
FOODS AND NUTRITION

TOPIC #18: Restaurant Simulation

TIME PERIOD: 4-6 Days

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will explore restaurant-related careers by participating in a restaurant simulation activity.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0417 Identify careers related to food preparation and food service (specifically restaurant-related careers).

20.0001-0429 Identify qualities employers expect employees to possess.

20.0001-0430 Explore the various components of food service careers, including management skills, public relations, cashiering, tablesetting, dishwashing, and eating etiquette.

LIFE SKILLS:

- * Lifelong Learning
- * Complex Thinking
- * Effective Communication
- * Collaboration
- * Responsible Citizenship
- * Employability

RELATED CAREERS: OCCUPATIONAL CLUSTERS:

Restaurant Manager	Business-Marketing/Management; Family/Consumer Sciences
Assistant Manager	Business-Marketing/Management; Family/Consumer Sciences
Short Order Cook	Technical/Crafts; Family and Consumer Sciences
Cook's Assistant	Technical/Crafts; Family and Consumer Sciences
Table Attendant	Technical/Crafts; Family and Consumer Sciences
Food Server	Business-Marketing/Sales; Family and Consumer Sciences
Cashier	Business-Info.Mgmt/Financial; Family/Consumer Sciences
Maitre d'/Host/Hostess	Business-Marketing/Sales; Family and Consumer Sciences

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**LIST OF STUDENT ACTIVITIES:****SUPPLIES REQUIRED:****DAY #1**

- | | | |
|------|--|--|
| 1. | "Help Wanted" (Motivator) | Help Wanted poster (18.17)
Copies of student activity guide (18.18) |
| ▶ 2. | Exploring Restaurant-Related Careers | Career information (18.19-18.21)
Career posters (18.22-18.28) |
| 3. | Introduction to Restaurant Simulation Experience | Depends on teacher |

DAY #2

- | | | |
|------|---------------------------|--|
| ▶ 4. | Restaurant Career Skills | Copies of student activity guide (18.29) for each student |
| A. | Public Relations Activity | Copy of teacher resource (18.31) |
| B. | Lunch Break Activity | Copy of teacher resources (18.32-33) |
| C. | Cashier's Activity | Copy of teacher resource (18.34)
Play money (coins: 18.57-18.60) |
| D. | Tablesetting Activity | Copy of teacher resource (18.35-18.36)
Tablesetting pieces (12.28-12.32)
Magnet board (optional) |
| E. | Food Server Activity | Copy of teacher resources (18.37-38) |
| F. | Menu Design Activity | Copy of teacher resource (18.39)
Computer with simple graphics program
OR
Paper, felt-tip markers, etc. |
| G. | Dishwashing Activity | Copy of teacher resource (18.40)
Dishwashing cards (18.41-18.42) |



LIST OF STUDENT ACTIVITIES

SUPPLIES REQUIRED:

DAYS #3 and #4

5. Restaurant Simulation

- Copies of restaurant job sheets (18.43-18.52)
- Copies of restaurant evaluation (18.53) for each student
- Copies of recipes (18.54-18.56)
- Food supplies for recipes chosen
- Play money (coins: 18.57-18.60)
- Restaurant station signs (18.61-18.64)

6. Working Video

- Video from Metropolitan Life Insurance Co.
- Video player





PROCEDURE

DAY #1

1. "HELP WANTED" (MOTIVATOR)

As the class begins, the teacher should have the "HELP WANTED" sign (page 18.17) posted where the students can see it. The teacher can pretend he/she is the potential employer needing some help and lead a class discussion addressing 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 that 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 they do in adults? Why?
- What are some reasons that people lose their jobs?
- What are some reasons why teenagers might lose their jobs?
- FINAL QUESTION: If you were an employer, would you hire YOU? Why?

When the class gets to the final question, have the students complete the student activity guide, JOB APPLICATION, T-L-C CORPORATION (page 18.18).

CONCEPT: The free enterprise system in America allows people to work at jobs they choose and are qualified for. Good work habits are necessary to be successful on any job.



