

MARKETING IN FAMILY AND CONSUMER SCIENCE #1



Title: **MARKETING AND RESTAURANT SIMULATION**

Standard 8001.02: The student will explore applied technology education and related occupations.

Objective .0202: Utilize the marketing principles of product, pricing, promotion, and placement.

Time: 8-9 Full Class Periods

- Materials:**
- Crayons
 - Scissors
 - Play Money
 - Tableware
 - Colored markers or pencils
 - Colored paper
 - 4 Menus from local restaurants
 - “Four Ps” poster from U.S.O.E.
 - Poster of food costs
 - Supplies for restaurant
 - Sale tax chart, included
 - Calculators

Rationale: Students will explore marketing concept including the “Four Ps” of marketing in developing a classroom restaurant. Students will discover careers and skills necessary in running a restaurant.

What? In what activities will the students participate? (Use the “Four Ps” poster on a daily basis.)

(Day #1)

- a. Discuss with students what marketing is, and what the Four Ps are. Use the overhead presentation, *“What is Marketing?” An Overhead Presentation for TLC*, (see Appendix A). Please note: A color version of this presentation is available for download on the marketing education web page.
Go to <http://www.usoe.k12.ut.us/ate/Marketing/tlc.html>.
- b. Present to the students that the class will be opening a business. Each student will be involved in opening and running the restaurant. All class members will be both workers and customers. A business provides consumers or customers with goods, services or information. Marketing is the promotion of these goods, services and information. Our restaurant will provide goods and a service to its customers.

c. Using the “FOUR Ps” of marketing will insure that our restaurant is a success. Display four or more menus from local restaurants. Have students identify items that the menus have in common. Help them identify the “FOUR Ps”. (A classroom poster of the “FOUR Ps” should be used.)

1. **P**roduct (the food items that are served at a restaurant)
2. **P**lace (the restaurant and where it is located)
3. **P**rice (costs of menu items)
4. **P**romote (the methods used to let consumers know about the restaurant and what it serves)

d. **Product** - The culmination activity for this unit is a simulation of a restaurant setting. The goal for this activity is for the students to have an opportunity to learn about marketing, food service jobs and experience the actual preparation and serving of a food product. In this instance, the food product the students make is not so important as the learning experience. Introduce to the students the menu items that your restaurant will serve. Some suggested recipes are provided on pages 15 to 17, but the final decision must fit the students and their abilities and the school facilities. It is suggested that the choice be limited to three items. It is best to offer items that can be changed to give variety in ordering and preparing food. Have each student creatively name your menu items on the RESTAURANT PROMOTION worksheet.

Breadstick Examples: Zesty Italian Breadsticks (Italian seasoned)
 Zippy Breadsticks (Cinnamon and sugar)
 Zingy Breadsticks (Plain)

e. **Price** - Display the cost of the supplies for the restaurant lab. Discuss the other expenses in running a restaurant, (employee pay, building cost, utilities, etc.) Discuss the need for profit. Most businesses figure the sales price is double the cost to produce or buy an item. Have students determine what you will charge for menu items. Have students record class agreed upon prices on the RESTAURANT PROMOTION worksheet.

(Day #2)

- a. Discuss with the students how they should market themselves by asking them the following questions:
- What qualities do employers look for?
 - What can teenagers do to help them be successful in their jobs?
 - What are some work skills that are important for employees to have and the employers look for?
 - What are some personal traits that are important for employees to have?

- Why is it important to be a good employee?
- What would you expect of an employee, if you were the “boss”?
- Do you think employers expect different qualities in teenagers than adults? Why?
- What are some reasons that people lose their jobs?
- What are some reasons that teenagers might lose their jobs?
- If you were an employer, would you hire YOU? Why?

- b. Have students complete the worksheets “Marketing: Applications and Interviews”, and “Job Application T-L-C corporation”. This application is used to assign students their jobs.

(Day #3)

- a. **Promotion** - Promotion means ways of letting people know how good your restaurant is. How will you introduce your restaurant to the people that will eat there? (We call these people the “market”).

Examples:

- When Pepsi introduced Pepsi-ONE, there were a lot of coupons, free samples and special store displays.
- When Saturn introduced a new car, there was a free barbecue on the lot, and contest at Franklin Quest field for a one-year free lease on a Saturn.

- b. Have students choose a name for the restaurant. Record the name on the RESTAURANT PROMOTION worksheet.

- c. Advertisement is one form of **promotion**. Have students create a logo and/or slogan to represent the restaurant. Have the student write or draw their logo/slogan on the RESTAURANT PROMOTION worksheet. This logo/slogan will also be used on the menu they will be creating. Example: The golden arches are world know for McDonald, the red bulls eye identifies Target.

- d. Have students design a menu for the restaurant using a computer design program, or felt-tip markers, paper, etc. Menu items are usually grouped together: beverages, main dishes, and appetizers. They should use color and pictures of food, and leave enough space in-between items so it is very readable and must include the following information:

1. Name of the restaurant
2. List of the menu items
3. Price of the menu items
4. Logo or slogan

Design needs to include at least three (3) groups of items. These menus will be used later for the restaurant. The students need to plan out their menu on the RESTAURANT MENU worksheet.

(Day #4)

- a. Market Research - In order for a business to learn what the market (customer) wants in a product/service, they do market research. Have you ever been questioned at the mall about a product or your shopping habits, or have you filled out product questionnaires for the warranty? These are examples of market research. Have students complete the MARKET RESEARCH worksheet.

Using the results of the market research, have students design a way of inviting people to a new restaurant (place). They can use coupons, displays, contest, samples, etc. They should describe how they would use the idea to **promote** new menu items. Be creative and have fun with this. Please be very detailed. (For example, if you wanted to do a contest similar to Saturn's you would have to explain how people would enter the contest and how you would determine the winner - Saturn had a car filled with balls and people had to guess how many balls were in the car.)

(Days #5 and #6)

- a. The teacher should choose from the following possible activities and set up learning stations around the classroom for those activities. The leader will need to provide the necessary directions and/or supplies at each station. Give each student a copy of the student activity guide, RESTAURANT SKILLS to complete as they rotate through the units.

1. **Public Relations Activity:**

Students will read the public relations scenarios on pg. 14 and record their answers on the student activity guide page 9.

2. **Lunch Break:**

Students will use the scenarios on page 13 to practice tallying customer orders, with tax, and record answers on their student activity guide. Sales tax charts are available through the Utah State Tax Commission or at most office supply stores.

3. **Cashier's Activity:**

Students will read the information on cashiering and complete the cashier section of the student activity guide. Play money can be used for the student to do this activity.

4. **Table - Setting Activity:**

Students will read the information provided on table setting, and then do the table setting activities for the situations described. Tableware or mock tableware is needed for this activity.

5. **Customer Service Activity:**

Students will complete page 9 with advice and phrases that a Food Server should use.

6. **Dishwashing Activity:**

Students will use the dishwashing cards (provided on pages -----, -----, and -----), and put the steps for dishwashing in order. After they have finished sorting the cards, they can complete that section of their activity guide.

- b. Assign jobs and detail responsibilities:

Manager/Assistant Manager: Makes sure each person is doing his/her job, and that customers are happy. The manager/assistant manager makes decisions as needed, and often fills in for absent employees.

Host/Hostess: Helps customers find seats and is in charge of menus.

Cashier: Sets up cash register and handles money as customers pay.

Food Servers: Take orders, serve beverages and food, and could design an order form to fit the selection of foods; total the bill.

Table Attendant: Sets and clears the tables.

Cook: In charge of food preparation and decides on the most efficient way to prepare the food.

Cook's Assistant: Helps and assists the cook in food preparation; makes sure the necessary cooking and serving equipment is clean and ready for use. Washes, dries and puts away dishes.

Customers: Orders/eats food; uses correct eating and social behavior.

So What? What will the student learn as a result of participation in this activity?

Place - Students will simulate opening and running a restaurant. They will have the opportunity to apply the Four Ps of Marketing as they relate to running a restaurant. They will experience first hand the different duties and responsibilities involved in running a business. Students will also understand how marketing relates to the real world and how a business must be properly marketed.

Now What? What can the students do with this new information in regard to career development?

