



## *Hotel Catering & Tourism*





LEAVING CERTIFICATE APPLIED

VOCATIONAL EDUCATION

# HOTEL CATERING & TOURISM





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# INTRODUCTION

## RATIONALE

The Hotel, Catering and Tourism course reflects the overall philosophy of the Leaving Certificate Applied Programme by helping students develop competencies of a broad personal and vocational nature. Emphasis is placed on social inclusion, teamwork, quality consciousness, interpersonal skills, creativity and dexterity.

Progression opportunities for interested students to the Hotel Catering & Tourism industry are available through a number of routes e.g. Post-Leaving Certificate Courses, CERT Basic Skills, full-time training programmes or directly into local employment opportunities.

## NUMBER AND SEQUENCE OF MODULES

Module 1: Eating Out – The Fast Food Way should be completed in Session 1

Module 2, 3 and 4 can be selected and completed in any order.

Module 1: Eating Out – The Fast Food Way

Module 2: Eating Out – Hotels, Restaurants and Institutions

Module 3: Irish Hospitality

Module 4: Catering for Diversity

## DESCRIPTION OF MODULES

### **Eating Out the Fast Food Way**

This module introduces students to the Fast Food Sector of the Hotel, Catering and Tourism industry i.e. Take Aways, Coffee Shops, Delicatessens and Pub Grub operations. Students will become aware of the markets, products, services and job opportunities associated with each operation. They will participate in planning, preparing and serving a range of related menu items and will review and evaluate their activities.

### **Eating Out – Hotels, Restaurants and Institutions**

This module introduces students to further sectors of the Hotel, Catering and Tourism industry. Students will build on skills introduced in previous modules and will organise meal events such as breakfast, lunch, dinners and special functions. There will also be scope for students to organise and participate in community events and to entertain visitors in the school.

### **Irish Hospitality**

This module introduces students to Hospitality and Tourism experiences. They will research local and national travel and holiday options and investigate the types of accommodation available in Ireland. Students will also develop an appreciation of customer expectations and quality standards particularly for disabled people, and apply communication and interpersonal skills – through sourcing and presenting information using a variety of media.

### **Catering for Diversity**

In this module students are given the opportunity to explore the influence of culture, politics and religion on diet and eating customs. They will source, prepare and serve ethnic and vegetarian products and will learn about special dietary requirements.

## **GENERAL RECOMMENDATIONS**

### **Timetabling recommendations**

It is recommended that a minimum of four class periods per week are allocated to this course.

These could be timetabled as follows:

Three periods timetabled as a block and a single period timetabled for another day.

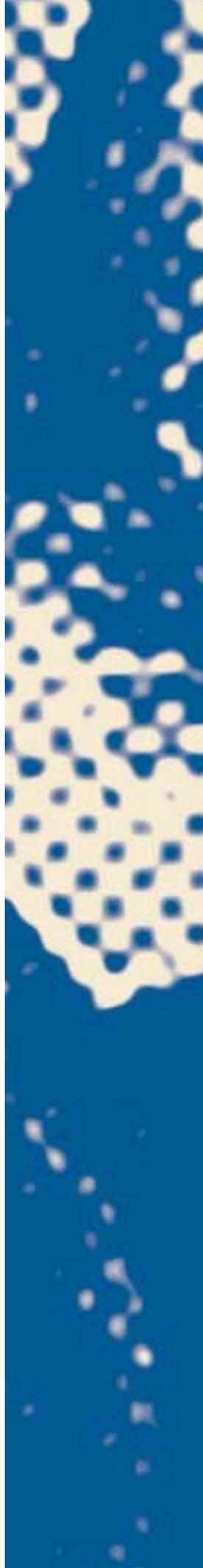
*or*

Two double classes on different days – one double running up to lunch time to facilitate serving food.



MODULE 1

**EATING OUT: THE FAST FOOD WAY**



## MODULE 1:

# EATING OUT: THE FAST FOOD WAY

### PURPOSE

This module is designed to stimulate interest and enthusiasm for the Hotel, Catering and Tourism industry by introducing students to the catering operations of the popular and familiar fast food sector. The module provides a practical context for the development of vocational and generic skills and the acquisition of related knowledge. It is a base from which students may progress to other modules offered as part of this specialism and/or further training and employment.

### PREREQUISITES

None.

It is recommended that this module is completed in Session 1.

## AIMS

This module aims to:

- familiarise students with the fast food sector of the Hotel, Catering and Tourism industry and associated training and job opportunities
- provide students with an opportunity to sample a range of tasks and skills associated with fast food catering operations
- provide opportunities for links between the students and the local community
- provide a vehicle for students to develop self confidence, personal responsibility, creativity and interpersonal skills.

## UNITS

Unit 1: Finding Out

Unit 2: Simulating Fast Food Operations

Unit 3: Reviewing and Evaluating

## Unit 1: Finding Out

### LEARNING OUTCOMES

The student will be able to:

1. identify the range of fast food outlets in their local area

### TEACHER GUIDELINES

Group or individual research.

