**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Hospitality and Tourism |
| **Course** | Hospitality Services |
| **Lesson/Unit Title** | Dining Experiences in Hospitality |
| **TEKS Student Expectations** | **130.259. (c) Knowledge and Skills**  (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry.  (D) The student is expected to illustrate various place settings using proper placement of dining utensils  (8) The student uses information technology tools specific to lodging management to access, manage, integrate, and create information.  (A) The student is expected to use information technology tools to evaluate lodging work responsibilities  (B) The student is expected to evaluate technology tools to perform workplace tasks |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Analyze elements of a dining experience * Identify place settings of dishes, glasses, and utensils * Categorize dining venue experiences * Design a multi-media presentation of dining venue elements |
| **Rationale** | Everyone enjoys dining out; however, some dining experiences are more enjoyable than others. What elements provide the most guest satisfaction? Is it the ambiance? The location? Or the service style? Investigating key components to dining experiences in hospitality may lead to a variety of careers. Let’s find out what the key elements are! |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall** | **Ambiance:** The feeling or mood associated with a place (note: Ambience spelled with an e is also correct)  **Boardwalk:** Made of wooden boards, usually along a beach or shore  **Cruise ship:** used for pleasure voyages, where the voyage itself and the ship’s amenities are a part of the experience, as well as the different destinations along the way  **Chain restaurant:** A concept of restaurants that have the same identity and quality  **Décor:** The furnishing and decoration of a room  **Five-star dining:** A food venue that is rated at the top level of customer satisfaction  **Location:** A place or position  **Target market:** A group of consumers at which a product or service is aimed  **Theme:** A specific idea around which something is organized |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computers with Internet access (be sure to follow district guidelines) * Light projector (Elmo)   **Materials:**   * Cardstock * Chalk (if using a blackboard) * Dry erase markers (various colors) * Images of local dining venues   **Supplies:**   * Place settings:   + Bowls   + Forks   + Glasses   + Knives   + Napkins   + Plates   + Spoons * Copies of handouts   **PowerPoint:**   * Dining Experiences in Hospitality   **Graphic Organizers:**   * Dining Venue Experiences * Formal Dinner Place Setting * Formal Dinner Place Setting (Key)   **Handouts:**   * Chalk Talk Example * Dining Experiences * Note – Taking – Dining Experiences in Hospitality * Rubric for Dining Experiences in Hospitality |
| **Anticipatory Set** | **Before class begins:**  Print the Dining Experiences on card stock, cut out the venues and place in a basket. These will be used in the Independent Practice/Laboratory Experience section.  Display as many items from the Materials or Specialized Equipment Needed tab as you have available on a table in front of the room so that students may view as they enter.  A *Chalk Talk* will be used in this section. Preview the Chalk Talk Example so that you will understand what to do with the students.  Write the following statement in large letters on a white/chalk board for students to see as they enter the classroom:  What positive dining experiences have you had at local venues?  Note: If a white board is not available, print the statement on a white sheet of paper and place on a light projector to view on a screen. Students may write their answers to be displayed on this paper.  Students, either one by one or a few at a time, walk up to the board and add their comments, ideas, or suggestions. The activity can be timed, and can also be done in silence.  Begin a discussion with the students about the different positive experiences guests have at various local food venues.  Discuss the various dining options available from food trucks to fine dining and the elements that they provide.  If possible, save the *Chalk Talk* on the board as it will be discussed in the Lesson Closure section. If the board is needed, take a picture with a camera, smart phone, or tablet so that it can be shown on a projector. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  Distribute handout Note-Taking: Dining Experiences in Hospitality so that students may take notes while viewing the slide presentation.  Introduce PowerPoint Dining Experiences in Hospitality. Follow slide presentation script and discuss details with your students. Allow time for them to take notes.  View the YouTube video:   * Inside Thomas Keller’s restaurants Thomas Keller is the only American chef to own two three-star Michelin restaurants and Tracy Smith got a behind the scenes look at how this sometimes-intimidating culinary connoisseur operates.<http://youtu.be/T0ZanmJQXFA>   *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 * providing assistance with note-taking * preferred seating |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Distribute the graphic organizer Formal Dinner Place Setting so that students may take notes as you display each item.  Discuss with the students the value of guest satisfaction at a five-star dining facility and formal place setting.  Arrange the dishes, glasses, and utensils similar to the graphic organizer. Identify each item and explain how each is used.  Distribute the graphic organizer Dining Venue Experiences and instruct the students to identify the type of venues they have visited and provide a few details of their experience.  