

Lesson 6.11: Table Setting and Food Sharing Across Cultures, and the Methods Check

Unit: Unit 6, From Farm to Table (Food Systems and Production) **Topic:** 6.2 Food Preparation Methods and Science **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 (the Cooking Methods Check runs in the last 15 minutes) **Room:** FACS lab with tables students can set, or a classroom with desks pushed into fours

Standards

- NYS module line: NYS N&W 1. Culinary Management h) Demonstrate appropriate table setting
- 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 FSP 2. Food Preparation d) Demonstrate the skills and techniques common to food preparation of the region
- CTE theme line: CTE CIR 6. Conflict Prevention and Management f) Contribute to a classroom environment that encourages respect for the ideas, perspectives, and contributions of all
- CTE theme line: CTE CIR 6. Conflict Prevention and Management d) Explore how similarities and differences among people affect conflict prevention and management
- NYS FACS Learning Standard 1 (Intermediate), Key Idea: Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.; Performance Indicator A: Students understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.; Performance Indicator C: Students recognize the mental, social, and emotional aspects of good health.
- CDOS Standard 3a Universal Foundation Skills: Personal Qualities
- National FCS 3.0: 14.3.3 Show the ability to select, store, prepare, and serve food that is nourishing and looks good on the plate.
- National FCS 3.0: 8.5.12 Plate, garnish, and present food to a professional standard.
- National FCS 3.0: 6.2.4 Treat people of every age, gender, culture, and background with respect and fairness.

(A note on the module lines: the FSP module has no line for table setting or serving. The two lines that name them word for word are in the Nutrition and Wellness module, N&W 1. h) and 1. i), so both are cited verbatim here, and the crosswalk already lists both as taught in U1 and again in U6. FSP 2. d) carries the serving techniques of the three regions. No line was invented.)

Enduring understanding and essential question

Big idea: A place setting is not a rule somebody made up to trap you. It is an order that follows how a meal actually happens, outside in, one course at a time. And a table is not the only way to serve. Every culture has a system, and every system exists so people get fed fairly. **Essential question:** What is a place setting actually for, and what does every way of serving food have in common?

Objectives

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

1. (Low: understand) Set a basic place setting and a formal place setting from memory and explain the outside-in rule for why the order exists.
2. (Mid: apply) Describe three other ways people serve and eat (a shared platter, chopsticks, eating with the right hand, a bento or tiffin box) and name one hosting practice each one uses.
3. (High: create) Write the class's own food sharing agreement in three to five rules, each one stated as something a person does, and defend one rule against a case where it would be hard to follow.

Vocabulary

Tier 2 (general academic): order, host, guest, agreement, defend Tier 3 (FACS): place setting, cover, flatware, utensil, serving dish, shared platter, tiffin, bento, hospitality. See the unit vocabulary list (Vocabulary 06.md) for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout 06.11 - Place Setting Diagram and Sharing Agreement.md, one per student
- Per table of four: 4 plates, 4 forks, 4 knives (butter knives, as always), 4 spoons, 4 cups, 4 napkins, plus for the formal setting, 4 salad forks, 4 teaspoons, and 4 small bowls or bread plates. Paper and plastic are fine; what matters is the position.
- Three serving display stations, set up before class, no food in them: a shared platter with a serving spoon and four small plates; a pair of chopsticks on a rest beside a bowl; a stacked tiffin carrier or a bento box with dividers (a lunch container with compartments works). Add a bowl of water and a towel beside the third station to show a hand-washing bowl.
- Assessment 06.2 - Cooking Methods Check.md, one per student, plus one review slide up before the check
- Slides: Slides 06.11 - Table Setting and Food Sharing Across Cultures, and the Methods Check
- Setup notes: set the three display stations before the bell and cover them. Put the Unit 6 plants from Lesson 6.5 on the front table today so the class can see six weeks of care in one place; that takes ten seconds and it closes a loop. Cover the wall paths before the check. No food today, so no allergy risk, and say that at the door. Cost: none if the

room has place settings; about \$8 for paper and plastic sets if it does not, and they keep for the Feed the Class project in Lesson 6.16.

Pre-assessment

The do now is the pre-assessment: students draw a place setting from memory before any instruction. Most will get the plate and the napkin and put the fork and knife on the wrong sides. The corrected drawing in Step 1 is the same sheet, so the growth is visible on one page.

Do now and hook (Time: 4 min)

On the board: “Draw a place setting from memory. Plate, fork, knife, spoon, cup, napkin. Do not look at anybody else’s. You have ninety seconds and there is no penalty for being wrong.”

