|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Jobs (55 min.)** | | | | | | | | | | | | | | | | | | | |
| **Unit/Topic:** | | | | | | | Be Our Guest (Table Setting and Manners) | | | | | | | | | | | | |
| **Class:** | | | | | | | Culinary Arts | | | | | | | | | | | | |
| **Date:** | | | | | | | TBA | | | | | | | | | | | | |
| **Standards:** | | | | | | | 11.2 Identify traditional and contemporary positions in food service | | | | | | | | | | | | |
| **Content Objectives:** | | | | | | | Identify what a traditional and contemporary position is in food service. | | | | | | | | | | | | |
| **Language Objectives:** | | | | | | | Students will be able to analyze job position tittles to decide if the job is a traditional or contemporary position. | | | | | | | | | | | | |
| **Materials:** | | | | | | | <https://opentextbc.ca/workinginfoodserviceindustry/chapter/food-service-positions-and-job-titles/> | | | | | | | | | | | | |
| **Key Vocabulary:** | | | | | | | Traditional  Contemporary  Line  Brigade  Chef  Sous-chef  Chef de Partie  Entremetier  Saucier  Garde Manager  Tournant  Patissier  Poissonier  Grillardin  Cuisineur  Commis. | | | | | | | | | | | | |
| **Essential Question(s):** | | | | | | | What is the difference between traditional and contemporary? | | | | | | | | | | | | |
| **Higher Order Question(s):** | | | | | | | How do you identify a traditional and contemporary position in food service? | | | | | | | | | | | | |
| **Performance Objectives**  What must all students know and be able to do as a result of this lesson? | | | | | | | **Know:**  Students will know how to look up jobs.  Students will know the difference between traditional and contemporary. | | | | | | | | | | | | |
| **Do:**  Students will find three jobs that are traditional positions open and three contemporary positions. | | | | | | | | | | | | |
| **Time:**  **5 min**  **25** | | **Activities:**  **Starter Question**  What kind of food service positions are out there?  **Lesson**   * Ask the students the starter question and discuss their answers. * Explain that a traditional style of food positions include a hierarchy of positions. * These posisions include, Chef, Sous-chef, Chef de Partie, Entremetier, Saucier, Garde Manager, Tournant, Patissier, Poissonier, Grillardin, Cuisineur, and Commis. * Give students the worksheet of the positions and explain that they are to find what the job of each person does, and what their modern alternative is. * The contemporary styles are the kitchens that do not have this kind of design. * Give the students about 20 minutes to start on this assignment. (If they do not finish in class, they will have it for home work. * After 20 minutes, explain that there are both traditional types of jobs in food service and contemporary. * Give the students the Job worksheet and tell them to find three job listings for both types of jobs.   **Building Background:**  *Links to Experience: They will need to know how to find a job some day and this will help them know what jobs they are to be looking for.*  *Links to Learning: Knowing this will help them to understand their positions and jobs in the kitchen when we start participating in labs.*  *Differentiation:* For IPEs with an aid, give the lesson plan to the aid a head of time.  For students who cannot see the board, print of the PowerPoint.  For students who are hearing impaired, give them a copy of the lesson plan before class. (Just the instructional part and materials for students.)  **Regularly teach to the whole class to small groups based on assessed needs and to individuals.** | | | | | | | | | | | | | | | | | |
| **21st Century Skills:** Identify the 21st Century Skills that students will practice in this lesson. Check all that apply. | | | | | | | | | | | | | | | | | | | |
| Innovation & creativity | | | | | | | |  | Teamwork & collaboration | | | | |  | | Accessing & analyzing information | | | X |
| Critical thinking & problem solving | | | | | | | |  | Initiative & leadership | | | | |  | | Effective oral & written communication | | | X |
| Flexibility & adaptability | | | | | | | |  | Curiosity & imagination | | | | |  | | Character | | |  |
| **Definition** | | | | | | | | | **Lesson STEM Connection** | | | | | | | | | | |
| **Science** | Study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines. | | | | | | | |  | | | | | | | | | | |
| **Technology** | Comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves. | | | | | | | |  | | | | | | | | | | |
| **Engineering** | Body of knowledge about the design and creation of human-made products and a process for solving problems. This process is design under constraint. One constraint in engineering design is the laws of nature, or science, and time, money, available materials, ergonomics, environmental regulations, manufacturability, and reparability. | | | | | | | |  | | | | | | | | | | |
| **Mathematics** | Study of patterns and relationships among quantities, numbers, and shapes. | | | | | | | |  | | | | | | | | | | |
| **STEM Inquiry Lesson Cycle:** Engage/Ask, Explore/Imagine, Explain/Design, Elaborate/Create, Evaluate/Redesign | | | | | | | | | | | | | | | | | | | |
| **Manage the Process:**  Describe everything necessary to ensure targeted learning does occur. Use the STEM Inquiry Cycle. Identify new vocabulary. List the preparations necessary to differentiate instruction for the diverse learners in your classroom. | | | | | | | | | | | | | | | | | | | |
| **Input:** | | | | | | | | | | | | | | | | | | | |
| **Assessment and Reflection:** | | | | | | | | | | | | | | | | | | | |
| **Scaffolding:** | | | Modeling | |  | Guided | | | |  | | Independent | X | | | | | | |
| **Grouping:** | | | Whole Class | |  | Small Group | | | |  | | Partners |  | | Independent | | **X** | | |
| **Processes:** | | | Reading | |  | Writing | | | |  | | Listening |  | | Independent | | **X** | | |
| **Strategies:** | | | Hands-On | |  | Meaningful | | | | **X** | | Links to Objective | **X** | | | | | | |
| **Rubric(s) I will use:** (Check all that apply.) | | | | | Collaboration | | | | | | | |  | Written Communication | | | | X | |
| Critical Thinking & Problem Solving | | | | | | | |  | Content Knowledge | | | | X | |
| Oral Communication | | | | | | | |  | Other | | | |  | |
| **Other classroom assessments for learning:** (Check all that apply) | | | | | Quizzes/Tests | | | | | | | |  | Practice presentations | | | |  | |
| Self-evaluation | | | | | | | |  | Notes | | | |  | |
| Peer-evaluation | | | | | | | |  | Checklists/observation | | | | **X** | |
| Online tests & exams | | | | | | | |  | Concept Maps | | | |  | |
| **Reflections:** (Check all that apply) | | | | | Survey | | | | | | | |  | Focus Groups | | | |  | |
| Discussion | | | | | | | |  | Task Management Chart | | | |  | |
| Journal Writing/Learning Log | | | | | | | | X | Other | | | |  | |
| **Resources Needed:** | | | | **Related Career Roles:** | | | | | | | | | | | | | | | |
| **School-based individuals:** | | | |  | | | | | | |  | | | | | | | | |
| **Technology:** | | | |  | | | | | | |
| **Community:** | | | |  | | | | | | |
| **Materials:** | | | |  | | | | | | |
| **Follow Up:** (What will you change, keep ect. How did the students respond? | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Additional Notes:** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_

