

Pearson BTEC Uzbekistan Level 3 Qualifications in

# Hospitality

Unit 2: Teamwork in Hospitality

Teacher Resources

Issue 1



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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 2: Teamwork in Hospitality

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## Delivery guidance

### Approaching the unit

The purpose of this unit is to give learners the opportunity to discover the importance of teamwork in the hospitality industry and then apply their knowledge of these skills to hospitality activities. Learners will gain understanding of the importance of teams and teamworking through taking part in practical activities. They will learn how to work in a team and demonstrate effective teamworking skills in planning and carrying out hospitality team activities to required standards. Finally, learners will reflect on their performance during the hospitality team activities to help them improve their performance.

For learning aim A, it is important that learners understand what is meant by an effective team in hospitality. You could invite a guest speaker along from a hospitality business to talk to learners about the skills their staff use in their jobs, how teams are structured and why good communication is important when building and developing relationships between staff and with customers.

For learning aim B, learners should understand the importance of planning activities for the team and allocating roles and responsibilities to each team member. Learners need to think about what skills individuals in the team have and how they can be best utilised. You could engage learners in a discussion about how to start planning an activity.

Learners should have access to:

- a guest speaker from a hospitality business who can talk to learners about the importance of teamwork in their business
- a visit to a hospitality business so that they can see teamwork in action
- the internet
- the assignment workbook.

For learning aim C, learners should demonstrate a range of teamworking and communication skills. After learners have completed their planned task, they should review their performance and evaluate what went well and what could have been improved on.

### 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.

<b>Unit 2: Teamwork in Hospitality</b>
<p><b>Introduction</b></p> <p>Start off with a group discussion centred on learners' experiences of working in a team in a hospitality context. What was their role? Did they know what they needed to do? Was everyone in the team clear about what the outcome was? How were their efforts measured? Where there any issues? If so, how did they deal with them? In pairs, learners to devise a list of what they think makes a good team and then as a class, discuss learners' responses.</p>
<p><b>Learning aim A: Explore effective teamworking in the hospitality industry</b></p> <ul style="list-style-type: none"><li>• To help get learners thinking about personality types and group dynamics, and how this affects teamworking, you could show them video clips. Ask learners about the ways that teams communicate with each other. Was there a better way to communicate? Was the team leader effective/non-effective? How did teams cope with the different pressures? What would learners have done differently in that situation?</li><li>• Put learners into groups of three or four and ask them to devise their own lists of what they think makes a good team member, from talking to other group members and asking them what skills they have to be a good team member. In their groups, learners to create a poster on what makes a good team member and present their ideas to the rest of the group.</li><li>• To get learners thinking about team work in the hospitality industry, invite a speaker from a local hospitality business to talk about why teamwork is important in an actual hospitality business, how the hospitality organisation organises staff to work as teams and what are the most valued teamwork skills used in the organisation.</li><li>• Put learners into small groups and ask them to discuss what they feel are the most important responsibilities of team members. Ask the groups to produce a prioritised list of team responsibilities and then discuss which they feel is most to least important and why.</li></ul>



**Learning aim A: Explore effective teamworking in the hospitality industry**

- To help learners understand how to work effectively as part of a team, show them some more video clips that demonstrate the importance of teamwork in the hospitality industry. After a teacher presentation on the characteristics of an effective team, in small groups learners should then discuss what they think are their own qualities for effective teamwork. Learners can then create a fact sheet to show the important characteristics of team members and present their ideas to the rest of the group.
- Ask learners to search for and look for reviews of different local and national hospitality businesses. In small groups, they should decide if the reviews are positive or negative, what customers like or dislike about the business and if any of the reviews are linked to the working skills of staff? If the reviews are positive, learners could decide how poor working skills would affect the reviews. If the reviews are negative, how could the businesses improve? In their groups, learners can create posters that show the effects of good and poor teamworking skills.
- Arrange a visit to a hospitality business, such as a cafe, restaurant or hotel, to observe people working together. Can learners see a clear structure? What skills can they see being evidenced by people carrying out their job roles? How do staff interact with each other?

