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Lesson Exemplar for TLE

Quarter 3
Lesson

1

Lesson Exemplar for TLE 7
Quarter 3: Lesson 1 (Week 1)
SY 2024-2025

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TLE/QUARTER 3/ GRADE 7

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

A. Content Standards	The learners demonstrate an understanding of the fundamentals of the hospitality and tourism industry.
B. Performance Standards	The learners apply skills in food preparation and services following safety precautions.
C. Learning Competencies and Objectives	Learning Competency <ol style="list-style-type: none">1. Differentiate hospitality and tourism.2. Distinguish the types and forms of tourism and the kinds of tourists.3. Explain the scope of the hospitality industry.
D. Content	<ul style="list-style-type: none">• Fundamentals of Hospitality and Tourism Industry• Tourism – Kinds and Types• Hospitality – Scope, Types of Accommodation, Hotel Types and Classification
E. Integration	We live in a wonderful place called earth and guided by Sustainable Development Goal 11 (SDG 11), countries have pledged to “make cities and human settlements inclusive, safe, resilient and sustainable”. Within this goal, Target 11.4 that aims to “strengthen efforts to protect and safeguard the world's cultural and natural heritage”, Grade 7 learners will learn the basic concepts of hospitality and tourism. Have a safe trip as you venture in the following lessons and activities.

II. LEARNING RESOURCES

Augustine (n.d.). Types of hotels/Classification of hotels by type. Setupmyhotel. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/76-classification-of-hotels.html>

Kurtz, J. (n.d.) What is the hospitality industry? WebstaurantStore. <https://www.webstaurantstore.com/blog/3726/what-is-the-hospitality-industry.html>

Merriam-Webster. (2023, December 9) Definition of hospitality. <https://www.merriam-webster.com/dictionary/hospitality>

Stainton, H. (2023). The 16 major types of accommodation. Tourism Teacher. <https://tourismteacher.com/types-of-accommodation/>

United Nations Department of Economic and Social Affairs. (2016). Goal 11 | Make cities and human settlements inclusive, safe, resilient, and sustainable. <https://sdgs.un.org/goals/goal11>

<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose The teacher will introduce to the class a quote: “The most beautiful in this world is, of course, the world itself.” – Wallace Stevens</p> <p>2. Unlocking Content Area Vocabulary</p> <ul style="list-style-type: none"> • The hospitality and tourism industry is a vast sector that includes all the economic activities that directly or indirectly contribute to or depend upon travel and tourism. This industry sector includes Hotels and Resorts, Restaurants and Catering, and Clubs and Bars. • Tourism is the act and process of spending time away from home for recreation, relaxation, and pleasure while using the commercial provision of services. • Hospitality is the activity or business of providing services to guests in hotels, restaurants, bars, and other areas where people go to eat or relax. • Accommodation is the act of providing what is needed or desired for convenience to guests. • Travel is to move or transfer from one place to another for an important purpose. 	<p>The quotation given by Wallace Stevens will be written on the board, and students will be asked to state how they understood it. Further explanation will then be given by the teacher, especially on the importance of traveling.</p> <p>The teacher may ask the learners about the current tourism campaign slogan of the Philippines: LOVE THE PHILIPPINES)</p>
<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: Tourism</p> <p>1. Explicitation Fundamentals of the Tourism Industry Why do people travel? Many would answer for business, some for leisure, and others would say for education. How about you? As you review this learning material, reflect on the importance of traveling.</p> <p>Types and Forms of Tourism</p> <p>A. Based on the point of origin</p> <ol style="list-style-type: none"> 1. Domestic tourism happens when residents travel within their country of residence. This is more difficult to measure than the other kind because there are rarely currency, language, or visa implications. 2. International tourism involves travel outside the country of residence where currency, language, and visa are to be considered. 	<p>The current tourism campaign slogan may be included in the discussion for teachers. This site may be utilized: https://www.philstar.com/headlines/2023/07/09/2279753/dot-still-using-love-philippines-campaign.</p> <p>This is not included in the discussion since changes may be made to adapt to current trends.</p>