Debrief: hold up two drawings that disagree without saying which is right. Then the hook: uncover the three display stations. “Three ways to eat a meal, none of them with a fork on the left. The place setting you just drew is one system out of many, and every one of them was built to solve the same problem. Your job today is to find the problem.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction and practice: basic and formal	Show the basic setting: plate in the center, fork on the left on the napkin or beside it, knife on the right with the blade turned in toward the plate, spoon to the right of the knife, cup above the knife. Then the formal setting and the outside-in rule: you use the utensils in the order the courses come, working from the outside toward the plate, so a salad fork sits outside the dinner fork and a soup spoon sits outside the	Set the basic setting at their own place. Partner checks against the diagram on the handout and initials it. Then set the formal setting and get it checked again. Correct the do now drawing in a different color on the same sheet.	8 min

	teaspoon. Say the two reasons the blade turns in: it is safer and it is the courtesy. Then release the practice: set a basic setting, have a partner check it against the diagram, then set a formal one.		
2. Three other ways to serve	Walk the class to the three display stations, two minutes each, standing. Shared platter: one dish in the middle, everyone serves themselves or the host serves, and the hosting practice is that the guest and the elder are served first and nobody takes the last piece without offering it. Chopsticks: the pair rests on a rest and not in the bowl, food is taken from the shared dish to your own bowl before eating, and the hosting practice is not spearing food or pointing with them. Right hand: in many cultures food is eaten with the right hand, hands are washed at the table before and after, and the hosting practice is that the	At each station, write on the handout: what it is, one hosting practice, and one thing it has in common with a place setting.	6 min

	host offers and waits until guests have started. Tiffin or bento: food comes in separate compartments or stacked tins, often carried from home or delivered, and the practice is that the box is packed for balance and returned clean.		
3. Hosting basics and the class agreement	Name the three hosting basics that cross all four systems: serve others before yourself, pass in one direction and pass to the person who asked, and wait until everyone has food before starting. Then release the writing task: the class's own food sharing agreement, three to five rules, each one a thing a person does. Take drafts from three groups and build one class version on the board by vote.	In groups of four, draft three to five rules. One reporter reads the group's strongest rule. Vote on the class version and copy the final agreement onto the handout. Each student writes one hard case: a situation where one of the rules would be difficult, and what they would do.	5 min
4. Cooking Methods Check	Put the review slide up for sixty seconds: the two heat families, the leavening rule, the four batches, and the place setting diagram. Then hand out Assessment 06.2 - Cooking	Take the check silently. Anyone finished early rereads the scenario item.	15 min

	Methods Check.md. Twelve items, fifteen minutes, wall paths covered. Read the directions aloud once. Collect at the bell.		
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Questions to ask

Monitor understanding:

- Which side does the knife go on, and which way does the blade face? Why that way?
- You are served soup, then salad, then a main dish. Which spoon and which fork do you reach for first?
- What does the shared platter have in common with a place setting? Name the thing both are doing.

Deepen learning:

- Every one of these four systems has a rule about who gets served first. Why would that show up everywhere?
- Somebody at your table uses a fork for something you would use your hands for. What is the right move?
- A formal setting has six pieces of flatware and most families own three. Does that make the formal setting useless, or is it for something?
- If the class agreement has a rule you would find hard to follow at your own table, is the rule wrong, or is that just hard? How do you tell the difference?

Check for understanding

Step 1 is the check: the partner initial on the diagram, then a walk down the row with a glance at each setting. A “got it” is fork left, knife right with the blade in, spoon right of the knife, cup above the knife, and for the formal setting the salad fork outside the dinner fork. Step 3’s check is whether each group’s rules are written as actions a person takes rather than as feelings.

Closure (Time: 2 min)

The check is collected at the bell, so the closure runs before it, at the end of Step 3: one line said out loud around the room, one student per table, reading the class rule their group wrote. Then the agreement is posted on the wall for the Feed the Class project, where it becomes the rule for serving day in Lesson 6.17.

