



Professional Development
Service for Teachers

An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

www.pdst.ie



LCA

Leaving Certificate Applied
Ardeistiméireacht Fheidhmeach



Hotel Catering & Tourism Student Workbook

Post-Primary Resource



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Introduction

The Hotel Catering and Tourism course reflects the overall philosophy of the Leaving Certificate Applied Programme by helping students develop competencies of a broad personal and vocational nature using a student centred active experiential learning approach.

This student workbook was produced by Nora O'Connor of the former LCA support service to support student's learning. It promotes active student participation in the learning experiences of the Hotel Catering and Tourism course.

A variety of active learning methodologies has been included to accommodate the varied learning styles in any given class group.

It is hoped that this workbook can compliment the existing work being carried out and that it will promote the active engagement of the student in locating and using learning resources in school and in the local community.

Any suggestions regarding useful changes or additions would be appreciated and can be sent to lca@pdst.ie.

MODULE 1

Eating Out The Fast Food Way



Module 1.

Eating Out The Fast Food Way

Units

- Unit 1: Finding Out
- Unit 2: Simulating Fast Food Operations
- Unit 3: Reviewing and Evaluating

This module is completed first.

In this module you will cover:

- The Fast Food Industry.
- What it is.
- How it works.
- Who it serves.
- Standards of service hygiene quality.



MODULE 1 - Eating Out The Fast Food Way

MY DIARY

You should use this work sheet at the beginning of this module. You should then read it at the end of the module and use it to measure your learning outcomes.

Answer as many questions as you can.

1. Name 4 different types of restaurants in which you would be served quickly.

(a) _____

(b) _____

(c) _____

(d) _____

2. Why do you think people eat in Fast Food restaurants?

3. What type of people do you think eat in Fast Food restaurants?

Age: _____

Gender: _____

Occupation: _____

Other ideas

4. What type of food is associated with Fast Food outlets?

_____	_____
_____	_____
_____	_____

MODULE 1 - Eating Out The Fast Food Way

5. What special equipment is associated with Fast Food Outlets?

6. When visiting a Fast Food restaurant what would you expect in terms of:

(a) **Décor:**

(b) **Staff:**

(c) **Opening Hours:**

(d) **Cost:**

(e) **Variety of Food:**

(f) **Hygiene:**

7. How many Fast food Outlets are in your area?

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MODULE 1 - Eating Out The Fast Food Way

4. How often do you eat in fast food outlets?

Once a day ☐
More than once a day ☐
Once a week ☐
More than once a week ☐
Less often ☐

5. What do you usually have to eat and drink when you visit this fast food outlet?

Food:

Drink:

Cost €: _____

Cost €: _____

6. Taking one of the foods that you usually eat, calculate the cost of making this food yourself.

Use the information you have in your learning centre on food prices.

Name of food: _____

Ingredients:

Cost:

Total:

=====

Cost in a restaurant: _____

7. Which cost more?

Why?

MODULE 1 - Eating Out The Fast Food Way



5. Make a batch of homemade scones using a recipe of your choice and make similar scones using a commercial scone mix and compare the scones under each of the following headings.

	Colour	Flavour	Texture	Preparation Time	Cost per Scone
Home made scones					
Scone Mix					

6. **Calculate your cost here.**

*Use the learning centre you and your class produced earlier in the module, as a resource for pricing the scones.

7. **What would you serve with scones.**

MODULE 1 - Eating Out The Fast Food Way

3. Classify each food listed below according to the main nutrient it provides.

Meat, Butter, Rice, Apples, Bread, Cereals,
Cheese, Eggs, Cream, Pasta, Cabbage, Milk, Fish,

Protein	Fat	Carbohydrate	Vitamins	Iron	Calcium

Other activities/assignments:

- Make a list of the foods you eat for any one day (include all snacks ect.)
 - Group them according to the food pyramid.
 - What is the result saying about your eating habits.
 - How would you need to balance or change any of your eating habits.
 - Plan a suitable daily diet for yourself taking into consideration your age, size, growth, activity and health.

MODULE 1 - Eating Out The Fast Food Way



CONVENIENCE FOODS

1. Having visited your local shop or supermarket, list some of the convenience foods which could be used as part of menu planning and meal preparation for a Fast Food Outlet. Try to use different foods for each one.

TAKE-AWAY	PUB GRUB	DELICATESSEN	COFFEE SHOP

2. Using the key words listed in the box below, list the advantages and disadvantages of using convenience foods when menu planning.

Time, Cookery Skills, Budget, Taste / Flavour, equipment available, nutritional value.

Advantages:

Disadvantages:



Assignment
idea

Make a main course of your choice using convenience foods and make the identical main course using fresh ingredients. Compare the two under the headings; flavour, cost, preparation and cooking time, skills required, texture etc.

3. Assuming that you have been asked to prepare, cook and serve a lunch for your teachers, and that time and skills are limited, plan a three course menu on the following page that would include **some** use of convenience food.