**Learning aim B: Develop a plan for a hospitality team activity**

- After a teacher presentation on the standards required for different team activities, put learners into small groups. Ask them to give ideas of standards for different jobs, such as serving food, preparing a dish, laying tables, preparing tea and coffee cups, stocking the bar area.
- In pairs, learners could create a fact sheet that can be used to give to other team members, so that they understand the standards required when carrying out different team activities. It should include how to plan for a team activity and the agreed standards for both individual and team roles.
- Learners to watch a video clip of hospitality team members working together and examine the ways that the people in it communicate with each other. Learners should concentrate on their use of speaking and listening skills such as the language used, tone of voice and level of attentiveness. Learners should write down their findings, which will be used later in a class discussion. Learners can then watch either the same video clip or a different one but this time without the sound. Ask learners to identify the workers' body language and interpret what they see. Again, learners should write down their findings, which will be used later in a class discussion.

### Learning aim B: Develop a plan for a hospitality team activity

- Talk about the advantages and disadvantages of visual instruction versus written instruction in different situations. Show visual examples of good/poor body language and non-verbal skills and talk about the message they send to other team members and to customers.
- Place learners into groups of four and in these groups, learners will work as a pair. Each pair is given a scenario requiring the use of communication skills. Each pair will role play their scenario to the other pair in their group. The pair not taking part will practise their listening skills by observing the role play. Learners are to write down how effective the communication skills used by the other pair were.
- After showing learners examples of different orders of work, put them into groups and ask them to produce a list of skills required to organise a task and feed back their ideas to the rest of group. Provide worksheets for learners as to how an order of work helps to complete a task.
- In pairs, learners should be given different scenarios to plan an order of work for a given task. These scenarios could include waiting on people in the restaurant, cleaning a room or any other relevant situation.
- As a whole group discussion, ask learners to suggest situations when it is appropriate to ask for help and when to help others.
- Put learners into small groups of three or four, each group with a task to complete, for example plan and serve a lunch, deep clean a kitchen work area. As a group, learners should create a plan for their given task. Using a piece of A4 paper, ask learners to draw a table with the following headings:
  - scenario
  - leadership structure
  - roles and responsibilities
  - standards
  - timescales.
- After completing the task, lead a whole-class discussion to reinforce the importance of using individual skills and teamwork to successfully complete a task. Ask learners to decide what went well during the task and what did not go so well?

### Learning aim C: Demonstrate effective teamwork skills in a hospitality activity

- Put learners into small groups. They should plan a hospitality team activity with their team members. Individual and team roles and responsibilities should be agreed with timescales set for each task.
- Individually, learners should complete the tasks in the assignment workbook, describing the required standards that would need to be met for a team activity. Explain how the plan would meet the team activity.
- Learners should then take part in the planned activity. Learners should work to the required standards, using appropriate teamworking and verbal and non-verbal communication skills. Learners will be observed by the teacher who will complete observation records for each learner when taking part in the activity.
- When they have completed their team activity, learners should review their own performance in the hospitality team activity against the required standards. Learners should evaluate their own performance, identifying strengths and areas for improvement.

### Details of links to other BTEC units and qualifications

- Unit 1 Introduction to Hospitality
- Unit 3 Promotion in Hospitality

*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

<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Guided Learning Hours</b>	30
<b>Number of lessons</b>	20
<b>Duration of lessons</b>	1.5 hrs
<b>Links to other units</b>	Unit 1: Introduction to Hospitality Unit 3: Promotion in Hospitality

