



Republic of Rwanda
Ministry of Education



RQF LEVEL 5



FOOD AND BEVERAGE OPERATIONS

FBOCC501

Specialty Coffee and Cocktails Preparation

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



PREPARE SPECIALTY COFFEE AND COCKTAILS



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LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competence Base Education and Training
RQF:	Rwanda Qualification Framework
RTB:	Rwanda TVET Board
TVET:	Technical and Vocational Education and Training

INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Specialty coffee and cocktails preparation**. Students undertaking this module shall be exposed to practical activities that will develop and nurture their competencies. The writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing practical opportunities reflecting real life situations.

The Trainer's Manual is subdivided into Learning Outcomes, each learning outcome has got various topics. You will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge and attitudes about the unit.

The Trainer's Manual will give you information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

This manual will give you tips, methodologies and techniques about how to facilitate students to undertake different activities as proposed in their Trainee's Manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify their strengths, weaknesses, and areas for improvement.

Remind them to read the point to remember section which provides the overall key points and takeaways of the unit.

PREPARE SPECIALTY COFFEE AND COCKTAILS.

Learning Outcomes	Learning Hours	Topic
1. Perform pre-coffee and cocktail preparation activities	10	1.1. Personal grooming is appropriately checked as per barista and bartender hygiene and dressing code
		1.2. The workplace is properly cleaned based on bar and coffee shop HACCP guidelines
		1.3. Material, tools and equipment are well selected according to the type of coffee and cocktail
2. Make espresso derivative coffee	30	2.1. Coffee beans are well grinded according to the type of the coffee and grinding size
		2.2. Espresso coffee brewing and extraction is adequately performed as per coffee types and extraction process
		2.3. Milk is appropriately steamed based on milk foaming techniques, foam types and steaming factors
		2.4. Coffee presentation is appropriately performed as per coffee layers and coffee arts
		2.5. Coffee is appropriately presented based on the type of coffee presentation techniques
3. Make advanced cocktails	20	3.1. Ingredients for the cocktail are well prepared according to the type of cocktail
		3.2. Advanced cocktails are well produced according to the cocktail's preparation methods
		3.3. Cocktail is appropriately presented according to the type of cocktail presentation techniques

LEARNING OUTCOME 1: PERFORM PRE-COFFEE AND COCKTAIL PREPARATION ACTIVITIES.



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What do the illustrations show?
 - b. What topics do you think will be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes required in **specialty coffee and cocktails preparation**.

3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.

At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies

Knowledge	Skills	Attitudes
1. Identify Safety precautions	1. Apply Creativity skills	1. Demonstrate honesty
2. Describe Cleaning technical	2. Apply Proper use of measurement tools	2. Demonstrate friendship
3. Select the Personal hygiene standards	3. Apply coffee and cocktail Machine operation	3. Demonstrate accountability
4. Select the Industrial SOPs	4. Apply Communication skills	4. Demonstrate self-motivation
5. Describe the Basic calculation	5. Apply Collaborative skills	5. Demonstrate creativity and innovation
6. Demonstrate hygiene knowledge	6. Apply recipes coffee and cocktail preparation skills	6. Maintain professionalism
7. Select materials based on recipes	7. Apply Requesting skills	7. Demonstrate Consciousness
8. Describe the Critical thinking knowledge	8. Time management skills	



Steps:



Discovery Activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 1 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce topic 1.1: Perform pre-coffee and cocktail preparation activities

Topic 1.1: Application of personal grooming and hygiene practices for baristas and bartenders.

	Objectives: By the end of the topic, trainees will be able to: - Apply hygiene practices for barista and bartender - Apply Personal grooming for barista and bartender - Apply Dressing code for barista and bartender
	Time Required: 3 hours
	Learning Methodology: Group discussion, Trainer guided, brainstorming and demonstration
	Materials, Tools, and Equipment Needed: - Cleaning materials (soaps, lotions, toothpaste and water) - Cleaning tools (Gloves, brushes, towels, Tissues) - Cleaning equipment (buckets, showers, mirrors, basins)
	Preparation: ☐ Prepare changing room ☐ Printing the pictures ☐ Arrange the training materials
	Cross-Cutting Issues: ✓ Environment and Sustainability: Environment and sustainability focus on preserving natural resources and ecosystems for future generations. This involves promoting eco-friendly practices such as reducing waste, using renewable energy, and protecting biodiversity. ✓ Gender: Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary. Gender equality aims to eliminate discrimination and ensure equal opportunities and rights for all genders. ✓ Peace and Values Education: Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making. It fosters tolerance, empathy, and conflict-resolution skills to build peaceful societies. ✓ Standardization Culture: A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety.

	✓ Inclusivity: Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.
	Prerequisites: ➤ Health and safety security at the workplace.



Activity 1: Problem-Solving



Task 2

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the illustration and answer the questions provided under task 2 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, guide the students to share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key facts 1.1 and discuss them together while harmonizing their responses provided in the sharing session and answering any questions.



Activity 2: Guided Practice



Task 3

Using an appropriate methodology such as individual work, think-square-pair and share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 3 in their trainee's manuals. Make sure that the instructions are understood and all the students are actively participating.

During the task, students should be given a degree of independence to apply the knowledge and skills acquired in key facts 1.1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.

During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitude and behaviour changes should be handled during this activity.

Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.

Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



Task 4

1. Use an appropriate methodology such as dividing the trainees into small groups (3-5 members). Assign them a scenario and related questions in **tasks 4**. Within the group, each person could take on a specific role, such as:
 - a. Scenario analysis.
 - b. Solution development.
 - c. Presentation preparation.
 - d. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

Checklist

Indicators:	Score per indicator	Mark	Observation/Remarks
Apply the knowledge, skills, and attitudes	1		
Scenario analysis.	1		
Solution development.	1		
Presentation preparation.	1		
Total			

Topic 1.2: Cleaning Workplace

	Objectives: By the end of the topic, trainees will be able to: - Apply Bar HACCP guidelines - Apply Coffee shop HACCP guidelines - Apply Cleaning methods for bar and coffee shop.
	Time Required: 4hours
	Learning Methodology: Group discussion, Trainer guided, Site visit and demonstration.
	Materials, Tools and Equipment Needed: - Cleaning materials (Cleaning products and water) - Cleaning tools (Gloves, brushes, towels, Tissues, blooms, and mops) - Cleaning equipment (buckets and basins)
	Preparation: ☐ Prepare workshop ☐ Printing the pictures ☐ Arrange the training materials
	Cross-Cutting Issues: ✓ Environment and Sustainability: Environment and sustainability focus on preserving natural resources and ecosystems for future generations. ✓ Gender: Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary. ✓ Peace and Values Education: Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making. ✓ Standardization Culture: A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety. ✓ Inclusivity: Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.
	Prerequisites: ➤ Health and safety security at the workplace.