MODULE 1 - Eating Out The Fast Food Way

MENU

4. Using the information given in the *learning centre on prices*, compare the cost of serving shop bought scones and the cost of making your own scones.

Homemade Scones:

200g plain flour _____
 1teasp. Baking powder _____
 Pinch of salt _____
 50g margarine _____
 50g caster sugar _____
 1 egg _____

Total

Shop Bought Scones:

Cost per scone =

This recipe makes 8 scones.
 Calculate the cost per scone.

Cost per home-made scone =

Cost per shop bought scone =

MODULE 1 - Eating Out The Fast Food Way

PACKAGING

1. Listed below are foods commonly associated with the Fast Food industry. Identify a suitable type of packaging for each item listed and specify the materials used in each type of packaging.

Food:	Suitable Packaging:	Materials Used:
Salad Burger	_____	_____
	_____	_____
Portion of chips	_____	_____
	_____	_____
Ham sandwich	_____	_____
	_____	_____
Coleslaw	_____	_____
	_____	_____
Portion of curry and rice	_____	_____
	_____	_____
Portion of soup	_____	_____
	_____	_____
Scones	_____	_____
	_____	_____
Lasagne	_____	_____
	_____	_____

2. What safety and hygiene precautions should be taken when packaging food for customers?

Safety:

- (a) _____
- _____
- (b) _____
- _____

Hygiene:

- (a) _____
- _____
- (b) _____
- _____

MODULE 1 - Eating Out The Fast Food Way

Group Skills:

Accommodation for e.g. refrigeration, health and safety:

9. What will you do as a group to overcome this difficulty?

10. List the equipment necessary to run this event under each of the following headings:

Preparation	Cooking	Serving

MODULE 1 - Eating Out The Fast Food Way

WORKPLAN FOR THE EVENT

1. List the foods that you are serving.

2. How long do you have to prepare and cook the food?

3. How many in your group?

4. Make out a list of duties that must be completed on the day of the event and divide the duties between the each member of the group.

DUTY	NAME

5. What is your duty?

MODULE 2

Eating Out: Hotels, Restaurants & Institutions



MODULE 2 - Eating Out: Hotels, Restaurants & Institutions



EATING OUT: HOTELS, RESTAURANTS AND INSTITUTIONS SAFETY

1. Draw a sketch of the room in which your Hotel, Catering and Tourism practical classes take place.
On this sketch mark clearly the location of the following;
(a) Fire Extinguisher
(b) Fire Blanket
(c) First Aid Kit



2. Take a closer look at the Fire Extinguisher and answer the following:

(a) What type of fire is this extinguisher suitable for use on?

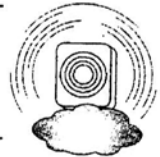
(b) Describe how to use this Fire Extinguisher in the event of a fire.

MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

3. (a) Give an example of a situation where the Fire Blanket could be used.

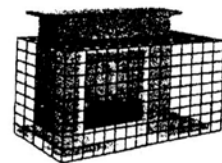
- (a) Describe how to use the Fire Blanket in the event of a fire.

4. List 4 Health and Safety regulations?



5. (a) What is meant by temperature control?

- (b) Where is it used in a catering kitchen? (refer to high and low temperatures)



MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

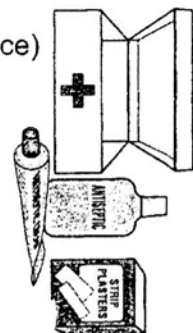
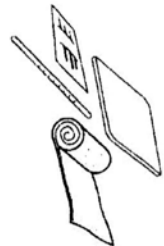


SAFETY/FIRST AID

1. List eight essential items you would include in a First Aid Kit for a kitchen.

2. List five safety rules which your class should follow in order to prevent accidents in the kitchen.

3. A Safety Statement is described as follows, “ **A written statement, identifying hazards and outlining measures to protect employees**”. As a group exercise make out a safety statement to be displayed in your kitchen.(Hint: Look up Safety Statement in your Work Experience workplace)



MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

4. Describe the treatment you would give to a member of your class who:
(a) Cut their finger on a sharp knife

- (b) Scalded their hand in boiling water

5. Why are the following items of clothing worn as part of a safe uniform in the catering industry?

- Hairnet/Cap _____

- Apron with no pocket _____

- Long legged pants _____

- Closed in shoes _____

- Long sleeved top _____

- Neck-scarf _____



MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

FACT FINDING MISSION



Examine your local area and identify the range of (1) Hotels, (2) Restaurants and (3) Institutional catering establishments.

