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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 the Tone-Table Setting, Dining, and Service |
| **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:(A) explain quality customer service;(B) demonstrate types of table setting, dining, and service skills;(C) differentiate between service styles; and(D) Compare and contrast the roles of the front of the house and the back of the house in the various food service operations. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Students will:*** Compare four types of table service
* Demonstrate types of table service
* Apply information on table setting, dining, and service skills
* Via electronic or textbook sources, create an information booklet on service skills
* Design a thematic table setting
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| **Rationale** | You will be able to demonstrate how to better serve your customers by learning appropriate dining and service skills. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **American/German Service:** Food is arranged on plates in the kitchen by cooks and brought directly to the guests’ table by the server**Apprentice:** One who works under the guidance of a skilled worker to learn a trade or art**Captain:** Responsible for a server area of usually 15 to 25 guests and is assisted by the front waiter or an apprentice**English Service:** Bowls and platters of food are placed on the table, and a seated host or hostess places the food on the plates; also known as family style dining**French Service:** Servers present the food to guests from a tableside cart; considered elegant but most expensive**Front Waiter:** Has only 1 or 2 years of experience and works with the captain**Headwaiter:** Responsible for service in an area such as banquet room or dining room**Maître d’hôtel:** Responsible for overall management of service**Russian Service:** All food preparation is done in the kitchen and the bowls and platters of food are then brought on a cart to guests at the table; most formal service style |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer with projector for PowerPoint presentation

**Materials:*** Blank white or colored paper (to make flip chart/book)
* Markers/colored pencils
* Table settings, plates, and utensils

**PowerPoint:** * Setting the Tone: Table Setting, Dining, and Service

**Other Videos:*** Tips for Waiting TablesLearn some tips on customer service in this free video clip on waiting tables.http://www.ehow.com/video\_4401259\_tips-waiting-tables.html
* Napkin Folding Instructionshttp://www.gourmandia.com/napkin-folding.php?napkins=flame-flamme&lang=enProfessional Dinner Table Designer Ideas

**YouTube:*** Isaac Mizrahi’s Table Setting TipUploaded by epicurious.com on Nov 26, 2007Isaac Mizrahi shows us the wineglasses, tablemats, and dishes that make his dining table special. Plus, what inspired his love of cooking.<http://youtu.be/8Fehv6-kXbQ>

**Graphic Organizers:** * Setting the Tone – Notes
* Venn diagram on types of service

**Handouts:** * Setting the Tone Flipchart Instructions
* Rubric for Thematic Table Setting
* Setting the Tone Quiz
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Before class begins:**Place all the items needed for one place setting (dinner plate, bread & butter plate, glass, cup & saucer, dinner fork, salad fork, knife, spoon, napkin) on group tables.Divide students into subgroups of 4 or 5. Without any assistance, ask each group to try at placing the items on their table to display a formal “place setting.” When all groups have completed the task, have each group take turns explaining their effort.Inform students that throughout the course of this lesson they will learn proper “place setting etiquette.”Why is this knowledge important? How can knowing correct place setting etiquette help you in a social situation? Food service job site? When hosting a dinner party? |
| **Direct Instruction \*** | Introduce objectives, terms, and definitions.Introduce PowerPoint: Setting the Tone: Table Setting, Dining, and Service. Discuss what table setting must do with restaurant service.As you are reviewing the slide presentation, students should be taking notes using the graphic organizer: Setting the Tone.After reviewing the slide on setting & clearing tables, have students demonstrate proper serving techniques.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** allowing students to work with peers
* providing printed PowerPoint slides with highlight main points
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| **Guided Practice \*** | Demonstrate how to properly set a basic table setting. Slowly add additional flatware to demonstrate the various types of table settings. As you demonstrate each type of place setting, have the students draw and label each place setting.Have students practice setting each of the four different types of place settings.* Distribute Setting the Tone Flip Chart assignment. Demonstrate how to assemble the book/flip chart to your preference. Introduce students to the references that can be used to complete the assignment. Review helpful websites on the assignment sheet. Students may complete this assignment independently or with a partner and submit for a daily grade.