- ▶ Walk around an area or street and identify the range of Fast Food outlets. Put these on a blank map of the area.

*Or/and*

- ▶ List the outlets

*Or/and*

- ▶ Recall from memory of a previous walk/visit

*Or/and*

- ▶ Look up local directory/phone book/tourist guide

Possible cross-curricular links can be made with:

My own Place – Social Education Course

Street or shop front drawings-Visual Art course

A visit to a local industry that provides products for fast food industry – Vocational Preparation and Guidance course.

## Unit 1: Finding out (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>2. research different fast food catering operations by drawing up a profile of each in terms of</p> <ul style="list-style-type: none"> <li>• type of customer</li> <li>• customer expectations</li> <li>• style of service</li> <li>• layout of serving area</li> <li>• seating area</li> <li>• in-house eating</li> <li>• décor</li> <li>• hygiene of service area</li> <li>• floor safety</li> <li>• types of work available</li> <li>• number of employees</li> <li>• skills and abilities required to work in this area</li> <li>• training and qualifications</li> <li>• pay and conditions</li> <li>• equipment used</li> <li>• health, hygiene and safety rules</li> <li>• hours of business</li> <li>• advertising</li> </ul> <p>3. present and discuss his/her research.</p>	<ul style="list-style-type: none"> <li>▶ Using a class meeting brainstorm different methods that could be used to get the information required e.g. <ul style="list-style-type: none"> <li>• Visit/interview on location or in classroom</li> <li>• Survey/observation using still camera/digital camera/video</li> <li>• Scanning and image manipulation</li> <li>• Telephone survey/questionnaires</li> <li>• Talk to Vocational Preparation Teacher.</li> </ul> </li> <li>▶ Invite the class to draw up an action plan. Identify what has to be done by whom, when.</li> <li>▶ When complete have a brain storming session on how best to share all the information/research.</li> </ul> <ul style="list-style-type: none"> <li>▶ Invite students to present their findings by using one or any of the methods outlined above.</li> </ul>

## Unit2: Simulating Fast Food Catering Operations

### LEARNING OUTCOMES

Four examples of catering operations broadly representative and typical of the fast food sector have been selected to form the basis for this unit. These are:

- Coffee Shop
- Take Away
- Pub Grub
- Delicatessen

In relation to the above students will be able to:

1. organise and run catering events as classroom and/or mini enterprise
2. plan, prepare, cook and serve a selection of menu items associated with the different operations. This may include some of the following

#### **COFFEE SHOP/DELICATESSEN**

- Muffins/queen cakes
- Scones/breads/pastries/tarts
- Quiche/lasagne
- Baked potatoes/taco shells
- Cold meats
- Salads and side salads
- Pizzas
- Pitta bread/bread pizza

### TEACHER GUIDELINES

- ▶ Possible practical cookery plan.

Look at:

- menu planning
- food preparation and serving
- use of pre-prepared foods which are cooked on the spot (e.g. Cuisine de France)
- frozen foods
- vacuum packed
- portions/waste/profit.

- ▶ Explore local needs for fast foods e.g.

- early start
- 6 a.m. breakfasts
- truckers – all day breakfast if near port
- 24 hour service or special opening hours
- variety of services: filling stations/chippers/pizzeria or other ethnic take-aways/cinema
- special counters in regular supermarket

## Unit 2: Simulating fast food catering operations Operations (Continued)

## LEARNING OUTCOMES

- sandwiches – open, closed, toasted
- variety of hot drinks e.g. teas, coffees, hot chocolates
- waffles/crêpes/dips/sauces/dressings...

**TAKE AWAY**

- fish/chicken portions/sausages/nuggets/fingers
- burgers in batter or crumb
- chips/potato wedges
- potato cakes
- hot dogs...

**PUB GRUB**

- basket food
- scampi/chicken portions
- dippers
- pies/stews
- open toasted sandwiches
- tea/coffee...

3. identify customers with specific requirements

## TEACHER GUIDELINES

- Mobile fast food units – vans/trailers/stalls.

- ▶ Catering can be run in sequence according to – complexity of menu and/or type and range of skills required.
- ▶ Hospitality (explore the term in the true sense of the word – is it love of your job? Source the definitions).
- ▶ Invite a visitor to talk about customer relations from
  - local business
  - work experience
  - past pupil
  - person from Retail Distribution.
- ▶ Identify customer needs and role-play situations.
- ▶ Role-play of customer care.

## Unit 2: Simulating fast food catering operations Operations (Continued)

### LEARNING OUTCOMES

4. serve meals to peers/customers while adhering to standard procedures for counter and plate service
  
5. identify and use commodities linked to menu selections.