HOTELS

1)

Name of Hotel	Address	Phone/Fax/Email

RESTAURANTS

2)

Name of Restaurant	Address	Phone/Fax/Email

INSTITUTIONS

3)

Name of Institution	Address	Phone/Fax/Email

MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

HOTEL PROFILE

1)

Name of Hotel : _____

Address : _____

Phone Number : _____

Fax. Number : _____

E-mail Address : _____

Web site : _____

(Picture of Hotel/Facilities)

2. List the *facilities* that this hotel offers to its customers.

MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

3. Complete the following table relating to the cost of *accommodation* per night.

	PEAK	OFF-PEAK
P.P.S. (Per person sharing)		
Single Room		

4. Explain each of the following terms in relation to hotel accommodation.

(a) En suite _____

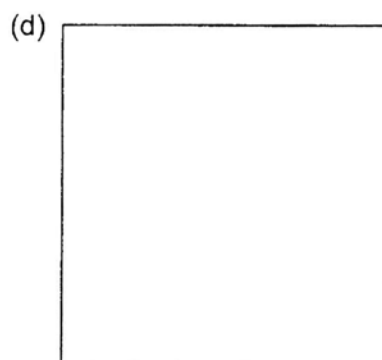
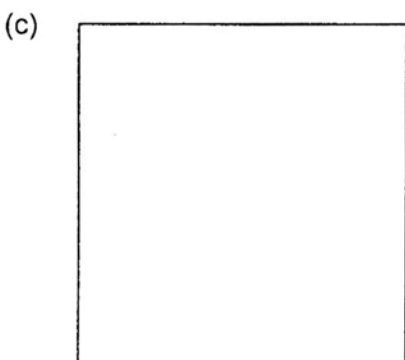
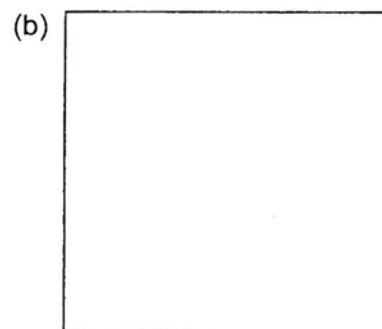
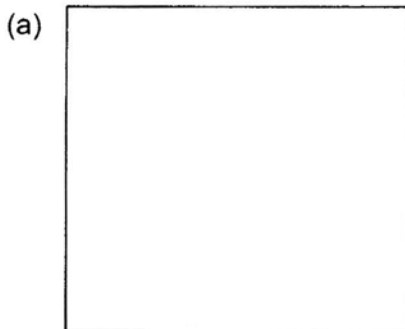
(b) Corporate Rate _____

(c) Single Supplement _____

(d) Full Board _____

(e) Partial Board _____

5. Draw and explain the meaning of four tourism symbols that show some of the facilities available at this hotel.



MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

6. List six of the main careers associated with the hotel industry.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

7. Now that you have found out more about your chosen hotel, would you recommend it to friends looking for a place to stay in your area?

Yes _____ No _____

Give three reasons why you would/would not recommended this hotel.

- (a) _____
- (b) _____
- (c) _____

8. In Ireland we are noted for our hospitality. Describe one experience you have had in the recent past to explain what is meant by Irish Hospitality.

MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

COMPARISON

	Catering in a Hotel/Restaurant	Catering in an Institution
Name of Establishment		
Variety of Menu Items		
Cost		
Quality of the Food		
Style of Service		
Décor of Premises		
Opening Hours		
Clientele		

MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

ROLE PLAY

TAKING AN ORDER

As part of a group of five, four people act as customers choosing from the menu below. The fifth person is the waiter/ess and must take the orders. Each person should take a turn at taking the orders.



MENU					
Starters		Main Courses		Desserts	
Mushroom Soup	€2.75	Roast Beef	€7.75	Banoffi Pie	€3.50
Melon Gondola	€2.50	Chicken Curry	€7.00	Assorted Ice-cream	€3.50
Chicken Bouchee	€3.00	Cod Bake	€7.25	Apple Pie	€3.50
Pate Maison	€3.00	Irish Stew	€6.75	Fresh Fruit Salad	€3.50

Record the orders on the Order Docket below and include four other essential items of information that should appear on every Order Docket.

ORDER DOCKET

MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

❖❖

Menu

Garlic mushrooms
Shrimp Cocktail
Warm chicken salad
Melon in crème de menthe

❖

Roast duck in plum sauce
Vegetarian lasagne
Vegetarian risotto
Roast pork and apple sauce
Chicken stir fry

❖

Selection of vegetables

❖

Pavlova
Tira misu
Summer pudding
Fruit salad and cream

❖

Tea or coffee

Price €25.00

Menus can generally be divided into two types, (a) *À La Carte* and (b) *Table d'Hôte*.

Which type of menu is the one above? Explain your answer.

Based on the information given in the previous worksheet and the orders taken from your "customers", calculate the final bill.

Describe how you would present the bill to the customers.

Outline four steps to be followed when accepting payment by credit card.

