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✔ **Note:** The Student Guide Pages are found in the front of the Student Edition, and the Student Worksheets are found perforated in the back of the Student Edition.

**KEY:**  
SW = Student Worksheet page  
A.S. = Assignment Sheet  
J.S. = Job Sheet  
S.S. = Student Supplement

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<th>Job Sheets</th>
<th></th>
</tr>
</thead>
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<td>SW 3–9</td>
</tr>
<tr>
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<td>SW 3–13</td>
</tr>
<tr>
<td>3—Document an Accident Involving an Intoxicated Individual</td>
<td>SW 3–15</td>
</tr>
<tr>
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<td>SW 3–19</td>
</tr>
</tbody>
</table>
Assignment Sheet 1—Types of Fermented Beverages

Name ________________________________  Overall Rating __________
Date _________________________________

Evaluation Criteria Rating
• Selected the best answer. __________

Basic Skills
Reading  Science  Critical Thinking  Social Studies

Directions
Match types of fermented beverages with their description by writing the correct letter in the blank next to the description.

a. Ale
b. Cider
c. Hybrid
d. Lager
e. Lambic
f. Mead
g. Sake
h. Wash

_____ 1. Fermented beverage made from fermented honey and water
_____ 2. Blend of lager and ale, often flavored
_____ 3. Beer type made with top fermenting yeasts
_____ 4. Japanese drink made from fermented rice, sugar cane, or potatoes
_____ 5. During creation, wort is exposed to the open air to introduce over 80 wild, airborne native yeasts
_____ 6. Beer type made with bottom fermenting yeasts
_____ 7. Beverage made from the fermented juice and pulp of apples
_____ 8. Fermented part of a distilled beverage
Assignment Sheet 2—Types of Distilled Beverages

Basic Skills

Directions
Match types of distilled beverages with their description by writing the correct letter in the blank next to the description.

- Bourbon
- Brandy
- Frangelico®
- Gin
- Goldschlager®
- Goldwasser
- Grand Marnier®
- Irish cream
- Jagermeister®
- Midori®
- Rum
- Scotch
- Southern Comfort®
- Tequila

1. Cognac based liqueur flavored with orange peel; comes in Cordon Rouge and Cordon Jaune quality levels
2. Cinnamon schnapps with 24k gold flakes floating in the bottle
3. Liqueur consisting of cream, eggs, chocolate, and Irish whisky
4. Made from sugarcane by-products, such as molasses and sugarcane juice; comes in light, dark, and anejo varieties
5. Bourbon-based liqueur made with citrus and peach
6. Japanese melon liqueur
Assignment Sheet 2

____ 7. Pot stilled whisky made in Scotland from water and malted barley, matured in oak barrels at least three years; name protected by law

____ 8. Fifty-one percent corn grain, is aged in new oak barrels, aged a minimum of two years

____ 9. Spirit with a vodka base flavored mainly with juniper berries; has a very dry taste so rarely drank by itself

____ 10. Made from the heart of the blue agave plant native to Mexico; comes in plata/blanca, oro, reposado, and anejo varieties

____ 11. Liqueur with a secret mix that includes cinnamon, bitter oranges, ginger root, red sandalwood, and blueberries

____ 12. French white wine made with red wine and fermented fruit juices; aged in oak barrels for several years

____ 13. Liqueur made from orange zest, anise, and caraway; has 24k gold flakes floating in the bottle

____ 14. Liqueur made with toasted hazelnuts, coffee, vanilla, and rhubarb
Assignment Sheet 3—Match Glassware With Their Names

Name ________________________________  Overall Rating __________
Date _________________________________

Evaluation Criteria Rating
• Wrote the correct glassware name beneath its illustration ______

Basic Skills

Reading  Writing  Science  Critical Thinking  Social Studies  Technology

Directions
Write the correct name of each glass beneath its illustration. Answer choices include: Beer Mug, Brandy Snifter, Collins Glass, Hurricane Glass, Irish Coffee Glass, Margarita Glass, Martini Glass, Old-Fashioned, Parfait Glass, Pilsner Glass, Pint Glass, Pousse Glass, and Shot Glass.

a. _______________  b. _______________

   ______

c. _______________  d. _______________

   ______
Assignment Sheet 3

k. _______________

l. _______________

m. _______________
Objective 33

Assignment Sheet 4—Match Bar Tools With Their Names

Name ________________________________  Overall Rating __________
Date _________________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wrote the correct bar tool name beneath its illustration</td>
<td>______</td>
</tr>
</tbody>
</table>

Basic Skills

Reading  Writing  Science  Critical Thinking  Social Studies  Technology

Directions

Write the correct name of each bar tool beneath its illustration. Answer choices include: Bar Spoon, Blender, Can Opener, Corkscrew, Ice Scoop, Jigger, Juicer, Muddler and Bowl, Pitcher, Shaker, and Strainer (Hawthorne).

a. __________________ b. __________________

c. __________________ d. __________________
Assignment Sheet 4

e. _______________
f. _______________

g. _______________
h. _______________
i. _______________
j. _______________
k. _______________
Directions

Write the correct name of the beverage preparation process used on the line following each scenario. Answer choices include: Blending, Building, Flaming, Layering, Muddling, Shaking, Straining, and Tilt Pouring.

a. Lechelle’s “specialty” drink is her “Muddy Mama.” To make it, she put a bar spoon upside down in a pousse glass, then poured three liquids into the glass along the spoon’s handle. First, she filled 1/3 of the glass with the densest ingredient, coffee liqueur. On top of that, she filled the glass to the 2/3 mark with Irish Cream. Finally, she finished filling the glass with the lightest ingredient, vodka.

b. After a customer ordered a gin and tonic, Prince put several pieces of cracked ice into a Collins glass, poured in a shot of gin directly on the ice, then filled the remainder of the glass with carbonated tonic. He squeezed a lime wedge on the mix and stirred the contents with a mixing spoon.

c. Carey watched as the bartender put ice into a metal cup, then added coconut rum, vodka, pineapple juice, and grenadine syrup. He snapped a metal lid onto the cup and vigorously shook it back and forth 10 times, making the drink both cold and frothy. He then poured the mixture – ice and all – into a Collins glass.
d. On a trip to New Orleans, Jeremy ordered a Mint Julep. He watched as the bartender crushed fresh spearmint leaves in syrup de gomme with a mortar and pestle. Then, the bartender put chopped whole lime and the crushed ingredients in a glass over cracked ice and filled the glass with Bourbon.

e. Enrico was a bartender at an island resort. After a customer ordered a frozen margarita, he put tequila, margarita mix, and ice in a special machine that crushed the ice into tiny pieces and mixed the drink together. Then, he poured the concoction into a margarita glass that had salt around the rim and garnished with a lime.

f. As Lori poured a foamy ale into a pint glass, she was careful to hold the glass at an angle so the beer ran down the inside edge of the glass as it filled up. She then set the glass down for about a minute so the head could dissipate, then repeated the process until the glass was full.

