



PASSPORT TO HOSPITALITY

UNIT 2: FRONT OF HOUSE

ELEMENT 1:

FRONT OF HOUSE



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DURATION: 5+ WEEKS

YEAR GROUP: KS5 (YEAR 12/13)

STUDENTS WILL:

- > Understand the workings of the Hospitality industry
- > Be able to identify the different roles within the industry
- > Practice and develop skills directly related to Front of House
- > Life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need
- > Task variations throughout

SKILLS USED FROM SKILLS BUILDER:

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

KEY WORDS:

- > Career/job
- > Employment
- > Front of House
- > Customer/guest
- > Greeting
- > Customer service

RESOURCES FOR ALL LESSONS:

- > Computer - Internet access
- > Paper and pens
- > **UN2E102**
- Front v Back of House job roles
- > **UN2E103**
- Front v Back of House uniforms
- > **UN2E104**
- Comment card activity
- > **UN2E105**
- 3 variations of setting a table
- > **UN2E106**
- 11 steps guide to services
- > **UN2E107**
- 5 steps to dealing with a complaint
- > **UN2E108**
- Waiter job description
- > **UN2E109** The Fish hotel Steps of service



SESSION 1: INTRODUCTION TO FRONT OF HOUSE



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Introduction to Front of House</p> <ol style="list-style-type: none"> 1. See if the students know what the wording Front of House means in the hospitality sector? 2. Find out what roles the student believe would be involved in being part of the Front of House team? 3. Watch the video to an introduction to Front of House, explaining what is involved within some of the roles. 4. Use the activity card, split the list of jobs within hospitality between Front and Back of House <p>This website may also help outline further career questions.</p> <p>TASK VARIATION: Using the picture card split the uniforms of the roles into Front of House and Back of House.</p> <p>PMLD TASK VARIATION: Touch and feel different textures of clothing: apron, suit jacket, chef's hat, whilst being shown pictures of a barista, receptionist and chef. Teacher to explain different roles and who wears what.</p>	<ul style="list-style-type: none"> > Understand the meaning of the phrase Front of House and what the job role involves. > Defining where job roles sit within front and Back of House. 	<ul style="list-style-type: none"> > Internet access > Pen and paper > Activity: UN2E102 - Front v Back of House job roles > Flashcard: UN2E103- Front v Back of House uniforms



SESSION 2: WHAT DOES GOOD CUSTOMER SERVICES LOOK LIKE



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<ol style="list-style-type: none"> 1. Ask the group from working at the school café or being at a restaurant what does good service look like and what does bad service looks like? 2. Watch the following video and list 5 things that were wrong with the service. This can be done as a class, in pairs or individually. 3. Watch the good service video list 5 things that were good with the service. This can be done as a class, in pairs or individually. Note: Video is very American. 4. Talk through with the group what the benefits of good customer service are. Tips, returning loyal customers, free word of mouth marketing, positive feedback, raise staff morale, pleasant working environment, increased sales. If the students struggle suggesting options, work in reverse. Name some of the above options and let the students work out/research what the benefit means. <p>TASK VARIATION: Use the comment card to circle good customer service and underline bad customer service.</p> <p>PMLD TASK VARIATION: Watch/listen to the video clips of a busy cafe, hotel reception, a busy hotel kitchen, and a bar. You could also use ground coffee as a sensory smell for the bar/cafe. Take pupils to see the photocopier and try copying something (with support)- could be a photo of themselves to show what the copier does.</p>	<ul style="list-style-type: none"> ➤ Identifying what good and bad customer service look like. ➤ Researching the impact of why good customer service is important. ➤ To understand the benefits of good customer service. 	<ul style="list-style-type: none"> ➤ Internet access ➤ Pen and paper ➤ UN2E104 - Comment card activity



SESSION 3: WAITING TABLES



ACTIVITIES TO SUPPORT LEARNING

- The following can take place over several lessons.
In teams set up the tables in the classroom to look like a restaurant, allow the students to practice the following:
Follow the [Link](#) for a short video on your first day on the job as a waitress/waiter.
Follow the [Link](#) to Steps to services.
 - [Laying/setting a table for guests](#)
 - [Greeting and seating customers at a table](#)
 - [Taking orders from a table](#)
 - [Delivering food to a table](#) - 10 mins in
 - [Checking if the food is okay](#) - 11 mins in
 - [Removing/cleaning up the table after](#)
 Follow the 11-step guide to service, you could focus on one thing each lesson.
If the students wish they could name their restaurant, wear uniform, name tags, assign roles: manager, waiter, etc.

TASK VARIATION:

Adapt the activities to the needs of the students, see if they can still fill some of the activities or talk staff or other students through what to do.

PMLD TASK VARIATION:

Allow the students to feel the textures and weight of the objects that are normally laid at a restaurant table, cutlery, plates, glasses, napkins, salt and pepper etc.

LEARNING OUTCOMES

- To understand, learn and practice the different elements involved in the role of a waiter/waitress.
- To use imagination and dextrous skills to lay tables and set the scene of a restaurant.
- To use communication skills in a formal role.
- Learn systems
- Put into practice customer service skills
- Build on customer service skills
- Have an insight into the life of a waiter/waitress.
- Working with others
- Following instructions

DIFFERENTIATION & RESOURCES

- Internet
- Tables
- Table clothes
- Plates
- Cutlery
- Glasses
- Napkins
- Menus
- Salt and pepper
- Table decoration eg. flowers
- **UN2E105**- 3 variations of setting a table
- **UN2E106**- 11 steps guide to services



SESSION 4: CUSTOMER SERVICE CONTINUED



ACTIVITIES TO SUPPORT LEARNING

1. Ask the students to write/ draw their own step by step guide to waiting a table. See if they can remember the 6 things they covered in the previous lesson.

2. Dealing with a complaint.

Watch the [video](#).

Set some scenarios for the students to practice on each other.

Focus on [body language and tone of voice](#).

- Food was late
- Food not warm
- Wrong drinks
- Rude customer

Use the 5 steps to dealing with a complaint flash card to support the lesson. You may wish to talk through the 5 points to give more of an explanation on what it means and how to achieve it.

TASK VARIATION:

Adapt the activities to the needs of the students, see if they can still complete some of the activities or talk staff or other students through what to do.

PMLD TASK VARIATION:

Read out the comment card activity (from the second session), one comment at a time. See if the students can understand if you are happy/sad/rude/angry from the comment.

LEARNING OUTCOMES

- Reflecting on their previous learning and record their findings.
- Speaking and listening
- Problem solving
- Working in an uncomfortable environment
- Working with others
- Following instructions
- The use of empathy
- Understanding the use of your voice and how tone is important

DIFFERENTIATION & RESOURCES

- Internet access
- Paper and pens
- **UN2E107**- 5 steps to dealing with a complaint



SESSION 5: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Allow the students to look over the job description, See if they have met any of the skills through the sessions Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job For those that wish to, you could hold a mock interview asking questions around the skills they have learnt related to Front of House.</p>	<ul style="list-style-type: none"> > Skill identification > Linking activity to careers and subject learning > Speaking > Listening > Reading 	<ul style="list-style-type: none"> > Internet access > Paper and pens > UN2E108 - Waiter Job description

ADDITIONAL RESOURCE

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>The Fish Hotels Steps of Service Standing Operating procedure</p>		<ul style="list-style-type: none"> > UN2E109- The Fish Hotel Steps to service