THREE COURSE LUNCH /SPECIAL CATERING EVENT SUMMARY RECORD

Date of Meal _____ Number of Guests _____

MENU

My jobs on the day:

My plan of action

1. _____
2. _____
3. _____
4. _____
5. _____

MODULE 2 - Eating Out: Hotels, Restaurants & Institutions

How it turned out:

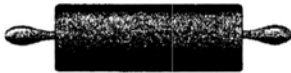
(a) For the group

(b) For me

Changes I would make if doing this exercise again and why I would make these changes.

KITCHEN UTENSILS WORDSEARCH

Q	Z	X	V	B	N	M	A	W	E	D	R	T	G	U	J	I	O
P	O	S	A	U	C	E	P	A	N	K	M	J	Y	H	W	G	T
Z	F	V	P	Y	R	E	X	P	L	A	T	E	G	H	O	B	N
K	D	H	E	A	E	V	E	I	S	F	G	G	H	J	O	G	J
S	Z	S	E	D	T	G	H	H	J	U	K	L	J	R	D	S	S
I	E	U	L	W	Q	U	E	Q	J	E	N	T	O	U	E	I	C
H	S	R	E	C	E	R	L	G	V	A	G	L	Y	L	N	U	O
W	S	B	R	E	D	L	N	A	P	G	L	H	A	K	S	L	N
L	E	Y	F	T	G	I	D	G	C	I	U	C	J	K	P	L	E
A	F	R	G	R	R	J	N	A	N	O	S	P	L	I	O	J	C
R	R	T	R	U	E	I	R	G	L	G	L	T	Y	H	O	N	U
I	Q	S	S	W	Y	M	P	T	N	P	R	A	U	I	N	I	T
P	S	A	X	R	C	I	A	I	F	G	U	A	N	H	J	J	T
S	E	P	F	W	N	E	H	E	T	Q	W	O	T	D	Q	W	E
M	Q	W	E	R	T	G	U	I	T	U	Y	T	S	E	E	R	R
Z	G	A	R	L	I	C	C	R	U	S	H	E	R	Z	R	R	Z
P	T	X	Z	E	Y	R	W	Q	R	F	G	J	H	B	V	C	X
M	G	F	W	F	I	S	H	S	L	I	C	E	M	J	I	O	P



FIND THESE WORDS

Spatula, Garlic Crusher, Measuring Jug, Weighing Scales, Pyrex Plate, Peeler, Grater, Pastry Brush, Wooden Spoon, Frying Pan, Steamer, Saucepan, Rolling Pin, Soup Ladle, Masher, Fish Slice, Scone Cutter, Colander, Sieve, Spiral Whisk.

NOW EXPLAIN WHAT THE FOLLOWING UTENSILS FROM THE ABOVE LIST ARE USED FOR IN THE KITCHEN

Fish Slice

Spatula

Colander

Soup Ladle



MODULE 3

Hospitality: in Tourism



Module 3.

Hospitality – In Tourism

Units

- Unit 1: Getting Places within Ireland
- Unit 2: Tourism Trails
- Unit 3: Tourist Services

This module can be taken in session 2, 3 or 4.

CONDUCT A SURVEY OF PEOPLES EXPERIENCES AS TOURISTS



Survey one or more of the following groups:

- Students
- Relatives
- Members of the Public
- Teachers

1. Who are you going to survey?

2. How many people are you going to survey?

3. When are you going to survey your group?

4. What is the deadline for the completion of questionnaires?

5. Make out a list of headings under which you want to gather the information eg: How often people go on holiday, where people go on holiday etc.

6. Make out a list of questions under each heading which, could be used to gather the information required.

- Questions should be short and simple.
- Questions should be specific.
- Leave a space after each question for an answer.

Example: How often do you go in holiday?

Once a year ☐ Less than once a year ☐ More than once a year ☐

- Do a test run to make sure all questions are understood.

7. Decide as a group which questions should be included in your questionnaire.

MODULE 3 - Hospitality: In Tourism

8. Decide how you are going to present your findings.



IDEA

- Use your IT and maths skills to produce Pie Charts/Bar Charts.
- Use your Art and Maths skills to produce Pie Charts/Bar Charts.

9. Make out a list of duties which, need to be carried out to ensure the survey is a success and allocate the duties between you as a group eg: Type up the questionnaire.

<u>Duty</u>	<u>Name</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CARRY OUT SURVEY AND RECORD YOUR FINDINGS

Recording your findings in the table below.

Number of people who answered:

eg. Q1. *How often do you go on holiday?*

Question	Once a Year	More than once a year	Less than once a year	Not answered	Total
No. 1	15	25	36	2	78

Using Maths/IT or Art/IT Skills present your findings in chart form, report form or another form of your choice.

MODULE 3 - Hospitality: In Tourism

IRELAND'S TOURIST ATTRACTIONS

1. Listed below are some of Ireland's most famous National Tourist Attractions. Indicate the location of these attractions on the map provided.

