

## Lesson 1.21: Menu Card, Pitch, and Tasting Gallery

**Unit:** Unit 1, Kitchen Skills and Smart Eating (Nutrition and Wellness) **Topic:** 1.4 Plan, Shop, Cook: Meals on a Budget **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** FACS lab (for the tasting) or classroom (with a fresh no-cook item)

### Standards

- NYS module line: NYS N&W 1. Culinary Management i) Practice food sharing behaviors that show consideration for other cultures and promote social acceptance
- NYS module line: NYS N&W 3. Consumer Resources and Finance c) Identify monetary influences on one's ability to select and purchase nutritious foods
- CTE theme line: CTE CIR 1. Communication f) Demonstrate personal development of communication skills through practice of these skills in a variety of classroom applications
- CTE theme line: CTE CIR 1. Communication b) Describe types of communication (e.g., oral, verbal, nonverbal, digital)
- NYS FACS Learning Standard 3 (Intermediate), Key Idea: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self.; Performance Indicator: Students understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.
- CDOS Standard 3a Universal Foundation Skills: Interpersonal Skills
- National FCS 3.0: 14.1.2 Look into how psychology, culture, and social pressure shape food choices and nutrition habits.

(Note on CIR 1: the Communication module has no line that says “speaking” or “presenting” in those words. Line 1. f) is the practice line and 1. b) names oral communication; both are quoted verbatim.)

### Enduring understanding and essential question

**Big idea:** A good meal still has to be sold to the people who will eat it. A menu card and a sixty-second pitch turn the numbers and the plate into a reason to say yes. **Essential question:** What makes a family say yes to a dinner they did not choose?

### Objectives

By the end of this lesson, students will be able to:

1. (Low) Given the team's revised plan and the cooked dish, produce a menu card with the dish names, the cost per person, one nutrition claim the team can prove from the plan, and one sentence on why this family would like it.

2. (Mid) Deliver a sixty-second pitch to the class that states the family, the total, the cost per person, the plate, and the one reason to choose it, with every teammate speaking at least one line.
3. (High) After the gallery walk and the vote, evaluate in writing which team's meal best fit its family and its budget, using the menu cards as evidence, and reflect on one thing the writer would do differently with their own \$40.

## Vocabulary

Tier 2 (general academic): claim, evidence, persuade, audience Tier 3 (FACS): menu card, cost per person, nutrition claim, pitch, gallery walk, tasting portion. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

## Materials and setup

- Handout, one per team: Handout 01.21 - Menu Card Template and Pitch Planner.md
- Card stock or half sheets for the menu cards, markers, one set per team
- Each team's revised plan and station card from Lessons 1.19 and 1.20
- Tasting: Lesson 1.20 leftovers, only if refrigerated within two hours and reheated to 165 F [*Sal: in most schedules this will not be possible, so plan for the fresh option*]; or a fresh no-cook tasting item per team assembled in the first five minutes (the salad or cold wrap from the no-kitchen alternative in Lesson 1.20, or a fruit cup) [*update from this week's circular; about \$8 per team*]
- Small cups or plates and spoons for tasting portions, napkins, hand sanitizer at every station
- Vote slips, one per student, and a box
- A timer the class can see, set to 60 seconds
- Slides: Slides 01.21 - Menu Card, Pitch, and Tasting Gallery (outline in 05 Materials; the site renders it as a deck)
- Setup notes: Post each team's station in a different corner so the gallery walk moves. Allergy check: every menu card lists the allergens in the tasting item (wheat, dairy, egg, soy, nuts, fish, shellfish, sesame) in a box at the bottom; students with a listed allergy do not taste that item and vote from the card.

## Pre-assessment

The Lesson 1.20 self-assessments and the Day 2 exit sentences tell you which teams are proud of their dish and which are not. Both need the same thing today: a claim they can prove. Watch the teams that scored themselves low; their pitch may need the teacher standing near.

## Do now and hook (Time: 5 min)

On the board: "Write one sentence that would make your family want to eat your team's dinner. It has to be true."