g. Shelby was shocked to watch a bartender pour a spoonful of 151 proof rum, heat the bottom of the spoon with a match, then pour the hot rum into a shot glass 3/4 full amaretto liqueur. Then, he took a new match, ignited the top of the shot, and quickly dropped it into a glass 3/4 full of beer.

h. To make a martini, Brandon filled a mixing glass with ice and poured in 2 oz. of dry gin and 1/2 oz. dry vermouth. He placed a lid on the glass and shook it vigorously until condensation formed on the outside of the glass. Then, he used a Hawthorn strainer to strain only the liquid into a chilled martini glass. Finally, an olive was dropped into the glass and the drink was served.
Job Sheet 1—Prepare and Evaluate Coffee

Name ________________________________  Overall Rating __________
Date _________________________________

Evaluation Criteria Rating
• Accuracy _______
• Speed _______
• Neatness _______
• Sanitation _______
• Smoothness of procedure (Performed from memory) _______

Basic Skills

Instructions
When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

Tools, Equipment, and Materials
• Automatic drip coffee maker
• Six-ounce premeasured packet of coffee to make 12 cups
• Coffee filter
• Two coffee pots
• Twelve-cup container
• Coffee cup

Procedure
1. Clean coffee pots and filter basket if necessary.
2. Place filter in filter basket.
3. Place premeasured coffee in filter, spreading evenly over bottom.
4. Insert filter basket in coffee maker.
5. Fill in one of the coffee pots or the 12-cup container with clean, fresh, cold water.
6. Place empty pot on warmer under filter basket.
7. Add water to unit.
8. Push “ON” button.

9. Turn on warming plate under pot.

✔ **Note:** The warming plate will hold the coffee at 180°F.

10. Remove filter and grounds upon completion of brewing; dump grounds in designated area.

✔ **Note:** It is important to remove the grounds as soon as the coffee is brewed. If the grounds are left above the pot, then bitter-tasting, concentrated coffee will drop into the brewed coffee.

11. Rinse basket with hot water and let air dry.

12. Evaluate coffee using the form below. Rate each standard of quality by writing an “X” in the appropriate column; then, total the points and compare with the scores below.

<table>
<thead>
<tr>
<th>Standards of Quality</th>
<th>Comments</th>
<th>Excellent (5 Points)</th>
<th>Good (4 Points)</th>
<th>Fair (3 Points)</th>
<th>Poor (2 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>Medium brown color with no visible particles or oiliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshness</td>
<td>No cloudiness; Not stale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavor</td>
<td>Mellow Fresh Not bitter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aroma</td>
<td>Pleasing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature</td>
<td>Hot when served</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring**

Total Points __________

- 20-15 points........Fit to serve; good technique
- 15-20 points........Check technique; serve with improvement in mind
- 10-15 points........Check technique; do not serve

13. After completing the evaluation for above, analyze the results by answering the following questions:

- Was the product fit to serve?
• If the product was not fit to serve, why?

• What techniques should be improved?
  — Measuring
  — Temperature of cookery
  — Mixing
  — Preparation

Evaluator's Comments: ____________________________________________

_________________________________________________________________

_________________________________________________________________
Objective 36  
Job Sheet 2—Build and Stir an Alcoholic Beverage

Name ________________________________  Overall Rating __________

Date _________________________________

Evaluation Criteria

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student read and followed directions ______</td>
</tr>
<tr>
<td>• Drinks were measured appropriately ______</td>
</tr>
<tr>
<td>• Safety and sanitation guidelines were followed ______</td>
</tr>
<tr>
<td>• Drinks had appropriate look, taste, and smell ______</td>
</tr>
<tr>
<td>• Technique was properly executed ______</td>
</tr>
</tbody>
</table>

Instructions
Read the evaluation criteria, then follow the directions indicated to build and stir a Tequila Sunrise.

Tools, Equipment, and Materials

- 12 oz. Collins glass
- Ice (cracked or crushed)
- Shot glass or jigger
- 1 oz. tequila
- 1 oz. grenadine
- 10 oz. orange juice
- Mixing spoon
- Cherry

Procedure

1. Select a 12 oz. Collins glass
2. Fill the glass 3/4 full of ice
3. Pour a 1 oz. shot of tequila onto the ice
4. Pour a 1 oz. shot of grenadine onto the ice
5. Fill the remainder of the glass with orange juice, but leave about 1/2 inch of empty space at the top to stir the drink without spilling.

6. Stir the contents with a mixing spoon.

7. Drop a cherry on top of the drink as a garnishment.

Did your drink taste good? If not, what could you do differently to make the drink taste better?

________________________________________________________________________

________________________________________________________________________
Objective 37

Job Sheet 3—Blend an Alcoholic Beverage

Name ________________________________  Overall Rating __________
Date _________________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Student read and followed directions</td>
<td>______</td>
</tr>
<tr>
<td>· Drinks were measured appropriately</td>
<td>______</td>
</tr>
<tr>
<td>· Safety and sanitation guidelines were followed</td>
<td>______</td>
</tr>
<tr>
<td>· Drinks had appropriate look, taste, and smell</td>
<td>______</td>
</tr>
<tr>
<td>· Technique was properly executed</td>
<td>______</td>
</tr>
</tbody>
</table>

Basic Skills

Instruction

Read the evaluation criteria, then follow the directions indicated to blend a Piña Colada.

Tools, Equipment, and Materials

- Electric blender with lid
- Cocktail shaker with lid
- Shot glass or jigger
- 3 oz. light rum
- 3 T. coconut milk
- 3 T. crushed pineapple
- 2 C. crushed ice
- 12 oz. Collins glass
- Cherry
- Pineapple wedge
- Drinking straw

Procedure

1. In a cocktail shaker, pour 3 oz. light rum, 3 T. coconut milk, and 3 T. crushed pineapple

2. Cover, shake, and set aside momentarily

3. Put 2 c. crushed ice into an electric blender

4. Pour mix from shaker over ice in blender

5. Put lid on blender and hold it on with your hand
Job Sheet 3

6. Turn blender on low to mix ingredients
7. Increase blender speed to high until ice is thoroughly pureed
8. Strain drink into a Collins glass
9. Garnish with a cherry and a pineapple wedge
10. Serve with a drinking straw

What steps can a bartender take to make sure there are not large chunks of ice in his blender drinks?
Job Sheet 4—Tilt Pour and Flame an Alcoholic Beverage

Name ________________________________  Overall Rating __________

Date _________________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student read and followed directions</td>
<td>______</td>
</tr>
<tr>
<td>• Drinks were measured appropriately</td>
<td>______</td>
</tr>
<tr>
<td>• Safety and sanitation guidelines were followed</td>
<td>______</td>
</tr>
<tr>
<td>• Drinks had appropriate look, taste, and smell</td>
<td>______</td>
</tr>
<tr>
<td>• Technique was properly executed</td>
<td>______</td>
</tr>
</tbody>
</table>

Basic Skills

Reading  Writing  Mathematics  Science  Critical Thinking  Employability  Social Studies  Technology

Instructions

Read the evaluation criteria, then follow the directions indicated to tilt pour and flame a Flaming Beer Chaser.