Traditional Job Positions

|  |  |  |
| --- | --- | --- |
| **Traditional Title** | **Modern Alternatives** | **Duties** |
| **Chef, Chef de Cuisine** |  |  |
| **Sous-Chef, Executive Sous Chef** |  |  |
| **Chef de Partie** |  |  |
| **Entremetier** |  |  |
| **Saucier** |  |  |
| **Garde Manger** |  |  |
| **Tournant** |  |  |
| Pâtissier |  |  |
| Poissonier |  |  |
| Grillardin |  |  |
| Cuisineur |  |  |
| Commis |  |  |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_

Jobs Available

|  |  |  |  |
| --- | --- | --- | --- |
| Job Tittle | Job Location | Where it was found | Style |
|  |  |  | Contemporary |
|  |  |  | Contemporary |
|  |  |  | Contemporary |
|  |  |  | Traditional |
|  |  |  | Traditional |
|  |  |  | Traditional |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Customer Service (55 Minutes)** | | | | | | | | | | | | | | | | | | | |
| **Unit/Topic:** | | | | | | | Be Our Guest (Table Setting and Manners) | | | | | | | | | | | | |
| **Class:** | | | | | | | Culinary Arts | | | | | | | | | | | | |
| **Date:** | | | | | | | TBS | | | | | | | | | | | | |
| **Standards:** | | | | | | | 11.3 Practice professionalism and techniques in support of good customer relations | | | | | | | | | | | | |
| **Content Objectives:** | | | | | | | Students will preform professional customer service. | | | | | | | | | | | | |
| **Language Objectives:** | | | | | | | Students will communicate professional with customers. | | | | | | | | | | | | |
| **Materials:** | | | | | | | White board  white board markers.  Customer Service Roll play slips. | | | | | | | | | | | | |
| **Key Vocabulary:** | | | | | | | Customer Service | | | | | | | | | | | | |
| **Essential Question(s):** | | | | | | | What makes good customer service?  What is bad customer service? | | | | | | | | | | | | |
| **Higher Order Question(s):** | | | | | | | What is the best way to create good customer service?  What type of situations create bad customer service? | | | | | | | | | | | | |
| **Performance Objectives**  What must all students know and be able to do as a result of this lesson? | | | | | | | **Know:**  Students will the difference between good customer service and bad customer service. | | | | | | | | | | | | |
| **Do:**  Students will demonstrate good customer service and bad customer service. | | | | | | | | | | | | |
| **Time:**  **15 min.**  **35 minutes**  **5 minutes** | | **Activities:**  **Starter Question**  What is a time that you experienced bad customer service?  **Lesson**   * On the white board draw a line down the center. At the top of one section, write good customer service. On the other write bad customer service. * Ask the students to share some of their bad customer service experiences. * Ask What are some characteristics of bas customer service? * Write their answers on the board. * Ask How do you feel when you experience bad customer service? * Allow students to respond. * Ask What are characteristics of good customer service? * Write the answers on the board. * Ask How do you feel when you experience good customer service? * Allow students to respond.   **Lesson Activity**   * Split the class into groups of four or five. * Give each group one of the good or bad customer roleplays. * Give the students 5-10 minutes to prepare the scene. * Then give the students an opportunity to role place that scene for the class. * Discuss with the class what the group did right, what they did wrong, and what they should have done.   **End Lesson**   * On an exit slip ask the students * What was your favorite role play? * What did you learn today about customer service.   **Building Background:**  *Links to Experience: Students will identify what good and bad customer service is.*  *Links to Learning: Students will act out good and bad customer service exercises.*  *Differentiation:* For IPEs with an aid, give the lesson plan to the aid a head of time.  For students who cannot see the board, print of the PowerPoint.  For students who are hearing impaired, give them a copy of the lesson plan before class. (Just the instructional part and materials for students.)  **Experiment with ways to rearrange furniture to allow for whole-class, small-group, and individual learning spaces.**  **Regularly teach to the whole class to small groups based on assessed needs and to individuals.** | | | | | | | | | | | | | | | | | |
| **21st Century Skills:** Identify the 21st Century Skills that students will practice in this lesson. Check all that apply. | | | | | | | | | | | | | | | | | | | |
| Innovation & creativity | | | | | | | | X | Teamwork & collaboration | | | | | X | | Accessing & analyzing information | | |  |
| Critical thinking & problem solving | | | | | | | |  | Initiative & leadership | | | | | X | | Effective oral & written communication | | | X |
| Flexibility & adaptability | | | | | | | | X | Curiosity & imagination | | | | | X | | Character | | |  |
| **Definition** | | | | | | | | | **Lesson STEM Connection** | | | | | | | | | | |
| **Science** | Study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines. | | | | | | | |  | | | | | | | | | | |
| **Technology** | Comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves. | | | | | | | |  | | | | | | | | | | |
| **Engineering** | Body of knowledge about the design and creation of human-made products and a process for solving problems. This process is design under constraint. One constraint in engineering design is the laws of nature, or science, and time, money, available materials, ergonomics, environmental regulations, manufacturability, and reparability. | | | | | | | |  | | | | | | | | | | |
| **Mathematics** | Study of patterns and relationships among quantities, numbers, and shapes. | | | | | | | |  | | | | | | | | | | |
| **STEM Inquiry Lesson Cycle:** Engage/Ask, Explore/Imagine, Explain/Design, Elaborate/Create, Evaluate/Redesign | | | | | | | | | | | | | | | | | | | |
| **Manage the Process:**  Describe everything necessary to ensure targeted learning does occur. Use the STEM Inquiry Cycle. Identify new vocabulary. List the preparations necessary to differentiate instruction for the diverse learners in your classroom. | | | | | | | | | | | | | | | | | | | |
| **Input:** | | | | | | | | | | | | | | | | | | | |
| **Assessment and Reflection:** | | | | | | | | | | | | | | | | | | | |
| **Scaffolding:** | | | Modeling | |  | Guided | | | | X | | Independent |  | | | | | | |
| **Grouping:** | | | Whole Class | | **X** | Small Group | | | | **X** | | Partners |  | | Independent | |  | | |
| **Processes:** | | | Reading | |  | Writing | | | |  | | Listening |  | | Independent | |  | | |
| **Strategies:** | | | Hands-On | |  | Meaningful | | | | **X** | | Links to Objective | **X** | | | | | | |
| **Rubric(s) I will use:** (Check all that apply.) | | | | | Collaboration | | | | | | | | X | Written Communication | | | |  | |
| Critical Thinking & Problem Solving | | | | | | | | X | Content Knowledge | | | |  | |
| Oral Communication | | | | | | | | X | Other | | | |  | |
| **Other classroom assessments for learning:** (Check all that apply) | | | | | Quizzes/Tests | | | | | | | |  | Practice presentations | | | | **X** | |
| Self-evaluation | | | | | | | |  | Notes | | | |  | |
| Peer-evaluation | | | | | | | |  | Checklists/observation | | | | **X** | |
| Online tests & exams | | | | | | | |  | Concept Maps | | | |  | |
| **Reflections:** (Check all that apply) | | | | | Survey | | | | | | | |  | Focus Groups | | | |  | |
| Discussion | | | | | | | | X | Task Management Chart | | | |  | |
| Journal Writing/Learning Log | | | | | | | |  | Other | | | |  | |
| **Resources Needed:** | | | | **Related Career Roles:** | | | | | | | | | | | | | | | |
| **School-based individuals:** | | | |  | | | | | | | Any job that serves people. | | | | | | | | |
| **Technology:** | | | |  | | | | | | |
| **Community:** | | | |  | | | | | | |
| **Materials:** | | | |  | | | | | | |
| **Follow Up:** (What will you change, keep ect. How did the students respond? | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Additional Notes:** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |

Customer Service Roll Plays

1. A customer walks into a restaurant and the host comes up to him and asks how many people in his party. He/she says one and the host shows him to his seat. When the waiter comes up, s/he is chomping on her gum and has an attitude of not caring. S/he asks him/her what s/he would like to order. The customer says that he would like a drink and a stake. The waiter says okay and then walks away. The man watched her walk past a couple that was trying to call his/her attention. When the waiter came back with the drink, s/he walked past the same couple. This time they stopped her and asked, why she would not help them, and s/he said it was not her table and walked to your table.
2. Your computer just broke and you need some assistance. You decide to call the Geek Squad at Best Buy. The first time you call the person on the other end of the phone is rude and not helpful at all. They do not state their name or ask if they can help you. You eventually hang up the phone because they are not helpful. The second time you call, the person that answers the phone says, “Hello, thank you for calling Best Buy! My name is \_\_\_\_\_\_\_\_\_ how may I help you today?” You then explain your problem. They understand and direct you to another department so that you can get the help that you need. The new person picks up the phone and responds the same way that the second person did.
3. You are a manager at a pizza joint. A customer comes storming in and is extremely mad, causing everyone else in the joint to look up at the customer. They walk up to you and hold up a piece of pizza that has a hair in it. You look at the customer in surprise and apologize. You do not blame the customer for the hair. Then you give him a coupon for a free pizza and a free drink. The attitude of the customer changes to become positive.
4. You bought some expensive tickets to the worlds best soccer game. The tickets are supposed to be hand delivered to you, but they are not. You contact the person who sold you the tickets. Those people tell you that UPS was to deliver you the tickets and it is your fault for not telling the hotel that the tickets were to be delivered. You then call UPS to see if you can get your tickets and discover that the UPS location is closed until Monday. Eventually you find out where the location of the store is and you walk there. You call the store owner and he will only open the store if you pay him. You agree, and the store owner shows up and gets your tickets. Then you were able to watch a game.
5. A mad customer walks into your store and asks to see the manager. The manager is out of the store for the time and you explain that to them. They are mad because they bought a loaf of bread that is supposable moldy. You look at the bread and realize that the bread that he has is not a brand of bread your store sells. He argues with you that he bought the bread at a different store. You explain to him that you can not return the bread because you do not sell it. You look to your coworker for what to do. The three of you decide that the best thing to do is to give the costumer a free loaf of bread and keep the old one. You give him the new loaf of bread and he storms out saying that he will never be back again.
6. Make up one good or bad.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Service Styles** | | | | | | | | | | | | | | | | | | | |
| **Unit/Topic:** | | | | | | | Be Our Guest (Table Setting and Manners) | | | | | | | | | | | | |
| **Class:** | | | | | | | Culinary Arts | | | | | | | | | | | | |
| **Date:** | | | | | | | TBA | | | | | | | | | | | | |
| **Standards:** | | | | | | | AZ Standard 11.8 Identify various styles of service | | | | | | | | | | | | |
| **Content Objectives:** | | | | | | | Students will know the difference between the different table settings.  Students will apply the styles of service to their labs. | | | | | | | | | | | | |
| **Language Objectives:** | | | | | | | Students will communicate with each other so that all students will comprehend the different styles. They will also read a short article on a type of food service. | | | | | | | | | | | | |
| **Materials:** | | | | | | | Sorting papers  Articles for each style   * Family * Buffet * Silver * Pre-Plated * Gueridon   Where I found it Worksheet | | | | | | | | | | | | |
| **Key Vocabulary:** | | | | | | | * Family Service * Buffet Service * Silver Service * Pre-Plated Service * Gueridon Service | | | | | | | | | | | | |
| **Essential Question(s):** | | | | | | | What are the food service styles?  When would you use each of the service styles?  What style is most common? | | | | | | | | | | | | |
| **Higher Order Question(s):** | | | | | | | Where would you expect to find each type of service?  Can you create an experience when you would use each service?  Can you apply the different types of service at home, and how? (Show Me) | | | | | | | | | | | | |
| **Performance Objectives**  What must all students know and be able to do as a result of this lesson? | | | | | | | **Know:**   * Students will know what the different food service styles are. * Students will know when to apply each style. * Students will know what style will work best for a given situation. | | | | | | | | | | | | |
| **Do:**   * Students will teach one another about the different food service styles. * Students will demonstrate, during labs, when to use each style of service. * Students will apply what they have learned by writing down place they go that would serve each type of service. | | | | | | | | | | | | |
| **Time:**  **5 min**  **45min**  **5min** | | **Activities:**  **Starter Question**  What is a pet peeve you have at the dinner table?   1. **Service Jig Saw**    1. As the students walk into the room, split the class into groups of six. (If you do not have enough students for a group of five, break one group and add an extra person to each group. No group can have less than five, but it is okay if there is a group or two of seven students.)    2. Explain to the students that today we will be doing a jig saw on the different types of food service. There are five different types of food service.    3. Allow the group members to decide what type of service that they want to mast. (If there are seven members in a group, have two people be the master of one type of service.)(While students decided what they want to do, and they are doing the bell work, you take attendance.)    4. Ask the starter question, **What are some different styles of food service have you had and what were they? (Preassessment)**    5. After hearing what some of students have to say, explain that every time that we eat we experience a type of food service. Today we are going to go over some of the popular types of food service.    6. Have Students take notes on the information they read, discuss, teach, and learn.    7. Allow the students time to read their articles over their food service.    8. Then split the class into their master groups. (Buffet students with buffet students.)    9. Allow the students some time to discuss the following questions       1. What is that kind of service?       2. Where would you commonly find it?       3. What areas in your life have you seen it?       4. How would you set the table for this kind of service?       5. How does it apply to a restaurant?    10. Once students are done discussing in their master groups, have them go back to their original groups.    11. Have the students in each group discuss the five questions with each other so that all the students get the topic for each topic. 2. Out of Class Assignment    1. Have the students fill out the “Where I Found It” worksheet.    2. In this assignment, the students are to find two restaurants that have different service styles and what occasion they would go to that restaurant.   **Leaving slip**  What rule surprised you?  **Building Background:**  *Links to Experience:*  *Links to Learning:*  *Differentiation: For students with IPE, pair them up with a student in the class so that all students can participate and feel like they are a part of the group. For the deaf, make sure that there is a white board there if there is not an aid. For the blind, an article on audio so that the student can still participate.*  **Experiment with ways to rearrange furniture to allow for whole-class, small-group, and individual learning spaces.**  **Regularly teach to the whole class to small groups based on assessed needs and to individuals.** | | | | | | | | | | | | | | | | | |
| **21st Century Skills:** Identify the 21st Century Skills that students will practice in this lesson. Check all that apply. | | | | | | | | | | | | | | | | | | | |
| Innovation & creativity | | | | | | | |  | Teamwork & collaboration | | | | | **X** | | Accessing & analyzing information | | | **X** |
| Critical thinking & problem solving | | | | | | | |  | Initiative & leadership | | | | |  | | Effective oral & written communication | | | X |
| Flexibility & adaptability | | | | | | | |  | Curiosity & imagination | | | | |  | | Character | | |  |
| **Definition** | | | | | | | | | **Lesson STEM Connection** | | | | | | | | | | |
| **Science** | Study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines. | | | | | | | |  | | | | | | | | | | |
| **Technology** | Comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves. | | | | | | | |  | | | | | | | | | | |
| **Engineering** | Body of knowledge about the design and creation of human-made products and a process for solving problems. This process is design under constraint. One constraint in engineering design is the laws of nature, or science, and time, money, available materials, ergonomics, environmental regulations, manufacturability, and reparability. | | | | | | | |  | | | | | | | | | | |
| **Mathematics** | Study of patterns and relationships among quantities, numbers, and shapes. | | | | | | | |  | | | | | | | | | | |
| **STEM Inquiry Lesson Cycle:** Engage/Ask, Explore/Imagine, Explain/Design, Elaborate/Create, Evaluate/Redesign | | | | | | | | | | | | | | | | | | | |
| **Manage the Process:**  Describe everything necessary to ensure targeted learning does occur. Use the STEM Inquiry Cycle. Identify new vocabulary. List the preparations necessary to differentiate instruction for the diverse learners in your classroom. | | | | | | | | | | | | | | | | | | | |
| **Input:** | | | | | | | | | | | | | | | | | | | |
| **Assessment and Reflection:** | | | | | | | | | | | | | | | | | | | |
| **Scaffolding:** | | | Modeling | |  | Guided | | | | X | | Independent |  | | | | | | |
| **Grouping:** | | | Whole Class | |  | Small Group | | | | **X** | | Partners |  | | Independent | |  | | |
| **Processes:** | | | Reading | | **X** | Writing | | | | **X** | | Listening | **X** | | Independent | |  | | |
| **Strategies:** | | | Hands-On | |  | Meaningful | | | | **X** | | Links to Objective |  | | | | | | |
| **Rubric(s) I will use:** (Check all that apply.) | | | | | Collaboration | | | | | | | | X | Written Communication | | | |  | |
| Critical Thinking & Problem Solving | | | | | | | |  | Content Knowledge | | | | X | |
| Oral Communication | | | | | | | | X | Other | | | |  | |
| **Other classroom assessments for learning:** (Check all that apply) | | | | | Quizzes/Tests | | | | | | | | **X** | Practice presentations | | | |  | |
| Self-evaluation | | | | | | | |  | Notes | | | |  | |
| Peer-evaluation | | | | | | | |  | Checklists/observation | | | |  | |
| Online tests & exams | | | | | | | |  | Concept Maps | | | |  | |
| **Reflections:** (Check all that apply) | | | | | Survey | | | | | | | |  | Focus Groups | | | | X | |
| Discussion | | | | | | | | X | Task Management Chart | | | |  | |
| Journal Writing/Learning Log | | | | | | | |  | Other | | | |  | |
| **Resources Needed:** | | | | **Related Career Roles:** | | | | | | | | | | | | | | | |
| **School-based individuals:** | | | |  | | | | | | |  | | | | | | | | |
| **Technology:** | | | |  | | | | | | |
| **Community:** | | | |  | | | | | | |
| **Materials:** | | | |  | | | | | | |
| **Follow Up:** (What will you change, keep ect. How did the students respond? | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Additional Notes:** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_

