

CATERING AND HOSPITALITY ASSISTANT

NSQF LEVEL - 3

TRADE PRACTICAL

SECTOR: TOURISM & HOSPITALITY

(As per revised syllabus July 2022 - 1200 Hrs)



Directorate General of Training

**DIRECTORATE GENERAL OF TRAINING
MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP
GOVERNMENT OF INDIA**



**NATIONAL INSTRUCTIONAL
MEDIA INSTITUTE, CHENNAI**

Post Box No. 3142, CTI Campus, Guindy, Chennai - 600 032

Sector : Tourism & Hospitality

Duration : 1 Year

**Trades : Catering & Hospitality Assistant - Trade Practical - NSQF Level - 3
(Revised 2022)**

Developed & Published by



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FOREWORD

The Government of India has set an ambitious target of imparting skills to 30 crores people, one out of every four Indians, to help them secure jobs as part of the National Skills Development Policy. Industrial Training Institutes (ITIs) play a vital role in this process especially in terms of providing skilled manpower. Keeping this in mind, and for providing the current industry relevant skill training to Trainees, ITI syllabus has been recently updated with the help of Media Development Committee members of various stakeholders viz. Industries, Entrepreneurs, Academicians and representatives from ITIs.

The National Instructional Media Institute (NIMI), Chennai, has now come up with instructional material to suit the revised curriculum for **Catering & Hospitality Assistant - Trade Practical - NSQF Level - 3 (Revised 2022) in Tourism & Hospitality**. The NSQF Level - 3 (Revised 2022) Trade Theory will help the trainees to get an international equivalency standard where their skill proficiency and competency will be duly recognized across the globe and this will also increase the scope of recognition of prior learning. NSQF Level - 3 (Revised 2022) trainees will also get the opportunities to promote life long learning and skill development. I have no doubt that with NSQF Level - 3 (Revised 2022) the trainers and trainees of ITIs, and all stakeholders will derive maximum benefits from these Instructional Media Packages IMPs and that NIMI's effort will go a long way in improving the quality of Vocational training in the country.

The Executive Director & Staff of NIMI and members of Media Development Committee deserve appreciation for their contribution in bringing out this publication.

Jai Hind

ATUL KUMAR TIWARI, I.A.S.,
Secretary,
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May 2024
New Delhi - 110 001

PREFACE

The National Instructional Media Institute (NIMI) was established in 1986 at Chennai by then Directorate General of Employment and Training (D.G.E & T), Ministry of Labour and Employment, (now under Directorate General of Training, Ministry of Skill Development and Entrepreneurship) Government of India, with technical assistance from the Govt. of Federal Republic of Germany. The prime objective of this Institute is to develop and provide instructional materials for various trades as per the prescribed syllabus under the Craftsman and Apprenticeship Training Schemes.

The instructional materials are created keeping in mind, the main objective of Vocational Training under NCVET/NAC in India, which is to help an individual to master skills to do a job. The instructional materials are generated in the form of Instructional Media Packages (IMPs). An IMP consists of Theory book, Practical book, Test and Assignment book, Instructor Guide, Audio Visual Aid (Wall charts and Transparencies) and other support materials.

The trade practical book consists of series of exercises to be completed by the trainees in the workshop. These exercises are designed to ensure that all the skills in the prescribed syllabus are covered. The trade theory book provides related theoretical knowledge required to enable the trainee to do a job. The test and assignments will enable the instructor to give assignments for the evaluation of the performance of a trainee. The wall charts and transparencies are unique, as they not only help the instructor to effectively present a topic but also help him to assess the trainee's understanding. The instructor guide enables the instructor to plan his schedule of instruction, plan the raw material requirements, day to day lessons and demonstrations.

IMPs also deals with the complex skills required to be developed for effective team work. Necessary care has also been taken to include important skill areas of allied trades as prescribed in the syllabus.

The availability of a complete Instructional Media Package in an institute helps both the trainer and management to impart effective training.

The IMPs are the outcome of collective efforts of the staff members of NIMI and the members of the Media Development Committees specially drawn from Public and Private sector industries, various training institutes under the Directorate General of Training (DGT), Government and Private ITIs.

NIMI would like to take this opportunity to convey sincere thanks to the Directors of Employment & Training of various State Governments, Training Departments of Industries both in the Public and Private sectors, Officers of DGT and DGT field institutes, proof readers, individual media developers and coordinators, but for whose active support NIMI would not have been able to bring out this materials.

Chennai - 600 032

EXECUTIVE DIRECTOR

ACKNOWLEDGEMENT

National Instructional Media Institute (NIMI) sincerely acknowledges with thanks for the co-operation and contribution extended by the following Media Developers and their sponsoring organisation to bring out this IMP for the trade of **Catering & Hospitality Assistant - Trade Practical - NSQF Level - 3 (Revised 2022)** under the **Tourism and Hospitality** Sector for ITIs.

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NIMI records its appreciation of the Data Entry, CAD, DTP Operators for their excellent and devoted services in the process of development of this Instructional Material.

NIMI also acknowledges with thanks, the invaluable efforts rendered by all other staff who have contributed for the development of this Instructional Material.

NIMI is grateful to all others who have directly or indirectly helped in developing this IMP.

INTRODUCTION

TRADE PRACTICAL

The trade theory manual is intended to be used in workshop . It consists of a series of practical exercises to be completed by the trainees during the one year course of the **Catering and Hospitality Assistant** under **Tourism & Hospitality** Sector. Trade supplemented and supported by instructions/ informations to assist in performing the exercises. These exercises are designed to ensure that all the skills in compliance with NSQF Level - 3 (Revised 2022) syllabus are covered.

This manual is divided into twenty six modules. The twenty six modules are given as below

- Module 1 - Introduction to the Hotel Industry**
- Module 2 - Duties and Responsibilities**
- Module 3 - Classification of Equipments**
- Module 4 - Ancillary Sections**
- Module 5 - Institution Housekeeping**
- Module 6 - Role of Housekeeping in Hotel Operations**
- Module 7 - Staffing**
- Module 8 - Cleaning Agents**
- Module 9 - Cleaning Equipments**
- Module 10 - Hygiene and Safe Cleaning**
- Module 11 - Guest Floor Management**
- Module 12 - Booking Reservations**
- Module 13 - Kitchen Management**
- Module 14 - Kitchen Equipments**
- Module 15 - Preparations of Ingredients**
- Module 16 - Menus**
- Module 17 - Food Services**
- Module 18 - Systems of Order-Taking**
- Module 19 - Breakfast**
- Module 20 - Guest Room Supplies and Amenities**
- Module 21 - Pest Control**
- Module 22 - Flowers & Indoor Plants**
- Module 23 - Networking**
- Module 24 - Customer Care Skills**
- Module 25 - Soups Sauces**
- Module 26 - Beverages**

The skill training in the shop floor is planned through a series of practical exercises centred around some practical project. However, there are few instances where the individual exercise does not form a part of project.

While developing the practical manual a sincere effort was made to prepare each exercise which will be easy to understand and carry out even by below average trainee. However the development team accept that there is a scope for further improvement. NIMI, looks forward to the suggestions from the experienced training faculty for improving the manual.

TRADE THEORY

The manual of trade theory consists of theoretical information for the two years course of the **Catering and Hospitality Assistant** - NSQF Level - 3 (Revised 2022) under **Tourism & Hospitality** Sector. The contents are sequenced according to the theory exercise contained in NSQF Level - 3 (Revised 2022) syllabus on Trade Theory attempt has been made to relate the theoretical aspects with the skill covered in each exercise to the extent possible. This correlation is maintained to help the trainees to develop the perceptual capabilities for performing the skills.

The Trade theory has to be taught and learnt along with the corresponding exercise contained in the manual on trade practical. The indicating about the corresponding practical exercise are given in every sheet of this manual.

It will be preferable to teach/learn the trade theory connected to each exercise atleast one class before performing the related skills in the shop floor. The trade theory is to be treated as an integrated part of each exercise.

The material is not the purpose of self learning and should be considered as supplementary to class room instruction.

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LEARNING / ASSESSABLE OUTCOME

On completion of this book you shall be able to

S.No.	Learning Outcome	Ref. Ex.No.
1	Identify different types of hotel industries outlets and explain commercial and welfare food service operations. THC/Q0301	1.1.01 & 1.1.02
2	Follow Staff etiquette and adopt different profiles, dress codes and attributes of catering and hospitality industry. (THC/Q0301)	1.2.03 - 1.2.06
3	Identify, select kitchen & other equipment and explain purpose of various Ancillary sections. THC/N0301	1.3.07 - 1.4.23
4	Carryout housekeeping and staffing operations in hotel establishments and exhibit Institutional Culture and personality. THC/Q0202	1.5.24 - 1.7.31
5	Maintain Hygiene in the hotel premises and clean equipment safely by using various cleaning agents and cleaning equipment. THC/N0224	1.8.32 - 1.10.38
6	Maintain indoor plants and flower arrangements, spray plants, care-water and exposure to sun, manuring and placement. THC/N0208	1.11.39 - 1.11.41
7	Use reservation system/booking systems effectively. THC/N0119	1.12.42 - 1.12.49
8	Apply various modern cookery levels of skill, attitude and behaviour in the Kitchen. THC/N2706	1.13.50 - 1.13.54
9	Use Kitchen Utensils, Equipment, Tools and carry out their care and maintenance following safety precautions. THC/N0415	1.14.55 - 1.14.58
10	Identify, classify various cuts of vegetable, fruits etc. and use various methods of cooking food and preparations of ingredients. THC/N0415	1.15.59 - 1.15.62
11	Plan various types of Menu, Lay and relay Table Covers, A la carte cover, set up Buffet etc., take guests order and serve food. THC/N0409:	1.16.63 - 1.19.82
12	Plan and place guest room supplies and amenities. THC/N0208	1.20.83 - 1.22.92
13	Use Internet, understand networking concept, LAN/ WAN, E-mails, etc. THC/N9416	1.23.93 - 1.23.99
14	Follow communication Etiquette and maintain positive attitude for dealing with various guest conflict. THC/N9902:	1.24.100 - 1.24.103
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SYLLABUS

SYLLABUS FOR CATERING & HOSPITALITY ASSISTANT TRADE			
DURATION: ONE YEAR			
Duration	Reference Learning Outcome	Professional Skills (Trade Practical) With Indicative Hours	Professional Knowledge (Trade Theory)
Professional Skill 20Hrs.; Professional Knowledge 06 Hrs.	Identify different types of hotel industries outlets and explain commercial and welfare food service operations following safety precautions. THC/N Q0301	<ol style="list-style-type: none"> 1. Visit nearby. Hotel Industries and be familiar with various types of outlets and meals(Coffee shop, snack bar, room service etc. (06 hrs.) 2. Classify Food and Beverage operation types: Commercial Welfare. (07 hrs.) 	Introduction to the Hotel Industry and growth of Hotel Industry in India Types of outlets and types of meals (coffee shop, snack bar, room service etc) Contributions of Food and beverage in these outlets (including revenue production) Classification of Food and Beverage Operation (a) Commercial (b) Welfare(06 hrs..)
Professional Skill 30Hrs.; Professional Knowledge 06 Hrs.	Follow Staff etiquette and adopt different profiles, dress codes and attributes of catering and hospitality industry. THC/NQ0301	<ol style="list-style-type: none"> 3. Adopt Profile, Dress Codes and Attributes of a Waiter. (05hrs.) 4. Practice grooming, personal hygiene and care. (05 hrs.) 5. Personal development; personality, good communication skills. (10hrs.) 6. Co-ordinate with different departments for providing better hospitality services.(05 hrs.) 	Hierarchy in different outlets. Duties and Responsibilities of staff in different outlets. Staff etiquette and - attributes of a good waiter. Inter-department relationship. (06 hrs..)
Professional Skill 60Hrs.; Professional Knowledge 12 Hrs.	Identify, select kitchen & other equipments and explain purpose of various Ancillary sections. (Mapped NOS: THC/N0301)	<ol style="list-style-type: none"> 7. Identify the service equipments. (05hrs.) 8. Brief about familiarization and classification of Equipment, Glassware Tableware, Cutlery and Crockery, Other Equipments. (05hrs.) 9. Practice setting, laying and re-laying of tables. (05 hrs.) 10. Handle of service equipments. (05 hrs.) 11. Practice handling of 12. Equipments like Glassware, Crockery, Cutlery etc. (05 hrs.) Carryout Ancillary Installation. (05 hrs.) 	Familiarization and Classification of Equipment. Glassware, Table ware, Cutlery and Crockery and other Equipment (06 hrs..)
		<ol style="list-style-type: none"> 13. Identify various Ancillary Section. (02 hrs.) 14. Use Linen - waiter's cloth/Runner/ Tablecloth/Napkin etc. (02 hrs.) 15. Fold and place napkins in different styles. (02 hrs.) 16. Practice handling and practices of using service spoon and service fork. (02hrs.) 17. Carry tray and balance equipments / food / beverages on a tray. (02hrs.) 18. Apply methods and Techniques of different styles of service. (02hrs.) 	Pantry/Stillroom. Food Pickup areas Stores Linen Room Kitchen Stewarding Silver Room. (06 hrs..)

		<p>19. Present the menu and taking order. (02 hrs.) Set up side station. (02 hrs.)</p> <p>20. Set room service tray & trolley for tea / coffee /</p> <p>21. pre-plated food / 3 course meal. (04hrs.)</p> <p>22. Receive the guest, seating at the table and serve water. (05hrs.)</p> <p>23. Practice room service operations of restaurants. (05hrs.)</p>	
<p>Professional Skill 120Hrs.; Professional Knowledge 24 Hrs.</p>	<p>Carryout housekeeping and staffing operations in hotel establishments and exhibit Institutional Culture and personality. THC/N Q0202</p>	<p>24. Apply Basic Knowledge about Institutional Housekeeping, Culture and ability. (20 hrs.)</p> <p>25. Explain importance of safety and precaution needs to be taken while handling tools and equipment. (20hrs.)</p> <p>26. Identify and select safety equipment, their cleaning material. (20hrs.)</p>	<p>Art of the housekeeping and types of work done in the field of institution housekeeping. Importance about safety and precaution to be observed while handling the cleaning equipment and using of cleaning materials. (12 hrs..)</p>
		<p>27. Practice basic House Keeping Vocabulary. (30hrs.)</p>	<p>Importance and role of House Keeping in a Hotel. Areas for Housekeeping. (06 hrs..)</p>
		<p>28. Perform Sweeping/Moping/Wiping/Dusting/Buffering/ Washing. (05hrs.)</p> <p>29. Co-ordinate between departments in a Hotel- Role Play. (05hrs.)</p> <p>30. Develop personality and team work. (15hrs.)</p> <p>31. Manage conflicts if any and the common ethical issues encountered. (05hrs.)</p>	<p>Staffing of the House Keeping department in Hotels: Small/Medium/ Large. Personality Traits of House Keeping Staff. Duties and Responsibilities of Housekeeping Staff. Rules on a guest Floor Work Routine Housekeeping, Desk Control coordination of House Keeping with other department. (06 hrs..)</p>
<p>Professional Skill 75Hrs.; Professional Knowledge 24 Hrs.</p>	<p>Maintain Hygiene in the hotel premises and clean equipment safely by using various cleaning agents and cleaning equipments. (Mapped NOS: THC/N0224)</p>	<p>32. Select & Use Cleaning Agents for Various Surfaces, Equipments. (05 hrs.)</p> <p>33. Plan storage of cleaning agents, their uses and care. (04 hrs.)</p> <p>34. Classify cleaning agents. (06hrs.)</p>	<p>Classification of Cleaning Agents. Selection of Cleaning Agents. Uses, Care, and Storage of Cleaning Agents. Distribution and Control of Cleaning Agents. (06 hrs..)</p>
		<p>35. Practice cleaning by using various Brooms /Brushes/ Vacuum Cleaner etc. (10hrs.)</p>	<p>Types of Cleaning Equipment Manual Equipment for Cleaning. Uses and Care of Cleaning Equipment. (06 hrs..)</p>
		<p>36. Perform Routine Cleaning by use of detergents and cleaning Equipments. (15hrs.)</p> <p>37. Apply general principles of cleaning. (15 hrs.)</p> <p>38. Practice Periodical Cleaning. (20hrs.)</p>	<p>Hygiene and Safe cleaning. General principles of Cleaning. (06 hrs..)</p> <p>Weekly Cleaning /Spring — cleaning Special Cleaning Tasks. (06 hrs..)</p>

Professional Skill 30Hrs.; Professional Knowledge 12 Hrs.	Maintain indoor plants and flower arrangements, spray plants, care- water and exposure to sun, manuring and placement. (Mapped NOS: THC/N0208)	39. Make bed, Clean Guest rooms. (15 hrs.) 40. Carryout maintenance of indoor plants and flower arrangements. (05 hrs.) 41. Make simple flower arrangement, spray plants, care-water, and exposure to sun, manuring and placement. (10hrs.)	Rules to be followed when on a guest floor. Procedures Followed When Cleaning a , Check out/Occupied/Vacant room Evening Service Second Service Bed making Daily routine systems followed in the House keeping department. Basic knowledge of flowers indoor plants and their care flower arrangements types and style adequate display. (12 hrs..)
Professional Skill 30Hrs.; Professional Knowledge 06 Hrs.	Use reservation system/ booking systems effectively. (Mapped NOS: THC/N0119)	42. Dealing with Reservation. (05hrs.) 43. Taking Banquets bookings. (05hrs.) 44. Plan and prepare theme setting for banquets. (4 hrs.) 45. Explain procedures for making reservation and other related activities. (3 hrs.) 46. Check bookings, amendments, cancellation etc. (3 hrs.) 47. Prepare and explain reservation chart. (2 hrs.) 48. Check the guest reservation system using Whitney/ computerized system. (5 hrs.) 49. Use reservation terminology. (3 hrs.)	Importance of the Guest Cycle, Modes and Sources, Procedures for making reservation/reservation activities. Guaranteed/ Non- Guaranteed reservation. Overbooking, Cancellation and Amendments. Manual reservation system used in the form of booking diary, booking charts etc. Whitney system. Computerized system. Reservation network system affiliated / non-affiliated centralized reservation system. Terminology of reservation. (06 hrs..)
Professional Skill 30Hrs.; Professional Knowledge 12 Hrs.	Apply various modern cookery levels of skill, attitude and behaviour in the Kitchen. (Mapped NOS: THC/N2706)	50. Apply Modern Cookery Levels of Skill Attitude and Behavior in the Kitchen. (05 hrs.) 51. Use appropriate Kitchen Uniforms. (02hrs.) 52. Follow safety procedures for handling kitchen Equipments. (13hrs.) 53. Follow Classical Brigade Deployment procedure for Kitchen Staffing in different varieties of Hotels. (05 hrs.) 54. Perform duties and responsibilities of Executive Chef and Various Chefs. (05 hrs.)	History of Cookery. Origins of Modern Cookery. Levels of Skill Attitude and Behavior in the Kitchen Kitchen Uniforms Safety Procedures for handling Equipments. Classical Brigade Deployment procedure for Kitchen Staffing in various Category Hotels. Duties and responsibilities of Executive Chef and Various Chefs departmental coordination. (12 hrs..)
Professional Skill 30Hrs.; Professional Knowledge 12 Hrs.	Use Kitchen Utensils, Equipments, Tools and carryout their care and maintenance following safety precautions. (Mapped NOS: THC/N0415)	55. Practice using Kitchen Equipment, Tools Utensils. (10 hrs.) 56. Set LPG Stove/Cooking range. (05 hrs.) 57. Operate oven, set the temperature as per requirement, Electric Toaster, Mixer/Grinder. (10 hrs.) 58. Care and Cleaning of Mixer Grinder, Food Processor and Water Purifiers etc. and ensure their maintenance. (05 hrs.)	Tools and utensils used in the Kitchen. Elementary of. Kitchen Gadgets, Introduction to Hygiene and Healthy Living, Importance of proper ventilation and lighting and sanitation, Safety precaution and Identifying and preventing hygiene risks for self and others Explanation of all the common culinary terms with examples. (12 hrs..)

Professional Skill 60Hrs.; Professional Knowledge 12 Hrs.	Identify, classify various cuts of vegetable, fruits etc. and use various methods of cooking food and preparations of ingredients. (Mapped NOS: THC/N0415)	59.Practice various methods of Cooking Food. (20 hrs.) 60. Identify, Classify the cuts of Vegetable and Fruits. (20 hrs.) 61. Prepare Egg using various methods (Poach, Boil, Fried, Scramble). (10 hrs.) 62. Preparation of Various Egg Dishes. (10 hrs.)	Preparations of ingredients. Methods of Mixing Foods. Methods of Cooking Food- Roasting, baking, Smoking, Grilling, Broiling, Microwave, Frying, Poaching and Peeling. Introduction and Classification Cuts of Vegetables. Classification and uses of Fruits in Cookery. Introduction and Selection. Methods of Cooking and uses of Egg in Cookery. (12 hrs..)
Professional Skill 70Hrs.; Professional Knowledge 42 Hrs.	Plan various types of Menu, Lay and relay Table Covers, A la carte cover, set up Buffet etc, take guests order and serve food. Verify (Mapped NOS: THC/N0409)	63. Plan and prepare different types of Menu- A la carte and Table de Hote. (05 hrs.) 64. Apply principles of Menu Planning. (05hrs.) 65. Practice setting of cover for a la carte and table d' hote menu. (05hrs.) 66. Practice various methods and techniques of different styles of service. (10 hrs.) 67. Perform Menu Compilation. (05hrs.) 68. Handle and maintain food inventory of restaurants/Hotels. (10 hrs.)	Origin of Menus Types of Menus- A la carte and Table de Hote Principles of Menu planning. Menu Compilation French Classical Menu General Accompaniments. (12 hrs..)
		69. Identify equipment to be kept in the sideboard. (05hrs.) 70. Setting-up the Side Board Structure. (05 hrs.) 71. Prepare general up- keeps of the sideboard. (05hrs.) 72. Focus on improving the work efficiency of the staff. (05 hrs.) 73. Arrange cold water jugs with under plates and napkins to cover. (02hrs.) 74. Prepare all-important sauces like Worcestershire sauce, tomato sauce, Soya sauce etc with clean rims and caps. (10hrs.) 75. Follow water service Etiquete towards Guests Service. (4 hrs.) 76. Prepare Buffet Set up Course wise service of Food. (4hrs.) 77. Practice Pre Plated service crumbing of the table. (5hrs.)	Mise-en-place Mise-en - scene Silver Service American/English/ French/Russian (12 hrs..)
		78. Describe different systems of Order Taking. (10 hrs.) 79. Practice taking Guest order, presenting menu and serve food and drinks. (20 hrs.) 80. Practice Handling of Guest Complaints and Grievances. (20 hrs.)	Systems of Order Taking (12 hrs..)

		<p>81. Prepare breakfast layout. (10hrs.)</p> <p>82. Practice Service of different varieties of Breakfast (Indian/English/American/continental/). (10 hrs.)</p>	<p>Types of breakfast: English American Continental Indian (06 hrs..)</p>
<p>Professional Skill 120Hrs.; Professional Knowledge 30 Hrs.</p>	<p>Plan and place guest room supplies and amenities. (Mapped NOS: THC/N0208)</p>	<p>83. Check and serve Guest room Supplies and Amenities. (10hrs.)</p> <p>84. Practice drawing and familiarizing with formats of Lost and Found. (10hrs.)</p> <p>85. Identify and select different types of keys (Computerized etc.) (10 hrs.)</p> <p>86. Prepare register/records of regular supply items. (10hrs.)</p>	<p>Standard Supplies Regular Supplies V.I.P. and V.V.I.P. Standard Contents. Procedures followed for lost and found items. Registers and records maintained. Knowledge of different types of keys Key control. (12 hrs..)</p>
		<p>87. Identify pest control agents. (15hrs.)</p> <p>88. Differentiate categories of pests. (10hrs.)</p> <p>89. Use Insecticide/Pesticide for Control of Pests in the Institute. (15 hrs.)</p>	<p>Importance of pest control Categories of Pests Control of Pests. Different esticides/Insecticides. Used. (12 hrs..)</p>
		<p>90. Make flower arrangements in different styles. (10hrs.)</p> <p>91. Carryout maintenance of indoor plants and flower arrangements. (10 hrs.)</p> <p>92. Practice spraying water to plants, ensure exposure to sun and placement. (10hrs.)</p>	<p>Basic knowledge of flowers indoor plants and their care flower arrangements types and style adequate display. (06 hrs..)</p>
<p>Professional Skill 50Hrs.; Professional Knowledge 12 Hrs.</p>	<p>Use Internet, understand networking concept, LAN/ WAN, E-mails, etc. THC/N9416</p>	<p>93. Practice Networking- LAN, WAN etc. (10 hrs.)</p> <p>94. Use Services on Internet- Websites (WWW) E-Mails, Voice Mails, and Browser and search engines. (10 hrs.)</p> <p>95. Perform Searching Downloading, Printing, Saving portion of web page. (10hrs.)</p> <p>96. Create E-Mail account, login, logout; inbox outbox viewing. (05hrs.)</p> <p>97. Practice sending and saving mails. (05hrs.)</p> <p>98. Send same mails to various users (multi- address). (05hrs.)</p> <p>99. Sending attachment, images and enclosures etc. (05hrs.)</p>	<p>Networking and Internet Communication Concept. (12 hrs..)</p>

Professional Skill 70Hrs.; Professional Knowledge 18 Hrs.	Follow communication Etiquete and maintain positive attitude for dealing with various guest conflict (Mapped NOS: THC/N9902)	100. Communicate clearly with smile avoiding jargon and slang. (25hrs.) 101. Follow greeting etiquetes, call etiquetes, asking permission to hold while on call with customer. (15hrs.) 102. Explain transferring while on call with customer, offer service. (15hrs.) 103. Build relationship by personal preference. (15 hrs.)	CUSTOMER'S CARE SKILLS. (18 hrs..)
Professional Skill 45Hrs.; Professional Knowledge 12 Hrs.	Prepare different soups/ sauces, alcoholic and non- alcoholic beverages, their derivatives etc. (Mapped NOS: THC/ N0415)	104. Practice preparation of Mother Sauces and 2-3 Derivations of each. (25hrs.)	Classification of soups with Examples (Cream Soups/Puree/ Soups/ Veloute/Chowder/consomme National Soups. Classification of Sauces/Composition Recipes of Mother Sauces Derivatives. (06 hrs..)
		105. Practice preparation of various alcoholic and non alcoholic beverages. (20hrs.)	Classification of beverage/ composition recipes of various beverages, Mock tails and Cock tails. (06 hrs..)
On-the-Job Training (OJT)			
Note: During OJT, students have to maintain a log book on daily basis indicating activities performed during the day which shall also be countersigned by section/ department supervisor.			

Exploring hospitality outlets and meals

Objectives: At the end of this exercise you shall be able to

- gain practical exposure to various types of outlets and meals in the hotel industry
- enhance their understanding of different service settings and menu offerings, contributing to a comprehensive knowledge of the catering and hospitality landscape.

Requirements			
Equipments/Tools			
• Notepads and pens	- 1 No.	• Comfortable clothing and footwear for walking and standing	- 1 No.
• Camera or smartphone for taking pictures (if allowed)	- 1 No.	• Map or directions to nearby hotels	- 1 No.
		• Squeegees	- 1 No.

PROCEDURE

TASK 1: Introduction (Classroom Setting)

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| <p>1 Begin with a brief introduction to the importance of understanding various hospitality outlets and meals in the hotel industry. Discuss the significance of different service settings such as coffee shops, snack bars, and room service. Emphasize the diversity of meals offered in each setting.</p> <p>2 Provide students with maps or directions to nearby hotels that they will be visiting. Assign groups and ensure each group has a notepad and pen for note-taking during the visit.</p> | <p>3 Visit to Hotel Outlets - 2 hours: Instruct students to visit a nearby hotel and explore the following outlets:</p> <ul style="list-style-type: none"> • Coffee Shop: Observe the ambiance, menu offerings, and the overall customer experience. • Snack Bar: Examine the snack options available, pricing, and the layout of the bar. • Room Service: If possible, inquire about the room service menu, delivery process, and presentation. |
|--|---|

TASK 2: Observation and Note-Taking

- 1 After visiting each outlet, allocate time for students to discuss their observations within their groups. Encourage them to take notes on the following:
- Atmosphere and ambiance
 - Menu variety and pricing
 - Staff interactions and customer service
 - Unique features or specialties of each outlet

Photo Documentation

If allowed, students can take pictures of the outlets, menus, and any noteworthy aspects. Remind them to respect the hotel's policies regarding photography.

TASK 3: Debriefing Session

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| <p>1 Bring the students back to the classroom for a debriefing session. Each group can share their observations, and a class discussion can follow.</p> | <p>2 Discuss any common trends, differences, or surprises discovered during the visits.</p> |
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TASK 4: Reflection and Report - Homework Assignment

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| <p>1 Assign students to write a short reflective report summarizing their experiences.</p> <p>2 They should include insights gained, challenges observed, and suggestions for improvement in each outlet.</p> | <p>3 This report can be submitted as homework.</p> |
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Report Sheet

S.No.	Type of the Outlet	Observations		Remarks
1	Coffee Shop Observation	Ambiance	Describe the overall atmosphere and decor.	
			Note any unique features or themes.	
		Menu Offerings	List a few items from the menu.	
			Highlight any specialty drinks or dishes.	
		Customer Experience	Comment on the level of customer service	
Were there any specific customer interactions worth noting?				
Observations/Notes	Any other observations or insights regarding the coffee shop			
2	Snack Bar Exploration	Snack Options	List some snack options available	
			Include pricing if observed	
		Bar Layout	Describe the layout of the snack bar	
			Note any interactive or engaging elements	
		Customer Interaction	Share any experiences with the staff	
Were there any challenges or positives in customer interactions?				
Observations/Notes	Additional observations or insights regarding the snack bar			
3	Room Service Inquiry	Room Service Menu	Summarize the room service menu if obtained	
			Highlight any distinctive features	
		Delivery Process	Inquire about the room service delivery process	
			Note any efficiency or improvement points	
		Presentation	Comment on the presentation of the room service items	
Any notable details regarding serving or packaging?				
Observations/Notes	Any other observations or insights regarding room service			
4	General Observation	Atmosphere and Ambiance	Note common trends or differences observed in the atmosphere	
		Menu Variety and Pricing	Identify any patterns in menu variety and pricing across outlets	
		Staff Interactions and Customer Service	Highlight common aspects of staff interactions and customer service	
		Unique Features or Speciales	Summarize any unique features or speciales discovered during the visit	

Classification of food and beverage operation types

Objectives: At the end of this exercise you shall be able to

- distinguish between different types of Food and Beverage operations, with a specific focus on Commercial and Welfare categories
- enhance their understanding of the diverse nature of these operations and identify unique human resource management challenges associated with each within the catering and hospitality industry.

Requirements	
Equipments/Tools	
• Handouts on Commercial and Welfare Food and Beverage operations	- 1 No.
• Case studies highlighting HR challenges in either category	- 1 No.
• Whiteboard or flip chart	- 1 No.
• Markers (colored)	- 1 No.
• Laptops/computers for research (optional)	- 1 No.
• Projector (optional)	- 1 No.
• Grouping materials (paper, writing materials)	- 1 No.
• Timer/stopwatch	- 1 No.
• Facilitator’s guide	- 1 No.

PROCEDURE

TASK 1: Introduction

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| 1 Start with a brief overview of the importance of understanding different types of Food and Beverage operations in the context of human resource management. | 2 Introduce the two main categories: Commercial and Welfare Food and Beverage operations. |
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TASK 2: Research and Understanding (20 minutes)

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| 1 Provide handouts or online resources that explain the characteristics, goals, and objectives of Commercial and Welfare Food and Beverage operations. | 2 Encourage students to take notes and highlight key points. |
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TASK 3: Group Discussion

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| 1 Divide the students into small groups. | 3 Each group should appoint a spokesperson to present their findings to the class. |
| 2 Ask each group to discuss and list the key differences between Commercial and Welfare Food and Beverage operations. | |

TASK 4: Case Study Analysis

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| 1 Provide a case study for each group related to human resource management challenges in either a Commercial or Welfare Food and Beverage operation. | Presentation |
| 2 Ask the groups to analyze the case study, identify HR issues, and suggest potential solutions. | 1 Each group presents their case study analysis to the class. |
| | 2 Encourage discussions and questions from the rest of the class. |

TASK 5: Reflection and Conclusion

- 1 Facilitate a class-wide discussion on the insights gained from the exercise.
- 2 Conclude by emphasizing the importance of adapting HR strategies based on the specific nature of Food and Beverage operations.

Case Study: Challenges in a Commercial Food and Beverage Operation

Background: XYZ Restaurant is a popular commercial food and beverage establishment known for its diverse menu and vibrant atmosphere. The restaurant caters to a wide range of customers, from families to business professionals. XYZ Restaurant has been facing several human resource management challenges that are impacting its overall performance.

Scenario: Over the past few months, XYZ Restaurant has experienced a significant increase in staff turnover, particularly among servers and kitchen staff. This has led to operational disruptions, delays in service, and declining customer satisfaction. The HR department has identified several key challenges contributing to this issue.

Challenges

1 High Turnover Rates

The turnover rates among servers and kitchen staff have reached alarming levels. Employees are leaving the organization for various reasons, including better offers from competitors and dissatisfaction with working conditions.

2 Inadequate Training Programs

The existing training programs for new hires are considered insufficient. Employees feel unprepared to handle the fast-paced environment and diverse customer base, leading to increased stress and dissatisfaction.

3 Communication Breakdown

There is a notable lack of effective communication between the management, kitchen staff, and servers. Miscommunication has resulted in incorrect orders, delays, and a general sense of disorganization.

4 Employee Morale

Morale among the staff is low, contributing to a negative work environment. Employees feel unappreciated, and there is a lack of team cohesion.

Tasks for Analysis

1 Identify Root Causes

Analyze the factors contributing to the high turnover rates and identify the root causes behind inadequate training and poor communication.

2 Develop Solutions

Propose HR strategies and initiatives to address the identified challenges. Consider training programs, communication protocols, and employee engagement strategies.

3 Prioritize Actions

Prioritize the proposed solutions based on their potential impact and feasibility of implementation in a busy commercial food and beverage operation.

4 Present Recommendations

Prepare a presentation outlining your group's analysis, proposed solutions, and the rationale behind your recommendations.

Note to Facilitator: Encourage groups to consider the unique aspects of a commercial food and beverage operation and how HR strategies can positively impact employee retention, performance, and overall customer satisfaction. The case study is designed to stimulate discussions on practical HR challenges in a dynamic and fast-paced environment.

Catering & Hospitality Assistant - Duties and Responsibilities

Perfecting the art of waitering: Dress codes and attribute

Objectives: At the end of this exercise you shall be able to

- comprehend and implement the suitable dress codes for waiters in catering and hospitality settings
- exhibit a professional and refined appearance while providing excellent customer service.

Requirements

Equipments/Tools

- Uniforms or appropriate dress code examples - 1 No.
- Full-length mirrors - 1 No.
- Role-play scenarios or customer service situations - 1 No.
- Checklist for waiter attributes and dress codes - 1 No.
- Feedback forms - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Briefly discuss the importance of a waiter’s appearance and demeanor in the hospitality industry.
- 2 Share information on different types of uniforms and dress codes commonly used in restaurants.
- 3 Emphasize the role of uniforms in creating a positive impression on customers.

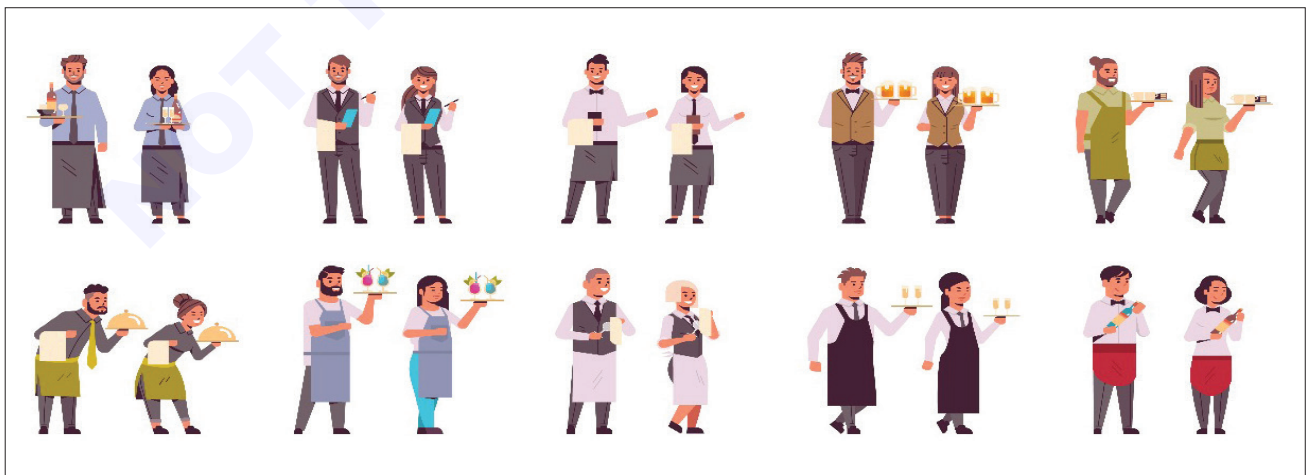
Attributes of a Waiter

Dress Code Overview

- 1 Display various examples of waiter uniforms or dress codes.
- 2 Discuss the importance of cleanliness, hygiene, and attention to detail in dressing.
- 4 Provide a list of essential attributes for waiters, including professionalism, politeness, and attentiveness.
- 2 Discuss the importance of body language, posture, and personal grooming.
- 3 Highlight the significance of a positive attitude and effective communication.

TASK 2: Dress-up Session

- 1 Divide the students into pairs or small groups.
- 2 Provide each group with a set of uniforms or dress code items.
- 3 In front of a full-length mirror, have students help each other put on the uniforms, ensuring proper fit and neatness.
- 4 Encourage students to pay attention to details such as ironing, polishing shoes, and securing accessories.



TASK 3: Role-Playing Scenarios

- 1 Create different role-play scenarios representing real-life customer service situations.
- 2 Each student or group takes turns being the waiter while others play customers.
- 3 Emphasize the importance of applying attributes learned earlier, such as attentiveness, problem-solving, and maintaining a positive attitude.

TASK 4: Feedback and Discussion

- 1 After each role-play, provide constructive feedback on both attributes and dress code adherence.
- 2 Encourage students to share their experiences and observations.
- 3 Discuss any challenges faced and how they can be overcome.

TASK 5: Reflection and Improvement

- 1 Have students reflect on the importance of dressing appropriately and displaying the right attributes in the hospitality industry.
- 2 Discuss strategies for continuous improvement in both appearance and customer service skills.

List of essential attributes for waiters

S.No.	Particulars	Details
1	Professionalism	Maintaining a well-groomed appearance and wearing a clean and well-fitted uniform
		Demonstrating a commitment to high standards of service and customer satisfaction
2	Politeness	Greeting guests with a warm and friendly demeanor.
		Using polite language and showing respect to customers and colleagues.
3	Attentiveness	Being observant and responsive to customer needs.
		Anticipating requests and providing proactive assistance.
4	Effective Communication	Clear and concise communication with customers and colleagues
		Actively listening to customer orders and inquiries.
		Communicating any relevant information about the menu or specials.
5	Teamwork	Collaborating with kitchen staff and other waitstaff to ensure smooth service
		Helping colleagues during busy periods and maintaining a cooperative attitude

Roleplay

Night of Elegance: Fine Dining at the Grand Plaza Hotel”

Characters

- 1 Chef Johnson - Head Chef at the Grand Plaza Hotel
- 2 Emily - Restaurant Manager
- 3 Mark - Waiter
- 4 Sarah - Guest (pretend customer)
- 5 Alex - Assistant Waiter

Scene 1: Briefing

[Emily gathers the students for a pre-service briefing in the hotel restaurant]

Emily: Good evening, everyone. Tonight, we have a special event at the Grand Plaza Hotel, and we'll be providing fine dining service. Chef Johnson will ensure the food is

impeccable, and our goal is to deliver exceptional service. Mark, you'll be the main waiter, and Alex, you'll assist him. Let's focus on creating a memorable experience for our guest, Sarah.

Scene 2: Welcoming the Guest

[Mark and Alex stand at the entrance as Sarah enters]

Mark: Good evening, madam. Welcome to the Grand Plaza Hotel. My name is Mark, and this is Alex. We are delighted to have you with us tonight.

Sarah: Thank you. It's a pleasure to be here. Mark: May I take your coat?

Sarah: Yes, please.

[Mark takes the coat and hands it to Alex] Mark: Alex will assist you to your table.

Scene 3: Seating the Guest

[Alex leads Sarah to her table]

Alex: Right this way, madam. Here is your table with a lovely view. Sarah: Thank you, it's beautiful.

Alex: Your server tonight will be Mark, and he'll be with you shortly to take your order.

Scene 4: Taking the Order

[Mark approaches the table]

Mark: Good evening, madam. I hope you're finding everything to your liking. My name is Mark, and I'll be your server tonight. Can I start you off with a drink?

Sarah: I'll have a glass of your house white wine, please.

Mark: Excellent choice. And may I recommend the Chef's Special for tonight? Sarah: That sounds wonderful. I'll go with that.

Mark: Thank you. Your order will be with you shortly.

Scene 5: Serving the Meal

[Chef Johnson prepares the Chef's Special, while Mark and Alex ensure the table is set] Mark: Madam, your Chef's Special is served. I hope you enjoy your meal.

Sarah: It looks delicious. Thank you.

[Mark and Alex continue to check on Sarah during the meal, refilling water and ensuring everything is to her satisfaction]

Scene 6: Dessert and Farewell

[After Sarah finishes her meal, Mark approaches]

Mark: I hope you enjoyed your meal. Would you like to see our dessert menu? Sarah: Yes, please.

[Mark presents the dessert menu and takes Sarah's order]

Mark: Thank you for dining with us tonight. We hope to see you again soon. Sarah: It was a delightful experience. Thank you.

[Mark and Alex bid farewell to Sarah as she leaves the restaurant]

Emily: Great job, everyone! Your attention to detail and professionalism made the dining experience memorable. Remember, the key is to always exceed the guest's expectations.

Grooming, personal hygiene and care in catering and hospitality

Objectives: At the end of this exercise you shall be able to

- recognize the significance of grooming, personal hygiene, and self-care in the professional catering and hospitality setting
- cultivate practical skills for maintaining a positive and hygienic work environment, leaving a favorable impression on customers and colleagues.

Requirements			
Equipments/Tools			
• Uniforms or appropriate work attire	- 1 No.	• Mirrors	- 1 No.
• Hairnets or caps	- 1 No.	• Personal grooming kits (combs, brushes, etc.)	- 1 No.
• Disposable gloves	- 1 No.	• Instructional posters on proper grooming and hygiene	- 1 No.
• Hand sanitizers or handwashing facilities	- 1 No.		

PROCEDURE

TASK 1: Introduction

Begin with a brief discussion on the significance of grooming, personal hygiene, and self-care in the catering and hospitality industry. Emphasize how these practices contribute to a professional image and the overall customer experience.

Personal Grooming Session

- 1 Instruct students to wear their uniforms or appropriate work attire.
- 2 Provide mirrors and personal grooming kits. c. Guide students in grooming practices such as hair care, beard grooming (if applicable), and maintaining neat and clean fingernails. d. Discuss the importance of a tidy appearance in customer-facing roles.

TASK 2: Hygiene Demonstration

- 1 Introduce proper hand hygiene practices, including handwashing techniques and the use of hand sanitizers.
- 2 Demonstrate how to wear disposable gloves correctly and discuss when it is appropriate to use them.

- 3 Highlight the importance of maintaining a clean and sanitized work environment.

TASK 3: Uniform and Attire Inspection

- 1 Conduct a brief inspection of students' uniforms and overall appearance.

- 2 Provide constructive feedback on grooming and personal hygiene practices.

TASK 4: Role-Play Scenario

- 1 Create a role-play scenario where students interact with each other or act as customers.
- 2 Emphasize the importance of maintaining professionalism and good personal hygiene during customer interactions.

- 3 Provide feedback on communication skills, body language, and overall appearance.

Hygiene Demonstration

Maintaining Clean Hands and a Sanitized Work Environment

Introduction

- 1 Briefly explain the importance of maintaining clean hands in the catering and hospitality industry.
- 2 Emphasize that proper hand hygiene is crucial for preventing the spread of pathogens and ensuring the safety of both customers and colleagues.

Handwashing Technique

- 1 Wet hands thoroughly under running water.
- 2 Soap Application: Apply enough soap to cover all hand surfaces.
- 3 Rubbing and Lathering: Rub hands together vigorously for at least 20 seconds, ensuring soap covers all areas, including between fingers and under nails.
- 4 Rinsin: Rinse hands thoroughly under running water to remove soap.
- 5 Drying: Dry hands using disposable towels or hand dryers.

Glove Usage

- 1 Explain situations that warrant the use of disposable gloves, such as handling food, cleaning, or when direct hand contact with surfaces is necessary.
- 2 Correct Glove Application:
- 3 Demonstrate the correct way to put on disposable gloves, ensuring a snug fit without compromising dexterity.
- 4 Changing Gloves
- 5 Show how to change gloves when moving between tasks or after potential contamination.
- 6 Proper Removal



- 7 Highlight the proper technique for removing gloves to prevent cross-contamination.

Maintaining a Sanitized Work Environment Cleaning and Sanitizing Surfaces

- 1 Discuss the importance of regularly cleaning and sanitizing work surfaces, especially those in direct contact with food.
- 2 Demonstrate the correct use of sanitizing solutions and disposable wipes

Role-Play Coffee Shop Interaction

Roles

1 Customer A (Student)

Visiting the coffee shop to work on a laptop and enjoy a cup of coffee.

2 Barista A (Student)

Behind the counter, responsible for taking orders and preparing beverages. Emphasizes friendly customer service and efficiency.

3 Customer B (Student)

Waiting in line to place an order.

4 Barista B (Student)

Assisting Barista A and responsible for maintaining the cleanliness of the coffee shop.

Dialogues

Scene 1: Customer A and Barista A Interaction

Customer A enters the coffee shop and approaches the counter.

Customer A: Hello! I'd like a medium-sized latte, please. Also, do you have any pastries available?

Barista A: Absolutely! One medium latte and coming right up. And, yes, we have a selection of pastries – we have croissants, muffins, and cinnamon rolls. Which one

would you like?

Customer A: I'll go with a cinnamon roll, please.

Barista A: Perfect choice! Your total is \$8.50. Will you be paying with cash or card?

Customer A: I'll use my card, thank you.

Customer A pays, receives the latte and cinnamon roll, and moves to a table.

Scene 2: Customer B and Barista B Interaction

Customer B approaches the counter.

Customer B: Hi there! I'd like a black coffee to go, please.

Barista B: Sure thing! One black coffee to go. Would you like anything else?

Customer B: No, just the coffee. Thank you.

Barista B: Alright, that'll be \$3.50. Cash or card?

Customer B: I'll use my card.

Customer B pays, receives the coffee, and leaves the counter.

Scene 3: Conflict Resolution

Customer A, who is working on a laptop, approaches the counter.

Customer A: Excuse me, there seems to be an issue with my latte. It's not as hot as I expected.

Barista A: I'm sorry to hear that. Let me fix that for you. I'll make you a fresh one right away.

Customer A: Thank you. I appreciate that.

Barista A quickly prepares a new latte for Customer A.

Barista A: Here's your freshly made, piping hot latte. I apologize for the inconvenience.

Customer A: No problem at all. Thank you for addressing it so quickly.

Customer A returns to their table, satisfied.

Catering & Hospitality Assistant - Duties and Responsibilities

Personal development workshop - unleashing your hospitality persona

Objectives: At the end of this exercise you shall be able to

- develop personal development skills by gaining insights into their personalities
- enhance communication skills relevant to the catering and hospitality context
- cultivate a professional demeanor conducive to success in the industry.

Requirements			
Equipments/Tools			
• Whiteboard and markers	- 1 No.	• Writing materials (pens, pencils)	- 1 Set
• Personality assessment tools (e.g., Myers-Briggs Type Indicator, DISC assessment)	- 1 Set	• Audiovisual equipment for presentations	- 1 No.
• Flip charts or large paper	- 1 No.	• Worksheets for communication skills exercises	- 1 Set

PROCEDURE

TASK 1: Introduction

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| <p>1 Welcome students and introduce the importance of personal development in the catering and hospitality industry.</p> | <p>2 Discuss how understanding one's personality and improving communication skills can enhance their professional growth.</p> |
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TASK 2: Personality Assessment

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| <p>1 Conduct a brief overview of personality types and their relevance in the workplace.</p> <p>2 Distribute personality assessment tools or conduct a quick interactive session using a whiteboard to discuss common personality traits.</p> | <p>3 Allow students to reflect on their personality types and how they can leverage their strengths in the catering and hospitality field.</p> |
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TASK 3: Group Discussion

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| <p>1 Facilitate a group discussion on how different personality types can contribute to a dynamic team in the industry.</p> | <p>2 Discuss scenarios where various personality traits may be beneficial in different roles within catering and hospitality.</p> |
|---|---|

TASK 4: Communication Skills Workshop Effective Verbal Communication

- 1 Conduct an interactive session on effective verbal communication skills, including tone, pitch, and pacing.
- 2 Students participate in role-plays to practice clear and concise communication in different scenarios.

