

SOCIAL STUDIES:

RESTAURANTS



T.E.K.S. 113.3 (1.7)

The student understands the concepts of goods and services.

Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
1. Student will utilize the school cafeteria.	Skills should be practiced daily in the school cafeteria: <ol style="list-style-type: none">1. Emphasize appropriate behavior while standing in line and waiting.2. Train students to locate and pick up appropriate utensils.3. Require students to request desired food items. If the cafeteria officers more than one choice for mealtime, have student make a choice.4. Stress the importance of picking up items not controlled by the server (i.e., butter, straw, napkin).5. Require students to have lunch money or tickets available to pay.6. Assist students in locating an appropriate table.7. Emphasize the importance of appropriate table manners.8. Encourage social communication.9. Provide instruction in the disposal of tray and garbage.

RESOURCES/MATERIALS

Utensils
Lunch money/tickets
Supplementary items

Adaptation:

Try pairing a student with a regular education student in order to provide a role model.

If the student is non-verbal, provide some way for him/her to indicate choices (augmentative communication device, picture cards, etc.) and train cafeteria staff to respond appropriately.



T.E.K.S. 113.3 (1.7)

The student understands the concepts of goods and services.

Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
2. Student will develop general restaurant skills.	<ol style="list-style-type: none">1. Before going out to eat, review the different types of restaurants and the expected behaviors.2. Students should receive exposure to the variety of foods available in different types of restaurants (fast food vs. sit-down).3. Encourage them to discriminate or recognize and label common foods. Bulletin boards can be developed by utilizing pictures obtained from magazines and fast food advertisements.4. Expose students to picture/sight-word vocabulary. A variety of menus from local favorite restaurants can be used in this training process. Picture menus may need to be developed for non-verbal, non-reading students.5. Emphasize careful and responsible carrying and handling of money. Safekeeping in a wallet or money purse should be encouraged.6. Review appropriate table manners. Appropriate manners should be required in the school cafeteria so that carryover into other environments will occur.7. Demonstrate the appropriate use of condiments. Have students practice asking for and using various condiments.8. Instruct students in appropriate ways to respond to restaurant personnel.9. Provide students with various cues to assist in locating restrooms.

RESOURCES/MATERIALS

- Magazine pictures
- Fast food advertisements
- Menus
- Condiments
- Restroom labels



Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
<p>3. Student will demonstrate skills necessary in fast food restaurant.</p>	<ol style="list-style-type: none"> 1. Prior to instruction in the community, reproduce the menu from the fast food restaurant, including current prices. 2. Have students practice standing in line, waiting and placing an order. Use containers acquired from the restaurant to “fill the order”. 3. Place a take-out order at the restaurant and return to school with the food. Have the students place their order, pay for the purchase, locate eating supplies and a place to sit. Students can also practice clearing the table and dumping garbage. 4. Community Based Instruction should involve practice at the fast food restaurant. Students should be provided as much assistance as necessary, initially. Reduce assistance until the students are able to perform the tasks independently. 5. Instruct students in the following procedures: <ol style="list-style-type: none"> a. Enter the correct door (go into the restaurant in an orderly fashion, not necessarily in a single-file line). b. Approach the counter. c. Stand in line appropriately. d. Place the order, being sure that it is within the budgeted amount. e. Get the appropriate amount of money from purse/wallet. f. Pay the cashier. g. Receive change and put it in a pocket or wallet. h. Wait patiently for order. i. Say, “Thank you” when the food is received. j. Ask for or pick up condiments, straws, napkins, utensils. k. Find and sit at an available table. l. Put a napkin on the lap and use it when needed. m. Use utensils correctly. n. Handle condiments correctly.



Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
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- o. Eat neatly, using table manners.
- p. Chew with the mouth closed.
- q. Eat at a moderate pace.
- r. Converse appropriately with peers.
- s. Complete dining in the allotted time to return to work/school.
- t. Dispose of garbage in the correct receptacle (if applicable).
- u. Enter/use the bathroom appropriately (if needed).
- v. Leave the restaurant with all belongings, using the correct exit.

