

# MODULE 12: FOOD PREPARATION AND SERVICE

## INTRODUCTION

In this module the students will practice food preparation and service. They will learn the importance of kitchen hygiene, safety and preparation. They will get a basic understanding of food and beverage service as well as interacting with the guests from start to finish. **Be aware that the duration of**

**the sessions are different in this module and let the students know this.**

**IMPORTANT NOTE: Exercise 4 in session 12A has to be done in a kitchen! Ideally these sessions should take place in a dining room.**

## OVERVIEW



### Knowledge

- The students are aware of the importance of kitchen hygiene and safety and learn how to pay attention to the experience of the guest.



### Attitude

- The students become service-oriented and are receptive towards the needs of customers.



### Learning Goals

- The students learn the complete dining experience. From preparing the food hygienically and safely to handling different payment methods.



### Skills

- The students learn how to work hygienically and safely.
- The students learn how to set a table for different meals and drinks and how to walk with different plates and glasses.

Session 12A: Mise en place

Session 12B: Food Service

Session 12C: During and after the meal

## BEFORE YOU START, YOU NEED...

- Markers and pens
- Flipcharts in place
- Large pieces of paper
- Printed student diaries

- Powerpoints downloaded
- Powerpoints printed
- Scenarios of roleplay printed out



- Preparation time (30 min)
- Training sessions:  
Session A: 120 min  
Session B: 120 min  
Session C: 90 min



# SESSION 12A: Mise en Place



## Knowledge

- The students are aware of the importance of kitchen hygiene and safety and know how to act upon it.



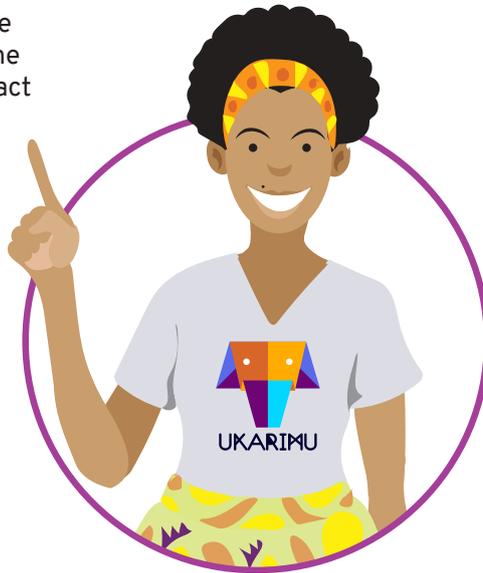
## Learning Goals

- In this session the students begin their training in the kitchen with hygiene, food storage and mise en place.



## Attitude

- The students have pride when their presentation is attractive.



## Skills

- The students learn how to work hygienically, store food properly, present a dish in an attractive way and how to make a basic salad.

## AGENDA



### Energizer

(10 min)



### Instructions:

Kitchen hygiene, food spoilage, storage and safety

(40 min)



### Instructions: Mise en Place

(25 min)



### Exercise:

Food presentation:  
making a salad

(50 min)



## INSTRUCTIONS

### Energizer (10 min)



The energizer team leads an energizer.

### Instructions: Kitchen hygiene, food spoilage and safety (40 min)



## INSTRUCTIONS

This session consists of learning about kitchen hygiene, food spoilage and safety. Ideally, these instructions will be given in a kitchen by an actual cook who explains these topics and exemplifies his/her words by doing it. The presentation that is included can also be given in a classroom, or it can serve as a guideline of which topics to cover.

### Instructions: Mise en Place (25 min)



## INSTRUCTIONS

In this short instruction, we will focus on the importance of mise en place. If possible give the instructions in a kitchen.

### SAY

- *Mise en Place is a French term that is used widely in restaurants. It literally means “setting in place” and it has to do with all preparations before you start the actual cooking. It consists of having all the tools ready, having all the ingredients chopped and ready to go, as well as having a clean and tidy place to work. Mise en place is crucial to cooking as a proper preparation allows the cook to fully focus on the cooking afterwards. When mise en place is not taken seriously, it can lead to stressed or even dangerous situations. For example: if the cook is stir-frying, which means that he or she is cooking on high temperatures with huge flames, it is important that he or she does not need to chop ingredients in the meantime, because he or she may cause a fire.*

*Think of the following steps in mise en place:*

1. Make sure the kitchen is clean and tidy.
2. Make sure you are aware of what needs to be cooked and have a list of instructions ready.
3. Clean your hands.
4. Check if all the ingredients are available and safe to use.
5. Make sure the kitchen tools you will use are clean and ready.
6. Take the ingredients, wash them and chop them properly.
7. Make sure all of the ingredients are in reach and in the right quantity.
8. Remove all the other items that are not needed for cooking, including packaging.



## Exercise: Food presentation: making a salad (50 min)



### INSTRUCTIONS

In this exercise, the students learn how to make a salad and to present it nicely. Make sure the following ingredients are ready for all students: lettuce, tomato, onion, olive oil, vinegar, black pepper and salt. If these ingredients are not locally available, a different type of salad can be made. Also, make sure that knives, cutting boards, bowls, and plates are available. Give the instructions first while you demonstrate and then let the students mimic your actions.



