Unit 206: Understand own role in self-development

Sample lesson plan 1

Course number: _____   **Course title:** _____

Tutor's name: _____   **Date:** _____   **Time:** _____   **Lesson length:** 4 hours   **Room:** _____

Lesson topic:

Aims:	Learning outcomes:
By the end of the lesson the learner will know:	To enable learners to understand:
• own professional strengths • areas for professional development.	• how to develop own professional skills and knowledge.

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
5	Registration and welcome	Take register.		
20	Starter session	As a starter activity, ask learners to think about who their role models are and why and to consider how that person has got to where they are. Individuals should present and discuss as a class. This can be further contextualised into the journey of that person and the development that person may have gone through. Discuss any follow-up points or questions the learners may have from previous lesson.	Learners to think about who their role models are and why and to consider how that person has got to where they are. Individuals should present and discuss as a class.	Whiteboard
10	Follow-up of pre-lesson preparation: Determined on the delivery model and scheme of work	Determined by the delivery model and scheme of work.	Determined by the delivery model and scheme of work.	

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
5	Aims and objectives	Discuss the aims and objectives for the lesson.	Learner discussion and Q&A.	Whiteboard
20	Introductory task 1: Know how to develop own professional skills and knowledge	Outline the focus of the lesson to include: • own professional strengths • areas for professional development • sources of information on development opportunities. 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

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30	Introductory task 2: Know how to develop own professional skills and knowledge	Ask the group to discuss what they think continuing professional development is and to come up with a definition. Encourage small group discussion of why professional development is important in the hospitality industry and display on a whiteboard to explain to the class. Select individual groups to present their thoughts to the rest of the group. 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 the definition of continuing professional development. Small group discussion of why professional development is important in the hospitality industry. Groups to display their thoughts on a whiteboard to explain to the class. Encourage Q&A session after each presentation.	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 minutes	Main body of lesson: • own professional strengths • areas for professional development • sources of information on development opportunities	Group discussion: Describe what personal qualities are. Individual or pair activity: Learners to discuss with peers and tell the other what strengths they have. **Activity 1:** Task learners in groups or as individuals to define behavioural skills using the cards. Next, learners should research and list using the internet, the top five behavioural skills essential to being successful in the hospitality industry and explain why they are important. Set a time limit of 20 minutes. Discuss/fill gaps as a class. Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation.	Group discussion: Describe what personal qualities are? **Activity 1:** Define behavioural skills (card game). Learners in groups or as individuals to research and list using the internet, the top behavioural skills essential to being successful in the hospitality industry. Individual groups to present their thoughts to the rest of the group. Learner discussion and Q&A.	IT **Activity 1** Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
40 Minutes	Main body of lesson: • own professional strengths • areas for professional development • sources of information on development opportunities.	Deliver **PowerPoint Presentation 1: Know how to develop own professional skills and knowledge – part 1** Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit **Activity 2:** Task learners in groups to discuss what areas could be improved through the use of planned professional development. Encourage cross hospitality job role/department thinking; the discussion shouldn't just focus on one job role/department but different roles within the hospitality industry. Set a time limit of 20 minutes. Discuss/fill gaps as a class.	**Activity 2:** Learners in groups to discuss, what areas within their job role could be improved through the use of planned professional development. Encourage cross hospitality job role/department thinking; the discussion shouldn't just focus on one job role/department but different roles within the hospitality industry. Individual groups to present their thoughts to the rest of the group.	**PowerPoint Presentation 1** **Activity 2**

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 minutes	Main body of lesson: Sources of information on development opportunities	**Activity 3**: Task learners in groups to research using the internet, the role of the following in supporting development opportunities: • job centres • job sites • professional organisations Set a time limit of 20 minutes. Discuss/fill gaps as a class.	**Activity 3:** Research and list using the internet, the role of the following in supporting development opportunities: • job centres • job sites • professional organisations Individual groups to present their thoughts to the rest of the group. Learner discussion and Q&A.	IT **Activity 3**

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 minutes	Main body of lesson: Sources of information on development opportunities	Deliver **PowerPoint Presentation 1: Know how to develop own professional skills and knowledge – part 1**, focusing on sources of information on development opportunities Activity: Task learners in pairs to produce a one-page handout/information sheet that can be given to new employees in the kitchen with regards to personal development and why it is important. Encourage learners to use text and pictures. Set a time limit of 30 minutes. Discuss/fill gaps as a class. Each group are to present to the rest of the class. Encourage Q&A session after each presentation. 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	Activity: Learners in pairs to produce a one-page handout/information sheet that can be given to new employees in the kitchen with regards to personal development and why it is important. Use text and pictures. Set a time limit of 30 minutes. Individual groups to present their handout to the rest of the group.	**PowerPoint Presentation 1**

20	Summary of session	**Activity 4: 1-minute paper**: Learners to summarise the key points about the sources of information on development opportunities 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. 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. Set independent learning: Using the internet, learners are to research 1 x case study of a where professional development has been used in the hospitality industry to improve performance. This should be completed independently and handed in to the tutor at the next session. Learners to complete **Worksheet 1: Personal qualities**	Complete **Activity 4: 1-minute paper.** Lea rner discussion and Q&A.	**Activity 4** **Worksheet 1**

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources

How learning is to be measured:

- Oral questions and answers
- End of unit assessment (City & Guilds set)
- Activities and worksheets

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:

- Provide **Worksheet 1: Personal qualities**, to be completed independently and handed in the tutor at the next session.

Lesson evaluation	- Was the lesson better than expected - As expected - Worse than expected

Lesson evaluation/comments

Suggestions/modifications for next lessons