(Day #7 and #8)

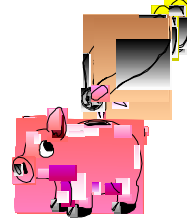
- a. Half the class will be "customers" and the other half will be the "restaurant workers". While the customers are waiting for the restaurant workers to prepare the food, etc. have them watch the video Working, from Metropolitan Life or another working related video.
- b. Job description sheets are included and can be use to help workers remember what they are to be doing.
- c. Evaluation - While the workers are cleaning up the customers need to complete the evaluation. At the end of the working day, workers need to evaluate the performance of their work as a team for that day.

Name _____ Period _____ Date _____

RESTAURANT PROMOTION

Restaurant Name _____

(NOTE: Category examples - breadsticks, sauces, drinks, etc.)



Category: _____

<u>Products Names</u>	<u>Product Prices</u>
_____	_____
_____	_____
_____	_____

Category: _____

<u>Products Names</u>	<u>Product Prices</u>
_____	_____
_____	_____
_____	_____

Category: _____

<u>Products Names</u>	<u>Product Prices</u>
_____	_____
_____	_____
_____	_____

LOGO OR SLOGAN: *Draw your logo or write your slogan here!*

Name _____ Period _____ Date _____

RESTAURANT MENU

Colors I will use:

How I will promote my menu:

Remember to:

Divide your foods into 3 groups

List your prices

Include your restaurant's name and your promotion.

MENU: Sketch your planned menu here!

Name _____ Period _____ Date _____

RESTAURANT CAREER SKILLS

LUNCH BREAK ACTIVITY:

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

CASHIER'S ACTIVITY:

Amount of Bill	Amount Received	Change Amount	Pennies	Nickels	Dimes	Quarters	Dollars	# of pieces
\$.35	\$.50							
\$.95	\$5.00							
\$.27	\$1.00							
\$.12	\$.25							
\$.70	\$.75							
\$1.37	\$2.00							
\$.89	\$5.00							
\$3.56	\$5.00							

DISHWASHING ACTIVITY:

Put the dishwashing steps for restaurants in order - place numbers 1 - 8 next each step.

- _____ Allow to air dry or dry with clean towel
- _____ Scrape food particles off dishes
- _____ Wash in hot, soapy water
- _____ Rinse in sanitizing chemical or extremely hot water
- _____ Wash dishes in correct order by groups
- _____ Pre-rinse dishes lightly
- _____ Rinse in hot water
- _____ Sort and stack dishes by groups

List two reasons why proper dishwashing is so important:

1. _____

2. _____

RESTAURANT CAREER SKILLS CONTINUED

PUBLIC RELATIONS ACTIVITY:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

CUSTOMER SERVICE:

What words do you expect to come from your server's mouth when you sit down in a restaurant? As the manager of your new restaurant, list 20 bit of advice you would give new servers, or 20 phrases you would want them to say frequently to customers.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

TABLESETTING ACTIVITY:

Teacher's initials: Setting 1: _____ Setting 2: _____ Setting 3: _____

Name _____ Period _____ Date _____

MARKETING: APPLICATION & INTERVIEWS

Put yourself in the shoes of a manager of a new restaurant. There are a lot of people who want to work at your restaurant. How will you choose the best ones?

1. What qualities are most important to you in a worker?
2. What are some of the reasons people lose their jobs?
3. List at least 5 questions you would want to ask someone you were interviewing for a job.

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

4. Fill out the application on the backside of this page. If you were an employer looking at 40 filled out applications, what are some ways you would decide which people to interview?

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

5. Conduct your interview:

Name of the person interviewed _____

Position applied for _____

Would you hire this person? Why or why not? _____



JOB APPLICATION

T-L-C CORPORATION

Name _____ **Date** _____

Street Address _____

City, State, Zip _____

Telephone _____ **Period** _____ **Score** _____

Social Security Number _____

Schools Attended:

Hobbies:

Work Experience:

Work Skills I Have:

Good Work Traits I Have:

Good Social Skills I Have:

Other Reasons:

Position(s) I am applying for:

1st Choice _____ **2nd Choice** _____

Name _____ Period _____ Date _____

RESTAURANT MARKET RESEARCH

Instructions:

Survey 10 members of the target market, (your TLC class), and record your findings below. The purpose of this survey is to find out what influences students' food choices in a restaurant - is it price, service, food choices, food preferences, etc.?

NAME OF PERSON SURVEYED	FACTORS THAT INFLUENCE BUYER BEHAVIOR (PRICE, SERVICE, FOOD, LOCATION, ETC.)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____



