
Activity Resource Management Document

Grade 11
TFT3C Hospitality
(College Destination)
Unit 1, Activity 1:
Career Discovery



*This Activity Resource Management Document (ARMdoc)
was produced by the Ontario Council for Technological Education (OC TE)
to supplement the Ministry of Education's Grade 11 Course Profiles.
It may be used in its entirety, in part, or adapted.*

Activity Resource Management Document



Table of Contents

Teacher Resource Pack (TRP)

Activity Description (from Course Profile)	1
Activity Resource Management Doc (ARMdoc) Contents	1
Pre-activity Planning Notes	2
Expectations by Category (from Course Profile).....	3
Assessment/Evaluation.....	3
Reference Resources	4
Activity Procedure	6
Guest Speaker Worksheet.....	7
Field Trip Worksheet.....	8
Definitions	9
Career Information	10

Student Project Brief (SPB)

Student Project Brief	1
Student Project Brief Handout.....	2
Career Exploration Report Format	4
Career Research Report Rubric.....	5
Daily Log	6

Safety Resource Pack (SRP)

Safety Resource Pack.....	1
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(Safety Sheets inserted from separate safety documents)

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TFT3C Hospitality

UNIT 1, ACTIVITY 1: Career Discovery

Activity Description (from Course Profile)

Time: 570 minutes (9.5 hours)

Students explore the diverse types of restaurant service. Students select specific hospitality careers and research and investigate various career opportunities through computer, media and community resources. Students gain an appreciation of the hospitality industry directions as well as requirements for education, training, customer relations and restaurant business practices.

Activity Resource Management Doc (ARMdoc) Contents

Teacher Resource Pack (TRP)	Pre-planning Notes, Expectations by Category, Activity Deliverables, Instructional Aid Sheets, Terminology List, Career Information
Student Project Brief (SPB)	Project Brief, Assessment/Evaluation Checklists and Rubrics, Activity Log
Safety Resource Pack (SRP)	Safety Information (list of pages to be inserted from the separate Safety Resource Pack)

This Activity Resource Document (ARMdoc) was produced to supplement the Ontario Ministry of Education's Grade 11 Course Profiles. These profiles can be found at:

<http://www.curriculum.org/occ/profiles/profiles.htm>

ARMdocs for several Technological Education profiles can be found at:

<http://www.octe.on.ca>

The Technological Education policy documents can be found at:

<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

Pre-activity Planning Notes

The purpose of Unit 1 is to give students the opportunity to research and investigate culinary trends and demographics, the impact of cultural diversity on the hospitality industry and customer service principles, (see the TFT3CB Hospitality Course Profile page 2). In this activity, students explore education, training and career possibilities pertaining to the hospitality industry. Through this activity, it is expected that students will learn the intrinsic value of work, respect and achieving goals.

This activity has three components: career research (including brainstorming and mind mapping), guest speaker, and field trip to a local establishment.

Teachers need to prepare the requirements for the Career Exploration Report to inform the students of what is expected of them and clearly outline any limitations and restrictions they will face in doing the project. Computer labs must be booked for Internet access, libraries for research books and magazines.

Teachers also need to book a guest speaker well in advance of the activity start. You will need to have the *Guest Speaker Worksheet* prepared and photocopied, as well as any specific Field Trip arrangement forms and procedures (permission forms for local restaurant visit), transportation, review student behavior expectations, prepare and photocopy *Field Trip Worksheet*, and advise the Main Office for supply/coverage requirements (if applicable).

Discuss with students local examples of restaurant service types. Determine your local requirements (such as Board Internet policy) and review with students. Discuss effective research techniques and ensure assessment/evaluation tools are prepared and understood.



Expectations by Category (from Course Profile)

Knowledge

TFS.01 Identify different types of restaurant services.

ICV.04 describe various career opportunities in the hospitality industry and the education and training related to each.

IC4.01 Identify educational requirements associated various jobs in the hospitality industry.