Additional Options: If students have access to National Restaurant Association, Foundations of Restaurant Management, and Culinary Arts, Level One:* Distribute study guide for Foundations 1 textbook. As a class, open the textbook and have the students preview the sections.
* Students may use the information found in Foundations Level 1 (red book) chapter 10 and in Professional Cooking (green book) as they complete this setting the Tone activity.
* Have students complete study questions for Chapter 10 Section 3 of: National Restaurant Association, Foundations of Restaurant Management, and Culinary Arts – Level 1, Prentice Hall, New York, ©2011, Chapter 10 Section 3 – Serving Your Guests.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** providing opportunity to repeat instructions
* providing written instructions
* allowing students to work with a peer
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| **Independent Practice/Laboratory Experience/****Differentiated Activities \*** | Divide class into subgroups of 3 or 4 students. Assign Table Setting Project, each group will set a formal place setting working together as a team. Place setting will be assessed with Rubric for Thematic Table Setting Assignment.Review each component of Rubric for Thematic Table SettingAssignment so students comprehend what is expected.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** participating in a small group
* providing a study guide
* using study aids/manipulative (flipbook creation)
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| **Lesson Closure** | Review terms, definitions, and objectives.Exit Discussions or Exit Questions1. Why is it important to know how to properly serve customers?
2. Compare and Contrast three serving styles – French, Russian, and English in the Venn Diagram Types of Service.
3. What is the difference between the responsibilities of a head waiter and a captain?
* What tasks are performed on the right side of the customer, and what tasks are performed on the left side of the customer?
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| **Summative/End of Lesson Assessment \***  | Thematic Table setting Project will be assessed with Rubric for Thematic Table Setting Assignment.Additional Assessment Option:Distribute Setting the Tone Quiz over table setting and service *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** extending time for quiz
* working with a peer on project
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| **References/Resources/****Teacher Preparation** | **Textbooks:*** National Restaurant Association, *Foundations of Restaurant Management, and Culinary Arts – Level 1*, Prentice Hall, New York, ©2011, Chapter 10 Section 3 – Serving Your Guests.
* Glisslen, Wayne, *Professional Cooking*, John Wiley & Sons Inc., New Jersey, © 2011

**Websites:*** Table Settings with Pictures Look for table settings to gain inspiration.<http://www.table-settings-with-pictures.com/>
* Table Setting Ideas How to set a table.http://www.6869.com/cookbook/table\_setting\_ideas.html
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word Wall
* Share in cooperative groups (anticipatory set, flipbook, thematic table authentic assessment)
* Use oral language for formal and informal purposes
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| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** | Food in the News (Current Events)Select one day a week where the students report information they found in the newspaper, internet, and magazines, as it relates to food. Student will give a brief oral summary of their article to the class and will insert the article in their journals and include their written summary. |
| **Quotes** | One should eat to live, not live to eat.**-Moliere**Sandwiches are wonderful. You don’t need a spoon or a plate!**-Paul Lynde**Three things are needed for a good life, good friends, good food, and good song.**-Jacob Zebehazy**We provide food that customers love, day after day after day. People just want more of it.**-Ray Kroc** |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:*** Think of a time you were at a restaurant and the service was either good or bad. Explain the situation.
* Write how a basic table setting should be set – no drawings

**Writing Strategy:**Write a descriptive paragraph for your thematic table-setting project. |
| **Communication****90 Second Speech Topics** | * My best dining out experience…
* My worst dining out experience….
* Our holiday table: Describe your family’s traditional holiday dinner. Menu, table setting and decorations.
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| **Other Strategies** |
| **Enrichment Activity**(e.g., homework assignment) | Create a web quest that focuses on table setting and buffet table setting. Have students plan a buffet, select what food would be served, and how it will be served, and a diagram of the buffet table and a written description of the decorations, and set up. |
| **Family/Community Connection** | Invite caterers or event planners to speak on thematic table setting or effective table/buffet setting.Students plan and serve a dinner for their family that includes a basic table setting and decorating. They will take pictures of their table. |
| **CTSO connection(s)** | Family, Career, Community Leaders of America (FCCLA)http://www.texasfccla.org**Teacher Appreciation Project*** Plan a staff appreciation luncheon. Select a theme, set the tables accordingly, and use the newly acquired waiting table skills to serve the staff lunch.
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| **Service Learning Projects** | Work with a local agency such as a women’s shelter to help with serving a dinner and bring in supplies (that the class has on hand) to make attractive table settings and provide service for a special dinner for the clients. |

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)