

Unit 201: Understanding the hospitality industry

Sample lesson plan 4

Course number: _____ Course title: _____

Tutor's name: _____ Date: _____ Time: _____ Lesson length: 4.5 hours Room: _____

Lesson topic: Career opportunities in hospitality

Aims:

By the end of the lesson the learner will know:

- how skills are transferable across different job roles
- working patterns in hospitality
- progression routes for team member roles.

Learning outcomes:

To enable learners to understand:

- career opportunities in hospitality.

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
5	Registration and welcome	Take register.		
10	Recap previous session: Job roles	<p>Discuss any follow-up points or questions the learners may have from previous lesson.</p> <p>Split learners into small groups. Learners to summarise the key roles and responsibilities of several different of jobs within the hospitality industry that were covered in the previous lesson. Allow 5 minutes for each, covering a maximum of six different job roles.</p> <p>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>On a whiteboard, summarise the responsibilities for six different job roles in the hospitality industry.</p> <p>Learners to present to the rest of the group.</p>	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
20	<p>Follow-up of pre-lesson preparation:</p> <p>Job roles</p>	<p>Follow-up from independent learning task in the previous session. Learners were to complete Worksheet 2 on job roles. This should have been completed independently and handed in to the tutor at this session.</p> <p>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>Individual learners to present their paper for peer review/markings. Any areas of concern should be addressed to the tutor for review.</p> <p>Learner discussion and Q&A.</p>	
5	Aims and objectives	Discuss the aims and objectives for the lesson.	Learner discussion and Q&A.	Whiteboard
10	Introductory task 1: Understand career opportunities in hospitality	<p>Outline the focus of the lesson, to include:</p> <ul style="list-style-type: none"> • how skills are transferable across different job roles • working patterns in hospitality • progression routes for team member roles. <p>Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.</p>	Learner discussion and Q&A.	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30	Introductory task 2: Behaviours and skills	<p>Activity 5: Split the class into smaller groups. Ask groups to list on a whiteboard the expected skills and behaviours when working in the hospitality industry and why they think these are important.</p> <p>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>List on a whiteboard (or using the activity sheet) the required expected skills and behaviours when working in a hospitality industry and why they think are important.</p> <p>Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation.</p>	Whiteboard Activity 5 Handout 3

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
40	Main body of lesson: Behaviours and skills	<p>Group discussion: Describe and underpin the importance of the correct skills and behaviours and how these can be transferred between roles.</p> <p>Activity: Demonstrate with the learners a scenario with examples of good behaviours and then bad behaviours.</p> <p>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>Deliver PowerPoint Presentation 3: Understand career opportunities in hospitality</p> <p>Cover transferable skills across different job roles.</p>	Learner discussion and Q&A.	Whiteboard PowerPoint Presentation 3 Handout 4

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
15	Main body of lesson: Working patterns	Discuss working patterns in hospitality. <ul style="list-style-type: none"> • full time • part time • shift work • split shifts • rotational • seasonal. 	Learner discussion and Q&A.	Use of IT Equipment PowerPoint Presentation 3
40	Main body of lesson: Transferable skills	Activity: Task learners to produce a one-page handout that can be given to new employees in the kitchen with regards to personal behaviour and the why it is important. Encourage learners to use text and pictures. Discuss/fill gaps as a class. Each group are to present to the rest of the class. Encourage Q&A session after each presentation.	Produce a one-page hand out that can be given to new employees in the kitchen with regards to personal behaviour and the why it is important. Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation.	Use of IT Equipment

<p>30</p>	<p>Main body of lesson: Working patterns</p>	<p>Activity: Put the learners into groups. Task learners to research using the internet different types of job adverts and get them to identify one available job role at each level: Team member, supervisor and manager, in each of the following areas:</p> <ul style="list-style-type: none"> • kitchen (i.e. commis chef, chef de partie, head chef) • food and beverage (i.e. waitress, sommelier, bar manager) • front of house (i.e. porter, Receptionist, front office manager) • housekeeping (i.e. room attendant, floor housekeeper, executive housekeeper) • Back office (i.e. account clerk, HR supervisor, hotel manager). <p>Ask learners to identify and compare the differences in salary, working patterns, employment benefits and main job role activities.</p> <p>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>Learners in groups to research using the internet different types of job adverts and get them to identify one available job roles at each level: Team member, supervisor and manager, in each of the following areas:</p> <ul style="list-style-type: none"> • kitchen (i.e. commis chef, chef de partie, head chef) • food and beverage (i.e. waitress, sommelier, bar manager) • front of house (i.e. porter, Receptionist, front office manager) • housekeeping (i.e. room attendant, floor housekeeper, executive housekeeper) • Back office (i.e. account clerk, HR supervisor, hotel manager). <p>Identify and compare the differences in salary, working patterns, employment benefits and main job role activities.</p> <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 Whiteboard</p>
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Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30	Main body of lesson: Progression routes	<p>Group discussion: Tutor to ask the questions: 'Where would you like to see yourself in 5 years and 10 years?' 'What opportunities are available for your progression?'</p> <p>Deliver PowerPoint Presentation 3: Understand career opportunities in hospitality.</p> <p>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>	Learner discussion and Q&A.	Use of IT Equipment PowerPoint Presentation 3 Worksheet 3

<p>30</p>	<p>Summary of session</p>	<p>Facilitate an interview scenario in which 2–3 learners are going to be applying for a role as a chef de Partie (alternative job-related roles can be used). Ask them what skills are necessary for the role and what transferable skills that have gained as a team member which could be used in the new role.</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> <ul style="list-style-type: none"> • Worksheet 3 on career Opportunities, to be completed independently and handed in the tutor at the next session. • Learner to research body language and produce a quick summary. 	<p>2–3 learners to be involved with the scenario.</p> <p>Learner discussion and Q&A.</p>	
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Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
<p>How learning is to be measured:</p> <ul style="list-style-type: none"> • Oral questions and answers • End of unit multiple choice exam (City and Guilds set). <p>Opportunities for embedding functional skills:</p> <ul style="list-style-type: none"> • The use of IT in producing a leaflet. • Basic English speaking and listening • Basic writing skills to include spelling. 				
<p>Homework/research work</p> <ul style="list-style-type: none"> • Worksheet 3 to be completed independently and handed in the tutor at the next session • Learner to research body language and produce a quick summary. 				
<p>Lesson evaluation</p>		<ul style="list-style-type: none"> • Was the lesson better than expected • As expected • Worse than expected 		
<p style="text-align: center;">Lesson evaluation/comments</p>				
<p style="text-align: center;">Suggestions/modifications for next lessons</p>				