Inquiry

TF3.02 describe the functions and responsibilities of, and identify differences between, the “front of the house: (service personnel) and “back of the house: (kitchen worker) operations

Application

IC4.02 describe career paths and the factors that affect salary structures for various positions of responsibility in the hospitality industry.

Assessment/Evaluation

Students will be assessed and evaluated on the following deliverables. See the Student Project Brief for assessment/evaluation instruments.

	Deliverable	Notes	Suggested Time (hr)
1	Brainstorming Activity	Group	½ hour
2	Mind Mapping Activity	Group	½ hour
3	Guest Speaker Presentation Questions Worksheet	Individual	1 hour
4	Field Trip Questions Worksheet	Individual	2 hours
5	Career Exploration Report	Individual	5.5 hours

Reference Resources

Publications

The following publications describe the professional food industry and food preparation in general. They are recommended for reference books, teacher guides or class text books.

Donovan, Mary, *Careers for Gourmets and Others Who Relish Food*. U.S.A.: NTC Publishing Group, 1993. ISBN 0-8442-8138-7

Gisslen, Wayne. *Professional Cooking*, 4th ed. U.S.A.: John Wiley & Sons, Inc. 1999. ISBN 0-471-23997-6

Labensky, S.A. Hause, and Fred Malley. *On Cooking*. Prentice Hall Publishers, 1999. ISBN 0-13-973892-4

Pepper, Michael R. *Starting Your Career in Food Service*, 2nd ed. New York: Glencoe McGraw-Hill. 1993. ISBN 0-02-667513-7

Pepper, Michael R. *Starting Your Career in Food Service, Teacher's Resource Guide*, 2nd ed. New York: Glencoe McGraw-Hill. 1993. ISBN 0-02-667514-5

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., (Teacher Resource Manual) 1999. ISBN 0-471-25244-1

Rande, Wallace L. *Introduction to Professional Foodservice*. Toronto: John Wiley & Sons, Inc., 1995 ISBN 0-471-57746-4

Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668489-6

Periodicals and Magazines

Foodservice and Hospitality. Toronto, Canada: Kostuch Publications Ltd.

Canada's Foodservice News. Toronto, Canada: Foodservice News.

CD-ROM

Career Cruising. Licensed by the Ministry of Education from Anaca Technologies

Professional Cooking, 4th ed. Toronto: John Wiley & Sons.

Websites

Note: Given the frequency with which URLs change, teachers should always verify the websites prior to assigning them for student use.

What it takes to work in the Hospitality and Tourism Industry –
www.whatworksonline.com/core/tourhosp.html

The internet resource for the global hospitality industry, Hospitality Net-
www.hospitalitynet.nl/

Job search in hospitality and tourism with specified salary, Quintessential Careers-
www.quintcareers.com/hospitality_jobs.html

Journal for the Canadian Foodservice industry, Canadian Restaurant & Foodservice Association-
www.crfa.ca/

Women Chefs and Restaurateurs-
www.chefnet.com/wcr

Career Explorer, this website has self assessments, interest inventories, a resume writing template, career and post secondary information-
www.edncs.bridges.com/explorer/student.htm

Career Gateway, this site is a starting point for the exploration of many online career and employment related options-
www.edu.gov.on.ca/eng/career

Youth employment information, Young Canada Works-
www.pch.gc.ca

Youth employment information, Youth Resource Network of Canada-
www.youth.gc.ca/jobopps/summer_e.shtml

Human Resources

Canadian Restaurant & Foodservice Association
Guest Speakers-HRDC, Community College, Local business people, recent graduates

Resource Note:

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

The ARMdocs make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films

Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Activity Procedure

There are three aspects to this activity:

