

Lesson 6.17: Serve, Eat, Clean, and Reflect

Unit: Unit 6, From Farm to Table (Food Systems and Production) **Topic:** 6.3 Feed the Class project **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 with kitchen stations, set as a dining room (a no-kitchen version is below)

Standards

- NYS module line: NYS FSP 1. Basic Culinary Skills a) Apply basic culinary and management skills to the preparation of nutritious food
- NYS module line: NYS FSP 5. Consumer Resources and Finance d) Apply time management, organizational, and process skills to prioritize tasks and achieve goals
- NYS module line: NYS N&W 1. Culinary Management g) Prepare and serve a simple meal (first taught in Unit 1; performed at class scale here)
- NYS module line: NYS N&W 1. Culinary Management i) Practice food sharing behaviors that show consideration for other cultures and promote social acceptance (taught in Lesson 6.11; performed here)
- 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 HSW 4. Classroom and Workplace Safety e) Participate in housekeeping procedures that help to establish and maintain safe working conditions in the classroom or workplace
- CTE theme line: CTE SUS 1. Resources e) Investigate practices that promote stewardship of environmental resources (the waste count at clean up, tied back to Lesson 6.3)
- 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: 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.
- CDOS Standard 3a Universal Foundation Skills: Interpersonal Skills. Students demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.
- 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. (Confirmed in the 3.0 text in 02 Standards/STANDARDS SOURCES - web research.md, Area 8; cited in the crosswalk's N&W 1. h) row.)

- National FCS 3.0: 8.5.13 Build sustainability into food work, from menu planning and buying through preparation, service, storage, recycling, and waste. (Confirmed in the 3.0 text; cited in the crosswalk's FSP 4. a) row.)

Enduring understanding and essential question

Big idea: A meal is finished when the table is set, everyone has been served, the room is clean, and somebody has said out loud what it actually cost and what they would change. The last two are the parts most people skip. **Essential question:** What did our plan say, what actually happened, and what did the meal really cost per person?

Objectives

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

1. (Low) Set a correct place setting for 30 covers using the pattern taught in Lesson 6.11, and name the reason for the position of each piece.
2. (Mid) Compute the meal's actual cost per person from the register receipt and compare it to the planned cost per person from Lesson 6.15, stating the difference in dollars and cents and one reason for it.
3. (High) Evaluate the team's own project against its written plan on four questions (what the plan said, what happened, what it cost, what I would change) and justify one specific change by naming a block on the flowchart, a line on the shopping list, or a step on the station card.

Vocabulary

Tier 2 (general academic): evaluate, compare, variance, justify Tier 3 (FACS): place setting, cover, host, food cost, per serving, station check, compost. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student: Handout 06.17 - Serve and Clean Zones and Project Reflection.md (the place setting diagram for 30 covers, the four clean-up zone cards, the station check sheet, the cost comparison box, and the four-question project reflection)
- The final course, prepped in Lesson 6.16 Day 2 by Stations 1 and 2: the dessert or assembled course, plus any item held in the refrigerator, labeled and dated
- 30 covers of place setting: 30 plates, 30 forks, 30 spoons if the dessert needs one, 30 napkins, 30 cups, water pitchers, serving spoons, two trivets
- A butter knife per cover only if the menu needs one; otherwise no knives at all, per the unit constraint
- The actual register receipt from Lesson 6.15's shopping trip, with anything personal covered, projected or photocopied one per station
- All four station posters with the three colors on them (plan, collision fixes, actual times) and the class master flowchart grid, still on the wall

- One clear bin or bag for the waste count, and the compost bucket if the school has one
- A calculator per student
- Two thermometers if anything held overnight is reheated (165 F)
- Slides: Slides 06.17 - Serve, Eat, Clean, and Reflect (outline in 05 Materials; the site renders it as a deck)
- Setup notes: put the refrigerated items out with the labels facing up so students see the date. Project the receipt. Set nothing on the tables; the place setting is the students' first job. Post the allergy list a fourth time. Reheat anything held to 165 F yourself before the bell and write the temperature on the board.

