



4 Working in a Café/ Restaurant

City of Dublin ETB
and Down Syndrome Ireland

This workbook belongs to:

Start date:

About your student workbook

This workbook has been designed to support you through your 'Working in a Café or Restaurant Module'. It contains all the information you need to take part in the module. The workbook is divided into units 1 – 7, which cover all of the core skills you will need to prepare for work. Each unit has a different colour to highlight what subject is covered in it. At the end of each unit there is a summary sheet to remind you of what was covered. This will be helpful if you want to go over this information at any time when you are working. Make sure to put your name on the cover of the workbook and the date you started the module.

Make sure to keep your workbook safe

Acknowledgements

The City of Dublin ETB and Down Syndrome Ireland appreciates and wishes to acknowledge the considerable work undertaken by the project team, Orna Fynes, Adult Literacy Organiser and Judy Halford, Work Ready Project Coordinator, of the City of Dublin ETB Finglas and Aisling Brown, Adult Education Officer, DSI.

We would like to thank the students, Julie Dalton, Sean Hickey, Billy Kane, Andrew Murphy, Claire McManus, Aoife Geoghegan, Morgan Whelan, Eric Nolan and Niamh Nolan, for their invaluable contribution to the development of the Work Ready Modules. We would also like to acknowledge our business partners and their representatives, Orla McAndrew of the Conrad Hotel, Hugh McAlister of Grafton Barbers, Madeline Regan of the Together Academy, Brendan and The Supervalu team in Ashbourne and Deirdre Corby of the Ability Programme from DCU, organisations who are leading the way in workplace inclusion. We also appreciate the contributions and good will of our dedicated parents group and other services we spoke with and who shared valuable information and feedback.

We would like to acknowledge also the 'All' project funding initiative which has enabled the commencement of the Work Ready programme.

Introduction

You have chosen to take part in the Work Ready Programme to complete 'The Working in a Café or Restaurant Module'. The purpose of this module is to prepare you for working in a Café or Restaurant. Taking part in this training will help build your confidence and knowledge of the work you will be doing. Together with this training you will take part in some 'On the Job Training'. This will ensure that you are work ready when you take on your new role! We wish you every success on the training and in getting to work!

Contents

unit **1** Customer Service

unit **2** Communication skills for work

unit **3** Health and Safety
in the workplace

unit **4** Hygiene Standards,
personal and general

unit **5** Teamwork

unit **6** Planning and Organisation
skills for work

unit **7** Working in a Café or Restaurant

unit 1

Customer Service

On completion of the Customer Service Unit you will be able to:

- Understand and demonstrate good Customer Service Skills in the workplace.
- Initiate a conversation with a customer or staff member.
- Assist the customer with their shopping experience.



unit 1 Customer Service

What is Customer Service?

Customer Service is the support you offer your customers.

When I experience good Customer Service the person is:

- _____
- _____
- _____
- _____
- _____

When I experience bad Customer Service the person is:

- _____
- _____
- _____
- _____
- _____

1

The key steps in delivering good Customer Service



Be approachable



Well presented



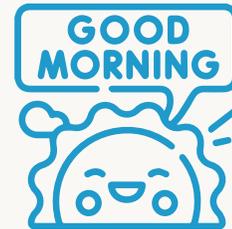
Make eye contact



Greet the customer in a friendly way



Use appropriate words



Hello, good morning, good afternoon, good evening



Smile



Listen to the customer



Good tone of voice



Be polite: please, thank you...



Show concern if the customer is not happy

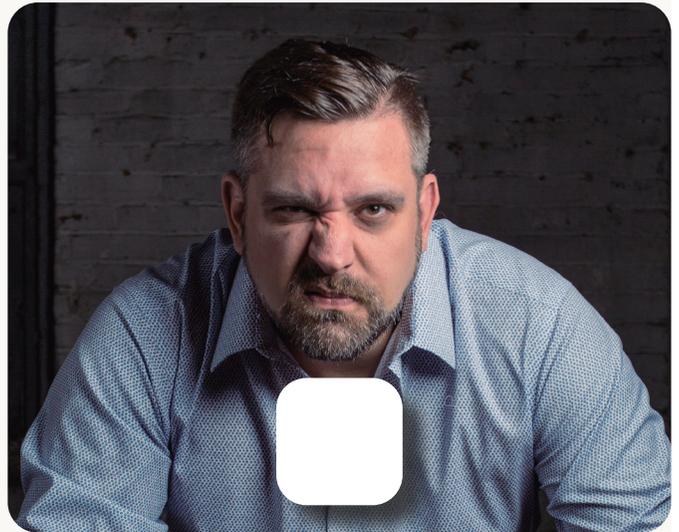
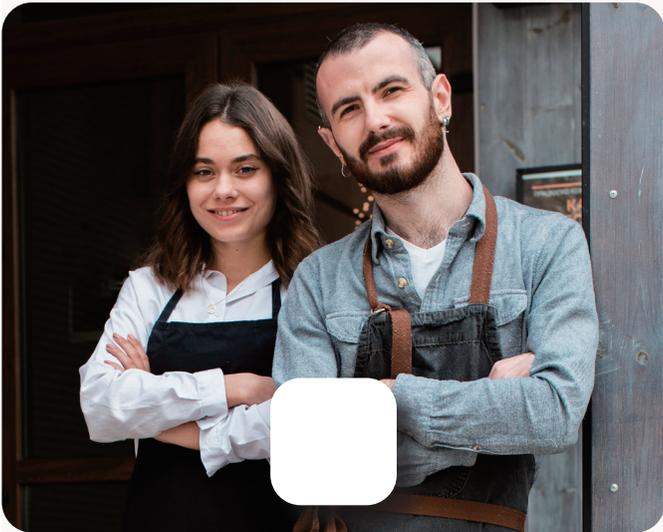


Have a good attitude

1

Session Recap

Please tick the pictures that show good Customer Service



1



List the key steps in delivering good Customer Service



- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

1

ROLE-PLAY: PRACTICE 1

Mary or Joe work as a shop assistant in a local supermarket. Her or his job is to keep the area around the entrance to the store clear and to meet and greet customers as they come into the store.

Tom or Tina is a regular customer who comes into the store twice a week. He or she is a busy person and are often in a hurry. Today he or she is looking for a cake to bring to their neighbours house for tea but it seems the store have moved the cake section!

ROLE-PLAY: PRACTICE 2

Trish or Tim work as an assistant in the local hairdresser or barber. Her or his job is to look after customers and help keep the area clean.

Steve or Stephanie is a new customer and has arrived early for their appointment to get their hair cut.

ROLE-PLAY: PRACTICE 3

Julie or Josh work as a member of the front of house team at the 'King's Hotel'. His or her role is to welcome guests or customers and show them to the check in area.

Orla or Owen has arrived at the hotel for the first time. She or he has had a long journey to get here and is not sure where to go to check in.

ROLE-PLAY: PRACTICE 4

Michael or Maria work as an office assistant. He or she has many duties but the most important one is meeting people who arrive to the office.

Patricia or Peter have arrived to the office for a meeting with Mr. Ryan, the manager.

ROLE-PLAY: PRACTICE 5

Nora or Noel work in 'The Central Café'. Her or his role is Waitress or Waiter, taking the customers' orders for food and beverages and then bringing the food to the table.

Zoe or Zak is a Costumer of 'The Central Café'. She or he has arrived to meet with a friend for coffee and cake.

Notes

Tick the box if the role-play includes one of the key steps in delivering good Customer Service

Delivering good Customer Service					
	RP1	RP2	RP3	RP4	RP5
Being approachable					
Being well presented					
Greeting the customer in a friendly way					
Using appropriate words (Hello, Good Morning, Afternoon, Evening)					
Smiling					
Good tone of voice					
Being polite (Please, Thank you)					
Showing concern if the customer is not happy					

1

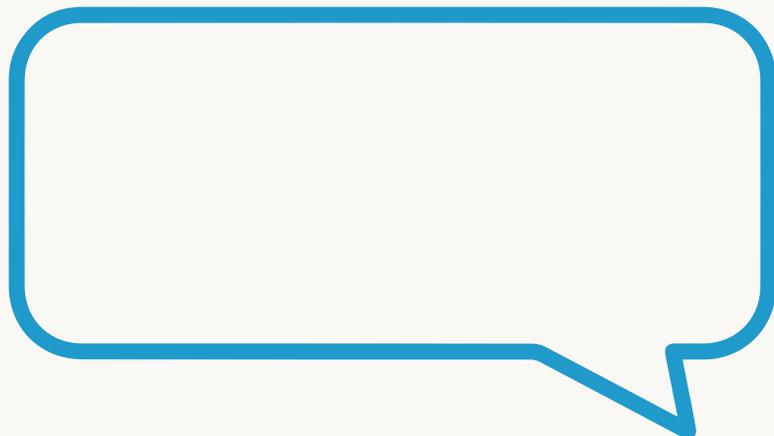
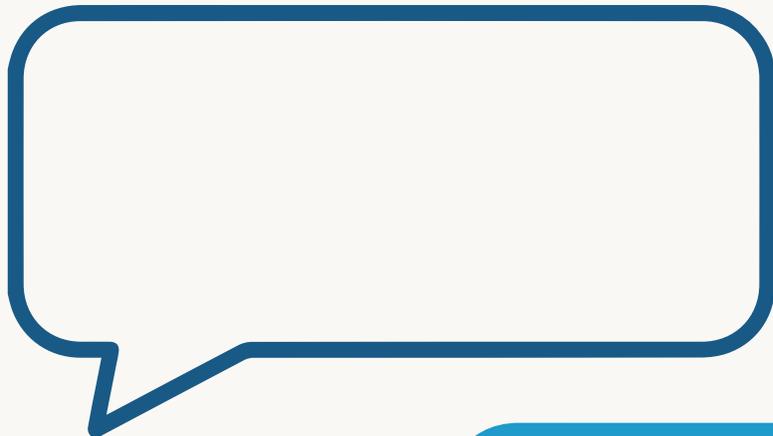
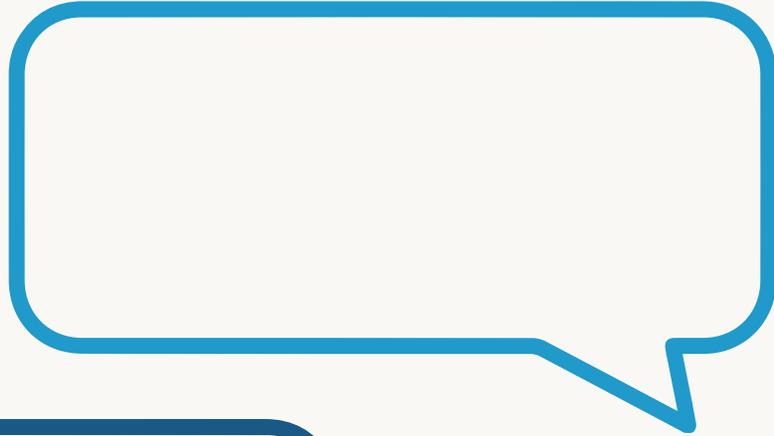
List some things you might notice if a customer needs help



- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

How would you approach a Customer you thought might need some help? What might you say?

Use the speech balloons below to put in your suggestions.

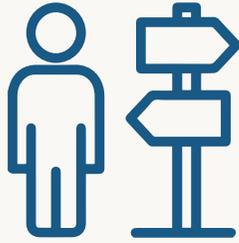


1

Signs the Customer might need help:



Worried or
confused look



Looking for
Information



Looking around
for help



Staying in the
same area for a
long time

When you offer help:



Be Friendly



Be Polite



Ask the
Customer

Do you need any help?