Where I find It

**Instruction:** For this assignment, you will need to find two different restaurants. Each restaurant needs to have a different type of service. Then I want you to put the occasions that you would go to each restaurant. Restaurants have to be ones that you have been to. You also need to list three occasions that you would go to that restaurant. They have to be restaurants that use the services that we discussed and learned about in class. Fast food does not count.

|  |  |
| --- | --- |
| **Restaurant 1** | **Restaurant 2** |
| **Name:** | **Name:** |
| **Reasons to Go There** | **Reasons to Go There** |

### SILVER SERVICE OR PLATTER TO PLATE SERVICE This type of service is most elegant, time tested, although lately not so popular. However, this is going to be the queen of all services. In this, the highest skill of a waiter is demonstrated; not-withstanding the best skill of the chef is also on display over the platter. This combined effort brings charm and grace to the ambience of the restaurant. Here the food is decorated by the chef in the best possible art formation on a glittering silver plated dish of different shapes and sizes. Care is taken that the embossed part and the logo still remain visible. The silver dish is basically placed on a neatly folded waiter's cloth which should be spotlessly wiped before it is placed on the palm. Mostly a glittering pair of service spoons and service fork, is kept neatly on the side of the silver dish or carried in the right hand, left hand being used for bringing the silver dish. A cold or warm plate is already placed on the cover of the guest and from the left with great care food is transferred artistically on the plate almost replicating the same decoration as on silver dish. There are a number of advantages of this type of service, if compared with other types. However, *they can be briefly summarized as follows:* *Advantages:* 1. The highest skill of chef and service staff is demonstrated to the guest. 2. It is highly personalized and the guest feels extremely cared for which adds to goodwill 3. It is a luxury and splendour expressed to the guest. 4. It gives the guest the choice of selecting and quantifying, the food served to him, therefore less wastage and embarrassment. 5. Unwanted accompaniments, garnishes and sauces arc easily avoided. 6. Food not taken by one guest of a table can be served to others and vice versa. 7. Leftover food can be taken for a second round, by keeping the food on a hot plate at sideboard. 8. Accompaniments and garnishes can also be similarly handed around (served) making the service look substantive. Besides these great advantages, needless to say, *there are some disadvantages.* 1. Very high expenses on training and equipment cost, expensive service staff, high capital and high running cost 2. Silver requires great attention and care, tailing which service may become a health hazard and clumsy. 3. Very time consuming in kitchen and during service, hence food is liable to get cold. 4. At the most 6 portions of the same item can be carried, therefore service staff needs t for too many rounds, to and from. i.e. kitchen to restaurant. When last portions are served, the dishes on the platter look scattered and unappetizing. Even portions can be miscalculated, end up giving more or less portion to last few due to uneven distribution. During and at the end of service the sideboard gets piled up with dishes and cutlery, it may be avoided by waiter taking more rounds to carry soiled silver platters and cutlery. The rule for this service is to serve all food items from left and beverages from right. Place clear, plates from left hand side and remove soiled ones from the right. Clearance is done by a method called first plate technique in which first plate is held in between two fingers, thumb, and little finger and the other plates on the seat made by these two fingers, little above the first plate continuously scraping top plate of leftovers and getting rid of cutlery on first lower plate, piling together as many as 8-10 plates including the side plates (B & B). This clears the whole table at a time provided people start almost together and finishes their meal together.

<http://hospitalitynu.blogspot.com/2013/01/types-of-services.html>

Family Style Meal Service

Family style meal service allows participants to eat together and to make food choices based on individual appetites and food preferences. It promotes mealtime as a learning experience to help participants develop positive attitudes toward nutritious foods, share in group eating situations, and develop good eating habits.

Family style meal service can be conducted in a variety of ways. For example, participants may help in preparing for the meal by clearing the table and setting places, sharing conversation during the meal, and cleaning up after the meal.

Family style meal service allows flexibility in the size of initial servings because more food must be readily available at each table. This flexibility must be exercised in compliance with the following practices:

1. Sufficient amounts of prepared food must be placed on each dining table or be *readily available* to provide the full required portions of all food components for all participants and any adults supervising and eating the meal at the table. *Readily Available* means: All required food components, in amounts sufficient to offer each participant and supervising adult a full portion of each food item, must be available.
2. Family style meal service allows participants to make choices in selecting foods and the size of the initial servings. Participants should initially be offered the full required portion of each meal component, but may choose less.

Family style meal service operates as follows:

* All required meal components are placed on the table at the same time.
* Participants may serve themselves from serving dishes that are on the table.
* Adults supervising the meal help those participants who are not able to serve themselves.
* Participants are allowed to make choices selecting foods and in the size of the serving.
* A supervising adult is seated at each table to actively encourage participants. The supervising adult offers the food item again later in the meal if participants initially refuse the food or take a very small portion. Adult staff should model good eating habits while supervising participants at the dining table.

PREPLATED SERVICE OR AMERICAN SERVICE OR BLUE PLATE SERVICE

Lately, the emphasis of service is on rapidity and simplicity. Moreover the Nouvelle cuisine or modem presentation technique involves elegant ceramics on which single portions are gracefully decorated and presented.  
By far this is the most popular methods of service these days, may not be as skillful as elegant as silver service, but it is satisfactory. This involves food decorated on plates of individual portions kept warm or made warm in either of the following ways.  
1. Putting them in hot cases or salamander  
2. Placing under infrared radiators (bulbs)  
3. Putting them in microwave chambers  
4. Reheating them in magnetic induction plates (only enamel plates are used)  
  
This is important because in large scale service preplated foods are liable to get cold very quickly although in slow moving restaurant heating and keeping them warm is not at all required.  
In this type of service a waiter can with his skill carry about five plates fixing them in between two hands. Although most waiters carry only three plates because it is simple and easy to balance and prefer taking more rounds to kitchen. A plate trolley is an ideal carrier for food from kitchen to the restaurant with shelves about 3 inches above from one another. It can be with food warmer. The mass catering or bulk service can be effectively carried out in this manner.  
Service is done from right hand side and clearance is also done from right hand side. Plate is often held by four fold waiter's duster to prevent palm from getting burnt. The service is without any paraphernalia and minimum presence of the waiter is required. This type of service is prevalent in mid cap restaurants, fast food restaurants, coffee shops, discotheques and even in some five-star hotels.  
 *Advantage of American Service:*  
1. It is quick and simple.  
2. There is less spilling  
3. Less investment, less skill, less piling of dishes.  
4. No maintenance of silver items.  
5. On plate, looks superb.  
6. Strong portion control mechanism.  
7. Standards can be set and maintained.  
8. Less chances of complaints.  
 *Disadvantages:*  
1. Food service becomes a dull and listless affair.  
2. It cannot fetch high returns and big margins.  
3. Food gets rapidly cold, often may need reheating.  
4. More to and fro rounds required for fetching plates.  
5. Uninteresting, unnecessary garnishes cannot be avoided, may annoy the guest.  
6. Too much of wastage in the plate as guest can not quantify the item.  
7. Big eaters remain hungry as they can't share less eater's portion.

<http://hospitalitynu.blogspot.com/2013/01/types-of-services.html>

**•••**

**By Geoff Beers**

Updated October 21, 2017

The decision to offer your guests a sit-down dinner or buffet is not just a matter of preference. There are other things to consider like the setting of the [event](https://www.thebalancesmb.com/how-successful-event-planners-stay-organized-1223699) and who will be attending. Ultimately, presentation plays a big role in your guest’s satisfaction with their meal. If you choose one format over the other without considering all of the angles, then you could end up with a less than stellar review of your event.

### The Basic Rules

In short, the more formal the event, the more appropriate a served meal is for the occasion. If guests are expected to wear jackets, ties and evening gowns, then the expectation will be there for table service. The only exception to this rule might be weddings, as some receptions are designed to be informal. That being said, you should always think twice about asking well-dressed attendees to navigate through a buffet setting.

The other major determining factor in the decision of meal formats is the size of the event. The practicality of a buffet decreases [as the guest list grows](https://www.thebalancesmb.com/the-importance-of-catering-numbers-1223505). The average double-sided buffet line can serve approximately 100 guests in 30 to 40 minutes. Thus, you will need to add another line for every 100 guests that register. At some point, there will not be enough space in the room to accommodate both the buffet lines and the aisle space needed to allow sufficient traffic flow.

### Advantages of Buffets

There are two primary instances where a buffet is better suited than a served meal. The first is for meals that offer more than two entrée selections. If the planner is unsure about the [dietary preferences](https://www.thebalancesmb.com/plan-a-catered-event-menu-that-will-impress-your-guests-1223525) of their guests, then they may decide to offer three entrees (chicken, beef, and fish for example) to appease everyone. It is a popular format for events like parties, luncheons and pre-game functions. Social events are the best match because there is less focus on the timeliness and consistency of service.

