

Slides 06.17: Serve, Eat, Clean, and Reflect

Lesson 6.17, one day, 13 slides. The receipt stays projected through the do now. Slides 10 to 13 come up one at a time, 90 seconds each, during the reflection.

Slide 1: Do now

- This is the real receipt.
- Find the total. Divide it by 28. That is what this meal **actually** cost per person.
- Then look at your Lesson 6.15 sheet. What did we **plan**?
- Which is bigger? Image: a photo of the actual register receipt, with anything personal covered. Notes: Take the planned and the actual from two students and write both on the board with the difference.

Slide 2: That difference has a name

- In a kitchen it is called a **variance**.
- Somebody has to explain it every week.
- Today you explain ours. Then we eat the last course properly, at a set table, like it matters. Notes: *[Sal: this is the moment to say the food cost number you had to hit at the hotel. One sentence from a real job beats the slide.]*

Slide 3: First job: set 30 covers

- Plate centered, about one inch from the edge.
- **Fork LEFT.** Napkin under the fork or on the plate.
- **Spoon RIGHT.** Knife right of the plate, blade facing IN (butter knives only in our room).
- **Cup above the plate and to the RIGHT.** Image: the place setting diagram from Lesson 6.11, labeled, with the one-inch line drawn along the table edge. Notes: One student per table area checks every cover against the diagram and fixes what is wrong.

Slide 4: I am going to ask you WHY

- Why is the fork on the left? (Most people hold the fork in the left hand while the right hand cuts.)
- Why is the cup upper right? (The right hand reaches up and over without crossing the plate.)
- Why does the knife blade face in? (Nobody reaches into an edge.) Notes: A student who can set the cover but cannot say a why has copied the picture. Ask at three settings.

Slide 5: Serving

- **Guests first. Teammates second. Yourselves last.**
- The allergen box gets read aloud before the first plate.
- The host at each table says one sentence to start the meal. **Any language you speak.**

- Pass the dishes. Do not reach across a cover. Serving spoons stay with their own dish.

Slide 6: While we eat

- One question at your table: **“What is one thing about this meal that you would tell somebody at home?”** Notes: Sit down and eat with them. Listen without correcting.

Slide 7: Clean by zones

- **Zone 1:** tables and covers
- **Zone 2:** sink and dishes
- **Zone 3:** surfaces, stove, oven. **Every burner OFF, confirmed twice**
- **Zone 4:** floor, trash, recycling, tools, **and the WASTE COUNT**
- Station check sheet to me for a signature. Nobody leaves on an unsigned sheet.

Slide 8: The waste count

- Zone 4 measures what we threw away: weigh it, fill a container, or count the plates with food left on them.
- Post the number next to the Lesson 6.3 audit number, still on the wall.
- More, less, or about the same? And **why**? Image: the two numbers side by side on the wall, photographed.

Slide 9: Now the reflection. Four questions. Ninety seconds each. Silent first.

- Your evidence is your own paper: the flowchart with the actual times, the costing sheet, the station card, the receipt. Notes: If you open with discussion, the loudest answer becomes everybody's answer.

Slide 10: Question 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?
- What were you supposed to make?

Slide 11: Question 2. What actually happened?

- Use a real time from the actual-times column.
- Where did the plan hold?
- Where did it slip, and at what minute?

Slide 12: Question 3. What did it cost, per person?

- Planned: \$_____
- Actual: \$_____
- Difference: \$_____
- One reason: _____ Notes: Real reasons: sales tax on the paper goods, a sale that ended, the store brand was out, we bought a spare, a package size was different from the circular.

Slide 13: Question 4. What would you change, and WHERE exactly?

- Name **one** change.
- Point to 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.**
- Then: if you made that change, what would get harder somewhere else? Notes: Push once at any table that gives a feeling instead of a change: “Which block? Which minute? Who?” Take one question-4 answer from each station out loud and write it on the class master grid in a fourth color. Closure: each station reads “We planned \$___ per person. We actually spent \$. ***The one thing we would change is .***” Collect the folders at the door. Say what is next: the rubric comes back in Lesson 6.18, then the test.