

UN4E301



# PASSPORT TO HOSPITALITY

## UNIT 4: FOOD & BEVERAGE

### ELEMENT 3:

### THE BARTENDER



# FOOD & BEVERAGE

## ELEMENT 3: THE BARTENDER

**DURATION: 5+ WEEKS**

**YEAR GROUP: KS5 (YEAR 12/13)**

### STUDENTS WILL:

- > Understand the role of the Bartender
- > Be able to identify the different tasks a bartender may carry out
- > Practice and develop skills directly related to the Food & Beverage department
- > Learn life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face 2 face
- > Acquire and develop an appropriate vocabulary in written and spoken English
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

### ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need
- > Activity variation throughout

### SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork
- > Creativity

### KEY WORDS:

- > Career/job
- > Employment
- > Bartender
- > Food & Beverage
- > Drinks
- > Alcohol
- > Laws
- > Pouring

### RESOURCES FOR ALL LESSONS:

- > Computer- Internet access
- > Paper and pens
- > A kitchen
- > Money
- > Various drinks
- > Glasses
- > **UN4E302** - Challenge 25 poster
- > **UN4E303** - Spot the difference
- > **UN4E304** - How to make a non-alcoholic sunrise
- > **UN4E305** - Drinks
- > **UN4E306** - Pub menu
- > **UN4E307** - Restaurant bill
- > **UN4E308** - Bartender job description



## SESSION 1: INTRODUCTION TO THE ROLE OF A BARTENDER AND THE LAWS



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>1. Ask the students if they know what a bartender does? See if the students found the answer they gave in the video. <a href="#">What is a bartender</a></p> <p>2. Go through the slides to pick out any key information that will assist the students in understanding the role further. <a href="#">Introduction slides</a></p> <p>3. See if the students know the difference between a bar and a cafe? <b>3a.</b> See if the students can make a list of things found in a bar and a list of things found in a café.</p> <p>4. Try to explain to the students if the restaurant or cafe wishes to serve alcohol, they require a licence. <a href="#">This video</a> will help. <b>4a.</b> See if the students know how old you should be to legally purchase and sell alcohol? Use the <a href="#">website</a> to support the teaching of the <a href="#">challenge 25</a> campaign.</p> <p><b>Extension activity:</b> show the current Challenge 25 poster, see if the students can re design it.</p> <p><b>TASK VARIATION:</b> See if the students can spot the differences between the 2 pictures, a bar and a café. Circle or list what they find.</p> <p><b>PMLD TASK VARIATION:</b> Only if possible, allow the students to see, smell and taste different drinks. tea, coffee, coke, squash, water, sparking water, hot chocolate.</p>	<ul style="list-style-type: none"> <li>➤ To understand the role of a bartender</li> <li>➤ To understand the differences between a bar and a café</li> <li>➤ To have a brief view of the laws around selling alcohol.</li> <li>➤ To understand the legal drinking age</li> <li>➤ Reading and writing</li> <li>➤ Listening</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet access</li> <li>➤ Pen and paper</li> <li>➤ Flashcard: - <b>UN4E302</b> - Challenge 25 poster</li> <li>➤ Activity: - <b>UN4E303</b> - Spot the difference</li> </ul>



## SESSION 2: THE BAR AND THE DRINKS

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Some people don't always go out for a meal but sometimes just drinks, either way it is a key factor to good hospitality.</p> <ol style="list-style-type: none"> <li>Select a few different drinks for the students to make. <ul style="list-style-type: none"> <li>&gt; <a href="#">How to make a cup of tea</a> - fun for the students to follow</li> <li>&gt; <a href="#">How to make an instant coffee</a>/ how to make a cafetiere/ <a href="#">French press</a> coffee. (if you have a coffee machine at school, you could also use this)</li> <li>&gt; Pouring fizzy drinks</li> <li>&gt; <a href="#">Pouring wine into a wine glass</a> - use an empty wine bottle fill with water or squash.</li> <li>&gt; How to make a non-alcoholic sunrise cocktail- see flashcard</li> </ul> </li> <li>Delivering the drinks is important. You can make a great drink, but if it doesn't arrive quickly and without spilling it you might not have a happy customer. Carrying a tray full of drinks is a skill to master. We will start with cold drinks in plastic cups to ensure the risks are minimal. Allow the students to carry a tray full of drinks from one place to another, lifting the drinks off the tray onto the table for the customer. <ol style="list-style-type: none"> <li>Ensure the students practice collecting the empty glasses also.</li> </ol> </li> </ol> <p><b>TASK VARIATION:</b> Use the activity Drinks card to see if the students can label the different drinks found in the pictures.</p> <p><b>PMLD TASK VARIATION:</b> Listen to the different <a href="#">sound effects of drinking</a> various drinks. You could also pour a fizzy drink and let the students listen to the bubbles or feel them splash. Smell a fresh coffee or tea, along with listening to the kettle boiling and the sounds of making a drink.</p>	<ul style="list-style-type: none"> <li>&gt; The understanding of beverages within the food and beverage department</li> <li>&gt; To practice making various drinks</li> <li>&gt; To understand the workings of how some drinks are made</li> <li>&gt; To learn how to carry, deliver, and remove drinks to and from tables</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Internet access</li> <li>&gt; Paper and Pens</li> <li>&gt; Glasses</li> <li>&gt; Drinks</li> <li>&gt; Tray</li> <li>&gt; Flashcards: <ul style="list-style-type: none"> <li>- <b>UN4E304</b> - How to make a non-alcoholic sunrise</li> </ul> </li> <li>&gt; Activity: <ul style="list-style-type: none"> <li>- <b>UN4E305</b> - Drinks</li> </ul> </li> </ul>



## SESSION 3: THE BILL



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p><b>1.</b> The restaurant bill- what does a bill do? See if the students know what it shows? Explain the difference use of words between bill and check - this <a href="#">link</a> will help.</p> <p><b>2.</b> Lets start with some simple Maths working from a menu. Ask the students to find 4 or 5 things from the menu, add them up and total the spend. If you have a Maths whizz, add on a 10% service charge of the overall bill. <a href="#">Tips v service charge explained.</a></p> <p><b>3.</b> If you have the facilities or some monopoly money see if the students can role play giving the bill to someone, taking payment and sorting change.</p> <p><b>3a.</b> Card payments- as this may be a step too far for the students to have a go at due to facilities you may wish to simply explain how they work.</p> <p><b>TASK VARIATION:</b> Have a look at the restaurant bill activity, let the students have a go at some of the questions.</p> <p><b>PMLD TASK VARIATION:</b> Allow the students to feel some different coins and notes including cards.</p>	<ul style="list-style-type: none"> <li>➤ The understanding of what a bill provides a customer</li> <li>➤ Simple maths related to paying a bill</li> <li>➤ Money management</li> <li>➤ The understanding of a card payment</li> <li>➤ Speaking and listening</li> <li>➤ Understanding the difference between a tip and a service charge</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet access</li> <li>➤ Pen and paper</li> <li>➤ <b>UN4E306</b> - The Menu</li> <li>➤ Activity: - <b>UN4E307</b>- Restaurant bill</li> <li>➤ Money (including a card)</li> </ul>



## SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Allow the students to look over the job description, See if they have met any of the skills through the sessions Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job For those that wish to, you could hold a mock interview asking questions around the skills they have learnt related to working as a bartender.</p>	<ul style="list-style-type: none"> <li>➤ Skill identification</li> <li>➤ Linking activity to careers and subject learning</li> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>UN4E308</b> - Bartender job description</li> </ul>

## ADDITIONAL RESOURCE

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p><a href="#">Food and Beverage services slides</a></p>		