State of Utah
Combined State and Local Tax Schedule
6.35% or 6 7/20%

Sale Amount	Tax	Sale Amount	Tax	Sale Amount	Tax	Sale Amount	Tax
0.00 - 0.08	0.00	11.74 - 11.89	0.75	23.55 - 23.70	1.50	35.36 - 35.51	2.25
0.09 - 0.23	0.01	11.90 - 12.05	0.76	23.71 - 23.86	1.51	35.52 - 35.67	2.26
0.24 - 0.39	0.02	12.06 - 12.20	0.77	23.87 - 24.01	1.52	35.68 - 35.83	2.27
0.40 - 0.55	0.03	12.21 - 12.36	0.78	24.02 - 24.17	1.53	35.84 - 35.98	2.28
0.56 - 0.71	0.04	12.37 - 12.52	0.79	24.18 - 24.33	1.54	35.99 - 36.14	2.29
0.72 - 0.86	0.05	12.53 - 12.68	0.80	24.34 - 24.49	1.55	36.15 - 36.30	2.30
0.87 - 1.02	0.06	12.69 - 12.83	0.81	24.50 - 24.64	1.56	36.31 - 36.46	2.31
1.03 - 1.18	0.07	12.84 - 12.99	0.82	24.65 - 24.80	1.57	36.47 - 36.61	2.32
1.19 - 1.34	0.08	13.00 - 13.15	0.83	24.81 - 24.96	1.58	36.62 - 36.77	2.33
1.35 - 1.49	0.09	13.16 - 13.31	0.84	24.97 - 25.12	1.59	36.78 - 36.93	2.34
1.50 - 1.65	0.10	13.32 - 13.46	0.85	25.13 - 25.27	1.60	36.94 - 37.09	2.35
1.66 - 1.81	0.11	13.47 - 13.62	0.86	25.28 - 25.43	1.61	37.10 - 37.24	2.36
1.82 - 1.97	0.12	13.63 - 13.78	0.87	25.44 - 25.59	1.62	37.25 - 37.40	2.37
1.98 - 2.12	0.13	13.79 - 13.94	0.88	25.60 - 25.75	1.63	37.41 - 37.56	2.38
2.13 - 2.28	0.14	13.95 - 14.09	0.89	25.76 - 25.90	1.64	37.57 - 37.71	2.39
2.29 - 2.44	0.15	14.10 - 14.25	0.90	25.91 - 26.06	1.65	37.72 - 37.87	2.40
2.45 - 2.60	0.16	14.26 - 14.41	0.91	26.07 - 26.22	1.66	37.88 - 38.03	2.41
2.61 - 2.75	0.17	14.42 - 14.57	0.92	26.23 - 26.38	1.67	38.04 - 38.19	2.42
2.76 - 2.91	0.18	14.58 - 14.72	0.93	26.39 - 26.53	1.68	38.20 - 38.34	2.43
2.92 - 3.07	0.19	14.73 - 14.88	0.94	26.54 - 26.69	1.69	38.35 - 38.50	2.44
3.08 - 3.23	0.20	14.89 - 15.04	0.95	26.70 - 26.85	1.70	38.51 - 38.66	2.45
3.24 - 3.38	0.21	15.05 - 15.20	0.96	26.86 - 27.01	1.71	38.67 - 38.82	2.46
3.39 - 3.54	0.22	15.21 - 15.35	0.97	27.02 - 27.16	1.72	38.83 - 38.97	2.47
3.55 - 3.70	0.23	15.36 - 15.51	0.98	27.17 - 27.32	1.73	38.98 - 39.13	2.48
3.71 - 3.86	0.24	15.52 - 15.67	0.99	27.33 - 27.48	1.74	39.14 - 39.29	2.49
3.87 - 4.01	0.25	15.68 - 15.83	1.00	27.49 - 27.64	1.75	39.30 - 39.45	2.50
4.02 - 4.17	0.26	15.84 - 15.98	1.01	27.65 - 27.79	1.76	39.46 - 39.60	2.51
4.18 - 4.33	0.27	15.99 - 16.14	1.02	27.80 - 27.95	1.77	39.61 - 39.76	2.52
4.34 - 4.49	0.28	16.15 - 16.30	1.03	27.96 - 28.11	1.78	39.77 - 39.92	2.53
4.50 - 4.64	0.29	16.31 - 16.46	1.04	28.12 - 28.27	1.79	39.93 - 40.08	2.54
4.65 - 4.80	0.30	16.47 - 16.61	1.05	28.28 - 28.42	1.80	40.09 - 40.23	2.55
4.81 - 4.96	0.31	16.62 - 16.77	1.06	28.43 - 28.58	1.81	40.24 - 40.39	2.56
4.97 - 5.12	0.32	16.78 - 16.93	1.07	28.59 - 28.74	1.82	40.40 - 40.55	2.57
5.13 - 5.27	0.33	16.94 - 17.09	1.08	28.75 - 28.90	1.83	40.56 - 40.71	2.58
5.28 - 5.43	0.34	17.10 - 17.24	1.09	28.91 - 29.05	1.84	40.72 - 40.86	2.59
5.44 - 5.59	0.35	17.25 - 17.40	1.10	29.06 - 29.21	1.85	40.87 - 41.02	2.60
5.60 - 5.75	0.36	17.41 - 17.56	1.11	29.22 - 29.37	1.86	41.03 - 41.18	2.61
5.76 - 5.90	0.37	17.57 - 17.71	1.12	29.38 - 29.53	1.87	41.19 - 41.34	2.62
5.91 - 6.06	0.38	17.72 - 17.87	1.13	29.54 - 29.68	1.88	41.35 - 41.49	2.63
6.07 - 6.22	0.39	17.88 - 18.03	1.14	29.69 - 29.84	1.89	41.50 - 41.65	2.64
6.23 - 6.38	0.40	18.04 - 18.19	1.15	29.85 - 30.00	1.90	41.66 - 41.81	2.65
6.39 - 6.53	0.41	18.20 - 18.34	1.16	30.01 - 30.16	1.91	41.82 - 41.97	2.66
6.54 - 6.69	0.42	18.35 - 18.50	1.17	30.17 - 30.31	1.92	41.98 - 42.12	2.67
6.70 - 6.85	0.43	18.51 - 18.66	1.18	30.32 - 30.47	1.93	42.13 - 42.28	2.68
6.86 - 7.01	0.44	18.67 - 18.82	1.19	30.48 - 30.63	1.94	42.29 - 42.44	2.69
7.02 - 7.16	0.45	18.83 - 18.97	1.20	30.64 - 30.79	1.95	42.45 - 42.60	2.70
7.17 - 7.32	0.46	18.98 - 19.13	1.21	30.80 - 30.94	1.96	42.61 - 42.75	2.71
7.33 - 7.48	0.47	19.14 - 19.29	1.22	30.95 - 31.10	1.97	42.76 - 42.91	2.72
7.49 - 7.64	0.48	19.30 - 19.45	1.23	31.11 - 31.26	1.98	42.92 - 43.07	2.73
7.65 - 7.79	0.49	19.46 - 19.60	1.24	31.27 - 31.42	1.99	43.08 - 43.23	2.74
7.80 - 7.95	0.50	19.61 - 19.76	1.25	31.43 - 31.57	2.00	43.24 - 43.38	2.75
7.96 - 8.11	0.51	19.77 - 19.92	1.26	31.58 - 31.73	2.01	43.39 - 43.54	2.76
8.12 - 8.27	0.52	19.93 - 20.08	1.27	31.74 - 31.89	2.02	43.55 - 43.70	2.77
8.28 - 8.42	0.53	20.09 - 20.23	1.28	31.90 - 32.05	2.03	43.71 - 43.86	2.78
8.43 - 8.58	0.54	20.24 - 20.39	1.29	32.06 - 32.20	2.04	43.87 - 44.01	2.79
8.59 - 8.74	0.55	20.40 - 20.55	1.30	32.21 - 32.36	2.05	44.02 - 44.17	2.80
8.75 - 8.90	0.56	20.56 - 20.71	1.31	32.37 - 32.52	2.06	44.18 - 44.33	2.81
8.91 - 9.05	0.57	20.72 - 20.86	1.32	32.53 - 32.68	2.07	44.34 - 44.49	2.82
9.06 - 9.21	0.58	20.87 - 21.02	1.33	32.69 - 32.83	2.08	44.50 - 44.64	2.83
9.22 - 9.37	0.59	21.03 - 21.18	1.34	32.84 - 32.99	2.09	44.65 - 44.80	2.84
9.38 - 9.53	0.60	21.19 - 21.34	1.35	33.00 - 33.15	2.10	44.81 - 44.96	2.85
9.54 - 9.68	0.61	21.35 - 21.49	1.36	33.16 - 33.31	2.11	44.97 - 45.12	2.86
9.69 - 9.84	0.62	21.50 - 21.65	1.37	33.32 - 33.46	2.12	45.13 - 45.27	2.87
9.85 - 10.00	0.63	21.66 - 21.81	1.38	33.47 - 33.62	2.13	45.28 - 45.43	2.88
10.01 - 10.16	0.64	21.82 - 21.97	1.39	33.63 - 33.78	2.14	45.44 - 45.59	2.89
10.17 - 10.31	0.65	21.98 - 22.12	1.40	33.79 - 33.94	2.15	45.60 - 45.75	2.90
10.32 - 10.47	0.66	22.13 - 22.28	1.41	33.95 - 34.09	2.16	45.76 - 45.90	2.91
10.48 - 10.63	0.67	22.29 - 22.44	1.42	34.10 - 34.25	2.17	45.91 - 46.06	2.92
10.64 - 10.79	0.68	22.45 - 22.60	1.43	34.26 - 34.41	2.18	46.07 - 46.22	2.93
10.80 - 10.94	0.69	22.61 - 22.75	1.44	34.42 - 34.57	2.19	46.23 - 46.38	2.94
10.95 - 11.10	0.70	22.76 - 22.91	1.45	34.58 - 34.72	2.20	46.39 - 46.53	2.95
11.11 - 11.26	0.71	22.92 - 23.07	1.46	34.73 - 34.88	2.21	46.54 - 46.69	2.96
11.27 - 11.42	0.72	23.08 - 23.23	1.47	34.89 - 35.04	2.22	46.70 - 46.85	2.97
11.43 - 11.57	0.73	23.24 - 23.38	1.48	35.05 - 35.20	2.23	46.86 - 47.01	2.98
11.58 - 11.73	0.74	23.39 - 23.54	1.49	35.21 - 35.35	2.24	47.02 - 47.16	2.99

