

Lesson – Careers in Hospitality & Tourism

Restaurants & Food/Beverage Services



Lesson Overview

In this lesson, students will be introduced to careers relating to the Restaurants & Food/Beverage Services pathway. A variety of occupations relating to this area of Hospitality & Tourism will be explored.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify career opportunities relating to Restaurants & Food/Beverage Services
- Articulate the educational requirements, typical job duties, occupational outlook, and more for each explored profession

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• <i>What Makes a Good Restaurant & Food/Beverage Services Employee</i> handout	1. Print/photocopy <i>What Makes a Good Restaurant & Food/Beverage Services Employee</i> handout – one for each pair	10 minutes
LEARN	<ul style="list-style-type: none">• <i>Job Description Project</i> instructions• <i>Job Postings</i> handout	1. Print/photocopy the <i>Job Description Project</i> instructions and <i>Job Postings</i> handout – one for each participant	30-90 minutes
REVIEW	<ul style="list-style-type: none">• <i>Restaurant & Food/Beverage Services Employment Self-Assessment</i> handout• <i>Sample Careers in Restaurant & Food/Beverage Services</i> handout• Questions for the panel - optional	<ol style="list-style-type: none">1. Print/photocopy the <i>Restaurant & Food/Beverage Services Employment Self-Assessment</i> and <i>Restaurant & Food/Beverage Services</i> handout – one for each participant2. Contact local professionals, inviting them to participate in the panel discussion3. Set up the room with panel seating in the front and audience facing the panel	5-10 minutes (optional activity 60-90 minutes)

Lesson – Careers in Hospitality & Tourism

FOCUS: Restaurant & Food/Beverage Services Employment Skills and Abilities

10 minutes

Purpose:

Careers in the Restaurant & Food/Beverage Services pathway include occupations that perform a variety of tasks to maintain food and beverage operations and promote guest services in eating and drinking establishments, from fast food operations to cafes and bars, to cafeterias and restaurants. This lesson will take a closer look at the variety of opportunities available today.

Materials:

- *What Makes a Good Restaurant & Food/Beverage Services Employee* handout

Facilitation Steps:

1. Share the information below with the class:

Instructor information: Careers in the Restaurant & Food/Beverage Services pathway include occupations that perform a variety of tasks to maintain food and beverage operations and promote guest services in eating and drinking establishments, from fast food operations to cafes and bars, to cafeterias and restaurants. Occupations in food and beverage preparation include Chefs & Head Cooks (Including Fast Food, Cafeterias, & Restaurants), Supervisors of Food Preparation Workers, and Food Preparation Workers. Food and beverage serving occupations include Baristas, Bartenders, Counter Attendants.

Give students the *What Makes a Good Restaurant & Food/Beverage Services Employee* handout. Have students pair up and give them five minutes to brainstorm and write down as many skills and abilities as possible.

2. Call the class back together and ask students the following question: What skills and abilities should a successful employee have that relate to

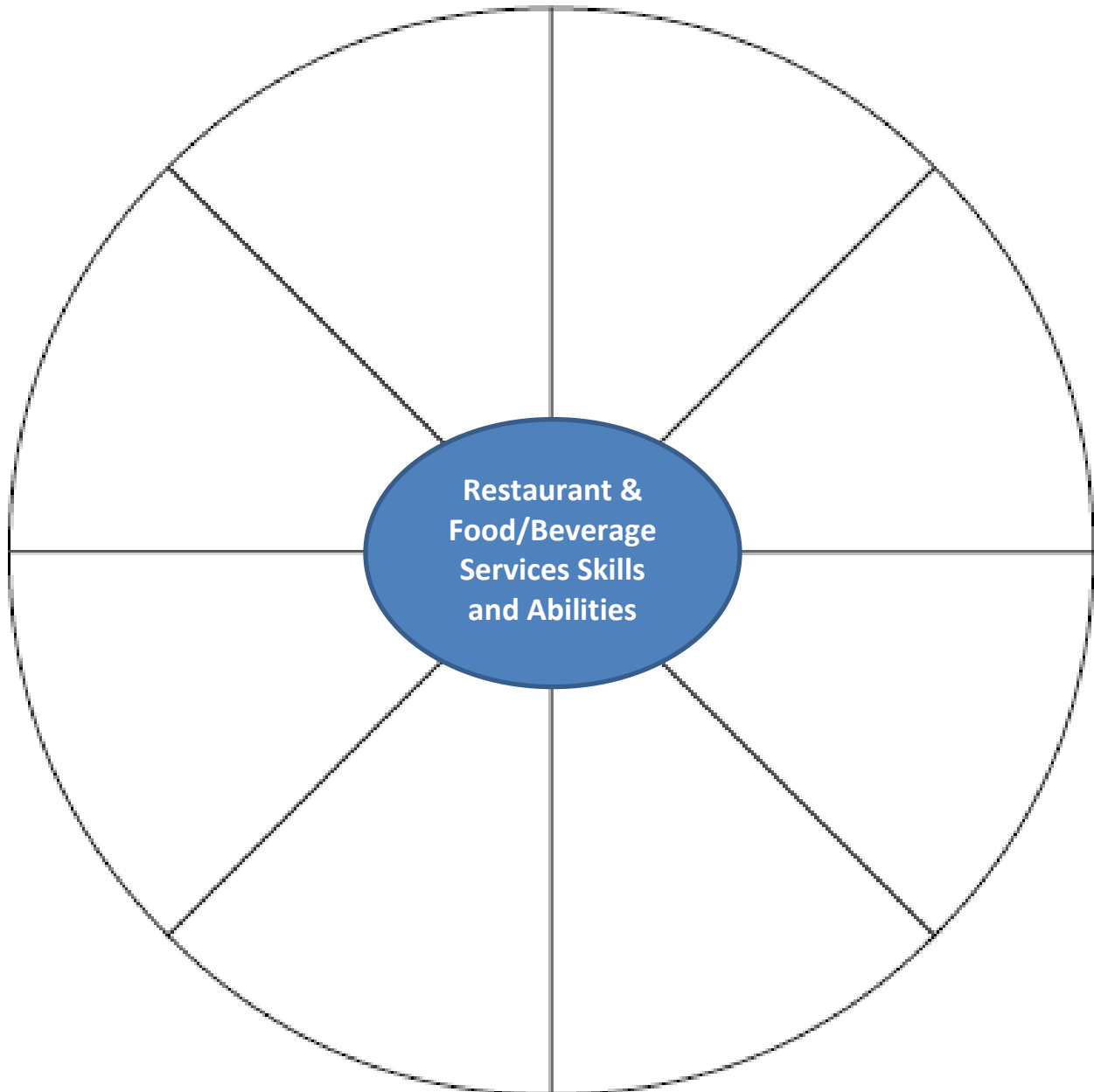
occupations within the Restaurant & Food/Beverage Services pathway?

