



# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



## Leaving Certificate Applied Hotel, Catering & Tourism (HCT) Teacher Workbook





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## Note to Teachers and Students

### Rationale

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. Emphasis is placed on social inclusion, teamwork, quality consciousness, interpersonal skills, creativity and dexterity. Progression opportunities for interested students to the Hotel Catering & Tourism industry are available through a number of routes e.g. Post-Leaving Certificate Courses, CERT Basic Skills (now known as Fáilte Ireland), full-time training programmes or directly into local employment opportunities.

(Vocational Education Hotel, Catering and Tourism, Introduction to Module Descriptor, p.g 3).

### Module Outline

Module 1: Eating Out – The Fast Food Way should be completed in Session 1.

Module 2, 3 and 4 can be selected and completed in any order.

### Overview

This resource booklet has been produced to support teachers and students engaging with the Hotel, Catering and Tourism course in the Leaving Certificate Applied (LCA) Programme. It provides suggested strategies designed to promote active student participation to enhance the learning experiences of students in the Hotel, Catering and Tourism course and it is intended to support and complement the learning outcomes outlined in the Hotel, Catering and Tourism module descriptor. Throughout this booklet sample activities are included to support students with the learning outcomes of each module.



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# Kitchen Rules

**Below is a list of kitchen rules to co-construct with your students**

- Wash/sanitise your hands regularly (such as before you start cooking and after you have touched raw food, after you have blown your nose, after you touch the bin and after you have been to the toilet).
- “Clean as you go”; keep your working surfaces clean and tidy.
- Wash any equipment that falls on the floor.
- Tie back long hair and wear an apron.
- Remove jewellery.
- Do not run in the kitchen.
- Wipe up spills on the floor immediately.
- Wash all kitchen equipment in warm soapy water.
- Use oven gloves when taking out hot dishes.
- Handle knives with care. When using a knife, cut away from yourself on a chopping board.
- Listen to the teacher's instructions.
- Use different chopping boards for raw meat, fruit and vegetables, and cooked food.
- Cover all cuts.
- Raw meat is covered and stored at the bottom of the fridge.



## Hygiene and Safety

**Design** a hygiene & safety poster for your school kitchen

**Consider the following:**

**Clarity:** Information should be easily understandable by everyone.

**Relevance:** The poster should provide relevant information, including key rules, precautions, and best practices.

**Graphics:** illustrations, icons or images should be used to help convey the message and make it more memorable.

**Language and tone:** The language and tone of the poster should be appropriate and avoid any confusing or technical jargon that might be difficult for students to understand.

**Consistency:** The poster should be consistent with existing hygiene and safety policies and should not contradict any other safety information or practices.

**Size and placement:** The poster should be large enough to be visible from a distance and placed in a prominent location where everyone can easily see it in the cooking room.

**Colour scheme:** The poster should use colours that are eye-catching but not too distracting or overwhelming.



**Designing a poster is an active learning methodology that can be used to promote engagement, interaction, and retention of information among students.**



# Cross-contamination

Cross-contamination is the physical movement or transfer of harmful bacteria from one person, object, or place to another.

Preventing cross-contamination is a key factor in preventing foodborne illness (e.g. cutting vegetables, cooked food, and raw meat on the same chopping board using the same knife).

## Food poisoning

Food poisoning is caused by eating contaminated food.

Symptoms include;

- Stomach cramps
- Nausea/vomiting
- Fever
- Diarrhoea
- Death.

*Examples of food poisoning bacteria: are salmonella, e-coli and listeria.*



## Hygiene and Safety

Name two groups of people most at risk from food poisoning

1.

2.



Give two personal hygiene rules to ensure safe food


1.

2.



## Equipment






**BINGO:** This activity allows students to move around the classroom and get to test their fellow classmates. Each student must find another student who can answer a question based on equipment use. Once every student in the class has signed each space on the BINGO board, they may shout out BINGO!

Equipment	Name	Use
		











By participating in this activity, students are actively engaged in the learning process, which can help improve understanding and retention. Additionally, this activity can also be used to promote interaction and collaboration.







## Food Pyramid

### Create:

In pairs, students can recreate their own 'Food Pyramid' while researching new food groups or Students can create a physical Food Pyramid by bringing in examples of each food group. Photographs can be shared digitally.

Use <https://www.safefood.net> to search for information about the food pyramid.

1.
  - a. Label the shelves of the food pyramid
  - b. Insert the number of servings required for each group
2. Place the following foods onto the correct shelf of the food pyramid:

Milk	Cauliflower	Dark chocolate	Apple
Rice	Sunflower oil	Eggs	Beef
Yogurt	Brown bread	Potatoes	Ice-cream
Porridge	Peas	Sausages	Pasta

Name:		Number of servings:
Name:		Number of servings:
Name:		Number of servings:
Name:		Number of servings:
Name:		Number of servings:
Name:		Number of servings:



Creating or building a food pyramid can be used to promote engagement, interaction, and retention of information among students while also promoting the development of critical thinking and problem-solving skills.





## Nutrition

Create an online quiz using an application of your choice where participants must find at least **FOUR** sources and **ONE** function for the following nutrients.

Nutrient	Sources	Functions
Protein	HBV: LBV:	
Carbohydrate	Sugar: Starch: Fibre:	
Fats	Saturated: Unsaturated:	
Vitamin A		
Vitamin B		
Vitamin C		
Vitamin D		
Calcium		
Iron		



Creating and using online games provides students with a fun and engaging way to interact with the material while also promoting critical thinking, problem-solving, and collaboration skills.





## Evaluations

Use the table below to **evaluate** the dish you have prepared, then as a class **co-create** a word bank which could be used to describe dishes you have cooked

Name of dish:		
Colour	Flavour	Texture
Describe the colour and/or appearance of the dish.	Describe the taste of the food.	Describe the texture/feel of the food as you chew it.
Further possible modifications for the dish:          		



Co-creating a word bank can be used to promote engagement, interaction, and retention of information among students while also promoting collaboration and the development of important skills such as **critical thinking and communication.**







Photo by Allen Rad on Unsplash

# Module 1

Eating out:  
the fast-food way

## This module aims to:

Familiarise students with the fast food sector of the Hotel, Catering and Tourism industry and associated training and job opportunities.

Provide students with an opportunity to sample a range of tasks and skills associated with fast food catering operations.

Provide opportunities for links between the students and the local community.

