



PROVINCE OF THE  
EASTERN CAPE  
EDUCATION

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DIRECTORATE:  
CURRICULUM FET PROGRAMMES  
LESSON PLANS - TERM 4  
HOSPITALITY STUDIES – GRADE 11

## 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.

**CONTENT:**

- **Job descriptions** of possible careers and **policies governing working conditions** and **learning pathways**.
- Job descriptions of possible careers in the different sectors:

**Accommodation services** - Hotel manager, Executive housekeeper

**Front Office** - Rooms division manager, Front office manager, Receptionist.

**Food and Beverage Services** - Restaurant manager, Maitre d’hotel / Head waiter, Station head waiter, Food service staff, Beverage service.

**Food Preparation** - Chef de cuisine, Sous chef, Chef de partie, Commis chef, Storeman and kitchen assistant.

**LEARNING OUTCOME 1:**

**Hospitality Concepts**

The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to South African economy, the sectors of the hospitality industry, and related career opportunities.

**LEARNING OUTCOME 2:**

**Health and Safety**

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

**LEARNING OUTCOME 3:**

**Food production**

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.

**LEARNING OUTCOME 4:**

**Food and Beverage Service**

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.

11.1.1 Demonstrate knowledge and understanding of cultural uniqueness as applied to food preparation and service		11.2.1 Describe the implications of failing to comply with the relevant legislation and principles of hygiene, safety, security and environmental issues.	11.3.1 Explain the kitchen brigade structure as it relates to kitchen operations and team work	11.4.1 Demonstrate a knowledge and understanding of the restaurant brigade and the necessity of contributing to effective working relationships and teamwork.
11.1.2 Define and differentiate between the four functional areas in the hospitality industry and illustrate the services that each provides.		1.2.2 State the types, effects and growth conditions of main food poisoning and spoilage organisms.	11.3.2 Use the correct procedures for receiving, storing and issuing stock, and respond to quality and quantity problems	11.4.2 Demonstrate an appropriate response to guest complaints about problems with kitchen production and service procedures
11.1.3 Illustrate the job descriptions of possible careers, and policies governing working conditions and learning pathways (NQF/THETA) in food preparation service	X	11.2.3 Describe and apply security practices and procedures as required in the hospitality industry, and suggest responses to range of emergency situations.	11.3.3 Cost a recipe	11.4.3 Prepare and set up the venue and tables for arrange of teas and two-course or three course meals using the commodities studied, working effectively with other members of the kitchen and restaurant brigades, giving preference to local commodities.
			11.3.4 Plan menus for teas and light two course or three course meals in keeping with the principles of nutrition and menu planning	11.4.4 Perform the correct service techniques and sequence of food and beverage services for table d' hote menus.
			11.3.5 Demonstrate a knowledge and understanding of the following food commodities- poultry, fish, rice, soups, sauces, stocks, vegetables, yeast products, cakes and biscuits.	
			11.3.6 Produce and present a range of teas and two or three course meals using commodities studied, working effectively with other members of the kitchen and restaurant brigade, giving preference to local commodities	

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>- Baseline: Asks learners to</p> <ul style="list-style-type: none"> <li>• define concept “career”</li> <li>• draw an organogram of careers in the hospitality industry and thereafter ask learners what career they would be most interested pursuing.</li> <li>• Say where would they look for job advertisement –expected answers may be newspapers, hospitality establishments, career booklets etc.</li> </ul> <p>Teacher instructs learners to illustrate job descriptions of possible careers in different Hospitality sectors using current news papers.</p> <p>- Makes sure that learners read job</p>	<p>Define “career”</p> <p>Draw an organogram of careers and list careers they intend pursuing.</p> <p>Answer questions</p> <p>Learners illustrate job descriptions from the following Hospitality sectors:</p> <p>Accommodation services</p> <p>Front Office</p> <p>Food preparation</p> <p>Food and beverage service</p>	<p>Textbooks</p> <p>Career booklets</p> <p>Advertisements in newspapers</p>	<p>Baseline</p> <p>Homework –</p> <p>Class work</p>	

<p>advertisements and descriptions for each sector thoroughly, and allow them to ask any questions for clarity or to explain new words or concepts</p>	<p>Read collected news papers and share their findings. Read job advertisements and descriptions and ask questions for clarity.</p>			
<p>Homework: Learners should cut Job Advertisements from the news papers and indicate requirements that are stipulated in the advertisement.</p>				
<p>Enrichment/Expanded Opportunities- Organize field trip/ excursion in a Hospitality industry and find out about other careers in the Hospitality industry.</p>				
<p>Teacher Reflections</p>				

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**CONTENT:**

Policies governing working conditions and pathways in food preparation and services

Basic information (what they are and who they apply to) on **Acts, Higher Education** e.g Universities of education, learning programmes through the Tourism and Hospitality SETA (THETA).

