



Beverage Management

Student Worksheets

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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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Objective 30

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

Objective 31

Assignment Sheet 2—Types of Distilled Beverages

Name _____ Overall Rating _____

Date _____

Evaluation Criteria	Rating
• Selected the best answer.	_____

Basic Skills



Directions

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

- a. Bourbon
- b. Brandy
- c. Frangelico®
- d. Gin
- e. Goldschlager®
- f. Goldwasser
- g. Grand Marnier®
- h. Irish cream
- i. Jagermeister®
- j. Midori®
- k. Rum
- l. Scotch
- m. Southern Comfort®
- n. 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 still 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 drunk 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

Objective 32

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



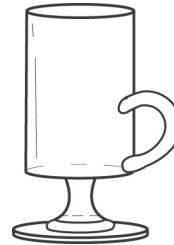
Technology

Directions

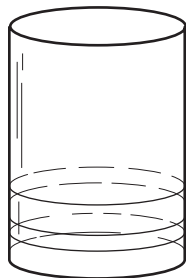
Write the correct name of each glass beneath its illustration. Answer choices include: Beer Mug, Brandy Snifter, Collins Glass, Hurricane Glass, Irish Coffee Glass, Margarita Glass, Martini Glass, Old-Fashioned, Parfait Glass, Pilsner Glass, Pint Glass, Pousse Glass, and Shot Glass.



a. _____



b. _____

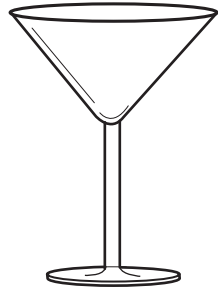


c. _____

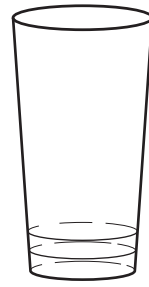


d. _____

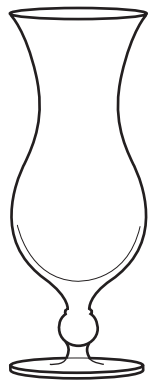
Assignment Sheet 3



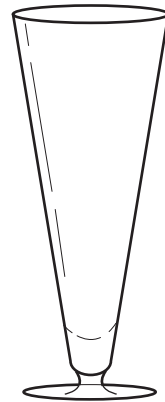
e. _____



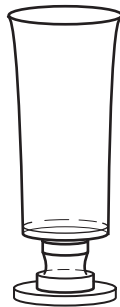
f. _____



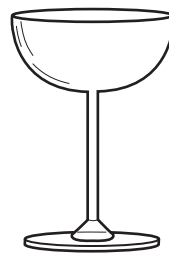
g. _____



h. _____

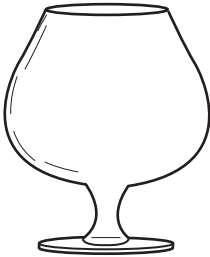


i. _____

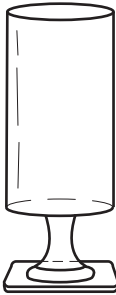


j. _____

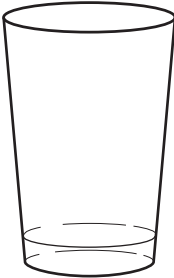
Assignment Sheet 3



k. _____



l. _____



m. _____

Objective 33

Assignment Sheet 4—Match Bar Tools
With Their Names

Name _____ Overall Rating _____

Date _____

Evaluation Criteria	Rating
<ul style="list-style-type: none"> Wrote the correct bar tool name beneath its illustration 	_____