RESOURCES/MATERIALS

Items as specified in activities
Assessment guide (see attached)



Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
<p>4. Student will demonstrate skills necessary in sit-down restaurants.</p>	<ol style="list-style-type: none"> 1. Prior to instruction in the community, practice in the classroom. <ol style="list-style-type: none"> a. Borrow several menus from the restaurant that is selected. Give one menu to each student. Ask them to select any meal listed. Remind them to include foods from each section of the food pyramid. Set a specific spending limit and have them choose a balanced meal that will fall within the budget suggested. b. Divide into small groups with several patrons and one waiter or waitress in each. The diners should select a meal and give the order to the worker. The “restaurant employee” should complete a sample check for each order. Reverse the roles so that everyone has an opportunity to serve as the restaurant worker, as well as purchaser. 2. Arrange Community Based Instruction at a local restaurant. This will provide students actual experience in ordering a meal, budgeting their money and checking the final bill. Proper table etiquette should also be reinforced. This type of Community Based Instruction should include the following activities: <ol style="list-style-type: none"> a. Enter the restaurant. b. Adjust conversation to an appropriate indoor volume. c. Wait to be seated. d. Go to the table quietly and carefully, following the host/hostess. e. Take off coat and put purse/belongings on the floor neat and under the chair. f. Say “Thank you” when the menu is brought to you. g. Open the menu or use an illustrated menu. h. Ask assistance from the server, if needed. i. Ask the server to write separate checks. j. Give order to the server, when asked.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- k. Order appropriate items, with the budgeted amount.
- l. Excuse self from the table to attend to bathroom needs (i.e., wash hands before eating).
- m. Drink beverage at a moderate pace while waiting for the meal.
- n. Say "Thank you" when the food is brought to you.
- o. Put napkin on the lap and use when needed.
- p. Use utensils correctly.
- q. Use condiments correctly.
- r. Eat neatly, using good table manners.
- s. Converse appropriately.
- t. Complete dining in the slotted time to return to work/school.
- u. Ask the server for the bill and ask where to pay it.
- v. Calculate and leave the tip on the table, using calculator if necessary.
- w. Pay in the correct manner.
- x. Leave the restaurant with all belongings.

RESOURCES/MATERIALS

Items as specified in activities
Assessment guide (see attached)

NOTE:

The teacher should go to the restaurant, borrow menus, talk to the manager about goals and expectations, and get a general layout of the restaurant. Taking pictures of the restaurant to share during the preparation phase of instruction can be very helpful.



T.E.K.S. 113.3 (1.7)

The student understands the concepts of goods and services.

Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
5. Student will use a vending machine.	<ol style="list-style-type: none">1. Assist students in locating the vending machine(s) in the school building.2. Prepare index cards for the students to use. Put a picture of each item on one side and depict the price of the item with coin stamps on the back. By matching coins to the coin stamps, the student can choose an item and determine the necessary coins in advance.3. After locating the desired machine, model inserting coins for the students. Have students:<ol style="list-style-type: none">a. Activate the machine by making a selection.b. Remove the item from the delivery door.c. Check for any change.4. Gradually reduce assistance until students are able to complete all necessary steps independently.5. Give the students the opportunity to use these skills on Community Based Instruction in a public place.

RESOURCES/MATERIALS

Vending machines
Money
Index cards
Coin stamps

Notes:

Since there is a tremendous variation among vending machines, it is important to initially identify specific machines to use in training. Younger students may need to start out with a candy machine that only uses one coin at a time.



SOCIAL STUDIES:

RESTAURANTS



T.E.K.S. 122.12 (C-16)

The student demonstrates table service and proper etiquette.

Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
1. Student will refine general restaurant skills.	<ol style="list-style-type: none">1. Students should practice selecting a balanced meal to include an entree, beverage, side order, and dessert. Develop a sight word vocabulary for readers and selecting pictures for non-readers.2. Have students order choices of food (i.e., potatoes, salad dressing, beverages, entrees, etc.).3. Instruction should include paying the bill. The process may include instruction in rounding up to the next whole dollar, using a calculator/or money card to determine enough/not enough to pay for the food purchased.4. Require students to demonstrate awareness of tipping and “rule of thumb” amounts (20%).5. Demonstrate the concept of waiting for change.6. Emphasize appropriate interactions with others. This skill can be practiced on a daily basis in the school cafeteria.7. Stress the importance of handling and carrying money responsibly.

RESOURCES/MATERIALS

Calculator
Money card

NOTE:

Taking photographs of the students at the restaurant can lead to the development of a story about going to the restaurant to add to the classroom library. This will help reinforce vocabulary that is taught in conjunction with restaurant skills.



T.E.K.S. 122.12 (C-16)

The student demonstrates table service and proper etiquette.

Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
2. Student will refine skills necessary in a fast food restaurant.	1. Students should continue to receive instruction as specified at the elementary level. 2. Students should be made aware that tipping is not required in a fast food restaurant.

