

Table Service and Etiquette/Selecting Utensils and Cookware
Family and Consumer Science 1
9, 10, 11, and 12

General Description

This unit will help student teach students about basic table manners, how to set a table, and how to use different kitchen utensils. In this unit each student will practice setting a table and each student will get to teach other student their knowledge of certain kitchen utensils. This unit must be completed before students will be able to start cooking labs.

Rationale

This unit is important to teach because these skills are basic skills that students can use in everyday life. It is important for students to be aware of basic table manners in order to be presentable members of society. Also, one is never aware of who might be watching them while they are eating. In addition, students may one day have scholarship or job interviews over lunch or dinner and would need to use table manners. Lastly, it is important for students to know how to select the proper kitchen utensils before starting to cook for safety purposes.

Unit Goals and Objectives

National Standards

Nutrition and Wellness

Table Service and Etiquette

Content Standard 14.1 – Analyze factors that influence nutrition and wellness practices across the life span.

Competency 14.1.2 - Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

Selecting Utensils and Cookware

Content Standard 14. 4 - Evaluate factors that affect food safety from production through consumption.

Competency 14.4.1 - Analyze conditions and practices that promote safe food handling.

5.0 Apply nutrition and food principles that enhance individual and family well being across the life span.

- 5.3 Demonstrate table service and dining etiquette
- 5.4 Acquire 100% mastery of safety and sanitation standards necessary to ensure a safe environment for laboratory experiences.

Goals

TLW – Properly set a table

Put to use table manners in everyday life

Cook using the appropriate cookware

Objectives

TLW - Define dining etiquette

Demonstrate the ability to set a table

Identify basic table manners

List the three types of serving styles

Define Utensil

Provide an example of each type of utensil

Identify the difference between cookware and bakeware

Resources

Glenco McGraw Applying Life Skills 2010 Edition, Student Textbook and Teacher Edition

Story on manners during the Renaissance Era

<http://www.suite101.com/content/renaissance-table-manners-a20962>

Picture of table settings

<http://gearpatrol.com/blog/2009/06/07/be-a-better-man-in-30-days-day-7-know-how-to-mind-your-manners-at-the-table/>

Manners Don't Gross Out the World Quiz

<http://www.fekids.com/img/kln/flash/DontGrossOutTheWorld.swf>

Bingo Card Generator

<http://print-bingo.com/>

Unit Organizer

Lesson	Length	Objectives	Assessment	Activity Description	Special Features
Table Service and Dining Etiquette	1-83 minute class	Define dining etiquette Demonstrate the ability to set a table Identify basic table manners List the three types of serving styles	I will be using a 3-2-1 exit slip for my assessment. On a small sheet of paper students will have to list the 3 serving styles, identify 2 basic table manners, and define etiquette. This will serve as their exit from my class.	Bell Ringer: Answer the following question "In your own words define etiquette." Start Powerpoint on etiquette Table Setting Activity Directions: On each table is enough dinnerware, glassware, and flatware to set a table for four. Students will work together in groups to set the table the way they believe it should be set. Lecture <ul style="list-style-type: none">• Steps to set table on page 579 of student book• Powerpoint on Table Service• Discuss how to make a table attractive	Computer and powerpoint software Enough kitchen utensils to set four tables

				<p>Table Setting Activity 2</p> <p>Directions: Now based off what was learned about setting a table students work together in groups to make any necessary changes.</p> <p>Story: Read story about table manners during the Renaissance Period.</p> <p>Lecture:</p> <ul style="list-style-type: none"> • Basic Table Manners on page 580 in student book • Discuss other rules not listed in textbook • Discuss the different types of serving styles and clearing the table <p>Filler Activity Manners Don't Gross Out the World Quiz Online</p>	<p>Story on the Renaissance era</p> <p>Website for manners don't gross out the world quiz</p>
Selecting Utensils and Cookware	1-83 minute class	<p>Define Utensil</p> <p>Provide an example of each type of utensil</p> <p>Identify the difference between cookware and bakeware</p>	Students will be provided with a matching worksheet of utensil descriptions and names. They will read the description and match it to the correct name. Also the worksheet will contain a few short answer questions.	<p>Bell Ringer: Answer the following question "What is a serrated knife?"</p> <p>Utensil Activity</p> <p>Directions: Students select from the table one kitchen utensil they do not know how to use. They tell them class what they think it is and what</p>	All the kitchen utensils listed in the book

				<p>they think it is used for. If they knew all the items they selected something that they were able to explain to the class how to use.</p> <p>Discussion on the name and use of each of the items not selected.</p> <p>Kitchen Utensil Bingo</p> <ul style="list-style-type: none"> I will hold up certain items without saying the name of the item. <p>Kitchen Utensils Assessment</p> <p>Filler Activity: Kitchen Utensil Word Scramble Worksheet</p>	<p>Bingo Cards</p> <p>Worksheet with word scramble on it</p>
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Assessment

Pre-assessment –For the lesson on table service and dining etiquette students will be pre assessed when they are asked to set the table at the beginning of class. By observing the students I will get a good idea of what the students currently know about table setting. For the lesson on selecting utensils I will observe the students current knowledge on kitchen utensils through their choice of utensil and their current knowledge of the utensil.