Tools, Equipment, and Materials

• Beer mug
• Shot glass
• Draw beer of choice (ale preferred)
• 1.5 oz. of 151 rum
• Metal spoon
• Regular match or lighter
• Long match or long handled lighter

Procedure

1. Fill a beer mug 3/4 full of beer
   a. Pick up the mug by the handle
   b. Turn the wrist and thumb downward so the mug tilts slightly
   c. With the other hand, pour beer into the mug slowly so that it angles downward to the bottom of the vessel
   d. Continue pouring until the glass is full of foamy head
   e. Set the glass down and wait for the head to disappear
f. If the glass is not 3/4 full, add more beer until it is

2. Pour 1.5 oz. 151 rum into a shot glass

3. Fill a metal spoon with rum from the bottle

4. Heat the bottom of the spoon with a match until the rum’s hot

5. Pour the hot rum on the top of the shot glass full of rum

6. Take a long match and carefully ignite the hot rum on the shot glass
7. Carefully yet quickly, drop the shot glass full of flaming rum into the mug full of beer

8. Do not drink until the flame in the drink is fully extinguished

What safety precautions did you use with this drink’s creation?

________________________________________________________________________

________________________________________________________________________

If a bartender has trouble igniting a drink, what steps should he take to safely get the drink lit?

________________________________________________________________________

________________________________________________________________________
Objective 39

Job Sheet 5—Layer an Alcoholic Beverage

Name ________________________________  Overall Rating __________
Date _________________________________

Evaluation Criteria

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
</table>
| • Student read and followed directions
| • Drinks were measured appropriately
| • Safety and sanitation guidelines were followed
| • Drinks had appropriate look, taste, and smell
| • Technique was properly executed

Basic Skills

Reading  Writing  Mathematics  Science  Critical Thinking  Employability  Social Studies  Technology

Instructions

Read the evaluation criteria, then follow the directions indicated to layer an Orange Creamsicle Pousse.

Tools, Equipment, and Materials

• Pousse glass
• Metal spoon
• 4 oz. amaretto almond liqueur
• 4 oz. Irish cream
• 4 oz. orange liqueur
• Cherry

Procedure

❏ 1. Set a pousse glass on the counter
Place a spoon upside down in the glass
Position the spoon's handle so it rests against the rim of the glass
Carefully and slowly pour all ingredients, as the goal is to prevent the ingredients from mixing
Pour the heaviest ingredient, amaretto almond liqueur, down the spoon handle to fill the glass 1/3 of the way
Pour the second heaviest ingredient, Irish cream, down the spoon to fill the glass until it's 2/3 full
Gently pour the lightest ingredient, orange liqueur, down the spoon to fill the remainder of the glass
Slowly remove the spoon so the layers don't mix together
Garnish with a cherry

With what course would an Orange Creamsicle Pousse best be served? Explain your answer.
Objective 40

Job Sheet 6—Muddle and Build an Alcoholic Beverage

Name __________________________________________ Overall Rating ______

Date __________________________________________

Evaluation Criteria                          Rating

• Student read and followed directions ______
• Drinks were measured appropriately ______
• Safety and sanitation guidelines were followed ______
• Drinks had appropriate look, taste, and smell ______
• Technique was properly executed ______

Basic Skills

Instructions
Read the evaluation criteria, then follow the directions indicated to muddle and build a Mojito.

Tools, Equipment, and Materials

• Collins or highball glass
• 3 t. brown sugar
• 1/2 c. fresh, whole mint leaves
• 12 oz. soda water
• Muddler
• One fresh lime
• 12 oz. crushed ice
• 3 oz. light rum

Procedure

1. Place 2-3 t. of brown sugar into the bottom of a Collins or highball glass
2. Lay about 1/2 c. of fresh, whole mint leaves over the brown sugar
3. Add a splash of soda water
4. Using a muddler, crush the mint leaves into the grainy sugar using a firm, twisting motion until you’ve extracted as much oil as possible.

5. Squeeze the juice from one lime into the concoction.

6. Add enough crushed ice to fill the glass half full.

7. Pour in 3 oz. of light rum.

8. Stir, then place the spent lime on top of the ice for garnishment.

9. Add crushed ice over the lime hull until the glass is 3/4 full.

10. Fill the remainder of the glass with soda water.

11. Garnish with a sprig of mint leaves.
What do you think would be the disadvantages of making muddled drinks during busy periods in a bar or restaurant?

______________________________________________________________

______________________________________________________________
Objective 41  Job Sheet 7—Shake and Strain an Alcoholic Beverage

Name ________________________________  Overall Rating __________

Date _________________________________

Evaluation Criteria 

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student read and followed directions ______</td>
</tr>
<tr>
<td>• Drinks were measured appropriately ______</td>
</tr>
<tr>
<td>• Safety and sanitation guidelines were followed ______</td>
</tr>
<tr>
<td>• Drinks had appropriate look, taste, and smell ______</td>
</tr>
<tr>
<td>• Technique was properly executed ______</td>
</tr>
</tbody>
</table>

Basic Skills

Reading  Writing  Mathematics  Science  Critical Thinking  Employability  Social Studies  Technology

3 1 4 6 5 2

Instructions

Read the evaluation criteria, then follow the directions indicated to shake and strain a Cosmopolitan.

Tools, Equipment, and Materials

• Martini glass
• 3 c. ice cubes
• Shaker with top
• Hawthorne strainer
• 1 oz. orange liqueur
• 3 oz. cranberry juice
• 0.5 oz. lemon juice
• 2 oz. vodka
• Slice of lime
• Slice of lemon

Procedure

1. Chill a martini glass by placing ice cubes in it, then set it aside
2. Fill a shaker container with ice
3. Add 1 oz. orange liqueur, 3 oz. cranberry juice, 0.5 oz. lemon juice, 2 oz. vodka, and a slice of lime
4. Snap or hold a top onto the shaker
Job Sheet 7

- 5. With your hand holding on the shaker's top, vigorously shake the concoction until condensation forms on the outside of the shaker.

- 6. Dispose of ice in martini glass
- 7. Take off shaker top
- 8. Strain drink into chilled martini glass using a Hawthorne strainer

- 9. Garnish with a lemon slice

What was the hardest step in making this drink? Explain your answer.

____________________
____________________
Assignment Sheet 1—Grape Names by Color

Name ________________________________ Overall Rating __________

Date _________________________________

Evaluation Criteria

- Properly matched the grape name with its color. _______
- Work shows effort put forth in completing Assignment Sheet. _______

Basic Skills

Reading
Writing
Science
Critical Thinking
Social Studies

Directions

Indicate the color of the grape variety by placing an “R” for red wine and a “W” for white wine on the space next to each grape variety. For more information, refer to the information sheets in the Student Guide.