3. Write student responses on a master list on a whiteboard or similar item. Continue calling upon students until every group has had a chance to contribute to the list.
4. Share a list of restaurant & food/beverage services skills and abilities from a career or occupational website such as:

<https://www.onetonline.org/find/career?c=9&g=Go>

What Makes a Good Restaurant & Food/Beverage Services Employee

List as many skills and abilities you can think of in the spaces provided that successful employees working in restaurant & food/beverage services would possess.



Lesson – Careers in Hospitality & Tourism

LEARN: Job Description Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at several different careers in Restaurant & Food/Beverage Services such as Chef, Server, Catering and Banquet Manager, Kitchen Manager, Hostess, and more.

Materials:

- Library and internet resources
- *Job Description Project* instructions
- *Job Postings* handout

Facilitation Steps:

1. Give students the *Job Description Project* instructions. Tell them that they can use the internet or other sources in the library for their research. Here are a few helpful websites:
 - www.bls.gov
 - <http://www.bls.gov/ooh/>
 - www.careerinfonet.org
 - www.careervoyages.gov
 - http://careerplanning.about.com/od/occupations/a/career_briefs.htm
 - <http://www.myplan.com/careers/index.php>
 - <http://www.onetonline.org/find/career?c=10&g=Go>
2. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a job posting for four positions listed in the instructions. You may give the students the *Job Postings* handout for this task.
3. The Job Description Project's suggested grading rubric is 25 points for each of the completed job postings if all information is complete. Deduct points if information is missed in required sections.

Job Description Project

Scenario: You are the Director of Human Resources for a large, new hotel that provides many types of food services. Your task is to hire four new employees that will work in your hotel. You will be completing job postings for four positions. Choose from: Executive Chef, Kitchen Manager, Banquet Server, and Bus Person (or other related titles of choice in this pathway). For each job posting, you must include the following information:

- Job title
- Degree, certification, or licenses required
- Summary of the general nature and level of the job
- List of duties or tasks performed critical to success
- Job location where the work will be performed (environment)
- Equipment used in the performance of the job (if any)
- Starting salary range (per year or hour)

You may photocopy and use the *Job Postings* handout. Prepare four different job postings, one for each position that you need to hire.

Job Postings

Job Title	
Degree, certification, or licenses required	
Summary and level of the job	
List of duties or tasks	
Job location and work environment	
Equipment to be used – if anything specific	
Starting salary (per year or hour)	

Lesson – Careers in Hospitality & Tourism

REVIEW: Restaurant & Food/Beverage Services Employment Self-Assessment

5-10 minutes (optional activity 60-90 minutes)

Purpose:

To review what students have learned about career opportunities relating to restaurant and food/beverage services and see if they possess the qualities to succeed in this occupational area.

Materials:

- *Restaurant & Food/Beverage Services Employment Self-Assessment*

Facilitation Steps:

1. Give each student the *Restaurant & Food/Beverage Services Employment Self-Assessment*. Give them five to ten minutes to complete it.
2. Have students add up the total number of boxes they have checked in the "Yes" column and the "No" column. If you have more yes boxes checked than no boxes, you may make a good therapeutic services employee.
3. Pass out the *Sample Careers in Restaurant & Food/Beverage Services* handout to those interested.

Extension Activity: Contact a variety of local employers that relate to careers in this pathway. Invite them to attend a panel discussion in your class.

On the day of the panel discussion, set up your space with a table and seating for all panel members at the front of the room. If sound is an issue, have a microphone available.

Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work. You may ask participants to submit questions in advance if desired.

Restaurant & Food/Beverage Services Employment Self-Assessment

Check Yes or No, reflecting on your skills and abilities.