Basic Skills



Reading



Writing



Science



Critical Thinking



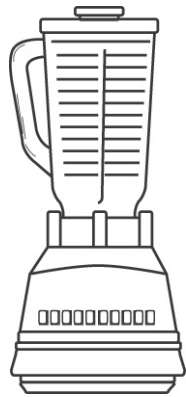
Social Studies



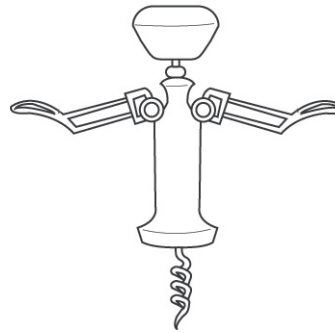
Technology

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. _____



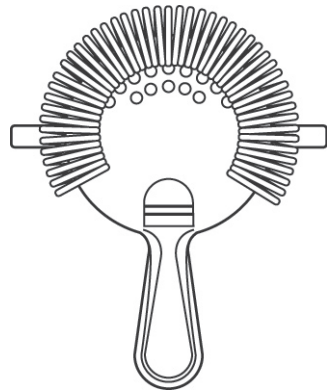
f. _____



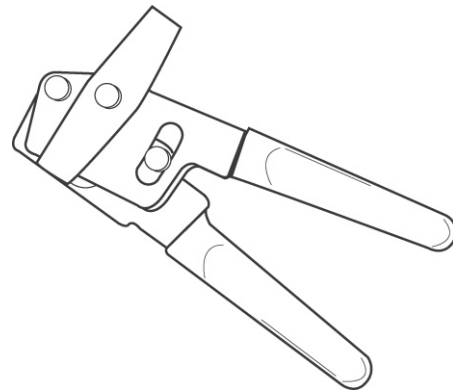
g. _____



h. _____



i. _____



j. _____



k. _____

Objective 34

Assignment Sheet 5—Name the Beverage Preparation Process

Name _____ Overall Rating _____

Date _____

Evaluation Criteria	Rating
<ul style="list-style-type: none"> Selected the best answer. 	_____

Basic Skills



Reading



Writing



Science



Critical Thinking



Social Studies

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.

Assignment Sheet 5

- 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 $\frac{3}{4}$ full amaretto liqueur. Then, he took a new match, ignited the top of the shot, and quickly dropped it into a glass $\frac{3}{4}$ full of beer.
-

- h. To make a martini, Brandon filled a mixing glass with ice and poured in 2 oz. of dry gin and $\frac{1}{2}$ 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.
-

Objective 35

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



Reading



Writing



Mathematics



Science



Critical Thinking



Employability



Social Studies



Technology

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.

Job Sheet 1

- 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.

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

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	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 build and stir a Tequila Sunrise.

Tools, Equipment, and Materials

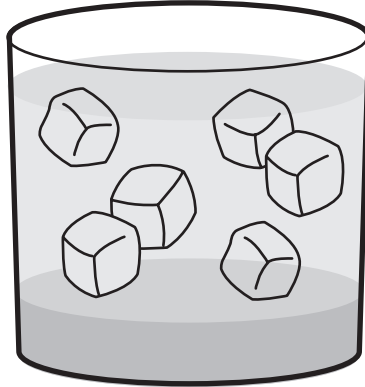
- 12 oz. Collins glass
- Ice (cracked or crushed)
- Shot glass or jigger
- 1 oz. tequila
- 1 oz. grenadine
- 10 oz. orange juice
- Mixing spoon
- Cherry

Procedure

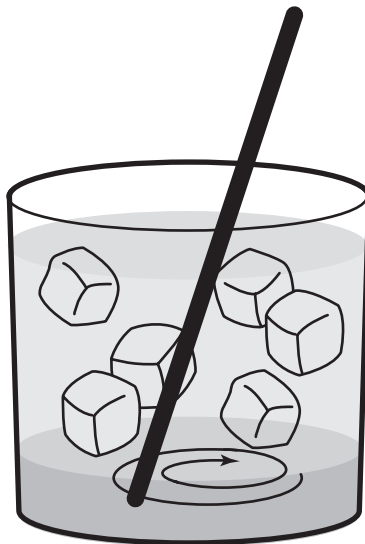
1. Select a 12 oz. Collins glass
2. Fill the glass 3/4 full of ice
3. Pour a 1 oz. shot of tequila onto the ice
4. Pour a 1 oz. shot of grenadine onto the ice

Job Sheet 2

- 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 _____

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 blend a Piña Colada.