1. Barbera ______
2. Barolo ______
3. Beaujolais ______
4. Cabernet Franc ______
5. Cabernet Merlot ______
6. Cabernet Sauvignon ______
7. Chardonnay ______
8. Chenin Blanc ______
9. Chianti ______
10. Gamay ______
11. Garganega ______
12. Gewurztraminer ______
13. Grenache ______
14. Lambrusco ______
15. Merlot ______
16. Muscat ______
17. Nebbiolo ______
18. Pinot Blanc ______
19. Pinot Noir ______
20. Pinot Gris/Pinot Grigio ______
21. Port ______
22. Riesling ______
23. Sauvignon Blanc ______
24. Semillon ______
25. Seyval Blanc ______
26. Shiraz/Syrah ______
27. Spumante ______
28. Tempranillo ______
29. Trebbiano ______
30. Verdelho ______
31. Viognier ______
32. White Shiraz ______
33. White Zinfandel ______
34. Zinfandel ______
Assignment Sheet 2—Wine Flavor Sensations

Name ________________________________  Overall Rating __________
Date _________________________________

Evaluation Criteria Rating
• Selected the best answer. _______
• Followed the guidelines indicated in the unit. _______

Basic Skills
Reading  Writing  Science  Critical Thinking  Social Studies

Directions
Following the guidelines indicated in the information sheets of the Student Edition, match the wine flavor sensation with its description by writing the correct letter in the blank next to the description.

a. Acidic
b. Bitter
c. Dry
d. Floral
e. Fruity
f. Full bodied
g. Herbaceous
h. Light bodied
i. Oak
j. Spicy
k. Sweet

1. Chianti has had all or most of the sugar fermented out, giving it a specific flavor sensation. ______
2. Barolo is aged in wooden barrels following fermentation to impart a specific flavor. ______
3. Merlot feels thick on the tongue due to high tannin content. ______
4. Gewurztraminer is made from a grape that has an aroma reminiscent of cloves or nutmeg. ______
5. Riesling is served with a creamy cheese because it has a vinegary, sour aspect that cuts the cheese coating in the mouth. ______
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Chardonnay has not had all the sugar fermented out, giving it a specific taste.</td>
</tr>
<tr>
<td>7</td>
<td>Cabernet Sauvignon has a bouquet that smells like mint or eucalyptus.</td>
</tr>
<tr>
<td>8</td>
<td>Verdelho imparts a specific flavor due to its alkalinity.</td>
</tr>
<tr>
<td>9</td>
<td>White Zinfandel leaves a light, airy sensation as it touches the tongue.</td>
</tr>
<tr>
<td>10</td>
<td>Sauvignon Blanc leaves a lingering flavor and scent of pineapple, pear, peach, and apricot.</td>
</tr>
<tr>
<td>11</td>
<td>Muscat is described as having an aroma of honeysuckle and jasmine.</td>
</tr>
</tbody>
</table>
Assignment Sheet 3—Pair Wine with Food

Name_________________________________________ Overall Rating__________

Date_________________________________________

Evaluation Criteria

<table>
<thead>
<tr>
<th>Rating</th>
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<tbody>
<tr>
<td>• Selected the best answer. ___________________</td>
</tr>
<tr>
<td>• Followed the guidelines indicated in the unit. _________</td>
</tr>
</tbody>
</table>

Basic Skills

Reading Writing Science Critical Thinking Social Studies

Directions

Following the guidelines indicated in the information sheets of the Student Edition, pair the best wine with the indicated food item. Answer choices include: Champagne, Dessert Wine, Fortified Wine, Dark Merlot, Pinot Grigio, Raspberry Zinfandel, Sweet Chardonnay. Note: Answers will be used only one time.

a. Spicy jalapeno egg rolls as an appetizer

b. Chicken marinated in Pinot Grigio

c. Wine served as an aperitif

d. Steak as the main course

e. Strawberries dipped in chocolate
f. Salty Cheshire cheese


g. Fruit sauce for roasted duck
Assignment Sheet 4—Wine Cooking Style and Techniques

Name ________________________________  Overall Rating __________
Date _________________________________

<table>
<thead>
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<tbody>
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<td>______</td>
</tr>
<tr>
<td>• Followed the guidelines indicated in the unit.</td>
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</tbody>
</table>

Basic Skills

Reading  Writing  Science  Critical Thinking  Employability  Technology

Directions

Following the information provided in the information sheets of the Student Edition, match the wine cooking style with the technique by writing the correct letter in the blank next to the description.

a. Braising
b. Deglazing
c. Finishing
d. Flambéing
e. Marinating
f. Reducing
g. Reduction sauce

_____ 1. Gravy made by removing cooked meat from a pan and then pouring the remaining liquid on deglazed wine to pair with the meat.

_____ 2. Chef Batchelder wants to make the world’s most tender steak, so he uses a fork to poke holes in the meat and then soaks it overnight in a rich Merlot.

_____ 3. A pork chop is seared. Then, the meat and accompanying juice is added to a hot pan containing deglazed Chardonnay, where it simmers until cooked to proper temperature.

_____ 4. Sauvignon Blanc is poured directly into a hot pan, where it becomes a thick, syrupy glaze that is used as a sauce base for a chicken dish.

_____ 5. Making a seafood soup thicker by adding Chardonnay and boiling uncovered to evaporate excess liquid.
____ 6. Fortified wine is added to a veal sauce to heighten the aroma of the dish.

____ 7. Hot wine is added to a dish tablesdie at a Japanese Hibachi restaurant to flavor the food and create a fun visual presentation.
Objective 25

Job Sheet 1—Uncork a Bottle of Wine

Name ________________________________  Overall Rating __________

Date _________________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Rating</th>
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<tbody>
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<td>Followed indicated procedures</td>
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</tr>
<tr>
<td>Student was mindful of safety and sanitation during the task</td>
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Basic Skills

Reading  ♦ Science  ♦ Oral Communication  ♦ Interpersonal  ♦ Critical Thinking  ♦ Employability  ♦ Social Studies  ♦ Technology

Instructions

Watch your instructor demonstrate how to uncork a bottle of wine. Then, read the evaluation criteria and the steps you will take to complete this Job Sheet. Finally, ask your instructor to watch as you complete the steps. Get feedback on your performance. If performance is satisfactory, the teacher will assign a grade; if performance is unsatisfactory, the Job Sheet may need to be repeated after further review.

Tools, Equipment, and Materials

• Bottle of corked beverage
• Waiter’s Pull corkscrew
• Napkin
• Hand towel

Procedure

a. Remove the foil from the bottle’s neck.

☐ 1. Unfold the foil knife on the end of the corkscrew.

☐ 2. Position the handle across the base of your fingers, with the blade facing your thumb.