The other instance where buffets work well is with a standing reception or “dinner by the bite” event. With these, the food is presented as a tasting or secondary in scope to the other festivities. Planners can take significantly more risks when choosing menus for these events because guests have plenty of selections to choose from. Just be sure to include appropriate wording on your invites so that attendees do not arrive expecting a full meal.

### Hybrid Buffet Meals

There are ways to streamline the service pattern for buffets if you want to offer your guests some of the advantages to a served meal.

One option is to preset salads and desserts at each place-setting. It decreases the amount of the food that must be transported across the room, and it ensures a consistent start time for the meal since the salads will be ready at the tables. Combine this with a “captain’s call” where the servers notify each table when it is their turn to proceed through the buffet. Incorporating both of these options will make the buffet experience more efficient for your guests.

As is always the case with [event planning](https://www.thebalancesmb.com/event-planning-4161511), what works for one group may not be the best match for your event. The consideration should always be on the specific needs and preferences of your guests. The decision to serve a plated meal or buffet is yours to choose but don’t base that decision solely on your own assumptions.

<https://www.thebalancesmb.com/buffet-vs-plated-meals-what-you-need-to-know-1223500>

# Gueridon Service

# Gueridon Service is a term used in the restaurant business to refer to "trolley service." Food is cooked, finished or presented to the guest at a table, from a moveable trolley. Dishes typically served like this include Crepes Suzette, Caesar Salad, Cherries Jubilee, Banana Flambé and Steak Tartar. There are several reasons for Gueridon Service:

* ensures exact serving temperature and stage for any dishes sensitive to this;
* turns food into entertainment;
* creates an atmosphere of sophistication;
* stimulate demands in other guests for that level of attention.

The food being served is usually partially or mostly prepared in the kitchen -- certainly any prep work such as chopping onions, actually cooking crêpes, etc, is done there. The waiter then does the final assembly or cooking on the trolley at the side of the restaurant customer's table. This might involve flambéing an item, or carving it, or tossing a salad.  
  
The trolley is equipped with a burner for cooking, that can be powered by gas, electricity or spirits. Some trolleys will have a cold drawer as well. All will have a chopping board and cutlery drawer, and be equipped with the necessary utensils for what the restaurant offers from the trolley. There will also be on the trolley a selection of basic condiments such as mustards, Worcestershire sauce, oil, vinegar, etc.  
  
Gueridon Service is less popular now. For it to be practical, restaurant dining rooms have to be less crowded with tables than many are now, to allow enough space between tables for the trolley to move and be positioned. Additionally, dining room staff need to be specially trained in how to finish the dishes being offered.  
  
It may also be that restaurant customers got bored with the same typical dishes that were offered, as those dishes lost their novelty over time.

