

Pearson BTEC Uzbekistan Level 3 Qualifications in

Hospitality

Unit 7: Hospitality and the Environment

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the BTEC Uzbekistan Level 3 Qualifications in Hospitality specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that show the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualification and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for the unit. This resource list offers suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

Unit 7: Hospitality and the Environment

Delivery guidance

Approaching the unit

The purpose of this unit is to allow your learners to explore current environmental issues that hospitality businesses should be aware of, and the impact that current practices have on the business in which they work. Learners will also consider what can be done to maintain sustainable practices in the hospitality industry.

Additionally, the unit will develop your learners' knowledge of safe and secure working practices, including the roles and responsibilities for health and safety and risk assessment. It is important that learners understand their role in health and safety and the process of risk assessment, so that they can work safely and know how to respond correctly in the event of an emergency.

Learning aim A focuses on current environmental and sustainability issues that the hospitality industry is facing. Learners should be introduced to environmental awareness and sustainability and the key terms linked to these issues. Learners will then use this knowledge to determine how a sustainable environment can be maintained in the hospitality industry and the positive and negative impacts of sustainability on the environment.

Learning aim B introduces learners to the roles and responsibilities of employers and employees for health and safety when working in a hospitality environment. Learners will be able to understand the arrangements that should be in place for workplace emergencies and how to identify and control of potential hazards.

Learning aim C focuses on the steps involved in risk assessment, leading to the demonstration by learners of two different risk assessments in the workplace.

Learners should have access to:

- guest speakers from a hospitality business who can talk to learners about environmental issues in a hospitality organisation and the importance of health and safety in their business
- the Assessment Workbook
- the internet.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 7: Hospitality and the Environment

Introduction

This unit is about encouraging your learners to consider the impact of the hospitality industry on the wider environment and their role in maintaining a sustainable environment. It is important that your learners explore current environmental issues that hospitality businesses need to be aware of and the impact these issues can have on the business they work in.

Your learners also need to investigate the safe working practices they need to follow when working in the hospitality industry. They will learn how to maintain a safe working environment and carry out risk assessments.

Start off with a group discussion centred on learners' opinions about the state of the environment and whether they are aware of issues such as waste food, water and electricity.

Learning aim A – Explore current environmental and sustainability issues in the hospitality industry

- To help get learners thinking about the environment, you could ask them what they know about climate change. Ask for their opinions and whether they have any ideas what they can do about it. Put learners into pairs and ask how they think the hospitality industry can help the environment. Learners could devise a list of ideas of how they think the hospitality industry can help the environment, such as using less water or using less energy. They should present their ideas to the rest of the group.
- A presentation will help learners understand the key terms that relate to the environment and sustainability within the hospitality industry, including the six Rs: recycle, rethink, refuse, reuse, repair and reduce. Put learners into small groups and ask them to devise their own lists of how they could encourage the six Rs. In their groups, learners can create a poster to show how to encourage recycling in the hospitality industry.
- Use a presentation to ensure learners understand the key areas of sustainability by providing definitions of sustainability and then outlining the effect of sustainability on society, the environment, the economy and carbon footprints. A worksheet devised to capture learners' responses about sustainability in the hospitality industry and the issues surrounding it could be useful. This activity would be a useful way of checking learners' understanding of the definitions covered in the presentation.

Unit 7: Hospitality and the Environment

- Arrange for a guest speaker from a local hotel or branded restaurant to talk to learners about the current environmental issues that they are facing and how they are dealing with them. This will also give learners an opportunity to ask questions they may have about environmental or sustainability issues.
- A presentation will enable learners to understand how businesses can help maintain a sustainable environment. This should include the use of organic products, recycling, using less toxic chemicals, using renewable energy sources, using energy- and water-efficient systems, reducing their carbon footprint, the use of plastics and using eco-friendly products. Examples of how hospitality businesses could promote each of these practices would be beneficial for the learners' understanding. Follow this with a small group activity where learners create a factsheet to identify how hospitality businesses can maintain a sustainable environment. Learners can present their factsheets to the rest of the group.
- To help learners understand the impact of sustainability in hospitality on the environment, ask learners for their ideas. After a teacher presentation on both the positive impacts of sustainability and the negative implications of ignoring sustainability in hospitality, learners could complete an activity sheet designed by you to allow them to research sustainability in the hospitality industry in Uzbekistan. Learners can then feed back their findings to the rest of the group.

