

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

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: <ul style="list-style-type: none"> • 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 |

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|---------------|---|--|--|---|
| 10 | Introductory task 1: Understand job roles | Outline the focus of the lesson to include: The job roles in: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 |

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|---------------|---------------------------------------|---|---|--|
| 20 | Main body of lesson: Job descriptions | <p>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.</p> <p>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.</p> | <p>Give the groups job descriptions from different roles within:</p> <ul style="list-style-type: none"> • professional kitchens • food and beverage services • front of house • housekeeping <p>Learners are to match what they believe the job role is from reading the job descriptions/specs.</p> <p>Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation.</p> | 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 |

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|---------------|---|--|--|--|
| 30 | Main body of lesson: Job responsibilities | <p>Activity: Put the learners into groups and ask them to compare the difference in responsibilities of the following job roles:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> | <p>Compare the difference in responsibilities of the following job roles:</p> <ul style="list-style-type: none"> • 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. <p>Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation.</p> | <p>Use of IT Equipment</p> <p>Whiteboard</p> |

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|---------------|--------------------|--|-----------------------------|-------------------|
| 10 | Summary of session | <p>Activity 1: 1-minute paper. Learners to summarise the key job roles and responsibilities covered in the lesson.</p> <p>Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners.</p> <p>Group question and answer session: Ask individual learners oral questions specific to the topic.</p> <p>Set independent learning:</p> <p>Worksheet 2 on job roles.</p> | Learner discussion and Q&A. | Activity 1 |

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|--|--------------------|---|------------------|-----------|
| How learning is to be measured: <ul style="list-style-type: none">• Oral questions and answers• End of unit multiple choice exam (City and Guilds set). | | | | |
| Opportunities for embedding core skills: <ul style="list-style-type: none">• The use of research skills using IT• Basic English speaking and listening• Basic writing skills to include spelling. | | | | |
| Homework/research work: <ul style="list-style-type: none">• Worksheet 2 to be completed independently and handed in the tutor at the next session. | | | | |
| Lesson evaluation | | <ul style="list-style-type: none">• Was the lesson better than expected• As expected• Worse than expected | | |
| Lesson evaluation/comments | | | | |
| Suggestions/modifications for next lessons | | | | |