3. Fold edges properly.
4. Bake at **190°C for 15–20 minutes**.
5. Drizzle glaze after cooling.

Option D: Mini Croissant with Chocolate Filling

Ingredients:

- Laminated dough
- Chocolate filling
- Egg wash

Procedure:

1. Roll the dough into a rectangle.
2. Cut into triangles.
3. Add chocolate filling.
4. Roll from a wide end to a narrow end.
5. Apply egg wash.
6. Bake at **190°C for 15–20 minutes**.

Part C: Bakery Product Presentation

Present your finished product creatively in **2–3 minutes**.
Include the following:

✓ Product name

✓ Ingredients used

✓ Fillings/coatings/garnishes used

✓ Procedure followed

✓ Features of the product

Create a bakery-style product name.

Examples:

- Fruity Fiesta Tart
- Choco Dream Croissant
- Sweet Delight Danish
- Golden Fruit Pie

V. Synthesis:

Traditional pastry products become more attractive and flavorful through the use of fillings, coatings, and garnishes. Proper preparation techniques and creative presentation improve product quality and customer appeal. Teamwork and creativity also help learners develop skills necessary in Bread and Pastry Production.

Reflection Questions:

Answer in **2–3 sentences**.

1. What fillings, coatings, or garnishes did your group use?
2. What challenges did your group encounter while preparing the pastry?
3. How did creativity improve your product presentation?
4. If given another opportunity, what would your group improve?

Performance Rubric for Product Presentation

Criteria	4 Excellent	3 Good	2 Fair	1 Needs Improvement	Score
Product Appearance and Presentation	Highly attractive, organized, and creative	Attractive with minor improvements needed	Acceptable appearance	Poor presentation	
Application of Fillings/Garnishes/Coatings	Applied correctly and enhanced product quality	Minor errors observed	Some inconsistencies observed	Incorrect application	
Quality of Finished Product	Excellent texture, taste, and appearance	Good quality with minor flaws	Acceptable quality	Poor quality	
Teamwork and Participation	All members actively participated	Most members participated	Few members participated	Limited participation	
Oral Presentation	Clear, organized, and confident explanation	Mostly clear explanation	Limited explanation	Unable to explain clearly	
Sanitation and Safety Practices	Properly observed throughout activity	Minor lapses observed	Several lapses observed	Did not observe proper practices	

Total Score: _____ /24
Rating Scale
21–24 = Outstanding
17–20 = Very Satisfactory
13–16 = Satisfactory
9–12 = Needs Improvement
8 and below = Beginning

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	12	**Date**	
Lesson Title/Topic:	**CONTEMPORARY PASTRIES**		
Name		**Grade & Section**	

I. Activity Title: "Modern Pastry Masters: The Contemporary Pastry Challenge!"

Group Performance Activity

II. Objective:

At the end of the activity, the learners will be able to:

- **Prepare contemporary pastry products following standard procedures and proper preparation techniques.**
- **Present finished pastry products creatively and collaboratively.**

III. Materials Needed

Tools and Equipment

- Oven
- Mixing bowls
- Measuring cups and spoons
- Measuring scale
- Whisk
- Rubber spatula
- Baking trays
- Muffin molds
- Rolling pin
- Knife and chopping board
- Cooling rack
- Apron
- Hairnet
- Gloves
- Serving plate/tray

IV. Instructions

1. Form a group with **4–6 members**.
2. Choose or receive one assigned contemporary pastry product.
3. Assign group roles:
    - Leader
    - Ingredient Manager
    - Dough/Batter Preparer
    - Decorator/Garnisher
    - Presenter
4. Follow the standard procedure carefully.
5. Practice proper sanitation and safety.
6. Present the finished product creatively in class.

CONTEMPORARY PASTRY PRODUCTS

A. CAKE POPS

Ingredients

- 2 cups crumbled chocolate or vanilla cake
- ½ cup frosting
- Melted chocolate
- Sprinkles or crushed cookies
- Lollipop sticks

Procedure

1. Crumble the cake into fine pieces.
2. Add frosting and mix until sticky.
3. Form into small balls.
4. Chill for 15–20 minutes.
5. Insert lollipop sticks.
6. Dip into melted chocolate.
7. Decorate with sprinkles.
8. Let coating harden before serving.