How can I help you?

Let me give you a hand

Are you looking for something in particular?

1



Field Trip focus



- Examples of good Customer Service
- Examples of helpful service
- Examples of where the Customer Service could be improved

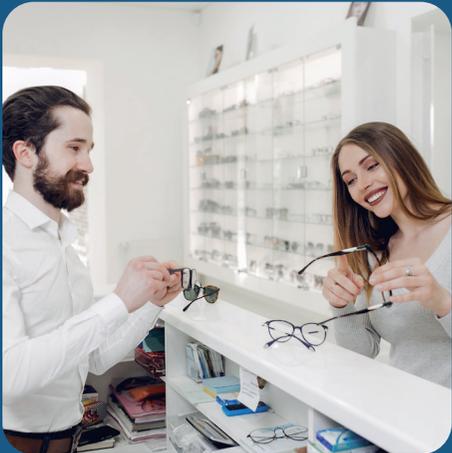
Field Trip checklist:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



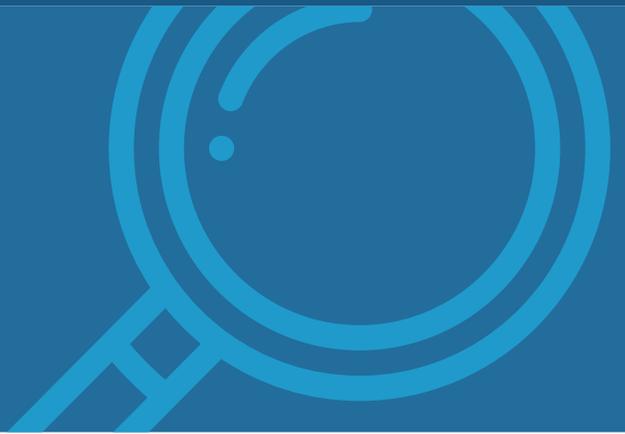
Session 4

Field Trip: Let's see Customer Service in action. What are we looking for?





Field Trip: Customer Service Focus



Date

Day

Location

Notes and Things to remember:

Examples of good Customer Service

- ---
- ---
- ---
- ---



Examples of helpful service

- ---
- ---
- ---
- ---



Examples of where the Customer Service could be improved

- ---
- ---
- ---
- ---

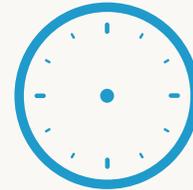


Field Trip picture quiz

1. How did we travel to the store?



2. What time did we leave?

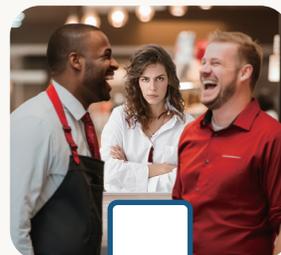


1

3. What type of retail store did we visit?



4. Tick the box if this is an example of good service that you received.



5. Tick the box if this is an example of helpful service that you received



6. Where did we have our tea break?

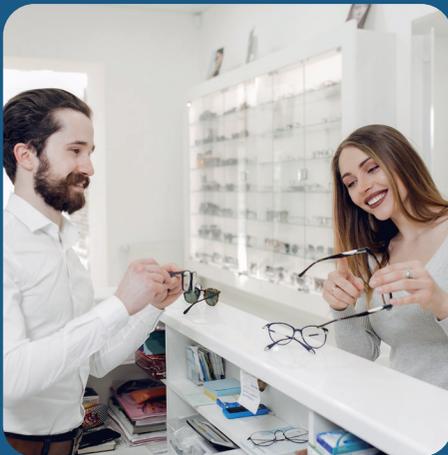
7. How would you rate the Customer Service?
Was it amazing, good, okay or poor?



8. What time did we return to the centre?



Unit Summary





1

How did you feel about the Customer Service Unit?



What did you like about this Unit?



What did you not like about this Unit?



1

Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 2

Communication Skills

On completion of the Communication Skills unit you will be able to:

- Identify the importance of appropriate verbal and non-verbal Communication.
- Follow oral instructions for tasks.
- Use appropriate questions to establish a clear understanding of instructions.
- Approach a staff member if they need support or guidance.



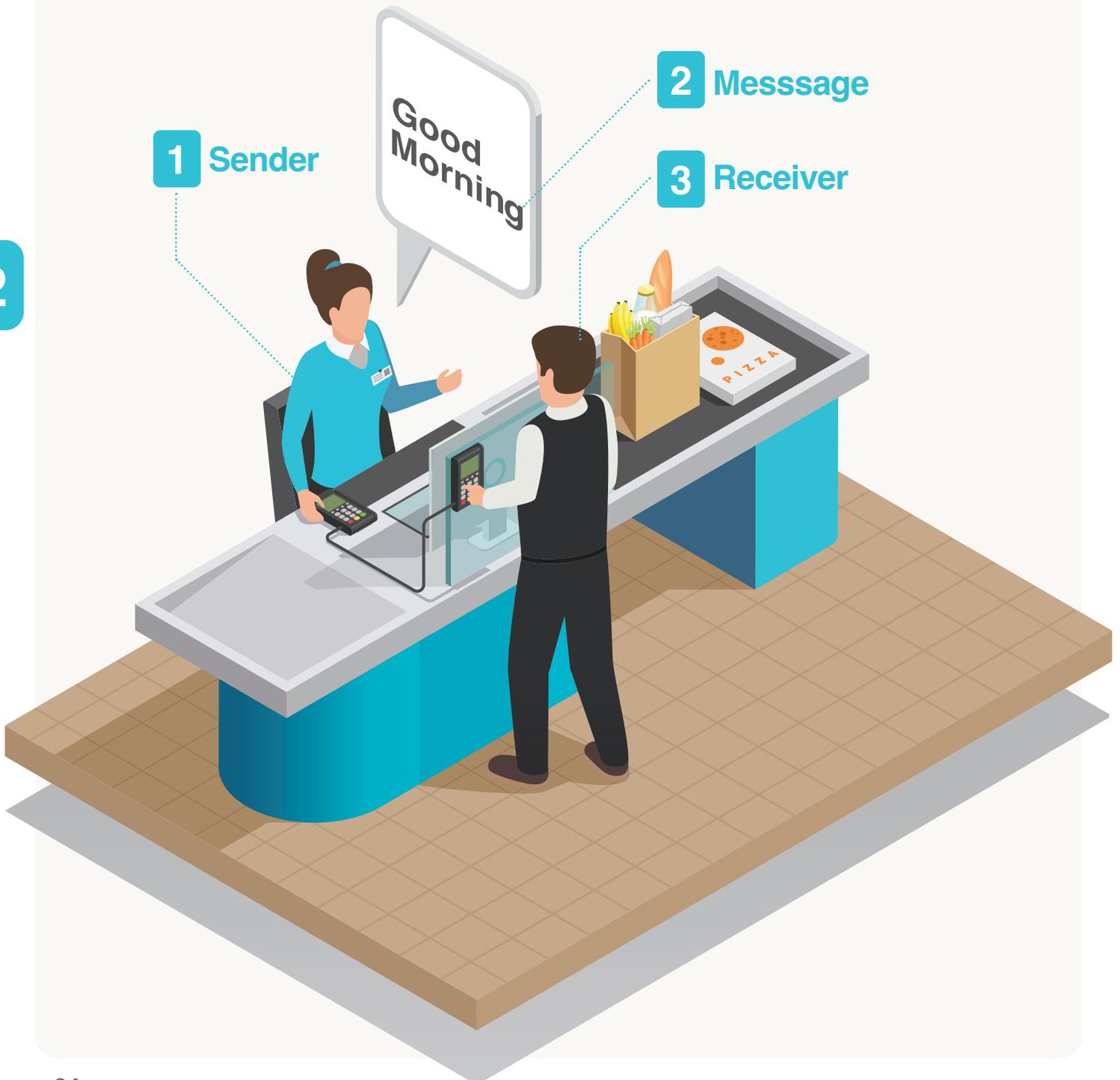
unit 2

Communication Skills

What is Communication?

Communication is giving, receiving and sharing information.

2



We use Verbal and Non Verbal Communication Skills everyday

What is Non Verbal Communication?

List some examples of Non Verbal Communication

- ---
- ---
- ---
- ---

What is Verbal Communication?

Give an example of Verbal Communication

- ---
- ---

Let's watch someone we all know share some examples of Non Verbal Communication.



Write down three of the Non Verbal Communication messages, you saw in the video:

1. _____

2. _____

3. _____

How do we Communicate, give, receive and share information?

Please Write into the space what communication each picture shows.



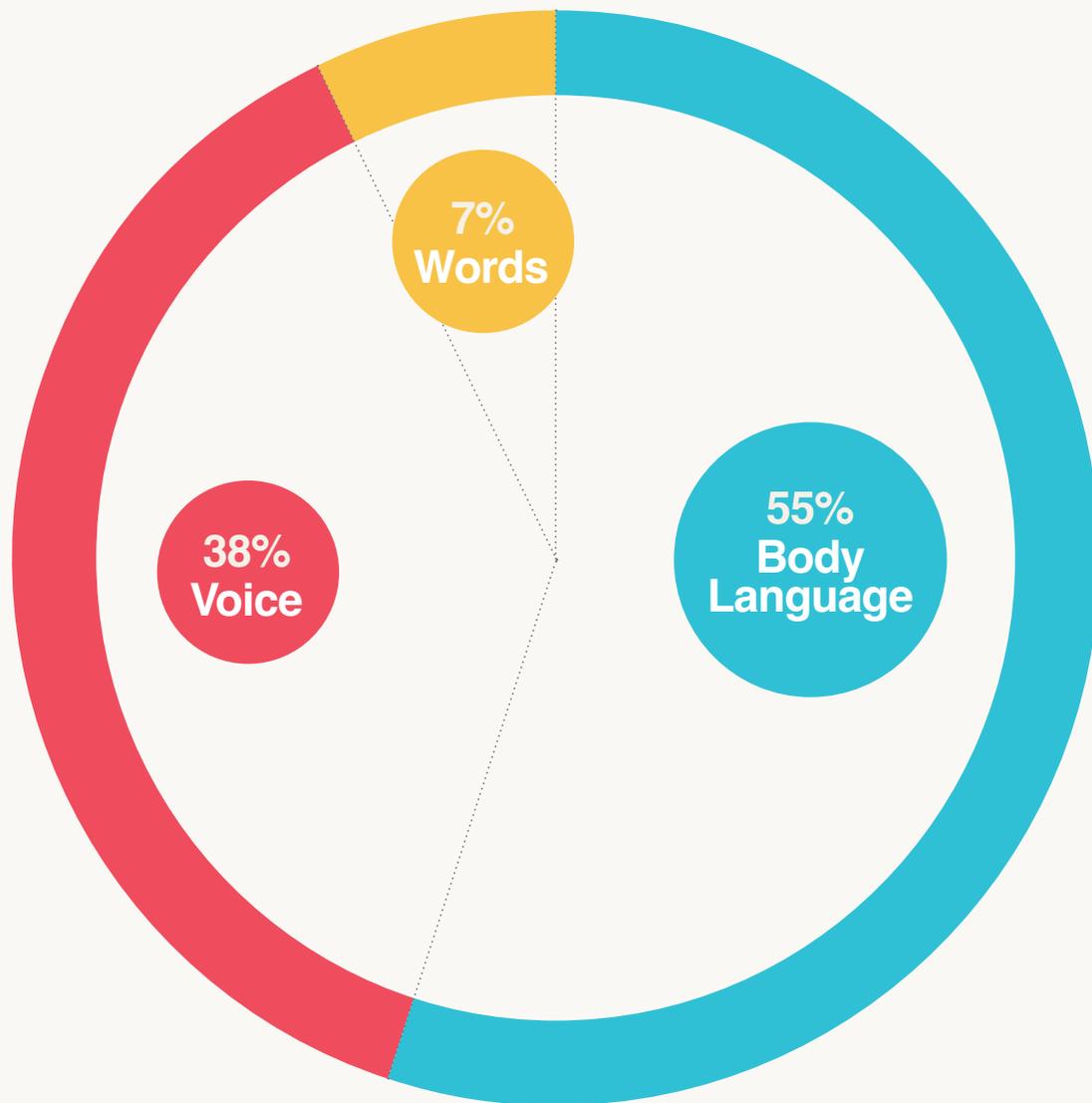








The Facts About Our Communication



2

Being mindful of our Body Language when we are communicating is essential to making sure we deliver the right message!

