

Red Sea Star Slide Show Narrative - Complete

Slide 1: “Red Sea Star Cafe: A Seafood Restaurant Simulation” is a culminating activity which integrates many of the science and marine science concepts presented throughout the curriculum. Organize “working committees” to build the restaurant. Consider the following committees: sign, menu, food, kitchen, cashier station, waitperson station, and interior decorating.

This slide shows the Sign Committee whose main task is to construct a sign to hang over the restaurant entrance to identify the name of the restaurant. Allow students to create the design and the sign itself on their own. Other signs which could be made: Opening Soon, Closed, sale specials or advertisements.

Slide 2: The Interior Decorating Committee creates the restaurant's "mood". Interior decorations can include art projects already done as part of the marine science unit as well as other creations. This committee can also be in charge of creating placemats.

Slide 3: The Menu Committee designs the menu, including the cover and the lists of items to be served. This list could be copied on a copy machine and put inside the menus. As other students, not in the menu group, finish their projects, encourage them to design a menu cover of their own. Menu covers created on 11 x 18 drawing paper, folded in half, have worked well. Consider laminating the menus when complete. It not only makes them more durable, it also makes them look more authentic.

Slide 4: The Food Committee researches seafood and the creates the simulated food offered on the menu, using a variety of materials: paper shapes (cut and stuffed), clay, crepe paper, any other materials available. Some of the students’ creations have included: Clam chowder from strips of white crepe paper; Fish sticks from yellow rods; Cardboard cut into fish shapes; and, Green paper salads.

Slide 5: Some advice: **MODEL, MODEL, LEAD, LET GO!** Help students plan, organize and execute their restaurant. As you do, recognize that each student will probably want to take on each role: waitperson, customer, cashier, and cook. Modelling is key to demonstrating expected behaviors and skill development. For example, children will need to know how to greet customers, take orders and write them down in columns so that the prices can be added, and how to make change.

Slide 6: Encourage the Food Committee to use available materials creatively. Some of the students' fabrications have included: Clam chowder from strips of white crepe paper; Fish sticks from yellow rods; Cardboard cut into fish shapes; and, Green paper salads.

Slide 7: The Kitchen Committee needs shelves or lots of table space for storing the food items. This group stores the finished food to complete orders. Be sure to have the Sign Committee create a large "Kitchen" sign and smaller signs for the various food items to be stored on the shelves or table.

Slide 8: The Cashier Station Committee group sets up at least one cashier's station; two or three are preferable. With only one area, there will be a backlog in calculating bills. Additionally, cashier is a popular role. More than one station spreads the wealth.

The cashier's station should have an adding machine, preferably with tape, and divided boxes (like a cash register drawer) with play money.

This committee will also prepare the wallets for the customers; about 20 total. Customers entering the restaurant will be handled a "wallet," a business size envelope containing play money, a \$10 bill, two \$5 bills, five \$1 bills and some coins (quarter, dimes, nickel and pennies).

Slide 9: Writing Orders requires some special attention. When the menus are completed, distribute a menu to each pair of children. Have them practice ordering and taking orders from the menu. Distribute copies of the ordering pad for practice. Save the real order pads for when the restaurant opens. Demonstrate how to abbreviate orders. Emphasize the need for the waitperson to write the prices down in straight columns to make addition of the sum easier.

For a successful restaurant, this exercise needs to be repeated for several days before the grand opening.

Slide 10: Be sure to address the skills needed by Waitpersons. Help students think about the fact that this is their restaurant. They are the owners. If customers don't come back, the restaurant will not make money and will go out of business. How do they want their waitpersons to act so that customers will return?

Model appropriate behaviors; greet the customer at the door and show them to a seat. Make sure the customer has picked up a wallet at the door. Hand the customer a menu and say, "Welcome to the Sea Star Cafe. Here is a menu. I'll be back soon to take your order." The waitperson goes to their station to get the necessary supplies to

set the table. The waitperson retrieves an order pad and pencil, returning to the table to ask, “May I take your order?” The waitperson may stand to the side and watch as the customer points to items on the menu. This helps with spelling.

When the ordering is done, the waitperson should say, “Thank you, I’ll be back with your order shortly.” The order is taken to the kitchen.

While the customer is eating, the waitperson should be adding up the bill so that when the customer has finished, the waitperson can deliver it saying, “Please pay the bill at the cashier’s station.”

The waitperson should then clear the table and return all items to their appropriate places.

Slide 11: Practice the skills necessary for customer satisfaction. The children can learn social skills in the restaurant setting. You may model conversational skills and suggest possible topics for discussion. Discuss and model eye contact, listening skills, and asking questions of others. Table manners can be reviewed. You can discuss tipping. A percentage lesson can be used with older students.

When you are ready for the Grand Opening, make certain to record who plays what roles. A check off chart might be helpful. This means that the restaurant will be open more than once! The grand opening session requires about an hour. To begin with, have students play all roles, including customers. After each session, discuss with the class what went well. Ask what could be changed or made better for next time. Good ideas come out of these debriefing sessions.

When things start running pretty smoothly, invite outside guests as customers, including: school secretaries, principals, aides, parents and other classes in to enjoy the food and fun!