

Unit 205: Professional workplace standards

Sample lesson plan 2

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

<p>Aims:</p> <ul style="list-style-type: none"> • By the end of the session the learner will be able to apply professional standards in hospitality roles. 	<p>Learning outcomes:</p> <p>To enable learners to:</p> <ul style="list-style-type: none"> • demonstrate time management skills • demonstrate organisational skills.
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Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
5	Registration and welcome	Take register.		
10	Aims and objectives	Discuss the aims and objectives for the lesson.	Learner discussion and Q&A.	Whiteboard
20	Recap previous session	Briefly recap on summary from previous class. Direct questions to the class recalling knowledge from previous lesson. Discuss any follow-up points or questions the learners may have from previous lesson.		Whiteboard
25	Follow-up of pre-lesson preparation	Having set a preparation task in the previous session, select individual learners to present their chosen image or text that describes what it means to be professional, to the rest of the group from Activity 3 .	Individual learners to present their example.	

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20	Introduction task 1	<p>Outline the focus of the lesson to include how effective communication is used to benefit a hospitality establishment.</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>	Learner discussion and Q&A.	Whiteboard
20	Introduction task 2	<p>Split the class into smaller groups and ask them to list on a whiteboard what they do or would do to ensure they arrived to work or appointment on time. Ask each group to draw on any personal experiences they may have had.</p>	List on the whiteboard examples	Whiteboard
60	Main body of lesson	<p>Deliver PowerPoint presentation 2:</p> <p>Apply professional workplace standards</p>	Learner discussion and Q&A.	PowerPoint presentation 2

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60	Main body of lesson	<p>Group activity: Breakout group task to discover how they would describe a reasonable pace of working. What would they do if a fellow work colleague did not work at a reasonable pace. Display results on a white board for group discovery.</p> <p>Set a time limit of 30 minutes. Discuss/fill gaps as a class</p>	<p>Group discussion: Describe a reasonable pace of working. What would learners do if a fellow work colleague did not work at a reasonable pace?</p>	Whiteboard
60	Main body of lesson	<p>Task learners in groups to research and list using the internet what is meant by 'sleep hygiene' and list recommendations. Set a time limit of 30 minutes. Discuss/fill gaps as a class.</p>	<p>Learner groups to describe and discuss 'sleep hygiene' and recommendations.</p>	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
60	Main body of lesson	Ask learners to come up with individual time plans for their day, focusing on a different department each (kitchen, bar, housekeeping, etc). Then put learners into groups and ask them to come up with priorities from their own department which meant that the time plans need to be changed. Individuals should show how they have built in contingency or can rearrange their time plans and prioritise to accommodate the other demands.	Ask learners to come up with individual time plans for their day, focusing on a different department each (kitchen, bar, housekeeping, etc). Then put learners into groups and ask them to come up with priorities from their own department which meant that the time plans need to be changed. Individuals should show how they have built in contingency or can rearrange their time plans and prioritise to accommodate the other demands.	

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20	Summary of session	<p>Activity 2: 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.	

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 English speaking and listening
- Basic writing skills to include spelling.

<p>Homework/research work:</p> <ul style="list-style-type: none"> • Provide Worksheet 1: Apply professional workplace standards 	
<p>Lesson evaluation (delete as appropriate)</p>	<ul style="list-style-type: none"> • Was the lesson better than expected • As expected • Worse than expected
<p>Lesson evaluation/comments:</p> <ul style="list-style-type: none"> • Was the lesson better than expected • As expected • Worse than expected 	
<p>Suggestions/modifications for next lessons</p>	