What is important to remember when we are speaking to someone?

- _____
- _____
- _____
- _____
- _____
- _____

2



Please write the correct answer beside each picture, if the picture shows Verbal or Non Verbal Communication





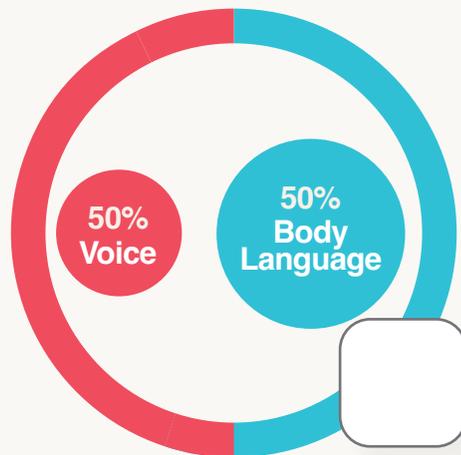
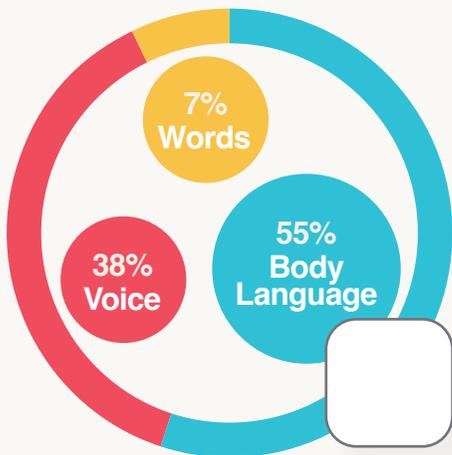






2

Please Tick the Diagram you think is right!



At Work Our Communication Must Be

A

Accurate

information we share must be the correct

B

Brief

we must keep the information short

C

Clear

the information must be clear and easy to understand

What is important to remember when we are speaking to someone?

- _____
- _____
- _____
- _____
- _____

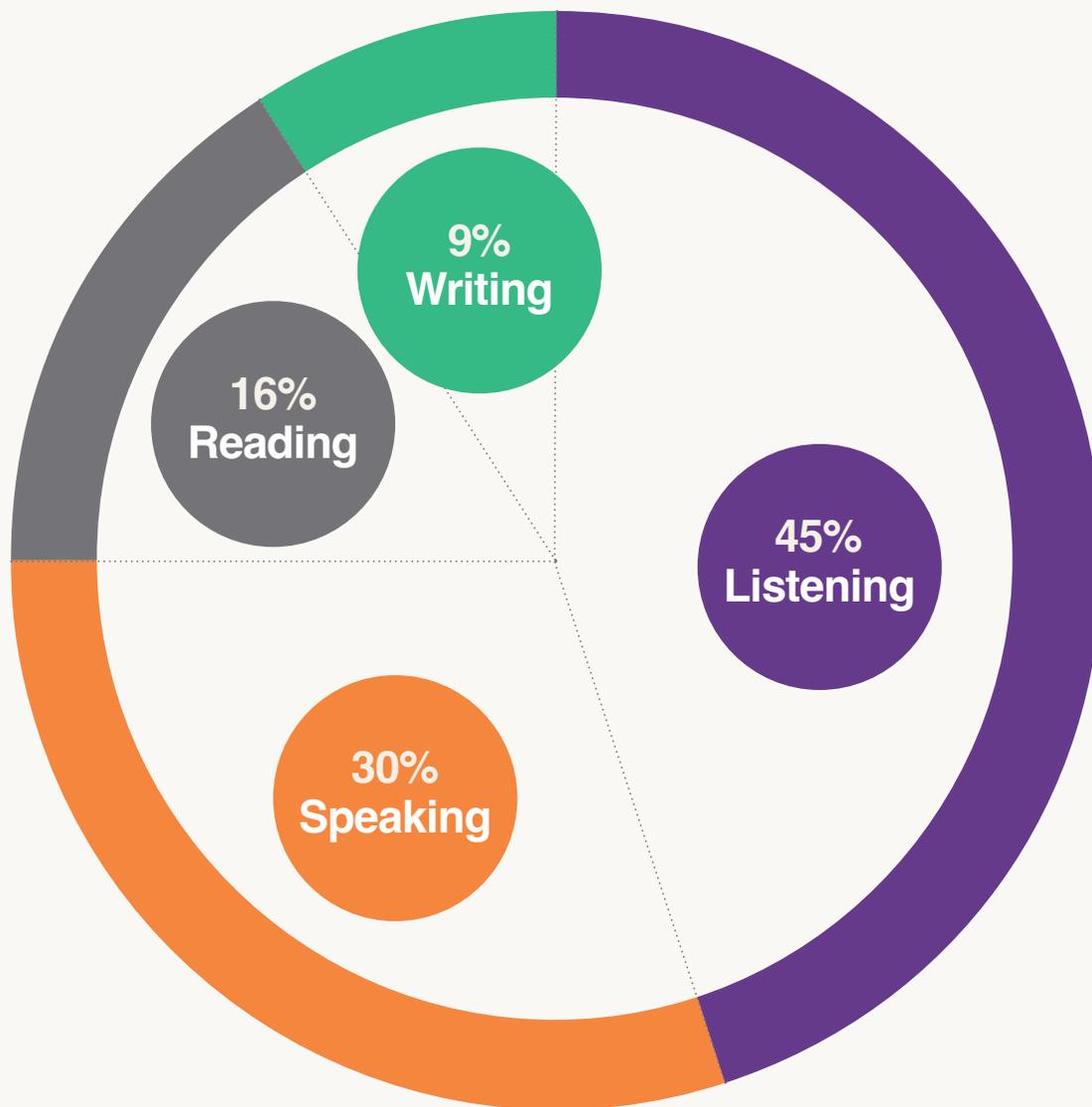
2

**Let's practice
the ABC of good
Communication**



The Facts About Our Communication

We are given two Ears and only one Mouth for a good reason – so that we can listen twice as much as we speak!



Listening is an essential part of Communication

List the reasons you think Good Listening Skills are important:

- _____
- _____
- _____
- _____
- _____

A Good Listener will:

Have good eye contact with the person speaking.	Let the person speaking make their point and finish what they have to say.	Show they are listening.
Concentrate on key words.	Might take some notes.	Ask questions to be clear about what has been said or what they are asked to do.

Working in pairs we will now practice Good Listening Skills

Your Tutor will guide you. One of you will be giving an instruction about a task to be done and the other person will be listening. You will have time to practice before you demonstrate for your group.

We will use the checklist below to rate the Communication and Listening Skills in each Role-play.

The Person Speaking

	1	2	3	4
Used good eye contact				
Used a clear tone of voice				
Spoke so they can be heard				
Used good facial expressions				
Had the correct information				
Kept it brief				
Used clear information				

2

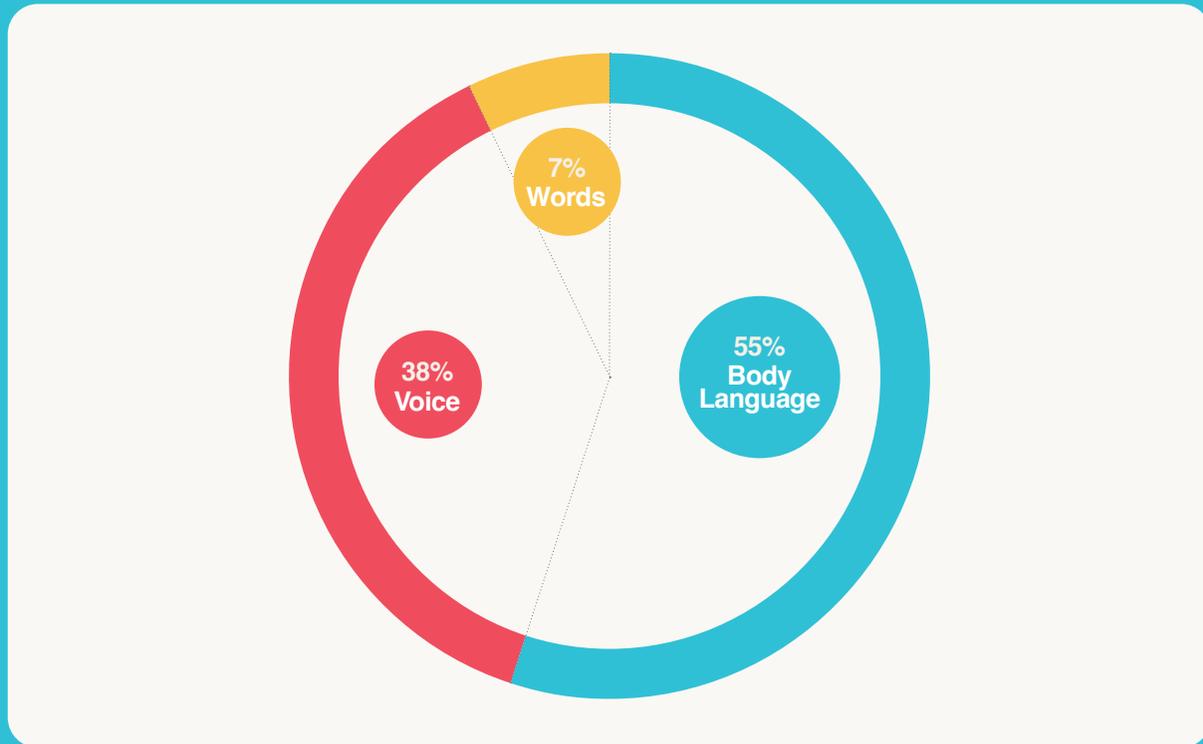
We will use the checklist below to rate the Communication and Listening Skills in each Role-play.

The Person Listening				
	1	2	3	4
Good eye contact				
Didn't interrupt				
Showed they were listening				
Concentrated on key words				
Took notes (If needed)				
Asked questions, to be clear				

2

Unit Summary

How We Communicate: Give, Receive and Share Information



Verbal Communication – Speaking

Prepare, Speak Clearly, Make Sure Your Voice Can Be Heard, Use the Correct Words and Sentences and the Right Tone of Voice.

When Speaking always think of your:

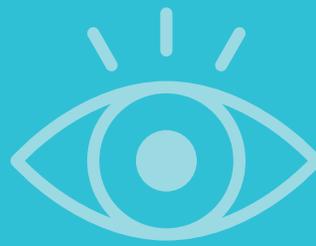
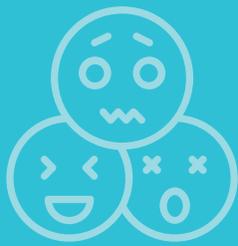
1. **Tone of voice**
2. **Correct Breathing**
3. **Clarity of your Words**
4. **Speed of your speech**
5. **Taking appropriate breaks**



Unit Summary

Non Verbal Communication

Writing, Listening, Behaving, Eye Contact, Facial Expressions, Gestures, Stance and Posture and Positive Body Language.