The Pheonix Park	The Lakes of Killarney	Blarney Castle
Bunratty Castle	The Cliffs of Moher	The Burren
Blessington Lakes	Kilkenny Castle	Galway Bay
Newgrange	Giant's Causeway	Glendalough
Marble Arch Caves	Rock of Cashel	J.F. Kennedy Park

2. Mark the position of your own area on the map and name 3 Tourist Attractions in your area or in an area close to you.

3. Name 4 International Tourist Attractions and identify their location on the world.

<u>Tourist Attraction</u>	<u>Location</u>
(1) _____	_____
(2) _____	_____
(3) _____	_____
(4) _____	_____

MODULE 3 - Hospitality: In Tourism



MODULE 3 - Hospitality: In Tourism

IRISH HOLIDAY DESTINATIONS FOR TOURISTS

1. Ireland is a popular holiday destination for many tourists, both Irish Tourists and International Tourists. Using the jumbled letters below, name some of Ireland's most popular holiday destinations.

NNKIKIEY

IWKLWCO

AOEDNLG

YWGLAA

NLAIKLRYE

LBLBUNNOAYNI

IULBDN

NEUHTBERR

WGENNRGE

2. Name 3 other popular holiday destinations in Ireland and identify the tourist region in which they are located.

Use the table below to record your answer.

NORTH	SOUTH	EAST	WEST

3. What message does this symbol convey to tourists?



4. What type of information would a tourist receive here?

1. _____

2. _____

3. _____

MODULE 3 - Hospitality: In Tourism

IRELAND AS A TOURIST ATTRACTION

1. Americans and Europeans are regular tourists to Ireland.
Why in your opinion is Ireland such a popular holiday destination?

2. Outline the advantages of tourism to Ireland.

3. Hidden in the word search below are six types of holiday accommodation Ireland has to offer its tourists. Using a pen, circle as many as you can and write your findings in the spaces provided below.

WORDSEARCH

R	H	J	G	U	E	S	T	H	O	U	S	E	H	E
V	O	D	Y	D	I	J	S	E	H	J	K	D	K	D
J	T	G	E	S	K	G	V	Z	C	N	M	F	F	E
V	E	I	P	V	H	D	G	J	D	R	Y	C	I	D
D	L	E	U	E	F	U	N	R	H	H	D	J	L	C
I	E	B	R	S	Z	J	I	K	Y	K	F	B	L	B
B	O	I	B	W	X	P	P	R	U	I	A	Q	G	U
H	O	S	T	E	L	C	M	F	U	D	G	U	D	J
K	I	N	J	X	C	E	A	C	H	D	Y	B	K	F
R	T	O	S	E	L	F	C	A	T	E	R	I	N	G
B	E	D	A	N	D	B	R	E	A	K	F	A	S	T

Types of Holiday Accomodation in Ireland:

- | | |
|-----------|-----------|
| (1) _____ | (4) _____ |
| (2) _____ | (5) _____ |
| (3) _____ | (6) _____ |

MODULE 3 - Hospitality: In Tourism

A FIELD TRIP TO A TOURIST ATTRACTION



Choosing a Tourist Attraction to visit.

- Brainstorm with your classmates.
- Refer to your previous notes on Ireland's Tourist Attractions.
- Visit the Local Tourist Office and ask for suggestions.
- Look up the Internet for ideas on places to visit.

1. Make a list of places you and your class would like to visit.

2. In relation to this trip consider the time available, the budget, the distance to be travelled etc.

Time available: _____

Budget available: _____

Feasible Distance to travel: _____

Other Considerations: _____

3. Considering the constraints outlined above, discuss with your classmates where you should visit and decide on the location.

Place: _____

Reasons why you as a group would choose this attraction:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

MODULE 3 - Hospitality: In Tourism

4. Planning the Trip:

Where are we going? _____

When are we going? _____

How far away is it? _____

How will we get there? _____

How long will it take to get there? _____

What do we hope to see and learn when we get there?

How much money do we need? _____

Do we need to bring any special equipment or clothes with us?

Equipment:

Clothes:

Do we need to bring a packed lunch with us?

Yes ☐

No ☐



MODULE 3 - Hospitality: In Tourism

5. Reviewing the Trip

Write a short note on the trip to include when you went, where you went? How you got there etc.

What did you see/observe/hear when you got there?

Was the trip a success?

Yes ☐ No ☐

How do you know?

Would you revisit the area or recommend it to friends and family?

Yes ☐ No ☐

Give reasons for your answer:

MODULE 3 - Hospitality: In Tourism

TRAVELLING TO AND FROM YOUR OWN AREA

1. Where are you living?

Town/Village _____

County _____

2. Assuming that you wished to travel outside your own area identify what modes of transport you could use to visit 3 destinations of your choice.

You would like to visit	Mode of transport
1.	
2.	
3.	