### TEACHER GUIDELINES

- ▶ Set up a mini-commercial food operation. This provides a basis for applying different aspects of the programme and for establishing community links e.g. parents, elderly. The Vocational Preparation teacher, English & Communications teacher could link in here.
- ▶ Prepare, cook and serve a variety of dishes over a number of practical classes. One day a "theme" approach could be used where different dishes are cooked by a number of students e.g. the theme of celebration baking cakes, fish etc.
- ▶ Another day a "method" could be chosen and dishes picked to show versatility. Here recognise the importance of team work (including group tasks), practise and become aware of skills to maintain good working relationship with peers/teachers through assessment and reflection.
- ▶ Useful for the Personal Reflection Task.
- ▶ Explore the importance of team work in the catering industry.
- ▶ Identify situations where they have used team work in their cookery class.
- ▶ Brainstorm range of customers – identify the range of the needs of customers who have specific requirements e.g. older people, people with disabilities, families with young children.

## Unit 2: Simulating Fast Food Catering Operations (Continued)

### LEARNING OUTCOMES

6. understand and apply correct food storage procedures with particular reference to delicatessen items
7. identify health and safety regulations
8. select suitable packaging for take aways.

### TEACHER GUIDELINES

- ▶ Practice counter and plate service using empty plates and take away packaging.
- ▶ Create an awareness of good listening skills e.g.
  - *She ordered soup – I must get a soup spoon*
  - *They will be looking for mustard/mint sauce ...*
- ▶ Collect a selection of storage containers used in the industry.
- ▶ Invite a visitor from Health Board e.g. a Health and Safety Officer.
- ▶ Packaging could be linked to recycling – local environment Social Education.

## Unit 3: Reviewing and Evaluating

### LEARNING OUTCOMES

The student will be able to:

1. discuss project findings and profiles presented in Unit 1
2. discuss the advantages and disadvantages associated with fast food operations, particularly take-aways in terms of cost, nutrition and environmental factors
3. evaluate the practical catering events run in Unit 2 under the following headings
  - product analysis
  - customer reactions
  - cost
  - comparison with retail outlets
  - personal effectiveness learning.

### TEACHER GUIDELINES

Most of this unit can be integrated into units 1 and 2 as they are being completed.

- ▶ It is very useful to make reflection a working part of all Hotel Catering and Tourism modules.
- ▶ Mistakes are a vehicle for learning in relation to future planning.
- ▶ Reflect using a particular event/theme/practical experience and look at the learning that took place. Observe and record details, feelings, attitudes and experiences, responsibilities and consequences.

## RESOURCES

A good selection of general cookery books is recommended for every school or centre.

### **REFERENCE BOOKS:**

*Targeting Hygiene* CERT Publication

*Basic Cookery* – by Richard Martland & Derek Welsby

*The Hamlyn Cookery Books*

*Quick and Easy Dishes*, Edbury

*Look and Cook* – by Anne Williams

*Simply Delicious Series* –by Darina Allen

### **VIDEO**

Food Hygiene – The Movie I

### **WEBSITES**

[www.bordbia.ie](http://www.bordbia.ie)

Menus from various local food premises



## KEY ASSIGNMENTS

MODULE 1: EATING OUT: THE FAST FOOD WAY

### CHECKLIST

I identified and described the range of fast food outlets in my area

I explored one fast food operation in detail and presented the findings to my class

As part of a team I was actively involved in planning, developing and running a mini fast food operation for four or more people

Using a diary/log I reflected on the fast food industry: at the beginning of this module; during this module and when I had completed it.

MODULE 2

**EATING OUT: HOTELS, RESTAURANTS  
AND INSTITUTIONS**

## MODULE 2:

# EATING OUT: HOTELS, RESTAURANTS AND INSTITUTIONS

### PURPOSE

This module introduces students to hotel, restaurant and institutional catering operations and to related career and training opportunities. The module provides a practical context for the development and reinforcement of vocational and generic skills and for expanding the skills and knowledge acquired in the previous module.

### PREREQUISITES

Module 1: Eating out: The Fast Food Way

## AIMS

This module aims to:

- familiarise students with the hotel, restaurant and institutional catering sectors of the Hotel, Catering and Tourism industry and related career training opportunities
- provide opportunities for students to develop and reinforce creative, manipulative and decision making skills in relation to the preparation and service of food
- enable students to understand and apply safe and hygienic work practices
- help students become discerning consumers
- provide opportunities for students to organise and participate in community events.

## UNITS

Unit 1: Finding Out

Unit 2: Getting Started

Unit 3: The Meal Events

Unit 4: Reviewing and Evaluating

## Unit 1: Finding Out

### LEARNING OUTCOMES

The student will be able to:

1. identify the range of hotels, restaurants and institutional catering operations in their local area and describe how well their area is serviced by these sectors
  
2. investigate and compare the type of catering services offered by hotels/ restaurants and institutional catering establishments
  
3. investigate the range of career and training opportunities associated with the catering industry including employment possibilities for people with disabilities

### TEACHER GUIDELINES

- ▶ Identify the range of hotels, restaurants and institutions through any of the following:
  - brainstorming
  - a walk about in the local area
  - through the local directory
  
- ▶ Explore examples of hotels, restaurants, hospitals, nursing homes, day care centres, industrial canteens etc.
  
- ▶ Make out an Action Plan and go on comparative visits. Plan a visit to two contrasting catering establishments e.g. Day Care Centre and local Hotel.
  