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

#	Topic	Lesson type	Suggested activities	Resources
1	A1 Team membership What is a team?		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> introduction to unit – teacher to explain that learners will be finding out the characteristics that enable a team to work together and that they will be able to plan and demonstrate working as part of a team.</li> <li>• <b>Class discussion:</b> background to working in a team – question and answer: What skills do you need when working as a team?</li> <li>• <b>Paired activity:</b> What is a team? Learners to list ideas.</li> <li>• <b>Class discussion:</b> Ask for learners' responses to 'What is a team?'</li> <li>• <b>Plenary:</b> Question and answer to check learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit content.</li> <li>• Pens, flip-chart paper.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
2	A1 Team membership Understand the characteristics of team members.		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> to recap what learners think makes a team.</li> <li>• <b>Teacher-led activity:</b> Teacher to show video clips of teamworking.</li> <li>• <b>Teacher-led activity:</b> Teacher presentation on the characteristics of team members.</li> <li>• <b>Group work:</b> learners to devise their own list of what they think makes a good team member, from talking to other group members and asking them what skills they have to be a good team member. Learners to create a teamwork poster.</li> <li>• <b>Plenary activity:</b> learners to feed back to the rest of group on their ideas on what makes a good team member.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presentation.</li> <li>• Pens, flip-chart paper.</li> <li>• Video clips on teamworking.</li> </ul>
3	A1 Team membership Understand the characteristics of team members.		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap on what makes a good team member.</li> <li>• <b>Guest speaker:</b> visit from a hospitality worker from a hotel or restaurant to talk about teamwork in their organisation.</li> <li>• <b>Plenary activity:</b> Question and answer session with guest speaker – an opportunity for learners to ask questions on what they think makes a good team member and why teamwork is so important in the hospitality industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Guest speaker.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
4	A1 Team membership Understand the responsibilities of team members.		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap the knowledge that learners gained from the guest speaker.</li> <li>• <b>Teacher-led activity:</b> presentation on the responsibilities of a team member.</li> <li>• <b>Small-group activity:</b> learners to discuss what they feel are the most important responsibilities of team members. As a group, learners to produce a prioritised list of team responsibilities, of which they feel are the most to the least important.</li> <li>• <b>Plenary activity:</b> class discussion – responsibilities of team members. Ask learners their ideas of which they feel most important to least important and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presentation.</li> <li>• Pens, flip-chart paper.</li> <li>• Sticky notes.</li> </ul>
5	A2 Importance of teamworking skills How to operate effectively in any team.		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap responsibilities of team workers.</li> <li>• <b>Teacher-led activity:</b> show learners video clips of the importance of teamwork in hospitality.</li> <li>• <b>Teacher input:</b> presentation on the characteristics of an effective team.</li> <li>• <b>Small-group activity:</b> learners to discuss the personal qualities they have that make them a good team member and create a fact sheet to show what they think are important characteristics of an effective team.</li> <li>• <b>Plenary activity:</b> learners to present fact sheets to the rest of the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Video clips on the importance of teamwork.</li> <li>• Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
6-7	A3 The benefits of teamworking A4 The consequences of poor teamwork Effects of good and poor teamwork skills.		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap characteristics of an effective team.</li> <li>• <b>Teacher-led activity:</b> Teacher presentation on effects of good and poor teamwork skills.</li> <li>• <b>Small-group activity:</b> learners should find and look at reviews of a range of local/national hospitality businesses. Are the reviews positive or negative? What do customers like/dislike about the business? Are any of the reviews linked to the working skills of the staff?                             <ul style="list-style-type: none"> <li>○ If the reviews were positive, how could poor working skills affect the reviews? If the reviews were negative, how could the business improve?</li> </ul> </li> <li>• <b>Small-group activity:</b> learners to create poster(s) that demonstrate the effect of both good and poor teamworking skills.</li> <li>• <b>Plenary activity:</b> whole-group discussion, learners to feedback main points from posters to rest of group. Learners to devise questions they can ask on future visit about teamworking skills in a hospitality organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presentation.</li> <li>• Reviews of hospitality organisations.</li> <li>• Pens, flip-chart paper.</li> </ul>
8	Visit to hospitality organisation to review team practices.		<ul style="list-style-type: none"> <li>• <b>Visit:</b> learners to visit a hospitality organisation to review team practices. Learners to find out how the teams operate and the important teamwork skills used in the organisation. Tell learners that they will need this research for their assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to a hospitality organisation.</li> </ul>