Cost: no new food purchase. The final course is already paid for on the approved consolidated list from Lesson 6.15. Add about \$4 for paper goods if the room is short, marked *[update from this week's circular]*.

Pre-assessment

Two things tell you where to stand. Lesson 6.11 scored the place setting once already, so check who needed the diagram then. And the actual-times sheets collected at the end of Lesson 6.16 tell you which stations already know where their plan slipped and which think nothing went wrong; the ones who think nothing went wrong get the first question in Step 5.

Do now and hook (Time: 4 min)

On the board, with the receipt projected: "This is the real receipt. Find the total. Then divide it by 28 and write what this meal actually cost per person. Then look at your Lesson 6.15 sheet and write what we planned. Which is bigger?"

Debrief: take the planned number and the actual number from two students and write them side by side with the difference. In most classes the actual is a little higher, because of tax, a substitution, or one item that was not on sale anymore. Then the hook: "That difference has a name. In a kitchen it is called a variance, and somebody has to explain it every week. Today you explain ours, and then we eat the last course properly, at a set table, like it matters."

Procedure

Step	Teacher will	Students will	Time
1. Set the room: 30 covers	Put the Lesson 6.11 place setting diagram on the screen. Assign one station per table area. Give the two rules again: the fork on the left, the spoon on the right,	Set 30 covers by the diagram. One student per table checks every cover against the diagram and fixes what is wrong. Answer the why question: the fork is on the left	7 min

	the napkin under the fork or on the plate, the cup above and to the right, everything one inch from the edge. Walk the tables once and ask the “why” question at three settings.	because most people hold the fork in the left hand while cutting, and the cup is on the right because most people reach with the right.	
2. Plate and serve, others first	Read the allergen box for the final course aloud yourself, or have the Station Manager who wrote it do it. Then state the serving order out loud: guests first, then teammates, then yourself. Stand at the serving table. Score the serving on the clipboard.	Plate Builders plate the final course. Servers carry to the tables. Everyone waits until every cover is served before anyone eats. The host at each table says one sentence to start the meal, in the form taught in Lesson 6.11.	6 min
3. Eat together, and the table question	Sit and eat. Ask one question at each table and listen without correcting: “What is one thing about this meal that you would tell somebody at home?”	Eat. Answer at the table. Pass the serving dishes rather than reaching.	6 min
4. Clean by zones and the waste count	Call the reset cue. Assign the four zones by station: (1) tables and covers, (2) sink and dishes, (3) surfaces, stove, and oven area, (4) floor, trash, recycling, and the waste count. Zone 4 weighs or measures the food thrown	Clean the assigned zone. Return every tool to its labeled place. Zone 4 counts the waste and posts the number. Bring the station check sheet for a signature.	7 min

	away and writes the number next to the Lesson 6.3 waste audit number still posted. Walk the four station checks and sign each sheet.		
5. The reflection	Put the four questions on the screen one at a time and give 90 seconds each, silent writing, before any talking: (1) What did our plan say? (2) What actually happened? (3) What did it cost, per person, planned and actual? (4) What would you change, and name the block, the line, or the step. Then take one answer to question 4 from each station out loud and write it on the class master grid in a fourth color.	Write all four answers on the reflection sheet, using their own flowchart with the actual times and their own costing sheet as the evidence. One reporter per station reads the answer to question 4.	8 min

Do now 4 + steps 34 = 38, plus a 2-minute closure.

Questions to ask

Monitor understanding:

- Which side does the fork go on? Why that side?
- Who gets served first at your table, and why is that the rule?
- What did we plan per person? What did we actually spend per person? What is the difference?
- Point to the block on your flowchart where your plan slipped. What time does the block say and what time does the third color say?
- How much food went in the trash today? Is that more or less than the day we audited in Lesson 6.3?