- ▶ Brainstorm a list of criteria for comparison e.g.
  - job opportunities and training needs
  - working hours
  - pay and conditions.
  
- ▶ Link with the guidance counsellor using the information the students have gathered themselves to date.

**Unit 1: Finding Out (Continued)****LEARNING OUTCOMES**

4. identify the desirable personal attributes of hotel and catering staff
  
5. outline the role of the hotel, catering and tourism industry in the national economy.

**TEACHER GUIDELINES**

- ▶ Invite a past pupil already in the industry or a local person working in the industry to visit the class. Other possibilities are the guidance counsellor or a Hotel, Catering and Tourism teacher.
- ▶ Work on the students' understanding of Hospitality.
- ▶ Visit from local Development Officer or tourism representative in or out of school.

## Unit 2: Getting Started

### LEARNING OUTCOMES

The students will be able to:

1. shop for commodities
2. understand the principles and practice of food storage
3. identify recipes, prepare and present a selection of dishes using a combination of fresh and convenience foods and build on their knowledge from the Fast Food module
4. prepare and serve
  - simple starters
  - fresh and convenience soups
  - popular salads and vegetables
  - simple deserts/puddings
  - scones, buns, breads
5. evaluate the convenience foods used
5. use their own creativity and observations for food presentation
6. read and understand the nutritional information on packaged foods.

### TEACHER GUIDELINES

Access to a well equipped kitchen is essential. Timetable requirements – a 2-3 classes block running into lunch time to facilitate practical work and out of school activities is desirable.

- ▶ Throughout this module students will need to become more familiar with the range and availability of products and the seasonal implications for menu planning.
- ▶ An actual visit to a good supermarket provides a fantastic resource for such information.
- ▶ Students could work in pairs or small groups to produce and serve a range of menu items associated with breakfast, lunch, afternoon tea, dinner and special events.
- ▶ Suitable menus can be compiled using magazines, recipe books, sample menus from local catering establishments, tv, video cookery programmes, cd-roms and from The Internet.
- ▶ Throughout this module students should be given the opportunity to develop their decision making and manipulative skills. They should also develop an awareness of a healthy daily diet.

## Unit 3: The Meal Events

### LEARNING OUTCOMES

The student will be able to:

1. plan simple menus for breakfasts, lunches and dinners. Identify different menu types
2. design a suitable menu for a given special occasion
3. prepare individual and team work plans
4. organise and run meal events as class and/or mini-enterprise activities
5. plan, prepare, cook and present a selection of basic menu items associated with
  - breakfast
  - lunch
  - dinner
  - special events e.g. Christmas, Easter, Child's party, 21st birthday
6. identify and use clean tools and equipment related to the menu items selected
7. in the case of lunch or dinner consider the use of some convenience food
8. evaluate the use of convenience foods in relation to time, skills, equipment availability, flavour, nutritional value and cost

### TEACHER GUIDELINES

Building on their knowledge from Unit 2 the students are introduced to catering in hotels and institutions. The learning should be highly participative and activity based.

- ▶ Use school events and link with the local community if possible.
- ▶ The teacher can facilitate this by providing as many experiences as possible for the students both in and out of school e.g.
  - visits by the students to appropriate agencies
  - institutional kitchens to observe the equipment, take photographs, look at safety and hygiene regulations and rules.
- ▶ Invite local Health Inspector/Fire Officer.
- ▶ Visit a prepared dining area for lunch, evening dinner or special occasion.
- ▶ Possibly observe a local hotel prepare a set of tables for a wedding or other such occasion.

## Unit 3: The Meal Events (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>9. cost the meal</p> <p>10. prepare dining area</p> <p>11. greet and seat customers. Present a menu to customers. Take a food order. Write a docket accurately</p> <p>12. serve a meal to customers using plate service while adhering to standard procedures</p> <p>13. clear dishes from a table during and after the meal</p> <p>14. recognise the importance of maintaining good customer relations in the context of the Hotel Catering and Tourism industry</p> <p>15. cater for different customer requirements and special needs</p> <p>16. handle complaints and compliments effectively and courteously</p> <p>17. write a letter of complaint</p> <p>18. write a reply to a letter of complaint as the service provider or shop</p>	<ul style="list-style-type: none"> <li>▶ The students can learn a great deal if they experience being served a 2/3 course meal in a restaurant or hotel at a pre-set table.</li> <li>▶ Organise and run a meal event in the school as a mini-enterprise or learning experience just for the class itself – half the class prepare, cook and serve. The other half are customers. Reverse this another day.</li> <li>▶ Provide an environment for discussion on table manners – conversation, patience etc.</li> <li>▶ Recognise hospitality in action.</li> <li>▶ Provision of service for a local community organisation e.g. <ul style="list-style-type: none"> <li>• cake sale</li> <li>• catering for open day or parent/teacher meetings.</li> </ul> </li> <li>▶ In entertaining visitors and catering in general students should create an atmosphere of hospitality and so experience hospitality as a product.</li> <li>▶ Consider possible participation in cookery competitions.</li> <li>▶ Link here with English &amp; Communication teacher.</li> </ul>

## Unit 3: The Meal Events (Continued)

## LEARNING OUTCOMES

19. calculate customer bills, receive payment by cash/ credit card/laser cheque supported by bankers card/ Euro cheque
20. issue receipts and docketts.  
Give correct change
21. understand importance of personal hygiene – maintain a well groomed appearance
22. apply general rules of safety and hygiene. Follow correct procedures in the event of fire
23. know simple first-aid for:
  - cuts
  - burns
  - bruises
  - choking
  - electric shock.