Provide a vehicle for students to develop self confidence, personal responsibility, creativity and interpersonal skills.

## Units

1.Finding Out

2.Simulating Fast Food Operations

3.Reviewing and Evaluating

## KEY ASSIGNMENTS

I identified and described the range of fast food in my area.

I explored one fast-food operation in detail and presented the findings to my class.

As part of a team, I was actively involved in planning,developing and running a mini fast food operation for four or more people.

Using a diary/log, I reflected on the fast food industry: at the beginning of this module; during this module and when I had completed it.





## Fast food

Research a fast food restaurant in your area and present your findings to your class. This research and presentation could take the form of a questionnaire, a leaflet, a slideshow or a video etc.

**Name FOUR places you can be served food quickly if you were dining out?**

1.

2.

3.

4.

**List TWO foods from each place you have named**

Name				
Food	1.	1.	1.	1.
	2.	2.	2.	2.





**What is a fast food outlet?**

**Name your favourite fast food outlet and explain why you prefer it.**

**Research topics may include:**

- Type of service offered
- Decor
- Seating arrangements
- Menu items and prices
- Meal deals on offer
- Business logo
- Opening hours
- Number of staff
- Qualifications of staff members

**The four main fast food outlets are:**

1. Takeaway
2. Coffee shop
3. Pub grub
4. Delicatessen (Deli)

**Types of fast food outlets are:**

1. Self-service
2. Waiter service



Identify the advantages and disadvantages of eating in a fast food outlet.

Advantages	Disadvantages

Types of service
1
2

Possible drink and food choices		
Drinks	Sweet food	Savoury food





Deli counters often use pre-prepared food items (listed below).  
Please list two advantages and two disadvantages of using these items.

Name	Advantages	Disadvantages
Washed lettuce		
Breaded chicken fillets		
Frozen sausage rolls		
Partially cooked bread rolls		
Peeled boiled eggs		
Sauces etc.		



## Fast food

New food items are always being produced in delicatessens to accommodate new food trends and the needs of their customers. **Design** a sandwich board that staff could use to promote a new food item.

State four ways to 'go green' at the deli:

1

2

3

4



Researching a fast food restaurant and presenting findings in various forms encourages students to actively engage with the content, apply their knowledge, and communicate their findings effectively to others.





## Fast food

**As part of a team, I was actively involved in planning, developing and running a mini fast food operation for four or more people.**



**Project:** In small groups **decide** upon one fast food operation.

**Create** questions which will help plan your project.

**Research** your menu items.

**Prepare** and cook following relevant health and safety guidelines.

**Serve** and **evaluate** reflecting on what you learned, what went well and what you would do differently next time.

Who is in my group:

We decided to cook for:

We will cook:

Ingredients	Equipment



Method

My role(s) in the catering event



## Evaluation

Colour:

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Flavour:

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Texture:

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How well did I complete my tasks on the catering day?

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Changes (modifications) I would make to my dish.

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Changes I would make to the catering day.

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## Fast food

### Microwave

List the **ADVANTAGES** of a microwave:

1. It is fast
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Foods that **CANNOT** be microwaved:

1. Whole eggs
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



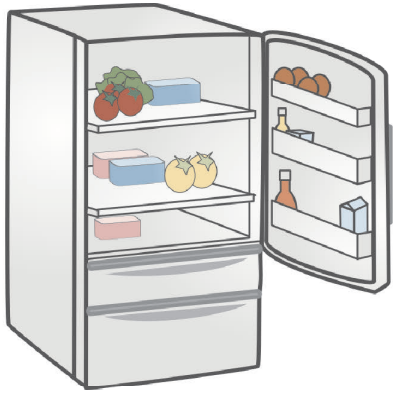
## Fast food

Working in groups, research **ONE** of the following topics.

Create a presentation or poster to explain your research to the class.

Rules for using a microwave	Why some foods cannot be microwaved	Cleaning a microwave
Standing time - define and explain its importance	Why tin foil cannot be used in a microwave.	Safety precautions
Types of microwave and prices		

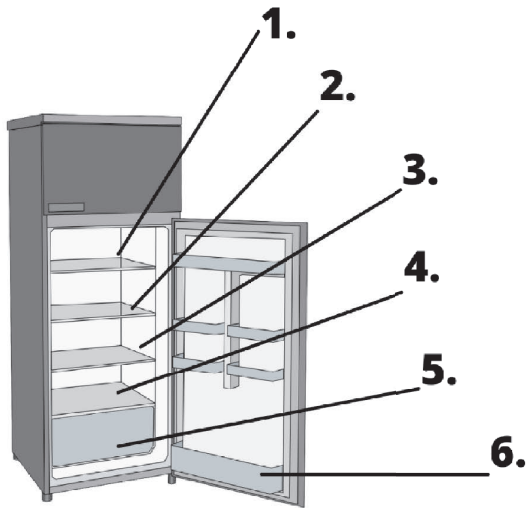


Fridge	
	<p>Advantages of using a fridge.</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li></ol>
<p>Temperature for a fridge.</p> <ol style="list-style-type: none"><li>1. _____</li></ol>	<p>Food safety rules when using a fridge.</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li></ol>





Place these items on the correct shelf



Raw meat	
Lettuce	
Yoghurt	
Butter	
Milk	
Cooked chicken	

Rules for cleaning the fridge

1

2

3

4

Research the following in relation to protecting the environment by accessing [seai.ie](http://seai.ie)

Safe disposal of a fridge

WEEE scheme

Energy labels for large appliances



## Food packaging

Packaging is used in fast food outlets to serve food to customers.

**Reasons for packaging.**

1
2
3
4

Type	Uses	Advantages	Disadvantages
<b>Plastic</b> Polythene Plastic boxes Plastic bottles Polystyrene Cling film			
<b>Paper</b> Greaseproof Cardboard Cartons Waxed paper			
<b>Metal</b> Aluminium Aerosol Foil bags/trays			
<b>Glass</b> Jar Bottle			



Baking	
Baking is cooking food by dry heat in an oven.	
Advantages  1.  2.	Disadvantages  1.  2.

**Different methods of cake-making** - Use <https://www.odlums.ie/baking-tips/> to search for each method of baking and fill in the table below:

Method	Examples	Check for doneness (to see if it is cooked)
1. Rubbed in	1. Bread  2.	
2. Creaming	1. Madeira  2.	
3. Whisking	1. Sponge  2.	
4. All-in-one	1. Fairy cakes  2.	
5. Melting	1. Gingerbread  2.	