Tools, Equipment, and Materials

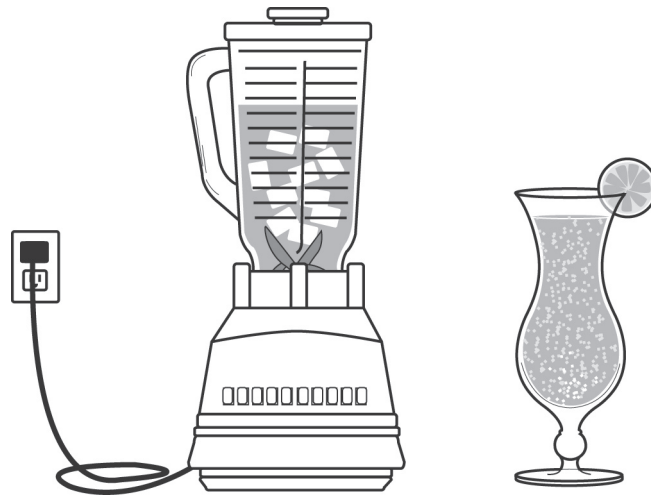
- Electric blender with lid
- Cocktail shaker with lid
- Shot glass or jigger
- 3 oz. light rum
- 3 T. coconut milk
- 3 T. crushed pineapple
- 2 C. crushed ice
- 12 oz. Collins glass
- Cherry
- Pineapple wedge
- Drinking straw

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?

Objective 38

Job Sheet 4—Tilt Pour and Flame 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 tilt pour and flame a Flaming Beer Chaser.

Tools, Equipment, and Materials

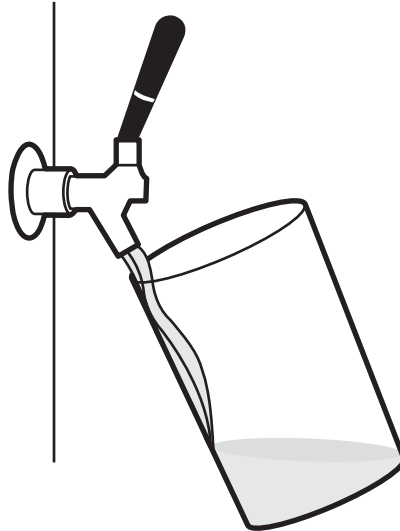
- Beer mug
- Shot glass
- Draw beer of choice (ale preferred)
- 1.5 oz. of 151 rum
- Metal spoon
- Regular match or lighter
- Long match or long handled lighter

Procedure

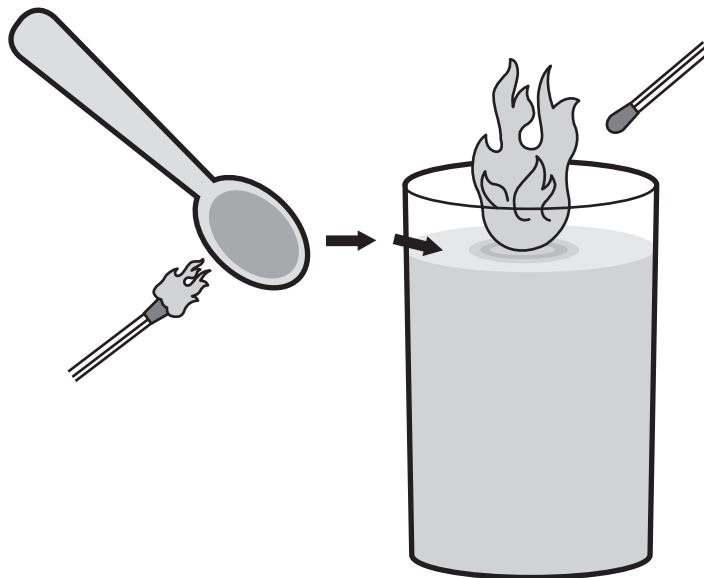
1. Fill a beer mug 3/4 full of beer
 - a. Pick up the mug by the handle
 - b. Turn the wrist and thumb downward so the mug tilts slightly
 - c. With the other hand, pour beer into the mug slowly so that it angles downward to the bottom of the vessel
 - d. Continue pouring until the glass is full of foamy head
 - e. Set the glass down and wait for the head to disappear