Learning aim B – Investigate safe working practices

- Use a class discussion to introduce this learning aim and ask the class for their opinions on why health and safety is so important. Learners could put their ideas onto sticky notes and place these on the board at the front of the class. This will lead to a class discussion on their opinions of the importance of health and safety.
- To help learners understand the importance of health and safety in the hospitality workplace, show them some video clips that demonstrate health and safety. After a teacher presentation on the duties of both the employer and employee when dealing with health and safety, check learners' understanding by means of a class discussion.
- Use a class discussion to ask learners what they think may happen if health and safety practices are not followed in a hospitality workplace. A presentation on the consequences of not following correct health and safety practices will reinforce learners' understanding. In pairs, learners can produce a poster to highlight employers' and employees' responsibilities for health and safety and possible consequences when health and safety is not followed. Posters can be displayed to the rest of the group.

Unit 7: Hospitality and the Environment

- Arrange for a guest speaker from a hospitality business to talk to learners about health and safety in a hospitality workplace and the practices and procedures they follow. This will also give learners an opportunity to ask questions they may have about health and safety.
- Use a class discussion to ask for learners' ideas on the types of emergency that may happen in the hospitality workplace. This should include a fire and an accident, e.g. from a fall, hot liquid, sharp object or poor lifting technique. Learners could put their ideas onto sticky notes and place these on the board at the front of the class. This will lead to a class discussion on the learners' ideas.
- Use a presentation to inform learners of the arrangements that must be in place for emergencies including fires and accidents. In pairs, learners can create a factsheet which should show the arrangements that should be in place for named emergencies: a fire and an accident such as a fall resulting in a broken leg or a someone cutting their hand on a sharp knife left in the sink. These will be presented to the rest of the group.
- Use a presentation to define the terms 'incident' and 'accident'. Ask learners why it is important to record incidents and accidents, then show learners examples of completed accident books and report forms and the information they include. Provide learners with blank copies of an accident report form and the page of an accident book, along with examples of an accident such as a fall resulting in a broken arm. Learners can then complete an example of an accident report form and an accident book.
- In small groups, learners can provide examples of possible hazards in a hospitality workplace and feed back ideas to rest of the group. Use a presentation to identify causes of hazards. In their small groups, learners can produce a poster on the causes of hazards, which can be displayed to the rest of the group.
- Use a presentation to show the effects of hazards on hospitality businesses. Learners could complete an activity sheet recording the different effects of hazards on hospitality businesses. Use a presentation to show how to control hazards in the workplace. Use video clips on slips, trips and falls, safe lifting and fire prevention in the hospitality workplace.
- Use a presentation to show the causes of fire, fire prevention methods and controlling fires. Learners could complete an activity sheet on the causes of fire and how to prevent and control fire. Use a presentation to show how to lift safely, after which learners could complete an activity sheet on how to lift safely. Use a presentation on how to handle hazardous substances, after which could complete an activity sheet on how to handle hazardous substances.

Unit 7: Hospitality and the Environment

Learning aim C – Demonstrate safe working practices

- Use a presentation to define the terms *hazard* and *risk* and the steps involved in risk assessment. In pairs, learners can complete a hazard-spotting exercise in a hospitality environment. Use a class discussion to ensure learners understand that risk assessments are used to reduce accidents and show learners how to complete a risk assessment form. Learners should then be allowed to practise completing a risk assessment form.
- Learners should then complete two different risk assessments, completing all required paperwork.

Details of links to other BTEC units

- Unit 2: Teamwork in Hospitality
- Unit 5: Service Skills in Hospitality
- Unit 6: Events in Hospitality
- Unit 8: Sourcing, Storing, Preparing, Cooking and Presenting Food in Hospitality
- Unit 10: Hospitality Workplace Skills
- Unit 11: Work Experience.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.

Scheme of work

Unit	Unit 7: Hospitality and the Environment
Guided Learning Hours	30
Number of lessons	20
Duration of lessons	1.5 hours
Links to other units	Unit 2: Teamwork in Hospitality Unit 5: Service Skills in Hospitality Unit 6: Events in Hospitality Unit 8: Sourcing, Storing, Preparing, Cooking and Presenting Food in Hospitality Unit 10: Hospitality Workplace Skills Unit 11: Work Experience