Activity 1: Problem-Solving



Task 5

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under task 5 in their trainee's manuals. Make sure instructions are clearly understood, all students are actively participating, and the necessary materials/tools are provided.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, ask learners to share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 1.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 6 in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **key facts 1.2**. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitude and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



Task 7

1. Using an appropriate methodology such as individual work, pairs and share or small groups presentation, ask trainees to read the scenario under **task 7** in trainee's manual and make a report on material preparation for workplace cleaning.
2. Make sure instructions are understood and all the students are actively participating.

Checklist

Indicators:	Score per indicator	Mark	Observation/Remarks
Planning cleaning schedule	1		
Executing cleaning schedule	1		
Addressing the cleaning challenges	1		
Reporting	1		
Total			

Topic 1.3: Selection of material, tools, and equipment for coffee and cocktails.

	Objectives: By the end of the topic, trainees will be able to: - Identify appropriate materials, tools, and equipment for preparing coffee and cocktails. - Explain the importance of selecting high-quality materials and equipment in relation to coffee and cocktail quality. - Demonstrate proper handling and usage of coffee and cocktail preparation tools.
	Time Required 3hours.
	Learning Methodology: Group discussion, trainer guided, site visit, brainstorming and demonstration.
	Materials, Tools and Equipment Needed: ▪ Cleaning materials (Cleaning products and water) ▪ Cleaning tools (Gloves, brushes, towels, Tissues, blooms and mops) ▪ Cleaning equipment (buckets and basins)
	Preparation: ☐ Prepare workshop ☐ Printing the pictures ☐ Arrange the training materials
	Cross-Cutting Issues: ✓ Environment and Sustainability: Environment and sustainability focus on preserving natural resources and ecosystems for future generations. ✓ Gender: Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary. ✓ Peace and Values Education: Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making. ✓ Standardization Culture: A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety. ✓ Inclusivity: Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.
	Prerequisites: ➤ Health and safety security at the workplace



Activity 1: Problem-Solving



Task 8

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under task 8 in the trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, ask the learners to share their answers to the class. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to **Key facts 1.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 9

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide the trainees to analyze the scenario and answer the questions provided under **task 9** in the trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **key facts 1.3**. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



Task 10

1. Using an appropriate methodology such as individual work, ask trainees to read the scenario under **task 10** in the trainee's manual and make a report on:
 - a. Choose tools needed for shaking, stirring, muddling, and straining
 - b. Select glassware for specific cocktails
 - c. Choose the right garnishes and utensils for presentation
 - d. Choose the appropriate ingredients for coffee
 - e. Choose the right ingredients for cocktails
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

Indicators:	Score per indicator	Mark	Observation/Remarks
Selecting cocktail-making tools	1		
Selecting cocktail-making glassware	1		
Using the right garnishing and presentation utensils	1		
Choosing the right ingredients for cocktails	1		
Total			



Formative Assessment

Ask trainees to read task number 8 in their manuals and respond to the following questions.

Section 1: Multiple Choice Questions (MCQs)

a. Which of the following is the first step in preparing for coffee service?

- a Turning on the espresso machine
- b Cleaning the workspace
- c Grinding the coffee beans
- d Frothing the milk

Answer: b) Cleaning the workspace

a. When preparing a cocktail, what is the primary purpose of "mise en place"?

- a. To impress customers with presentation
- b. To keep the bar area clean
- c. To ensure all ingredients and tools are ready for use
- d. To speed up the cleaning process

Answer: c) To ensure all ingredients and tools are ready for use

1. What should you check before starting to make coffee with an espresso machine?

- a. That there's enough milk
- b. That the machine is clean, filled with water, and properly heated
- c. That the cups are clean
- d. That the grinder is empty

Answer: b) That the machine is clean, filled with water, and properly heated

2. What is the most common tool used for measuring liquids in cocktail preparation?

- a. Strainer
- b. Jigger
- c. Blender
- d. Bar spoon

Answer: b) Jigger

Section 2: True/False Questions

1. A clean and organized workspace is essential for ensuring that both coffee and cocktail preparation is efficient and hygienic.

Answer: True

2. Coffee beans should be ground just before brewing for optimal freshness and flavor.

Answer: True

3. It's necessary to pre-chill the glassware when preparing cocktails that are served cold.

Answer: True

4. The ice used in cocktails should be stored in a way that it is not exposed to contaminants, such as open-air or odors.

Answer: True

Read and Answer Questions

1. List three important steps to take when preparing the bar area for cocktail service:
 - **Ensure all tools and equipment (shakers, jiggers, strainers) are clean and ready.**
 - **Arrange and restock ingredients and garnishes (e.g., spirits, mixers, fruits).**
 - **Set up ice stations and clean all glassware needed for service.**
2. Explain the role of milk frothing in the preparation of coffee beverages and how you would ensure it's done properly:

Answer: Milk frothing is essential for creating texture and creaminess in beverages like lattes and cappuccinos. Proper frothing enhances flavor and appearance. To do it properly, use cold fresh milk, keep the steam wand clean, and position the wand correctly to create microfoam without large bubbles.

3. How would you adjust the workflow if the bar becomes exceptionally busy?

Answer: Prioritize preparation through mise en place before service. During busy times, assign roles (e.g., one person handles cocktails, another does coffee), use batch-prepared ingredients when possible, and keep communication clear and concise among staff.

4. How do you ensure the selected materials remain fresh throughout service?

Answer: Keep perishables (like fruit garnishes, milk, and juices) refrigerated when not in use. Use proper covers, rotate stock (FIFO method), and regularly check for spoilage. Store ice in closed, sanitized containers to avoid contamination.

Points to Remember

- Organize and prepare ingredients, tools, and equipment in advance.
- Check stock levels to ensure availability of necessary items.
- Clean glassware and sanitize utensils.
- Set up workstations with garnishes, syrups, and mixers within reach.
- Ensure equipment is clean and functional before starting.



