Family and Consumer Sciences Lesson Plan

**FACS State Course Name:** Catering

**Unit:** Menu Planning & Cost Control

**Lesson:** Reading Directions - Recipes

**Competencies/Purpose:** Discover the value of detailed directions in order to complete a task

**Time Needed:** 50 min

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**FACS Standards (Colorado and National):**
N8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

**Colorado Academic/Model Content Standards:**
RWC03.03.a - Writing and Composition - Standard English conventions effectively communicate to targeted audiences and purposes - Follow the conventions of Standard English to write varied, strong, correct, complete sentences.

**Objective(s):** Upon Completion of this lesson, students will be able to:
Discover the value of specific, detailed directions

**Instructional Strategies:**
- Assigned Questions
- Brainstorming
- Case Study
- Computer Assisted Instruction
- Concept Attainment
- Concept Mapping
- Conducting Experiments
- Cooperative Learning
- Debates
- Demonstration
- Discussion
- Drill & Practice
- Field Trip
- Inquiry
- Interviewing
- Jigsaw
- Journal Writing
- Laboratory Groups
- Learning Centers
- Lecture
- Peer Partner Learning
- Problem Solving
- Reading for Meaning
- Research Projects
- Role Playing
- Simulations
- Storytelling
- Think, Pair, Share
- Tutorial Groups
- Writing to Inform

**Tools, Equipment & Supplies:**
- Computers (Click here to enter text.)
- Construction Paper
- Markers, Scissors, etc.
- Paper
- Printer(s)
- Other Click here to enter text.

**Resources:**
- Handouts
- Textbook pgs. Click here to enter text.
- Multimedia Click here to enter text.
- Overhead Masters
- Workbook pgs. Click here to enter text.
- Other Click here to enter text.
Key Terms:
Directions: written plan on how to complete a task or product
Instructions: verbal plan on how to complete a task or product

Introduction:
Do You Read Directions Pop Quiz:
Pass out DO YOU READ DIRECTIONS POP QUIZ to each student with the blank side facing each student. Instruct them that this is a pop quiz and they only have 5 minutes to complete it. The pop quiz will ask them to do many different tasks but they only need to complete the last direction listed. Time the students and remind students to be silent when they finish or figure this out. When time is over, discuss the purpose and the value of reading directions.

Exploring the Content (Lesson):
Design My Picture Part 1:
Pass out a blank paper to each student and have them fold it in half width (hamburger) style. Students will draw a picture on the top half of the paper. Make sure they draw appropriate pictures.

Design My Picture Part 2:
Have students write directions on how to draw their picture on the top half of the other (opposite of drawing) side of the paper.

Design My Picture Part 3:
Switch papers among students. Each student will then follow the direction to draw the picture underneath the directions. They are not allowed to look at the original drawing and they can only do what the directions state.

Switch papers back to original person.
Discuss why directions are important.

Review/Summary:
Each student will answer the following questions on the blank area underneath the original drawing in complete sentences:
1. Describe the differences between your drawing and your partner’s drawing.
2. What do you think was the biggest challenge for your partner?
3. Why are directions important?

Assessment:
Activity Participation
Writing Debrief Exercise

FCCLA Integration:
FCCLA Planning Process to be used with any National Program or STAR Event