Job Sheet 4

- f. If the glass is not $\frac{3}{4}$ 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



Job Sheet 4

- 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	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 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 aousse glass on the counter

Job Sheet 5

- 2. Place a spoon upside down in the glass
- 3. Position the spoon's handle so it rests against the rim of the glass
- 4. Carefully and slowly pour all ingredients, as the goal is to prevent the ingredients from mixing
- 5. Pour the heaviest ingredient, amaretto almond liqueur, down the spoon handle to fill the glass 1/3 of the way
- 6. Pour the second heaviest ingredient, Irish cream, down the spoon to fill the glass until it's 2/3 full
- 7. Gently pour the lightest ingredient, orange liqueur, down the spoon to fill the remainder of the glass
- 8. Slowly remove the spoon so the layers don't mix together
- 9. 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

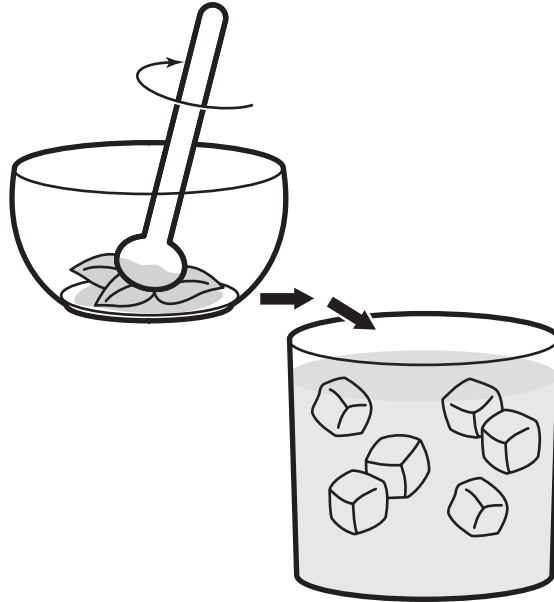
- Collins or highball glass
- 3 t. brown sugar
- 1/2 c. fresh, whole mint leaves
- 12 oz. soda water
- Muddler
- One fresh lime
- 12 oz. crushed ice
- 3 oz. light rum

Procedure

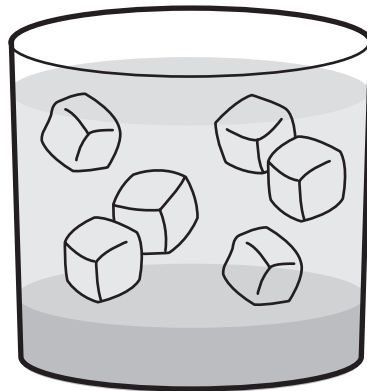
1. Place 2-3 t. of brown sugar into the bottom of a Collins or highball glass
2. Lay about 1/2 c. of fresh, whole mint leaves over the brown sugar
3. Add a splash of soda water

Job Sheet 6

- 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

Job Sheet 6

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	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



Reading



Writing



Mathematics



Science



Critical Thinking



Employability



Social Studies



Technology

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

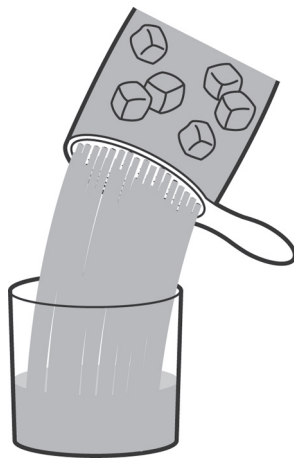
1. Chill a martini glass by placing ice cubes in it, then set it aside
2. Fill a shaker container with ice
3. Add 1 oz. orange liqueur, 3 oz. cranberry juice, 0.5 oz. lemon juice, 2 oz. vodka, and a slice of lime
4. Snap or hold a top onto the shaker

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.

