Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplars for Hotel Operations (Front Office Services)

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LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11/12
Term	2	**Lesson Exemplar**	1

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding on guestrooms, hotel guest cycle, and reservations**.**
B. Performance Standard	The learners perform stages of guest cycle.
C. Learning Competencies	Demonstrate the different guest cycle in a hotel
II. REFERENCES and MATERIALS	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) **References:** Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000. Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011. De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016. Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990. Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011. HM Hub. "Front Office Notes: Guest Cycle." Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/

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III. CONTENT	LE 3: Hotel Guest Cycle • Definition of guest cycle • Importance of guest cycle • Stages of the guest cycle o pre-arrival stage o arrival stage o occupancy stage o departure stage ● Challenges in managing the guest cycle
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Define the hotel guest cycle and enumerate its four stages (pre-arrival, arrival, occupancy, and departure) accurately. 2. Explain the importance of each stage of the guest cycle in delivering quality hotel service. 3. Demonstrate the different stages of the guest cycle through a structured role-playing activity, showing proper sequence and procedures. 4. Apply appropriate front office actions and communication skills while performing assigned roles (e.g., receptionist, guest) in each stage of the guest cycle. 5. Exhibit professionalism, cooperation, and customer-service orientation during the role-playing activity and group tasks.

V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. **Activating Prior Knowledge** **Activity 1: Picture Prompt** The teacher shows pictures of a hotel front desk, check-in, room stay, and check-out. Learners are asked: • "What activities do guests experience when staying in a hotel?" • "Which comes first? Which comes last?" OpenAI. "Hotel front desk, check-in, room stay, and check-out?" Image generated by CoPilot, April 3, 2026	At the start of the lesson, the teacher intentionally elicits learners' prior experiences and observations related to hotel stays to activate existing knowledge. Learners may have prior exposure through personal experiences, family trips, school activities, or media portrayals of hotels; however, these experiences are often unstructured and not yet understood as part of an organized hospitality process. The teacher presents visual prompts such as images of a hotel front desk, check-in counter, room service, and check-out area. Learners are asked guided questions like "What activities do guests usually experience in a hotel?" and "Which happens first and which happens last?" Learners respond orally, share experiences, and begin sequencing hotel activities based on intuition. During this stage, the teacher listens closely to learner responses to identify correct ideas, partial understanding, and misconceptions. The teacher affirms correct sequencing, clarifies unclear responses, and subtly introduces the idea that hotel services follow a systematic and continuous process. This activity prepares learners cognitively and emotionally for new learning by establishing relevance and confidence.

	Activity 2: Sharing Experience Learners share personal or observed experiences of staying in or visiting a hotel. 2. **Establishing the Purpose of the Lesson** The teacher explains that understanding the guest cycle helps future hotel workers deliver quality service and improve guest satisfaction. **Activity: "Why Does Service Matter?"** 1. Ask: *"What happens if hotel staff do not know their tasks?"* 2. List answers (e.g., complaints, bad service, lost guests). 3. Teacher introduces lesson objectives.	After activating prior knowledge, the teacher clearly explains why understanding the hotel guest cycle is essential for front office personnel. The teacher emphasizes that the guest cycle guides how hotel employees manage guest interactions from the moment a reservation is made until the guest departs. The teacher explains that mastering the guest cycle helps ensure smooth operations, guest satisfaction, and positive hotel reputation. Learners are informed that this knowledge is directly connected to real front office duties and future workplace performance. This step clarifies learning goals, aligns expectations, and motivates learners to engage seriously with the lesson. The class required motivation to understand the relevance of the topic. The teacher aimed to clearly communicate the purpose of learning. By asking reflective questions about poor service experiences, learners became aware of the importance of proper procedures. This led to increased interest and readiness to learn about the guest cycle.
B. Instituting New Knowledge	1. **Presenting Examples** **Activity: Video/Story Presentation**	To introduce the concept concretely, learners needed a concrete example to understand the flow. The teacher aimed to introduce the concept visually and sequentially. A clear scenario was presented and learners identified stages.

	• Teacher presents a short story: "A guest books online, arrives at the hotel, stays for 2 days, and checks out." Learners identify stages. The teacher presents a short scenario of a guest booking a room, arriving, staying, and leaving the hotel. OpenAI. "The Hotel Guest Journey?" Image generated by CoPilot, April 3, 2026 2. **Discussing New Concept** The teacher discusses:	Learners gained initial understanding of the guest cycle structure. The teacher presents a short, realistic scenario describing a guest's journey—from booking a room to checking out of the hotel. This may be delivered through storytelling, a short script, or visual presentation. As the scenario unfolds, the teacher pauses at key moments and asks analytical questions such as: • *"What is happening at this point of the guest's stay?"* • *"What hotel staff are involved?"* • *"How does this step affect the guest's experience?"* Learners discuss their observations, identify patterns, and begin to recognize that guest experiences follow an organized flow. The teacher highlights essential actions in each part of the example and relates them to real hotel operations. This approach ensures learners understand the guest cycle as a practical and real-world process, not just a definition. Building on the examples, the teacher formally introduces the definition of the hotel guest cycle, explaining it as the complete sequence of stages that a guest experiences during a hotel stay. The teacher discusses the importance of the guest cycle in ensuring service quality, operational efficiency, and guest satisfaction.

	Definition The hotel guest cycle refers to the stages a guest goes through when interacting with a hotel—from booking to departure. Hospitality management is an art that revolves around the guest experience. A critical component of this is understanding the Hotel Guest Cycle, which is divided into four stages: Pre-arrival, Arrival, Occupancy, and Departure. Each stage comprises specific activities that collectively enhance the guest experience. **Importance** • Ensures smooth service • Promotes guest satisfaction • Improves hotel operations Explanation of each stage: 1. **Pre-Arrival: Anticipation and Preparation** The Pre-arrival stage begins the moment a guest books their stay. It's a phase of anticipation where the guest's expectations are set, and the hotel begins tailoring their experience. Efficiently managing reservations and inquiries during this stage sets the tone for the guest's upcoming visit. **Key Activities in Pre-Arrival** • Enquiry: The initial interaction that often determines whether a guest will book a stay. • Reservation: A critical touchpoint where guests commit to staying and share their preferences. • Pickup Service: A thoughtful service that can ease the guest's journey to the hotel. 2. **Arrival: First Impressions Count**	Each stage of the guest cycle is then explained clearly: During the lesson, learners needed a deeper and more structured understanding of the hotel guest cycle, as initial activities only provided surface-level familiarity with the stages and their sequence. The teacher's goal was to clearly explain the concept, importance, and detailed processes involved in each stage of the guest cycle, ensuring that learners would not only acquire knowledge but also understand how each stage contributes to guest satisfaction and hotel operations. To achieve this, the teacher systematically presented the definition of the hotel guest cycle, emphasized its importance in delivering quality service, and thoroughly discussed each stage—pre-arrival, arrival, occupancy, and departure—using explanations, examples, and key activities. The teacher also integrated guided questions to encourage participation, critical thinking, and reflection on how each stage functions in real hotel scenarios and what could happen if any stage is mismanaged. As a result, learners were able to build a clear conceptual framework of the guest cycle, recognize the interconnectedness of each stage, and develop a deeper appreciation of how effective front office operations influence the overall guest experience and satisfaction .

	Arrival is the first physical touchpoint with the guest. This stage is about making a lasting first impression. The activities involved aim to welcome guests warmly, manage their immediate needs, and set the scene for a comfortable stay. **Essential Activities Upon Arrival** • Handling Luggage: Taking care of guests' belongings to start their stay smoothly. • Registering: Officially marking the beginning of the guest's experience at the hotel. • Opening Guest Account: Creating an account that serves as the guest's financial ledger during their stay. • Allocating Room: Placing guests in a room that meets or exceeds their expectations. • Issuing Key, Welcome Kit: Providing the essentials for accessing and enjoying their accommodation. **3. Occupancy: The Stay Itself** During the Occupancy stage, the guest makes use of the hotel's amenities and services. This stage is critical for guest satisfaction as it involves the core of the hospitality experience. Managing guest services and ensuring comfort are paramount to encourage repeat stays. **Managing the Guest's Stay** • Managing Guest Services: Overseeing the plethora of services provided to ensure guest satisfaction. • Managing Transport: Facilitating local travel arrangements for guests. • Telephone Calls: Handling guest communication needs efficiently. • Currency Exchange: Assisting guests with financial transactions for their convenience. • Check-Out Procedure: Preparing for a smooth transition as the guest's stay concludes.	

	4. **Departure: The Fond Farewell** Departure is the final stage of the guest cycle but is as important as the welcome. It's the last opportunity to leave a positive impression. The departure process should be handled with care, ensuring all guest needs are met and their departure is as pleasant as their arrival. **Concluding Activities in Departure** • Guest Payment Clearance: Ensuring a hassle-free settlement of the guest's account. • Handling Luggage: Assisting with luggage to ease the guest's departure. • **Drop Service**: Providing a parting service with transportation to the guest's next destination. **Challenges** • Lost reservation • Guest complaints • Delayed service • Billing issues Guided Questions: 1. Which stage is the most important? Why? 2. What happens if one stage fails? 3. **Developing Mastery** **Activity: LAS-Based Tasks** (Use LAS Activity 1) • Matching type • Situational questions	

Test 1: Match Column A with Column B. Write the letter of the correct answer.

Column A		Column B
___ 1. Reservation	A	Departure Stage
___ 2. Check-in	B	Occupancy Stage
___ 3. Requesting room service	C	Arrival Stage
___ 4. Paying the bill	D	Pre-Arrival Stage

Test 2: Short Situational Response (5 points each)
A guest complains that their special room request (non-smoking room) was not followed during check-in.

A guest complains that their special room request (non-smoking room) was not followed during check-in.

1. What stage of the guest cycle is involved?

_____
_____.

2. What should the front office staff do to resolve the concern professionally?

_____
_____.

Scoring Guide:

- Correct identification of guest cycle stage
- Appropriateness of response
- Professional language and attitude

Answer Key:

1. D
2. C
3. B
4. A

Test 2: Short Situational Response
Question 1: What stage of the guest cycle is involved?

The teacher observes that learners demonstrate basic understanding of the hotel guest cycle but require further structured practice to strengthen accuracy and consistency in identifying stages and applying correct procedures. To address this, the teacher provides guided and independent practice activities that simulate real-life hotel situations.
The teacher utilizes the prepared Learning Activity Sheet (LAS), including matching and situational exercises, and supplements these with sequencing and discussion tasks to reinforce understanding through repetition and application. During the activity, the teacher actively guides learners, facilitates checking of answers, and provides immediate feedback to correct

	Answer: Arrival Stage *Explanation:* The issue happened during check-in, which is part of the arrival stage of the guest cycle. Question 2: What should the front office staff do to resolve the concern professionally? Sample Answer: The front office staff should apologize sincerely to the guest for the inconvenience, then verify the reservation details, and immediately arrange for a non-smoking room or offer an appropriate alternative. The staff should also ensure polite communication and reassure the guest that the issue will be resolved promptly.	misconceptions, particularly on commonly confused stages such as arrival and occupancy. Through continuous monitoring and support, the teacher ensures that learners develop improved understanding of the guest cycle, demonstrate correct identification of stages, and apply appropriate front office responses with greater accuracy and confidence. This prepares learners effectively for the subsequent role-play performance task and real-world hospitality situations.
C. Demonstrating Knowledge and Skills	1. Finding Practical Application ➢ Each pair performs a short role-play showing one stage of the guest cycle (guest and front desk staff). **Instructions** **A. Pair Task (Role Play)** 1. Form a pair. 2. Assign roles: o Guest o Reservation Officer 3. Create your own **3–5 minute role play**. 4. Present your output in class. **B. Script Writing Task (GUIDED ONLY)** Use the guide below to create your script. Do NOT copy—make your own dialogue.	At this stage, learners apply their knowledge through role-playing activities that simulate real front office situations. Each group is assigned a specific stage of the guest cycle and performs short scenarios demonstrating proper procedures, communication, and professionalism. The teacher provides expectations for performance, such as correct procedures, courtesy, and confidence. Guided questions help learners reflect on the importance of each stage. The teacher observes performances using a rubric and provides constructive feedback, allowing learners to demonstrate practical competence aligned with industry standards.

	Guide Questions for Script Writing: • How does the staff greet the guest? • What information will the guest ask? (dates, room type, price) • How will the staff explain room options? • What details does the staff need from the guest? • How will the reservation be confirmed? **Required Parts of Your Script:** 1. Greeting 2. Inquiry (room availability) 3. Offering options 4. Recording guest details 5. Confirmation **Practical Activity 1: Pre-Arrival (Role Play)** ***Expected Performance in Pre-Arrival Stage***: • Demonstrate correct pre-arrival stage procedures • Use polite and professional communication • Accurately handle inquiries and reservation details • Show confidence and proper hotel etiquette Guide Question: Why is the pre-arrival stage important in ensuring guest satisfaction? **Practical Activity 2: Arrival (Role Play)** **Expected Performance in Arrival Stage** • Proper check-in procedures • Warm and polite greeting	

	• Efficient handling of guest information • Professional appearance Guide Question How does a good arrival experience affect guest satisfaction? **Practical Activity 3: Occupancy (Role Play)** ***Expected Performance in Occupancy Stage***: • Demonstrate correct occupancy stage procedures • Show proper handling of guest requests • Use polite, clear, and professional communication • Display courtesy and service-oriented attitude Guide Question: Why is the occupancy stage important in ensuring guest satisfaction and repeat visits? **Practical Activity 4: Departure (Role Play)** ***Expected Performance in Departure Stage:*** • Demonstrate correct departure stage procedures • Properly handle billing and check-out • Use polite and professional communication • Show courtesy and a positive farewell attitude Guide Question: Why is the departure stage important in leaving a good final impression on guests? **Teacher's Notes** ✓ Observe use of **hospitality language** (e.g., "Good morning," "May I assist you?") ✓ Check **sequence of steps** depending on stage	

	✓ Evaluate **confidence and delivery** ✓ Encourage **natural conversation (not memorized)** **Quick Checklist (for Faster Grading)** You can also use this simplified checklist during presentation: ☐ Follows correct procedure ☐ Uses polite and professional language ☐ Script is complete ☐ Shows teamwork ☐ Realistic performance 2. Making Generalization **Instructions:** 1. Write a complete and meaningful statement by finishing the sentence: "The hotel guest cycle is important because _____." 1. After completing the sentence, expand your answer by writing 3–5 sentences explaining your idea. Your explanation must include: o At least one stage of the guest cycle o One example of good service practice o One possible consequence if the guest cycle is not followed properly	The teacher's objective was to develop higher-order thinking by guiding learners to form meaningful generalizations about the hotel guest cycle. The teacher provided a structured yet challenging activity that required learners to complete a statement, justify their answers, and analyze the consequences of mismanaging a stage, encouraging critical thinking and real-life application . As a result, learners were able to articulate deeper understanding, connect concepts to real-world hotel operations, and demonstrate the importance of the guest cycle beyond simple recall.

	2. Answer the challenge question below: "If one stage of the guest cycle fails, how can it affect the overall guest experience and the reputation of the hotel? Explain." _____ _____. Optional Enrichment (For Advanced Learners): Create your own generalization using this format: "A well-managed guest cycle leads to _____, because _____. For example, during the _____ stage, _____ happens. If this is not done properly, _____ may occur." **Expected Output (Sample Answer – for Teacher Guide)** The hotel guest cycle is important because it ensures that guests receive organized, efficient, and high-quality service from booking to departure. For example, during the arrival stage, a warm and professional welcome creates a positive first impression. If this stage is not handled properly, guests may feel dissatisfied and may not return. When all stages are properly managed, it results in guest satisfaction and loyalty.	

	3. Evaluating Learning **Activity 3: Evaluating Learning** **Short Quiz / Worksheet** **Directions:** Read each situation carefully. Choose the best answer that demonstrates proper front office procedures, professionalism, and effective guest handling. **1. Pre-Arrival Stage** A guest arrives at the hotel and informs the front office staff that their confirmed online reservation cannot be found in the system. What should the front office staff do FIRST? A. Tell the guest that the reservation is not the hotel's responsibility B. Ask the guest to wait without explanation C. Apologize politely and verify the reservation using available records or confirmation details D. Immediately suggest that the guest books another hotel **2. Arrival Stage** A guest arrives before check-in time and is informed that the room is not yet ready. What is the MOST appropriate response of the front office staff? A. Ask the guest to come back later without assistance B. Ignore the guest's concern C. Explain the situation courteously and offer alternatives such as luggage storage or waiting lounge D. Cancel the reservation **3. Occupancy Stage** A guest complains that their room is noisy and they cannot rest properly. What should the staff do? A. Tell the guest to wait until the next day B. Listen, apologize, and offer a solution such as room	During the lesson, learners had already demonstrated initial understanding of the guest cycle concepts through guided discussions and role-play activities, but it was necessary to assess whether they could independently apply proper front office procedures and decision-making skills in varied situations . The teacher's objective was to evaluate both the learners' knowledge of the stages and their ability to apply professional judgment and customer service behavior in realistic hotel scenarios, ensuring alignment with the learning competencies and performance standards. To achieve this, the teacher administered a structured 10-item situational quiz based on real-life guest interactions across all stages of the hotel guest cycle, incorporating multiple-choice items that required learners to analyze situations, identify appropriate actions, and select the most professional response. The teacher ensured that the assessment questions reflected common challenges in hotel operations, such as reservation issues, guest complaints, and billing concerns, and allowed

	transfer C. Blame other departments D. Ignore the complaint **4. Departure Stage** During checkout, a guest questions an additional charge on the bill. What is the BEST response? A. Argue with the guest B. Ask payment first before discussion C. Review the charges calmly, explain clearly, and correct errors if necessary D. Tell the guest to come back later **5. Pre-Arrival Stage** A guest calls to inquire about room availability and rates. What should the reservation officer do? A. Give incomplete details to finish quickly B. Provide clear room options, rates, and booking details politely C. Ignore the call D. Transfer call without explanation **6. Arrival Stage** A guest arrives and appears confused about the check-in process. What should the front desk do? A. Wait for the guest to ask B. Guide the guest politely through registration and explain procedures C. Ignore the guest D. Ask the guest to read instructions alone	learners to answer individually without assistance while closely monitoring their responses. As a result, learners were able to demonstrate their level of understanding and application of the guest cycle, revealing strengths in identifying appropriate procedures and areas needing improvement in handling more complex scenarios, thereby providing the teacher with clear data to guide feedback, remediation, and future instructional adjustments.

	7. Occupancy Stage A guest requests extra towels and room service. What is the most appropriate action? A. Delay the request B. Respond politely, confirm request, and ensure prompt delivery C. Refuse the request D. Ask the guest to go to housekeeping **8. Occupancy Stage (Problem-Solving)** A guest complains that the air conditioner is not working properly. What should the staff do FIRST? A. Ignore the complaint B. Tell the guest to endure the inconvenience C. Apologize and report immediately to maintenance or offer room transfer D. Blame maintenance staff **9. Departure Stage** A guest is in a hurry and wants a fast check-out process. What is the BEST action? A. Delay the transaction B. Process bill efficiently and ensure quick but accurate check-out C. Ignore the request D. Ask the guest to wait like others **10. General Guest Cycle Understanding** Why is it important for hotel staff to properly follow all stages of the guest cycle? A. To make work harder B. To ensure guest satisfaction, smooth operations, and positive hotel reputation C. To finish tasks quickly D. To avoid talking to guests	

	ANSWER KEY 1. C 2. C 3. B 4. C 5. B 6. B 7. B 8. C 9. B 10. B 4. Additional Activities **Activity 4: Additional Activities** Title: "Guest Cycle Challenge: Real-Life Decision Making" **Purpose:** This activity goes beyond recall and organization by requiring learners to **analyze, evaluate, and make decisions** based on realistic hotel scenarios involving the guest cycle. **Instructions:** 1. Learners will work **individually or in pairs**. 2. Read each scenario carefully. 3. Answer the guide questions using **complete sentences**. 4. Justify your answer by explaining: o The **stage of the guest cycle** o The **best professional action**	The teacher aimed to extend learning by providing more challenging tasks that would develop learners' higher-order thinking skills, particularly analysis, evaluation, and decision-making in real-world hospitality contexts . To address this, the teacher introduced an additional activity composed of complex, scenario-based problems that required learners to identify guest cycle stages, propose appropriate professional responses, justify their decisions, and evaluate the consequences of improper handling. Learners were encouraged to think critically, relate their answers to actual hotel practices, and communicate their ideas clearly through guided questions and structured responses. As a result, fast learners were meaningfully engaged, demonstrated deeper comprehension of the guest cycle, and enhanced their problem-solving and customer service

	○ The possible **impact if handled incorrectly** **Scenario-Based Tasks** **Scenario 1: Reservation Conflict (Pre-Arrival Stage)** A guest arrives at the hotel and presents a confirmed reservation, but the system shows that the room type is no longer available due to overbooking. **Guide Questions:** 1. What stage of the guest cycle is involved? 2. What should the front office staff do immediately? 3. How can the situation be resolved to maintain guest satisfaction? 4. What could happen if the staff fails to handle the issue properly? **Scenario 2: First Impression Challenge (Arrival Stage)** A guest arrives tired from a long trip, but the front desk staff is busy and does not acknowledge the guest immediately. **Guide Questions:** 1. What stage of the guest cycle is involved? 2. What is the most appropriate behavior expected of the front desk staff? 3. How does this situation affect the guest's perception of the hotel? 4. Suggest an improved response from the staff. **Scenario 3: Service Recovery (Occupancy Stage)** A guest complains that their room has not been cleaned properly even after housekeeping service.	skills, thereby ensuring differentiated instruction and maximizing learning outcomes for all learners.

Guide Questions:

1. What stage is involved?
2. What should the hotel staff do to handle the complaint professionally?
3. What service recovery strategies can be applied?
4. Why is this stage critical for repeat business?

Scenario 4: Billing Dispute (Departure Stage)

A guest is upset because they were charged for a service they claim they did not use.

Guide Questions:

1. Identify the stage involved.
2. What is the correct process in handling this issue?
3. How should the staff communicate with the guest?
4. What could be the long-term effect if the issue is not resolved properly?

Suggested Rubric for Additional Activity

Criteria	**4– Excellent**	**3 – Good**	**2– Fair**	**1 – Needs Improvement**
Understanding of Stage	Correctly identifies and explains	Identifies correctly	Partially correct	Incorrect
Problem-Solving	Provides complete, realistic solution	Adequate solution	Limited	Poor

	Critical Thinking	Insightful and well-justified	Some justification	Minimal reasoning	No reasoning	
	Communication	Clear and professional	Mostly clear	Some confusion		
VI. ASSESSMENT	The assessment evaluates both learners' understanding of the hotel guest cycle and their ability to perform its stages through a combination of written, performance-based, and higher-order tasks. • Written Assessment (Quiz): A 10-item situational test that measures learners' ability to identify guest cycle stages and apply proper front office procedures. • Performance-Based Assessment (Role Play): Group role-play demonstrating the different stages of the guest cycle, focusing on accuracy, communication, professionalism, and teamwork. • Higher-Order Assessment (Scenario-Based Task): Real-life problem-solving activities that require learners to analyze situations, propose solutions, and evaluate consequences. • Overall Focus: The assessment ensures that learners demonstrate both conceptual understanding (knowledge) and practical application (skills and attitude) aligned with real hotel operations.					
VII. REFLECTION	The teacher reflects on: • Learners actively participated in role play • Some struggled with communication skills • Next lesson: reinforce customer service communication					
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used **a Generative AI tool** (**Microsoft Copilot)** to assist in generating structured **lesson activities, realistic scenarios**, and instructional materials **such as infographics** to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.					

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11/12
Term	2	**Lesson Exemplar**	2

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding on guestrooms, hotel guest cycle, and reservations**.**
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Meta cards/worksheets • Infographic images • Laptop/projector (optional) **References:** Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000. Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011. De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016. Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990. Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011. HM Hub. "Front Office Notes: Guest Cycle." Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/

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III. CONTENT	LE 4: The Reservation • Types of reservations o individual reservations o group reservations o corporate and business reservations o online vs. offline reservations
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Explain the concept and importance of hotel reservations. 2. Differentiate the types of reservations (guaranteed, confirmed, individual, group, corporate). 3. Identify sources of reservation and required guest information. 4. Apply correct reservation procedures in simulated front office situations. 5. Demonstrate professionalism and customer-oriented behavior in handling reservations.

V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. **Activating Prior Knowledge** ***Activity 1: Think–Pair–Share – "My Hotel Experience"*** OpenAI. "My Hotel Experience?" Image generated by CoPilot, April 4, 2026. 1. The teacher asks learners to silently recall their most recent hotel stay or online booking experience. 2. Learners write short responses on 1/4 sheets of paper. 3. Learners pair up to share how the reservation was made. 4. Selected learners share their answers with the class. Guide Questions: • How was the reservation made? • Was payment required immediately? • What information did the hotel ask from the guest?	At the beginning of the lesson, the teacher purposefully draws out learners' prior knowledge and lived experiences related to hotels and front office services. Learners are encouraged to recall personal experiences such as staying in a hotel, accompanying family members during check-in, or seeing hotel bookings through online platforms. The teacher facilitates short sharing activities and guided questioning to allow learners to articulate what they already know about hotel rooms, amenities, or reservations. During this stage, the teacher listens carefully to learner responses in order to identify existing understandings, partial knowledge, and misconceptions. These responses serve as a diagnostic tool that informs the teacher on how to pace the lesson and what concepts need emphasis or clarification. This activity builds learner confidence, activates schema, and prepares learners cognitively and emotionally for the new lesson.

	Activity 2: Visual Trigger – Online vs. Offline Booking OpenAI. "Online vs. Offline booking?" Image generated by CoPilot, April 4, 2026 1. The teacher shows images of a hotel front desk and an online booking platform (e.g., Agoda or Booking.com). 2. Learners identify similarities and differences between the two methods. 3. The teacher facilitates a short discussion highlighting convenience and limitations. Guide Questions: • Which reservation method is faster? • Which requires face-to-face interaction? • Which is more convenient for guests? 2. **Establishing the Purpose of the Lesson** ***Activity 2: Problem Scenario Analysis*** • Scenario: A walk-in guest arrives at a fully booked hotel during a holiday season and insists on getting a room. 1. The teacher reads the scenario aloud. 2. Learners work in small groups to analyze what went wrong. 3. Groups share possible solutions. Guide Questions: • What caused the problem in the situation?	After activating prior knowledge, the teacher explicitly connects learners' experiences to the lesson objectives. The teacher explains that the knowledge and skills to be learned—such as identifying appropriate guestrooms, amenities, or reservation types—are core competencies of front office personnel and are directly linked to guest satisfaction, hotel efficiency, and professionalism.

	• How could reservation have prevented the issue? • Who is affected by the situation? **<u>Learning Goals Connection</u>** 1. The teacher presents the lesson objectives. 2. Learners complete the sentence: "I need to learn about reservation types because…" 3. Volunteers read their responses.	The teacher presents a realistic hotel problem or situation and guides learners to recognize how lack of proper knowledge can lead to guest complaints, lost revenue, or poor service. By clearly stating the goals of the lesson and emphasizing its relevance to real workplace responsibilities, learners develop a sense of direction and purpose. This step increases motivation, clarifies expectations, and frames the lesson as practical and career-oriented.
B. Instituting New Knowledge	1. **Presenting Examples** **Activity: Reservation Relationship Mapping (Model-Based Learning)** **Procedure:** 1. Teacher draws a simple diagram/model on the board: o Guest → Reservation Type → Hotel Benefit 2. Teacher models one example: o *Corporate Guest → Guaranteed Reservation → Stable Income for Hotel* 3. Learners, in pairs, complete missing relationships using different reservation types. 4. Selected pairs explain their answers. **Guide Questions:** • What type of reservation best protects hotel revenue? • Which reservation type involves higher risk for the hotel?	At this point, the teacher introduces the new concept by presenting concrete, real-life, and situational examples related to hotel operations. Examples may include photographs of actual hotel guestrooms, infographics, short video clips, or problem scenarios such as a walk-in guest arriving when the hotel is fully booked. The teacher deliberately selects examples that mirror actual front office situations to ensure authenticity. As examples are presented, the teacher describes observable features such as room size, bed type, layout, amenities, or booking circumstances. Guided questions are asked to encourage critical observation and analysis, such as: • "What kind of guest would usually book this room?" • "What problem is evident in this situation?" • "What could the hotel staff have done differently?"

	• Which reservation type requires coordination with other departments? 2. **Discussing New Concept** **Procedure (Teacher and Learners):** 1. Teacher introduces the term **"**Reservation" using a simple analogy: o *"A hotel reservation is like reserving a seat in a cinema—payment or confirmation ensures the seat is saved for you."* 2. Teacher defines Reservation and explains its importance to hotel operations (revenue, guest satisfaction, planning). A reservation is a formal agreement between the guest and the hotel that guarantees room availability for a specified period. It allows hotels to plan room occupancy, staffing, and services in advance while ensuring that guests receive accommodation upon arrival. **Importance of Reservation in Hotel Operations** ✓ **Revenue Control** o Reservations help hotels predict income and reduce losses due to no-shows. o Guaranteed reservations ensure payment even if the guest does not arrive. ✓ **Guest Satisfaction** o Guests feel confident knowing their room is secured.	Learners are encouraged to share observations, experiences, and initial conclusions. The teacher facilitates discussion, validates correct insights, and immediately addresses misconceptions. This step ensures that all learners develop a shared concrete understanding of the concept before moving into abstract explanations. Presenting examples makes learning meaningful, builds interest, and provides a clear context for deeper learning. Once learners have been exposed to concrete examples, the teacher formally introduces and explains the key concepts of the lesson. Definitions, classifications, and procedures are discussed using clear language, relatable analogies, and visual aids. The teacher breaks down complex ideas into manageable segments and checks understanding through questioning and brief learner responses. The discussion emphasizes why each concept is important in front office services—whether for room assignment, guest satisfaction, operational planning, or revenue management. Learners are encouraged to take notes, ask questions, and participate actively. This phase transforms initial observations into structured

	○ Reservations prevent inconvenience such as unavailability of rooms. ✓ **Operational Planning** ○ Helps management plan staffing, housekeeping schedules, and room allocation. ○ Supports efficient coordination among hotel departments. 3. Using a PowerPoint or chart, teacher discusses the **Types of Reservation**, one at a time: **1. Guaranteed Reservation** A **guaranteed reservation** is a type of booking in which the guest guarantees payment for at least one night, whether or not they arrive at the hotel. Common Forms of Guaranteed Reservation: • Advance deposit • Pre-payment • Credit card guarantee • Travel agent guarantee • Corporate agreement Importance: This type of reservation protects the hotel from revenue loss due to no-shows.	knowledge and solidifies learners' conceptual understanding.

	2. Confirmed (Non-Guaranteed) Reservation A confirmed (non-guaranteed) reservation is a booking where the guest provides reservation details but does not make any advance payment. Key Features: • Room is held until a specified time (usually 6:00 PM) • Hotel may release the room if the guest does not arrive on time Risk: This reservation carries a higher risk for hotels, especially during peak seasons. **3. Individual Reservation** An individual reservation is a booking made by one guest or family for personal travel, leisure, or business purposes. Booking Channels: • Walk-in • Phone call • Email • Online booking platforms Payment may be guaranteed or non-guaranteed. **4. Group Reservation** A group reservation involves booking accommodations for 15 or more guests traveling together at the same time.	

	Examples of Groups: • Tour groups • Conference delegates • Seminar participants Key Characteristics: • Usually handled by the Sales and Marketing Department • Often offered special rates • Typically guaranteed through contracts and deposits **5. Corporate / Business Reservation** A corporate or business reservation is made by companies for their executives, guests, or employees. Key Features: • Based on a contract or corporate agreement • Company assumes financial responsibility • Often regular or repeated bookings Benefit to Hotel: Provides stable and long-term business. 4. After each type, the teacher pauses and asks guide questions. 5. Learners complete a comparison table while listening.	

Quick Comparison Table

Reservation Type	Payment Required	Risk to Hotel
Guaranteed	Yes	Low
Confirmed	No	High
Individual	Optional	Varies
Group	Usually Yes	Low
Corporate	Yes	Very Low

Guide Questions:

- What makes a reservation "guaranteed"?
- Who benefits more from a guaranteed reservation—the guest or the hotel? Why?
- How is a group reservation different from an individual reservation?
- Why are corporate reservations important for hotels?

3. **Developing Mastery**

Activity 1: Scenario Analysis Drill (Guided Practice)

Procedure:

1. The teacher distributes scenario cards to small groups.
2. Each scenario describes a reservation situation.
3. Learners identify:
    - Type of reservation

	○ Whether it is guaranteed or not ○ Reason for their choice 4. The teacher checks answers and provides corrective feedback. **Sample Scenario:** *A guest booked a room through a travel agent and paid the full amount before arrival.* **Guide Questions:** • Is this a guaranteed reservation? Why? • Who assumes financial responsibility? • What happens if the guest does not arrive? **Activity 2: Reservation Decision Task (Problem-Solving Activity)** **Procedure:** 1. Teacher presents a problem: ○ *"The hotel expects a sold-out weekend. Which reservation types should the hotel encourage?"* 2. Groups discuss and write about their decisions. 3. Groups present solutions. **Guide Questions:** • Which reservation type minimizes no-show losses? • Why would hotels discourage non-guaranteed reservations during peak season? • How do reservation policies support hotel revenue management?	During this phase, learners are provided with guided practice activities that allow them to apply newly learned concepts in a supported environment. Activities such as matching exercises, scenario drills, decision-making tasks, and guided analysis help learners practice identifying the correct guestroom category, amenities, or reservation type. The teacher circulates around the classroom to monitor progress, provide immediate feedback, and clarify errors. Scaffolding is gradually reduced as learners become more confident. This step ensures that learners do not merely memorize concepts but are able to apply them accurately and consistently, leading to skill mastery.

C. Demonstrating Knowledge and Skills	1. Finding Practical Application **Activity 1: Role-Play Simulation – "Front Desk Reservation"** **Procedure:** 1. Learners form groups of three: o Reservation agent o Guest o Observer 2. Each group performs a scenario: o Individual o Group o Corporate reservation 3. The observer uses rubric to assess performance. 2. Making Generalization **Concept Mapping – Making Generalizations** **Procedure:** 1. Learners create a concept map on: o Types of reservation o Sources o Importance 2. Learners present output.	Learners are now given the opportunity to apply their learning in authentic and performance-based tasks such as group scenario analysis, role-playing, or simulated front office interactions. Learners take on professional roles (e.g., front desk agent, guest, observer) and demonstrate appropriate decision-making, communication, and professional behavior. The teacher facilitates, observes, and provides formative feedback using rubrics or observation guides. This stage allows learners to demonstrate competence, confidence, and customer-oriented skills, closely aligning with workplace expectations and the performance standard. To consolidate learning, the teacher guides learners in identifying key ideas and patterns derived from the lesson. Through reflection questions, synthesis statements, or concept mapping, learners articulate what they have learned in their own words. The teacher highlights essential takeaways such as the importance of matching guest needs with appropriate rooms, amenities, or reservation types, and how these decisions affect hotel operations. This step reinforces understanding and helps learners transfer knowledge to new contexts.

Guide Questions:

- Which reservations protect hotel revenue?
- How do reservation sources differ?
- Why is reservation accuracy important?

3. Evaluating Learning

A. Understanding the Concept of Reservation
Direction: Complete the statements based on the discussion.

1. A hotel reservation is compared to _____ because _____.
2. Reservation (Definition): A reservation is _____ _____.

B. Importance of Reservations
Direction: Write one (1) reason why reservations are important in each area.

1. Revenue Control _____
2. Guest Satisfaction_____
3. Operational Planning_____

C. Types of Reservation
Direction: Match the reservation type with its correct description. Write the letter of the correct answer.

Reservation Type	**Description**
1. Guaranteed Reservation	
2. Confirmed Reservation	
3. Individual Reservation	
4. Group Reservation	
5. Corporate Reservation	

The teacher administers a short quiz and scenario-based written tasks that require learners to identify appropriate guestroom categories, select suitable amenities, and justify their choices based on guest needs. These assessment tools allow the teacher to determine whether learners have achieved the lesson objectives across cognitive levels—from remembering and understanding to applying and analyzing.

Throughout the evaluation process, the teacher emphasizes clarity of reasoning and accuracy of professional judgment. Results are analyzed to determine whether learners are ready to move on to more complex front office tasks or if additional guided practice is necessary. Feedback is provided promptly to support learner improvement and confidence.

Descriptions:

A. Made by companies for executives or employees and charged to company account
B. Booking without advance payment and held only until a specific time
C. Booking for 15 or more guests traveling together
D. Booking made by one guest or family
E. Booking with assured payment even if the guest does not arrive

D. Comparison Table

Direction: Complete the table based on the lecture.

Reservation Type	**Payment Required**	**Risk to Hotel**
Guaranteed		
Confirmed		
Individual		
Group		
Corporate		

E. Reflection

Answer the questions briefly.

1. What makes a reservation "guaranteed"?
2. Who benefits more from a guaranteed reservation—the guest or the hotel? Why?
3. How is a group reservation different from an individual reservation?
4. Why are corporate reservations important for hotels?

Answer Key:

A. Understanding the Concept of Reservation

1. A hotel reservation is compared to reserving a seat in a cinema because it ensures that a specific space or service is held for a person in advance, often requiring confirmation or payment to guarantee availability.

To address learner diversity, enrichment activities are provided for learners who demonstrate mastery, such as researching hotel trends or advanced front office practices. Remedial activities are offered to learners who struggle, including

2. A reservation is a formal agreement between a guest and a hotel that ensures a room or service is available for a specified period, often with prior confirmation or payment.

B. Importance of Reservations

- Revenue Control:
  Reservations help hotels predict income, reduce losses due to no shows, and ensure financial stability through guaranteed bookings.
- Guest Satisfaction:
  Reservations ensure that guests have a secured room upon arrival, reducing inconvenience and improving trust in the hotel.
- Operational Planning:
  Reservations allow hotels to plan staffing, housekeeping schedules, and room allocation efficiently.

C. Types of Reservation

Reservation Type	Correct Answer
1. Guaranteed Reservation	E
2. Confirmed Reservation	B
3. Individual Reservation	D
4. Group Reservation	C
5. Corporate Reservation	A

D. Comparison Table

Reservation Type	Payment Required	Risk to Hotel
Guaranteed	Yes	Low
Confirmed	No	High
Individual	Optional	Varies
Group	Usually Yes	Low
Corporate	Yes	Very Low

E. Reflection (Suggested Answers Guide)

- What makes a reservation “guaranteed”?
  A reservation is guaranteed when payment or a

review drills, peer tutoring, or guided re-teaching.
This step ensures inclusivity and supports diverse learning paces and needs.

financial commitment (e.g., credit card, deposit) ensures the hotel receives payment even if the guest does not arrive.

- Who benefits more from a guaranteed reservation—the guest or the hotel? Why?
  Both benefit, but the hotel benefits more financially because it avoids losses from no-shows, while the guest benefits from secured accommodation.

- How is a group reservation different from an individual reservation?
  A group reservation involves 15 or more guests and often includes contracts and discounts, while an individual reservation is for one guest or family and is more flexible.
- Why are corporate reservations important for hotels?
  Corporate reservations are important because they provide consistent, long-term income, and repeat business.

4.Additional Activities

ACTIVITY : CASE STUDY ANALYSIS
Title: Solving Overbooking Problems in Hotels

Objective: Learners will analyze a real-life hotel problem and recommend appropriate reservation strategies to prevent operational issues.

Teacher Instructions (Step-by-Step):

1. Introduce the Scenario:
   "A hotel accepted too many reservations during the holiday. When guests arrived, there were not enough rooms available. This resulted in complaints and damage to the hotel's reputation."
2. Group Formation:
   - Divide class into small groups (3–5 members)
3. Task Instructions: Each group will:
   - Identify problems/errors

- Explain causes
- Suggest solutions

4. Provide Guide Questions:
   - What went wrong in the reservation process?
   - What policies were missing or weak?
   - How could the hotel have prevented overbooking?
   - What reservation types should be prioritized?
5. Output:
   - Short written analysis OR
   - Problem–Solution chart

Suggested Output Format:

Problems Identified:

- Poor reservation control
- Lack of monitoring of room availability
- No clear cancellation or booking policy
- Accepting too many non-guaranteed reservations

Correct Solutions:

- Implement strict reservation system
- Encourage guaranteed reservations
- Monitor room inventory regularly
- Use reservation software or system tracking
- Apply cut-off time for non-guaranteed bookings

Problem	**Cause**	**Solution**
Overbooking	No monitoring	Track room availability

	Guest complaints	Poor system	Implement strict policies	

VI. ASSESSMENT	This assessment measures learners' understanding and application of reservation concepts. **Formative:** • Participation, worksheets, and scenarios **Written:** • Definition, importance, types, table, reflection ✓ Focus: accuracy and understanding **Performance Task:** • Role-play (individual, group, corporate reservations) ✓ Focus: procedure, communication, professionalism **Rubric:** • Accuracy • Information gathering • Procedure • Communication • Professionalism
VII. REFLECTION	The lesson allowed learners to connect real-life hotel experiences with front office concepts. Some learners required additional support in distinguishing confirmed and guaranteed reservations. Adjustments included additional scenarios and guided drills.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used **a Generative AI tool** (**Microsoft Copilot)** to assist in generating structured **lesson activities, realistic scenarios**, and instructional materials **such as infographics** to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. The author(s) reviewed and finalized the writing of the content. The authors take full responsibility for the content of this LE.

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11/12
Term	2	**Lesson Exemplar**	3

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations**.**
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Meta cards/worksheets • Infographic images • Laptop/projector (optional) **References:** Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000. Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011. De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016. Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990. Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011. HM Hub. "Front Office Notes: Guest Cycle." Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/

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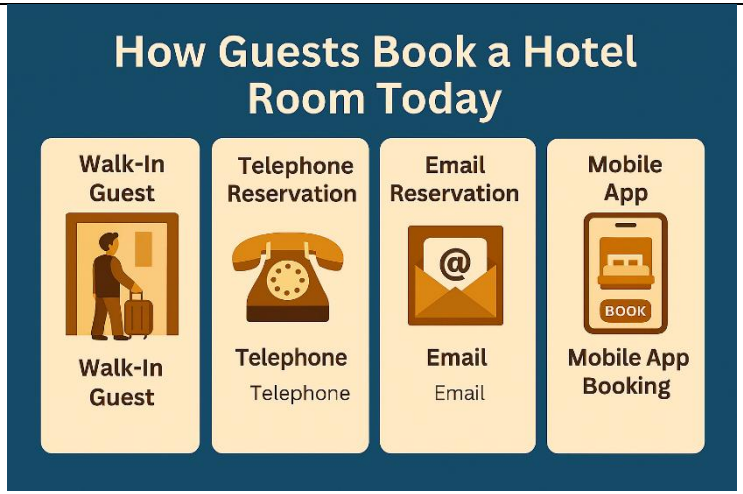
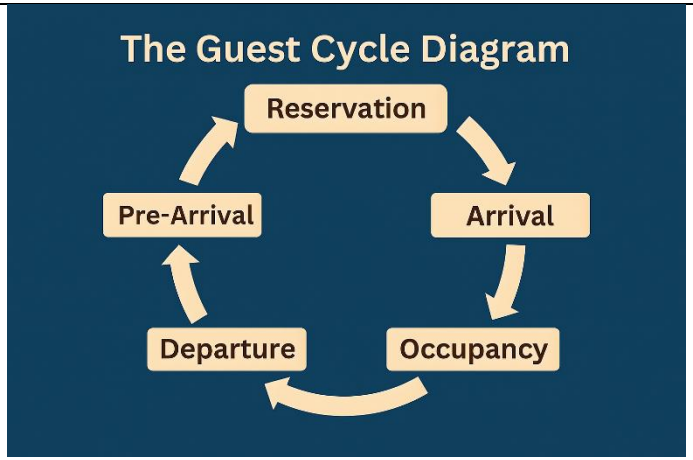
III. CONTENT	LE 5: Reservation System and Technology
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Explain the different types of reservations, reservation systems and technologies, and the reservation process and policies used in the hospitality industry. 2. Demonstrate the proper handling of reservations using appropriate reservation systems and technology in accordance with standard hotel reservation procedures and policies. 3. Exhibit professionalism, accuracy, and responsibility in managing reservations by valuing customer needs, data privacy, and effective use of reservation technologies.

V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	1**. Activating Prior Knowledge** Activities: • Display the infographic "How Guests Book, a Hotel Room Today" showing walk-in, telephone, email, website, and mobile app reservations.	The teacher begins by situating learners in familiar hotel booking experiences to activate prior knowledge. Learners are tasked to recall how reservations are made and to identify common reservation

	 OpenAI. "How to book a Hotel Room today?" Image generated by CoPilot, May 20, 2026 • Ask learners to recall personal or family experiences in booking hotels and identify the mode of reservation used. • Present sample screenshots of hotel booking websites and mobile applications to emphasize online booking platforms. 2. **Establishing the Purpose of the Lesson** Activities: • Show the Guest Cycle Diagram and highlight Reservation as part of the pre-arrival stage.	modes. The teacher facilitates sharing, affirms responses, and connects them to the concept of reservation in hotel operations. Through visual aids and guided discussion, learners recall relevant prior learning. As a result, learners are cognitively prepared for deeper discussion of reservation systems and technologies. The teacher clarifies the purpose of the lesson by linking reservations to the overall guest cycle. Learners are tasked to understand why reservation accuracy affects guest satisfaction and hotel efficiency. The teacher explains the objectives and relevance of the lesson to hospitality careers. As a result, learners gain clear direction and motivation for learning reservation systems and technology.

	 OpenAI. "The guest cycle diagram?" Image generated by CoPilot, May 20, 2026 • Ask learners why accurate reservations are important for both guests and hotels. • Present and explain the lesson objectives, emphasizing their relevance to real hotel work.	
B. Instituting New Knowledge	1. **Presenting Examples** • Present the infographic **"**Types and Modes of Hotel Reservations" explaining guaranteed, non-guaranteed, group, and corporate reservations. • Show sample reservation confirmations (printed/email) as concrete examples. 2. **Discussing New Concept** **Activities:** • Present a comparison chart CRS vs PMS vs Online Booking Engines. • Explain the reservation process flowchart from inquiry to confirmation.	The teacher introduces new concepts through concrete examples and visuals. Learners are tasked to observe and distinguish different reservation types and modes. The teacher explains each example clearly and checks understanding through questions. As a result, learners begin forming accurate concepts of reservation classifications. The teacher explicitly discusses reservation systems, technologies, and procedures using visual comparisons and flowcharts. Learners are tasked to understand how systems differ and how reservations are

	Guided Questions: • How do CRS, PMS, and booking engines work together in a real hotel setting? **Reservation Systems and Technologies** Guided Questions: • How does a CRS support hotels with multiple branches or chains? **a. Central Reservation System (CRS)** A CRS is a centralized system that allows multiple hotels within a chain to share reservation information. It enables reservations made through travel agents, call centers, or online platforms to be accessed by all participating hotels. **Key Functions:** • Centralized booking for hotel chains • Real-time room availability • Rate management **Example:** A guest books a room through an online travel agency, and the reservation is automatically reflected in the hotel system. **b. Property Management System (PMS)** Guided Questions: • What information does a PMS store that is important for reservation accuracy? A PMS is an internal hotel system used to manage reservations, room status, guest profiles, and billing information.	processed. The teacher clarifies terms, provides examples, and answers questions. As a result, learners gain structured and accurate understanding of reservation systems and policies.

	Key Functions: • Recording reservations • Monitoring room availability • Storing guest information **Example:** The front desk checks the PMS to confirm available rooms before accepting a reservation. **c. Online Booking Engine** Guided Questions: • Why is an online booking engine convenient for guests? An online booking engine allows guests to directly reserve rooms through the hotel's website or mobile application. **Key Functions:** • Direct guest reservations • Instant confirmation • Integration with CRS and PMS Guided Questions: How do CRS, PMS, and booking engines work together in a real hotel setting? **2. Reservation Procedures** The standard reservation process usually follows these steps: 1. Guest inquiry 2. Checking room availability 3. Recording guest information	

	4. Explaining reservation policies 5. Confirming the reservation **Teacher Tip:** Use the Reservation Handling Flowchart Poster while explaining these steps. 3. **Developing Mastery** **Activities:** • Divide learners into groups and distribute reservation scenario cards. • Require each group to: o Identify the type and mode of reservation o Choose the correct reservation system o Complete a sample reservation form or PMS template o Identify applicable reservation policies • Allow groups to present their outputs	Learners are tasked to apply newly learned concepts through guided practice. The teacher monitors group work, provides clarification, and corrects misconceptions. By completing reservation forms and explaining policies, learners reinforce their understanding. As a result, learners develop mastery of reservation systems and procedures.
C. Demonstrating Knowledge and Skills	1. Finding Practical Application **Activities:** • Set up a simulated reservation desk using a Reservation Handling Flowchart Poster. • Assign roles (reservation officer, guest, observer). • Conduct role-play on receiving inquiries, checking availability, and confirming reservations. 2. Making Generalization	The teacher creates a simulated front office environment where learners apply reservation procedures. Learners are tasked to demonstrate correct handling of guest inquiries using proper tools. The teacher observes and guides performance. As a result, learners practice real-world reservation handling skills.

	Activities: • Facilitate a discussion using the infographic **"Do's and Don'ts in Reservation Handling"**. OpenAI. "Do's and Don'ts in Reservation Handling".?" Image generated by CoPilot, May 20, 2026 • Ask learners to summarize key lessons learned from the simulation. 3. Evaluating Learning **Quiz: Evaluating Learning** **Directions:** Choose the letter of the correct answer. 1. Which reservation system allows multiple hotels to share booking information through a centralized network? o A. Property Management System o B. Central Reservation System	The teacher guides learners to reflect on their experiences and extract key principles. Learners are tasked to articulate general rules for proper reservation handling. As a result, learners internalize essential concepts and values. The teacher evaluates learners' understanding through written and performance-based assessment. Feedback is provided to reinforce learning. As a result, learner achievement of objectives is measured.

	○ C. Point of Sale System ○ D. Manual Reservation Log 2. Which mode of reservation is the most commonly used today due to internet accessibility? ○ A. Walk-in ○ B. Letter ○ C. Online booking ○ D. Fax 3. What is the primary function of a Property Management System (PMS)? ○ A. Marketing hotel services ○ B. Managing guest reservations and room status ○ C. Preparing financial statements ○ D. Handling food production 4. Why is accuracy important when handling hotel reservations? ○ A. To reduce staff workload ○ B. To avoid guest complaints and overbooking ○ C. To increase advertising reach ○ D. To shorten guest stay	

	5. Which value should a reservation staff observe when handling guest information? o A. Speed only o B. Flexibility o C. Data privacy and professionalism o D. Creativity **Answer Key:** 1. B 2. C 3. B 4. B 5. C 4.Additional Activities **Enrichment Activity: Modern Reservation Technology** **Objective:** Identify and understand modern hotel reservation technologies. **Task:** Research one (1) reservation technology (e.g., online booking, mobile app, AI chatbot). **Guide Questions** 1. What is the technology? 2. How does it work? 3. What are the benefits to guests and hotels?	The teacher provides additional tasks to support diverse learners. Enrichment activities extend learning while remediation reinforces core concepts. As a result, all learners are supported in achieving lesson objectives.

	Output (Choose One) ● Short report (1 paragraph) ● Simple infographic ● Oral explanation (2–3 minutes) **Reflection** Which reservation method do you prefer? Why? _____.	
VI. ASSESSMENT	● Administer a short quiz on reservation systems and technology. ● Use an observation checklist to assess role-play performance.	
VII. REFLECTION	After the lesson, the teacher reflects learners' performance during simulations, noting strengths in system navigation, communication, and use of reservation tools. Areas for improvement such as accuracy and policy explanation are identified. The teacher plans follow-up activities, including additional demonstrations and guided practice, to further strengthen learner competency	
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used **a Generative AI tool** (**Microsoft Copilot)** to assist in generating structured **lesson activities, realistic scenarios**, and instructional materials **such as infographics** to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11/12
Term	2	**Lesson Exemplar**	4

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations**.**
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) **References:** Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000. Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011. De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016. Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990. Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011. HM Hub. "Front Office Notes: Guest Cycle." Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/

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III. CONTENT	LE 6: Importance of Revenue Management
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Explain the importance of revenue management in hotel operations, particularly its role in maximizing room revenue through effective pricing, forecasting, and reservation controls. 2. Analyze basic revenue management applications by identifying appropriate room rates and reservation strategies based on demand, seasonality, and guest booking patterns. 3. Appreciate the value of ethical and strategic revenue management practices by demonstrating professionalism, responsibility, and customer-focused decision-making in handling reservations.

V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	1**. Activating Prior Knowledge** ***Activity 1: Guided Recall and Discussion*** • The teacher asks learners to recall observations or experiences related to Philippine hotels and resorts (e.g., Seda	The teacher effectively activates prior knowledge by situating the lesson in familiar, real-life contexts, allowing learners to connect personal experiences with hotel pricing patterns to the concept of demand. Through guided questioning and

	Hotels, Red Planet, Solaire, Okada Manila, Baguio or Batangas resorts). • Learners cite instances when room rates were higher during summer vacation, Holy Week, long weekends, town fiestas, or Christmas season. • The teacher facilitates questioning that links these experiences to the previous lesson on reservation systems and availability. OpenAI. "Activating Prior Knowledge-Philippines Hotels?" Image generated by CoPilot, May 10, 2026 2. **Establishing the Purpose of the Lesson** • The teacher presents a situation involving a mid-sized Manila hotel fully booked during the Christmas season due to OFW arrivals and local events. • Learners answer the question: "How can the hotel earn more revenue without adding rooms?" • The teacher presents the lesson objectives and explains the relevance of revenue management to front office duties.	strategic follow-ups, the teacher scaffolds understanding, leading learners to recognize demand-driven pricing as an intentional business decision. The use of a realistic scenario further promotes critical thinking, encouraging learners to propose solutions while the teacher organizes responses to highlight the need for systematic revenue management. By clearly stating objectives and emphasizing real-world relevance, the teacher ensures that learners understand the purpose of the lesson and its importance in front office operations, thereby increasing engagement and motivation.

	 OpenAI. "Establishing the Purpose of the lesson, mid-sized Manila hotel fully booked during the Christmas season -2" Image generated by CoPilot, May 10, 2026	
B. Instituting New Knowledge	1. **Presenting Examples** • The teacher presents a case of a 100-room business hotel in Makati with low weekday occupancy and full weekend bookings. • Learners examine sample weekday and weekend room rates using visuals or rate sheets. • Learners identify reasons for lower rates during low demand and higher rates during peak demand. Using visual aids such as a sample rate sheet, PowerPoint slide, or printed table, the teacher shows the following example: • Weekday Rate (Mon–Thu): ₱3,200 per night • Weekend / Holiday Rate (Fri–Sun): ₱5,500 per night The teacher asks learners to carefully examine and compare the two rates, then facilitates discussion using guided questions such as:	The teacher facilitates meaningful learning by presenting a contextualized and data-driven hotel scenario that allows learners to concretely observe variations in occupancy and pricing. Through the use of visual aids and guided questioning, the teacher scaffolds learners' analytical skills, helping them identify the relationship between demand and pricing decisions. The explicit introduction of revenue management concepts, supported by relevant Philippine tourism examples, strengthens conceptual understanding and makes abstract ideas more relatable.

	• *"What difference do you notice between the weekday and weekend rates?"* • *"Why do you think the hotel charges a higher price during weekends?"* • *"If you were the hotel manager, would you keep the same rate all week? Why or why not?"* Learners are encouraged to share their observations orally, noting that weekday rates are lower to attract more guests during periods of low demand, while higher weekend rates take advantage of increased demand. The teacher highlights learner responses by reinforcing correct ideas and clarifying misconceptions, emphasizing that room prices are adjusted intentionally based on occupancy trends and guest demand. 2. **Discussing New Concept** • The teacher explains revenue management as a strategy of selling the right room at the right price and time. • Key concepts discussed include demand forecasting, seasonality, booking window, yield, and ethical pricing. • Philippine examples are used such as higher rates during Sinulog Festival (Cebu), Panagbenga Festival (Baguio), or major Metro Manila conventions **Understanding Revenue Management in Hotel Operations** **What is Revenue Management?** Revenue management is a strategy used by hotels to maximize income from a limited number of rooms by selling the right room, to the right guest, at the right time, and for the right price. Instead of charging the same room rate all year round, hotels	The teacher formally introduces revenue management and its core principles, including demand forecasting, seasonality, booking window, yield, and ethical pricing. The teacher uses relatable Philippine examples, such as local festivals and conventions, to make abstract ideas more accessible and meaningful. Through structured explanations, guide questions, and interactive discussion, the teacher ensures that learners remain engaged while developing conceptual clarity. This teaching approach enables the teacher to connect theoretical knowledge with real-world application, resulting in a deeper and more comprehensive understanding of revenue management in hotel operations.

	adjust prices based on demand, season, and booking behavior. **Guide Question for Discussion:** Why can a hotel earn more even if the number of rooms does not change? **Why is Revenue Management Important?** Hotels operate with fixed room inventory. Once a night passes, any unsold room represents lost revenue. Revenue management helps hotels: • Increase income during high demand periods • Avoid empty rooms during low-demand periods • Balance profitability and guest satisfaction • Support fair and ethical pricing decisions **Guide Question for Discussion:** What happens if a hotel charges very low prices during peak season? What happens if it charges very high prices during the low season? **Key Concepts in Revenue Management** **1. Demand** Demand refers to the number of guests willing to book rooms at a given time. • **High demand:** Holy Week in Boracay, Sinulog Festival in Cebu • **Low demand:** Rainy weekday in a provincial resort	

Think About This:
When demand is high, should room rates go up or down? Why?

2. Seasonality

Seasonality describes predictable changes in hotel demand based on time of year.

Season	**Example in the Philippines**	**Typical Rate Strategy**
Peak	Summer vacation, Christmas	Higher rates
Off-peak	Rainy months, school weeks	Discounted rates

Guide Question:
Why do hotels rarely offer discounts during long holidays?

3. Demand Forecasting

Demand forecasting is predicting how many rooms will be sold in the future using:

- Past booking data
- Local events
- Holidays and weather patterns

Forecasting helps hotels decide:

- When to increase or decrease rates
- How many rooms to reserve for walk-ins or advance bookings

	Guide Question: Why is forecasting important before setting room prices? **4. Booking Window** The booking window refers to how far in advance guests book rooms. • Early bookers → often receive lower promotional rates • Last-minute bookers → may pay higher prices during peak demand **Guide Question:** Should a hotel reserve rooms for last-minute guests during high demand? Why? **5. Yield** Yield measures how effectively rooms are sold. **Example:** • 1 room sold at ₱5,000 is better than • 1 room sold at ₱2,500 during a fully booked night **Think About This:** Is full occupancy always the best situation for a hotel? **Ethical Revenue Management** Ethical revenue management means: • Applying published rates fairly • Giving clear explanations to guests • Respecting confirmed reservations • Avoiding misleading or discriminatory pricing	

	Guide Question: Why is fairness important when adjusting room rates? **The Role of the Front Office** Front office staff play a key role by: • Communicating correct rates to guests • Managing reservations accurately • Explaining rate changes politely and professionally • Supporting revenue objectives while maintaining guest trust **Reflection:** As a future front desk officer, what should you always consider before quoting a room rate? **Key Takeaway** Revenue management helps hotels earn the most from limited rooms by making **smart, fair, and ethical pricing decisions** based on demand and forecasting. 3. **Developing Mastery** Learners complete a worksheet with Philippine hotel scenarios (provincial resort during rainy season, city hotel during a national convention, mountain resort during peak festival). • Learners decide on room rates and reservation controls and justify their decisions. • The teacher discusses answers and clarifies misconceptions. **Scenario 1: Beach Resort During Off-Peak Season** A beach resort in Batangas has many vacant rooms during the rainy season on weekdays.	

	1. Should the hotel increase or decrease room rates? Why? 2. What type of guests can the hotel target during this period? 3. What reservation strategy can help increase bookings? **Scenario 2: City Hotel During a National Convention** A city hotel in Manila is almost fully booked due to a national government convention happening next week. 1. Should the hotel offer promotional discounts? Why or why not? 2. How should the front desk handle walk-in guests during this period? 3. What ethical considerations should be observed when quoting room rates?	
C. Demonstrating Knowledge and Skills	1. Finding Practical Application **Activity 1: Practical Application (Simulation)** Form a group of **3–5 members**. Read the hotel scenario carefully and discuss your answers as a team. All group members must participate in the discussion and decision-making. Write your agreed answers clearly. **Activity Tasks** **Group Performance Scenario** Your group represents the **Front Office Team** of a **120-room city hotel in Manila**. The hotel is preparing for the following upcoming events:	The teacher provides an authentic learning experience by immersing learners in a simulated front office environment that mirrors real-world hotel operations. This experiential approach allows learners to actively apply revenue management principles while developing decision-making, problem-solving, and ethical judgment skills. By assigning realistic roles and scenarios, the teacher promotes deeper engagement and practical understanding, while ongoing observation and guidance ensure that learners remain aligned with appropriate professional standards.

	• A **national government convention** • A **long weekend holiday** • Expected increase in **business and leisure travelers** Current room status: • 90 rooms are already booked • Walk-in guests and last-minute online bookings are expected • Some repeat guests are requesting discounted rates **Task 1: Group Pricing Decision** 1. As a group, decide whether to **increase, maintain, or limit discounts** on room rates. 2. Explain your decision using demand, seasonality, and booking behavior. **Task 2: Group Reservation Strategy** 1. How should your team prioritize: o advance bookings o walk-in guests 2. What reservation controls should your hotel apply (e.g., minimum stay, limited discounts, booking cut-offs)? **Task 3: Ethical Front Office Practices** As a team, answer the following:	

	1. How will you explain room rates to guests requesting discounts? 2. How will your team ensure fairness and professionalism when handling confirmed reservations and walk-ins? **Group Output Requirement** Prepare a **written group recommendation (8–10 sentences)** answering: *How can a front office team use revenue management to maximize hotel revenue while maintaining ethical practices and guest satisfaction?* 2. Making Generalization After the simulation, the teacher facilitates a deeper reflective discussion to help learners analyze, connect, and apply concepts. **Guide Questions:** 1. Why is revenue management important even if the number of hotel rooms does not change? 2. How do demand and seasonality affect room pricing decisions? 3. What might happen if hotels do not adjust their room rates based on demand? 4. How can front office staff balance profitability and guest satisfaction?	The reflective activity that follows strengthens learning by encouraging learners to process and articulate their insights. Through structured reflection and guided sharing, the teacher helps learners synthesize key concepts such as revenue maximization, inventory limitations, and guest satisfaction. This process supports internalization of knowledge and enables learners to connect theoretical concepts with real-life professional responsibilities, reinforcing meaningful and lasting learning outcomes.

	5. Why is ethical decision-making important when applying revenue management?
	
	Learner Generalization Task
	
	Learners complete the statements below:
	
	"I realized that revenue management…_____"
	"As a future front desk officer, I should…_____"
	
	Teacher Synthesis
	
	The teacher emphasizes that:
	
	• Hotels have **limited rooms**, so every unsold room is **lost revenue**.
	• Revenue management helps hotels:
	  o Adjust prices based on **demand and season**
	  o Maximize income during peak periods
	  o Attract guests during low-demand periods
	• Front office staff play a key role by:
	  o Communicating correct rates clearly
	  o Applying policies fairly
	  o Ensuring guest trust and satisfaction
	
	Key Insight:
	
	"Revenue management is not just about earning more—it is about making smart, fair, and timely decisions that benefit both the hotel and the guest."	

	3. Evaluating Learning **Quiz** 1. What is the main goal of revenue management in hotel operations? a. To increase the number of hotel rooms b. To maximize revenue by adjusting prices based on demand c. To reduce guest arrivals during peak season d. To offer the same room rate all year round 2. Which situation best represents high demand in Philippine hotels? a. Rainy season weekday in a provincial resort b. Regular weekday in a business district c. Holy Week in a popular beach destination d. Off-season month with few bookings 3. Why do hotels increase room rates during festivals such as Sinulog or Panagbenga? a. To discourage guests from booking b. To match increased operating costs only c. To take advantage of higher demand d. To avoid accepting reservations 4. As a front desk officer, which decision best reflects ethical revenue management? a. Overcharging walk-in guests without explanation b. Applying published peak season rates fairly to all guests	

	c. Canceling confirmed reservations to accept higher-paying guests d. Providing misleading rate information 5. Demand forecasting helps hotels because it allows them to ___. a. Predict staff resignations b. Plan pricing and room availability in advance c. Eliminate reservations d. Standardize room designs • The teacher checks answers, discusses correct responses, and provides immediate feedback to reinforce learning. **Answer Key** 1. b 2. c 3. c 4. b 5. b 4. Additional Activities **Enrichment Activity: Hotel Room Rates Investigation** **Objective:** Understand how hotels adjust room rates based on demand. **Task:** Research one hotel and compare its room rates during: • **Peak season** (weekend/holiday) • **Off-peak season** (weekday/low season)	The teacher effectively assesses learners' understanding through a formative quiz that targets key concepts in revenue management, demand analysis, and ethical decision-making. By immediately checking responses and providing corrective feedback, the teacher ensures that misconceptions are promptly addressed and key ideas are reinforced. This approach supports continuous learning and allows the teacher to monitor individual progress. The activity also prepares learners for more complex tasks by strengthening their foundational knowledge, ensuring readiness for subsequent summative assessment.

	Guide Questions 1. What is the difference in price? 2. Why do the rates change? 3. Which rate do you think is fair? Why? **Output (Choose One)** • Short paragraph (3–5 sentences) • Simple comparison table **Reflection** Which pricing strategy helps the hotel earn more? Why? _____.	The teacher implements differentiated instruction by providing enrichment activities for advanced learners and remediation tasks for those needing additional support. By assigning research-based tasks involving real Philippine hotel rates, the teacher extends learning beyond classroom concepts and encourages independent inquiry. At the same time, simplified exercises and concept reviews ensure that struggling learners build foundational understanding at a manageable pace. This balanced approach promotes inclusivity, allowing all learners to achieve the lesson objectives according to their individual readiness levels while maintaining engagement and progression.
VI. ASSESSMENT	Learners analyze a hotel reservation scenario and recommend pricing and reservation decisions using basic revenue management principles.	
VII. REFLECTION	The teacher reflects on learners' understanding of revenue management concepts, challenges encountered during scenario analysis, and instructional adjustments made to improve teaching effectiveness	
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used **a Generative AI tool** (**Microsoft Copilot)** to assist in generating structured **lesson activities, realistic scenarios**, and instructional materials **such as infographics** to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11/12
Term	2	**Lesson Exemplar**	5

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations**.**
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) **References:** Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000. Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011. De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016. Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990. Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011. HM Hub. "Front Office Notes: Guest Cycle." Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/

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III. CONTENT	LE 7: Reservation process o hospitality ethics in communication o reservation phraseology o step by step reservation process
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Explain the reservation process in the hospitality industry, including hospitality ethics in communication, proper reservation phraseology, and the step-by-step procedures in handling reservations. 2. Demonstrate effective reservation handling by using appropriate reservation phraseology and following the correct step-by-step reservation process in simulated reservation scenarios. 3. Exhibit professionalism, courtesy, and ethical behavior in communicating with guests during the reservation process, reflecting respect, honesty, and customer-oriented service.

V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	1**. Activating Prior Knowledge** **Activity 1:** Think–Pair–Share (Hotel Experience)	The teacher begins by presenting real-life situations where students recall personal or observed hotel reservation experiences. Learners are tasked to identify familiar processes and share

	• Teacher asks:
	  ○ "Have you or your family ever booked a hotel?"
	  ○ "What information was asked?"
	• Learners write answers, share with partner, then class sharing.
	
	Activity 2: Picture Prompt Analysis
	• Show image/video of hotel front desk reservation.
	
	OpenAI. "Hotel Front Desk Reservation?" Image generated by CoPilot, May 10, 2026
	• Guide questions:
	  ○ What is happening?
	  ○ What skills are needed?
		insights with peers, encouraging collaboration. The teacher facilitates discussion and connects responses to the upcoming lesson. As a result, learners activate prior knowledge and become more engaged and ready to understand the reservation process.

	2. **Establishing the Purpose of the Lesson** ● Presents the Lesson Objectives ● Understand the relevance of the lesson to real-life hospitality work. Teacher explains: ● Reservations are often the **first impression** of the hotel ● Proper handling affects guest satisfaction, trust, and hotel revenue	
B. Instituting New Knowledge	1. **Presenting Examples** **Activity 1: Role Play Observation** ● Two volunteers simulate a **reservation call**: o One as guest o One as hotel staff ● Class lists observed behaviors: o Good communication o Errors made **Activity 2: Scenario Cards** ● Groups analyze reservation scenarios: o Walk-in guest o Phone reservation o Online booking ● Identify: o Steps observed	The teacher presents simulated reservation situations to expose learners to realistic service interactions. Learners observe and analyze behaviors demonstrated in the role play and scenario cards. The teacher guides learners in identifying correct and incorrect practices. As a result, learners gain contextual understanding of reservation processes before formal instruction.

	○ Missing elements 2. **Discussing New Concept** **A. HOSPITALITY ETHICS IN COMMUNICATION** Hospitality ethics refer to **moral and professional behavior** in dealing with guests. **Key Principles:** • Courtesy and respect • Honesty and accuracy of information • Confidentiality of guest details • Professional tone and language *Remember: Every guest interaction reflects the hotel's image.* **B. RESERVATION PHRASEOLOGY** Reservation phraseology refers to **standard polite expressions** used when handling reservations. **Common Reservation Phrases** **Opening:** • "Good morning. Thank you for calling [Hotel Name]. How may I assist you?" • "Good afternoon. Reservations desk, this is [Name] speaking." **Asking Details:** • "May I know your preferred check-in and check-out dates?" • "How many guests will be staying in the room?"	The teacher introduces structured content using prepared handouts focusing on reservation process, ethics, and phraseology. Learners analyze and practice applying these concepts through guided activities such as matching and short dialogues. The teacher provides feedback and clarification during the process. As a result, learners develop foundational knowledge and communication skills required in reservation handling.

	Confirming: • "Let me confirm your reservation details, please." • "Your reservation is confirmed under the name _____." **Closing:** • "Thank you for choosing our hotel. We look forward to welcoming you." • "Have a pleasant day." **C. STEP-BY-STEP RESERVATION PROCESS** **Standard Reservation Steps** 1. **Greeting the Guest** o Use polite and professional opening line 2. **Determining Guest Needs** o Dates, room type, number of guests, special requests 3. **Checking Availability** o Verify room availability and rates 4. **Offering Options** o Present available room types and prices 5. **Gathering Guest Information** o Name, contact details, payment guarantee 6. **Confirming the Reservation** o Repeat details clearly for accuracy 7. **Closing the Interaction**	

	○ Thank the guest and provide confirmation details 📌 **Important Reminder:** Accuracy + Courtesy + Clarity = Successful Reservation 3. **Developing Mastery** **Activity 1: Step Sequencing** • Arrange scrambled reservation steps in order **Activity 2: Error Detection** • Identify incorrect phrases in dialogue samples **Activity 3: Pair Simulation** • Perform full reservation conversation Practice reservation skills with guidance. **Activity 4:** Guided Role-Play • Roles: Reservation Agent / Guest • Teacher rotates, gives feedback on: ○ Tone of voice ○ Correct phraseology ○ Correct steps followed	The teacher reinforces learning by providing structured practice activities such as sequencing and error analysis. Learners actively apply knowledge in simulated interactions, while the teacher provides guidance and correction. As a result, learners gain confidence and mastery of the reservation process.
C. Demonstrating Knowledge and Skills	1. Finding Practical Application **Activity: Reservation Role Play Simulation** **Instructions:** 1. Form groups of 3: ○ Guest	The teacher assigns a realistic role-playing activity where learners simulate actual reservation scenarios. Learners are tasked to apply correct procedures, communication skills, and professionalism. The teacher observes and evaluates using a rubric while providing feedback. As a result,

	○ Front Office Staff ○ Observer 2. Each group receives a scenario: ○ Family booking ○ Business traveler ○ Tourist inquiry 3. Perform a **complete reservation interaction** including: ○ Greeting ○ Inquiry ○ Offering options ○ Confirmation 4. Rotate roles **RUBRIC FOR CHECKING**	learners demonstrate applied competence and readiness for real-world hospitality tasks.

Criteria	**4 (Excellent)**	**3 (Good)**	**2 (Fair)**	**1 (Needs Improvement)**
Use of Phraseology	Accurate and fluent	Minor errors	Limited phrases	Incorrect usage

Process Flow	Complete and logical	Minor steps missing	Several errors	No clear process
Professionalism	Very courteous and confident	Generally polite	Some lapses	Unprofessional
Communication Skills	Clear and effective	Understandable	Some confusion	Poor delivery
Teamwork	Excellent collaboration	Good cooperation	Limited participation	No coordination

2. Making Generalization

Let the students answer this question: (3,2 ,1 approach)

1. Give me (3) three things that you learned about reservation process?
2. Give me (2) two benefits of knowing the hospitality ethics in communication and reservation phraseology?
3. Give (1) one question about this topic?

The teacher facilitates reflection by asking learners to summarize key learning points. Learners identify essential concepts and skills gained from the lesson. The teacher synthesizes responses into a unified understanding. As a result, learners internalize knowledge and connect it to practical application.

	3. Evaluating Learning **Multiple Choice Quiz (10 Items)** **Directions:** Choose the correct answer. 1. What is the first step in reservation process? A. Confirm booking B. Greeting the guest C. Checking availability D. Recording details 2. Which shows professionalism? A. Ignoring guest B. Speaking loudly C. Being polite and respectful D. Interrupting 3. "Allow me to check availability" is an example of: A. Greeting B. Closing C. Reservation phraseology D. Complaint 4. Which is NOT part of reservation process? A. Greeting B. Offering options C. Cooking food D. Confirming details 5. Ethics in communication means: A. Arguing with guest B. Serving quickly C. Acting respectfully D. Ignoring rules 6. Reservation ensures: A. Room readiness B. Free food	The teacher administers a structured quiz to assess learners' understanding of key concepts. Learners individually answer questions, demonstrating knowledge retention. The teacher checks and discusses results to clarify misconceptions. As a result, learners' understanding is validated and reinforced.

	C. Extra service D. Discounts 7. Which step comes after checking availability? A. Greeting B. Offering options C. Ending call D. Payment 8. Good communication includes: A. Rudeness B. Honesty C. Ignoring D. Silence 9. “We look forward to your stay” is: A. Greeting B. Closing statement C. Inquiry D. Complaint 10. Reservation staff must be: A. Slow B. Rude C. Professional D. Unprepared **Answer key:** 1. B 6. A 2. C 7. B 3. C 8. B 4. C 9. B 5. C 10. C	The teacher provides enrichment and reinforcement activities to support diverse learners. Learners extend their learning through independent and creative tasks. The teacher monitors progress and provides feedback. As a result, learners deepen their understanding and improve practical skills.

	4. Additional Activities ● Create a **reservation script** ● Research **online booking systems** ● Practice **phone reservation at home**	
VI. ASSESSMENT	Culminating performance task: ● **Full reservation simulation** ● Evaluated using rubric (communication, process, professionalism)	
VII. REFLECTION	● Learners showed improved communication skills ● Some struggled with proper phraseology ● Teacher will provide more role-play practice	
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used **a Generative AI tool** (**Microsoft Copilot)** to assist in generating structured **lesson activities, realistic scenarios**, and instructional materials **such as infographics** to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11/12
Term	2	**Lesson Exemplar**	6

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations**.**
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) **References:** Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000. Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011. De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016. Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990. Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011. HM Hub. "Front Office Notes: Guest Cycle." Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/

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III. CONTENT	LE 8: Reservation policies o cancellation and no-show policies o re-booking o payment and deposit requirements o check-in and check-out policies o terms and conditions	
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Explain the different reservation policies in the hospitality industry, including cancellation and no-show policies, re-booking procedures, payment and deposit requirements, check-in and check-out policies, and terms and conditions. 2. Analyze reservation scenarios and apply appropriate reservation policies when making decisions related to cancellations, re-bookings, payments, and guest check-in and check-out processes. 3. Demonstrate fairness, professionalism, and respect for guests by valuing transparency and ethical practices in implementing and communicating reservation policies.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	1**. Activating Prior Knowledge** **Activity 1**: Experience Sharing	The teacher begins the lesson by presenting familiar booking situations and asking learners to share experiences related to hotel

	Teacher asks: • "What happens if you cancel a booking?" • "Have you heard of 'no-show' charges?" Students share experiences or assumptions. **Activity 2:** Agree or Disagree Teacher presents statements: • "Guests can cancel anytime without penalty." • "Hotels always refund payments." Students raise cards (Agree/Disagree) and explain**.** 2. **Establishing the Purpose of the Lesson** **Activity 1: "**Why Do Policies Matter?" Brainstorming Teacher Guide: 1. Write the word "POLICY" on the board. 2. Ask learners: o "What do you think a policy is?" o "Why do businesses like hotels need policies?" 3. List student answers on the board. 4. Guide learners toward ideas such as: o Rules o Fairness o Avoiding misunderstandings o Protecting both guests and hotel	reservations. Learners are tasked to express their ideas and opinions through guided questions and interactive responses. The teacher facilitates discussion and clarifies misconceptions based on student answers. As a result, learners activate prior knowledge and become curious about the rules governing reservation policies. The teacher introduces the concept of policies by engaging learners in brainstorming and real-life problem situations related to bookings and cancellations. Learners are tasked to share their ideas, analyze a realistic scenario, and express their opinions about fairness and responsibility. The teacher facilitates the discussion by organizing responses and linking them to the importance of reservation policies. As a result, learners understand the relevance of the lesson and become motivated to learn how policies apply in real-world hospitality situations.

	Expected Output: Learners provide keywords related to policies and their importance. **Activity 2:** Real-Life Connection Scenario Teacher Guide: Read the situation: "A guest booked a hotel room but cancelled at the last minute. The hotel refused to give a refund. The guest got angry and complained." Processing Questions: • Who do you think is right? Why? • What should have been done? • What rule or policy could have helped avoid the problem? Let learners share answers. **Activity 3:** Lesson Purpose Statement Teacher Guide: After discussion, say: "Today, we will learn about Reservation Policies. These policies help hotels and guests understand their responsibilities when booking, canceling, or staying in a hotel." Write the lesson objectives on the board and briefly explain each in simple terms.	
B. Instituting New Knowledge	1. **Presenting Examples** **Activity 1: Scenario Analysis** Provide situations: • Guest cancels 2 days before arrival • Guest did not arrive (no-show)	The teacher presents realistic reservation scenarios and visual examples to help learners understand how policies apply in real-life situations. Learners analyze each scenario and identify appropriate responses based on their initial understanding. The teacher guides

	• Guest wants to rebook Students identify: • What policy applies? • What action should be taken? **Activity 2: Video/Illustration Discussion** Show a short clip or visual of hotel reservation policy explanation. Guide questions: • What rules were mentioned? • Why are policies important? 2. **Discussing New Concept** **Types of Reservation Policies** **1. Cancellation Policy** • Rules for canceling reservations • May include deadlines (e.g., 24–48 hours before arrival) • Possible charges if late cancellation **2. No-Show Policy** • Guest does not arrive without notice • Hotel may charge one night or full stay **3. Re-booking Policy** • Allows guest to change reservation date • Subject to availability and possible fees	discussion and links real examples to policy concepts. As a result, learners develop contextual awareness of reservation policies. The teacher introduces structured content that explain different reservation policies. Learners study the materials and actively participate in guided discussions and matching activities. The teacher clarifies key concepts and ensures understanding through questioning. As a result, learners gain clear and organized knowledge of reservation policies and their importance.

	Payment and Stay Policies **4. Payment and Deposit Requirements** • Advance payment or deposit required • May be refundable or non-refundable **5. Check-in and Check-out Policies** • Standard check-in: 2:00 PM • Standard check-out: 12:00 NN • Early/late requests may have charges **Terms and Conditions** • Rules governing reservation agreement • Includes guest responsibilities • Includes cancellation, payment, and penalties • Must be clearly explained to guests 3. **Developing Mastery** (Suggested Activities) **Activity 1: Case Study Analysis** **Title: Applying Reservation Policies in Real Situations** Teacher Guide (Step-by-Step Procedure): 1. Group Formation o Divide the class into groups of 3–4 learners. 2. Distribution of Scenarios	The teacher provides structured activities that allow learners to actively apply reservation policies in realistic contexts. Learners are tasked to analyze case studies, identify errors in communication, and perform role-play scenarios simulating actual hotel situations. The teacher facilitates the activities by guiding discussions, providing feedback, and evaluating

	○ Give each group a different case scenario. 3. Instructions to Learners: Read the situation carefully and answer the following: ○ What reservation policy applies? ○ What action should the hotel staff take? ○ Explain your answer in 2–3 sentences. **Sample Case Scenarios:** **Case 1: Late Cancellation** A guest cancels their reservation **12 hours before arrival**, but the hotel policy states cancellations must be made at least 24 hours prior. **Case 2: No-Show Guest** A guest did not arrive and did not inform the hotel. The room remained reserved for one night. **Case 3: Rebooking Request** A guest wants to change their reservation to a different date due to personal reasons. **Case 4: Early Check-in Request** A guest arrives at 10:00 AM and wants to check in early, but the standard time is 2:00 PM. **Expected Answers (Guide for Teacher):** • Case 1: Cancellation policy → Apply penalty • Case 2: No-show policy → Charge one night • Case 3: Rebooking policy → Allow if available • Case 4: Check-in policy → Subject to availability/charges	performance using rubrics. As a result, learners develop deeper understanding, improve decision-making, and enhance communication skills necessary in handling reservation policies effectively.

	Output: Written answers and group explanation. **Feedback Tip:** Teacher checks answers and asks: • "Why is this policy important?" • "Was the decision fair to both guest and hotel?" **Activity 2: Error Identification** **Title: Spot the Mistake!** Teacher Guide (Step-by-Step Procedure): 1. Individual or Pair Work o Students work individually or in pairs. 2. Instructions to Learners: Read each situation and: o Identify the mistake o Rewrite the correct response **Sample Error Scenarios:** **Scenario 1:** Guest: "I cancelled late." Staff: "That's okay, you will not be charged." **Error:** Ignoring cancellation policy **Scenario 2:** Guest: "I did not arrive yesterday." Staff: "No problem, no charges apply." **Error:** Ignoring no-show policy	

	Scenario 3: Guest: “I want to rebook.” Staff: “No, that is not allowed.” **Error:** No attempt to check availability **Scenario 4:** Guest: “Can I check in early?” Staff: “No, that’s not possible.” **Error:** No explanation or alternative given **Expected Correct Responses:** • Apply cancellation fee if applicable • Charge for no-show based on policy • Check availability before rejecting rebooking • Explain early check-in policy politely **Output:** Corrected statements written on paper. **Teacher Processing Questions:** • “Why is the original response incorrect?” • “How can communication be improved?” **Activity 3: Mini Role Play** **Title: Explaining Policies to Guests** Teacher Guide (Step-by-Step Procedure): 1. Pairing o Students work in pairs: ▪ One as Guest	

- One as Front Office Staff

2. Scenario Assignment Each pair receives one situation:
    - Guest cancels late
    - Guest is a no-show
    - Guest requests refund
    - Guest wants rebooking

Sample Dialogue Guide (for students):

Staff:
"Good day, Ma'am/Sir. Thank you for reaching out. According to our policy…"

Guest:
"I want to cancel my reservation."

Staff:
"I understand. However, since the cancellation is within 24 hours, a fee applies…"

Performance Rubric (Mini Role Play)

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Policy Explanation	Clear and accurate	Minor error	Partially correct	Incorrect
Communication	Very clear and confident	Understandable	Hesitant	Unclear

	Professionalism	Very polite and respectful	Polite	Some lapses	Poor	
	Problem Handling	Offers solutions well	Acceptable	Limited	None	
C. Demonstrating Knowledge and Skills	1. Finding Practical Application **Activity: Reservation Policy Simulation** **Instructions:** 1. Form groups of 4: o Guest o Front Office Staff o Manager o Observer 2. Each group receives a scenario: o Cancellation request o No-show case o Rebooking concern o Payment issue 3. Perform a **policy-based interaction**: o Explain policy clearly o Handle guest concern o Apply correct policy decision					The teacher assigns group-based simulation tasks where learners act out real-life reservation policy situations. Learners are tasked to apply appropriate policies and communicate effectively with guests. The teacher observes and evaluates performance using a rubric. As a result, learners demonstrate their ability to apply knowledge in practical situations and develop real-world hospitality skills.

4. Observer uses rubric to evaluate performance
5. Rotate roles

RUBRIC FOR CHECKING

Criteria	**4**	**3**	**2**	**1**
Application of Policy	Accurate and complete	Minor errors	Some errors	Incorrect
Communication	Clear and professional	Understandable	Some confusion	Poor
Professionalism	Highly respectful	Polite	Inconsistent	Unprofessional
Problem Solving	Effective resolution	Acceptable	Limited	Ineffective
Teamwork	Excellent coordination	Good	Fair	

The teacher guides learners to reflect on key learnings by completing statements. Learners summarize essential ideas about reservation policies. The teacher consolidates responses into general concepts. As a result, learners internalize the importance of policies in hospitality operations.

The teacher guides learners to reflect on key learnings by completing statements. Learners summarize essential ideas about reservation policies. The teacher consolidates responses into general concepts. As a result, learners internalize the importance of policies in hospitality operations.

The teacher administers a quiz to measure learners' understanding of reservation policies. Learners answer individually while the teacher

	2. Making Generalization After the simulation, guide learners to move beyond simple recall and develop deeper understanding through analysis and reflection. **Guide Questions** 1. Why are reservation policies important for both the hotel and the guests? 2. How do policies prevent misunderstandings and conflicts? 3. What could happen if hotel staff do not follow reservation policies correctly? 4. How can proper explanation of policies improve guest satisfaction? 5. Why is fairness and transparency important when applying policies? **Learner Generalization Task** Ask learners to complete: "I realized that reservation policies…_____" "As a future front office staff, I should…_____" **Teacher Synthesis** Emphasize that: • Reservation policies serve as **guidelines** that protect both the **hotel and the guest**. • They help ensure: ✓ Fairness	monitors progress. Results are checked and discussed for clarification. As a result, learners' knowledge is assessed and reinforced.

	✓ Consistency ✓ Clear expectations • Proper implementation of policies: o Prevents complaints and misunderstandings o Builds trust between guests and the hotel • Front office staff must: o Explain policies clearly o Apply rules fairly o Show professionalism and empathy Key Insight "Reservation policies are not just rules—they are tools that ensure fairness, protect business operations, and improve guest experience." 3. Evaluating Learning **Multiple Choice Test (10 Items)** 1. A no-show occurs when: A. Guest cancels early B. Guest does not arrive C. Guest pays late D. Guest checks out 2. Cancellation policy refers to: A. Payment rules B. Booking rules C. Canceling reservations D. Check-in rules	The teacher provides enrichment activities to support continuous learning. Learners engage in independent tasks to deepen understanding. The teacher monitors and provides feedback. As a result, learners expand knowledge beyond the classroom.

	3. Rebooking means: A. Cancel booking B. Change reservation C. Pay again D. Leave hotel 4. Deposit is: A. Refund B. Advance payment C. Discount D. Fee 5. Standard check-in time is: A. 10 AM B. 12 NN C. 2 PM D. 5 PM 6. Terms and conditions include: A. Guest rules B. Food menu C. Room design D. Staff schedule 7. No-show may result in: A. Refund B. Discount C. Charge D. Free stay 8. Reservation policies ensure: A. Confusion B. Order and fairness C. Delay D. Loss	

	9. Ethical service means: A. Ignoring guest B. Fair treatment C. Rudeness D. Delay 10. Rebooking depends on: A. Staff mood B. Availability C. Weather D. Food Answer key: 1. B 6. A 2. C 7. C 3. B 8. B 4. B 9. B 5. C 10. B 4. Additional Activities **Title:** *Design Your Own Hotel Reservation Policy* **Objective:** Apply understanding of reservation policies in a realistic context. **Task Instructions:** 1. Imagine you are a **hotel manager**. 2. Create a simple **reservation policy guide** for your hotel. Include the following: • Cancellation policy	

	• No-show policy • Rebooking policy • Payment/deposit rules • Check-in and check-out rules **Output (Choose One):** • Poster / Infographic • Written policy guide (5–7 sentences) • Class presentation (2–3 minutes) **Guide Questions:** • Why did you include these rules? • How will these policies help guests and the hotel?	
VI. ASSESSMENT	Performance task: Reservation Policy Role Play Simulation (Rubric-based)	
VII. REFLECTION	□ Learners improved in explaining policies □ Some learners need practice in communication □ More simulations will be provided	
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used **a Generative AI tool** (**Microsoft Copilot)** to assist in generating structured **lesson activities, realistic scenarios**, and instructional materials **such as infographics** to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11/12
Term	2	**Lesson Exemplar**	7

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding on guestrooms, hotel guest cycle, and reservations**.**
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) **References:** Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000. Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011. De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016. Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990. Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011. HM Hub. "Front Office Notes: Guest Cycle." Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/

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III. CONTENT	LE 9: Tariffs and pricing method	
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Explain the concepts of hotel tariffs and pricing methods, including the factors that influence room rates and pricing decisions in the hospitality industry. 2. Analyze different tariff structures and pricing methods by applying them to sample reservation and guest scenarios to determine appropriate room rates. 3. Demonstrate fairness, accuracy, and customer-oriented thinking in understanding and applying hotel tariffs and pricing policies.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	1**. Activating Prior Knowledge** **Activity 1: "**How Much Would You Charge?" Instructions: 1. Present a picture of a hotel room (luxury vs. budget).	The teacher begins by presenting images of hotel rooms to activate learners' prior knowledge about pricing differences based on perceived quality. Learners are tasked to justify their chosen prices and discuss influencing factors such as amenities and location. The teacher then

	 OpenAI. "Luxury vs Budget?" Image generated by CoPilot, May 10, 2026 2. Ask learners: ○ "How much would you charge for this room?" ○ "Why did you choose that price?" 3. Write answers on the board. **Possible Answers from Learners:** **Luxury Room** • ₱5,000 – ₱10,000 • Reason: ○ Bigger space ○ More amenities (TV, bathtub, view) ○ More comfortable **Budget Room** • ₱1,000 – ₱3,000	provides a real-life scenario involving price differences to guide learners in recognizing the relevance of tariffs and pricing methods. As a result, learners become curious and motivated to understand how hotel pricing works and its importance in real-world hospitality settings.

	• Reason:
	  ○ Basic facilities only
	  ○ Smaller room
	  ○ Fewer services
	Teacher Guide (Acceptable Ideas):
	• Price depends on:
	  ○ **Room quality**
	  ○ **Amenities**
	  ○ **Location**
	  ○ **Target guests**
	✓ Guide learners toward:
	➞ *"Better rooms usually cost more because of added value."*
	Activity 2: Think-Pair-Share
	Guide Questions:
	• What affects the price of hotel rooms?
	• Have you ever noticed price differences online? Why?
	Students discuss in pairs, then share answers.
	Guide Question 1: What affects the price of hotel rooms?
	Possible Answers:
	• Location (city vs province)
	• Season (holiday, peak season)
	• Demand (many guests vs few guests)	

	• Room type (standard vs suite) • Services and amenities **Guide Question 2: Why do prices differ online?** **Possible Answers:** • Prices change depending on demand • Discounts or promos are applied • Different booking platforms offer different rates • Time of booking (early vs last-minute) **Teacher Emphasis:** ✓ Lead to: • Demand affects price • Hotels adjust pricing strategically 2. **Establishing the Purpose of the Lesson** "A guest complains because the price today is higher than last week." Ask: **Guide Questions and Possible Answers** **1. Is this fair?** Possible Answers: • Yes, because demand changes • Yes, because hotel prices are flexible • No, if the guest does not understand pricing **2. Why do prices change?** Possible Answers: • High demand leads to higher prices • Low demand leads to discounts • Seasonal or holiday rates • Hotel promotions	

	Teacher Synthesis (Expected Idea): ➞ Prices are not fixed ➞ Hotels use pricing strategies to balance demand and profit ✓ **Key Concept to Elicit:** • "Hotels adjust prices based on demand, season, and guest type." **Teacher introduces lesson objective.**	
B. Instituting New Knowledge	1. **Presenting Examples** **Activity 1: Price Comparison** Show: • Same hotel, different prices (weekday vs weekend) Ask: • Why are the prices different? **Possible Answers:** • More guests during weekends • Higher demand = higher price • Leisure travelers, book on weekends • Weekdays have fewer customers **Activity 2: Scenario Cards** Provide situations: • Peak season booking • Group reservation	The teacher presents real-life pricing variations using hotel booking examples to highlight differences in rates under varying conditions. Learners analyze these examples and identify reasons behind price changes based on demand and type of reservation. The teacher facilitates discussion to connect learner responses to pricing strategies. As a result, learners understand that room rates are not fixed but influenced by different operational factors.

	• Last-minute booking
	
	Students identify possible pricing methods.
	
	<u>Expected Answers:</u>
	
	Scenario 1: Peak Season Booking
	
	• **Pricing:** Higher price
	• **Method:** Demand-Based Pricing
	• **Reason:** Many guests → high demand
	
	Scenario 2: Group Reservation
	
	• **Pricing:** Discounted or lower rate
	• **Method:** Cost-Based / Group pricing
	• **Reason:** Bulk booking
	
	Scenario 3: Last-Minute Booking
	
	• **Possible Answers:**
	  o Higher price (if high demand)
	  o Lower price (if many empty rooms)
	• **Method:** Dynamic Pricing
	• **Reason:** Depends on availability
	
	2. **Discussing New Concept**
	
	A. What is a Hotel Tariff?
	
	A tariff refers to the rate or price charged for hotel rooms and services.
		The teacher delivers structured content through guided discussion using the prepared handout, explaining tariffs, factors, and pricing methods. Learners are tasked to take notes and participate through guided questioning to clarify key concepts. The teacher reinforces understanding by linking each concept to real-life

B. Factors Affecting Room Rates

1. Location of hotel
2. Season (peak/off-peak)
3. Demand (number of guests)
4. Type of guest (corporate, group)
5. Room type and amenities

C. Types of Tariffs

Type	**Description**
Rack Rate	Standard published rate
Corporate Rate	Discount for company clients
Group Rate	Lower price for large group bookings
Seasonal Rate	Price varies depending on season
Discounted Rate	Special promotions

D. Pricing Methods

1. **Cost-Based Pricing**
    - Based on expenses + profit
2. **Demand-Based Pricing**
    - Price depends on customer demand

hotel operations. As a result, learners develop a clear and organized understanding of tariffs and pricing strategies.

	3. **Dynamic Pricing** o Prices change in real time (online booking) **E. Importance** • Ensures profitability • Maintains fairness • Helps attract guests 3. **Developing Mastery** **Activity 1: Case Analysis** **Instructions:** 1. Divide class into groups (3–4). 2. Assign each group a case: **Cases:** • Guest books during peak season • Company books 10 rooms • Walk-in guest during low demand **Tasks:** • Identify tariff type • Suggest pricing method • Explain decision	The teacher provides structured practice activities where learners analyze cases and compute room rates. Learners collaborate to apply tariff concepts and justify their decisions. The teacher monitors group work and provides feedback. As a result, learners strengthen analytical and computation skills related to pricing.

	Activity 2: Compute the Rate Example: Room cost = ₱2,000 Profit = ₱500 Compute total tariff. **<u>Suggested Answers:</u>** **Case 1: Peak Season Booking** • **Tariff Type:** Seasonal Rate • **Pricing Method:** Demand-Based Pricing • **Explanation:** During peak seasons, demand is high, so prices increase to maximize revenue. **Case 2: Company Booking 10 Rooms** • **Tariff Type:** Group Rate / Corporate Rate • **Pricing Method:** Cost-Based Pricing (with discount adjustment) • **Explanation:** Hotels offer discounts for bulk bookings while still covering operational costs and ensuring profit. **Case 3: Walk-in Guest (Low Demand)** • **Tariff Type:** Discounted Rate • **Pricing Method:** Dynamic Pricing / Demand-Based Pricing • **Explanation:** When demand is low, hotels lower prices to attract guests and increase occupancy.	

	Activity 2: Compute the Rate **Given:** Room Cost = ₱2,000 Profit = ₱500 **Answer:** **Total Tariff = ₱2,500** Additional Example (for teacher extension) Room Cost = ₱3,000 Profit = ₱750 **Answer: ₱3,750**	
C. Demonstrating Knowledge and Skills	1. Finding Practical Application **Activity: Hotel Pricing Simulation** **Instructions:** 1. Form groups of 4: o Front Office Staff o Manager o Guest o Observer 2. Each group receives scenario: o High-demand weekend booking o Corporate booking o Discount request	The teacher assigns a simulation activity where learners take roles and apply pricing decisions in realistic hotel scenarios. Learners are tasked to calculate tariffs, communicate decisions, and justify pricing strategies. The teacher evaluates performance using a rubric. As a result, learners demonstrate practical application skills and develop confidence in handling real-world situations.

3. Task:
    - Determine room rate
    - Explain pricing to guest
    - Justify decision
4. Perform a **3–5 minute role play**

Rubric (20 points)

Criteria	**4**	**3**	**2**	**1**
Correct Pricing	Accurate	Minor error	Some errors	Incorrect
Explanation	Clear & logical	Acceptable	Limited	Poor
Professionalism	Excellent	Good	Fair	Poor
Decision Justification	Strong reasoning	Moderate	Weak	None
Teamwork	Excellent	Good	Fair	Poor

2. Making Generalization

Let the students answer this question: (3,2 ,1 approach)

1. Give me (3) three things that you learned about tariffs and pricing methods?
2. Give me (2) two benefits of knowing the tariffs and pricing methods?
3. Give (1) one question about this topic?

The teacher guides learners in summarizing key concepts through sentence completion. Learners reflect on their understanding and sharing insights. The teacher consolidates responses into general principles. As a result, learners internalize the importance of tariffs and pricing.

	Expected Learner Responses 1. **Tariffs are important because:** • they ensure fairness and consistency in pricing • they help hotels earn profit • they guide staff in pricing decisions ✓ Accept answers related to: • fairness • business sustainability • organized pricing system 2. **Pricing methods help hotels:** • adjust prices based on demand • remain competitive in the market • attract more customers • maximize revenue ✓ Accept answers emphasizing: • flexibility • customer attraction • profitability	

	3. Evaluating Learning **Quiz: Multiple Choice** 1. A tariff refers to: A. Discount B. Room rate C. Policy D. Service 2. Peak season pricing is influenced by: A. Low demand B. High demand C. Staff D. Food 3. Rack rate is: A. Discounted rate B. Standard rate C. Group rate D. Seasonal rate 4. Corporate rate is for: A. Families B. Companies C. Walk-ins D. Tourists 5. Cost-based pricing considers: A. Demand B. Expenses C. Weather D. Location	The teacher administers a multiple-choice test to assess learners' understanding of tariffs and pricing methods. Learners answer individually while the teacher monitors. The teacher checks answers and provides feedback. As a result, learners' comprehension is measured and reinforced.

	6. Dynamic pricing changes: A. Monthly B. Weekly C. Real-time D. Yearly 7. Group rate applies to: A. Single guest B. Multiple guests C. Walk-in guest D. VIP only 8. Seasonal rate depends on: A. Location B. Season C. Staff D. Room type 9. Tariffs ensure: A. Confusion B. Profit and fairness C. Delay D. Loss 10. Demand-based pricing depends on: A. Cost B. Demand C. Manager D. Staff	

	Answer Key: 1. B 6. C 2. B 7. B 3. B 8. B 4. B 9. B 5. B 10. B 4. Additional Activities **Activity 1: Create Your Own Hotel Tariff Chart** **Objective** Learners will design a tariff chart using different pricing methods. **Instructions** 1. Imagine you own a small hotel. 2. Create a tariff chart with at least **5 room types**, such as: o Standard Room o Deluxe Room o Family Room o Suite o Economy Room 3. For each room, include: o Rack Rate o Discounted Rate	**Activity 1: Create Your Own Hotel Tariff Chart** The teacher provides a task where learners act as hotel owners who must design their own tariff chart using different room categories and pricing strategies. Learners are tasked to apply their understanding of tariff types and pricing methods by creating realistic rates and explaining their decisions. The teacher guides the activity by giving clear instructions, sample formats, and monitoring learner progress while providing feedback on accuracy and practicality of pricing. As a result, learners develop creativity, critical thinking, and the ability to apply theoretical knowledge in designing realistic hotel pricing structures.

- Peak Season Rate

4. Use a table format like this:

Room Type	Rack Rate	Discount Rate	Peak Rate

1. Add a short explanation:
    - What pricing method did you use?
    - Why did you choose these prices?

Rubric (15 points)

Criteria	5	3	1
Accuracy of Rates	Logical & realistic	Acceptable	Unrealistic
Variety of Pricing	Complete	Partial	Limited
Explanation	Clear & justified	Some clarity	Weak

Activity 2: Online Research Task (Individual Work)

Objective

Learners will compare real hotel pricing strategies.

Activity 2: Online Research Task
The teacher facilitates a research-based activity where learners explore real hotel pricing using online booking platforms to compare rates and observe differences. Learners are tasked to gather data, analyze pricing variations, and identify the pricing

Instructions

1. Search online for **2 hotels** (e.g., Agoda, Booking.com).
2. Record:
    - Room type
    - Price (weekday vs weekend)
    - Discounts offered
3. Answer:
    - Why are the prices different?
    - What pricing method is used?
4. Write a **short paragraph (5–7 sentences)** explaining your findings.

Expected Answer Guide

- Prices are higher on weekends due to demand
- Discounts are used to attract customers
- Dynamic pricing is applied

Rubric (10 points)

Criteria	4	3	2	1
Accuracy	Correct	Minor errors	Limited	Incorrect
Analysis	Strong	Moderate	Weak	None
Explanation	Clear	Understandable	Limited	Poor

methods used by hotels in real-world situations. The teacher supports the activity by guiding learners on how to search responsibly, interpret data, and structure their written responses. As a result, learners gain real-world exposure, improve analytical skills, and understand how dynamic pricing operates in the hospitality industry.

Activity 3: Pricing Decision Challenge

The teacher presents situational problems that simulate real hotel operations, requiring learners to

	Activity 3: Pricing Decision Challenge **Objective** Learners will apply pricing decisions in different situations. **Instructions** 1. Read each situation and decide the appropriate rate: **Situations:** 1. A tourist books during Christmas season 2. A company reserves 15 rooms 3. Only 2 rooms are left (high demand) 4. Low occupancy during weekdays **Task:** For each situation: • Identify tariff type • Choose pricing method • Suggest room rate strategy **Answer Guide:** 1. **Christmas Season** o Seasonal Rate o Demand-Based Pricing o High price 2. **Company Reservation** o Group/Corporate Rate	decide appropriate pricing strategies based on different scenarios. Learners are tasked to identify tariff types, select pricing methods, and justify their decisions based on demand, guest type, and business considerations. The teacher facilitates the activity by prompting learners with guide questions and encouraging discussion to deepen understanding. As a result, learners strengthen decision-making skills and develop the ability to apply pricing strategies in practical and realistic situations.

- Cost-Based Pricing with discount

3. **Few Rooms Left**
    - Rack Rate (or higher)
    - Demand-Based Pricing
4. **Low Occupancy**
    - Discounted Rate
    - Dynamic Pricing

Activity 4: Reflection Writing

Prompt:

"If you were a hotel manager, how would you decide the price of a room?"

Expected Responses:

- Consider cost and profit
- Check demand and season
- Be fair to customers

Rubric (5 points)

Criteria	**3**	**2**	**1**
Insight	Deep understanding	Moderate	Surface
Clarity	Clear	Some errors	Unclear

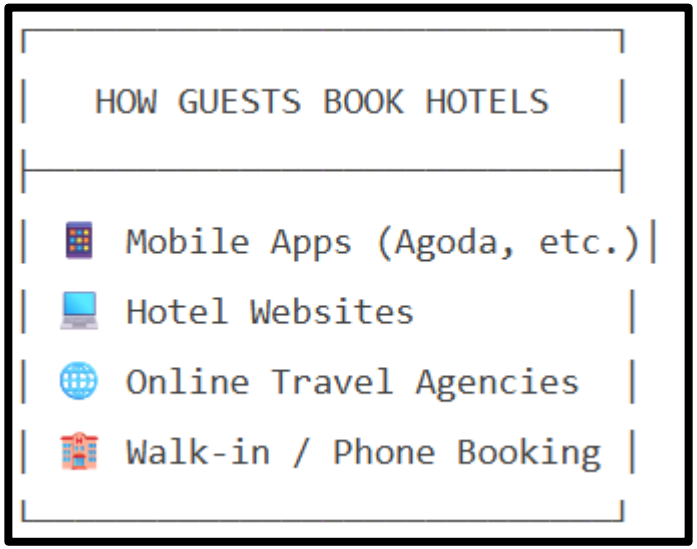
Activity 4: Reflection Writing
The teacher assigns a reflective writing activity where learners imagine themselves as hotel managers responsible for pricing decisions. Learners are tasked to express their understanding by explaining how they would determine room rates using concepts learned in class. The teacher supports the activity by providing guide questions and encouraging learners to connect their responses to real-life applications. As a result, learners internalize key concepts, develop personal insights, and demonstrate their understanding of tariffs and pricing methods through meaningful reflection.

VI. ASSESSMENT	**Performance** **Task:** Hotel Pricing Role Play Simulation (Rubric-based)
VII. REFLECTION	Learners showed improved understanding of pricing methods Some learners need more help in computation More real-life simulations will be provided
VIII. USE OF	In preparing this Learning Exemplar (LE), the author used **a Generative AI tool** (**Microsoft Copilot)** to assist in generating structured **lesson activities, realistic scenarios**, and instructional materials **such as infographics** to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11/12
Term	2	**Lesson Exemplar**	8

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations**.**
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) **References:** Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000. Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011. De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016. Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990. Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011. HM Hub. "Front Office Notes: Guest Cycle." Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/

	Hotel Tech Report. "Hotel Pricing Strategies Every Hotelier Should Know." Accessed May 2026. https://hoteltechreport.com Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019. Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019. Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002. Revfine. "Hotel Pricing Strategies: A Complete Guide." Accessed May 2026. https://www.revfine.com Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com Talón-Ballestero, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. "Revenue Management in Hotel Industry: A Review." Tourism Review 76, no. 1 (2021): 158–174. Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017	
III. CONTENT	LE 10: Trends and innovations in hotel reservations	
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Identify current trends and innovations in hotel reservations, such as online booking platforms, mobile applications, automation, and emerging reservation technologies. 2. Analyze how modern reservation trends and technologies improve efficiency, guest experience, and revenue management in hotel operations through given case examples. 3. Show openness and adaptability toward technological advancements in hotel reservations by recognizing their importance in providing quality and competitive guest service.	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	1**. Activating Prior Knowledge** **Activity 1: Quick Think–Pair–Share** Learners answer: "How do people usually book hotel rooms today?"	At the start of the lesson, the teacher intentionally draws out learners' prior experiences related to booking hotels, travel, or online purchases. By asking learners how people commonly make hotel reservations today, the teacher encourages active recall and establishes a cognitive link between everyday experiences and hospitality

	Procedure: 1. **Think (1 minute):** Learners individually think of answers based on personal experience. 2. **Pair (2 minutes):** Learners discuss their ideas with a partner. 3. **Share (2 minutes):** Selected pairs share their answers with the class. The teacher lists responses on the board. **Expected Learner Responses:** • Through hotel websites • Using mobile apps • Booking via online travel agencies (OTAs) • Walk-in reservations (traditional method)  OpenAI. "How guest book hotels?" Image generated by CoPilot, May 10, 2026.	concepts. This approach supports learner-centered instruction and ensures relevance, as required in DepEd indicators on content meaningfulness. The teacher listens attentively to responses, acknowledges varied experiences, and uses them as bridging statements toward modern reservation trends, creating an inclusive and engaging classroom environment. The teacher clearly explains the purpose of the lesson by connecting reservation trends and innovations to real hotel operations, guest satisfaction, and revenue generation. Learners are guided to understand why mastering this topic is important not only for academic performance but also for future hospitality-related careers. By explicitly stating the lesson objectives and explaining how these align with front office responsibilities, the teacher ensures clarity of learning goals, a key requirement in DepEd observation tools related to lesson organization and instructional planning.

Purpose:
This activity activates students' real-world experiences and connects prior knowledge to modern reservation practices.

Activity 2: Picture Prompt
Show images of a travel app, front desk, and self-service kiosk. Learners identify which are traditional vs. modern methods.

OpenAI. "Traditional vs. modern?" Image generated by CoPilot, May 10, 2026

Time: 5 minutes

Materials:
Images of:

- Hotel front desk with receptionist
- Travel booking app on a smartphone
- Self-service booking kiosk

Teacher's Instruction:
Show the images and ask:

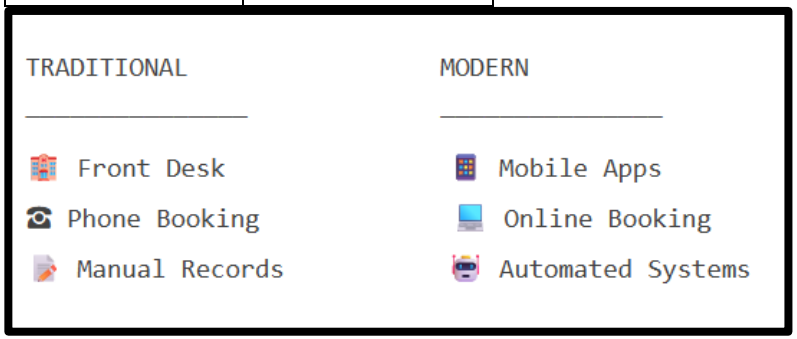
"Which of these show **traditional** reservation methods and which show **modern** reservation methods?"

Procedure:

1. Learners observe the images.
2. Learners classify each image as **Traditional** or **Modern**.
3. Teacher facilitates a short discussion.

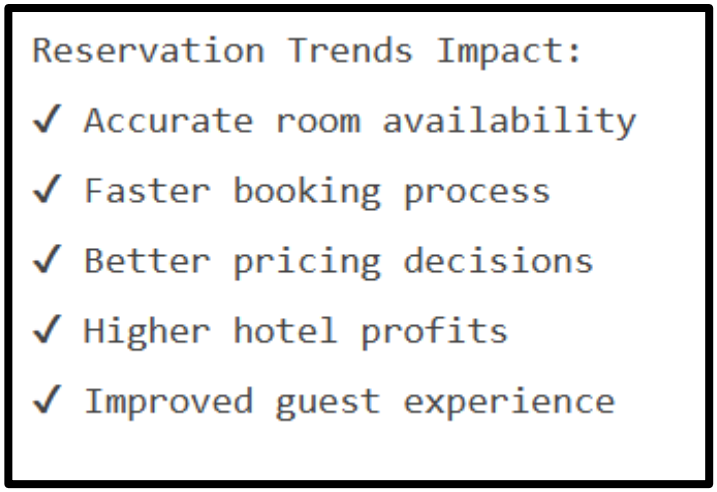
Expected Answers:

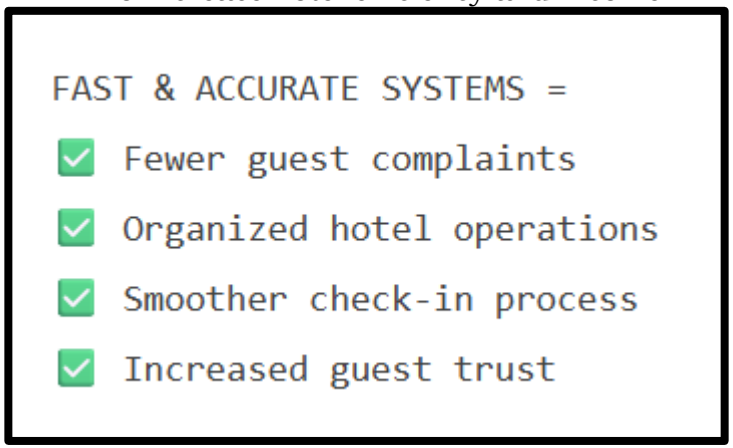
Image	Reservation Type
Front desk	Traditional
Travel app	Modern
Self-service kiosk	Modern



OpenAI. "Traditional vs. modern?" Image generated by CoPilot, May 10, 2026

Purpose:
This visually introduces the evolution of hotel reservations and prepares learners for understanding trends and innovations.

	2. **Establishing the Purpose of the Lesson** **Activity 1: Goal Setting** Teacher explains how reservation trends affect room availability, pricing, and hotel profits. **Time:** 3 minutes **Teacher's Explanation:** The teacher explains that reservation trends and technologies directly affect: • Room availability • Pricing strategies • Hotel profits • Guest satisfaction  OpenAI. "Reservation Trends and Impact?" Image generated by CoPilot, May 10, 2026. **Teacher's Statement (Sample):** "Modern reservation systems help hotels avoid overbooking, manage room rates, and provide faster service to guests." **Learner Role:** Learners listen and relate the explanation to the earlier activities.	

	Activity 2: Real-Life Connection Ask: "Why do hotels need fast and accurate reservation systems?" **Time:** 5 minutes **Teacher's Question:** **"Why do hotels need fast and accurate reservation systems?"** **Procedure:** • Learners answer orally or write short responses. • Teacher encourages practical, real-life examples. **Expected Learner Responses:** • To avoid double bookings • To save time and reduce errors • To satisfy guests • To increase hotel efficiency and income  OpenAI. "Fast and Accurate System?" Image generated by CoPilot, May 10, 2026 **Purpose:** This activity helps learners understand the **importance and relevance** of reservation technologies in actual hotel operations.	
B. Instituting New Knowledge	1. **Presenting Examples** • Show a scenario where two hotels compete:	The teacher presents concrete and relatable examples comparing traditional and modern hotel reservation practices. Through

	○ Hotel A uses manual bookings ○ Hotel B uses an online system with RMS Ask learners to compare outcomes. 2. **Discussing New Concept** **Trends and Innovations in Hotel Reservations** **1. Online Reservation Platforms** Hotels now use websites, OTAs (Booking.com, Agoda), and global distribution systems (GDS). These allow guests to book anytime, anywhere. **2. Mobile and Contactless Reservations** Guests can book, modify, and cancel reservations through mobile apps, reducing waiting time and front desk congestion. **3. Automation and Artificial Intelligence** Automated systems handle availability updates, confirmations, and cancellations in real time. **4. Revenue Management System (RMS) Integration** A Revenue Management System helps hotels: • Forecast demand • Adjust room prices automatically • Maximize occupancy and revenue RMS ensures the *right room is sold to the right guest at the right price*. **5. Benefits of Reservation Innovations** • Faster service	realistic scenarios, learners are guided to observe differences in efficiency, accuracy, and guest experience. The teacher facilitates analysis by asking probing questions that encourage learners to think critically rather than simply listen. This strategy addresses DepEd indicators on developing critical thinking and helps learners visualize how innovations function in actual hotel settings. During the discussion of new concepts, the teacher systematically explains trends and innovations in hotel reservations using the prepared handout as a structured guide. Key concepts such as online booking platforms, mobile reservations, automation, and revenue management systems are explained in clear and accessible language. The teacher pauses at appropriate points to check for understanding, asks clarifying questions, and provides examples to ensure comprehension. This guided discussion supports differentiated learning and aligns with DepEd standards on clear explanation, content accuracy, and responsiveness to learners' needs. As learners move into guided and independent practice, the teacher facilitates activities that require application of concepts to realistic reservation scenarios. Learners work

	• Accurate inventory control • Better guest experience • Increased hotel profitability 3. **Developing Mastery** **Activity 1: Scenario Analysis** Each group receives a hotel scenario and identifies which trend or innovation should be used. **Activity 2: Guided Questions** • How does RMS help hotels avoid overbooking? • Why is technology important during peak seasons? **Activity Title: Exploring Modern Hotel Reservation Trends** The learners are expected to: 1. Identify current trends and innovations in hotel reservations. 2. Explain the functions of modern reservation technologies used in hotels. 3. Show appreciation of technology's role in improving hotel operations and guest service. **Instructions** Read the short information provided below. Answer the activity tasks that follow by writing your answers on the spaces provided. Read each question carefully and answer honestly. **Activity Tasks** **A. Read and Understand** Hotels today no longer rely solely on walk-in or telephone reservations. Modern hotels use online reservation platforms, mobile applications, and automated systems to manage bookings efficiently. One of the most important innovations is the **Revenue Management System (RMS)**, which helps	collaboratively to analyze situations and decide which reservation innovations should be applied. The teacher actively monitors group work, provides immediate feedback, and corrects misconceptions as they arise. This approach strengthens mastery of skills while promoting teamwork, self-confidence, and accountability, reflecting DepEd expectations for classroom management and formative assessment.

	hotels forecast demand, adjust room prices, and maximize revenue while ensuring guest satisfaction. **B. Identify the Trend** Write **Traditional** or **Modern** on the blank before each statement. 1. _____ Guests book rooms using mobile applications and websites. 2. _____ Room availability is checked using a paper logbook. 3. _____ Prices automatically change based on demand and season. 4. _____ Reservations are limited to walk-in guests only. 5. _____ Hotels use technology to avoid overbooking. **C. Short Answer** Answer the following questions briefly. 1. What is one benefit of using online reservation systems for hotels? 2. Why are mobile and contactless reservations important to guests today? 3. How does technology help hotels improve guest satisfaction?	
C. Demonstrating Knowledge and Skills	1. Finding Practical Application **Activity Title: Applying Reservation Innovations in Real-Life Situations** ● You will analyze a hotel reservation scenario. ● Identify the best technology or system to use. ● Answer questions about reservation management and decision-making. ● Choose the most effective booking method during peak season. ● Explain your answers clearly. ● Reflect on why it is important to adapt to modern technologies.	The teacher provides opportunities for learners to apply their learning to practical and simulated hotel scenarios, such as acting as reservation officers making booking decisions. Learners are encouraged to justify their choices based on efficiency, guest satisfaction, and revenue considerations. This stage reinforces authentic learning and prepares learners for the unit performance task. The teacher's role is to guide reflection and ensure that learning transfers beyond the

	Activity Tasks **A. Situational Analysis** **Situation:** A hotel is experiencing a high number of bookings due to a local festival. Many guests are booking rooms online, while some are canceling at the last minute. The hotel wants to avoid overbooking and loss of revenue. **Answer the following:** 1. What modern reservation system can help the hotel manage this situation? 2. How can a Revenue Management System (RMS) help the hotel during this period? 3. What might happen if the hotel continues using only manual reservation methods? **B. Decision-Making Task** You are a front office staff member. Choose the best option and explain your answer. **Question:** Which reservation method is BEST during peak seasons? ☐ Walk-in booking ☐ Telephone booking ☐ Online reservation with RMS ☐ Manual reservation log **Explanation:**_____. **C. Attitude Check** Answer the question below. Why is it important for front office staff to stay open and adaptable to new reservation technologies? 2. Making Generalization After the activity, guide learners to reflect beyond simple answers and connect learning to real hotel operations.	classroom, aligning with DepEd indicators on real-world application. The teacher guides learners in synthesizing the lesson by prompting them to articulate key ideas and insights gained from the discussion and activities. Learners are encouraged to express generalizations in their own words, reinforcing understanding and retention. The teacher clarifies and refines learners' statements to ensure accuracy while valuing their contributions. This process strengthens conceptual understanding and higher-order thinking, supporting DepEd standards on learner reflection and meaningful closure. The teacher administers the quiz as a structured evaluation tool to measure learners' understanding of trends and innovations in hotel reservations. Clear instructions are given, and expectations regarding independent work and academic honesty are emphasized. While learners take the quiz, the teacher observes behavior and notes common areas of difficulty for further intervention. This practice aligns with DepEd requirements for fair assessment, monitoring learner progress, and using evidence to inform instruction. For learners who demonstrate mastery, the teacher provides

	Guide Questions: 1. Why are modern reservation technologies important in today's hotel industry? 2. How do systems like RMS and online booking platforms improve hotel operations? 3. What problems might hotels encounter if they rely only on traditional methods? 4. How do reservation innovations affect guest satisfaction and hotel performance? 5. Why must front office staff adapt to new technologies? **Learner Generalization Task** Ask learners to complete: "I realized that modern reservation systems…_____" "As a future front office staff, I should…_____" **Teacher Synthesis** Emphasize that: • Modern reservation systems help hotels: ✓ Manage bookings efficiently ✓ Prevent overbooking and errors ✓ Adjust pricing and maximize revenue • Technology improves: o Speed of service o Accuracy of information o Guest convenience	enrichment tasks such as research or short presentations on reservation technologies. For learners needing support, remedial activities are given to reinforce essential concepts. The teacher ensures that activities are appropriate to learners' needs, promoting inclusivity and equity in instruction. This reflects DepEd indicators on differentiated instruction and learner support.

	• Front office staff must:
	  ○ Be open to change
	  ○ Use technology responsibly
	  ○ Maintain professionalism while using systems
	Key Insight:
	"Technology in hotel reservations is not just a tool—it is a competitive advantage that improves efficiency, accuracy, and guest satisfaction."
	3. Evaluating Learning
	Quiz: Trends and Innovations in Hotel Reservations
	A. Multiple Choice
	(Knowledge – Choose the correct answer. Write the letter only.)
	1. Which of the following BEST describes a modern hotel reservation trend?
	A. Manual record-keeping
	B. Walk-in bookings only
	C. Online and mobile booking systems
	D. Telephone reservations only
	2. What is the main function of an Online Travel Agency (OTA)?
	A. To manage hotel staff schedules
	B. To allow guests to book rooms through online platforms
	C. To clean guest rooms
	D. To handle hotel security	

	3. A Revenue Management System (RMS) primarily helps hotels to: A. Decorate rooms B. Increase staff workload C. Forecast demand and adjust room prices D. Replace front office staff 4. Which technology allows guests to book, modify, or cancel reservations anytime and anywhere? A. Manual ledger B. Mobile and online reservation systems C. Bulletin boards D. Walk-in guest logs 5. Which of the following is a benefit of using automated reservation systems? A. Increased booking errors B. Slower guest service C. Accurate room availability and pricing D. Limited guest access **B. True or False** *(Knowledge – Write TRUE if the statement is correct; FALSE if incorrect.)* 6. ____ Trends in hotel reservations focus only on traditional face-to-face transactions. 7. ____ Revenue Management Systems help hotels sell the right room at the right price. 8. ____ Automation in reservations can improve guest satisfaction. 9. ____ Hotel reservation innovations reduce the need for accuracy and professionalism.	

10. ____ Technology plays an important role in improving hotel efficiency and revenue.

C. Situation Analysis

(Skills – Answer briefly.)

11. A hotel experiences high demand during a local festival.
    How can modern reservation systems and RMS help manage bookings and pricing during this period?

D. Reflective Question

(Attitudes – Short response)

12. Why is it important for front office staff to be open and adaptable to new reservation technologies?

Answer Key (For Teacher's Use)

Multiple Choice:

1. C
2. B
3. C
4. B
5. C

True or False:
6. FALSE
7. TRUE
8. TRUE
9. FALSE
10. TRUE

	4. Additional Activities **A. Enrichment Activity (Extended Learning)** **Title:** *Exploring Modern Reservation Technologies* Objective: Apply understanding of reservation innovations in real-life hotel practices. Task Instructions: 1. Choose one reservation technology (e.g., mobile app, OTA, RMS, kiosk). 2. Research or observe how it works. Guide Questions: ● What is the technology? ● How does it help hotels? ● How does it improve guest experience? Output (Choose One): ● Short paragraph (3–5 sentences) ● Simple infographic ● 2-minute oral sharing **B. Remediation Activity (Support for Learners)** **Title:** *Understanding Reservation Trends* **Tasks: Identification** I. Write Traditional or Modern: 1. Walk-in booking 2. Mobile app booking 3. Online website reservation 4. Manual logbook II. Short Answer: Why are modern reservation systems important? III. Simple Scenario: A hotel has many bookings. What system should they use? Why?	

VI. ASSESSMENT	The teacher uses the performance-based assessment to evaluate learners' ability to integrate knowledge, skills, and attitudes in analyzing reservation scenarios. Emphasis is placed on accuracy, reasoning, and professionalism rather than rote memorization. The teacher provides constructive feedback that highlights strengths and areas for improvement, reinforcing a growth mindset and continuous learning culture consistent with DepEd assessment practices.
VII. REFLECTION	After the lesson, the teacher reflects on learner engagement, achievement of objectives, and challenges encountered during instruction. Adjustments in strategies, pacing, or materials are identified to improve future lessons. This reflective practice demonstrates professionalism and commitment to instructional improvement, aligning with DepEd expectations for reflective teaching and RPMS standards.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used **a Generative AI tool** (**Microsoft Copilot)** to assist in generating structured **lesson activities, realistic scenarios**, and instructional materials **such as infographics** to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.