◆ 2. **EXPLORING RESTAURANT-RELATED CAREERS**

- A. Identify the variety of jobs/careers related to restaurants. List them on the board as they are identified and describe some of the duties, advantages, and disadvantages of each job. Place particular emphasis on restaurant-related jobs in this topic. Career information is provided on pages 18.19-18.21 along with career posters on pages 18.22 through 18.28. Many of the students will be employed in some type of food service/restaurant job at some time in their lives. Therefore, the positive aspects of each job need to be emphasized.
- B. Invite local business people who have been successful in food-related careers to come to the class and share their experiences. It may be especially appealing to students to have a high school student who works in the food service industry come and talk about the advantages and disadvantages of this type of career.

AND/OR

The teacher can assign the students to interview a food service worker as a homework assignment. (An interview questionnaire would need to be developed and used to ensure quality interviews.)

- C. Arrange with your school cafeteria for a field trip. Prepare students for the experience by outlining some things they will see such as:
- the different kinds of equipment for food preparation
 - the different methods of preparation
 - how the food is warmed and cooled
 - dishwashing and sanitation procedures.

After returning from the cafeteria, some items the teacher might review briefly with the students are:

- how a commercial or institutional kitchen differs from the home kitchen
- identify some of the jobs in the commercial kitchen
- if the ovens in institutional kitchens cook faster than those at home
- how the food is kept warm for serving
- how the dishes are washed
- where the food service workers wash their hands

3. **INTRODUCTION TO THE RESTAURANT SIMULATION EXPERIENCE**

Explain to the students that they will be involved in activities which simulate a small restaurant to gain some practical experience for food service careers during the next few days. They will be given specific job assignments in a day or so such as the ones listed below. The jobs for the restaurant will be:

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MANAGER/ ASSISTANT MANAGER:	checks to see that everyone is doing their job, customers are happy, and makes decisions as needed; often fills in for an absent employee.
HOST/HOSTESS:	helps customers find seats and is in charge of menus; this student may be responsible for actually making the menu or poster stating the food choices.
CASHIER	sets up the cash register and handles the money as the customers pay.
FOOD SERVERS: (WAITERS/ WAITRESSES)	takes orders, serves beverages and food; could sign design an order form to fit the selection of foods; totals the bill.
TABLE ATTENDANT: (BUSSER)	sets and clears the tables; could design the table setting format according to what will be needed.
COOK:	is in charge of food preparation; must decide on the most efficient way to prepare the food.
COOK'S ASSISTANT: (DISHWASHER)	helps and assists the cook in food preparation; makes sure the necessary cooking and serving equipment is clean and ready for use. Must decide the best and fastest way to wash, dry, and put the dishes away.
CUSTOMERS:	order and eat the food; learn about proper eating etiquette.

The teacher may need to note some of the newer, more politically correct terms for jobs that have been around for a long time! And, it is a good opportunity to update the students' terminology, too.

The teacher may want to have the students "apply" for the job they want, using the job application form for the T-L-C Corporation.

The teacher may want to tell the students what the menu will be, or let them vote on two suggested menus. The bread sticks recipe with a choice of beverage works very well for this learning experience (pages 18.54-18.56). The teacher also might have the students decide on the name of their restaurant at this point for use in some of the activities for Day #2.

Review the five steps in problem solving for the students to use as they plan for a successful experience with their restaurant activity:

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- Step #1 - IDENTIFY THE PROBLEMS that might arise.
(food service requires high standards of sanitation and safety, efficiency, customer relations—"the customer is always right," pilfering, limited time period, inexperienced workers are not fast, students must not be late to other classes, high cost of employee theft.)
- Step #2 - BRAINSTORM POSSIBLE SOLUTIONS.
(Brainstorm ways to solve the problems identified.)
- Step #3 - EXPLORE AND EVALUATE POSSIBLE SOLUTIONS.
(Look at the pros and cons of each possible solution.)
- Step #4 - MAKE A DECISION AND ACT ON IT.
(Select the alternative(s) you want to use.)
- Step #5 - LOOK BACK AND EVALUATE. (In what ways were the solutions successful? What else could have been done?)

DAY #2**4. RESTAURANT CAREER SKILLS**

The teacher can choose which of the following possible activities he/she would like to use and set up learning stations around the classroom for those activities. He/she will need to provide the necessary directions and/or supplies at each station. Give each student a copy of the student activity guide, RESTAURANT CAREER SKILLS (pages 18.29), to complete as they rotate through the units. The students may work in small groups or individually, but each student should complete his/her own activity guide. Each station represents some aspect of a food service career. The work may be checked by the teacher or the teacher may choose to provide answer keys for the students to use as they finish each activity. It is suggested that the teacher laminate a copy of the student directions for repeated use.

A. PUBLIC RELATIONS ACTIVITY:

The students will read the public relations scenarios on page 18.31 and record their answers on the student activity guide.

B. LUNCH BREAK:

The students will use the scenarios on page 18.32 to practice tallying customer orders, with tax (page 18.33), and record their answers on their student activity guide. Sales tax charts are available through the Utah State Tax Commission or at most office supply stores.

*TOPIC #18: Restaurant Simulation**Teacher Information***C. CASHIER'S ACTIVITY:**

The students will read the information on cashiering (page 18.34) and complete the cashier section of the student activity guide (page 18.29). Play money will be needed for the students to use in this activity.

D. TABLESETTING ACTIVITY:

The students will read the information provided on pages 18.35-18.36 as a guide and then do tablesettings for the situations as described. (This may be a review, depending on how much was covered in Topic #12 of this curriculum.) Tableware (or mock tableware on pages 12.28-12.32) will be needed to complete this activity.

E. FOOD SERVER ACTIVITY:

The students will read the information provided on page 18.37, role play the situations listed on page 18.38, and find acceptable solutions for each situation.

F. MENU DESIGN ACTIVITY:

Each student will design a menu to be used in the restaurant using a computer design program or he/she can use felt-tip markers, paper, etc., supplied by the teacher. Student directions are on page 18.39. The menu must include the following information:

- a. Name of restaurant
- b. List of menu items
- c. Price of menu items

Later the class can use these menus for the restaurant experience.

G. DISHWASHING ACTIVITY:

The students will use the dishwashing cards provided by the teacher (pages 18.41-18.42) and put the steps for dishwashing in order. After they have finished sorting the cards, the students can complete that section of their activity guide. (Student directions are on page 18.40.)

DAY #3:**5. RESTAURANT SIMULATION**

The teacher should give the students their work assignments and job sheets (pages 18.43-18.52) for the restaurant. The teacher can either make the assignments or allow the students to draw for the assignments. Some teachers interview their students for specific positions while the students are completing the menu activity. The teacher will need to adjust the number of each type of work assignment so that every student has an assignment. The assistant manager position is optional—mainly used with large classes. Half of the students will be "restaurant employees" the first day, and half of the students will be "customers." On the second day of the restaurant, the students will reverse roles.

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The students with the same assignments should work together as a group to plan and prepare for their restaurant work the next two days. For example, all the students who are cooks should plan the food preparation procedure, needs, sequence, and who will be responsible for which activity; the food servers will study and learn appropriate ways to serve; the table attendants will decide how the tables should be set; etc.

Any guests the students wish to invite to their restaurant should be invited. (This is a good time to invite other teachers in the school and/or school administrators to visit your department.)

The culminating 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 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.

Some suggested recipes are provided on pages 18.54-18.56, but the final decision must fit the students and their abilities and the school facilities. It is suggested that there be only two choices of food and two choices of beverages plus water. The teacher will need to decide how much his/her students are capable of doing to make this as realistic as possible. The teacher may want to do preliminary work on menu cards and order pads rather than try to have the students do all of the work.

Also, the teacher will need to review the job sheets (pages 18.43-18.52) for accuracy in his/her setting. These sheets are quite generic and will need to be customized for each setting and/or menu and/or class. They are a guide and therefore are probably not specific enough for any given experience.

DAY #4:**6. "WORKING" VIDEO**

Half of the class will be "customers," and the other half will be the "restaurant staff." While the "customers" are waiting for the "restaurant staff" to prepare the food, etc., have them watch the video, Working, from Metropolitan Life Insurance Company. Then while the "restaurant staff" cleans up and puts things away, the "customers" should complete the evaluation (page 18.53). Also, the teacher will need to supply the "customers" with some play money to pay for their food purchases.

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The "customer" and "restaurant employees" roles are reversed from Day #4.

When the activities are completed, summarize the restaurant experience with the students—mainly the positive aspects. Explain that people are free to choose their own career path, but they must develop good work skills in order to be successful. Good management skills, as well as proper social skills, are important in having a successful career.

SUMMARY:

The management of a successful restaurant requires many skills. There is a large variety of food service careers available. Some require little or no training after high school, and others require quite a bit of education. The food industry is constantly changing, and there are always many available jobs in this industry.

RESOURCES:

- Metropolitan Life Insurance Company, Working video, 17 minutes.
Metropolitan Life Insurance Company, Dept. of Corporate Social Responsibility, P.O. Box 950, Madison Square Station, New York, NY 10160-0950.
- Learning Seed, Etiquette Hotline video.



**CORE TEST QUESTION BANK****UNIT: FOODS AND NUTRITION****TOPIC #18: RESTAURANT SIMULATION****20.0001-0417 Identify careers related to food preparation and food service.**

1. There aren't very many careers that require a knowledge of nutrition information and/or food preparation skills.
 - a. True
 - b.* False

2. The food industry is much different today than it was 25 years ago—it is constantly changing.
 - a.* True
 - b. False

3. Food-related careers can:
 - a. Provide goods
 - b. Provide products
 - c. Provide services
 - d.* Provide goods, products, or services

4. There are _____ opportunities for part-time employment in the food service industry.
 - a.* Many
 - b. Some
 - c. Few
 - d. No

5. Food-related careers tend to require:
 - a. Very little physical work and little mental work
 - b. Very little physical work and a lot of mental work
 - c.* A lot of physical work and little mental work
 - d. A lot of physical work and a lot of mental work

6. The beginning wages for most jobs in the food service industry are:
 - a. Above minimum wage level
 - b.* Minimum wage level
 - c. Below minimum wage level



CORE TEST QUESTION BANK

- 7. A food handler's permit is:
 - a.* Required for everyone who works in the food service industry
 - b. Only required for students under 16 years of age
 - c. Only required for male workers
 - d. Only required for cooks and food servers

- 8. Food-related industries hire _____.
 - a. Women only
 - b. Men only
 - c.* Both men and women

- 9. Which of the following careers require the use of food preparation knowledge?
 - a. Secretary
 - b. Dietitian
 - c. Lawyer
 - d. Cook's helper
 - e.* Both "b" and "d"

20.0001-0429 Identify qualities employers expect employees to possess.

- 1. Employees who work directly with the customer need to: (Put a check by each item listed that applies. There are four (4) correct answers.)
 - a. Have good communication skills
 - b. Be polite and exhibit good manners
 - c. Have a lot of patience
 - d. Be a high school graduate
 - e. Have an answer for everything
 - f. Sense customers' needs

- 2. Employees who work directly with the customer also need to: (Put a check by each item listed that applies. There are four (4) correct answers.)
 - a. Be able to get along with people
 - b. Live close to the place of work
 - c. Have expensive clothes
 - d. Have a sense of humor
 - e. Be well groomed
 - f. Be able to think on their feet



CORE TEST QUESTION BANK

3. Employers like to hire people who:
- Are dependable, willing to work, and have a good attitude
 - Are dependable, cute, and very popular
 - Are self-disciplined, learn quickly, and take responsibility
 - * Answers "a" and "c" are both right
 - All of the above

20.0001-0430 ***Explore the various components of food service careers, including management skills, public relations, cashiering, tablesetting, dishwashing, and eating etiquette.***