State of Utah
Combined State and Local Tax Schedule
6.35% or 6 7/20%

Sale Amount	Tax	Sale Amount	Tax	Sale Amount	Tax	Sale Amount	Tax
47.17 - 47.32	3.00	58.98 - 59.13	3.75	70.80 - 70.94	4.50	82.61 - 82.75	5.25
47.33 - 47.48	3.01	59.14 - 59.29	3.76	70.95 - 71.10	4.51	82.76 - 82.91	5.26
47.49 - 47.64	3.02	59.30 - 59.45	3.77	71.11 - 71.26	4.52	82.92 - 83.07	5.27
47.65 - 47.79	3.03	59.46 - 59.60	3.78	71.27 - 71.42	4.53	83.08 - 83.23	5.28
47.80 - 47.95	3.04	59.61 - 59.76	3.79	71.43 - 71.57	4.54	83.24 - 83.38	5.29
47.96 - 48.11	3.05	59.77 - 59.92	3.80	71.58 - 71.73	4.55	83.39 - 83.54	5.30
48.12 - 48.27	3.06	59.93 - 60.08	3.81	71.74 - 71.89	4.56	83.55 - 83.70	5.31
48.28 - 48.42	3.07	60.09 - 60.23	3.82	71.90 - 72.05	4.57	83.71 - 83.86	5.32
48.43 - 48.58	3.08	60.24 - 60.39	3.83	72.06 - 72.20	4.58	83.87 - 84.01	5.33
48.59 - 48.74	3.09	60.40 - 60.55	3.84	72.21 - 72.36	4.59	84.02 - 84.17	5.34
48.75 - 48.90	3.10	60.56 - 60.71	3.85	72.37 - 72.52	4.60	84.18 - 84.33	5.35
48.91 - 49.05	3.11	60.72 - 60.86	3.86	72.53 - 72.68	4.61	84.34 - 84.49	5.36
49.06 - 49.21	3.12	60.87 - 61.02	3.87	72.69 - 72.83	4.62	84.50 - 84.64	5.37
49.22 - 49.37	3.13	61.03 - 61.18	3.88	72.84 - 72.99	4.63	84.65 - 84.80	5.38
49.38 - 49.53	3.14	61.19 - 61.34	3.89	73.00 - 73.15	4.64	84.81 - 84.96	5.39
49.54 - 49.68	3.15	61.35 - 61.49	3.90	73.16 - 73.31	4.65	84.97 - 85.12	5.40
49.69 - 49.84	3.16	61.50 - 61.65	3.91	73.32 - 73.46	4.66	85.13 - 85.27	5.41
49.85 - 50.00	3.17	61.66 - 61.81	3.92	73.47 - 73.62	4.67	85.28 - 85.43	5.42
50.01 - 50.16	3.18	61.82 - 61.97	3.93	73.63 - 73.78	4.68	85.44 - 85.59	5.43
50.17 - 50.31	3.19	61.98 - 62.12	3.94	73.79 - 73.94	4.69	85.60 - 85.75	5.44
50.32 - 50.47	3.20	62.13 - 62.28	3.95	73.95 - 74.09	4.70	85.76 - 85.90	5.45
50.48 - 50.63	3.21	62.29 - 62.44	3.96	74.10 - 74.25	4.71	85.91 - 86.06	5.46
50.64 - 50.79	3.22	62.45 - 62.60	3.97	74.26 - 74.41	4.72	86.07 - 86.22	5.47
50.80 - 50.94	3.23	62.61 - 62.75	3.98	74.42 - 74.57	4.73	86.23 - 86.38	5.48
50.95 - 51.10	3.24	62.76 - 62.91	3.99	74.58 - 74.72	4.74	86.39 - 86.53	5.49
51.11 - 51.26	3.25	62.92 - 63.07	4.00	74.73 - 74.88	4.75	86.54 - 86.69	5.50
51.27 - 51.42	3.26	63.08 - 63.23	4.01	74.89 - 75.04	4.76	86.70 - 86.85	5.51
51.43 - 51.57	3.27	63.24 - 63.38	4.02	75.05 - 75.20	4.77	86.86 - 87.01	5.52
51.58 - 51.73	3.28	63.39 - 63.54	4.03	75.21 - 75.35	4.78	87.02 - 87.16	5.53
51.74 - 51.89	3.29	63.55 - 63.70	4.04	75.36 - 75.51	4.79	87.17 - 87.32	5.54
51.90 - 52.05	3.30	63.71 - 63.86	4.05	75.52 - 75.67	4.80	87.33 - 87.48	5.55
52.06 - 52.20	3.31	63.87 - 64.01	4.06	75.68 - 75.83	4.81	87.49 - 87.64	5.56
52.21 - 52.36	3.32	64.02 - 64.17	4.07	75.84 - 75.99	4.82	87.65 - 87.79	5.57
52.37 - 52.52	3.33	64.18 - 64.33	4.08	75.99 - 76.14	4.83	87.80 - 87.95	5.58
52.53 - 52.68	3.34	64.34 - 64.49	4.09	76.15 - 76.30	4.84	87.96 - 88.11	5.59
52.69 - 52.83	3.35	64.50 - 64.64	4.10	76.31 - 76.46	4.85	88.12 - 88.27	5.60
52.84 - 52.9							

LUNCH BREAK

You and a group of your friends have just finished a fast game of tennis. It's lunchtime and you're all hungry. You've just ordered your favorite foods at "Quinn's Quick Order," a local drive-in. Using the order pad and price list below, figure the total cost for each lunch, including sales tax. (See tax chart provided by your teacher.) Write the answers on your student activity guide.

- Jed: Two cheeseburgers, each with lettuce, tomato, and onions; large fries; and a large root beer. **Total** _____
- Jane: One plain cheeseburger, large fries, and a small fruit punch. **Total** _____
- Jim: One hamburger, small fries, and small lemonade. **Total** _____
- Joni: One hot dog with lettuce, tomato, and onions; large fries; and a chocolate milkshake. **Total** _____

	Hot Dog	\$1.50
	Hamburger	\$1.85
QUINN'S	Cheeseburger	\$2.35
	Lettuce, tomato, onion	\$.60
QUICK	Large Fries	\$1.25
	Small Fries	\$1.00
ORDER	Large Soft Drink	\$1.25
	Small Soft Drink	\$.75
	Milkshake	\$1.65

Soon after you left, a busload of baseball players pulled into the drive-in. Using the prices listed above, an order pad, and the tax chart, figure their total bill.

- Ten people ordered: One hamburger with lettuce, tomato, and onion; and a small fruit punch. **Sub Total** _____
- Ten people ordered: One cheeseburger with onions, large fries, and a large root beer. **Sub Total** _____
- Ten people ordered: One plain hamburger, small fries, and a milkshake. **Sub Total** _____
- The bus driver ordered: Two hot dogs, small fries, and large lemonade. **Sub Total** _____
- The bus driver paid the entire bill.
What was the total bill? 15 _____

RECIPE IDEAS - Page 1

TROPICAL FREEZE (Makes three 9 oz. Servings)

Ingredients: 1/3 c. orange juice concentrate
 1 c. milk
 2 T. sugar
 8 Large ice cubes

1. Put orange juice concentrate, milk, and sugar in blender.
2. Add four (4) ice cubes.
3. Blend on medium speed again until the ice cubes are crushed.
4. Add the remaining four (4) ice cubes.
5. Blend on medium speed again until the ice cubes are crushed.
6. Pour mixture into paper cups or glasses.
7. Use rubber spatula to clean all of mixture out of blender.

TROPICAL FREEZE SPECIAL

Add a half slice of orange or lime, or one maraschino cherry before serving.

TICKLE ME PINK PUNCH

Ingredients: 1 6 oz can frozen pink lemonade concentrate
 1½ c. frozen blended fruit punch
 1½ c. water
 1 c. ginger ale
 7 ice cubes

1. Put pink lemonade, fruit punch, and water in pitcher.
2. Stir well, until frozen lemonade is thawed.
3. Add ice cubes.
4. Just before serving, add ginger ale and stir again.

TICKLE ME PINK SPECIAL

Add a half slice of orange or lime, or one maraschino cherry before serving.

RECIPE IDEAS - Page 2

CITRUS SPARKLE

In a blender container, combine: $\frac{3}{4}$ cup water
 $\frac{1}{2}$ cup sugar

Cover and blend on a low speed until sugar is dissolved.

Add: 2 oranges, peeled and quartered
 $\frac{1}{2}$ lemon, peeled and quartered
 2 limes, peeled and quartered
 1 c. pineapple chunks
 6-8 ice cubes

NOTE: DO NOT PUT PEELINGS IN BLENDER WITH FRUIT!

Cover and process at LIQUEFY until fruit is liquid. Add 6-8 ice cubes. Cover and process at CHOP.

NOTE: Some blenders must be running when the ice is added. Adjust this recipe to fit your blender recommendations.

Pour juice into a pitcher and serve. Lemon-lime drink may be added if desired.

SUGAR-FREE SHAKE

In a blender container, combine: 1 cup milk
 2 frozen bananas
 $\frac{1}{4}$ package frozen unsweetened strawberries

Cover and blend on a high speed until mixture is thick and smooth.

NOTE: Some blenders must be running when the ice is added. Adjust this recipe to fit your blender recommendations.

Pour shake into glasses and serve.

RECIPE IDEAS - Page 3

BREAD STICKS

Ingredients needed per class of customers:

- 2 frozen dough rolls (per person)
- $\frac{1}{4}$ C. melted margarine or butter
- Pizza or Italian seasoning
- Ranch dressing
- Pizza sauce
- Nut cups

1. Thaw roll dough according to package directions.
2. Preheat oven to 375 degrees F.
3. Spray cookie sheet with nonstick vegetable spray.
4. Roll each piece of roll dough into a bread stick approximately 6 inches long.
5. Brush bread stick with melted margarine.
6. Sprinkle with pizza or Italian seasoning, or leave plain.
7. Bake in oven for 12-15 minutes.
8. According to customers' orders, pour pizza sauce or ranch dressing into nut cups for dipping. Heat pizza sauce in microwave for ____ seconds.
9. Serve.

CASHIER'S ACTIVITY

1. When counting change, you should give the least number of coins possible.

For example: If the amount of change is 18 cents, you should not give the customer 18 pennies (18 coins).

