



I.O.3 Intellectual Output 3

Designed Experiential Training Activities (DETAs)



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INCLUSIVE TOURISM PROJECT

Consortium



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TRAINING PROGRAM

- Introduction to the experiential training activities

1. INTELLECTUAL OUTPUT PRESENTATION

INCLUSIVE TOURISM is launched with the main objective of increasing the competences of Persons with Disabilities (PwD), Job Trainers, Professionals in the Tourism Sector and potential Customers about how to improve the employability of these persons within Inclusive Tourism through an innovative training program.

Intellectual Output I.O.3 “[Designed Experiential Training Activities \(ETRA\)](#)” is produced as a set of Tangible Templates to be used by Trainers in the implementation of the ETRA including, among others, a detailed explanation of the methodology to be implemented, number of recommended trainees, duration, resources needed, recommendations for managing the sessions, specification of the scenarios where implement the real environment experiences and tools for supporting them. They are the core of the Training Program and they will encompass the most of the issues related with the employability of Persons with Disabilities (PwD) in the Inclusive Tourism Sector.

Experiential Training Activities will include:

- [Face2Face Sessions](#) with the attendance of the Target Group, including Practical Group Dynamics;
- [Online Sessions](#) through the e-Training Platform in order to reinforce the knowledge acquired during Face2Face Sessions;
- [Seminars](#) where all target groups will attend for improving sharing experiences and mutual learning.

As a result of the implementation of Intellectual Output I.O.1 “[Co-Created Methodology](#)”, where project partners evaluated how to develop an effective training methodology with direct inputs and feedback of potential end-users, the next ETAS have been defined to be developed as part of the training course.

BLOCK 1
SOFT SKILLS IN THE
TOURISM SECTOR

BLOCK 2
OPERATIONS AND
SUPPORTING ICT TOOLS

BLOCK 3
TOURISM BUSINESS
MODEL

Bloc k	ETRA		Target Group	Training Materials	Expert Seminars
1	1.1	Relevance of employment for PwD	All PwD + Job Trainers	UNIT 1. Employment is a right for all.	S1. Employment for PwD and their potential
	1.2	Social Habits for Tourism Sector	All PwD + Job Trainers	UNIT 2. Social Habits for Tourism Sector	S2. Social Habits Communication Skills
	1.3	Communication Skills for Tourism Sector	All PwD + Job Trainers	UNIT 3. Communication Skills for Tourism Sector	S2. Social Habits Communication Skills
	1.4	Introduction to Health & Safety for Tourism Sector	All PwD + Job Trainers	UNIT 4. Introduction to Health & Safety for Tourism Sector	-
2	2.1	Using ICT Tool for supporting employment	All PwD + Job Trainers	UNIT 5. Using ICT Tools for supporting employment	S3. Using ICT Tools for supporting employment-
	2.2	How can I become a good Room Waiter?	PwD with Vocational Profile + Job Trainers	UNIT 6. Operations for Room Waiter assistant.	
	2.3	How can I become a good Barman?	PwD with Vocational Profile+ Job Trainers	UNIT 7. Operations for Barman assistant.	
	2.4	How can I become a good room and cleaning assistant?	PwD with Vocational Profile + Job Trainers	UNIT 8. Operations for room and cleaning assistant	
	2.5	How can I become a good Receptionist?	PwD with Vocational Profile + Job Trainers	UNIT 9. Operations for Receptionist assistant.	
	2.6	How can I become a Cook-Chef Assistant?	PwD with Vocational Profile + Job Trainers	UNIT 10. Operations for Cook-Chef Assistant.	
	2.7	How can I become a good Pastry Assistant?	PwD with Vocational Profile+ Job Trainers	UNIT 11. Operations for Pastry Assistant.	
3	3.1	Accesible and Inclusive Tourism	Companies	UNIT 12. Accesible and Inclusive Tourism	S1. Employment for PwD and their potential
	3.2	Accesibility	Companies	UNIT 13 Development of Inclusive Tourism Business Models	-
	3.3	Inclusive Tourism Business Models	Companies	UNIT 14. Accesibility	-
	3.4	How to support Pwd	Companies	UNIT 15. How to support Pwd	S4. How to support Pwd

