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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** | Introduction to Culinary Arts |
| **Lesson/Unit Title** | Restaurant Shark Tank Project |
| **TEKS Student Expectations** | **130.253. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (F) employ initiative, adaptability, and problem-solving techniques in practical applications  (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:  (D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients  (4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:  (B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * calculate restaurant math word problems * create a product to promote to investors * design a multi-media publication to promote their product * identify how profits are calculated |
| **Rationale** | Do you have a restaurant concept or product you think will make millions? Can you figure the cost, revenue, and profits for this item? Would you be able to afford the costs involved? Investors are always looking for ways to make more money and may be willing to invest in your concept/product. Let’s find out how we can calculate profits and design a multi-media publication to entice them to invest in your idea. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Budget:** A guideline for spending money  **Demand:** The total amount of a good or service consumers want to purchase at a given price  **Forecasting:** Prediction or estimation of a future event for a given time period  **Profits:** Money that is made in a business, through investing or selling a product after all the costs and expenses are paid  **Revenue:** The actual money a company receives during a specific period including discounts and deductions for returned products  **Supply:** The total amount of goods or services available for sale. For example, the number of rooms a hotel has available |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow school district guidelines)   **Materials:**   * Dark glasses (for investors) * Calculators   **Supplies:**   * Play money * Samples of   + - balance sheets     - budgets     - forecasts     - profit and loss statements * Copies of handouts   **PowerPoint:**   * PPT Restaurant Shark Tank Project   **Technology:**   * Free iPad App:   + Windsor Food Cost Calculator  Calculate the cost and gross profit of products so that you can make better, more profitable decisions for your restaurant.<https://itunes.apple.com/us/app/windsor-food-cost-calculator/id540466103?mt=8> * Infographic:   + Look Who’s Spending  Demographics are destiny for restaurant operators. While nine in 10 Americans say they enjoy going to restaurants, they don’t all share the same spending patterns. <http://www.restaurant.org/Restaurant/media/Restaurant/SiteImages/News%20and%20Research/Consumer-Spending-Infographic.jpg> * TED Talk:   + Paul Tudor Jones II: Why we need to rethink capitalism   Paul Tudor Jones II loves capitalism. It’s a system that has done him very well over the last few decades. Nonetheless, the hedge fund manager and philanthropist are concerned that a laser focus on profits is, as he puts it, “threatening the very underpinnings of society.” In this thoughtful, passionate talk, he outlines his planned counter-offensive, which centers on the concept of “justness.”<http://www.ted.com/talks/paul_tudor_jones_ii_why_we_need_to_rethink_capitalism>   **Handouts:**   * Anticipation Guide: Restaurant Shark Tank Project * Anticipation Guide: Restaurant Shark Tank Project (Key) * Certificate of Achievement * Restaurant Math Calculations * Restaurant Math Calculations (Key) * Restaurant Shark Tank Project * Rubric for Restaurant Shark Tank Project   **Graphic Organizers:**   * Restaurant Concept/Product Plan |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Ask teachers, principals, and office staff to be “investors” in this project. The investors may enter the classroom wearing dark glasses signifying importance and then remove them. They will listen to the student’s presentation and decide whether or not to invest in their project.    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.  If possible, show a short version of an appropriate *Shark Tank* video at the beginning of class so that students will understand what they will be doing in this lesson.  Distribute the handout Anticipatory Guide: Restaurant Shark Tank Project to the students and instruct them to place a check mark by the statements they THINK are true.  After the lesson, this handout will be revisited in the Lesson Closure section to check for knowledge of the lesson. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Select and distribute a handout or graphic organizer from the Instructional Strategies drop down menu in Classroom Essentials or instruct students to take notes in their journal books or on their own paper.  Introduce the PowerPoint Restaurant Shark Tank Project. Students will be expected to take notes while viewing the slide presentation. Allow time for classroom discussion.  View YouTube® video:   * Recipe for Restaurant Profits: Restaurant Success Series from ICE and American Express   Cutting corners is easy and fast, but could you end up leaving money on the table? Discover the number one thing you need to know to make money and be successful in the restaurant business. Plus, ICE’s experts will teach you why everything from the attire of your staff to the design of your flatware can boost or hinder sales.<https://youtu.be/fEKyJyYbywM>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * provide a copy of slide presentation |
| **Guided Practice \*** | Calculators may be used for this activity.  Distribute the handout Restaurant Math Calculations and ask a volunteer to work one problem on board explaining each step to the rest of the class.  Continue doing the same with remaining problems or allow students to work independently.  Instruct students to write four new math problems calculating profits to complete the assignment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * provide a text based accessible version of online course * check for understanding |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide the class into groups of three or four students.  Read the following scenario:  You and your team have a fabulous idea for a new restaurant concept/product but need investors to start your project. You have invited three people who have an interest in your product to view your presentation.  Distribute the handout Restaurant Shark Tank Project and explain the details to the students.  Distribute the graphic organizer Restaurant Concept/Product Plan so that students may organize their ideas.  Distribute the Rubric for Restaurant Shark Tank Project so that students understand 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:*   * encourage creativity * praise participation |
| **Lesson Closure** | Review terms, definitions, and objectives.  Re-distribute the handout Anticipation Guide: Restaurant Shark Tank Project from the Anticipatory Set.  Allow students to re-read each statement and place a check mark by the statements they KNOW are true. They should also provide information that PROVES other statements are not true. |