It is also not practical to give the customer three nickels and three pennies (six coins).

It is best to give the customer one dime, one nickel, and three pennies (five coins).

2. Give the change to the customer by stating the amount of the bill, and counting up to the amount of money received.

For example: If the amount of the bill is .65 cents, and the customer gives you \$1, the steps in making change are:

- .65 cents and one dime equal .75 cents, plus .25 cents equal \$1.

If the amount of the bill is \$1.20, and the customer gives you \$2, change is given like this:

- \$1.20 plus one nickel equal \$1.25, plus three quarters equal \$2.

Write the correct amount of change under the correct column on your student activity guide. **Remember** ~ Use the smallest number of coins possible!

Use the "play money" provided by your teacher to practice counting change for the examples on the student activity guide.



TABLE SETTING ACTIVITY - PAGE 1

An attractively set table establishes a nice environment for eating at home or in a restaurant. It affects a person's attitude toward a meal.

Some basic table setting guidelines are:

- A tablecloth should hang 8 to 10 inches over the sides. Placemats should be an equal distance apart, and near the edge of the table.
- The napkin should be folded and placed with the open edge near the left side of the fork. It should be placed about 1 inch from the edge of the table.
- Flatware (silverware) is arranged in the order of use. The first piece to be used should be placed on the outside. Forks should be placed on the left of the plate, and knives and spoons should be placed to the right of the plate with the knife on the inside. Flatware should be placed so that the bottom is about 1 inch from the edge of the table.
- Dinnerware (plates, etc.) should be placed within easy reach of the person's hand, with dinner plates being about 1 inch from the edge of the table, salad plates to the left of the forks, and bread plates directly above the forks.
- Glasses are placed at the tip of the knife, and cups and saucers are placed to the right of the knife and spoon(s).
- A centerpiece may be placed anywhere on the table as long as it is low enough for people to see each other.

Practice setting the table for the situations described on the next page. You may refer to the table setting diagram for reference. The table-setting diagram is a basic setting and will not be exact for all occasions and/or all settings. There can and should be variations, depending upon the situation.

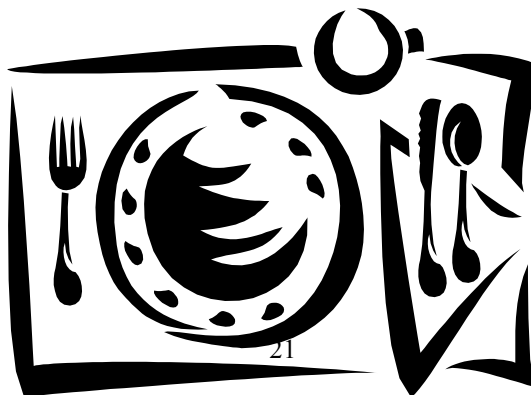


TABLE SETTING ACTIVITY - PAGE 2

Situation #1

You are planning to have a birthday dinner for your dad, and are inviting your grandparents to come, too.

The menu will be:	Roast Beef	Baked Potatoes
	Green Salad	Rolls
	Apple Pie	Fruit Punch

How would you set the table for this dinner?

(When you have finished, let your teacher check your setting.)

Situation #2

You are to set the table for the family dinner tonight.

The menu will be:	Vegetable Beef Soup	French Bread
	Cheese Slices	Canned Fruit
	Cookies	Milk

How would you set the table for this dinner?

(When you have finished, let your teacher check your setting.)

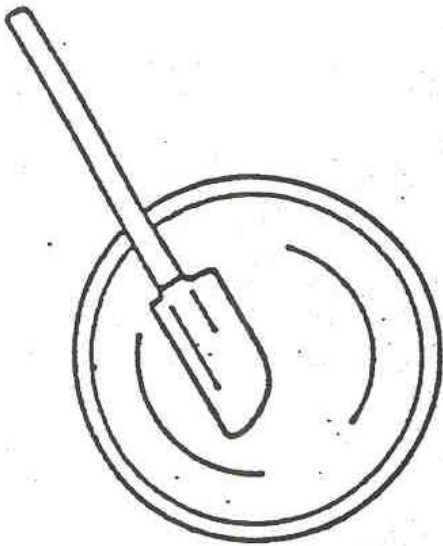
Situation #3

You are in charge of setting up the tables for a dinner at your church. There will be about 150 people there.

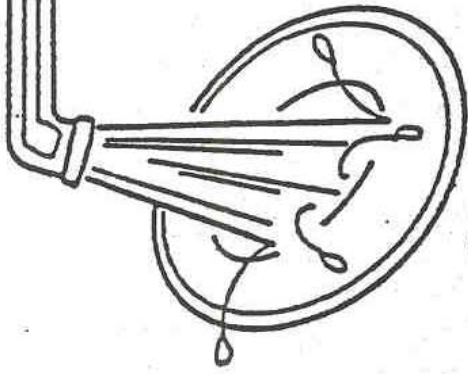
The menu will be:	Spaghetti	Salad
	Garlic Bread	Ice Cream Sundaes
	Fruit Punch	

How would you set the table for this dinner?

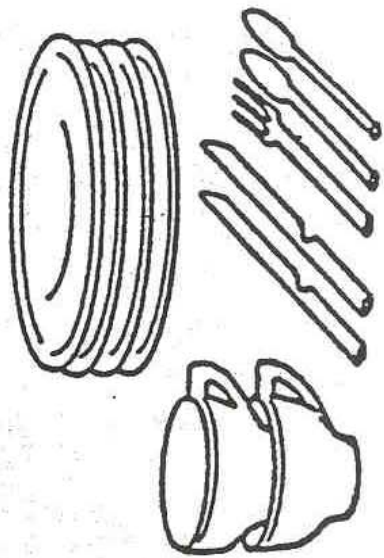
(When you have finished, let your teacher check your setting.)



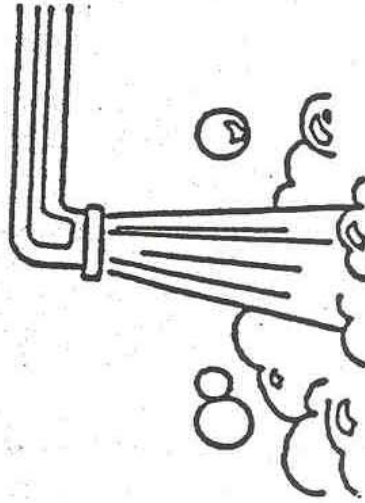
**Scrape food
particles off dishes**



**Prerinse dishes
lightly**



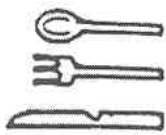
**Sort and stack
dishes by groups**



**Wash in hot,
soapy water**



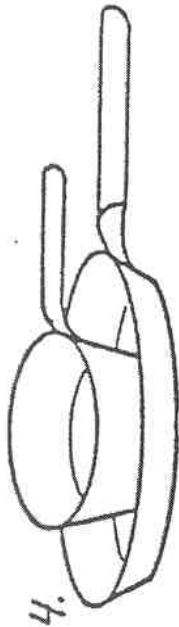
1.



2.

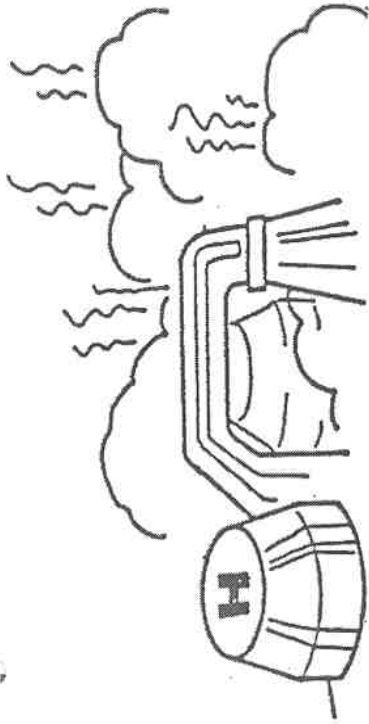


3.

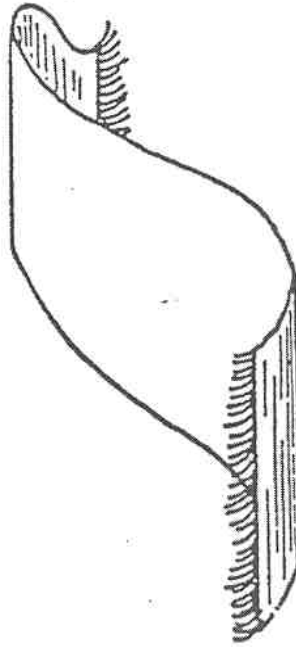


4.

