

## Unit 205: Professional workplace standards

### Sample lesson plan 1

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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

**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
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 <b>PowerPoint presentation 1</b>	Learner discussion and Q&A.	<b>PowerPoint presentation 1</b>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 mins	Main body of lesson	<p>Group activity: Watch tutor resourced video e.g. 'True professional traits' available on YouTube:  <a href="https://youtu.be/2vFdQY1qSIM">https://youtu.be/2vFdQY1qSIM</a></p> <p>Set a time limit of 20 minutes.            Discuss/fill gaps as a class.</p>	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 <b>Activity 1</b> 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

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
40 mins	Main body of lesson	<p>Group discussion: Discuss the following points:</p> <ul style="list-style-type: none"><li>• How long did it take for you to come up with an impression of the person in the photo?</li><li>• Would your impression of a person affect your behaviour towards them? How?</li><li>• Is it hard to think of someone past your first impression of them?</li></ul>	Learner discussion and Q&A.	Whiteboard
20 mins	Main body of lesson	<p>Group activity: Watch tutor resourced video e.g. 'True attitude, lasting impression' available on YouTube: <a href="https://youtu.be/0ueyZ2zUDP8">https://youtu.be/0ueyZ2zUDP8</a></p>	<p>Watch video.</p> <p>Learner discussion and Q&amp;A.</p>	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
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	<p><b>Activity 2:</b> 1-minute paper: Learners to summarise the key learning 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>	Learner discussion and Q&A. Complete <b>Activity 2</b> .	

**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:**