Non-Verbal Communication

- 1 Highlight the significance of non-verbal cues in customer interactions.
- 2 Engage students in activities that focus on body language, eye contact, and facial expressions.

Active Listening Skills

- 1 Discuss the importance of active listening in the hospitality industry.
- 2 Conduct a listening skills exercise where students pair up, take turns sharing stories, and practice active listening.

TASK 5: Effective Verbal Communication Skills

- 1 Begin by discussing the importance of effective verbal communication in the catering and hospitality industry.
- 2 Emphasize how tone, pitch, and pacing contribute to creating positive customer interactions and a professional atmosphere.

Understanding Tone, Pitch, and Pacing

- 1 Use the whiteboard to explain each element - tone (the emotional quality of the voice), pitch (the highness or lowness of the voice), and pacing (the speed at which one speaks).

Role-Play Scenario Setup

- 1 Prepare scenarios or role-play cards related to common catering and hospitality situations (e.g., taking orders, addressing complaints, providing information about a menu item).

Pairs Practice

- 2 Divide students into pairs. **Role-Play Scenario: "Taking a Customer Order"**

Roles

1 Server A (Student)

Responsible for taking the customer's order.

2 Customer A (Student)

Entering the restaurant and ready to place an order.

Dialogue

Setting: A casual restaurant. Customer A approaches the counter.

Server A

(Warm and welcoming tone) Hello! Welcome to [Restaurant Name]. How may I assist you today?

Customer A

(Friendly and upbeat) Hi! I'm looking to order something for lunch. What would you recommend?

Server A

(Enthusiastic tone) Certainly! Our specials today include a delicious chicken Alfredo pasta and a grilled salmon salad. Are you in the mood for something specific?

- 2 Provide examples of how these elements can be adjusted to convey different messages.

Demonstration

- 1 Demonstrate the impact of tone, pitch, and pacing through a live example or pre-recorded audio clips.
- 2 Discuss how different combinations can create varied impressions on listeners.

Customer A

(Curious) The chicken Alfredo sounds tempting. What sides do you recommend with that?

Server A

(Helpful tone) Great choice! I recommend pairing the chicken Alfredo with our garlic bread, and you can add a side salad for a refreshing touch. How does that sound?

Customer A

(Satisfied) Sounds perfect! I'll go with the chicken Alfredo, garlic bread, and the side salad.

Server A

(Expressive tone) Excellent! That's a fantastic combination. Would you like a drink with your meal, perhaps our freshly brewed iced tea or a soft drink?

Customer A

(Thoughtful) I'll go with the iced tea, please.

Server A

(Positive and upbeat) Wonderful choice! Your order is the chicken Alfredo with garlic bread, a side salad, and a refreshing iced tea. Anything else I can get for you today?

Customer A

(Appreciative) That's all for now, thank you!

Server A

(Grateful) Perfect! Your order will be ready shortly. Please take a seat, and we'll bring it to you. Enjoy your meal!

Catering & Hospitality Assistant - Duties and Responsibilities

Cross-departmental co-ordination for enhanced hospitality services

Objectives: At the end of this exercise you shall be able to

- comprehend the importance of effective coordination with various departments in catering and hospitality
- practice and demonstrate teamwork skills to enhance overall hospitality services.

Requirements

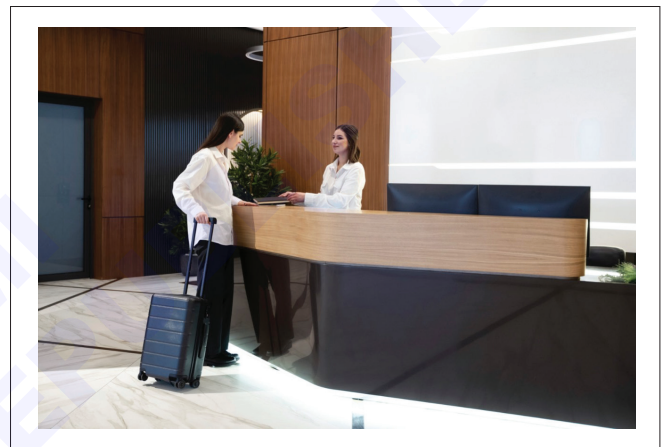
Equipments/Tools

- | | | | |
|---|---------|--|---------|
| • Whiteboard and markers | - 1 No. | • Role-play scenarios related to common hospitality challenges | - 1 Set |
| • Flip charts or large paper | - 1 No. | • Timer or stopwatch | - 1 No. |
| • Writing materials (pens, pencils) | - 1 No. | | |
| • Audiovisual equipment for presentations | - 1 No. | | |

PROCEDURE

TASK 1: Introduction

- 1 Explain the importance of cross-departmental coordination in the catering and hospitality industry.
- 2 Discuss how seamless co-ordination contributes to a positive guest experience.



TASK 2: Understanding Different Departments

- | | |
|---|---|
| 1 Identify key departments within a hospitality establishment (e.g., Kitchen, Service, Housekeeping, Front desk). | 2 Discuss the roles and responsibilities of each department in delivering excellent hospitality services. |
|---|---|

TASK 3: Interactive Presentation

- | | |
|---|--|
| 1 Use visual aids to demonstrate the interconnectedness of different departments. | 2 Provide examples of successful coordination leading to enhanced customer satisfaction. |
|---|--|

TASK 4: Group Discussion

- | | |
|---|---|
| 1 Facilitate a group discussion on potential challenges in coordinating with different departments. | 2 Encourage students to share their insights and experiences. |
|---|---|

TASK 5: Role-Play Scenarios - Scenario Setup

- 1 Prepare role-play scenarios representing common coordination challenges (e.g., handling a special dietary request, managing room service orders during peak hours).



Role play

Navigating Coordination Challenges in a Hotel

Roles

1 Guest (Student)

Has specific dietary restrictions and expectations for room service.

2 Front Desk Agent (Student)

Manages guest check-ins, requests, and communicates with various departments.

3 Chef (Student)

Oversees the kitchen and is responsible for preparing meals.

4 Room Service Attendant (Student)

Takes and delivers room service orders.

Scenario 1: Special Dietary Request

Setting: A guest has just checked into the hotel and has specific dietary restrictions.

Front Desk Agent

(Welcoming) Welcome to [Hotel Name]! How may we assist you during your stay?

Scenario 2: Managing Room Service During Peak Hours

Setting: The hotel is experiencing peak hours, and multiple guests have ordered room service.

Room Service Attendant

(Checking in with the kitchen) We have several room service orders. What's the status on the current orders, Chef?

Chef

(Updating) We're handling multiple orders at the moment. Please prioritize based on the requested delivery times.

Guest

(Explaining) Hi, I have some dietary restrictions. I'm allergic to gluten, and I prefer vegan options. Can you ensure my meals cater to these needs?

Front Desk Agent

(Assuring) Absolutely! We take dietary restrictions seriously. I'll make a note of it, and our chef will ensure your meals meet your requirements.

Chef

(Speaking with the Front Desk) I received a note about the guest's dietary restrictions. Let me know the details, and I'll plan the menu accordingly.

Front Desk Agent

(Providing details) The guest is allergic to gluten and prefers vegan options.

Chef

(Assuring) Noted. I'll create a customized menu and ensure the kitchen staff is aware of the special requirements.

Front Desk Agent

(Communicating with the Room Service Attendant) We have a guest in Room 302 who has a business meeting at 1 PM. Ensure their order is delivered by then.

Room Service Attendant

(Acknowledging) Got it. I'll prioritize Room 302 and coordinate with the kitchen to expedite the order.

Guest

(Calling Room Service) I ordered lunch 30 minutes ago, and it hasn't arrived yet. I have a meeting in 10 minutes.

Room Service Attendant

(Apologizing) I apologize for the delay, sir. I'll check on your order immediately and ensure it reaches you promptly.

Small Group Discussion: Effects of Lack of Coordination in the Hospitality Industry

Group Division

Facilitator divides the students into three groups; each focusing on a specific aspect of the effects of lack of coordination in the hospitality industry.

Topics for the groups to discuss.

Group 1: Communication Breakdowns

Group 2: Operational Inefficiencies

Group 3: Guest Experience and Reputation

Group 1: Communication Breakdowns

Potential Results

- 1 Delayed Service: Miscommunication between the front desk and kitchen can result in delayed service, leading to guest dissatisfaction.
- 2 Incorrect Orders: Lack of clear communication may result in kitchen staff preparing the wrong dishes, impacting the overall dining experience.
- 3 Lost Reservations: Failure to communicate room availability to the reservations department can lead to overbooking or missed reservations.

Proposed Solutions

- 1 Implement Communication Protocols: Establish clear communication protocols for sharing guest information and orders.
- 2 Utilize Technology: Implement technology solutions like digital communication platforms to ensure real-time updates.
- 3 Training Programs: Conduct regular training programs to enhance communication skills among staff.

Group 2: Operational Inefficiencies

Potential Results

- 1 Resource Wastage: Inefficiencies in inventory management can lead to overstocking or stockouts, resulting in resource wastage.
- 2 Employee Burnout: Poorly coordinated schedules and tasks can contribute to employee burnout, affecting productivity and morale.

- 3 Guest Complaints: Operational delays may result in guest complaints about slow service or unavailability of facilities.

Proposed Solutions

- 1 Implement Efficient Scheduling: Create optimized schedules to ensure the right number of staff is available during peak times.
- 2 Utilize Technology for Inventory Management: Implement inventory management systems to track stock levels and prevent wastage.
- 3 Regular Performance Reviews: Conduct regular performance reviews to identify operational bottlenecks and address them promptly.

Group 3: Guest Experience and Reputation

Potential Results

- 1 Negative Reviews: Guest dissatisfaction due to coordination issues can lead to negative online reviews, impacting the establishment's online reputation.
- 2 Loss of Repeat Business: Guests who have a poor experience are less likely to return, leading to a loss of potential repeat business.
- 3 Competitive Disadvantage: Establishments with a reputation for poor coordination may struggle to compete with others that offer a more seamless guest experience.

Proposed Solutions

- 1 Guest Feedback Systems: Implement effective guest feedback systems to identify and address issues promptly.
- 2 Employee Training on Guest Service: Provide extensive training to staff on the importance of guest satisfaction and how their roles contribute.
- 3 Establish Quality Assurance Protocols: Regularly review and enhance quality assurance protocols to ensure a consistently positive guest experience.

Identifying service equipment in catering and hospitality

Objective: At the end of this exercise you shall be able to

- acquaint themselves with the various service equipment commonly utilized in the catering and hospitality industry.

Requirements	
Equipments/Tools	
• A variety of service equipment (plates, glasses, cutlery, etc.)	- 1 Set
• Printed labels with the names of each piece of equipment	- 1 Set
• Flipchart or whiteboard for group discussions	- 1 No.
• Pens and notepads for students	- 1 Set

PROCEDURE

TASK 1: Introduction

- | | |
|---|--|
| <p>1 Start with a brief presentation on the importance of knowing and understanding different service equipment in the catering and hospitality industry.</p> | <p>2 Discuss how appropriate use of equipment enhances the dining experience for guests.</p> |
|---|--|

TASK 2: Equipment Display

- 1 Arrange a display table with various types of service equipment. Include items like different types of plates, glasses, cutlery, serving utensils, and table linens.
- 2 Ensure each piece of equipment is labeled with its name.
- 3 Allow students to visually inspect and take notes on the different items.

Hands-On Identification

- 1 Divide the students into small groups.
- 2 Provide each group with a checklist of service equipment names (corresponding to the labeled items on the display).
- 3 Instruct the groups to match the names with the correct pieces of equipment on the display.
- 4 Encourage hands-on examination and discussion within the groups.

TASK 3: Group Discussions

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Reconvene the whole class for a group discussion. 2 Each group shares their findings, discussing the specific features and uses of the equipment they examined. | <ol style="list-style-type: none"> 3 Facilitate a Q&A session to address any questions or uncertainties. |
|--|---|

TASK 4: Case Studies and Scenario Analysis

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Introduce case studies or scenarios where specific service equipment is required for different types of events (e.g., formal dinner, buffet, cocktail party). | <ol style="list-style-type: none"> 2 Ask each group to discuss and identify the most suitable equipment for each scenario. 3 Groups present their choices and reasoning to the class. |
|---|---|

TASK 5: Role-Play Exercise

- 1 Divide the class into two groups: one representing the service staff, and the other representing the guests.
- 2 Provide a scenario (e.g., a formal dinner) and ask the service staff to set up the table using the appropriate equipment.
- 3 The guest group evaluates the setup and provides feedback on whether the chosen equipment aligns with the event's ambiance and formality.



Group Discussion

Identifying Service Equipment - Sharing Findings

Facilitator

Welcome back, everyone! I hope your group activities were insightful. Now, let's come together for a group discussion where each team will share their findings on the specific features and uses of the equipment they examined. Group 1, please start us off.

Group 1 - Presentation

Presenter: In our group, we focused on different types of plates and cutlery. We identified that the round plates are typically used for main courses, while smaller plates are used for appetizers or desserts. As for cutlery, we discussed the purpose of each fork, knife, and spoon, highlighting their specific uses in formal dining settings. Facilitator: Great insights! Can anyone from the class add to or comment on what Group 1 shared?

Group 2 - Presentation

Presenter: Our group concentrated on glassware and serving utensils. We discussed the different types of glasses, such as water glasses, wine glasses, and champagne flutes, and how they enhance the drinking experience. Additionally, we looked at various serving utensils like ladles and tongs and their role in buffet setups.

Facilitator: Excellent observations! Any questions or additional thoughts from the class?

Group 3 - Presentation

Presenter: Our focus was on table linens and napkin folding techniques. We explored how tablecloths and napkins contribute to the overall table aesthetics. Additionally, we delved into different napkin folds, demonstrating how they can add a touch of elegance to the dining experience.

Facilitator: Wonderful! Does anyone have comments or questions about what Group 3 presented?

Open Floor Discussion Facilitator: Now, let's open the floor for general reflections and questions. What stood out to you during these presentations? Are there any equipment features or uses that surprised you or that you'd like more clarification on?

Example Comments

"I didn't realize there were so many types of glasses for different drinks. It's interesting how each one is designed to enhance the characteristics of specific beverages."

"The napkin folding techniques were a nice touch! I can see how paying attention to such details can elevate the overall dining experience."

"How important do you think these details are in a casual dining setting versus a formal event?"

Role-Play

Formal Dinner Setup Evaluation

Scenario: A prestigious hotel is hosting a formal dinner event in its elegant banquet hall. The service staff is tasked with setting up the dining tables to ensure a sophisticated and welcoming ambiance for the guests.

Instructions

1 Divide the Class

Split the class into two groups: Service Staff and Guests.

2 Service Staff Group

Assign roles within the service staff group, such as Head Server, Waitstaff, and Table Setter. Provide the service staff group with a selection of service equipment, including different types of plates, glassware, cutlery, napkins, and table linens.

3 Guest Group

Assign roles within the guest group, such as Event Organizer, Distinguished Guest, and Observers.

The Guest group should be prepared to evaluate the setup based on the event's formality, providing constructive feedback.

4 Scenario Introduction

Briefly explain the scenario to both groups: A high-profile formal dinner event where attention to detail is crucial for creating an impeccable guest experience.

Role-Play Script

Service Staff Group

Head Server: Welcome, team! Our task is to set up the dining tables for tonight's formal dinner. Let's ensure everything is perfect. Table Setter, please arrange the place settings according to the event's formality.

1 Table Setter: Certainly, Head Server. I'll start with the placement of the dinner plates and coordinating cutlery. How about we use the charger plates to add a touch of sophistication?

2 Waitstaff: For glassware, shall we go with water glasses, wine glasses, and champagne flutes? It aligns with the expected variety of beverages for a formal event.

3 Head Server: Excellent choices! And make sure the napkins are elegantly folded. Let's also add some floral centerpieces to enhance the overall ambiance.

Guest Group

1 Event Organizer: As the event organizer, I'm looking for a setup that exudes sophistication. Observers, pay attention to the details.

2 Distinguished Guest: I appreciate the effort in creating a formal atmosphere. The charger plates and well-folded napkins are a nice touch.

3 Observers: The glassware seems appropriate for a formal dinner, and the floral centerpieces add a touch of class. However, is there a reason for the specific choice of cutlery?

4 Distinguished Guest: Yes, I agree. The choice of cutlery should align with the planned menu. Also, let's ensure there's ample space between tables for a comfortable dining experience.

Facilitator's Guidance

Observe and guide both groups during the role-play, ensuring they consider the formality of the event and pay attention to details.

- Encourage constructive feedback from the Guest group and reflections from the Service Staff group on their choices.
-

Equipment familiarization and classification in catering and hospitality

Objectives: At the end of this exercise you shall be able to

- identify and become familiar with various types of equipment, such as glassware, tableware, cutlery, crockery, and other essential items in the catering and hospitality industry
- understand the classification of these items based on their specific usage in service contexts.

Requirements	
Equipments/Tools	
• Samples of glassware, tableware, cutlery, crockery, and additional equipment	- 1 Set
• Printed labels with the names and classifications of each item	- 1 Set
• Flipchart or whiteboard for group discussions	- 1 Set
• Pens and notepads for students	- 1 Set

PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief presentation on the importance of understanding and classifying different types of equipment in the catering and hospitality industry.
- 2 Emphasize how proper knowledge contributes to efficient service and a positive guest experience.

Equipment Display

- 1 Arrange a display table with samples of glassware, tableware, cutlery, crockery, and other equipment.
- 2 Ensure each item is labeled with its name and classification (e.g., glassware: wine glass, tableware: charger plate, cutlery: dessert fork).
- 3 Allow students to visually inspect and take notes on the different items.

TASK 2: Classification Exercise

- 1 Divide the students into small groups.
- 2 Provide each group with a checklist of equipment classifications (e.g., glassware types, plate types, cutlery types).

- 3 Instruct the groups to match the items on the display table with their correct classifications.
- 4 Encourage hands-on examination and discussion within the groups.

TASK 3: Group Discussions

- 1 Reconvene the whole class for a group discussion.
- 2 Each group shares their findings, discussing the specific features and classifications of the equipment they examined.

- 3 Facilitate a Q&A session to address any questions or uncertainties.

TASK 4: Case Studies and Scenario Analysis

- 1 Introduce case studies or scenarios where specific equipment is required for different types of events (e.g., formal dinner, buffet, outdoor picnic).
- 2 Ask each group to discuss and identify the most suitable equipment for each scenario.

- 3 Groups present their choices and reasoning to the class.

TASK 5: Role-Play Exercise

- 1 Divide the class into two groups: one representing the service staff, and the other representing the guests.
- 2 Provide a scenario (e.g., a high-tea event) and ask the service staff to set up the table using the appropriate equipment.
- 3 The guest group evaluates the setup and provides feedback on whether the chosen equipment aligns with the event's theme and formality.

Group Discussion

Exploring Equipment Features and Classifications

Facilitator: Welcome everyone! I hope your exploration of the various equipment was insightful. Now, let's come together for a group discussion where each team will share their findings on the specific features and classifications of the equipment they examined. Group 1, please start us off.

Group 1 - Presentation

Presenter: In our group, we focused on glassware, specifically wine glasses and water glasses. We discussed the differences in shape and size, noting that wine glasses are typically more delicate with a narrower bowl.

Additionally, we explored how the stem of a wine glass serves a functional purpose by allowing the drinker to hold the glass without warming the wine.

Facilitator: Great insights! Can anyone from the class add to or comment on what Group 1 shared?

Group 2 - Presentation

Presenter: Our group concentrated on tableware, looking at different types of plates. We explored the charger plates, which are often used as decorative bases for other dinnerware. We also discussed the distinction between dinner plates and salad plates, noting their sizes and common uses.

Facilitator: Excellent observations! Any questions or additional thoughts from the class?

Group 3 - Presentation

Presenter: Our focus was on cutlery, particularly the various forks. We delved into the specific features of dinner forks, salad forks, and dessert forks. We discussed how the tines and size of each fork are designed to serve different courses during a meal.

Facilitator: Wonderful! Does anyone have comments or questions about what Group 3 presented?

Open Floor Discussion

Facilitator: Now, let's open the floor for general reflections and questions. What stood out to you during these presentations? Are there any equipment features or classifications that surprised you or that you'd like more clarification on?

Example Comments

- 1 "I never realized there were different forks for different courses. It makes sense, but I never paid much attention before."
- 2 "The distinctions between wine glasses and water glasses were interesting. I always wondered why wine glasses had longer stems."
- 3 "How important do you think these details are for a casual dining setting versus a formal event?"

Role-Play

High-Tea Event Setup Evaluation

Scenario: A luxurious hotel is hosting a high-tea event in its grand banquet hall. The service staff is tasked with setting up the dining tables to create an exquisite ambiance for the guests.

Instructions

Divide the Class

- 1 Split the class into two groups: Service Staff and Guests.

Service Staff Group

- 1 Assign roles within the service staff group, such as Head Server, Waitstaff, and Table Setter.
- 2 Provide the service staff group with a selection of equipment suitable for a high-tea event, including various tea cups, saucers, small plates, cutlery, teapots, and tiered serving trays.

Guest Group

- 1 Assign roles within the guest group, such as Event Organizer, Distinguished Guest, and Observers.

- 2 The Guest group should be prepared to evaluate the setup based on the theme of a high-tea event, providing constructive feedback.

Scenario Introduction

Briefly explain the scenario to both groups: A sophisticated high-tea event where attention to detail is crucial for creating a delightful guest experience.



Role-Play Script

Service Staff Group

- 1 Head Server: Welcome, team! Today, our task is to set up the tables for a high-tea event. Let's create an inviting atmosphere. Table Setter, please arrange the place settings according to the theme.
- 2 Table Setter: Certainly, Head Server. I'll start with the placement of delicate teacups and saucers. How about we use the tiered serving trays for displaying an assortment of pastries and finger sandwiches?
- 3 Waitstaff: For cutlery, shall we go with smaller forks and knives suitable for tea-time treats? Additionally, I'll ensure each table has a charming teapot for guests to enjoy a variety of teas.
- 4 Head Server: Excellent choices! And let's add some floral arrangements to enhance the overall ambiance. Remember, we want to create a refined yet cozy setting for our guests.

Guest Group

- 1 Event Organizer: As the event organizer, I'm looking for an ambiance that befits a high-tea event. Observers, pay attention to the details.
- 2 Distinguished Guest: I appreciate the effort in creating a sophisticated setup. The use of tiered trays for pastries adds a touch of elegance, and the choice of delicate tea cups is fitting.
- 3 Observers: The floral arrangements are a nice touch, but is there a reason for the specific choice of cutlery? Also, does the color scheme align with the theme?
- 4 Distinguished Guest: Yes, I agree. The cutlery should complement the theme, perhaps with ornate designs, and a cohesive color scheme would enhance the overall aesthetic. Additionally, let's ensure there's enough space between tables for a comfortable tea-time experience.

Table setting, laying, and relaying for catering and hospitality students

Objective: At the end of this exercise you shall be able to

- practice the art of setting, laying, and relaying tables proficiently in accordance with diverse dining scenarios in the catering and hospitality industry.

Requirements			
Equipments/Tools			
• Tables and chairs	- 1 Set	• Menus (optional)	- 1 No.
• Linens (tablecloths, napkins)	- 1 Set	• Centerpieces (optional)	
• Plates, glassware, and cutlery	- 1 Set	• Printed table setting guidelines	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Briefly discuss the importance of table setting in creating a positive dining experience.
- 2 Introduce the fundamental elements of table setting, including the placement of plates, glassware, cutlery, and napkins.

Demonstration

- 1 Conduct a live demonstration of proper table setting. Explain each step while showcasing how to set a formal, casual, and buffet-style table.
- 2 Discuss the importance of symmetry, spacing, and alignment in presenting an aesthetically pleasing table.



TASK 2: Hands-On Practice

- 1 Divide the students into small groups.
- 2 Provide each group with a specific table setting scenario (e.g., formal dinner, casual brunch, buffet).
- 3 Instruct the groups to set their assigned tables using the provided materials.

Rotation and Evaluation

- 1 After a set time, rotate the groups to evaluate and discuss each other's table settings.
- 2 Encourage students to provide constructive feedback on the arrangement, cleanliness, and adherence to the assigned scenario.

TASK 3: Menu Integration

- 1 Introduce the concept of integrating menus into table settings for formal dining.
- 2 Provide each group with a sample menu and guide them on how to incorporate it into their table setting.

TASK 4: Relaying Exercise

- 1 Reset the tables to their original state.
- 2 Introduce a “surprise” element (e.g., sudden change in event type) and instruct the groups to relay the tables accordingly.
- 3 Emphasize the importance of adaptability in the hospitality industry.

Hands-On Practice

Buffet Table Setting Scenario with Stainless Steel Cutlery

1 Group Division

Divide the class into small groups of 4-6 students each.

2 Scenario Assignment and Stainless-Steel Cutlery Specification

Provide each group with an envelope containing a scenario card for a buffet-style dining event. Additionally, provide them with a stainless-steel cutlery set prescribed for the exercise. Specify the types of serving spoons, forks, tongs, and other utensils to be used, all made of stainless steel.

3 Table Setting Instructions

Distribute printed guidelines outlining the specific requirements for a buffet table setting, with a focus on the use of stainless-steel cutlery. Provide clear instructions on the placement and arrangement of each type of stainless-steel cutlery.

4 Setting Up

Instruct each group to set their assigned buffet tables according to the given scenario, strictly adhering to the specified stainless-steel cutlery set.

Emphasize the importance of practicality, hygiene, and aesthetics in the placement of stainless-steel cutlery alongside serving ware.

Encourage creativity in the selection and placement of decorative elements while ensuring they complement the stainless-steel theme.

5 Facilitator's Role (Throughout)

Circulate among the groups to answer questions, provide guidance, and ensure strict adherence to the buffet table setting guidelines, with a specific focus on the use of stainless-steel cutlery.

Offer feedback on the arrangement of stainless-steel cutlery, the flow of the buffet, and the overall presentation.

Handling of service equipment in catering and hospitality

Objectives: At the end of this exercise you shall be able to

- gain hands-on experience in effectively handling service equipment in catering and hospitality
- ensure professionalism and enhance guest satisfaction through proficient use of service tools.

Requirements			
Equipments/Tools			
• Various service equipment (plates, glassware, cutlery, trays, serving utensils)	- 1 No.	• Linens (tablecloths, napkins)	- 1 No.
• Tables and chairs	- 1 No.	• Printed guidelines on proper handling of service equipment	- 1 No.

PROCEDURE

TASK 1: Introduction to Service Equipment

- 1 Briefly introduce the importance of proper handling of service equipment in the catering and hospitality industry.
- 2 Emphasize how it contributes to guest satisfaction, professionalism, and overall service quality.

Overview of Service Equipment

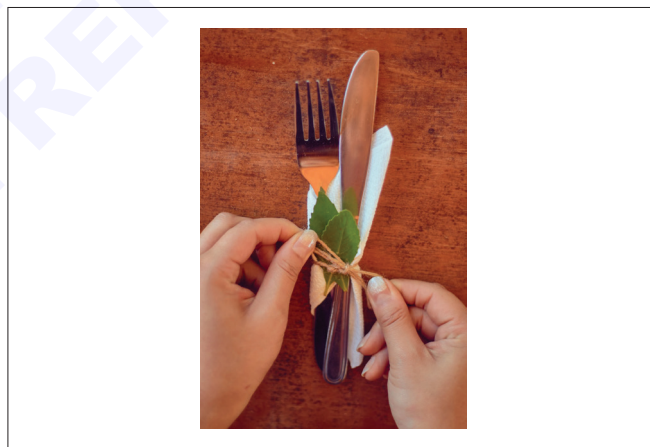
- 1 Provide an overview of different types of service equipment commonly used in the industry (plates, glassware, cutlery, trays, etc.).
- 2 Discuss the significance of each item and how they contribute to the overall dining experience.

TASK 2: Guidelines on Proper Handling

- 1 Distribute printed guidelines outlining the proper handling of various service equipment.
- 2 Cover topics such as carrying trays without tilting, serving plates gracefully, pouring beverages, and handling cutlery.

Demonstration

- 1 Demonstrate proper techniques for handling service equipment. Include practical examples of serving plates, pouring drinks, and carrying trays.
- 2 Allow students to observe and ask questions during the demonstration.



TASK 3: Hands-On Practice

- 1 Divide the class into small groups.
- 2 Provide each group with a set of service equipment and a simulated scenario (e.g., serving a three-course meal, setting up a buffet).
- 3 Instruct students to apply the guidelines and practice handling the service equipment in their assigned scenarios.

TASK 4: Group Discussion

Facilitate a discussion on the importance of proper handling of service equipment in creating a positive

impression on guests and ensuring smooth service operations.

Small Group Discussion Activity

Collaborative Problem-Solving on Service Equipment Handling

Small Group Formation

Divide participants into small groups of 3-4 members each.

Assign each group a discussion prompt related to service equipment handling.

Discussion Prompts

Provide each group with a discussion prompt that presents a service equipment handling challenge. Examples include:

Prompt 1: Beverage Service Spills

Challenge: Your team is facing issues with spills during beverage service. Guests have occasionally experienced spills while drinks are being poured.

Solutions

Implement spill-proof pourers for beverage containers.

Conduct regular training sessions for staff on proper pouring techniques. Use non-slip trays or mats to provide additional stability.

Prompt 2: Buffet Utensil Accessibility

Challenge: In a buffet setting, guests often struggle to find the appropriate utensils, leading to congestion and frustration.

Solutions

Clearly label and place utensils at the beginning of the buffet line.

Assign a dedicated staff member to assist guests and replenish utensils as needed. Introduce a self-service utensil station with clear signage.

Prompt 3: Group Discussion

Instruct groups to discuss their assigned prompt and collaboratively come up with practical solutions. Encourage participants to think creatively, considering both preventive measures and responsive actions.

Prompt 4: Facilitator's Role (Throughout)

Circulate among the groups, listening to discussions, and providing guidance if needed.

Encourage participants to focus on proactive solutions that can be implemented to enhance service equipment handling.

Prompt 5: Solution Presentation

Ask each group to present their discussed solutions on the flip chart or whiteboard. Groups can use bullet points or brief descriptions to outline their proposed solutions.

Group 1 Solution Presentation: Beverage Service Spills

Spill-proof Pourers: Introduce spill-proof pourers for beverage containers to minimize spill incidents.

Training Sessions: Conduct regular training sessions for staff on proper pouring techniques, emphasizing control and precision.

Non-slip Mats: Place non-slip trays or mats at beverage service stations to provide additional stability.

Group 2 Solution Presentation: Buffet Utensil Accessibility

Clear Labeling: Clearly label and place utensils at the beginning of the buffet line for easy guest access.

Staff Assistance: Assign a dedicated staff member to assist guests, replenish utensils, and manage the flow.

Self-Service Station: Introduce a self-service utensil station with clear signage, allowing guests to access utensils conveniently.

Prompt 6: Whole Group Discussion

Open the floor for a brief whole-group discussion.

Discuss common themes in the solutions presented by different groups and explore the feasibility of implementing these ideas in a real-world hospitality setting.

Prompt 7: Closing Statements

Summarize the key solutions that emerged from the small group discussions.

Reinforce the importance of proactive problem-solving in-service equipment handling for creating positive guest impressions and ensuring operational efficiency.

Hands-on training in handling service equipment

Objectives: At the end of this exercise you shall be able to

- acquire hands-on experience in the proper handling of service equipment, encompassing glassware, crockery, cutlery, etc., within the catering and hospitality industry
- enhance their skills and professionalism through practical application and proficiency in using various service tools.

Requirements			
Equipments/Tools			
• Various types of glassware, crockery, and cutlery	- 1 Set	• Cleaning supplies (if needed)	- 1 No.
• Trays	- 1 No.	• Printed guidelines on proper handling	- 1 No.
• Tablecloth	- 1 No.		

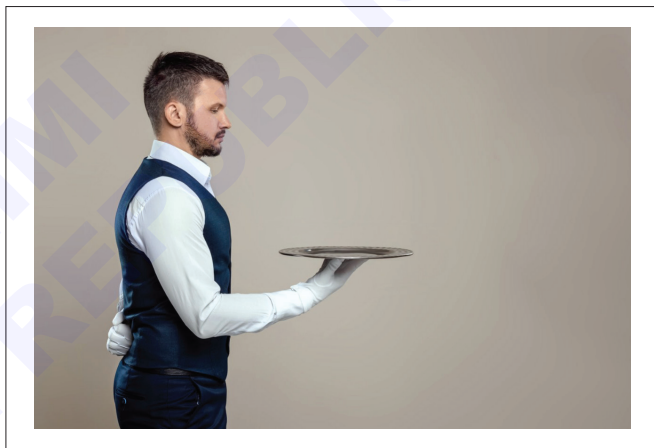
PROCEDURE

TASK 1: Introduction to Handling Techniques

- 1 Begin with a brief introduction on the importance of proper handling of service equipment in the hospitality industry.
- 2 Discuss key handling techniques, such as using trays, maintaining a proper grip, and moving with confidence.

Demonstration

- 1 Demonstrate the correct handling techniques for different types of service equipment.
- 2 Show how to carry trays with glasses, stack and unstack plates, and arrange cutlery on the table.
- 3 Highlight the importance of posture, balance, and communication during handling.



TASK 2: Hands-On Practice

- 1 Divide students into small groups and provide each group with a set of service equipment.
- 2 Instruct them to practice the demonstrated handling techniques.
- 3 Rotate between groups to provide feedback, correct any improper techniques, and answer questions.



TASK 3: Scenario-based Practice

- 1 Introduce specific scenarios (e.g., serving drinks to a table, clearing plates after a course) and ask groups to perform the relevant handling tasks.
- 2 Emphasize time efficiency, coordination, and maintaining a professional demeanor.

TASK 4: Reflection and Discussion

- 1 Facilitate a short reflection session where students share their experiences and insights from the hands-on practice.
- 2 Discuss the challenges faced and how proper handling contributes to a positive guest experience.

Scenario-Based Practice: Serving Drinks and Clearing Plates

Scenario 1: Serving Drinks

How to serve drinks efficiently and professionally to a table of four guests in a high-end restaurant. Methods

Greeting and Introduction

- 1 Approach the table with a poised and friendly demeanor.
- 2 Greet the guests with a warm smile and introduce yourself.

Menu Knowledge

- 1 Provide a brief overview of the drink menu or specials.
- 2 Offer recommendations based on the guests' preferences.

Order Confirmation

- 1 Confirm each guest's drink order, repeating it for accuracy.
- 2 Ask if there are any additional preferences or modifications.

Presentation and Serving

- 1 Use a tray to carry the drinks, ensuring stability and elegance.
- 2 Serve the drinks with precision, placing each one in front of the respective guest according to their order.

Accommodate Preferences

- 1 Be attentive to any specific requests, such as preferred glassware or garnishes.
- 2 Offer to provide additional items like water or bar snacks.

Check-In

- 3 Check back shortly after serving to ensure the guests are satisfied.
- 4 Be prepared to address any concerns or make additional recommendations.

Scenario 2: Clearing Plates

Clearing plates gracefully after the guests have finished their main course in a fine dining setting. Methods

Observation and Timing

- 1 Observe the guests discreetly to determine when they have completed their main course.
- 2 Choose an opportune moment to approach the table without disrupting their conversation.

Communication

- 1 Approach the table with a discreet and polite demeanor.
- 2 Politely inquire if everyone has finished their main course before proceeding.

Clearing Technique

- 1 Use a tray or a dedicated clearing hand to remove plates with finesse.
- 2 Begin from the right side of each guest and proceed in a clockwise manner around the table.

Crockery and Cutlery Management

- 1 Clear each plate along with used cutlery, ensuring nothing is left on the table.
- 2 Utilize a napkin or cloth to discreetly wipe away any crumbs or spills.

Engagement with Guests

- 1 Engage in light conversation during the clearing process to maintain a pleasant atmosphere.
- 2 Anticipate any specific needs or requests the guests might have.

Timing of Next Course: If applicable, inquire about the timing of the next course or if the guests are ready for dessert or coffee.

These methods ensure that the service of drinks and the clearing of plates are conducted with a high level of professionalism, efficiency, and attention to detail, aligning with the expectations of a high-end restaurant or fine dining establishment.

Ancillary installation management in catering and hospitality

Objectives: At the end of this exercise you shall be able to

- **acquire the skills necessary for the effective planning, execution, and management of ancillary installations for events in the catering and hospitality industry**
- **demonstrate proficiency in handling aspects like lighting, audio-visual equipment, and decorations to enhance overall event experiences.**

Requirements

Equipments/Tools

- | | | | |
|--|---------|---|---------|
| • Classroom or workshop space | - 1 No. | • Various lighting equipment (spotlights, ambient lighting) | - 1 No. |
| • Projector and screen | | • Decorative items (tablecloths, centerpieces) | - 1 No. |
| • Audio-visual equipment (microphones, speakers) | - 1 No. | • Paper, pens, and flip charts | - 1 Set |
| | | • Sample event space layout plans | |

PROCEDURE

TASK 1: Introduction to Ancillary Installations

- | | |
|--|---|
| 1 Provide a brief overview of ancillary installations and their importance in the catering and hospitality industry. | 2 Discuss common types of installations (lighting, audio-visual, decorations) and their impact on the overall guest experience. |
|--|---|

TASK 2: Case Study Analysis

- | | |
|---|--|
| 1 Divide students into small groups. | 3 Each group analyzes the case study, identifies the key requirements, and discusses potential challenges and solutions. |
| 2 Distribute a case study involving a fictional event with specific requirements for ancillary installations. | |

TASK 3: Event Planning and Layout Exercise

- 1 Provide each group with a sample event space layout plan.
- 2 Instruct them to plan the placement of ancillary installations, considering factors such as guest flow, focal points, and functionality.
- 3 Groups present their layout plans, explaining their choices for each installation.



TASK 4: Hands-On Equipment Setup

- 1 Introduce students to various ancillary installation equipment, such as lighting fixtures, audio-visual devices, and decorative items.
- 2 Allow students to set up a small-scale event space using the provided equipment, considering safety and aesthetics.

TASK 5: Mock Event Presentation

- 1 Each group is given a scenario where they must present their event setup to a client (instructor or classmate acting as a client).
- 2 Emphasize effective communication, addressing client concerns, and showcasing the features and benefits of their ancillary installations.

Mock Event Presentation

Simulating a realistic scenario where students showcase their event setup to a client, demonstrating effective communication and problem-solving skills.

Instructions

Scenario Assignment

Provide each group with a unique scenario, including details about the type of event, client preferences, and any challenges they might encounter.

Examples

- 1 Corporate Gala: Client desires a sophisticated ambiance with minimalistic decor.

- 2 Wedding Reception: Client prefers a romantic and intimate setting with emphasis on floral arrangements 1.
- 3 Product Launch: Client wants a high-tech atmosphere with innovative audio-visual presentations.

Preparation Time

- 1 Allow each group 10 minutes to review their scenario, finalize their event setup, and prepare a brief presentation.
- 2 Encourage them to consider potential questions the client might ask and be ready to address any concerns.

Ancillary section identification

Objective: At the end of this exercise you shall be able to

- familiarize themselves with various ancillary sections in a restaurant or catering setup within the hospitality industry.

Requirements	
Equipments/Tools	
<ul style="list-style-type: none">• Printed floor plan or layout of a restaurant/catering facility• Markers or labels for each ancillary section• A list of ancillary sections for reference	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Start with a brief overview of ancillary sections and their importance in the catering and hospitality industry.
- 2 Discuss the significance of each section in enhancing overall service quality.

TASK 2: Ancillary Section List

- 1 Provide students with a list of common ancillary sections such as Bar, Buffet Area, Coffee Station, Dessert Station, Salad Bar, Banquet Setup Area, Dishwashing Station, etc.
- 2 Briefly explain the functions of each section.

TASK 3: Floor Plan Analysis

- 1 Distribute printed floor plans or layouts of a restaurant/catering facility to each student or group.
- 2 Instruct students to identify and label various ancillary sections on the floor plan using markers or labels.
- 3 Encourage students to discuss and collaborate within their groups to ensure accuracy.

TASK 4: Presentation

- 1 Each group will present their annotated floor plan to the class.
- 2 Students should explain the purpose of each ancillary section, its location, and how it contributes to the overall functioning of the establishment.



Instructions for Identifying and Labeling Ancillary Sections

Introduction

“Today, we are going to engage in a practical exercise that involves analyzing a floor plan of a restaurant or catering facility. Our goal is to identify and label different ancillary sections, which are crucial components contributing to the smooth operation of such establishments.”

Distribution of Materials

“I will distribute printed floor plans or layouts to each group, along with markers or labels. These tools will be your key to visually marking and labeling the ancillary sections.”

Task Explanation

“Your task is to carefully examine the floor plan and identify various ancillary sections. Ancillary sections are additional areas that support the main functions of the restaurant. Examples include the bar, buffet area, dessert station, salad bar, coffee station, banquet setup area, and dishwashing station.”

Reference Ancillary Sections

“Before you start, let’s quickly review the list of ancillary sections we discussed earlier. Look for these sections on the floor plan, and be attentive to any others that you may identify.”

Collaboration and Discussion

“Work collaboratively within your groups. Discuss your observations, share insights, and consider the overall flow and logic in the placement of ancillary sections.”

Labeling Technique

“Use the markers or labels provided to clearly mark each ancillary section on the floor plan. For example, if you identify the bar area, place a label (‘A’) on it and write ‘Bar’ next to the label for clarity.”

Attention to Detail

“Pay attention to details such as the size and placement of each section. Consider how these sections relate to one another. Precision in your labeling is crucial for an accurate analysis.”

Instructions for Students

- 1 Identify Ancillary Sections: Mark and label sections like the Bar, Buffet Area, Dessert Station, Coffee Station, Salad Bar, Kitchen Area, Dishwashing Area, Cashier, and Restrooms.
- 2 Consider Placement: Discuss how the placement of each section contributes to the overall flow and functionality of the restaurant.
- 3 Label Clearly: Use markers or labels to clearly mark each section on the floor plan. Write the name of the section next to the label.
- 4 Think About Interconnections: Consider how different sections connect with each other. For example, the proximity of the Dessert Station to the Coffee Station.
- 5 Collaborate: Work collaboratively within your group. Share your observations and discuss the logic behind the placement of ancillary sections.

Remember, the floor plan example above is a simplified representation, and your actual floor plan may be more intricate. Encourage students to think critically and use this as a starting point for their analysis.

Linen etiquette and presentation

Objective: At the end of this exercise you shall be able to

- develop practical skills in handling and presenting linens for table settings in a catering or hospitality environment, ensuring a polished and professional presentation.

Requirements

Equipments/Tools

- Various types of linens (waiter's cloths, runners, tablecloths, napkins) - 1 No.
- Table settings (plates, cutlery, glassware) - 1 No.
- Mock dining area or tables
- Presentation area for demonstration
- Instructor guidance notes

PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief overview of the importance of linen in table presentation and its role in enhancing the overall dining experience.
- 2 Discuss different types of linens used in catering, including waiter's cloths, runners, tablecloths, and napkins.

TASK 2: Explanation and Demonstration

- 1 Conduct a demonstration of proper linen handling and presentation techniques.
- 2 Cover topics such as folding and unfolding napkins, laying out tablecloths, placing runners, and using waiter's cloths.
- 3 Discuss the significance of each type of linen in creating an appealing and professional dining atmosphere.
- 4 Divide students into small groups and provide them with sets of linens and table settings.

TASK 3: Hands-on Practice

- 1 Instruct each group to set up a mock dining area using the linens provided.
- 2 Encourage proper folding techniques for napkins and precise placement of tablecloths and runners.

Table Setting Variations

- 1 Introduce variations in table settings to challenge students. For example, demonstrate formal and casual settings.
- 2 Ask each group to adapt their linen presentation according to the specified table setting.



TASK 4: Role-play Scenarios

- 1 Introduce role-play scenarios to simulate real-world situations. For example, a fine-dining event or a casual outdoor setting.
- 2 Ask each group to adapt their linen presentation to the given scenario.

Role play scenario - Fine-Dining Event

Setting: Fine-dining event at an upscale restaurant.
Student Group Presentation

1 Linen Presentation

- 1 Use high-quality white tablecloths for a classic and elegant look.
- 2 Napkins are expertly folded into intricate designs or placed within the glassware for a sophisticated touch.
- 3 A well-ironed and precisely placed runner adds a touch of refinement to the table.

2 Table Setting

- 1 Cutlery is arranged according to formal dining etiquette, with multiple courses in mind.

- 2 Charger plates are used to add an extra layer of sophistication.
- 3 The color scheme of the linens complements the overall theme of the event.

3 Explanation

“For this fine-dining event, we wanted to create an atmosphere of luxury and sophistication. Our choice of high-quality white tablecloths and intricately folded napkins adds a touch of elegance. The runner not only protects the table but also enhances the visual appeal. We carefully considered the placement of cutlery and opted for charger plates to elevate the overall setting.”

Example: Casual Outdoor Setting

Setting: Casual brunch on a sunny terrace.
Student Group Presentation

1 Linen Presentation

- 1 Choose light and breathable tablecloths with a relaxed texture for an outdoor feel.
- 2 Napkins are casually folded or placed in a simple pocket fold for a laid-back look.
- 3 A vibrant and floral runner adds a pop of color and embraces the casual theme.

2 Table Setting

- 1 Embrace simplicity in cutlery arrangement, ensuring it aligns with a more casual dining experience.
- 2 Mason jars with colorful straws are used for beverages, contributing to the relaxed atmosphere.

- 3 Incorporate small potted plants or wildflowers as centerpieces.

3 Explanation

“For our casual outdoor setting, we aimed for a comfortable and inviting atmosphere. The light and breathable tablecloths create a relaxed vibe, and the napkins are casually folded to match. We opted for a vibrant runner to add a touch of color. The cutlery is arranged in a simple manner, and the use of mason jars and small potted plants aligns with the casual and outdoors theme we envisioned.”

Napkin folding techniques

Objective: At the end of this exercise you shall be able to

- enhance their practical skills in folding and placing napkins in various styles suitable for diverse dining scenarios within the catering and hospitality industry.

Requirements

Equipments/Tools

- A variety of napkins (cloth and paper) in different colors and sizes - 1 Set
- Table settings (plates, cutlery, glassware) for practice - 1 Set
- Printed instructional materials illustrating different napkin folding techniques
- Presentation area for demonstration
- Instructor guidance notes

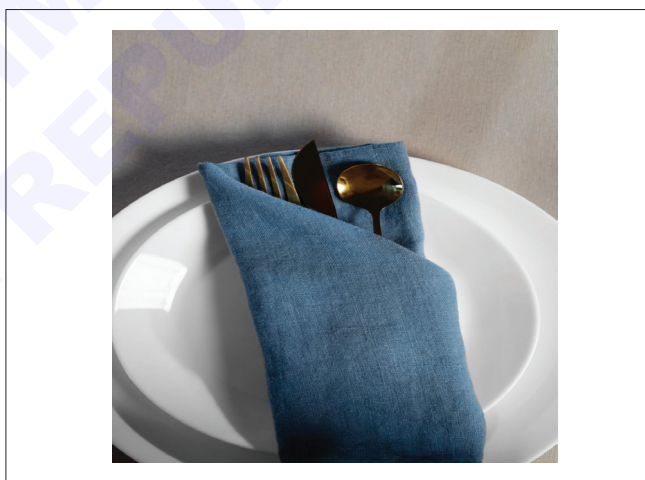
PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief overview of the importance of napkin presentation in the hospitality industry.
- 2 Emphasize that different napkin folding styles can enhance the visual appeal of a table setting and contribute to the overall dining experience.

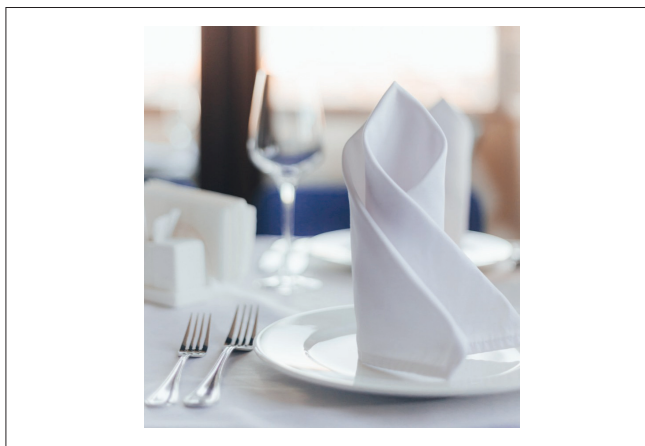
TASK 2: Demonstration

- 1 Conduct a live demonstration of several napkin folding techniques. You can include classic folds like the pyramid, bishop's hat, fan, and more.
- 2 Discuss when and where each folding style might be suitable, considering different dining settings.



