



PASSPORT TO HOSPITALITY

INTRODUCTION

WHAT IS HOSPITALITY?



WHAT IS HOSPITALITY?

DURATION: 3 SESSIONS

YEAR GROUP: KS4/KS5

STUDENTS WILL:

- > Understand the workings of the Hospitality industry
- > Be able to identify the different roles within the industry
- > Get an insight into the history of Hospitality
- > Receive Hospitality Labour Market Information
- > Receive an introduction to the skills needed for a careers in hospitality
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need
- > Make clear where those with PMLD/SLD have links to using hospitality and their own health and social care.

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork

KEY WORDS:

- > Hospitality
- > Travel
- > Holiday
- > Work
- > Skills
- > Career/job
- > Employment
- > Customer/guest

RESOURCES FOR ALL LESSONS:

- > Computer - internet access
- > Paper and pens
- > **UNInd02** - Teacher Brief
- > **UNInd03** - Passport
- > **UNInd04** - My Skills My future
- > **UNInd05** - Skills Builder Inclusive learning pack
- > **UNInd06** - Marriot Power point Link
- > **UNInd07** - What is hospitality True or false
- > **UNInd08-11** - Department flash cards x4
- > **UNInd12** - Staff in Uniforms
- > **UNInd13** - Top ten hospitality skills



SESSION 1: INTRODUCTION TO HOSPITALITY AND EMPLOYMENT



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>1. Ask the students if they know what the word Hospitality means? noun <i>The friendly and generous reception and entertainment of guests, visitors, or strangers. Relating to or denoting the business of entertaining clients, conference delegates, or other official visitors.</i></p> <p>2. In supported groups get the students to list what businesses may be classed as hospitality, and tick or circle the places they have been to.</p> <p>3. Utilising the Marriot PowerPoint (link on right hand side) work through the appropriate slides introducing a sample of hospitality. - Ensure you cover slide 6, 12, 13, 16</p> <p>TASK VARIATION: Show the 'what is hospitality- true or false' flash card to the students get them to point out those businesses/careers that are hospitality or add a T or F to the box.</p> <p>PMLD TASK VARIATION: Show the sensory bag to the student (bag needs creating by school) see if they can feel the different items related to this topic. For example: A Menu, a towel, a bar of soap, a cleaning cloth, air freshener. Etc</p>	<ul style="list-style-type: none"> ➤ Understand the meaning of the word hospitality, career/job, and employment. ➤ Learn about the history of the Marriot hotel ➤ See how employers have progressed through a career within hospitality. ➤ Learn about simple LMI facts ➤ Learn about different businesses within hospitality 	<ul style="list-style-type: none"> ➤ Internet access ➤ Paper and pens ➤ UNInd06 - Marriott PowerPoint ➤ UNInd04 - My Skills My Future - Marriott Video ➤ UNInd07 - What is hospitality, True or False ➤ Sensory Bag (make own)



SESSION 2: INTRODUCTION TO ROLES FOUND WITHIN THE HOSPITALITY SECTOR AND WHAT SKILLS ARE NEEDED



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>1. Now your students have a basic understanding of the businesses within hospitality, take a look into the roles/careers/jobs within the sector. This could be split into departments, without showing the flash card of the departments see if anyone can suggest any role that may be found in each department?</p> <p>2. Using the 'Hospitality departments' flash card see if any of the roles that have been suggested in the previous activity are on the card, talk through each role and label.</p> <p>TASK VARIATION OR ADDITION: Watch the Marriott video Link</p> <p>TASK VARIATION: Show the 'staff in uniform' flash card to the students get them to point out some of the following roles in hospitality, chef, gardener, waiter, receptionist, hotel porter and cleaner.</p> <p>PMLD TASK VARIATION: Play the audio/video clips of the different roles to hear the different sounds of the people at work.</p> <ul style="list-style-type: none"> > Chef Link or Link > Gardener Link past introduction > Cleaning Link skip through to the different sounds > Restaurant Link turn volume up <p>3. Skills needed for each role. In small supported groups assign the group a hospitality role (this could be a printout from the flash card). Ask them to write down the skills needed to do this job. The students should end up with a brainstorm around a picture of the job role.</p> <p>4. Using the flash card or this link to look at the top 10 skills, see if they have any that match from their brainstorm.</p> <p>5. Allow the students to identify if they think they hold any of these skills.</p>	<ul style="list-style-type: none"> > To be able to identify departments and job roles within hospitality. > To be able to identify skills needed for a certain job. > Self-identification of skills > Writing and listening > Teamwork 	<ul style="list-style-type: none"> > Internet access > Pen and paper > Flash cards: <ul style="list-style-type: none"> - UNInd08-11 Hospitality departments x4 - UNInd12 Staff in Uniform - UNInd13 Top ten skills > Marriott Hotel video



SESSION 3 (OR CAN BE DONE IN LESSON 2): INTRODUCTION TO PASSPORT TO HOSPITALITY AND SKILLS BUILDER



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Following on from the last few lesson introduce that the students will be leaning about the following few sectors within hospitality:</p> <ul style="list-style-type: none"> > Housekeeping > Front of House > Grounds and Maintenance > Food and Beverage <p>In each unit the students will see a day in the life of the roles that support that sector, the skills needed and a hands-on practical approach of learning the role.</p> <p>If possible, in each unit there will be a real-life visit to a business or even a visit from a professional to the school to see how the students are getting on.</p> <p>This is a great time to introduce the passport and how it works, collecting stars and an overall section stamp once they have completed the unit.</p> <p>Skills Builder - Utilise the Skills builder document to introduce the concept and the icons to the students. You can print out a poster and teaching tools to support the delivery of the session.</p>	<ul style="list-style-type: none"> > Listening > Understanding future learning paths > Understanding the different skills found within skills builder 	<ul style="list-style-type: none"> > UNInd02 - Teacher project brief > UNInd05 - Skills builder Icons > UNInd05 - Skills builder information

Additional Resources and Teaching Areas - UNInd04

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| 1 | What employers want | CEC My skills My Future Page 15 |
| 2 | Organise yourself | CEC My skills My Future Page 16 |
| 3 | Exploring careers and skills | CEC My skills My Future Page 19 |
| 4 | A day in the life of Marriott | CEC My skills My Future Page 24 |
| 5 | The world comes to you Marriott Video | CEC My skills My Future Page 33 |