3. How far do you have to travel to the closest:

Ferry Port to travel to England _____

Ferry Port to travel to France _____

International Airport _____

National Airport _____

Taxi / Hackney Service / Rank _____

Train Station _____

Beach _____

Nearest City _____

MODULE 3 - Hospitality: In Tourism

4. Assuming you wish to travel from Cork to Dublin for an interview at 2.30 p.m. on a Monday, study the timetable below and indicate what bus you should take.

	MONDAY - FRIDAY ONLY				
Cork - dep	07.00	08.15	09.45	13.30	15.45
Mitchelstown - dep.	08.00	09.15	10.45	14.30	16.45
Cashel - dep.	09.00	10.15	11.45	15.30	17.45
Kildare - dep.	10.30	11.45	13.15	17.00	19.15
Naas - dep.	11.00	12.15	13.45	17.30	19.45
Newlands Cross - dep.	11.30	12.45	14.15	18.00	20.15
O'Connell St. - arr.	12.15	13.30	15.00	18.45	21.00

Answer: _____

- Where does the bus stop en route?

- Where will the bus drop you off in Dublin?

- Name 2 other ways of travelling from Cork to Dublin?

1) _____

2) _____

6. How could each of the following nationalities travel to and from Ireland?

A French person _____

An English person _____

An American person _____

7. Name 3 of Ireland's International Airports

1) _____

2) _____

3) _____

MODULE 3 - Hospitality: In Tourism

WORKPLAN

Information gathered by each group should be shared for the purpose of presentation.

Each group should elect a spokesperson and make a presentation on the findings of the group to the remainder of the class.

- Do not always choose the same spokesperson
- Assist the spokesperson by planning the presentation as a group
- Present your findings in an interesting way.

Use pictures / video /audiotape etc.

Read the suggestions for presentation in appendix 1 before you begin.



At the end of the presentations, a class discussion should follow and the following decisions should be made.

- What attractions should be included on the Tourist Trail? "
- The sequence that should be followed when visiting the attraction.
- How the trail should be presented i.e. brochure / chart etc.
- Make a list of tasks which need to be carried out and allocate these tasks to various people or groups.

1. What attractions will be included in the Tourist Trail?

_____	_____
_____	_____
_____	_____
_____	_____

2. Starting with the meeting point eg. school as no. 1, plan the sequence in which the attractions will be visited.

(1) _____	(2) _____
(3) _____	(4) _____
(5) _____	(6) _____
(7) _____	(8) _____

MODULE 3 - Hospitality: In Tourism

3. How will we present the Tourist Trail Map?

4. What skills do we need to produce the Tourist Trail Map?

Skills _____

5. Make a list of duties that need to be carried out to produce the Tourist Trail Map and allocate the duties to individuals and class groups.

DUTY:

NAME:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. What date must the map be completed by? _____

7. Who will we invite to participate in the Tourist Trail?

8. What date will we go on the Tourist Trail? _____

MODULE 3 - Hospitality: In Tourism

ACCOMMODATION SERVICES

1. Tourist Boards use symbols to highlight the services provided by the different types of accommodation available to the tourist.

Match the symbol with the correct interpretation as listed in the box below.

T.V. in all bedrooms, Babysitter service, Outdoor swimming pool, Car parking, Indoor pool, leisure complex, Tea/Coffee making facilities in all rooms, Evening entertainment, Special offer, Facilities and services accessible to people with a disability.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. In relation to accommodation outline what you understand by the following symbol.

3. Name one system used to grade Irish Hotels.

4. What is the highest standard of hotel in Ireland?

5. Name one of these Irish hotels of the highest standard and indicate its location.

Name of Hotel: _____

Location: _____

MODULE 3 - Hospitality: In Tourism

MY VISIT TO A HOTEL OR GUESTHOUSE

1. Indicate the name and Location of the Hotel or guesthouse that you visited as part of your Hotel, Catering and tourism course.

Name: _____

Location: _____

2. What grade is the Hotel/Guesthouse?

4. List the facilities the Hotel/Guesthouse has to offer under each of the following below.

Accommodation	Leisure	Entertainment	Food/Beverage

5. How would you describe the overall standard of décor?

Excellent ☐

Very Good ☐

Good ☐

Poor ☐

Give reasons for your answer.

MODULE 3 - Hospitality: In Tourism

6. What facilities did the Guest Bedrooms offer?

7. Are the Bedrooms suitable for guests with a disability?

Yes ☐ No ☐

Give reasons for your answer.

8. What impressed you most about the accommodation facilities?

Give reasons for your answer.

8. What is the cost of accommodation for one night?

Cost per person Sharing: _____

Single Rate: _____

MODULE 3 - Hospitality: In Tourism

CAREERS IN THE TOURIST INDUSTRY

1. Name 4 careers associated with the Tourist Industry.

- 1) _____
2) _____
3) _____
4) _____

2. Choose one of these careers and outline 3 skills and 3 qualifications required for working in this area.

Career: _____

Skills Required:

- 1) _____
2) _____
3) _____

Qualities Required:

- 1) _____
2) _____
3) _____

3. Identify the training required for the career selected. Include information on duration of course, qualification, where you would train etc.