	<p>B. Based on travel arrangements</p> <ol style="list-style-type: none"> 1. An Inclusive Tour is a travel where several components like accommodation, fare, food, and amenities are purchased together, and one price is paid. 2. Independent Travel is when needed components like accommodation, fare, food, and amenities are purchased separately. 3. Tailor-made Travel is a combination of inclusive and independent travel, and the Internet may be used for bookings and payments. <p>C. Based on the purpose of travel</p> <ol style="list-style-type: none"> 1. Leisure and recreation include visiting other places during weekends, holidays, or free time to visit friends and relatives, exploring other places for cultural tourism, and leisure and sports activities like swimming, hiking, and biking to de-stress and rejuvenate. 2. Study travel includes visiting another place or country to learn or apply skills learned inside the classroom in a different environment, such as in the Practicum Training Program. 3. Health tourism is a wider term for travel that focuses on medical treatments and the use of healthcare services. It covers a wide field of health-oriented tourism, ranging from preventive and health-conductive treatment to rehabilitation and curative forms of travel. Wellness tourism is a related field. 4. Business and professional tourism involves traveling to a destination away from home or a normal workplace. Some types of business tourism are incentive travel, exhibitions, trade fairs, conferences and meetings, and corporate events. <p>2. Worked Example</p> <p>Class sharing on these questions:</p> <ol style="list-style-type: none"> a. Why do people travel? b. What are the positive and negative impacts of the pandemic on the tourism industry? c. How can you help in the promotion of domestic tourism? 	
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3. Lesson Activity

Teacher can share pictures or videos of his or her personal travels to inspire his/her students to think of their dream destinations.

Let the learners list their **My Top 10 Destinations** in their notebooks. The place must be specific. Besides the destination, specify your reason/s for choosing that place.

DAY 2

SUB-TOPIC 2: Hospitality

1. Explicitation

Let us examine this picture:

What can you say about the room?

Do you like to stay in a place like this?



<https://www.acaciahotelsmanila.com/rooms/>

Scope of Hospitality Industry

- a. **Accommodation and Lodging** refers to a place where one stays but not his or her home. Accommodation is to stay for a long period of time, while lodging is to stay for a short period of time.
- b. **Travel services** include transportation by air, land, or water. Travel and ticket bookings are also a part of this service.
- c. **Food and Beverage Services** caters to anything that involves meals to be eaten by guests as well as the services done for this purpose, like table setting and food catering.
- d. **Recreation and Entertainment** are the activities that provide fun amusement to guests. It can be in the form of sports and arts, whether visual or performance.
- e. **Conventions and Events Management** include organizing activities for large meetings of an organization or group.
- f. **Cruises** are large passenger ships used mainly for vacation.

Types of Accommodations and Their Characteristics

- a. **Catered Accommodation** is an accommodation that provides guests with food.
- b. **Non-catered accommodation** is an accommodation where food is not included in the package. The guest either dines out, brings his / her own food, or relies on food delivery services.

2. Worked Example: Formative Assessment

My Dream Business

Let us dream big. Imagine yourself 15 years from now, and you will have enough savings to start your own business. You opted to build your own business that is related to the hospitality industry. What would it be? Describe your planned business and be ready to share it with the class after 5 minutes. At least ten volunteers will be asked to share.

3. Lesson Activity

Come and Visit Our Place

Complete the table by giving an example; it could be an establishment or organization for each scope of the hospitality industry that is found in your place:

SCOPE	EXAMPLE
Accommodation and lodging	
Travel services	
Food and beverage services	
Recreation and entertainment	
Conventions and events management	

D. Making Generalizations	<p>1. Learners' Takeaways: Triad Activity Let Me Tell You Where I Like To Go</p> <ol style="list-style-type: none"> Learners will be grouped by threes. Each student will share his/her travel goal (done under A.2 Feedback in this exemplar) The teacher facilitates the activity. <p>2. Reflection on Learning</p> <p>After the triad, share how each group will share the planned travels with the class. The teacher encourages these travel dreams to be achieved.</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment Campaign Logo</p> <ol style="list-style-type: none"> Teacher will allow the students to select a pair. Each pair will create a logo inviting tourists to visit their barangay. The logo will be drawn on a short bond paper. <p>2. Homework</p> <p>Finalize your campaign logo to invite tourists to visit your barangay.</p> <p>DAY 3-4</p> <p>Project making on scrapbook making. Please refer to Learning Activity Sheet #1 for TLE 7 Quarter 3.</p>			<p>Teachers may use the logo of their municipality as a sample.</p> <p>The teacher will make a rubric based on the context of the place.</p> <p>V. Synthesis/Extended Practice/Differentiation:</p> <p>In areas where printers are not available, learners could use cutouts of dream places; if no cutouts are available, learners may draw their dream destinations.</p>
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies,</p>
	strategies explored			

	materials used			<p>materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar</p>
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>