A

Accurate

information we share must be the correct

B

Brief

we must keep the information short

C

Clear

the information must be clear and easy to understand

If You Are Not Clear About The Instructions You Are Given

Always ask questions to make sure you are clear about the task or job you have been asked to do.



2

How did you feel about the Communication Skills Unit?



What did you like about this Unit?



What did you not like about this Unit?



2

Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 3

Health and Safety at Work

On completion of the Health and Safety at Work unit you will be able to:

- Identify and demonstrate an understanding of good Health and Safety practices at Work.
- Demonstrate good back care techniques.
- Identify risks and hazards in your workplace.

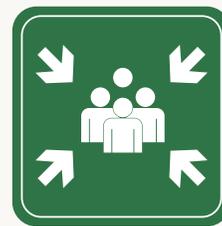


unit 3

Health and Safety at Work

Why is Health and Safety at Work important?

3



It is important that everyone in the workplace works together to protect your health and the health of your team and customers or guests

Work Place Health and Safety Law

We all have Responsibilities for Health and Safety at Work



3

1 Employee

People who work in a company

- You must not do anything to put yourself or others at risk at work
- Follow Health and Safety Procedures
- Use safety equipment and protective clothing
- Take part in Health and Safety Training. (Manual Handling, fire safety etc.)

2 Employer

People who own and manage the company

- Communicate with employees
- Follow the Health and Safety laws
- Protect employees from risks to their health
- Have a Safety Statement
- Have a Safety Officer
- Provide Health and Safety training

If an Employer breaks Health and Safety Law, they face Penalties

Make a list of things you can do to keep safe at work and keep others safe too.



- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

Group Discussion

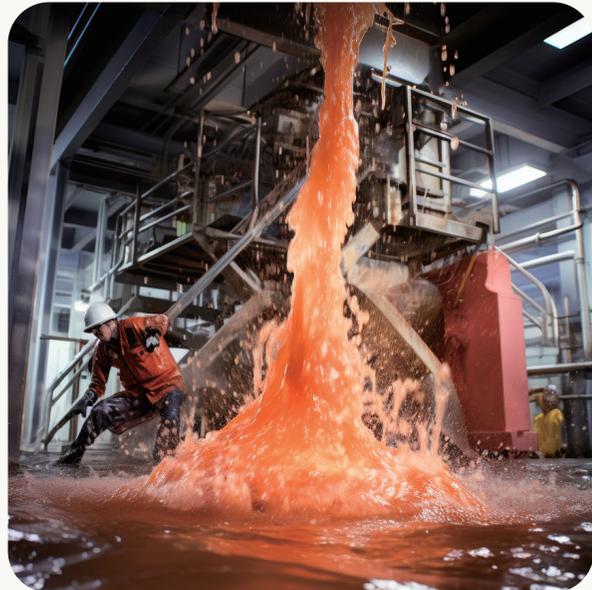
What is an Accident?

An Accident is an unplanned event that can cause harm or injury to a person or damage property.

Did you or someone you know ever have an accident at work?

Tell us a little about what happened

- How did it happen?
- Could the accident have been prevented?
- Have any changes been made since the accident to stop it happening again?



List some of the hazards that might cause an accident when you are working in a Café or Restaurant.



For Example

- 1. A staff member leaving stock or goods on the floor, where another staff member or customer might fall over them.
- 2. _____

- 3. _____

- 4. _____

Group Activity:

Working in pairs: See if you can identify what each sign means. Write your answer in the space beside each one.









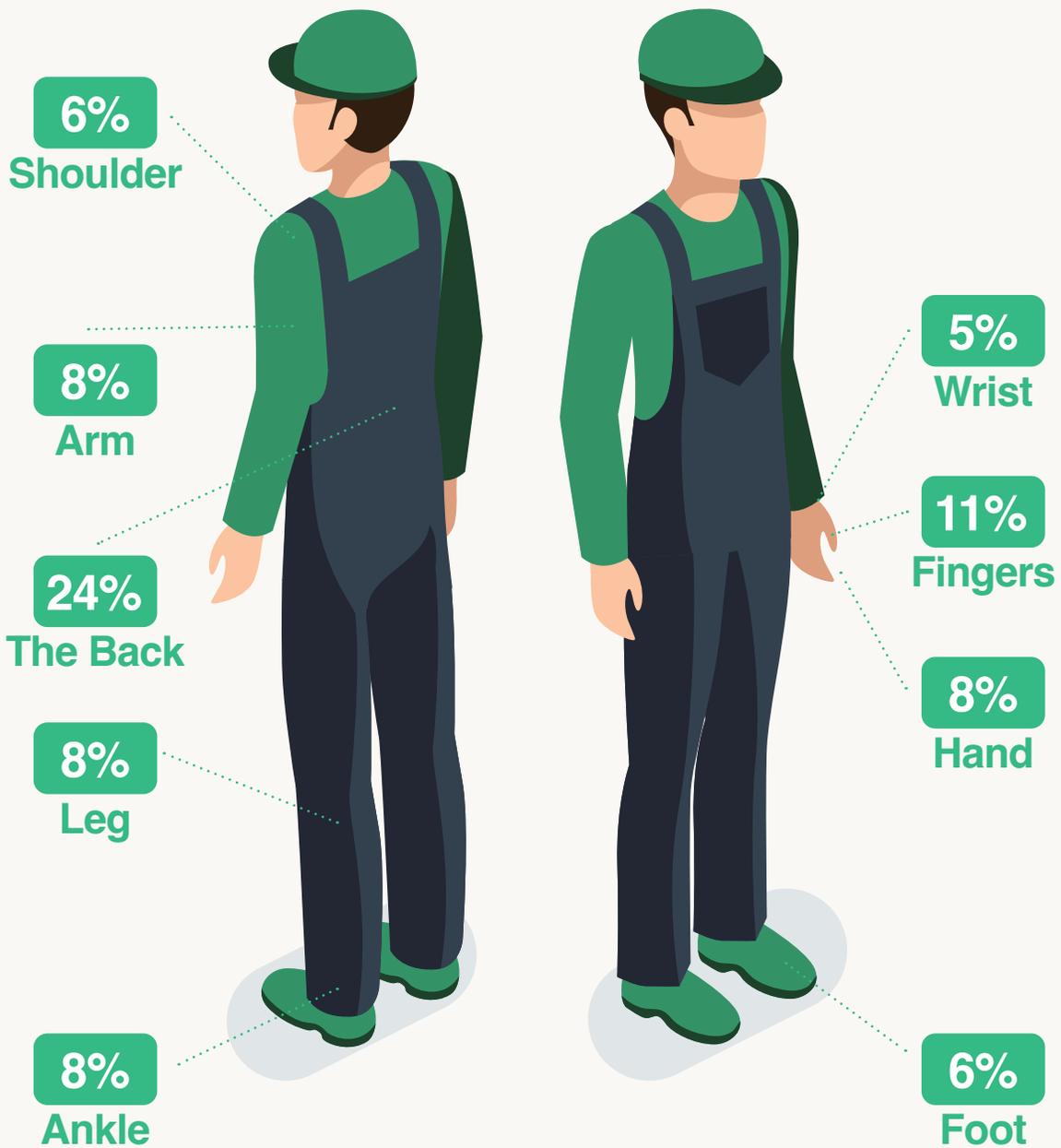


What are the effects of accidents at work?

Most Work place injuries are from:

- 1. Accidents in Manual Handling
- 2. Trips, slips and falls

3



Other areas of the body were less at a total of **16%**

Design a Health and Safety Poster for the area you work in or would like to work in.

Some Examples



You choose how you would like to work:

- On your own
- With another student
- In a small group

Some Tips

- Use a search engine like 'Google' to gather some ideas
- Do a tour of the building you are in to see the Health and Safety signs that are there already
- You can print or use different colour paper to produce your poster
- Use 'Canva', to create and personalise your Health and Safety Poster
- Ask the Tutor for some support if you need it

Some important words used in Health and Safety in the workplace.

- 1. **A Hazard** is something that can cause harm.
- 2. **A Risk** is a potential danger.
- 3. **Control** is when we put steps in place to remove or lower the risk.
- 4. **Identify** is when we see or recognise a hazard or risk.
- 5. **Assess** is when we examine carefully, what in the workplace could cause harm or damage.

Write a sentence using one of the following words:

Accident | Hazard | Risk | Identify

Complete the following sentences by putting the right word in the right place!

Accident | Hazard | Risk | Safety Officer

1. An _____ is an unplanned event that can cause harm or injury to a person or damage property.
2. Lifting something heavy is a _____ because you could hurt your back.
3. Unattended spillages are a _____ as people can slip, fall or trip.
4. A _____ _____ is someone who is responsible for ensuring and promoting a safe working environment in an organisation.

What can I do to protect myself from Injury at work?

Take care of your back and use Manual Handling guidelines.

Before you lift you should think about and plan how you are going to lift:



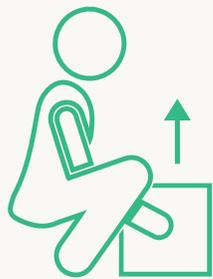
Lift only what you are able to lift safely.



Get help if you need it.



Use available equipment if needed.



Bend your hips and knees so that your legs, not your back, do the work.



Keep a firm grip on the load.



Keep the load close to your body.



When turning, move your feet instead of twisting your body.

Let's practice

3

When you are starting in your workplace you will attend Manual Handling Training.

What is Manual Handling?

Transporting or moving a load by hand.

The 5 P's of Manual Handling



Let's Practice good manual handling skills and look after our backs!



Fire Safety at work



When you hear the alarm ringing



Go to the closest exit



Go to the fire assembly point

Write the steps
of your fire
Safety Plan.



1. _____

2. _____

3. _____

4. _____

Fire Safety

Putting the steps to work – Live Fire Drill.

Please make a list of the steps you took once you heard the fire alarm sound:

a) _____

b) _____

c) _____

Is there anything you would do differently the next time the fire alarm rings?

a) _____

b) _____

c) _____

Work Place Health and Safety

Q. How can you make a difference to the Health and Safety of your workplace?

Know what to do

Be confident about your responsibilities and if you are not sure ask a staff member or the Safety Officer.

Know how to do it

Attend Health and Safety Training and if you need more training ask for it.

Look out for yourself

1. Wear your personal protective equipment (PPE) and clothing if your job needs it.
2. Use safety equipment properly and as shown
3. Know the guidelines for back care and the rules for Manual Handling.

Look out for others

Do not take any chances, report something if it doesn't seem right to you.

Make sure to bring hazards or accidents to another staff member's attention.

Work with health and safety in mind.

3

Health and Safety Unit Recap and Quiz



Session 1: Employer and Employee responsibilities in the Workplace.



Session 2: Accidents.



Session 3: Health and Safety Signs.



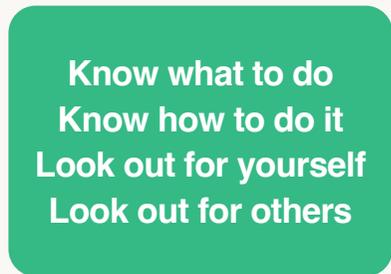
Session 4: Health and Safety Terms and Words.



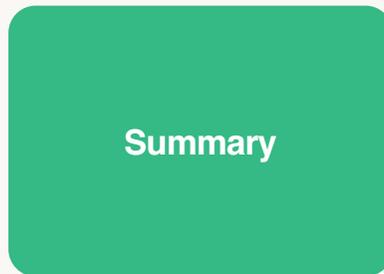
Session 5: Back care and Introduction to Manual Handling.