<http://www.cooksinfo.com/gueridon-service>

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table Setting (55 Minutes)** | | | | | | | | | | | | | | | | | | | |
| **Unit/Topic:** | | | | | | | Be Our Guest (Table Setting and Manners) | | | | | | | | | | | | |
| **Class:** | | | | | | | Culinary Arts | | | | | | | | | | | | |
| **Date:** | | | | | | | TBA | | | | | | | | | | | | |
| **Standards:** | | | | | | | 11.1 Demonstrate the general rules of table setting and dining room layout | | | | | | | | | | | | |
| **Content Objectives:** | | | | | | | Students will understand the different table settings.  Students will be able to demonstrate the different table settings. | | | | | | | | | | | | |
| **Language Objectives:** | | | | | | | Students will communicate with each other and work together to complete the task. | | | | | | | | | | | | |
| **Materials:** | | | | | | | Power Point (<https://www.slideshare.net/suekko_heintz/table-setting-64832170>)  Projector  Computer  White board markers  Small white boards for students | | | | | | | | | | | | |
| **Key Vocabulary:** | | | | | | | Table setting  Lay out  Placement  Dinnerware  Flatware  Glassware  Cover | | | | | | | | | | | | |
| **Essential Question(s):** | | | | | | | How do you set a table?  Why do you set the table differently for each style of food service? | | | | | | | | | | | | |
| **Higher Order Question(s):** | | | | | | | What is the difference between the different ways of setting the table?  Can you demonstrate by drawing the layout for the different types of table settings? | | | | | | | | | | | | |
| **Performance Objectives**  What must all students know and be able to do as a result of this lesson? | | | | | | | **Know:**  Students will know what the different table settings are and when to apply them. | | | | | | | | | | | | |
| **Do:**  Students will draw pictures of the different table setting. | | | | | | | | | | | | |
| **Time:**  **5min**  **45 min**  **5 min** | | **Activities: Table Setting Drawing**  Starter Question: Draw a picture of how the table should be set.  Check the link to make sure that it still works.  Have the students share what they have drawn.  Explain that you set the table different for different events, but it is generally the same. The rules are the same. Then number of plates, cups, flat wear, and dinnerware might be different, but the rules are the same.   1. Slide 2: Have one of the students read the slide. Then turn to slide 3. 2. Slide 4: Yesterday we learned about the different styles of food service. Every food service has a different table setting. Why do you think this is? It is because each type of service, the food is eaten differently. The amount of people that will be eating also is important to know and will often determine the service style and place setting. 3. Slide 5: The cover is how the table looks altogether. It is the space between the cups and the forks, the forks and the forks, and so forth. 4. Slide 6: The table appointments must be an inch away from the edge of the table. Whey do you think that is? It is so that you can eat comfortably. The food is not so close it is in danger of falling off the table, and not so far that you are awkwardly reaching over the table to eat. The plate is also at the center of the cover or the center of the setting. Then go to slide 7 5. Have the students draw the plate in the center of their white board or cover. 6. Slide 8 &9: The knife is on the right side an inch away from the plate with the blade toward the plate. 7. Have students draw the knife. 8. Slide 10: The fork is placed on the left with the prongs facing up and also 1 inch away from the plate. 9. Draw the fork 10. Slide 11: The spoon is than added to the left side of the knife one inch away from the base of the knife. The base of the knife and the base of the spoon are one inch away. 11. Draw the spoon. 12. Slide 12: The napkin goes next to the fork 13. Draw the napkin 14. The class is placed above the point of the knife. Ask what kind of table setting we have just drawn? We drew the basic table setting. 15. Skip slide 13 and say that the salt and pepper shakers should always be together. They do not get separated. 16. Slide 14: To create the family style setting, you need to add a cup and saucer to the right side of the cover with the handle turned right and add another fork. Now you have a salad fork and a dinner fork as well as two different stemware items. 17. Have students draw in the new additions. 18. Slide 15: If Bread and butter are being served, you need to place the plate above the point of the fork and the butter spreader across the plate. Draw in the new additions. 19. Slide 16: The dessert fork and spoon go above the plate. Add them to your drawing. 20. Slide 17 &18: These two slides are what the formal and traditional place settings look like. You do not have to draw them. 21. Slides 19-25: Just read the slides   Have the students show their drawings.  **Building Background:**  *Links to Experience: Everyone eats, and It is good to know how to set the table for fancy experiences.*  *Links to Learning: The table setting relates to the service style*  *Differentiation:* For IPEs with an aid, give the lesson plan to the aid a head of time.  For students who cannot see the board, print of the PowerPoint.  For students who are hearing impaired, give them a copy of the lesson plan before class. (Just the instructional part and materials for students.)  **Experiment with ways to rearrange furniture to allow for whole-class, small-group, and individual learning spaces.** | | | | | | | | | | | | | | | | | |
| **21st Century Skills:** Identify the 21st Century Skills that students will practice in this lesson. Check all that apply. | | | | | | | | | | | | | | | | | | | |
| Innovation & creativity | | | | | | | | X | Teamwork & collaboration | | | | |  | | Accessing & analyzing information | | | X |
| Critical thinking & problem solving | | | | | | | |  | Initiative & leadership | | | | |  | | Effective oral & written communication | | |  |
| Flexibility & adaptability | | | | | | | |  | Curiosity & imagination | | | | |  | | Character | | |  |
| **Definition** | | | | | | | | | **Lesson STEM Connection** | | | | | | | | | | |
| **Science** | Study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines. | | | | | | | |  | | | | | | | | | | |