B. MINI FRUIT TART

Ingredients

- Ready-made tart shells
- 1 cup custard filling
- Sliced fruits (mango, banana, grapes, strawberries)
- Fruit glaze or jam

Procedure

1. Prepare tart shells on a tray.
2. Fill each shell with custard.
3. Wash and slice the fruits properly.
4. Arrange fruits creatively on top.
5. Brush lightly with glaze or jam.
6. Chill before the presentation.

C. COOKIE CUPS

Ingredients

- 1 cup all-purpose flour
- ½ cup butter
- ½ cup sugar
- 1 egg
- ½ cup chocolate chips

Procedure

1. Mix butter and sugar until creamy.
2. Add egg and mix well.

3. Add flour and chocolate chips.
4. Scoop mixture into muffin molds.
5. Press center lightly to create a cup shape.
6. Bake at **180°C for 12–15 minutes**.
7. Cool before adding filling.

Optional Fillings
- Chocolate spread
- Whipped cream
- Fruit filling

D. CHOCOLATE LAVA CUPCAKES
Ingredients
- 1 cup flour
- ½ cup cocoa powder
- ½ cup sugar
- 1 egg
- ½ cup milk
- Chocolate chunks

Procedure
1. Combine dry ingredients.
2. Add wet ingredients and mix.
3. Pour batter into cupcake molds.
4. Add chocolate chunks to the center.
5. Bake at **180°C for 12–15 minutes**.
6. Serve warm.

E. NO-BAKE MANGO GRAHAM PARFAIT
Ingredients
- Graham crackers
- All-purpose cream
- Condensed milk
- Sliced mangoes

Procedure
1. Crush graham crackers.
2. Mix cream and condensed milk.
3. Layer graham crumbs, cream mixture, and mangoes in cups.
4. Repeat layers.
5. Chill before serving.

Creative Product Presentation
Each group will present their pastry product in **2–3 minutes**.
Include the following:
- Product name
- Ingredients used
- Preparation procedure

- Unique features of the product
- Creative presentation style

Suggested Creative Names

- Choco Blast Cake Pops
- Fruity Fiesta Tart
- Cookie Heaven Cups
- Lava Delight Cupcakes
- Mango Dream Parfait

V. Short Synthesis

Contemporary pastries are modern pastry products that combine creativity, flavor, texture, and attractive presentation. Proper preparation techniques, teamwork, and creativity help bakers produce appealing and marketable pastry products. By using simple and readily available ingredients, learners can create innovative pastries suitable for home and bakery businesses.

Reflection Questions

Answer in **2–3 sentences**.

1. What contemporary pastry products did your group prepare?
2. What preparation techniques did your group apply?
3. What challenges did your group encounter during the activity?
4. How did teamwork contribute to your group's success?
5. If given another opportunity, how would you improve your pastry product?

Performance Rubric for Group Presentation

Criteria	4 Excellent	3 Good	2 Fair	1 Needs Improvement	Score
Preparation Technique	Followed procedures correctly and confidently	Minor errors observed	Several errors observed	Incorrect procedures followed	
Product Quality	Excellent taste, texture, and appearance	Good quality with minor flaws	Acceptable quality	Poor quality	
Creativity and Presentation	Highly creative and attractive	Creative presentation	Minimal creativity	Poor presentation	
Teamwork and Participation	All members actively participated	Most members participated	Few members participated	Limited participation	
Sanitation and Safety Practices	Properly observed throughout activity	Minor lapses observed	Several lapses observed	Safety practices not observed	

Oral Presentation	Clear and confident explanation	Mostly clear explanation	Limited explanation	Unable to explain clearly

Total Score: _____ /24

Rating Scale
21–24 = Outstanding
17–20 = Very Satisfactory
13–16 = Satisfactory
9–12 = Needs Improvement
8 and below = Beginning

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	12B	**Date**	
Lesson Title/Topic:	**PLANT-BASED AND VEGAN PASTRIES**		
Name		**Grade & Section**	

I. Activity Title: "Plant Power Pastry Quest: Traditional vs. Vegan Challenge!"

II. Objectives:

At the end of the activity, the learner will be able to:

1. **Identify plant-based ingredients used in pastries.**
2. **Differentiate traditional and vegan pastry products.**

III. Materials Needed:

- Pen or pencil
- Learning Activity Sheet
- Printed pictures of ingredients and pastry products (if available)
- Coloring materials (optional)
- Bread and Pastry module/notes

IV. Instructions:

Part A: Plant Power Hunt

Read each ingredient carefully. Write **P** if the ingredient is **Plant-Based** and **T** if it is a **Traditional Animal-Based Ingredient**.

