Unit 201: Understanding the hospitality industry

Sample lesson plan 1

Course number: _____   **Course title:** _____

Tutor's name: _____   **Date:** _____   **Time:** _____   **Lesson length:** 3 hours   **Room:** _____

Lesson topic: Types of hospitality establishment

Aims:	Learning outcomes:
By the end of the lesson the learner will know:	To enable learners to understand:
• types of hospitality establishment • types of business operations that are typically found in the hospitality industry.	• the structure of the hospitality industry.

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
5	Registration and welcome	Take register.		
20	Icebreaker	Tutor to develop suitable icebreaker activity. An example is getting the class to think about three items from a kitchen or a bar that they would take to a dessert island and why they would take them. Encourage Q&A and discussion in order to engage with peers.	Think about three items that they would take to a dessert island and why they would take them.	
10	Introduction to the delivery of the qualification	Clarify units involved in the completion of the qualification. Re-confirm City & Guilds Global Certification programme.	Learner discussion and Q&A.	
5	Aims and objectives	Discuss the aims and objectives for the lesson.	Learner discussion and Q&A.	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
10	Introductory task 1: Know the structure of the hospitality industry	Outline the focus of the lesson, to include: • types of hospitality establishment • types of business operations that are typically found in the hospitality industry. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.	Learner discussion and Q&A.	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
40	Introductory task 2: Different types of hospitality establishments	Describe to the group a selection of different types of hospitality establishments, including: • 5-star restaurant • large chained hotel • local café • local bar • large chain restaurant • fast food restaurant. Encourage group discussion of the establishments. Learners to group establishments appropriately as to what type of establishment they are, what services they offer, who guests are, and where they operate i.e. national brand, globally, and any other distinguishing features of the establishment. Groups to display their categorisations to the class on a white board and explain their rationale for doing so. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.	Using the white board, learners are to group establishments appropriately as to what type of establishment they are, what services they offer, where they operate i.e. national brand, globally and any other distinguishing features of the establishment. Individual groups to present their thoughts to the rest of the group.	Whiteboard **Handout 1**

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
45	Main body of lesson	Put the learners into groups. Task learners in groups to research and list using the internet: • 3 x top end restaurants • 3 x 5-star hotels • 3 x local bars. Learners should describe their purpose, ownership and what services they deliver for their guests. This task is about researching using different sources and comparable skills. Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation. Discuss/fill gaps as a class. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.	Learners to get into groups to research and list using the internet: • 3 x top end restaurants • 3 x 5-star hotels • 3 x local bars Learners should describe their purpose, ownership and what services they deliver for their guests. Individual groups to present their thoughts to the rest of the group.	IT **Activity 2**

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
40 minutes	Main body of lesson	Group discussion about how the different characteristics of hospitality establishments affect working practices and financial turnover. Discuss/fill gaps as a class. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit Deliver **PowerPoint presentation 1**: **Know the structure of the hospitality industry.** Discuss/fill gaps as a class. Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit	Learner discussion and Q&A.	**PowerPoint presentation 1**

| 20 | Summary of session | **Activity 1: 1-minute paper**. Learners to summarise the key points about different characteristics of hospitality establishments covered in the lesson.

Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners

Group question and answer session: Ask individual learners oral questions specific to the topic.

Set independent learning:

Using the internet, learners are to research 1 x case study of a restaurant business that has failed, the reason why and its impact. This should be completed independently and handed in to the tutor at the next session.

Learners to complete **Worksheet 1: Hospitality Industry.** | Learner discussion and Q&A. | **Activity 1**
Worksheet 1 |

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources

How learning is to be measured:

- Oral questions and answers
- End of unit multiple choice exam (City & Guilds set)
- Activity and worksheets.

Opportunities for embedding core skills:

- The use of research skills using IT
- Basic speaking and listening.
- Basic writing skills to include spelling.

Homework/research work:

- **Worksheet 1** to be completed independently and handed in the tutor at the next session.

Lesson evaluation	- Was the lesson better than expected - As expected - Worse than expected

Lesson evaluation/comments

Suggestions/modifications for next lessons