



## PROJECT-BASED APPROACH

# Sample lesson plan for hospitality and tourism students at vocational schools

## Project Title

Designing a Menu for an Imaginary Restaurant: A Vocabulary-Focused Project in Hospitality and Tourism.

## Target group

This project is aimed at vocational school students who are learning English/Lithuanian/Polish in the context of hospitality and tourism.

## Objectives

1. To learn and apply vocabulary related to food and drinks, menu items, and menu creation.
2. To use critical thinking and creative skills to design and create a menu for an imaginary restaurant.
3. To improve collaboration and communication skills
4. To develop reading and writing skills through menu creation and description.

## Goals

The goal of this lesson is to provide vocational school students with a hands-on project-based approach to learning essential vocabulary, critical thinking, and creative skills relevant to the hospitality and tourism industry. Through the process of designing a menu for an imaginary restaurant, students will:

1. Learn and apply vocabulary related to food and drinks, menu items, and menu creation.
2. Develop critical thinking skills by considering menu design and pricing strategies.
3. Exercise their creativity by creating an original menu.

4. Practise speaking and writing in a context that stimulates real-life scenarios in the restaurant industry.

By the end of the project, students will have gained valuable knowledge, skills, and confidence that will help them succeed in the hospitality and tourism industry, and will have a memorable, enjoyable learning experience.

## Preparation

1. Teams of 4-5 students
2. Whiteboard or poster paper
3. Markers or coloured pencils
4. Sample menus in English, Lithuanian, and/or Polish

## Introduction

Introduce the project by explaining its objectives and the real-life scenario it represents. Explain that the students will be working in teams to design a menu for an imaginary restaurant. Emphasize the importance of clear communication and attention to detail in the restaurant industry.

## Tasks

1. Students research and study different types of menus and menu items, such as appetizers, entrees, sides, and drinks.
2. Students brainstorm and create a list of menu items for their imaginary restaurant, considering factors such as cuisine, customer preferences, and market trends.
3. Students use paper, pencils or computer software to design a menu for their imaginary restaurant (they should also include images, descriptions and prices).
4. Students practise ordering and serving food from their menus, role-playing as waiters and customers.
5. Students present their menus to the class and share their ordering and serving experiences.

## Teacher's comment

There are several advantages to incorporating this type of project-based lesson into the curriculum, including:

1. Relevance to vocational education: The project provides students with practical, hand-on learning that aligns with the goals of preparing them for a career in the hospitality and tourism industry.
2. Development of critical thinking skills: Through the process of designing a menu for an imaginary restaurant, students develop critical thinking skills, including menu design and pricing strategies.

3. Vocabulary acquisition: the project provides students with an engaging and memorable way to learn essential vocabulary related to food and drinks, menu items, and menu creation.
4. Speaking and writing practice: The project gives students opportunities to practise speaking and writing in a context that stimulates real-life scenarios in the restaurant industry.
5. Creativity and teamwork: The project encourages students to exercise their creativity and work together, fostering important skills that will serve them well in their future careers.
6. Fun and enjoyable learning experience: the project provides students with a fun and enjoyable learning experience, which can help increase motivation and engagement in learning.

While such project can be a highly effective teaching method, there are some potential disadvantages that a teacher should be aware of:

1. Time-consuming preparation: preparing a project-based lesson like this can be time-consuming, requiring the teacher to create and organise resources, materials, and activities.
2. Management challenges: Project-based learning can be challenging to manage, particularly in a large class with students working on different tasks at different speeds.
3. Student engagement: Not all students may be equally engaged in the project, and some may need additional support or motivation to participate fully.
4. Different skill levels: With a project-based approach, some students may struggle to complete the tasks, while others may find the tasks too easy.
5. Limited learning outcomes: A project-based lesson like this may not provide opportunities for all students to practise the full range of language skills, such as listening, reading, and grammar.

It is important for the teacher to carefully consider these potential disadvantages and make any necessary adjustments to the lesson plan to ensure the project is effective and engaging for all students.

In conclusion, a project-based lesson 'Designing a Menu for an Imaginary Restaurant' provides a practical and relevant approach to vocabulary and language development for vocational school students. The hands-on, real-world scenario of creating a menu for an imaginary restaurant encourages students to apply their critical thinking, creative, and language skills in a meaningful context. While it does have some limitations, the benefits outweigh the drawbacks and make it a valuable addition to the curriculum. Teachers who are interested in using this approach in vocational education should ensure that they have the necessary resources and support in place to ensure a successful and meaningful learning experience for their students.

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## **METODA OPARTA NA PROJEKCIE**