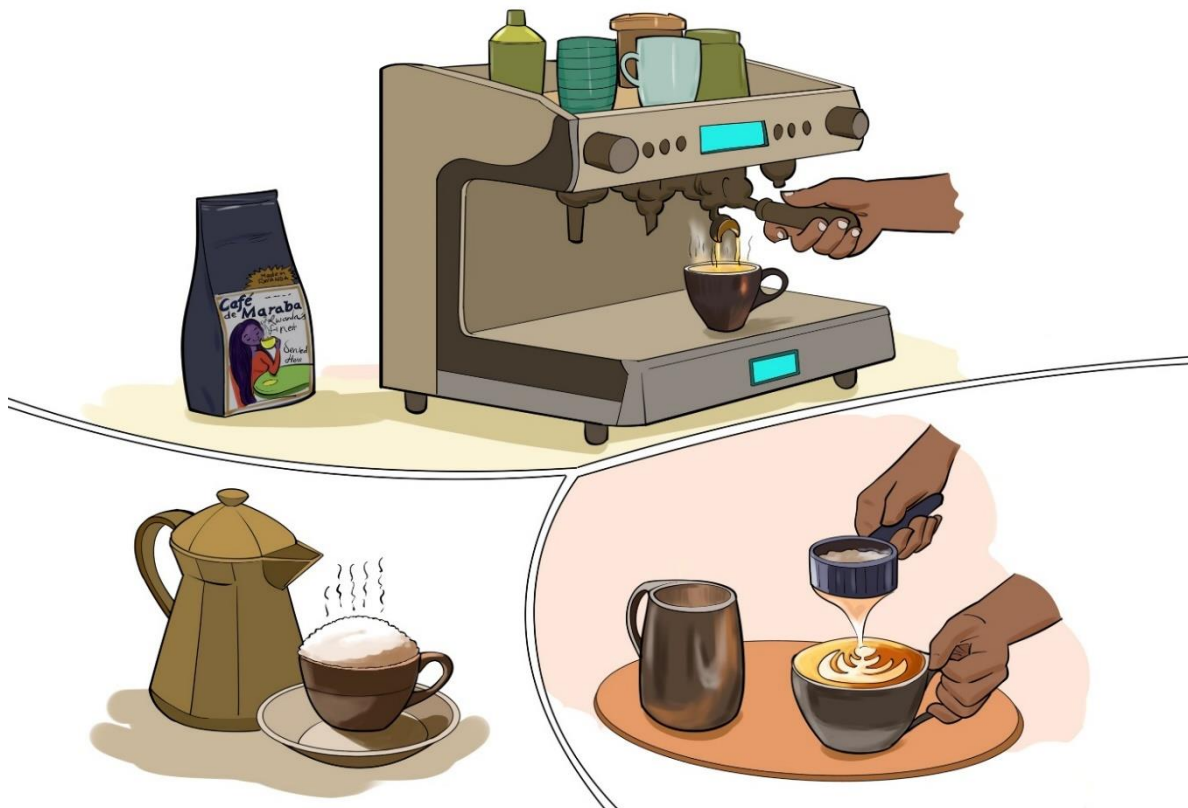
Self-Reflection

1. Performing pre-coffee and cocktail preparation activities is critical to ensuring smooth operations and exceptional customer experiences. Reflecting on this task, I recognize the importance of being organized, attentive, and proactive. Preparing the station with all necessary tools, ingredients, and equipment saves time and reduces stress during service.

My experience	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identify of barista dressing code at the workplace					
Identify of Bartender's dress code at the workplace					
Apply oral, and hand hygiene and bathing for personal hygiene practices					
Apply Hair and nail care for personal hygiene practices					
Apply Cleaning HACCP guidelines for Bar and coffee shop					

My experience	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Apply cleaning methods for bar and coffee shop.					
Select materials for espresso coffee					
Select tools and equipment for espresso coffee					
Select materials for special cocktails					
Select tools and equipment for special cocktails					

LEARNING OUTCOME 2: MAKE ESPRESSO-DERIVATIVE COFFEE



Learning Outcome 2: Self-Assessment

1. Referring to the unit illustrations above discuss the following:
 - a. What do the illustrations show
 - b. What do you think this unit is about based on the illustrations
2. Complete the self-assessment table below to assess your level of knowledge, skills, and attitudes under this unit.
 - a. There is no right or wrong way to answer this assessment. It is for your reference and self-reflection on the knowledge, skills, and attitudes acquired during the learning process.
 - b. Think about yourself: do you think you have the knowledge, skills, or attitudes to do the task? How well?
 - c. Read the statements and check on a column that best represents your level of knowledge, skills, and attitudes.
 - d. At the end of this unit, you will assess yourself again.

My experience	I do not	I know	I have some	I have a lot	I am
Knowledge, skills, and attitudes	have any experience doing this.	a little about this.	experience doing this.	of experience with this.	confident in my ability to do this.
Identify the coffee grinding size					
Brew and extract espresso coffee.					
Steaming milk is based on the types of foams.					
Perform the coffee arts presentation					
Perform the coffee layering presentation					
Use coffee presentation tools					
Select materials for espresso coffee					
Select tools and equipment for special coffee					



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify Safety precautions	1. Apply Creativity skills	1. Being honest
2. Identify Cleaning technical	2. Apply Proper use of measurement tools	2. Being warmth
3. Personal hygiene standards	3. Apply coffee and cocktail Machine operation	3. Being friendly
4. Identify industrial SOPs	4. Apply Communication skills	4. Being accountability
5. Perform Basic calculation	5. Apply Collaborative skills	5. Being self-motivated
6. Demonstrate hygiene knowledge	6. Apply recipes coffee and cocktail preparation skills	6. Being creative and innovate
7. Select materials based on recipes	7. Apply Requesting skills	7. Being professionalism
8. Demonstrate critical thinking knowledge	8. Apply time management skills	8. Being Safety Consciousness



Steps:



Discovery Activity



Task 11:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from espresso-derivative coffee preparation under **task 11** in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.

Encourage all students to give their views.

3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce **Topic 2.1: Make Espresso-Derivative Coffee**

Topic 2.1: Preparation of ingredients

	Objectives: By the end of the topic, trainees will be able to: - Prepare Coffee dry ingredients - Prepare Liquid ingredients for espresso - Grind Coffee for espresso
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, brainstorming and demonstration
	Materials, Tools and Equipment Needed: - Cleaning materials (Cleaning products and water) - Cleaning tools (Containers, baskets, and measuring tools) - Cleaning equipment (espresso machine, blenders, weighing scale and tables)
	Preparation: ☐ Prepare workshop ☐ Printing the pictures ☐ Arrange the training materials
	Cross-Cutting Issues: ✓ Environment and Sustainability: Environment and sustainability focus on preserving natural resources and ecosystems for future generations. ✓ Gender: Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary. ✓ Peace and Values Education: Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making. ✓ Standardization Culture: A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety. ✓ Inclusivity: Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.
	Prerequisites: ➤ Health and safety security at the workplace.