2. TRAINING COURSE PLANNING

Experiential Training Activities are developed according to the next estimated duration;

Block	ETRA		Duration (hours) F2F	Number of sessions	Duration Online
1	1.1	Employment is a right for all.	4 hours/session	1	2 hours
	1.2	Social Habits for Tourism Sector	16 hours 4 hours/session	4	4 hours
	1.3	Communication Skills for Tourism Sector	16 hours 4 hours/session	4	4 hours
	1.4	Introduction to Health & Safety for Tourism Sector	4 hours/session	1	2 hours
			40 hours	10	12 hours
2	2.1	Using ICT Tool for supporting employment?	4 4 hours/session	1	2 hours
	2.2	How can I become a good Room Waiter?	36 hours 4 hours/session	9	2 hours
	2.3	How can I become a good Barman?	36 hours 4 hours/session	9	2 hours
	2.4	How can I become a good Floor Waiter?	36 hours 4 hours/session	9	2 hours
	2.5	How can I become a good Receptionist?	36 hours 4 hours/session	9	2 hours
	2.6	How can I become a Cook-Chef Assistant?	36 hours 4 hours/session	9	2 hours
	2.7	How can I become a good Pastry Assistant?	36 hours 4 hours/session	9	2 hours
			40 hours 4x10		
		DURATION OF TRAINING 1 JOB	Block 1&2 80 hours 4x20		
		DURATION OF TRAINING 2 JOB	Block 1&2 120 hours 4x30		
3	3.1	Accesible and Inclusive Tourism	8 hours		2 hours
	3.2	Accesibility and inclusive service requirements	4 hours		2 hours
	3.3	Employment of persons with disabilities in tourism.	4 hours		2 hours
	3.4	Supporting persons with disabilities in the workplace.	8 hours		2 hours
			24 hours		8 hours
SEMINARS					

3. TRAINING CONSIDERATION FOR THE DEVELOPMENT ACTIVITIES

3.1 Specifications of a target group and selection criteria.

➤ **Persons with Disabilities**

Persons with Disabilities encompassing Physical and Intellectual Disabilities with a physical and cognitive situation and attitude that allow them being involved in the process of “supported employment”. A previous selection will be done for evaluating the attitudes, skills and knowledge of the Persons with Disabilities according to the needs of the Inclusive Tourism jobs to be promoted.

➤ **Job Trainers**

Job Trainers with expertise in the Supported Employment Model in the Disability Sector and Inclusive Tourism.

Profiles for Job Trainers: Labor Educator, Labor Prospector, Employment Guide, Job Coach, etc...

➤ **Professionals**

Representatives of companies working in the Tourism Sector whose operations are suitable for integrating Persons with Disabilities. The participation of this collective can be done through the participation of Managers, Human Resources Directors, etc. or through the participation of employees that are already performing the jobs selected and that are going to be trained during the Training Program

3.2 General data of a training course and methodology approach

INCLUSIVE TOURISM is a unique and **INNOVATIVE TRAINING** based on the next differentiated premises;

- **Direct involvement and training for employment of Persons with Disabilities.**
- Involving professional from the **Tourism Sector not only as producers of “accessible” sites** and “hosts” of disabled tourists, but also as **“colleagues” and “supports” of disabled employees.**
- Persons with Disabilities and Professional from tourism sector directly participated in the training sessions developing seminars and sharing knowledge and best practices about their employment experiences and needs.
- **Creating stable networks** between Tourism Sector and Associations promoting the employment of Persons with Disabilities.

The course has been designed with the next characteristics:

1. The Duration of the course is:

a. Face to face sessions:

- For persons with disabilities and job trainers:
 - o Minimum: 80 hours.
 - o Maximum: 120 hours
- For Companies: 24 hours.

b. Online Sessions:

- For persons with disabilities and job trainers:
 - o Minimum: 14 hours
 - o Maximum: 16 hours
- For companies: 8 hours.

c. Experts' Seminars: 16 hours

- o Between 4 hours per seminar. (In total 4 seminars).