## TEACHER GUIDELINES

- ▶ Learning from The Mathematical Applications and Social Education courses can be applied here.
- ▶ The Leisure and Recreation course also covers this topic.
- ▶ Some students may be doing "First-Aid" as a separate certificate course in discretionary time with the local Order of Malta.

## Unit 4: Reviewing and Evaluating

### LEARNING OUTCOMES

The student will be able to:

1. give and receive feedback on assignments as appropriate
2. evaluate meal events in terms of menu design, product analysis, service and customer reactions
3. recognise and evaluate their own learning in terms of new skills, knowledge acquired, observations, positive and negative learning experiences

### TEACHER GUIDELINES

- ▶ Build assignments and student work into every aspect of the course. Use as many methods as possible for this e.g.
  - brainstorming
  - case studies
  - interviews
  - visitors
  - co-operative group learning
  - questionnaires
  - reading
  - TV
  - field trips
  - simulation work experience
  - quiz
  - diary
  - use of still video and digital camera
  - looking up internet
  - use of cd rom
  - displays
  - free materials and booklets in shops
  - oral presentations
  - multi media presentations.

Remind them to consider these when doing their personal reflection task.

### Unit 4: Reviewing and Evaluating (Continued)

#### LEARNING OUTCOMES

4. identify other factors associated with the hotel, catering and tourism industry e.g. personal and professional pressure
5. appraise their own suitability for employment in, and further training for the hotel, catering and tourism industry
6. develop a critical eye for detail
7. become more observant and aware of standards.

#### TEACHER GUIDELINES

- ▶ Links can be made here naturally with Stress Management in the Workplace.

## RESOURCES

A good selection of general cookery books is recommended for every school or centre.

### REFERENCE BOOKS (FOR TEACHERS)

*An Introduction to Food and Beverage Service Skills* CERT Publication

*Food and Beverage Services* Lillicrap

*A Practical Guide to Customer Relations* CERT Publication

*Delia Smiths Complete Cookery Course*

*The Principles of Cookery* – by Deirdre Madden, Gill & Macmillan

*Working in Industry* – Mastercraft Series, Gill & Macmillan

Menus from hotels

Local hotels – visit them or ask them to send a guest speaker

Local institutions – visit to catering section

### LEAFLETS/DEMONSTRATIONS/VIDEOS

Health Promotion Unit, Department of Health and Children,  
Hawkins House, Hawkins Street, Dublin 2

Food Safety Authority of Ireland Abbey Court, Lower Abbey St Dublin 1.

Sharwoods, 14 Leeson Park, Dublin 6

CBF Irish Livestock and Meat Board, Clanwilliam Court,  
Lower Mount Street, Dublin 2

Bord Iascaigh Mhara, P.O. box 12, Crofton Road,  
Dun Laoghaire, Co. Dublin

National Dairy Council Information Centre, Grattan House,  
Lower Mount Street, Dublin 2

An Bord Bia,

ESB, Lower Fitzwilliam Street, Dublin 2

An Bord Glass, 8 Lower Baggot Street, Dublin 2.

### WEBSITES

[www.bordbia.ie](http://www.bordbia.ie) (lots of links)

[www.cert.ie](http://www.cert.ie)

Specific companies:

[www.dawnfarm.ie](http://www.dawnfarm.ie)

[www.avonmoreausa.com](http://www.avonmoreausa.com)

[www.fairoakfoods.ie](http://www.fairoakfoods.ie)



## KEY ASSIGNMENTS

MODULE 2: EATING OUT: HOTELS RESTAURANTS AND INSTITUTIONS

### CHECKLIST

I have completed an assignment comparing catering in a restaurant or hotel with an institutional catering outlet according to set criteria

Using I.C.T. I have presented a menu and taken an order for a 3 course meal. I have written up the docket for the kitchen

I have participated in a team assignment organising a simple 3 course lunch for 4 people or a special catering event of our choice following a set procedure

I have identified, located and recorded the safety equipment present in the food preparation and service area.



**MODULE 3**

**HOSPITALITY IN TOURISM**

## MODULE 3:

# HOSPITALITY IN TOURISM

### PURPOSE

This module is designed to introduce students to a range of hospitality and tourism experiences and services. It aims to help students view tourism as a multi-faceted activity which affects their lives at local and national levels; to develop an appreciation of customer expectations and quality standards and to become aware of the variety of jobs available in servicing tourism.