<b>LEARNING OUTCOME 1:</b>		<b>LEARNING OUTCOME 2:</b>		<b>LEARNING OUTCOME 3:</b>		<b>LEARNING OUTCOME 4:</b>	
<b>Hospitality Concepts</b>		<b>Health and Safety</b>		<b>Food production</b>		<b>Food and Beverage Service</b>	
The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to South African economy, the sectors of the hospitality industry, and related career opportunities		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		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		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	
11.1.1 Demonstrate knowledge and understanding of cultural uniqueness as applied to food preparation and service		11.2.1 Describe the implications of failing to comply with the relevant legislation and principles of hygiene, safety, security and environmental issues.		11.3.1 Explain the kitchen brigade structure as it relates to kitchen operations and team work		11.4.1 Demonstrate a knowledge and understanding of the restaurant brigade and the necessity of contributing to effective working relationships and teamwork.	
11.4.1 Demonstrate a knowledge and understanding of the restaurant brigade and the necessity of contributing to effective working relationships and teamwork.		11.2.2 State the types, effects and growth conditions of main food poisoning and spoilage organisms		11.3.2 Use the correct procedures for receiving, storing and issuing stock, and respond to quality and quantity problems		11.4.2 Demonstrate an appropriate response to guest complaints about problems with kitchen production and service procedures	

11.1.3 Illustrate the job descriptions of possible careers, and policies governing working conditions and learning pathways (NQF/THETA) in food preparation service	X	11.2.3 Describe and apply security practices and procedures as required in the hospitality industry, and suggest responses to range of emergency situations.		11.3.3 Cost a recipe		11.4.3 Prepare and set up the venue and tables for arrange of teas and two- course or three course meals using the commodities studied, working effectively with other members of the kitchen and restaurant brigades, giving preference to local commodities	
				11.3.4 Plan menus for teas and light two course or three course meals in keeping with the principles of nutrition and menu planning		11.4.4 Perform the correct service techniques and sequence of food and beverage services for table d' hote menu	
				11.3.5 Demonstrate a knowledge and understanding of the following food commodities- poultry, fish, rice, soups, sauces, stocks, vegetables, yeast products, cakes and biscuits.			
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TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>- Baseline :- Asks learners to brainstorm about the term“legislation, areas in life where legislation helps people live orderly ,where human rights or environmental rights are respected as a result of specific legislation.</p> <p>- Brings the above information into the work context and ask learners to think about how certain laws may be important for people in the work place.</p>	<p>Expected to brainstorm about legislation, laws in the local communities etc.</p> <p>Expected to think about things such as safety, unemployment benefits, working time and maternity leave.</p>	<p>Textbooks</p> <p>Dictionaries</p> <p>Booklet for the Constitution of SA.</p>	<p>Form -Baseline</p> <p>Class work</p> <p>Class test</p> <p>Interviews</p> <p>Tool – Memorandum</p> <p>Questionnaire</p> <p>Method- Peer</p> <p>Teacher</p>	
<p>- Asks learners to define the terms policy, working conditions and to think about the <b>need to have policies and procedures in the work place .</b></p>	<p>Define the terms policy, working conditions.</p> <p>Expected answers are to</p> <ul style="list-style-type: none"> <li>• ensure a safe, organized , non-discriminatory and empowering workplace.</li> <li>• Eliminate favouritism and unfair treatment</li> </ul>			



Ensures that learners understand the following : <ul style="list-style-type: none"> <li>• South African Qualifications Authority (SAQA)</li> <li>• National Qualifications Framework(NQF)</li> </ul>				
Homework: Teacher determines type of activities to be given to learners.				
Enrichment/Expanded Opportunities: Learners may visit the local Dept of Health/Labour and conduct interviews on Acts, SAQA,NQF,SETA,THETA etc.				
Teacher Reflections				

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**CONTENT:**

**Four functional areas** in the hospitality industry and the **services each provide**

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The learner is able to demonstrate knowledge and understanding of the hospitality industry, its contribution to South African economy, the sectors of the hospitality industry, and related career opportunities		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		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.		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	
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11.1.2 Define and differentiate between the four functional areas in the hospitality industry and illustrate the services that each provides.	<b>X</b>	11.2.2 State the types, effects and growth conditions of main food poisoning and spoilage organisms		11.3.2 Use the correct procedures for receiving, storing and issuing stock, and respond to quality and quantity problems		11.4.2 Demonstrate an appropriate response to guest complaints about problems with kitchen production and service procedures	
11.1.3 Illustrate the job descriptions of possible careers, and policies governing		11.2.3 Describe and apply security practices and procedures as required		11.3.3 Cost a recipe		11.4.3 Prepare and set up the venue and tables for arrange of teas and	

working conditions and learning pathways (NQF/THETA) in food preparation service		in the hospitality industry, and suggest responses to range of emergency situations.			two- course or three course meals using the commodities studied, working effectively with other members of the kitchen and restaurant brigades, giving preference to local commodities.	
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TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<b>Baseline:</b> asks learners to name sectors of the hospitality industry	Name sectors of the hospitality industry.	Textbooks	Form –Baseline  oral	

<p>Groups learners and organizes a visit to a local hospitality establishment for learners to identify the following four functional areas and the services they could provide and ensure that learners visit each functional unit:</p> <ul style="list-style-type: none"> <li>• Food preparation</li> <li>• Food and beverage service</li> <li>• Accommodation</li> <li>• Front office</li> </ul>	<p>Visit the hospitality establishment,</p>	<p>Textbooks  Local hospitality establishment</p>	<p>Class work  Class test  Tool – Memorandum  Questionnaire</p>	
<p>Informs learners to discuss the roles and responsibilities of each area</p>	<p>Discuss the roles and responsibilities of each area.</p>			
<p>Gives learners a simple scenario of a hotel/guest situation that is about to go wrong and ask them to sketch a mind- map illustrating the inter-relationship between the four areas. Encourage learners to use arrows and other graphics to make their mind-map informative and interesting. (the scenario will assist learners work out the importance of each functional unit and communication between each unit)</p>	<p>Draw a mind-map illustrating how these areas are inter-related.</p>			
<p>Homework: Teacher determines type of activities to be given to learners</p>				
<p>Enrichment/Expanded Opportunities: Learners visit hotel or B&amp;B</p>				
<p>Teacher Reflections:</p>				

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