

## Unit 304: Contribute to the guest experience

### Sample lesson plan 3

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Course number: \_\_\_\_\_ Course title: \_\_\_\_\_

Tutor's name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Lesson length: 11 hours Room: \_\_\_\_\_

**Lesson topic:** Planning menus to meet guest requirements.

**Aims:**

- To gain an understanding of guest preferences and special dietary needs
- To develop an understanding of menu planning considerations
- To develop an understanding how dishes can be adapted to meet dietary requirements and food preferences.

**Learning outcomes:**

To enable learners to:

- describe guest food preferences and special dietary requirements
- explain the considerations when planning menus for guests
- explain how to adapt dishes to meet guests' food preferences and dietary requirements.

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
2 hours	Guest preferences and special dietary requirements.	<p>Facilitate class discussion on:</p> <ul style="list-style-type: none"> <li>- personal preferences:</li> <li>- personal special dietary needs</li> <li>- how it impacts on dining out.</li> </ul> <p>Introduce small group <b>Activity 21</b> – food preferences and special dietary requirements.</p> <p>Present <b>PowerPoint 3</b> on menu planning, food preferences and dietary requirements.</p> <p>Introduce small group <b>Activity 22</b> – defining food preferences and special dietary requirements:</p> <ul style="list-style-type: none"> <li>- food that can eaten</li> <li>- how they can be accommodated.</li> </ul> <p>Issue <b>Handouts 7 and 8</b>.</p>	<p>Listen and ask questions.</p> <p>Participate in class discussions.</p> <p>Contribute to group <b>Activity 21</b>.</p> <p>Complete <b>Activity 22</b> independently.</p> <p>Share ideas on food preferences and special dietary needs.</p> <p>Read <b>Handouts 7 and 8</b>.</p>	<p><b>PowerPoint presentation 3</b></p> <p><b>Handout 7 and 8</b></p> <p><b>Activities 21 and 22</b></p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
2 hours		<p>Facilitate presentations of poster to share ideas and elicit discussion.</p> <p>Introduce individual <b>Activity 23</b> – matching food/cooking methods to preference/dietary needs.</p> <p>Introduce individual <b>Activity 24</b> – impacts of preferences and dietary needs not being met.</p> <p>Facilitate sharing of ideas and discussion.</p>	<p>Listen and ask questions.</p> <p>Participate in class discussions.</p> <p>Complete <b>Activities 23 and 24</b> independently.</p> <p>Share ideas on:</p> <ul style="list-style-type: none"> <li>- matching foods and cooking methods</li> <li>- impacts of preferences and dietary needs not being met.</li> </ul>	<p><b>PowerPoint 3</b></p> <p><b>Activities 23 and 24</b></p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
3 hours	Considerations when planning menus for guests.	<p>Facilitate class discussion on aims of menu planning to ascertain levels of experience and prior knowledge.</p> <p>Introduce individual <b>Activity 25</b> – menu planning quiz.</p> <p>Introduce small group <b>Activity 26</b> – menu planning considerations.</p> <p>Present power point slides on menu planning considerations.</p> <p>Introduce individual <b>Activity 27</b> – applying considerations to scenarios.</p> <p>Introduce individual <b>Activity 28</b> – planning a seasonal menu.</p> <p>Facilitate presentation of menus and discussion on suggested menus to assess if all factors have been considered.</p> <p>Issue <b>Handouts 9 and 10</b>.</p>	<p>Listen and ask questions.</p> <p>Participate in class discussions.</p> <p>Complete <b>Activities 25, 26, 27 and 28</b> independently.</p> <p>Present outcomes of activities to share and discuss information.</p> <p>Read <b>Handouts 9 and 10</b>.</p>	<p><b>PowerPoint presentation 3</b></p> <p><b>Handouts 9 and 10</b></p> <p><b>Activities 25, 26, 27 and 28</b></p>

2 hours	Adapting dishes to meet guests' food preferences and dietary requirements	<p>Facilitate class discussion on: adapting menus to meet guest requirements and personal experiences.</p> <p>Present <b>PowerPoint 3</b> on adapting recipes.</p> <p>Introduce small group <b>Activity 29</b> adapting menus to meet:</p> <ul style="list-style-type: none"> <li>- guest preferences</li> <li>- guest dietary requirements.</li> </ul> <p>Facilitate sharing of ideas and discussion.</p>	<p>Listen and ask questions.</p> <p>Participate in class discussions.</p> <p>Contribute to group <b>Activity 29</b>.</p> <p>Share ideas on adapting menus</p> <p>Complete <b>Activity 30</b> independently.</p> <p>Complete <b>Activities 30 and 31</b> independently.</p>	<p><b>PowerPoint presentation 3</b></p> <p><b>Activities 29 and 30</b></p> <p><b>Handout 11</b></p> <p><b>Activities 31 and 32</b></p> <p><b>Worksheet 3</b></p>
2 hours		<p>Introduce individual <b>Activity 30</b> – adapting given dishes for different diets.</p> <p>Introduce individual <b>Activity 31</b> – adapting a given menu.</p> <p>Facilitate sharing of ideas to establish alternatives and cost effectiveness.</p> <p>Issue <b>Handout 11</b>.</p>	<p>Share ideas on alternatives used to adapt menus and menu planning.</p> <p>Read <b>Handout 11</b>.</p> <p>Complete <b>Worksheet 3</b>.</p>	

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		<p>Introduce individual <b>Activity 32</b> – menu writing for a given scenario to include:</p> <ul style="list-style-type: none"> <li>- dietary needs</li> <li>- current trends</li> <li>- commodity availability</li> <li>- global influences</li> <li>- planning considerations.</li> </ul> <p>Facilitate sharing of menu.</p> <p>Issue <b>Worksheet 3</b>.</p>		

**How learning is to be measured:**

- Q&A during the session
- Completion of **Activities 21– 32** and **Worksheet 3**

**Homework/research work:**

- Review **Worksheet 3** and class notes
- Read **Handouts 7– 11** to reinforce learning and understanding of menu planning and adapting dishes to meet customer requirements.

**Lesson evaluation**

(delete as appropriate)

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

**Lesson evaluation/comments:**

**Suggestions/modifications for next lessons:**