



Embedding numeracy & literacy

# National Certificate in Hospitality Level 2

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2011 recipient of CPIT  
Teaching excellence award - team  
'Embedding numeracy and literacy'



# Hospitality Level 2 Course Contents

- Introduction to Cookery
- Barista training
- Restaurant Service
- Bar Service
- Customer Service
- Read Text
- Hospitality Industry
- Workplace Calculations
- Workplace literacy
- Maintain a responsible drinking environment
- Run the Barista competition



# Student profile

- 16 / 17 years
- Early school leavers
- Disengaged from school system
- Lost confidence
- Need to keep active
- Often have social or family difficulties
- Quick learners
- Peer conscious

# Knowing our Learner

- Interview
- Information evening
- Orientation – introduce LN advisor early
- Attitude to writing survey
- ALNAT – with LN Advisor and tutor



# What we did

Numeracy & literacy part of all  
Restaurant, Wine & Bar  
programmes

Learning for Living

Words Add Up

LLN Advisor

TEC requirements

22 weeks – 34 weeks



# Timetable for Student Set Cert Hosp L2

Week(s): 13/6/11 - 19/6/11

	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	13:00	13:30	14:00	14:30	15:00		
Mon			<b>LINU101-11A/EHE3</b> Level 2 Embedded Hospitality Exercises N210 Dyksma Heather 24 9:00 12:00								<b>RWTS103-11L2/TS06</b> Table Service Prelims.6 24 13:00						
Tue			<b>RWTS103-11L2/TS07</b> Table Service Prelims.7 24 9:00						<b>U109 Visions Restaurant/U110-Cafe</b> Dyksma Heather 12:00					<b>RWHI101-11L2/01</b> Hospitality Industry. X305 Dyksma Heather 24 13:00 15:00			<b>RWTS103-11L2/T1</b> Tuto 24 15:00
Wed			<b>COOK202-11L2/CT2</b> Tutorial. O204 MacInnes Neil 24 9:00 10:00			<b>FOFC101-11A/01</b> Food Contamination Hazards Hosp. L2. O204 MacInnes Neil 24 10:00 12:00					<b>CKRT102-11L2/RT5</b> Read Text Session 5 O205 Dyksma Heather 24 13:00 15:00			<b>RWHI101-11L2</b> 24			
Thu		<b>COOK202-11L2/04</b> Cookery 24 8:30				<b>U118-K3</b> Guild Bruce 12:00						<b>CKWC102-11L2/05</b> Workplace calculation 24 13:00					
Fri		<b>COOK202-11L2/05</b> Cookery 24 8:30				<b>U118-K3</b> Tawa Stanley 12:00											



# Lesson Plan

Warm up - 24 hour clock exercises

Objective: Familiarise students with timetable format & 24 hour clock

Time	Topic	Resource
20	<p>Hand out timetables</p> <p>Write up samples of different times: ie</p> <p>1500</p> <p>2750</p> <p>1340</p> <p>0700</p> <p>Ask students in pairs to translate into universal time. Give each pair a slip of paper &amp; marker.</p> <p>Ask one person from each pair to show their method for translating times. Write up on whiteboard demonstrate there are many different ways to work out times, one is not better than the other.</p>	<p>Whiteboard</p> <p>Slips of paper</p> <p>Timetable samples</p>
20	<p><b>Task 1</b></p> <p>Test students speed using timers</p> <p>Card game.</p> <p>In pairs</p> <p>Allow students 60 seconds to match cards (play snap or memory game)</p> <p><b>Task 2</b></p> <p>Using timetable as a reference ask students (in pairs or individually) to complete exercises 1-8 on handout.</p> <p>‘Using your timetable’</p> <p><b>Task 3</b></p> <p>‘Continuum ‘ give each student a card with a time written on it, muddle 24 hour clock times with universal times and ask students to form a continuum starting with earliest time of day through to latest.</p>	<p>Flash cards</p> <p>Timers</p> <p>Hard copy of sample timetable, cover 3-4 weeks</p> <p><b>or</b></p> <p>Book computer suite</p> <p>Set of coloured cards</p>



# Link up to your career

## -Linu 100



- Tourist project
- Commercial laundry visit
- Conversation with International students
- CV writing
- Job applications
- Formal Interview – written feedback
- Gen Y debate
- Menu terms and definitions
- Language Lab



**Raspberry Coulis**  
Sweet sauce made from  
Raspberries

**Coo lee**



**Tuille**  
Delicate crisp sweet biscuit,  
slightly curved

**Too ill**




**Biscotti**  
Italian Small hard crunchy  
"double baked" biscuit

**Bis cot tee**



# How do we know it's working?

- ALNAT results 2011
  - Tell us they are trying new things
  - We know because the students start asking questions
  - Start getting things right
  - Get into the habit of analysing things they don't know
  - Show an interest where they previously did not
  - Employment
  - Attendance
  - High level behaviour
- 
- A black and white photograph of four people in a room. On the left, a woman is smiling and looking towards the center. In the middle, another woman is smiling and looking towards the camera. To her right, a man is smiling and looking towards the camera. On the far right, a woman is looking down at a piece of white fabric or paper she is holding. The background shows a room with a whiteboard and some furniture.