- Talk to your Vocational Preparation and Guidance teacher.
- Write or telephone CERT.
- Look up the CERT web site at
- Interview somebody working in your chosen career.



MODULE 3 - Hospitality: In Tourism

4. Do you need to wear a special uniform for your chosen career?

Yes ☐ No ☐

If yes, describe the uniform.



IDEA

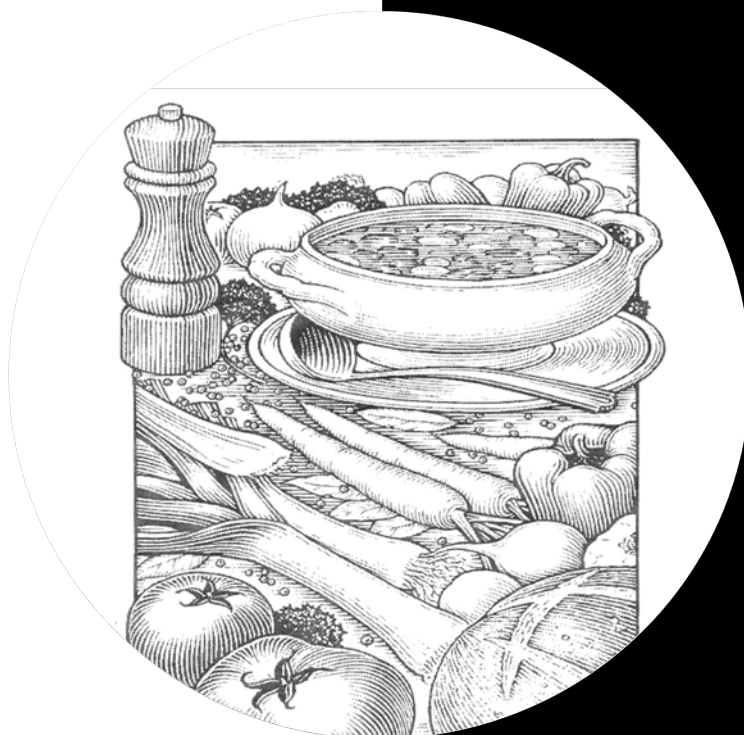
Using art and/or IT skills, design and make a poster advertising the career chosen and the training requirements. Working with your classmates you could develop a career display in your H.C.T. room that could be used to source information at a later stage.

MODULE 4

Catering for Diversity

Unit 1: Ethnic Options

Unit 2: Special Diets



MODULE 4 - Catering for Diversity

Unit 1 - Ethnic Options

Origins of Ethnic Cuisine

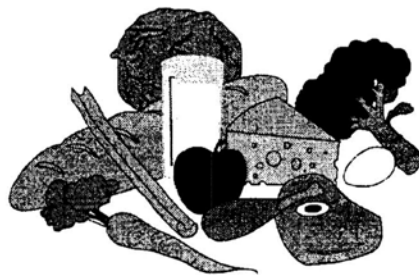
Identify and shade the areas on the adjacent map of the world that represent some of the countries who's cuisine has recently become popular in Ireland.

1. Name these countries

- | | |
|----------|----------|
| A. _____ | E. _____ |
| B. _____ | F. _____ |
| C. _____ | G. _____ |
| D. _____ | H. _____ |

2. Give four reasons why diet and eating habits vary in different parts of the world.

- a. _____
- b. _____
- c. _____
- d. _____



MODULE 4 - Catering for Diversity

ETHNIC FOODS – WORD SEARCH

A	R	C	H	I	C	K	E	N	T	I	K	K	A	R	R
C	Z	O	N	I	O	N	B	H	A	J	I	L	E	X	X
S	P	R	I	N	G	R	O	L	L	G	L	D	H	G	
C	O	I	V	B	N	M	L	K	J	I	W	E	G	F	F
D	P	A	S	S	A	Q	W	E	T	O	N	R	T	T	T
Y	P	N	O	O	D	L	E	R	P	G	U	A	G	I	
O	O	D	P	Y	Z	X	O	Y	A	N	C	C	U	V	
B	D	E	N	S	M	T	R	S	F	O	Z	X	A	C	
B	U	R	N	A	A	R	A	M	L	C	K	J	C	H	
Q	M	W	E	U	U	L	R	T	Y	C	U	I	A	O	
A	S	D	F	C	H	J	S	K	L	H	E	O	M	P	
D	C	N	M	E	Y	E	T	A	U	I	C	O	O	L	
Q	S	N	A	A	N	B	R	E	A	D	I	M	L	I	
C	H	I	L	L	I	C	O	N	C	A	R	N	E	D	

1.) FIND THESE WORDS

Taco	Noodle
Fried rice	Poppadum
Naan Bread	Chilli Con Carne
Curry Powder	Spring Roll
Lasagne	Gnocchi
Ravioli	Guacamole
Soy Sauce	Coriander
Chicken Tikka	Salsa
Tortilla	Onion Bhaji

2.) NOW CLASSIFY THE ABOVE FOODS ACCORDING TO THEIR COUNTRY OF ORIGIN

ITALY	MEXICO	CHINA	INDIA

MODULE 4 - Catering for Diversity

ETHNIC DISHES

1.) Taking four countries/regions of your choice, research dishes associated with each country/region.

