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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Culinary Arts |
| **Lesson/Unit Title** | Setting Tables with Service and Style |
| **TEKS Student Expectations** | **130.254. (c) Knowledge and Skills**(9) The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:(B) demonstrate types of table setting, dining, and service skills |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Students will:*** classify local restaurant styles in the area
* identify tableware for proper placement during different meals
* enhance table settings with beautiful, intricate napkin folds
* display service techniques in a mock setting
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| **Rationale** | Learning and practicing service skills (how to greet and serve customers), as well as table setting knowledge and knowing how to create beautiful, intricate napkin folds will assist you in obtaining and retaining a job/career in the food service industry. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Centerpiece:** Adds beauty and interest to a table**Dinnerware:** Includes plates, cups, saucers, and bowls**Flatware:** The term used to refer to knives, forks, and spoons**Food court:** Several quick-service restaurants gathered into a single area, such as found in a mall or shopping center**Glassware:** Refers to those items such as juice, water, and iced beverages glasses**Place setting:** The dinnerware or flatware that one person would need**Server:** The service staff member who has the most contact with customers**Service plate:** A large elaborate plate used to indicate a place at a table and to serve as an underplate during the first courses**Table Linens:** Refers to tablecloth, placemats, and napkins**Tableside:** At the table**Tableware:** Refers to dinnerware, flatware, and glassware |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer with projector for multimedia presentations
* Light projector (Elmo)

**Supplies:*** Dishware
* Flatware
* Glassware
* Iron
* Ironing board
* Linens (tablecloths, napkins, placemats)
* Starch (for napkin folding)
* Tray
* Tray stand
* Copies of handouts

**PowerPoint:*** Setting Tables with Service and Style

**Technology:*** Free iPad App
	+ Servet Instructions on how to fold napkins in different ways<https://itunes.apple.com/us/app/servett/id495704038?mt=8>

**Graphic Organizer:*** Dining Today
* Formal Dinner Place Setting
* Formal Dinner Place Setting (Key)

**Handouts:*** Rubric for Napkin Folds, Table Setting, and Service
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Before class begins:**Preset two table settings.  One table will show a lunch table setting and the other a dinner table setting.  If two tables are not available, set the lunch and dinner style settings across from each other. The purpose is to show student’s a visual of the differences in the styles of place settings. The lunch setting will have less flatware, dinner, and glassware. The napkin folds for the lunch table setting should be with fewer folds and placed to the left of the plate. The dinner napkin should have additional folds and placed on top of the dinner plate for an attractive dinner appeal.  Be prepared to discuss the breakfast table setting as well.Allow students to observe the table(s) and ask them the following questions:* What do you notice about each place setting?
* What type of atmosphere would each of the place settings be proper in?
* Why would it be important to know how to set a table properly according to what time of day the meal is being served?
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| **Direct Instruction \*** | Introduce objectives, terms, and definitions.Distribute graphic organizer Dining Today. Allow students to brainstorm the names of local dining establishments and fill in the appropriate circles.Introduce slide presentation Setting Tables with Service and Style. Discuss with students the different types of local dining and meal service.View videos:* Fancy Napkin Folding with Jonathon Stewart Easy napkin folding techniques for flair that’s sure to impress<http://video.about.com/interiordec/Fancy-Napkin-Folding.htm>
* How to Set a Dinner Table Figuring out which fork to use for which course can be confusing enough, but having to actually set those forks and everything else on the table? A recipe for disaster… or a chance to strut your etiquette stuff.<http://youtu.be/PcTR1B06e-g>
* Lotus Napkin Fold  How to shape a napkin into a lotus fold<http://youtu.be/0sMr8h6ygs8>
* Restaurant Business: How to Wait Tables Waiting tables is a multi-tasking endeavor, as a waiter must greet the customers, take drink orders, seat other tables, serve the food properly and maintain an effortless attitude. Understand the job of a professional waiter with information from an executive chef in this free video on the restaurant business.<http://youtu.be/TbFVPYD-Kfs>
* Setting a Formal Table Setting  The Basics of Setting a Formal Table<http://youtu.be/qKSHmmNk_5Y>