# Raise responsibility system

Dr Marvin Marshall



# High level behaviour is actually all about personal motivation

## D Democracy

Develops self discipline

Demonstrates initiative

Displays responsibility

Does good because it's the right thing to do

## C Cooperation Conformity

Considerate

Co operates

Complies

Conforms

## B Bullying Bossing

Bosses others

Bothers others

Bullies others

Breaks rules

## A Anarchy

Absence of order

Aimless & chaotic

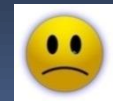


How am I doing?

D  
C



B  
A



# Getting to class on time - setting the alarm clock

- **Level D** - You set your alarm clock, wake up, and get to school on time.
- **Level C** - You depend on your parents to wake you up so you get to school on time.
- **Level B** - You ignore the alarm clock and come to school late.
- **Level A** - You don't even set your alarm clock because you are only interested in what you want and do not consider how your actions affect others.



**Their motivation must come from within.**

## DISCIPLINE WITHOUT STRESS TEACHING MODEL

### CLASSROOM MANAGEMENT vs. DISCIPLINE

The key to effective classroom management is teaching and practicing procedures. This is the teacher's responsibility.

Discipline, on the other hand, has to do with behaviour and is the student's responsibility.

### THREE PRINCIPLES TO PRACTICE

#### POSITIVITY

Teachers practice changing negatives into positives. "No running" becomes "We walk in the hallways." "Stop talking" becomes "This is quiet time."

#### CHOICE

Choice-response thinking is taught—as well as impulse control—so students are not victims of their own impulses.

#### REFLECTION

Since a person can only control another person temporarily and because no one can actually change another person, asking REFLECTIVE questions is the most effective approach to actuate change in others.

### THE RAISE RESPONSIBILITY SYSTEM (RRSystem)

#### TEACHING

##### TEACHING THE HIERARCHY

The hierarchy engenders a desire to behave responsibly and a desire to put forth effort to learn. Students differentiate between internal and external motivation—and learn to rise above inappropriate peer influence.

#### ASKING

##### CHECKING FOR UNDERSTANDING

Students reflect on their chosen LEVEL. This approach SEPARATES THE PERSON FROM THE BEHAVIOR, thereby negating the usual tendency to defend one's actions. It is often this natural tendency to self-defend that leads to confrontations.

#### ELICITING

##### GUIDED CHOICES

If disruptions continue, a consequence or procedure is ELICITED to redirect the inappropriate ~~behavior~~. This approach is in contrast to the usual coercive approach of having a consequence IMPOSED.

### USING THE SYSTEM TO INCREASE MOTIVATION & LEARNING

Using the hierarchy BEFORE a lesson and reflecting AFTER a lesson increases effort and raises academic achievement.

[www.MarvinMarshall.com/hierarchy.htm](http://www.MarvinMarshall.com/hierarchy.htm)  
[www.MarvinMarshall.com/letterworthreading.html](http://www.MarvinMarshall.com/letterworthreading.html)

# Student's tourism exercise

Arrive at Christchurch airport where you will be picked up and dropped off and vines on Buchanan's for free. Your accommodation costs \$60.00



Vines on Buchanan's Christchurch backpackers



Then you will be picked up by JBC travels to go on a tour of Christchurch for \$50.00



After your swim you will drive to the best little fish n chip shop on 92 Wilsons

Then your rental car will be dropped off at vines on Buchanan's and you will drive out to Pegasus where there is a beach to go for a swim. The rental car costs \$38.00 for two days



Then you will go back to vines on Buchanan's for a nice sleep



Then you will drive to the Antarctic centre and buy a all day pass for \$60.00 this will give u unlimited rides



On your way back to vines on Buchanan's from Pegasus you will stop in a Mc Donaks and buy a Angus burger combo for \$10.00



You will wake up the next morning and go to Drexel's for breakfast. This will cost \$12.80



After your trip to the Antarctic centre you will go to Columbus coffee on 129 Riccarton Rd and buy a sandwich and coffee for \$10.00

After your lunch you will go to the Air force museum and have a look around this is free of charge

AIR FORCE MUSEUM  
of New Zealand



After your trip to the air force museum you will go for a walk around the botanic gardens

Now its time to go back to vines on Buchanan's where you will be picked up and taken back to the airport free of charge

SHINEA MARTIN





Literacy



# Hospitality Industry



Numeracy