Activity 1: Problem-Solving



Task 12

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 12** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 2.1.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 13

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **task 13** in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **key facts 2.1.** Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, and financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



Task 14

1. Using an appropriate methodology such as individual work, pairs or small groups trainees or trainer guided, ask trainees to read the scenario under **task 14** in their trainee's manual and make a report on:
 - a. How Grinding Coffee Beans:
 - b. How Measuring the Correct Amount of Coffee:
 - c. Preparing the Espresso Machine:
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist.

Indicators:	Score per indicator	Mark	Observation/Remarks
Selecting the right coffee beans	1		
Apply proper grinding size of coffee	1		
Respecting mearing of coffee	1		
Preparing espresso machine	1		
Total			

Topic 2.2: Espresso coffee extraction process

	Objectives: By the end of the topic, trainees will be able to: - Select Coffee Beans - Grinde Coffee Beans - Preheat the Espresso Machine - Prepare Portafilter - Brew the Espresso Shot - Apply the coffee Extraction time - Collect the Espresso Shot
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming, and demonstration.
	Materials, Tools and Equipment Needed: - Materials (coffee beans) - Tools (timer, thermometer, Measuring tools, Mixing tools,) - Equipment (Espresso machine, coffee grinder, fridges, working tables, French press, blender, Stovetop Espresso Maker, Coffee maker, AeroPress, ice maker machine)
	Preparation: ☐ Prepare workshop ☐ Printing the pictures ☐ Arrange the training materials
	Cross-Cutting Issues: ✓ Environment and Sustainability: Environment and sustainability focus on preserving natural resources and ecosystems for future generations. ✓ Gender: Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary. ✓ Peace and Values Education: Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making. ✓ Standardization Culture: A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety. ✓ Inclusivity: Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.
	Prerequisites: ➤ Hot drink preparation



Activity 1: Problem-Solving



Task 15:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the illustration and answer the questions provided under **task 15** in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to **Key facts 2.2** and discuss them together while harmonizing their responses provided in the sharing session and answering any questions.



Activity 2: Guided Practice



Task 16:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **task 16** in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **key facts 2.2**. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



Task 17:

Using an appropriate methodology such as trainer guided, individual work, ask trainees to read the questions under **task 17** in their trainee's manual and make a report on:

1. Set up your station and list all the equipment and ingredients you need to extract the espresso shot.
2. Describe the process for grinding the coffee beans, dosing the grounds, and tamping them in the portafilter. What are the key factors that affect the consistency of your grind, dose, and tamp?
3. Explain how you would preheat the espresso machine and prepare the portafilter before starting the extraction.
4. Once you begin the extraction, describe the visual and sensory cues you would use to assess the quality of the espresso shot (e.g., crema, flow rate, color).
5. If you notice that the espresso shot is pulling too fast or too slow, how would you adjust the grind, dose, or tamping pressure to achieve a balanced extraction?
6. Evaluate the taste of the espresso shot and explain how its flavor (e.g., bitterness, acidity, balance) reflects the quality of the extraction process. If the shot is off, what changes would you make in your preparation?

Topic 2.3: Steaming of milk.

	Objectives: By the end of the topic, trainees will be able to: - Steam milk for coffee - Apply milk foaming techniques - Identify Foam steaming factors
	Time Required 5 hours.
	Learning Methodology: Group discussion, trainer guided, site visit, brainstorming and demonstration.
	Materials, Tools and Equipment Needed: - Materials (milk (almond milk, oat milk, soy milk) - Tools (Bar Spoons, stirring spoon, pitches, timer, thermometer) - Equipment (espresso machine, coffee grinder, fridges, working tables, French press, blender, Stovetop Espresso Maker, Coffee maker,)
	Preparation: ☐ Prepare workshop ☐ Printing the pictures ☐ Arrange the training materials
	Cross-Cutting Issues: ✓ Environment and Sustainability: Environment and sustainability focus on preserving natural resources and ecosystems for future generations. ✓ Gender: Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary. ✓ Peace and Values Education: Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making. ✓ Standardization Culture: A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety. ✓ Inclusivity: Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.
	Prerequisites: ➤ Hot drink preparation



Activity 1: Problem-Solving



Task 18

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, guide trainees to answer the questions provided under **task 18** in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
5. After the sharing session, refer students to **Key facts 2.3** and discuss them together while harmonizing their responses provided in the sharing session and answering any questions.



Activity 2: Guided Practice



Task 19

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **task 19** in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **key facts 2.3**. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



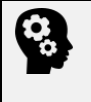
Task 20:

1. Using an appropriate methodology such as individual work, ask trainees to read the scenario under **task 20** in their trainee's manual and make a report on:
 - a. Ideal Temperature and Texture Requirements for Steaming Milk for a Latte
 - b. Steps to Clean and Prepare the Steam Wand
 - c. Adjusting Technique for Milk That's Too Frothy
 - d. Importance of Listening to the Steaming Process
 - e. Handling Customer Dissatisfaction with Milk Consistency
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
3. This activity requires students to work independently with limited support from the trainer.
4. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear

Checklist

Indicators:	Score per indicator	Mark	Observation/Remarks
Set the correct temperature for steaming milk.	1		
Clean and Prepare the Steam Wand	1		
Respect the steaming process	1		
Handling Customer Dissatisfaction	1		
Total			

Topic 2.4: Perform of coffee presentation techniques

	Objectives: By the end of the topic, trainees will be able to: - Apply Coffee presentation techniques - Use Coffee presentation tools - Use Coffee layering tools - Apply Coffee arts
	Time Required: 8hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
	Materials, Tools and Equipment Needed: - Materials (coffee beans milk (almond milk, oat milk, soy milk) - Tools (Bar Spoons, stirring spoon, pitches, timer, thermometer) - Equipment (espresso machine, coffee grinder, fridges, working tables, French press, blender, Stovetop Espresso Maker, Coffee maker,)
	Preparation: ☐ Prepare workshop ☐ Printing the pictures ☐ Arrange the training materials
	Cross-Cutting Issues: ✓ Environment and Sustainability: Environment and sustainability focus on preserving natural resources and ecosystems for future generations. ✓ Gender: Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary. ✓ Peace and Values Education: Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making. ✓ Standardization Culture: A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety. ✓ Inclusivity: Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.
	Prerequisites: ➤ Hot drink preparation