☐ 3. Securing the bottle in the free hand, place the blade at the top of the ridge near the bottle’s rim.

☐ 4. With your thumb firmly holding the bottle’s neck, twist the bottle as you cut along the rim.

☐ 5. Fold the blade back into the corkscrew and set in your apron or other clean place.
6. With a napkin, use your fingers to peel off the foil so the cork is exposed and there are no foil edges that can get into the wine as it pours.

7. Wipe the bottle neck with the napkin to clear off any debris.

b. Insert the worm into the cork.

1. Unfold the worm and lever.

2. Place the sharp point of the worm on the top center of the cork.

3. Holding the worm straight—without any angles—firmly push the worm into the cork as you turn the bottle with your free hand.

   ✔ Note: If the worm twists in at an angle, slowly twist it out of the cork and reinsert the worm so it goes in straight.

4. Twist the worm into the cork until there is one spiral left between the cork and the tool’s base.

c. Pull out the cork.

1. Hook the first notch of the tool’s lever on the bottle’s rim.

2. Slowly lift the handle of the corkscrew, watching as the cork raises out of the bottle’s neck.

   ✔ Note: If the cork breaks in the bottle’s neck while you are lifting it out, simply remove the broken cork from the worm and reinsert it into the remaining cork left in the bottle neck. Then, rehook the lever and lift the corkscrew handle to get the broken cork out.

3. After the cork is completely out of the bottle, use a napkin to twist the cork from the worm.

4. Fold the corkscrew’s hook and worm back into the body of the tool.

5. Offer the cork to the person ordering the bottle to sniff for cork taint.

Evaluator’s Comments: ____________________________________________

_________________________________________________________________

_________________________________________________________________
Objective 26

Job Sheet 2—Use a Tray to Serve a Glass of Wine

Name______________________________ Overall Rating __________
Date_______________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Rating</th>
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</tr>
<tr>
<td>Student was mindful of safety and sanitation during the task</td>
<td>______</td>
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</tbody>
</table>

Basic Skills

- Reading
- Science
- Oral Communication
- Interpersonal
- Critical Thinking
- Employability
- Social Studies
- Technology

Instructions

Watch your instructor demonstrate how to serve a glass of wine. Then, read the evaluation criteria and the steps you will take to complete this Job Sheet. Finally, ask your instructor to watch as you complete the steps. Get feedback on your performance. If performance is satisfactory, the teacher will assign a grade; if performance is unsatisfactory, the Job Sheet may need to be repeated after further review.

Tools, Equipment, and Materials

- Customer table and chair
- Place setting properly set on the customer table, including a dinner plate, napkin, fork, spoon, knife, and water glass
- Table for the “wine bar area”
- Uncorked bottle of Merlot (with label intact and cork slightly inserted in the top to hold in contents and keep it fresh)
- Soft dish towel
- Variety of 3-4 different types of wine glasses, including a red wine glass
- Waiter’s serving tray (if extra table space is unavailable near the customer table)
- Napkin

Procedure

a. Approach the customer’s table.

- 1. Take their order for steak.
- 2. Offer them several varieties of red wine that pair well with steak, including Merlot.
- 3. Take their “order” for Merlot.
b. Go to the "bar" area.

c. Examine the Merlot wine bottle.
   1. Read the label for brand, year, grape variety, country of origin, or other distinguishing information.
   2. Place the wine bottle in the center of a serving tray.

d. Select the proper glass for the type of wine.
   1. Describe features of the glass that complement the wine's flavor and bouquet.
   2. Identify the base, stem, and bowl of the glass.
   3. Pick up the glass by its stem.
   4. Polish the glass with a soft towel to remove any dust or fingerprints.
   5. Place the glass slightly off center on the tray.

e. Carry materials to the customer's table.
   1. Place fingertips under the heaviest part of the tray with inside of hand facing you.
   2. Using upper arm strength, rotate the wrist to lift and move the tray near the same side of your head.
   3. Walk to the customer's table.
   4. Set the tray down in a nearby spot or on a tray stand, whichever is available.

f. Pour the wine.
   1. Ask the customer to approve the wine by showing them the bottle's label.
   2. Use a napkin to remove the cork resting in the bottle's opening.
   3. Offer the cork to the customer to sniff for cork taint by placing it on the table in front of them, allow them to sniff it and set it back down on the table, then pick it up with a napkin and set it aside in a clean location.
   4. Wrap a clean, dry towel around the neck of the bottle (to prevent drips and keep the hand from heating the wine).
5. Holding onto the towel, pick up the wine by the bottle’s neck.

6. Align the bottle’s rim near the glass rim.

7. Pour about an inch of wine into the center of the glass.

8. Examine the wine; if there are bits of cork in the wine, it will need to be decanted.

g. Serve the wine.

1. From the guest’s right side, place the glass on the table above the knife in the place setting.

2. Describe the wine by using the wine label description.

3. Watch as they smell the bouquet and taste its flavor.

4. Ask the customer if they approve of the wine.

5. If they approve of the wine, fill the wine glass 1/3 full.

6. Handling by the stem, place the glass above the knife in the customer’s place setting.

h. Leave the table.

1. Reinsert the cork into the wine bottle.

2. Put the wine bottle and used napkin back on the tray.

3. Carry back to the wine bar area using the tray.

i. Clean area.

1. Discard any trash.

2. Wipe up any spills.

3. Put away any tools or materials used.

Evaluator’s Comments: ____________________________________________

______________________________________________________________

______________________________________________________________
## Objective 27

### Job Sheet 3—Open and Serve Sparkling Wine

Name ________________________________  Overall Rating __________

Date _________________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Rating</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>Student was mindful of safety and sanitation during the task</td>
<td>______</td>
</tr>
</tbody>
</table>

### Basic Skills

- Reading
- Science
- Oral Communication
- Interpersonal
- Critical Thinking
- Employability
- Social Studies
- Technology

### Instructions

Watch your instructor demonstrate how to open and serve a glass of wine. Then, read the evaluation criteria and the steps you will take to complete this Job Sheet. Finally, ask your instructor to watch as you complete the steps. Get feedback on your performance. If performance is satisfactory, the teacher will assign a grade; if performance is unsatisfactory, the Job Sheet may need to be repeated after further review.