Yes No

- ☐ ☐ Strong critical thinking skills
- ☐ ☐ Ability to show reliability and strong accountability skills
- ☐ ☐ Effective communication skills
- ☐ ☐ Ability to read, understand and apply industry information
- ☐ ☐ Flexible and adaptable on the job
- ☐ ☐ Strong observational skills and being an astute and active listener
- ☐ ☐ Being a positive person, redirecting negative thoughts
- ☐ ☐ Able to use a variety of strategies in unpredictable circumstances
- ☐ ☐ Strong interest in working with people
- ☐ ☐ Ability to multitask
- ☐ ☐ Ability to problem solve and make decisions
- ☐ ☐ The ability to work with many types of people
- ☐ ☐ The ability to remain calm and focused in difficult situations
- ☐ ☐ The ability to work well on a team

Total: Yes _____ **No** _____

Sample Careers in Restaurant & Food/Beverage Services

General Manager	Banquet Server
Food & Beverage Manager	Cocktail Server
Kitchen Manager	Banquet Set-Up
Catering & Banquets Manager	Employee
Service Manager	Bus Person
Dining Room Supervisor	Room Service Attendant
Restaurant Owner	Kitchen Steward
Baker	Counter Server
Brewer	Wine Steward
Caterer	Host
Dietician	Research and Development Chef
Executive Chef	Food/Beverage Wholesaler
Cook	Product Demonstrator
Pastry & Specialty Chef	Personal Chef Demonstrator
Bartender	Personal Chef
Restaurant Server	

Lesson – Careers in Agriculture, Food & Natural Resources



Lesson Overview

In this lesson, participants will be introduced to careers relating to food products and processing systems. Participants will research and explore a variety of related careers in the Agriculture, Food & Natural Resources cluster.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify several professions in the Food Products & Processing Systems pathway
- Consider if any of the occupations covered in class are appropriate for them to pursue

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none"> • <i>Sample Careers in the Food Products & Processing Systems Career Pathway</i> • <i>Food Products & Processing Services Pathway Classification</i> handout 	<ul style="list-style-type: none"> • Print/photocopy <i>Sample Careers in the Food Products & Processing Systems Career Pathway</i> and <i>Food Products & Processing Services Pathway Classification</i> handout – one for each participant 	10 minutes
LEARN	<ul style="list-style-type: none"> • Library and internet resources • <i>Career Exploration Research Summary</i> handout 	<ol style="list-style-type: none"> 1. Print/photocopy the <i>Career Exploration Research Summary</i> handout – one for each participant 	30-90 minutes
REVIEW	<ul style="list-style-type: none"> • Questions for panel (optional) 	<ol style="list-style-type: none"> 1. Contact 3-5 food products and processing systems-related professionals inviting them to participate in the panel discussion 2. Set up the room with panel seating in the front with the audience facing the panel 	45-60 minutes

Lesson – Career Opportunities in Agriculture, Food and Natural Resources

FOCUS: Defining the Available Career Paths

10 minutes

Purpose:

Participants will learn the variety of occupational areas that fall within the Food Products & Processing Systems pathway classification and how this translates into career opportunities.

Materials:

- *Sample Careers in the Food Products & Processing Systems Career Pathway*
- *Hospitality & Tourism Career Pathway Classification* handout

Facilitation Steps:

1. Give each student the list of *Sample Careers in the Food Products & Processing Systems Career Pathway*. Explain that this is a list of occupations that fall within this pathway. Divide the class into small groups. Have each group look at the list of careers and try to classify or categorize like-type of occupations together.
2. Give the small groups the *Food Products & Processing Systems Career Pathway Classification* handout and 5 minutes to come up with some potential classifications of job types within the Food Products & Processing Systems pathway. They should be prepared to discuss why they grouped things as they did.
3. Explain that there is no finite right or wrong way to classify this pathway. They should take notes while you share the following thoughts of the diagnostic services pathway.

- Here are suggested categories that students may have used:
 - Food Processing and Preserving,
 - Packaging
 - Distribution
 - Government Monitoring & Regulation
- To learn more about the job outlook for each of these types of occupational areas you can go to websites like the following:

<https://www.onetonline.org/find/career?c=1&g=Go>

Sample Careers in the Food Products & Processing Systems Career Pathway

Agricultural Sales	Cheese Makers
Agricultural Communications Specialists	Microbiologists
Agricultural Educators	Produce Buyers
Food Scientists	Bacteriologists
Meat Processors-Toxicologists	Food & Drug Inspectors
Biochemists	Bioengineers
Nutritionists-Dieticians	Biochemists
Food Brokers-Food Inspectors	Food & Fiber Engineers
Meat Cutters	Food Processors
Meat Graders	Storage Supervisors
Meat Science Researchers	Fieldman
Food Meal Supervisors	Quality Control Specialists

Food Products & Processing Systems Career Pathway Classification

Category Description	Occupations within the Category
Example: Food processing and preserving	

Lesson – Career Opportunities in Agriculture, Food & Natural Resources

LEARN: Research Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at related food products and processing systems career options. Participants will research an occupation of their choice. Information learned from the research will be shared with the group via a brief presentation.

Materials:

- Library and internet resources
- *Career Exploration Research Summary* handout

Facilitation Steps:

1. Have students choose one of the careers to explore further. Give students the *Career Exploration Research Summary* handout. Tell them that they can use the internet or other sources in the library for their research. Here are a few helpful websites:
 - www.bls.gov
 - <http://www.bls.gov/ooh/>
 - www.careerinfonet.org
 - www.careervoyages.gov
 - http://careerplanning.about.com/od/occupations/a/career_briefs.htm
 - http://www.myplan.com/careers/index.php?e=briefer_briefs.htm
2. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short five-minute presentation about this career including the information on the summary sheet.
3. Have each student present their chosen plant systems-related career to the group.