Session 6: Fire Safety.



Session 7: Making a Difference in Health and Safety in the Workplace.



Session 8: Health and Safety Unit Recap and Quiz.

3

Health and Safety Unit Quiz



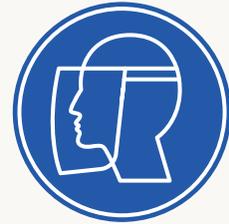
1. Why is Health and Safety at Work important?

- So the company can make more money
- So the Safety Officer keeps their job
- To protect everyone in the workplace

2. One of the main causes of accidents at work is:

- A fall
- A Slip
- Falling into the freezer

3. Which of the following signs means no smoking?



4. How would you describe what a Hazard is?

5. What are the 5 P’s of Manual Handling?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

6. What is the first thing you should do when the Fire Alarm rings?

- Run
- Get your coat and your belongings together
- Leave the building through the nearest exit

7. What area of the body had the highest percentage of injuries, in workplace accidents?

- The Hand
- The Back
- The Neck

8. Fill in the missing words with a word from the box.

Accident | Hazards | Officer | Everyone

Health and Safety at work is the responsibility of _____ in the workplace. Every company should have a person responsible for communications called a Health and Safety _____.

It is important that we all play our part by being aware of any _____ and risks that we may notice in the workplace.



3

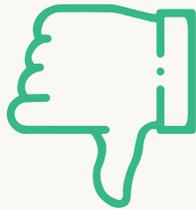
How did you feel about the Health and Safety at Work Unit?



What did you like about this Unit?



What did you not like about this Unit?



3

Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 4

Hygiene Standards

On completion of the Hygiene Standards unit you will be able to:

- Identify and practice good personal hygiene and presentation.
- Complete a cleaning checklist for the Retail workplace.
- Complete a list of cleaning equipment and agents needed for each task.
- Demonstrate your ability to complete each of the tasks on the checklist.
- Understand and apply good Food Safety practice.





1. Wash your Hands

Wet hands with clean water and apply soap.
 Rub your hands together, spreading soap to all areas.
 Scrub your hands for 20 seconds
 Rinse your hands with clean water
 Dry your hands with a paper towel or air dry



2. Shower

Clean your body of dirt and germs.



3. Hair Washing

Clean your hair as needed.



4. Clean your Teeth

4



5. Nail Care

Clean and trim your nails
 Don't wear nail varnish at work if you are working with food
 Make sure nail varnish is not chipped, if worn in non-food area
 Don't bite your nails
 Cleanliness



6. Clean Uniform and clothes

Wash your clothes
 Make sure to iron your clothes or uniform
 Always be well presented



7. Sneezing or Coughing

Cover your mouth when you cough or sneeze
 This will stop you spreading germs to people around you



8. Sleep is important

Restful sleep is good for your well being
 Try to get between 7 and 9 hours sleep a night

Have a personal Hygiene Routine!

Design your own Personal Hygiene Checklist!

Q: What does basic Workplace Hygiene look like?

A: Workplace environments should be kept clean, safe and sanitised.

What are the key steps in cleaning?

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

Let's see the cleaning steps in Practice – Demonstration



Group Activity:

Working in Pairs and using 6 steps of cleaning the checklist, let's practice.

List the 6 steps of the Cleaning Checkout

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

Step 5 _____

Step 6 _____

5 key Food Hygiene standards

1 - Good Personal Hygiene



- Do not handle food when feeling unwell
- Wash hands thoroughly after using the toilet, before preparing food and after coughing or sneezing
- Wear gloves or use utensils to handle cooked food or ready to eat food
- Wear the appropriate uniform or protective clothing for example: Hairnet, hat, apron, using oven glove, safety shoes etc.

2 - Safe Food



- Get food supplies from approved sources
- Make sure food used are in date
- Store foods correctly and at the right temperature

3 - Safe Food Handling



- Store food in clean and covered food grade containers
- Store cooked or ready to eat food above raw food
- Use separate chopping boards and utensils to handle raw and cooked or ready to eat food

5 key food hygiene standards

4 - Correct Temperature



- Defrost food safely in a fridge or chiller
- Cook food thoroughly
- Keep hot food hot (above 60 degrees) and cold food cold (below 5 degrees)

5 - Clean Premises



- Keep food preparation surfaces and equipment clean
- Practise proper housekeeping and follow a cleaning checklist
- Carry out pest prevention measures

4



Information on Food Hygiene Standards in Ireland

Q: What is the role of the Food Safety Authority of Ireland?

- To protect customers and to keep high standards of safe food
- To support employers and employees with training.



4

Q: What is HACCP?

- It is a food safety management system; we use this system in Ireland.
- It helps us identify what could go wrong in a food system and plan how to prevent or stop it.



Hazard = Danger

Analysis = Evaluation/inspection

Critical = Very important

Control = Standard

Points = Cooking, cooling, reheating or holding food

Design your own Workplace Cleaning Checklist!

Field Trip

Let's see Food Hygiene and HACCP in action.

What are we looking for?



Field trip picture quiz

1. How did we travel to the store?



2. What time did we leave?



4

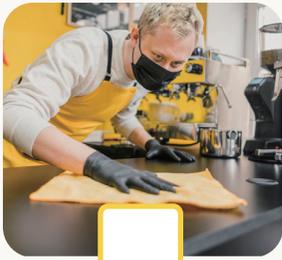
3. What type of Food Business did we visit?



4. Tick the box if this is an example of good Personal Hygiene that you saw or observed.



5. Tick the box if this is an example of good General Hygiene practises that you saw or observed

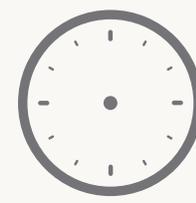


6. Where did we have our tea break?

7. How would you rate the Hygiene Standards in this location, was it Good, Okay or Poor?



What time did we return to the Training Centre?



Unit Summary



The 6 Key Steps of Cleaning

1. **Pre clean** – taking away any dirt from the area.
2. **Main clean** – cleaning the area with hot water with detergent.
3. **Rinse** – using water to rinse the area.
4. **Disinfection and Sanitise** – using a sanitiser to kill germs.
5. **Final Rinse** – using water to rinse the area.
6. **Drying**- the area thoroughly.

The 5 Key Food Hygiene Standards

1. **Good Personal Hygiene**
2. **Safe Food**
3. **Safe Handling**
4. **Correct Temperature**
5. **Clean Premises**

4



How did you feel about the Hygiene Standards Unit?



What did you like about this Unit?



What did you not like about this Unit?



Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 5

Teamwork

On completion of the Teamwork unit you will be able to:

- Identify what makes a good team.
- Demonstrate good communication skills and a positive attitude, in teamwork.
- Understand and practice appropriate work place relationships.

5



Q: What is Teamwork?

A: Working in a group of two and more people to achieve a common goal.

List some examples of Teams you know:

- _____
- _____
- _____
- _____
- _____

What makes a good team?

- _____
- _____
- _____
- _____
- _____

Tips for Good Teamwork

Treat everyone with respect

Good communication

Take feedback and give constructive feedback

Treat everyone the way you would like to be treated

5



Celebrate each other's achievements

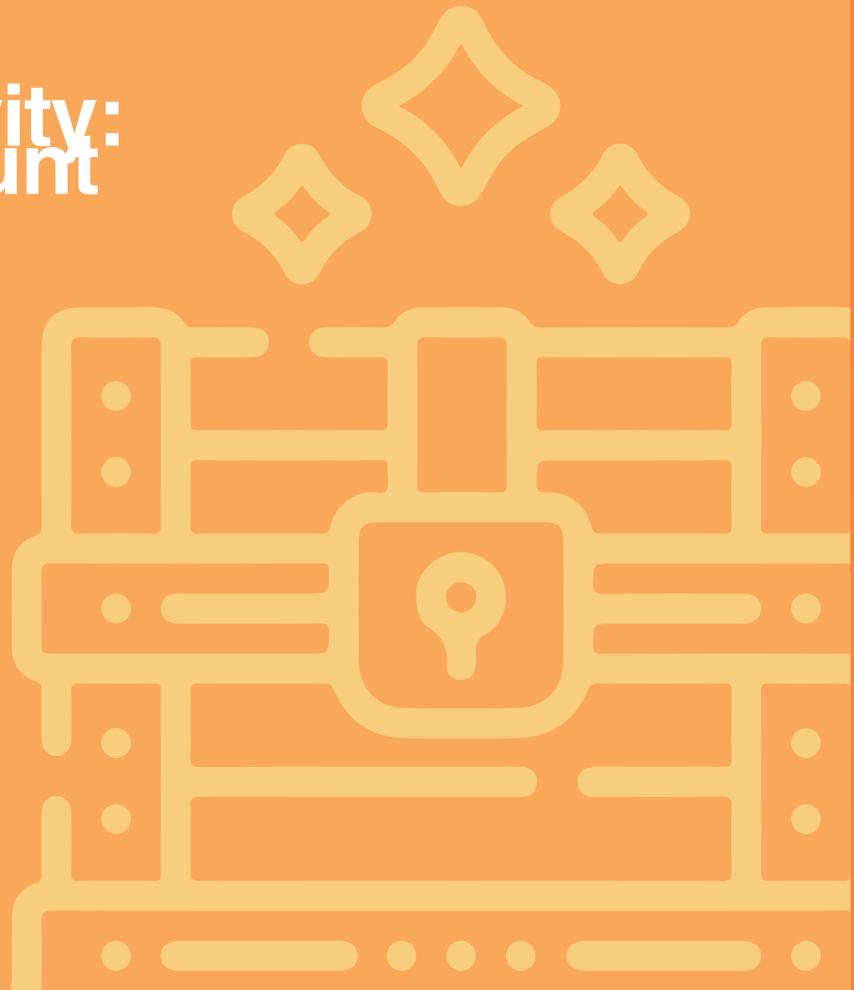
If something goes wrong talk about it and avoid conflict

Good time management

Acknowledge everyone's work

5

Group activity: Treasure Hunt



Preparation:

1. Who are the other people in my team?
2. What will we need to complete the Treasure Hunt?
3. What tasks need to be done?
4. Who will lead the team?
5. What steps will we take to get the Treasure Hunt done?
6. What will I need to do for the team?
7. Do we understand all of the instructions?
8. Do we have any questions?

Team Members:

Start Time:

Returned at:

Ready Steady Go! You have 30 minutes.



Treasure Hunt Tasks

1. Take a photo of your team in front of a room in the centre with a name starting with the letter C.
2. Find a staff member and interview them and find out:
 - a) The staff members name: _____
 - b) What area do they work in? _____
 - c) What is their job? _____
 - d) Where is their favourite place to go on holiday?

 - e) What is their favourite part of their job?

3. Bring back a piece of fruit starting with the letter B.
4. Take a photo of one of your team beside a machine that makes copies!
5. Pick a song, practice, so your team can sing 4 lines of it for the whole group, at the end of the treasure hunt!
6. Take a photo of your team with something green that grows!
7. Count how many rooms are in the building.
8. Take a photo of your team making their funniest faces!



Group Exercise: Treasure Hunt Review

1. Did we enjoy working together?



2. Was the Group Activity fun?

Yes

No

Why?

3. The best part for me was:

4. The part I least liked was:

5. What was the best thing about working as a team?

6. Were there any challenges to working as a team?

7. Things I learned and want to remember:

The Do's and Don'ts of Teamwork

Do

Be willing to work together



Know when to step up and when to back down



Make sure to treat everyone on the team as an equal



Don't

Take things personally



Underestimate a team member



Gossip, about the team members or the work of the team



5

Group Activity: **Let's Plan a Team Project**

1. What activity would we like to do as a team?

2. What is our goal?

3. List the things we need to do to achieve the team goal?

Group Activity: Team Project



Team Project To Do List:

First: _____

Next: _____

Next: _____

Then: _____

Finally: _____

At Work we need to make sure we treat the people who work with us well and with respect.