Objective 21

Assignment Sheet 1 – Grape Names by Color

Name _____ Overall Rating _____

Date _____

Evaluation Criteria	Rating
• Properly matched the grape name with its color.	_____
• Work shows effort put forth in completing Assignment Sheet.	_____

Basic Skills



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 _____

Assignment Sheet 1

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 _____

Objective 22

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.

Assignment Sheet 2

- _____ 6. Chardonnay has not had all the sugar fermented out, giving it a specific taste.
- _____ 7. Cabernet Sauvignon has a bouquet that smells like mint or eucalyptus.
- _____ 8. Verdelho imparts a specific flavor due to its alkalinity.
- _____ 9. White Zinfandel leaves a light, airy sensation as it touches the tongue.
- _____ 10. Sauvignon Blanc leaves a lingering flavor and scent of pineapple, pear, peach, and apricot.
- _____ 11. Muscat is described as having an aroma of honeysuckle and jasmine.

Objective 23

Assignment Sheet 3—Pair Wine with Food

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, 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

Assignment Sheet 3

f. Salty Cheshire cheese

g. Fruit sauce for roasted duck

Objective 24

Assignment Sheet 4—Wine Cooking Style and Techniques

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



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.

Assignment Sheet 4

- _____ 6. Fortified wine is added to a veal sauce to heighten the aroma of the dish.
- _____ 7. Hot wine is added to a dish tableside 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 _____

Evaluation Criteria	Rating
• Task was successfully completed	_____
• Followed indicated procedures	_____
• Student was mindful of safety and sanitation during the task	_____

Basic Skills



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.

Job Sheet 1

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 _____

Evaluation Criteria	Rating
• Task was successfully completed	_____
• Followed indicated procedures	_____
• Student was mindful of safety and sanitation during the task	_____

Basic Skills



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.

Job Sheet 2

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 _____

Evaluation Criteria	Rating
• Task was successfully completed	_____
• Followed indicated procedures	_____
• Student was mindful of safety and sanitation during the task	_____

Basic Skills



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.
- 3. Discard any trash.
- 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

Directions

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:



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.

Student Supplement 1

- 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: _____

Student Supplement 1

Wine Tasting Chart Red Wines

Name & Label Information	Body	Look	Smell	Taste	Characteristics
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____

Student Supplement 1

Wine Tasting Chart White Wines

Name & Label Information	Body	Look	Smell	Taste	Characteristics
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____
	Light Medium Full	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Sweet, Dry, Acidic, Fruity, Bitter, Floral, Herbaceous, Oaky, Spicy OTHER _____

Unit 3

Objective 15

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

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 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?

Assignment Sheet 1

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?

Unit 3

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



Directions

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

- 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

- What measures could Lechelle take to slow down the boys' binge drinking?

- 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.

Assignment Sheet 2

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.

Objective 17

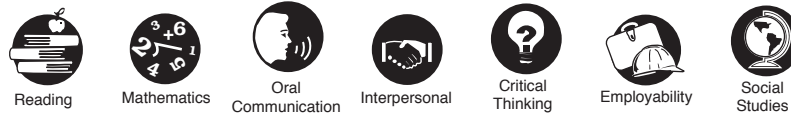
Job Sheet 1 – Perform an ID Check

Name _____ Overall Rating _____

Date _____

Evaluation Criteria	Rating
• Student showed confidence in own authority and abilities	_____
• Student put forth best time and effort into examining the card	_____

Basic Skills



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



Reading



Oral Communication



Interpersonal



Critical Thinking



Employability



Social Studies

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 discretely 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



