Unit 205: Professional workplace standards

# Sample lesson plan 1

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

**Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 5 hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

**Lesson topic:** Be able to apply professional standards in hospitality roles

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| **Aims**:   * By the end of the session the learner will be able to apply professional standards in hospitality roles. | **Learning outcomes**:  To enable learners to:   * maintain a professional personal appearance * demonstrate a professional approach. |

| **Timing (mins)** | **Work to be covered** | **Teaching activity/assessment** | **Learner activity** | **Resources** |
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| 5 mins | Registration and welcome | Take register. |  |  |
| 10 mins | Aims and objectives | Discuss the aims and objectives for the lesson. | Learner discussion and Q&A. | Whiteboard |
| 15 mins | Introduction task 1 | Outline the focus of the lesson to include professional workplace standards.  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 |
| 30 mins | Introduction task 2 | Split the class into smaller groups and ask them to list on a whiteboard what they think is meant by professional personal appearance. Ask each group to draw on any personal experiences they may have had. | List on the whiteboard examples | Whiteboard |
| 40 mins | Main body of lesson | Deliver **PowerPoint presentation 1** | Learner discussion and Q&A. | PowerPoint presentation 1 |
| 30 mins | Main body of lesson | Group activity: Watch tutor resourced video e.g. ‘True professional traits’ available on YouTube:<https://youtu.be/2vFdQY1qSlM>  Set a time limit of 20 minutes. Discuss/fill gaps as a class. | Learner discussion and Q&A. | Whiteboard  Media/laptop/screen |
| 30 mins | Main body of lesson | Group discussion: Based on the six categories of professionalism in the video is one more important than the other? | Learner discussion and Q&A. | Whiteboard |
| 50 mins | Main body of lesson | Task learners in groups of four to carry out **Activity 1** on first Impressions. Set a time limit of 30 minutes. Discuss/fill gaps as a class. | Learner groups to present their cases studies and their findings to the rest of the group. | Whiteboard |
| 40 mins | Main body of lesson | Group discussion: Discuss the following points:   * How long did it take for you to come up with an impression of the person in the photo? * Would your impression of a person affect your behaviour towards them? How? * Is it hard to think of someone past your first impression of them? | Learner discussion and Q&A. | Whiteboard |
| 20 mins | Main body of lesson | Group activity: Watch tutor resourced video e.g. ‘True attitude, lasting impression’ available on YouTube:<https://youtu.be/0ueyZ2zUDP8> | Watch video.  Learner discussion and Q&A. | Whiteboard |
| 30 mins | Main body of lesson | Group discussion: Discuss the opportunities where this attitude can be used for both colleagues and guests alike. | Learner discussion and Q&A. | Whiteboard |
| 20 mins | Summary of session | **Activity 2:** 1-minute paper: Learners to summarise the key learning 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. | Learner discussion and Q&A.  Complete **Activity 2**. |  |

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| **How learning is to be measured**   * Oral questions and answers * End of unit synoptic assignment externally set, internally marked and externally moderated (City & Guilds set**)**   **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:**   * Set **Activity 3:** Learners should answer questions and research through the internet or through the magazines and newspapers an image or text that describes what it means to be professional. | |
| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected * As expected * Worse than expected |
| **Lesson evaluation/comments:**   * Was the lesson better than expected * As expected * Worse than expected | |
| **Suggestions/modifications for next lessons:** | |