TASK 3: Hands-on Practice

- 1 Divide students into small groups.
- 2 Provide each group with a selection of napkins and ask them to practice the demonstrated folding techniques.
- 3 Encourage creativity in choosing colors and styles that complement the overall table setting.



TASK 4: Scenario-based Folding

- 1 Introduce different dining scenarios (e.g., casual brunch, formal dinner, outdoor event) and ask each group to choose a napkin folding style that suits the scenario.
- 2 Instruct them to set a table using the chosen napkin fold, considering other elements like tablecloths, runners, and centerpieces.



TASK 5: Group Presentations

- 1 Each group presents their chosen napkin folding style and the rationale behind it.
- 2 Discuss how the napkin presentation contributes to the overall ambiance in the chosen scenario.

Classic napkin folding techniques

1 Pyramid Fold

Steps

- 1 Start with a square napkin, and lay it flat on a clean surface.
- 2 Fold the napkin in half to create a triangle.
- 3 Take the bottom corner of the triangle and fold it up, creating a smaller triangle.
- 4 Fold the left and right corners of the triangle toward the center, slightly overlapping.
- 5 Flip the napkin over, keeping the closed end facing down.
- 6 Fold the left and right corners toward the center again, creating a diamond shape.
- 7 Stand the napkin on the table with the closed end facing up, forming a pyramid shape.

Uses

- 1 Suitable for formal dining occasions.
- 2 Adds a touch of elegance to the table setting.

2 Fan Fold

Steps

- 1 Lay the napkin flat on a clean surface.
- 2 Fold the napkin accordion-style, creating equal-sized folds back and forth.

- 3 Once the entire napkin is folded, pinch it together at the center.
- 4 Hold the pinched center and fan out the folds on either side.
- 5 Adjust and shape the folds until you achieve a fan-like appearance.

Uses

- 1 Ideal for casual and outdoor settings.
- 2 Adds a decorative element to the table setting.

Tips for Demonstration

- 1 Display each step clearly, making sure students can follow along.
- 2 Emphasize the importance of neat and precise folding for a polished look.
- 3 Encourage creativity in choosing napkin colors that complement the overall table setting.

These are just two examples, and there are countless napkin folding techniques to explore. Students can practice these folds during the exercise and experiment with variations to suit different dining scenarios. Provide them with printed or digital resources illustrating additional folds for further exploration.

Service spoon and fork handling

Objective: At the end of this exercise you shall be able to

- enhance their practical skills in the correct handling of service spoons and forks for both serving and clearing dishes in a professional dining setting within the catering and hospitality industry.

Requirements

Equipments/Tools

- | | |
|---|---------|
| • Dining tables with appropriate table settings | - 1 No. |
| • Assorted dishes for practice | - 1 Set |
| • Service spoons and forks | - 1 Set |
| • Printed or digital resources illustration | - 1 No. |
| • Proper handling techniques. Instructor guidance notes | - 1 No. |

PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief discussion on the importance of proper service spoon and fork handling in the hospitality industry.
- 2 Emphasize the impact of efficient and polished service on the overall dining experience.

Demonstration

- 1 Conduct a live demonstration of proper service spoon and fork handling techniques.
- 2 Cover aspects such as how to hold the utensils, serving etiquette, and clearing dishes from the table.

TASK 2: Hands-on Practice - Serving

- 1 Divide students into pairs or small groups.
- 2 Provide a selection of dishes and instruct each group to practice serving dishes to their “guests” using service spoons and forks.

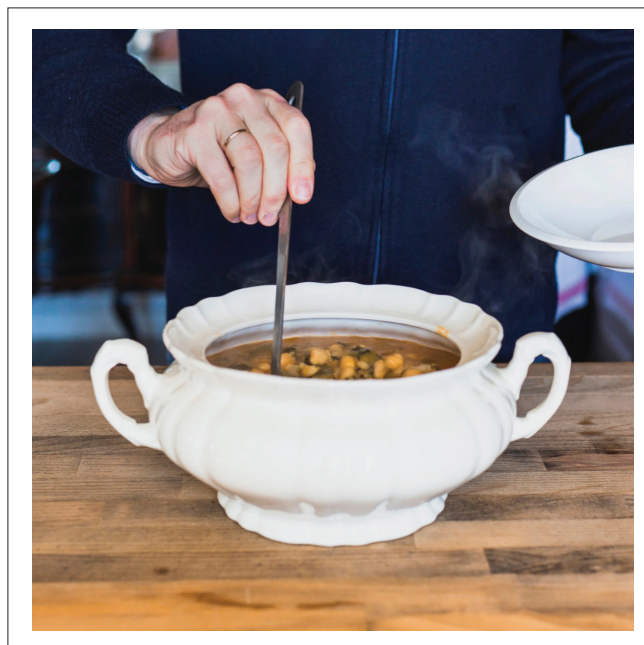
- 3 Encourage proper posture, smooth movements, and engaging with the guests during the process.

TASK 3: Feedback and Correction

- 1 After the serving practice, provide constructive feedback to each group.
- 2 Highlight areas of improvement, correct any mistakes, and emphasize the importance of maintaining a professional demeanor.

Hands-on Practice - Clearing

- 1 Instruct each group to practice clearing dishes from the table using service spoons and forks.
- 2 Emphasize the importance of discreetly and efficiently clearing empty plates without interrupting the dining experience.



TASK 4: Role-play Scenarios

- 1 Introduce role-play scenarios, such as a formal dinner party or a buffet-style event.
- 2 Ask each group to adapt their service spoon and fork handling techniques to suit the given scenario.

Group Presentations

- 1 Each group presents their service spoon and fork handling techniques, showcasing how they adapted to different scenarios.
- 2 Encourage students to explain their choices and the reasoning behind their approach.

Hands-on practice of serving

Practice of various aspects of service spoon and fork handling

- 1 Soup: Creamy Tomato Basil Soup
Serve in individual soup bowls.
Requires the use of a soup spoon for serving.
- 2 Main Course: Grilled Chicken Breast with Lemon Herb Sauce
Serve the chicken breast on individual plates.
Use a fork for serving the chicken and a spoon for drizzling the sauce.
- 3 Side Dish: Garlic Mashed Potatoes
Serve in small side dishes.
Use a serving spoon for portioning onto plates.
- 4 Salad: Classic Caesar Salad
Serve in individual salad bowls.
Use salad servers (fork and spoon) for serving.
- 5 Pasta: Penne Alfredo with Broccoli
Serve in individual pasta bowls.
Use a fork to serve the pasta and a spoon for portioning the Alfredo sauce.
- 6 Dessert: Chocolate Lava Cake with Vanilla Ice Cream
Serve on dessert plates.
Use a dessert spoon for serving the cake and a fork for the ice cream.

- 7 Buffet-style Dish: Beef Stir-Fry with Vegetables
Serve on small individual plates or in a buffet setting.
Use a fork for the beef and a spoon for the stir-fried vegetables.
- 8 Interactive Dish: Build-Your-Own Tacos
Set up a taco station with various toppings.
Use a spoon for portioning ingredients and a fork for serving.

Instructions for the Exercise

- 1 Assign each group a set of dishes from the list.
- 2 Instruct them to practice serving these dishes to their "guests" (could be other students or instructors playing the role).
- 3 Emphasize proper techniques for handling service spoons and forks based on the type of dish.
- 4 Encourage the groups to focus on presentation, posture, and engaging with the "guests" during the service.

Tray service and balance

Objective: At the end of this exercise you shall be able to

- enhance their practical skills in carrying trays and maintaining balance while transporting various items in a professional setting within the catering and hospitality industry.

Requirements

Equipments/Tools

- Serving trays of different sizes and materials. - 1 Set
- Empty glasses or plastic cups to simulate beverages. - 1 Set
- Plates, utensils, and napkins for food simulation. - 1 Set
- Printed or digital resources illustrating proper tray-carrying techniques. - 1 No.
- Instructor guidance notes. - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief discussion on the importance of tray service in the hospitality industry.
- 2 Highlight the significance of maintaining balance to ensure safe and efficient service.

Demonstration

- 1 Conduct a live demonstration of proper tray-carrying techniques.
- 2 Emphasize the use of both hands, correct posture, and the importance of distributing weight evenly.



TASK 2: Hands-on Practice - Empty Tray

- 1 Provide each student with an empty tray.
- 2 Instruct them to practice carrying the empty tray around the room.
- 3 Emphasize the correct grip and maintaining a balanced posture.

Hands-on Practice - Tray with Glasses

- 1 Introduce glasses or plastic cups to simulate carrying beverages.
- 2 Instruct students to place the glasses on the tray and practice walking without spillage.
- 3 Encourage them to experiment with different arrangements and stacking methods.

TASK 3: Hands-on Practice - Tray with Plates and Utensils

- 1 Introduce plates, utensils, and napkins to simulate carrying a full meal on the tray.
- 2 Instruct students to balance the tray with food items, ensuring stability and avoiding tipping.
- 3 Emphasize the importance of securing items to prevent accidents.

TASK 4: Role-play Scenarios

- 1 Introduce role-play scenarios, such as serving a table at a restaurant or catering an event.
- 2 Ask each student to adapt their tray service techniques to the given scenario.

Role-play scenarios with sample dialogues for catering and hospitality students to practice tray service while serving a table at a restaurant and catering an event.

Role-Play Scenario 1: Serving a Table at a Restaurant

Characters

Server (S): Student playing the role of a server.

Guest (G): Another student or instructor playing the role of a restaurant guest.

Scenario: S is serving a table at a restaurant where G is seated.

Dialogue: S approaches the table with a tray of beverages.

S: Good evening! How are you both tonight? My name is [Your Name], and I'll be taking care of you. Can I start you off with something to drink?

G: Good evening! We're doing well, thank you. I'll have a glass of red wine, please.

S: Excellent choice! And for you?

G2: I'll go with sparkling water with a slice of lemon, please.

S notes down the orders, places the glasses on the tray, and heads back to the service area to prepare the drinks.

S: Here we are! A glass of red wine for you and sparkling water with a slice of lemon for you. May I take your food orders as well?

The dialogue continues as S takes the food orders, serves the dishes, and ensures a pleasant dining experience.

Role-Play Scenario 2: Catering an Event

Characters

Server (S): Student playing the role of a server at a catering event.

Guest (G): Another student or instructor playing the role of a guest at the event.

Scenario: S is circulating at a catering event, offering appetizers and drinks to G.

Dialogue: S approaches G with a tray of appetizers.

S: Good evening! I hope you're enjoying the event. My name is [Your Name], and I'm here with some delicious appetizers. Would you like to try our signature stuffed mushrooms?

G: Good evening! Thank you, I'd love to try the stuffed mushrooms.

S places a plate with stuffed mushrooms on G's hand.

S: Fantastic choice! Is there anything else I can get for you? Perhaps a refreshing drink to go with it?

G: A glass of white wine would be perfect.

S notes down the drink order, places the glass on the tray, and returns with the drink.

S: Here you go, a glass of white wine to complement those delicious stuffed mushrooms. Enjoy!

The dialogue continues as S circulates, offers additional items, and ensures the guests are attended to throughout the event.

These role-play scenarios allow students to practice tray service in different contexts and engage with guests in a professional and friendly manner.

Styles of service showcase

Objectives: At the end of this exercise you shall be able to

- apply methods and techniques of different styles of service in a practical setting within the catering and hospitality industry
- foster adaptability and professionalism in their service approach.

Requirements	
Equipments/Tools	
• Dining tables with appropriate table settings for each style	- 1 Set
• Serving equipment such as trays, cloches, trolleys, etc.	- 1 Set
• Food items and beverages represent each service style	- 1 Set
• Printed or digital resources illustrating different service styles	- 1 Set
• Instructor guidance notes	- 1 No.

PROCEDURE

Service Styles to Showcase

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Plated Service: Individual plates are prepared in the kitchen and served directly to each guest. 2 Buffet Service: Guests serve themselves from a variety of dishes arranged on a buffet table. 3 Family-Style Service: Large dishes are placed on the table, and guests serve themselves from the shared dishes. | <ol style="list-style-type: none"> 4 Gueridon Service: Final preparation of dishes is done at the table, often involving carving or flambéing. 5 Cocktail Service: Small bites and drinks are served in a social, standing setting. 6 Russian Service: Plated dishes are partially prepared in the kitchen and finished tableside. |
|---|---|

TASK 1: Introduction

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Briefly discuss the different styles of service, explaining the key features and occasions when each style is appropriate. | <ol style="list-style-type: none"> 2 Emphasize the importance of professionalism, adaptability, and guest satisfaction in executing various service styles. |
|--|--|

TASK 2: Demonstration

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Conduct a live demonstration of each service style, showcasing proper techniques and methods. | <ol style="list-style-type: none"> 2 Discuss key points such as communication with guests, timing, and presentation. |
|---|---|

TASK 3: Hands-on Practice

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Divide students into small groups, assigning each group a specific service style. 2 Set up different stations for each service style, complete with appropriate table settings, food and beverages. | <ol style="list-style-type: none"> 3 Instruct each group to practice their assigned service style, taking turns playing the roles of servers and guests. |
|--|---|

TASK 4: Role-play Scenarios

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Introduce role-play scenarios to simulate real-world situations. | <ol style="list-style-type: none"> 2 Each group adapts their service style to the given scenario. For example, a formal dinner party, a casual family gathering, or a corporate cocktail event. |
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TASK 5: Group Presentations

- 1 Each group presents their service style to the class, explaining the techniques applied and the reasoning behind their choices.



Role-Play Scenario 1: Formal Dinner Party

Characters

Server (S): Student playing the role of a server.

Guests (G1, G2, G3): Other students or instructors play the roles of formal dinner party guests.

Scenario: S is serving a formal dinner party with three guests.

Dialogue: S approaches the table with a plated dish.

S: Good evening, ladies and gentlemen! I hope you're

enjoying the evening. My name is [Your Name], and I'll be taking care of you tonight. May I present the first course, a delightful roasted butternut squash soup?

G1: Thank you, [Your Name]. The soup looks wonderful.

S: You're very welcome. If there's anything else you need, please don't hesitate to ask. Enjoy your soup.

S serves the soup, clears empty plates, and continues the dialogue throughout the meal.

Role-Play Scenario 2: Corporate Cocktail Event

Characters

Server (S): Student playing the role of a server.

Corporate Guests (CG1, CG2, CG3): Other students or instructors playing the roles of corporate event guests.

Scenario

S is serving at a corporate cocktail event where guests are standing and socializing.

Dialogue: S approaches a group of corporate guests with a tray of hors d'oeuvres.

S: Good evening, everyone! I trust you're enjoying the event. My name is [Your Name], and I'll be circulating with some delicious appetizers. May I offer you our signature stuffed mushrooms?

CG1: Absolutely, [Your Name]. Thank you!

S: My pleasure! Feel free to mingle, and I'll be around with more offerings. If you have any specific dietary preferences or requests, please let me know.

S continues to circulate, offering drinks and hors d'oeuvres, engaging in casual conversation with the guests.



Tips for Role-Play

Adaptability: Encourage students to adapt their language and service style to match the formality or informality of the scenario.

1 Engagement: Remind servers to engage with guests, answer questions, and provide recommendations as appropriate.

2 Timing: Emphasize the importance of timing in service, ensuring that guests feel attended to without being interrupted.

These role-play scenarios allow students to practice adapting their service style to specific real-world situations, helping them develop the flexibility and professionalism required in the catering and hospitality industry.

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Menu presentation and order taking

Objectives: At the end of this exercise you shall be able to

- enhance their practical skills in presenting menus professionally and accurately
- demonstrate proficiency in taking orders from guests within the catering and hospitality industry.

Requirements

Equipments/Tools

- | | |
|--|----------|
| • Sample menus for practice | - 1 each |
| • Tables and chairs to set up a mock restaurant environment | - 1 Set |
| • Printed or digital resources illustrating menu presentation techniques | |
| • Notepads and pens for students to take orders | - 1 Set |
| • Instructor guidance notes | |

PROCEDURE

TASK 1: Introduction

- | | |
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| <p>1 Briefly discuss the importance of effective menu presentation and order taking in the hospitality industry.</p> | <p>2 Emphasize the role of clear communication, product knowledge, and professionalism in these tasks.</p> |
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TASK 2: Demonstration

- 1 Conduct a live demonstration of presenting a menu to guests and taking their orders.
- 2 Highlight key points such as introducing specials, answering questions, and noting specific guest Preferences.



Menu Presentation Practice

- 1 Divide students into pairs, designating one as the server and the other as the guest.
- 2 Provide sample menus and instruct students to practice presenting menus to their “guests” with a focus on engaging descriptions and recommendations.

TASK 3: Order Taking Practice

- | | |
|--|---|
| <p>1 Rotate roles within the pairs, allowing each student to take orders and be the guest.</p> <p>2 Encourage servers to ask open-ended questions,</p> | <p>offer suggestions, and accurately record the orders on notepads.</p> |
|--|---|

TASK 4: Role-play Scenarios

- | | |
|---|---|
| <p>1 Introduce role-play scenarios, such as a romantic dinner, a business lunch, or a family celebration.</p> | <p>2 Each pair adapts their menu presentation and order-taking techniques to suit the given scenario.</p> |
|---|---|

Role-play scenarios for different types of restaurants—fine dining, casual dining, and a themed establishment. These scenarios include dialogues for menu presentation and order-taking.

Role-Play Scenario 1: Fine Dining Restaurant

Characters

- 1 **Server (S):** Student playing the role of a server in a fine dining restaurant.
- 2 **Guest (G):** Another student or instructor playing the role of a fine dining guest.

Scenario: S is serving at an upscale fine dining restaurant.

Dialogue: S: Good evening, madam/sir! Welcome to [Restaurant Name], where we strive to provide an exceptional dining experience. My name is [Your Name], and I'll be your server tonight. May I offer you a glass of

our finest champagne or recommend a special cocktail to start?

G: Thank you. I'll have a glass of the house champagne.

S: Excellent choice. Our chef has prepared a special menu for tonight, featuring dishes using the freshest seasonal ingredients. May I start you off with our chef's selection of appetizers, or would you like a moment with the menu?

The dialogue continues as S guides the guest through the menu, provides recommendations, and takes the order.

Role-Play Scenario 2: Casual Dining Restaurant

Characters

- 1 **Server (S):** Student playing the role of a server in a casual dining restaurant.
- 2 **Guest (G):** Another student or instructor playing the role of a casual dining guest.

Scenario: S is serving at a cozy, casual restaurant.

Dialogue: S: Hey there! Welcome to [Restaurant Name]! I'm [Your Name], and I'll be taking care of you tonight. How's your day going?

G: Hi! It's good, thanks. Just looking for something comforting tonight.

S: Great to hear! We've got some awesome comfort food on the menu. Have you tried our signature loaded potato skins? They're a favourite among our regulars.

G: Sounds good. I'll start with those, please.

The dialogue continues as S keeps the atmosphere casual, suggests popular dishes, and takes the order.

Role-Play Scenario 3: Themed Pizza Restaurant

Characters

- 1 **Server (S):** Student playing the role of a server in a themed pizza restaurant.
- 2 **Guest (G):** Another student or instructor playing the role of a pizza-loving guest.

Scenario: S is serving at a vibrant, themed pizza restaurant.

Dialogue: S: Hey party people! Welcome to [Pizza Place], where the pizzas are hot, and the vibes are cool. I'm [Your

Name], and I'll be your pizza guide tonight. How can I make your pizza dreams come true?

G: Love the energy! What do you recommend?

S: You got to try our "Big Cheese Fiesta" pizza. It's loaded with four types of cheese, jalapeños, and a spicy kick. Feeling adventurous?

G: Absolutely! Let's go for it.

The dialogue continues as S embraces the theme, suggests creative pizza options, and takes the order.

These role-play scenarios showcase how servers can adapt their dialogue and approach based on the type of restaurant, creating an engaging and personalized

experience for guests in fine dining, casual dining, and themed establishments.

Setting up a side station for a breakfast buffet

Objectives: At the end of this exercise you shall be able to

- develop practical skills in setting up a side station for a breakfast buffet
- emphasize organization, efficiency, and attention to detail in the catering and hospitality context.

Requirements

Equipments/Tools

- Simulated breakfast buffet items (e.g., pastries, cereals, fruit, yogurt, coffee, tea) - 1 Set
- Tables, tablecloths, and serving utensils - 1 Set
- Markers and labels for signage - 1 Set
- Timer or clock - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Briefly discuss the importance of a well-organized side station in the catering and hospitality industry.
- 2 Go over the menu for the breakfast buffet and explain any specific requirements or dietary considerations.

TASK 2: Equipment Familiarization

- 1 Display the equipment that will be used in the setup (e.g., chafing dishes, coffee makers, utensils).
- 2 Discuss the purpose of each item and demonstrate proper use.

TASK 3: Menu Planning

- 1 Divide the students into small groups.
- 2 Provide each group with the breakfast buffet menu and ask them to plan the layout of the side station, considering the flow of guests and the types of food and beverages being served.

TASK 4: Setup

- 1 In the designated setup area, provide tables, tablecloths, and simulated buffet items.
- 2 Instruct each group to set up their side station according to their planned layout.
- 3 Emphasize the importance of proper hygiene and sanitation practices during the setup.



TASK 5: Time Management Challenge

- 1 Introduce a time limit for the setup (e.g., 60 minutes).
- 2 Encourage students to work efficiently while maintaining quality and organization.
- 3 Use a timer to countdown and announce periodic reminders about the remaining time.

Role play scenario

Here are a few scenarios with example dialogues.

Scenario 1: Breakfast Buffet Interaction

Context: A customer is waiting near the breakfast buffet side station, and the student is in charge of restocking items.

Dialogue

Student: Good morning! How are you today?

Customer: Good morning! I'm doing well, thank you. Is everything ready for breakfast?

Student: Absolutely! We're just restocking some items to make sure everything is fresh. Can I assist you with anything specific?

Scenario 2: Coffee Station Setup

Context: A customer is eagerly waiting for their morning coffee while the student is setting up the coffee station.

Dialogue

Student: Hi there! Would you like a freshly brewed cup of coffee?

Customer: Yes, please! I can't start my day without it.

Student: Great choice! I'm just finishing setting up the coffee station. Would you prefer black, or do you take it with cream and sugar?

Scenario 3: Afternoon Tea Side Station Interaction

Context: The student is setting up a side station for an afternoon tea service, and a curious customer approaches.

Dialogue

Student: Good afternoon! We're getting ready for our afternoon tea service. Anything specific you're looking forward to trying?

Customer: I've never experienced afternoon tea before. What do you recommend?

Student: You're in for a treat! Our assortment of teas pairs well with our freshly baked scones and finger sandwiches. Would you like a menu to browse through?

Scenario 4: Handling a Complaint

Context: A customer notices a spill near the side station, and the student is responsible for cleaning it up.

Dialogue

Student: Good evening! I apologize for the inconvenience. We're addressing the spill right away.

Customer: It's a bit slippery there. I almost slipped. Can you do something about it?

Student: I'm really sorry to hear that. Safety is our priority. I'll clean it up immediately, and we'll ensure it doesn't happen again. Can I assist you with anything else?

Scenario 5: Dietary Preferences Inquiry

Context: A customer with dietary restrictions is interested in the offerings at the side station.

Dialogue

Student: Hello! If you have any dietary preferences or restrictions, please let me know. We're here to accommodate.

Customer: I'm allergic to nuts. Are there any nut-free options at the side station?

Student: Absolutely. We take allergies seriously. I'll guide you to the nut-free options, and if you have any questions about specific items, feel free to ask.

These role-play scenarios encourage students to practice positive and informative customer interactions while managing side station.

Room service setup for various culinary offerings

Objectives: At the end of this exercise you shall be able to

- develop practical skills in setting up room service trays and trolleys
- demonstrate proficiency in different scenarios, including tea/coffee service, pre-plated food, and a three-course meal in the catering and hospitality industry.

Requirements

Equipments/Tools

- Simulated food and beverage items (e.g., tea set, coffee carafe, pre-plated dishes, utensils, condiments) - 1 Set
- Tray and trolley setups - 1 Set
- Tables for assembly - 1 Set
- Timer or clock - 1 No.
- Markers and labels for signage - 1 Set

PROCEDURE

TASK 1: Introduction

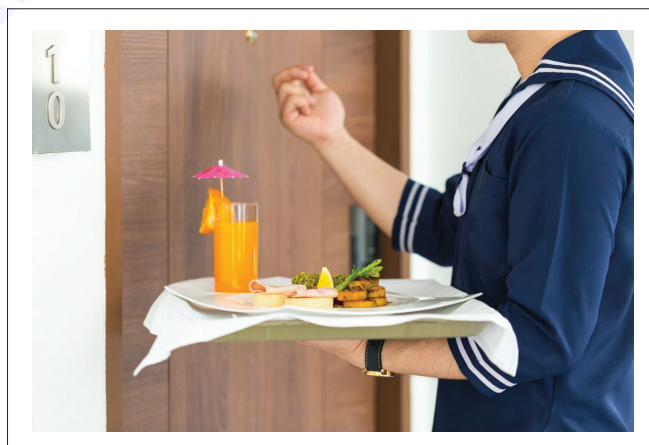
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| <p>1 Discuss the significance of room service in the hospitality industry and its impact on the guest experience.</p> | <p>2 Introduce the exercise objectives, emphasizing the importance of presentation, organization, and attention to detail.</p> |
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TASK 2: Equipment Familiarization

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| <p>1 Display the equipment used for room service trays and trolleys (e.g., cloches, covers, trays, coffee pots).</p> | <p>2 Explain the purpose of each item and demonstrate proper usage.</p> |
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TASK 3: Menu Planning

- 1 Divide students into small groups.
- 2 Provide each group with a specific scenario (e.g., tea service, coffee service, pre-plated food, three-course meal).
- 3 Instruct them to plan the setup, considering presentation, temperature control, and the needs of the guest.



TASK 4: Setup

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| <p>1 Allocate space for each group to set up their room service trays and trolleys.</p> <p>2 Provide simulated food and beverage items along with the necessary equipment.</p> | <p>3 Instruct students to follow their planned setup, paying attention to details like garnishing, arrangement, and cleanliness.</p> |
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TASK 5: Time Management Challenge

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| <p>1 Introduce a time limit for the setup (e.g., 60 minutes).</p> <p>2 Remind students of the importance of timely room service delivery.</p> | <p>3 Use a timer to countdown and announce periodic reminders about the remaining time.</p> |
|---|---|

Guest reception, seating, and water service

Objectives: At the end of this exercise you shall be able to

- develop practical skills in receiving guests with a warm welcome
- guide guests to their seats with professionalism and courtesy
- serve water to guests with hospitality and attention to detail in the catering and hospitality industry.

Requirements

Equipments/Tools

- Simulated dining area with tables and chairs - 1 Set
- Water pitchers or bottles - 1 Set
- Glasses - 1 No.
- Clock or timer - 1 Set
- Markers and labels for role assignment - 1 Set

PROCEDURE

TASK 1: Introduction

- 1 Discuss the importance of creating a positive first impression when guests arrive.
- 2 Emphasize the role of hospitality, professionalism, and etiquette in guest reception and service.

TASK 2: Role Assignment

- 1 Divide students into three groups: Guest, Host/Hostess, and Server.
- 2 Explain the responsibilities of each role.
- 3 Guest: Simulate arriving at the restaurant/hotel.
- 4 Host/Hostess: Greet and guide the guest to their table.
- 5 Server: Offer water service to the guest.

TASK 3: Reception and Seating

- 1 Instruct the Host/Hostess group to stand at the entrance and welcome guests as they enter the simulated dining area.
- 2 Guests should approach the Host/Hostess, and they will guide the guests to their assigned tables, considering factors like reservation status and guest preferences.



TASK 4: Water Service

- 1 Once seated, the Server group should approach the table and offer water service to the guests.
- 2 Servers should present water options, pour water into glasses, and ensure the guests are comfortable.

TASK 5: Role Rotation

- 1 Rotate the roles so that each student could play the Guest, Host/Hostess and Server.
- 2 This allows students to experience each aspect of the process and understand the challenges and responsibilities of each role.

Simulated room service operations for restaurants

Objectives: At the end of this exercise you shall be able to

- **develop practical skills in room service operations within a restaurant setting**
- **demonstrate proficiency in order taking, tray assembly, and delivery, ensuring a seamless and professional experience for guests in the catering and hospitality industry.**

Requirements	
Equipments/Tools	
• Simulated menu cards with a variety of food and beverage options.	- 1 No.
• Order pads or tablets for order taking	- 1 Set
• Simulated food and beverage items	- 1 Set (Pictures or Descriptions)
• Trays, trolleys, and appropriate service equipment	- 1 Set
• Clock or timer	- 1 No.
• Markers and labels for role assignment	- 1 Set

PROCEDURE

TASK 1: Introduction

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| <p>1 Briefly discuss the significance of room service in enhancing the guest experience.</p> | <p>2 Highlight the importance of efficiency, accuracy, and excellent customer service in room service operations.</p> |
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TASK 2: Role Assignment

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|---|--|
| <p>1 Divide students into three groups: Order Taker, Tray Assembler, and Room Service Server.</p> | <p>Order Taker: Receives room service orders from guests.
Tray Assembler: Prepares trays with the ordered items.</p> |
| <p>2 Explain the responsibilities of each role.</p> | <p>Room Service Server: Delivers the tray to the simulated guest room.</p> |

TASK 3: Menu Familiarization

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| <p>1 Provide students with simulated menu cards and discuss the items available for room service.</p> | <p>2 Emphasize the importance of product knowledge and the ability to make recommendations based on guest preferences.</p> |
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TASK 4: Order Taking

- 1 Instruct the Order Taker group to take room service orders from their classmates (playing the role of guests).
- 2 Order Takers should use order pads or tablets to record the orders accurately, including any special requests.



TASK 5: Tray Assembly

- 1 The Tray Assembler group should take the recorded orders and assemble trays with the correct food and beverage items.

- 2 Emphasize the importance of proper presentation, organization, and temperature control during tray assembly.

1 Delivery

2

- 1 The Room Service Server group should take the assembled trays and deliver them to the simulated guest rooms.
- 2 Focus on professionalism, courtesy, and attention to guest needs during the delivery process.

3 Time Management Challenge

- 1 Introduce a time limit for each phase of the room service process.
- 2 Emphasize the need for efficiency without compromising quality or customer service.

4 Observation and Feedback (20 minutes)

- 1 Encourage students not currently participating to observe and take notes on their peers' performances.
- 2 After each round, facilitate a brief feedback session

where students share their observations and offer constructive feedback.

5 Scenarios and Challenges (20 minutes)

- 1 Introduce different scenarios, such as handling a special dietary request or managing a guest complaint during the room service process.
- 2 Encourage students to adapt their approach based on the scenario while maintaining a high level of professionalism.

6 Debrief and Discussion (15 minutes)

- 1 Bring the class together for a debriefing session.
- 2 Discuss the challenges faced, successful strategies employed, and ways to enhance the room service experience.
- 3 Emphasize the importance of effective communication and teamwork in delivering exceptional room service.

Institutional housekeeping culture application

Objectives: At the end of this exercise you shall be able to

- **apply basic knowledge of institutional housekeeping culture**
- **develop practical skills in maintaining cleanliness and organization within a hospitality setting, contributing to a positive and hygienic environment.**

Requirements	
Equipments/Tools	
• Simulated guest rooms or areas	- 1 Set
• Cleaning supplies (cleaning cloths, mops, vacuum cleaners)	- 1 Set
• Uniforms and name tags	- 1 No.
• Clock or timer	- 1 No.
• Markers and labels for role assignment	- 1 Set

PROCEDURE

TASK 1: Introduction

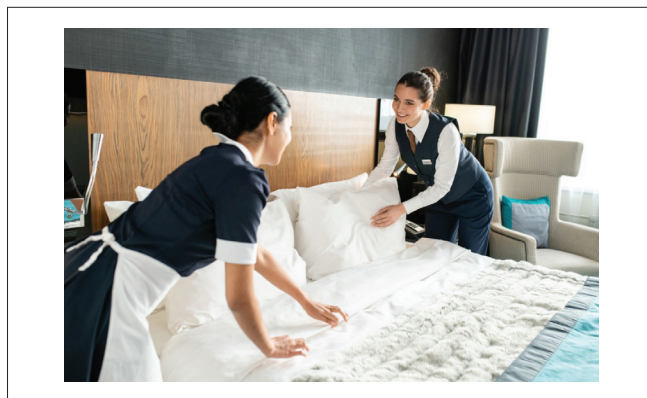
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|--|---|
| <p>1 Review the importance of institutional housekeeping in maintaining a positive guest experience.</p> | <p>2 Discuss the cultural aspects of cleanliness, attention to detail, and professionalism within the hospitality industry.</p> |
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TASK 2: Role Assignment

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| <p>1 Divide students into groups: Housekeeping Staff and Quality Control Inspectors.</p> <p>2 Explain the responsibilities of each role:</p> <p>Housekeeping Staff: Responsible for cleaning and organizing the simulated guest rooms or areas. Quality</p> | <p>Control Inspectors: Responsible for inspecting the cleanliness and organization of the simulated guest rooms or areas.</p> <p>Uniform Distribution: Provide uniforms and name tags for the Housekeeping Staff to create a more immersive experience.</p> |
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TASK 3: Simulated Guest Rooms/Area Setup

- 1 Set up simulated guest rooms or areas with various cleaning tasks. Include tasks like bed making, surface cleaning, bathroom sanitation, and vacuuming.
- 2 Provide a checklist for the Quality Control Inspectors with criteria for cleanliness and organization.



TASK 4: Housekeeping Operation

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| <p>1 Housekeeping Staff should work in their assigned groups to clean and organize the simulated guest rooms or areas.</p> | <p>2 Emphasize the importance of working efficiently and paying attention to detail.</p> |
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TASK 5: Quality Control Inspection

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| <p>1 Quality Control Inspectors should inspect the cleaned rooms or areas using the provided checklist.</p> | <p>2 Encourage inspectors to note areas of excellence and areas that may need improvement.</p> |
|---|--|

Safety and precautionary measures in handling tools and equipment

Objectives: At the end of this exercise you shall be able to

- **emphasize the importance of safety in the catering and hospitality industry**
- **demonstrate knowledge and adherence to precautionary measures when handling tools and equipment to ensure a secure and risk-free working environment.**

Requirements

Equipments/Tools

- Assorted kitchen tools and equipment (knives, blenders, slicers, etc.) - 1 Set
- Safety equipment (gloves, aprons, safety goggles) - 1 Set
- First aid kit - 1 No.
- Fire extinguisher - 1 No.
- Posters or visual aids on safety guidelines
- Classroom or kitchen space

PROCEDURE

TASK 1: Introduction

- 1 Discuss the importance of safety in the catering and hospitality industry.
- 2 Highlight the potential risks associated with handling various tools and equipment.

TASK 2: Tool and Equipment Familiarization

- 1 Display and explain the proper use of different tools and equipment.
- 2 Emphasize the potential hazards and risks associated with each item.

TASK 3: Safety Gear Distribution

- 1 Distribute safety gear (gloves, aprons, safety goggles) to each student.
- 2 Explain the importance of wearing proper safety gear to minimize the risk of accidents.



TASK 4: Safety Guidelines Discussion

- 1 Discuss safety guidelines and precautions when using different tools and equipment.
- 2 Cover topics such as proper handling techniques, storage, and maintenance of tools.

TASK 5: Practical Demonstration

- 1 Demonstrate the correct usage of various tools and equipment.
- 2 Emphasize safety measures during the demonstration, including proper grip, hand positioning, and cutting techniques.

Small group discussion

Discuss emergency response procedures in case of accidents or injuries.

Instructor: Good afternoon, everyone. Today, we're going to discuss an essential aspect of our training – emergency response procedures in case of accidents or injuries. It's crucial to be prepared for any unexpected situations that may arise in a hospitality setting. Let's start by talking about the steps to take in case of an emergency.

Instructor: Imagine you're working in the kitchen, and a colleague accidentally cuts themselves while using a knife. What should be your immediate response?

Student 1: Well, first, I would make sure the area is safe and ask the colleague to put the knife down. Then, I'd quickly grab the first aid kit.

Instructor: That's right. Ensuring the safety of the area and the people involved is the priority. What's next?

Student 2: You should assess the severity of the injury and provide basic first aid if necessary, right?

Instructor: Absolutely. It's important to assess the situation calmly and provide immediate first aid if you're trained to do so. Now, let's say the injury is more severe than anticipated. What should be your next step?

Student 3: We should call for professional medical help, like an ambulance, right away.

Instructor: Correct. Always call for professional medical assistance in case of a severe injury. And while waiting for help, continue providing any necessary first aid. Now, who knows where the nearest first aid kit is in our facility?

Student 4: It's in the kitchen, on the wall near the entrance.

Instructor: Excellent. Knowing the location of emergency equipment is crucial. Now, let's shift our focus to another scenario – a small fire breaks out in the kitchen. What immediate actions should be taken?

Student 5: We should use the fire extinguisher if it's a small fire. But if it's spreading, we need to evacuate and call the fire department.

Instructor: Well, done. When dealing with fires, always prioritize safety. If it's a small, manageable fire, using a fire extinguisher is appropriate. However, if the fire becomes uncontrollable, evacuate the area immediately and call for professional help.

This dialogue allows for a discussion on emergency response procedures, covering different scenarios and reinforcing the importance of a calm and organized approach to ensure the safety of everyone in the hospitality setting.

Identification and selection of safety equipment in a hospitality setting

Objectives: At the end of this exercise you shall be able to

- **develop practical skills in identifying and selecting safety equipment within a hospitality setting**
- **demonstrate proficiency in choosing appropriate cleaning materials, contributing to a safe and hygienic environment in the catering and hospitality industry.**

Requirements

Equipments/Tools

- List of safety equipment commonly used in the catering and hospitality industry (fire extinguisher, first aid kit, safety goggles, aprons, etc.). - 1 Set
- Cleaning materials (disinfectant, cleaning cloths, gloves, etc.). - 1 Set
- Safety posters or visual aids. - 1 No.
- A simulated kitchen or hospitality space.
- Checklist for safety equipment identification and selection. - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Discuss the importance of safety equipment in a hospitality setting.
- 2 Introduce the exercise's objective to identify and select appropriate safety equipment and cleaning materials.

TASK 2: Safety Equipment Overview

- 1 Provide a list of common safety equipment used in catering and hospitality.
- 2 Discuss the purpose and proper use of each item.
- 3 Use safety posters or visual aids to reinforce the information.



TASK 3: Cleaning Materials Overview

- 1 Introduce various cleaning materials commonly used in hospitality, emphasizing their appropriate applications.
- 2 Discuss the importance of cleanliness in maintaining a safe and hygienic environment.

TASK 4: Simulated Hospitality Space Setup

- 1 Create a simulated kitchen or hospitality space with different workstations.
- 2 Place safety equipment and cleaning materials in various locations within the space.

TASK 5: Equipment Identification Walkthrough

- 1 Divide students into groups.
- 2 Provide each group with a checklist of safety equipment and cleaning materials to identify within the simulated space.
- 3 Instruct students to discuss the purpose of each item as they find them.

Catering & Hospitality Assistant - Role of Housekeeping in Hotel Operations

Basic housekeeping vocabulary practice

Objectives: At the end of this exercise you shall be able to

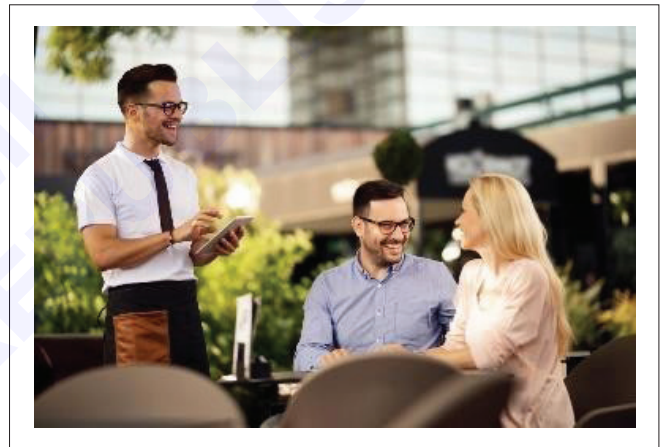
- develop and reinforce basic housekeeping vocabulary
- acquire a comprehensive understanding of terminology used in the catering and hospitality industry, enhancing effective communication within the housekeeping context.

Requirements	
Equipments/Tools	
• Flashcards or printed cards with housekeeping-related terms	- 1 Set
• Whiteboard and markers	- 1 No.
• Simulated hotel room setup (optional)	
• Timer or clock	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Discuss the importance of effective communication in the housekeeping department.
- 2 Emphasize the significance of learning and using basic housekeeping vocabulary in the hospitality industry.



TASK 2: Vocabulary List Compilation

Collaboratively create a list of basic housekeeping terms on the whiteboard. Include terms related to cleaning, room setup, and guest services.

TASK 3: Flashcard Distribution

- 1 Prepare flashcards or printed cards with individual housekeeping terms.
- 2 Distribute flashcards among the students.

TASK 4: Simulated Room Setup

- 1 If possible, set up a simulated hotel room or housekeeping scenario in the classroom.
- 2 Include common items and areas found in a hotel room.

Vocabulary Drill

- 1 In pairs or small groups, students take turns drawing a flashcard and explaining the meaning of the term to their partner(s).
- 2 Encourage the use of gestures or simple demonstrations to convey the meaning.

TASK 5: Role-Play Scenarios

1 If a simulated room setup is available, conduct role-play scenarios where students use the learned vocabulary in simulated housekeeping tasks.

2 For example, one student can play the role of a housekeeper explaining the cleaning process to

Role-Play Scenario: Cleaning Process Explanation

Setting: Simulated Hotel Room

Housekeeper (Student 1): (knocking on the door) Good morning! Housekeeping. May I come in?

Supervisor (Student 2): Yes, please come in. I'm here to ensure the room is cleaned thoroughly. What's your plan for today?

Housekeeper: Good morning! Today, I'll start with a routine cleaning. First, I'll gather the necessary cleaning supplies – the cleaning cart is equipped with disinfectant, glass cleaner, multi-surface cleaner, and fresh linens.

Supervisor: Great. What's the first step in the cleaning process?

Housekeeper: The first step is to open the windows to let in some fresh air. Then, I'll strip the bed linens and take them to the laundry. While the linens are washing, I'll dust all surfaces – furniture, shelves, and the TV stand.

Supervisor: Sounds good. How about the bathroom?

Housekeeper: In the bathroom, I'll start by spraying disinfectant on all surfaces – the sink, countertop, and toilet. I'll wipe down the mirrors and replace the towels. Checking and restocking amenities like shampoo and soap is also part of the routine.

Supervisor: What about the floors?

Housekeeper: After the bathroom, I'll vacuum the carpets and mop the hard floors. This ensures that the entire room is not only clean but also sanitized. I'll also check

for any items left behind by the guests and report them to the lost and found.

Supervisor: Excellent. How do you handle special requests from guests?

Housekeeper: If there are special requests, like extra pillows or specific cleaning products, I'll make a note of them and ensure they are addressed. It's important to provide personalized service to meet the guest's needs.

Supervisor: That all sounds comprehensive. How do you ensure everything is done efficiently?

Housekeeper: Efficiency is crucial. I follow a systematic approach and use the checklist provided by the hotel. This helps me stay organized and ensures that no area is overlooked. Once everything is cleaned and restocked, I'll report back to you to confirm the room is ready for the next guest.

Supervisor: Thank you for the detailed explanation. Your thoroughness is appreciated. If you encounter any challenges or need assistance, don't hesitate to reach out. Let's maintain the high standards of cleanliness we aim for in our hotel.

Housekeeper: Absolutely. I take pride in delivering exceptional service. If there's anything specific you'd like me to focus on, please let me know.

Supervisor: Thank you. Keep up the good work!

Practical cleaning techniques in hospitality

Objectives: At the end of this exercise you shall be able to

- **develop practical skills in various cleaning techniques used in the catering and hospitality industry**
- **demonstrate proficiency in sweeping, mopping, wiping, dusting, buffing, and washing, ensuring a well-maintained and hygienic environment.**

Requirements

Equipments/Tools

- Simulated workspace or designated cleaning area.
- Brooms, mops, dusting cloths, cleaning solutions, buffing equipment, and washing materials. - 1 Set
- Safety equipment (gloves, aprons). - 1 Set
- Visual aids or posters on proper cleaning techniques.
- Timer or clock. - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Discuss the importance of cleanliness in the hospitality industry.
- 2 Introduce the cleaning techniques to be practiced: sweeping, mopping, wiping, dusting, buffing, and washing.

Equipment Familiarization

- 1 Display and explain the proper use of cleaning equipment and materials.
- 2 Emphasize safety precautions, including the use of safety equipment.

TASK 2: Demonstration

- 1 Demonstrate each cleaning technique, emphasizing proper posture, movement, and technique.

- 2 Address common mistakes and discuss how to avoid them.

TASK 3: Hands-On Practice

- 1 Divide students into small groups and assign each group a specific cleaning task (sweeping, mopping, wiping, dusting, buffing, or washing).
- 2 Allow each group to practice their assigned technique in the designated cleaning area.

Rotation of Tasks

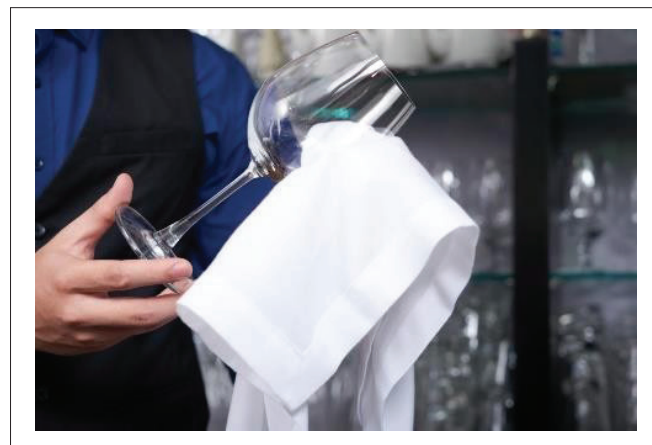
- 1 Rotate the tasks among groups to ensure that each student could practice different cleaning techniques.
- 2 Encourage students to provide feedback to their peers.

TASK 4: Time Management Challenge

- 1 Introduce a time limit for each cleaning task (e.g., 15 minutes per task).
- 2 Emphasize the importance of efficiency while maintaining quality.

Quality Check and Feedback

- 1 Conduct a quality check of the cleaned areas.
- 2 Encourage students to inspect each other's work and provide constructive feedback.



TASK 5: Discussion on Challenges

- 1 Bring the class together for a discussion on the challenges faced during the practical exercise.
- 2 Share insights on overcoming common obstacles in cleaning tasks.

Advanced Techniques

- 1 Introduce advanced cleaning techniques, such as using specific products for different surfaces or incorporating eco-friendly cleaning practices.
- 2 Discuss the importance of adapting cleaning techniques based on the environment.

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Interdepartmental coordination in a hotel

Objectives: At the end of this exercise you shall be able to

- **develop practical skills in coordinating between different departments in a hotel**
- **demonstrate the ability to enhance guest satisfaction and improve operational efficiency through effective inter-departmental collaboration in the catering and hospitality industry.**

Requirements

Equipments/Tools

- Simulated hotel setting (reception desk, kitchen area, housekeeping area, etc.)
- Staff uniforms and name tags - 1 No.
- Visual aids or diagrams of hotel layout and departments - 1 Set
- Role-play scenario cards
- Timer or clock - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Discuss the importance of interdepartmental coordination in providing excellent guest service.
- 2 Introduce the exercise objective: to practice coordination between different hotel departments.

TASK 2: Department Overview

- 1 Briefly explain the roles and responsibilities of each department (Front Desk, Kitchen, Housekeeping, and Concierge).
- 2 Provide a visual aid or diagram of the hotel layout.

TASK 3: Role-Play Scenario

- 1 Assign each student a specific role (Receptionist, Chef, Housekeeping Staff, or Concierge).
- 2 Provide scenario cards with a guest request or situation that requires coordination between departments.
- 3 For example, the scenario might involve a guest requesting a specific meal that requires collaboration between the kitchen and concierge.

TASK 4: Coordination Practice

- 1 Students role-play the scenario, focusing on effective communication and collaboration between departments.
- 2 Encourage them to use department-specific terminology and procedures.

TASK 5: Guest Interaction

- 1 Introduce a guest character (played by the instructor or another student) who makes additional requests during the role-play.
- 2 This adds complexity to the scenario and requires further coordination.

Role-Play Scenario: Guest Request for a Special Meal

Roles

- 1 Receptionist (Front Desk)
- 2 Chef (Kitchen)
- 3 Housekeeping Staff
- 4 Concierge
- 5 Guest (optional, played by instructor or another student)

Setting: Simulated Luxury Hotel

Receptionist (Student 1): (Answering phone) Good afternoon, this is the Front Desk. How may I assist you?