| **Technology** | Comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves. | | | | | | | |  | | | | | | | | | | |
| **Engineering** | Body of knowledge about the design and creation of human-made products and a process for solving problems. This process is design under constraint. One constraint in engineering design is the laws of nature, or science, and time, money, available materials, ergonomics, environmental regulations, manufacturability, and reparability. | | | | | | | |  | | | | | | | | | | |
| **Mathematics** | Study of patterns and relationships among quantities, numbers, and shapes. | | | | | | | |  | | | | | | | | | | |
| **STEM Inquiry Lesson Cycle:** Engage/Ask, Explore/Imagine, Explain/Design, Elaborate/Create, Evaluate/Redesign | | | | | | | | | | | | | | | | | | | |
| **Manage the Process:**  Describe everything necessary to ensure targeted learning does occur. Use the STEM Inquiry Cycle. Identify new vocabulary. List the preparations necessary to differentiate instruction for the diverse learners in your classroom. | | | | | | | | | | | | | | | | | | | |
| **Input:** | | | | | | | | | | | | | | | | | | | |
| **Assessment and Reflection:** | | | | | | | | | | | | | | | | | | | |
| **Scaffolding:** | | | Modeling | |  | Guided | | | | X | | Independent |  | | | | | | |
| **Grouping:** | | | Whole Class | | **X** | Small Group | | | |  | | Partners |  | | Independent | | **X** | | |
| **Processes:** | | | Reading | |  | Writing | | | | **X** | | Listening | **X** | | Independent | | **X** | | |
| **Strategies:** | | | Hands-On | |  | Meaningful | | | | **X** | | Links to Objective |  | | | | | | |
| **Rubric(s) I will use:** (Check all that apply.) | | | | | Collaboration | | | | | | | |  | Written Communication | | | |  | |
| Critical Thinking & Problem Solving | | | | | | | |  | Content Knowledge | | | |  | |
| Oral Communication | | | | | | | | X | Other | | | |  | |
| **Other classroom assessments for learning:** (Check all that apply) | | | | | Quizzes/Tests | | | | | | | |  | Practice presentations | | | |  | |
| Self-evaluation | | | | | | | |  | Notes | | | |  | |
| Peer-evaluation | | | | | | | |  | Checklists/observation | | | | **X** | |
| Online tests & exams | | | | | | | |  | Concept Maps | | | |  | |
| **Reflections:** (Check all that apply) | | | | | Survey | | | | | | | |  | Focus Groups | | | |  | |
| Discussion | | | | | | | | X | Task Management Chart | | | |  | |
| Journal Writing/Learning Log | | | | | | | |  | Other | | | |  | |
| **Resources Needed:** | | | | **Related Career Roles:** | | | | | | | | | | | | | | | |
| **School-based individuals:** | | | |  | | | | | | |  | | | | | | | | |
| **Technology:** | | | |  | | | | | | |
| **Community:** | | | |  | | | | | | |
| **Materials:** | | | |  | | | | | | |
| **Follow Up:** (What will you change, keep ect. How did the students respond? | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Additional Notes:** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Manners (55 minutes)** | | | | | | | | | | | | | | | | | | | |
| **Unit/Topic:** | | | | | | | Be our Guest (Table Setting and Manners) | | | | | | | | | | | | |
| **Class:** | | | | | | | Culinary Arts | | | | | | | | | | | | |
| **Date:** | | | | | | | TBA | | | | | | | | | | | | |
| **Standards:** | | | | | | | 11.6 Demonstrate fundamentals of acceptable dinning etiquette | | | | | | | | | | | | |
| **Content Objectives:** | | | | | | | Students will eat a meal with proper manners.  Students will apply what they have learned in other settings outside of school. | | | | | | | | | | | | |
| **Language Objectives:** | | | | | | | Students will understand and participate in proper dinning conversation. | | | | | | | | | | | | |
| **Materials:** | | | | | | | Large Table  Rice  Cream of Chicken Soup  Pineapple  Green onions  Chow Mein noodles  Olives  Plates  Cups  Spoons  Knifes  Bowls  Cookies  Hawaiian Rolls  Napkins | | | | | | | | | | | | |
| **Key Vocabulary:** | | | | | | | Slurping  Manners  Etiquette  Conversation | | | | | | | | | | | | |
| **Essential Question(s):** | | | | | | | Why are manners at the table important?  What are good table manners?  Do manners change with the situation? | | | | | | | | | | | | |
| **Higher Order Question(s):** | | | | | | | Can students demonstrate proper dinning etiquette?  Can students apply table manners outside of class? | | | | | | | | | | | | |
| **Performance Objectives**  What must all students know and be able to do as a result of this lesson? | | | | | | | **Know:**  Students will know what manners and what etiquette. | | | | | | | | | | | | |
| **Do:**  Students will demonstrate proper eating etiquette and manners. | | | | | | | | | | | | |
| **Time:**  **5 min**  **45 min**  **5 min** | | **Manners Meal:**  Notes   1. This lesson will take place after a correlating course and presentation of basic manners. 2. This lesson is to add the previous lesson and give students a real world experience.   Teacher Prep   * The night before, set the table. There will not be enough time for the students to do so and participate. * In the morning, cook rice and cream of chicken soup. Store them in separate crock pots. * Place the pineapple, olives, and chopped green onion in separate bowls and store in the fridge until time of use. * Right before class, place the toppings on the table.   The lesson  Starter Question  What do you remember from yesterday?   * When students arrive, have them take a seat next to their group members. Explain to them that we are going to go over manners and practice the things that we have learned the previous day. * Then tell them that we are going to be eating Hawaiian Haystacks. * Have the Server in each group go and dish food up for each of their group mates. * Explain that you serve from the right and take from the left. * Then have the assistant chef pour everyone drinks. * Ask: What cup do you put what drink in? * Answer: The tall cup is for the fancier drinks and the shorter one is for water. * Explain that it is proper etiquette to what tell everyone was served before you start eating. * Once everyone is served and back in their seats, ask them what fork they start with first. * Answer: You start with the fork closest to the plate, or the spoon closest to the plate if they are eating soup first. * Ask: Where do you place the napkin. * Answer: You place it on your