List some hygiene and safety rules when baking

Hygiene	Safety
1.	1.
2.	2.
3.	3.
4.	4.



By comparing and contrasting, students can actively engage with their learning and apply their knowledge to real-world situations.



**Optional practical activity:**

Prepare and bake a chocolate cake using a commercial cake mix and make another using fresh ingredients.

Compare BOTH cakes under the following headings:

- Cost
- Sensory attributes: ie colour, flavour and texture
- Ease of preparation (skills and method)
- Equipment needed

Cake mix	Fresh ingredients

**Frying**

**Write** at least four points under each heading **OR** use these headings to **create** a large poster for your classroom.

Types of frying	Suitable foods
Rules to follow when frying	Deep fat fryer



Safety when frying	Coating foods (examples & reasons)
Advantages	Disadvantages



By comparing and contrasting manmade and store-bought ingredients, students develop a deeper understanding of the ingredients they are working with, as well as insight into how they are produced and processed.

### Grilling

Definition: cooking food by radiant heat at a very hot temperature.

Advantages
1
2

Suitable foods for grilling
1
2
3
4



List some hygiene and safety rules when grilling.

Hygiene	Safety
1.	1.
2.	2.
3.	3.
4.	4.







## Fast food

Name four different types of fast food outlets

1

2

3

4

Does this answer differ from the first time you answered this question on pg 14?

Yes ☐

No ☐

Why is personal hygiene so important when working in a fast food outlet?

1.

2.

List two possible accidents in fast food outlet kitchens?

1.

2.

How can they be prevented?



Name some careers available in the fast food industry.

- 1.
- 2.
- 3.
- 4.

List two points showing what you have learned in this module.

- 1.
- 2.







Photo by Diogo Brandao on Unsplash

## Module 2

Eating Out :

Hotels, Restaurants and Institutions

### This module aims to:

Familiarise students with the hotel, restaurant and institutional catering sectors of the Hotel, Catering and Tourism industry and related career training opportunities.

Provide opportunities for students to develop and reinforce creative, manipulative and decision making skills in relation to the preparation and service of food.

Enable students to understand and apply safe and hygienic work practices.

Help students become discerning consumers provide opportunities for students to organise and participate in community events.

#### Units

1. Finding Out
2. Getting Started
3. The Meal Events
4. Reviewing and Evaluating

#### KEY ASSIGNMENTS

I have completed an assignment comparing catering in a restaurant or hotel with an institutional catering outlet according to set criteria.

Using I.C.T. I have presented a menu and taken an order for a 3 course meal. I have written up the docket for the kitchen.

I have participated in a team assignment organising a simple 3 course lunch for 4 people or a special catering event of our choice following a set procedure.

I have identified, located and recorded the safety equipment present in the food preparation and service area.



**Make a list of the hotels, restaurants and institutions in your area.**

Hotels	Restaurants	Institutions

Factor	Hotel/Restaurant	Institution
Type of food		
Cost		
Service style		
Quality of food		



Customer		
Special needs facilities		
Decor		



**Real-life Application:** School trips and guest speakers can provide students with a real-life application of what they are learning in the classroom. This can help students see firsthand how what they are learning is relevant to the world around them.



## Eating out

Students in small groups **design** their own menu for a specific target audience.

## Menus

Name the types of menus below and write two key features of these menus.

Type of menu		
Two key features	1 2	1 2

## Rules for menu writing

You should include **two courses** in every meal.



You should include **three food groups** in every meal.

Don't offer any choice of dishes.

Include the method of cooking where needed e.g. roast potato.

Present the menu neatly in the centre of the page and **always** put the menu in a box.

### Sample menu for a day

#### Breakfast menu

Orange juice

\*\*\*\*\*

Porridge made with milk

#### Lunch menu

Cheese & salad sandwich on brown bread

\*\*\*\*\*

Fruit yoghurt

\*\*\*\*\*

Apple

#### Dinner menu

Tomato soup with brown bread

\*\*\*\*\*

Chicken and vegetable stir-fry with brown rice

\*\*\*\*\*

Fruit Salad with yoghurt



### Evaluate the menu

You are always asked to evaluate your menu after writing them.

Nutrient present	Food containing this nutrient	Function of that nutrient

### Procedure for writing up an order docket

Hand an open menu to each customer.  
 Allow the customer time to study the menu on their own.  
 Make sure you have your order docket and pen, approach the table and take the order.  
 Take the order in a clockwise direction.  
 Repeat the order to the customer to check that you have it right.  
 Thank the customers and collect the menus.

**Order dockets require 4 items of information.**

Table number  
 Number of customers  
 Date/time  
 Waiters/waitress name

**Two customers order the following items from a restaurant's dinner menu.**

**Write up the order docket.**

- A) Pate, chicken stir-fry (steamed rice) and pavlova.  
 B) Mushroom soup, sirloin beef (medium rare) and cheese board.





**Transdisciplinary links:** Design a menu for a la carte OR table d'hôte using your I.C.T. skills.  
Use the correct menu layout.

### Sample Menu to create

**Starters:** Mushroom soup, caesar salad, chicken wings, crab cakes.

**Main courses** (don't forget to include accompaniments): sirloin steak, vegetarian pasta bake, chicken stir-fry, baked salmon.

**Desserts:** Strawberry pavlova, apple crumble, selection of ice cream, raspberry bakewell tart.

**Role play:** Customers A, B, C & D order the following from the menu:

A	Mushroom soup Sirloin steak Strawberry pavlova
B	Caesar salad Chicken stir fry Apple crumble
C	Mushroom soup Vegetarian pasta bake selection of ice-cream
D	Mushroom soup Baked salmon Raspberry bakewell



Designing and creating a menu requires the student to actively engage in critical thinking, creativity, and collaboration.



**Role play activity** - in pairs, students write dialogue script or role-play cards and then practise with each other.

The waiter will fill in the order docket below:

[illegible]



Explain the following terms in relation to serving in a restaurant

Cover	_____
Cortege	_____
Condiments	_____
Service charge	_____

Outline the procedure that should be followed when accepting payment by credit card?
_____
_____
_____
_____
_____
_____
_____
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_____

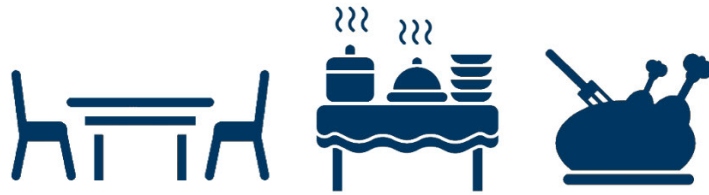


Role play can help students to better understand and internalise concepts, ideas, and skills by providing them with a more tangible and immersive learning experience. It can also help students to develop empathy and perspective-taking skills by allowing them to see things from a different point of view.



## Service styles

The three different service styles are:



Table

Buffet/ self-service

Carvery

For each of the service styles, fill in the following:

	Table service	Buffet/self-service	Carvery
Definition			
Suitable foods/dishes			
Advantages			
Disadvantages			



### Buffet/self-service

What is a buffet/self-service?

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Set out the guidelines which should be followed when selecting food items for a buffet/self-service

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Explain what is a bain marie and its function in a buffet / self-service and carvery style service.

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## Eating out

Small group of students research & design a menu for a particular occasion

*Menu*





**Suggest ways of making the buffet/self-service table look attractive**

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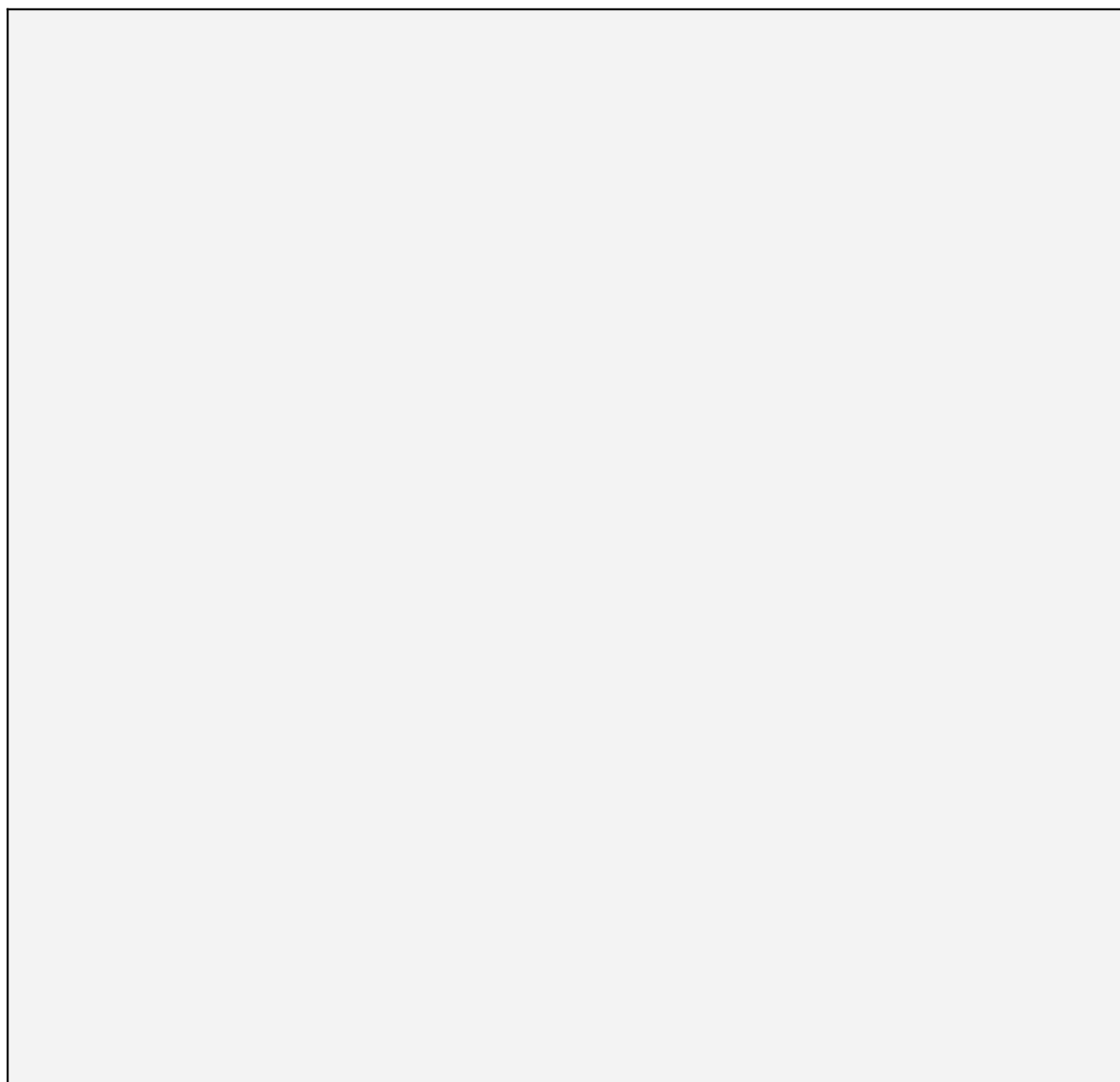
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**Sketch the layout of a buffet-style meal.**





<b>Breakfast</b>
------------------

There are two types of breakfast available in hotels and restaurants. Please list the types of food typically eaten as part of each breakfast below.

Irish breakfast	Continental breakfast

Plan a balanced menu for **each** type of breakfast in the boxes below.

**TIP:** Remember to use the correct menu layout. Use the food pyramid to help you ensure you have three of the four food groups included in your meal.

Irish breakfast	Continental breakfast





## Eating out

'The Eggs Factor' competition.

Students research and write their own egg recipes and the most innovative wins or students create the 'Are you an eggspert' quiz based on their learning.

List the ways eggs can be cooked:

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List rules to be followed when planning a breakfast for family visitors.

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Suggest ways of reducing the fat content of a traditional Irish breakfast.

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Quizzes and competitions can be effective active learning methodologies when used in combination with other strategies that facilitate deeper learning, critical thinking, and collaboration.



## Soup

**Soup** may be used for lunch or a starter for dinner.

**Stock** is a well-flavoured liquid. It is made by simmering meat (or fish bones) and vegetables in water for two to three hours. It is used to give good flavour to soup, sauces and stews.

**Stock Cubes** are made from concentrated dried stock.

Guidelines for making soup

1. Use the large heavy-based saucepan with a tightly fitted lid
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Garnishes;** are small amounts of food used to decorate a dish.

Examples include

1. Cream
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Accompaniments;** are food that you can eat with your soup.

Examples include

1. Rolls (French baguette)
2. \_\_\_\_\_
3. \_\_\_\_\_

**Convenience Soups;** are pre-prepared soups available to buy

1. Dried Soups
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



**Appetisers/Starters/Salads**

Define the following terms:

Appetiser: \_\_\_\_\_

Starter: \_\_\_\_\_

Soup: \_\_\_\_\_

**List some appetisers, starters and salads below:**

Appetiser	Starter	Salad

**Pick your two favourite salads and write the ingredients and dressings used on each.**

Name of salad	Ingredients	Suitable dressing

**List two characteristics of a good salad:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



## Desserts

Desserts are a sweet dish, served after a main course. They include both hot and cold dishes.

Examples of hot desserts:

1. Sticky toffee pudding
2. Bread and butter pudding
3. \_\_\_\_\_
4. \_\_\_\_\_

Examples of cold desserts

1. Strawberry pavlova
2. Tiramisu
3. \_\_\_\_\_
4. \_\_\_\_\_

List two different desserts that can be served hot or cold

1. \_\_\_\_\_
2. \_\_\_\_\_

Name a healthy alternative to a sweet dessert.

### Let's be sustainable:

Using the knowledge you have gained on breakfast/starters etc.

Suggest a use for the following leftover food items:

[www.stopfoodwaste.ie](http://www.stopfoodwaste.ie)

Food	Use
Mashed potato	
Lettuce/peppers/tomatoes	
Apples/stewed apple	
Bolognese	
White sauce	



## Pastry

### Different types of pastry:

- Shortcrust
- Rich shortcrust
- Choux
- Puff
- Flaky
- Filo pastry

### Rules for making pastry:

Weigh \_\_\_\_\_ correctly.

Sieve \_\_\_\_\_

Use cold equipment i.e. \_\_\_\_\_

Chill in the \_\_\_\_\_ to the correct temperature.

### List the main ingredients used for making pastry.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Name some savoury and some sweet dishes using pastry.

Savoury	Sweet
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

### Explain the following:

Glazing

\_\_\_\_\_

Baking blind

\_\_\_\_\_



**Optional Practical Activity:**

Make sausage rolls using a homemade shortcrust pastry and commercial shortcrust pastry.

Compare under the following headings:

- 1. Cost
- 2. Sensory attributes: colour, flavour and texture
- 3. Ease of preparation (skills and method)
- 4. Equipment needed

**Table Setting**




Describe or illustrate how you would set a table for each of these courses, then practise in your groups.

Breakfast	Lunch	Dinner





## Eating out



Run a transdisciplinary LCA event that ties in with the school calendar  
e.g. parent night, Christmas celebration or end-of-year celebration.

Factors to consider when planning the menu:	Sources of information:
<ol style="list-style-type: none"> <li>1. Nutritional requirements</li> <li>2. Guests likes and dislikes</li> <li>3. Any special dietary requirements or food allergies</li> <li>4. Budget available</li> <li>5. Day and time available to host the event</li> <li>6. Cooking skills of the LCA class</li> <li>7. Equipment available in the kitchen</li> </ol>	<ol style="list-style-type: none"> <li>1. Cookery books</li> <li>2. Internet websites</li> <li>3. Home economics teacher</li> </ol>
Steps involved in organising and hosting the event:	
<ol style="list-style-type: none"> <li>1. Plan the menu and write out the list of ingredients</li> <li>2. Allocate the different jobs i.e. who is laying the tables</li> <li>3. Set up the venue</li> <li>4. Prepare and cook the food</li> <li>5. Welcome the guests</li> <li>6. Serve the food</li> <li>7. Clean up</li> <li>8. Evaluate</li> </ol>	





Type of catering event: \_\_\_\_\_

**Who is in my group?**

**We will cook**

**Ingredients**

**Equipment**

**Method**

**My role(s) at the catering event**



**Evaluation:**

Colour:

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Flavour:

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Texture:

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How well did I complete my tasks on the catering day?

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Changes (modifications) I would make to my dish.

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Changes I would make to the catering day.

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Hosting a school event can provide students with the opportunity to apply and integrate knowledge and skills they have learned in the classroom. Students may need to delegate tasks, communicate effectively with team members, and manage timelines and budgets. These skills can be valuable in a variety of settings, both academic and professional.

Visit [www.failteireland.ie](http://www.failteireland.ie)

Research this website and, in groups, present a slideshare on your local area.



**Hotel classification ([www.irelandhotels.com](http://www.irelandhotels.com))**

Hotel classification is the ranking of hotels, usually by stars.

**1 star hotel = clean and tidy, a fair and acceptable standard.**

Facilities include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name a 1 star hotel in Connacht

\_\_\_\_\_

**2 star hotel = a good overall standard**

Facilities include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name a 2 star hotel in Ulster

\_\_\_\_\_

**3 Star Hotel = a very good standard**

Facilities include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name a 3 Star Hotel in Leinster

\_\_\_\_\_

**4 star hotel = an excellent standard**

Facilities include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name a 4 star hotel in Munster

\_\_\_\_\_

**5 star hotel = an exceptional standard**

Facilities include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name a 5 star hotel you would like to visit

\_\_\_\_\_



Hotel symbols



freepik.com

Hotel services include:	Hotel facilities include:
<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>



Researching your local area provides students with an opportunity to actively engage in the process of discovery and learning, develop a range of skills, and deepen their understanding of their community and environment.





### Careers in the hotel industry



*Transdisciplinary link:* Ask your Guidance Counsellor to help with the following:

List some of the careers available within the hotel industry	Qualities/characteristics of a person who works within the hotel industry are:
1. Chef	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
What skills would you need to work within the hotel industry:	
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	





## Eating Out

A **waiter** is an important person within the hospitality industry.  
Please identify the duties they would perform when completing these tasks:

Role	Key duties
Greet and seat the customer	
Presenting the menu	
Taking an order	
Serving the meal and drinks	
Clearing the table	


A compliment is some **positive feedback** and a complaint is **negative feedback**.  
Write four ways explaining how the waiter should handle each.

Compliment	Complaint



### Safety Equipment.

Please name the following pieces of fire safety equipment and state in detail how it is used.

Equipment	Name	How to use
		
		
		

### Questions:

What is a safety statement?

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Why is it necessary for the food preparation and service areas to have one?

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List 4 common accidents in the kitchen

1. 

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2. 

---
3. 

---
4. 

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Suggest 4 ways the risk of accidents can be reduced

1. 

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2. 

---
3. 

---
4. 

---

Name an organisation responsible for health and safety in the workplace

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List 6 essential items that are in the kitchen first aid box

1. 

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2. 

---
3. 

---
4. 

---
3. 

---
4. 

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What is the difference between a scald and a burn?

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## Eating out

In small groups of 3-4 students, assign each group a first aid scenario, such as a cut, burn, or sprain. Provide each group with a first aid kit. Instruct each group to role-play, demonstrating how to respond to their assigned scenario using the supplies in the first aid kit.

**Draw a diagram of your school kitchen and mark in the safety equipment**

A large, empty rectangular box with a thin black border, intended for students to draw a diagram of their school kitchen and mark safety equipment.

Describe a fire drill if the fire alarm goes off when you are in the school kitchen.

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Explain the following symbols:



Draw the symbol for “**Toxic**”



By allowing students to apply first aid principles in a practical and engaging way promotes collaboration and communication skills by requiring students to work in small groups and present their findings to the class.





Photo by Vadim Markin on Unsplash

## Module 3

### Irish Hospitality

#### This module aims to:

Provide students with an opportunity to participate in a tourism experience and to become familiar with various holiday options in Ireland.

Highlight some of the issues involved in the growth and development of tourism and to encourage students to think critically about controversial issues.

Provide students with an opportunity to explore their local area and to get involved in community activities and events.

Familiarise students with tourist services and with the associated career, job, and training opportunities.

Assist students to develop an appreciation of customer expectations and quality standards in relation to hospitality and tourism products and services.

Help students develop core transferable skills applicable to service industries.

#### Units

#### KEY ASSIGNMENTS

1. Getting Places – within Ireland

I have identified on a map of Ireland the main local and national attractions and described these.

I have planned, participated in a tourist trail and presented my findings or recorded my experience.

As an individual assignment I surveyed students' experiences as tourists.

2. Tourism Trails

I participated in a group assignment to design a tourist brochure or an accommodation guide for visitors to Ireland using I.C.T

3. Tourist Services

Or

I participated in a group assignment to produce and present a promotional video tape/slide presentation or original photographic/art display of some aspects of the local area.



**Conduct an internet search for Ireland's top tourist attractions. Label them on the map.**

<https://freevectormaps.com/ireland/IE-EPS-02-4002?ref=atr>





Fill in the table below for three of these tourist destinations:

Name	Location	What to do there

Give four reasons why you think people would choose to holiday in Ireland?

- 1.
- 2.
- 3.
- 4.

Why is it important to attract tourists to Ireland?

- 1.
- 2.
- 3.
- 4.

What are the disadvantages of holidaying in Ireland?

- 1.
- 2.
- 3.



Name a nationally recognised sporting event which is held in Ireland	Name an internationally recognised festival which is held in Ireland	Name the organisation responsible for promoting Ireland as a tourist destination

### Identify the main tourist attractions worldwide

Mark on the map:

1. Some places you have visited or would like to visit worldwide
2. Five of the top ten tourist destinations in the world.





What are the advantages and disadvantages of tourism?		
	Advantages	Disadvantages
Economic		
Social		
Environmental		
Cultural		



## Irish Hospitality

**Create an online map:** Students can use online map tools such as Google Maps or Mapbox to create a map of their chosen destination. They can add markers and pins to indicate the tourist attractions and add descriptions, photos, and videos to provide more information about each location.

**Present:** Once the virtual travel map is complete, students can present it to the class. The presentation can include a brief overview of the destination, the reasons why it is a popular tourist spot, and information about its history and culture.



Use <a href="https://tourismireland.com/Research/Visitor-Facts-Figures">tourismireland.com/Research/Visitor-Facts-Figures</a> to find out:	
<p>How many tourists visited Ireland last year?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<p>Where do Ireland's tourists come from?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p>Why do tourists choose Ireland as their holiday destination?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<p>What locations did the tourists visit?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

Tourist services	
Give examples of the following services available to tourists in Ireland.	
Service	Example
Accommodation options	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
International transport options	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
National transport options	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Local tourist services	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>



Facilities for people with special needs	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Sports arena	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Calculating the cost of a holiday	
Research a holiday you could go on with a friend or with your family.	
<p>I am travelling to (destination) _____</p> <p>I plan to stay (week/weekend etc.) _____</p> <p>I am staying (apartment, campsite) _____</p>	<p>Sights I hope to see:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p>Activities I plan to do:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>List the expenses that should be included in your holiday budget:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>How can I reduce these expenses when I am on holiday?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



### Budgeting for a holiday

Before you book a holiday, you need to know how much you have to spend.

How much do you earn per week? \_\_\_\_\_

How much do you spend per week? \_\_\_\_\_

How much can you save each week? \_\_\_\_\_

How much will you save to spend on holiday if you are going away in 10 months' time?

What is your saving goal? \_\_\_\_\_

Starting saving (credit union, bank...)

Where? \_\_\_\_\_

Why? \_\_\_\_\_

How can I cut my weekly expenses in order to meet my saving goal?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Using an online map to promote tourism and travel provides students with an opportunity to explore different tourist destinations and develop their research, digital literacy, and presentation skills. The project also encourages students to learn about different cultures, languages, and histories, promoting global awareness and understanding.



Tourism in my local area

**My Place or Your Place?** Students are given 5 minutes to write down why their local area is the best place to live and 5 minutes to present to the class.

List five main attractions found in your county.

Name	Location	What to do







## Irish Hospitality

**Organise** as a class to go on a tourist trail in your local area.

**Create** a blog, vlog or podcast of your experience


**OR**

**Use** an online interactive map such as the map listed below to **plan** your own tourist trail:

<https://mytouristmaps.com/wp-content/uploads/2022/03/Interactive-tourist-map-of-Ireland.pdf>

### My Local Area

Sporting activities/clubs	Accommodation
	B&B 3 star hotels 5-star hotels
Food outlets	Entertainment
Restaurants  Takeaway options	Festivals



Utilising online information encourages students to take an active role in their learning by seeking out information from online sources.



A tourist trail can be a walk around your local town or a local tourist attraction.

**Make a list of tourist trails you could explore in your local area:**

1.
2.
3.
4.
5.

Name the trail you have chosen below and give two reasons why you chose this trail.

<b>Name:</b>
<b>Reasons:</b> 1. 2.

**Plan the trail.**

What are you going to see there?

What do you need to know about each place?

Name of place	What I need to know



REFLECTION		
What did I learn?	What went well?	What to change in future?

Would you recommend this tourist trail to next year's LCA1 class?

Explain your answer.



*Transdisciplinary links:* Using I.C.T. skills design a questionnaire for a group of students in your school. You could ask questions on the following topics:

- How often does the student go on holidays?
- What is the student's favourite time of year to go on holiday?
- Places visited in Ireland?
- Places visited in Europe?
- Places visited in other parts of the world?
- Favourite place to visit?
- What activities are available in this place?
- Local hospitality?
- Restaurants?
- Accommodation etc.?



*Transdisciplinary links:* Using I.C.T. or Maths make bar charts or pie charts to present the main findings.

**Option one:**

**Brochure:** A booklet containing pictures and information about something.

**Accommodation guide:** A list of all the accommodation options in an area.

Using I.C.T., design a tourist brochure or an accommodation guide. The brochure or guide can be based on your local area, your county, your tourist region or Ireland as a country.

**Option two:**

Using I.C.T. skills, create a picture collage of your local area - you could complete this as part of your tourist trail.



## Careers in Tourism

List some careers/jobs available in the tourism industry.

Use the following websites (or collaborate with your V.P.G. teacher) to help you: [www.tourismcareers.ie](http://www.tourismcareers.ie) & [www.failteireland.ie](http://www.failteireland.ie)

List the **skills/qualities** required for working in these areas

Jobs available	Skills/qualities required	Qualifications required



*Transdisciplinary links:* Pick one of the above careers and investigate with your Guidance Counsellor, the qualifications required.





## Irish Hospitality

**Guest speaker** - Invite a past pupil or local business owner to talk about 'A day in the life of...'

### Career focus

**Job title:**

---

Skills/qualifications needed:

- 1.
- 2.
- 3.
- 4.

Personal qualities:

- 1.
- 2.
- 3.
- 4.

Duties:

- 1.
- 2.
- 3.
- 4.



**Roleplay:** working in pairs one as a hotel receptionist and another as a potential guest, role play the process of booking into a hotel.

**Name** an organisation responsible for the hotel and catering industry

---

**Research:** look up some tourism symbols online.

**Activity:** illustrate five of these symbols below and explain their meaning.

Symbol	Meaning





## Irish Hospitality

### Read a Timetable:

You plan to travel from Waterford to Dublin on a Monday by train. You have arranged to meet friends at the National Gallery of Ireland at 11:00 a.m. Study the timetable below and indicate which train you should take from Waterford in order to arrive in Dublin as close to 11.00 am as possible.

Monday 23<sup>rd</sup> May 2022

Waterford	7.50	11.00	13.05	14.50	18.25
Thomastown	8.11	11.21	13.25	15.12	18.55
Kilkenny	8.30	11.43	13.45	15.30	13.15
Bagenalstown	8.45	11.58	14.00	15.45	19.31
Carlow	8.47	12.11	14.12	16.10	19.43
Athy	9.11	12.24	14.25	16.42	20.15
Kildare	9.30	12.43	14.45	16.42	20.15
Newbridge		12.49	14.52		
Heuston	10.00	13.16	15.21	17.12	20.46

Time departing: Waterford: \_\_\_\_\_

Time arriving: Dublin: \_\_\_\_\_

**Use the internet to research what transport options are available to you to travel from Heuston to the National Gallery of Ireland.**

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Which is the cheapest option?

---

What are the **advantages** of travelling by train?

1. \_\_\_\_\_
2. \_\_\_\_\_



What are the **disadvantages** of travelling by train?

1. \_\_\_\_\_
2. \_\_\_\_\_

Name the organisation responsible for the train services in Ireland?

\_\_\_\_\_

***Use the internet to research the following information about the National Gallery of Ireland:***

1. When was it opened?

\_\_\_\_\_

2. What is the cost of a guided tour?

\_\_\_\_\_

3. How long does it take to go around the National Gallery of Ireland?

\_\_\_\_\_

4. Other than Art, what other subjects could be supported by a visit to the National Gallery of Ireland?

\_\_\_\_\_

\_\_\_\_\_







## Irish Hospitality

Students can **plan** and **organise** a school trip by train.

**or**

Students in groups can **visit** <https://www.irishrail.ie/rail> and **plan** a mystery virtual trip for their classmates online.

### Irish craft and gifts

Popular Irish souvenirs are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

List five traditional Irish crafts:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Name one Irish potter \_\_\_\_\_

Name one Irish artist \_\_\_\_\_

Name one store that sells Irish crafts \_\_\_\_\_

Name one online store that sells Irish crafts \_\_\_\_\_



When students are involved in the planning and organisation of an outing, they have the opportunity to take ownership of the project and make decisions based on their interests and preferences. They may also have to negotiate with their peers, teachers, and other stakeholders, which can help them develop their interpersonal skills.





## Module 4

### Catering for Diversity

#### This module aims to:

To familiarise students with the variety and range of ethnic and vegetarian cuisines.

To develop awareness of the influence of customs and beliefs on food and eating habits.

To highlight the main medical and health related conditions which affect diet and menu design in Ireland.

To provide a vehicle for students to reinforce and develop core practical and interpersonal skills.

#### KEY ASSIGNMENTS

##### Units

##### 1.Ethnic Options

I participated in preparing, cooking and serving menu ideas for an ethnic meal according to given guidelines.

I participated in preparing cooking and serving menu ideas for special diets according to given guidelines.

##### 2.Special Diets

I have researched the local restaurants to find out:  
how many menus offer vegetarian options – the type and range of dishes offered and the method of presentation and I presented my findings.

or  
attitudes towards people with special dietary needs using their facilities and services and I presented my findings I hosted a simple 3 course catering event with an ethnic theme for a group of 4 or more people.





## Catering for Diversity

Think about your favourite foods - what country do they originate from? Using the four different ethnic regions below (countries), list the staple foods and research meals associated with that country.

Staple food: Foods that are easily available and traditional to a country.