1. Teacher directed research
 2. Guest speaker
 3. Site visit/field trip
- Through a teacher directed class discussion, students identify the different types of restaurant service.
 - Through a brainstorming activity, students identify examples of restaurant service types (restaurant chains, local establishments, etc.)
 - Through a mind mapping exercise, students (in small groups) identify local examples of each type of restaurant service including customer types and needs and wants, qualities for successful ventures in food service and ideas for other ventures the groups would consider likely to be successful. If the teacher wishes, the groups could hand in their draft reports and/or mind maps for assessment.
 - Through a guest speaker presentation, students will learn the various career opportunities, educational requirements, career paths and salary expectations within the hospitality industry. Students will be expected to ask pertinent questions of the presenter. Students will complete a worksheet based on the Guest Speakers Presentation (Appendix 1.1.1)
 - Students will choose one hospitality career which interests them and complete a research project using computer and media resources (Student Project Brief Handout)
 - Students will be evaluated using the Career Research Project Rubric
 - Through a Socratic lesson, the teacher will provide students with the necessary terminology and responsibilities to understand the differences between “front-of-the-house” and “back-of-the-house” operations.
 - Students will visit a local foodservice operation that will demonstrate the differences between “front-of-the-house” and “back-of-the-house” operations.
 - Students will complete a worksheet (Appendix 1.1.2) based on their visit to a local foodservice operation.

**Appendix 1.1.2
Field Trip Worksheet**

Complete the information sheet and submit worksheet for evaluation.

1. List 3 jobs that you saw being performed in the “front of the house”.
 - 1.
 - 2.
 - 3.

2. List 3 jobs that you saw being performed in the “back of the house”.
 - 1.
 - 2.
 - 3.

3. What type of foodservice operation did we visit?

4. After having perhaps seen someone perform the job of your choice, what are your thoughts about that job now?

5. Do you believe that you now have a clearer idea of the many different types of jobs and careers available in the hospitality industry?

6. List any other important information you discovered while participating in the field trip.

Definitions

Front of the house – areas of a restaurant, hotel or the like open to the public or within public view, such as a lobby, bar, dining room or other public space.

Back of the house – areas of a restaurant, hotel or the like not open to the public; they are generally office and work areas such as the kitchen and other food preparation areas, storerooms, receiving docks, laundries and so on.

Chef de Cuisine – French for chief or head. A title of respect given to a person skilled in food preparation and usually in charge of a professional kitchen; he or she is generally responsible for planning menus, ordering foodstuffs, training and supervising cooks and other personnel, and preparing food

Sous Chef – French for “under chef”. At a food services operation following the brigade system, the chef’s principal assistant and the one responsible for scheduling personnel, acting as the chef in his/her absence

Maitre d’- the person responsible for running the front of the house; duties include training service personnel, overseeing wine selections, working with the chef to design the menu, and arranging guest seating; also known as the maitre d’hotel

Chef de Partie – also known as the station chef, produces the menu items under the direct supervision of the chef or sous chef

Tournant- at a food services operation following the brigade system, the person who works wherever needed; also known as the roundsman or swing cook.

Garde Manger-at a food service operation following the brigade system, the person responsible for the cold food preparations, including salads, and salad dressings, cold appetizers, charcuterie items and similar dishes. Also known as the pantry chef.

Career Information

TFT3C Hospitality

UNIT 1, ACTIVITY 1: Career Discovery

Career Information Sites:

Human Resources Development Canada: National Occupational Classification Database-

<http://www.hrdc-drhc.gc.ca/noc>

HRDC NOC Search Engine-

<http://www.worklogic.com:81/noc/Query.htm?lang=e>

Ontario Prospects: geared to young people and students

<http://www.edu.gov.on.ca/eng/general/elemsec/job/prospect/eng/index.html>

Job Futures 2000: what's hot, what's not

<http://www.hrdc-drhc.gc.ca/JobFutures>

Job Profiles: real people profile their jobs

<http://www.jobprofiles.org/index.htm>

Canada WorkInfoNet: national and regional market info

<http://www.workinfolnet.ca>

The following activity related careers are described in the Human Resources Development Canada (HRDC) National Occupational Classification (NOC) database. Use the search engine link above to learn the main duties performed by practitioners of each trade, the education requirements for the position, and related occupations.

