
Activity Resource Management Document

Grade 11
TFT3C Hospitality
(College Destination)
Unit 1, Activity 2:
Hospitality Trends



*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



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TFT3C Hospitality

UNIT 1, ACTIVITY 2: Hospitality Trends

Activity Description

Time: 360 minutes (6 hours)

Students prepare a dish or food display highlighting typical food preparation in selected cultures. Students research current culinary trends and explore the cultural diversity and impact of the hospitality industry on the economy and the environment. Students investigate and compare cultural food trends, exploring demographic indicators and the impact on the local economy.

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

This activity involves the students preparing a dish or food display highlighting a selected culture. To begin, teachers need to determine which cultures to study, using available resources, (considering this may be the first activity involving the kitchen), local resources and community needs, and time constraints. Depending on the nature of this activity, students may need access to foods and condiments related to a set variety of cultures, and to cooking utensils and equipment as required. You may elect to restrict the number of cultures to study, or allow the students to determine which cultures they are interested in. You may also allow students to bring food materials from home (or local community sources) to showcase their own cultural backgrounds.

Students also need access to research sources, such as the Internet, the library, and publications such as industry magazines or cookbooks. Teachers should prepare access ahead of time, booking library/resource rooms for Internet time, collecting resources indicating industry trends, such as local restaurant menus, or international or national magazines.

It is important that students make a connection with how multicultural hospitality and tourism services enhance the local and national economies, as well as enrich our cultural heritage. Teachers may decide to limit this activity to one or few of cultures to concentrate on foods in those cultures, or to allow a wide variety for comparison purposes.

If you elect to have the students prepare a dish, students must be made aware of all health, sanitation and safety aspects of the facility before beginning, continuing with reinforcement of concepts throughout the activity. Students should also be made aware of the differences between commercial food preparation and home prepared meals.

As this may be the first hands-on activity (and in the interest of time), teachers should limit this activity to one (or a few) element(s). It is important that the students make connections with the element they prepare and the range of foods related to the culture or cultures under study.

**Expectations by Category (from Course Profile)****Knowledge**

TF2.01 Identify the different styles of cooking a variety of foods.

Inquiry

TFV.02 Identify culinary trends based on demographic information.

TF2.02 Identify current culinary trends.

TF2.03 Describe the impact of cultural diversity on the accommodation and on the food and beverage sectors of the hospitality industry.

ICV.02 Describe the impact of the hospitality industry on the environment.

Communication

ICV.01 Explain the relationship between the economy and the hospitality sectors.

Assessment/Evaluation

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

	Deliverable	Notes	Suggested Time (hr)
1	Project proposal	Individual	0.5 hour
2	Draft report/poster/recipe(s)	Individual	1.5 hours
3	Completed dish/display/presentation	Individual	2 hours
4	Completed report/poster	Individual	2 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 textbooks.

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

Spicer, Kay. *Multicultural Cooking*. Campbellville, Ontario: Mighton House, 1995. ISBN 0-446-67393-5

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. Website searches should also include particular countries and cultural groups.

A celebration of culture richness in our community

www.yale.edu/ynhti/curriculum/units/1992/4/92.04.11.x.html

Describes and defines culture (curriculum course for teachers). Describes Hispanic, Irish and Italian cultures

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

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

Lead a discussion about current food trends and cultural diversity emphasizing the impact on the hospitality industry. Topics to cover include:

- Types of cultural food services, (include local examples)
- How food is used in various cultures, including historical development examples
- How the food industry impacts the economy, (national, local)
- How the cultural food industry impacts tourism, (i.e. Little Italy, Chinatown, festivals)
- How the food industry impacts the environment (sustainable farming, extinction of plants and animals through over-consumption, new technologies to reduce waste, increase yields (such as fish farming, soy substitutes))
- Types of cooking methods (relate to example cultural foods)
- Current culinary trends, how trends develop, examples of local changes

Discuss the assignment to research and illustrate a selected culture's food. Provide the Student Project Brief Handout and evaluation tool. Provide board policy for Internet use and suggested websites to be used for research.