Wash dishes in correct order by groups



A. Rinse in hot water
B. Rinse in sanitizing chemical or extremely hot water



Air dry or dry with a clean towel

JOB TITLE: Cashier

NAME: _____

DATE: _____

DIRECTIONS: Put your initials on the line by each job as you complete it.

- _____ 1. Wash your hands thoroughly. Fill out the top of this paper.
- _____ 2. Sit at the cash register.
- _____ 3. Tape this sheet to the cashier station desk.
- _____ 4. Count your money and fill in **ONLY** the first line of the *Cashier's Daily Balance Sheet* (at the bottom of this page).
- _____ 5. Get the mints from the restaurant owner (teacher). Put three or four mints on several small plates.
- _____ 6. Give the small plates with the mints to the food servers as requested.
- _____ 7. If any mints are left over, return them to the restaurant owner (teacher).
- _____ 8. When customers are ready to pay their bill, take their money and give them the change.
- _____ 9. Put the receipts (food tickets) on the stand.
- _____ 10. When the last customer has paid, run a total of the day's receipts (food tickets). Put this figure on line #2 of the *Cashier's Daily Balance Sheet*.
- _____ 11. Add lines #1 and #2 of the *Cashier's Daily Balance Sheet* together, and put the total on line #3.
- _____ 12. Count the money. It should be the same amount as line #3 of the *Cashier's Daily Balance Sheet*.
- _____ 13. Give this completed form, along with the food tickets and money to the manager. Return to your regular seat.

CASHIER'S DAILY BALANCE SHEET

- | | | |
|----|--|-------|
| 1. | Total amount of cash on hand at beginning of business day: | _____ |
| 2. | Amount of money taken in (total of food tickets): | _____ |
| 3. | Total amount of cash on hand at end of business day: | _____ |

JOB TITLE: Cook's Assistant(s)

DATE: _____

#1 EMPLOYEE: _____

TABLE #s _____

#2 EMPLOYEE: _____

TABLE #s _____

#3 EMPLOYEE: _____

TABLE #s _____

#4 EMPLOYEE: _____

TABLE #s _____

DIRECTIONS: Put your initials on the line by each job as you complete it.
•YOU MUST STAY IN THE KITCHEN AT ALL TIMES!
•YOU ARE NOT ALLOWED IN CUSTOMER EATING AREA!

#1 #2 #3 #4

- | | |
|-------|--|
| _____ | 1. Wash your hands thoroughly. Fill in the top of this paper. |
| _____ | 2. Wait in the kitchen until the assistant manager brings you the following supplies: TRAYS, HATS, and APRONS. |
| _____ | 3. Put on your hat and apron. |
| _____ | 4. Set out _____ paper cups and/or plates for the cook(s) on a tray. |
| _____ | 5. Fill the sink with hot, soapy water. |
| _____ | 6. Get two (2) dishtowels and two (2) dishcloths. |
| _____ | 7. Take the orders from the food servers. Give orders to the cooks. |
| _____ | 8. If a beverage is to be served, prepare it (them), place on a tray, and give to the food servers. |
| _____ | 9. Help the cooks prepare the orders as needed. |
| _____ | 10. Place prepared orders on trays for the food servers. |
| _____ | 11. Wash, dry, and put away pots, pans, or equipment used in the food preparation process. |
| _____ | 12. Wash the dirty dishes that are brought to the kitchen. |
| _____ | 13. Dry the dishes and put them away. |
| _____ | 14. Drain dishwater from the sinks, wipe them out, and polish faucets. |
| _____ | 15. Put the dirty dishtowels and dirty dishcloths in the laundry area. |
| _____ | 16. Give this completed form to the assistant manager. Return to your regular seat. |

JOB TITLE: Cook's Assistant(s) DATE: _____

#1 EMPLOYEE: _____ TABLE #s _____

#2 EMPLOYEE: _____ TABLE #s _____

#3 EMPLOYEE: _____ TABLE #s _____

#4 EMPLOYEE: _____ TABLE #s _____

DIRECTIONS: Put your initials on the line by each job as you complete it.
•YOU MUST STAY IN THE KITCHEN AT ALL TIMES!
•YOU ARE NOT ALLOWED IN CUSTOMER EATING AREA!

#1 #2 #3 #4

- | | |
|-------|--|
| _____ | 1. Wash your hands thoroughly. Fill in the top of this paper. |
| _____ | 2. Wait in the kitchen until the assistant manager brings you the aprons, hats, cooking utensils, and food supplies. |
| _____ | 3. Put on your hats and aprons. |
| _____ | 4. Prepare the food, making _____ servings of the recipe. |
| _____ | 5. Take the written orders from the food servers. |
| _____ | 6. Give the prepared orders to the cook's assistant who will place them on a tray for the food servers. |
| _____ | 7. When all of the orders have been filled, return the leftover food to the assistant manager. |
| _____ | 8. Give dirty dishes to cook's assistant to wash and put away. |
| _____ | 9. Wipe off counters, sink, and stove/microwave. |
| _____ | 10. Fold your aprons and return them to assistant manager. |
| _____ | 11. When this form is complete, give it to assistant manager. |
| _____ | 12. Return to your regular seats. |

JOB TITLE: **Manager**

NAME: _____

DATE: _____

DIRECTIONS: Put your initials on the line by each job as you complete it.

NOTE: If the assistant manager needs to replace another staff person, you will need to do his/her job along with your own.

You are in charge of: HOST(ESS), CASHIER(S), FOOD SERVER(S), and TABLE ATTENDANT(S).

_____ 1. Wash you hands thoroughly.

_____ 2. Check out the following supplies from the restaurant owner (teacher).

Record the amount of each item you take:

_____ Menus	_____ Water pitchers	_____ Silverware
_____ Aprons	_____ Centerpieces	_____ Napkins
_____ Order pads	_____ Water glasses	_____ Tablecloths

_____ 3. Give menus, centerpieces, and water pitchers to the Maitre d'/host(ess).

_____ 4. Give aprons and order pads to the food servers.

_____ 5. Give tablecloths, glasses, silverware, and napkins to the table attendants.

_____ 6. Make sure the tables have been set correctly.

After THE CUSTOMERS HAVE BEEN SERVED:

_____ 7. Ask the customers if everything was satisfactory.

_____ 8. Make sure the MAITRE D'/HOST(ESS), CASHIER(S), FOOD SERVER(S), and TABLE ATTENDANT(S) do their jobs well. Collect their completed work forms.

Turned in: (Yes or No)

_____ Maitre d'/Host(ess)	_____ Cashier(s)
_____ Food Server(s)	_____ Table Attendant(s)

_____ 9. Return the supplies to the supply table. Be sure to return the same amount of each item that you checked out:

_____ Menus	_____ Water pitchers	_____ Silverware
_____ Aprons	_____ Centerpieces	_____ Napkins
_____ Order pads	_____ Water glasses	_____ Tablecloths

_____ 10. Give the completed work forms _____ to the restaurant owner.

JOB TITLE: Assistant Manager

NAME: _____

DATE: _____

DIRECTIONS: Put your initials on the line by each job as you complete it.

NOTE: If the assistant manager needs to replace another staff person, you will need to do his/her job along with yours.

You are in charge of: **COOK(S) AND COOK'S ASSISTANT(S)**.

- _____ 1. Wash your hands thoroughly.
- _____ 2. On step #3 below, list food supplies/cooking utensils needed.
- _____ 3. Check out the necessary supplies from the restaurant owner (teacher).

Record the amount of each item you take:

_____	TRAYS	_____	_____
_____	APRONS	_____	_____
_____	HATS	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- _____ 4. Give the food, cooking utensils, hats, and aprons to the cook's assistant(s).
- _____ 5. Give the trays to cook's assistant(s).
- _____ 6. Make sure the cook's assistant(s) wear their hats and aprons.
- _____ 7. Make sure the cook(s)/cook's assistant(s) stay in kitchen at all times.
- _____ 8. Make sure the cook(s)/cook's assistant(s) do their jobs well. Collect their completed work forms.