#	Topic	Lesson type	Suggested activities	Resources
9	Review of visit. Learning Aim A assignment workbook introduction.		<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to recap what learners found out from their visit to the hospitality organisation.</li> <li>• <b>Teacher-led activity:</b> Teacher to hand out assignment brief and review the brief to ensure understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment workbook for Learning Aim A.</li> </ul>
10	Assignment writing Task 1.		<ul style="list-style-type: none"> <li>• Assignment writing – case study.</li> <li>• Learners to hand in work for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment workbook.</li> </ul>
11	B1 Plan an activity to agreed standards  Plan a team activity, by agreeing the standards required for both individual and team roles.		<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to introduce topic explaining that the next part of the unit is to plan team activities and know how to plan work.</li> <li>• <b>Teacher presentation:</b> required standards for team activities to include quality, standards and timescales for teamwork.</li> <li>• <b>Class discussion:</b> ask learners to give ideas of standards for different jobs such as serving food, preparing a dish or a meal, laying and relaying tables for service, preparing tea and coffee cups, stocking the bar area at the beginning of service and during, planning, preparing and setting up an event; receiving and checking supplies; coordinating a menu for the day.</li> <li>• <b>Paired activity:</b> learners to create a fact sheet that should be used to show other team members the standards required when carrying out a team activity. It should include how to plan for a team activity and the agreed standards for both individual and team roles.</li> <li>• <b>Plenary activity:</b> learners to present fact sheets to the rest of group.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presentation.</li> <li>• Pens, flip-chart paper.</li> <li>• Sticky notes.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
12	B1 Plan an activity to agreed standards  Communication skills.		<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to introduce the key skills of communication by presentation.</li> <li>• <b>Individual activity:</b> learners to watch a video clip and analyse the ways the people in it communicate with each other, focusing on their use of speaking and listening skills, e.g. the language used, tone of voice, level of attentiveness. Findings could be recorded on paper and used as part of whole group discussion work.</li> <li>• Learners then watch either the same clip or a different one but without sound. Ask them to identify body language and interpret what they see. Findings could be recorded and used as part of whole-group discussion work.</li> <li>• <b>Class discussion:</b> discuss the advantages and disadvantages of visual instruction versus written instruction in different situations.</li> <li>• <b>Small-group activity:</b> learners are asked to work in groups of four. In the groups, learners will work as a pair. Each pair is issued with a scenario requiring the use of communication skills.                       Each pair will role play their scenario to the other pair in their group, using the props provided. The pair not taking part in the role play should practise their listening skills by observing the role play. How effective were the communication skills used by the other pair? Record findings on paper.</li> <li>• <b>Plenary activity:</b> whole-group discussion, learners to feedback small-group findings to whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presentation.</li> <li>• Video clips on communication – verbal and non-verbal.</li> <li>• Show visual examples of good/poor body language and non-verbal skills.</li> <li>• Work-based scenarios, for example: a customer complaining about food that is not hot enough; a guest with a physical disability wanting to make a hotel booking by phone; a staff member taking a face-to-face order from a customer for an 18th-birthday party buffet.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
13	B2 Know how to organise work  How to organise work and the team members.		<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap on how to plan a hospitality team activity.</li> <li>• <b>Group work:</b> learners to produce a list of skills required to organise a task and feedback ideas to rest of group.</li> <li>• <b>Teacher-led activity:</b> Teacher to ensure understanding by providing worksheets on how an order of work helps to complete a task.</li> <li>• <b>Paired activity:</b> learners to be given different scenarios to plan an order of work for a given task.</li> <li>• <b>Teacher-led activity:</b> group discussion on situations when it is appropriate to ask for help and when to help others.</li> <li>• <b>Plenary activity:</b> questioning to check learner understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of orders of work that can be used when completing tasks.</li> <li>• Worksheet on order of work.</li> <li>• Scenarios such as waiting on people in the restaurant, cleaning a room, making soups.</li> </ul>
14	B2 Know how to organise work  Practise team organisation.		<ul style="list-style-type: none"> <li>• <b>Teacher input:</b> introduce learners to task sheet with planned team activity.</li> <li>• <b>Small-group activity:</b> learners to work in groups of three or four; each with a task to complete, for example plan and serve a lunch; deep clean a kitchen work area.</li> </ul> <p>Learners will need to think about planning the work pattern and dividing tasks fairly. Learners will need to demonstrate teamwork and use of own skills. They should evaluate the task.</p>	<ul style="list-style-type: none"> <li>• Task sheets with different activities such as plan and serve a lunch, deep clean a kitchen work area.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Whole-group discussion:</b> after completing the task, teacher leads a discussion to reinforce the importance of using individual skills and teamwork to successfully complete a task. What went well during the task? What did not go so well?</li> </ul>	
15	B2 Know how to organise work C1 Take part in a team activity C2 Review a hospitality team activity		<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to introduce the topic, explaining that this activity is about planning and demonstrating a team activity while maintaining working relationships. Learners should be aware that after the completion of each task they will need to review their work. Learners will be given a copy of the assignment workbook.</li> <li>• <b>Small-group work:</b> learners to plan a hospitality team activity with team members. Individual and team roles and responsibilities should be agreed and timescales should be set for tasks.</li> <li>• <b>Plenary activity:</b> learners to hand in work for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment workbook.</li> <li>• Observation records.</li> </ul>
16	B2 Know how to organise work C1 Take part in a team activity C2 Review a hospitality team activity		<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to recap on previous session.</li> <li>• <b>Individual work:</b> learners to complete tasks in assignment workbook, describing the standards that need to be met for a team activity. Explain how the plan would meet the team activity.</li> <li>• <b>Plenary activity:</b> learners to hand in work for marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment workbook.</li> <li>• Observation records.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
17 - 19	C1 Take part in a team activity C2 Review a hospitality team activity		<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to recap previous session.</li> <li>• <b>Individual work:</b> observation by the Teacher as learners demonstrate a hospitality team activity to required standards, using appropriate teamworking and verbal and non-verbal communication skills.</li> <li>• <b>Plenary activity:</b> learners to hand in observation records.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment workbook.</li> <li>• Observation records.</li> </ul>
20	C1 Take part in a team activity C2 Review a hospitality team activity		<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to recap previous sessions.</li> <li>• <b>Individual work:</b> learners review their own performance in the hospitality team activities against required standards. Learners evaluate their own performance, identifying strengths and areas for improvement.</li> <li>• <b>Plenary activity:</b> learners to hand in work for marking.</li> </ul>	Assignment workbook.



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	1

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the unit content.</li> <li>• To enable learners to recognise how they will be assessed.</li> <li>• Learners to identify what makes a team.</li> <li>• To introduce learners to the importance of teamwork.</li> <li>• Learners to identify skills that are important when working in a team.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assignment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• PS: presentation on main topics covered and methods of assessment.</li> <li>• Smartboard or projector.</li> <li>• AS: check on learning- skills required to work as a team.</li> </ul>
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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"> <li>• <b>Teacher presentation:</b> deliver a presentation that introduces the unit to learners. Give an overview of the main topics covered and how learners will be assessed using the assessment workbooks.</li> </ul>
Main activities (50 minutes)	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> background to working in a team.</li> <li>• Ask learners if and when they have ever been part of a team and what made that team good or not.</li> <li>• <b>Class discussion:</b> ask for learners responses to 'What is a team?'</li> <li>• <b>Paired activity:</b> What is a team? – Learners to list ideas of what they think is a team.</li> <li>• <b>Class discussion:</b> question and answer – What skills are needed when working as a team?</li> <li>• <b>Paired activity:</b> learners to produce simple 'What Makes a Good Team?' posters, to be displayed in the classroom.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> Teacher confirms the main learning points identified in the lesson.</li> <li>• <b>Class discussion:</b> Teacher and learners to look at the posters devised by learners.</li> <li>• <b>AS:</b> learners to answer questions on teamworking skills.</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	2
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the roles in a team.</li> <li>• Learners to be able to identify the needs of different individuals in a team.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assignment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• PS: presentation on characteristics of team members.</li> <li>• Smartboard or projector.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• Teacher to recap 'What makes a Good Team?'</li> <li>• Review activity sheets produced by learners.</li> </ul>
Main activities (50 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher presentation on the characteristics of team members, to include individual differences, managing change and team roles when setting industry standards and working to common goals.</li> <li>• <b>Group work:</b> learners to devise their own list of what they think makes a good team member, from talking to other group members and asking them what skills they have to be a good team member. Learners to create teamwork poster.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary activity:</b> learners to feed back to the rest of the group their ideas on what makes a good team member.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	3
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to why teamwork is important in a hospitality business.</li> <li>• To introduce learners to how hospitality businesses organise staff to work as teams.</li> <li>• To introduce learners to what are the most valued teamwork skills used in the organisation.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Guest speaker.</li> <li>• Whiteboard/projector.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher recap:</b> question and answer – What makes a good team member?</li> <li>• <b>Guest speaker:</b> Teacher to introduce guest speaker.</li> </ul>
Main activities (60 minutes)	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> visit from a hospitality worker from a hotel or restaurant to talk about teamwork in their organisation.</li> </ul> <p><b>Talk to include:</b></p> <ul style="list-style-type: none"> <li>○ why teamwork is important in an actual hospitality organisation</li> <li>○ how the hospitality organisation organises staff to work as teams</li> <li>○ what the most valued teamwork skills used in the organisation are.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> question and answer session with guest speaker – an opportunity for learners to ask questions on what they think makes a good team member and why teamwork is so important in the hospitality industry.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	4
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the responsibilities of team members.</li> <li>• Learners to list the responsibilities from most to least important.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• PS: presentation on responsibilities of team members.</li> <li>• Sticky notes.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> Teacher to recap on the knowledge that learners gained from the guest speaker.</li> </ul>
Main activities (60 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> presentation on the responsibilities of team members – refer to the unit content for A1 (responsibilities of team members).</li> <li>• <b>Small-group activity:</b> learners to decide the most important responsibilities of team members. In the same groups learners to devise a prioritised list of team responsibilities, from most to least important. Learners to write ideas on sticky notes.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> learners to present their ideas to the rest of the group, using sticky notes to post ideas on the whiteboard.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	5