RESOURCES/MATERIALS

Items as specified in activities



Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
3. Student will demonstrate skills necessary in a cafeteria.	<p>Instruct students utilizing the following procedures:</p> <ol style="list-style-type: none"> 1. Enter the cafeteria quietly. 2. Adjust conversation to an appropriate indoor volume. 3. Join the end of the line. 4. Scan the menu to check the prices of food items. (Note: Students may need to use a calculator while scanning the menu to determine if they have sufficient funds to pay for the desired items. If not, they may need to revise selections before going through the line.) 5. Pick up a tray. 6. Collect the proper utensils and put them on the tray. 7. Move the tray along the counter. 8. Select appropriate items. 9. Ask for the price of item(s), if not posted. 10. Select a beverage. 11. Pay the cashier. 12. Wait for and receive change; put it in wallet/pocket. 13. Carry the tray and belongings to the table. Ask politely for any forgotten items, or if assistance is required. 14. Put purse under/next to your chair. 15. Put the napkin on your lap; use it when needed. 16. Use utensils correctly. 17. Use condiments correctly. 18. Eat neatly. 19. Converse appropriately. 20. Complete dining in allotted time to return to work/school. 21. Dispose of waste, if necessary. 22. Leave table with all belongings.

NOTE:

Students should be warned to avoid danger of selecting more food than can be eaten or paid for.

Students should be made aware that tipping is not necessary in a cafeteria.



Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

The teacher should visit the cafeteria before the class goes and visit with the manager about goals and expectations. It is helpful to find out what selections will be offered so that students can practice making choices before going to the cafeteria.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.12 (C-17)

The student demonstrates basic meal management techniques.

Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
4. Student will use a vending machine to purchase a drink, snack, or a meal.	1. Continue instruction in the sequence of steps specified in the elementary section. 2. Students should receive exposure to a variety of machines within the community.

RESOURCES/MATERIALS

Items as specified in activities



SOCIAL STUDIES:

RESTAURANTS



T.E.K.S. 122.12 (C-16)

The student demonstrates table service and proper etiquette.

Area: Restaurants

OBJECTIVE

TEACHING ACTIVITIES

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1. Student will refine general restaurant skills necessary in fast food and sit-down restaurants and in cafeterias.

High school students should continue to refine those skills acquired during middle school with emphasis placed on increasing the rate and independence at which they perform the entire restaurant routine.

(See Middle School Social Studies, Restaurants, Objectives 1-4.)

RESOURCES/MATERIALS



Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
<p>2. Student will demonstrate skills necessary to dine as a guest in someone's home.</p>	<p>Instruct students in the following procedures:</p> <ol style="list-style-type: none"> 1. Respond appropriately to an invitation. 2. Determine the type of transportation needed, if any and make arrangements ahead of time. 3. Arrive on time. 4. Greet the host/hostess. 5. Give a gift to the host/hostess. (Optional.) 6. Respond to the invitation to be seated. 7. Wash hands before sitting down. 8. Accept a beverage/or make a choice if offered. 9. Converse with the host/hostess and other guests. 10. Drink beverage/eat hors d'oeuvres neatly. 11. Go to the dinner table when directed. 12. Wait for a seating assignment before sitting down. 13. Sit down, put napkin on lap, use napkin when necessary. 14. Ask for or pass food/condiments, when appropriate. 15. Say "Thank you" when food is passed. 16. Use utensils correctly. 17. Use condiment correctly and in appropriate amounts. 18. Eat neatly. 19. Chew with mouth closed. 20. Eat at a moderate pace. 21. Converse appropriately. 22. Take seconds if offered/available/desired. 23. Leave the table when directed. 24. Ask the host/hostess if he/she needs help in the kitchen. 25. Sit down in den or living room as suggested by the host/hostess. 26. Socialize appropriately with the other guests. 27. Thank the host/hostess for the meal/dinner. 28. Leave with all belongings.

RESOURCES/MATERIALS

Items as specified in the activities



T.E.K.S. 122.12 (C-16)

The student demonstrates table service and proper etiquette.

Area: Restaurants

OBJECTIVE	TEACHING ACTIVITIES
3. Student will refine skills necessary in a sit-down restaurant.	1. Refer to the sequence of skills delineated in the elementary and middle school section when targeting objectives to be developed. 2. Additional suggestions include: a. Have students select an alternate choice on menu prior to ordering, in case their original selection is not available. b. Explain the importance of reviewing a bill and how to determine an appropriate tip. c. Discuss the necessity for reservations. Students should practice making reservations in advance and recording the date and time on his/her daily schedule. d. Discuss with students the importance of appropriate dress when dining out.

RESOURCES/MATERIALS

Menus