Turned in: (Yes or No)

_____	Cook(s)	_____	Cook's Assistant(s)
-------	---------	-------	---------------------

- _____ 9. Return the cooking utensils and remaining food supplies that were checked out to the supply table. Be sure to return the same amount of each item that you checked out:

_____	TRAYS	_____	_____
_____	APRONS	_____	_____
_____	HATS	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- _____ 10. Give the completed work forms _____ to the restaurant owner.

JOB TITLES: Maitre 'd ----- NAME: _____
 Host(ess) ----- NAME: _____
 DATE: _____

DIRECTIONS: One person may do all of these jobs, or you may split them up between two people. If your restaurant chooses two people, refer to the "*" to indicate who is responsible for each task.

MAITRE 'D HOST(ESS)

- | | | |
|---------|---------|---|
| * _____ | * _____ | 1. Wash your hands thoroughly. |
| * _____ | _____ | 2. Make sure there is a chair at each place setting. |
| _____ | * _____ | 3. Wait at the Host Station to get the menus, water pitchers, and centerpieces from the manager. |
| * _____ | _____ | 4. Fill water pitchers and leave them at Host Station. |
| * _____ | _____ | 5. Put the centerpieces on the tables. |
| * _____ | _____ | 6. Check to make sure the tables are set correctly. |
| _____ | * _____ | 7. Take the menus and wait for customers to arrive. |
| * _____ | _____ | 8. Welcome customers as they arrive. |
| _____ | * _____ | Ask, "How many are in your party?" |
| _____ | * _____ | 9. Check to see where a table available for the party size. |
| _____ | * _____ | 10. Lead customers to the table. |
| _____ | * _____ | 11. Give each member of the party a copy of menu. |
| _____ | * _____ | 12. After party is seated, get water pitcher and fill their glasses. |
| * _____ | _____ | 13. When the food server(s) return the menus, give them to the manager. |
| * _____ | * _____ | 14. While customers are eating, be seated near cashier. |
| _____ | * _____ | 15. Empty/dry water pitchers, and return them to manager. |
| _____ | * _____ | 16. After customers have left table, use a tray to pick up water glasses and take them to cook's assistant. |
| * _____ | _____ | 17. Collect centerpieces and return them to manager. |
| * _____ | _____ | 18. Give this completed form to the manager. Return to your regular seat. |

JOB TITLE: Food Server(s)

DATE: _____

#1 EMPLOYEE: _____

TABLE #s _____

#2 EMPLOYEE: _____

TABLE #s _____

#3 EMPLOYEE: _____

TABLE #s _____

#4 EMPLOYEE: _____

TABLE #s _____

DIRECTIONS: Put your initials on the line by each job as you complete it.

#1 #2 #3 #4

- ____ _ 1. Wash your hands thoroughly and fill in the top of this paper.
- ____ _ 2. Wait at the food service station until the manager brings you aprons and order pads.
- ____ _ 3. Stay at the food service station until the customers are seated.
- ____ _ 4. After the customers are seated and have had time to look over the menu, go to the table with your order pad and pen/pencil.
- ____ _ 5. Greet customers and introduce yourself. Ask, "Are you ready to order?"
- ____ _ 6. Write each customers' orders on the order pad. Write everything down!
- ____ _ 7. Return the menus to the host(ess)/maitre 'd.
- ____ _ 8. Take the order and give it to the cook.
- ____ _ 9. Serve beverages to the customers from the RIGHT side, using your RIGHT hand.
- ____ _ 10. When the order is ready, serve it to the customers from their LEFT side, using your LEFT hand.
- ____ _ 11. Sit at the food service station while the customers are eating.
- ____ _ 12. After a short time, return to the table and ask the customers if their orders are okay.
- ____ _ 13. Get one mint per customer from the cashier and put them on a small plate.
- ____ _ 14. Total the bill and place it face down on the plate with the mints. Put the plate by the person you think will be responsible for the bill (generally, the person taking charge of the group). Say, "Thank you very much."
- ____ _ 15. Return the order pads and aprons to the manager.
- ____ _ 16. Give this completed form to the manager and return to your regular seats.

JOB TITLE: Table Attendant(s)

DATE: _____

#1 EMPLOYEE: _____

TABLE #s _____

#2 EMPLOYEE: _____

TABLE #s _____

#3 EMPLOYEE: _____

TABLE #s _____

#4 EMPLOYEE: _____

TABLE #s _____

DIRECTIONS: Put your initials on the line by each job as you complete it. Each table attendant needs to complete all of the following tasks for his/her assigned table(s).

- | #1 | #2 | #3 | #4 | |
|------------|------------|------------|------------|--|
| _____ | _____ | _____ | _____ | 1. Wash your hands thoroughly and fill in the top of this paper. |
| _____ | _____ | _____ | _____ | 2. Wait at the table attendants' station until the manager brings you the tablecloths, water glasses, silverware, and napkins. |
| _____ | _____ | _____ | _____ | 3. Put the tablecloths on the tables. |
| _____ | _____ | _____ | _____ | 4. Set the empty water glasses and napkins on the tables correctly. |
| _____ | _____ | _____ | _____ | 5. If needed, place the silverware on the table(s). |
| _____ | _____ | _____ | _____ | 6. Stay at the table attendants' station from the time the restaurant opens until the customers at your tables leave. |
| _____ | _____ | _____ | _____ | 7. After the customers have left, use a tray to clear the tables, except for clean glasses and centerpieces. |
| _____ | _____ | _____ | _____ | 8. Take the dishes to the cook's assistant. Throw the paper items in the trash. |
| _____ | _____ | _____ | _____ | 9. Fold the tablecloths and give them to the manager. |
| _____ | _____ | _____ | _____ | 10. Wipe off the tables. |
| _____ | _____ | _____ | _____ | 11. Push the chairs under the tables. |
| _____ | _____ | <u>n/a</u> | <u>n/a</u> | 12. Table Attendants #1 and #2: Clean the floor in the kitchen area. |
| <u>n/a</u> | <u>n/a</u> | _____ | _____ | 13. Table Attendants #3 and #4: Clean the floor in the eating area. |
| _____ | <u>n/a</u> | <u>n/a</u> | <u>n/a</u> | 14. Table Attendant #1: Give this completed form to the manager. |
| _____ | _____ | _____ | _____ | 15. Return to your regular seats. |

JOB TITLE: Restaurant Owner (Teacher) **DATE:** _____

THINGS TO PUT OUT ON THE SUPPLY TABLE:

RECIPE INGREDIENTS:

EQUIPMENT:

_____ Trays
_____ Water Pitchers
_____ Water Glasses
_____ Silverware
_____ Cash Register
_____ Money Stand

SUPPLIES:

_____ Disposable Food Service Hats
_____ Rubber Bands
_____ Menus
_____ Order Pads
_____ Tablecloths
_____ Centerpieces
_____ Play Money
_____ Job Sheets
_____ Station Signs
_____ Masking Tape
_____ Pens/Pencils
_____ Individually Wrapped Mints
_____ Table Numbers
_____ Aprons

STATION SIGNS NEEDED:

Food Service Station
Table Attendants' Station
Cashier's Station
Order Station
Other: _____

- _____ Place (tape) station signs at the appropriate stations.
- _____ Give job sheet, small plates, and mints to the cashier.
- _____ Number the tables.
- _____ Hang up the table setting diagram.
- _____ Put table assignments on the food servers' job sheet.
- _____ Put kitchen assignments and number of servings on cook(s) and cooks' assistant(s) job sheets.
- _____ Tape job assignment sheets at food service station, table attendant station, and _____.
- _____ Post the recipe(s) in the kitchen.
- _____ Designate place for order placement (table, hooks, magnets, or whatever).
- _____ Dispense supplies to manager.
- _____ Dispense supplies to assistant manager.
- _____ Give play money and evaluation sheets to customers.
- _____ Set up video for customers to watch, or assign activity.

RESTAURANT SIMULATION EVALUATION

MANAGER/ASSISTANT MANAGER:

- _____ Assisted restaurant personnel as needed.
- _____ Distributed supplies and equipment correctly.
- _____ Returned supplies and equipment as requested.
- _____ Collected job sheets at end of experience.

MAITRE 'D/HOST(ESS):

- _____ Seated guests quickly.
- _____ Gave each customer a menu.
- _____ Were pleasant and friendly.

FOOD SERVER(S) - (WAITERS/WAITRESSES):

- _____ Took the orders correctly.
- _____ Served the food correctly.
- _____ Served the beverage correctly.
- _____ Totaled the bill correctly.