Activity 1: Problem-Solving



Task 21

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **task 21** in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to **Key facts 2.4** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 22:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under task 9 in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **key facts 2.4**. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



Task 23:

1. Using an appropriate methodology such as individual work, ask trainees to read the under **task 23** in their trainee's manual and make a report on:
 - a. What aromas or notes do you detect when smelling the freshly ground coffee?
 - b. How would you customize your coffee presentation to cater to the preferences and expectations of the VIP executives at the breakfast meeting?
 - c. What steps would you take to highlight the unique qualities of the premium coffee beans you're using during the presentation?
 - d. How would you use the state-of-the-art brewing equipment to demonstrate your expertise and enhance the overall guest experience?
 - e. If an executive asks for recommendations on selecting a coffee to pair with their breakfast, how would you respond?
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist

Indicators:	Score per indicator	Mark	Observation/Remarks
Detect the smelling the freshly ground coffee	1		
Customize your coffee presentation	1		
Respect the coffee brewing art	1		
Selecting a coffee to pair with their breakfast	1		
Total			



Formative Assessment

1. Multiple-Choice Questions:

- a. What is the ideal brewing time for a single shot of espresso?

Answer: **B. 20-30 seconds**

- b. **When** steaming milk for a latte, the milk texture should be:

Answer: **C. Smooth and velvety, with microfoam**

- c. Which of the following is **NOT** an espresso-based drink?

Answer: **D. Drip Coffee**

2. Theoretical Knowledge:

Espresso-Derivative Drinks:

- **Latte:** A latte consists of a single or double shot of espresso, steamed milk, and a small layer of foam on top. The ratio of milk to espresso is typically 3:1, making it creamy and smooth in texture.
- **Flat White:** A flat white is similar to a latte but with less milk and a thinner layer of microfoam. It typically has a stronger espresso flavor due to the lower milk-to-espresso ratio.

Equipment and Maintenance:

Importance of Cleaning the Espresso Machine Daily: Cleaning the espresso machine daily ensures the removal of coffee oils and residue, which can affect the taste of the coffee. Regular cleaning also prevents clogs in the machine and prolongs its lifespan, ensuring optimal performance.

Taste and Quality Standards:

Common Issues with Espresso:

- **Over-extraction:** This occurs when the espresso is brewed for too long, leading to a bitter taste. It can be resolved by adjusting the grind size to a coarser setting or reducing the brewing time.

- **Under-extraction:** This happens when the espresso is brewed too quickly, resulting in a sour or weak flavor. To resolve this, you can adjust the grind size to a finer setting or increase the brewing time.

3. Soft Skills:

Time Management:

Completing the process of preparing an espresso-based beverage should be done within the allocated time (10–15 minutes). This includes preparing the espresso shot, steaming milk, and assembling the drink.

Customer Interaction Simulation:

In the role-play of serving a customer, the barista should maintain professionalism, greet the customer, listen to their order, and communicate clearly. The interaction should be friendly, polite, and efficient.

4. Practical Skills:

Preparation and Setup:

- **Check the Espresso Machine:** Ensure the machine is clean, all components are in place, and it's functioning properly before starting.
- **Assemble Necessary Tools:** Ensure you have the tamper, grinder, and cups ready for use.
- **Verify Ingredient Quality:** Ensure the coffee beans are fresh and of high quality, and the milk is fresh and at the correct temperature.

Espresso Shot Extraction:

- **Dose Coffee Grounds:** Use 18-20 grams of coffee grounds for a double shot of espresso.
- **Tamp Evenly:** Ensure the coffee grounds are tamped evenly and with consistent pressure to avoid uneven extraction.
- **Pull a Shot:** Brew the shot within 25–30 seconds to achieve the desired crema (a golden, smooth, and thick layer on top of the espresso).

Milk Frothing:

- **Steam Milk:** Steam the milk to create a smooth, velvety microfoam, with a temperature range of 60-65°C.

- **Maintain Temperature:** Ensure the milk doesn't overheat to prevent scalding and maintain the smooth texture.

Drink Assembly:

- **Prepare One Espresso-Derivative Drink:** Choose a drink like a cappuccino, latte, or macchiato, and assemble it correctly, ensuring the correct proportions of espresso, milk, and foam.
- **Pour Milk Art:** If applicable, create milk art or present the drink attractively.
- **Clean Workspace:** Clean the workspace after preparation to ensure cleanliness and hygiene.



Points to Remember

- Espresso: Base for popular drinks like lattes and cappuccinos.
- Prep: Use fresh beans, correct grind, filtered water, preheat tools.
- Extraction: Tamp evenly, 25–30 sec shot, ideal temp 90–96°C, check for crema.
- Milk: Cold milk, macrofoam, steam to 55–65°C.
- Presentation: Serve hot, clean cup, add latte art and side item if needed.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 3: MAKE ADVANCED COCKTAILS



Self-assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What do the illustrations show?
 - b. What topics do you think will be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes required in **specialty coffee and cocktails preparation**.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.

- b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
- c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
- d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.

At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.

My experience Knowledge, skills, and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
1. Types of cocktail ingredients.					
2. Preparation of ingredients for cocktails based on recipe.					
3. Production methods of advanced cocktails.					
4. Presentation techniques of cocktails					



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify safety precautions	1. Apply Creativity skills	1. Being honest
2. Identify cleaning technics	2. Apply Proper use of measurement tools	2. Being warmth
3. Identify Personal hygiene standards	3. Operate the coffee Machine	3. Being friendly
4. Identify Industrial SOPs	4. Apply Communication skills	4. Being accountability
5. Apply Basic calculation	5. Apply Collaborative skills	5. Being self-motivated
6. Apply Hygiene knowledge	6. Apply recipes coffee and cocktail preparation skills	6. Being creative and innovate
7. Select materials based on recipes	7. Apply Requesting skills	7. Being professionalism
8. Apply Critical thinking knowledge	8. Apply time management skills	8. Being Safety Consciousness



Steps:



Discovery Activity



Task 24:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions, or large group discussions, guide trainees to answer the questions provided under task 1 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce topic **3.0: Make advanced cocktails**