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	<p>A Explore current environmental and sustainability issues in the hospitality industry</p> <p>A1 Key terms used in hospitality and the environment</p>		<ul style="list-style-type: none"> • Lead-in: introduction to unit – explain, using a presentation, that learners will be finding out about the environment and the influence of hospitality on the environment. Learners will also find out about health and safety in the workplace. • Class discussion: on the background to hospitality and the environment. Ask learners what they know about climate change. Ask for learners' responses. • Paired activity: on how hospitality can help the environment. Learners to devise a list of ideas how they think the hospitality industry can help the environment. • Class discussion: ask for learners' responses to 'How the hospitality industry can help the environment.' • Paired activity: learners to produce posters on 'How hospitality can help the environment.' • Plenary: question and answers to check learning. Learners to display posters to rest of group. 	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook • Smartboard • Whiteboard/ flipchart paper and pens • Teacher presentation
2	<p>A1 Key terms used in hospitality and the environment</p>		<ul style="list-style-type: none"> • Lead-in: teacher to recap on how learners think the hospitality industry can help the environment. • Teacher-led activity: presentation on the key terms learners should understand that relate to the environment – definition of 'the environment' and the six Rs – recycle, rethink, refuse, reuse, repair and reduce. 	<ul style="list-style-type: none"> • Teacher presentation • Whiteboard/ flipchart paper and pens • Activity sheets

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual activity: learners to complete activity sheet to ensure their understanding of given definitions. • Small group work: learners to devise their own list of how they could encourage the six Rs in a hospitality setting. • Small group work: learners to create a poster to show how to encourage recycling in a hospitality setting. • Plenary: learners to feed back to rest of group on the ideas outlined in their recycling posters. Question and answers to check learning. 	
3	A1 Key terms used in hospitality and the environment		<ul style="list-style-type: none"> • Lead-in: recap learners' understanding of the environment and the six Rs. • Teacher-led activity: teacher presentation on the key terms learners should understand that relate to sustainability. • Paired activity: learners to devise their own definitions of key terms that relate to sustainability in the hospitality industry, based on an activity sheet designed by you. • Class discussion: learners to feed back answers to the activity sheet to the rest of the group. • Plenary: question and answers to check learning. You should confirm the main learning points identified in the lesson. 	<ul style="list-style-type: none"> • Teacher presentation • Activity sheets • Whiteboard/ flipchart paper and pens

#	Topic	Lesson type	Suggested activities	Resources
4	A2 Maintain a sustainable environment	GS	<ul style="list-style-type: none"> • Lead-in: teacher to recap sustainability. • Guest speaker: visit from a hospitality worker from a hotel or restaurant to talk about current environmental issues and how their establishment encourages sustainable practices. • Plenary: question-and-answer session with guest speaker. 	<ul style="list-style-type: none"> • Guest speaker
5	A2 Maintain a sustainable environment		<ul style="list-style-type: none"> • Lead-in: question-and-answer session as means of recapping the knowledge that learners gained from the guest speaker. • Teacher-led activity: presentation on how hospitality businesses can help maintain a sustainable environment. • Small group activity: learners to create a factsheet to identify how hospitality businesses can help maintain a sustainable environment. • Plenary: learners to present factsheets to rest of group. 	<ul style="list-style-type: none"> • Teacher presentation • Whiteboard/ flipchart paper and pens
6	A3 The impact of sustainability Positive and negative impacts		<ul style="list-style-type: none"> • Lead-in: teacher to recap learners' knowledge of sustainability and the environment. • Small group activity: learners to produce a list of their own ideas of the impact of sustainability in hospitality on the environment. Ask learners to feedback to the class. • Teacher presentation: the impact – both positive and negative – of sustainability in hospitality on the environment and the negative effect on hospitality businesses of ignoring sustainability. 	<ul style="list-style-type: none"> • Teacher presentation • Whiteboard/ flipchart paper and pens • Activity sheets

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ● Paired activity: learners to work on an activity sheet 'The impact of sustainability in hospitality on the environment.' ● Teacher-led activity: check learners' responses to questions on activity sheet and ensure learners have correct information. ● Plenary: learners to feed back to the rest of the group their ideas on the effects of sustainability on the hospitality industry in Uzbekistan, followed by a question-and-answer session to check learning. 	
7	Assessment	AW	<ul style="list-style-type: none"> ● Lead-in: recap how to maintain a sustainable environment in hospitality. ● Teacher-led activity: hand out Assessment Workbook and review the Task 1 brief to ensure learners' understanding. ● Class discussion: check evidence requirements for Task 1 in the Assessment Workbook. ● Individual activity: assessment work. ● Plenary: learners to hand in work for marking. 	<ul style="list-style-type: none"> ● Assessment Workbook – Learning Aim A, Task 1
8	B Investigate safe working practices B1 Roles and responsibilities		<ul style="list-style-type: none"> ● Lead-in: teacher to introduce the topic, explaining that Learning Aim B covers the importance of working safely and the different staff roles and responsibilities that will keep their hospitality workplace safe. 	<ul style="list-style-type: none"> ● Unit specification ● Teacher presentation ● Sticky notes