lap slightly folded. * Explain that when you are asked to pass something, the person closest to it grabs it and passes it to the right around the table until it reaches that person. NO ONE IS ALLOWED TO TAKE OF IT UNTIL THAT PERSON HAS BEEN ABLE TO EAT IT. However, if you pick something up to use at the beginning of the meal, it is polite to pass it to the right until it makes its way back to you. * Let the students start to eat but remind them that you need them to still listen and respond to you. * Explain that when you want to the roll, you break a piece off that is about bit size. Then you butter that one piece. * When using a knife, you only cut the size of piece that you are going to eat and then put the knife down. * Explain while you are eating that it is okay to slurp your soup only if the host does it first. * Also, ask those around you if they want any before serving yourself. * If a girl stands up, all the men must stand up as well, that goes for if a woman is entering of leaving the table. (Pick a girl so that you can try this out.) * Explain that the manners for formal dining are different than from a barbeque or school lunch. * Ask: Why is it different? What kind of setting would you need to participate in this kind of meal? * Then explain that the conversation at the table should be about happy good things and not about how good the food is. * Let the students have conversations for a bit. * At the end of the meal, have the cleaner pick up the dishes and take them to the kitchen. * The Head chief and the cleaner will do the dishes and clean off the table. If needed they will also set the table again for the next class.   The assignment for that day is for them to practice and teach the manners and etiquette to their families and with their families and report back what their experience was.  Exit Slip  What is something that you learned today?  **Building Background:**  *Links to Experience: They will at one point in time be at a dinner party for some event and will not want to look stupid in front of the people they are trying to impress.*  *Links to Learning: They will have already learned about food service styles and plate settings.*  *Differentiation:* For IPEs with an aid, give the lesson plan to the aid a head of time.  For students who cannot see the board, print of the PowerPoint.  For students who are hearing impaired, give them a copy of the lesson plan before class. (Just the instructional part and materials for students.)  **Experiment with ways to rearrange furniture to allow for whole-class, small-group, and individual learning spaces.** | | | | | | | | | | | | | | | | | |
| **21st Century Skills:** Identify the 21st Century Skills that students will practice in this lesson. Check all that apply. | | | | | | | | | | | | | | | | | | | |
| Innovation & creativity | | | | | | | |  | Teamwork & collaboration | | | | | X | | Accessing & analyzing information | | | X |
| Critical thinking & problem solving | | | | | | | |  | Initiative & leadership | | | | |  | | Effective oral & written communication | | | X |
| Flexibility & adaptability | | | | | | | | X | Curiosity & imagination | | | | |  | | Character | | |  |
| **Definition** | | | | | | | | | **Lesson STEM Connection** | | | | | | | | | | |
| **Science** | Study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines. | | | | | | | |  | | | | | | | | | | |
| **Technology** | Comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves. | | | | | | | |  | | | | | | | | | | |
| **Engineering** | Body of knowledge about the design and creation of human-made products and a process for solving problems. This process is design under constraint. One constraint in engineering design is the laws of nature, or science, and time, money, available materials, ergonomics, environmental regulations, manufacturability, and reparability. | | | | | | | |  | | | | | | | | | | |
| **Mathematics** | Study of patterns and relationships among quantities, numbers, and shapes. | | | | | | | |  | | | | | | | | | | |
| **STEM Inquiry Lesson Cycle:** Engage/Ask, Explore/Imagine, Explain/Design, Elaborate/Create, Evaluate/Redesign | | | | | | | | | | | | | | | | | | | |
| **Manage the Process:**  Describe everything necessary to ensure targeted learning does occur. Use the STEM Inquiry Cycle. Identify new vocabulary. List the preparations necessary to differentiate instruction for the diverse learners in your classroom. | | | | | | | | | | | | | | | | | | | |
| **Input:** | | | | | | | | | | | | | | | | | | | |
| **Assessment and Reflection:** | | | | | | | | | | | | | | | | | | | |
| **Scaffolding:** | | | Modeling | |  | Guided | | | | X | | Independent |  | | | | | | |
| **Grouping:** | | | Whole Class | | **X** | Small Group | | | |  | | Partners |  | | Independent | |  | | |
| **Processes:** | | | Reading | |  | Writing | | | |  | | Listening | **X** | | Independent | |  | | |
| **Strategies:** | | | Hands-On | | **X** | Meaningful | | | |  | | Links to Objective |  | | | | | | |
| **Rubric(s) I will use:** (Check all that apply.) | | | | | Collaboration | | | | | | | |  | Written Communication | | | |  | |
| Critical Thinking & Problem Solving | | | | | | | |  | Content Knowledge | | | |  | |
| Oral Communication | | | | | | | | X | Other | | | |  | |
| **Other classroom assessments for learning:** (Check all that apply) | | | | | Quizzes/Tests | | | | | | | |  | Practice presentations | | | |  | |
| Self-evaluation | | | | | | | |  | Notes | | | |  | |
| Peer-evaluation | | | | | | | |  | Checklists/observation | | | | **X** | |
| Online tests & exams | | | | | | | |  | Concept Maps | | | |  | |
| **Reflections:** (Check all that apply) | | | | | Survey | | | | | | | |  | Focus Groups | | | |  | |
| Discussion | | | | | | | | X | Task Management Chart | | | | X | |
| Journal Writing/Learning Log | | | | | | | |  | Other | | | |  | |
| **Resources Needed:** | | | | **Related Career Roles:** | | | | | | | | | | | | | | | |
| **School-based individuals:** | | | |  | | | | | | |  | | | | | | | | |
| **Technology:** | | | |  | | | | | | |
| **Community:** | | | |  | | | | | | |
| **Materials:** | | | |  | | | | | | |
| **Follow Up:** (What will you change, keep ect. How did the students respond? | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Additional Notes:** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |