



PROVINCE OF THE  
EASTERN CAPE  
EDUCATION

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DIRECTORATE:  
CURRICULUM FET PROGRAMMES  
HOSPITALITY STUDIES  
LESSON PLANS  
TERM 4  
GRADE 10

## FOREWORD

The following Grade 10, 11 and 12 Lesson Plans were developed by Subject Advisors during May 2009. Teachers are requested to look at them, modify them where necessary to suit their contexts and resources. It must be remembered that Lesson Plans are working documents, and any comments to improve the lesson plans in this document will be appreciated. Teachers are urged to use this document with the following departmental policy documents: Subject Statement; LPG 2008; SAG 2008; Examination Guidelines 2009 and Provincial CASS Policy / Guidelines.

Lesson planning is the duty of each and every individual teacher but it helps when teachers sometimes plan together as a group. This interaction not only helps teachers to understand how to apply the Learning Outcomes (LOs) and Assessment Standards (ASs) but also builds up the confidence of the teachers in handling the content using new teaching strategies.

It must please be noted that in order to help teachers who teach across grades and subjects, an attempt has been made to **standardise lesson plan templates** and thus the new template might not resemble the templates used in each subject during the NCS training. However, all the essential elements of a lesson plan have been retained. This change has been made to assist teachers and lighten their administrative load.

Please note that these lesson plans are to be used only as a guide to complete the requirements of the Curriculum Statements and the work schedules and teachers are encouraged to develop their own learner activities to supplement and /or substitute some of the activities given here (depending on the school environment, number and type of learners in your class, the resources available to your learners, etc).

Do not forget to build in the tasks for the Programme of Assessment into your Lesson Plans.

Strengthen your efforts by supporting each other in clusters and share ideas. Good Luck with your endeavours to improve Teaching, Learning and Assessment.

**SUBJECT: HOSPITALITY STUDIES    GRADE: 10    LESSON PLAN 1    TERM 4    TIME: 8 hours**

**CONTENT:**

Commercial kitchen: Layout and design

| <b>LEARNING OUTCOME 1: <u>Hospitality Concepts</u>: The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry, and related career opportunities.</b> |  | <b>LEARNING OUTCOME 2: <u>Health and Safety</u>: The Learner is able to operate in a hygienic, safe and secure food preparation and service environment in a responsible manner and in accordance with relevant legislation.</b> |  | <b>LEARNING OUTCOME 3: <u>Food Production</u>: The learner is able to understand and apply the principles of planning, organizing, problem solving and evaluation as related to self and to practices and systems of food production.</b> |   | <b>LEARNING OUTCOME 4: <u>Food and Beverage Service</u>: The learner is able to understand and apply the principles of planning, organizing, problem solving and evaluation as related to self and to practices and systems of food and beverage service and customer care.</b> |  |
|---|--|--|--|---|---|---|--|
| 1.1. Define hospitality industry concepts and growth trends, and describe the impact of the hospitality industry on the South African economy and the tourism sector.   |  | 2.1. Identify and apply specified hygiene and occupational safety practices as governed by relevant legislation in the preparation and service of food and beverages   |  | 3.1. Identify and use a variety of large – scale and small scale equipment.   |   | 4.1. Identify, handle, clean and store the correct equipment for serving food and beverages in a restaurant.  |  |
| 1.2. Differentiate and compare the sectors of the hospitality industry and the services that each provides.   |  | 2.2. Identify and apply correct food storage practices and procedures to meet specified hygiene principles.  |  | 3.2. Explain and illustrate the design and layout of commercial kitchen.  | X | 4.2. Apply the basic principles of customer relations with sensitivity for diversity (e.g. race, gender, age, disability and sexual orientation) while providing an excellent food and beverage service.  |  |

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|--|--|---|--|---|--|---|--|
| 1.3. Identify and compare career and employment opportunities in the hospitality industry. |  | 2.3. Demonstrate correct waste disposal practices and procedures to meet specified hygiene principle, recycling and environmentally friendly practices. |  | 3.3. Interpret and follow a recipe with a basic understanding of preparation, cooking methods, culinary terminology, metrication and measurement of ingredients..   |  | 4.3. Prepare and set up the venue and tables for a limited – menu buffet function (breakfast or light meal) taking into consideration the importance of aesthetic value.  |  |
|  |  |   |  | 3.4. Explain the principles of menu planning.   |  | 4.4. Describe and apply the concept of mise-en-place in food and beverage operations while following the correct service and clearing techniques of food and non-alcoholic beverages for buffet style breakfasts and light meals. |  |
|  |  |   |  | 3.5. Demonstrate a knowledge and understanding of the following food commodities – cereals, eggs, fruits, salads and salad dressings, scones and muffins, pasta, mince meat, sausages, dairy products, teas and coffee.   |  |   |  |
|  |  |   |  | 3.6. Apply the concept of mise-en-plcce when producing and presenting a range of breakfast items and light meals using the commodities studied, to meet the principles of nutrition, menu planning and creativity or flair, giving preference to local commodities. |  |   |  |

| TEACHER ACTIVITIES  | LEARNER ACTIVITIES   | RESOURCES                                      | ASSESSMENT  | DATE COMPLETED |
|---|--|--|---|----------------|
| Asks learners to mention and illustrate the arrangement of kitchen equipment they have at home  | Illustrate different kitchen arrangements they have at homes and giving reasons for equipment arrangement when asked |  |   |                |
| Explains with reasons the standard arrangement of kitchen equipment   | Listen and take notes  |  |   |                |
| <p>Identifies areas of a kitchen e.g. food storage, preparation, and working surfaces</p> <p>Explains and illustrates functions in commercial kitchen in terms of:</p> <ul style="list-style-type: none"> <li>○ Vegetable preparation</li> <li>○ Meat preparation</li> <li>○ Pastry</li> <li>○ Cold section</li> <li>○ Hot section</li> <li>○ Pass</li> </ul> | Listen, take notes and ask questions concerning the areas of a kitchen   | <p>Magazines</p> <p>Textbooks</p> <p>Chart</p> | <p>Ask learners to draw a classroom chart to illustrate large and small scale equipment used in a commercial kitchen</p> <p>Form: Assignment</p> <p>Tool: Checklist</p> <p>Method: Peers and teacher.</p> |                |

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| <ul style="list-style-type: none"> <li>○ Plating area</li> <li>○ Washing up (scullery )</li> <li>○ Receiving and storage areas</li> </ul>   |   |  |   |  |
| <p>Asks learners to plan a kitchen layout, considering functions and workflow.</p> <p>Choosing:</p> <ul style="list-style-type: none"> <li>○ Lighting</li> <li>○ Ventilation</li> <li>○ Materials (walls, floors, surfaces )</li> </ul> | <ul style="list-style-type: none"> <li>○ Learners listen, take notes and ask questions</li> <li>○ Plan a kitchen lay out.</li> </ul> <p>Learners work out on the practical work given</p> |  | <p>Form: Ask learners as a class to discuss the layout of their own kitchen and work out a practical strategy for improving the existing layout</p> <p>Tool: Rubric</p> <p>Method : Teacher</p> |  |
| <p>Homework: Teacher determines any type of activity that may be done by learners.</p>  |   |  |   |  |
| <p>Enrichment/Expanded Opportunities: Arrange a visit to a hospitality industry.</p>  |   |  |   |  |
| <p>Teacher Reflections:</p>   |   |  |   |  |

