

Career Exploration for the ESOL Classroom

Hospitality and Tourism: Food Service



Teacher Guide

Institute for the Professional Development of Adult Educators

CAREER EXPLORATION FOR THE ESOL CLASSROOM

Hospitality and Tourism: Food Service Industry

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Introduction

Career Exploration for the ESOL Classroom provides students with an introduction to different career clusters. While learning about various careers, students will also learn that skills in reading, writing, language, and speaking and listening are integral to their success in the workplace. The content within this course of study provides students with an introduction to various career pathways.

This section of **Career Exploration for the ESOL Classroom** focuses on different careers in the food service industry. Nearly one in 10 American workers is employed in the restaurant industry. From restaurants to resorts to bakeries to public and private food services, the list of career paths is endless, and so are the job opportunities.

Many food service skills are learned through on-the-job training or apprenticeship programs. Building a career pathway in the food industry is an important task for students interested in the food service industry.

Topics addressed provide students with an introduction to the food service industry. The lessons do not prepare students to be able to perform the skills needed in the various occupations. That is for a postsecondary program, on-the-job training program, or apprenticeship program to accomplish. What this course does provide is an introduction to different career options in the field of food service.

Overview of the Teacher's Guide

This **Teacher's Guide** was developed to provide the instructor with tools to assist students in better understanding the different jobs available in the area of food service while they are engaged in activities that connect with the College and Career Readiness Standards for Adult Education.

The design of each lesson in the **Teacher's Guide** is:

- College and Career Readiness Standards
- Introducing the Lesson
- Developing Academic and Career Skills
- Going the Next Step
- Handouts
- Glossary

The chart at the beginning of each lesson in the **Teacher's Guide** highlights selected **College and Career Readiness Anchor Standards**. This is intended to provide instructors with an overview of the academic standards that will be integrated into the contextualized learning approach of the lesson.

Each lesson begins with **Introducing the Lesson**. Instructors are provided with ideas on how to introduce the lesson in such a way as to give students the necessary background information on the topic as addressed in the corresponding student workbook scenario. The introduction also provides suggestions that involve students in an activity that connects to the lesson. Instructors should cover the information in the introduction prior to having the class read the scenario.

The **Developing Academic and Career Skills** section connects to both the student workbook scenario and specific anchor standards as identified in the College and Career Readiness Standards for Adult Education. These anchor standards are identified at the beginning of each lesson in the **Teacher's Guide**.

The contextualized approach provides instructors with suggestions on how to teach the exploration of food service careers, while integrating academic skills. All activities provide practice in speaking and listening skills, as well as reading, writing, and language.

Copies of reading materials, activities, worksheets, and templates are provided in the **Handouts** section of the **Teacher's Guide**. These handouts can be duplicated in order for students to use in the classroom and as resources for future study.

Going the Next Step provides the instructor with additional activities to use in the classroom or as homework assignments.

Handouts are located at the end of each lesson. These handouts can be printed to be used by students in the classroom. Some handouts provide information on the career for use by the teacher. Answer keys are provided, as necessary, as part of this section.

The **Glossary** in the **Teacher's Guide** is the same **Glossary** provided within the **Student Workbook**. Please note that the definitions were chosen to approximate the usage of the term in the scenario, rather than being an inclusive list of all definitions for a word.

Overview of Student Workbook

The **Student Workbook** should be provided for each student. The design of each workbook lesson includes the following sections:

- Vocabulary
- Scenario
- What Do I Think?

Vocabulary words are listed at the beginning of each scenario. If students have questions regarding the meaning of the words, have them consult the **Glossary** at

the back of the workbook. The **Glossary** definitions were chosen to approximate the usage of the term in the scenario.

The **Scenario** for each lesson is based on real-world situations. The scenarios follow individuals as they explore different careers in the food service industry.

Each scenario is accompanied by activities and handouts that are connected with the identified anchor standards and/or information on the selected career. These activities and handouts are provided in the **Teacher's Guide**.

What Do I Think? questions are situational judgment types of questions. Often these questions do not have a right or wrong answer, but rather require that students think about the situation and what they think is the best response to that situation.

Thinking About a Career in Food Service – Filipe

Academic Area	College and Career Readiness Anchor Standards for Adult Education
Speaking and Listening	<i>CCR.SL.ABE.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>
Reading	<i>CCR.RE.ABE.6: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>
Career and Technology Standards	<i>CP.ABE.02. Identify interests, skills, and personal preferences that influence career and education choices.</i>

Introducing the Lesson

Introduce the lesson by having students think about times that they have been in a restaurant, a bakery, or a grocery store that served food. Have students brainstorm the different jobs that they saw. Write their ideas on the board or on chart paper. Students should include jobs such as: chefs, waiters and waitresses, cashiers, bartenders, bakers, bussers, fast food restaurant workers, and school cafeteria workers.

Now divide the class into teams of two. Have each student introduce himself/herself to the other person. Have each ask the following questions:

- What job in food service would you like to have?
- Why would you like this career?

Tell students that when they are done, they will introduce their partner to the class and what their partner likes about the job selected. Discuss the importance of being able to use formal English when introducing people and why it is important to be able to communicate the other person's ideas accurately.

Developing Academic and Career Skills

Before having students read the scenario, take them on a tour of the workbook. Show them the different elements of the lesson. Have students read the title. Have

students predict what they think the story will be about. Next, point out the vocabulary words to the students. Ask students if there are any words that are unfamiliar to them. Share with students that they have a Glossary in the back of their workbook. Have students locate the Glossary. Talk about the way the glossary is set up e.g., the word is bolded and the part of speech is italicized. Show students how each lesson has a scenario or story. Have students look at the way the scenario is written. It is a story about real people. Have students read one of the questions from the **What Do I Think?** section. Share with students that the questions do not have a right or wrong answer.

Tell students that in the workplace they may often have to read materials to gain information. “Touring” is a good strategy for making more sense out of a text.

“Tour” **Lesson 1** with your students. Have students read the scenario, or you may wish to read the scenario aloud to the class. Provide definitions for words that are unfamiliar to students. As a group, discuss the questions. Focus on Felipe’s need to get more information on the different jobs, and what his next step should be.

Discuss with students that when exploring a new career, it is important that they are knowledgeable about what jobs are available, as well as what type of training is needed in order to enter the career field.

Share with students that there are many different types of careers in the food service industry. Tell students that in the next lessons, they will explore some of the different jobs in which they may be interested and how to get started.

Taking It the Next Step

Tell students that it is never too early to start thinking about career choices. There are so many jobs out there and with a little research, they are bound to find something that is right for them. A first step is to develop a career plan.

Have students create a career folder. Share with students that they will use the folder during the next lessons to start building a career plan.

Have students draw two columns on a piece of paper and label them as shown:

Skills I Have	Skills I Need

Tell students to write down skills that they currently have that they think would be needed for a career in food service. Share with them that skills such as being able to speak two languages, enjoying working with people, or liking to cook or bake are important skills in the food service industry. As a class, talk about the different skills that students have. Tell students to place their chart in their folder. They will add to it during future lessons.

Different Paths – Filipe

Academic Area	College and Career Readiness Anchor Standards for Adult Education
Speaking and Listening	<i>CCR.SL.ABE.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>
Language	<i>CCR.LA.ABE.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</i>
Career and Technology Standards	<i>CP.ABE.02. Identify interests, skills, and personal preferences that influence career and education choices.</i>

Introducing the Lesson

Introduce the lesson by having students think about times that they have been in a restaurant. What were the different types of careers that they saw? Write the students' answers on the board or on chart paper. Answers should include such things as: greeters/hosts, servers, bussers, chefs, etc. Share with students that the careers within restaurants are just one part of the food industry.

Developing Academic and Career Skills

Have students read the scenario and as a class answer the questions. You may wish to read the scenario aloud instead of having students read it independently. Share with students that when reading about careers in the food industry, they may encounter words that they do not know.

Explain that the world of culinary arts has its own specific vocabulary, from commonly used words such as broil and fry to less common words such as chiffonade, infuse, and macerate. Even the positions have specific names, such as a sous chef or the garde manger. As a skilled chef, you need to learn and be able to use the vocabulary (language) of culinary arts.

To assist students in “owning” words, teach them how to use the *Frayer Model* graphic organizer to build their own dictionary. This type of organizer helps students learn new vocabulary by defining the term in their own words, as well as contextualizing it through authentic examples and visual representations. Because

some of the words of cooking may be difficult to pronounce, suggest to students that they also include a correct pronunciation.

When introducing this model, it is helpful to explain why it is useful for building vocabulary and conceptual knowledge. Then teach students what information should go in each section.

Provide students with a copy of the handout **My Vocabulary Dictionary**. Model for students the step-by-step process of completing the graphic organizer.

1. Select a vocabulary term that you feel students need to understand or have students identify a word from their readings.
2. Explain the directions and what needs to be filled out in each of the boxes.
3. Have students complete each of the boxes for the name of the word, a definition in their own words, a drawing or picture, and use of the word in a sentence.
4. When students complete the model, have them share their graphic organizers with the rest of the class.
5. Have students add to their dictionary as new information is learned. Students can use this as a quick reference sheet.
6. Have students include their dictionary as part of their career portfolio.

Have students read the handout **Working in a Restaurant**. As students read the article or you read the article aloud to the class, have them identify words that are unfamiliar. *Note: This article is at a higher readability level than the scenarios due to the different job titles and culinary vocabulary.*

Have students select a word that is used to describe a job position. Have students define the word using the handout **My Vocabulary Dictionary**. You may wish to have students find a picture of the job. Have students share their graphic organizer with the class.

Taking It the Next Step

Invite a chef from a local restaurant or hotel to speak to the class. Have students prepare one or two questions that they wish to ask and write them on index cards. Check the questions for appropriateness prior to the chef arriving.

Debrief the activity by having students share with the class what they learned.

If you are unable to have a speaker, you may wish to have students watch the following video by a well-known chef from New York:

Being a Chef – Scott Conant
<http://bigthink.com/videos/being-a-chef>

Share with students that getting to know individuals in the career field in which they are interested can often lead to jobs.

Handout: My Vocabulary Dictionary

Vocabulary Word	Picture or Drawing
Definition (in my own words)	Word in a Sentence

Handout: Working in a Restaurant

There are many different careers in the restaurant industry.

Back of the House Restaurant Jobs

The kitchen and staff who work there are called the back of the house.

- **Chefs/Cooks**

A chef is responsible for preparing the meal. This job does more than just cooking. A cook or chef is also responsible for supervising and training staff. Chefs usually have a certificate or diploma. There are different types of chefs.

- **Dishwasher**

A dishwasher washes the dishes. A dishwasher position is usually an entry-level job. People who are interested in cooking may start as dishwashers.

- **Kitchen Manager**

A kitchen manager runs the restaurant business. This person orders the food. This person may do the bookkeeping. The kitchen manager may make the daily bank deposits. Sometimes a chef is also the manager.

- **Bookkeeper/Accountant**

Restaurants are businesses. A bookkeeper or accountant makes sure that people are paid. This person makes the deposits and handles the finances. This may be a part-time position.

Front of the House Restaurant Jobs

The dining area and staff are called the front of the house.

- **Manager**

The restaurant's manager runs the show. The manager hires and schedules staff. The manager also makes sure that everything runs smoothly.

- **Host/Hostess**

The host or hostess is the person who greets people. This is usually an entry-level position.

- **Server**

Servers must know about all of the dishes and drinks on the menu. They take orders and serve the food and drink. This is a job that requires excellent customer service skills.

- **Busser**

A busser's main responsibility is to clear tables. This is usually an entry-level job for those who want to become a server or bartender.

- **Bartender**

The bartender makes and serves drinks. The bartender also makes sure that liquor laws are enforced.

- **Other Restaurant Jobs**

There are other careers in the restaurant business. A restaurant may have a sommelier on staff. A sommelier is a wine specialist. Restaurants may also have bakers, butchers, pastry chefs, dessert chefs, and a maître'd.

So Many Careers – Filipe

Academic Area	College and Career Readiness Anchor Standards for Adult Education
Speaking and Listening	<i>CCR.SL.ABE.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i>
Reading	<i>CCR.RE.ABE.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>
Career and Technology Standards	<i>CP.ABE.02. Identify interests, skills, and personal preferences that influence career and education choices.</i>
Career and Technology Standards	<i>TN.ABE.03. Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.</i>

Introducing the Lesson

Have students brainstorm different types of careers in the food service industry that are not part of a restaurant. Write the students' ideas on the board or chart paper. You may wish to help students get started by writing some of the following on the board: grocery store business, food manufacturing, bakeries, or caterers.

Developing Academic and Career Skills

Reading is an important skill in exploring different career pathways. Share with students that their ability to identify evidence for and against something is important. From looking at which career is best to what college or training program to attend, a person must look at the evidence.

Ask students if they have ever watched a show or movie where the main characters had to collect evidence in order to prove or disprove the mystery?

Write the word **evidence** on the board or chart paper. Have students define the word.

Tell students that evidence is information that helps prove an idea. Ask students if they ever use evidence in their daily lives. Tell students that when they purchase something, they use evidence. Sometimes, they purchase an item based on

certain qualities of the purchase, sometimes the price, and sometimes a person's recommendations. All of these are evidence.

Share with students that as they read today's story, they will be practicing the skill of collecting evidence.

Provide students with the handout **Looking for Evidence**.

Read each of the statements. Have the students read the scenario. Once they have finished, have them reread the scenario and record evidence that they have found for and against each statement in the chart.

Conduct a whole-class discussion in which students share and justify their positions. Help students clarify their thinking and call their attention to evidence that they might have missed or misinterpreted. Use students' responses to evaluate their understanding of the reading and their ability to support a position with evidence.

As a class, discuss the questions.

Provide students with a short nonfiction text from classroom reading materials or the Internet. Create 2-3 statements and write them into the graphic organizer. Have students practice finding evidence for and against each statement. Have students justify their answers to the class.

Reinforce the importance of evidence when reading career and real-world materials.

Taking It the Next Step

CareerOneStop provides free videos on different types of careers, as well as workplace skills and abilities. Note that many of the career videos are also provided in Spanish.

Have students identify one career pathway in the food industry in which they are interested. Have students watch a video on that career from **CareerOneStop**:

<http://www.careeronestop.org/Videos/default.aspx>

After watching the video, you may wish to have students further explore the career by doing an Internet search or by showing students how to do a career search on the **CareerOneStop** at:

<http://www.careeronestop.org/ExploreCareers/explore-careers.aspx>

Have students take out their self-assessment paper. Tell students that they should look at the skills and add to them based on the information they have learned about their selected career in the food-service industry.

Now, have students identify one career pathway in the food industry that interests them and look at the skills they need.

Skills I Have	Skills I Need

Tell students that this website is a great source of information as they explore different career options and job opportunities. Suggest that as students find additional information on their career choice, they should include it in their career folder.

Share with students that **Career Exploration for the ESOL Classroom** is only an introduction to the many different careers in the food service industry. It will be important that they further explore this important career pathway if they are interested in this career choice.

Their first step may be to meet with a career counselor and to take an interest inventory. Florida provides the **Kuder® Career Planning Inventory**. The **O*NET Resource Center** also provides a free interest inventory at:

<http://www.onetcenter.org/IP.html>

Handout: Looking for Evidence

Evidence For	Statement	Evidence Against
	Filipe is uncertain about which career he wants to pursue.	
	There are many different careers in food service.	
	Ms. Cason helped Filipe decide on a career.	

Looking for Evidence Sample Statements and Answers

Evidence For	Statement	Evidence Against
<p>Maybe he would rather work in food manufacturing or in one of the big bakeries in town.</p> <p>Felipe didn't realize there were so many opportunities.</p>	<p>Filipe is uncertain about which career he wants to pursue.</p>	<p>Filipe really did want to be a chef.</p>
<p>I never knew that there were so many careers in food service.</p> <p>Filipe didn't realize that there were so many opportunities.</p>	<p>There are many different careers in food service.</p>	<p>Filipe really did want to be a chef.</p>
<p>Ms. Cason showed Filipe and Simone some videos on different careers.</p> <p>Ms. Cason suggested taking a career inventory.</p>	<p>Ms. Cason helped Filipe decide on a career.</p>	<p>I cannot choose a career for you.</p>

Glossary

Apprentice: *noun* – a person who works with a professional instead of going to school.

Apprenticeship: *noun* – job training where a person works and studies with a chef instead of in school.

Back of the house: *noun* – the kitchen, dishwashing, and food preparation area of a restaurant and its employees.

Brochure: *noun* – a small book or magazine that provides information.

Career: *noun* – a profession that usually needs training.

Career ladder: *noun* – the different jobs in a career; jobs usually involve greater responsibility and experience as one goes up the ladder.

Career Inventory: *noun* – questions that help a person decide on a career and shows a person's likes, dislikes, and skills. Also called an interest inventory.

Chain restaurant: *noun* – restaurants that have the same name, but are found in different locations.

Chef: *noun* – a professional cook.

Culinary: *adjective* – relating to cooking.

Entry-Level: *adjective* – the lowest-level for somebody who is new to a job or career.

Experience: *noun* – knowledge or skill about something.

Food industry: *noun* – businesses that deal with foods and beverages.

Front of the house: *noun* – the area of a restaurant where food is served to guests, including the employees who greet customers and serve the food.

Maitre'd: *noun* – the person who handles reservations and supervises servers and bussers.

On-the-job: *adjective* – training while at work.

Opportunities: *noun* – chances to do something.

Pastries: *noun* – sweet baked food made with dough; rolls, pies, tarts.