#	Topic	Lesson type	Suggested activities	Resources
	<p>Understand employers' and employees' duties for health and safety in the workplace</p>		<ul style="list-style-type: none"> ● Individual activity: ask learners why they think health and safety is so important. ● Class discussion: discuss learners' responses and check learners' existing understanding. ● Teacher-led activity: show video clips showing health and safety in a hospitality workplace. ● Class discussion: after each video, ask learners what was correct/incorrect in the clips shown. ● Teacher presentation: duties of both the employer and employee when dealing with health and safety. ● Teacher-led activity: teacher-designed activity sheet to identify duties of the employer and employee when dealing with health and safety. ● Plenary: question-and-answer session to check learners' understanding. 	<ul style="list-style-type: none"> ● Healthy and safety video clips ● Activity sheet

#	Topic	Lesson type	Suggested activities	Resources
9	B1 Roles and responsibilities Consequences of not following health and safety requirements		<ul style="list-style-type: none"> • Lead-in: teacher to recap on employers' and employees' duties in relation to health and safety. • Class discussion: ask learners to give ideas on what may happen if a hospitality business does not follow good health and safety practices. • Question-and-answer session: ensure learners know the full consequences of not following correct health and safety practices. • Paired activity: learners to produce a poster to highlight employers' and employees' responsibilities for health and safety and possible consequences when good health and safety practices are not followed. • Plenary: learners to display their posters to the rest of group. Followed by a question-and-answer session to check learning. 	<ul style="list-style-type: none"> • Whiteboard/ flipchart paper and pens
10	B1 Roles and responsibilities	GS	<ul style="list-style-type: none"> • Lead-in: teacher to recap employers' and employees' duties in relation to health and safety. • Guest speaker: visit from a hospitality worker from a hotel or restaurant to talk about health and safety. • Plenary: question-and-answer session with guest speaker – opportunity for learners to ask questions about health and safety in hospitality. 	<ul style="list-style-type: none"> • Guest speaker

#	Topic	Lesson type	Suggested activities	Resources
11	B1 Roles and responsibilities Arrangements for emergencies		<ul style="list-style-type: none"> • Lead-in: recap the duties of employers and employees in relation to health and safety. • Class discussion: ask learners to give ideas on types of emergency that may happen in a hospitality workplace. Discuss learners' responses. • Teacher-led presentation: arrangements for emergencies. • Paired activity: learners to create a factsheet to show the arrangements that should be in place for named emergencies. • Plenary: learners to present factsheets to the rest of the group, following by a question-and-answer session to check learning. 	<ul style="list-style-type: none"> • Whiteboard/ flipchart paper and pens • Sticky notes • Teacher presentation
12	B1 Roles and responsibilities Recording hazards		<ul style="list-style-type: none"> • Lead-in: recap on arrangements for emergencies in the workplace. • Teacher presentation: define 'incident' and 'accident'. • Class discussion: ask learners why it is important to record incidents and accidents. • Teacher-led activity: show learners examples of completed accident books and report forms, and highlight the information included in both. 	<ul style="list-style-type: none"> • Teacher presentation • Examples of completed accident report forms and accident books • Template accident report forms and accident books • Accident scenarios

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual activity: learners to complete an example of an accident report form and an accident book, using examples of given accidents. • Plenary: question-and-answer session to check learners' understanding. 	
13	<p>B2 Potential hazards in a hospitality environment</p> <p>Hazards and their causes</p>		<ul style="list-style-type: none"> • Lead-in: recap on recording accidents and incidents. • Small group work: learners to give examples of possible hazards in a hospitality workplace and feed back ideas to rest of group. • Question-and-answer session: ensure learners can name possible hazards. • Teacher presentation: on identifying causes of hazards. • Small group activity: learners to produce a poster on causes of hazards. • Plenary: learners to prepare a display of posters to rest of group, followed by a question-and-answer session to check learning. 	<ul style="list-style-type: none"> • Teacher presentation • Whiteboard/ flipchart paper and pens