If students have not experienced a venue, they may detail what they envision the dining experience to be.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutoring * allow extra time for assignment |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Divide the class into subgroups of three or four.  Place the Dining Experiences cards in a basket and ask a team member to select a card.  Read the following scenario:  You are employed at a travel show production company and your team has been assigned a project to examine the elements of a dining experience to satisfy guests at a boardwalk vendor, a cruise ship, a chain restaurant or a five-star dining facility. Design a multi-media presentation for a dining establishment observing the details of the venue by accessing their website.  Distribute the Rubric for Dining Experiences in Hospitality so that students will understand what is expected.  Students will design a multimedia presentation examining the elements of a dining experience at a venue to include the following:   * Ambiance * Décor * Location * Service style * Target market * Theme   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assisting student in gathering information * check for understanding |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Review the Dining Experiences Chalk Talk created in the Anticipatory Section.  Ask students the following questions:   * What were the common elements for the dining venues? * What element is most important? * If you could rank the elements, how would you rank them and why? * What other elements are important in a dining experience? |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Students will present their multimedia presentations.  Students will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * praise participation * assist in presentation |
| **References/Resources** | **Textbook:**   * *Culinary essentials.* (2010). Woodland Hills, CA: Glencoe/McGraw Hill. * Reynolds, J. S. (2010). *Hospitality services: Food & lodging.* Tinley Park, IL: Goodheart-Willcox Company.   **YouTube:**   * Inside Thomas Keller’s restaurants Thomas Keller is the only American chef to own two three-star Michelin restaurants and Tracy Smith got a behind the scenes look at how this sometimes-intimidating culinary connoisseur operates.<http://youtu.be/T0ZanmJQXFA> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Other articles pertaining to this lesson that students may read include:   * What Is the Difference Between a Formal and an Informal Table Setting? While there are some similarities between formal and casual place settings, there are also some marked differences. <http://www.ehow.com/info_8253275_difference-formal-informal-table-setting.html> * How to Decorate with Italian Restaurant Theme Italian restaurants are often known for their ambiance of romance and friendliness. Capturing this atmosphere for yourself is the perfect way to make your guests feel welcome or create the perfect environment after a long day at work.<http://www.ehow.com/how_4885310_decorate-italian-restaurant-theme.html>   **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** | One cannot think well, love well, sleep well, if one has not dined well.  **-Virginia Woolf**  Part of the secret of success in life is to eat what you like and let the food fight it out inside.  **-Mark Twain**  In our fast-forward culture, we have lost the art of eating well. Food is often little more than fuel to pour down the hatch while doing other stuff – surfing the Web, driving, walking along the street. Dining al desko is now the norm in many workplaces. All of this speed takes a toll. Obesity, eating disorders and poor nutrition are rife.  **-Carl Honore**  Too many people just eat to consume calories. Try dining for a change.  **-John Walters**  I think fine dining is dying out everywhere… but I think there will be – and there has to always be – room for at least a small number of really fine, old-school fine-dining restaurants. **-Anthony Bourdain** |
| **Writing Strategies** | **Journal Entries:**   * The most important element in a restaurant is … * The décor in a restaurant should fit the … * My most memorable thoughts about dining on a cruise ships are … * Five-star dining in my opinion is … * I prefer \_\_\_\_\_\_\_\_\_\_\_\_ type of dining because …   **Writing Strategy:**  RAFT (Role/Audience/Format/Topic) writing strategy:   * + Role – travel agent   + Audience – retired citizens   + Format – brochure   + Topic – dining experiences   Design a brochure to highlight local dining venues in your community to encourage retired citizens to eat out more often. |
| **Communication 90 Second Speech Topics** | * Three reasons why a dining experience is important are … * Dining on a cruise ship would be on my list of places to eat because … |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Students may compile a list of all of the food venues in your community and categorize them by the various dining experience elements they offer. |
| **Family/Community Connection** | **Guest speakers**  Invite restaurant owners from your community to discuss how they work to make the guests’ dining experience unique. |
| **CTSO connection** | **Family, Career, and Community Leaders of America**  <http://www.fcclainc.org>   * Hospitality, Tourism, and Recreation An individual or team event, recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism, or event coordination.   **SkillsUSA**  <http://skillsusa.org/>   * Restaurant 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 this lesson. [www.ysa.org](http://www.ysa.org)  Possible ideas:  Students may volunteer to coordinate the table setting for a community function benefitting charitable organizations. |

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)