

Culinary Arts  
Strand 10  
Customer Service

<b>Strand</b>	Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality.
<b>Standard</b>	Discuss the importance of customer service Identify front of house jobs and duties Explore the characteristics needed to be a skilled employee. Understand the order of front of the house service. Categorize the main types of dining environments. Identify various pieces of dining equipment and how they are used. List the qualities and duties of an effective manager
<b>Supplies</b>	Power Point, Cupcakes, Napkins, Forks, Cups, Menu

**Content:**

**Vocabulary** (*Charger, Cover, Cross Training*)

Today is the first day of changing groups. We will be changing frequently during this unit because the students need to be aware that they don't and won't always get to work with their friends or people they get along with. There are a couple ways to do this. One would be to randomly give students an assigned job (Manager, Chef, Server, Busser). Or you can have them choose but limit how many for each assigned job. They will need to remember what they have chosen because you will refer to these throughout the unit.

After they have been put into new groups, start with the activity.

**Table 1**(Bussers) I would have a tablecloth, folded napkins, utensils, and cups filled. Then I would come with the menu of cupcakes and take their order. I would serve them on a platter with the paper off and present it to that table. I would take customer service to the highest level and be over the top with them.

**Table 2**(Servers) I would bring a platter of cupcakes and let them choose what they want. They would have paper plates, napkins, and a fork and I would just hand them the cupcakes off the platter. Use positive customer service, but not over the top.

**Table 3**(Chef) You just throw the box of cupcakes at them and say "I got these for you here you go!". They would grab a cupcake off the platter/box and they would have to serve themselves.

**Table 4** (Manager) Tell them their cupcakes are on the demo counter and they can go grab them. Ignore them and don't use any customer service.

Go over the power point or nearpod with the class as they take notes on their outline.

Culinary Arts  
Strand 10  
Fine Dining Styles Lab

<b>Strand</b>	Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality.
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<b>Supplies</b>	Lab Supplies, Vocab PowerPoint, Cover Setting Supplies, iPads

**Content:**

**Vocabulary** (*Flatware, Front of the House*)

Complete a French dining style lab. You can leave the students in the same groups as prior period.

Students will be making crepes using the French service style. They will participate as each of the different roles. If available, borrow 8 rolling carts. Have students put all their equipment on the rolling carts including a propane stove. (Teach students how to use the stove before having them use it.)

Have the students prep the food in their kitchens and then place all ingredients on the rolling cart. Have one student act as the **host/hostess**. They need to greet the **guest**, seat them, give them a menu, and tell them who their server/chef will be. Then have the **server/chef** will prepare a tableside crepe for one member of their group. They will need to ask them how they want it served (whipped cream, strawberries, Nutella, etc.) Have another student act as the **busser** and clear (and wash) dishes. After they complete this task, another student makes a crepe for another member of the group until everyone has rotated through and had the experience.

While students are waiting for a turn to serve and be served, they should be working on "A Case In Point". They can also work on their "What I Did in Culinary Arts" assignment for this unit.

After students have completed the role playing and eating, have them complete a short survey. <https://forms.gle/zNY6v7M1ajhjj8PF6>

Culinary Arts  
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Management Lab

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<b>Supplies</b>	Lab Supplies, Worksheet

**Content:**

Complete management lab (breakfast burrito) as outlined on handout.

Divide groups using previous group titles (manager, chef, server, busser). They need to have one of each in EVERY group.

Have all ingredients out and ready to go before students arrive.

Have ALL the managers come up to the front. Give each manager the worksheet and tell them they are now in charge of making everything happen for the lab. They need to assign a job to every person in their group. The rules are #1 that they MUST hold the worksheet in their hand at all times and NOT give it to any members of their group. #2 the manager may NOT do any of the work. They are only there to “manage”. When they are eating, they need to answer the question on the worksheet as a group. Do not help them any more than that. Have them problem solve and figure things out.

As teacher goes around, the following questions should be asked:

- Tell me about how communication went. What would have made it easier?
- Tell me about how time management went. What would you change in the future?
- How do the employees rate their manager? Was there leadership? What positives? What negatives?
- Was there teamwork? Why or Why not?
- What would you do differently next time?
- What skills did you learn today? How can you apply them to one of your other classes?

Culinary Arts  
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Training Lab

<b>Strand</b>	Students will learn the concepts and importance of customer service and management skills as they pertain to food service and hospitality.
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<b>Supplies</b>	Lab Supplies, iPads, WS

**Content:**

Go over training with power point/nearpod and outline.

Tell the students that today they will be given “on the job training” and will be evaluated on their work.

Show the video on how to a make a swan out of an apple (King of Random youtube video: <https://www.youtube.com/watch?v=uLXEiMliF5E>). Have the students make the swan with their apple. If they need to re-watch the video they can on the computer at their table. Download the video from You Tube to your teacher website so the kids can watch it. The video title is: How to make an edible apple swan.

Students will then evaluate their own swan using the self-evaluation form.

\*\*\*\*As a way to market Culinary Arts, have students put their swans out on display and have the student body vote on which one is their favorite. You will need to number each swan, have paper slips and pencils to write with.

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Communication Lab

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<b>Supplies</b>	Lab Supplies, iPads, Stickers

**Content:**  
***Vocabulary Quiz***

Lava Cake Lab

1. Give each student at each kitchen a sticker (either a blue, green, yellow or purple star). You will need one color in each group. To shuffle things up, you could put a kitchen # on each of the stickers and as the students come in, give them a sticker. Then have them move to the numbered kitchen.
2. Call out a color (blue, green yellow or purple) throughout the period. When you do, that person is then responsible for cooking in the kitchen. You will call out a color randomly every 3-5 minutes. The person that was previously cooking has exactly 30 seconds to tell the person coming in what has been done and what needs to be done. After that 30 seconds, they may NOT talk to each other and the new color person will have to figure it out. You will continue doing this until the recipe is completely made and cooked and they are sitting down eating.
3. Now the people that are not cooking cannot be in the kitchen. While the person is cooking in the kitchen, they will be playing a communication game called telestrations. They will keep playing until everything is done and ready to eat. When they switch to the kitchen, they will give their game card to person who was cooking and swap roles. The person who was cooking needs to give really good instructions before joining in the game.

Everyone draws a card. Then they write the word and their name on the first page using the dry erase markers. Then they turn the page and draw a picture. As soon as they are done drawing, they pass it to the next person. That person takes their drawing a looks at it. Then on the next page they write the words for the picture (they need to all be appropriate). Then they pass it to the next person. They look at the written words

and draw that picture. Then pass. And it keeps going on like this until they get theirs back. Then one at a time, they share each page to the group. It is very funny, but it really shows the importance of clear communication and how one person may interpret something entirely differently that was intended.

Have the recipe printed off for each kitchen.

**Processing:** What worked, what didn't? Frustrations? Successes? Did you think more about what you were telling them – how well did you listen? Did your communication change as the rotations went on during the class.