#	Topic	Lesson type	Suggested activities	Resources
14	B3 Control of hazards Effects of hazards on a business		<ul style="list-style-type: none"> • Lead-in: recap on hazards and their causes. • Teacher presentation: outline the possible consequences/effects on a hospitality business of hazards. • Individual activity: learners to complete activity sheet recording different consequences/effects on a hospitality business of hazards. • Teacher presentation: titled 'How to control hazards in the workplace.' • Teacher-led activity: video clips on slips, trips and falls, safe lifting techniques and fire prevention. • Class discussion: ask for learner observations on the video clips and discuss their answers with rest of group. • Plenary: question and answer session to check learners' understanding. 	<ul style="list-style-type: none"> • Teacher presentation • Activity sheets • Video clips on slips, trips and falls, safe lifting techniques and fire prevention
15 & 16	B3 Control of hazards How to control hazards in the workplace		<ul style="list-style-type: none"> • Lead-in: recap the effect of hazards on a hospitality business. • Teacher-led activity: on the causes of fire, fire prevention and controlling fires. • Individual activity: learners to complete activity sheet on the causes of fire and how to prevent and control fires. • Teacher presentation: on how to lift safely. 	<ul style="list-style-type: none"> • Teacher presentation • Activity sheets

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual activity: learners to complete activity sheet on how to lift safely. • Teacher presentation: on how to handle hazardous substances. • Individual activity: learners to complete activity sheet on how to handle hazardous substances. • Plenary: question-and-answer session to check learners' understanding. 	
17	Assessment	AW	<ul style="list-style-type: none"> • Lead-in: recap Learning Aim B. • Teacher-led activity: hand out Assessment Workbook and discuss evidence requirements for Task 2. • Individual work: learners to complete Task 2 in Assessment Workbook. • Plenary: learners to hand in work for marking. 	<ul style="list-style-type: none"> • Assessment Workbook – Learning Aim B, Task 2

#	Topic	Lesson type	Suggested activities	Resources
18	C Demonstrate safe working practices C1 Importance of risk assessments Risk assessments		<ul style="list-style-type: none"> • Lead-in: teacher to introduce topic, explaining that the next part of this unit is to demonstrate the use of risk assessments in the workplace. • Teacher presentation: define 'hazard' and 'risk'; outline the steps in risk assessment. • Paired activity: learners to complete hazard-spotting exercise in a hospitality environment. • Class discussion: on the use of risk assessment to reduce accidents and how to complete a risk assessment form. • Individual activity: learners to practise completing risk assessment forms. • Plenary: question-and-answer session to check learners' understanding and ability to complete risk assessment forms. 	<ul style="list-style-type: none"> • Teacher presentation • Hazard-spotting exercise activity sheets • Risk assessment forms – blank forms and examples of completed forms
19 & 20	C2 Demonstrate risk assessments Assessment	AW	<ul style="list-style-type: none"> • Lead-in: recap Learning Aim C. • Teacher-led activity: hand out Assessment Workbook and discuss evidence requirements for Task 3. • Individual work: learners to complete Task 3 in Assessment Workbook. • Plenary: learners to hand in work for marking. 	<ul style="list-style-type: none"> • Assessment Workbook – Learning Aim C, Task 3 • Blank risk assessment forms

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	1

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the unit requirements. • To introduce learners to the assessment requirements. • To introduce learners to different types of events in hospitality. • To be able to select venues which match event requirements.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification and assessments • Whiteboards, flip chart paper, pens • Teacher presentation slides. • Access to the internet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
<p>Starter activity (20 minutes)</p>	<ul style="list-style-type: none"> • Lead-in: teacher to introduce the unit detailing what the unit covers, the duration of the unit detailing the sequence of topics, how the unit is assessed and what learners must do to pass the unit. Teacher to introduce the aims, objectives and topics for the lesson. • Class discussion: learners to discuss any questions learners may have in relation to what they are going to learn.
<p>Main activities (140 minutes)</p>	<ul style="list-style-type: none"> • Paired activity: learners to discuss any prior knowledge or experience of events in hospitality. Learners to link the events discussed to a purpose on a flip chart, i.e. celebration, business, fundraising etc. Each pair to summarise discussion points to the rest of the class. • Teacher-led presentation: teacher to provide additional examples. Teacher to highlight the key points adding types and purpose of events that take place in Uzbekistan. • Individual activity: learners to individually participate in an activity where they are to describe the features of the different event types, i.e. celebration, business, fundraising, social, sport, etc. • Teacher-led presentation: teacher presentation on types of venues available and what to consider when selecting a venue for an event. • Paired activity: learners to research suitable venues for specific events. Learners could use the internet or literature produced by event venues.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> • Plenary: teacher presentation on the key areas covered in the lesson. Teacher to provide a quiz testing the key areas covered. Learners to participate in a quiz.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	2