Do we treat the people we work with in the same way as we treat our friends and family members?

5

What is different?

What is the same?

How would you meet and greet a person you work with?



What words would you use?

What would you do if a a person you work with was upset?

5

In the workplace we need to be aware of the Appropriate Behaviour

Is this the Right Place?

- Is my question private?
- Should I tell my story in front of lots of people?
- Do I want everyone to hear what I am saying?
- Should I speak with my boss privately?

Is this the Right Time?

- Is the other person busy?
- Is there a customer waiting for me?
- Is there a more important job I should be doing?
- Should I wait until my break time to tell this story?

Is this the Right Way?

- Who am I speaking to?
- Should I joke?
- Can I be loud?
- Do I need to be careful with my manners?

Unit Summary

Tips for Good Teamwork

- Treat everyone with respect.
- Good communications.
- Take feedback and give constructive feedback.
- Treat everyone the way you would like to be treated.
- Celebrate each other's achievements If something goes wrong talk about it and avoid conflict.
- Good time management.
- Acknowledge everyone's work.

My Favourite Thing about Teamwork

Appropriate Behaviour in the Workplace – three key things to think about:

Is this the Right Place? Is this the Right Time? Is this the Right Way?



5



How did you feel about the Teamwork Unit?



What did you like about this Unit?



What did you not like about this Unit?



Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 6

Planning and Organisation Skills

On completion of the Planning and Organisation Skills unit you will be able to:

- Complete a checklist for daily tasks.
- Demonstrate effective communication in relation to each work task.
- Demonstrate appropriate time management skills.

6



Why are planning and organisation skills important?

A: Good planning and organisation skills are important because they:

- Help you to get things done in a more structured way.
- Help you to manage your time.
- Help you to manage your resources.
- Help you to reach your goal and get the job done.



Q: Do you know someone who is good at Planning and Organising?

Q: How do they show good Planning and Organising skills?

1. _____

2. _____

3. _____

Key Words in good Planning & Organising:

Tidy, Punctual, Attention to Detail, keep things simple, follow a routine, use a 'To Do List' or Checklist.

**Think about your plan for coming to training today.
What did you have to organise?**

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

Did you plan your work?

Yes

No

**What would you change in your planning an organising
for the next day?**

- _____
- _____
- _____
- _____

Learner Activity

My Training Plan

Stick a small picture of yourself here (3x4)

My Course Name



Where I learn



Telephone number for my Training Centre

6

My Training Days

Mon	Tue	Wed	Thu	Fri	Sat	Sun
<input type="checkbox"/>						

My Training Hours

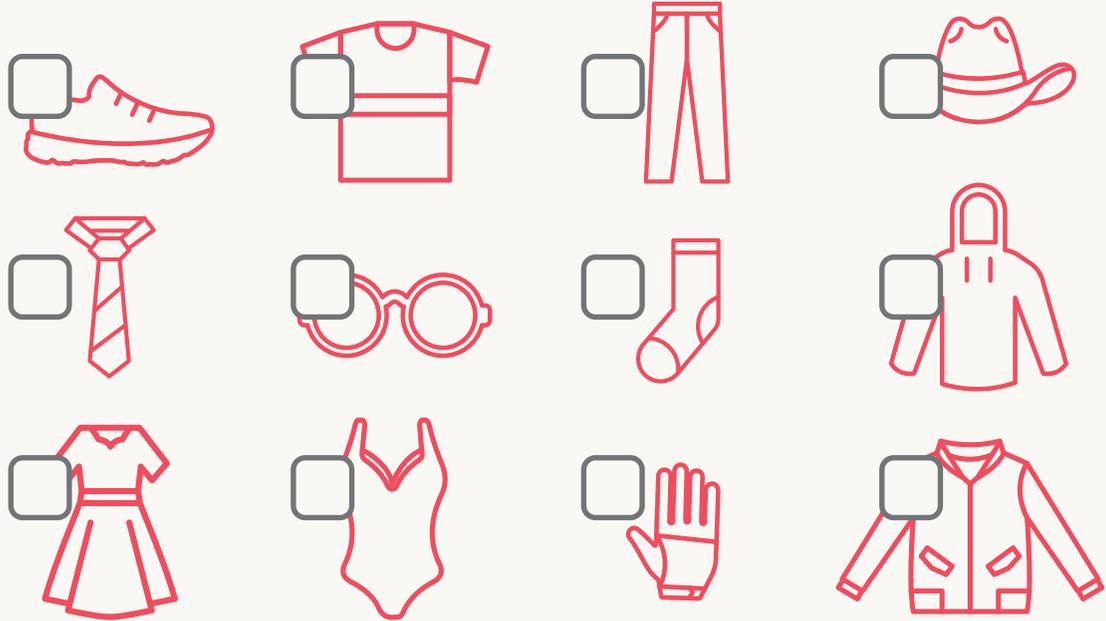
Start Time: _____ **End Time:** _____

Start where you are, use what you have, do what you can.

Learner Activity

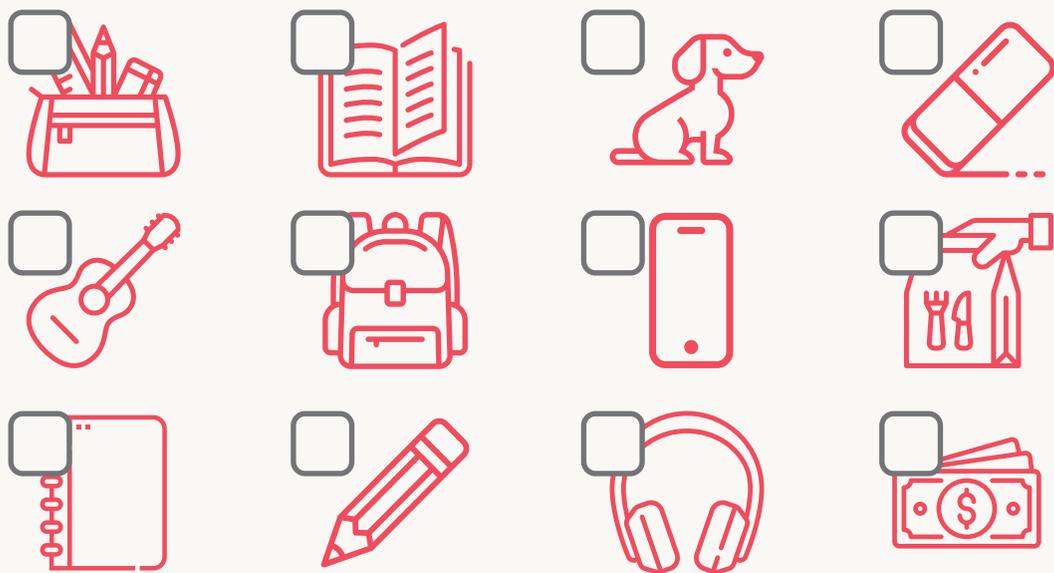
My Training Plan

What I need to wear for going to my class



6

Things I need to bring to the Training Centre with me



Learner Activity

My Training Plan



My Tutor is called



The names of some people that are in my group

- _____
- _____
- _____
- _____



The names of other people in the centre

- _____
- _____
- _____
- _____

Learner Activity

My Plan for getting to the Training Centre

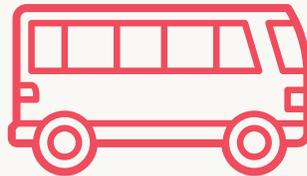
Getting to the Training Centre on time is important



Yes

No

How do I get to the Training Centre?



If I am delayed or late



Call the training centre

Call the tutor

Just arrive when I get there

6

Learner Activity

Q What will I do if problems arise?

 What do I do if I have a problem at the Training Centre?

 I wake up and I am not feeling well

 I think I might be late for my class

 I forgot to bring my mobile phone to the Training Centre

 I forgot to bring my money to the Training Centre

 I am unsure or don't understand something or some information

6

Group Activity: Planning and Organising a Field Trip

- Ideas about where you would like to go?

- How would we get there?

- What would we need for the trip?

- How much money would we need to bring?

- Where would we go for tea break or lunch on the day?

- How would we get back to the centre?

- What time would we return?

- How you would get home after coming back to the centre?

Working in pairs, each pair will be asked to share their ideas and the group will take a vote to choose the Field trip location. Two members of the group will be selected to do the planning and organising and to communicate with the group.

Your choice of field trip location _____

Your choice of 2 members of the team _____

You can use a diary to help with your Planning and Organising for life and work.

Q How would you use a diary?

Q What information might you write into it?

Learner Activity: Let's practice using your own diary.

1• What date is it today? _____

2• What day is it today? _____

3• What time did I get up at? _____

4• What time did I leave the house at? _____

5• What time did I arrive to my class? _____

6• Was I on time for my class? _____

7• What did I do in class today? _____

8• What did I enjoy most? _____

9• What did I not enjoy? _____

10• Think of a question I need to ask about something I didn't really understand

Time Management is a big part of Planning and Organising.

Q To save time in the mornings what could you prepare the night before?

- _____
- _____
- _____
- _____

Q To be on time for class, what do I need to think about?

- _____
- _____
- _____
- _____

Q What could I use to help me manage my time?

- _____
- _____
- _____
- _____

6

Group Activity:

Let's create a **Plan** for our Field Trip

Steps

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

Group Activity:

Let's create a **Checklist** for our Field Trip

- _____
- _____
- _____
- _____
- _____

Group Activity:

Let's record the plan and the checklist for our Field Trip in our Diaries

Group Activity 1: Field Trip Plan Presentation



Notes:

Group Activity 2: Field Trip Checklist Presentation



Notes:

Unit Summary

Good Planning and Organisation skills are important because they:

- Help you to get things done in a more structured way.
- Help you to manage your time.
- Help you to manage your resources.
- Help you to reach your goal, get the job done.



A person who is good at Planning and Organising is someone who:

- Is Tidy
- Is Punctual
- Shows attention to detail
- Keeps things simple
- Follows a routine
- Uses a to do List or a checklist



Using a diary can help with our organising and planning for Work and Everyday Life.

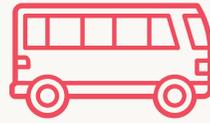
Group Activity: **Field Trip**



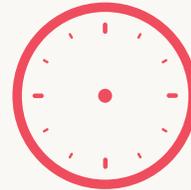
6

Field trip picture quiz

1. What transport did we use on our Field Trip?



2. What time did we leave?



6

3. What was our first place to visit?



4. Tick the box that shows how you liked this visit.



5. What was the name of the place we had lunch in?

6. Where did we go after lunch?



7. What was your favourite part of the day?

8. Do you think the Plan and the Checklist were helpful?

Yes

No

A Little

Could have been better

Field Trip picture quiz

9. What would you change in the plan or the checklist for the next time?

10. My favourite part of the Field Trip was...

6





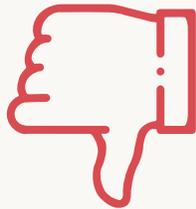
How did you feel about the Planning and Organisation Skills Unit?



What did you like about this Unit?



What did you not like about this Unit?



6

Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



unit 7

Working in a Café or Restaurant

On Completion of the 'Working in a Café or Restaurant' Unit you will be able to:

- Meet & greet Guests as they enter the Café or Restaurant.
- Maintain the Front of House area.
- Understand and Practice Food & Beverage Preparation and Presentation.
- Prepare the dining area for meal settings for Breakfast, Lunch & Dinner.
- Serve the food and beverages the Guest has ordered.
- Clear, clean and reset the tables once the Guest has left the Café or Restaurant.
- Be familiar with Menu reading and be able to make appropriate suggestions to Guests.