Country _____ Starters 1. 2. 3. Main Courses 1. 2. 3. Desserts/Snacks 1. 2. 3.	Country _____ Starters 1. 2. 3. Main Courses 1. 2. 3. Desserts/Snacks 1. 2. 3.
Country _____ Starters 1. 2. 3. Main Courses 1. 2. 3. Desserts/Snacks 1. 2. 3.	Country _____ Starters 1. 2. 3. Main Courses 1. 2. 3. Desserts/Snacks 1. 2. 3.

2.)



- Make large posters including pictures as laid out above for display in the Hotel Catering and Tourism Room.

IDEA

ETHNIC MEAL FOR FOUR OR MORE PEOPLE

1.) Date of Meal _____ Number of Guests _____

MENU

2.) My jobs on the day:

3.) My plan of action:

-
-
-
-
-

MODULE 4 - Catering for Diversity

4.) How it turned out:

(a) For the group

(b) For me

5.) Changes I would make if doing this exercise again and why I would make these changes.

6.) Other observations

Variety of texture in different courses

7.) Further comments

MODULE 4 - Catering for Diversity

COELIAC DISEASE

1. Coeliac Disease is an inability of the body to digest _____
2. Describe two *symptoms* of this disease.
 - (a) _____
 - (b) _____
3. List four foods that should be avoided by a person with Coeliac Disease.
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
4. Plan menus for one day suitable for a person with Coeliac Disease.

Breakfast	Lunch	Dinner

5. Explain what this symbol *indicates*



MODULE 4 - Catering for Diversity

FATS

1. Find out what fats are used for in the body.

2. Approximately how many grams of fat should a human adult eat each day?

3. Chart the fat content per 100grams of the following snack foods. Add some of your own.

SNACK FOOD	BRAND NAME	FAT CONTENT
Chocolate Bar		
Fruit Yoghurt		
Low Fat Crisps		
An Apple		
Packet of Crisps		
Biscuits		

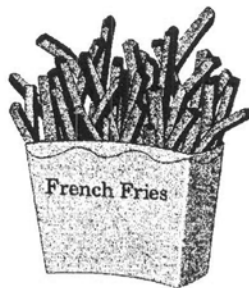


MODULE 4 - Catering for Diversity

4. Complete the following table suggesting foods other than those above.

HIGH FAT FOODS	LOW FAT FOODS

5. Comment on the amount of fat in your own diet.



MODULE 4 - Catering for Diversity

HEART DISEASE

FIND OUT ABOUT HEART DISEASE

1. What is Coronary Heart Disease?



2. Who is likely to suffer from Heart Disease?

3. What is Cholesterol?

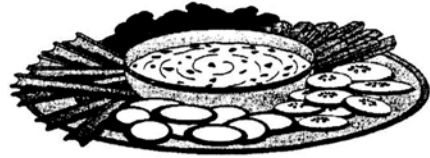
4. In what way does excessive intake of cholesterol affect the body?

5. Complete the following table for a person on a Low-Cholesterol diet.

CUT DOWN ON	EAT PLENTY OF

MODULE 4 - Catering for Diversity

VEGETARIAN DIETS



1. Give three reasons why a person may opt for a vegetarian diet.

- (a) _____
- (b) _____
- (c) _____

2. Explain the difference between the two types of vegetarian listed below.

- (a) Lacto-vegetarian

- (b) Vegan

3. Indicate whether the foods on the list below are suitable for Vegans, Lacto-vegetarians or neither. (Hint; some foods are suitable for both Vegans and Lacto-vegetarians)

LIST OF FOODS	SUITABLE FOR
Eggs	
Potatoes	
Sliced Loaf	
Pasta	
Milk	
Sausages	
Cereals	
Yoghurt	
Nuts	
Beef burgers	
Butter	
Margarine	
Cheese	
Chicken	
Fish	

MODULE 4 - Catering for Diversity

VEGETARIAN DIETS

Plan a Breakfast, Lunch and Dinner Menu suitable for (a) a vegan and (b) a lacto-vegetarian.

VEGAN	LACTO-VEGETARIAN
1.) Breakfast Menu 	Breakfast Menu
2.) Lunch Menu 	Lunch Menu
3.) Dinner Menu 	Dinner Menu

1. Plan menus for one day for a person who has been advised to increase their fibre intake.

BREAKFAST	

LUNCH	

DINNER	

- NOTES -



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