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to event brief requirements. • To introduce learners to the information included within event proposals. • To be able to propose event ideas to match customer event requests.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Access to the internet and event venue information • Event briefs • Event proposals
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher introduce the aims, objectives and topics for the lesson. Teacher should introduce the guest speaker. ● Small group discussion: learners to describe what they understand by the terms 'event proposal', 'specific needs' and 'customer requirements'.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Guest speaker: to discuss the process for dealing with event enquiries, providing examples where possible and explaining the purpose of setting out an event proposal. ● Question and answers: with guest speaker. ● Individual activity: learners to list the main information that would need to be considered when producing an event proposal. Learners should consider the information to be communicated to customers in response to event brief requests. ● Teacher-led activity: teacher to provide learners with event briefs which include specific customer requirements. Individually learners should match these requirements by offering suitable event venues and activities. ● Group discussion: in small groups learners to discuss the information used to ascertain the choices decided in the activity. Teacher to put points on a flip chart.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: teacher presentation on the key points covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	3

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to event quotes. • To introduce learners how they can exceed event brief requirements. • To be able to provide event quotes. • To be able to identify event optional extra.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Access to the internet and event venue information • Activity sheet – brief / event cost information
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher to explain what must be considered when providing event quotes. • Individual activity: teacher should provide learners with event briefs and relevant costs. Individually learners should cost the different customer requirements and provide event quotes. • Paired activity: discussion about the ways in which event organisers can exceed customer requirements and provide additional income for the business. • Teacher-led presentation: to explain ways in which event proposals can exceed customer requirements and provide additional income to the business, e.g. upselling, adding additional products and services. • Paired activity: teacher should provide learners with event briefs which provide the opportunity for additional income, i.e. optional extras. In pairs learners should prepare a customer proposal in response to the brief. This should include a breakdown of the quote and details about optional extras. Learners to present their proposal to the rest of the class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: teacher to give an overview about the key points covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	4

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to factors that affect the success of an event. • To be able to assess what makes an event a success.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Access to the internet • Case studies – event information
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson. • Small group discussion: learners to discuss what makes an event a success?
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher discussion: teacher to introduce the key factors affecting event success. • Small group activity: learners to discuss a different type of event and on a flip chart list factors that would make the event a success. Groups to present their main discussion points to the rest of the class. • Class discussion: learners to discuss any other factors that need to be considered. • Paired activity: teacher should provide learners with an event case study. In pairs learners to identify good and bad points about the case study and provide ways in which it could have improved. Case study to consider organisational and environmental factors. • Individual activity: learners to be given event scenarios and individually to identify the factors that have affected the success.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: teacher to review the key points covered in the lesson and further detail of factors to consider.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	5

Lesson objectives	<ul style="list-style-type: none"> • To review the effectiveness of event promotional activities. • To explain how pricing can affect event success. • To be able to analyse factors affecting the success of events.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Access to the internet • Case studies • Sample promotional materials or activities
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher to discuss how promotion can affect the success of an event. • Individual activity: learners should be given an event case study. Learners to write a short article or social media post about the success of the event detailed in the case study. Learners to display reviews around the room. Learners to read the reviews. • Group discussion: learners discuss the importance of getting the right pricing and how it contributes to the event success. • Paired activity: learners to identify financial and promotional factors affecting the event detailed the given case study. Learners to discuss how the factors identified affect the event. Learners to feedback points identified to the rest of the class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: teacher presentation on the key points covered in the lesson and further detail of factors to consider.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	6

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to assignment brief Learning Aim A. • To ensure learners understand what they are required to do to complete Learning Aim A.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Learning Aim A • Whiteboards, flip chart paper, pens • Teacher presentation slides
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher to summarising the key points about Learning Aim A. • Question and answer session: opportunity for learners to clarify anything about the learning to date. • Teacher-led activity: teacher to hand out assignment and check that learners are clear about the requirements of the assessment. • Individual activity: learners to complete Task 1 in the Assessment Workbook.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: learners to check their responses prior to handing in their Assessment Workbooks to be marked.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	7

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the activities involved in organising hospitality events. • To describe the planning activities involved in organising hospitality events.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Quiz
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead-in: teacher presentation to introduce the next aims and the aims and objectives for the lesson. ● Group discussion: learners are to discuss the key activities involved in organising a successful event. Learners to write the activities on a flip chart.
Main activities (140 minutes)	<ul style="list-style-type: none"> ● Class discussion: learners to bring together all the event activities discussed. Teacher to produce a list, grouping them in to pre event activities, on the day event activities, post event activities. ● Teacher-led presentation: teacher to discuss how to plan an event and the activities involved. Teacher to cover: <ul style="list-style-type: none"> ○ setting event aim(s) and objectives ○ setting realistic targets for tasks and activities to be completed ○ preparing the running order of events. ○ developing a communication strategy ○ use of planning tools ○ setting and monitoring a schedule ○ establishing, setting and working within a budget ○ promotion planning ○ administration ○ insurance requirement arrangements ○ identifying resources required. ● Paired activity: learners to prepare a presentation describing the activities involved in the planning stage for a specified event given by the teacher. Learners to discuss why the events are essential.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary: learners to take a quiz on the key areas covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	8