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to how to work as an effective team.</li> <li>• Learners to be able to recognise the characteristics of an effective team.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Video clips on the importance of teamwork in hospitality.</li> <li>• Teacher presentation.</li> <li>• Flip-chart paper and pens.</li> </ul>
Key: <b>AS:</b> Activity Sheet; <b>TF:</b> Template Form; <b>PS:</b> Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher question and answer:</b> recap on the responsibilities of team members.</li> </ul>
Main activities (60 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> show learners video clips depicting the importance of teamwork in hospitality.</li> <li>• <b>Teacher input:</b> presentation on characteristics of an effective team (use unit content for A2, to include the importance of team interaction, initiative, self-presentation, supporting others, managing stress and conflict, use of communication).</li> <li>• <b>Small-group activity:</b> learners to discuss their qualities that will enable them to be a team member; create a fact sheet to show what they think are important characteristics of an effective team.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> learners to present fact sheets to rest of group.</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	6
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the effects of good and poor teamwork skills.</li> <li>• Learners to be able to identify the effects of good teamwork skills on the team members and the business.</li> <li>• Learners to be able to identify the effects of poor teamwork skills on the team members and the business.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Teacher presentation.</li> <li>• Flip-chart paper and pens.</li> <li>• Internet for reviews of different hospitality businesses.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher question and answer:</b> recap on the importance of responsibilities of team members.</li> </ul>
Main activities (60 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> Teacher to introduce the effects of good and poor teamwork skills on both team members and the business.</li> <li>• <b>Paired activity:</b> learners to find and look at reviews of a range of local and national hospitality businesses. Are the reviews positive or negative? What do customers like or dislike about the business? Are any of the reviews linked to the working skills of the staff?</li> <li>• If the reviews were positive, how could poor working skills affect the reviews? If the reviews were negative, how could the business improve?</li> <li>• <b>Paired activity:</b> learners to produce simple 'What Makes a Good Team?' posters, to be displayed in the classroom.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary activity:</b> Class discussion on what learners have found out.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	7
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the effects of good and poor teamwork skills.</li> <li>• Learners to be able to identify the effects of good teamwork skills on the team members and the business.</li> <li>• Learners to be able to identify the effects of poor teamwork skills on the team members and the business.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Flip-chart paper and pens.</li> <li>• The internet for reviews of different hospitality businesses.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher question and answer:</b> recap on the importance of good and poor teamwork skills on team members and the business.</li> </ul>
Main activities (50 minutes)	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> learners to continue from the last lesson's activity to find and look at reviews of a range of local and national hospitality businesses. Are the reviews positive or negative? What do customers like or dislike about the business? Are any of the reviews linked to the working skills of the staff? If the reviews were positive, how could poor working skills affect the reviews? If the reviews were negative, how could the business improve?</li> <li>• <b>Paired activity:</b> learners to create a poster(s) that demonstrate the effect of both good and poor teamworking skills.</li> <li>• <b>Group discussion:</b> learners to discuss the posters with the rest of the group.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> learners to devise questions for the next lesson's visit to a hospitality business. Learners should compile questions that relate to team organisation, important teamwork skills and what happens when teams do not cooperate.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	8

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• Learners should be able to review teamwork in a hospitality organisation.</li> <li>• Learners to identify different teamwork skills used in the organisation.</li> <li>• Learners to identify how teams are organised in the organisation.</li> <li>• Learners to recognise what happens in the organisation when the team does not cooperate.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• The questions compiled in the last session.</li> </ul>
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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"> <li>• <b>Teacher-led activity:</b> Teacher to ensure learners have some questions on teamwork. They can use these questions to ask employees on a visit to a hospitality organisation.</li> </ul>
Main activities (60 minutes)	<ul style="list-style-type: none"> <li>• Learners to visit a hospitality organisation to review team practices. Learners to find out how the teams operate and the teamwork skills used in the business.</li> <li>• Inform learners that they will need this research for their assignment.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• Ensure that learners have the correct information to help them with their assignment.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	9