Guest (Instructor or Student 5): Good afternoon. I have a dinner reservation for tonight, and I was wondering if it's possible to have a special vegetarian meal prepared. I have certain dietary preferences.

Receptionist: Of course! We'd be delighted to accommodate your request. May I ask about any specific preferences or allergies?

Guest: I prefer a vegan meal with no gluten or nuts. Also, I love Mediterranean flavors.

Receptionist: Thank you for providing those details. We'll make note of your preferences. Please proceed to the restaurant at your reserved time, and we'll ensure your dining experience is special.

Receptionist (Student 2): (Meeting with the Chef) Chef, we have a guest with specific dietary preferences – vegan,

no gluten or nuts, and a preference for Mediterranean flavors. Can we arrange a special meal for them tonight?

Chef (Student 3): Absolutely. We can create a customized vegan Mediterranean dish. I'll ensure the kitchen staff is aware of the requirements, and we'll make sure the meal is both delicious and adheres to the guest's dietary needs.

Receptionist (Student 1): (Calling Concierge) Hello, Concierge. We have a guest with a special dietary request for dinner tonight – vegan, no gluten or nuts, with a preference for Mediterranean flavors. Can you arrange a personalized dining experience for them?

Concierge (Student 4): Certainly. I'll coordinate with the restaurant staff to set up a beautifully decorated table for our guest. Additionally, I'll make sure the server is aware of the guest's dietary restrictions to provide a seamless dining experience.

Chef (Student 3): (To Housekeeping Staff) We have a special dietary request for dinner tonight – vegan, no gluten or nuts, with a preference for Mediterranean flavors. The guest's reservation is at 7 PM. Can we ensure the dining area is set up accordingly?

Housekeeping Staff (Student 6): Understood, Chef. I'll make sure the dining area is set up with attention to detail, ensuring a clean and welcoming atmosphere for the guests.

Rotation of Roles

- 1 Rotate roles to ensure that each student has the opportunity to play different department positions.
- 2 This enhances their understanding of various department responsibilities.

Time Management Challenge

- 1 Introduce a time limit for the role-play scenarios to simulate real-world time constraints.
- 2 Emphasize the importance of efficiency in responding to guest needs.

Debrief and Reflection

- 1 Bring the class together for a debriefing session.
- 2 Discuss challenges faced during the role-play, successful coordination strategies, and areas for improvement.

Feedback and Evaluation

- 1 Provide constructive feedback on each student's performance.
- 2 Encourage peer feedback and discussion on how coordination between departments can be further improved.

Discussion on Continuous Improvement

- 1 Facilitate a discussion on continuous improvement in interdepartmental coordination.
- 2 Discuss ways to enhance communication channels and streamline processes for better guest experiences.

Personality and team work

Objectives: At the end of this exercise you shall be able to

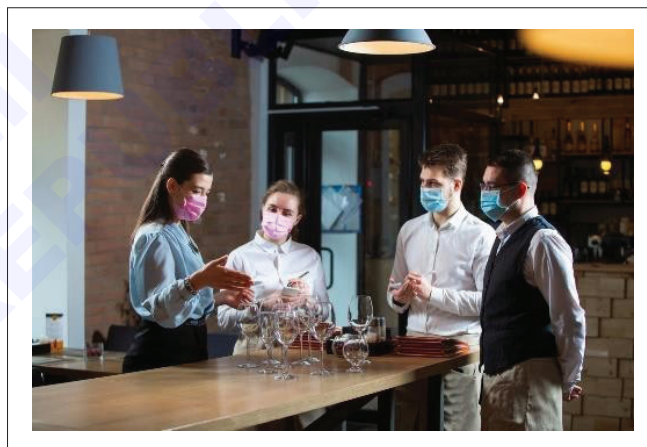
- **develop teamwork, creativity, communication, and leadership skills**
- **enhance individual personalities through collaborative problem-solving, fostering a well-rounded and adaptable approach in the catering and hospitality industry.**

Requirements	
Equipments/Tools	
• Basic cooking equipment (ovens, stoves utensils, etc.)	- 1 Set
• Ingredients for a variety of dishes (consider dietary restrictions and preferences)	
• Recipe cards or access to online recipes	
• Presentation materials (plates, serving dishes, garnishes)	- 1 Set
• Timer or clock	- 1 No.
• Evaluation sheets for each team member	

PROCEDURE

TASK 1: Introduction

- 1 **Team Formation:** Divide the students into small teams (3-4 members per team). Aim for diverse teams to encourage different perspectives.
- 2 **Menu Planning:** Each team is tasked with planning a menu for a specific theme or occasion (e.g., "International Street Food Festival" or "Healthy and Quick Meals").
- 3 **Budgeting:** Assign a budget to each team for purchasing ingredients. Emphasize the importance of staying within budget while creating a diverse and appealing menu.



TASK 2: The Cooking Challenge

- 1 **Shopping Phase**
- 2 Allow each team a designated time to go "shopping" for their ingredients. This can be a simulated exercise or an actual visit to a grocery store, depending on resources.

TASK 3: Cooking Phase

- 1 Set a specific time frame for food preparation (e.g., 2 hours).
- 2 Encourage effective communication and cooperation within the teams.
- 3 Emphasize the importance of time management, multitasking, and cleanliness in a professional kitchen.

TASK 4: Creativity and Presentation

- 1 Teams must not only cook but also focus on the presentation of their dishes.
- 2 Highlight the importance of creativity and attention to detail in plating and serving.

TASK 5: Team Roles

Assign specific roles to each team member (e.g., chef, sous chef, presentation specialist).

Ethical dilemmas and conflict resolution in the hospitality world

Objectives: At the end of this exercise you shall be able to

- **develop conflict resolution skills within a team setting**
- **recognize and address common ethical issues encountered in the catering and hospitality industry**
- **promote effective communication and collaboration, enhancing overall teamwork in the catering and hospitality setting.**

Requirements

Equipment/Tools

- Scenario cards outlining various conflicts and ethical dilemmas. - 1 Set
- Whiteboard or flip chart. - 1 No.
- Markers and sticky notes. - 1 Set
- Evaluation sheets for each participant. - 1 Set

PROCEDURE

TASK 1: Scenario Development

Create scenario cards that present common ethical issues and conflicts in the catering and hospitality industry. Examples include customer complaints, employee disputes, and ethical decisions related to food safety.

Team Formation

Divide students into small teams, ensuring diversity in each group.

TASK 2: Introduction

- 1 Briefly discuss the importance of conflict resolution and ethical decision-making in the hospitality industry.
- 2 Emphasize the impact of these skills on customer satisfaction and the reputation of the establishment.

TASK 3: Scenario Presentation

- 1 Provide each team with a scenario card detailing a conflict or ethical dilemma.
 - 2 Teams should read and discuss the scenario to understand the challenges presented.
- Brainstorming Solutions**
- 1 Using the whiteboard or flip chart, have each team brainstorm potential solutions to the conflict or ethical dilemma.
 - 2 Encourage creative thinking and emphasize the importance of considering different perspectives.

TASK 4: Role-Play

- 1 Ask each team to choose roles for team members based on the scenario (e.g., manager, employee, customer).
 - 2 Teams should role-play the scenario, implementing the solutions they brainstormed.
- Debrief and Discussion**
- 1 After the role-play, facilitate a discussion:
 - 2 Ask each team to share their experience, including the challenges faced and the effectiveness of their chosen solutions.
 - 3 Discuss alternative approaches and potential consequences of different actions.

TASK 5: Conflict Resolution Techniques

- 1 Introduce key conflict resolution techniques and ethical decision-making frameworks.
- 2 Discuss how these techniques can be applied in the catering and hospitality industry.

Reflection and Evaluation

- 1 Have each participant individually reflect on the exercise, considering what they learned about conflict resolution and ethical decision-making.
- 2 Distribute evaluation sheets for participants to assess their own and their teammates' contributions.

Scenario: "The Reservation Dilemma"

Background

You are a manager at a high-end restaurant known for its exceptional service. On a busy Saturday evening, a regular customer calls to make a reservation for a party of four. The customer is known for being a generous tipper and has always had a positive experience at your restaurant. However, you are already fully booked for the night, and the customer is insistent on securing a table for the special occasion.

Dialogue

Manager (M): (Answering the phone) Good evening! Thank you for calling [Restaurant Name]. This is [Manager's Name]. How may I assist you?

Customer (C): Hi there! It's [Customer's Name]. I'd like to make a reservation for four tonight. It's our anniversary, and I want it to be special.

M: Thank you for choosing [Restaurant Name] for such a special occasion. I appreciate your loyalty. However, I must inform you that we are fully booked for the night.

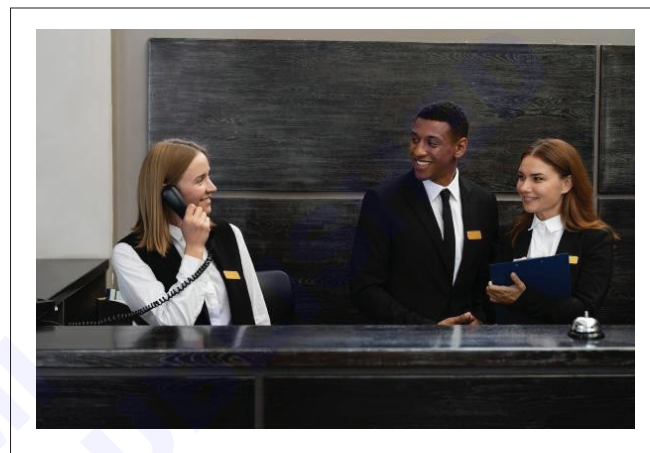
C: Oh no, really? We always celebrate our anniversary here. Is there nothing you can do?

M: I understand the significance of the occasion, and we value your patronage. Unfortunately, all our tables are reserved, and we want to ensure every guest has a memorable experience.

C: Can't you squeeze us in somewhere? We always tip well, and we love the atmosphere here.

M: I appreciate your generosity and your love for our restaurant. However, accommodating additional guests

would compromise the quality of service for everyone. It wouldn't be fair to those who have already made reservations.



C: This is disappointing. We were really looking forward to celebrating here. Is there anything you can do?

M: I truly apologize for the inconvenience. While I cannot guarantee a table tonight, I can offer to reserve a table for you on another day this week, and we'll make it extra special.

C: Hmm, I guess that's better than nothing. Fine, let's do it for Tuesday.

M: Thank you for your understanding. I've reserved a table for four on Tuesday at [preferred time]. We'll make sure it's a memorable celebration. We appreciate your continued support.

Mastering cleaning agents in hospitality

Objectives: At the end of this exercise you shall be able to

- **develop knowledge and skills in selecting appropriate cleaning agents for different surfaces and equipment in a hospitality setting**
- **reinforce proper cleaning and sanitation practices**
- **promote teamwork and communication in cleaning tasks, ensuring a coordinated and effective approach to maintaining hygiene standards.**

Requirements

Equipments/Tools

- Various surfaces and equipment (countertops, stainless steel appliances, glassware, cutting boards, etc.) - 1 Set
- Different types of cleaning agents (all-purpose cleaner, disinfectant, degreaser, glass cleaner, etc.) - 1 each
- Cleaning tools (microfiber cloths, sponges, scrub brushes) - 1 each
- Safety equipment (gloves, aprons) - 1 Set
- Safety data sheets (SDS) for each cleaning agent

PROCEDURE

TASK 1: Setup Stations

- 1 Arrange different cleaning stations, each featuring a specific surface or equipment that requires cleaning.
- 2 Label the stations clearly.

Select Cleaning Agents

Provide a variety of cleaning agents suitable for different surfaces. Ensure they are labeled with their intended uses.

Safety Briefing

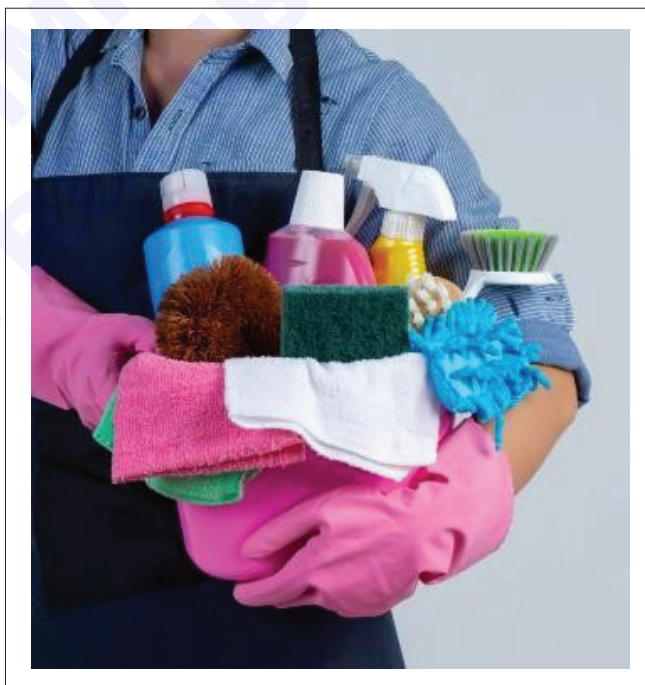
Conduct a safety briefing, emphasizing the importance of using personal protective equipment (PPE) such as gloves and aprons.

Review Cleaning Agents

Briefly review the characteristics and uses of each cleaning agent. Discuss the importance of reading and understanding SDS.

Introduction

- 1 Divide students into small teams, ensuring a mix of skill levels and backgrounds.
- 2 Explain the importance of proper cleaning and sanitation in the hospitality industry.



TASK 2: Station Rotation

- 1 Rotate teams through different cleaning stations.
- 2 Each station features a specific surface or equipment, and teams are tasked with selecting the appropriate cleaning agent.

TASK 3: Task Assignments

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|--|--|
| 1 Assign roles within each team (e.g., team leader, cleaner, inspector). | 2 Rotate roles to ensure each team member gains hands-on experience. |
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TASK 4: Selecting Cleaning Agents

- 1 Teams must analyze the surface or equipment at their station and choose the most suitable cleaning agent based on the material and cleanliness requirements.

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TASK 5: Execution of Cleaning

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| 1 Once the cleaning agent is selected, teams execute the cleaning process following proper techniques and guidelines. | 2 Emphasize the importance of thorough cleaning, especially in high-touch areas. |
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Efficient cleaning agent management in hospitality

Objectives: At the end of this exercise you shall be able to

- develop organizational and planning skills for storing and managing cleaning agents in a hospitality setting
- enhance knowledge of various cleaning agents, their uses, and proper care
- foster teamwork and communication in the planning and execution of cleaning tasks, ensuring a well-coordinated and efficient approach.

Requirements	
Equipments/Tools	
• Variety of cleaning agents (all-purpose cleaner, disinfectant, degreaser, glass cleaner, etc.)	- 1 each
• Storage containers and shelves	- 1 each
• Safety equipment (gloves, goggles)	- 1 each
• Labels and markers	- 1 Set
• Cleaning tools (buckets, mop heads, brushes)	- 1 each
• Safety data sheets (SDS) for each cleaning agent	- 1 No.

PROCEDURE

TASK 1: Instructions

Pre-Exercise Preparation

- 1 Create Cleaning Stations:** Set up cleaning stations with storage containers, shelves, and labeled areas for different cleaning agents. Ensure each cleaning agent has its designated space.
- 2 Prepare Cleaning Tools:** Arrange buckets, mop heads, brushes, and other cleaning tools in an organized manner.
- 3 Review Cleaning Agents:** Provide a variety of cleaning agents with labeled containers. Include safety data sheets for each cleaning agent.

Introduction

- 1 Briefly discuss the importance of proper storage and organization of cleaning agents in a hospitality setting.
- 2 Emphasize the need for easy access, safety, and efficient use of space.

Team Formation

Divide students into small teams, ensuring a mix of skill levels and backgrounds.



TASK 2: Cleaning Agent Inventory

- 1 Assign each team a set of cleaning agents and tools.
- 2 Teams conduct an inventory, checking quantities, expiration dates, and conditions of cleaning agents.

Storage Planning

- 1 Teams plan and organize the storage of cleaning agents on the designated shelves and storage areas.
- 2 Consider factors such as frequency of use, compatibility, and safety.

TASK 3: Labeling

- | | |
|---|---|
| 1 Teams label storage containers and shelves with the names of cleaning agents and tools. | 2 Ensure labels are clear, visible, and consistent. |
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TASK 4: Safety Measures

Discuss and implement safety measures, including the proper storage of safety equipment (gloves, goggles) and emergency procedures.

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TASK 5: Cleaning Tool Organization

Organize cleaning tools in a way that facilitates easy access and ensures they are properly maintained.

Documentation

Teams create a documentation system for tracking cleaning agent usage, restocking needs, and any incidents.

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Cleaning agent classification challenge

Objectives: At the end of this exercise you shall be able to

- develop knowledge of different cleaning agents and their specific uses in the catering and hospitality industry
- enhance understanding of chemical properties, purposes, and safety considerations
- promote teamwork and collaboration in classifying and organizing cleaning agents, ensuring a systematic and informed approach in the catering and hospitality setting.

Requirements	
Equipments/Tools	
• Various cleaning agents (all-purpose cleaner, disinfectant, degreaser, glass cleaner, etc.)	- 1 each
• Safety data sheets (SDS) for each cleaning agent	- 1 No.
• Labels and marker	- 1 Set
• Whiteboard or flip chart	- 1 No.
• Safety equipment (gloves, goggles)	- 1 No.

PROCEDURE

TASK 1: Gather Cleaning Agents

- 1 Collect a variety of cleaning agents commonly used in the catering and hospitality industry.
- 2 Ensure each agent is labeled and has its safety data sheet (SDS).

Review SDS

Familiarize yourself with the SDS for each cleaning agent to provide guidance during the exercise.

Introduction

Briefly introduce the importance of understanding different cleaning agents and their specific uses in maintaining a clean and safe environment.



TASK 2: Team Formation

Divide students into small teams, ensuring a mix of skill levels and backgrounds.

TASK 3: Cleaning Agent Stations

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|--|--|
| <ol style="list-style-type: none"> 1 Set up stations with different cleaning agents, safety equipment, and the corresponding SDS. | <ol style="list-style-type: none"> 2 Each station represents a category of cleaning agents (e.g., general-purpose, disinfectants, degreasers) |
|--|--|

TASK 4: TASK Assignment

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|--|---|
| <ol style="list-style-type: none"> 1 Assign each team to a specific station and provide a list of cleaning agents for classification. | <ol style="list-style-type: none"> 2 Teams must categorize the cleaning agents based on their uses and properties. |
|--|---|

TASK 5: Classification Process

- 1 Teams review the SDS, inspect the cleaning agents, and discuss their characteristics to classify them into the appropriate categories.
- 2 Consider factors such as purpose, surfaces they are suitable for, and any safety considerations.

Task Assignment

Teams must categorize the cleaning agents based on their uses and properties.

Team Station Assignment - Cleaning Agent Classification Challenge Dear Teams,

Welcome to the Cleaning Agent Classification Challenge! In this exercise, each team will be assigned to a specific station featuring a set of cleaning agents commonly used in the catering and hospitality industry. Your mission is to categorize these cleaning agents based on their uses and properties. This hands-on task will deepen your understanding of cleaning agents and their practical applications.

Team Station Assignments

Team Alpha - General-Purpose Cleaners Station:

Cleaning agents: All-Purpose Cleaner, Multi-Surface Cleaner, Neutral pH Cleaner.

Team Bravo - Disinfectants Station:

Cleaning agents: Disinfectant Spray, Antibacterial Wipes, Sanitizing Solution.

Team Charlie - Degreasers Station:

Cleaning agents: Kitchen Degreaser, Oven Cleaner, Grill Cleaner.

Team Delta - Glass and Mirror Cleaners Station:

Cleaning agents: Glass Cleaner, Mirror Polish, Streak-Free Window Cleaner.

Team Echo - Specialty Cleaners Station:

Cleaning agents: Stainless Steel Polish, Wood Cleaner, Marble and Granite Cleaner.

Task Instructions

- 1 Review Safety Data Sheets (SDS): Begin by reviewing the safety data sheets provided for each cleaning agent

at your station. Understanding safety considerations is crucial.

- 2 Inspect Cleaning Agents: Examine the cleaning agents at your station, paying attention to their physical properties, intended uses, and any specific safety precautions mentioned in the SDS.
- 3 Classify Cleaning Agents: Categorize the cleaning agents into their respective groups based on their uses (e.g., general-purpose, disinfectants, degreasers) and properties. Consider practical applications in a catering and hospitality setting.
- 4 Prepare Presentation: Prepare a short presentation to the class, outlining your team's classification and providing the reasoning behind it. Highlight any unique properties or considerations for each cleaning agent.
- 5 Safety Considerations: Emphasize safety considerations associated with the cleaning agents at your station during your presentation. Discuss any potential hazards and how they should be addressed.

Example Classification by Team Bravo (Disinfectants Station)

- 1 Disinfectant Spray: Category - Disinfectants
Properties: Kills bacteria and viruses, suitable for high-touch surfaces.
- 2 Antibacterial Wipes: Category - Disinfectants
Properties: Convenient for quick surface disinfection, disposable.
- 3 Sanitizing Solution: Category - Disinfectants
Properties: Used to sanitize kitchen tools and equipment, must be diluted according to instructions.

Mastering cleaning tools in the hospitality setting

Objectives: At the end of this exercise you shall be able to

- develop proficiency in using various cleaning tools commonly employed in the catering and hospitality industry
- enhance teamwork, communication, and efficiency in executing cleaning tasks
- emphasize proper techniques for maintaining cleanliness and hygiene, ensuring a skilled and coordinated approach within the catering and hospitality setting.

Requirements	
Equipments/Tools	
• Various cleaning tools (brooms, brushes, vacuum cleaner, mop, dusters, etc.)	- 1 each
• Different surfaces for cleaning (hardwood floors, carpets, tile surfaces, etc.)	- 1 each
• Cleaning agents suitable for different surfaces	- 1 No.
• Safety equipment (gloves, goggles, aprons)	- 1 No.
• Timer or clocks	- 1 No.
• Safety data sheets (SDS) for cleaning agents	- 1 No.

PROCEDURE

Instructions

Pre-Exercise Preparation

Equip each station with the necessary cleaning tools.

1 Setup Cleaning Stations: Create cleaning stations with different surfaces to mimic real-world scenarios in a hospitality setting.

2 Review Cleaning Techniques: Briefly review proper cleaning techniques for different surfaces and tools. Discuss safety considerations and the importance of following manufacturer guidelines for equipment use.

TASK 1: Introduction

1 Briefly explain the importance of maintaining cleanliness in the hospitality industry.

2 Emphasize the role of various cleaning tools in achieving high standards of hygiene

TASK 2: Team Formation

Divide students into small teams, ensuring a mix of skill levels and backgrounds.

TASK 3: Cleaning Tool Rotation

1 Rotate teams through different cleaning stations, each featuring a specific tool and surface.

2 Example stations: Broom for sweeping hardwood floors, vacuum cleaner for carpets, brushes for tile surfaces, etc.

TASK 4: Task Assignments

1 Assign roles within each team (e.g., team leader, cleaner, inspector).

member gains hands-on experience with different tools.

2 Rotate roles during the exercise to ensure each team

TASK 5: Cleaning Task Execution

- 1 Teams perform cleaning tasks at each station using the assigned tools.
- 2 Focus on proper techniques, including sweeping, vacuuming, mopping, and dusting.



Routine cleaning practical exercise for catering and hospitality students

Objectives: At the end of this exercise you shall be able to

- gain hands-on experience in performing routine cleaning tasks within the catering and hospitality industry
- demonstrate proficiency in using detergents and cleaning equipment to maintain cleanliness and hygiene.

Requirements	
Equipments/Tools	
• Cleaning detergents (multipurpose cleaner, degreaser, disinfectant)	- 1 each
• Cleaning equipment (brooms, mops, buckets, scrub brushes, microfiber cloths)	- 1 each
• Personal protective equipment (gloves, aprons)	- 1 Set
• Safety signs	- 1 No.
• Trash bags	- 1 No.
• Cleaning checklist	- 1 No.

PROCEDURE

TASK 1: Introduction

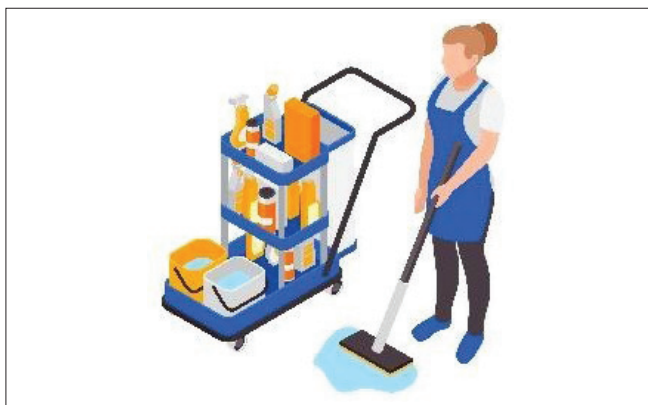
- 1 Begin with a brief introduction to the importance of maintaining cleanliness and hygiene in catering and hospitality settings.
- 2 Discuss the types of cleaning detergents and equipment commonly used in the industry.
- 3 Emphasize the significance of safety measures and the proper use of personal protective equipment.

TASK 2: Demonstration

- 1 Demonstrate how to prepare cleaning solutions by diluting detergents according to the manufacturer's instructions.
- 2 Show the correct way to use different cleaning equipment for various surfaces and areas (e.g., mops for floors, scrub brushes for stubborn stains).
- 3 Highlight the importance of following a systematic cleaning routine to ensure thorough cleaning.

TASK 3: Assignment Overview

- 1 Provide students with a cleaning checklist that includes specific tasks to be completed during the exercise.
- 2 Explain the importance of attention to detail and the impact of cleanliness on the overall customer experience.



TASK 4: Hands-on Cleaning Exercise

- 1 Divide students into small groups and assign specific areas or surfaces to each group.
- 2 Distribute cleaning materials and equipment to each group.
- 3 Instruct students to follow the cleaning checklist and perform routine cleaning tasks in their assigned areas.
- 4 Encourage students to communicate and collaborate within their groups to ensure efficient completion of tasks.

General principles of cleaning practical exercise for catering and hospitality students

Objectives: At the end of this exercise you shall be able to

- demonstrate general principles of cleaning in a practical setting within the catering and hospitality industry
- demonstrate a clean and hygienic environment through the practical application of cleaning principles.

Requirements	
Equipments/Tools	
• General cleaning detergents (multipurpose cleaner, degreaser, disinfectant)	- 1 each
• Cleaning equipment (brooms, mops, buckets, scrub brushes, microfiber cloths)	- 1 No.
• Personal protective equipment (gloves, aprons)	- 1 Set
• Safety signs	- 1 No.
• Trash bags	- 1 No.
• Surfaces for cleaning (tables, countertops, floors, appliances, etc.)	
• Cleaning checklist	

PROCEDURE

TASK 1: Introduction

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| <p>1 Start with an introduction to the importance of cleanliness in the catering and hospitality industry.</p> | <p>2 Discuss the general principles of cleaning, including the need for systematic and organized cleaning routines.</p> |
|--|---|

TASK 2: Overview of Cleaning Materials and Equipment

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| <p>1 The types of cleaning detergents and equipment that will be used during the exercise.</p> | <p>2 Explain the proper usage of each cleaning tool and the importance of following safety guidelines.</p> |
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TASK 3: Assignment Overview

- | | |
|---|--|
| <p>1 Provide students with a cleaning checklist that outlines various surfaces and areas to be cleaned.</p> | <p>2 Emphasize the importance of adherence to general cleaning principles, such as starting from top to bottom, using the right tools for each surface, and maintaining a consistent cleaning routine.</p> |
|---|--|

TASK 4: Hands-on Cleaning Exercise

- 1 Divide students into small groups and assign specific areas or surfaces to each group.
- 2 Distribute cleaning materials and equipment to each group.
- 3 Instruct students to follow the cleaning checklist and apply the general principles of cleaning to their assigned areas.
- 4 Encourage students to focus on details, address specific cleaning challenges, and prioritize hygiene.



TASK 5: Monitoring and Feedback

- | | |
|---|--|
| <p>1 Walk around to observe and provide guidance to the groups.</p> <p>2 Offer feedback on cleaning techniques, use of cleaning agents, and adherence to general cleaning principles.</p> | <p>3 Address any questions or concerns raised by the students.</p> |
|---|--|

Deep cleaning day in the hospitality hub

Objectives: At the end of this exercise you shall be able to

- develop skills in executing comprehensive and periodical deep cleaning tasks in a hospitality setting.
- demonstrate the importance of maintaining high cleanliness standards for health and safety.
- enhance teamwork, time management, and attention to detail, ensuring effective and thorough deep cleaning practices in the catering and hospitality industry.

Requirements

Equipments/Tools

- | | |
|--|----------|
| • Extension dusters, carpet cleaners, power washers, etc.) | - 1 each |
| • Appropriate cleaning agents for different surfaces | - 1 each |
| • Safety equipment (gloves, goggles, aprons) | - 1 Set |
| • Detailed cleaning checklist for each station | |
| • Timer or clock | - 1 No. |
| • Safety data sheets (SDS) for cleaning agents | - 1 No. |

PROCEDURE

TASK 1: Create Deep Cleaning Stations

Designate specific areas or stations that require deep cleaning, including kitchen surfaces, dining areas, restroom facilities, and outdoor spaces.

Develop Detailed Cleaning Checklists

Create detailed checklists for each station outlining the specific tasks to be performed during the deep cleaning process.

Review Safety Measures

- 1 Briefly review safety measures associated with the use of cleaning agents and equipment.
- 2 Emphasize the importance of following proper safety guidelines.

Introduction

- 1 Briefly explain the significance of periodical deep cleaning in the hospitality industry.
- 2 Emphasize the impact of a clean and well-maintained environment on guest satisfaction and safety.



TASK 2: Team Formation

Divide students into teams, assigning each team to a specific deep cleaning station.

TASK 3: Task Assignments

- 1 Assign roles within each team (e.g., team leader, cleaner, inspector).
- 2 Rotate roles during the exercise to ensure each team member gains hands-on experience in different aspects of deep cleaning.

TASK 4: Review Cleaning Checklists

- | | |
|--|--|
| 1 Provide each team with a detailed cleaning checklist for their assigned station. | 2 Discuss the importance of following the checklist to ensure thorough cleaning. |
|--|--|

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TASK 5: Execution of Deep Cleaning Tasks

- | | |
|---|--|
| 1 Teams perform deep cleaning tasks based on their checklists, utilizing various cleaning tools and agents. | 2 Focus on tasks such as degreasing kitchen surfaces, steam cleaning carpets, sanitizing restrooms, and power washing outdoor areas. |
|---|--|

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Mastering room maintenance: bed making and guest room cleaning

Objectives: At the end of this exercise you shall be able to

- develop proficiency in bed making and guest room cleaning techniques
- enhance attention to detail, time management, and organizational skills
- demonstrate the importance of providing a clean and welcoming environment for guests, ensuring a high standard of cleanliness and guest satisfaction in the hospitality industry.

Requirements	
Equipments/Tools	
• Bedding and linens for bed making (sheets, pillowcases, duvet covers)	- 1 No.
• Cleaning tools and supplies (vacuum cleaner, dusters, all-purpose cleaner, microfiber cloths)	- 1 No.
• Timer or clock	- 1 No.
• Guest room setup (Empty rooms for practice)	

PROCEDURE

TASK 1: Instructions

Prepare Guest Rooms

Set up guest rooms with standard furniture, an unmade bed, and various surfaces to clean (e.g., tables, countertops, mirrors).

Gather Bedding and Linens

Ensure you have sufficient bedding and linens for each student or team to practice bed making.

Review Cleaning Techniques

- 1 Briefly review proper cleaning techniques for different surfaces and materials.
- 2 Discuss safety considerations and the importance of following hotel standards.

TASK 2: Introduction

- 1 Briefly explain the importance of maintaining clean and well-made guest rooms in the hospitality industry.
- 2 Emphasize the impact of a welcoming environment on guest satisfaction.

Team Formation

Divide students into teams, ensuring a mix of skill levels and backgrounds.

TASK 3: Bed Making Practice

- 1 Each team practices bed making following hotel standards. Focus on properly aligning sheets, pillowcases, and duvet covers.
- 2 Set a time limit to simulate the efficiency required in a real-world hospitality setting.



TASK 4: Guest Room Cleaning

- 1 Rotate teams through guest rooms, assigning each team specific cleaning tasks (e.g., dusting surfaces, cleaning mirrors, vacuuming floors).
- 2 Provide a checklist for each team to ensure all cleaning tasks are addressed.

TASK 5: Time Management

Set a specific timeframe for each task to simulate the time constraints of cleaning guest rooms during peak periods.

Green ambiance: indoor plant and flower arrangement maintenance

Objectives: At the end of this exercise you shall be able to

- develop practical skills in maintaining indoor plants and flower arrangements in hospitality settings
- enhance awareness of the role of greenery in creating a positive ambiance
- demonstrate attention to detail, time management, and knowledge of plant care, ensuring a visually appealing and well-maintained environment in the catering and hospitality industry.

Requirements	
Equipments/Tools	
• Indoor plants (variety of species suitable for indoor settings),- as available	- 1 Set
• Flower arrangements	- 1 Set
• Plant care tools (pruners, watering cans, soil, fertilizers)	- 1 No.
• Protective gear (gardening gloves, aprons)	- 1 No.
• Watering schedule guidelines	- 1 No.
• Reference materials on plant care	- 1 No.

PROCEDURE

TASK 1: Instructions

Set up Plant and Flower Stations

Arrange various stations with different indoor plants and flower arrangements. Include a variety of species to mimic a real hospitality setting.

Provide Plant Care Tools

Ensure each station is equipped with the necessary plant care tools, including pruners, watering cans, soil, and fertilizers.

Establish Watering Schedule Guidelines

Provide guidelines on the watering schedule for different plants, considering their specific needs and characteristics.

Review Plant Care Techniques

Briefly review proper plant care techniques, covering aspects such as watering, pruning, and maintaining the overall health of indoor plants.



TASK 2: Introduction

- 1 Briefly discuss the importance of maintaining indoor plants and flower arrangements in creating a welcoming ambiance in the hospitality industry.
- 2 Emphasize the impact of greenery on guest experience.

Team Formation

Divide students into teams, ensuring a mix of skill levels and backgrounds.

TASK 3: Plant and Flower Maintenance Tasks

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Rotate teams through different plant and flower stations, assigning each team specific maintenance tasks. | <ol style="list-style-type: none"> 2 Tasks may include pruning dead leaves, checking soil moisture levels, and applying fertilizers. |
|---|---|

TASK 4: Task Assignments

- 1 Assign roles within each team (e.g., team leader, pruner, waterer).
- 2 Rotate roles during the exercise to ensure each team member gains hands-on experience with different plant care tasks.

TASK 5: Time Management

Set a specific time frame for each station to simulate the efficiency required in a real hospitality environment.

Plant and Flower Maintenance Tasks with Dialogues and Examples

1 Pruning Dead Leaves

Task Description

Objective: Remove dead or yellowing leaves to promote the overall health and aesthetic appeal of the plant. Tools Needed: Pruners, gardening gloves.

Dialogue

- 1 Instructor: "Team, your first task is to prune the dead or yellowing leaves from the plants. This not only improves the appearance but also helps the plant allocate more energy to healthy growth. Remember to use the pruners carefully and wear your gardening gloves."
- 2 Student 1 (Pruner): "I'll carefully inspect each plant for any dead or discolored leaves. It's important to make clean cuts near the base of the leaf stem."
- 3 Student 2 (Observer): "I'll keep an eye on the overall condition of the plants and note if there are any signs of pests or diseases during the process."

Checking Soil Moisture Levels

Task Description

Objective: Assess and adjust soil moisture levels to ensure optimal growing conditions. Tools Needed: Soil moisture meter, watering can.

Dialogue

- 1 Instructor: "Team, the next task is to check and adjust the soil moisture levels. Each plant has different watering needs, so use the moisture meter to determine

if they need watering. Also, ensure you're using the right amount for each plant."

- 2 Student 1 (Moisture Checker): "I'll insert the moisture meter into the soil at different locations and depths. If it reads on the drier side, we'll give it a good watering."
- 3 Student 2 (Waterer): "I'll be in charge of watering. It's crucial not to overwater, so I'll check the specific requirements for each type of plant."

Applying Fertilizers

Task Description

Objective: Provide essential nutrients to promote healthy growth and flowering. Tools Needed: Fertilizer appropriate for indoor plants, watering can.

Dialogue

- 1 Instructor: "For the final task, each team will apply fertilizers to the plants. This helps in providing necessary nutrients for growth and blooming. Remember to follow the instructions on the fertilizer packaging."
- 2 Student 1 (Fertilizer Applier): "I'll measure the appropriate amount of fertilizer for each plant based on the instructions. It's important not to over-fertilize, as it can harm the plants."
- 3 Student 2 (Watering Support): "After applying the fertilizer, I'll water the plants to ensure the nutrients are absorbed. We need to be mindful of not letting the fertilizer accumulate on the leaves."

Blooms and hues: flower arrangement, spray painting, and care

Objectives: At the end of this exercise you shall be able to

- develop basic skills in creating simple flower arrangements suitable for hospitality settings
- demonstrate the importance of art spray-painting floral elements for decorative purposes
- enhance knowledge of proper flower care, including watering and sunlight exposure, contributing to the aesthetic appeal of hospitality environments.

Requirements		
Equipments/Tools		
<ul style="list-style-type: none"> • Assorted fresh flowers (roses, daisies, baby's breath, etc.) • Floral foam or oasis blocks, - 1 No. • Vases or containers, - 1 Set • Floral tape. - 1 No. 	<ul style="list-style-type: none"> • Water sprayer - 1 No. • Floral spray paint in various colors - 1 No. • Protective gear (aprons, gloves) - 1 Set • Watering cans - 1 Set • Sunlight exposure guidelines - 1 No. 	

PROCEDURE

TASK 1: Instructions

Prepare Flower Arrangement Stations: Set up stations with a variety of fresh flowers, vases, floral foam, and floral tape.

Provide Spray Painting Area: Designate an area for spray painting, ensuring proper ventilation and protection for surfaces.

Watering and Sunlight Stations: Set up stations with watering cans, guidelines on proper watering, and information on sunlight exposure for different flowers.

TASK 2: Introduction

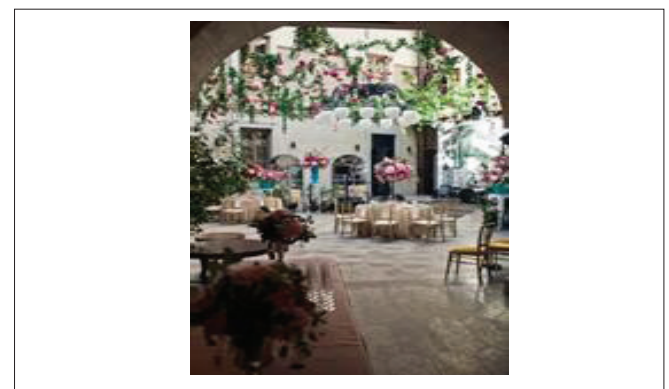
Briefly discuss the importance of flower arrangements in hospitality settings and the creative use of spray paint for decorative purposes.

Team Formation

Divide students into teams, ensuring a mix of skill levels and backgrounds.

TASK 3: Simple Flower Arrangement

Teams create simple flower arrangements using the provided flowers, vases, and floral foam. Encourage creativity in arrangement design.



TASK 4: Spray Painting Floral Elements

Rotate teams through the spray-painting station, where they add decorative elements by spray painting flowers or foliage. Emphasize color coordination.

TASK 5: Watering and Sunlight Care

Rotate teams through the watering and sunlight exposure stations. Discuss the specific watering needs of different

flowers and provide guidelines on optimal sunlight exposure.

Reserve and delight: reservation management simulation

Objectives: At the end of this exercise you shall be able to

- develop practical skills in handling reservations for a hospitality venue
- enhance communication, organizational, and customer service skills
- provide a simulation of real-world reservation scenarios in the catering and hospitality industry, preparing you for effective reservation management.

Requirements

Equipments/Tools

- Reservation booking system or simulation tool (could be paper based) - 1 No.
- Sample reservation forms. - 1 No.
- Communication devices (phones, tablets, or computers) - 1 No.
- Guest seating chart or floor plan - 1 No.
- Pen and paper for notetaking - 1 No.

PROCEDURE

TASK 1: Instructions

Set Up Reservation Stations

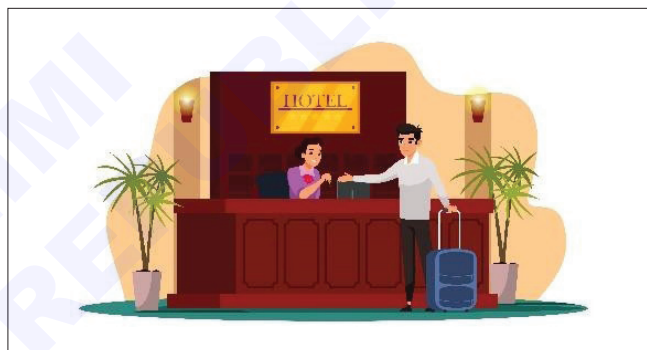
Create reservation stations with computers or tablets for managing reservations. If using a simulation tool, ensure it mimics a real booking system.

Develop Sample Reservation Forms

Prepare sample reservation forms with essential details (guest name, contact information, party size, date, time, special requests)

Create Guest Seating Chart

Develop a guest seating chart or floor plan for the venue to assist students in managing table assignments.



TASK 2: Introduction

Briefly explain the importance of efficient reservation management in the hospitality industry. Emphasize the impact on guest satisfaction and overall operations.

Team Formation

Divide students into teams, assigning roles such as reservation manager, host/hostess, and communication coordinator.

TASK 3: Reservation Scenario Simulation

1. Provide students with a set of reservation scenarios, including different party sizes, special requests, and peak periods.
2. Each team is responsible for managing reservations, updating the seating chart, and communicating with guests.

TASK 4: Reservation Handling

1. Teams use the reservation stations to input, modify, and confirm reservations based on the given scenarios.
2. Encourage teams to prioritize guest preferences and handle last-minute changes effectively.

TASK 5: Communication Coordination

Designate a team member as the communication coordinator who manages phone or online reservation inquiries and communicates with guests regarding special requests.

Banquet brilliance: booking and coordinating events

Objectives: At the end of this exercise you shall be able to

- develop practical skills in handling banquet bookings and coordinating events
- enhance communication, organizational, and customer service skills specific to banquets
- demonstrate experience of managing banquet reservations in the catering and hospitality industry, preparing you for effective banquet event coordination

Requirements

Equipments/Tools

- Sample banquet reservation forms - 1 No.
- Guest seating chart or banquet layout - 1 No.
- Communication devices (phones, tablets, or computers) - 1 No.
- Banquet event information sheets (sample menus, room layouts) - 1 No.
- Pen and paper for notetaking - 1 No.

PROCEDURE

TASK 1: Instructions

Set Up Banquet Booking Stations

Create banquet booking stations with computers or tablets for managing reservations. If using a simulation tool, ensure it mimics a real booking system.

Develop Sample Banquet Reservation Forms

Prepare sample banquet reservation forms with essential details (event name, date, time, guest count, special requests, menu preferences).

Create Banquet Layout or Seating Chart

Develop a banquet layout or seating chart for the venue to assist students in managing event spaces and table assignments.

Provide Sample Menus and Event Information

Prepare sample banquet menus and event information sheets for reference during the exercise.



TASK 2: Introduction

Briefly explain the significance of efficient banquet booking and coordination in the hospitality industry. Emphasize the importance of attention to detail and providing a memorable experience for guests.

Team Formation

Divide students into teams, assigning roles such as banquet coordinator, reservation manager, communication coordinator, and menu planner.

TASK 3: Banquet Reservation Scenario Simulation

- | | |
|---|---|
| 1 Provide students with a set of banquet reservation scenarios, each with different event requirements, guest counts, and special requests. | 2 Each team is responsible for managing banquet reservations, updating the seating chart, and coordinating event details. |
|---|---|

TASK 4: Reservation Handling

- | | |
|---|---|
| 1 Teams use the banquet booking stations to input, modify, and confirm reservations based on the given scenarios. | 2 Encourage teams to consider logistical details, such as room setup, audio-visual requirements, and dietary preferences. |
|---|---|

TASK 5: Communication Coordination

Designate a team member as the communication coordinator who manages phone or online inquiries, communicates with event hosts, and ensures all details are accurately recorded.

Menu Planning

Teams work on planning sample menus for each scenario, considering dietary restrictions and preferences. Discuss menu options with the simulated clients.

Table and Seating Arrangements

Teams assign tables and coordinate seating arrangements based on the banquet layout. Consider factors such as guest preferences, event type, and special requirements.

Banquet Reservation Scenario Simulation: Dialogue Example

Scenario: "Grand Celebration Gala"

Event Details

Event Name: Grand Celebration Gala

Date: June 15, 2024

Time: 7:00 PM - 12:00 AM

Guest Count: 150

Special Requests: Vegetarian and vegan menu options, stage for live band, floral centerpiece

Dialogue Among Team Members

Banquet Coordinator (BC): "Team, we have our first scenario – the 'Grand Celebration Gala.' It's a significant event with a guest count of 150. We need to ensure everything is top-notch. Any initial thoughts?"

Reservation Manager (RM): "Considering the special requests, we'll need to coordinate with the kitchen for vegetarian and vegan menu options. Let's check the availability of the live band stage and discuss floral arrangements with the decorator."

Communication Coordinator (CC): "I'll make a call to the client to confirm the details and get more information about specific dietary preferences. Also, I'll inquire about any particular preferences for the live band setup and the style of floral centerpieces."

Menu Planner (MP): "In terms of the menu, I suggest offering a diverse range of vegetarian and vegan options to cater to various preferences. I'll work on creating a sample menu for the client's review."

Scenario Update: "Corporate Conference Luncheon" Event Details

Event Name: Corporate Conference Luncheon

Date: August 10, 2024

Time: 12:00 PM - 3:00 PM

Guest Count: 80

Special Requests: Audio-visual setup, separate VIP area, gluten-free and nut-free menu options

Dialogue Among Team Members

BC: "Alright, Team, now we have the 'Corporate Conference Luncheon.' This event has a specific focus on audio-visual setup and dietary restrictions. Let's strategize."

RM: "We need to coordinate with the AV team for a seamless setup. Additionally, we should designate a separate VIP area. I'll update the seating chart accordingly."

CC: "I'll reach out to the client to discuss the AV requirements and ensure we understand the dietary restrictions clearly. Clear communication is key here."

MP: "I'll work on creating a menu that not only caters to gluten-free and nut-free preferences but also aligns with the corporate setting. We want to make a professional impression."

Scenario Update: "Intimate Wedding Reception" Event Details

Event Name: Intimate Wedding Reception

Date: October 5, 2024

Time: 6:00 PM - 10:00 PM

Guest Count: 50

Special Requests: Customized wedding menu, dance floor, personalized decor

Dialogue Among Team Members

BC: "Our next scenario is the 'Intimate Wedding Reception.' It's a smaller event but with personalized touches. Let's dive in."

RM: "Given the smaller guest count, we can optimize the space. I'll check with the couple about their preferred dance floor location and decor specifics."

CC: "I'll call the couple to discuss their vision for personalized decor and the dance floor. Additionally, I'll ensure we have all the details for the customized wedding menu."

MP: "Creating a menu that aligns with the couple's preferences is crucial. I'll work on designing a sample menu with a mix of elegant dishes."

Thematic elegance: planning and executing banquet themes

Objectives: At the end of this exercise you shall be able to

- develop teamwork, creativity, communication, and leadership skills
- enhance individual personalities through collaborative problem-solving, fostering a well-rounded and adaptable approach in the catering and hospitality industry
- demonstrate hands-on experience in transforming a banquet space based on a chosen theme, fostering a comprehensive understanding of event planning and execution in the catering and hospitality industry.

Requirements

Equipments/Tools

- Banquet venue or designated space
- Tables, chairs, linens, and dinnerware - 1 Set
- Decorative items (centerpieces, candles, props) based on themes - 1 Set
- Audio-visual equipment (if required for specific themes) - 1 Set
- Menu cards reflecting the chosen themes - 1 No.
- Protective gear (aprons, gloves) - 1 Set
- Budget allocation for each team

PROCEDURE

TASK 1: Instructions

Select Banquet Themes

Choose a variety of banquet themes (e.g., Vintage Romance, Tropical Paradise, Masquerade Ball, Hollywood Glam) for teams to select from.

Prepare Theme-Specific Items

Gather or create theme-specific decor items, centerpieces, and props for each selected theme.

Set Up Banquet Venue

Arrange tables and chairs in the banquet venue, ensuring it's a blank canvas ready for thematic transformations.

Allocate Budgets

Assign a budget to each team for purchasing additional decor items, ensuring they consider cost-effective options.