### Tools, Equipment, and Materials

- Customer table and chair
- Place setting properly set on the customer table, including a dinner plate, napkin, fork, spoon, knife, and water glass
- Table for the “bar area”
- Corked bottle of sparkling wine with the cage intact
- Soft dish towel
- Variety of 3-4 different types of wine glasses, including a sparkling wine/Champagne glass
- Extra cloth napkin

### Procedure

a. **Select the proper sparkling wine glass.**

b. **Pick up the bottle of sparkling wine.**

1. Wrap a towel around the bottom to prevent slipping or drips from condensation on the bottle.

2. Hold the bottle with one hand on the bottom and the other hand on the underbelly, towards the neck.
Job Sheet 3

c. Remove the cage.
- 1. Point the bottle towards a wall or empty area - away from your face and anyone else that is nearby.
- 2. Find the wire circle that holds the cage over the cork through the foil.
- 3. Pull up and bend the wire to form a right angle.
- 4. Twist the wires 5-6 turns.
- 5. Open the wire cage, but don’t remove it.

d. Extract the cork.
- 1. With a thick cloth napkin protecting your hand, squeeze the cage until you can begin twisting the cork.
- 2. Slowly continue twisting until the cork pops from the bottle.

e. Pour the sparkling wine.
- 1. Hold the bottle by the bottom and neck.
- 2. Align the bottle opening with the glass rim.
- 3. Slowly tilt the bottle over the glass until sparkling wine begins flowing into the glass.
- 4. Continue pouring until the glass is no more than 1/3 full.
- 5. Set the bottle down.

f. Serve your "guest".
- 1. Pick up the glass by the stem.
- 2. Place the glass above the knife in the customer’s place setting.

g. Clean up the area used.
- 1. Reinsert the cork into the sparkling wine.
- 2. Put sparkling wine back in ice or cooler.
- 4. Wipe up any spills
5. Put away any tools or materials used.

Evaluator’s Comments: ____________________________________________
_________________________________________________________________
_________________________________________________________________
Student Supplement 1—Participate in a Wine Tasting Event

Attend a wine tasting event of your choice with a friend. Separate from your friend during the event so you can discuss your individual experiences afterwards.

Mind Your Manners! Make a good impression on your fellow wine tasters by following a few common guidelines for consideration.

- Avoid wearing perfume, cologne, scented hairsprays or gels, or anything fragranced. Their scents can taint the aroma of the wine.
- It is considered disrespectful to smoke at a wine tasting. The scent from the smoke ruins the wine flavoring for you and everyone around you.
- Patiently wait your turn in line, or skip a busy table until last. Try not to crowd a particular table.
- Never comment or express your opinion about a wine or what flavors you recognize during the event. A wine you really dislike could be someone’s favorite, so it would be very rude to criticize it. Also, some people like to experience a wine and develop their own opinion about the bouquet or grape flavors.
- Hold the wine glass by the stem to prevent fingerprints and keep the hand from warming the wine.

Wine Tasting Sequence. As you try each wine, don’t forget to:

LOOK     SWIRL     SMELL     TASTE     REFLECT

Cleansing the Palate. To fully enjoy the flavor and aroma of each wine, your mouth and tongue should be free of all previous flavors.

- Before the event, be sure to rinse your mouth out thoroughly with water before trying any wine.
- Before and during the event, avoid items like cigarettes, gum, mints, and candy—they can all ruin the flavor of your wine.
- During the wine tasting, it is acceptable to take a sip of wine and then politely spit it into a dump bucket or drain.
- Pitchers of water are available to cleanse the tasting glass and the palate between wines.
Unsalted crackers, French bread, and/or lightly salted mozzarella cheese are usually on-hand for wine tasters to cleanse wine flavors from their palate.

**An Unforgettable Experience.** After tasting each wine, fill out a chart to help you remember your favorites.

1. Write down the name and other label information.
2. Circle the word that describes the body characteristics, either light, medium, or full.
3. Rank its look, smell, and taste using this scale: 1 is most unfavorable, 2 is slightly unfavorable, 3 is average, 4 is above average, and 5 is excellent.
4. Under characteristics, you may circle or write in flavors you taste in the wine.

Location: _________________________________  Date: ________________
### Wine Tasting Chart
#### Red Wines

<table>
<thead>
<tr>
<th>Name &amp; Label Information</th>
<th>Body</th>
<th>Look</th>
<th>Smell</th>
<th>Taste</th>
<th>Characteristics</th>
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</thead>
<tbody>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td>Medium</td>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
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<td>Full</td>
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<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER</td>
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<td>1 2 3 4 5</td>
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## Wine Tasting Chart
### White Wines

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<th>Taste</th>
<th>Characteristics</th>
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Objective 15

Assignment Sheet 1—Investigate Local, State, and Federal Alcohol Laws

Name ________________________________  Overall Rating __________

Date _________________________________

Evaluation Criteria

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<th>Evaluation Criteria</th>
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<tr>
<td>_______</td>
<td>Questions were answered accurately</td>
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<tr>
<td>_______</td>
<td>Student’s work shows best effort</td>
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</tbody>
</table>

Basic Skills

- [ ] Reading
- [ ] Writing
- [ ] Critical Thinking
- [ ] Employability
- [ ] Social Studies

Directions

Investigate the local and state laws concerning alcoholic beverages in your area. Then, answer the following questions.

1. What is the legal minimum drinking age? _______________________

2. What are the legal service hours and days?
   - In your city/town? _______________________________________
   - In your county/parish? ___________________________________
   - In your state? __________________________________________

3. What is the legal BAC limit? ________________________

4. What laws govern liability for intoxicated guests?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

Laws and Responsible Unit 3 Beverage Service
5. What are the laws related to false identification?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Are there any other regulations or restrictions concerning the sale and service of alcohol?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Define the following as they relate to your state and local laws:

• Intoxicated
  ______________________________________________________________________
  ______________________________________________________________________

• Impaired
  ______________________________________________________________________
  ______________________________________________________________________

• Under the influence
  ______________________________________________________________________

• DUI
  ______________________________________________________________________
Assignment Sheet 1

- DWI

- Public intoxication

8. What is the Dram Shop Act?
Laws and Responsible
Unit 3 Beverage Service

Objective 16
Assignment Sheet 2—Troubleshooting Legal Scenarios

Name________________________________________ Overall Rating __________

Date________________________________________

Evaluation Criteria Rating

• Answer reflects that the student carefully researched the topic ______

• Questions were answered accurately ______

• Student’s work shows best effort ______

Basic Skills

Reading  Writing  Critical  Social
Thinking  Studies

Directions

Read each scenario. Then, answer the corresponding question using thorough answers and complete sentences – including proper punctuation, spelling, and complete sentences.

1. Lechelle was a server at the Wormy Dawg Tavern. A particular group of drinkers, made up of college age boys, were keeping Lechelle on her toes! Just as soon as she delivered a round of beers, the boys would count, “One, two, three!” and then guzzle their drinks as fast as possible. They were drinking just as fast as she brought orders out!

Pretty soon, they were ordering three beers and a shot of liquor apiece, just to make sure they were ready for the next round. To make sure she kept the cold drinks coming, they continued to give her big tips. Even though the boys were so drunk they couldn’t stand up and were slurring their words, Lechelle continued to serve them so she could keep getting those big tips.

• What did Lechelle do wrong?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________
### Assignment Sheet 2

1. What measures could Lechelle take to slow down the boys’ binge drinking?

   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

2. If the boys left the bar and ended up in a bad car wreck, why would Lechelle hold partial responsibility for damages incurred?