Deepen learning:

- We fed 28 people for about \$2.70 each. What is not in that number that a restaurant has to pay for? (Labor, rent, gas and electric, the dishwasher, the plates themselves.)
- Serving others before yourself is a rule in most cultures and in every restaurant. Why do you think that rule keeps showing up in different places?
- The difference between what we planned and what we spent was _____. If you ran a kitchen and that happened every week, what would you do about it?
- Your reflection says you would change one thing. If you changed it, what would break somewhere else on the flowchart?
- Nine days ago this was a recipe for four people. Name every step it took to get from there to this table. (Scale, cost, list, buy, cook, serve. That is the answer, and it is the unit's big idea.)

Check for understanding

Step 1 is checked by the student table checker against the diagram, then by you at three settings with the “why” question, which is the check that separates copying the picture from knowing the reason. Step 5's reflection is the real check: a question 4 answer that names a block, a line, or a step is a “got it”; an answer that says “we would work faster” is not, and that student gets one question from you before the bell. The signed station check sheets are the check on the clean.

Closure (Time: 2 min)

Each station reads one line: “We planned \$___ per person. We actually spent \$. ***The one thing we would change is .***” Then the whole class looks at the four colors on the master grid and you say one sentence about what it shows. Collect the reflection sheets and the complete project folders at the door. Say what happens next: the rubric comes back in Lesson 6.18 with the review game, and the test is at the end of that period.

Differentiation and supports

- ELL: the place setting diagram is a picture with numbered pieces, no sentences needed; the four clean-up zone cards are pictures; the reflection has a sentence starter for each of the four questions in English, Turkish, Portuguese, and Spanish (printed on the back of the sheet and in Vocabulary 06.md); question 3 is numbers only, which every student can answer; the host's opening sentence at the table may be said in the student's first language, which is the point of Lesson 6.11's food sharing line, and the table repeats it in English if the student is willing.
- IEP and 504 (general): the reflection may be dictated to a teammate, recorded as a voice note, or drawn as a labeled picture of the flowchart with the change marked; the cost comparison box has the subtraction and the division on separate lines with the first one worked; a student may set five covers instead of ten; a student who needs a quiet minute may eat at a side table and still be scored on Step 2 and Step 5; extended time carries into the first ten minutes of Lesson 6.18.
- Grade 6 support: the reflection is three questions instead of four, dropping question 1 because it is already on the plan sheet in front of them. The cost comparison is done to the cent with a calculator and the division is pre-set.

- Grade 8 stretch: compute the variance as a percent of the planned total, name the two lines on the receipt that account for most of it, and write the two-sentence explanation a kitchen manager would give. A second stretch: write the revised flowchart block for the change named in question 4 and show that the eight blocks still add to 40 minutes.
- UDL checkpoint used: multiple means of action and expression (the reflection can be written, dictated, recorded, or drawn) and multiple means of engagement (the evidence is the student's own plan, their own receipt, and a meal they just ate).
- No-kitchen alternative: nothing about this lesson needs a kitchen except the reheating. A no-kitchen class serves the assembled final course, sets the same 30 covers, runs the same four clean-up zones minus the stove, counts the same waste, and writes the same reflection. If there is no refrigerator, the final course is a shelf-stable assembled item bought the morning of.

Allergy line

The allergy list is posted and the allergen box for the final course is read aloud before the first plate goes out. Anything held overnight was labeled, dated, and refrigerated in Lesson 6.16, and anything reheated is brought to 165 F by the teacher before the bell with the temperature written on the board. Serving spoons stay with their own dish. Any student with an allergen in the final course gets the alternate set aside from another dish or the packaged alternate from the desk, plated on the same plate at the same time as everybody else, because nobody eats last because of an allergy.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Set 30 correct covers and name the reason for each piece	N&W 1. g), 1. i); CIR 6. f); Std 1 PI A; National FCS 8.5.12	Step 1, the place setting; the "why" question	Formative; the table checker's check plus the teacher's three spot questions; feeds Rubric 06 criterion 4
2. Compute actual versus planned cost per person and name a reason	FSP 5. d); National FCS 14.3.3	Do now and the cost comparison box, Step 5 question 3	Graded; scored inside Rubric 06 criterion 5 (the reflection)
3. Evaluate the project against the plan and justify one change	FSP 1. a); FSP 5. d); HSW 4. e); SUS 1. e); CDOS 3a Interpersonal Skills; National FCS 8.5.13	Step 5, the four-question reflection	Summative; Rubric 06 - Feed the Class.md criterion 5, and the whole project folder is scored on Rubric 06 today

Topic 6.3's formal check is Rubric 06 - Feed the Class.md, scored from the folder collected at the end of this period and returned in Lesson 6.18. The cook day lab score on Rubric 01 - Lab Rubric.md was taken in Lesson 6.16.