Post assessment – As for the post assessment on table service and dining etiquette I will use a check list to make sure that the students set everything in the appropriate position after the lesson. In addition I will use a 3-2-1 exit slip asking students questions regarding the day’s objectives. The post assessment on the selecting kitchen utensils will be a matching test and short answer test regarding kitchen utensils.

Table Setting Checklist

Names: _____

Date: _____

	Y	N	Comments
Did Students place the fork to the left of the plate?			
Did students place the knife to the right of the plate?			
Did Students place the spoon to the right of the plate?			
Was the sharp edge of the knife facing the plate?			
Did students place the glass at the tip of the knife?			
Was the plate one inch from the edge of the table?			
Was the flatware placed one inch from the edge of the table?			

3-2-1 Exit Slip on Table Service and Dining Etiquette

1. List the three types of serving styles.
2. Identify two basic table manners.
3. Define etiquette.

3-21- Exit Slip on Table Service and Dining Etiquette

KEY

1. List the three types of serving styles.
Family, Buffet, Plate
2. Identify two basic table manners.
Place your napkin on your lap and no elbows on the table
3. Define etiquette.
Etiquette is accepted rules or behaviors used to show respect to ourselves and others.

Name: _____

Date: _____

Kitchen Utensil Quest

MATCHING:

On the line to the right of each definition, write the letter of the vocabulary word that matches. There are three more vocabulary words than definitions.

Definitions

1. Bowl with holes for draining foods. _____
2. Used to shred and grate vegetables and cheeses. _____
3. Used for beating and blending. _____
4. Used for measuring smaller amounts of liquid and dry ingredients. _____
5. Made of wire and allow air to circulate around hot baked products. _____
6. Study scissors used for cutting vegetables, pastry poultry, and meat. _____
7. Used to mix ingredients together and scrape bowls. _____
8. Rectangular, low-sided pans. _____
9. Used to measure dry ingredients. _____
10. Mix and add air to flour and other dry ingredients. _____
11. Used to peel vegetables and fruit. _____
12. Help spoon out hot soup and stews. _____
13. Grasp or hold foods. _____
14. Serve as a base for cutting work. _____
15. Shallow pans and generally have long handles. _____

Vocabulary

- A. Baking Sheet
- B. Baster
- C. Casserole
- D. Colander
- E. Cooling Rack
- F. Cutting Board
- G. Dry Measuring Cup
- H. Grater
- I. Kitchen Shears
- J. Ladle
- K. Measuring Spoons
- L. Sifter
- M. Silicone Scraper
- N. Skillet
- O. Tongs
- P. Vegetable Peeler
- Q. Wire Whisk

Short Answer

1. Define Utensil

2. Describe the difference between cookware and bakeware

Name: _____

Date: _____

Kitchen Utensil Quest

KEY

MATCHING:

On the line to the right of each definition, write the letter of the vocabulary word that matches. There are three more vocabulary words than definitions.

Definitions

16. Bowl with holes for draining foods. D
17. Used to shred and grate vegetables and cheeses. H
18. Used for beating and blending. Q
19. Used for measuring smaller amounts of liquid and dry ingredients. K
20. Made of wire and allow air to circulate around hot baked products. E
21. Study scissors used for cutting vegetables, pastry poultry, and meat. I
22. Used to mix ingredients together and scrape bowls. M
23. Rectangular, low-sided pans. C
24. Used to measure dry ingredients. G
25. Mix and add air to flour and other dry ingredients. L
26. Used to peel vegetables and fruit. P
27. Help spoon out hot soup and stews. J
28. Grasp or hold foods. O
29. Serve as a base for cutting work. F
30. Shallow pans and generally have long handles. N

Vocabulary

- A. Baking Sheet
- B. Baster
- C. Casserole
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- L. Sifter
- M. Silicone Scraper
- N. Skillet
- O. Tongs
- P. Vegetable Peeler
- Q. Wire Whisk

Short Answer

3. Define Utensil

 An instrument or device used in preparing food

4. Describe the difference between cookware and bakeware

 Cookware comprises cooking vessels, such as saucepans and frying pans, intended for use on a stove or range cooktop. Bakeware comprises cooking vessels intended for use inside an oven.

