



Handout 06.17: Serve and Clean Zones and Project Reflection

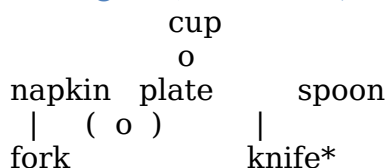
Name: _____ Date: _____ Station: _____

Lesson 6.17. Page 1 is the place setting for 30 covers. Page 2 is the serving order and the host line. Page 3 is the four clean-up zones and the station check. Page 4 is the cost comparison and the four-question project reflection. Page 5 is the teacher key.

Page 1. The Place Setting (30 covers)

The same setting you learned in Lesson 6.11. One student per table area checks every cover against this diagram and fixes what is wrong.

The diagram, in words (draw it on the board too)



Piece	Where it goes	Why it goes there
Plate	Center of the cover, about one inch from the table edge	It is the middle of everything
Fork	Left of the plate	Most people hold the fork in the left hand while the right hand cuts
Napkin	Under the fork, or folded on the plate	Where the left hand reaches for it
Spoon	Right of the plate, outside the knife	Right hand, and it is used last
Knife	Right of the plate, blade facing in toward the plate	Blade in, so nobody reaches into an edge. Our room: butter knives only, and only if the menu needs one
Cup	Above the plate and to the right , near the tip of the knife or the spoon	Right hand reaches up and over without crossing the plate

The one-inch rule: everything sits about one inch from the edge of the table, in a straight line. It looks set on purpose, not dropped.

The cover check (one student per table)

Cover #	Plate centered	Fork left	Napkin placed	Spoon right	Cup upper right	One inch from edge
1 to 5						
6 to 10						
11 to 15						

16 to 20						
21 to 25						
26 to 30						

Checked by: _____ Covers fixed: _____

Two questions the teacher will ask you at your table

1. Which side does the fork go on, and **why** that side? _____
2. Where does the cup go, and **why** there? _____

Page 2. Serving Order and the Host Line

The order, and it is not negotiable

1. **Guests first.** Anyone in the room who is not on your station.
2. **Teammates second.** The other stations.
3. **Yourselves last.**

Before the first plate goes out: the Station Manager reads the **allergen box** for the dish aloud to the whole class. If it was not read, the teacher stops the service.

During the meal: pass the serving dishes. Do not reach across a cover. A serving spoon stays with its own dish and does not travel.

The host line

At each table, one person is the host and says one sentence to start the meal, the way we practiced in Lesson 6.11. It can be in any language you speak. If it is not in English, say it in your language and then say it in English if you are willing, and the table repeats it.

Our table's host is: _____

The sentence the host will say: _____

Sentence starters:

English	Turkish	Portuguese	Spanish
Welcome to our table. We made _____. Please start.	Masamıza hoş geldiniz. ____ yaptık. Lütfen başlayın.	Bem-vindos à nossa mesa. Fizemos _____. Podem começar.	Bienvenidos a nuestra mesa. Hicimos _____. Por favor, empecen.
Thank you for eating with us.	Bizimle yediğiniz için teşekkürler.	Obrigado por comer com a gente.	Gracias por comer con nosotros.
Everyone has a plate. We can begin.	Herkesin tabağı var. Başlayabiliriz.	Todos têm um prato. Podemos começar.	Todos tienen un plato. Podemos empezar.
This dish is called _____ and it comes from _____.	Bu yemeğin adı _____ ve _____ mutfağından geliyor.	Este prato se chama _____ e vem de _____.	Este plato se llama _____ y viene de _____.

[check with a native speaker]

The table question

The teacher will come to your table and ask one question. Write your answer here.

“What is one thing about this meal that you would tell somebody at home?”



Page 3. The Four Clean-Up Zones and the Station Check

Each station takes one zone. Rotate zones each time so no station always gets the floor.