Students complete a proposal for their selected culture and food preparation. This is handed in (and/or verbally discussed) for teacher approval. After approval, students initiate research and collect materials required for their particular assignment.

Conduct a "safety tour" of the kitchen facilities, reinforcing the safety, sanitation and health rules and regulations. Students prepare their food dish or display as outlined in their proposal.

Students complete their research reports and/or posters as required. (Report formats are given in the Student Project Brief). Students present their displays to the class, describing the respective culture.

Career Information

TFT3C Hospitality

UNIT 1, ACTIVITY 2: Hospitality Trends

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 2: Hospitality Trends

Contents:

1. Project Brief Handout
2. Hospitality Trends Report Format
3. Hospitality Trends Evaluation Rubrics
4. Activity Log

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Student Project Brief Handout

Title:	How food trends and cultural diversity impact the Hospitality industry.		
Activity:	Research current culinary trends and explore the cultural diversity and environmental impact on the industry.	Course:	TFT 3C Hospitality
Time Req'd:	6 hours	Date:	

RATIONALE

Culinary trends change over time. It is important to know why food trends change during ones lifetime. Cultural diversity, demographic changes, immigration patterns, tourism initiatives, economic changes and environmental impacts are all contributors as to why food trends change over time. Researching current culinary trends will stimulate student's interest in how food has developed over the years and why we eat the foods we eat today.

THE ASSIGNMENT

You will research and prepare a presentation on a selected current cultural culinary trend. In order to prepare your presentation you must explore the cultural diversity and environmental impact of the industry. Your presentation will include the preparation of a typical dish representative of the culture you have selected. Accompanying the dish will be a paper or poster describing the culture, historical background and why this dish is representative of the culture.

LEARNING EXPERIENCE: You will:

1. Identify current culinary trends based on demographic information.
2. Prepare simple dishes that are indicative of a selected culture
3. Analyze how certain foods develop within a culture
4. Analyze the economic and environmental impact of certain foods
5. Document the process of researching, brainstorming and discussion information that you will include in your resource assignment.
6. develop and present research in hospitality and tourism themes

TOOLS AND MATERIALS

Computer with internet access and a word processing program. Books, journals, magazine articles and any other print resources on culinary trends. Cultural cookbooks to identify different styles of cooking. Cooking utensils, food ingredients, and recipes for preparing dishes.

EVALUATION				
No.	Deliverable	Time Limit (periods)	% Weight	Notes
1	Project proposal	0.5	-	
2	Draft report/poster/recipe(s)	1.5	20	
3	Completed dish/display/presentation	2	40	
4	Completed report/poster	2	40	
5	Time log	-	-	Incorporate in report
	TOTALS	6	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
SAFETY AND SANITATION RULES MUST BE OBSERVED AT ALL TIMES

PROJECT PROCEDURE

Step	Procedure
1	Discussion (Class) (approximately 1 hour) Initiate log of hours Read student project brief handout Analyse requirements Participate in class discussion on current food trends, (take notes!) Decide on culture/dish and prepare written proposal. Hand in for approval.
2	Research (Individual) (approximately 1.5 to 2 hours) Research elected culture and dish, use Internet, print resources and local community sources to gather additional information Prepare rough drafts for approval Record all work and document all sources Retain materials and resources for Report Seek teacher approval for continuation.
3	Food preparation (Individual or group) (approximately 2 hours) Gather materials and utensils needed for preparation Ensure you know and follow all safety and sanitary regulations, prepare food for presentation
4	Presentation (Individual) Present your findings to the class.
5	Report/Poster (Individual) (approximately 2 hour) Prepare and produce report and/or poster as described in your proposal. Ensure all format, headings, etc. are incorporated. Hand in for marking

Food Trends 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. Culture Outline

Describe in a brief outline your chosen culture and its accompanying food, including how the food fits in the history and culture.