Debrief: three students read theirs. Ask the class after each: “Can the team prove that from the plan?” (“It is delicious” cannot be proven. “It has four MyPlate groups for \$8.40 a person” can.) Then the hook: “In fifteen minutes every team pitches for sixty seconds and the class votes. In my version of this lesson, one team wrote a jingle. Nobody has forgotten it. You can do that too, but the claim has to be true.”

## Procedure

| Step                                                         | Teacher will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students will                                                                                                                                                                                   | Time   |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1. Learning activity: build the menu card and plan the pitch | Show the menu card slide: the family, the dish names, the cost per person (the final total divided by four), one nutrition claim with the proof (which groups, which item, which number), one sentence on why this family would like it (tied to the family card), and the allergen box. Then the pitch planner: five lines, one per speaker, sixty seconds, jingle optional. Circulate; check the claim against the plan. If tasting fresh, two team members assemble the tasting item at the station during this step. | Presenter and Recorder write the menu card. Planner and Nutrition Checker write the claim and the proof. Everyone takes a line on the pitch planner. Two members assemble the tasting portions. | 12 min |
| 2. The pitches                                               | Set the timer at 60 seconds per team. Hold the line: at 60 the timer sounds and the team stops. After each pitch, ask the class one check question: “What was the cost per person?” Score the                                                                                                                                                                                                                                                                                                                            | Pitch, every member with a line. Listen to the other teams and note the cost per person on the vote slip.                                                                                       | 8 min  |

|                             |                                                                                                                                                                                                                                                                              |                                                   |       |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------|
|                             | pitch on Rubric 01 criterion 5 as it happens.                                                                                                                                                                                                                                |                                                   |       |
| 3. Gallery walk and tasting | Release teams to walk in rotation (three stations, two minutes each).<br>Rules: read the card first, taste second, say one kind and true thing to the station, and clean hands between stations. The Presenter stays at the home station to answer questions; the rest walk. | Walk, read, taste, comment.<br>Presenters answer. | 7 min |
| 4. The vote                 | Collect vote slips: "The meal that best fits its family and its budget is ___ because ___." Count while students write the reflection. Announce the result and one reason from the slips. Say plainly that the vote is about fit, not about which team is liked.             | Vote with a reason.                               | 4 min |

### Questions to ask

Monitor understanding:

- What is your cost per person, and how did you get it?
- Your claim says "high in protein." Which item on your plan proves that?
- Which family rule does your "why they would like it" sentence answer?

Deepen learning:

- Two teams spent almost the same money. Why did one plate look fuller?
- What did the pitch tell you that the menu card did not? What did the card tell you that the pitch could not?

- Every station shared food with the whole class today. What did you do to make sure everyone could take part? (Allergen box, a portion without cheese, reading the card before tasting.)

## Check for understanding

During Step 1, a clipboard yes or no per team on “claim has a proof from the plan” and “cost per person is the total divided by four.” During Step 2, Rubric 01 criterion 5 on the clipboard. A “got it” pitch has the family, the total, the cost per person, the plate, and the reason, in sixty seconds, with every member speaking.

## Closure (Time: 4 min)

Exit reflection (individual, on the back of the vote slip): 3 numbers from your team’s plan you can still say from memory (total, cost per person, one unit price), 2 things another team did that you would copy, 1 thing you would do differently with your own \$40. Three students read one line aloud. The reflections are the last piece of the project folder and go in before the rubric is scored.