4. Here is a suggested grading rubric for the class presentation:

30 points – Completed all information on the *Career Exploration Research Summary* handout

20 points – Prepared for the presentation

20 points – Presentation content was clear, concise and gave a good understanding of the chosen career

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned five-minute presentation

Name: _____ Date: _____

Career Exploration Research Summary

Identify and research one career in the Food Products and Processing Systems Pathway. Complete this worksheet for your career choice. Possible sources for information include your school library, public library, Bureau of Labor Statistics website, Occupational Outlook Handbook website, and other career-related websites on the internet.

Career name: _____

Degree or licenses required: _____

Length of time to complete training or earn degrees: _____

Average starting salary: _____

Job outlook: _____

Short job description:

Skills a person should have to be successful in this career:

Sources used for this project:

Lesson – Career Opportunities in Agriculture, Food & Natural Resources

REVIEW: Career Panel Discussion

45-60 minutes

Purpose:

To hear from food products and processing systems professionals who work in a variety of careers that fall within the diagnostic services pathway.

Materials:

- Panel of 3-5 local professionals who are food scientists, meat graders, quality control specialists, food processors, and similar occupations

Facilitation Steps:

1. Contact local food products and processing systems professionals and invite them to attend a panel discussion in your class. Food scientists, meat graders, quality control specialists, food processors, and similar occupations would be great resources for students to have access to. Also, local professionals from a variety of different types of related businesses would provide additional and interesting perspectives.
2. The day of the panel discussion, set up your space so that there is a table with seating for all panel members at the front of the room. If sound is an issue, have a microphone available.
3. Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work. You may ask participants to submit questions in advance if desired.

Lesson – A Day in the Life of a Health Science Professional

Occupations Relating to Nutrition and Wellness



Lesson Overview

In this lesson, participants will be introduced to health science careers as they relate to nutrition, and wellness. Participants will gain a better understanding of what life on these jobs looks like.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify work tasks that health science professionals do on the job and the working conditions relating to nutrition and wellness
- Consider if a health science career is a good fit for them
- Identify a variety of career opportunities that fall within health science as they relate to nutrition and wellness

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• <i>Career Exploration K-W-L</i> handout	<ol style="list-style-type: none">1. Print/photocopy <i>Career Exploration K-W-L</i> handout - one for each group	10 minutes
LEARN	<ul style="list-style-type: none">• Video clips about health informatics careers• <i>Sample List of Health Science Occupations Relating to Nutrition and Wellness</i>• <i>Career Exploration Research Summary</i> handout	<ol style="list-style-type: none">1. Choose the video clip(s) you wish to show about health science careers and have available online2. Print/photocopy the <i>Sample List of Health Science Occupations Relating to Nutrition and Wellness</i> and <i>Career Exploration Research Summary</i> handout – one for each participant	30-90 minutes
REVIEW	<ul style="list-style-type: none">• <i>Career Exploration K-W-L</i> handout	<ol style="list-style-type: none">1. Have the <i>Career Exploration K-W-L</i> handouts available2. Contact local businesses for setting up a field trip	5-10 minutes

Lesson – A Day in the Life of a Health Science Professional

FOCUS: K-W-L Activity

10 minutes

Purpose:

There are many different occupations that health science professionals can work within that relate to nutrition and wellness. Some of these include dietician, dietary manager, nutritionist, food safety manager many more. This lesson will help your students become more aware of what breadth/variety of skills and education they need to work in this area. Students may be unaware of the many opportunities available to them if they wish to follow this career path.

Materials:

- *Career Exploration K-W-L* handout

Facilitation Steps:

1. Begin by defining what the health informatics pathway is. Share this definition with the class:

Careers in the health science career cluster that relate to nutrition and wellness include many occupations.

Employment of dietitians and nutritionists is projected to grow 8 percent from 2019-2029, much faster than the average for all occupations. The role of food in preventing and treating diseases, such as diabetes, is now well known. More dietitians and nutritionists will be needed to provide care for patients with various medical conditions and advise people who want to improve their overall health.

2. Divide the class into pairs to work together. Hand each pair the *Career Exploration K-W-L* handout. Explain the purpose of the activity and give the pairs five minutes to complete it.
3. After five minutes, call the class back together. Ask each pair to share one thing they already know about health occupations specific to nutrition and wellness and one thing they'd like to learn about this career pathway. Write these on a master list on a whiteboard or similar item. Continue calling upon each pair until everyone has had a chance to contribute to the K and W class chart.

Career Exploration K-W-L

Directions: With your partner, complete the “K” and “W” columns, saving the “L” column for later in the lesson. In the “K” column, identify what you already know about health occupations relating to nutrition and wellness. In the “W” column, write down what you would like to learn about a potential career as a health professional in a wellness or nutrition occupation.

K	W	L

Lesson – A Day in the Life of a Health Science Professional

LEARN: Research Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at health science (wellness or nutrition) as a pathway. Participants will research one specific field of occupation and prepare a class presentation.