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• Learners to review what they found out from the visit to the hospitality business.</li> <li>• To introduce learners to assignment brief, Task 1.</li> <li>• To introduce learners to requirements of Task 1 Learning Aim A.</li> <li>• To ensure that learners understand what they have to do to complete Task 1.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• AS – assignment brief Learning Aim A.</li> <li>• AS – case study.</li> <li>• AS – worksheet on different hospitality teams.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to recap what learners found out from their visit to the hospitality organisation.</li> </ul>
Main activities (60 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to hand out assignment brief and review the brief to ensure understanding.</li> <li>• Discussion of evidence requirements for Task 1</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> Teacher to ensure that learners understand the requirements of Task 1.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	10

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• Learners to classify the different types of teams that work in hospitality organisations, the different team members and the jobs they carry out.</li> <li>• To introduce learners to a case study on teamwork.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• AS – worksheet on hospitality teams.</li> <li>• AS – case study on teamwork in hospitality (in assignment workbook).</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• Teacher to ensure that learners have copies of assignment brief and all worksheets.</li> <li>• Teacher to ensure that learners understand what they are required to do.</li> </ul>
Main activities (70 minutes)	<ul style="list-style-type: none"> <li>• Learners to complete Task 1 in the Assessment Workbook independently.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• Teacher to collect learners' assignment work for marking purposes.</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	11
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the planning of teamwork activities.</li> <li>• Learners to identify required standards for team activities.</li> <li>• Learners to know the individual roles and responsibilities in a team.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Teacher presentation.</li> <li>• Pens and flip-chart paper.</li> <li>• Sticky notes.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to introduce topic explaining that the next part of the unit is to plan team activities and know how to plan work.</li> </ul>
Main activities (50 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> the quality standards required for team activities.</li> <li>• <b>Class discussion:</b> ask learners to give ideas of standards for different jobs, including time limits, such as serving food, preparing a dish, laying tables, preparing tea and coffee cups, stocking the bar area. Learners to use sticky notes to list ideas and display on classroom whiteboard.</li> <li>• <b>Paired activity:</b> learners to create a fact sheet to show other team members the standards required when carrying out a team activity. The fact sheet should include how to plan for a team activity and the agreed standards for both individual and team roles.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> learners to present fact sheets to rest of group.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	12
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to communication methods and skills.</li> <li>• Learners to understand types of communication.</li> <li>• Learners to identify different methods of communication used in group work activities.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Teacher presentation.</li> <li>• Visual examples of good and poor body language, and non-verbal skills.</li> <li>• Video clips on communication – verbal and non-verbal.</li> <li>• Work-based scenarios on the learning skills required to work as a team, for example: a customer complaining about food that is not hot enough; a guest with a physical disability wanting to make a hotel booking by phone; a staff member taking a face-to-face order from a customer for a birthday party buffet.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> a recap on the standards required for team activities.</li> </ul>
Main activities (50 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> Teacher to introduce the key skills of communication and how important they are in hospitality.</li> <li>• <b>Individual activity:</b> learners to watch a video clip and examine the ways the people in it communicate with each other, focusing on their use of speaking and listening skills, for example the language used, tone of voice, level of attentiveness. Findings could be recorded on paper and used as part of whole-group discussion work. Learners then watch the same clip, or a different one but without sound. Ask them to identify the body language used and interpret what they see. Findings could be recorded and used as part of whole group-discussion.</li> <li>• <b>Class discussion:</b> discuss the advantages and disadvantages of visual instruction versus written instruction in different situations.</li> <li>• <b>Small-group activity:</b> learners are asked to work in groups of four. In the groups, learners will work as a pair. Each pair is issued with a scenario requiring the use of communication skills. Each pair will role play their scenario to the other pair in their group. The pair not taking part in the role play should practise their listening skills by observing the role play. How effective were the communication skills used by the other pair? Record findings.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> whole-group discussion. Learners to feedback findings from small-group activities to whole group.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	13
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners on how to how to organise work.</li> <li>• To introduce learners on how to organise team members.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Examples of orders of work that can be used when completing tasks.</li> <li>• AS –worksheet on order of work.</li> <li>• AS – scenarios such as waiting on people in the restaurant, cleaning a room, making soups.</li> </ul>
Key: <b>AS:</b> Activity Sheet; <b>TF:</b> Template Form; <b>PS:</b> Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap on how to plan a hospitality team activity.</li> </ul>
Main activities (50 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> presentation on how to organise work and team members to include orders of work, timescales and following instructions.</li> <li>• <b>Group work:</b> learners to produce a list of the skills required to organise a task and feedback ideas to the rest of the group.</li> <li>• <b>Teacher-led activity:</b> Teacher to ensure understanding by providing worksheets on how an order of work helps to complete a task.</li> <li>• <b>Paired activity:</b> learners to be given different scenarios to plan an order of work for a given task.</li> <li>• <b>Teacher-led activity:</b> group discussion on situations when it is appropriate to ask for help and when to help others.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> plenary activity, question and answer to check understanding.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	14
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to group planning of various teamwork activities.</li> <li>• Learners to take part in planning the work pattern so that tasks are divided fairly.</li> <li>• Learners to demonstrate teamwork and use of own skills.</li> <li>• Learners to evaluate the task.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• AS – task sheets with different activities, such as planning and serving a lunch, deep cleaning a kitchen work area.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher input:</b> introduce task to learners and check that learners understand what the task involves.</li> </ul>
Main activities (50 minutes)	<ul style="list-style-type: none"> <li>• <b>Small-group activity:</b> learners to work in groups of three or four, each with a task to complete, for example: plan and serve a lunch, deep clean a kitchen work area.</li> <li>• <b>Learners will need to think about the following:</b> planning the work pattern, dividing tasks fairly. Learners will need to demonstrate teamwork and the use of their own skills. They should evaluate the task.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> whole-group discussion. After completing the task, lead a discussion to reinforce the importance of using individual skills and teamwork to successfully complete a task. What went well during the task? What did not go so well?</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	15
<b>Lesson objective</b>	<ul style="list-style-type: none"> <li>• To enable learners to plan a team activity.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assignment workbook.</li> <li>• Observation records.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to explain that this part of the unit is to plan and undertake a team activity for assessment. Check that learners understand the task and know what is expected of them.</li> </ul>
Main activities (70 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to introduce the topic, explaining that this activity will be about demonstrating a team activity while maintaining working relationships. Learners should be aware that after the completion of each task they will need to review their work.</li> <li>• Learners given copy of assignment workbook.</li> <li>• <b>Small-group work:</b> Learners to plan a hospitality team activity with team members. Individual and team roles and responsibilities should be agreed among the team members and timescales allocated to tasks.</li> <li>• <b>Plenary activity:</b> Question and answer session to ensure understanding.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> Teacher to collect work for marking.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	16