### PREREQUISITES

Module 1: Eating Out: The Fast Food Way.

## AIMS

This module aims to:

- provide students with an opportunity to participate in a tourism experience and to become familiar with various holiday options in Ireland
- highlight some of the issues involved in the growth and development of tourism and to encourage students to think critically about controversial issues
- provide students with an opportunity to explore their local area and to get involved in community activities and events
- familiarise students with tourist services and with the associated career, job, and training opportunities
- assist students to develop an appreciation of customer expectations and quality standards in relation to hospitality and tourism products and services
- help students develop core transferable skills applicable to service industries.

## UNITS

Unit 1: Getting Places – within Ireland

Unit 2: Tourism Trails

Unit 3: Tourist Services

## Unit 1: Getting Places within Ireland

### LEARNING OUTCOMES

The student will be able to:

1. outline some of their own experiences of tourists or as tourists
2. draw up a questionnaire and conduct a survey of tourism experiences among peers, relatives or friends
3. show why people travel and the factors which govern their destination decisions
4. identify, map and describe the main local and national tourist attractions and their location both in Ireland and worldwide
5. discuss the advantages and disadvantages of tourism in a selection of destinations using the following headings:
  - Economic
  - Cultural/Social
  - Environmental
6. identify Ireland's main tourist markets

### TEACHER GUIDELINES

- ▶ When starting this section it is important to get an overview of the general areas being covered in this course to facilitate a holistic view of Hospitality.
- ▶ As social beings, we are acting and interacting with others all the time – thus our need for an awareness of public and private hospitality and its place in our lives.
- ▶ By its very nature tourism is an integrated area of knowledge and skills and an ideal way of using our observation and creative skills.
- ▶ The emphasis here is on genuine hospitality – personal social and practical skills.
- ▶ It is vital that interesting and stimulating student activities are built into the course and wherever possible, under the learning outcomes, local examples are provided. Appropriate strategies for use as learning experiences should include:
  - Discussions, Problem Solving
  - Role-Plays, Tasks, Assignments
  - Projects, Group Work, Media Work
  - Surveys, Design, Graphics
  - Field Trips e.g. Tourist Information Office, Tourism Sites.

## Unit 1: Getting Places within Ireland (Continued)

## LEARNING OUTCOMES

7. suggest reasons why tourists select Ireland as their destination:
  - Culture
  - Heritage
  - Scenery
  - Atmosphere
  - Relaxation
  - Family Connections/Roots
8. research the range of holiday options available in Ireland
9. prepare a list of some of the major items to be provided for in a holiday budget
10. suggest ways of reducing holiday expenses
11. participate in a field trip to a tourist attraction outside of their local area.

## TEACHER GUIDELINES

- ▶ Tourism can be used as a "theme" to integrate other course modules.
- ▶ Where a number of teachers are involved, team meetings are recommended to reinforce the integrated nature of the course.
- ▶ The blocking of class periods will be required to facilitate practical class work and out-of-class activities.
- ▶ In approaching this module, it is necessary for the teacher to be flexible and innovative. The module encourages students to move from a dependence on the classroom to researching information for themselves. This requires active investigation of resources in the local community. Information can be acquired by contacts and visits to agencies, interviews with experts, visitors to the classroom and the understanding and use of authentic documentation and resource materials.

## Unit 2: Tourism Trails

### LEARNING OUTCOMES

The student will be able to:

1. identify modes of transport to and from the area and discuss its accessibility in general and for those with disabilities
2. identify and list the environmental, heritage, cultural and human resources of the local area
3. think critically about controversial issues pertaining to the local area e.g. impact of tourism developments on the environment and the community
4. design and prepare a tourism brochure or advertisement based on the attraction of the local area
5. plan, conduct and record a tourist trail of his/her locality giving some background about each place visited
6. identify new tourism ideas to promote the area and/or to make it a more welcoming place for visitors.

### TEACHER GUIDELINES

- ▶ Students should be encouraged to view their local area or region through the eyes of a visitor and to appreciate that visitors may be attracted to the area by factors or aspects which they might take for granted or underestimate e.g. pace of life, hospitality, folklore, open space, landscape, field systems.
- ▶ It should be possible to introduce the idea of organising an exchange visit with another school as a learning methodology integrating all aspects of the programme. An exhibition of students' completed work during a school open night is also encouraged.

## Unit 3: Tourist Services

### LEARNING OUTCOMES

The student will be able to:

1. be aware of the broad range of services available to tourists at local and national level:
  - Making reservations
  - Accommodation
  - Food and Drink
  - Travel/Transport
  - Information
  - Entertainment and Leisure Facilities
  - Crafts and Souvenirs
2. identify the main customer expectations in relation to tourist services and products
3. be familiar with the types and range of accommodation guides available
4. be aware of grading systems in Ireland and the standards and facilities associated with each
5. visit a hotel or guest house to see accommodation through the eyes of a guest and to become familiar with the standards and facilities expected
6. understand how tourists' overall impressions of a place are influenced by the standard of hygiene and cleanliness

### TEACHER GUIDELINES

- ▶ The teaching approach adopted should be highly participative, activity based and group orientated.
- ▶ When on a hotel tour ask the manager or guide to point out particular features.
- ▶ Pay particular attention to the areas of customer care of people with special needs and particular disabilities.
- ▶ Use the tourist guide books to teach the symbols.
- ▶ As a class activity, design and administer a quiz or treasure hunt on local tourist information/facilities.
- ▶ Use a quiz or wordsearch. Find specific facilities and learn new terminology when on a visit.
- ▶ Constantly review and evaluate and get students to be critical of their own work and presentations and view it as others would.