Topic 3.1: Preparation methods of cocktails ingredients

	Objectives: By the end of the topic, trainees will be able to: - Identify preparation methods of cocktail ingredients - Prepare cocktail ingredients - Store cocktail ingredients
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, Videos, brainstorming and demonstration
	Materials, Tools and Equipment Needed: - Materials (Juices, flavored syrups, tonic water, shrubs and bitters, wines, champagne, Vodka, rum, gin, whiskey, tequila, brandy, soda water, tonic water, cola, ginger beer, fruit juices, Angostura bitters, Simple syrup, grenadine, honey, agave syrup, flavored - Tools (Measuring tools, mixing tools, cocktail Shakers, coasters, service trays, flasks, Mixing Glass, Muddler, ice scoop, Fine strainer, Julep Strainer, Hawthorne strainer, Jiggers, Citrus Juicer, paring knives, citrus zester, cutting board, swivel peeler, channel knife, Waiter's friend corkscrew, ice receptacle, nutmeg grater, powder shaker, Linen glass cloths, wooden ice mallet and Lewis bags, Lipped saucepan, Funnel - Equipment (working tables and ice-making machine)
	Preparation: ☐ Prepare workshop ☐ Printing the pictures ☐ Arrange the training materials
	Cross-Cutting Issues: ✓ Environment and Sustainability: Environment and sustainability focus on preserving natural resources and ecosystems for future generations.

- ✓ **Gender:** Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary.
- ✓ **Peace and Values Education:** Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making.
- ✓ **Standardization Culture:** A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety.
- ✓ **Inclusivity:** Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.



Prerequisites:

- Beverage service



Activity 1: Problem-Solving



Task 25

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **task 15** in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
4. After the sharing session, refer students to **Key facts 3.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 26:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **task 26** in their trainee's manuals.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **key facts 3.1**. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



Task 27:

1. Using an appropriate methodology such as individual work, ask trainees read the under **task 27** in their trainee's manual and make a report on:
 - a. Why is it important to strain lime juice for the Margarita, and how does this affect the drink's consistency?
 - b. What is the correct way to muddle mint leaves for the Mojito, and what happens if you muddle them too hard?
 - c. How can you ensure the coconut cream and pineapple juice are blended properly for a smooth Pina Colada?
 - d. Why is it crucial to dissolve sugar cubes with bitters before adding ice in an Old Fashioned, and how does it enhance the cocktail's flavor?

- e. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
3. This activity requires students to work independently with limited support from the

Checklist

Indicators:	Score per indicator	Mark	Observation/Remarks
The correct way to muddle mint leaves for the Mojito,	1		
Dissolve sugar cubes with bitters before adding ice	1		
The coconut cream and pineapple juice are blended properly	1		
Apply the knowledge, skills and attitudes	1		
Total			

Topic: 3:2 Production methods of advanced cocktails

	Objectives: By the end of the topic, trainees will be able to: a. Apply Production methods of advanced cocktails based to recipe b. Apply Molecular Mixology Techniques c. Apply Fat Washing of glass d. Apply cocktail Clarification
	Time Required: 7hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration.
	Materials, Tools and Equipment Needed: ▪ Materials (Juices, flavored syrups, tonic water, shrubs and bitters, wines, champagne, Vodka, rum, gin, whiskey, tequila, brandy, soda water, tonic water, cola, ginger beer, fruit juices, Angostura bitters, Simple syrup, grenadine, honey, agave syrup, flavored ▪ Tools (Measuring tools, mixing tools, cocktail Shakers, coasters, service trays, flasks, Mixing Glass, Muddler, ice scoop, Fine strainer, Julep Strainer, Hawthorne strainer, Jiggers, Citrus Juicer, paring knives, citrus zester, cutting board, swivel peeler, channel knife, Waiter's friend corkscrew, ice receptacle, nutmeg grater, powder shaker, Linen glass cloths, wooden ice mallet and Lewis bags, Lipped saucepan, Funnel ▪ Equipment (working tables and ice-making machine)
	Preparation: ☐ Prepare workshop ☐ Printing the pictures ☐ Arrange the training materials

Cross-Cutting Issues:

- ✓ **Environment and Sustainability:** Environment and sustainability focus on preserving natural resources and ecosystems for future generations.
- ✓ **Gender:** Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary.
- ✓ **Peace and Values Education:** Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making.
- ✓ **Standardization Culture:** A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety.
- ✓ **Inclusivity:** Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.



Prerequisites:

- Beverage service



Activity 1: Problem-Solving



Task 28:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 28** in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 3.2** and discuss them together while harmonizing their responses provided in the sharing session and answering any questions.



Activity 2: Guided Practice



Task 29:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the pictures and answer the questions provided under task 3 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **key facts 3.2**. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, and financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



Task 30:

1. Using an appropriate methodology such as individual work, ask trainees to read the scenario under **task 30** in their trainee's manual and make a report on:
 - a. Straining Lime Juice for the Margarita
 - b. Muddling Mint Leaves for the Mojito
 - c. Blending Coconut Cream and Pineapple Juice for the Pina Colada
 - d. Dissolving Sugar Cubes with Bitters for the Old Fashioned
 - e. Using Freshly Brewed and Chilled Espresso in the Espresso Martini
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear

3. instructions, methodology and timeframe for submitting the report.

Checklists

Indicators:	Score per indicator	Mark	Observation/Remarks
The correct way to muddle mint leaves for the Margarita	1		
Dissolve sugar cubes with bitters before adding ice	1		
The coconut cream and pineapple juice are blended properly	1		
Apply the knowledge, skills and attitudes	1		
Total			

Topic 3.3: Presentation techniques of cocktails

	Objectives: By the end of the topic, trainees will be able to: a. Apply Presentation techniques of cocktails b. Select Glassware and Edible Garnishes c. Use Smoke and Fire Effects d. Apply Layering and Visual Elements
	Time Required 7hours.
	Learning Methodology: Group discussion, trainer guided, site visit, brainstorming and demonstration.
	Materials, Tools and Equipment Needed: ▪ Materials (Juices, flavored syrups, tonic water, shrubs and bitters, wines, champagne, Vodka, rum, gin, whiskey, tequila, brandy, soda water, tonic water, cola, ginger beer, fruit juices, Angostura bitters, Simple syrup, grenadine, honey, agave syrup, flavored ▪ Tools (Measuring tools, mixing tools, cocktail Shakers, coasters, service trays, flasks, Mixing Glass, Muddler, ice scoop, Fine strainer, Julep Strainer, Hawthorne strainer, Jiggers, Citrus Juicer, paring knives, citrus zester, cutting board, swivel peeler, channel knife, Waiter's friend corkscrew, ice receptacle, nutmeg grater, powder shaker, Linen glass cloths, wooden ice mallet and Lewis bags, Lipped saucepan, Funnel ▪ Equipment (working tables and ice making machine)
	Preparation: ☐ Prepare workshop ☐ Printing the pictures ☐ Arrange the training materials

Cross-Cutting Issues:

- ✓ **Environment and Sustainability:** Environment and sustainability focus on preserving natural resources and ecosystems for future generations.
- ✓ **Gender:** Gender refers to the social, cultural, and behavioral attributes and roles associated with being male, female, or non-binary.
-  ✓ **Peace and Values Education:** Peace and values education teaches individuals the importance of harmony, respect, and ethical decision-making.
- ✓ **Standardization Culture:** A standardization culture focuses on implementing consistent procedures, practices, and benchmarks to improve quality, efficiency, and safety.
- ✓ **Inclusivity:** Inclusivity ensures that all individuals, regardless of their background, identity, or ability, have equal opportunities to participate and thrive.



Prerequisites:

- Beverage service



Activity 1: Problem-Solving



Task 31:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the illustration and answer the questions provided under **task 31** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 3.3** and discuss them together.



Activity 2: Guided Practice



Task 32:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to statements/scenario and answer the questions provided under task 6 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in **key facts 3.3**. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, and financial education among others. Also attitude and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.



Activity 3: Application



Task 33:

1. Using an appropriate methodology such as individual work, ask trainees to read the scenario under **task 33** in their trainee's manual and make a report on:
 - a. Techniques for Creating a Visually Stunning and Instagram-Worthy Cocktail
 - b. Incorporating the Story/Theme of the "Galaxy Martini" into the Presentation
 - c. Tools and Ingredients for Dramatic Effects
 - d. Aligning the Cocktail Presentation with the Luxury Brand Image
 - e. Maintaining Efficiency and Speed During Preparation
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real-life situations. Your role is to set clear Instructions, methodology and timeframe for submitting the report

Checklists

Indicators:	Score per indicator	Mark	Observation/Remarks
Stunning Cocktail is created	1		
The theme of the "Galaxy Martini is incorporated	1		
The Cocktail Presentation is aligned	1		
Efficiency Preparation is maintained	1		
Total			



Formative Assessment

- What are the essential elements of a well-presented cocktail?** A well-presented cocktail includes several key elements:
 - Glassware:** The right glass enhances the cocktail's visual appeal and helps maintain the drink's temperature and taste.
 - Color:** The color of the cocktail should be vibrant, clean, and eye-catching.
 - Garnish:** A thoughtful garnish, whether it's a fruit slice, herb, or decorative element, adds a visual pop.
 - Ice:** The type of ice (e.g., clear, crushed, or large cubes) should complement the drink's style and presentation.
 - Cleanliness:** The glass should be free of smudges, fingerprints, and spills.

2. **How does the choice of glassware enhance the presentation of a cocktail?** Glassware plays a crucial role in presenting a cocktail because it affects the drink's appearance and the overall drinking experience. The shape and size of the glass can enhance the visual appeal, help maintain the temperature, and provide the correct volume for the drink. For example, a Martini glass is sleek and elegant, while a tiki mug can make a tropical drink feel more festive. The glass should match the cocktail type for a harmonious presentation.
3. **What role do garnishes play in the visual appeal of a cocktail?** Garnishes are key to adding the finishing touch to a cocktail. They serve both aesthetic and functional purposes by enhancing the visual appeal and providing an aromatic experience. For example, a twist of lemon or a sprig of mint can bring a fresh aroma that complements the drink's flavor profile. Additionally, garnishes can tie into the theme or mood of the cocktail, making it more exciting and engaging.
4. **How would you use color and layering techniques to make a cocktail visually attractive?** Color and layering techniques can make a cocktail stand out. By using different colored ingredients or drinks with varying densities (such as juices and liqueurs), you can create visually appealing layers. For example, using grenadine for a vibrant red layer, followed by a lighter colored juice, can create a beautiful gradient effect. Using a clear, highball glass also showcases the layers well, giving the drink more visual depth.
5. **Explain how you can balance aesthetics and practicality when presenting cocktails.** A balance between aesthetics and practicality is essential. The presentation should make the drink visually pleasing without compromising its usability. For example, a visually attractive garnish should not obstruct the drink's accessibility, and the glass should not be too delicate or impractical for easy handling. A beautifully presented drink should still be easy to drink from, and all garnishes should be functional, adding to both the look and taste of the cocktail.
6. **How would you modify the presentation of a cocktail for different customer preferences or themes?** Modifying cocktail presentations to suit different customer preferences or themes involves considering the customer's personality, occasion, or environment. For a modern customer, sleek, minimalist designs with elegant glassware might be preferred. For a tropical-themed event, colorful drinks with playful garnishes (like umbrellas or fruit

wedges) could enhance the mood. The presentation should reflect the event's atmosphere, whether it's a relaxed beach party or an upscale corporate event.

7. **Why is presentation important in enhancing the overall customer experience with cocktails?** The presentation of a cocktail contributes to the customer's sensory experience and sets the tone for their enjoyment. A visually appealing drink not only stimulates excitement but also signals quality and care in preparation. The overall presentation, from the glassware to the garnish, adds an element of luxury and professionalism, which enhances customer satisfaction.
8. **Compare the presentation techniques of classic cocktails with modern or innovative ones. What are the key differences?** Classic cocktail presentations are generally simple and timeless, often with clear glassware and minimal garnishes that highlight the drink's color and quality. For example, a classic Martini might be served in a simple, elegant glass with a lemon twist or olive. On the other hand, modern cocktails often experiment with unique glasses, colorful garnishes, or intricate layering techniques. These innovations can also incorporate elements like smoke or edible flowers, focusing on creating an experiential aspect to the drink presentation.
9. **Design a new cocktail presentation for a tropical-themed party. What elements would you include, and why?** For a tropical-themed party, the cocktail should embody the vibrant, fun, and laid-back vibe of a tropical setting. Elements to include:
 - **Colorful ingredients:** Use bright tropical juices such as pineapple, mango, or passion fruit for an appealing, vibrant hue.
 - **Tiki mugs or coconuts:** Serve the drinks in fun containers, like coconut shells or tiki mugs, to enhance the theme.
 - **Garnishes:** Add tropical garnishes like pineapple wedges, maraschino cherries, or mini umbrellas.
 - **Ice:** Use crushed ice to add a more refreshing and beachy feel. This presentation matches the party's theme, offering guests an immersive experience.