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To enable learners to describe the standards needed to meet a team activity.</li> <li>• To introduce learners to how the plan would meet the team activity.</li> <li>• To introduce learners to the simple evaluation of the team activity.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assignment workbook.</li> <li>• Observation records.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to recap on previous session.</li> </ul>
Main activities (70 minutes)	<ul style="list-style-type: none"> <li>• <b>Learners' individual work:</b> learners to describe the standards that need to be met for a team activity, using their assignment workbook. Explain how the plan would meet the team activity.'</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> learners to hand in work for marking.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	17, 18 and 19

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to team activity.</li> <li>• To introduce learners to the purpose of observation records.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assignment workbook.</li> <li>• Observation records.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to recap on previous session.</li> </ul>
Main activities (70 minutes)	<ul style="list-style-type: none"> <li>• <b>Learners' individual work:</b> Teacher observation as learners demonstrate a hospitality team activity to required standards, using appropriate teamworking, and verbal and non-verbal communication skills.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher:</b> to ensure that learners and Teachers have completed the observation records.</li> <li>• <b>Plenary activity:</b> learners to hand in observation records.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 2: Teamwork in Hospitality
<b>Lesson number</b>	20

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to simple evaluation techniques.</li> <li>• To enable learners to describe their strengths and weaknesses when performing teamworking activities.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Assignment workbook.</li> <li>• Observation records.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to recap on previous sessions.</li> </ul>
Main activities (70 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual work:</b> learners to complete Task 3 in the assignment workbook. Learners to review their performance in the hospitality team activity against the required standards. Learners to evaluate their own performance, identifying strengths and areas for improvement.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> learners to hand in work for marking.</li> </ul>

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