Unit 201: Understanding the hospitality industry

# Sample lesson plan 3

**Course number:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Course title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 4. hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

**Lesson topic:** Know job roles in hospitality

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| **Aims**:  By the end of the lesson the learner will know:   * different job roles in hospitality. | **Learning outcomes**:  To enable learners to understand:   * responsibilities of different job roles in the kitchen * responsibilities of different job roles in food and beverage service * responsibilities of different job roles in front of house service * responsibilities of different job roles in housekeeping. |

| **Timing (mins)** | **Work to be covered** | | **Teaching activity/assessment** | **Learner activity** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 5 | Registration and welcome | | Take register. |  |  |
| 15 | Recap previous session:  Know the structure of the hospitality industry | | Discuss any follow up points or questions the learners may have from previous lesson. | Task learners to list on a white board:   * 3 x top end restaurants * 3 x chained restaurants * 3 x five-star hotels * 3 x local pubs.   Then categorise them into the different types of business operations. | Whiteboard |
| 30 | Follow-up of pre-lesson preparation:  Case study of a restaurant business that has failed, the reason why and the impact | | Follow-up on independent learning task set in the previous session. Learners were to research what considerations/services a hotel would need to consider if delivering a charity dinner for 100 people. This was completed independently and handed in to the tutor at the next session.  Ask learners to feed back and encourage Q&A session after each presentation. | Individual learners to present their findings to the rest of the group. | **Activity 3** |
| 5 | Aims and objectives | | Discuss the aims and objectives for the lesson. | Learner discussion and Q&A. | Whiteboard |
| 10 | Introductory task 1:  Understand job roles | | Outline the focus of the lesson to include:  The job roles in:   * professional kitchens * food and beverage services * front of house * housekeeping .   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  **Handout 2** |
| 30 | Introductory task 2:  Job role responsibilities | | Split the class into smaller groups. Ask groups to list on a whiteboard or on the worksheet what responsibilities they think the following personnel have in a hospitality establishment:   * sous Chef * sommelier * concierge * room attendant.   Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit | List on a whiteboard or on the worksheet what responsibilities they think the following personnel have in a hospitality establishment:   * sous Chef * sommelier * concierge * room attendant   Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation. | Whiteboard  **Worksheet 2**  **Activity 4** |
| 20 | Main body of lesson: Job descriptions | | Put the learners into groups. Give each group job descriptions from different roles within a professional kitchen, food and beverage services, front of house and housekeeping and ask them to match what they believe the job roles is from reading the job descriptions/specs.  Set a time limit of 20 minutes. 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. | Give the groups job descriptions from different roles within:   * professional kitchens * food and beverage services * front of house * housekeeping   Learners are to match what they believe the job role is from reading the job descriptions/specs.  Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation. | Tutor-prepared resources: Job descriptions |
| 60 | Main body of lesson: Job roles | | Deliver **PowerPoint Presentation 2: Know job roles in hospitality.** | Learner discussion and Q&A. | **PowerPoint Presentation 2** |
| 30 | Main body of lesson: Job responsibilities | | Activity: Put the learners into groups and ask them to compare the difference in responsibilities of the following job roles:   * + Commis chef working at a 3-star Michelin restaurant compared to a commis chef working in a school kitchen.   + Waitress working at locally owned restaurant compared to a waitress working at a 1-star Michelin restaurant.   + Receptionist working at a chain budget hotel compared to a receptionist working at a 5-star city hotel.   Set a time limit of 30 minutes. 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. | Compare the difference in responsibilities of the following job roles:   * + Commis chef working at a 3-star Michelin restaurant compared to a commis chef working in a school kitchen.   + Waitress working at locally owned restaurant compared to a waitress working at a 1-star Michelin restaurant.   + Receptionist working at a chain budget hotel compared to a receptionist working at a 5-star city hotel.   Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation. | Use of IT Equipment  Whiteboard |
| 10 | Summary of session | | **Activity 1: 1-minute paper.** Learners to summarise the key job roles and responsibilities 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:**  **Worksheet 2** on job roles. | Learner discussion and Q&A. | Activity 1 |
| **How learning is to be measured:**   * Oral questions and answers * End of unit multiple choice exam (City and Guilds set).   **Opportunities for embedding core skills:**   * The use of research skills using IT * Basic English speaking and listening * Basic writing skills to include spelling. | | | | | |
| **Homework/research work:**   * **Worksheet 2** 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** | | | | | |