#### FACILITATOR'S NOTE:

*This exercise is meant to be done in a kitchen. If you have no access to a kitchen, see if you can organize some ingredients and utensils to make the salad in a classroom. Make sure to set some clean tables together to use as a workstation.*



#### SAY:

- In this exercise, we are going to apply what we have learned about mise en place and we are going to prepare a salad. A fresh salad is healthy, easy to make and popular among tourists. What is important in a salad, or in any type of food for that matter, is that it is both tasty and appealing to the eye. It needs to look good. So we are going to put special attention into how the salad is being presented! First, you will look at how I am doing it, after that you will get to try it yourself.*

*First, let us make sure to follow the steps of mise en place.*

1. Is the kitchen clean and tidy? [If not, do it]
  2. We need to list all the ingredients and make a list of instructions. Today we will use lettuce, tomato, onion, oil, vinegar, black pepper and salt. [Do it]
  3. Let's clean our hands properly [Do it]
  4. Check if all the ingredients are available and safe to use [Do it]
  5. Make sure the kitchen tools you will use are clean and ready [Do it]
  6. Take the ingredients, wash them with safe water and chop them properly. As we will use onions, we might get tears in our eyes. This is part of the deal. [Show them how to cut it]
  7. Make sure all the ingredients are in reach and in the right quantity [Do it]
  8. Remove all the other items that are not needed for cooking, including packaging [Do it]
- Now we are going to make a simple dressing of olive oil, vinegar, black pepper and salt. Use 1 tablespoon of vinegar for every 3 tablespoons of olive oil. Add a pinch of salt and a bit more black pepper. Shake it into a dressing. Mix the lettuce, tomatoes and onion with the dressing and distribute it nicely on the plate. Make sure it looks good.*

After this instruction, let the students practice and let them give tips to each other. After the exercise, the students may eat the salad.



# SESSION 12B: Food service



## Knowledge

- The students know how to properly set a table and take food and beverage orders.



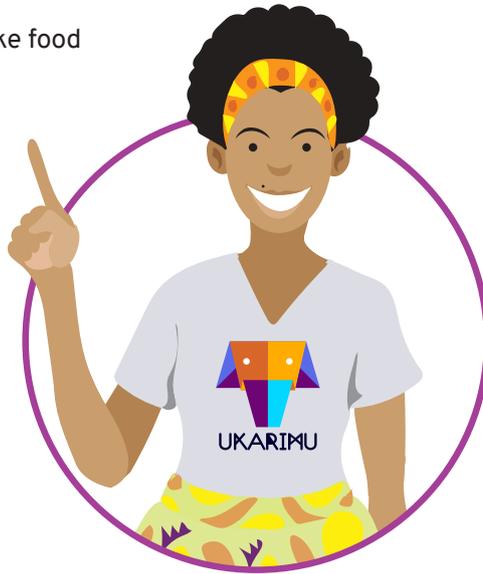
## Learning Goals

- In this session the students focus on serving both food and drinks.



## Attitude

- The students become service-oriented and are receptive towards the needs of customers.



## Skills

- The students learn how to set a table for different meals and serve wine and other drinks correctly.
- The students learn how to walk with different plates and glasses.

## AGENDA



### Energizer

(10 min)



**Presentation:**  
Setting a table  
(breakfast,  
lunch, dinner)

(40 min)



**Instruction:**  
Taking orders

(10 min)



**Instruction:**  
Serving  
food and  
beverages

(30 min)



**Exercise:**  
Practicing food  
and beverage  
service

(30 min)



### SAY:

- In this module we will focus on serving. You will practice with serving both drinks and food. Who knows how to open a bottle of red wine? Who knows how to explain what you are serving? Who knows how to hold 3 plates at once? At the end of this session you can all say yes to all these questions!*
- But first let's have an energizer.*



## INSTRUCTIONS

### Energizer (10 min)



The energizer team leads an energizer.

### Presentation: **Setting a table (breakfast, lunch, dinner) (40 min)**



Watch the video and let the students practice.



#### TIP FOR THE FACILITATOR:

Ask the students to write down 5 key things they see about setting a table and discuss. After that, you can practice with the students.

### Instruction: **Taking orders (10 min)**



## INSTRUCTIONS



#### FACILITATOR'S NOTE:

*In this instruction, explain how the students need to take orders from clients.*

*Elements to include:*

- 1. Welcome the guests.*
- 2. Give the menus and tell the guests if there are any specials – this will add to the experience of the guests.*
- 3. Make sure you know what is what and are able to answer questions. If you don't know, apologize politely and ask the chef.*
- 4. Write it on a note pad.*
- 5. First write down the drinks and come back later for the food – give them time and check body language.*
- 6. Start with the ladies – but don't overdo it.*
- 7. Be attentive to preferences, diets and allergies.*



## Instruction: Serving food and beverages (30 min)



### INSTRUCTIONS



**FACILITATOR'S NOTE:**  
*In this instruction, explain how the students need to take orders from clients. Elements to include:*

- *Opening and serving wine.*
- *Opening and serving beer.*
- *Opening and serving sodas and water.*
- *Be attentive and ask people if they'd like another beverage.*
- *Be receptive and always look out for people requesting your service.*
- *How to hold plates.*
- *Try to serve the plates of each guest shortly after each other.*
- *How to serve food.*
- *How to explain what is being served.*

## Exercise: Practicing food and beverage service (30 min)



### PREPARE:

- Collect empty bottles and serving trays that can be used for practicing. Also, collect plates and cutlery.