Materials:

- Library and internet resources
- *Sample List of Health Science Occupations Relating to Nutrition and Wellness*
- *Career Exploration Research Summary* handout

Facilitation Steps:

1. To learn more about health science nutrition and wellness occupations as a career choice, a career, watch a short career video on YouTube. Here are a few suggestions, or you can keyword search “nutrition occupations or wellness occupations:”

<https://www.youtube.com/watch?v=iNRPgUYNVDc>

https://www.youtube.com/watch?v=_x2kiE9XCLU

<https://www.youtube.com/watch?v=If1JDPE35Y8>

2. Review the list of fields that are part of Health Science. Have each student choose one of the nutrition or wellness careers to explore further. Depending on how many participants are in your class, you can decide whether to allow multiple students to research the same field.
3. Give students the *Career Exploration Research Summary* handout. Tell them that they can use the internet or other sources in the library for their research. Here are a few helpful websites:

- www.bls.gov
- <http://www.bls.gov/ooh/>
- www.careerinfonet.org
- www.careervoyages.gov
- <http://careerplanning.about.com/od/occupations/a/car>
- <http://www.myplan.com/careers/index.php?briefs.htm>
- <http://www.onetonline.org/find/career?c=10&g=Go>

4. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short five-minute presentation about this career, including the information on the summary sheet.
5. Have each student present their chosen agribusiness career field to the group.
6. Here is a suggested grading rubric for the class presentation:

30 points – Completed all information on the *Career Exploration Research Summary* handout

20 points – Prepared for the presentation

20 points – Presentation content was clear, concise, and gave a good understanding of the chosen career

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned five minutes presentation

Sample List of Health Informatics Occupations

Registered Dietitian	Certified Nutrition Specialist®™ Credential
Dietetic Technician Registered	Public Health Nutritionist
Licensed Nutritionist and Non-Licensed Nutritionist	Food Safety Auditor
Registered Dietitian Nutritionist	Oncology Nutritionist
Herbalist	Nutritional Therapist
Nutrition Educator	Personal Nutritionist
Dietary Manager	Corporate Wellness Consultant
Food Safety Specialist	College Nutritionist
Sports Nutritionist	Pediatric Nutritionist
Health Coach	Nutrition Therapist
Holistic Nutritionist	Nutrition Educator
Clinical Dietitian	Exercise Science Jobs
Community Health Worker	Life Coach

Career Exploration Research Summary

Identify and research a Health Science Nutrition or Wellness Career. Complete this worksheet for your career choice. Possible sources for information include your school library, public library, Bureau of Labor Statistics website, Occupational Outlook Handbook website, and other career-related websites on the internet.

Career name: _____

Degree or licenses required: _____

Length of time to complete training or earn degrees: _____

Average starting salary: _____

Job outlook: _____

Short job description:

Skills a person should have to be successful in this career:

How does this job involve nutrition or wellness?

Lesson – A Day in the Life of a Health Science Professional

REVIEW: What have you learned...?

5-10 minutes

Purpose:

To have participants review what they have learned about career opportunities relating to health science nutrition or wellness.

Materials:

- *Career Exploration K-W-L* handout

Facilitation Steps:

1. Have students pair up with the person they worked with at the beginning of the lesson to complete the handout K-W sections.
2. Have students complete the “L” column on the handout, identifying things they have learned about nutrition and wellness. Give students five minutes to complete this task.
3. After five minutes, call the class back together.

Ask each pair to share one thing they learned about health sciences as a career option. Write these on a master list on a whiteboard or similar item. Continue calling upon each pair until everyone has had a chance to contribute to the “L” class chart.

Extension Activity: Contact local health science nutrition and wellness professionals and ask if you could take a field trip to their place of business to see what the work environment is like for health science employees, to be able to ask employees questions about their job and to observe professionals in action if possible.

Lesson – Exploring a STEM Career



Lesson Overview

In this lesson, participants will be introduced to the STEM career pathway. Participants will gain greater knowledge of what it takes to become employed in related food science and technology occupations.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify the tasks that are typical for food science and technology occupations
- Research and identify the qualifications, including the education and training that is required to become an employee in a variety of related food science and technology occupations
- Write a clearly written cover letter

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• Food science and technology video clips• <i>Food Science and Technology Sample List of Occupations</i> handout	<ol style="list-style-type: none">1. Choose the video clip(s) you wish to show about Food Science and Technology occupations and have available online2. Print/photocopy the <i>Food Science and Technology Sample List of Occupations</i> handout– one per participant	10 minutes
LEARN	<ul style="list-style-type: none">• Library and internet access• <i>Food Science and Technology Education and Training Plan</i> handout	<ol style="list-style-type: none">1. Print/photocopy the <i>Food Science and Technology Education and Training Plan</i> handout – one per participant	30-90 minutes
REVIEW	<ul style="list-style-type: none">• <i>Cover Letter Format</i> handout• Job listings for a support services position• <i>Cover Letter Assessment Rubric</i>	<ol style="list-style-type: none">1. Have the <i>Cover Letter Format</i> handouts available – one per student	60-90 minutes

Lesson – Exploring a STEM Career

FOCUS: How do you ensure a high-quality food science and technology staff?

10 minutes

Purpose:

The STEM cluster includes occupations that relate to food science and technology. Introduce participants to the important role that these career opportunities play in STEM.

Materials:

- Food science and technology video clips
- *Food Science and Technology Sample List of Occupations* handout

Facilitation Steps:

1. Begin by sharing this information with students:

Food scientists and technologists use a variety of methods to study the content of food. They use the information they find to develop new food products or improve the value, production, packaging, and selection of existing food products. Aside from being involved in food production, a food scientist's career may also involve regulatory responsibilities. They may evaluate food production facilities' methods to make sure that food safety standards are met and enforce regulations when necessary. Other activities may include discovering new food sources, testing for contaminants or harmful additives, and more!