TABLE ATTENDANT(S) - (BUSSERS):

- _____ Tables and chairs were arranged neatly.
- _____ Tables were set correctly.
- _____ Dirty dishes were cleared promptly.

COOK(S):

- _____ Food was prepared correctly and tasty.
- _____ Food was ready to be served in a timely manner.

COOK'S ASSISTANT(S) - (DISHWASHERS):

- _____ Beverage was ready on time.
- _____ Made good use of their time.
- _____ Followed correct dishwashing procedures.

CASHIER(S):

- _____ Were courteous to customers.
- _____ Counted the change correctly.
- _____ Asked the customers to come back again.

CUSTOMER(S):

- _____ Were courteous to restaurant personnel.
- _____ Practiced good manners.

RESTAURANT OWNER:

- _____ Was prepared and ready.
- _____ Was helpful to restaurant staff when needed.
- _____ Greeted customers with a smile.
- _____ Let restaurant personnel do their jobs.

Things I learned from this restaurant experience are:



If our class could do this over again, the things that should be done differently are:

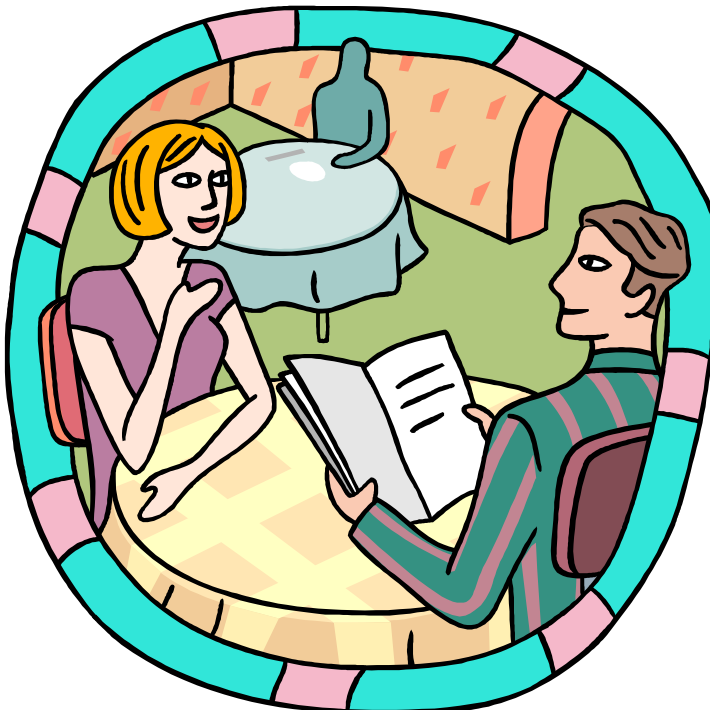
JOB TITLE: Customer

NAME: _____

DATE: _____

DIRECTIONS: Put your initials on the line by each job as you complete it.

- _____ 1. Wash your hands thoroughly before you are seated in the restaurant area.
- _____ 2. Watch the video or do the activity assigned by the teacher.
- _____ 3. STAY OUT OF THE RESTAURANT AREA UNTIL YOU HAVE BEEN SIGNALLED TO GO THERE.
- _____ 4. Go into the restaurant by groups. Follow restaurant procedure and wait to be seated by the maitre 'd/host(ess).
- _____ 5. Use appropriate table manners.
- _____ 6. When you have finished eating, leave the restaurant area and return to your regular seats.
- _____ 7. Fill in the Restaurant Simulation Evaluation student activity guide.



Appendix

A

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An Overhead Presentation for

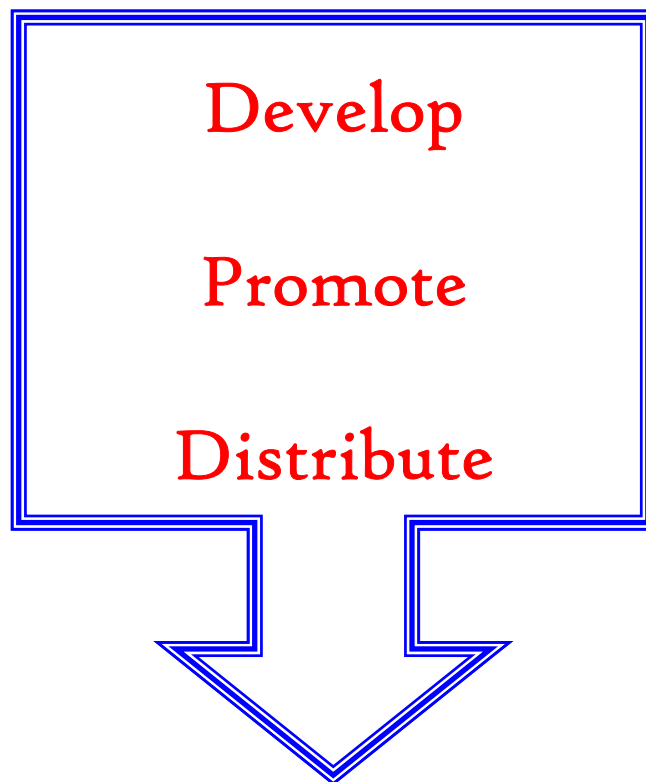


TECHNOLOGY, LIFE, AND CAREERS

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Definition of Marketing

Marketing is the process of developing, promoting,
and distributing products in order to satisfy
customers' needs and wants.



Products

?

?

What
Are

?

?

Products?

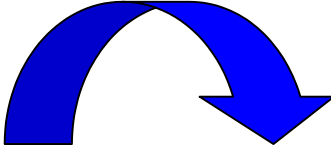
?



?

?

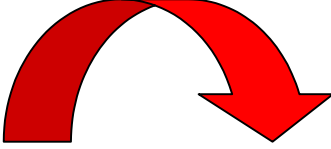
PRODUCTS ARE

Goods 

Car
Food
Home
Clothes

Services 

Hospital
TV Repair
Auto Mechanics
Carpet Cleaning

Ideas 

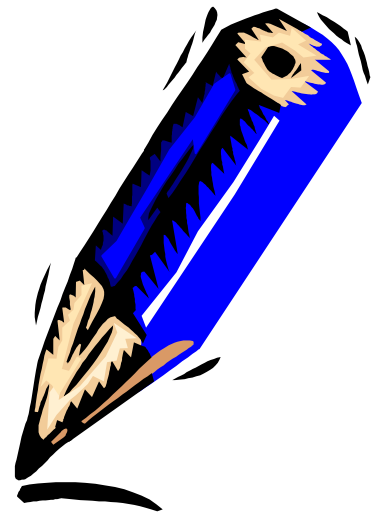
Internet
Training
Computers
Printed Materials

Short Definition of Marketing:
"The promotion of goods, services, and ideas."

What do we learn in Marketing?

The Four Ps of MARKETING

1. Product
2. Place
3. Price
4. Promotion



NOTE: Ask students to identify examples of each of the Four Ps.
(Magazines, newspapers, physical objects, etc., are good examples.)

The Four Ps of Marketing

Product

Any goods, services, or ideas that we wish to sell.

Goods, Services, or Ideas

Research:
Defining Target Markets

Product Design or Content

Quantities

Quality: Standard/Deluxe
Guarantees or Warranties

Place

Distribution is getting the right product to the right place at the right time in the right amount and in the right condition.

(For example: You don't want parkas delivered to a service station in Las Vegas!)

Distribution

Storage & Warehousing

Transporting

Price

Determining a dollar amount at which we can sell the product.

Costs:
Production
Wholesale
Retail

Compare to Competition

Profit Margin

Value

Promotion

Making potential customers aware of a product in a positive way so they will want to buy it.

Packaging

Advertising

Personal Selling

Sales Promotion:
Coupons, Discounts

1/3 Jobs

Cornerstone
Entrepreneurship

Exciting Work
With People

\$Highest/Lowest
Pay

Transferable
Skills

Marketing

Did you know?

60% CEO
America

Lubricant

25% Growth in
USA

Advertising
Customer Service
e-Commerce
Entrepreneur
Fashion Merchandising
Financial Services
Food Marketing

Hospitality Marketing
Importing/Exporting
International Marketing
Marketing Research
Product Management
Professional Sales
Public Relations

Examples of Careers in Marketing

Real Estate
Restaurant Management
Retail Management
Sales Management
Service Marketing
Sports Marketing
Travel & Tourism Marketing