**SIGNATURES:**

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TEACHER

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DATE

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HOD / SMT

\_\_\_\_\_

DATE

**SUBJECT: HOSPITALITY STUDIES    GRADE: 10    LESSON PLAN 2    TERM 4    TIME: 8 hours**

**CONTENT:**

Commercial kitchen: Layout and design

| <b>LEARNING OUTCOME 1: <u>Hospitality Concepts</u>: The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to the South African economy, the sectors of the hospitality industry, and related career opportunities.</b> |  | <b>LEARNING OUTCOME 2: <u>Health and Safety</u>: The Learner is able to operate in a hygienic, safe and secure food preparation and service environment in a responsible manner and in accordance with relevant legislation.</b> |  | <b>LEARNING OUTCOME 3: <u>Food Production</u>: The learner is able to understand and apply the principles of planning, organizing, problem solving and evaluation as related to self and to practices and systems of food production.</b> |  | <b>LEARNING OUTCOME 4: <u>Food and Beverage Service</u>: The learner is able to understand and apply the principles of planning, organizing, problem solving and evaluation as related to self and to practices and systems of food and beverage service and customer care.</b> |  |
|---|--|--|--|---|--|---|--|
| 1.1. Define hospitality industry concepts and growth trends, and describe the impact of the hospitality industry on the South African economy and the tourism sector.   |  | 2.1. Identify and apply specified hygiene and occupational safety practices as governed by relevant legislation in the preparation and service of food and beverages   |  | 3.1. Identify and use a variety of large – scale and small scale equipment.   |  | 4.1. Identify, handle, clean and store the correct equipment for serving food and beverages in a restaurant.  |  |
| 1.2. Differentiate and compare the sectors of the hospitality industry and the services that each provides.   |  | 2.2. Identify and apply correct food storage practices and procedures to meet specified hygiene principles.  |  | 3.2. Explain and illustrate the design and layout of commercial kitchen.  |  | 4.2. Apply the basic principles of customer relations with sensitivity for diversity (e.g. race, gender, age, disability and sexual orientation) while providing an excellent food and beverage service.  |  |

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|  |   |   | 3.4. Explain the principles of menu planning.   | 4.4. Describe and apply the concept of mise-en-place in food and beverage operations while following the correct service and clearing techniques of food and non-alcoholic beverages for buffet style breakfasts and light meals. |  |
|  |   |   | 3.5. Demonstrate a knowledge and understanding of the following food commodities – cereals, eggs, fruits, salads and salad dressings, scones and muffins, pasta, mince meat, sausages, dairy products, teas and coffee.   |   |  |
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| TEACHER'S ACTIVITIES   | LEARNER'S ACTIVITIES  | RESOURCES  | ASSESSMENT  | DATE COMPLETED |
|--|---|--|---|----------------|
| <ul style="list-style-type: none"> <li>○ Defines the concept 'career, entrepreneurial, organogram'</li> <li>○ An organogram of careers in the hospitality industry. Compare different careers</li> <li>○ Entrepreneurial opportunities in the hospitality industry in the local community</li> <li>○ Other employment opportunity in the hospitality industry</li> </ul>   | <p>Illustrate different kitchen arrangements they have at homes and giving reasons for equipment arrangement when asked</p> | <p>Textbook<br/>Magazines<br/>Booklets from various industries</p> |   |                |
| <p>Explains , discusses and compares the following different careers:</p> <ul style="list-style-type: none"> <li>○ Accommodation services <ul style="list-style-type: none"> <li>Hotel manager</li> <li>Executive housekeeper</li> <li>Front office</li> <li>Rooms division manager</li> <li>Receptionist</li> <li>Food and beverage service</li> <li>Restaurateur</li> <li>Food and beverage manager</li> </ul> </li> <li>○ Food service manager <ul style="list-style-type: none"> <li>Service staff</li> <li>Food preparation</li> <li>Executive Chef</li> <li>Chefs</li> </ul> </li> </ul> | <p>Listen and take notes</p>  | <p>Textbook<br/>Magazines<br/>Booklets from various industries</p> | <p>Ask learners to draw an organogram that displays the complete organizational structure of a hotel. Make sure all four of the functional areas in a hotel are included in the diagrams</p> <p>Tool: Checklist</p> |                |

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| <p>Kitchen staff</p> <ul style="list-style-type: none"> <li>• Define concept “Entrepreneur”</li> <li>• Explain entrepreneurial opportunities in the hospitality industry in the local community</li> </ul> |  | <p>Textbooks</p> <p>Pictures of various of entrepreneurs</p> |  |  |
| <p>Homework: Teacher determines any type of activity that may be done by learners.</p>   |  |  |  |  |
| <p>Enrichment/Expanded Opportunities: Arrange a visit to a hospitality industry.</p>   |  |  |  |  |
| <p>Teacher Reflections:</p>  |  |  |  |  |

**SIGNATURES:**

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TEACHER

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DATE