Ethnic Region	List of staple foods	Dishes
Italian		
Chinese		
Irish		
Ukrainian		



## Catering for Diversity

**DISCUSSION:** Have a class discussion about the four different ethnic region and their associated foods

For each region you will then cook one dish that is traditional to that area.  
List the four dishes you will cook:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



**Create** a suitable two-course dinner menu for one of the above ethnic regions.

Criteria for menu writing:

- You should include **two courses** in every meal.
- You should include **three food groups** in every meal.
- Don't offer any choice of dishes.
- Include the method of cooking where needed e.g. roast potato.
- Present the menu neatly in the centre of the page and **always** put the menu in a box.

### Ethnic Diets

List the factors that influence the food eaten in different countries:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Name four European countries whose cuisine has become popular in Ireland in recent years.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Why do you think ethnic foods have become popular in Ireland in recent years?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



Class discussions can be a powerful active learning methodology, particularly when they are designed to encourage critical thinking, collaboration, and problem-solving.

### Optional Activity:

Pick an area (town or county) and draw a map to indicate which international cuisine is available.



## Mexican Menu

You have been asked to host a Mexican evening in your school.

Suggest four ways by which the Mexican theme could be emphasised:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Name three essential items of information you should include on the guests invitation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List the ingredients and method for making a Mexican main course:

Ingredients:

---



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Method:

---



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*Transdisciplinary links:* Ask your Mathematical Applications teacher to help you to cost the above main course and/or ask your Information and Communications Technology/ Visual Art teachers to design the invitation you could use for the occasion.



## Special Diets

Vegetarian

List three reasons why someone would choose to become a vegetarian:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

There are many types of vegetarians. Name three below and write what foods they can and cannot eat.

Type	Foods eaten	Foods not eaten

Design a menu for a three-course main meal for a Lacto-vegetarian.

Food	Nutrients present	Information about that nutrient

Design a healthy lunch menu for a teenager.

Food	Nutrients present	Information about that nutrient



## Coronary Heart Disease (CHD)

Cholesterol is one of the main causes of CHD. Write some points of information on cholesterol:

What foods contain cholesterol?	
What foods can reduce cholesterol?	
What does it look like?	
What are the effects of too much cholesterol in the diet?	

Identify four dietary and four lifestyle changes that an adult could make to prevent or eliminate CHD (one has been done for you).

Dietary changes	Lifestyle changes
1. Increase fibre intake	1. Increase exercise
2.	2.
3.	3.
4.	4.



Design a menu for a three-course main course meal for an adult with CHD.

Food	Nutrient present	Information about that nutrient

## High-Fibre Diets

Fibre is a very important nutrient in our everyday life. Please fill in the table below:

Sources of fibre	Functions of fibre

Name some diseases that are associated with a lack of fibre in the diet:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Optional Activity: Research one of the diseases above and present your findings to the class.**



Design a menu for a three-course main course meal for an adult who needs to increase their fibre intake.

Food	Nutrient present	Information about the nutrient

### Coeliac

A coeliac cannot tolerate gluten in their body. Fill in the table below about gluten:

Grains that contain gluten	
Foods containing gluten	
Gluten free symbol	
Effect of eating gluten on a coeliac	



Design a menu for a breakfast and a lunch suitable for a coeliac.

Food	Nutrient present	Information about the nutrient

Below is the list of the diets studied. Please name the dishes we cooked for these diets.

Name of Diet	Dishes cooked
<b>Bowel Disorders</b>	
<b>Coronary Heart Disease</b>	
<b>Obesity</b>	
<b>Vegetarian</b>	
<b>Coeliac</b>	
<b>Diabetes</b>	



## Modifying Recipes

Modifying recipes is one way to improve health. Recipes can be modified to include more fruit and vegetables, and contain more fibre and/or less fat, sugar or salt.

Apple Crumble

Ingredients

250g plain flour

125g sugar

125g butter

400g cooking apples

How can I modify this recipe to make it healthier?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

How can I modify this recipe to suit a low-fat diet?

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---

How can I modify this recipe to suit a diabetic?

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---

---

---

How can I modify this recipe to suit a coeliac?

---

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---

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I have researched the local restaurants to find out:



1. How many offer vegetarian options?
2. The type (name) and range of dishes offered
3. The method of presentation

Name of restaurant	Vegetarian dishes Offered





**Visit a local restaurant and ask them about the presentation of these dishes.  
Record your findings below:**

List possible dishes below suitable for

1. Starter
2. Main course
3. Dessert

Starter	Main Course	Dessert

**Chosen menu:**

Who is in my group?

We will cook....

Ingredients



Equipment required?
Method
My role(s) at the catering event

**Evaluation:**

Colour:

---



---



---



---

Flavour:

---



---



---



---

Texture:

---



---



---



---

How well did I complete my tasks on the catering day?

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---



---

Changes (modifications) I would make to my dish.

---



---

---

---

Changes I would make to the catering day.

---

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## Useful Websites

[www.oi.ie](http://www.oi.ie)  
[www.scoilnet.ie](http://www.scoilnet.ie)  
<https://www.education.ie/en/Publications/Inspection-Reports-Publications/Programme-Evaluation-Reports-List/>  
<http://www.examinations.ie/>  
<https://www.examinations.ie/index.php?l=en&mc=en&sc=lc>  
[www.tripadvisor.ie](http://www.tripadvisor.ie)  
[www.bordbia.ie](http://www.bordbia.ie)  
[www.safefood.net](http://www.safefood.net)  
<https://careersportal.ie/>  
<https://www.weeeeireland.ie/>  
[www.seai.ie](http://www.seai.ie)  
[www.repak.ie](http://www.repak.ie)  
<https://www.bbcgoodfood.com/videos>  
<https://www.bbcgoodfood.com/>  
<https://stopfoodwaste.ie/resource/meal-planning>  
<https://food.cloud/>  
<https://www.hotelmanagementtips.com/types-of-food-service-styles/>  
<https://www.realsimple.com/holidays-entertaining/entertaining/how-to-set-a-table>  
<http://www.irelandhotels.com/>  
[www.failteireland.ie](http://www.failteireland.ie)  
<https://www.hsa.ie/eng/topics/fire/>  
<https://firesafetyweek.ie/>  
[www.tourismireland.com](http://www.tourismireland.com)  
[www.ireland.com](http://www.ireland.com)  
[www.mabs.ie](http://www.mabs.ie)  
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[www.origingreen.ie](http://www.origingreen.ie)





**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers