



 DAILY LESSON PLAN	School:	Milaor National High School	Year & Section:	TVL – HE FOOD & BEVERAGE SERVICES
	Teacher:	AILEN C. VALENZUELA	Subject:	FOOD AND BEVERAGE SERVICES
	Date/Time:	Feb 27, 2025 7:30- 9:30	Grading Period	4 th Quarter

I. OBJECTIVES`		
A. Content Standards	The learner demonstrates understanding of concepts, and principles in preparing the dining room/ restaurant area for service.	
B. Performance Standard	The learner: 1. Demonstrates knowledge and skills in food and beverage service related to setting the mood/ ambiance of the dining area. 2. Demonstrates skills in the selection of appropriate types or style of table setting with character, and right color combinations for aesthetic considerations.	
C. Learning Competencies (KSA)	LO4. Set the mood/ ambiance of the dining area TVL_HEFBS9-12AS-Ig-h-4 At the end of the lesson, students are expected to: a. Identify key elements that contribute to the mood of a dining space. b. Appreciate the importance of ambiance in a dining area. c. Create a floor plan that reflects a specific dining ambiance.	
II. CONTENT		
A. Subject Matter	Making Mango Marmalade	
	Time Frame:	120 hours
	Teaching Strategy/ Methodology:	Learner centered and interactive direct teaching
	Content Knowledge Within and Across Curriculum:	Participation, Activities, and Visual communication, Presentation and demonstration.
	Teaching Materials:	Laptop, Projector, Printed Materials, Marker, Chart
	Delivery Setting:	Face to face
	Values Integration:	Attentiveness, Participation, Discipline, Appreciation, and Cooperation
	Subject Integration:	Health, Entrepreneurship, Math, ICT
III. LEARNING RESOURCES		
A. References (DepED)	MELC Food and Beverage Services Book	
Other References		
IV. PROCEDURES	Teacher’s Activity	Student’s Activity
Conduct preliminary activities	<p>❖ Prayer</p> <p>Father in Heaven, Thanks thee for this day that you’ve given us. Thanks, thee for all the resources that we have to make this discussion more efficient. We ask thee for wisdom and guidance as we go through this morning. We may have an interactive and</p>	<p><i>Amen.</i></p>

	<p>productive discussion this morning. We love you. In Jesus name, Amen.</p> <p>❖ Greeting</p> <p>Good morning, Class! How are you, Class? That's great!</p> <p>❖ Classroom management</p> <p>Kindly arrange your chairs properly and pick up any pieces of dirt and go back to your proper seat.</p> <p>Allow me to provide some reminders or classroom rules during our discussion:</p> <ul style="list-style-type: none"> • Keep your things and cellphone • Kindly raise your hand to speak. • Be active and participative • Respect and listen to someone who is talking. <p>❖ Checking of attendance</p> <p>Before anything else, let me check your attendance. Say present if your name is called Alba, Matthew...</p>	<p><i>Good morning, Ma'am Ailen Were good, ma'am</i></p> <p>(Students arranged the chairs and will pick the pieces of dirt.)</p> <p><i>Present, Ma'am!</i></p>
A. Reviewing the previous lesson or presenting the new lesson (2 minutes)	<p>REVIEW:</p> <ul style="list-style-type: none"> • What did we discuss last meeting? • Alright! And what are the things that we need to remember • Impressive class! I see that you learn a lot last meeting. 	<p><i>We discuss about setting up the table in the dining area</i></p> <p><i>We have key points to remember in setting the table in the dining area make sure all needed equipment is already sanitized and clean and etc.</i></p>
B. Establishing a purpose of the lesson	<p>PRESENTATION OF THE LESSON OBJECTIVES:</p> <p>At the end of the lesson, the students should be able to:</p> <ul style="list-style-type: none">  a. Discuss table setting, napkin folding and table skirting  b. Value the importance of table set – up in the dining area  c. Demonstrate table set – up including the napkin folding and table skirting. <p>PICTURE ANALYSIS</p>	

	 <p>GQ: Which one looks the most inviting?</p> <p>How do you feel when you see these dining areas?</p>	<p><i>Some may mention lighting, music, table settings, or decorations.</i></p> <p><i>Students share their experiences and opinions on what makes a dining area appealing.</i></p>
<p>C. Presenting examples/ instances of the new lesson</p>	<p>Let me show you an example of a formal dining setup with proper lighting, table settings, and music. (Teacher demonstrates with a presentation of images or a video) (Plays video clip)</p> <p>What did you observe from that video?</p> <p>Great observations! Today, we will learn how to set up the mood and ambiance of the dining area</p>	<p><i>(Students will answer based on their insights)</i></p>
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>Instruction: In this activity, students are provided with a variety of lighting options—such as lamps with different bulb colors or brightness levels, candles, fairy lights, or flashlights. They are encouraged to experiment by turning each light source on and off, placing them in different positions, or using combinations of lighting.</p> <p>GUIDE QUESTION:</p> <ol style="list-style-type: none"> 1. Which type of lighting felt the most calming or inviting? 2. How does lighting affect your emotions or mood? 3. How does positioning of light (from above, below, behind) change what you see? 	<p><i>(Students will actively participate in the activity)</i></p>
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>Let us discuss first the different terminologies that you might encounter in our lesson.</p> <p>Vocabulary list:</p>	

	<ul style="list-style-type: none"> • Mood • Ambiance <p>Can guests also be considered visitors, customers, or attendees?</p> <p>Very Good!</p> <p>(Teacher give example)</p>	<p><i>The word "mood" refers to the way someone feels at a particular time — their emotional state. It can also describe the atmosphere or feeling of a place, situation, or piece of art (like a photo, room, or music).</i></p> <p><i>Ambiance means the mood or feeling of a place, often created by things like lighting, sounds, colors, and decorations. It's what you sense when you walk into a room — cozy, calm, exciting, creepy, peaceful, etc.</i></p> <p><i>(Students will answer based on their insights)</i></p>
<p>F. Developing mastery (Leads to Formative, Authentic Assessment)</p>	<p>Let us dig deeper into the heart of our discussion:</p> <p>So now let's discuss first the KEY POINTS TO BE CONSIDERED IN SETTING THE DINING ATMOSPHERE</p> <p>Who wants to read? Yes, Ms. Allysa. (Teachers will explain the lighting)</p> <p>You are planning a dinner party for a few friends at your home. It's scheduled for 7 PM. What kind of lighting would you choose to create a comfortable and inviting atmosphere, and why?</p> <p>Yes, please.</p> <p>Impressive!</p> <p>Who wants to read? Yes, Ms. Jazen (Teachers will explain the views)</p>	<p>Allysa: <i>Lighting - Daylight or bright lighting is preferred for daytime meal services. Subdued light is more appropriate for evening dining. Candlelight can enhance the mood for evening dining but should not be used for daytime events. The lighting level is crucial in setting a comfortable feel. The lighting must be dim enough to create an intimate and inviting feel, but not so dim as to interfere with a guest's ability to easily read the menu.</i></p> <p><i>(Students raised their hand and give insight)</i></p> <p>Jazen: Views- <i>Tables should be set to take best advantage of the views from dining room, which is subject to the limitations of space.</i></p>

	<p>If you're arranging tables in a restaurant with a beautiful garden view, how would you place the tables to make the most of the view, and what might limit your choices?</p> <p>Thank you!</p> <p>Who wants to read? Yes, Mr. Rayven. (Teachers will explain the Music)</p> <p>You're setting up a dining area where soft background music will be played. How would you decide where to place the tables so that guests enjoy the music without it being too loud or distracting?</p> <p>Amazing!</p> <p>Who wants to read? Yes, Mr. Noel. (Teachers will explain the Decor)</p> <p>You are designing the décor for a new restaurant. How would you choose the colors and style to match the type of dining experience you want to create—for example, a romantic dinner spot or a casual business lunch place?</p> <p>Thank you!</p> <p>Who wants to read? Yes, Mr. Matthew. (Teachers will explain the Communication)</p> <p>You're managing a restaurant with unique design elements like chalkboards, fun quotes on the walls, and classic rock music. How would you explain the purpose of these features to new staff members so they understand how it supports the restaurant's vibe and customer experience?</p> <p>Impressive!</p>	<p><i>(Students raised their hand and give insight)</i></p> <p>Rayven: Music- Background music may be appropriate in establishing a mood. In dining rooms where music is played, special consideration must be given to the placement of tables in terms to the volume of the music.</p> <p><i>(Students will answer based on their insights)</i></p> <p>Noel: Décor- The décor should be consistent to create a harmonious atmosphere. Color selection plays an important part in the dining experience. Some colors are warm, others cold, some are romantic and others are business-like.</p> <p><i>(Students raised their hand and give insight)</i></p> <p>Matthew: Communication - Let the staff know why the restaurant is designed the way it is. For example, some are known for its chalkboards, famous quotes on the walls and classic rock music. The team must know that the chalkboards are there as a tool to communicate food and drink features and special events, the quotes convey the message of fun and irreverent attitude and the music are to create an upbeat and comfortable atmosphere.</p>
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	<p>Question?</p> <p>Clarification?</p> <p>Now, let's see how well you understand. I will give you a scenario: You are setting up for a romantic dinner for two. What elements would you focus on for ambiance?</p> <p>(Teacher listens to student responses, assessing their understanding of the elements of ambiance.)</p>	<p><i>None, ma'am</i></p> <p><i>None, ma'am</i></p> <p><i>I would use soft, warm lighting, maybe candles, a simple yet elegant table setting, and quiet, relaxing music.</i></p>
G. Finding practical applications of concepts	<p>1. Ask students how they can apply these concepts in their daily lives.</p> <p>2. Think about a restaurant or event you've attended. How did the ambiance contribute to the overall experience? Could it have been improved?</p>	<p>(Student answer based on their own insight.)</p> <p>The lighting was too bright in one restaurant I went to; it felt rushed. Soft lights would have made it more relaxed.</p>
H. Generalization and abstractions about the lesson (2 minutes)	For the summary of the lesson, what have you learned throughout the discussion we had?	(Student answer based on their own insight.)
I. Evaluating the learning (12 minutes)	<p>Written Quiz:</p> <p>TRUE OR FALSE</p> <p>Directions: Write TRUE if the statement is correct and FALSE if it is incorrect.</p> <ol style="list-style-type: none"> 1. Creating the right ambiance for a restaurant is an easy task. (false) 2. Subdued light is more appropriate for evening dining. (true) 3. Color selection for decors plays an important part in the dining experience. (true) 4. Adjusting cooling units / air conditioners should be done for the comfort of guest. (true) 5. For safety, it is most important to ensure the floor is not left even slightly wet after cleaning or mopping. (true) 6. Loud, upbeat music is always a good way to create a lively and energetic dining atmosphere. (false) 7. The temperature of the dining area has no impact on the overall ambiance. (false) 8. Natural light is always preferable to artificial light in a dining area. (true) 9. Bright, overhead lighting is generally the best choice for creating a romantic dining ambiance. (false) 10. The texture of fabrics used in the dining area (tablecloths, napkins) doesn't influence the mood. (false) <p>Performance Task:</p> <p>Create a floor plan using magic plan application and screen shot of the 2D view and</p>	

	3D view and print or draw a floor plan using the needed material (A4 size bond paper, pencil, ruler and ballpen).	CRITERIA	
		Space utilization	10%
		Aesthetics & Personal Style	10%
		Cleanliness	5%
		Timeliness	5%
		TOTAL	30%
J. Additional activities for application or remediation	Observe a dining area at home, a restaurant, or a cafeteria. Write a short reflection (3 5 sentences) on how its ambiance influences the dining experience.		
I. REMARKS			
II. REFLECTION			
A. Number of learners who earned 80% in the evaluation			
B. Number of learners who require additional activities for remediation who scored below 80%			
C. Did the remedial lesson work? Number of learners who have caught up with the lesson			
D. Number of learners who continue to require remediation			
E. Which of my teaching strategies is more effective?			
F. What difficulties did I encounter that my principal or supervisor can help me solve?			
G. What innovation or localized materials did I use/discover that I wish to share with others?			

Prepared by:

AILEN C. VALENZUELA
Student teacher

Checked by:

JOANA MARIE M. TANA O TANA O
Cooperating Teacher