7



Introduction

When you are Working in a Café or Restaurant, Customer Service is very important. Customers of a Café or Restaurant are sometimes called **Guests**.



There are many different roles you may have when you work in a Café or Restaurant.

Learner Activity: Make a list of the roles you might have, if you worked in a Café or Restaurant:

- _____
- _____
- _____
- _____
- _____
- _____

Learner Activity

Tick the square of the areas of a Café or Restaurant you might work in:



Notes:

Group Activity: Role-play - Guest Meet and Greet

Work in Pairs, one person as the **Waiter** or **Waitress** and one person as the **Guest**. When you have completed the Role-play below Swap roles, from being the **Waiter** or **Waitress** to being the **Guest** and repeat the Role-play.



7

Role play 1: The Waiter or Waitress

You are at the Front of House area when a Guest arrives.

You should

First: Your role is to Greet the Guest, make them feel welcome.

Next: Confirm how many people are in their party.

Then: Guide them to an appropriate table.

Finally: Bring the Guest and their party copies of the menu.

Role play 2: The Guest

You arrive at the Café or Restaurant with a friend for lunch.

You should

First: Say hello to the Waiter or Waitress you meet.

Then: Follow the Waiter or Waitress's guidance.

Finally: Thank the Waiter or Waitress for their help.

Front of House: Telephone Skills

Good Telephone Skills are important when you work in the Front of House area of a Café or Restaurant. You may get enquires by phone about the Café or Restaurant. People may also call to make a booking.

Group Activity: Key steps in Answering the Telephone

Working in Pairs put the following steps, in the correct order from 1 – 7.

- Listen** carefully to the caller
- Greet** your caller in a friendly manner
- Use a **friendly tone of voice**
- Speak **clearly**
- Answer the phone **promptly**
- Explain to the caller** what you are going to do
- Make sure there is **no background noise**

Learner Activity: Key steps in Answering the Telephone

Good Telephone Skills



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

Group Activity: Role-play - Café or Restaurant Waiter or Waitress

Work in Pairs, one person as the **Waiter or Waitress** and one person as **The Caller**. When you have completed the Role-play below Swap roles, from being the Hotel Receptionist to being the Caller and repeat the Role-play.



7

Role play 1: Waiter or Waitress

You are at the Front of House area in the Café or Restaurant when the phone rings.

You should

1. Make sure there is no background noise.
2. Answer the phone promptly, after three rings.
3. Greet your caller in a friendly manner – Good Morning, The Good Food Café, Eric speaking. (use your name).
4. Use a friendly tone of voice.
5. Listen carefully to the caller. They ask to book a table for 4 persons for lunch at 1 o'clock tomorrow.
6. Speak clearly.
7. Explain to the caller what you are going to do.
You can tell the caller:
 - a) You will put them on hold, before you transfer them to the person who will take their booking.

Or

 - b) You make the booking and confirm the booking to the caller.

Group Activity: Role-play - The Caller

You are making a Telephone call to 'The Good Food Café' to make a booking for lunch for 4 persons, for lunch, at 1 o'clock tomorrow.



7

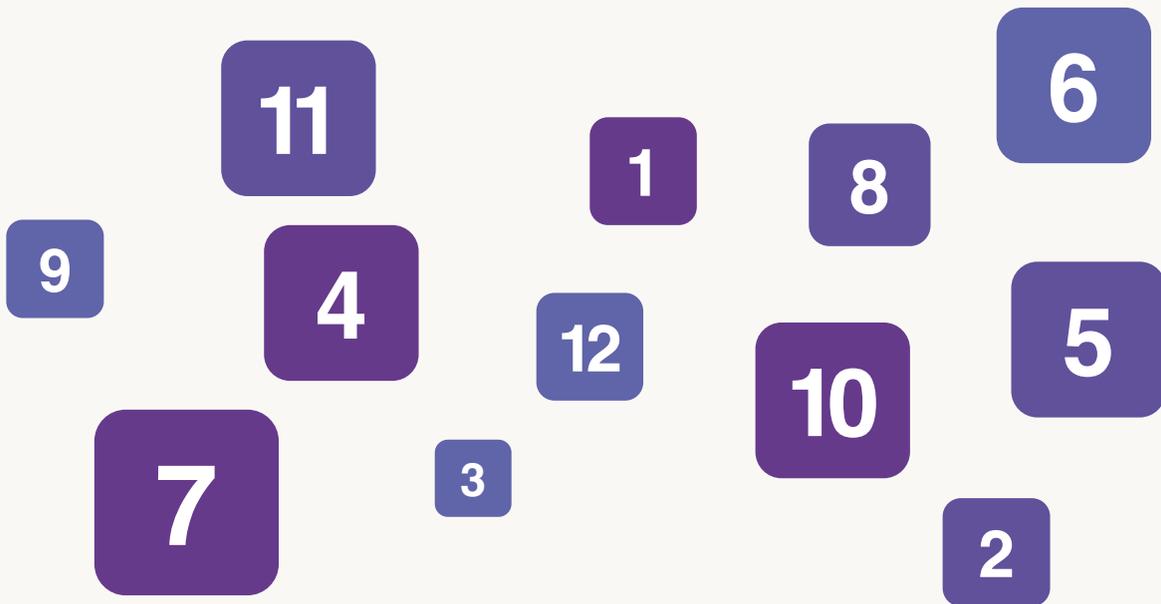
You should

1. Introduce yourself, once the person answers the phone.
2. Explain that you would like to make a booking for 4 persons, for lunch, at 1 o'clock tomorrow.
3. Listen to the staff member who has answered the phone.
4. They might put you on hold while they transfer you to the person who will take your booking
Or
They will take your booking and confirm it.

Numeracy Skills for Work

Understanding numbers and counting are important skills to have when you work in a Café or Restaurant.

For example, you may have to count knives, forks, glasses and many other items.



7

Learner Activity

Write the word for each number in the box:

2

9

12

6

8

3

Learner Activity:

Match the number to the correct set of products.

5 ○

2 ○

6 ○

4 ○

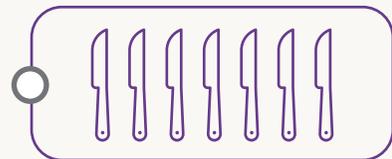
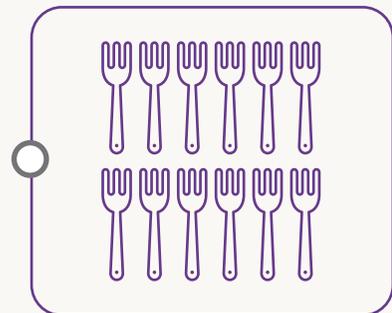
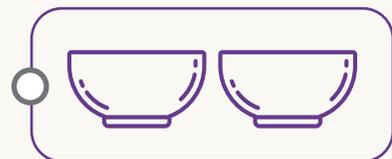
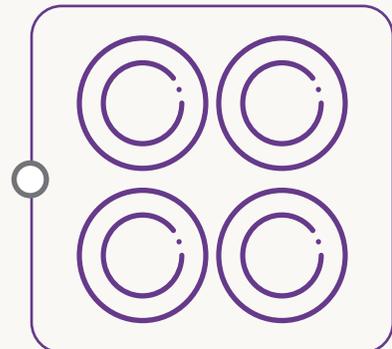
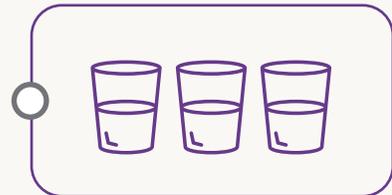
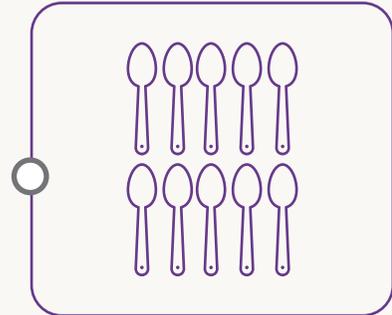
12 ○

1 ○

7 ○

10 ○

3 ○



Group Activity: Role-play

Work in Pairs and when you have completed all the Role-plays below Swap roles and repeat the Role-plays.



Role-play 1:

The **Waitress or Waiter**, from the dining area, is setting the tables for lunch. She or He comes to the kitchen and asks the Kitchen Assistant, for 6 knives and 6 forks. The **Kitchen Assistant** gets 6 clean knives and forks and carefully counts them. The Kitchen Assistant gives the knives and forks to the waitress using a clean tea cloth.

Role-play 2:



A **Guest** of the Café or Restaurant orders 4 cups of coffee. The **Waitress or Waiter** serves 4 cups of coffee to the **Guest**.

Role-play 3:



The Café or Restaurant **Manager** requests 5 tea towels from the **Waiter or Waitress**. The **Waiter or Waitress** selects 5 clean tea towels and gives them to the Café or Restaurant **Manager**.

Role-play 4:



The **Waiter or Waitress** asks their **Supervisor** for 6 pens. The **Waiter or Waitress** wants to make sure that they have a pen to take the Guest's food and beverage orders. The **Supervisor** counts out 6 pens and gives them to the **Waiter or Waitress**.

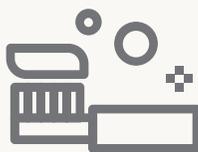
Working in a Café or Restaurant: Front of House Area

A person working in a Café or Restaurant Front of House Area is responsible for making sure the Guest receives a shining welcome!

Their main tasks are to clean, organise, and maintain the entrance and Front of House Area in the Café or Restaurant.

Cleaning Checklist:

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



Working in a Café or Restaurant: The Kitchen Area

A person working in the Kitchen Area, in a Café or Restaurant is called a **Kitchen Assistant**.

Their main tasks are to clean, organise, and store kitchen utensils. They also help to prepare, present, serve and store food.

In Unit 4 we learned about the 5 Key Food Hygiene Principles

Learner Activity:

Can you list the 5 key Food Hygiene Principles?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



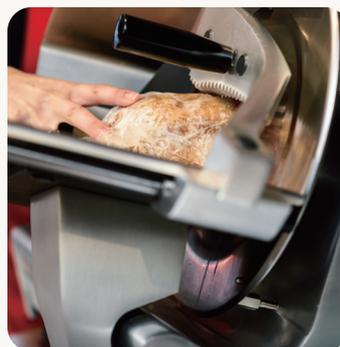
Working in a Café or Restaurant: The Kitchen Area

When you work in the Kitchen Area in a Café or Restaurant Health and Safety is very important.

Group Activity: Health and Safety in the Kitchen of a Café or Restaurant.

Working in Pairs list three risks you need to be aware of when working in the Kitchen Area of a Café or Restaurant.

- 1. _____
- 2. _____
- 3. _____



Learner Activity: Personal Hygiene

Q. Why is personal hygiene so important when we are dealing with food?

A. _____

Working in a Café or Restaurant: The Kitchen Area

Group Activity: Discussion and Questions and Answers

Q. What is HACCP?

Tick the correct answer.

- The name of a food product
- A medicine you take when you are sick
- A food safety system

What does each letter stand for?

Together we will fill in the blank spaces.



H _____



A _____



C _____



C _____



P _____

Working in a Café or Restaurant: The Dining Area

A person working in the Dining Area, in a Café or Restaurant is called a

W _____

if they are male and a

W _____

if they are female.