_____ 1. Soy milk
_____ 2. Eggs
_____ 3. Coconut oil
_____ 4. Butter
_____ 5. Banana puree
_____ 6. Almond milk
_____ 7. Whole milk
_____ 8. Flaxseed mixture
_____ 9. Cream cheese
_____ 10. Oat milk

Part B: Traditional or Vegan?

Write **Traditional** or **Vegan** in the blank.

_____ 1. Uses eggs, milk, and butter as ingredients.
_____ 2. Uses plant-based ingredients only.
_____ 3. Uses banana puree as an egg substitute.
_____ 4. Uses dairy products.
_____ 5. Uses coconut oil instead of butter.

Part C: Create My Plant-Powered Pastry

Imagine you are opening your own mini bakery.

Complete the information below:
My Bakery Product Name: _____
Traditional pastry I want to improve: _____
Plant-based ingredients I will use:

1.
2.
3.
4.
5.
6.

Why did I choose these ingredients?

Draw or describe your plant-based pastry product below.

V. Synthesis:

Plant-based pastries use ingredients that come from plants and avoid animal-based products such as eggs, milk, and butter. Traditional pastries often contain dairy and animal ingredients, while vegan pastries use substitutes like soy milk, banana puree, flaxseed mixtures, and coconut oil. Understanding these ingredients helps bakers create healthier and more inclusive pastry products.

Reflection Questions:

Answer in **2–3 sentences**.

1. What plant-based ingredients did you learn today?
2. What is the difference between traditional and vegan pastries?
3. Why are plant-based alternatives becoming popular in baking?
4. If you become a baker someday, would you create plant-based pastries? Why?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	12B	**Date**	
Lesson Title/Topic:	**PLANT-BASED AND VEGAN PASTRIES**		
Name		**Grade & Section**	

I. Activity Title: Mini Vegan Pastry Challenge

II. Objective:

At the end of the activity, the learners will be able to:

1. **Prepare a simple plant-based pastry product following standard procedures.**
2. **Present finished pastry products creatively.**

III. Materials Needed:

Tools and Equipment

- Mixing bowls
- Measuring cups and spoons
- Whisk
- Spatula
- Baking tray
- Muffin cups/molds
- Oven
- Weighing scale
- Knife and chopping board
- Apron
- Hairnet
- Gloves
- Serving plate/tray

Ingredients

For Vegan Banana Muffins

- 2 ripe bananas (mashed)
- 1 cup all-purpose flour or whole wheat flour
- ½ cup brown sugar
- ½ cup plant-based milk (soy milk, oat milk, or almond milk)
- ¼ cup vegetable oil or coconut oil
- 1 tsp baking powder
- ½ tsp baking soda
- 1 tsp vanilla extract
- Optional: raisins, chocolate chips (vegan), nuts

Optional Garnishes

- Banana slices
- Coconut flakes
- Crushed nuts
- Fruits

IV. Instructions:

Part A: Group Planning (5–10 minutes)

1. Form a group with **4–6 members**.
2. Assign roles among members:
   - Group Leader
   - Ingredient Manager
   - Mixing Assistant
   - Product Decorator
   - Presenter
3. Review ingredients and procedures before starting.

Part B: Prepare Your Vegan Pastry Product

Product: Vegan Banana Muffins
Procedure

1. Wash hands and wear proper laboratory attire (apron, hairnet, gloves).
2. Prepare and organize all tools and ingredients.
3. Peel and mash the bananas in a bowl.
4. Add brown sugar, plant-based milk, vegetable oil, and vanilla extract. Mix well.
5. In a separate bowl, combine flour, baking powder, and baking soda.
6. Slowly add the dry ingredients into the wet mixture and mix until combined.
7. Add optional ingredients such as raisins or vegan chocolate chips.
8. Line muffin cups or grease molds properly.
9. Fill each cup about **¾ full**.
10. Add optional toppings or garnishes.
11. Bake at **180°C for 18–20 minutes** or until cooked.
12. Cool before removing from molds.

Part C: Creative Product Presentation
Present your product in **2–3 minutes**.

Include the following:
✓ Product name
✓ Ingredients used
✓ Plant-based substitutes used
✓ Procedure followed
✓ Health benefits of the product

Give your pastry a unique bakery-style name.
Examples:

- Banana Bliss Muffins
- Vegan Sunshine Cakes
- Green Bakery Delight
- Healthy Harvest Muffins

V. Synthesis:

Plant-based pastries use ingredients from plants instead of animal products such as eggs, milk, and butter. By using ingredients like bananas, plant-based milk, and vegetable oil, learners can prepare healthier pastry products while maintaining good taste and quality. Creativity and proper presentation help improve the attractiveness and marketability of pastry products.

Reflection Questions:

Answer in **2–3 sentences**.

1. What plant-based ingredients did your group use in the activity?
2. What challenges did your group encounter while preparing the product?
3. How did teamwork help improve your finished product?
4. If given another opportunity, what changes would your group make to improve your product?

Performance Rubric for Product Presentation

Criteria	4 Excellent	3 Good	2 Fair	1 Needs Improvement	Score
Following Standard Procedure	Followed all procedures correctly and independently	Followed most procedures correctly	Some procedural errors observed	Did not follow procedures properly	
Product Quality	Excellent texture, appearance, aroma, and taste	Good quality with minor flaws	Acceptable quality	Poor product quality	
Creativity and Presentation	Highly creative and attractive presentation	Creative presentation	Minimal creativity	Lacks creativity	
Teamwork and Participation	All members actively participated	Most members participated	Few members participated	Minimal participation	
Oral Presentation	Clear, organized, and confident explanation	Mostly clear explanation	Limited explanation	Unable to explain clearly	
Sanitation and Safety Practices	Properly observed throughout activity	Minor lapses observed	Several lapses observed	Did not observe proper safety practices	

Total Score: _____ /24

Rating Scale

21–24 = Outstanding
17–20 = Very Satisfactory
13–16 = Satisfactory
9–12 = Needs Improvement
8 and below = Beginning

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	13	**Date**	
Lesson Title/Topic	**IMPORTANCE OF COSTING**		
Name		**Grade & Section**	

I. Activity Title: "Bake & Budget: My Pastry Costing Challenge!"
Individual Performance Activity

II. Learning Objectives

At the end of the activity, the learner will be able to:

1. **Define costing in pastry production.**
2. **Identify the components of product cost.**

III. Materials Needed

Tools and Equipment

- Calculator
- Pen and paper
- Measuring cups and spoons
- Mixing bowls
- Baking tray
- Oven
- Spatula
- Weighing scale
- Apron and hairnet

Ingredients and Materials for Contemporary Pastries

A. NO-BAKE MANGO GRAHAM PARFAIT

Ingredients

- 1 pack graham crackers
- 1 pack all-purpose cream
- 1 can condensed milk
- 2 ripe mangoes

Materials

- Disposable cups or containers
- Plastic spoon

B. CAKE POPS

Ingredients

- 2 cups crumbled cake
- ½ cup frosting
- Melted chocolate
- Sprinkles
- Lollipop sticks

Materials

- Small wrappers
- Packaging sticks

C. COOKIE CUPS

Ingredients

- 1 cup flour
- ½ cup butter
- ½ cup sugar
- 1 egg
- Chocolate chips

Materials

- Muffin liners
- Small containers

IV. Instructions

Part A: Understanding Product Cost

Answer the questions briefly.

1. What is costing in pastry production?

2. Why is costing important in baking?

Components of Product Cost

Study the table below.