## Differentiation and supports

- ELL: the menu card template has a box per required part with an example filled in; the pitch planner gives each speaker one sentence frame (“Our family is ,” ***“Our dinner costs*** for four, which is \_\_\_ per person,” “It has \_\_\_ groups: ,” ***“This family would like it because*** ,” “Choose our dinner because \_\_\_”) in English, Turkish, Portuguese, and Spanish, marked *[check with a native speaker]*; a student may say their line in their home language and a teammate repeats it in English; the vote slip has a sentence frame.
- IEP and 504 (general): product choice for the pitch (spoken, a recorded 60-second video played on the screen, a read-aloud from a script, or a drawn menu poster explained by a teammate); the speaking order is set in advance so no one is surprised; a student who cannot speak to the class can be the one who holds the card and points; extended time by writing the menu card during Lesson 1.20 Day 2 plating.
- Grade 6 support: the menu card asks for the dish names, the cost per person, and one claim; the pitch is three lines; the vote is a raised hand with one reason said aloud.
- Grade 8 stretch: the nutrition claim must cite a number from a Nutrition Facts label or the MyPlate serving guidance (this pulls Topic 1.3 forward); the pitch names one swap the team made and how much it saved; the reflection compares the team’s cost per person to the \$38 dinner from the Lesson 1.18 hook.
- UDL checkpoint used: multiple means of action and expression (the pitch can be spoken, sung, recorded, or drawn) and multiple means of engagement (a class vote with a real winner and a reason).
- No-kitchen or no-machine alternative: the tasting is the fresh no-cook item (salad, cold wrap, or fruit cup) assembled at desks with hand sanitizer and pre-portioned ingredients, or the gallery walk is cards only, with the plated food-card plate from the Lesson 1.20 no-kitchen version on display at each station.

## Assessment

| Objective                                                    | Standards met                                      | Learning task                                                 | Assessment (formative or summative; tool)                                                                                                      |
|--------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Produce the menu card with a provable claim               | N&W 3. c); Std 3 PI B; National FCS 14.1.2         | Menu card, Step 1                                             | Summative; Rubric 01 criterion 4 (the menu card)                                                                                               |
| 2. Deliver the sixty-second pitch with every member speaking | CIR 1. f); CIR 1. b); CDOS 3a Interpersonal Skills | Pitch, Step 2                                                 | Summative; Rubric 01 criterion 5 (the pitch)                                                                                                   |
| 3. Evaluate the best fit with evidence and reflect           | N&W 1. i); N&W 3. c); CDOS 3a Interpersonal Skills | Gallery walk, vote, and reflection, Steps 3 and 4 and closure | Formative; vote slip and reflection scored complete, partial, or missing for daily work; the reflection is read before the rubric is finalized |

## Homework

None. Optional: bring the menu card home and put it on the refrigerator. Report if anyone asks for the dinner.

## Connections

Music: Sal's SEYS 536 version had a music teacher coaching the jingle; if your school has one, a fifteen-minute rhythm check the day before is enough. PE: the "does this meal fuel an active day" check from the same version can be a PE teacher's question during the gallery walk. ELA: a claim with evidence is the same skill as a persuasive paragraph.

## Sources

- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness (nyctecenter.org, June 2018), lines 1. i) and 3. c). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module 02, Communication and Interpersonal Relationships, lines 1. b) and 1. f). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 3, Intermediate. Wording per 02 Standards/STANDARDS CROSSWALK.md, Part A.6.
- CDOS Intermediate Standard 3a, per 02 Standards/STANDARDS CROSSWALK.md, Part A.7.

- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 14.1.2, per 02 Standards/STANDARDS SOURCES - web research.md.
- Sal's own materials: the pitch, jingle, class vote, and individual exit reflection from his Feed a Family run of show (Drive, FeedingAFamily\_RunOfShow\_Aug06.docx); the menu card and tasting or gallery walk from his FNES 563 draft unit calendar.

### Teacher notes

- If time runs short, cut the gallery walk to one rotation of two minutes and vote from the pitches and the cards. Never cut the reflection; it is the last piece of the project folder.
- The sixty-second timer is the whole discipline of the pitch. Hold it. A team that runs over learns more from being stopped than from a warning.
- The claim check is where teams try to get away with "healthy." Send them back to the plan: which group, which item, which number.
- The tasting will almost never come from Day 2 leftovers on a real school schedule. Budget the fresh item. A fruit cup (a can of fruit in juice, drained, in small cups) is the cheapest safe option and adds the fruit group most plans are short on.
- The vote can sting. Say before it opens that every team already earned its rubric score; the vote is one class's opinion about fit, and the reason on the slip matters more than the tally.
- *[Sal: keep the jingle optional and keep telling the story of the team that wrote one. It is the best advertisement for the project.]*