10. How can you incorporate cultural or regional themes into cocktail presentation techniques? To incorporate cultural or regional themes, choose ingredients, garnishes, and glassware that reflect the local culture or region. For example:

- A Mexican-themed cocktail could feature tequila and be garnished with a salted rim, served in a traditional margarita glass.
- A Japanese-inspired cocktail might use matcha or sake, served in a minimalistic glass with a decorative element like an edible flower.
- A Middle Eastern theme could feature rose water, served in ornate glasses or copper mugs to reflect the region's aesthetic. Cultural or regional elements in presentation help create an authentic experience for customers.

11. What are the challenges of maintaining consistency in cocktail presentation during peak service hours? During peak service hours, maintaining consistency in cocktail presentation can be challenging due to time constraints and high demand. Some challenges include:

- **Speed:** Ensuring cocktails are presented quickly without sacrificing quality or appearance.
- **Staff training:** Making sure all bartenders or servers are trained to present cocktails the same way.
- **Supply issues:** Garnishes and glassware may run low, requiring quick adjustments while keeping the presentation standard intact.
- **Environment:** A crowded bar or noisy kitchen might lead to distractions that affect attention to detail.

12. How would you assess whether a cocktail's presentation aligns with a hotel's branding or style? To assess whether a cocktail's presentation aligns with a hotel's branding or style, consider the following:

- **Aesthetic coherence:** Does the cocktail's design (glassware, garnishes, color scheme) align with the hotel's overall décor and theme?
- **Sophistication level:** If the hotel is upscale, the cocktail should match that level of refinement with elegant presentation. For more casual hotels, a fun and creative approach may be more appropriate.
- **Brand identity:** Does the presentation reflect the hotel's values or location? For example, a hotel with a beach theme may feature more relaxed and vibrant cocktail presentations.



Points to Remember

- A visually appealing cocktail creates a lasting impression.
- Use fresh and colorful garnishes such as citrus twists, fresh herbs, or edible flowers to enhance the aesthetic of the drink.
- Ensure that glassware complements the cocktail; for instance, martini glasses for classic martinis or tall Collins glasses for refreshing drinks.
- Consider rim decorations like sugar, salt, or crushed candies for added flair and flavor.
- Pay attention to proportions and layering for visual effects.
- Use techniques like floating layers, vibrant ice cubes, or misting aromatic sprays to engage multiple senses.
- The presentation can also include creative elements like themed drink umbrellas, reusable straws, or personalized glass etchings.
- Always serve cocktails at the correct temperature, whether chilled, warm, or with clear ice, to elevate the guest's experience.
- Use proper garnishes and glassware for presentation.
- Control the balance of flavors in complex cocktails.



Self-Reflection

1. Performing pre-coffee and cocktail preparation activities is critical to ensuring smooth operations and exceptional customer experiences. Reflecting on this task, I recognize the importance of being organized, attentive, and proactive. Preparing the station with all necessary tools, ingredients, and equipment saves time and reduces stress during service.

My experience	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identify barista dressing code at the workplace					
Identify Bartender's dress code at the workplace					
Apply oral, and hand hygiene and bathing for personal hygiene practices					
Apply Hair and nail care for personal hygiene practices					
Apply Cleaning HACCP guidelines for Bar and coffee shop					
Apply cleaning methods for bar and coffee shop.					
Select materials for espresso coffee					
Select tools and equipment for espresso coffee					
Select materials for special cocktails					

My experience	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Select tools and equipment for special cocktails					



Integrated/Summative assessment checklist

Integrated situation XX hotel is a 4-star hotel located in RUBAVU, has 50 delegates from XX. This group is having a cocktail party at the end of their workshop, where they are going to be served different drinks during the party. Among the drinks that are going to be served, there are 20 cappuccinos, 7 lattes, 8 flat white, 9 Kir- royale, and 6 Tequila sunrise. Note that the normal clients will also be allowed to attend and be served as always, However, this hotel does not have enough staff to prepare the above-mentioned orders. As well-trained staff in specialty coffee and cocktail preparation, you are hired to prepare the above orders within 3 hours .	
Resources	
Equipment	Cleaning equipment, coffee grinder, working tables, French press, espresso machine, fridges, ice make machine, Steam Wand, Steam Pitcher, blender
Materials/ Consumables	Cleaning agents, cleaning materials, coffee beans, Tequila, milk, Wines, Juices, flavored syrups, tonic water, shrubs and bitters, Linen, champagne, Cloth or Towel
Tools	Coffee Cups, Glassware, spoons, pitchers, timer, thermometer, measuring tools, Mixing tools, Shakers, coasters, service trays, flasks, cleaning equipment, Coffee tamper, Portafilter, Tamper, Scale, hand blender

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Mark allocation
			Yes	No	
1. Perform pre- coffee and cocktail preparation activities 20%	1.1 Personal grooming is appropriately checked as per barista and bartender hygiene and dressing code	Uniforms are worn			2
		Nails are -cut			2
		Shaves are cut			2
		Hand hygiene is maintained			2
		Teeth are brushed			2
	1.2 The workplace is properly cleaned based on the bar and coffeeshop HACCP guidelines	Tools are cleaned			1
		Materials are Cleaned			1
		Equipment is Cleaned			1
		Surfaces are cleaned			1
	1.3 Material, tools, and equipment are well-selected according to the type of coffee and cocktail	Tools are selected			2
		Materials are selected			2
		Equipment is selected			2
2. Make espresso derivative coffee 40%	2.1 Coffee beans are well grind-ed according to the type of coffee and grinding size	Beans are grinded			4
	2.2 Espresso coffee brewing and extraction is adequately performed as per coffee types and extraction process	Espresso is brewed			4
	2.3 Milk is appropriately	The required foam is produced			5

	steamed based on milk foaming techniques, foam types, and steaming factors	Foaming techniques are applied			5
		Steaming factors are considered			4
	2.4 Coffee presentation is appropriately performed as per coffee layers and coffee arts	Layering techniques are applied			5
		Presentation arts are applied			5
	2.5 Coffee is appropriately presented based on the type of coffee presentation techniques	Proper tools are used			4
		Presentation techniques are applied			4
3. Make advanced cocktails 40%	3.1. Ingredients for the cocktail are well prepared according to the type of the cocktail	Ingredients are prepared			7
	3.2. Advanced cocktails are well produced according to the cocktails preparation methods	Preparation methods are applied			7
		Products are well-produced			7
	3.3 Cocktail is appropriately presented according to the type of cocktail presentation techniques	Proper tools are used			7
		Presentation techniques are applied			6
		Decoration is applied			6
Total marks			100		
Percentage Weightage			100%		
Minimum Passing line % (Aggregate)			70%		

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