A Waiter or Waitress will carry out the following tasks:

- Set the tables in the dining area for Breakfast, Lunch and Dinner.
- Clear and clean the tables after the Guests are finished.
- Meet, greet and guide the Guests to their table when they arrive.
- Take the Guest's orders for food and beverages.
- Deliver the food and beverages the Guest has ordered.



Working in a Café or Restaurant: The Dining Area

Task: Set a Table for Breakfast



Before you start make sure to **wash your hands**.



Step 1: Clean the Table

Use the 6 key steps of Cleaning (Unit 4, page 78).



Step 2: Set the Table

You will need a napkin, a knife, a fork, a large spoon, a small spoon, a cup, a saucer and a side plate.

The Café or Restaurant you work in might have other items you will need and they will let you know as part of your 'On the Job Training'.

7

Group Activity: Let's Practice Step 1 and Step 2

Step 3: Clear Tables after Breakfast

- Stack the plates together and take them to the wash area.
- Put any disposal napkins in the rubbish bin.
- Return to the table with an empty tray.
- Place the side plates, cups, saucers, knives, forks, spoons and tea pot on the tray. Be careful not to make the tray too heavy.
- Bring all items to the wash area.
- Return to the table and remove any other items.
- Clean the table using the six key steps of cleaning.

Group Activity: Let's Practice Step 3



7

Working in a Café or Restaurant: The Dining Area

Task: Set a Table for lunch or dinner

Before you start make sure to **wash your hands**.



Step 1: Clean the Table

Use the 6 key steps of Cleaning (Unit 4, page 78).



Step 2: Set the Table

You will need a napkin, a knife, a fork, a large spoon, a soup spoon, a small spoon and a glass.

The Hotel you work in might have other items you will need and they will let you know as part of your 'On the Job Training'.

7

Group Activity: Let's Practice Step 1 and Step 2

Step 3: Clear Tables after Breakfast

- Stack the plates together and take them to the wash area.
- Put any disposal napkins in the rubbish bin.
- Return to the table with an empty tray.
- Place the glasses, knives, forks, and spoons on the tray. Be careful not to make the tray too heavy.
- Bring all items to the wash area.
- Return to the table and remove any other items.
- Clean the table using the six key steps of cleaning.

Group Activity: Let's Practice Step 3



7

Working in a Café or Restaurant: The Menu

A **Menu** is a list of the dishes that may be ordered in a Café or Restaurant.

Learner Activity:

Get a copy of the Menu for your favourite Café or Restaurant. You can use a search engine, for example Google, to find your favourite Café or Restaurant and print off the Menu. Or you can ask a member of staff in your favourite Café or Restaurant if you can borrow one!

Looking at your Menu, answer the following questions:

1. List the different sections of your Menu:

- _____
- _____
- _____
- _____
- _____
- _____

2. How much is the cheapest **Starter** on your Menu?

€ _____

3. How much is the most expensive **Main Course** on your Menu?

€ _____

4. How many **Desserts** are on your Menu?

Planning: The Pop Up Café

We are going to work together to plan to open our 'Pop Up Café' for Tea break at our next session. Everyone will have some homework and shopping to do!

Group Exercise



Planning the Menu

1. The Food
2. The Beverages
3. The Prices



Kitchen Team for preparation and presentation of food and beverages

1. Preparing the food
2. Presenting the food
3. Preparing the beverages
4. Presenting the beverages



Dining Team, Waitress and Waiter

1. Serving the food
2. Serving the beverages
3. Taking the Guest's payments



The Guests

1. Ordering from the Menu
2. Enjoying their food and beverage
3. Paying their bill

Group Activity: The Pop Up Café

Working in pairs or small groups the team will divide into:

1. **The Kitchen Team**
2. **The Dining Team**
3. **The Guests**

Everyone will have an opportunity to be on each of the teams today. We will decide fairly by drawing the team numbers out of a hat.

Your Tutor will carry out a demonstration to the group in each of the working areas of 'The Pop Up Café'.



Learner Activity: Café or Restaurant Tasks in Action

Hotel Task Checklist	Completed	Date
1. Meet and Greet Role-play		
2. Telephone skills Role-play		
3. Numeracy and counting Role-play		
4. Front of House Role-play		
5. Kitchen – Pop up Café Role-play		
6. Menu Research and Planning		
7. Dining Area – Pop up Café Role-play		
8. Guest – Pop up Café Role-play		

My experience

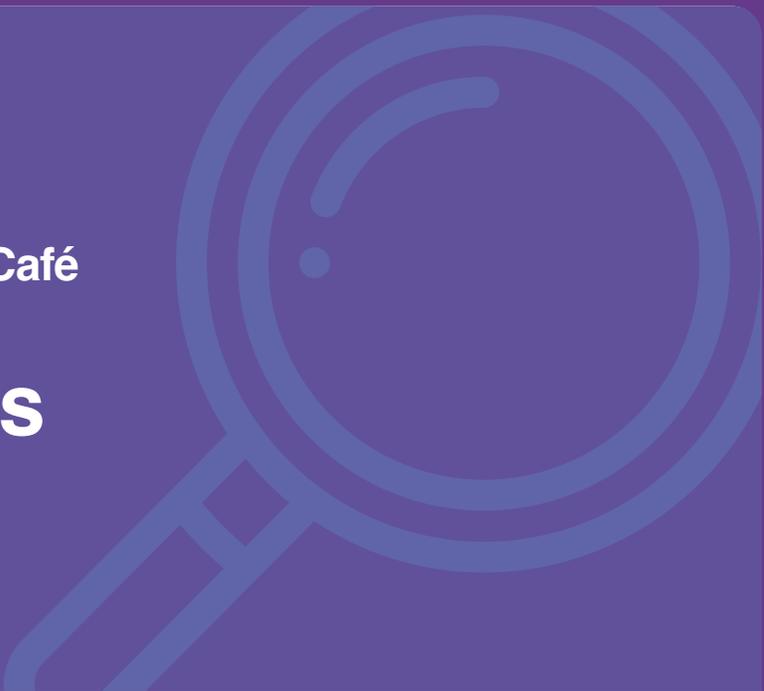
What I liked:

What I learned:

Something I noticed and want to share:

**Group Activity:
Planning a Field Trip to a Café
or Restaurant**

Field trip focus



Guided Tour of a Café or Restaurant:

- The Front of House Area
- The Kitchen
- The Dining Area

Field trip checklist:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Group Activity: Field Trip - What are we looking for?

1. Front of House:

2. The Dining Area:

3. The Menu:

4. The Kitchen Area:

Group Activity: Field Trip

Date

Location

Time

Duration

My experience

What I liked:

What I learned:

Something I noticed and want to share:

Field Trip picture quiz

1. What transport did we use on our Field Trip?



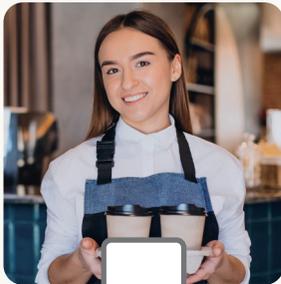
2. When you entered the Café or Restaurant did you find the Front of House area welcoming?

Yes

No

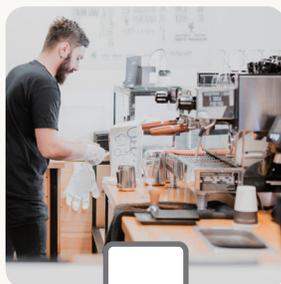
How?

7



3. What was the name of the Café or Restaurant we visited?

4. Tick the pictures of different areas we saw on our Café or Restaurant tour.



5. What was the name of the person who met us on the tour?

Terry Teresa Peter _____

6. Tick the Health and Safety signs you saw in the Café or Restaurant.



7. Give an example of good Guest Service you saw on our Café or Restaurant tour.

8. What time did we return to the Training Centre?



Working in an Hotel: Unit Summary

- Customers of a Café or Restaurant are called **Guests**.
- Good **Guest Service and Telephone Skills** are essential when working in a Café or Restaurant.
- Understanding **numbers and counting** are important skills to have when you work in a Café or Restaurant.
- A person working in the Kitchen Area in a Café or Restaurant is called a **Kitchen Assistant**.
- **A Menu** is a list of the dishes that may be ordered in a Café or Restaurant.
- A person working in the Dining Area in a Café or Restaurant is called a **Waiter or Waitress**.



HACCP



Hazard = Danger

Analysis = Evaluation/inspection

Critical = Very important

Control = Standard

Points = Cooking, cooling, reheating or holding food

7



How did you feel about the Working in a Café or Restaurant Unit?



What did you like about this Unit?



What did you not like about this Unit?



Can you think of a question to ask about this Unit?



What would you like to remember about this Unit?



7

Group Activity

We are going to practice all of the new skills we have learned in this Module, Working in a Café or Restaurant.

Each Role-play will include examples of:

Unit 1: Customer Service

Unit 2: Communication Skills for Work

Unit 3: Health and Safety at Work

Unit 4: Hygiene Standards

Unit 5: Teamwork

Unit 6: Planning and Organisation Skills for Work

Unit 7: Working in a Café or Restaurant

7

Role play 1

Role play 2

Role play 3

Role play 4

Role play 5



Guest Speaker



Guest Speaker – Working in a Café or Restaurant, sharing the experience

Group Activity: Discussion and planning for Guest Speaker

1. What do we want to know about 'Working in a Café or Restaurant'?
2. Prepare and suggest questions for our Guest Speaker.
3. Agree a list of questions with the group.
4. Agree who will ask each question.

Note

Guest Speaker's Name:

Job Title:

Name of their Café or Restaurant:

My Questions:

1•

2•

3•

What I liked

What I learned

Your questions answered



Q. 1. If I am unsure about something in work, what should I do?

A. Always ask another member of staff or your supervisor if you are unsure about something or need some advice on a work matter.

Q. 2. There is a lot to do with this job. How will I know how to do everything?

A. When you start work you will do some 'On The Job Training'. This will help you get to know more about the tasks you have to do. You will also be able to ask as many questions as you need to!

Q. 3. If I am finding it difficult to settle in, who should I speak to?

A. When you start a new job it takes some time to settle in, this is something that everyone experiences. You can always speak with your Supervisor or someone at home if you would prefer about any concerns or worries you have. It is important to give yourself and your new job some time but there will always be someone to speak to, who can help and support you.

Q. 4. Who should I speak to if I would like to do more training for my job?

A. If you would like to do more training, for a particular part of your job, for example, in Food Preparation, speak with your supervisor or job support person and they will be able to organise some additional training for you.

Group Activity: Unit Summaries'

Unit Summaries' discussion and viewing of recorded Role plays.



Job seeking guidance: Guest speaker

What I liked

What I learned

Job Seeking Action Plan:

- ---
- ---
- ---
- ---
- ---
- ---

Module Review

Unit 1: Customer Service



Unit 2: Communication Skills for Work



Unit 3: Health and Safety at Work



Unit 4: Hygiene Standards



Unit 5: Teamwork



Unit 6: Planning and Organisation Skills for Work



Unit 7: Working in a Café or Restaurant



Group Activity

Working in small groups or pairs, prepare a small presentation or poster on the content of one of the 'Working in a Café or Restaurant' Units. Each small group or pair will share their experience with the group.

Module Completion Date:

Tutor Signature:



Bord Oideachais agus Oiliúna
Education and Training Board

**ADULT
EDUCATION
SERVICE**
A Learning Community



**Adult
Literacy
for Life**



**Down
Syndrome
Ireland**



**An Roinn Breisoideachais agus Ardoideachais,
Taighde, Nuálaíochta agus Eolaíochta**
Department of Further and Higher Education,
Research, Innovation and Science



Rialtas na hÉireann
Government of Ireland



Co-funded by the
EUROPEAN UNION

SOLAS
learning works