   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

2. At the tender age of 16, Shirl got her first job as a wine sommelier at Fino’s Cicilian Restaurante. Her first day of work, the restaurant was incredibly busy, thanks to a convention in town. When she showed up for work, the restaurant owner told her they “need her NOW,” and there was no time to properly train her. Wanting to please her new boss, Shirl jumped back behind the bar and began serving drinks.

   That day, the Alcohol and Beverage License Commission stopped by the restaurant for their annual surprise check-up.

   • Who received a violation – Shirl or the restaurant? Why was the reasoning behind the violation?

     ________________________________________________________
     ________________________________________________________
     ________________________________________________________

   • List five things that Shirl should have been informed before serving alcoholic beverages.

     ________________________________________________________
     ________________________________________________________
3. Michael moved from New York to Florida to further his career in bartending management. Name five laws concerning the sale and/or service of alcohol that could potentially be different from state to state.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Assignment Sheet 2
Objective 17

Job Sheet 1—Perform an ID Check

Name ________________________________  Overall Rating __________

Date _________________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Rating</th>
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<tbody>
<tr>
<td>• Student showed confidence in own authority and abilities</td>
<td>______</td>
</tr>
<tr>
<td>• Student put forth best time and effort into examining the card</td>
<td>______</td>
</tr>
</tbody>
</table>

Basic Skills

Reading 3
Mathematics 6
Oral Communication 2
Interpersonal 4
Critical Thinking 5
Employability 2
Social Studies +

Instructions

Take the following steps to accept or reject a patron trying to obtain access to alcohol. Assume the patron is alone—no parents or legal guardians are present. If the person or their card fails any of the “tests” below, then decline access to alcohol. Remember: When in doubt, say “no.”

Equipment, and Materials

• Picture identification card, either belonging to or not belonging to the individual presenting it

Procedure

☐ 1. Ask the patron for a form of picture identification.

☐ 2. Examine the identification card

☐ a. Examine the font.

— Does the typeface and font size match that of a standard issued card?

— Is it the exact same color as the rest of the ID?

— Are there eraser marks or smears?

☐ b. Is the card information laid out in the same manner as other cards of the same kind?

— Is the picture in the same place?

— Are the address and card number in the designated location on the card?
Job Sheet 1

☐ c. Does the card look like it’s been tampered?
   — Are the edges flat and sealed?
   — Have the edges been resealed?

☐ 3. Compare the picture with the actual person.
   ☐ a. Because hair changes colors and/or falls out, try to look at the hairline in the photo
   ☐ b. Examine face, eye, nose, and mouth shape as compared to the photo

☐ 4. Compare physical features listed on the card with actual physical features.

☐ 5. Question the patron on their information.
   ☐ a. Ask for the address listed on the card
   ☐ b. Ask for their birthday month, date, and year
   ☐ c. Determine if they can state their appropriate astrological sign (Gemini, Pisces, etc.) as compared to their birthday on the card
   ☐ d. Question their status regarding organ donation (some cards will have a box that can be checked if they would like to be an organ donor).
   ☐ e. Ask them to repeat their identifying number listed on the card.

☐ 6. Ask the patron to reproduce the signature on the card.
   ☐ a. Does the handwriting slant in the same direction?
   ☐ b. Does the handwriting have the same characteristics as on the card? (Such as big and loopy cursive, small and squared printing, letters spaced closely together or far apart, “i” dotted with a circle or a dot, “t” crossed high or low)
7. Decide whether or not to accept or decline the card

a. Accepting the card
   - Politely hand the card back to the patron
   - Thank them for their adherence to law by saying, “Thank you.”
   - Take their order

b. Declining the card
   - When you reach a step in the selection process that they cannot pass, tell them you “cannot accept the card because (explain reason).”
   - If you deem a card a fake, your establishment may have a policy that requires you retain the card. In this instance, explain that you “think the card is fake because (explain reason and policy),” then keep the card.
   - Follow policy as to whether or not to allow the individual to remain in the establishment.

✔ Note: Age 21 and over establishments will most likely require the person to leave, but restaurants may allow him or her to stay as long as they do not consume alcohol.

Evaluator’s Comments: __________________________________________

______________________________________________________________

______________________________________________________________
Objective 18

Job Sheet 2—Stop Beverage Service to an Intoxicated Customer

Name ________________________________  Overall Rating __________

Date _________________________________

Evaluation Criteria Rating

• Student showed confidence in own authority and abilities _______

• Student put forth best time and effort _______

Basic Skills

Instructions

One of the hardest things a new or young person working in beverage management can do is cut off alcoholic beverage service to a patron that has obviously had too much to drink. Performing this task takes some finesse, as people may become offended or upset.

Therefore, the following task requires you to pair up with a friend and practice declining beverage service with each other. One person will be a server, the other the bar patron that walks up with a fake identification card.

Procedure

Practice scenario

1. A server notices that a patron who has ordered and drank three drinks is slurring his words and can barely sit up straight.

2. The patron asks for another round.

3. The server must find a way to discreetly decline beverage service without offending the intoxicated patron.

Sample reasons:

a. "I'm sorry sir, but company policy states we have a three drink maximum."

b. "I believe you should slow down your drinking for awhile. May I offer you a glass of water or coffee?"

c. "I feel you have reached your alcohol limit. May I offer you an appetizer or light snack?"
Job Sheet 2

4. The patron will either get the hint, or argue. If he or she argues, then firmly and honestly explain your reasoning.
   
a. "As your server, I am responsible for the amount of alcohol you consume. I cannot allow you to drink any more. You are welcome to remain here, but I cannot serve you any more alcohol."

b. "I feel that if you drink any more alcohol, you will become a danger to yourself and/or other patrons. Therefore, I cannot bring you any more alcohol. May I offer you some peanuts, coffee, soda, or water in the meantime?"

5. The patron may be offended, but the server is demonstrating responsible beverage service. He or she should “stand his ground.” If the patron becomes belligerent and demands a drink, the server may ask him or her to leave the establishment.