Components	Meaning
Ingredients Cost	Cost of ingredients used
Packaging Cost	Cost of containers and wrappers
Utility Cost	Electricity, water, or gas expenses
Labor Cost	Effort and work done in preparing products
Miscellaneous Cost	Other additional expenses

Part B: Prepare Your Pastry Product

Choose **ONE** pastry product and follow the procedure carefully.

A. NO-BAKE MANGO GRAHAM PARFAIT

Procedure

1. Crush graham crackers.
2. Mix all-purpose cream and condensed milk.
3. Layer graham crumbs, cream mixture, and mangoes in cups.
4. Repeat layers.
5. Chill before serving.

B. CAKE POPS

Procedure

1. Crumble cake into small pieces.
2. Add frosting and mix well.
3. Form into balls.
4. Chill for 15 minutes.
5. Insert sticks.
6. Dip into melted chocolate.
7. Add sprinkles.

C. COOKIE CUPS

Procedure

1. Mix butter and sugar until creamy.
2. Add egg and mix well.
3. Add flour and chocolate chips.
4. Scoop mixture into muffin molds.
5. Bake at **180°C for 12–15 minutes**.
6. Cool before serving.

Part C: Compute the Product Cost

Complete the costing table.

Item	Quantity	Cost
Ingredients		
Packaging		
Utilities		
Miscellaneous		
Total Cost		

Part D: Product Presentation

Present your pastry product to the class and explain:

✓ Product name

✓ Ingredients used

✓ Procedure followed

✓ Estimated product cost

✓ Suggested selling price

V. Short Synthesis

Costing is important in pastry production because it helps bakers determine the total expenses involved in making products. It includes the cost of ingredients, packaging, utilities, labor, and other expenses. Proper costing helps bakers set the correct selling price and earn profit while maintaining quality pastry products.

Reflection Questions

Answer in 2–3 sentences.

1. Why is costing important in pastry production?

2. Which component of product cost was easiest to compute?
3. What challenges did you encounter while computing the product cost?
4. How can proper costing help bakery businesses succeed?

Performance Rubric

Criteria	4 Excellent	3 Good	2 Fair	1 Needs Improvement	Score
Understanding of Costing	Clearly explained all components of cost	Explained most components	Limited explanation	Unable to explain costing	
Accuracy of Cost Computation	Computation is complete and accurate	Minor errors observed	Several errors observed	Incorrect computation	
Product Quality	Excellent appearance and preparation	Good quality	Acceptable quality	Poor quality	
Creativity and Presentation	Highly creative and organized presentation	Creative presentation	Minimal creativity	Poor presentation	
Oral Presentation	Clear and confident explanation	Mostly clear explanation	Limited explanation	Unable to explain clearly	
Sanitation and Safety Practices	Properly observed throughout activity	Minor lapses observed	Several lapses observed	Safety practices not observed	

Total Score: _____ /24

Rating Scale

21–24 = Outstanding
17–20 = Very Satisfactory
13–16 = Satisfactory
9–12 = Needs Improvement
8 and below = Beginning

LEARNING ACTIVITY SHEET (LAS)

Learning Area	BAKERY OPERATIONS		
Lesson Exemplar	13	**Date**	
Lesson Title/Topic	**IMPORTANCE OF COSTING**		
Name		**Grade & Section**	

I. Activity Title: "Smart Bakers Challenge: Bake, Budget, and Earn!"
Group Performance Activity

II. Learning Objectives

At the end of the activity, the learners will be able to:

1. **Display accuracy in computing the total cost of a pastry product using a given recipe and price list.**
2. **Initiate thriftiness in costing quality pastry products.**

III. Materials Needed

Tools and Equipment

- Calculator
- Pen and paper
- Measuring cups and spoons
- Mixing bowls
- Weighing scale
- Baking trays
- Muffin molds
- Oven
- Whisk
- Rubber spatula
- Knife and chopping board
- Apron
- Hairnet
- Gloves
- Serving tray or plate

IV. Instructions

1. Form a group with **4–6 members**.
2. Choose or receive one assigned contemporary pastry product.
3. Prepare the pastry product following the standard procedure.
4. Compute the total cost using the provided recipe and price list.
5. Practice thriftiness by avoiding ingredient waste and using materials properly.
6. Present your pastry product and costing computation to the class.