## Unit 3: Tourist Services (Continued)

## LEARNING OUTCOMES

7. understand and describe the functions of a receptionist in a hotel or tourism outlet
8. understand how people are made to feel welcome
9. identify the main types of information required by visitors
10. locate information easily and deal effectively with simple guest enquiries in person and by telephone
11. gain confidence in handling complaints and compliments
12. interpret all local and national signposting and tourism symbols and give directions to key tourism sites
13. identify the main Irish crafts and souvenirs and discuss their significance
14. design a consumer guide to souvenirs available in the local area. Compare quality, cost and value of souvenirs from different shops
15. identify the jobs available in the servicing of tourism and identify the skills/qualities required for working in these areas
16. recognise the significance of personal hygiene, good grooming and uniforms in the tourism industry.

## TEACHER GUIDELINES

- ▶ Bringing in a past pupil working as a receptionist is wonderful for a comprehensive insight into the role of receptionist.
- ▶ The need for hospitality cannot be re-emphasised often enough.
- ▶ Role play some of these communication exercises.
- ▶ Be able to recommend appropriate leisure and entertainment activities for a range of visitor categories. Lots of links here with English and Communications e.g. local radio, newspaper work.
- ▶ Role play.
- ▶ Invite in local craft person – links with minicompany.
- ▶ Vocational Preparation and Guidance will have lots of connections here.
- ▶ Cross curricular links can be made here with Social Education and Leisure & Recreation.

## RESOURCES

### REFERENCE BOOKS

*Tourism Awareness Study Pack with Video* CERT Publication

*A Practical Guide to Customer Relations* CERT Publication

*Tourism and Travel in Ireland - 2nd Edition* CERT Publication

*Annual Accommodation Guide* Bord Fáilte

*Be Our Guest* Bord Fáilte

*National Monuments of Ireland* –by Peter Harbison

### OTHER BOOKLETS

Local library

Local tourist office

Local Historical Societies

Local Heritage Centres

### WEBSITES

[www.countryholidays.ie](http://www.countryholidays.ie) (booking Irish holidays)



## KEY ASSIGNMENTS

MODULE 3: HOSPITALITY IN TOURISM

### CHECKLIST

I have identified on a map of Ireland the main local and national attractions and described these

I have planned, participated in a tourist trail and presented my findings or recorded my experience

As an individual assignment I surveyed students' experiences as tourists

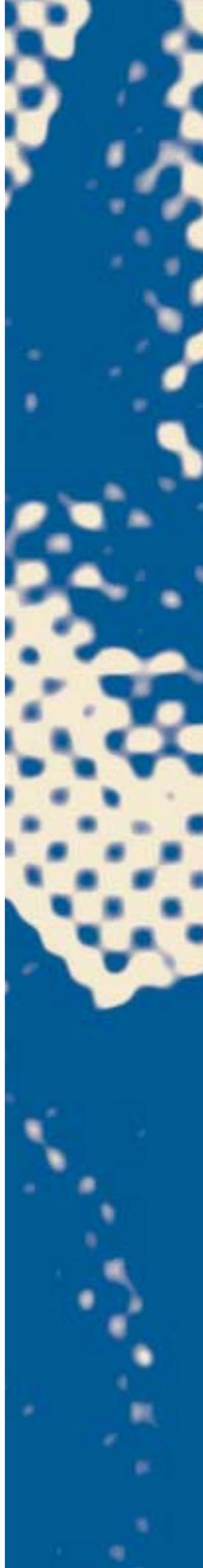
I participated in a group assignment to design a tourist brochure or an accommodation guide for visitors to Ireland using I.C.T.

*Or*

I participated in a group assignment to produce and present a promotional video tape/slide presentation or original photographic/art display of some aspects of the local area.

MODULE 4

**CATERING FOR DIVERSITY**



## MODULE 4:

# CATERING FOR DIVERSITY

### PURPOSE

The hotel, catering and tourism industry in Ireland is becoming increasingly responsive to the diverse needs of its markets. This module provides a practical context for students to apply their creativity and practical skills to a range of ethnic and vegetarian cuisines and to consider special medical and health related diets.

### PREREQUISITES

Completion of Module 1: Eating out: The Fast Food Way.

## AIMS

This module aims:

- to familiarise students with the variety and range of ethnic and vegetarian cuisines
- to develop awareness of the influence of customs and beliefs on food and eating habits
- to highlight the main medical and health related conditions which affect diet and menu design in Ireland
- to provide a vehicle for students to reinforce and develop core practical and interpersonal skills.