6212 Food Service Supervisors

6241 Chefs

6242 Cooks

6451 Maîtres d'hôtel and Hosts/Hostesses

6453 Food and Beverage Servers

0631 Restaurant and Food Service Managers

6641 Food Service Counter Attendants and Food Preparers

Student Project Brief

TFT3C Hospitality

UNIT 1, ACTIVITY 1:

Career Discovery

Contents:

1. Project Brief Handout
2. Evaluation Rubrics/Checklists
3. Activity Log

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Student Project Brief Handout

Title:	Career Research		
Activity:	Research hospitality careers	Course:	TFT 3C Hospitality
Time Req'd:	9.5 hours	Date:	
RATIONALE			
<p>Hospitality careers offer a vast array of different types of career choices. It is important that you understand the enormous variety of career opportunities available within this industry, and the pathways that lead to those careers. Researching hospitality careers will give you an understanding how the billion-dollar food industry operates, and give you the knowledge that could lead to your own successful experiences in this exciting field.</p>			
THE ASSIGNMENT			
<p>You will research and prepare a research report on selected hospitality careers. In order to prepare your paper you must first gain an understanding of the interaction of personnel in a hospitality operation. The research paper should be a minimum of 3 pages, double-spaced. The research paper must be prepared using a computer word processing program.</p>			
LEARNING EXPERIENCE: You will:			
<ol style="list-style-type: none"> 1. Document the process of researching, brainstorming and discussion information that you will include in your research assignment. 2. Identify different careers available in the hospitality industry. 3. Produce a finished research project. 4. Participating in brainstorming and mind mapping activities about different types of food service establishments. 			
TOOLS AND MATERIALS			
<p>Computer with internet access and a word processing program. Books, journals, magazine articles and any other print resources available on careers available in the hospitality industry. Paper and pen.</p>			
NOTES			

EVALUATION				
No.	Deliverable	Time Limit (periods)	% Weight	Notes
1	Class discussion	1/2	-	
2	Brainstorming	1/2	-	
3	Mind Mapping	1/2	-	
4	Guest Speaker Presentation Report	1	30	Appendix 1.1.1
5	Field Trip Report	2.5	30	
6	Final Career Research Report	2.5	40	Appendix 1.1.2
7	Time log	-	-	Incorporate in report
TOTALS		9.5	100%	

NOTES

All internet research processes must have documentation and be saved for assessment. Daily logs are to be saved for presentation and assessment. Marks based on effort, initiative, creativity, quality of work and documentation of work accomplished. See your teacher for approvals at all stages.

PROJECT PROCEDURE

Step	Procedure
1	Discussion (Class) (approximately 1/2 hour) Initiate log of hours, read student project brief handout, analyze requirements Class discussion on identifying the different types of local restaurant services. List possible steps to develop research plan.
2	Brainstorming/Mind Mapping Activity (Small Group) (approximately 1 hour) Participate in a group brainstorming and mind mapping activity identifying examples of restaurant service types (restaurant chains, local establishments, etc.) including local examples, customer types and needs, qualities for successful ventures. Hand in draft reports and/or mind maps in for assessment, participate in class discussion.
3	Guest Speaker Presentation (Individual) (approximately 1 hour) Participate by asking questions and filling in answers to the provided questionnaire. Pay attention to the various career opportunities, educational requirements, career paths and salary expectations.
4	Career Research Assignment (Individual) (approximately 3 hours) Prepare and hand in provided research assignment.
5	Field Trip (Class, individual assignment) (approximately 2 hours) Participate by asking questions and filling in answers to these by visiting a local foodservice operation.
6	Career Exploration Report (Individual) (approximately 2 hours) Prepare and produce report, ensure format, headings, etc. are incorporated. Hand in report for marking.

Career Exploration Report Format

(post project report):

1. Title Page

The title page is used to grab the attention of the reader. As such, it should contain some form of illustration that appeals to the reader. It should also contain the name of the report, the name(s) of the persons that produced the report, for whom the report has been prepared and the date of production.

2. Career Outline

Describe in a brief outline your chosen career and how it fits together with other personnel in a food service operation (approximately one or two sentences).