1. The free enterprise system allows people to work at:
- * Jobs they choose
 - Jobs other people choose for them
 - Jobs that require a college education
 - Any of the above
2. Good worker traits are _____ for the free enterprise system to be successful.
- Not necessary
 - Somewhat necessary
 - * Absolutely necessary
3. Match the food-related careers listed below with the job descriptions on the right by putting the letter of the career on the line before the description.
- | | | | |
|----|-------------------|--------------|--|
| a. | Host/Hostess | <u> b </u> | Takes orders, serves food and beverages |
| b. | Food Server | <u> d </u> | Prepares the food; must decide on the most efficient way to prepare food |
| c. | Table Attendant | <u> a </u> | Helps customers find seats and gives customers menus |
| d. | Cook/Asst.Cook | <u> e </u> | Washes dishes and silverware the best and fastest way possible |
| e. | Cook's Assistant | <u> c </u> | Sets and clears the tables |
| f. | Cashier | <u> f </u> | Adds tickets, takes money, makes change |
| g. | Manager/Asst.Mgr. | <u> g </u> | Supervises restaurant operations |



CORE TEST QUESTION BANK

4. I am a customer of the restaurant. My bill is \$1.68. I give the cashier \$2. The kind of change I should get is:
- Two quarters, one dime, one nickel, three pennies
 - * One quarter, one nickel, two pennies
 - One quarter, one dime, two pennies
 - One quarter, three nickels, eight pennies
5. My dad took our family to McDonald's last night for hamburgers. Our bill was \$12.45. My dad gave the cashier \$15. The cashier gave him one nickel, two quarters, and two one-dollar bills. Was that the correct change?
- * Yes
 - No
6. When counting change, you should give the _____ number of coins possible.
- * Least
 - Greatest
- 7A. I am selling hot dogs at the football game. Hot dogs cost 75 cents and drinks are 50 cents each. An order for one hot dog and one drink costs \$_____.
- \$1
 - * \$1.25
 - \$1.35
 - \$1.50
- 7B. If the customer gives me two one-dollar bills for his hot dog and drink, the change I should give back is:
- One quarter
 - Two quarters
 - * Three quarters
 - Four quarters
8. Below are listed the steps in washing dishes. Put them in number order by placing a number from 1 to 8 in front of each step.
- | | |
|---------|---|
| __ 8 __ | Allow to air dry or dry with clean towel |
| __ 1 __ | Scrape food particles off dishes |
| __ 4 __ | Wash in hot, soapy water |
| __ 7 __ | Rinse in sanitizing chemical or extremely hot water |
| __ 5 __ | Wash dishes in order |
| __ 2 __ | Prerinse dishes |
| __ 6 __ | Rinse in hot water |
| __ 3 __ | Sort and stack dishes by groups |

**CORE TEST QUESTION BANK**

9. A tablecloth should:
 - a. Be a lot bigger than the table
 - b.* Be just a little bigger than the table
 - c. Be just a little smaller than the table

10. The napkin should be folded and placed:
 - a.* On the left side of the fork
 - b. On the right side of the fork
 - c. On the right side of the knife and spoon
 - d. On the left side of the knife and spoon

11. The bottom of the napkin should be about _____ above the edge of the table.
 - a. Three inches
 - b. Two inches
 - c.* One inch
 - d. One-half inch

12. Flatware (silverware) is arranged in the order of use, with the first piece to be used placed on the:
 - a. Inside next to the plate
 - b.* Outside away from the plate
 - c. Either place is fine

13. Drinking glasses are placed:
 - a. Above the knife and spoon on the left side of the plate
 - b.* Above the knife and spoon on the right side of the plate
 - c. Above the center of the plate
 - d. Above the forks on the left side of the plate

14. The forks should be placed:
 - a.* On the left side of the plate
 - b. On the right side of the plate
 - c. Either side is fine

15. The knife and spoon(s) should be placed:
 - a. On the left side of the plate
 - b.* On the right side of the plate
 - c. Either side is fine

16. Coffee cups and saucers should be placed:
 - a. On the left side of the plate
 - b.* On the right side of the plate
 - c. Depends upon whether you are right-handed or left-handed

**CORE TEST QUESTION BANK**

17. Salad plates should be placed:
- Above the knife and spoon on the left side of the plate
 - Above the knife and spoon on the right side of the plate
 - Above the center of the plate
 - * Above the forks on the left side of the plate
18. Centerpieces should be:
- Tall and decorative and the center of attention
 - Fairly large in size to be noticed
 - * Low enough so that customers can see over them easily