Salaries vary depending on the specific occupation you choose within this pathway.

2. Show a short video introducing this pathway. Go to YouTube and use keywords, "food science or food technology" or similar. Here are links to a few examples:
 - <https://www.youtube.com/watch?v=ULaw7GNjE6Y>
 - <https://www.youtube.com/watch?v=cWbaZElc7GQ>
 - <https://www.youtube.com/watch?v=7rvAQISkn8U>

3. Share the *Food Science and Technology Sample List of Occupations* with students. Ask for any impressions of these types of jobs. Are there any on the list that are a surprise or are there any that they don't recognize?

Food Science and Technology Sample List of Occupations

Food Science Technician
Extension Agent and Specialist
Consumer Safety Officer
Food Policy Analyst
Federal, State and Local Government Jobs
Food Scientist
Biochemist
Cereal Scientist
Dairy Products Scientist
Director of Quality Assurance
FDA/USDA Research Scientist
Flavor Chemist
Food Biochemist
Food Biotechnologist
Food Chemist
Food Engineer
Food Industry R&D
Food Ingredient Sales
Food Inspector
Food Microbiologist
Food Product Consultant
Food Product Developer
Food Safety Inspector
Food Technologist
Food Toxicologist
General Manager, Research
Laboratory Director

Manager, Analytical Lab
Manager, Meat Applications
Market Researcher
Meat Scientist
Natural Products Researcher
New Technologies
Packaging Specialist
Plant Manager
Plant Supervisor
Product Development
Project Leader, Technology
Project/Product Manager
Public Health Official
Quality Assurance Director
Quality Assurance Manager
Quality Assurance Supervisor
Research and Development
Research Scientist
Quality Assurance Officer
Sales Manager
Scientific and Regulatory Affairs
Scientific Research
Senior Food Scientist
Sensory Evaluation Expert
Sensory Scientist
Technology Development Manager
Technical Sales Representative

Lesson – Exploring a STEM Career

LEARN: Research Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at what it takes to become a food science and technology professional. Students will put together an education and training plan for a food science and technology occupation of their choice

Materials:

- Library and internet access
- *Food Science and Technology Education and Training Plan* handout

Facilitation Steps:

1. Tell students that they will complete a short research project about the required qualifications for becoming STEM employees in food science and technology.
2. Give students the *Food Science and Technology Education and Training Plan* handout. Tell them that they can use the internet or other sources in the library for their research. Here are a few helpful websites:
 - <http://www.bls.gov/ooh/>
 - www.careerinfonet.org
 - www.careervoyages.gov
 - http://careerplanning.about.com/od/occupations/a/career_briefs.htm
 - <http://www.myplan.com/careers/index.php>
 - <http://www.onetonline.org/find/career?c=10&g=Go>
3. Give students one class period to complete their research. You can also assign this as homework.

Food Science and Technology Education and Training Plan

Scenario: You have decided to choose a career that falls within the STEM Career Cluster related to food science and technology. You must put together a plan that will help you meet all education and training requirements needed for this occupation. You will start your plan for high school, then through college and any additional certifications or exams you will need to take. The goal is to successfully be hired in this support services occupation of choice.

Recommended High School Courses	
Higher Education: Name one degree that you could get and name three schools in your state that you could attend to obtain that degree.	
Work Experience: List two jobs that would help you get experience	

<p>List any national or state associations relating this occupation</p>	
<p>Required certification exam(s) for becoming a worker in this area</p>	
<p>Optional endorsements you can obtain</p>	
<p>Explain any recertification requirements that exist, if any</p>	

Lesson – Exploring a STEM Career

REVIEW: Writing a Cover Letter

60-90 minutes

Purpose:

Students will use what they have learned about what it takes to pursue a food science and technology occupation of their choosing to write a cover letter applying for that position.

Materials:

- *Cover Letter Format* handout
- Job listing for a food science and technology position
- *Cover Letter Assessment Rubric*

Facilitation Steps:

1. Introduce business letters. Tell students that an important skill in the job application process is knowing how to write a proper cover letter.
2. Give each student the *Cover Letter Format* handout. Review the standard parts of a cover letter with students:
 - Heading
 - Date
 - Inside Address
 - Subject
 - Salutation
 - Body Paragraphs

Special Note: The body paragraphs should describe what you have to offer the employer. Convince the reader that they should grant you an interview. Make a strong connection between your abilities and their needs. Mention specifically how your education, skills, and experience (create a work history that you know would be appropriate) match the job you are applying for. Try to support each statement you make with a piece of evidence.

- Closing and Signature
- Enclosure

3. Have students research and find a real job listing for a job within food science and technology. This is the position they should be applying for with the cover letter they write.

After each student has completed an initial draft of their cover letter, they should have another peer edit their draft. Peer editors should follow the template and make sure that each part is included in the draft, along with checking on spelling and grammar.

4. Have students prepare the final cover letter and turn it in as part of their grade for this lesson. Use the attached *Cover Letter Assessment Rubric* for your convenience.

Cover Letter Format

When writing a cover letter, follow the format below.

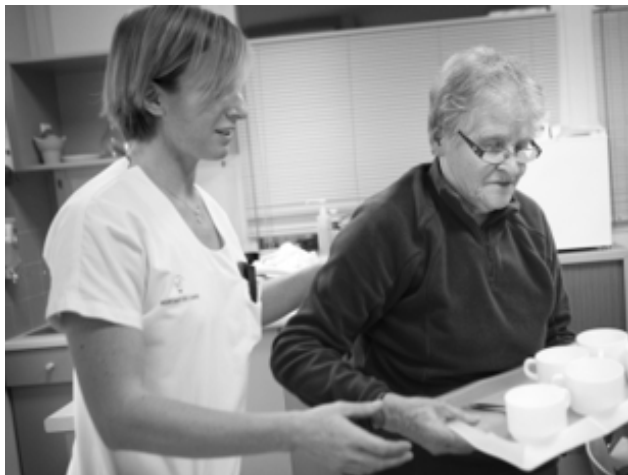
Heading – Your Address Name Street Address City, State, ZIP	Skip 1
Date	Skip 2
Inside Address Mr./Mrs./Ms./Dr. Full name of Recipient Job Title of Recipient (if applicable) Name of the Company/Organization (if applicable) Street Address City, State. ZIP	Skip 1
Subject:	Skip 1
Salutation (Dear Ms./Mrs./Mr. and Last Name and a colon at the end)	Skip 1
Body Paragraphs This is the content of the letter. The paragraphs should be single spaced with one line skipped between each paragraph. Body Paragraph 1 Body Paragraph 2 Body Paragraph 3	Skip 1
Closing (Sincerely,) Your Typed Name (Handwritten Signature Above) Your Typed Title	Skip 3
Enclosure Use this if your letter includes another document other than the letter itself. If it is more than one, you would type “Enclosures.”	Skip 1

Cover Letter Assessment Rubric

Topic (Weight)	1	2	3	4
Return Address & Date	<ul style="list-style-type: none"> Return address or letterhead is missing. Date is missing. 4 or more spelling, capitalization, or punctuation errors. 	<ul style="list-style-type: none"> Return address or letterhead is missing some information. Date is there but format is incorrect. 3 spelling, capitalization, or punctuation errors. 	<ul style="list-style-type: none"> Return address or letterhead is complete & accurate. Date is complete & positioned correctly. 1-2 spelling, capitalization, or punctuation errors. 	<ul style="list-style-type: none"> Return address or letterhead is complete & accurate. Date is complete & positioned correctly. No spelling, capitalization, or punctuation errors.
Inside Address & Salutation	<ul style="list-style-type: none"> Inside address is missing. Salutation is missing. Subject line is missing. More than 3 spelling, capitalization, or punctuation errors. 	<ul style="list-style-type: none"> Inside address is missing information. Salutation is inappropriate. Subject line information is misleading. 3 spelling, capitalization, or punctuation errors. 	<ul style="list-style-type: none"> Inside address is complete & accurate. Salutation is appropriate but incomplete. A subject line needed or added correctly. 1 - 2 spelling, capitalization, or punctuation errors. 	<ul style="list-style-type: none"> Inside address is complete & accurate. Salutation is appropriate & complete. A subject line needed or added correctly. No spelling, capitalization, or punctuation errors.
Content Organization & Accuracy	<ul style="list-style-type: none"> No organization pattern is apparent. Paragraph order does not follow suggested format. Message has enough missing or incorrect information to be ineffective in meeting the writer's goal. 	<ul style="list-style-type: none"> Organization is not appropriate to the writer's purpose. Paragraph order is close to the suggested model. Two pieces of information are missing or incorrect. 	<ul style="list-style-type: none"> Organization is appropriate to the writer's purpose. Paragraph order is close to the suggested model. One piece of information is missing or incorrect. 	<ul style="list-style-type: none"> Organization is appropriate to the writer's purpose. Paragraph order follows the suggested model. Message is complete and correct.
Closing, Signature, & other End Matter	<ul style="list-style-type: none"> More than two pieces are missing or inaccurate. 	<ul style="list-style-type: none"> Two pieces are missing or inaccurate. 	<ul style="list-style-type: none"> One piece is missing or inaccurate. 	<ul style="list-style-type: none"> Closing is appropriate. Written & typed signatures are present. Reference initials & enclosure reminder are included if needed.
Word Choice	<ul style="list-style-type: none"> Word choice is unprofessional. 	<ul style="list-style-type: none"> Word choice is inappropriate for audience. Writer sometimes uses action verbs. Too much use of passive voice. 	<ul style="list-style-type: none"> Word choice is mostly appropriate for audience. Writer uses action verbs. Use of passive voice ONLY as needed. 	<ul style="list-style-type: none"> Word choice is appropriate for audience. Writer uses action verbs. Use of passive voice ONLY as needed.
Sentences Fluency, Paragraphs, & Mechanics	<ul style="list-style-type: none"> More than 2 sentence fragments. Message is lost in poor construction. Paragraphs do not follow suggested format. Spelling, capitalization, or punctuation errors make message unclear. Grammar & usage errors makes message unclear. 	<ul style="list-style-type: none"> Two sentence fragments. Message is there, but underdeveloped. Awkward paragraph construction clouds the message. 3-4 spelling, capitalization, or punctuation errors. 3 - 4 grammar & usage errors. 	<ul style="list-style-type: none"> Some variation in sentence length. One fragment. Paragraph divisions are somewhat effective. Main purpose of the message is clear. 1-2 spelling, capitalization, or punctuation errors. 1-2 grammar & usage errors. 	<ul style="list-style-type: none"> Complete sentences of varying length. Paragraph divisions are effective. Number of paragraphs fits suggested format. Main purpose of the message is clear. No spelling, capitalization, or punctuation errors. Grammar & usage are correct.