3. Career Details

This section outlines the type of career, whether it is an apprenticeable trade (including the description of the trade), what education requirements are needed to get into the profession, what opportunities exist for further career moves, what opportunities exist locally, provincially, federally and world wide, how this career fits into the operation of a typical food service industry. Include any charts, floor diagrams, Internet pages, etc. as appendices.

4. Research Notes

This should be an in-depth account of the research you had undertaken, including Internet or library sources for research, interviews, field trips, personal, friend or family experience, used by you to prepare this report. The sentences in each paragraph should be kept short and to the point.

5. Conclusion

Describe how you feel this career could fit into your own career plans. Describe what you think the future might hold for your local community, for you, or even for your country. Describe possible further directions to discover more information about this career and others like it. Suggest how you might teach others what you have discovered.

6. References

This is a list of all reference materials that you used in order to complete the project, including books, articles, interviews, and Internet sources.

7. Log Sheet

From your daily log records, list the dates and amount of hours taken for each facet of the project. Each team member should include his or her personal time log.

Career Research Report Rubric

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
<p>Knowledge/ Understanding TFS.01 Identify different types of restaurant services. ICV.04 Describes various career opportunities in the hospitality industry and the education and training related to each IC4.01 Identify the educational requirements associated with various jobs in the hospitality industry.</p>	<p>Describes different types of restaurant services in limited detail</p> <p>Demonstrates limited research in describing educational requirements</p> <p>Describes various career opportunities in the hospitality industry and the education and training related to each with limited accuracy and effectiveness</p>	<p>Describes different types of restaurant services in adequate detail</p> <p>Demonstrates adequate research in describing educational requirements</p> <p>Describes various career opportunities in the hospitality industry and the education and training related to each with some accuracy and effectiveness</p>	<p>Describes different types of restaurant services in considerable detail</p> <p>Demonstrates considerable research in describing educational requirements</p> <p>Describes various career opportunities in the hospitality industry and the education and training related to each with considerable accuracy and effectiveness</p>	<p>Describes different types of restaurant services in thorough detail with connections to customer demographics</p> <p>Demonstrates thorough research in describing educational requirements including related careers</p> <p>Describes various career opportunities in the hospitality industry and the education and training related to each with a high degree of accuracy and effectiveness</p>
<p>Thinking/Inquiry TF3.02 Describe the functions and responsibilities of, and identify differences between, the “front of the house”: (service personnel and “back of the house”: (kitchen worker) operations</p>	<p>Demonstrates limited effort and research in identifying and comparing personnel and operations</p>	<p>Demonstrates adequate effort and research in identifying and comparing personnel and operations</p>	<p>Demonstrates considerable effort and research in identifying and comparing personnel and operations</p>	<p>Demonstrates considerable effort and research in identifying and comparing personnel and operations, comparing types of tasks and relating tasks to overall operations</p>
<p>Application IC4.02 Describe career paths and the factors that affect salary structures for various positions of responsibility in the hospitality industry</p>	<p>Limited details in description of career paths and the factors that affect salary structures for various positions of responsibility in the hospitality industry</p>	<p>Adequate descriptions of career paths and factors that affect salary structures for various positions of responsibility in the hospitality industry</p>	<p>Describes in depth and accurate descriptions of career paths and factors that affect salary structures for various positions of responsibility in the hospitality industry</p>	<p>Exceptionally detailed descriptions of career paths and factors that affect salary structures for various positions of responsibility in the hospitality industry</p>

Safety Resource Pack

TFT3C Hospitality

UNIT 1, ACTIVITY 1: Career Discovery

Contents:

1. Safety Data Sheets:
 - a. Board Policy on Field Trips
 - b. Board Policy on Computer and Internet Use
2. Field Trip Forms
3. Internet Use Agreement

NOTE:

All students must abide by this school board's field trip policies.

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INSERT THE FOLLOWING SHEETS FROM THE SAFETY RESOURCE PACK:

Contents:

1. Safety Data Sheets:
 - a. Board Policy on Field Trips
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