TASK 2: Introduction

Briefly discuss the importance of theme setting in banquets, emphasizing its impact on guest experience and event aesthetics

Team Formation

Divide students into teams, assigning each team a specific theme.

Theme Selection

Teams select their banquet theme from the provided options. Encourage them to consider the preferences of hypothetical clients or guests.

TASK 3: Planning Phase

Each team creates a detailed plan for their chosen theme, including decor placement, color schemes, menu choices, and any additional elements relevant to the theme.

Budgeting Exercise

Teams allocate their budget to various aspects of the theme, making decisions on where to invest for the most significant visual impact.

Decor Setup

Teams set up the banquet venue according to their planned theme. This involves arranging tables, setting up decor items, and creating an immersive thematic experience.

TASK 4: Menu Integration

Teams work with the provided menu cards to ensure the food and beverage offerings align with the chosen theme. This could include thematic naming and presentation.

TASK 5: Thematic Presentation

Each team presents their thematic setting to the class, explaining the inspiration behind their choices and

how they aimed to create a cohesive and immersive experience.

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Catering & Hospitality Assistant - Booking Reservations

Reservation mastery: from inquiry to confirmation

Objectives: At the end of this exercise you shall be able to

- develop practical skills in handling reservations and related activities in the catering and hospitality industry
- enhance communication, organizational, and customer service skills specific to reservation procedures
- demonstrate hands-on experience in managing the entire reservation process, ensuring proficiency in reservation operations within the catering and hospitality sector.

Requirements

Equipments/Tools

- Sample reservation forms - 1 Set
- Guest seating chart or floor plan - 1 No.
- Communication devices (phones, tablets, or computers) - 1 Set
- Reservation booking system or simulation tool (could be paper based) - 1 No.
- Guest information sheets (for dietary restrictions, special requests) - 1 No.
- Pen and paper for note-taking - 1 No.

PROCEDURE

TASK 1: Instructions

Set Up Reservation Stations

Create reservation stations with computers or tablets for managing reservations. If using a simulation tool, ensure it mimics a real booking system.

Develop Sample Reservation Forms

Prepare sample reservation forms with essential details (guest name, contact information, party size, date, time, special requests).

Create Guest Seating Chart or Floor Plan

Develop a guest seating chart or floor plan for the venue to assist students in managing table assignments.

Provide Guest Information Sheets

Prepare sample guest information sheets with space for dietary restrictions, special requests, and other relevant details.

TASK 2: Introduction

Briefly explain the importance of efficient reservation procedures in the hospitality industry. Emphasize the impact on guest satisfaction and overall operations.

Team Formation

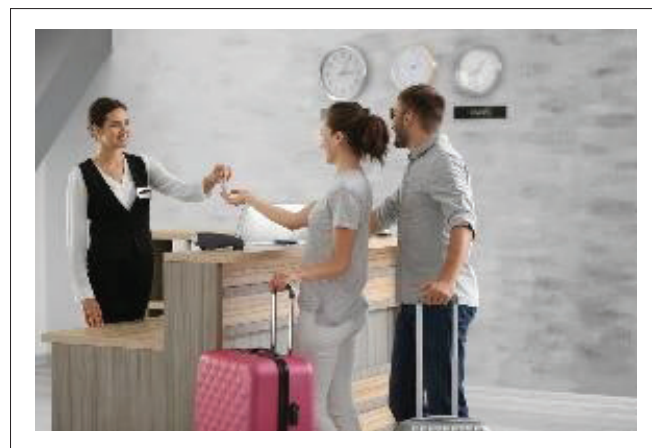
Divide students into teams, assigning roles such as reservation agent, communication coordinator, and seating planner.

TASK 3: Reservation Inquiry Simulation

Teams receive simulated reservation inquiries via phone or online. Each team is responsible for gathering necessary information and managing the reservation inquiry.

Reservation Form Completion

Teams use the reservation stations to complete reservation forms, ensuring accurate and detailed information is recorded.



TASK 4: Communication Coordination

Designate a team member as the communication coordinator who manages phone or online communication with guests. They confirm details, answer queries, and provide additional information as needed.

TASK 5: Special Requests Handling

Teams review guest information sheets for any dietary restrictions or special requests and ensure these are communicated to relevant staff.

Seating Planning

Teams work on assigning tables and coordinating seating arrangements based on the guest seating chart or floor plan. They consider factors such as party size, preferences, and availability.

Confirmation Process

Teams simulate the confirmation process, ensuring guests receive confirmation messages via email or phone. They also provide relevant information, such as venue details and parking instructions.

Reservation Inquiry Simulation: Example Scenario and Dialogue

Scenario: "Celebration Dinner at the Garden Bistro"

Phone Inquiry

- **Caller:** Jane Smith
- **Date:** May 25, 2024
- **Time:** 7:30 PM
- **Party Size:** 10
- **Special Requests:** Outdoor seating preference, vegetarian options for two guests.

Dialogue Among Team Members

Reservation Agent (RA): "Hello, Garden Bistro, this is Jane speaking. How may I assist you?"

Jane Smith (Caller): "Hi! I'm looking to make a reservation for a celebration dinner on May 25th. We'll be a party of 10, and we would prefer outdoor seating. Also, a couple of our guests are vegetarian, so we'd appreciate some options for them."

RA: "Certainly, Jane! Thank you for choosing Garden Bistro for your celebration. May I have your contact number in case we need to reach you?"

Jane: "Of course, it's 555-1234."

RA: "Great, Jane. Now, for outdoor seating and vegetarian options, we can certainly accommodate that. Would you like any specific arrangements for the celebration?"

Jane: "Nothing extravagant, maybe a nice table setting and some space for a small cake. It's a graduation celebration."

RA: "Congratulations! We'd be delighted to assist with that. I've noted the date, time, party size, and your preferences. Is there anything else I can assist you with?"

Jane: "No, that should be all. Thank you!"

RA: "You're welcome, Jane. We look forward to hosting your celebration. You'll receive a confirmation message shortly. Have a great day!"

Online Inquiry Form

Form Submission

- **Name:** Mark Davis
- **Date:** June 10, 2024
- **Time:** 6:00 PM
- **Party Size:** 6
- **Special Requests:** Anniversary celebration, private corner seating.

Dialogue Among Team Members

Reservation Agent (RA): "Team, we've received an online reservation inquiry from Mark Davis for an anniversary celebration on June 10th. Let's review the details."

Communication Coordinator (CC): "I'll send a quick acknowledgment to Mark, thanking him for choosing us for his anniversary celebration. I'll also ask if there are any specific preferences or dietary restrictions."

Seating Planner (SP): "For a romantic anniversary celebration, how about arranging a private corner seating? I'll mark that down on the seating chart."

RA: "Good idea. Mark mentioned a party size of 6. Let's ensure we have a suitable table and consider any additional arrangements he might desire."

CC: "I've sent the acknowledgment to Mark, mentioning our appreciation for choosing Garden Bistro. I've also asked if there are any specific preferences or special requests. We'll wait for his response."

SP: "Great. Once we receive Mark's response, we can finalize the details and send a confirmation with the seating arrangement and any other specifics."

RA: "Perfect. Let's keep an eye out for Mark's reply and ensure we provide a personalized and memorable experience for his anniversary celebration."

Catering & Hospitality Assistant - Booking Reservations

Check bookings, Amendments, Cancellation, etc.

Objectives: At the end of this exercise you shall be able to

- **develop practical skills in handling booking changes, amendments, and cancellations in the catering and hospitality industry**
- **enhance organizational, communication, and problem-solving skills specific to booking management**
- **demonstrate hands-on experience in navigating various scenarios related to reservations, ensuring proficiency in managing changes effectively within the catering and hospitality sector.**

Requirements	
Equipments/Tools	
• Sample reservation system or simulation tool	- 1 No.
• Guest seating chart or floor plan	- 1 No.
• Communication devices (phones, tablets, or computers)	- 1 No.
• Reservation inquiry forms (sample bookings with potential amendments)	- 1 No.
• Cancellation policy guidelines	- 1 No.

PROCEDURE

TASK 1: Instructions

Set Up Reservation Stations

Create reservation stations with computers or tablets connected to a sample reservation system or simulation tool.

Develop Sample Reservation Forms

Prepare sample reservation inquiry forms with potential bookings, amendments, and cancellation scenarios.

Create Guest Seating Chart or Floor Plan

Develop a guest seating chart or floor plan for the venue to assist students in managing table assignments.

Provide Cancellation Policy Guidelines

Give students guidelines on the venue’s cancellation policy to help them make informed decisions during the exercise.

TASK 2: Introduction

Briefly explain the importance of effective booking management in the hospitality industry. Emphasize the impact on guest satisfaction and operational efficiency.

Team Formation

Divide students into teams, assigning roles such as booking manager, communication coordinator, and seating planner.

TASK 3: Reservation Review

Each team reviews a set of sample reservation forms with potential bookings, amendments, and cancellations. They assess the current bookings and make necessary preparations for amendments or cancellations.

Amendment Scenarios

Teams receive simulated requests for booking amendments. This may include changes in party size, seating preferences, or special requests. Each team is responsible for accommodating these amendments.

TASK 4: Communication Coordination

Designate a team member as the communication coordinator who manages phone or online communication with guests regarding amendments. They confirm details,

answer queries, and provide additional information as needed.

TASK 5: Seating Planning for Amendments

Teams adjust the seating plan or floor arrangement based on the amendments, ensuring a smooth transition for the guests.

Cancellation Scenarios

Teams receive simulated requests for booking cancellations. They must adhere to the cancellation policy guidelines while effectively communicating the cancellation process to the guests.

Communication of Amendments and Cancellations

Teams communicate the amendments and cancellations to the guests, providing any necessary information and ensuring a positive experience despite changes.

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Charting success: creating and explaining reservation charts

Objectives: At the end of this exercise, you shall be able to

- develop practical skills in creating and illustrating reservation charts in the catering and hospitality industry
- enhance organizational, communication, and visual representation skills specific to reservation management
- provide hands-on experience in designing reservation charts for effective communication within the team.

Requirements	
Equipments/Tools	
• Sample reservation system or simulation tool	- 1 No.
• Guest seating chart or floor plan	- 1 No.
• Communication devices (phones, tablets, or computers)	- 1 each
• Reservation inquiry forms (sample bookings)	- 1 No.
• Whiteboard, flip chart, or digital display for visual representation	- 1 No.
• Markers or digital drawing tools	- 1 No.

PROCEDURE

TASK 1: Instructions

Set Up Reservation Stations

Create reservation stations with computers or tablets connected to a sample reservation system or simulation tool.

Develop Sample Reservation Forms

Prepare sample reservation inquiry forms with potential bookings to be used during the exercise.

Create Guest Seating Chart or Floor Plan

Develop a guest seating chart or floor plan for the venue, ensuring it can be easily displayed and annotated.

Provide Visual Aids

Set up a whiteboard, flip chart, or digital display for visual representation. Ensure markers or digital drawing tools are available.

TASK 2: Introduction

Briefly explain the importance of clear and organized reservation charts in the hospitality industry. Emphasize their role in effective communication and coordination.

Team Formation

Divide students into teams, assigning roles such as reservation manager, communication coordinator, and seating planner.

Reservation Review

Each team reviews a set of sample reservation inquiry forms with potential bookings. They assess the details and plan the seating arrangement based on the current reservations.

Chart Creation

Teams use the visual aid (whiteboard, flip chart, or digital display) to create a reservation chart. They can present tables, seat assignments, and any specific details relevant to each booking.

TASK 3: Annotate and Explain

Each team annotates the reservation chart, explaining the details of each booking. This may include guest names, party sizes, special requests, and other relevant information.

Communication Coordination

Designate a team member as the communication coordinator who verbally explains the reservation chart to the rest of the team, highlighting key details and addressing any potential challenges.

TASK 4: Adaptation Scenario

Introduce a simulated scenario where there is a last-minute change or addition to the reservations. Each team adapts their reservation chart to accommodate the changes.

Chart Presentation

Teams present their reservation charts to the class, explaining the logic behind seat assignments, how they handled special requests, and their approach to adapting to changes.

Adaptation Scenario: Last-Minute VIP Addition

Scenario Overview

- 1 Original Booking
 - Reservation for a party of 8 at 7:00 PM.
 - Standard seating in the main dining area.
- 2 Last-Minute Change
 - A VIP guest, a renowned food critic, is expected to arrive unexpectedly.
 - Request for a more private and exclusive setting.

Dialogue Among Team Members

Reservation Manager (RM): “Team, we’ve got a last-minute change. A VIP food critic will be joining us tonight. Currently, we have a reservation for a party of 8 at 7:00 PM. Let’s adapt our reservation chart to accommodate this VIP guest.”

Seating Planner (SP): “Alright, let me take a look at the current reservation chart. We have a standard setup in the main dining area for the party of 8. For the VIP, we should consider a more private and exclusive setting.

How about the private dining room?”

Communication Coordinator (CC): “That sounds like a good idea. I’ll reach out to the current reservation holder for the party of 8 and check if they would be comfortable with moving to the private dining room.

Meanwhile, I’ll inform the VIP guest that we’re arranging a more exclusive setting for their visit.”

RM: “Excellent. While CC is coordinating with the guests, SP, let’s make sure we have a reserved table ready in the private dining room. Ensure it’s set up with attention to detail, as this is a VIP guest.”

Model Reservation Chart

Reservation No.	Room Details	Guest Information		Booking Details (Rs.)
		Name	Contact Number	
001	Room 101	Mr. John	9845621478	1500/night
002	Room 203	Mr. Patnayak	8456217853	2450/night
003	Room 304	Dr. Prajapathi	9563214785	2860/night

Guest reservation system check using computerized system

Objectives: At the end of this exercise you shall be able to

- practice using a computerized guest reservation system to familiarize catering and hospitality you
- develop hands-on skills in checking, updating, and managing reservations within the system, fostering attention to detail and accuracy.

Requirements	
Equipments/Tools	
• Computerized guest reservation system (simulation or real system if available).	- 1 No.
• Sample reservation data or simulated bookings.	- 1 No.
• Computers or devices with access to the reservation system.	- 1 No.
• Guest seating chart or floor plan.	- 1 No.
• Communication devices (phones, tablets, or computers).	- 1 Set
• Reservation inquiry forms (sample bookings, amendments, cancellations).	- 1 Set

PROCEDURE

TASK 1: Instructions

Setup Computerized Reservation System

Ensure the computerized guest reservation system is accessible and functional for all students. If using a simulation, ensure it closely mimics real-world functionalities.

Prepare Sample Data

Create sample reservation data or simulate bookings, amendments, and cancellations to be used during the exercise.

Provide Guidelines

Give students guidelines on the functionalities and processes within the computerized reservation system. Include instructions on how to check, update, and manage reservations.

TASK 2: Introduction

Briefly explain the importance of efficient guest reservation management in the hospitality industry. Emphasize the role of computerized systems in streamlining the process.

Team Formation

Divide students into teams, assigning roles such as reservation manager, communication coordinator, and seating planner.

TASK 3: Reservation Check

Each team is given a set of sample reservation data or bookings to check within the computerized reservation system. They need to ensure accuracy and update any relevant information.

Amendment and Cancellation Scenarios

Introduce simulated scenarios where there are last-minute changes or cancellations. Each team must use the computerized system to handle these scenarios efficiently.

TASK 4: Communication Coordination

Designate a team member as the communication coordinator responsible for coordinating with the team

members using communication devices (phones, tablets, or computers).

TASK 5: Seating Planning

Teams utilize the system to update seating arrangements based on amendments and cancellations. Ensure they consider factors like party size, seating preferences, and any special requests.

Adherence to Guidelines

Teams must adhere to the provided guidelines for using the computerized system, ensuring they follow proper procedures for checking, updating, and managing reservations.

Reservation terminology drill for catering and hospitality students

Objectives: At the end of this exercise you shall be able to

- enhance understanding and use reservation terminology in the catering and hospitality industry through practical application
- develop effective communication skills using common reservation terms
- practice hands-on activities to reinforce knowledge of reservation terminology.

Requirements

Equipments/Tools

- Whiteboard, flip chart, or digital display for visual aids. - 1 set.
- Markers or digital drawing tools. - 1 set.
- List of reservation terms (printed or displayed). - 1 No.
- Sample reservation scenarios. - 1 No.

PROCEDURE

TASK 1: Instructions

Create List of Reservation Terms

Compile a list of reservation-related terms such as “No-show,” “Confirmation,” “Turnaway,” “Block,” “Open Table,” etc.

Prepare Sample Scenarios

Develop sample reservation scenarios that incorporate the selected terminology. Ensure a mix of common and specific terms are used.

TASK 2: Introduction

Briefly explain the importance of accurate and consistent use of reservation terminology in the catering and hospitality industry. Emphasize how proper communication contributes to efficient operations.

Team Formation

Divide students into teams, assigning roles such as reservation manager, communication coordinator, and seating planner.

TASK 3: Terminology Drill

Display the list of reservation terms on a whiteboard, flip chart, or digital display. Each team takes turns selecting a term and providing a definition or explanation. Encourage discussion within the team to ensure understanding.

Scenario Application

Present sample reservation scenarios that incorporate the selected terminology. Teams analyze the scenarios, identify the relevant terms, and discuss how they would handle each situation.

TASK 4: Visual Representation

Teams use the visual aid (whiteboard, flip chart, or digital display) to create a diagram or chart that visually

represents the selected reservation terms. This helps reinforce understanding through visualization.

TASK 5: Role-Play Exercise

Assign roles within each team (reservation manager, communication coordinator, seating planner) and conduct

role-play exercises based on given scenarios. Teams should use the correct terminology during the role-play.

Role-Play Exercise: Reservation Scenario Simulation

Scenario: "Celebration Dinner for a VIP Guest" Roles:

1. Reservation Manager (RM)
2. Communication Coordinator (CC)
3. Seating Planner (SP)

Dialogue for Role-Play Exercise

Scenario Overview: A VIP guest, a famous chef, is planning to visit the restaurant for a celebration dinner. The reservation has been made for a party of 10 at 8:00 PM. The VIP guest has requested a quiet and exclusive area for the celebration.

Round 1: Initial Reservation Confirmation

RM: "Hello, this is the reservation manager at [Restaurant Name]. I'm calling to confirm the reservation for a party of 10 at 8:00 PM tonight. May I have the guest's name?"

VIP Guest (Represented by Instructor or Team Member): "This is Chef James Anderson."

RM: "Thank you, Chef Anderson. We're honored to have you. Just to confirm, you've requested a quiet and exclusive area for the celebration, correct?"

VIP Guest: "Yes, that's correct."

RM: "Great. We'll ensure everything is set up as per your preferences. We look forward to hosting you tonight."

Round 2: Last-Minute Special Request

CC: "Hello, Chef Anderson. This is the communication coordinator. We're thrilled about your visit tonight. Is there anything specific you'd like to add or modify for the celebration?"

VIP Guest: "Thank you. Actually, can we have a small display table with some appetizers near the entrance as a surprise for my guests?"

CC: "Certainly, Chef Anderson. We'll arrange a display table with appetizers near the entrance for your guests. Anything else we can assist with?"

VIP Guest: "No, that should be all. Thank you."

CC: "You're welcome. We'll ensure it's a delightful surprise. See you tonight."

Round 3: Arrival and Seating

SP: "Good evening, Chef Anderson. I'm the seating planner. Welcome to [Restaurant Name]. We've set up a quiet and exclusive area for your celebration. May I guide you to your table?"

VIP Guest: "Thank you. That sounds perfect."

SP: "Follow me, please. Your table is in our private dining area. If there's anything else you need, feel free to let me know."

VIP Guest: "I appreciate it. Everything looks wonderful."

SP: "Enjoy your celebration, Chef Anderson. If you have any further requests during the evening, don't hesitate to reach out."

Modern cookery skills, attitude, and behavior in the kitchen

Objectives: At the end of this exercise you shall be able to

- develop and apply modern cookery skills through hands-on practice in a practical kitchen setting
- emphasize the importance of maintaining a positive attitude and displaying professional behavior in the culinary industry
- enhance teamwork, communication, and problem-solving skills within the kitchen environment.

Requirements	
Equipments/Tools	
• Fully equipped kitchen facilities.	
• Ingredients for selected recipes.	- 1 Set
• Recipe cards or instructions.	- 1 No.
• Chef's uniforms and appropriate safety gear.	- 1 No.
• Assessment criteria for skills, attitude, and behavior.	- 1 Set

PROCEDURE

TASK 1: Instructions Select Recipes

Choose a set of recipes that align with modern cooking techniques and styles. Ensure a variety to cover different skill levels.

Prepare Ingredients

Organize and portion the necessary ingredients for each recipe. Consider dietary restrictions or preferences of the students.

Create Recipe Cards

Develop recipe cards or instructions for each selected recipe. Include details on techniques, presentation, and required cooking times.

Establish Assessment Criteria

Define clear assessment criteria covering modern cookery skills, attitude, and behavior. This may include technical skills, creativity, cleanliness, teamwork, and time management.

TASK 2: Introduction

Briefly discuss the importance of modern cookery skills, a positive attitude, and professional behavior in the culinary industry. Emphasize the value of continuous learning and adaptation to new cooking trends.

Team Formation

Divide students into teams, ensuring a mix of skill levels and backgrounds within each group.

Assignment of Roles

Assign specific roles within each team, such as head chef, sous chef, and kitchen assistants. Rotate roles, if possible, to provide a well-rounded experience.

TASK 3: Recipe Selection

Teams select a recipe from the provided options. Encourage them to choose dishes that showcase modern techniques and presentation styles.

TASK 4: Kitchen Setup

Ensure that each team has access to a fully equipped kitchen station with all necessary utensils, cookware, and appliances.



TASK 5: Cooking Session

Teams execute the selected recipe, focusing on modern cookery techniques. Assess their technical skills, creativity in presentation, and adherence to the recipe instructions.

Appropriate use of kitchen uniforms in catering and hospitality

Objectives: At the end of this exercise you shall be able to

- identify the importance of proper kitchen uniform usage to familiarize catering and hospitality you
- reinforce hygiene, safety, and professional appearance standards in the culinary workplace
- develop a sense of teamwork and pride in maintaining a clean and organized kitchen environment.

Requirements

Equipments/Tools

- Chef's uniforms (chef coats, aprons, pants, hats, and shoes). - 1 Set
- Hairnets or chef hats. - 1 Set
- Safety gear (oven mitts, kitchen gloves). - 1 Set
- Full-length mirrors. - 1 No.
- Assessment criteria for uniform appearance and hygiene. - 1 No.

PROCEDURE

TASK 1: Acquire Chef's Uniforms

Ensure that each student has access to a complete set of chef's uniforms, including chef coats, aprons, pants, hats, and appropriate footwear.

Provide Safety Gear

Have safety gear such as oven mitts and kitchen gloves available for use during the exercise.

Create Assessment Criteria

Establish clear assessment criteria covering uniform appearance, cleanliness, and adherence to safety standards.

TASK 2: Introduction

1. Discuss the significance of kitchen uniforms in maintaining hygiene, safety, and a professional appearance
2. Emphasize the role of teamwork in creating a harmonious and organized kitchen environment.

Uniform Distribution

Ensure each student receives their chef's uniform, safety gear, and any additional accessories.

TASK 3: Explanation of Uniform Standards

Clearly explain the standards for uniform appearance, including the proper wearing of each item, maintaining cleanliness, and adherence to safety protocols.

Uniform Inspection

Ask students to inspect their own uniforms based on the provided criteria. Encourage them to use full-length mirrors for self-assessment.

TASK 4: Team Uniform Check

Divide students into teams. Each team conducts a uniform check for their members, providing constructive feedback on appearance and hygiene.

Interactive Discussion

Facilitate an interactive discussion on the importance of each uniform item and how it contributes to safety and hygiene in the kitchen.



TASK 5: Safety Gear Demonstration

Demonstrate the correct usage of safety gear such as oven mitts and kitchen gloves. Highlight their importance in preventing accidents and ensuring safe food handling.

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TASK 6: Team Collaboration

Encourage teams to collaborate in ensuring that every member is wearing the uniform correctly. Promote a sense of responsibility for each other's appearance and safety.

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Kitchen equipment safety training

Objectives: At the end of this exercise you shall be able to

- **identify and apply safety procedures for handling various kitchen equipment**
- **ensure a secure working environment by practicing safe measures in a professional kitchen within the catering and hospitality industry.**

Requirements	
Equipments/Tools	
• Kitchen equipment (e.g., knives, blenders, mixers, ovens, stovetops, etc.)	- 1 Set
• Safety gear (aprons, gloves, goggles)	- 1 Set
• First aid kit	- 1 No.
• Written safety procedures handouts.	- 1 No.

PROCEDURE

TASK 1: Introduction to Kitchen Equipment Safety

- 1 Start with a brief presentation on the importance of following safety procedures in a kitchen.
- 2 Discuss common accidents related to kitchen equipment misuse.
- 3 Emphasize the significance of wearing safety gear such as aprons, gloves, and goggles.

Overview of Kitchen Equipment

- 1 Provide an overview of various kitchen equipment, their uses, and potential hazards associated with each.
- 2 Highlight safety features and precautions specific to each piece of equipment.

TASK 2: Written Safety Procedures

- 1 Distribute written safety procedures handouts that cover general safety guidelines and specific instructions for each piece of equipment.

- 2 Encourage students to read through the materials and ask questions for clarification.

TASK 3: Demonstration

- 1 Demonstrate the correct way to use and handle different kitchen equipment.
- 2 Highlight safety measures such as proper body positioning, hand placement, and the use of safety features.

- 3 Discuss what to do in case of an emergency, including how to use a fire extinguisher.

TASK 4: Hands-on Practice

- 1 Divide students into small groups.
- 2 Assign each group to a specific kitchen equipment station.

- 3 Students should rotate through stations, practicing the correct usage of each equipment while following safety procedures.
- 4 Instructors and assistants should provide guidance and feedback.

TASK 5: Scenario-based Challenges

- 1 Create simulated scenarios where students need to apply their knowledge of safety procedures.

- 2 For example, simulate a small fire, a minor injury, or a malfunctioning piece of equipment, and assess how students respond.

Scenario 1: Small Fire in the Kitchen

Dialogue

Instructor: "Alright, everyone, let's simulate a small fire in the kitchen. Imagine there's a grease fire on the stovetop. What's the first thing you should do?"

Student 1: "I remember from the training. I'll grab the fire extinguisher!"

Instructor: "Good! While you're doing that, what should the others in the kitchen be doing?"

Student 2: "We should turn off the heat source and evacuate the area, right?"

Instructor: "Exactly! Safety first. Now, demonstrate the proper use of the fire extinguisher on the simulated fire."

Scenario 2: Minor Knife Injury

Dialogue

Instructor: "For this scenario, let's say someone in the kitchen accidentally cut their finger while chopping vegetables. What should be the immediate response?"

Student 3: "I remember, we need to stop the bleeding. I'll grab the first aid kit!"

Instructor: "Correct! While you're attending to the injured person, what should the others do?"

Student 4: "We should clear the area, so no one else gets hurt, and call for help if it's a serious injury."

Scenario 3: Malfunctioning Blender

Dialogue

Instructor: "Imagine you're using a blender, and suddenly it starts smoking. What do you do?"

Student 5: "I think I should unplug it immediately to cut off the power supply."

Instructor: "Good instinct! What else should you do before attempt to fix or use another blender?"

Student 6: "We should inform a supervisor or maintenance staff about the issue and make sure it's safe before continuing."

Classical brigade deployment exercise in hotel kitchen staffing

Objectives: At the end of this exercise you shall be able to

- familiarize with the classical brigade deployment procedure used in kitchen staffing
- gain hands-on experience in organizing and managing kitchen staff across various types of hotels, ranging from small boutique establishments to large luxury resorts within the catering and hospitality industry.

Requirements	
Equipments/Tools	
• Written guidelines on classical brigade deployment	- 1 No.
• A whiteboard or flip chart	- 1 No.
• Marker pens	- 1 No.
• Role cards indicating different positions in the kitchen (e.g., Executive Chef, Sous Chef, Chef de Partie, Commis Chef, etc.)	- 1 No.
• Timer or stopwatch	- 1 No.

PROCEDURE

TASK 1: Introduction to Classical Brigade System

- 1 Begin with a brief presentation on the classical brigade system, explaining the roles and responsibilities of each position in the kitchen.
- 2 Provide an overview of how the system is adapted to different types of hotels, considering the size and style of the establishment.

Guided Discussion

- 1 Engage students in a discussion about the importance of the brigade system in maintaining efficiency and organization in a kitchen.
- 2 Discuss how the system may vary in a small boutique hotel compared to a large luxury resort.

TASK 2: Role Assignments

- 1 Distribute role cards indicating different kitchen positions to the students.

- 2 Explain that they will be simulating the staffing of a hotel kitchen using the classical brigade system.

TASK 3: Whiteboard Planning

- 1 Ask students to gather around a whiteboard or flip chart.
- 2 Set a timer and challenge them to collaboratively plan the brigade deployment for a specific hotel scenario.

- Consider factors such as hotel size, cuisine type, and customer expectations.
- 3 Encourage discussion on why certain positions are essential in different scenarios.

TASK 4: Presentation and Justification

- 1 Each group presents their brigade deployment plan, explaining the rationale behind their choices.

- 2 Facilitate a discussion on the merits and drawbacks of each plan, encouraging critical thinking and adaptability.

TASK 5: Scenario-Based Challenges

- 1 Introduce different scenarios that may impact on kitchen staffing (e.g., sudden increase in reservations, equipment breakdown, staff absences).

- 2 Challenge the students to adjust their brigade deployment on the fly to address the given scenario.

Scenario 1: Sudden Increase in Reservations

Dialogue

Instructor: "Imagine you're the Executive Chef, and there's a sudden influx of reservations due to a special event. How would you adjust the brigade deployment to handle the increased workload?"

Student 1: "I think we should allocate more staff to the hot section and maybe pull someone from the cold section to assist."

Instructor: "Good thinking! How will you communicate these changes to the kitchen staff?"

Student 2: "We can have a quick huddle and reassign roles verbally. I'll make sure everyone knows their new responsibilities."

Scenario 2: Equipment Breakdown

Dialogue

Instructor: "Now, imagine a critical piece of equipment, such as the main oven, breaks down. How do you adjust the brigade to continue operations?"

Student 3: "We might need to temporarily shift some dishes to other stations that have functioning equipment, and maybe double up on tasks in the preparation areas."

Instructor: "Good approach! How will you ensure that the quality of the dishes remains consistent despite the equipment issue?"

Student 4: "We can modify the menu on the fly, ensuring that we still offer a variety of high-quality dishes with the equipment we have."

Scenario 3: Staff Absences

Dialogue

Instructor: "One of your key chefs calls in sick on short notice. How do you handle the absence to maintain smooth kitchen operations?"

Student 5: "I think we need to redistribute tasks among the remaining staff and maybe ask someone with cross-training to step in temporarily."

Instructor: "Great solution! How will you ensure that the temporary adjustments don't lead to burnout among the kitchen staff?"

Student 6: "We can be mindful of workload distribution, and if needed, I'll step in to assist in critical areas to prevent burnout."

Culinary leadership simulation

Objectives: At the end of this exercise you shall be able to

- gain hands-on experience in performing the duties and responsibilities of different culinary roles, including the Executive Chef and various chef positions
- develop leadership, organizational, and culinary skills through practical application in a simulated kitchen environment within the catering and hospitality industry.

Requirements

Equipments/Tools

- Kitchen equipment and ingredients. - 1 Set
- Written guidelines on the duties and responsibilities of each culinary role. - 1 No.
- Chef uniforms and aprons. - 1 Set
- Menu cards representing different cuisines or themes. - 1 No.
- Whiteboard or flip chart for role assignments. - 1 No.

PROCEDURE

TASK 1: Introduction to Culinary Roles

- 1 Begin with a brief presentation on the various culinary roles in a professional kitchen, focusing on the duties and responsibilities of each position.
- 2 Emphasize the importance of effective communication, leadership, and teamwork in a culinary setting.

TASK 2: Role Assignments

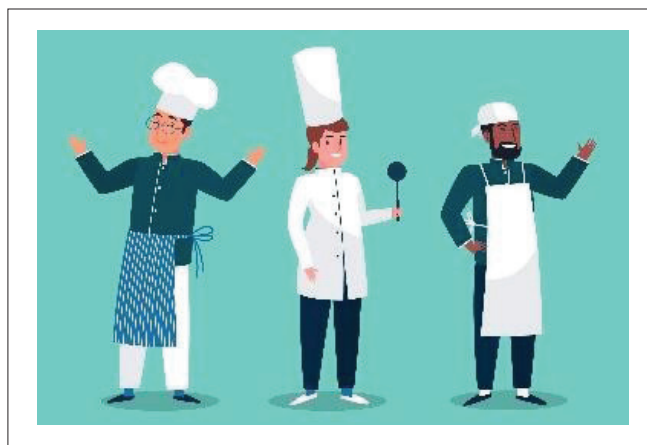
- 1 Display a list of culinary roles (e.g., Executive Chef, Sous Chef, Chef de Partie, Pastry Chef, etc.) on a whiteboard or flip chart.
- 2 Ask each student to choose or be assigned a role for the simulation.

TASK 3: Menu Planning

- 1 Provide a set of menu cards representing different cuisines or themes.
- 2 In their assigned roles, students must collaboratively plan a menu, considering factors such as ingredients, preparation time, and coordination between different sections.

TASK 4: Preparation and Cooking

- 1 Allocate time for students to execute their assigned tasks based on the planned menu.
- 2 Students should rotate through various positions during the cooking process, allowing them to experience different roles.



TASK 5: Communication and Coordination

- 1 Emphasize the importance of communication between different kitchen roles.
- 2 Encourage students to coordinate the timing of their dishes, share information about ingredient availability, and support each other.

Kitchen equipment proficiency workshop

Objectives: At the end of this exercise you shall be able to

- gain hands-on experience in using a variety of kitchen equipment, tools, and utensils
- enhance technical skills, familiarity with equipment, and overall confidence in a professional kitchen setting within the catering and hospitality industry.

Requirements

Equipments/Tools

- Various kitchen equipment (e.g., knives, blenders, mixers, food processors, ovens, stovetops, etc.) - 1 Set
- Cutting boards - 1 No.
- Different types of raw ingredients (fruits, vegetables, meats, etc.) - 1 Pack
- Safety gear (aprons, gloves) - 1 Set
- Printed guidelines on proper usage and safety procedures for each piece of equipment - 1 No.

PROCEDURE

TASK 1: Introduction to Kitchen Equipment

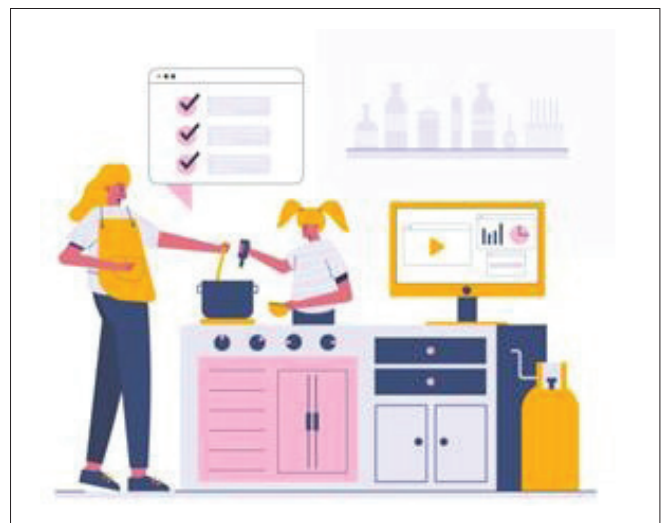
- | | |
|--|--|
| <p>1 Start with a brief presentation introducing different types of kitchen equipment, tools, and utensils commonly used in professional kitchens.</p> | <p>2 Emphasize the importance of safety and proper handling.</p> |
|--|--|

TASK 2: Guided Demonstration

- | | |
|---|--|
| <p>1 Demonstrate the correct usage of various kitchen equipment, focusing on safety precautions, proper technique, and maintenance.</p> | <p>2 Provide tips on efficient workflow and time-saving techniques when using different tools.</p> |
|---|--|

TASK 3: Hands-On Practice Stations

- 1 Set up different hands-on practice stations, each dedicated to a specific piece of kitchen equipment.
- 2 Assign small groups of students to each station and rotate them through the various activities.
- 3 Activities could include knife skills, using a blender, operating a stand mixer, and other common kitchen tasks.



TASK 4: Knife Skills Station

- | | |
|---|---|
| <p>1 Provide a variety of fruits and vegetables for students to practice different knife cuts (e.g., julienne, dice, chiffonade).</p> | <p>2 Emphasize proper grip, hand positioning, and cutting techniques.</p> |
|---|---|

TASK 5: **Blender and Food Processor Station**

- 1 Students can practice making smoothies or chopping ingredients using blenders and food processors.
- 2 Focus on proper assembly, operation, and cleaning of the equipment.

Mixer Station

- 1 Allow students to use stand mixers for various tasks such as whipping cream, kneading dough, or mixing batters.
- 2 Emphasize speed settings, attachment changes, and safety measures.

Cooking Station

- 1 Set up a stovetop and oven station for students to practice cooking techniques.
- 2 Provide different pans and utensils for sautéing, simmering, and baking.

Safety and Clean-Up Station

Allocate time for students to review safety guidelines and practice proper clean-up procedures for each piece of equipment.

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LPG stove and cooking range set-up exercise

Objectives: At the end of this exercise you shall be able to

- demonstrate proper procedures for setting up and operating LPG stoves or cooking ranges commonly used in professional kitchens
- develop skills in handling gas equipment safely and efficiently within the catering and hospitality industry.

Requirements	
Equipments/Tools	
• LPG stoves or cooking ranges	- 1 No.
• LPG cylinders	- 1 No.
• Gas hoses and regulators	- 1 No.
• Fire extinguisher	- 1 No.
• Safety gear (aprons, gloves)	- 1 Set
• Written guidelines on LPG stove set-up and safety procedures	- 1 No.

PROCEDURE

TASK 1: Introduction to LPG Safety

- | | |
|---|---|
| <p>1 Start with a brief presentation on the importance of safety when working with LPG (liquefied petroleum gas) in a professional kitchen.</p> | <p>2 Emphasize the potential hazards and the significance of following proper procedures.</p> |
|---|---|

TASK 2: Overview of LPG Equipment

- | | |
|--|---|
| <p>1 Provide an overview of the different components of LPG equipment, including the stove, cylinder, hoses, and regulators.</p> | <p>2 Explain the role of each component and how they work together.</p> |
|--|---|

TASK 3: Written Guidelines

- | | |
|---|--|
| <p>1 Distribute written guidelines on LPG stove set-up and safety procedures.</p> | <p>2 Review key points, such as checking for gas leaks, proper connection of hoses, and emergency shutdown procedures.</p> |
|---|--|

TASK 4: Demonstration

- 1 Demonstrate the correct procedure for setting up an LPG stove or cooking range.
- 2 Highlight safety measures, including checking for gas leaks using soapy water, proper hose connections, and the importance of well-ventilated spaces.



TASK 5: Hands-On Set-Up

- | | |
|--|--|
| <p>1 Divide students into small groups and provide each group with an LPG stove, cylinder, and necessary accessories.</p> <p>2 Instruct students to follow the guidelines and set up the LPG stove or cooking range.</p> | <p>3 Emphasize the importance of teamwork, clear communication, and attention to detail.</p> |
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Appliance operation and temperature control exercise

Objectives: At the end of this exercise you shall be able to

- demonstrate the operation of common kitchen appliances, including ovens, electric toasters, and mixers/ grinders
- develop skills in setting temperatures accurately, timing processes, and using these appliances effectively within the catering and hospitality industry.

Requirements	
Equipments/Tools	
• Ovens	- 1 No.
• Electric toasters	- 1 No.
• Mixer/grinders	- 1 No.
• Ingredients for testing appliances (e.g., bread for toasters, dough for mixers, etc.)	- 1 Set
• Thermometers (oven-safe for temperature checks)	- 1 No.
• Written guidelines on appliance operation and safety procedures	- 1 No.
• Timer or stopwatch	- 1 No.

PROCEDURE

TASK 1: Introduction to Appliance Safety and Functionality

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| <p>1 Begin with a brief presentation on the safety guidelines for operating ovens, electric toasters, and mixer/ grinders.</p> | <p>2 Explain the basic functionality and key components of each appliance.</p> |
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TASK 2: Temperature Control and Timer Overview

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|---|--|
| <p>1 Discuss the importance of accurate temperature control and timing in the culinary field.</p> | <p>2 Explain how to set temperatures on ovens, adjust browning levels on toasters, and set timer functions on mixers/grinders.</p> |
|---|--|

TASK 3: Written Guidelines

- | | |
|--|---|
| <p>1 Distribute written guidelines on operating each appliance, emphasizing temperature settings, safety features, and proper usage.</p> | <p>2 Review key points, including preheating an oven, adjusting toaster settings, and using appropriate speed settings on mixers.</p> |
|--|---|

TASK 4: Oven Operation

- 1 Divide students into small groups and assign each group an oven.
- 2 Instruct them to preheat the oven to a specific temperature, then bake a simple item like cookies or muffins.
- 3 Provide thermometers for students to check and verify the accuracy of their oven's temperature.

Electric Toaster Operation

- 1 Instruct students on how to adjust browning levels on electric toasters.
- 2 Ask them to toast different types of bread or pastries, experimenting with different browning settings.



TASK 5: Mixer/Grinder Operation

- | | |
|---|--|
| <p>1 Provide ingredients for making a simple dough or batter.</p> <p>2 Instruct students to use the mixer/grinder to prepare the mixture, adjusting speed settings as needed.</p> | <p>3 Emphasize the importance of monitoring consistency and texture.</p> |
|---|--|

Appliance care and cleaning workshop

Objectives: At the end of this exercise you shall be able to

- demonstrate the proper care, cleaning, and maintenance of common kitchen appliances, such as mixer grinders, food processors, and water purifiers
- develop skills in instilling good hygiene practices, prolonging the lifespan of equipment, and ensuring the appliances function at their optimal level within the catering and hospitality industry.

Requirements	
Equipments/Tools	
• Mixer grinders	- 1 No.
• Food processors	- 1 No.
• Water purifiers	- 1 No.
• Cleaning supplies (dish soap, scrub brushes, microfiber cloths, etc.)	- 1 Set
• Lubricants (if needed for specific equipment)	- 1 No.
• Written guidelines on appliance care and cleaning procedures	- 1 No.
• Toolkit for basic maintenance (screwdrivers, wrenches, etc.)	- 1 Set

PROCEDURE

TASK 1: Introduction to Appliance Hygiene and Maintenance

- | | |
|--|--|
| <p>1 Begin with a brief presentation on the importance of maintaining clean and well-functioning kitchen appliances in a professional setting.</p> | <p>2 Explain how proper care and cleaning contribute to food safety and equipment longevity.</p> |
|--|--|

TASK 2: Overview of Cleaning Supplies and Equipment

- | | |
|---|---|
| <p>1 Introduce the cleaning supplies that will be used during the workshop, including the types of brushes, detergents, and lubricants.</p> | <p>2 Emphasize the importance of using the correct cleaning materials for different components of each appliance.</p> |
|---|---|

TASK 3: Written Guidelines

- | | |
|--|--|
| <p>1 Distribute written guidelines on the care, cleaning, and maintenance procedures for each appliance.</p> | <p>2 Review key points, such as disassembling parts for thorough cleaning, avoiding abrasive materials, and regular lubrication.</p> |
|--|--|

TASK 4: Hands-On Cleaning

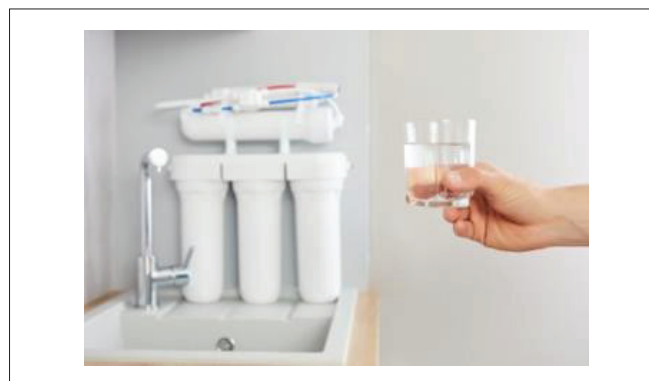
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|---|--|
| <p>1 Divide students into small groups and assign each group an appliance (mixer grinder, food processor, or water purifier).</p> | <p>2 Instruct them to disassemble relevant parts, clean thoroughly, and sanitize the components.</p> <p>3 Emphasize the importance of reaching hidden or difficult-to-clean areas.</p> |
|---|--|

TASK 5: Maintenance Check

- 1 Introduce basic maintenance checks, such as inspecting power cords, checking for loose parts, and lubricating moving components.
- 2 Provide toolkits and guide students through basic maintenance tasks.

Water Purifier Filter Replacement

- 1 If applicable, demonstrate the proper procedure for replacing water purifier filters.
- 2 Have students practice replacing filters under supervision.



Culinary techniques workshop

Objectives: At the end of this exercise you shall be able to

- practice various methods of cooking food within the catering and hospitality industry
- enhance culinary skills, familiarize with different cooking techniques, and encourage creativity in preparing diverse dishes.

Requirements

Equipments/Tools

- | | |
|--|------------------|
| • Variety of raw ingredients (vegetables, meats, grains, etc.) | - 1 Bunch each |
| • Cooking equipment (stovetops, ovens, grills, etc.) | - 1 each |
| • Utensils (pots, pans, spatulas, tongs, etc.) | - 1 Set |
| • Spices and seasonings | - 1 each variety |
| • Recipe cards or guidelines for different cooking techniques | - 1 No. |
| • Safety gear (aprons, gloves) | - 1 Set |
| • Timer or stopwatch | - 1 No. |

PROCEDURE

TASK 1: Introduction to Cooking Techniques

- | | |
|---|---|
| 1 Begin with a brief presentation on various cooking techniques, including sautéing, roasting, grilling, steaming, boiling, baking, and more. | 2 Explain the different cooking equipment and utensils that students will have access to. |
|---|---|

- 2 Emphasize the differences in temperature, timing, and flavor profiles associated with each method.

Written Guidelines and Recipe Cards

- 1 Distribute written guidelines or recipe cards for each cooking technique.

Overview of Ingredients and Equipment

- 1 Introduce the variety of raw ingredients available for exercise.

- 2 Include information on temperature settings, cooking times, and recommended ingredients for each method.

TASK 2: Hands-On Practice Stations

- 1 Set up different cooking stations, each dedicated to a specific cooking technique.

- 3 Students rotate through stations to practice various cooking methods.

- 2 Divide students into small groups and assign each group to a station.

TASK 3: Cooking Techniques Stations

- 1 **Sautéing:** Prepare a stir-fry with a variety of vegetables and proteins.

- 4 **Steaming:** Steam vegetables or proteins using a steamer.

- 2 **Roasting:** Roast vegetables or meat in the oven.

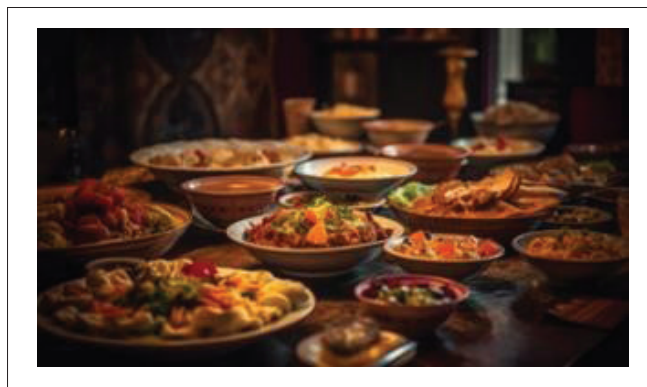
- 5 **Boiling:** Prepare pasta or rice using the boiling method.

- 3 **Grilling:** Grill meats or vegetables on an outdoor or indoor grill.

- 6 **Baking:** Bake cookies, bread, or other baked goods.

TASK 4: Creativity Challenge

- 1 After practicing each technique, challenge students to create a dish using a combination of the techniques they've learned.
- 2 Encourage them to experiment with flavors and textures.



Creativity Challenge Dialogue and Example

Instructor: "Alright, students! You've done an excellent job practicing various cooking techniques, and now it's time for the Creativity Challenge. In this challenge, your task is to create a dish using a combination of the techniques you've learned today. I want you to push the boundaries of flavor and texture. Be innovative and let your culinary creativity shine!"

Student 1: "Can we combine grilling and sautéing in one dish?"

Instructor: "Absolutely! That's the spirit. Mixing techniques is a great way to create complexity in flavors. Now, think about what ingredients and seasonings will complement each other in your dish."

Student 2: "What about incorporating some steamed vegetables for a lighter element?"

Instructor: "Excellent idea! Steaming adds a different dimension to the dish. It's a great way to maintain the natural freshness of the vegetables. Remember, presentation is also key, so think about how you can plate your creation attractively."