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** checking for understanding
* printed PowerPoint slides
* extra time needed
* working with a partner
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| **Guided Practice \*** | Distribute handout Formal Dinner Place Setting. Refer to the lunch and dinner table-settings and assist students as they identify each article.Describe a menu for breakfast, lunch and dinner and have students illustrate each of the table settings on the back of the handout.Working with partners, allow students to practice the table settings using the actual dinnerware.Demonstrate the napkin folding techniques and allow students to practice several folds using an iron and iron board. Be sure to emphasize safety to prevent burns. Students may practice folding napkins using only water sprayed on the napkin, saving the starch for the final grade.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** extra time to complete assignment
* shorter assignment (fewer napkin folds)
* group work
* checking for understanding
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute Rubric for Napkin Folds (3), Table Setting, and Service and review with students for understanding of expectations.Students will work independently or with a partner to practice table settings, serving styles and napkin folding in preparation for a summative grade. At the end of each class period, have students or groups paraphrase each activity and if additional practice is needed.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** extra time to complete assignment
* shorter assignment (fewer napkin folds)
* group work
* checking for understanding
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| **Lesson Closure** | Review objectives, terms, and definitions.Before each class ends, check for understanding by asking students to paraphrase what they learned. Ask the students to give examples of:* styles of restaurant service
* types of meal service
* table settings for a breakfast, lunch, and dinner menu
* intricate napkin folds
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| **Summative/End of Lesson Assessment \***  | Students will be assessed with a rubric.Students will also write a one-page reflection paper on how they can use table setting, service and napkin folds in the future.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** extended time
* grade according to work completed
* providing praise and encouragement
* peer assistance
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| **References/Resources/****Teacher Preparation** | **Textbook:*** *Culinary essentials.* (2010). Woodland Hills, CA: Glencoe/McGraw Hill.

**Video:*** Fancy Napkin Folding with Jonathon StewartEasy napkin folding techniques for flair that’s sure to impress<http://video.about.com/interiordec/Fancy-Napkin-Folding.htm>

**Website:*** Did you know? Proper table settingTableware Identification handout<http://didyouknow.org/tablesettings/>

**YouTube™:*** How to Set a Dinner TableFiguring out which fork to use for which course can be confusing enough, but having to actually set those forks and everything else on the table? A recipe for disaster… or a chance to strut your etiquette stuff.<http://youtu.be/PcTR1B06e-g>
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* Setting a Formal Table Setting The Basics of Setting a Formal Table<http://youtu.be/qKSHmmNk_5Y>
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | * Picture word wall
* Word wall
* <http://dictionary.com> for pronunciation and meaning of tableware, table service, and napkin folding terms
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| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** | Students may read article from the Art Institute about Restaurant Service:* Banned Tipping at Restaurant<http://qz.com/113597/after-i-banned-tipping-at-my-restaurant-the-service-got-better-and-we-made-more-money/>

Reading strategy:Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | Historically in restaurants, the service staff is awarded significantly higher wages than cooks and other staff who prepare the food on which a restaurant’s reputation is based. The gap in pay is so great that it is becoming increasingly difficult for young cooks to pursue their passion at the rate of pay restaurants are able to afford.**-Thomas Keller**Friends and good manners will carry you where money won’t go.**-Margaret Walker**Good manners sometimes mean simply putting up with other people’s bad manners.**-H. Jackson Brown**The test of good manners is to be patient with the bad ones.**-Solomon Ibn Gabirol** |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:*** Describe your favorite restaurant and why you like it.
* Describe your worst experience in a restaurant.
* What type of table service would you use if you catered a banquet? (banquet)
* Why is properly setting a table important for an established restaurant that is known for formal service? (Customers may be disappointed if the set table is missing pieces of tableware, because they are paying extra for the formal service.)

**Writing Strategy:*** RAFT (Role/Audience/Format/Topic) writing strategy:
	+ Role: dissatisfied customer
	+ Audience: restaurant manager
	+ Format: letter
	+ Topic: pleasant atmosphere, creative table setting, excellent food, but terrible service on a busy Saturday night

As an owner of a restaurant, you received a complaint letter about lack of proper service from the waiter. How will you respond? Write an apologetic letter to the customer based on what you have learned in class about table service which requires good customer service skills. |
| **Communication****90 Second Speech Topics** | * How does the amount of money you pay at a restaurant reflect the type of table service that you receive?
* Why is it important to know correct table settings in business? At home?
* My favorite napkin fold is. . . Why?
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| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Assign students to create comparison charts of the different types of table service and table settings.**Hospitality and Tourism Restaurant Management Writing Prompts**Think about various styles of restaurant services. Write an essay in which you differentiate between various styles of restaurant style services such as table, buffet, and fast food. (9th and 10th grade expository writing) |
| **Family/Community Connection** | Have students interview a waiter or waitress at a restaurant that is known for full service. Ask questions as to how and why waiting tables is a multi-task endeavor that requires great customer service skills. |
| **CTSO connection(s)** | **SkillsUSA**<http://www.skillsusa.org/>Restaurant Service (formerly Food and Beverage Service) – Contestants are tested on skills required in the “front of the house” of a fine restaurant. The focus is on guest service and guest relations in the dining room including: table set up; greeting guests; reservations procedures; presentation of menus; description of food, drinks, soups, and specials of the day; taking orders; serving each course and clearing the table after each course; and preparation and presentation of the check and closing remarks. Contestants are judged on personal appearance, tableside manner, professionalism, ease with guests, courtesy, general knowledge, and technical and verbal skills. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For information on service learning see:<http://ysa.org/>Possible idea: The students could organize a “Help the Hungry by Dining Out.” Any restaurant in the school community area could be contacted to see if they would donate a percentage of their sales on a certain date. The students could assist the restaurant by taking orders or clearing tables. The students would advertise the event at school to encourage students, families, and faculty/staff to dine to “Help the Hungry.” |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)