Reading



Writing



Science



Interpersonal



Critical Thinking



Employability



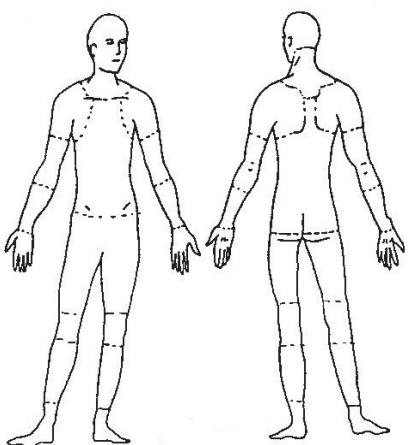
Social Studies

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:	<input type="checkbox"/> Death	<input type="checkbox"/> Lost Time	<input type="checkbox"/> Dr. Visit Only	<input type="checkbox"/> First Aid	<input type="checkbox"/> Near Miss
Date of incident:	This report is made by: <input type="checkbox"/> Employee <input type="checkbox"/> Supervisor <input type="checkbox"/> Team <input type="checkbox"/> Final Report				

Step 1: Injured employee (complete this part for each injured employee)		
Name:	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	Age:
Department:	Job title at time of incident:	
Part of body affected: (shade all that apply)	Nature of injury: (most serious one)	This employee works:
	<input type="checkbox"/> Abrasion, scrapes <input type="checkbox"/> Amputation <input type="checkbox"/> Broken bone <input type="checkbox"/> Bruise <input type="checkbox"/> Burn (heat) <input type="checkbox"/> Burn (chemical) <input type="checkbox"/> Concussion (to the head) <input type="checkbox"/> Crushing injury <input type="checkbox"/> Cut, laceration, puncture <input type="checkbox"/> Hernia <input type="checkbox"/> Illness <input type="checkbox"/> Sprain, strain <input type="checkbox"/> Damage to a body system: <input type="checkbox"/> Other: _____	<input type="checkbox"/> Regular full time <input type="checkbox"/> Regular part time <input type="checkbox"/> Seasonal <input type="checkbox"/> Temporary
		Months with this employer
		Months doing this job:
		(EG: nervous, respiratory, or circulatory systems)

Step 2: Describe the incident			
Exact location of the incident:		Exact time:	
What part of employee's workday? <input type="checkbox"/> Entering or leaving work <input type="checkbox"/> Doing normal work activities <input type="checkbox"/> During meal period <input type="checkbox"/> During break <input type="checkbox"/> Working overtime <input type="checkbox"/> Other			
Names of witnesses (if any):			
Number of attachments:	Written witness statements:	Photographs:	Maps/drawings:

What personal protective equipment was being used (if any)?

Describe, step-by-step the events that led up to the injury. Include names of any machines, parts, objects, tools, materials and other important details.

Description continued on attached sheets:

Step 3: Why did the incident happen?

- Unsafe workplace conditions: (Check all that apply)
- Inadequate guard
 - Unguarded hazard
 - Safety device is defective
 - Tool or equipment defective
 - Workstation layout is hazardous
 - Unsafe lighting
 - Unsafe ventilation
 - Lack of needed personal protection equipment
 - Lack of appropriate equipment / tools
 - Unsafe clothing
 - No training or insufficient training
 - Other: _____

- Unsafe acts by people: (Check all that apply)
- Operating without permission
 - Operating at unsafe speed
 - Servicing equipment that has power to it.
 - Making a safety device inoperative
 - Using defective equipment
 - Using equipment in an unapproved way
 - Unsafe lifting by hand
 - Taking an unsafe position or posture
 - Distraction, teasing, horseplay
 - Failure to wear personal protective equipment
 - Failure to use the available equipment / tools
 - Other: _____

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

Job Sheet 3

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 work station 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)

Written by:

Title:

Department:

Date:

Names of investigation team members:

Reviewed by:

Title:

Date:

Unit 3

Objective 20

Job Sheet 4— Document an Accident Involving an Employee

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



Reading



Writing



Science



Interpersonal



Critical Thinking



Employability



Social Studies

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.