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the activities involved in organising hospitality events. • To identify planning tools to support event planning activities. • To be able to set aims and objectives. • To be able to set realistic target for events.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Event scenarios
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to recap about the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson. • Group discussion: learners are to discuss whether the activities involved in planning a small-scale event differ from those of large-scale events.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Group discussion: learners to discuss about the planning tools available to help plan events. • Teacher-led presentation: teacher to explain how to set event aims and objectives. • Paired activity: learners to set aims and objectives for events based on event scenarios given by the teacher. • Teacher-led presentation: teacher to explain what realistic targets are and how to set them. Teachers to also explain setting realistic event tasks and activities. Teacher to provide details about how to set and monitor a schedule. • Individual activity: learners to set realistic target for tasks and event activities given by the teacher. • Class discussion: learners to discuss what is meant by 'running order'. Key points to be recorded on the whiteboard. Learners to discuss the reasons for having a running order.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: teacher presentation on the key areas covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	9

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to event communication strategies. • To introduce learners to event budgets.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboards, flip chart paper, pens • Teacher presentation slides • Scenario
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to recap previous lesson. Teacher to introduce the aims, objectives and topics for the lesson. • Small-group discussion: learners to discuss who needs to communicate with who when organising and running an event. Learners to consider internal and external communication. Key points to be noted on the whiteboard.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher to discuss how to develop a communication strategy for an event. To include communication between team members, with customers and suppliers. • Paired activity: learners to develop a communication strategy for a set scenario/case study. • Teacher-led presentation: to explain how to establish, set and work within a budget. • Individual activity: learners to set a budget and plan the finances within the budget for a specified event.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: learners to take a quiz linked to the topics covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	10

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to event promotion. • To introduce learners to event insurance requirements. • To introduce learners to event health, safety and security considerations. • To introduce learners to event contingency planning.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Event scenarios
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher presentation recapping on the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher to discuss activities involved in planning event promotion. • Paired activity: learners to plan the promotion for a specified event. • Teacher-led presentation: teacher to explain event insurance requirements and the reasons why insurance is needed. • Group discussion: learners to discuss why event insurance is important. • Paired activity: learners to identify health, safety and security considerations for different events. Teacher to provide learners with different event scenarios. • Teacher-led activity: teacher to introduce learners to contingency planning. Learners' to discuss the types of contingencies they might need to consider. • Individual activity: learners to use a case study to identify insurance requirements, health, safety and security considerations and propose contingency plans to reduce any risks.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: teacher presentation on the key areas covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	11

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to event resources. • To introduce learners to resource planning.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Event scenarios • Quiz sheet
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher presentation recapping on the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher to discuss what to consider and how to plan event resources (both physical and non-physical resources). • Individual activity: learners to be provided with an event scenario. Learners to identifying the resources required. • Small-group activity: learners to allocate resources for an event scenario. Scenario to have a level of complexity so that learners can problem solve. Teacher to add factors to the scenario as learners progress, i.e. staff member illness etc.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Groups to present their resource decisions to the rest of the class. Peers to provide feedback.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	12

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to event risks. • To assess event risks.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Scenarios
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher presentation recapping on the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher to discuss types of risks and how to assess them. • Small group discussion: learners to produce a spider diagram highlighting event risks. • Group discussion: learners to work in small groups and be given scenarios. Learners to analyse financial, health and safety event risks. Learners to present their discussion points with the rest of the class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: quiz recapping on the key learning from the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	13

Lesson objectives	<ul style="list-style-type: none"> • To assess event risks. • To suggest how risks can be minimised.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens, computers • Teacher presentation slides
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to introduce the aims and objectives for the lesson.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher presentation: teachers to introduce learners to reputational risks. • Paired activity: learners to consider the reputational risks. Learners to put key points in a presentation slide and feedback to the rest of the class. • Teacher presentation: teacher to give an explanation of the ways to minimise risks when organising and running an event. To consider all risks covered over the past two classes. • Teacher-led activity: teacher to provide learners with an event brief and learners to consider ways in which risks could be minimised. • Individual activity: learners to write a short article for a hospitality event magazine titled 'How to minimise event risks'.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: learners to present the key points of the article with the rest of the class.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	14