ZONE 1: Tables and covers (Station _____)

- ☐ Every plate, fork, spoon, cup, and napkin cleared
- ☐ Tables wiped with sanitizer
- ☐ Chairs pushed in
- ☐ Nothing left on any table

ZONE 2: Sink and dishes (Station _____)

- ☐ Pots, pans, bowls, trays washed or rinsed and stacked
- ☐ Serving utensils washed
- ☐ Sink wiped, no standing water, no food in the drain
- ☐ Dish towels hung, not left on a burner

ZONE 3: Surfaces, stove, and oven area (Station _____)

- ☐ Counters sanitized
- ☐ Stovetop wiped
- ☐ **Every burner OFF, confirmed by the Station Manager AND by the teacher**
- ☐ Oven off, oven area wiped, nothing left inside
- ☐ Microwave wiped

ZONE 4: Floor, trash, recycling, tools, and the WASTE COUNT (Station _____)

- ☐ Floor swept, nothing on it, nothing wet
- ☐ Trash bagged, recycling separated
- ☐ Every tool returned to its labeled place
- ☐ Leftover food labeled and dated in the refrigerator, or in the trash by the two-hour rule
- ☐ **THE WASTE COUNT** filled in below and posted next to the Lesson 6.3 number

The waste count

How much food did we throw away today? Circle the method you used: **weighed it** / **filled a container and measured** / **counted the plates with food left on them**

Our number: _____

The Lesson 6.3 food waste audit number, still posted on the wall: _____

Circle one: **we wasted LESS today** / **we wasted MORE today** / **about the SAME**

One reason why: _____



The one question before the signature

Does this room look the way it looked before the bell? Circle: **YES** / **NOT YET**

Teacher signature: _____ **Time:** _____

Page 4. The Cost Comparison and the Four-Question Project Reflection

The cost comparison (from the receipt the teacher projected)

	Amount
What we planned to spend on the whole class meal (Lesson 6.15 class total)	\$_____
What we planned per person ($\div 28$)	\$_____
What the receipt actually said	\$_____
What we actually spent per person ($\div 28$)	\$_____
The difference per person (actual – planned)	\$_____
Circle one: we spent MORE than planned / LESS than planned / exactly what we planned	

One reason for the difference: _____

(Real reasons: sales tax on the non-food items; an item was not on sale anymore; the store was out of the store brand and we bought the name brand; we bought one extra package as a spare; a size was different from the circular.)

Grade 8 stretch: the difference as a percent of the plan. $(\text{difference} \div \text{planned total}) \times 100$
 = _____ percent. The two receipt lines that account for most of it: _____ and

The four-question project reflection

Ninety seconds of silent writing per question. Use your own papers as the evidence: your flowchart with the actual times, your costing sheet, your station card, the receipt.

1. What did our plan say?

Quote your own flowchart and station card. What minute were you supposed to start cooking, what minute were you supposed to serve, and what were you supposed to make?



2. What actually happened?

Use a real time from the actual-times column. Where did the plan hold and where did it slip?





3. What did it cost, per person?

Planned: \$_____ Actual: \$_____ Difference: \$_____ Reason: _____



4. What would you change, and where exactly?

Name **one** change and point to one of these three: a **block** on the flowchart, a **line** on the shopping list, or a **step** on the station card. "We would work faster" does not count.

The change: _____

Where it goes: **block** ____ **to** ____ / **shopping list line #** ____ / **station card step #** ____

If we made that change, the thing that would get harder somewhere else is:

Sentence starters for the reflection

English	Turkish	Portuguese	Spanish
Our plan said . What happened was .	Planımız __ dedi. Olan şey __ oldu.	Nosso plano dizia . O que aconteceu foi .	Nuestro plan decía . Lo que pasó fue .
We were supposed to serve at minute . We actually served at minute .	. dakikada servis yapmalıydık. Gerçekte . dakikada yaptık.	Devíamos servir no minuto . Na verdade servimos no minuto .	Debíamos servir en el minuto . En realidad servimos en el minuto .
It cost \$__ per person. We planned \$__.	Kişi başı __ dolara geldi. __ dolar planlamıştık.	Custou \$__ por pessoa. Planejamos \$__.	Costó \$__ por persona. Planeamos \$__.
Next time I would change __ in block __.	Bir dahaki sefere . bölümde değiştireirdim.	Na próxima vez eu mudaria __ no bloco __.	La próxima vez cambiaría __ en el bloque __.
The reason is __.	Sebebi __.	O motivo é __.	La razón es __.