Evaluator’s Comments: ___________________________________________  
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Objective 19

Job Sheet 3—Document an Accident Involving an Intoxicated Individual

Name ________________________________  Overall Rating __________

Date _________________________________

Evaluation Criteria Rating

• Student showed confidence in own authority and abilities _________
• Student put forth best time and effort _________
• Followed the suggested steps/guidelines in documentation _________

Basic Skills

Instructions

Complete this form as soon as possible after an incident that results in serious injury or illness. (Optional: Use to investigate a minor injury or near miss that could have resulted in a serious injury or illness.)
### Job Sheet 3

This is a report of a:  
- [ ] Death  
- [ ] Lost Time  
- [ ] Dr. Visit Only  
- [ ] First Aid  
- [ ] Near Miss

Date of incident:  
This report is made by:  
- [ ] Employee  
- [ ] Supervisor  
- [ ] Team  
- [ ] Final Report

#### Step 1: Injured employee (complete this part for each injured employee)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sex:</th>
<th>Male</th>
<th>Female</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department:</th>
<th>Job title at time of incident:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part of body affected:** (shade all that apply)  
- [ ] Abrasion, scrapes  
- [ ] Amputation  
- [ ] Broken bone  
- [ ] Bruise  
- [ ] Burn (heat)  
- [ ] Burn (chemical)  
- [ ] Concussion (to the head)  
- [ ] Crushing injury  
- [ ] Cut, laceration, puncture  
- [ ] Hernia  
- [ ] Illness  
- [ ] Sprain, strain  
- [ ] Damage to a body system:  
  - [ ] Other: __________________________  

**Nature of injury:** (most serious one)  
- [ ] Regular full time  
- [ ] Regular part time  
- [ ] Seasonal  
- [ ] Temporary

**This employee works:**  
- [ ] Months with this employer  
- [ ] Months doing this job:  
  - (EG: nervous, respiratory, or circulatory systems)

#### Step 2: Describe the incident

<table>
<thead>
<tr>
<th>Exact location of the incident:</th>
<th>Exact time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What part of employee’s workday?**  
- [ ] Entering or leaving work  
- [ ] Doing normal work activities  
- [ ] During meal period  
- [ ] During break  
- [ ] Working overtime  
- [ ] Other

**Names of witnesses (if any):**

---

**Number of attachments:**  
**Written witness statements:**  
**Photographs:**  
**Maps/drawings:**

---

SW 3–16  
**MAVCC—Culinary Arts: Beverage Management**
### Step 3: Why did the incident happen?

<table>
<thead>
<tr>
<th>Unsafe workplace conditions: (Check all that apply)</th>
<th>Unsafe acts by people: (Check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Unsafe acts by people: (Check all that apply)</td>
<td>❑ Operating without permission</td>
</tr>
<tr>
<td>❑ Operating without permission</td>
<td>❑ Operating at unsafe speed</td>
</tr>
<tr>
<td>❑ Operating at unsafe speed</td>
<td>❑ Servicing equipment that has power to it.</td>
</tr>
<tr>
<td>❑ Servicing equipment that has power to it.</td>
<td>❑ Making a safety device inoperative</td>
</tr>
<tr>
<td>❑ Making a safety device inoperative</td>
<td>❑ Using defective equipment</td>
</tr>
<tr>
<td>❑ Using defective equipment</td>
<td>❑ Using equipment in an unapproved way</td>
</tr>
<tr>
<td>❑ Using equipment in an unapproved way</td>
<td>❑ Unsafe lifting by hand</td>
</tr>
<tr>
<td>❑ Unsafe lifting by hand</td>
<td>❑ Taking an unsafe position or posture</td>
</tr>
<tr>
<td>❑ Taking an unsafe position or posture</td>
<td>❑ Distraction, teasing, horseplay</td>
</tr>
<tr>
<td>❑ Distraction, teasing, horseplay</td>
<td>❑ Failure to wear personal protective equipment</td>
</tr>
<tr>
<td>❑ Failure to wear personal protective equipment</td>
<td>❑ Failure to use the available equipment / tools</td>
</tr>
<tr>
<td>❑ Failure to use the available equipment / tools</td>
<td>❑ Other: ____________________________________</td>
</tr>
</tbody>
</table>

**Why did the unsafe conditions exist?**

**Why did the unsafe acts occur?**

**Is there a reward (such as “the job can be done more quickly”, or “the product is less likely to be damaged”) that may have encouraged the unsafe conditions or acts?**

- Yes
- No

If yes, describe:

**Were the unsafe acts or conditions reported prior to the incident?**

- Yes
- No

**Have there been similar incidents or near misses prior to this one?**

- Yes
- No
## Step 4: How can future incidents be prevented?

**What changes do you suggest to prevent this injury/near miss from happening again?**

- [ ] Stop this activity
- [ ] Guard the hazard
- [ ] Train the employee(s)
- [ ] Train the supervisors
- [ ] Redesign task steps
- [ ] Redesign workstation
- [ ] Write a new policy/rule
- [ ] Enforce existing policy
- [ ] Routinely inspect for the hazard
- [ ] Personal Protection Equipment
- [ ] Other: __________________

What should be (or has been) done to carry out the suggestion(s) checked above?

Description continues on attached sheets: [ ]

## Step 5: Who completed and reviewed this form? (Please print)

<table>
<thead>
<tr>
<th>Written by:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Names of investigation team members:

<table>
<thead>
<tr>
<th>Reviewed by:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date:</td>
</tr>
</tbody>
</table>
Objective 20  

Job Sheet 4—Document an Accident Involving an Employee

Name ________________________________  Overall Rating __________

Date _________________________________

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student showed confidence in own authority and abilities</td>
<td>______</td>
</tr>
<tr>
<td>• Student put forth best time and effort</td>
<td>______</td>
</tr>
<tr>
<td>• Followed the suggested steps/guidelines in documentation</td>
<td>______</td>
</tr>
</tbody>
</table>

Basic Skills

Instructions

Your employees may use this form to report all work related injuries, illnesses, or “near miss” events (which could have caused an injury or illness) – no matter how minor. This helps you to identify and correct hazards before they cause serious injuries. This form should be completed by employees as soon as possible and given to a supervisor for further action.

Have a classmate stage a scenario where he or she is a restaurant bar employee involved in an accident. Then, use the information presented to document the incident on the following Employee’s Report of Injury Form. Be sure to answer all questions thoroughly and accurately. Then, present your accident report to the class as if you were describing to your supervisor.
Employee's Report of Injury Form

<table>
<thead>
<tr>
<th>I am reporting a work-related:</th>
<th>☐ Injury ☐ Illness ☐ Near Miss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name:</td>
<td></td>
</tr>
<tr>
<td>Job title:</td>
<td></td>
</tr>
<tr>
<td>Supervisor:</td>
<td></td>
</tr>
<tr>
<td>Have you told your supervisor about this injury/near miss?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Date of injury/near miss:</td>
<td>Time of injury/near miss:</td>
</tr>
<tr>
<td>Name of witnesses (if any):</td>
<td></td>
</tr>
<tr>
<td>Where, exactly, did it happen?</td>
<td></td>
</tr>
<tr>
<td>What were you doing at the time?</td>
<td></td>
</tr>
<tr>
<td>Describe step by step what led up to the injury/near miss. (Continue on the back if necessary):</td>
<td></td>
</tr>
<tr>
<td>What parts of your body were injured? If a near miss, how could you have been hurt?</td>
<td></td>
</tr>
<tr>
<td>Did you see a doctor about this injury/illness?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>If yes, whom did you see?</td>
<td>Doctor's phone number:</td>
</tr>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Has this part of your body been injured before?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>If yes, when?</td>
<td>Employer:</td>
</tr>
<tr>
<td>Your signature (optional):</td>
<td>Date:</td>
</tr>
</tbody>
</table>