

# Investigating Occupations in Foodservice

## Activity Summary

- In this activity students will:
- ◆ Brainstorm **Essential Skills** required in a hospitality career
  - ◆ Record key information about a Foodservice Occupation Profile
  - ◆ Interview an employee in the Foodservices Industry



## Prior Knowledge

- **Essential Skills**
- Internet Navigation
- Interview Techniques
- Understanding of WHMIS and Fire Code Safety Legislation



## Teaching Planning Notes

- Review assignment including prior learning required and assessment and evaluation tools
- Book a computer lab and investigate through the web sites
- If a computer is unavailable, go to the website:  
[http://www15.hrdc-drhc.gc.ca/english/general/ES\\_Profiles\\_e.asp](http://www15.hrdc-drhc.gc.ca/english/general/ES_Profiles_e.asp) and download the information for the following three careers:
  - NOC 6242      Cooks
  - NOC 6453      Food and Beverage Servers
  - NOC 6642      Kitchen Helpers and Line Cooks

- Produce several hardcopies to use in the classroom.
- Review interview questions in Part B

*Note 1: The statistics mentioned in Part A was obtained from the Canadian Restaurant and Foodservices Association. Google this title to obtain the full document.*

*Note 2: After completing the interview questions, this provides a springboard for a variety of activities. Some suggestions are:*

- create bar graphs illustrating answers to selected sections.*
- discuss the success and problems faced with WHMIS training, fire safety awareness, and recycling programs.*
- brainstorm possible solutions to the problems identified in (b)*



## Assessment of Student Achievement

Task	Tool / Type
<b>Essential Skills</b> Research Table and Part A Questions	Serving You Better and Better Every Day Part A: <b>Essential Skills</b> Career Exploration Table and Assessment Tool (Formative)
Part B: Interview	Serving You Better and Better Every Day Part B: Interview Template and Assessment Tool (Formative)

## FOCUS ON LEARNING

### Essential Skills:

### Reading Text

*Reading Occupational Profiles*

### Oral Communication

*Brainstorming with Partner  
Conducting Interview*

### Thinking Skills

*Conducting Research*

### Document Use

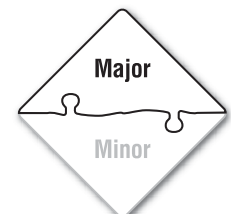
*Conducting Research*

### Working with Others

*Conducting Research  
Conducting Interview*

### Computer Use

*Conducting Research*



## Activities and Assessment Materials

- Investigating Occupations in Foodservice Assignment Sheet
- Part A: **Essential Skills** Career Exploration Table and Activity Sheet
- Part A Assessment Tool
- Part B: Interview Template
- Part B Assessment Tool

## Curriculum Linkages For Ontario Educators

**Essential Skills** truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- Science, Grade 11, Workplace Preparation, SNC 3E
- Hospitality and Tourism, Grade 11, Workplace Preparation, TFH 3E

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

### Coded Expectations, Science, Grade 11, Workplace Preparation, SNC 3E

Coded Overall Expectations	Coded Specific Expectations
MSV.01 – demonstrate an understanding of WHMIS legislation and general safety procedures as they apply to materials in the workplace and the home;	MS1.02 – demonstrate an understanding of important safety legislation (e.g., WHMIS legislation, the Fire Code, the Building Code, the Occupational Health and Safety Act);
MSV.03 – describe practices that promote fire safety, as well as safety in the handling and disposal of materials, in everyday living in the home and workplace.	MS3.01 – identify and analyse the different aspects of fire safety, including fire prevention and inspection in the home, school, and workplace (e.g., the use of appropriate sources of heat in the kitchen or laboratory; the appropriate use of various types of fire extinguishers and other methods for extinguishing fires; the need for a planned evacuation route at home and at school);

### Hospitality and Tourism, Grade 11, Workplace Preparation, TFH 3E

Coded Overall Expectations	Coded Specific Expectations
ICV.01 – describe social, economic, and environmental impacts of the hospitality industry	IC1.03 – describe environmentally friendly disposal procedures for waste food products and packaging (e.g., composting, recycling)
ICV.02 – describe and, where appropriate, apply industry standards of health and safety for the use of materials, tools, and equipment in the hospitality and tourism industry;	IC2.01 – identify the safety factors that must be considered in the workplace; IC2.04 – identify and, where appropriate, apply health and safety acts and regulations that pertain to the hospitality and tourism industry.
ICV.03 – identify career possibilities in the hospitality and tourism industry;	IC3.02 – identify trades and professions in hospitality and tourism and the training and education related to each; IC3.03 – determine whether their interests, skills, and attitudes suit a career in a tourism occupation;

# Serving You Better and Better Every Day

Did you know that the Foodservice Industry is a major source of entry-level and part-time jobs? In fact, it provides almost 1 in 5 jobs for youth in Canada. The Foodservice Industry employs approximately 450,300 young people between the ages of 15 and 24. This accounts for 44% of all foodservice employees.