Source: <http://rubistar.4teachers.org/176103>

Lesson – Looking into a Career in Human Services



Lesson Overview

In this lesson, participants will be introduced careers in the Human Services career cluster. Participants will research a variety of information regarding work in areas such as dietitians, community food service workers, adult daycare workers and more, considering whether any of these is of personal interest.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify the types of occupations that fall within the Human Services Career Cluster as they relate to food and nutrition
- Research and identify the qualifications, working conditions, job duties, advancement opportunities, and occupational outlook

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• Human Services Family & Community Services pathway occupations video clips	<ol style="list-style-type: none">1. Choose the video clip(s) you wish to show about Human Services Family and Community Services related careers and have available online	10 minutes
LEARN	<ul style="list-style-type: none">• Library and internet access• <i>Human Services Food and Nutrition Sample List of Occupations</i>• <i>Human Services Food and Nutrition Scavenger Hunt handout</i>	<ol style="list-style-type: none">1. Print/photocopy the <i>Human Services Food and Nutrition Sample List of Occupations</i> and <i>Scavenger Hunt</i> handouts – one for each pair	30-90 minutes
REVIEW	<ul style="list-style-type: none">• Human Services food and nutrition job listings	<ol style="list-style-type: none">1. Have sample human services food and nutrition related job listings available for students	10 minutes

Lesson – Looking into a Career in Human Services

FOCUS: What is the Family & Community Services Pathway?

10 minutes

Purpose:

Working in family and community services may offer career opportunities that are unknown to many students. This activity will introduce students to food and nutrition careers in human services.

Materials:

- Human Services Food and Nutrition occupations video clips

Facilitation Steps:

1. Begin by sharing this information with students:

The Human Services Career Cluster prepares individuals for employment in careers related to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

The Family and Community Services Pathway within Human Services includes occupations related to helping disabled, elderly, impoverished, or other underrepresented populations to secure housing, employment, financial assistance, or other social services.

There are several occupations relating to food and nutrition that fall within the Family and Community Services Pathway.

2. Show a short video, if possible, about the food and nutrition-related occupations in this pathway. Go to YouTube and use keywords to search. Here are links to a few examples:

- <https://www.youtube.com/watch?v=P2r3QNPhi6Q>
- <https://www.youtube.com/watch?v=dqe1LHLXs-c>
- <https://www.youtube.com/watch?v=RK8NV11Svpw>

3. Tell students that today they are going to learn more about this interesting career pathway.

Lesson – Looking into a Career in Human Services

LEARN: Scavenger Hunt

30-90 minutes

Purpose:

The purpose of this activity is to have participants work in pairs to discover various facts about the careers in the Human Services Family and Community Services Pathway that relate to food and nutrition. Each pair will share their findings to enable others to learn more about these interesting occupations.

Materials:

- Library and internet access
- *Human Services Food and Nutrition Scavenger Hunt* handout
- *Human Services Food and Nutrition Sample List of Occupations*

Facilitation Steps:

1. Give students the *Human Services Food and Nutrition Scavenger Hunt* handout.

Divide the class into pairs of students. Depending on the number of students, assign each pair one occupation within the Human Services Family and Community Services pathway to research until all questions have been answered or as many as possible in the time given. Give each pair the *Human Services Food and Nutrition Sample List of Occupations* to choose occupations from.

2. Give students 10-15 minutes on the internet to research and find answers to the questions. Students should write down the answers and be ready to share them.
3. Call the class back together. Have each pair share the results of their research.

Human Services Food and Nutrition Scavenger Hunt

Each pair should be assigned one Human Services food and nutrition-related occupation to research. Do your research online to find the answers to the questions you have been given below. Good Luck! Possible sources to consider could include the Bureau of Labor Statistics website, Occupational Outlook Handbook website, college websites from biotech programs, and other career-related websites on the internet.

Occupation assigned: _____

1. Define this occupation. What is it? Give a short description.
2. What degree or education and training is required?
3. What licenses or certifications are required if any?
4. What is the average length of time it takes to complete training or earn degrees?
5. What is the average starting salary?
6. What is the average workday like in terms of hours?
7. What is the projected job outlook for the next decade?
8. What tasks would you include in the job description for this occupation?
9. What skills should a person have to be successful in this career?
10. What is the work environment like?
11. What equipment is used on the job, if any?
12. What are the rewards or benefits of this career?
13. What are the opportunities for advancement?
14. Is this occupation available locally (in your city, in your state)?

Human Services Food and Nutrition Sample List of Occupations

Dieticians

Community Food Service Workers

Community Health Worker

Adult Day Care Workers

Adult Day Care Coordinators

Home Health Aides

Geriatric Service Workers

Nutritionist

Lesson – Looking into a Career in Human Services

REVIEW: What have you learned...?

10 minutes

Purpose:

To review what participants have learned about food and nutrition career opportunities relating to the Human Services.

Materials:

- Food and nutrition job listings for human services

Facilitation Steps:

1. Give each student a few minutes to find a real job listing for an occupation that falls under the Human Services Career Cluster related to food and nutrition.
2. Have students share their listings. Is there anything in the listing that surprises them? Are the qualifications similar to what they learned about in the scavenger hunt exercise? Do the job duties line up with their understanding of what these workers do? Is the pay range what they expected to find?