Homework

None. The project is done. Optional, one line: tell somebody at home what this meal cost per person and what you would change. Bring back what they said.

Connections

Inside the building: the cafeteria manager again, and this time with a number. FACS gives them the waste count from zone 4 next to the Lesson 6.3 audit number and the class's cost per person; the cafeteria manager gives FACS the real per-meal figure the school works with and, if they will, one sentence on why theirs is different. Community: a food pantry or a soup kitchen. FACS gives them any unopened, in-date shelf-stable leftovers and a class that has counted its own waste; they give FACS one visit or one email answering what they wish more people understood about feeding a group. *[Sal: name the pantry near your school and check their donation rules before you promise anything. Many will not take open packages or anything cooked in a school kitchen.]*

Sources

- NYS Middle Level CTE FACS Content Module 06, Food Systems and Production (nyctecenter.org, June 2018), lines 1. a) and 5. d). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness, lines 1. g) and 1. i). Same folder.
- NYS Middle Level CTE Theme Module 02, Communication and Interpersonal Relationships, line 6. f); Theme Module 04, Health, Safety, and Wellness, line 4. e); Theme Module 06, Sustainability, line 1. e). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 1, Intermediate. Wording per 02 Standards/STANDARDS CROSSWALK.md, Part A.6. *[Sal: confirm against the NYSED PDF.]*
- CDOS Intermediate Standard 3a, Interpersonal Skills, per 02 Standards/STANDARDS CROSSWALK.md, Part A.7.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 8.5.12, 8.5.13, and 14.3.3, per 02 Standards/STANDARDS SOURCES - web research.md.
- The 165 F reheating temperature and the two-hour rule are the USDA Food Safety and Inspection Service figures used all year. *[Sal: confirm against fsis.usda.gov.]*
- Sal's own materials: the place setting and food sharing content comes from Lesson 6.11 in this unit; the four-zone clean up and the station check are from education_teaching_facs_kingkullen_masterflowchart_2026_03.pdf (the 45 to 50 minute CLEAN UP row: "Wash pot + utensils, Wipe stove + counter, Sweep floor, Empty trash, Return supplies") and the "what does done look like" checklists in education_teaching_facs_kingkullen_stationcards_2026_03.pdf.

Teacher notes

- Do not let students set the tables before the bell to save time. Setting the covers is Objective 1 and it is graded. It is also the two minutes where the room changes from a kitchen into a dining room, and students feel it.
- Project the receipt. A real receipt with a real total is the most convincing document in the unit, and students will read it more carefully than any worksheet.
- The reflection needs silence first. Ninety seconds of writing per question, no talking, then the shares. If you open with discussion, the loudest answer becomes everybody's answer.
- Common weak answer on question 4: "we would work faster." Push once: "Which block? Which minute? Who?" The rubric's Meets level requires a named block, line, or step, and students who get pushed once in this period write better answers on the test.
- The waste count next to the Lesson 6.3 audit number closes the unit's sustainability loop in one number. Keep both numbers on the wall through Lesson 6.18 and point at them during the review game.
- Score Rubric 06 that night if you can. Returning it at the start of Lesson 6.18, before the review game, means the test comes after students have seen where they actually stood.
- *[Sal: if your school lets you invite a guest, this is the period. A principal, the counselor, the cafeteria manager, or a parent sits at a set table and gets served by students who planned, priced, and cooked the meal. It is the best ten minutes of your year to have a witness in the room.]*
- *[Sal: your Fire Island hotel work is where you learned what a food cost is. Say the actual number you had to hit there when a student asks why the variance matters. One sentence from a real job beats the slide.]*