CONTEMPORARY PASTRY PRODUCTS

A. NO-BAKE MANGO GRAHAM PARFAIT

Ingredients

- 1 pack graham crackers – ₱45
- 1 pack all-purpose cream – ₱55
- 1 can condensed milk – ₱40
- 2 ripe mangoes – ₱50

Materials

- Plastic cups or containers – ₱20

Procedure

1. Crush graham crackers.
2. Mix all-purpose cream and condensed milk.
3. Layer graham crumbs, cream mixture, and mangoes in cups.
4. Repeat layers.
5. Chill before serving.

B. CAKE POPS

Ingredients

- 2 cups crumbled cake – ₱70
- ½ cup frosting – ₱40
- Melted chocolate – ₱60
- Sprinkles – ₱20
- Lollipop sticks – ₱15

Procedure

1. Crumble cake into small pieces.
2. Add frosting and mix well.
3. Form into balls.
4. Chill for 15 minutes.
5. Insert sticks.
6. Dip into melted chocolate.
7. Decorate with sprinkles.

C. COOKIE CUPS

Ingredients

- 1 cup flour – ₱20
- ½ cup butter – ₱50
- ½ cup sugar – ₱15
- 1 egg – ₱10
- Chocolate chips – ₱40

Materials

- Muffin liners – ₱15

Procedure

1. Cream butter and sugar together.
2. Add egg and mix thoroughly.
3. Add flour and chocolate chips.
4. Scoop mixture into muffin molds.
5. Press center lightly to create cup shape.
6. Bake at **180°C for 12–15 minutes**.

7. Cool before adding fillings if desired.

D. MINI FRUIT TART

Ingredients

- Ready-made tart shells – ₱60
- Custard filling – ₱50
- Assorted fruits – ₱80
- Fruit glaze or jam – ₱25

Procedure

1. Arrange tart shells on tray.
2. Fill with custard.
3. Slice and arrange fruits attractively.
4. Brush lightly with glaze.
5. Chill before serving.

Part B: Product Costing Activity

Compute the Total Product Cost

Fill out the table below.

Components of Cost	Amount
Ingredients Cost	
Packaging Cost	
Utility Cost	
Miscellaneous Cost	
Total Cost	

Part C: Thriftiness Challenge

Discuss within the group:

1. How can you avoid wasting ingredients?
2. What strategies can help reduce production cost while maintaining quality?

Write your answers below.

Part D: Product Presentation

Present your pastry product and explain:

✓ Product name
✓ Ingredients used
✓ Procedure followed
✓ Total product cost
✓ Suggested selling price
✓ Ways your group practiced thriftiness

V. Short Synthesis

Costing is an important skill in Bread and Pastry Production because it helps bakers determine the total expenses involved in producing quality pastry products. Proper costing includes ingredients, packaging, utilities, and other expenses.

Practicing thriftiness helps reduce waste, save money, and increase possible profit while maintaining product quality and customer satisfaction.

Reflection Questions

Answer in 2–3 sentences.

1. Why is accurate costing important in pastry production?
2. How did your group practice thriftiness during the activity?
3. What challenges did your group encounter while computing product cost?
4. How can proper costing help bakery businesses become successful?

Performance Rubric

Criteria	4 Excellent	3 Good	2 Fair	1 Needs Improvement	Score
Accuracy of Cost Computation	Computation is complete and accurate	Minor errors observed	Several errors observed	Incorrect computation	
Understanding of Costing Components	Clearly explained all cost components	Explained most components	Limited explanation	Unable to explain costing	
Product Quality	Excellent appearance, taste, and preparation	Good quality with minor flaws	Acceptable quality	Poor quality	
Thriftiness and Resource Management	Demonstrated excellent resource management and minimal waste	Minor wastage observed	Some unnecessary waste observed	Poor resource management	
Teamwork and Participation	All members actively participated	Most members participated	Few members participated	Minimal participation	
Oral Presentation	Clear and confident explanation	Mostly clear explanation	Limited explanation	Unable to explain clearly	

Total Score: _____ /24

Rating Scale

21–24 = Outstanding
17–20 = Very Satisfactory
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