Student 3: "Can we use the baking technique for a dessert element?"

Instructor: "Certainly! Desserts are a fantastic way to showcase your baking skills. What type of dessert are you thinking of?"

Student 4: "How about a layered trifle with baked fruit and a cookie crumble?"

Instructor: "Fantastic! That sounds delicious. Now, let's discuss the sequence of preparing each component. Make sure to consider timing, so everything comes together harmoniously during the tasting session."

Presentation and Tasting

Instructor: "Now, it's time to present your creations. Each group will have a few minutes to showcase their dishes. Describe the techniques you used, the flavors you aimed for, and the overall concept. After the presentations, we'll have a tasting session, so everyone can enjoy the results of your culinary creativity."

Student 5: "We decided to combine roasting and boiling. We roasted chicken with a mix of spices and boiled potatoes for a creamy mash. The contrast in textures and flavors is our focus."

Instructor: "Sounds intriguing! Presentations like these provide insight into the thought process behind the dish. Now, let's move on to the tasting. Remember to provide constructive feedback to your peers."

Vegetable and fruit cutting masterclass

Objectives: At the end of this exercise you shall be able to

- demonstrate the identification, classification, and execution of various cuts for vegetables and fruits commonly used in the culinary industry
- enhance knife skills, precision, and understanding of different cuts for optimal food presentation within the catering and hospitality industry.

Requirements

Equipments/Tools

- | | |
|---|----------------|
| • A variety of vegetables (carrots, onions, bell peppers, etc.) | - 1 Bunch each |
| • Different fruits (apples, oranges, melons, etc.) | - 1 each |
| • Chef knives and cutting boards | - 1 Set |
| • Safety gear (cut-resistant gloves, aprons) | - 1 Set |
| • Printed guidelines on vegetable and fruit cuts | - 1 No. |
| • Marker pens and labels for identification | - 1 Set |

PROCEDURE

TASK 1: Introduction to Vegetable and Fruit Cuts

- | | |
|--|--|
| 1 Start with a brief presentation on the importance of proper vegetable and fruit cuts in culinary arts. | 2 Introduce common cuts, such as julienne, brunoised, dice, chiffonade, and segments for fruits. |
|--|--|

TASK 2: Overview of Different Cuts

- | | |
|---|--|
| 1 Provide visual examples of each cut and explain their characteristics, applications, and sizes. | 2 Discuss how the choice of cut can affect the texture, appearance, and cooking time of the ingredients. |
|---|--|

TASK 3: Written Guidelines

- | | |
|--|--|
| 1 Distribute printed guidelines that detail each vegetable and fruit cut, including specific measurements and characteristics. | 2 Emphasize the importance of precision and consistency in achieving professional results. |
|--|--|

TASK 4: Vegetable Cutting Practice

- | | |
|--|---|
| 1 Set up different cutting stations with a variety of vegetables. | 3 Encourage them to label and organize their cuts for identification. |
| 2 Assign each student or group to practice specific cuts, such as julienne, brunoised, and dice. | |

TASK 5: Fruit Cutting Practice

- 1 Repeat the process for fruits, focusing on cuts like segments, dice, and slices.
- 2 Guide students in selecting appropriate cuts based on the type and texture of each fruit.



Egg preparation masterclass

Objectives: At the end of this exercise you shall be able to

- demonstrate the preparation of eggs using various methods, including poaching, boiling, frying, and scrambling
- enhance skills in egg cookery, precision in timing, and creativity in presentation within the catering and hospitality industry.

Requirements

Equipments/Tools

- | | | | |
|---|---------|---|---------------|
| • Sample banquet reservation forms | - 1 No. | • Cooking oil or butter | - 1 pkt. each |
| • Fresh eggs | - 6 No. | • Spices and herbs for seasoning | |
| • Stovetops and burners, | - 1 No. | • Salt and pepper | |
| • Pots for boiling | - 2 No. | • Utensils (whisk, spatula, slotted spoon) | - 1 Set |
| • Frying pans for frying and scrambling | - 2 No. | • Timer or stopwatch | - 1 No. |
| • Water for poaching | - 1 Pot | • Printed guidelines on egg preparation methods | - 1 No. |

PROCEDURE

TASK 1: Introduction to Egg Preparation Methods

- | | |
|---|---|
| <p>1 Start with a brief presentation on the importance of eggs in culinary arts and introduce various preparation methods, including poaching, boiling, frying, and scrambling.</p> | <p>2 Discuss how each method influences the texture and flavor of the eggs.</p> |
|---|---|

TASK 2: Overview of Egg Preparation Techniques

- | | |
|--|--|
| <p>1 Provide visual examples and demonstrate the techniques for each method.</p> | <p>2 Discuss the factors that influence the outcome, such as temperature, cooking time, and seasoning.</p> |
|--|--|

TASK 3: Printed Guidelines Distribution

- 1 Distribute printed guidelines detailing the steps and considerations for each egg preparation method.
- 2 Emphasize the importance of precision in timing and doneness.

Hands-On Practice Stations

- 1 Set up different cooking stations for each preparation method.
- 2 Divide students into small groups and assign each group to a specific station.
- 3 Instruct them to practice poaching, boiling, frying, and scrambling eggs.

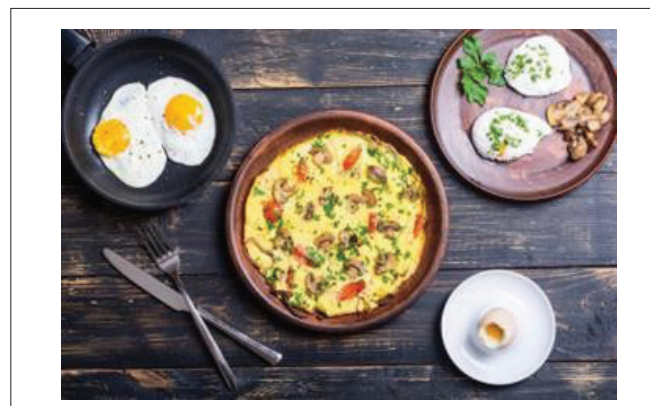
TASK 4: Egg Poaching Station

A Egg Poaching Station

- 1 Provide guidelines on water temperature and the use of vinegar.
- 2 Instruct students to poach eggs to their desired level of doneness.

B Egg Boiling Station

- 1 Explain the timing for soft-boiled and hard-boiled eggs.
- 2 Instruct students to prepare eggs with the desired yolk consistency.



C Egg Frying Station

- 1 Guide students in using oil or butter for frying eggs.
- 2 Discuss different frying techniques, such as over-easy, over-medium, and sunny-side-up.

D Egg Scrambling Station

- 1 Instruct students on proper whisking techniques for scrambled eggs.
- 2 Discuss variations, such as adding milk or cream for a creamy texture.

— — — — —

TASK 5: Presentation and Seasoning

- 1 Have each group present their prepared eggs.
 - 2 Discuss the importance of seasoning and garnishing to enhance flavor.
- — — — —

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Egg stratagems culinary workshop

Objectives: At the end of this exercise, you shall be able to

- explore the art of preparing various egg dishes within the catering and hospitality industry
- enhance skills in egg cookery, creativity in flavor combinations, and presentation techniques, fostering a well-rounded culinary expertise

Requirements

Equipment/Tools

- | | | | |
|-------------------------------------|---------|--|---------------|
| • Sample banquet reservation forms. | - 1 No. | • Ingredients for different egg dishes. (vegetables, meats, cheese, herbs, etc.) | - 1 Bunch |
| • Fresh eggs. | - 6 No. | • Salt, pepper, and various spices | - 1 Pkt. each |
| • Stovetops and burners. | - 1 No. | • Cooking oil or butter | - 1 Pkt. each |
| • Pots and pans. | - 1 Set | • Printed recipes for reference | - 1 No. |
| • Frying pans. | - 1 Set | • Timer or stopwatch | - 1 No. |
| • Whisks, spatulas, slotted spoons. | - 1 Set | • Aprons and gloves, | - 1 Set each |

PROCEDURE

TASK 1: Introduction to Egg Culinary Workshop

- | | |
|---|---|
| 1 Begin with a brief overview of the versatility of eggs in culinary arts and their significance in various cuisines. | 2 Emphasize the importance of creativity and precision in preparing egg dishes. |
|---|---|

TASK 2: Overview of Egg Dish Categories

- | | |
|--|--|
| 1 Introduce different categories of egg dishes, including breakfast classics, omelets, frittatas, quiches, and egg-based sauces. | 2 Discuss the unique characteristics and preparation techniques for each category. |
|--|--|

TASK 3: Recipe Distribution and Review

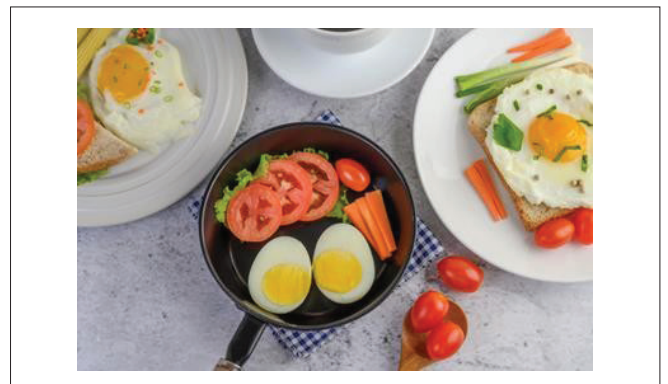
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|--|---|
| 1 Hand out printed recipes for various egg dishes. | 2 Review key steps, ingredients, and tips for successful preparation. |
|--|---|

TASK 4: Hands-On Cooking Stations

- | | |
|--|--|
| 1 Set up different cooking stations for each category of egg dishes. | 3 Instruct them to prepare at least one dish from the assigned category. |
| 2 Divide students into small groups and assign each group to a specific station. | |

TASK 5: Egg Dish Categories

- 1 Breakfast Classics - Fried eggs, boiled eggs, or scrambled eggs with different accompaniments.
- 2 Omelets - Encourage creativity with various fillings and folding techniques.
- 3 Frittatas -Discuss the differences between omelets and frittatas and allow students to experiment with ingredients.
 - Quiches - Guide students in preparing a quiche with a pre-made crust or a homemade crust.
 - Egg-Based Sauces - Demonstrate the preparation of sauces like Hollandaise or Béarnaise.



Menu planning and preparation masterclass

Objectives: At the end of this exercise you shall be able to

- demonstrate proficiency in the planning and preparation of different types of menus, specifically à la carte and table d'hôte, within the catering and hospitality industry
- develop menu design skills, culinary creativity, and the ability to execute diverse dining experiences.

Requirements

Equipments/Tools

- | | | | |
|--|---------|------------------------------|----------|
| • Ingredients for various dishes. | | • Whiteboards or flip charts | - 1 No. |
| • Cooking equipment and utensils. | - 1 Set | • Marker pens | - 1 each |
| • Printed templates for à la carte and table d'hôte menus. | - 1 No. | • Timer or stopwatch | - 1 No. |
| | | • Aprons and gloves | - 1 each |

PROCEDURE

TASK 1: Introduction to Menu Types

- | | |
|--|--|
| 1 Begin with a brief presentation on the distinctions between à la carte and table d'hôte menus. | 2 Discuss the characteristics, advantages, and considerations for each type. |
|--|--|

TASK 2: Overview of Menu Planning

- | | |
|--|--|
| 1 Introduce the basics of menu planning, including considerations for balance, variety, seasonality, and customer preferences. | 2 Emphasize the importance of creating a cohesive and appealing dining experience. |
|--|--|

TASK 3: Printed Menu Templates Distribution

- | | |
|--|--|
| 1 Provide students with printed templates for à la carte and table d'hôte menus. | 2 Explain the structure and elements typically found in each type of menu. |
|--|--|

TASK 4: Brainstorming Session

- | | |
|---|---|
| 1 Divide students into small groups and assign each group a theme or cuisine for their menus. | 2 Conduct a brainstorming session where groups generate ideas for appetizers, mains, and desserts for both à la carte and table d'hôte menus. |
|---|---|

TASK 5: Menu Planning

- | | |
|---|---|
| 1 Instruct each group to plan their à la carte and table d'hôte menus based on the brainstorming session. | 2 Consider factors like cost, seasonality, and compatibility of dishes within the chosen theme. |
|---|---|

Culinary entrepreneurship: practical menu planning

Objectives: At the end of this exercise, you shall be able to

- demonstrate the principles of menu planning to create a balanced, appealing, and profitable menu within the catering and hospitality industry
- develop skills in menu design, pricing strategies, and understanding customer preferences through guided practice.

Requirements		
Equipments/Tools		
• Whiteboards or flip charts	- 1 No.	• Pricing information for ingredients
• Marker pens	- 1 No.	• Calculator
• Printed templates for menu planning	- 1 No.	• Timer or stopwatch
• Ingredients for various dishes		• Aprons and gloves.
		- 1 No.
		- 1 No.
		- 1 Set

PROCEDURE

TASK 1: Introduction to Menu Planning Principles

- | | |
|--|--|
| <p>1 Start with a brief presentation on the fundamental principles of menu planning, including balance, variety, seasonality, and profitability.</p> | <p>2 Discuss the importance of understanding the target audience and adapting the menu to their preferences.</p> |
|--|--|

TASK 2: Overview of Menu Components

- | | |
|--|---|
| <p>1 Introduce the different components of a menu, such as appetizers, mains, desserts, and beverages.</p> | <p>2 Discuss how to create a cohesive theme or story that ties the menu together.</p> |
|--|---|

TASK 3: Distribution of Menu Planning Templates

- | | |
|---|--|
| <p>1 Provide students with printed templates for menu planning.</p> | <p>2 Explain the sections for each course, pricing considerations, and space for additional notes.</p> |
|---|--|

TASK 4: Brainstorming Session

- | | |
|--|---|
| <p>1 Divide students into small groups and assign each group a hypothetical restaurant concept (e.g., Italian bistro, fusion cuisine, health-focused).</p> | <p>2 Conduct a brainstorming session where groups generate ideas for appetizers, mains, desserts, and beverages that align with their assigned concept.</p> |
|--|---|

TASK 5: Menu Planning

- 1 Instruct each group to plan a comprehensive menu for their assigned concept.
- 2 Emphasize the principles of balance, variety, and seasonality.
- 3 Encourage creativity while considering the cost of ingredients.

Pricing Strategy

- 1 Discuss pricing strategies with the students, including cost-based pricing, competition-based pricing, and value-based pricing.
- 2 Instruct each group to calculate the cost of ingredients for their menu items and determine appropriate pricing.



Brainstorming Session

Instructor: "Alright, class, we're diving into an exciting exercise today. You'll be divided into small groups, and each group will be assigned a hypothetical restaurant concept. Let's get those creative juices flowing! The goal is to brainstorm a variety of menu items – appetizers, mains, desserts, and beverages – that perfectly align with your assigned concept. Any questions before we begin?"

Student 1: "Can you give us an example of a hypothetical restaurant concept?"

Instructor: "Absolutely! Let's say Group 1, you've been assigned an Italian bistro. Think about the ambiance, flavors, and style typically associated with Italian cuisine. Now, let's start the brainstorming session. Remember, this is a creative exercise, so feel free to explore different ideas."

Group 1 (Italian Bistro)

Student 1: "For appetizers, how about bruschetta with tomato and basil, and maybe a shared antipasto platter?"

Student 2: "Great start! For mains, we can include classic pasta dishes like spaghetti Bolognese, and perhaps a signature dish like chicken piccata."

Student 3: "Desserts could feature tiramisu and cannoli to stay true to the Italian theme. And for beverages, a selection of Italian wines and a refreshing limoncello spritz."

Instructor: "Fantastic! Now, let's move on to Group 2. Your concept is a health-focused restaurant. Think about fresh, nutritious options that cater to health-conscious diners. Begin the brainstorming!"

Group 2 (Health-Focused Restaurant)

Student 4: "For appetizers, we could have a selection of colorful salads and avocado toast bites."

Student 5: "As for mains, grilled salmon with quinoa and a variety of vegetable stir-fries."

Student 6: "Desserts might include acai bowls and yogurt parfaits. And for beverages, cold-pressed juices and herbal teas."

Instructor: "Excellent! You're capturing the essence of a health-focused menu. Now, let's give Group 3 their concept – fusion cuisine. Think about combining elements from different culinary traditions. Begin the brainstorming session!"

Group 3 (Fusion Cuisine)

Student 7: "How about for appetizers, we could do sushi tacos and kimchi quesadillas?"

Student 8: "Mains might include teriyaki-infused chicken tacos and a Thai curry burrito."

Student 9: "Desserts could be matcha-flavored churros or a mango sticky rice parfait. And for beverages, maybe a spicy ginger mojito."

Instructor: "Incredible creativity, Group 3! Now, let's give Group 4 their concept – a Mediterranean Grill. Think about the rich flavors and ingredients associated with Mediterranean cuisine. Begin the brainstorming!"

Group 4 (Mediterranean Grill)

Student 10: "For appetizers, we could offer stuffed grape leaves and a mezze platter with hummus and tzatziki."

Student 11: "Mains might include grilled lamb skewers, a falafel platter, and seafood paella."

Student 12: "Desserts could feature baklava and olive oil-infused citrus cake. And for beverages, a selection of Mediterranean-inspired cocktails and mocktails."

Table setting masterclass: à la carte vs table d'hôte

Objectives: At the end of this exercise you shall be able to

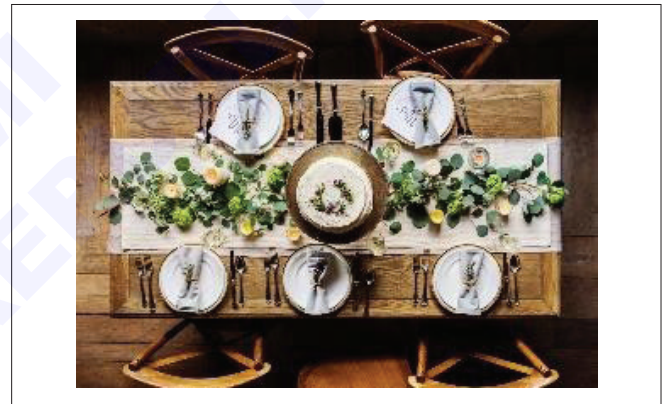
- demonstrate the art of table setting for different menu styles – à la carte and table d'hôte to catering and hospitality you
- enhance their skills in creating inviting and well-organized table setups suitable for diverse dining experiences within the catering and hospitality industry.

Requirements			
Equipments/Tools			
• Tables and chair	6 each	• Menu cards for à la carte and table d'hôte	1 each
• Tablecloths or placemats	- 1 No.	• Printed guidelines on table setting	- 1 No.
• Dinnerware (plates, bowls, cutlery, glassware)	- 1 Set	• Decorative elements (centerpieces, candles, etc.)	- 1 No.
• Napkins and napkin rings	- 1 Set	• Timer or stopwatch	- 1 No.

PROCEDURE

TASK 1: Introduction to Table Setting Principles

Begin with a brief presentation on the fundamental principles of table setting, including the importance of balance, symmetry, and appropriateness for the dining experience.



TASK 2: Overview of À la Carte and Table d'Hôte Settings

- | | |
|--|--|
| 1 Introduce the distinctions between à la carte and table d'hôte settings. | 2 Discuss the elements that vary, such as the presence of pre-set items in a table d'hôte setup. |
|--|--|

TASK 3: Distribution of Printed Guidelines

- | | |
|--|---|
| 1 Provide students with printed guidelines on table setting for à la carte and table d'hôte menus. | 2 Highlight specific considerations for each style. |
|--|---|

TASK 4: À la Carte Table Setting Practice

- | | |
|--|---|
| 1 Divide students into pairs or small groups. | |
| 2 Instruct each group to set a table for an à la carte menu, considering factors such as the number of courses | and the flexibility required for guests to choose their dishes. |

TASK 5: Table d'Hôte Table Setting Practice

- | | |
|--|---|
| 1 Rotate the groups to a different station. | Decoration and Ambiance |
| 2 Instruct them to set a table for a table d'hôte menu, including pre-set items and a more unified presentation. | 1 Discuss the importance of ambiance and decoration in enhancing the dining experience. |
| | 2 Allow groups to add decorative elements to their tables, such as centerpieces or candles. |

Service styles workshop: a hands-on experience

Objectives: At the end of this exercise you shall be able to

- demonstrate hands-on practice in various methods and techniques of different styles of service within the catering and hospitality industry
- enhance their skills in delivering exceptional service across diverse dining scenarios through practical experience.

Requirements			
Equipments/Tools			
• Tables and chairs	- 1 Set	• Service trays	- 1 Set
• Tablecloths, placemats, or appropriate table coverings	- 1 Set	• Printed guidelines on different service styles	- 1 No.
• Dinnerware (plates, bowls, cutlery, glassware)	- 1 Set	• Decorative elements for table setups	- 1 Set
• Linen napkins and napkin rings	- 1 Set	• Mock food or props for training purposes	- 1 Set
		• Timer or stopwatch	- 1 No.

PROCEDURE

TASK 1: Introduction to Service Styles

Begin with a brief presentation on different service styles commonly used in the hospitality industry, including plated

service, buffet service, family-style service, and more.

TASK 2: Overview of Service Techniques

1 Introduce the techniques associated with each service style, such as plate presentation, proper serving etiquette, and guest interaction.

2 Emphasize the importance of adapting service techniques to the specific needs of different dining scenarios.

TASK 3: Distribution of Printed Guidelines

1 Provide students with printed guidelines on various service styles.

2 Highlight key points and considerations for each style.

TASK 4: Plated Service Practice

- 1 Set up stations for plated service with appropriate table settings.
- 2 Assign students to different roles, including servers and diners.
- 3 Instruct each group to practice plated service, focusing on proper presentation and timing.

Family-Style Service Practice

- 1 Rearrange the setup for family-style service.
- 2 Instruct students on the art of serving dishes at the table and encouraging shared dining experiences.
- 3 Emphasize communication and attentiveness to guest needs.

Buffet Service Practice

- 1 Transform the setup to a buffet-style service.
- 2 Guide students in setting up a buffet, arranging dishes, and maintaining cleanliness.
- 3 Emphasize techniques for managing guest flow and ensuring a smooth buffet experience.

Interactive Service Techniques

- 1 Introduce interactive service styles, such as flambe service or tableside preparation.
- 2 Demonstrate safety protocols and techniques for engaging with guests during these experiences.

TASK 5: Mock Event Service

- 1 Organize a mock event, combining elements of different service styles.
- 2 Rotate students through various roles to simulate a real dining scenario.

3 Encourage effective communication and teamwork.

Menu compilation challenge

Objectives: At the end of this exercise you shall be able to

- demonstrate hands-on experience in menu compilation within the catering and hospitality industry
- develop skills in creating well-balanced, cohesive, and appealing menus that cater to diverse tastes and preferences through practical application.

Requirements			
Equipments/Tools			
• Whiteboards or flip charts.	- 1 No.	• Timer or stopwatch.	- 1 No.
• Marker pens.	- 1 No.	• Ingredients list for hypothetical dishes.	
• Printed guidelines on menu planning.	- 1 No.	• Aprons and gloves.	- 1 Set
• Inspiration boards with themes, ingredients, and cuisines. As needed.			

PROCEDURE

TASK 1: Introduction to Menu Compilation

- | | |
|--|--|
| 1 Begin with a brief presentation on the importance of menu compilation in the hospitality industry. | 2 Discuss key elements, such as balance, variety, seasonality, and customer preferences. |
|--|--|

TASK 2: Overview of Menu Components

- | | |
|---|--|
| 1 Introduce the different components of a menu, including appetizers, mains, desserts, and beverages. | 2 Discuss how each component contributes to the overall dining experience. |
|---|--|

TASK 3: Distribution of Printed Guidelines

- | | |
|---|--|
| 1 Provide students with printed guidelines on menu compilation. | 2 Emphasize the importance of considering the target audience, theme, and profitability when creating menus. |
|---|--|

TASK 4: Inspiration Board Session

- | | |
|--|---|
| 1 Display inspiration boards with themes, ingredients, and cuisines. | 2 Instruct students to choose a theme or cuisine that resonates with them for the menu compilation challenge. |
|--|---|

TASK 5: Brainstorming and Menu Planning

- | | |
|--|--|
| 1 Divide students into small groups or pairs. | 3 Instruct each group to brainstorm and compile a menu that includes appetizers, mains, desserts, and beverages. |
| 2 Provide them with a set of hypothetical ingredients and challenges (e.g., dietary restrictions, seasonal focus). | |

Food inventory management simulation

Objectives: At the end of this exercise you shall be able to

- demonstrate hands-on experience in handling and maintaining food inventory for restaurants and hotels within the catering and hospitality industry
- develop skills in inventory tracking, ordering, and maintaining optimal stock levels to ensure smooth kitchen operations through practical application.

Requirements	
Equipment/Tools	
<ul style="list-style-type: none"> • Simulated food inventory (imaginary or represented by labeled containers) - 1 No. • Inventory management software or spreadsheets (optional) - 1 No. • Order forms and receipts. - 1 No. • Whiteboards or flip charts. - 1 No. 	<ul style="list-style-type: none"> • Marker pens. - 1 No. • Printed guidelines on food inventory management. - 1 No. • Timer or stopwatch. - 1 No. • Aprons and gloves. - 1 Set

PROCEDURE

TASK 1: Introduction to Food Inventory Management

- | | |
|---|--|
| <p>1 Begin with a brief presentation on the importance of effective food inventory management in the catering and hospitality industry.</p> | <p>2 Discuss key concepts, including inventory turnover, par levels, and minimizing waste.</p> |
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TASK 2: Overview of Inventory Systems

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| <p>1 Introduce different inventory management systems, including manual tracking, spreadsheet-based systems, and dedicated inventory management software.</p> | <p>2 Discuss the advantages and challenges of each system.</p> |
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TASK 3: Distribution of Printed Guidelines

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| <p>1 Provide students with printed guidelines on food inventory management.</p> | <p>2 Emphasize the importance of accurate record-keeping, forecasting, and regular audits.</p> |
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TASK 4: Simulation Setup

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| <p>1 Set up a simulated food inventory with labeled containers representing various food items.</p> | <p>2 Provide students with order forms, receipts, and any necessary documentation.</p> |
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TASK 5: Inventory Tracking Exercise

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| <p>1 Divide students into small groups or pairs.</p> | <p>3 Encourage the use of inventory management tools or software if available.</p> |
| <p>2 Instruct each group to perform a simulated inventory count, record the quantities, and update the inventory records.</p> | |

Sideboard equipment identification challenge

Objectives: At the end of this exercise, you shall be able to

- demonstrate the identification and organization of equipment typically kept in a sideboard within the catering and hospitality industry
- enhance their knowledge of essential tools used in various dining setups and improve organizational skills through practical engagement.

Requirements			
Equipments/Tools			
• Sideboards or tables	- 1 No.	• Whiteboards or flip charts	- 1 No.
• Various kitchen and dining equipment (e.g., plates, cutlery, napkins, condiment containers, serving utensils)	- 1 Set	• Marker pens	- 1 No.
• List of common sideboard equipment (for reference)	- 1 Set	• Timer or stopwatch	- 1 No.
		• Printed guidelines on sideboard organization	- 1 No.

PROCEDURE

TASK 1: Introduction to Sideboard Organization

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| <p>1 Begin with a brief presentation on the importance of a well-organized sideboard in the catering and hospitality industry.</p> | <p>2 Discuss the impact of efficient sideboard setup on service speed and overall guest experience.</p> |
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TASK 2: Overview of Common Sideboard Equipment

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| <p>1 Provide a list of common sideboard equipment for reference.</p> | <p>2 Discuss the purpose and placement of each item.</p> |
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TASK 3: Distribution of Printed Guidelines

Give students printed guidelines on sideboard organization, including tips on spacing, layout, and maintaining cleanliness.

TASK 4: Equipment Identification Challenge

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| <p>1 Set up sideboards or tables with a mix of various kitchen and dining equipment.</p> <p>2 Divide students into small groups or pairs.</p> | <p>3 Instruct each group to identify and organize the equipment according to its typical placement in a sideboard.</p> |
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TASK 5: Timed Sideboard Setup

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| <p>1 Set a time limit for each group to complete the sideboard setup.</p> | <p>2 Encourage teams to focus on speed, accuracy, and proper organization.</p> |
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Sideboard setup practical exercise

Objectives: At the end of this exercise you shall be able to

- demonstrate effective setup techniques for a sideboard structure within the catering and hospitality industry
- enhance their skills in arranging and organizing the sideboard to optimize service efficiency and create an aesthetically pleasing display through practical training.

Requirements			
Equipments/Tools			
• Sideboards or tables	- 3 No.	• Printed guidelines on sideboard setup	- 1 No.
• Various dining and serving equipment (e.g., plates, cutlery, glassware, condiment containers)	- 1 Set each	• Whiteboards or flip charts	- 1 No.
• Tablecloths or table runners	- 1 each	• Marker pens	- 1 No.
• Decorative elements (centerpieces, candles, etc.)	- 1 each	• Timer or stopwatch	- 1 No.
		• Aprons and gloves	- 1 Set

PROCEDURE

TASK 1: Introduction to Sideboard Setup

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| <p>1 Begin with a brief presentation on the significance of a well-organized and aesthetically pleasing sideboard in the catering and hospitality industry.</p> | <p>2 Discuss the impact of a visually appealing presentation on the guest experience.</p> |
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TASK 2: Overview of Sideboard Components

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| <p>1 Provide an overview of the common components typically found in a sideboard setup, including dinnerware, utensils, glassware, and decorative elements.</p> | <p>2 Discuss the importance of maintaining a cohesive theme or style.</p> |
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TASK 3: Distribution of Printed Guidelines

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| <p>1 Hand out printed guidelines on sideboard setup, including recommendations for spacing, symmetry, and thematic consistency.</p> | <p>2 Discuss key principles such as balance and accessibility.</p> |
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TASK 4: Equipment Familiarization

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| <p>1 Familiarize students with the various dining and serving equipment they will be working with during the exercise.</p> | <p>2 Discuss the proper placement of items on the sideboard.</p> |
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TASK 5: Group Assignment and Planning

- 1 Divide students into small groups.
- 2 Assign each group a specific theme or dining scenario (e.g., formal dinner, buffet, afternoon tea).
- 3 Instruct each group to plan the setup of their sideboard based on the assigned theme.



Dining Scenario

Instructor: "Alright, class, it's time to get hands-on with our sideboard setup exercise. I'm dividing you into small groups for a fun and creative challenge. Each group will be assigned a specific theme or dining scenario. Let's make this engaging! Any questions before we dive in?"

Student 1: "What kind of themes or scenarios are we talking about?"

Instructor: "I'm going to randomly assign each group a theme or scenario. Here we go... Group 1, you'll be working on a formal dinner setup. Group 2, your scenario is a festive buffet. Group 3, you have the challenge of creating an elegant afternoon tea setting. And Group 4, you're tasked with a modern and minimalist dinner setup."

Student 2: "This sounds exciting! How much time do we have to plan?"

The students gather in their respective groups, ready to embark on the planning phase.

Group 1 (Formal Dinner)

Student A: "Okay, let's focus on a classic and elegant setup. I think white tablecloths and fine china would be fitting. What about floral centerpieces?"

Student B: "Agreed, and we could incorporate folded napkins and place cards for a personal touch. What about the lighting?"

Student C: "How about candlelight? It adds a touch of sophistication. We'll need to plan the placement of the candles strategically for a warm and inviting atmosphere."

Instructor: "Great question! I want to make this exercise diverse, so themes could range from a formal dinner with elegant settings to a casual buffet or even an afternoon tea setup. The idea is to test your creativity and adaptability. Now, let's move on."

Instructor: "You'll have 45 minutes for the planning phase. Think about the arrangement of plates, utensils, glassware, and any decorative elements that align with your theme. Consider the color palette, style, and overall atmosphere you want to convey. Are we ready to start planning?"

Group 2 (Festive Buffet)

Student X: "For a festive buffet, we should go with vibrant colors and perhaps incorporate some holiday-themed decorations. How about a mix of red and green?"

Student Y: "Good idea! And we'll need a variety of serving platters and bowls. Maybe even some themed labels for each dish to make it lively and easy for guests to identify."

Student Z: "Let's also consider the flow of the buffet line to avoid congestion. How can we guide guests smoothly from one dish to the next?"

Sideboard upkeep and presentation exercise

Objectives: At the end of this exercise, you shall be able to

- demonstrate hands-on experience in preparing and maintaining a sideboard within the catering and hospitality industry
- develop skills in the general upkeep and presentation necessary for effective sideboard management through practical application.

Requirements	
Equipments/Tools	
<ul style="list-style-type: none">• Sideboards• Tablecloths and napkins• Various types of dishes, cutlery, and glassware	<ul style="list-style-type: none">• Decorative elements (flowers, candles, etc.)• Cleaning supplies (cloths, spray bottles, etc.)

PROCEDURE

TASK 1: Introduction

- 1 Start with a brief discussion on the importance of a well-maintained sideboard in the catering industry. Highlight the impact it has on guest experience and overall event success.

Understanding the Basics

- 1 Explain the different components of a sideboard (shelves, display areas, etc.).
- 2 Discuss the importance of hygiene and cleanliness in food service.
- 3 Demonstrate the proper arrangement of dishes, cutlery, and glassware on a sideboard.

TASK 2: Hands-on Setup

- 1 Divide students into small groups.
- 2 Provide each group with a sideboard, tablecloths, napkins, and a variety of dishes, cutlery, and glassware.

- 3 Instruct them to set up the sideboard as if preparing for a formal event or buffet.
- 4 Encourage creativity in arrangement and decoration.

TASK 3 Presentation Skills

- 1 Discuss the importance of visual appeal in catering.
- 2 Ask each group to present their sideboard setup, explaining their choices in arrangement and decoration.

- 3 Provide constructive feedback on presentation skills.

TASK 4: Maintenance and Upkeep

- 1 Discuss the challenges of maintaining a sideboard during an event.
- 2 Introduce the concept of continuous monitoring and replenishing of items.
- 3 Instruct each group to simulate a scenario where they need to replenish and maintain their sideboard during an ongoing event.

Cleaning and Resetting

- 1 Emphasize the importance of cleanliness and hygiene.
- 2 Instruct each group to clean and reset their sideboard for the next event.

TASK 5: Group Reflection and Discussion

- 1 Allow each group to reflect on their experience.
- 2 Discuss challenges faced, lessons learned, and improvements for future setups.
- 3 Encourage students to share insights on teamwork and communication.

Debrief and Q&A

- 1 Conclude the exercise with a debriefing session.
- 2 Address any questions or concerns students may have.
- 3 Emphasize the practical skills gained during the exercise.

Optimizing work efficiency

Objective: At the end of this exercise you shall be able to

- **improve work efficiency in catering and hospitality staff through focused development in key areas, including time management, teamwork, and communication.**

Requirements

Equipments/Tools

- Venue with a simulated catering setup or a real catering facility.
- Catering and hospitality equipment and supplies.
- Whiteboard, markers, and flip charts.
- Timer or stopwatch.
- Role cards for different staff positions (waitstaff, chefs, event coordinator, etc.).
- Evaluation forms for feedback

PROCEDURE

TASK 1: Introduction

- 1 Brief overview of the importance of work efficiency in the catering and hospitality industry.
- 2 Presentation on common challenges affecting work efficiency.
- 3 Introduction to the key focus areas: time management, teamwork, and communication.

Team Formation

- 1 Students are divided into teams, with each team representing a catering crew.
- 2 Assign roles to each team member (chef, waiter, event coordinator, etc.).
- 3 Provide each team with a scenario for a catering event.

TASK 2: Scenario Discussion

- 1 Teams discuss and strategize how to efficiently handle their assigned scenario.

- 2 Emphasize the importance of effective communication and collaboration in problem-solving.

TASK 3: Simulated Catering Event

- 1 Teams execute their plans in a simulated catering event.
- 2 Focus on time management, coordination between staff, and effective communication.

- 3 Instructors act as event attendees, creating realistic scenarios for the teams to navigate.

TASK 4: Debrief and Reflection

- 1 Teams gather to discuss their experiences during the simulated event.
- 2 Identify successful strategies and areas for improvement.
- 3 Facilitate a group discussion on the challenges faced and lessons learned.

Role Rotation

- 1 Rotate team members to different roles within their catering crew.
- 2 Discuss how changing roles affects teamwork and efficiency.
- 3 Highlight the importance of adaptability in the catering industry.

TASK 5: Feedback and Improvement Plan

- 1 Collect feedback from participants and instructors.
- 2 Discuss ways to address identified weaknesses and build on strengths.
- 3 Develop an improvement plan for each team and share best practices.

Closing Remarks

- 1 Summarize key takeaways from the exercise.
- 2 Encourage students to apply the lessons learned in their future catering and hospitality endeavors.

Beverage service presentation exercise

Objectives: At the end of this exercise you shall be able to

- enhance skills in arranging cold water jugs with under plates and napkins within the catering and hospitality industry
- create appealing and organized beverage service presentations through practical exercises focused on arrangement techniques.

Requirements	
Equipments/Tools	
<ul style="list-style-type: none">• Cold water jugs• Under plates• Napkins	<ul style="list-style-type: none">• Tables and tablecloths• Glasses (optional, for advanced setup)• Ice buckets (optional, for advanced setup)

PROCEDURE

TASK 1: Introduction

- 1 Begin the session by discussing the importance of a well-organized and aesthetically pleasing beverage service presentation in the hospitality industry.
- 2 Emphasize the positive impact it has on customer experience and the overall image of the establishment.

Explanation of Components

- 1 Briefly explain the purpose of each component: cold water jugs, under plates, and napkins.
- 2 Discuss the significance of cleanliness, symmetry, and attention to detail in creating an inviting atmosphere.

TASK 2: Demonstration

- 1 Demonstrate the proper technique for arranging cold water jugs with under plates and napkins.
- 2 Highlight key points such as aligning items, maintaining uniform spacing, and considering the overall visual balance.

- 3 Optionally, demonstrate advanced setups with glasses and ice buckets.

TASK 3: Hands-on Practice

- 1 Divide students into small groups and provide each group with the necessary materials. Instruct them to practice arranging the components on tables.
- 2 Encourage creativity within the guidelines provided.

- 3 Circulate among the groups to offer guidance, answer questions, and provide feedback.

TASK 4: Peer Evaluation

- 1 Have each group present their arrangement to the class, explaining the choices they made in terms of placement, symmetry, and aesthetics.

- 2 Encourage constructive feedback from their peers, emphasizing positive aspects and suggesting improvements.

TASK 5: Reflection and Discussion

- 1 Lead a class discussion on the challenges faced during the exercise, the importance of teamwork, and the impact of the presentation on customer perception.
- 2 Discuss how the skills learned can be applied in real-world catering and hospitality scenarios.

Debriefing

- 1 Conclude the session by summarizing key takeaways and providing additional tips for mastering beverage service presentation.
- 2 Encourage students to continue practicing and refining their skills.

Mastering essential sauces in catering

Objectives: At the end of this exercise, you shall be able to

- develop skills in preparing essential sauces like Worcestershire sauce, tomato sauce, and soy sauce within the catering and hospitality industry
- ensure cleanliness in the sauce preparation process through practical training.

Requirements	
Equipments/Tools	
<ul style="list-style-type: none"> • Ingredients for each sauce (vinegar, molasses, spices for Worcestershire sauce; tomatoes, onions, garlic for tomato sauce; soybeans, wheat, salt for soy sauce) • Cooking utensils (pots, pans, ladles, etc.) - 1 No. • Clean bottles with lids - 1 No. 	<ul style="list-style-type: none"> • Labels - 1 No. • Sanitizing solution - 1 No. • Cutting boards and knives - 1 No. • Aprons and gloves - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief overview of the importance of sauces in culinary arts, especially in catering and hospitality.
- 2 Discuss the significance of maintaining cleanliness while preparing sauces for both hygiene and presentation purposes.

Safety and Sanitation

- 1 Emphasize the importance of wearing aprons and gloves during the entire process.
- 2 Discuss proper handwashing techniques and the use of sanitizing solutions for utensils and work surfaces.

TASK 2: Recipe Review

- 1 Go through the recipes for Worcestershire sauce, tomato sauce, and soy sauce, highlighting key ingredients and steps.

- 2 Emphasize the need for precision in measurements and adherence to the recipe to achieve the desired flavor profiles.

TASK 3: Hands-On Preparation

- 1 Divide students into small groups and assign each group a sauce to prepare.
- 2 Provide all necessary ingredients and utensils.

- 3 Monitor and guide students as they follow the recipes, ensuring they maintain a clean and organized workspace.

TASK 4: Quality Control

- 1 Once the sauces are prepared, conduct a taste test to evaluate the flavors and consistency.
- 2 Discuss any adjustments that can be made to improve the sauces, encouraging students to develop a palate for balancing flavors.

Bottling and Presentation

- 1 Instruct students on how to properly bottle the sauces, ensuring clean rims and caps.
- 2 Emphasize the importance of labeling each bottle with the name of the sauce and the date of preparation.

TASK 5: Clean-Up

- 1 Guide students in cleaning their workstations thoroughly.
- 2 Discuss the importance of maintaining a clean kitchen environment in a professional catering setting.

Discussion and Reflection

- 1 Facilitate a brief discussion on the challenges faced during the process and how cleanliness contributes to the quality of the final product.
- 2 Encourage students to reflect on the importance of these sauces in various culinary applications.

Water service etiquette training exercise

Objective: At the end of this exercise you shall be able to

- learn to set up and present a buffet, serving courses one at a time in catering and hospitality.

Requirements			
Equipments/Tools			
• Water pitchers or bottles	- 1 No.	• Printed guidelines on water service etiquette	- 1 No.
• Water glasses	- 1 No.	• Video resources demonstrating proper water service etiquette (optional)	- 1 No.
• Table setup (tablecloths, napkins, silverware, etc.)	- 1 No.	• Evaluation sheets or rubrics for assessment	- 1 No.
• Notepads and pens for students	- 1 No.		

PROCEDURE

TASK 1: Introduction

- 1 Start with a brief overview of the importance of water service etiquette in the hospitality industry.
- 2 Discuss the impact of good water service on the overall guest experience.
- 3 Distribute printed guidelines on water service etiquette for students to review.

Theoretical Session

Cover key concepts such as

- 1 Appropriate times to offer water.
- 2 How to present and pour water gracefully.
- 3 Awareness of guests' preferences (e.g., still or sparkling water).
- 4 Refilling glasses without intruding on the guests' conversation.

TASK 2: Demonstration

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|---|---|
| <ol style="list-style-type: none"> 1 Demonstrate proper water service etiquette using a well-set table. 2 Emphasize the importance of non-verbal communication, such as making eye contact and smiling. | <ol style="list-style-type: none"> 3 Highlight the subtleties of pouring water without splashing or overfilling. |
|---|---|

TASK 3: Hands-On Practice

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| <ol style="list-style-type: none"> 1 Divide students into small groups and assign each group a table setup. 2 Provide each group with water pitchers or bottles, water glasses, and a notepad. | <ol style="list-style-type: none"> 3 Instruct students to take turns practicing water service, following the demonstrated etiquette. 4 Encourage them to communicate with each other as if they were serving guests. |
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TASK 4: Peer Evaluation

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| <ol style="list-style-type: none"> 1 Have each group observe and evaluate the water service of another group. 2 Use evaluation sheets or rubrics to assess their peers based on the demonstrated etiquette. | <ol style="list-style-type: none"> 3 Discuss the evaluations as a class to share insights and feedback. |
|---|--|

TASK 5: Reflection and Discussion

- 1 Facilitate a class discussion on the challenges and successes encountered during the exercise.
- 2 Encourage students to share their reflections on the importance of water service etiquette and its impact on the guest experience.

Conclusion

- 1 Summarize key takeaways from the exercise.
- 2 Provide additional resources for further learning, such as relevant books or articles.
- 3 Conclude by emphasizing the significance of continuous improvement in guest service skills.

Guidelines on water service etiquette

1 Greeting and Seating

- Always greet guests with a warm and friendly demeanor.
- Escort guests to their seats and present them with the menu.
- Inquire about any specific water preferences, such as still or sparkling.

2 Water Presentation

- Serve water promptly after guests are seated, ideally within the first few minutes.
- Use clean, polished glassware for water service.
- Hold the water pitcher from the base, ensuring the top is not touched.
- Pour water away from the guests to avoid spillage.

3 Offering Choices

- Inquire about guests' water preferences, offering choices like still or sparkling water.
- Clearly communicate the available options and their respective characteristics.

4 Serving Protocol

- Hold the water glass by the stem or base when serving to avoid fingerprints on the rim.
- Pour water slowly and attentively to prevent spillage.
- Refrain from overfilling glasses; leave a reasonable amount of space.

5 Timing and Observing

- Be attentive to guests' water levels and offer refills proactively without waiting for requests.
- Monitor tables discreetly to ensure a seamless and unobtrusive service.

6 Non-Intrusive Refills

- Refill water glasses when they are at least halfway empty.
- Avoid interrupting conversations; wait for a natural pause before offering refills.

7 Anticipate Needs

- Pay attention to guests who may have dietary restrictions or allergies that affect beverage choices.
- Anticipate and address water needs, such as providing extra lemon wedges or ice upon request.

8 Hygiene and Presentation

- Maintain personal hygiene, including clean hands and a tidy appearance.
- Ensure that water pitchers and glasses are spotless and free of any residue.

9 Knowledgeable Service

- Be knowledgeable about the source and characteristics of the water being served.
- Answer questions about the water menu confidently and accurately.

10 Politeness and Courtesy

- Use polite language and maintain a courteous attitude throughout the water service.
- Thank guests for their choices and express gratitude for their patronage.

Buffet set-up and course-wise service

Objective: At the end of this exercise, you shall be able to

- develop practical skills in preparing and executing a buffet setup with a focus on course-wise service of food within the catering and hospitality industry.

Requirements

Equipments/Tools

- Water pitchers or bottles - 1 No.
- Various types of food items (appetizers, salads, main courses, desserts) - 1 No.
- Buffet serving equipment (chafing dishes, platters, serving utensils) - 1 No.
- Plates, silverware, glassware - 1 No.
- Tablecloths, napkins, decorations - 1 No.
- Menu cards for each course - 1 No.

PROCEDURE

TASK 1: Planning

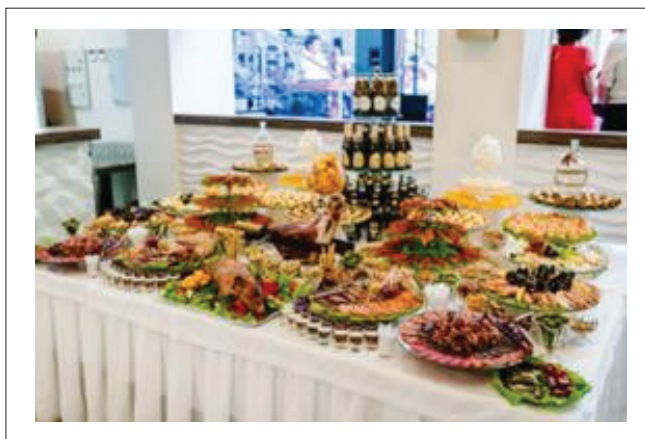
- 1 Divide students into groups, each responsible for a specific course (appetizer, salad, main course, dessert).
- 2 Assign each group a specific cuisine or theme to work on (e.g., Italian, Asian, Continental).
- 3 Have each group plan a menu for their assigned course, considering variety, balance, and presentation.
- 4 Create a list of required ingredients and equipment for each group.

TASK 2: Preparation

- 1 Provide the necessary ingredients and equipment for each group.
- 2 Students prepare the dishes for their assigned course, ensuring proper cooking and presentation.
- 3 Emphasize organization, time management, and teamwork during the preparation phase.

TASK 3: Buffet Set-up

- 1 Instruct the students on proper buffet table arrangement, including spacing, height variations, and decoration.
- 2 Each group is responsible for setting up their section of the buffet table, ensuring a cohesive overall presentation.
- 3 Encourage creativity in displaying the dishes.



TASK 4: Course-wise Service

- 1 Discuss the concept of course-wise service and its importance in fine dining.
- 2 Each group is responsible for presenting and serving their course at the designated time.
- 3 Emphasize proper serving etiquette, including portion control, plate presentation, and interaction with guests.

TASK 5: Evaluation

- 1 Have a panel of instructors and/or industry professionals assess each group based on criteria such as taste, presentation, organization, and adherence to the theme.
- 2 Encourage constructive feedback and discussions on improvements.

Reflection

- 1 Conclude the exercise with a debriefing session.
- 2 Ask students to reflect on their experiences, challenges faced, and lessons learned.
- 3 Discuss the importance of teamwork, time management, and attention to detail in catering and hospitality.

Tips

- Encourage students to be mindful of dietary restrictions and allergies when planning their menu.
- Emphasize the importance of maintaining food safety and hygiene throughout the exercise.
- Consider inviting industry professionals or guest chefs to provide insights and feedback.