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to assignment brief Learning Aim B. • To ensure learners understand what they are required to do to complete Learning Aim B. • To complete the assessment for Learning Aim B.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Learning Aim B • Whiteboards, flip chart paper, pens • Teacher presentation slides • Quiz
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to discuss the aims and objectives of the lesson. Summary of learning from Learning Aim B. • Question and answer session: learners to ask any questions to clarify the learning to date.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher presentation: teacher to hand out assignment and check that learners are clear about the requirements of the assessment. • Individual activity: learners to complete Task 2 in the Assessment Workbook. • Teacher presentation: teacher to provide details about an event that learners will participate in.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: learners to discuss the activities required for the planning of the event.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	15

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the skills needed to effectively run hospitality events. • To introduce learners the essential skills needed to organise and run an event.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Role-play scenarios
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to introduce the aims, objectives for the lesson and introduce the next learning aim.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher to explain the essential skills needed to organise and run an event. Teacher should provide guidance on allocating people in the team with specific skills to specific event activities. • Small group discussion: learners to discuss the most important skills needed to organise and run an event. Key points to be put on the whiteboard. • Teacher-led activity: teacher to set up role-plays to develop learners' personal and customer service skills. Role plays could include event enquiries, meet and greet, showing a customer around a facility, etc. • Paired activity: learners to work together to produce guidelines about the personal, team and customer service skills needed to successfully run an event.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: learners to carry out a self-review of their skills identifying strengths and weaknesses.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	16

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the team skills needed to effectively run hospitality events. • To introduce learners to teamwork skills.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to introduce the aims, objectives for the lesson.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Class discussion: learners to discuss the skills they could bring to the organising and running of an event and the key characteristics of effective teamwork. • Teacher presentation: teacher to discuss effective teamwork skills. • Paired activity: learners to take turns telling their peers two things about themselves, one thing that is true and one thing that is false. Learners to guess which is a lie. • Group activity: Learners to work in two teams. Each team is to plan a short team building activity that the rest of the class can participate in. The activity should be 10 minutes. The purpose of the activity is to develop teamwork skills.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher presentation on the key areas covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	17

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to event evaluation. • Know how to carry out an event review. • Be able to select questions which effectively gather event success information.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboards, flip chart paper, pens • Teacher presentation slides • Scenarios • Copies of questionnaires
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
<p>Starter activity (20 minutes)</p>	<ul style="list-style-type: none"> • Lead-in: teacher to introduce the aims, objectives for the lesson. • Individual activity: learners to write down five benefits of reviewing an event and five aspects of an event that they think should be included in a review. Learners to feedback to the rest of the class. Teacher to write the responses on a flip chart.
<p>Main activities (140 minutes)</p>	<ul style="list-style-type: none"> • Teacher-led presentation: Teacher to explain ways to carry out an event review including what, how, when, who. • Paired activity: learners to review an event using information provided in a case study. Learners to produce a social media review. • Teacher-led presentation: teacher to discuss the advantages and disadvantages of different research methods used to review events. • Teacher-led activity: learners to be given examples of event questionnaires. As a group, learners to identify how good the questionnaires are at providing feedback to the organiser. • Individual activity: learners to design a questionnaire to review a charity fundraiser event.
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> • Plenary: learners to set a review plan for an event scenario set by the teacher.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	18 and 19

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to assignment brief Learning Aim C. • To ensure learners understand what they are required to do to complete Learning Aim C. • To run an event.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook Learning Aim C- Event brief • Whiteboards, flip chart paper, pens • Teacher presentation slides
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to discuss the aims and objectives of the lesson. Summary of learning from Learning Aim C.
Main activities (140 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: teacher to hand out assignment and check that learners are clear about the requirements of the assessment. Teacher to give an explanation of the event that they will organise and run. • Group activity: learners to participate in the running of an event – Task 3 in the Assessment Workbook. Teacher to complete observation records.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: group to feedback key points discussed.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
Unit	Unit 6: Events in Hospitality
Lesson no	20

Lesson objectives	<ul style="list-style-type: none"> • To ensure learners understand what they are required to do to complete Learning Aim C. • To complete the Learning Aim C assessment.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook Learning Aim C2 • Whiteboards, flip chart paper, pens • Teacher presentation slides
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to discuss the aims and objectives of the lesson.
Main activities (155 minutes)	<ul style="list-style-type: none"> • Group activity: learners to participate in the evaluation of the event – Task 3 in the Assessment Workbook.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: learners feedback on the unit. What they have learned, enjoyed, not enjoyed.

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