### INSTRUCTIONS:

Watch the instruction videos on serving wine and beer and go through the important steps again. Let the students split in groups of 3 and let them practice serving each other.



# SESSION 12C: During and after the meal

## INTRODUCTION

In this session the students focus on what happens during and after the meal: such as being receptive to the experience of the

clients, handling payments and how to clean tables.



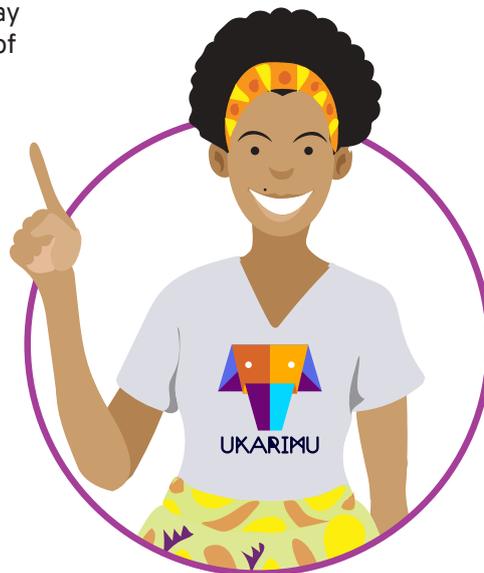
### Knowledge

- The students learn how to pay attention to the experience of the guest.



### Attitude

- The students are attentive and receptive towards improving the guest experience from start to finish.



### Learning Goals

- In this session the students learn the complete dining experience. They learn how to watch the guests during the meal, handle payments at the end and how to prepare the dining room for the next day.



### Skills

- The students are able to handle different payment methods.
- The students are able to clean a table and prepare the dining room for the next day.

## AGENDA



### Energizer

(50 min)



### Instruction:

Client experience and handling payments

(20 min)



### Exercise:

Roleplay

(40 min)



### Instruction:

Cleaning tables, the dining room and preparation for the next day

(10 min)



### Reflection

(10 min)



## INSTRUCTIONS

### Energizer (10 min)



The Energizer team leads an energizer.

### Instruction: Client experience and handling payments (15 min)



## INSTRUCTIONS

Instruct how to monitor the client experience and how to handle payments.



#### SAY:

- *Once you have served the food, your job is just beginning! It is crucial to stay alert to the experience of the guests throughout the entire meal. It is important to check on them periodically and notice when glasses are empty. You also need to know how to handle the payments and know how to clean the tables and prepare them for the next day.*

Important things to include:

- Pay good attention to the entire experience of the guests throughout.
- If people don't finish their meal, don't blame them for it.
- Make sure you know how to respond when people ask to take their food home.
- Be aware of the different payment methods (cash, credit card, etc.).
- Give the check to the one who asked for it or place it in the middle.
- Apologize in case the check is incorrect and fix it quickly. Do not argue.
- If they give a tip, follow the policies of your work place.
- Thank the guests when they leave, wish them a great day/evening/stay/holiday, etc. And mention that you hope to see them again.

### Exercise: Roleplay (40 min)



Ask volunteers to come a play a rolegame. The rest of the group watches and reflects back on it afterwards. Let the students act out the following scenarios:

Two people are a couple dining together. The third person is the waiter. The couple did not enjoy their experience or their food. The order was wrong, the food was not nice and the waiter was rude in their opinion. They keep complaining.

Three young children are sitting at a table. They start throwing napkins and food at each other. They are disturbing the other guests but their parents are totally ignoring them.



A very famous person comes and sits at your table. Out of respect, you know that person wants to be left alone and yet other people in the dining room want to disturb him/her. You really like this person and even you want to get their autograph or a selfie...

A very rude and overly affectionate couple is at your table. Nothing you do is right. The man is trying to show off for his girlfriend. They're not drunk, but they are getting louder and louder - and more and more affectionate. Good thing there's a hotel upstairs!

 **SAY:**

Reflect on the roleplays all together. You can discuss the following questions:

- How was it to play a role?
- How was it to watch the roleplays?
- What did you notice?
- What did you learn from the roleplays?

## **Instruction: Cleaning tables, the dining room and preparation for the next day (10 min)**



### **INSTRUCTIONS**

Instruct how to clean tables, the dining room at large and prepare it for the next day

Important things to include:

- Do it efficiently
- Pay attention to how the tables and chairs are placed
- Clean the tables as well the chairs

## **Reflection (10 min)**



 **SAY:**

- We have discussed some important topics today and it has given us much to think about. Let's take some time for you to reflect in your diaries.