## UNITS

Unit 1: Ethnic Options

Unit 2: Special Diets

## Unit 1: Ethnic Options

### LEARNING OUTCOMES

The student will be able to:

1. identify the main countries or regions from which ethnic cuisines have originated
2. research and identify the main foods which are characteristic of 3/4 different countries
3. understand why diets differ in different parts of the world and describe how customs, beliefs, climate and economic factors influence food and eating habits
4. visit the local supermarkets and research the range of ethnic products available
5. study menus from local restaurants to see how many feature ethnic cuisine.

### TEACHER GUIDELINES

- ▶ For practical work, access to a well equipped kitchen with adequate space for setting up a separate service area will be required.  
  
Blocking of class periods will also be required to facilitate practical classwork and out-of-school activities.
- ▶ It is not intended that the units are implemented strictly as outlined in the module. Teachers may group/integrate the learning activities as best suits their own situation.
- ▶ Teaching strategies should encourage the active participation of students in their own learning and once again a combination of discussion, role-play, case study, practical activity, project work, presentations and site visits is recommended.
- ▶ Make use of any school exchanges or intercultural opportunities provided by the school or community – town twinning etc.

## Unit 1: Ethnic Options (Continued)

## LEARNING OUTCOMES

## TEACHER GUIDELINES

- ▶ Using a globe/map of the world or classroom PC, students can become more familiar with foods from different countries.
- ▶ Invite the geography teacher as a visitor or go to the geography room and avail of slides/maps.
- ▶ View suitable video material on relevant countries from embassies or *Interculture Ireland*.
- ▶ Invite a food demonstrator from one of the ethnic food producers e.g. Uncle Bens/Sharwoods/Schwartz/Dolmio etc.
- ▶ Use Encarta or Britannica on CD Rom or in school library/local library to investigate characteristics of foods in different countries and their eating habits.
- ▶ Cook a variety of dishes in cookery class.
- ▶ Have a tasting session after cookery class.
- ▶ Visit a local ethnic restaurant and enjoy the cuisine. Observe the atmosphere and the interior design. Review and evaluate the experience.
- ▶ As a class activity or mini-enterprise, organise and run a series of three theme events each one featuring the cuisine of a different country.

## Unit 2: Special Diets

### LEARNING OUTCOMES

The student will be able to:

1. identify the most common medical/health related conditions which have special dietary requirements e.g. celiac and high cholesterol
2. identify and discuss the main factors influencing vegetarianism, including lacto-vegetarians and vegans
3. appreciate the nutritional factors to be considered when planning meals for the following diets:
  - Vegetarian
  - Gluten free
  - High fibre
  - Low cholesterol
4. plan, prepare, cook and serve a selection of menu items relating to diets listed above
5. apply appropriate food preparation and service skills and general rules for safety, hygiene and customer care.

### TEACHER GUIDELINES

- ▶ Brainstorm with the class special dietary requirements.
- ▶ Introduce any areas not mentioned.
- ▶ Collect information from Bord Glass, local health food stores, local health boards and health promotion officer.
- ▶ Invite local dietician from hospital or health board or health and safety officer.
- ▶ Acquire the latest information from Food Safety Authority.
- ▶ Visit local Green Grocer, Chemist and Delicatessen and view the latest range of suitable products.
- ▶ Visit local health food shop.

## RESOURCES

### REFERENCE BOOKS

*Selection of Ethnic Cookery Books* – a wide range available from all book stores

*A World of Cooking* Ameris

*Which Way to Healthier Diet* Consumer Guides

*The Classic Vegetarian Cookery Book* – by Rose Elliot

*The Times Book of Vegetarian Cookery* – by Frances Bissell

*Healthy Living Cook Book* – by Sarah Brown

*Interculture Learning in the Classroom* – a Guide for Post Primary Teachers Interculture, 10A Lower Camden Street, Dublin 2

### LEAFLETS/VIDEOS/DEMONSTRATIONS

Sharwood's, 14 Leeson Park, Dublin 6

Food Safety Authority of Ireland Abbey Court,  
Lower Abbey St., Dublin 1

Local supermarkets for range of ethnic products.

### WEBSITES

<http://trfn.clpgh.org/lifestyle/cooking> (for vegetarians)

[www.bordbia.ie](http://www.bordbia.ie) (lots of links)



# KEY ASSIGNMENTS

MODULE 4: CATERING FOR DIVERSITY

## CHECKLIST

I participated in preparing, cooking and serving menu ideas for an ethnic meal according to given guidelines

I participated in preparing cooking and serving menu ideas for special diets according to given guidelines

I have researched the local restaurants to find out:

how many menus offer vegetarian options – the type and range of dishes offered and the method of presentation and I presented my findings

*or*

attitudes towards people with special dietary needs using their facilities and services and I presented my findings

I hosted a simple 3 course catering event with an ethnic theme for a group of 4 or more people.



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