Table crumbing mastery

Objectives: At the end of this exercise you shall be able to

- **enhance skills in the art of pre-placed service crumbing within the catering and hospitality industry**
- **develop precision, professionalism, and efficiency in clearing and crumbing a table before and after a meal service through practical training.**

Requirements	
Equipments/Tools	
• Dining tables and chairs	- 1 No.
• Table settings (tablecloths, napkins, cutlery, glassware, and plates)	- 1 No.
• Bread or crackers (for crumbing practice)	- 1 No.
• Small crumbing tools (cumber or brush)	- 1 No.
• Timer	- 1 No.
• Instructor or facilitator for guidance and feedback	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Begin the session with a brief overview of the importance of pre-placed service crumbing in the hospitality industry.
- 2 Discuss the significance of creating a clean and inviting atmosphere for guests.
- 3 Explain the proper techniques and etiquette involved in crumbing a table.

Demonstration

- 1 Conduct a live demonstration of pre-placed service crumbing techniques.
- 2 Emphasize the importance of being discreet, quick, and thorough in the crumbing process.
- 3 Showcase the correct usage of crumbing tools and the sequence of movements for effective crumbing.

TASK 2: Hands-on Practice - Round 1

- 1 Divide students into small groups and assign each group a dining table.
- 2 Provide each group with a set table that simulates the end of a meal.

- 3 Instruct students to crumb the table, ensuring they follow the demonstrated techniques.
- 4 Encourage students to communicate within their groups to coordinate their efforts.

TASK 3: Review and Feedback - Round 1

- 1 After Round 1, gather the students for a debriefing session.
- 2 Discuss observations, common challenges, and areas for improvement.
- 3 Provide constructive feedback and offer tips on how to enhance their crumbing skills.

Hands-on Practice - Round 2

- 1 Rotate the groups to different tables to expose students to various scenarios.
- 2 Increase the complexity of the table settings to challenge the students.
- 3 Set a timer to simulate real-time scenarios and encourage efficiency.

TASK 4: Review and Feedback - Round 2

- 1 Conduct another debriefing session to discuss the students' performance in Round 2.
- 2 Highlight improvements and commend good practices.

- 3 Address any lingering challenges and provide additional tips for refinement.

TASK 5: Reflection and Discussion

- 1 Engage the students in a discussion about the importance of pre-placed service crumbing.
- 2 Encourage them to reflect on the impact of a well-crumbed table on the overall dining experience.
- 3 Discuss any questions or concerns raised by the students.

Conclusion

- 1 Summarize the key takeaways from the exercise.
- 2 Reinforce the importance of practice and attention to detail in mastering pre-placed service crumbing.

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Exploring order taking systems in catering and hospitality

Objectives: At the end of this exercise you shall be able to

- demonstrate understanding and proficiency in different systems of order taking within the catering and hospitality industry
- acquire hands-on experience in various methods used for efficiently managing and processing customer orders through practical training.

Requirements			
Equipments/Tools			
• Whiteboard and markers	- 1 No.	• Pen and paper for note-taking	- 1 No.
• Projector or screen for presentations	- 1 No.	• Mock menus or sample food items	- 1 No.
• Sample order forms or tablets for electronic orders	- 1 No.		

PROCEDURE

TASK 1: Introduction

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| <ol style="list-style-type: none"> 1 Begin with a brief presentation on the importance of efficient order taking in the catering and hospitality industry. 2 Discuss the impact of different order taking systems on customer satisfaction and operational efficiency. | <ol style="list-style-type: none"> 1 Facilitate a discussion on traditional methods of order taking, such as pen and paper, and how they are still relevant in certain settings. 2 Introduce modern technologies like electronic order-taking systems, tablets, and online platforms, and discuss their advantages. |
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Class Discussion

TASK 2: Role-Playing Activity

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| <ol style="list-style-type: none"> 1 Divide the class into groups, assigning each group a specific order taking system (e.g., traditional, electronic, online). 2 Provide each group with a scenario (e.g., a busy restaurant, a catering event, an online order for delivery). | <ol style="list-style-type: none"> 3 Ask each group to create a role-play presentation demonstrating how their assigned order taking system would be used in the given scenario. |
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TASK 3: Hands-On Experience

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| <ol style="list-style-type: none"> 1 Set up stations with different order taking tools, such as paper order forms, tablets, and online order platforms. | <ol style="list-style-type: none"> 2 Allow students to rotate through the stations, trying out each system and noting their observations on efficiency, ease of use, and potential challenges. |
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TASK 4: Analysis and Reflection

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Bring the class back together for a debriefing session. 2 Discuss the strengths and weaknesses of each order taking system based on the hands-on experience. | <ol style="list-style-type: none"> 3 Encourage students to share their reflections on which system they believe is most suitable for different catering and hospitality settings. |
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TASK 5: Case Study Analysis

- 1 Present a case study involving a real-world catering or hospitality business that has successfully implemented an innovative order taking system.
- 2 Discuss the business's strategy, challenges faced, and the impact on customer satisfaction and operational efficiency.

Conclusion and Q&A

- 1 Summarize the key points from the exercise.
- 2 Open the floor for questions and facilitate a Q&A session to address any lingering inquiries.

Case Study

Streamlining Order Taking at "Taste Haven" Catering Services

Background

"Taste Haven" is a reputable catering service known for its diverse menu options and commitment to delivering exceptional culinary experiences. As the demand for their services grew, the management realized the need to streamline the order taking process to enhance efficiency and customer satisfaction.

Challenge

The existing order taking system relied heavily on traditional methods, with handwritten orders and manual entry into the system. With an increasing number of orders for events, weddings, and corporate functions, the company faced challenges in managing the workload and maintaining accuracy in order processing.

Solution

"Taste Haven" decided to implement a hybrid order taking system, combining traditional and electronic methods for optimal efficiency.

1 Traditional Order Forms

- For on-site events and personalized consultations, the catering staff continued to use traditional order forms for capturing specific details and preferences directly from the clients.
- The handwritten forms provided a personal touch and allowed clients to discuss their requirements in detail.

2 Tablet-Based System

- During large-scale events and when handling multiple orders simultaneously, the catering team introduced tablet-based order taking.
- Tablets were equipped with a user-friendly interface that allowed staff to input orders digitally, reducing the risk of manual errors and streamlining the communication between the kitchen and front-of-house.

3 Online Ordering Platform

- To cater to the increasing demand for online orders, "Taste Haven" implemented an easy-to-navigate online ordering platform on their website.
- Customers could browse the menu, customize their orders, and submit them electronically, providing convenience and saving time for both the clients and the catering team.

Results

- 1 **Improved Accuracy:** The hybrid system significantly reduced errors in order processing, ensuring that the kitchen received accurate and detailed information for meal preparation.
- 2 **Enhanced Efficiency:** The tablet-based system expedited the order taking process during busy periods, allowing the catering team to handle a higher volume of orders without compromising on service quality.
- 3 **Positive Customer Feedback:** The introduction of an online ordering platform received positive feedback from clients who appreciated the convenience and ease of placing orders from the comfort of their homes or offices.
- 4 **Adaptability:** The hybrid approach allowed "Taste Haven" to maintain a balance between traditional and modern methods, catering to a diverse clientele with varying preferences.

Conclusion: By strategically implementing a hybrid order taking system, "Taste Haven" successfully addressed the challenges posed by their growing business. The combination of traditional and electronic methods not only improved operational efficiency but also contributed to enhanced customer satisfaction, positioning the catering service as a leader in the industry.

Interactive dining experience simulation

Objectives: At the end of this exercise you shall be able to

- demonstrate proficiency in taking guest orders, presenting menus, and serving food and drinks within the catering and hospitality industry
- develop and refine their skills in customer service and order management through hands-on practice.

Requirements			
Equipments/Tools			
• Mock restaurant setup (tables, chairs, tablecloths, etc.)	- 1 No.	• Order pads and pens	- 1 No.
• Printed menus with a variety of dishes and beverages	- 1 No.	• Dummy food and drink props (optional)	- 1 No.
		• Instructor or experienced staff to play the role of guests	- 1 No.

PROCEDURE

TASK 1: Setting up the Mock Restaurant

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| 1 Arrange tables and chairs to create a realistic restaurant environment. | 2 Set tables with tablecloths, flatware, glassware, and napkins.
3 Place printed menus on each table. |
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TASK 2: Role Assignment

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| 1 Divide students into two groups - one group will be the serving staff, and the other will be the guests. | 2 If possible, have an instructor or experienced staff member guide the simulation as the head chef or restaurant manager. |
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TASK 3: Taking Guest Orders

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| 1 Each student in the serving staff will approach a table with guests (instructor or other students playing the role). | 2 The serving staff should greet the guests, introduce themselves, and hand out menus.
3 Instruct the students to take orders for a three-course meal and beverages from the guests, noting any special dietary requests or allergies. |
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TASK 4: Presenting the Menu

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| 1 Encourage the serving staff to explain menu items, suggest specials, and answer any questions the guests may have. | 2 Emphasize the importance of product knowledge, clear communication, and a positive attitude in presenting the menu. |
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TASK 5: Serving Food and Drinks

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| 1 Once orders are taken, the serving staff should deliver the dummy food and drinks to the respective tables.
2 Instruct the students to practice proper serving etiquette, such as serving from the guest's left and clearing from the right. | 3 Emphasize the importance of timing, ensuring that all courses are served promptly and beverages are refilled as needed. |
|---|---|

Guest complaints and grievances resolution workshop

Objectives: At the end of this exercise, you shall be able to

- handle guest complaints effectively in the catering and hospitality industry
- implement strategies to turn negative experiences into positive ones through practical training.

Requirements			
Equipments/Tools			
• Case scenarios or simulated guest complaints	- 1 No.	• Role-play props (optional)	- 1 No.
• Flip chart or whiteboard with markers	- 1 No.	• Evaluation forms for feedback	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Welcome the participants and outline the importance of effective complaint handling in the hospitality industry.
- 2 Discuss the impact of positive guest experiences on the reputation of a business.

Understanding Complaints

- 1 Facilitate a discussion on the types of complaints commonly encountered in catering and hospitality.
- 2 Provide examples of situations that may lead to complaints.

TASK 2: Communication Skills

- 1 Conduct a brief presentation on effective communication skills in handling complaints.

- 2 Emphasize active listening, empathy, and maintaining a positive attitude.

TASK 3: Role-Playing Session

- 1 Divide participants into pairs or small groups.
- 2 Distribute case scenarios or simulated guest complaints.
- 3 Ask each group to role-play the scenario, with one student playing the guest and the other playing the staff member.
- 4 Encourage participants to apply effective communication skills learned earlier.

Debriefing

- 1 After each role-play, facilitate a debriefing session. Discuss what went well and areas for improvement.
- 2 Encourage feedback from both the “guest” and “staff” perspectives.

TASK 4: Strategies for Resolution

Present strategies for resolving complaints, including offering solutions, apologizing sincerely, and going above and beyond to exceed guest expectations.

Group Discussion

- 1 Engage participants in a group discussion on the challenges they may face in real-life situations.
- 2 Encourage sharing of personal experiences or insights.

TASK 5: Feedback and Reflection

- 1 Distribute evaluation forms for participants to provide feedback on the workshop.
- 2 Allow time for participants to reflect on what they learned and how they can apply it in their future roles.

Summary and Closing

- 1 Summarize key takeaways from the workshop.
- 2 Provide additional resources for further learning.

Role-Play Scenario: “The Overbooked Reservation”

Setting

A busy upscale restaurant during peak dinner hours.

Characters

- 1 Student A - The Guest (Complaining): You are a customer who made a reservation for a special occasion, but upon arrival, you find out that there has been a mistake, and your table is not available.
- 2 Student B - The Restaurant Staff (Handling the Complaint): You are a staff member responsible for managing reservations. You need to handle the guest's complaint professionally and find a suitable resolution.

Instructions for Role-Play

Briefing

Student A: Review your role as the upset guest who had a reservation but now doesn't have a table.

Student B: Understand your role as the staff member responsible for resolving the issue. Remain calm, empathetic, and seek a solution.

Role-Play

Begin the role-play with Student A arriving at the restaurant.

Student A should express disappointment and frustration about the reservation error.

Student B should listen actively, apologize sincerely, and express a willingness to resolve the issue.

Resolution Attempt

Student B should offer alternatives such as a complimentary drink at the bar, expedited service when a table becomes available, or a discount on the bill.

Student A should respond to the proposed solutions, either accepting or suggesting an alternative resolution.

Debriefing

- 1 Stop the role-play and initiate a debriefing session.
- 2 Discuss what worked well and areas for improvement.
- 3 Encourage feedback from both students, focusing on communication skills, empathy, and problem-solving.

Role-Play Round 2

- 1 Allow students to switch roles. Student B becomes the upset guest, and Student A takes on the role of the staff member.
- 2 Repeat the role-play with a different reservation-related scenario or introduce additional challenges for a more advanced experience.

Final Debriefing

- 1 Conclude the role-play session with a final debriefing.
 - 2 Discuss the challenges faced in the second round and how participants adapted their approach.
 - 3 Emphasize key takeaways and reinforce the importance of effective complaint resolution in the hospitality industry.
-

Breakfast buffet setup

Objective: At the end of this exercise you shall be able to

- **plan, set up, and present an appealing breakfast buffet layout within the catering and hospitality industry.**

Requirements

Equipments/Tools

- Assorted breakfast items (bread, pastries, fruits, cereals, yogurt, etc.) - 1 No.
- Utensils and serving equipment (platters, bowls, tongs, spoons, etc.) - 1 No.
- Linens and decorative elements (tablecloths, napkins, centerpieces, etc.) - 1 No.
- Labels and signs for each item - 1 No.
- Camera or smartphones for documentation - 1 No.

PROCEDURE

TASK 1 Planning

- 1 Divide the class into groups, ensuring each group has a mix of students with different skills and strengths.
- 2 Provide each group with a list of breakfast items and ask them to create a plan for the buffet layout. Consider factors such as balance, variety, and dietary preferences.

TASK 2: Budgeting

- 1 Allocate a budget to each group for purchasing the necessary ingredients. This helps students understand the importance of cost management in the catering industry.
- 2 Encourage students to research prices and make informed decisions to stay within budget.

Shopping

- 1 Take the class on a field trip to a local grocery store or market.
- 2 This experience will help students understand the selection process, quality control, and pricing considerations.

TASK 3: Preparation

- 1 Back in the classroom or kitchen, give the groups time to prepare and assemble their assigned breakfast items.
- 2 Emphasize hygiene, time management, and teamwork during the preparation process.

Set Up

- 1 Allocate a designated area for each group to set up their breakfast buffet
- 2 Provide linens, utensils, and any necessary equipment for the setup.
- 3 Encourage creativity in arranging and presenting the items.



TASK 4: Documentation

- 1 Instruct each group to document their setup with pictures or videos.
- 2 Ask them to take notes on challenges faced and how they overcame them, as well as any lessons learned.

Presentation and Evaluation

- 1 Have each group present their breakfast buffet to the class, explaining their choices and layout design.
- 2 Encourage constructive feedback from both peers and instructors.
- 3 Evaluate based on creativity, organization, hygiene practices, and overall presentation.

Breakfast around the world service workshop

Objective: At the end of this exercise, you shall be able to

- serve diverse breakfast options from different cultures, including Indian, English, American, and Continental, in the catering and hospitality industry through hands-on experience.

Requirements			
Equipments/Tools			
• Ingredients for each type of breakfast	- 1 No.	• Tablecloths and napkins	- 1 No.
• Cooking and serving utensils	- 1 No.	• Menu cards for each type of breakfast	- 1 No.
• Plates, bowls, and cutlery	- 1 No.	• Checklist for service standards	- 1 No.

PROCEDURE

TASK 1 Preparation

- 1 Divide the students into small groups, assigning each group a specific type of breakfast (Indian, English, American, Continental).
- 2 Provide each group with the necessary ingredients, cooking utensils, and serving items.

Menu Planning

- 1 Instruct each group to plan a menu for their assigned breakfast type. Include at least three dishes representing the chosen culture.
- 2 Emphasize the importance of balance, presentation, and variety in the menu.

TASK 2: Cooking Practice

- 1 Allow students time to prepare the dishes according to their planned menu.
- 2 Encourage teamwork, communication, and time management during the cooking process.

Setting Up

- 1 Instruct each group to set up a mock dining area with appropriate table settings, including plates, cutlery, and napkins.
- 2 Each group should create an appealing and culturally authentic ambiance for their designated breakfast.

TASK 3: Service Standards

- 1 Provide students with a checklist outlining service standards such as politeness, cleanliness, and efficiency.

- 2 Emphasize the importance of professional communication and proper etiquette during the service.

TASK 4: Role Play

- 1 Have students rotate roles between being chefs, servers, and customers to ensure a well-rounded understanding of the entire process.

- 2 Encourage servers to explain each dish, its cultural significance, and any special preparation techniques to customers.

TASK 5: Evaluation

- 1 After the practical session, conduct a debriefing where each group discusses the challenges faced, lessons learned, and improvements they would make.
- 2 Evaluate the overall execution, including taste, presentation, and service quality.

Discussion

Facilitate a group discussion on the cultural aspects of breakfast in each cuisine, fostering an appreciation for diversity in culinary traditions.

Breakfast Around the World Service Workshop Checklist

S.No.	Particulars	Yes/No
1	Overall Presentation	
	Table settings are arranged appropriately for the designated culture	
	Tables are clean, and tablecloths are neatly laid out.	
	Cutlery and napkins are correctly placed according to the cultural norms.	
2	The overall ambiance reflects the cultural theme of the breakfast.	
	Menu Presentation	
	Menu cards are displayed prominently on each table	
3	Menu cards include a brief description of each dish and its cultural significance.	
	Menus are free from spelling and grammatical errors	
	Service Standards	
	Servers are dressed professionally and in accordance with the cultural theme.	
4	Servers greet customers with a warm and welcoming demeanor.	
	Servers use polite language and maintain a positive attitude throughout the service.	
	Servers explain each dish clearly and answer any customer inquiries.	
5	Cleanliness and Hygiene	
	Cooking and serving areas are kept clean and organized.	
	Utensils and dishes are washed and sanitized before use.	
6	Servers practice proper hygiene, including wearing gloves when necessary.	
	Efficiency	
	Dishes are served promptly, and customers are not kept waiting	
7	Servers demonstrate efficient communication and teamwork	
	Any issues or delays are addressed promptly and professionally.	
	Customer Interaction	
8	Servers engage in friendly conversation with customers	
	Servers check in with customers to ensure satisfaction	
	Customer feedback is welcomed and handled gracefully.	
9	Cultural Authenticity	
	Dishes are prepared authentically, representing the chosen culture.	
	Servers provide cultural insights about each dish during the service	
10	Ambiance and decorations accurately reflect the cultural theme.	
	Professionalism	
	Chefs and servers work together seamlessly	
11	Clear communication is maintained between the kitchen and serving staff	
	All team members exhibit a professional attitude throughout the event.	
	Adaptability	
12	Teams demonstrate adaptability in case of unforeseen challenges	
	Any adjustments or changes to the menu or service are communicated effectively	
	Post-Service Evaluation	
13	Teams participate in a debriefing session to discuss challenges and improvements.	
	Constructive feedback is provided by instructors and peers.	
	Teams reflect on what worked well and areas for future enhancement	

Guest room supplies and amenities check and serve exercise

Objective: At the end of this exercise you shall be able to

- **inspect and restock guest room supplies and amenities through practical experience within the catering and hospitality industry.**

Requirements	
Equipments/Tools	
• Guest room setup with typical amenities (e.g., toiletries, towels, bed linens, etc.).	- 1 No.
• Checklist for inspecting and restocking supplies.	- 1 No.
• Timer or clock.	- 1 No.
• Uniforms and name tags for students (optional).	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief introduction to the importance of maintaining high standards in guest room supplies and amenities.
- 2 Discuss the impact on guest satisfaction and the overall reputation of the establishment.

Overview of Supplies and Amenities

- 1 Review a list of typical guest room supplies and amenities, including toiletries, towels, bed linens, coffee/tea facilities, etc.
- 2 Provide information on the expected quantity and quality standards.

TASK 2: Demonstration

Demonstrate the proper way to check and restock guest room supplies. Emphasize attention to detail, organization, and the importance of presenting a clean and inviting space for guests.

Checklist Familiarization

- 1 Distribute the checklist to the students, detailing the items they need to inspect and restock in a guest room.
- 2 Go through the checklist together, explaining each item and the expectations for fulfilling the task.

TASK 3: Practice Session

- 1 Divide students into pairs or small groups.
- 2 Assign each group a guest room to inspect and restock.
- 3 Set a timer for 30 minutes to simulate real-world time constraints.

- 4 Students should follow the checklist, ensure all supplies are in order, and restock as necessary.

TASK 4: Feedback and Discussion

- 1 After the practice session, gather the students for a debriefing.
- 2 Discuss any challenges they faced, share observations, and provide constructive feedback on their performance.
- 3 Encourage students to ask questions and seek clarification on any aspects of the task.

Reflection and Documentation

- 1 Have each student or group write a brief reflection on their experience, highlighting what they learned and any insights gained.
- 2 Collect and review the reflections for assessment purposes.

Guest Room Supplies and Amenities Check and Serve Checklist

S.No.	Particulars	Yes/No
1	Room General Condition	
	Overall cleanliness and tidiness	
	Proper lighting and functionality of all electronic devices	
	Windows and curtains in good condition	
2	Bed Linens	
	Freshly made bed with clean sheets, pillowcases, and duvet cover	
	Pillows in good condition	
3	Towels and Linens	
	Sufficient towels (bath, hand, and face) in good condition	
	Bath mat provided and clean	
4	Toiletries	
	Full set of toiletries (shampoo, conditioner, body wash, soap, lotion)	
	Well-stocked toilet paper and facial tissues	
5	Coffee/Tea Facilities	
	Coffee maker or kettle in working order	
	Adequate supply of coffee, tea, sugar, and creamer	
6	Minibar/Fridge	
	Clean cups and saucers	
	Minibar or fridge stocked according to the inventory list	
7	Room Amenities	
	Items within the minibar are within the expiration date	
	Adequate supply of bottled water	
8	Room Amenities	
	Television and remote control functioning properly	
	Room directory and information materials are current and present	
9	Closet and Storage	
	Working telephone with clear instructions	
	Hangers available and in good condition	
10	General Cleanliness	
	Iron and ironing board in proper working order	
	Floors clean and vacuumed	
11	Final Checks	
	Dust-free surfaces	
	Safe, if applicable, is functional	
12	Additional Notes/Comments	
	Trash bins emptied and lined	
	Artwork and decor are in place and undamaged	
13	Additional Notes/Comments	
	Room scent is pleasant	

Note: This checklist is a general guide. It's important to adapt it based on the specific standards and requirements of your establishment.

Lost and found management exercise

Objective: At the end of this exercise you shall be able to

- **develop skills in drawing and familiarize themselves with the formats used in Lost and Found management within the catering and hospitality industry.**

Requirements

Equipments/Tools

- Drawing paper or sketchbooks - 1 No.
- Pencils, erasers, and colored markers/pens - 1 No.
- Lost and Found report forms (created by the instructor) - 1 No.
- Examples of Lost and Found formats (optional) - 1 No.
- Projector or whiteboard (optional) - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Begin the session by explaining the importance of a well-organized Lost and Found system in the hospitality industry.
- 2 Discuss how it contributes to customer satisfaction and the overall reputation of the establishment.

Discussion on Lost and Found Formats

- 1 Introduce different formats commonly used for Lost and Found documentation.
- 2 Discuss the essential information that should be included, such as date, time, description of the item, location found, and any other relevant details.

TASK 2: Example Demonstration

- 1 Show a completed Lost and Found form as an example.
- 2 Emphasize clarity, accuracy, and completeness in recording information.
- 3 Discuss the importance of using appropriate terminology and language.

Group Brainstorming

- 1 Divide the students into small groups.
- 2 Each group is tasked with brainstorming and discussing potential lost and found scenarios in a catering or hospitality setting.
- 3 Encourage them to consider different types of items that might be lost and where these items could be found.

TASK 3: Drawing Lost and Found Scenes

- 1 Instruct each group to choose one scenario from their brainstorming session and create a visual representation of the Lost and Found scene.
- 2 They should draw the location, such as a hotel lobby or catering event space, and include details like tables, chairs, and common areas.

Creating Lost and Found Forms

- 1 After completing the drawings, ask each group to design a Lost and Found form/template that corresponds to their scenario.
- 2 The form should be visually appealing and include designated spaces for essential information.

TASK 4: Gallery Walk and Presentation

- 1 Arrange a gallery walk where each group presents their drawings and Lost and Found forms to the rest of the class.
- 2 Encourage discussions on the different approaches and elements included in each group's work.

Feedback and Reflection

- 1 Conclude the exercise by facilitating a discussion on what the students learned about Lost and Found procedures.
- 2 Ask them to reflect on the importance of clear documentation and the potential impact on customer satisfaction.

LOST AND FOUND REPORT FORM

S.No.	Particulars	Details
1	Date	
2	Time	
3	Item Details	
	Type: [e.g., Wallet, Phone, Bag]	
	Color: [Color]	
	Brand/Model: [If known]	
	Unique Identifiers: [Distinct features]	
	Location Found: [Where found]	
	Date/Time Found: [Date and time found]	
4	Finder's Information	
	Name: [Finder's name]	
	Contact: [Finder's phone/email]	
	Circumstances: [Any additional info about how it was found]	
5	Action Taken:	
	Stored in Lost and Found: Yes / No	
	Notified Management: Yes / No	
	Contacted Owner: Yes / No	
6	If Claimed:	
	Claimed by: [Owner's name]	
	Date/Time Claimed: [Date and time claimed]	
	Additional Comments: [Any extra notes]	
7	Staff Member:	
	Name: [Staff member's name]	
	Signature	

Exploring key systems

Objective: At the end of this exercise you shall be able to

- familiarize themselves with various key systems, including computerized ones, within the catering and hospitality industry
- identify and select different types of keys used in the industry through practical experience.

Requirements	
Equipments/Tools	
• Classroom or kitchen space	
• Samples of physical keys (traditional keys)	- 1 No.
• Computer with access to key card systems (if available)	- 1 No.
• Guest room mock-up or display area	- 1 No.
• Whiteboard and markers	- 1 No.
• Worksheets for students	- 1 No.

PROCEDURE

TASK 1: Introduction

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| <p>1 Begin with a brief introduction to the importance of key systems in the Catering and Hospitality industry.</p> <p>2 Discuss the evolution from traditional physical keys to modern computerized key systems.</p> | <p>3 Explain the relevance of key systems in areas like guest rooms, storage facilities, and secure access points.</p> |
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TASK 2: Physical Keys Exploration

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| <p>1 Distribute samples of physical keys to the students.</p> <p>2 Encourage them to examine the keys closely, noting any unique features or security measures.</p> <p>3 Discuss the advantages and disadvantages of</p> | <p>traditional physical keys.</p> <p>4 Use the whiteboard to list key characteristics and considerations for physical keys.</p> |
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TASK 3: Computerized Key Systems

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| <p>1 If possible, arrange a demonstration of a computerized key card system.</p> <p>2 Discuss the technology behind these systems and how they enhance security.</p> <p>3 Allow students to interact with the computerized</p> | <p>key card system, practicing tasks like issuing and deactivating cards.</p> <p>4 Discuss the benefits of computerized systems, such as tracking access and ease of management.</p> |
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TASK 4: Role Play Activity

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| <p>1 Create a simulated scenario where students play the roles of guests, staff, and managers.</p> <p>2 Use a guest room mock-up or designated area to simulate the check-in process.</p> | <p>3 Have students use both physical keys and computerized key cards to access different areas.</p> <p>4 Encourage communication and problem-solving among the participants.</p> |
|---|--|

TASK 5: Group Discussion and Reflection

- 1 Bring the students together for a group discussion.
- 2 Ask them to share their experiences and observations during the role play activity.
- 3 Facilitate a discussion on the advantages and challenges of both physical and computerized key systems.
- 4 Discuss the importance of selecting the right key system based on specific operational needs.

Roleplay

“Check-In Chaos: Navigating Key Systems in the Hospitality World”

Scenario

You are the instructor facilitating a roleplay for Catering and Hospitality students. The scenario involves a fictional hotel, and students will assume various roles, including guests, front desk staff, and managers.

Roles

- 1 **Front Desk Receptionist (1-2 students):** Responsible for checking in guests, issuing keys, and handling any issues that may arise during the process.
- 2 **Hotel Guests (3-4 students):** Each student represents a hotel guest checking in for the first time.
- 3 **Hotel Manager (1 student):** Oversees the entire process and steps in to handle escalated situations.

Instructions

1 Introduction

- Briefly explain the scenario and assign roles to the students.
- Remind them of the key systems discussed in the previous session and encourage them to apply that knowledge during the roleplay.

2 Roleplay

- The Front Desk Receptionist(s) should be stationed at the check-in counter.
- Hotel Guests will approach the front desk to check in. They may choose to inquire about room types, amenities, or any other relevant information.
- The Front Desk Receptionist(s) will issue keys, demonstrating the use of both physical keys and computerized key cards.
- Encourage the Hotel Guests to ask questions or raise issues during the process.

3 Challenges

- Introduce challenges to simulate real-world scenarios. For example, a guest may lose their key card, or the computerized system may temporarily malfunction.

- Front Desk Receptionist(s) should handle these challenges, demonstrating problem-solving skills and knowledge of key systems.

4 Manager Intervention

- At some point, escalate a situation that requires the Hotel Manager’s intervention. This could involve a guest dispute, a security concern, or a technical issue.
- The Hotel Manager should step in to resolve the issue and demonstrate effective leadership.

5 Debrief and Discussion

- Bring all participants together for a debriefing session.
- Discuss the challenges faced, successful resolutions, and any areas for improvement.
- Emphasize the importance of effective communication, problem-solving, and the role of different key systems in ensuring a smooth check-in process.

6 Reflection

- Ask each participant to reflect on their role and share insights gained from the roleplay.
- Discuss how the experience relates to the theoretical knowledge discussed earlier.
- Encourage students to consider the practical implications of selecting the right key system in a real hospitality setting.

This roleplay provides an interactive and engaging way for Catering and Hospitality students to apply their knowledge of key systems in a simulated hotel check-in scenario. It allows them to experience challenges they

may encounter in the industry and reinforces the importance of understanding and selecting appropriate key systems.

Inventory management for catering and hospitality

Objective: At the end of this exercise you shall be able to

- develop skills in preparing and maintaining registers/records for regular supply items in a catering and hospitality setting through practical training.

Requirements	
Equipments/Tools	
• Pen and paper or electronic devices for recording	- 1 No.
• List of common catering and hospitality supplies (e.g., perishables, non-perishables, kitchen equipment, utensils)	- 1 No.
• Sample invoices or receipts	- 1 No.
• Access to a kitchen or catering setup (optional but beneficial)	- 1 No.

PROCEDURE

TASK 1: Introduction

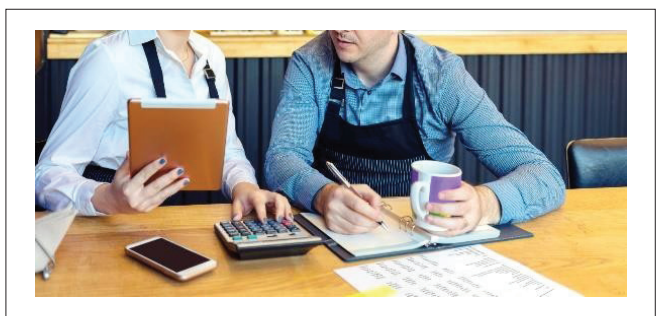
- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Provide an overview of the importance of inventory management in the catering and hospitality industry. 2 Discuss the significance of keeping accurate records for regular supply items. | <ol style="list-style-type: none"> 3 Explain the impact of effective inventory management on cost control, waste reduction, and overall efficiency in the kitchen. |
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TASK 2: Identifying Regular Supply Items

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| <ol style="list-style-type: none"> 1 Share a list of common items used in catering and hospitality. 2 Discuss the difference between perishable and non-perishable items. | <ol style="list-style-type: none"> 3 Ask students to identify which items are regularly supplied and used in their hypothetical catering operation. |
|---|--|

TASK 3: Recording Exercise

- 1 Provide sample invoices or receipts for various regular supply items.
- 2 Instruct students to prepare a register or record for these items, including details such as item name, quantity received, date of receipt, supplier name, and unit price.
- 3 Emphasize the importance of accuracy in recording information.



Calculating Stock Levels

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Instruct students to calculate the current stock levels for each item based on the information recorded. | <ol style="list-style-type: none"> 2 Discuss the concept of par levels and how they can help in maintaining optimum stock levels to prevent shortages or excess inventory. |
|--|---|

TASK 4: Analysis and Recommendations

- 1 Ask students to analyze the recorded data and identify any trends, such as items with high turnover or potential issues with suppliers.
- 2 Encourage students to make recommendations for improving inventory management based on their analysis.

Discussion and Feedback

- 1 Have a class discussion to share findings, insights, and recommendations.
- 2 Provide constructive feedback on the accuracy and thoroughness of the records.

TASK 5: Hands-On Inventory Check

- 1 Take students to a kitchen or catering setup (if available) and conduct a practical inventory check.
- 2 Have students compare the actual stock levels with their recorded levels and identify any discrepancies.
- 3 Discuss the challenges and benefits of conducting physical inventory checks.

Conclusion

- 1 Summarize the importance of maintaining accurate registers/records for regular supply items in catering and hospitality.
 - 2 Emphasize the role of inventory management in ensuring smooth kitchen operations.
-

Pest control agents identification in catering and hospitality

Objectives: At the end of this exercise you shall be able to

- familiarize themselves with various pest control agents commonly encountered in the catering and hospitality industry
- gain knowledge about the types of pests, their characteristics, and appropriate control measures through practical training.

Requirements

Equipments/Tools

- Printed or digital resource materials on common pests in the catering and hospitality industry. - 1 No.
- Images or samples of common pest control agents such as traps, pesticides, and preventive measures - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Begin by providing a brief overview of the importance of pest control in the catering and hospitality industry.
- 2 Emphasize the potential risks associated with pests and the significance of implementing effective control measures.

Resource Review

- 1 Distribute printed or digital resource materials that outline common pests found in catering establishments.
- 2 Include information on the characteristics, behaviors, and potential risks associated with each pest.
- 3 Encourage students to review the materials and take notes.



TASK 2: Pest Identification Activity

- 1 Divide the students into small groups and provide them with images or samples of various pests.
- 2 Ask each group to identify and classify the pests based on the information provided in the resource materials.
- 3 Additionally, have them discuss the potential impact of each pest on a catering or hospitality setting.

TASK 3: Pest Control Agents Matching Game

- 1 Create a matching game where students need to match the correct pest control agent (e.g., trap, pesticide, preventive measure) with the corresponding pest.
- 2 This activity will reinforce their understanding of the appropriate control measures for different pests.

TASK 4: Group Presentation

- 1 Each group will present their findings, discussing the identified pests, their characteristics, and the recommended pest control measures.
- 2 Encourage students to explain the rationale behind their choices and showcase a comprehensive understanding of pest control in the context of catering and hospitality.

TASK 5: Discussion and Q&A

Conclude the exercise with a class-wide discussion. Allow students to ask questions, share insights, and discuss any challenges or uncertainties they encountered during the exercise.

Pest identification and control in catering settings

Objective: At the end of this exercise you shall be able to

- familiarize themselves with different categories of pests, their characteristics, and appropriate control measures in catering and hospitality environments through practical training.

Requirements

Equipments/Tools

- Images or illustrations of common pests (cockroaches, rodents, flies, ants, etc.) - 1 No.
- Whiteboard and markers - 1 No.
- Printed handouts with information on common pests and control methods - 1 No.
- Sample pest control products (traps, repellents, etc.) - 1 No.

PROCEDURE

TASK 1: Introduction

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| 1 Begin with a brief overview of the importance of pest control in catering and hospitality. | 2 Divide the students into groups and provide each group with a set of images. |
| 2 Discuss the potential risks and consequences of pest infestations in food establishments. | 3 Ask them to identify and categorize the pests into different categories (insects, rodents, etc.). |

Pest Identification Session

- 1 Display images or illustrations of common pests on the whiteboard.

TASK 2: Group Discussion

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| 1 Have each group present their findings to the class. | Information Handout |
| 2 Discuss the characteristics and behaviors of each pest category. | 1 Distribute printed handouts with detailed information on common pests and control methods. |
| 3 Emphasize the specific challenges and risks each category poses in a catering environment. | 2 Review key points and answer any questions the students may have. |

TASK 3: Case Study Analysis

- | | |
|---|---|
| 1 Present a case study involving a pest infestation in a catering setting. | 3 Encourage discussion and problem-solving within the groups. |
| 2 Ask students to analyze the situation, identify the pests involved, and propose appropriate control measures. | |

TASK 4: Practical Demonstration

- | | |
|--|---|
| 1 Introduce sample pest control products such as traps, baits, and repellents. | Q&A Session |
| 2 Demonstrate how to use these products correctly and discuss their effectiveness. | 1 Open the floor for any additional questions or concerns the students may have. |
| 3 Allow students to handle the products and ask questions. | 2 Clarify any misconceptions and reinforce key points regarding pest control in catering. |

Case Study Title: “Pest Predicament: A Catering Conundrum”

Scenario

ABC Catering Services, a well-established catering company, has been facing a sudden and severe pest infestation in its central kitchen. The company caters to various events, including weddings, corporate gatherings, and private parties. The kitchen is equipped to handle large-scale food preparation and storage to meet the demands of their clients.

Background

Over the past few weeks, employees at ABC Catering Services have noticed an increase in pest sightings, particularly cockroaches and rodents, in various areas of the kitchen. The situation is causing significant concern among the staff as they understand the potential risks associated with pest infestations in the food industry.

Details of the Infestation

1 Cockroaches

Employees have reported sightings of cockroaches near food preparation surfaces, storage areas, and in some of the kitchen equipment.

2 Rodents

Droppings and chewed food packaging have been discovered in several corners of the kitchen, indicating a rodent presence. Employees have also reported hearing scratching noises in the walls.

Impact on Operations

1 Hygiene Concerns

The presence of pests poses a direct threat to the hygiene standards of the kitchen, raising concerns about food safety and potential contamination.

2 Customer Relations

ABC Catering Services is at risk of damaging its reputation if clients become aware of the pest infestation. Word of mouth could lead to cancellations and loss of business.

Steps Taken So Far

1 Internal Inspection

The management has conducted an internal inspection to identify the extent of the infestation and areas affected.

2 Basic Pest Control Measures

Some employees have attempted to address the issue using off-the-shelf pest control products, but the infestation persists.

Tasks for Students

1 Identification and Categorization

Students must identify the types of pests involved (cockroaches and rodents) and categorize them based on their characteristics and behaviors.

2 Assessment of Risks

Evaluate the potential risks associated with the pest infestation, especially concerning food safety and customer satisfaction.

3 Recommendation of Control Measures

Propose appropriate and effective pest control measures for both short-term and long-term resolution of the infestation.

4 Communication Strategy

Develop a communication plan for ABC Catering Services to inform its clients about the situation, steps taken, and preventive measures to be implemented.

Assessment Criteria

- Accurate identification and categorization of pests.
- Thorough assessment of the risks associated with the infestation.
- Well-reasoned and practical recommendations for pest control.
- Effective communication strategy considering the impact on customer relations and business reputation.

This case study aims to engage students in critical thinking and problem-solving, simulating a real-world scenario in the catering and hospitality industry where they need to address and manage a pest infestation effectively.

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Integrated pest management (IPM) in a hospitality setting

Objective: At the end of this exercise you shall be able to

- implement Integrated Pest Management techniques and practices within a catering and hospitality context through practical training.

Requirements	
Equipments/Tools	
• Whiteboard or flip chart	- 1 No.
• Markers	- 1 No.
• Printed information on common pests in catering settings	- 1 No.
• Case studies on pest control in hospitality establishments	- 1 No.
• Safe and approved insecticides/pesticides	- 1 No.
• Safety gear (gloves, goggles)	- 1 No.
• Cleaning supplies	- 1 No.
• Empty spray bottles	- 1 No.
• Sample pest monitoring tools (sticky traps, pheromone traps)	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief discussion on the importance of pest control in the catering and hospitality industry.
- 2 Introduce the concept of Integrated Pest Management (IPM) and its principles.

Identification of Common Pests

- 1 Provide information on common pests found in catering settings (e.g., cockroaches, rodents, flies).
- 2 Engage students in a discussion on the potential risks these pests pose to food safety and customer satisfaction.

TASK 2: Case Studies

- 1 Distribute case studies or scenarios related to pest control issues in hospitality establishments.
- 2 Encourage students to analyze the cases and propose effective solutions using IPM principles.

- 2 Emphasize the importance of following safety guidelines when using these chemicals.
- 3 Provide hands-on experience with preparing and using insecticides/pesticides in a controlled environment (using water in spray bottles instead of actual chemicals).

Hands-On Application

1. Discuss the types of insecticides/pesticides approved for use in catering settings.

TASK 3: Safe Handling and Application

- 1 Demonstrate the proper way to handle and apply insecticides/pesticides, emphasizing safety precautions.
- 2 Discuss the importance of reading and following product labels and guidelines.

Monitoring and Prevention

- 1 Introduce various pest monitoring tools and techniques, such as sticky traps and pheromone traps.
- 2 Discuss preventive measures, including proper sanitation practices and maintenance routines.

TASK 4: Group Activity - IPM Plan

- 1 Divide students into small groups.
- 2 Assign each group a specific area within a hypothetical hospitality establishment.
- 3 Instruct them to develop an Integrated Pest Management plan for their assigned area, considering prevention, monitoring, and control measures.

TASK 5: Group Presentation and Discussion

- 1 Each group presents their IPM plan to the class.
- 2 Facilitate a class discussion on the strengths and weaknesses of each plan and share additional insights.

Case Study

The Pests' Invasion at Gourmet Oasis

Background

Gourmet Oasis, a bustling restaurant renowned for its diverse culinary offerings, has encountered an unexpected challenge – a pest infestation. The management has observed signs of pest activity in the kitchen, storage areas, and dining spaces, including sightings of cockroaches and evidence of rodent presence. This has raised concerns about the restaurant's commitment to hygiene and food safety.

Objective

To develop and implement an Integrated Pest Management (IPM) plan to effectively address the pest infestation, ensuring the restoration of cleanliness, and safeguarding the reputation of Gourmet Oasis.

Scenario

The restaurant's staff discovered droppings, gnawed packaging, and observed cockroaches scurrying in and around the kitchen. The management, realizing the potential impact on customer satisfaction and the overall brand image, is determined to resolve the issue promptly. The goal is not only to eliminate the existing pests but also to establish preventive measures to avoid future infestations.

Tasks for Analysis

1 Pest Identification

- Examine provided photographs and descriptions of pest activity.
- Identify the types of pests present and assess the potential risks to food safety and customer satisfaction.

2 Case Study Analysis

- Discuss the potential consequences of the pest issue on Gourmet Oasis's reputation and customer trust.

- Evaluate the impact on daily operations and the restaurant's ability to maintain high standards of cleanliness.

3 IPM Plan Development

- In small groups, formulate a detailed IPM plan for Gourmet Oasis, focusing on prevention, monitoring, and control measures specific to the identified pests.
- Emphasize the use of safe and approved insecticides/pesticides in the plan.

4 Presentation

- Each group presents its developed IPM plan, explaining the chosen strategies and methods.
- Highlight the steps that Gourmet Oasis should take to restore cleanliness and prevent future pest issues.

5 Discussion

- Facilitate a class discussion on the presented IPM plans, encouraging questions and constructive feedback.
- Discuss the ethical considerations and safety guidelines associated with the use of insecticides/pesticides in a hospitality setting.

Conclusion

Conclude the case study by emphasizing the significance of a well-executed IPM plan in the hospitality industry. Discuss how Gourmet Oasis can learn from this experience and implement sustainable pest control practices to ensure a pest-free and hygienic environment for its customers. Encourage students to reflect on the importance of vigilance and proactive measures in maintaining a clean and pest-free establishment.

Floral artistry in catering

Objective: At the end of this exercise, you shall be able to

- develop skills in creating diverse flower arrangements suitable for various catering and hospitality settings through practical training.

Requirements	
Equipments/Tools	
• Assorted fresh flowers (roses, lilies, daisies, etc.)	- 1 No.
• Various types of foliage (e.g., ferns, eucalyptus, ivy)	- 1 No.
• Floral foam or oasis	- 1 No.
• Different styles of vases or containers	- 1 No.
• Floral scissors or shears	- 1 No.
• Ribbons, decorative elements (optional)	- 1 No.

PROCEDURE

TASK 1: Introduction

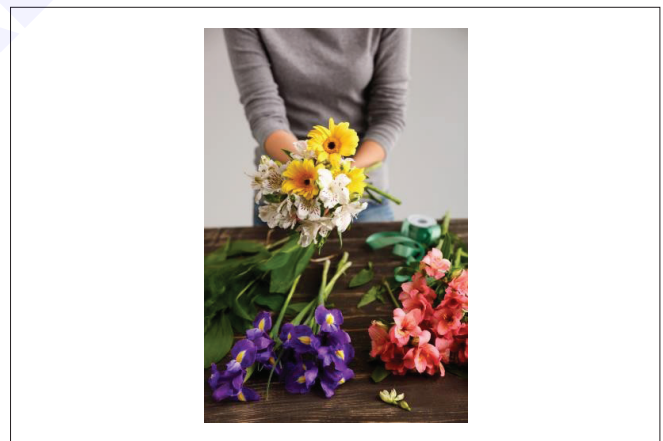
- 1 Briefly introduce the importance of floral arrangements in catering and hospitality.
- 2 Discuss the impact of different styles of flower arrangements on the overall atmosphere of an event.

Demonstration

- 1 Show a demonstration of creating a basic flower arrangement using a classic style.
- 2 Emphasize the importance of balance, color harmony, and proportion.

TASK 2: Style Exploration

- 1 Divide the students into small groups.
- 2 Assign each group a specific style of flower arrangement (e.g., Classic, Modern, Rustic, Tropical, Minimalistic).
- 3 Provide a variety of flowers, foliage, and containers for each group.
- 4 Instruct them to create a flower arrangement based on the assigned style.



TASK 3: Presentation

- 1 Each group presents their flower arrangement to the class.
- 2 Encourage students to explain their choice of style, flower selection, and how it complements a catering or hospitality setting.

TASK 4: Feedback and Discussion

- 1 Facilitate a discussion on the different styles presented.
- 2 Discuss the suitability of each style for various catering events and hospitality settings.
- 3 Provide constructive feedback on creativity, color choices, and arrangement techniques.

TASK 5: Reflective Activity

- 1 Ask students to reflect on what they learned during the exercise.
- 2 Discuss how floral arrangements contribute to the overall ambiance of a catering event and influence customer experience.

Tips

- Encourage creativity but also stress the importance of practicality in a catering context.
- Discuss the significance of maintenance and longevity of the arrangements in a catering setting.
- Emphasize the importance of using seasonal flowers for cost-effectiveness.

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Indoor greenery and floral ambiance maintenance

Objectives: At the end of this exercise, you shall be able to

- demonstrate the importance of maintaining indoor plants and flower arrangements in catering and hospitality settings.
- develop practical skills in caring for and arranging indoor plants and flowers to enhance the overall ambiance through hands-on training.

Requirements	
Equipments/Tools	
<ul style="list-style-type: none"> • Indoor plants (e.g., small potted plants, ferns, succulents) • Fresh flowers - 1 No. • Flower vases or containers - 1 No. • Soil, fertilizers, and watering cans - 1 No. 	<ul style="list-style-type: none"> • Pruning shears or scissors - 1 No. • Decorative materials (optional) - 1 No. • Instructional materials (e.g., care guides, demonstration videos) - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Briefly discuss the importance of indoor plants and flower arrangements in the catering and hospitality industry.
- 2 Explain the impact of greenery and flowers on ambiance and customer experience.

Basic Plant Care Demonstration

- 1 Show students how to water indoor plants, emphasizing the importance of not overwatering.
- 2 Discuss proper sunlight exposure and the use of fertilizers.
- 3 Demonstrate repotting for plants that may need it.

TASK 2: Flower Arrangement Demonstration

- 1 Introduce basic principles of flower arranging, such as balance, color harmony, and focal points.
- 2 Show different types of vases and containers suitable for various settings.
- 3 Provide tips on cutting and arranging flowers to maximize their lifespan.



TASK 3: Hands-on Practice

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|---|--|
| <ol style="list-style-type: none"> 1 Divide students into small groups. 2 Provide a variety of indoor plants and fresh flowers for each group. 3 Instruct each group to: | <ul style="list-style-type: none"> • Repot a plant (if necessary). • Water the plants appropriately. • Create a flower arrangement for a designated setting (e.g., restaurant table, reception desk). |
|---|--|

TASK 4: Creative Challenge

Challenge each group to add a creative touch to their flower arrangements, considering the theme or style of the venue.

Encourage the use of decorative materials to enhance the overall visual appeal.