Table Service and Dining Etiquette
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State Standard

- 5.3 Demonstrate table service and dining etiquette

Objectives

- TLW – Define dining etiquette
 Demonstrate the ability to set a table
 Identify basic table manners
 List the three types of serving styles

Materials

- Notebook Paper
- Pencil
- Textbook – Applying Life Skills, Chapter 24-Eating Together, Pages 574-583
- Tableware and Flatware – Dishes, Glasses, and Eating Utensils (enough for 4 tables of 4)
- Story on Renaissance Table Manners
- Computer, Promethean Board, and Powerpoint
- Manner Don't Gross Out the World website <http://www.fekids.com/img/kln/flash/DontGrossOutTheWorld.swf>

Procedures

83 minute block

Teacher	Student	Time
Bell Ringer: Answer the following question "In your own words define etiquette." <i>"Today we are going to talk about mealtime etiquette"</i> Start Powerpoint on etiquette	Using their own pencil and notebook paper student write down their definition of etiquette	6 minutes
Table Setting Activity Directions: On each table is enough dinnerware, glassware, and flatware to set a table for four. Work together in groups to set the table the way you believe it should be set.	Students will work together in their table group to set the table.	15 minutes
Lecture <ul style="list-style-type: none"> • Steps to set table on page 579 of student book • Powerpoint on Table Service • Discuss how to make a 	Students will take turns reading the steps to setting a table. Students will take notes off the powerpoint presentation. Students will view pictures of tablescapes on powerpoint	15 minutes

<p>table attractive</p> <p>Table Setting Activity 2 Directions: Now based off what you have learned about setting a table work together in your groups to make any necessary changes.</p> <p>Transition from Table Setting to Table Manners: Now that we have our tables set properly let's discuss some manners we should use will dining. Give me reasons why we should use table manners...</p> <p>Story: Read story about table manners during the Renaissance Period.</p> <p>Lecture:</p> <ul style="list-style-type: none"> • Basic Table Manners on page 580 in student book • Discuss other rules not listed in textbook • Discuss the different types of serving styles and clearing the table <p>Filler Activity Manners Don't Gross Out the World Quiz Online</p>	<p>Students will work together in previous groups to make any changes.</p> <p>Students will take turns giving me reasons why table manners are important</p> <p>Using their own pencil and Notebook Paper students will take notes on the difference of in table manners in the Renaissance Period and table manners today.</p> <p>Students will take turns reading the basic table manners listed.</p> <p>Students will name other rules not listed in textbook.</p> <p>Students will take notes of the different serving styles and why it is important to clean the table.</p> <p>Together as a class we will take the Manner Don't Gross Out the World Quiz to learn about manner in other countries.</p>	<p>10 minutes</p> <p>7 minutes</p> <p>10 minutes</p> <p>20 minutes</p>
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Assessment

I will be using a 3-2-1 exit slip for my assessment. On a small sheet of paper students will have to list the 3 serving styles, identify 2 basic table manners, and define etiquette. This will serve as their exit from my class.

Modifications

Modifications will be made as needed.

Selecting Utensils and Cookware
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State Standard

- 5.0 Apply nutrition and food principles that enhance individual and family well being across the life span.
- 5.4 Acquire 100% mastery of safety and sanitation standards necessary to ensure a safe environment for laboratory experiences.

Objectives

TLW – Define Utensil

Provide an example of each type of utensil

Identify the difference between cookware and bakeware

Materials

- Notebook Paper
- Pencil
- Textbook – Applying Life Skills, Chapter 19-Kitchen Equipment Selection and Safety, Pages 464-471
- Example of each utensil, cookware, and bakeware listed on pages. 467-470
- Kitchen Utensil Bingo Cards
- Kitchen Utensil Assessment Worksheet
- Kitchen Utensil Word Scramble Worksheet

Procedures

83 minute block

Teacher	Student	Time
Bell Ringer: Answer the following question “What is a serrated knife?”	Using their own pencil and notebook paper student write an example of a serrated knife	7 minutes
Utensil Activity Directions: On the front two tables are all the utensils, cookware, and bakeware that we will be discussing today. Go to the tables and select one item that you are not familiar with.	Students will select one item that they are not familiar with.	20 minutes
Now, I want each one of you to tell me what you think this item would be used for.	Students will describe the item and what they think it is used for.	
Does anyone know what this item is and how it is used?	Students will tell the class what it is and what it is used for.	
Now, we will go through and discuss the name and use of each of the items not selected.		20 minutes

Break		3 minutes
Kitchen Utensil Bingo <ul style="list-style-type: none"> I will hold up certain items without saying the name of the item. 	Students will determine the name of the item and mark it on their bingo card.	20 minutes
Kitchen Utensils Assessment	Using the worksheet provided Students will read the description of the utensil and match it with the name of the utensil	13 minutes
Filler Activity: Kitchen Utensil Word Scramble Worksheet		

Assessment

Students will be provided with a matching worksheet of utensil descriptions and names. They will read the description and match it to the correct name.

Modifications

Modifications will be made as needed.

Reflection:

Creating this unit plan was more difficult than I expected it to be. I would not necessarily say it was hard, just time consuming. I had the hardest time creating the goals for the unit because I still have a hard time determining the difference between goals and objectives. I also had a difficult time determining how this unit plan fit into national standards. I think it will be easier to put together unit plans after you have written each individual lesson plan. That way you already have all the information needed to put into the unit plan and do not have to stop to create items that need to be put into the plan.