## Here's what's cookin' for us.

Part A: In this activity you will work with one other person. You must choose one entry level or part-time occupation from the foodservice industry and then complete a) to f).

- a) Brainstorm how you believe a person in this occupation uses the nine **Essential Skills** in their job. Enter your ideas in the second column in the **Essential Skills** Career Exploration Table. Be sure to share the writing task with your partner.
- b) Go to the Website: [http://www15.hrdc-drhc.gc.ca/english/general/ES\\_Profiles\\_e.asp](http://www15.hrdc-drhc.gc.ca/english/general/ES_Profiles_e.asp)  
Click on: Search the profiles  
Click on: National Occupation Classification Code (NOC)  
Enter one of the following NOC codes:

National Occupation Classification Code	Occupation
NOC 6242	Cooks
NOC 6453	Food and Beverage Servers
NOC 6642	Kitchen Helpers and Line Cooks

Click on Next

Click on [View Entire Profile]

Go to the Document Sections and click on the first **Essential Skill** - Reading Text. Progress through all nine **Essential Skills** and record the documented uses of the **Essential Skills** in point form in the 3rd column labeled **Essential Skills** Occupational Profiles. Be sure you share the writing task with your partner.

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## Part A: Essential Skills Career Exploration Table

Names: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Occupation: \_\_\_\_\_

<b>Essential Skills</b>	<b>BRAINSTORMING SECTION</b> Describe how <hr/> Name of occupation use the <b>Essential Skills</b> in their job (Tasks Performed)	<b>Essential Skills OCCUPATIONAL PROFILES</b> Documented examples of how <hr/> Name of occupation use the <b>Essential Skills</b> in their job (Tasks Performed)
Reading Text		
Document Use		
Writing		
Numeracy		
Oral Communication		
Thinking Skills		
Working With Others		
Computer Use		
Continuous Learning		

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Refer to the introduction at the NOC site for your foodservice occupation and answer the following questions:

- a) List the variety of places someone in this occupation would be employed.

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- b) List the most important **Essential Skills** for this occupation.

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- c) What are some of the interesting facts under “Other Information” that you weren’t aware of?

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- d) Do you have an interest in working for the Foodservices Industry?  Yes  No

- e) If yes, specify what skills you would offer and what type of career(s) would interest you in this sector.

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- f) If no, provide reasons for your decision.

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# Serving You Better and Better Every Day

## Part B: Interview Template

In this task, you must interview one person in the Foodservice industry. This person could be a friend, neighbour, relative, or school employee. Complete the template below while interviewing.

1. Name of Interviewer: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

2. Name of Person Interviewed: \_\_\_\_\_

3. Job Title: \_\_\_\_\_

4. What is your approximate age

a. 15 to 17	b. 18 to 20
c. 21 to 23	d. 23 to 25
e. over 25	

5. Name of Employer (Company Name): \_\_\_\_\_

6. How long have you been employed with the company? \_\_\_\_\_

7. What are your main duties/activities?

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8. Are you knowledgeable about WHMIS?  Yes  No

9. If yes, how did you receive WHMIS training? \_\_\_\_\_

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10. Do you know where the fire extinguisher is located in your place of employment?

Yes  No

11. If yes, where is the fire extinguisher located? \_\_\_\_\_

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12. Is there a fire evacuation plan in your place of employment?  Yes  No

13. If yes, briefly describe the plan.

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14. Does your workplace recycle their waste products?  Yes  No

15. If yes, explain how they recycle their products.

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# Serving You Better and Better Every Day

## Part A: Assessment Tool

Your Name \_\_\_\_\_

CRITERIA	✓	COMMENTS
<b>Completeness</b> All sections answered	<input type="checkbox"/>	
<b>Correctness</b> Spelling and grammar	<input type="checkbox"/>	
<b>Team Work</b> Sharing ideas and tasks	<input type="checkbox"/>	



## Part B: Assessment Tool

Your Name \_\_\_\_\_

CRITERIA	✓	COMMENTS
<b>Completeness</b> All sections answered	<input type="checkbox"/>	
<b>Correctness</b> Spelling and grammar	<input type="checkbox"/>	
<b>Team Work</b> Sharing ideas and tasks	<input type="checkbox"/>	