3. Culture Details

This section outlines the characteristics of the culture, how hospitality and tourism is viewed, what kinds of foods are characteristic of the culture, and the types of food preparation methods are generally employed. Describe the types of restaurants that are available in Canada that cater to the foods of this culture. Describe how this type of restaurant impacts the economy locally (if applicable), and what kinds of people this type of service caters to (demographic information: old/young, urban/suburban/rural, etc.). Describe how your selected food preparation may impact the environment (i.e. waste, environmental impact of the raw materials, use of non-renewable resources). 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 what you believe the future holds for this type of food service. 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 culture 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 (if applicable) should include his or her personal time log.

Hospitality Trends Rubric
(report and presentation evaluation)

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
<p>Knowledge/ Understanding</p> <p>TF2.01 Identify the different styles of cooking a variety of foods.</p>	Identifies and describes in limited detail a variety of cooking styles	Identifies and describes in adequate detail a variety of cooking styles	Identifies and describes in considerable detail a variety of cooking styles	Identifies and describes in exceptional detail a variety of cooking styles, utilizing historical facts of the evolution of the styles
<p>Thinking/Inquiry</p> <p>TFV.02 Identify culinary trends based on demographic information.</p> <p>TF2.02 Identify current culinary trends</p> <p>TF2.03 Describe the impact of cultural diversity on the accommodation and on the food and beverage sectors of the hospitality industry.</p> <p>ICV.02 Describe the impact of the hospitality industry on the environment.</p>	<p>Demonstrates limited understanding of culinary trends based on demographic information.</p> <p>Describes in limited detail the impact of cultural diversity has on the economy and the hospitality industry</p> <p>Demonstrates limited understanding of how the hospitality industry impacts the environment</p>	<p>Demonstrates some understanding of culinary trends based on demographic information</p> <p>Describes in adequate detail the impact of cultural diversity has on the economy and the hospitality industry</p> <p>Describes in general terms how the hospitality industry impacts the environment</p>	<p>Demonstrates considerable understanding of culinary trends based on demographic information</p> <p>Describes in considerable detail the impact of cultural diversity has on the economy and the hospitality industry</p> <p>Clearly describes how the hospitality industry impacts the environment</p>	<p>Demonstrates thorough understanding of culinary trends based on demographic information</p> <p>Describes in exceptional detail the impact of cultural diversity has on the economy and the hospitality industry, as well as current and future trends</p> <p>Clearly describes how the hospitality industry impacts the environment, relating global concerns and future considerations</p>
<p>Communication</p> <p>ICV.01 Explain the relationship between the economy and the hospitality sectors.</p>	Describes in limited detail how the local (and national) economy depends on a strong hospitality industry	Describes in adequate detail how the local (and national) economy depends on a strong hospitality industry	Describes in considerable detail how the local (and national) economy depends on a strong hospitality industry	Describes in exceptional detail how the local, national and global economy depends on a strong hospitality industry, with historical examples

Checklist for the prepared dish evaluation

ITEM	Y/N	COMMENT
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Planning:

Followed a time plan		
Assigned work tasks		
Clean up time allotted		
All areas effectively cleaned		

Preparation:

Proper sanitation followed		
Proper hygiene followed		
Used proper measurement techniques		
Used proper equipment		
Demonstrated safe food handling		

Product:

Meets standard in colour		
Meets standard in shape		
Meets standard in size		
Meets standard in taste		
Cooked to standard		
Effective presentation		
Well garnished		

Presentation Skills:

Presented well visually		
Has eye appeal		

Overall comments

Safety Resource Pack

TFT3C Hospitality

UNIT 1, ACTIVITY 2: Hospitality Trends

Contents:

1. Safety Data Sheets:
 - a. Board Policy on Computer and Internet Use
2. Internet Use Agreement

(NOTE: Insert any safety sheets/tests/passports as appropriate for kitchen operations)

NOTE:

All personnel in a food service environment must observe all health and sanitation rules at all times.

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INSERT THE FOLLOWING SHEETS FROM THE SAFETY RESOURCE PACK:

Contents:

3. Safety Data Sheets:
 - a. Board Policy on Computer and Internet Use
4. Internet Use Agreement

(NOTE: Insert any safety sheets/tests/passports as appropriate for kitchen operations)