TASK 5: Peer Review and Discussion

- 1 Have each group present their arrangements to the class.
- 2 Encourage constructive feedback from peers and discuss what elements worked well and what could be improved.

Reflection

- 1 Conclude the exercise with a brief discussion on the importance of maintaining indoor plants and flower arrangements in catering and hospitality.
 - 2 Ask students to reflect on how these skills can contribute to creating a positive atmosphere for guests.
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Effective plant care in catering spaces

Objectives: At the end of this exercise, you shall be able to

- practice proper techniques of watering plants, ensuring exposure to sunlight, and appropriate placement within catering spaces
- develop a sense of responsibility and attention to detail, crucial skills for maintaining a pleasant and inviting environment for guests in the catering and hospitality sector.

Requirements

Equipments/Tools

- | | |
|---|---------|
| • Potted plants suitable for indoor environments | - 1 No. |
| • Watering cans or spray bottles | - 1 No. |
| • Soil or potting mix | - 1 No. |
| • Sunlight exposure guide or information on plant care requirements | - 1 No. |
| • Small labels or markers for plant identification | - 1 No. |

PROCEDURE

TASK 1: Introduction

- 1 Start by discussing the importance of greenery in catering spaces. Explain how well-maintained plants contribute to a welcoming atmosphere for guests.
- 2 Briefly discuss the basic needs of plants, including water, sunlight, and proper placement.

Plant Selection

- 1 Introduce various indoor plants that are suitable for catering spaces, considering factors like low maintenance, adaptability to indoor conditions, and aesthetic appeal.
- 2 Discuss the specific care requirements of the selected plants, emphasizing the importance of individualized care.

TASK 2: Watering Techniques

- 1 Demonstrate proper watering techniques for indoor plants. Emphasize the significance of not overwatering or underwatering.
- 2 Provide students with watering cans or spray bottles and allow them to practice watering the plants. Encourage them to observe the moisture levels of the soil and adjust their watering accordingly.



TASK 3: Sunlight Exposure

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| <ol style="list-style-type: none"> 1 Explain the importance of sunlight for plant growth and health. Discuss the concept of different light requirements for various plants. | <ol style="list-style-type: none"> 2 Introduce a guide or provide information on the specific sunlight needs of the selected plants. Discuss how to identify adequate sunlight exposure in catering spaces. |
|---|--|

TASK 4: Placement Considerations

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| <ol style="list-style-type: none"> 1 Discuss the ideal locations within catering spaces for placing plants. Consider factors such as natural light sources, potential drafts, and aesthetic appeal. | <ol style="list-style-type: none"> 2 Allow students to explore the catering space and identify suitable locations for the plants they are caring for. |
|--|--|

TASK 5: Reflection and Evaluation

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| <ol style="list-style-type: none"> 1 Facilitate a group discussion where students share their observations and experiences during the exercise. 2 Discuss the challenges they faced and how they | <p>addressed them. Emphasize the importance of regular plant care in maintaining a pleasant environment.</p> |
|--|--|

Setting up a network for a catering event

Objectives: At the end of this exercise you shall be able to

- design and implement a networking solution for a catering event, incorporating both LAN and WAN components
- carry out the setup to ensure seamless communication and collaboration among various departments within the catering and hospitality sector.

Requirements			
Equipments/Tools			
• Computers/Laptops	- 1 No.	• Projector and screen	- 1 No.
• Switches	- 1 No.	• Venue layout diagram	- 1 No.
• Routers	- 1 No.	• Network diagram templates (optional)	- 1 No.
• Ethernet cables	- 1 No.	• Pen and paper	- 1 No.
• Wireless access points (optional)	- 1 No.		

PROCEDURE

TASK 1: Understanding the Requirements

- 1 Begin with a discussion on the importance of networking in catering events.
- 2 Discuss the specific requirements of the event, such as the need for order processing, inventory management, and communication between the kitchen, serving staff, and front-of-house.

Venue Layout Planning

- 1 Provide a sample venue layout diagram and discuss where different departments will be located.
- 2 Identify areas where wired and wireless connections are required.

TASK 2: Designing the LAN

- 1 Using the venue layout, design a LAN that connects all necessary devices within the venue.
- 2 Discuss the type of switches and cables needed.
- 3 Determine the IP addressing scheme for different departments.

Implementing the LAN

- 1 Set up the physical connections, configure switches, and assign IP addresses to devices.
- 2 Test the LAN by ensuring devices in different departments can communicate effectively.

TASK 3: Introducing WAN Connectivity

- 1 Discuss the need for WAN connectivity to connect the catering event venue to a central office or headquarters.
- 2 Introduce routers and discuss their role in connecting LANs over a wide area.

Configuring WAN Connection

- 1 Set up routers to establish a connection between the catering event venue and a central office.
- 2 Discuss security measures, such as VPNs, to ensure a secure connection.

TASK 4: Testing the WAN

- 1 Test the WAN connection by transferring data between the venue and central office.
- 2 Discuss potential challenges and troubleshoot any issues that arise.

Wireless Networking (Optional)

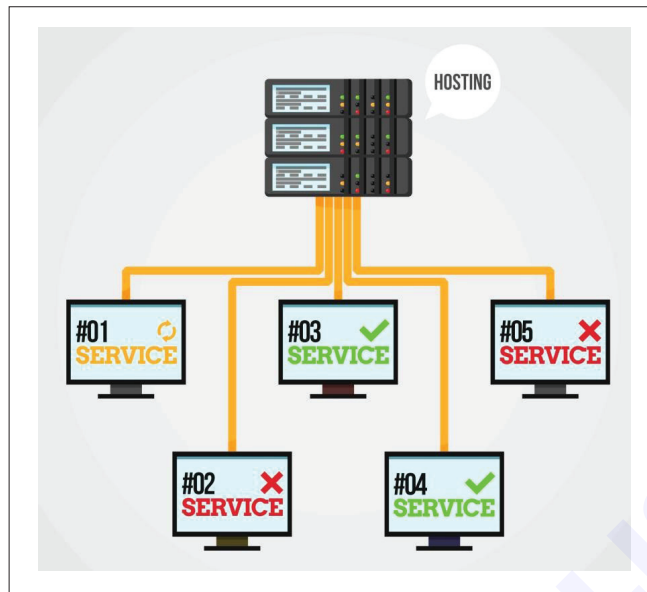
- 1 Introduce the concept of wireless networking for devices that require mobility.
- 2 Set up and secure wireless access points in specific areas of the venue.

TASK 5: Presentation and Documentation

- 1 Have students present their network design and implementation to the class.
- 2 Emphasize the importance of proper documentation for troubleshooting and future reference.

Troubleshooting Scenarios (Optional)

Create simulated scenarios where students must troubleshoot network issues and propose solutions.



Navigating the digital landscape

Objectives: At the end of this exercise you shall be able to

- identify and utilize internet services, including websites, emails, voice mails, browsers, and search engines effectively in the context of catering and hospitality
- practice the use of these services to enhance communication and operational efficiency within the catering and hospitality sector.

Requirements

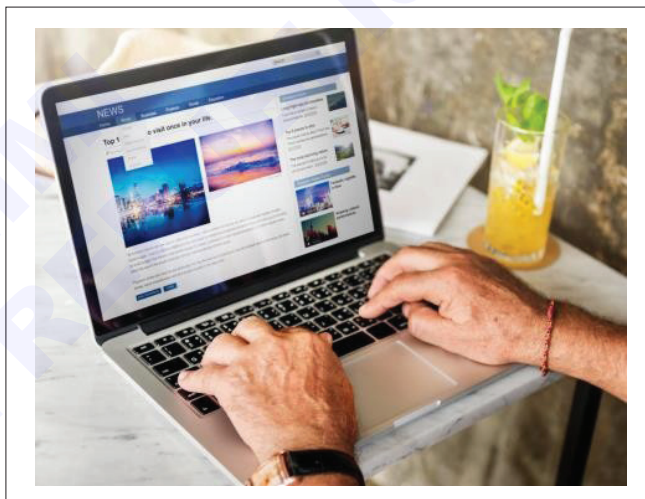
Equipments/Tools

- Internet-connected devices (laptops, tablets, or desktop computers) - 1 No.
- Web browsers (e.g., Chrome, Firefox, Safari) - 1 No.
- Printer and paper - 1 No.
- Notebooks or digital note-taking tools - 1 No.

PROCEDURE

TASK 1: Website Exploration

- 1 Assign each student a popular catering or hospitality-related website (e.g., a renowned restaurant's official site, a catering service provider, or a hospitality management platform).
- 2 Instruct students to explore the website and gather information on:
 - Menu offerings
 - Reservation process (if applicable)
 - Customer reviews and ratings
 - Contact information



TASK 2: Email Communication

- 1 Create a scenario where students are staff members of a catering company. Each student should use a provided email address.
 - Respond to a mock client inquiry about menu options and pricing.
 - Collaboratively compose an email chain discussing logistics and details for a catering event.
- 2 Instruct students to
 - Draft an introductory email to a potential client inquiring about catering services.

TASK 3: Voice Mail Simulation

- 1 Provide a hypothetical catering scenario that requires coordination among team members.
 - A voicemail to a colleague regarding an urgent issue (e.g., last-minute ingredient shortage).
- 2 Have students record brief voice mails
 - A voicemail to a client confirming event details and logistics.

TASK 4: Browsing and Search Engine Activity

- 1 Instruct students to use a search engine to find
 - Local suppliers for catering ingredients
 - Trends in hospitality management or catering services
- Online tools/apps that aid in event planning or catering management

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TASK 5: Reflection and Presentation

- 1 Ask students to reflect on their experiences and challenges during the exercises.
- 2 In small groups, have students prepare short presentations summarizing their findings and lessons learned.
- 3 Encourage discussion on how digital tools and services can enhance efficiency and communication in catering and hospitality.

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Web research and documentation for catering recipes

Objectives: At the end of this exercise you shall be able to

- **develop skills in searching for catering recipes online, using browsers and search engines**
- **practice downloading relevant information, printing specific portions, and saving data for future reference within the catering and hospitality sector.**

Requirements	
Equipments/Tools	
• Internet-connected devices (laptops, tablets, or desktop computers)	- 1 No.
• Web browsers (e.g., Chrome, Firefox, Safari)	- 1 No.
• Printer and paper	- 1 No.
• Notebooks or digital note-taking tools	- 1 No.

PROCEDURE

TASK 1: Introduction

- | | |
|---|--|
| 1 Begin by explaining the objective of the exercise: to develop skills in searching for catering recipes, downloading relevant information, printing specific portions, and saving data for future reference. | 2 Discuss the importance of research and documentation in the catering and hospitality industry. |
| | 3 Emphasize the role of accurate and reliable recipes in planning and executing successful events. |

TASK 2: Searching for Catering Recipes

Keyword Selection

Instruct students to choose a specific type of catering event (e.g., wedding, corporate meeting) and brainstorm keywords related to that event.

Web Search

Direct students to use a search engine (Google, Bing, etc.) and input the selected keywords to find relevant catering recipes.

Source Evaluation

Emphasize the importance of checking the credibility of the source before proceeding to download any information.

TASK 3: Downloading Relevant Information

Click and Explore

Once students find a promising recipe, guide them to click on the link to access the full recipe or relevant information.

Download Instructions

Instruct students on how to download the information by clicking on the available download options (e.g., PDF, Word).

Source Verification

Remind students to verify the reliability of the source and ensure it is a reputable platform or website.

TASK 4: Printing Specific Portions

Selection Process

Teach students how to select specific portions of the downloaded document that they would like to print.

Print Settings

Demonstrate how to adjust print settings to print only the selected portion, reducing paper usage.

Print Confirmation

Instruct students to confirm their print job and retrieve the printed document.



TASK 5: Saving Data for Future Reference

Organize Files

Guide students to create a dedicated folder on their devices or cloud storage for catering recipes.

File Naming Conventions

Discuss the importance of consistent file naming conventions to facilitate easy retrieval.

Save and Verify

Instruct students to save the downloaded files in the organized folder and verify that the files are accessible.

TASK 6: Review and Reflection Discussion

- 1 Encourage students to share their experiences during the exercise.
- 2 Discuss any challenges faced and how they tackled them.

Reflection

- 1 Have students reflect on the importance of accurate documentation in the catering industry and how these skills can contribute to their professional development.

Email basics for catering professionals

Objectives: At the end of this exercise you shall be able to

- practice creating an email account, logging in and out, and managing emails (inbox and outbox)
- develop skills in effectively utilizing email services for communication within the catering and hospitality sector.

Requirements	
Equipments/Tools	
• Access to computers with internet connectivity	- 1 No.
• Projector or screen for demonstration	- 1 No.
• Email service provider (e.g., Gmail, Yahoo, Outlook)	- 1 No.

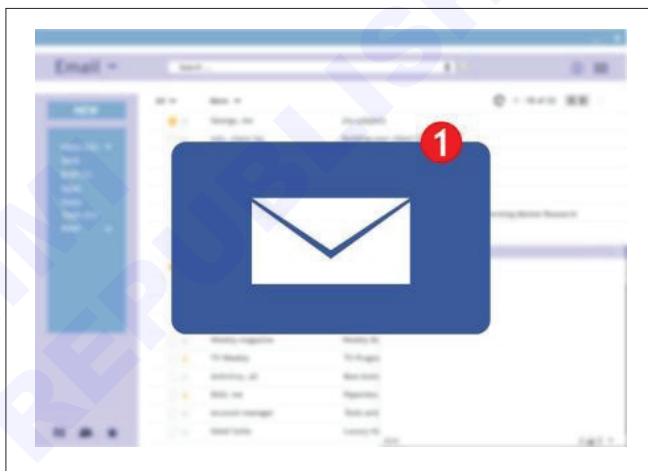
PROCEDURE

TASK 1: Introduction

- 1 Briefly explain the importance of email communication in the catering and hospitality industry.
- 2 Emphasize the need for professional communication skills, as email is a common mode of communication in the workplace.

Account Creation

- 1 Choose a popular email service provider (e.g., Gmail) and guide students through the process of creating a new email account.
- 2 Demonstrate how to choose a professional username, set a secure password, and provide accurate personal information.
- 3 Highlight the importance of using a professional email address for job applications and work-related communication.



TASK 2: Logging In and Out

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|---|--|
| <ol style="list-style-type: none"> 1 Once the accounts are created, guide students on how to log in and out of their email accounts. | <ol style="list-style-type: none"> 2 Emphasize the importance of securely logging out, especially when using shared computers or public spaces. |
|---|--|

TASK 3: Inbox and Outbox Overview

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|--|--|
| <ol style="list-style-type: none"> 1 Explain the concept of the inbox and outbox in an email account. | <ol style="list-style-type: none"> 2 Demonstrate how to navigate through the inbox and outbox, including opening and reading emails, composing new emails, and sending replies. |
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TASK 4: Practical Exercise

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| <ol style="list-style-type: none"> 1 Provide a set of tasks for students to complete: 2 Compose a new email introducing themselves professionally. 3 Send the email to a designated address (instructor's or a classmate's). | <ol style="list-style-type: none"> 4 Reply to an email received from the instructor (simulating a workplace scenario). 5 Logout of the email account securely. |
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TASK 5: Review and Discussion

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| <ol style="list-style-type: none"> 1 Have a class discussion to address any questions or challenges encountered during the practical exercise. | <ol style="list-style-type: none"> 2 Discuss the importance of clear and concise communication in professional emails. |
|---|---|

Email communication in catering and hospitality

Objectives: At the end of this exercise you shall be able to

- develop proficiency in sending and saving professional emails, crucial for effective communication with clients, suppliers, and team members within the Catering and Hospitality industry
- practice the application of email skills to enhance professional communication in the catering and hospitality sector.

Requirements

Equipments/Tools

- Computers or laptops with internet access - 1 No.
- Email accounts for each student (can be personal or created specifically for the exercise) - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief discussion on the importance of effective email communication in the Catering and Hospitality industry.
- 2 Highlight scenarios where email communication is necessary, such as contacting clients for event details, coordinating with suppliers, or communicating within the team.

TASK 2: Create Email Accounts

- 1 Ensure each student has access to a computer.
- 2 Instruct students to create a professional email account using platforms like Gmail, Outlook, or any other preferred service.
- 3 Emphasize the importance of choosing an appropriate email address for professional communication.

Google

Create a Google Account

Enter your name

English (United States) ▼ Help Privacy Terms

TASK 3: Sending Practice

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|---|--|
| <ol style="list-style-type: none">1 Provide a sample scenario relevant to catering and hospitality, such as communicating with a client to confirm event details.2 Instruct students to compose a professional email addressing the scenario, including appropriate subject lines, greetings, body content, and closing. | <ol style="list-style-type: none">3 Emphasize clarity, conciseness, and professionalism in their emails.4 Once drafted, have students send their emails to a designated email address you provide for assessment. |
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TASK 4: Saving Practice

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| <ol style="list-style-type: none">1 Guide students on organizing their email inboxes effectively.2 Instruct them to create folders or labels to categorize emails related to clients, suppliers, and internal communication. | <ol style="list-style-type: none">3 Have each student save important emails in the respective folders and discuss the importance of maintaining an organized inbox for efficient communication. |
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TASK 5: Feedback and Reflection

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| <ol style="list-style-type: none">1 Review the emails submitted by students and provide constructive feedback on content, tone, and formatting.2 Encourage students to reflect on the challenges they faced during the exercise and how they can apply the | <p>skills learned in real-world catering and hospitality scenarios.</p> |
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Additional Tips

- | | |
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| <ol style="list-style-type: none">1 Discuss common email etiquette, such as responding promptly, avoiding jargon, and using a professional tone.2 Encourage students to proofread their emails before sending to catch any errors. | <ol style="list-style-type: none">3 Emphasize the importance of confidentiality and discretion in email communication within the industry. |
|---|--|

Catering event coordination email exercise

Objectives: At the end of this exercise you shall be able to

- practice effective communication in catering and hospitality
- demonstrate organizational skills in coordinating a catering event via email.

Requirements	
Equipments/Tools	
• Computers or laptops with internet access	- 1 No.
• Email accounts for each student (can be personal or created specifically for the exercise)	- 1 No.

PROCEDURE

TASK 1: Introduction

- | | |
|---|--|
| <p>1 Imagine you are working as a catering coordinator for a prestigious catering company, and you have been assigned to organize a catering event for a corporate client. You need to communicate important information to various team members and suppliers involved in the event.</p> | <p>2 Prepare a generic email template containing all the necessary details and instructions for the catering event. Include information such as date, time, venue, menu, special dietary requirements, setup instructions, and any other relevant details.</p> |
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TASK 2: Recipient List

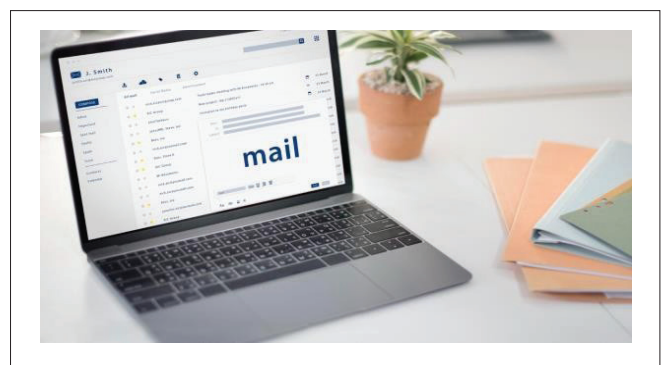
- 1 Create a list of different roles involved in the event. This may include the chef, serving staff, logistics team, and suppliers (e.g., florist, rental equipment provider).

TASK 3: Customization

- 1 Customize the generic email template for each recipient group. Tailor the information to be specific to their role and responsibilities in the event.

TASK 4: Sending Emails

- 1 Use a dummy email platform (if available) or draft the emails in a word document. Ensure that you send the emails to the respective recipients within a reasonable timeframe.



TASK 5: Reflection

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| <p>1 After sending the emails, reflect on the experience. Consider challenges faced, improvements that</p> | <p>could be made, and any feedback received from the recipients.</p> |
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Note

<p>Ensure that students understand the importance of clear and concise communication in the catering and hospitality industry. Emphasize the significance of attention to detail</p>	<p>and the ability to adapt communication for different stakeholders.</p>
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Email etiquette exercise

Objectives: At the end of this exercise you shall be able to

- practice effective communication in catering and hospitality by utilizing proper email attachments, images, and enclosures
- improve communication skills in a professional setting through hands-on experience within the catering and hospitality sector.

Requirements

Equipments/Tools

- Computers with internet access - 1 No.
- Email accounts for each student (if not already available) - 1 No.
- Sample menus, images, and promotional material related to catering and hospitality. - 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Start the session with a brief discussion on the importance of effective communication in the catering and hospitality industry. Emphasize the significance of clear, concise, and professional communication via email.

Email Etiquette Overview

- 1 Provide a quick overview of email etiquette, emphasizing key points such as a professional greeting, concise writing, and the importance of clear subject lines.

TASK 2: Attachment Guidelines

- 1 Discuss the guidelines for sending attachments, including the types of files that are appropriate for business communication (PDF, Word, JPEG, etc.), and the importance of file naming conventions.

Image Selection

- 1 Explain the significance of using high-quality images in catering and hospitality emails. Discuss the types of images suitable for promotional materials, menus, and event invitations.
- 2 Provide tips on proper image resolution and size.



TASK 3: Practical Exercise

- 1 Divide the students into pairs or small groups. Assign each group a specific scenario related to catering and hospitality. For example, they might be asked to create an email promoting a new menu, sending an invoice, or confirming a booking.

- Step 1: Each group should create a professional email draft following the given scenario.
- Step 2: Attach relevant files such as menus, promotional images, or invoices to the email.
- Step 3: Ensure that the email content is clear, concise, and free from spelling and grammar errors.

TASK 4: Peer Review and Feedback

- 1 After the practical exercise, have each group exchange emails with another group for peer review.

- 2 Encourage constructive feedback on the clarity of communication, professionalism, and proper use of attachments.

TASK 5: Discussion and Reflection

- 1 Bring the class back together for a discussion.
- 2 Ask each group to share their experience, challenges faced, and lessons learned during the exercise.

- 3 Emphasize the importance of continuous improvement in communication skills.

The power of a clear smile

Objectives: At the end of this exercise, you shall be able to

- practice clear communication, use smiles, and avoid jargon and slang in professional settings within the catering and hospitality sector
- develop effective communication skills for various scenarios in the industry.

Requirements	
Equipments/Tools	
• Classroom or simulated hospitality setting	- 1 No.
• Role-play scenarios	- 1 No.
• Whiteboard and markers Evaluation forms	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Begin with a brief discussion on the significance of effective communication in the catering and hospitality industry.
- 2 Emphasize the role of non-verbal communication, particularly the impact of a warm and genuine smile.

Understanding Jargon and Slang

- 1 Discuss the negative consequences of using jargon and slang in professional communication.
- 2 Provide examples of common jargon and slang used in the industry and highlight potential misunderstandings.

TASK 2: Role-Play Scenarios

- 1 Divide the class into pairs or small groups.
- 2 Assign each group a specific role-play scenario related to catering or hospitality (e.g., taking a customer’s order, resolving a complaint, assisting a guest, etc.).

- 3 Instruct students to focus on clear communication, avoiding jargon and slang, and incorporating a genuine smile into their interactions.

TASK 3: Role-Play Debrief

- 1 After the role-play exercises, ask each group to share their experiences.
- 2 Encourage discussion on the challenges faced, successful communication strategies employed, and the impact of using a smile.

- 3 Use the whiteboard to list effective communication techniques and potential pitfalls.

TASK 4: Smile Practice Session

- 1 Conduct a brief session on the art of a genuine smile.
- 2 Discuss the importance of eye contact, facial expressions, and body language in conveying a positive and welcoming attitude.

- 3 Have students practice their smiles in front of a mirror and provide constructive feedback to each other.

TASK 5: Reflection and Feedback

- 1 Ask students to reflect on what they learned about effective communication and the role of a smile in the catering and hospitality industry.
- 2 Distribute evaluation forms for students to provide feedback on their peers' communication skills.

Group Discussion

- 1 Conclude the exercise with a group discussion on the overall importance of clear communication and the use of a smile in building positive relationships with customers and colleagues.

Role-Play Scenario

“Taking a Customer’s Order with a Smile”

Setting

A simulated restaurant environment in the classroom.

Participants

Student A: The waiter/waitress

Student B: The customer

Instructions

- 1 Student A is the waiter/waitress, and Student B is the customer.
- 2 The scenario is set in a restaurant where Student A needs to take Student B's order.
- 3 The focus is on clear communication, avoiding jargon and slang, and incorporating a genuine smile.
- 4 Both students should try to make the interaction as realistic as possible.

Scenario Script

Student A: (Waiter/Waitress): Welcome to [Your Restaurant Name]! My name is [Your Name], and I'll be taking care of you today. How are you doing?

Student B: (Customer): Hi, I'm good, thank you. How about you?

Student A: I'm doing well, thank you for asking. Have you dined with us before, or is this your first time?

Student B: It's my first time. I heard great things about this place.

Student A: That's wonderful to hear! We're delighted to have you. Before we begin, may I get you something to drink? We have a selection of beverages, including soft drinks, fresh juices, and hot beverages.

Student B: I'll go for a glass of water, please.

Student A: Certainly, a refreshing glass of water it is. And for your appetizer, our chef's specials today are [mention a couple of appetizers without using complex terms or jargon]. Do any of those appeal to you?

Student B: I'll try the [specific appetizer].

Student A: Excellent choice! Now, for the main course, we offer a variety of dishes. Our most popular ones include [mention a couple of main courses without using industry-specific jargon]. Do any of those catch your eye?

Student B: I'll go for the [specific main course].

Student A: Perfect! And would you like any side dishes with that, or perhaps some extra sauce?

Student B: No, thank you. That sounds good as it is.

Student A: Great! I'll make sure your order is placed, and your food will be with you shortly. If you need anything else or have any special requests, feel free to let me know. And thank you for choosing [Your Restaurant Name]!

Student B: Thank you!

Debrief

After the role-play, conduct a debriefing session where students share their experiences, discuss the effectiveness of their communication, and provide feedback to each other on the use of a clear smile and avoiding jargon and slang. Emphasize the positive aspects and discuss any challenges faced during the interaction.

Telephone etiquette practice for catering and hospitality students

Objectives: At the end of this exercise, you shall be able to

- **develop and enhance telephone etiquette skills for catering and hospitality, including greeting and call etiquettes**
- **practice effective communication in telephone interactions within the industry.**

Requirements	
Equipments/Tools	
• Phone or mobile device for each student or group of students	- 1 No.
• List of common phrases and scenarios related to telephone etiquette	- 1 No.
• Role-play scripts	- 1 No.
• Timer or stopwatch	- 1 No.
• Evaluation rubric	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Briefly discuss the importance of telephone etiquette in the catering and hospitality industry.
- 2 Highlight the impact of good communication on customer satisfaction and business reputation.
- 3 Explain the specific focus areas for this exercise: greeting etiquettes, call etiquettes, and asking permission to hold.

Discussion and Demonstration

- 1 Discuss common phrases and expressions used in telephone greetings.
- 2 Demonstrate proper call etiquette, including active listening and clear communication.
- 3 Provide examples of scenarios where asking permission to put a customer on hold is appropriate and how to handle it professionally.

TASK 2: Role-Playing Scenarios

- 1 Divide students into pairs or small groups.
- 2 Provide each group with scenario cards or role-play scripts that include different situations related to catering and hospitality phone calls.
- 3 Encourage students to act out the scenarios, focusing

- on greeting the caller professionally, maintaining a positive tone, and asking permission before putting the caller on hold.
- 4 Rotate the scenarios among the groups.

TASK 3: Feedback and Discussion

- 1 After each role-play scenario, encourage peer feedback within the groups.
- 2 Discuss the positive aspects of each performance and areas for improvement.
- 3 Share general feedback with the entire class to reinforce key concepts.

Reflection and Analysis

- 1 Have students reflect on their experiences during the role-play exercises.
- 2 Discuss any challenges they faced and how they overcame them.
- 3 Emphasize the importance of continuous improvement in communication skills.

TASK 4: Individual Practice

- 1 Provide individual scenarios or phone scripts to each student.
- 2 Ask students to practice on their own, paying attention to greeting etiquettes, call etiquettes, and asking permission to hold.

- 3 Walk around the class to provide individual feedback and guidance.

TASK 5: Assessment

- 1 Use the evaluation rubric to assess each student's performance.
- 2 Provide constructive feedback on areas for improvement.

Closing Remarks

- 1 Summarize the key points covered in the exercise.
- 2 Reinforce the importance of excellent telephone etiquette in the catering and hospitality industry.

Role-Play Scenario 1 Reservation Confirmation Call

Scenario

Student A works at a fine dining restaurant, and Student B is a customer who made a reservation for a special anniversary dinner. The call is to confirm the reservation details.

Key Points to Focus

- Professional greeting and introduction
- Confirming reservation details
- Asking if there are any specific requests or preferences
- Expressing gratitude for choosing the restaurant

Script

Student A: (Answering the phone) "Good afternoon! Thank you for calling [Restaurant Name], this is [Student A] speaking. How may I assist you?"

Student B: "Hello! This is [Customer's Name]. I made a reservation for two on [date] at [time]."

Student A: "Thank you, [Customer's Name]. I appreciate your call. I have your reservation for [date] at [time] for two. May I confirm the name under which the reservation was made?"

Student B: "Yes, it's under [Customer's Last Name]."

Student A: "Wonderful, [Customer's Last Name]. We look forward to hosting you for your special anniversary dinner. Is there anything specific you'd like for us to arrange or any preferences you have?"

Student B: "No, everything sounds perfect. Thank you!"

Student A: "Great to hear! If you have any other requests or changes before your reservation, feel free to let us know. We appreciate your choice in celebrating with us. Have a fantastic day!"

Role-Play Scenario 2 Inquiry Call about Catering Services

Scenario

Student A works at a catering service, and Student B is a potential customer inquiring about catering services for a corporate event.

Key Points to Focus

- Warm and professional greeting
- Gathering information about the event
- Offering relevant information about catering services
- Asking permission to provide additional details or put the customer on hold

Script

Student A: (Answering the phone) "Good morning! Thank you for calling [Catering Company], this is [Student A] speaking. How can I assist you today?"

Student B: "Hello! I'm [Customer's Name], and I'm interested in catering services for a corporate event we're planning."

Student A: "Hello, [Customer's Name]! It's a pleasure to speak with you. I'd be happy to help with your catering needs. Can you provide some details about your event, such as the date, number of guests, and any specific preferences you have?"

Student B: "Certainly, the event is on [date], and we're expecting around 50 guests. We'd like a mix of vegetarian and non-vegetarian options."

Student A: "Thank you for the information, [Customer's Name]. We have a variety of menu options that can accommodate your preferences. Would you mind if I briefly check our availability and provide you with some menu options?"

Student B: "Sure, go ahead."

Student A: "Thank you for your patience, [Customer's Name]. I appreciate it. I'll just take a moment to check our availability and gather some menu options. Please stay on the line."

(If in a classroom setting, the role-play can pause here, and the instructor can provide feedback before continuing.)

Student A: (After a brief pause) "Thank you for waiting, [Customer's Name]. We do have availability on [date], and I have a few menu options that I believe would suit your needs. Would you like me to go over them with you?"

Student B: "Yes, please. That would be great."

Student A: "Fantastic! Let me share some delicious options with you..."

Professional communication in catering and hospitality

Objectives: At the end of this exercise you shall be able to

- develop and practice essential communication skills for the catering and hospitality industry, encompassing greeting etiquettes, call etiquettes, and asking permission to hold during customer calls
- enhance proficiency through hands-on training in real-world communication scenarios.

Requirements	
Equipments/Tools	
<ul style="list-style-type: none"> • Roleplay script 	- 1 No.

PROCEDURE

TASK 1: Greeting Etiquettes

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| <ol style="list-style-type: none"> 1 Begin with a brief presentation on the importance of a warm and professional greeting in the catering and hospitality industry. 2 Discuss different scenarios, such as welcoming guests at an event, answering the phone at a catering business, or greeting customers at a hospitality venue. | <ol style="list-style-type: none"> 3 Role-play exercises: <ul style="list-style-type: none"> • Pair up students and assign each pair a scenario. • Have students take turns playing the role of the hospitality professional and the customer. • Encourage the use of polite and friendly language, appropriate tone, and a welcoming attitude. |
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TASK 2: Call Etiquettes

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| <ol style="list-style-type: none"> 1 Discuss the significance of effective communication over the phone, considering the absence of visual cues. 2 Provide tips on speaking clearly, maintaining a friendly tone, and actively listening to customers' needs. 3 Role-play exercises: | <ul style="list-style-type: none"> • Assign scenarios that involve taking phone reservations, handling inquiries, or addressing customer concerns over the phone. • Students should practice answering calls professionally, providing relevant information, and closing the conversation on a positive note. • Encourage the use of a scripted framework or guidelines for consistency. |
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TASK 3: Asking Permission to Hold

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| <ol style="list-style-type: none"> 1 Explain the importance of seeking permission before placing a customer on hold to ensure a positive experience. 2 Discuss strategies for informing customers about the reason for placing them on hold and offering alternatives, if possible. | <ol style="list-style-type: none"> 3 Role-play exercises <ul style="list-style-type: none"> • Pair students and assign one as the customer and the other as the hospitality professional. • Simulate scenarios where the professional needs to check information or consult a colleague, prompting them to ask for permission to put the customer on hold. • Emphasize the use of polite language and providing estimated wait times. |
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TASK 4: Feedback and Reflection

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| <ol style="list-style-type: none"> 1 After the role-play exercises, facilitate a debriefing session. 2 Encourage students to provide constructive feedback to their peers on communication skills, including tone, clarity, and professionalism. | <ol style="list-style-type: none"> 3 Ask students to reflect on their own performance and identify areas for improvement. |
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TASK 5: Group Discussion

- 1 Conclude the exercise with a group discussion on the challenges and lessons learned.
- 2 Discuss real-world examples and experiences, emphasizing the impact of effective communication on customer satisfaction in the catering and hospitality industry.

Roleplay Scenario

Reservation Inquiry at a Catering Business

Script

Hospitality Professional (HP): (Answers the phone with a warm greeting)

Good morning! Thank you for calling [Catering Business Name], this is [HP's Name]. How may I assist you today?

Customer (C): Good morning! My name is [Customer's Name]. I'm looking to organize a corporate event, and I'm interested in your catering services.

HP: It's a pleasure to assist you, [Customer's Name]! Could you please provide a bit more information about your event? For example, the date, the number of guests you're expecting, and any specific preferences you have in mind?

C: Certainly, [HP's Name]. The event is scheduled for [Date], and we're expecting around [Number] guests. We're looking for a diverse menu with vegetarian options and some considerations for dietary restrictions.

HP: Great! Thank you for sharing those details. We offer a variety of menu options, including vegetarian dishes and accommodations for dietary restrictions. May I ask if you have a specific budget in mind for the catering services?

C: Yes, we do have a budget to consider. Could you please provide some information on the pricing for your catering packages?

HP: Certainly, [Customer's Name]. Our pricing varies based on the menu selections, service options, and the number of guests. I'll provide you with an overview, but I'd also like to check our availability for your chosen date. May I put you on a brief hold to gather that information?

C: Absolutely, [HP's Name]. Please go ahead.

(HP places the customer on hold briefly and then returns to the call.)

HP: Thank you for your patience, [Customer's Name]. We do have availability for your event date. Regarding the pricing, let me provide you with a breakdown based on your preferences.

(HP shares relevant information on menu options, pricing, and additional services.)

C: Thank you, [HP's Name]. That information is helpful. I'll discuss this with my team and get back to you soon.

HP: You're welcome, [Customer's Name]. If you have any further questions or if there's anything else I can assist you with, feel free to reach out. We look forward to the possibility of catering your event.

C: I appreciate your assistance, [HP's Name]. I'll be in touch soon. Have a great day!

HP: You too, [Customer's Name]. Thank you for considering [Catering Business Name]. Goodbye!

Personal preference palate

Objectives: At the end of this exercise you shall be able to

- develop strong interpersonal skills in catering and hospitality by understanding and accommodating personal preferences in a simulated dining experience
- practice effective communication and customer service in managing diverse preferences.

Requirements	
Equipments/Tools	
• Seating arrangements (tables and chairs)	- 1 No.
• Menu options with various dietary preferences (vegetarian, vegan, gluten-free, etc.)	- 1 No.
• Role-play scenarios for students to practice communication	- 1 No.

PROCEDURE

TASK 1: Introduction

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| 1. Begin with a brief discussion on the importance of understanding personal preferences in the catering and hospitality industry. | 2. Highlight how building relationships based on personal preferences can lead to better customer satisfaction and loyalty. |
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TASK 2: Menu Planning

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| 1 Provide the students with a variety of menu options, including choices suitable for different dietary preferences. | 2 Instruct each student to plan a menu that caters to a diverse range of personal preferences. |
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TASK 3: Role-Play

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| 1 Divide the class into pairs or small groups.
2 Assign each group a simulated scenario where they are managing a catering event with diverse guests.
3 One student will play the role of a customer with specific dietary preferences, and the other(s) will be responsible for accommodating those preferences. | 4 Encourage students to practice effective communication and problem-solving skills. |
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TASK 4: Dining Simulation

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| 1 Set up a dining area with tables, chairs, and table settings.
2 Have each group take turns to host a simulated dining experience for their classmates. | 3 The host group must demonstrate their ability to understand and cater to the personal preferences of the “guests.” |
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TASK 5: Feedback and Discussion

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| 1 After each simulation, conduct a debriefing session.
2 Encourage constructive feedback from both the “guests” and the hosting group.
3 Discuss challenges faced, successful strategies employed, and areas for improvement. | <p>Reflection and Analysis</p> 1 Have students individually reflect on the experience and write a brief analysis of how they handled personal preferences during the simulation.
2 Discuss as a class how these skills can be applied in real-world catering and hospitality settings. |
|---|--|

Roleplay Scenario “Diverse Dining Event”

Setting: A upscale catering event at a banquet hall
Characters:

- 1 Host/Catering Manager
- 2 Guest 1 (Vegetarian)
- 3 Guest 2 (Gluten-Free)
- 4 Guest 3 (Vegan)
- 5 Guest 4 (No Dietary Restrictions)

Introduction

Host: Welcome, everyone, to this prestigious catering event! As the catering manager, your role is crucial in ensuring that our guests have an unforgettable dining experience. Today, we'll be navigating through different dietary preferences. Let's begin with our first scenario.

Scenario 1: Vegetarian Guest

Host: (Approaches Guest 1) Good evening! I hope you're excited about tonight's menu. May I ask if you have any specific dietary preferences?

Guest 1: Yes, I'm a vegetarian. No meat or fish for me.

Host: Fantastic! We have some wonderful vegetarian options. Our chef recommends the stuffed mushrooms and vegetable skewers. Would that suit your taste?

Guest 1: Sounds great! I appreciate the recommendations.

Host: Wonderful! Enjoy your meal, and if you need anything else, feel free to ask.

Scenario 2: Gluten-Free Guest

Host: (Approaches Guest 2) Good evening! We're thrilled to have you here. Do you have any dietary preferences we should be aware of?

Guest 2: I'm gluten-free due to allergies. Cross-contamination is a concern.

Host: Absolutely, safety is our priority. We have marked gluten-free options on the menu, and I'll notify the kitchen about your needs. How about the grilled chicken with a gluten-free sauce?

Guest 2: That sounds perfect. Thank you for being mindful.

Host: My pleasure! If there's anything else you'd like, just let me know.

Scenario 3: Vegan Guest

Host: (Approaches Guest 3) Good evening! I hope you're looking forward to the event. Are there any specific dietary preferences we should consider for you?

Guest 3: I'm vegan. No animal products, please.

Host: Absolutely, we've got you covered. Our chef has prepared a delightful vegan pasta and a quinoa salad. How does that sound?

Guest 3: Perfect choices! Thank you for accommodating my preferences.

Host: It's our pleasure! If you need anything else or have specific preferences, just inform us.

Scenario 4: Guest with No Dietary Restrictions

Host: (Approaches Guest 4) Good evening! We're honored to have you with us tonight. Any dietary preferences we should be aware of?

Guest 4: No restrictions for me. I'm open to trying anything.

Host: Fantastic! Feel free to explore our entire menu. If there's anything you'd like to know or customize, don't hesitate to ask.

Guest 4: Thank you! I appreciate the hospitality. Host: You're very welcome! Enjoy the evening.

Debriefing

Host: Great job, everyone! Now, let's gather for a quick debrief. What challenges did you face? How did you handle the communication? Any insights or improvements for the next scenarios?

Encourage participants to share their experiences and discuss strategies for effective communication and accommodation of diverse dietary preferences. Emphasize the importance of adaptability in the catering and hospitality industry.

Preparation of mother sauces and their derivatives

Objectives: At the end of this exercise you shall be able to

- develop proficiency in preparing classic Mother Sauces and exploring their derivatives, enhancing culinary skills in sauce-making
- practice and master foundational sauce-making techniques through hands-on experience in the catering and hospitality industry.

Requirements

Equipments/Tools

• Butter	- 1 No.	• Bay leaf, thyme, peppercorns	- 1 No.
• All-purpose flour	- 1 No.	• Olive oil	- 1 No.
• Milk	- 1 No.	• Garlic, minced	- 1 No.
• Salt, cayenne pepper and white pepper	- 1 No.	• Canned tomatoes or fresh tomatoes	- 1 No.
• Clarified butter	- 1 No.	• Basil, and sugar	- 1 No.
• Brown stock	- 1 No.	• Egg yolks	- 1 No.
• Tomato paste	- 1 No.	• Lemon juice	- 1 No.
• Onion, carrot, celery (mirepoix)	- 1 No.		

PROCEDURE

TASK 1

1 Béchamel Sauce

- Melt butter in a saucepan, add flour, and cook until golden.
- Gradually whisk in milk to avoid lumps.
- Season with salt and white pepper.
- Simmer until thickened.

2 Espagnole Sauce

- Sauté mirepoix in clarified butter until softened.
- Add flour, cook until browned.
- Stir in tomato paste.
- Gradually add brown stock, stirring constantly.
- Simmer and season with bay leaf, thyme, and peppercorns.

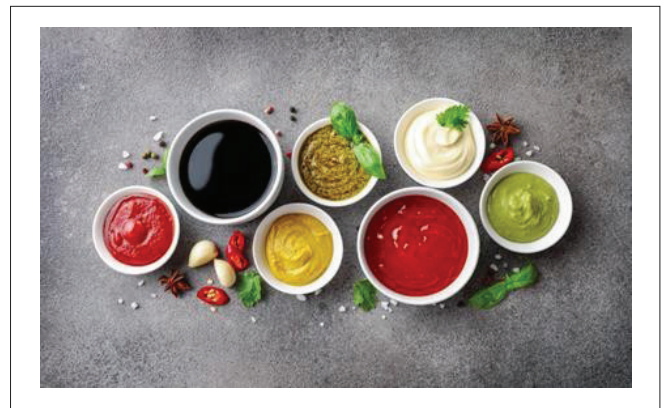
TASK 2

3 Tomato Sauce

- Sauté garlic and onion in olive oil until softened.
- Add tomato paste and cook briefly.
- Add tomatoes, herbs, salt, and sugar.
- Simmer until the sauce thickens.

4 Hollandaise Sauce

- Whisk egg yolks over low heat.
- Gradually add melted clarified butter while whisking.
- Stir in lemon juice, salt, and cayenne pepper.



TASK 3

1 Cheese Sauce (Mornay)

- a Prepare Béchamel sauce.
- b Stir in grated cheese until melted.
- c Add nutmeg for flavor (optional).

2 Béarnaise Sauce

- a Prepare Hollandaise sauce.

- b Sauté finely chopped shallots in white wine vinegar until reduced.
- c Stir in chopped tarragon.

3 Demi-Glace

- a Prepare Espagnole sauce.
- b Add red wine (optional) and reduce.
- c Stir in reduced brown stock.

TASK 4: **Assessment Criteria**

- **Technical Skills:** Evaluate the correct preparation of Mother Sauces and derivatives.
- **Presentation:** Assess the appearance, consistency, and color of the sauces.

- **Flavor Profile:** Evaluate the taste and balance of flavors in each sauce.
- **Time Management:** Consider the efficiency in managing time during the cooking process.

Note: Ensure that students follow proper hygiene and safety practices throughout the exercise. Encourage

creativity in presentation and flavor adjustments to enhance the learning experience.

Preparation of various alcoholic and non-alcoholic beverages

Objectives: At the end of this exercise you shall be able to

- enhance skills in preparing a variety of beverages, emphasizing presentation, flavour combinations, and customer service in the catering and hospitality industry
- practice and refine beverage preparation techniques for high-quality service.

Requirements	
Equipments/Tools	
• Various spirits (vodka, rum, gin, tequila, whiskey, etc.)	- 1 No.
• Mixers (soda, tonic water, ginger ale, fruit juices, etc.)	- 1 No.
• Fresh fruits and herbs (lemons, limes, oranges, mint, basil, etc.)	- 1 No.
• Ice cubes	- 1 No.
• Glassware (highball glasses, martini glasses, Collins glasses, etc.)	- 1 No.
• Bar tools (shakers, muddlers, strainers, jiggers, bar spoons, etc.)	- 1 No.
• Recipe cards for popular cocktails (Margarita, Mojito, Cosmopolitan, Virgin Mary, Shirley Temple, etc.)	- 1 No.
• Garnishes (olives, cherries, citrus twists, etc.)	- 1 No.
• Napkins and coasters	- 1 No.
• Bar counter or setup	- 1 No.

PROCEDURE

TASK 1: Introduction

- 1 Briefly discuss the importance of mixology in the hospitality industry.
- 2 Highlight the key elements of a well-crafted cocktail: balance, presentation, and flavor.

Demonstration

- 1 Demonstrate the proper use of bar tools and techniques.
- 2 Prepare a classic cocktail, explaining each step and the reasoning behind it.

TASK 2: Hands-on Practice

- 1 Divide students into small groups.
- 2 Assign each group a set of cocktail recipes to prepare.

- 3 Encourage creativity in garnishing and presentation.

TASK 3: Tasting and Evaluation

- 1 Allow each group to present their prepared beverages.
- 2 Conduct a tasting session where students can sample each other's creations.

- 3 Discuss the strengths and areas for improvement of each beverage.

TASK 4: Mock Customer Service

- 1 Role-play scenarios where students act as bartenders serving customers.

- 2 Emphasize the importance of communication, customer engagement, and efficiency.

TASK 5: Reflection and Feedback

- 1 Discuss the challenges faced and lessons learned during the exercise.
- 2 Provide constructive feedback on techniques, flavors, and presentation.

Clean-up

- 1 Emphasize the importance of maintaining a clean and organized bar area.

Detailed recipes

Group 1: Classic Cocktails

1 Margarita

- 2 oz tequila
- 1 oz triple sec
- 1 oz fresh lime juice
- Salt for rimming the glass
- Lime wedge for garnish

Instructions: Rim the glass with salt. In a shaker, combine tequila, triple sec, and lime juice with ice. Shake well and strain into the glass. Garnish with a lime wedge.

2 Martini

- 2 oz gin or vodka
- 1/2 oz dry vermouth
- Lemon twist or olive for garnish

Instructions: In a mixing glass with ice, stir gin or vodka and vermouth. Strain into a chilled martini glass. Garnish with a lemon twist or olive.

Group 2: Refreshing Cocktails

1 Mojito

- 2 oz white rum
- 1 oz simple syrup
- 1 oz fresh lime juice
- 8-10 fresh mint leaves
- Soda water
- Lime wedge and mint sprig for garnish

Instructions: Muddle mint leaves with simple syrup and lime juice in a glass. Add rum and ice, then top with soda water. Garnish with a lime wedge and mint sprig.

2 Cosmopolitan

- 1 1/2 oz vodka
- 1 oz triple sec

- 1/2 oz cranberry juice
- 1/2 oz fresh lime juice
- Orange twist for garnish

Instructions: In a shaker with ice, combine vodka, triple sec, cranberry juice, and lime juice. Shake well and strain into a chilled martini glass. Garnish with an orange twist.

Group 3: Non-Alcoholic Mocktails

1 Virgin Mary

- 6 oz tomato juice
- 1/2 oz lemon juice
- Dash of Worcestershire sauce
- Dash of hot sauce
- Pinch of salt and pepper
- Celery stalk and lemon wedge for garnish

Instructions: Build in a glass with ice by combining tomato juice, lemon juice, Worcestershire sauce, hot sauce, salt, and pepper. Stir well and garnish with a celery stalk and lemon wedge.

2 Shirley Temple

- 4 oz ginger ale
- 2 oz grenadine
- Maraschino cherry and orange slice for garnish

Instructions: Fill a glass with ice. Pour ginger ale and grenadine over the ice and stir gently. Garnish with a maraschino cherry and an orange slice.

Encourage students to experiment with variations, adjust ingredient quantities based on personal preferences, and focus on presentation skills. Remind them to taste and refine their creations during the hands-on practice.