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.
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| **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 EquipmentWhiteboard |
| 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.
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| **Homework/research work:*** **Worksheet 2** to be completed independently and handed in the tutor at the next session.
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| **Lesson evaluation**  | * Was the lesson better than expected
* As expected
* Worse than expected
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| **Lesson evaluation/comments** |
| **Suggestions/modifications for next lessons** |