Differentiation and supports

- ELL: the place setting diagram is a labeled picture with the words in Turkish, Portuguese, and Spanish beside each item (see Vocabulary 06.md); the three stations are physical objects, which need no English to read; the agreement can be drafted as drawings with one word each, and the class version is read aloud twice. An ELL student whose family uses one of the three systems may explain it at the station if they want to, invited and never assigned.
- IEP and 504 (general): the setting task is physical and repeatable, which suits a student who finds writing hard; the diagram can be matched by placing cut-out paper pieces instead of real flatware; the agreement is a group product; extended time on the check per the plan, taken in the room with a second copy, and the review slide stays up for students who need it during the check.
- Grade 6 support: the basic setting only, checked twice, with the formal setting shown as a diagram to label rather than to build. Three rules in the agreement, not five.
- Grade 8 stretch: set the formal setting from memory with the diagram face down, then add the glassware positions and a dessert spoon above the plate. Stretch students also answer the harder question in writing: name one rule from the class agreement that would conflict with a practice at one of the three stations, and say how a host would handle both.
- UDL checkpoint used: multiple means of action and expression (the setting is shown by doing, not writing, and the agreement can be drafted in words or drawings) and multiple means of engagement (the three physical stations are objects students walk to and handle, and the agreement is theirs and gets posted).
- No-kitchen alternative: not needed. Nothing is cooked and no food is used. If the room has no flatware, print the paper cut-out set on the handout's last page and run the whole lesson with paper, which works and costs nothing. Allergy line: no food is present in this lesson, so there is no allergy risk today, and I say that at the door.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Set a basic and a formal place setting and explain the outside-in rule	N&W 1. h); Std 1 PI A; National FCS 14.3.3, 8.5.12	The setting practice, Step 1	Formative; partner check plus a teacher walk. Assessed summatively on the Cooking Methods Check, item 11 (a place setting item)
2. Describe three other ways of serving with a hosting practice each	FSP 2. d); N&W 1. i); CIR 6. d); CDOS 3a Personal Qualities	Three-station walk, Step 2	Formative; handout checked for three stations with a practice and a commonality each

3. Write and defend the class food sharing agreement	N&W 1. i); CIR 6. f); Std 1 PI C; National FCS 6.2.4	Group drafts, the class vote, and the hard case, Step 3	Formative; rules must be written as actions; the hard case must name a rule and a situation. The posted agreement governs serving day in Lesson 6.17
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Topic 6.2 is assessed summatively by the four lab rubrics (Lessons 6.7, 6.8, 6.9, and the Lesson 6.7 lab sheet) and by the Cooking Methods Check in the last fifteen minutes of this lesson (Assessment 06.2 - Cooking Methods Check.md, twelve items, fifteen minutes).

Homework

None. The class agreement is posted in the room, not taken home.

Connections

Careers: a front-of-house job in a restaurant is exactly this content, and the outside-in rule is a thing a new server is taught on day one. The Unit 6 careers lesson picks it up. Unit 7: the interview lesson uses the same idea that a system of manners exists to make other people comfortable, not to catch you out. World languages and social studies: three of the four serving systems belong to regions the social studies curriculum covers. Community: a restaurant manager or a catering manager can explain in ten minutes why a table is set the way it is, and they usually enjoy being asked. *[Sal: the Feed the Class project ends in a served meal. This lesson is where the serving standard gets set, so the agreement on the wall is doing real work two weeks later.]*

Sources

- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness (nycetecenter.org, June 2018), lines 1. h) and 1. i). Copy in 02 Standards/NYS Module PDFs/. Cited because the FSP module has no table setting or serving line; see the note in the Standards block.
- NYS Middle Level CTE FACS Content Module 06, Food Systems and Production, line 2. d). Same folder.
- NYS Middle Level CTE Theme Module 02, Communication and Interpersonal Relationships, lines 6. d) and 6. f). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 1, Intermediate, FACS strand, Performance Indicators A and C. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- CDOS Intermediate Standard 3a Universal Foundation Skills, Personal Qualities. Same file, section 3.

- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 14.3.3, 8.5.12, and 6.2.4.
- Lesson 6.10's class agreement on food talk, which this lesson's food sharing agreement extends from talk to serving.

Teacher notes

- The check takes fifteen minutes and the clock does not negotiate. If Step 1 runs long, cut the formal setting to a labeling task on the diagram and keep students setting the basic one with real pieces.
- If the whole period is short (an assembly, a late start), move the check to the first fifteen minutes of the next lesson and say so out loud at the end of the period so nobody studies twice.
- Common mistake: the blade turned out. Ask "who is sitting there?" and it fixes itself.
- Do not teach the three other systems as exotic. They are four systems, and one of them happens to be the one on the slide. The tone from Lesson 6.10's agreement carries straight into this period.
- If a student's family uses one of these systems, let them say so if they volunteer and do not call on them. Same rule as Lesson 6.10.
- The plants from Lesson 6.5 go on the front table today. A dead one is fine, and it is worth one sentence: what did it need that it did not get?
- Retakes on the check are allowed once after a review, per the Grading Plan. Plan the review into the first five minutes of the Feed the Class launch, since that lesson opens with constraints and reads like a review anyway.
- Keep the paper place setting cut-outs. They are the fastest review for the Unit 6 test.
- *[Sal: your students will ask why any of this matters. The honest answer is that a place setting is a signal that somebody prepared for you, and that is true at a restaurant, at an interview lunch, and at their own table. Say that instead of "manners."]*