[check with a native speaker]

Before you hand in the folder, check that it has all of this

- ☐ The constraint card and the choice sheet with the justification (Lesson 6.12)
- ☐ The role sheet (Lesson 6.12)
- ☐ The scaling table, the conversion strip, and the yield check (Lesson 6.13 Day 1)
- ☐ The costing sheet with the running total, the swap log, and the teacher signature (Lesson 6.13 Day 2)
- ☐ Your initialed rows on the approved consolidated shopping list (Lesson 6.15)
- ☐ The station card with the allergen box and the teacher approval (Lesson 6.14)
- ☐ The flowchart with the planned times AND the actual times (Lessons 6.14 and 6.16)
- ☐ The pre-flight check and your duty strip (Lesson 6.16)
- ☐ Both station check sheets, signed (Lessons 6.16 and 6.17)
- ☐ The cover check and the waste count (Lesson 6.17)
- ☐ This reflection, all four questions (Lesson 6.17)
- ☐ The Rubric 06 self-assessment row, filled in **before** the teacher scores

Teacher key

Page 1: the place setting

Fork **left**. Napkin under the fork or folded on the plate. Spoon **right**, outside the knife. Knife right of the plate with the **blade facing in**. Cup **above the plate and to the right**. Everything about **one inch** from the table edge.

The “why” answers, which are the part that matters: the fork is on the left because most people hold the fork in the left hand while the right hand cuts; the cup is upper right because the right hand reaches up and over without crossing the plate; the knife blade faces in so nobody reaches into an edge. A student who can set the cover but cannot say a why has copied the picture. Ask the why at three settings.

Note for the room: our unit constraint is butter knives only, so most covers this year have no knife at all. Say that out loud, and still teach the knife’s position, because students will set a real table somewhere else.

Page 3: the waste count

Any of the three methods is fine. What matters is a number next to the Lesson 6.3 audit number on the same wall. Likely outcomes and what to say:

- **Less waste than the cafeteria audit.** Usually true, and the reasons are real: students chose the food, students made the food, portions were plated rather than pre-boxed, and everybody was at a table. Name all four.
- **More waste.** Usually one dish that nobody liked, or over-portioning. That is a yield and a menu lesson, not a character lesson. The reflection’s question 4 is the place for it.
- **About the same.** Ask which single change would have moved it.

Page 4: the cost comparison

The planned class total from the completed key in Handout 06.15 is **\$77.50**, or **\$75.50** after the two required fixes, which is **\$2.77** or **\$2.70** per person. A real receipt in Long Island in May will usually land within about a dollar or two of that, higher, because of sales tax on the paper goods, a sale that ended, or one spare package.

Acceptable reasons for the difference: sales tax on non-food items; an advertised price that expired; the store brand was out of stock and the name brand was bought; one extra package bought as a spare; the package size on the shelf was different from the circular. Not an acceptable reason: “the teacher spent more,” with nothing after it.

Page 4: scoring question 4, which is the whole point

The Meets bar on Rubric 06 - Feed the Class.md criterion 5 is a **named block, line, or step**. Examples that clear it:

- “Block 5 to 10: the Prep Cook should open all four jars in this block, because at minute 22 the Head Cook was waiting on a jar.”
- “Shopping list line 12: three bags of mozzarella was not enough, because the yield check said 2.625 and we rounded to 3 with no spare. Buy 4.”
- “Station card step 6: the step says stir every two minutes but does not say who, so nobody did it and the beans scorched. Put a role name on step 6.”

Examples that do not clear it: “we would work faster,” “we would be more organized,” “we would start earlier,” “we would communicate better.” All four of those are feelings, not changes. Push once during the lesson with “Which block? Which minute? Who?” so the writing has a chance.

The Exceeds bar adds the trade-off: what would get harder somewhere else. Example: “If the Prep Cook opens all four jars in block 5 to 10, nobody is watching the pot, so the Second Cook moves to the burner in that block and the Time Keeper counts plates instead.”

The folder checklist

Twelve items. A folder missing the flowchart with actual times cannot be scored on criterion 5 at Meets, because there is no evidence for question 2. A folder missing the teacher signature on the costing sheet cannot score above Approaching on criterion 2. Say both of those in Lesson 6.12, on day one, so nothing is a surprise on day eight.

Timing note for the teacher

The reflection is eight minutes and it is the first thing that gets squeezed when the cleaning runs long. Protect it. If you have to choose, run the cleaning to a shorter checklist and keep all four questions. The clean-up is a habit students already have from three labs; the reflection is the thing that makes this a project instead of a cooking day.