

Equipped for the Future

Restaurant Procedures: Solutions to Problems

Project writer

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Project Based Lesson Plan IX - 122

Project Title: Restaurant Procedures: Solutions to Problems	ESOL Language Focus: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening Level(s) Low Intermediate
Florida Adult ESOL Course Competencies: 56.0 Demonstrate English Skills necessary for effective Interpersonal Communication	EFF Standards and Roles: Listen Actively Speak So Others Can Understand Write / Read with Understanding
Classroom Activities/Procedures: (Project includes attachments) <ol style="list-style-type: none"> 1. Teacher will assess prior knowledge by asking: Who has had the opportunity to visit and order food from an American style restaurant? 2. Elicit from students the importance of correct ordering in a restaurant. 3. Teacher elicits and lists vocabulary words related to restaurants. 4. Teacher models pronunciation; students repeat. 5. Students are to visit 5 American-style restaurants. 6. Students are to collect take-out menus from restaurants for role play. 7. Students form cooperative learning groups to discuss and write down the roles of restaurant employees. 8. Teacher uses illustrations and role-playing to describe the various functions performed in a restaurant environment. 9. Students are to create a menu based on their experience. 10. Teacher assists students to create comparative restaurant sheets. 11. Students are to give an oral presentation about their experiences. 	Vocabulary: check waiter server waitress busser junk food greeter menu ordering specials bus pan choking doggy bag take home box place settings ingredients ingredients eating out eating out Heimlich maneuver Resources: Communicating Effectively in English Unit 2 pages 32,37,40,45,49 Talk it Through Book 2 p121 A Taste of English In the Real World Unit 13, p93 - 102
Out of Class Assignment(s): Visit a restaurant in your neighborhood Obtain menu Complete questionnaire	Materials Needed: Phone Book Questionnaire

Page IX - 123	Names of Classmates in Your Group					Directions 1. Write the names of the students who make up your group. 2. Write the names of the restaurants you are visiting. 3. Some questions require you to use the 5 star rating scale system below. These questions will be marked with an R for rate or will read rate the restaurant . 1 = poor 2 = fair 3 = good 4 = very good 5 = excellent 4. Some of your questions require a yes or no answer. NOTES
Restaurant Group Discussion	Ex: Marie	name	name	name	name	
Do you like to eat out?						
How many times a month?						
What kinds of foods do you like to eat?						
Are there restaurants close to your home?						
	Names of Restaurants					
Assignment 1 Rating the Restaurants List Five Restaurants in the spaces provided →						
Which restaurants have buffet, formal dining or both?						
Rate the restaurant which has the best price for the same types of foods?						
Does the restaurant have enough parking spaces? (R)						
How is the ambience of the restaurant? (R)						
Does the restaurant appear clean? (R)						
Does the restaurant accept credit card, checks etc?						
Is the noise level and lighting comfortable? (R)						
Does the restaurant provide music?						
Is the music appropriate?						
Are the server attentive, providing good service? (R)						
Does the greeters seat you promptly? (R)						
Rate the servers clean and professional looking?						
Rate the restrooms where they clean?						
Is there a smoking section?						
Are private meeting area available?						
Does the restaurant open for breakfast?						
Overall which restaurants has the best service?						
Hour of Business						
What are the opening and closing times?						
Is the restaurant open on the weekends?						
Does the restaurant keep later hours on the weekend?						
Interview Questions for the Manager						
When is the restaurant the busiest?						
What are the job titles for the employees?						
Are the foods pre-cooked or prepared from "scratch?"						
Is it possible to get an in-house menu?						
Does this restaurant allow you to take your unfinished food home from the buffet?						
What is the cooks favorite dish to cook?						
What do customer order the most?						

Summary

This was a magnificent project. I liked to see my students learning and enjoying what they learn. This project provided me the opportunity to interact more with the students. They were excited doing something that was different from the norm. The class divided into three teams and the students got to know each other better. They learned how to go out to a restaurant as a group and enjoy themselves. Also, they learned how to be in a restaurant situation by themselves and not be frightened. Usually when a student comes to this country, they are isolated from friends, family and familiar surroundings. This project “forced” them into becoming friendlier with their classmates outside of the classroom environment. It also showed them how to trust themselves by using their new language. The project showed them how to be independent and they learned how to accept constructive criticism. For example: if a student did not know how to say something in English another student in the group would aid them. This helpful assistance did not result in anyone being embarrassed because everyone was in the same situation. In fact, the students made inquiries as to what their next assignment will be. To the students this was a covert operation and they enjoyed the experience and journeying into the unknown. This project also placed them in a safe situation. They were not afraid to experiment because they knew they could come back to the classroom with questions and discuss any difficulty they might have encountered.

Side note:

-The project was so exciting that it became contagious, other teachers asked what the project was and they incorporated the program into the curriculum – the instructors’ feed back was extremely positive.

-One of the students obtained a job after interviewing the manager.

This project is designed to break up into smaller assignments.

This project takes about four weeks (5 hour per week) if you are incorporating it with regular class assignments.

This project will take only one week, if it is the only assignment you are working on and few activities are omitted.

Hint: Be prepared for the students to resist initially. They are about to embark on a new adventure and fear of the unknown is prevalent.

Students may sense your fear and resistance to change. Be aware this can prove to be uncomfortable for them and you.

Be excited and complimentary, which will return positive results.

Publishers list and Resources
accessible online for

Project IX

WWW.Floridaliteracy.org

[WWW. Floridaadultesol.org](http://WWW.Floridaadultesol.org)

Final Teacher Report

EFF Project-Based Classroom Project

Name: Jacqueline MacGregory
Institution: Seminole Community College
Topic: Restaurant Procedures:
Solutions to Problems

**Explain how the project improved your students' English language acquisition?
Which activities were most helpful?**

1. The students were placed in positions that necessitated the use of the English language.
2. Their assignment was to go to an American- style restaurant.
3. Their assignments were tailored to:
 - initiate conversation
 - ask questions
 - listen to responses
 - take notes
 - read the menu
 - design a menu
 - role play
 - order from a menu
 - obtain a menu
 - brainstorm

The activity that was most helpful was that the students had to go to a restaurant and acquire a complimentary paper take out menu. If they could get the original menu that the restaurant offers to their customers, that was a real achievement. In order to make sure their competitive spirit did not become illegal (stealing a menu) they had to have a signed

permission slip from the person who gave them a menu. Once they had the menu they came back to class, talked about their experience and practiced ordering.

How was student attendance impacted by the project? Explain.

- Students' displayed an overwhelming enthusiasm to be part of the "big" project.
- They were aware that their fellow students were going to talk about their experiences the next day.
- Attendance was high and the spirit of competition became part of the scenario because each student wanted to "show off" his or her acquired menus.

Describe how the students organized to accomplish team goals.

- The goal was to create independent ideas, critical thinking, organization and leadership qualities.
- An explanation and meaning of working as a team was initiated
- It was necessary to establish a captain team atmosphere
- Students were informed as to what was expected of them.
- They were to design a program on how they wanted to approach "their project"

Would you initiate another project-based activity in your class? Why or Why not?

- Certainly, I would initiate another project-based activity in my class!
- Creating a project acts as a stimulus for a class.
- As a teacher you become more creative in your class work.
- You have an abundance of material you gather from your students, with an interchanging of their ideas with yours.
- The feedback is wonderful, instantaneous and very spontaneous.
- It takes the formality atmosphere out of the everyday regular teaching methods.
- You can bring "fun" back into learning.