| **Summative/End of Lesson Assessment \*** | Students will be assessed with appropriate rubric.  Distribute the Certificate of Achievement to the team with the highest points.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing guided participation * extra time for oral response * encourage participation |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Shutterstock™ images. Photos obtained with subscription.   **Textbook:**   * Leugers, M. (2014). *Controlling costs in foodservice.* Tinley Park, IL: Goodheart-Willcox. * Reynolds, J. S. & Chase, D. M. (2014). *Hospitality services.* (Tinley Park, IL: Goodheart-Willcox.   **YouTube**®**:**   * Recipe for Restaurant Profits: Restaurant Success Series from ICE and American Express   Cutting corners is easy and fast, but could you end up leaving money on the table? Discover the number one thing you need to know to make money and be successful in the restaurant business. Plus, ICE’s experts will teach you why everything from the attire of your staff to the design of your flatware can boost or hinder sales.<https://youtu.be/fEKyJyYbywM> |
| **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:   * The Average Profit Margin for a Restaurant  People often open a restaurant thinking that all it takes for success is excellent cooking. They may ignore basic business principles to become part of the 60 percent who fail within three years or less. These principles include securing a good location at reasonable rates; hiring, training and motivating staff; and effective marketing. Ultimately, the key factor in success is maintaining an average-or-better profit margin year after year.<http://smallbusiness.chron.com/average-profit-margin-restaurant-13477.html> * What Is the Net-Profit Margin from a Restaurant?  As an owner or operator of a restaurant, there are several key pieces of financial information that you will need to understand. Net-profit margin, and what directly affects this financial ratio, is probably most important. The net-profit margin directly correlates to how much money the restaurant receives and makes over the course of a period of time.<http://smallbusiness.chron.com/netprofit-margin-restaurant-22680.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** | Share your profits with all your associates, and treat them as partners. In turn, they will treat you as a partner, and together you will all perform beyond your wildest expectations. **-Sam Walton**  In these times of the ‘Great Recession’, we shouldn’t be trying to shift the benefits of wealth behind some curtain. We should be celebrating and encouraging people to make as much money as they can. Profits equal tax money. While some people might find it distasteful to pay taxes, I don’t. I find it patriotic. **-Mark Cuban**  A business absolutely devoted to service will have only one worry about profits. They will be embarrassingly large. **-Henry Ford**  When I became an entrepreneur, I had the knowledge to develop and manage budgets, market products, and review legal contracts. **-Vivek Wadhwa**  I look at my annual budgets for everything and anything, and I look to see where I can save the most money on those items. Saving 30% to 50% buying in bulk – replenishable items from toothpaste to soup, or whatever I use a lot of – is the best guaranteed return on investment you can get anywhere. **-Mark Cuban** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * If I could appear on the Shark Tank television program and sell my product to an investor, I would want \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to invest in my product because … * My idea for a product that would produce profits is … * If I had millions of dollars to invest, I would invest in \_\_\_\_\_\_\_\_\_\_\_\_ because … * A restaurant can generate a lot of money if managed well. I would … * Budgets are important because …   **Writing Strategy:**   * RAFT Writing Strategy:   + Role – entrepreneur   + Audience – shark tank television producer   + Topic – opportunity to be on the show   + Format – letter   Write a letter to the producer of the shark tank television show asking for an opportunity to be on the show to secure an investor for your product. |
| **Communication**  **90 Second Speech Topics** | * Three things I would need to do to be successful with my product are … * Business entrepreneurs are … |
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| **Enrichment Activity**  (e.g., homework assignment) | Students may work on a business plan for their project.  **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.   * Look Who’s Spending  Demographics are destiny for restaurant operators. While nine in 10 Americans say they enjoy going to restaurants, they don’t all share the same spending patterns. <http://www.restaurant.org/Restaurant/media/Restaurant/SiteImages/News%20and%20Research/Consumer-Spending-Infographic.jpg>   **TED Talk:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less).  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.   * Paul Tudor Jones II: Why we need to rethink capitalism   Paul Tudor Jones II loves capitalism. It’s a system that has done him very well over the last few decades. Nonetheless, the hedge fund manager and philanthropist are concerned that a laser focus on profits is, as he puts it, “threatening the very underpinnings of society.” In this thoughtful, passionate talk, he outlines his planned counter-offensive, which centers on the concept of “justness.”<http://www.ted.com/talks/paul_tudor_jones_ii_why_we_need_to_rethink_capitalism> |
| **Family/Community Connection** | Invite restaurant owners and family members that own restaurants to speak to the class about how they got started in the industry. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America**  <http://www.fcclainc.org>   * Applied Math for Culinary Management (updated 12/2/14)  An individual or team event, recognizes participants who use Family and Consumer Sciences skills to demonstrate the application of mathematical concepts in the culinary arts industry. * Entrepreneurship  An individual or team event – recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. The business must relate to an area of Family and Consumer Sciences education or related occupations. * 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/>  Related Technical Math  On a written test, contestants demonstrate skills required to solve mathematical problems commonly found in the skilled trades and professional and technical occupations. Skills demonstrated include addition, subtraction, multiplication and division of whole numbers, fractions, and decimals; applied word problems; percentages; ratio proportions; averages; area; volume; metric measures and traditional (Imperial) measures and trigonometry. |
| **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 plan a workshop at the local chamber of commerce assisting entrepreneurs in the community with a business plan, marketing and promoting their restaurant concept or product. |

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)