During the course, employees from companies participating in the course (maybe those persons that are already trainees or other that want to come) and working in the jobs described above, will conduct seminars about how they live their jobs, and which main barriers and facilitators they have in daily basis, sharing best practices with Trainees (Persons with Disabilities and Job Trainers). In this way, we can generate classrooms dynamics to boost collaboration and participation from the very beginning.

d. Practical Activity based on Job Shadowing (4-5 days)

During the course and after, trainees will have the possibility of visiting the companies and spend one day in the company shadowing the employees that are already performing the jobs (they can be trainees from enterprises that are attending the course). When this first shadowing is finished, we will do it in the opposite direction, next day disabled trainees will spend one day performing the job and the professional and the labour preparer will shadow him or her in order to give them support and feedback. In this way, we give persons with disabilities to have real experiences to check if they like the job and to boost decision making, labour preparers can be aware of how the employment with support can be improved, and tourism enterprises representatives and employees Can break the barriers caused by the ignorance of the disability when these people are working.

JOB SHADOWING is a type of employee on-the-job training in which a new employee or when "a want to be an employee" desiring to become familiar with a job, follows and observes a trained and experienced employee. Job shadowing is an effective form of job training for certain jobs. Job shadowing allows a student, employee, or intern to gain comprehensive knowledge about what an employee who holds a particular job does every day. Job shadowing provides a far richer experience than reading a job description or doing an informational interview during which an employee describes his or her work. Job shadowing allows the observer to see and understand the nuances of a particular job. The job shadowing employee is able to observe how the employee does the job, the key deliverables expected from the job, and the employees with whom the job interacts. He or she can attend employee meetings, visit customers, attend conference or training events, and become completely familiar with the job.

Job shadowing is effective when an organization is on boarding a new employee. Job shadowing can provide enough information about the new job to allay the employee's fear of the unknown. So, job shadowing is a handy tool when you want new employees to have an opportunity. Job shadowing is also effective for students who may want to test their interest in a career by finding out what happens in a particular job day-by-day.

Job shadowing is effective for any job in which the seeing is more graphic than the telling, or when the seeing is an important component of the learning. When job shadowing, the individual sees the actual performance of the job in action. But, in job shadowing, the participant also sees and experiences the nuances of how the service is provided or the

job performed. The participant experiences the employee's approach, the interpersonal interaction required, the steps and actions necessary, and the components needed to effectively perform the job that the employee might never think to mention

2. An **e-Training Platform** will be developed with the next purposes:

- a. Allocation the different training materials and resources with access to trainees.
- b. Virtual co-working.

RESOURCES NEEDED

- **Facilities**; classroom, restaurant, bar, hotel reception, hotel room, kitchen (facilities for different jobs can also be simulated),
- **Equipments**; classroom equipment, equipment for different jobs presentation and practice
- **Software**; apps and software supporting PwD and job operations, Training Platform
- **Hardware**; computer, tablet, cellphone, projector
- **Other**; easy to read materials, pictograms

3.3 Strategic of dynamization of the training activities.

The target group for which activities are targeted can be very diverse. If necessary, activities are individualized according to the participants.

During the activities, there may be conflicts that the trainer should pay attention to. Once the activity is completed, this can always be part of the discussion. If there is a conflict, the coach should offer rescue options

Throughout the different units, INCLUSIVE TOURISM has incorporated a series of dynamization strategies based on the following methodological aspects:

- Promote critical and thoughtful thinking.
- Constructivist learning: "I learn by building one's knowledge".
- Learning based on previous experiences.
- Hands-on, experiential based on know-how.
- Motivating learning.
- Learning based on the exchange of opinions and good practices.

Based on these methodological principles, INCLUSIVE TOURISM proposes throughout the training program , the use of the following strategies:

- **Discussions** to promote the exchange of opinion and put into practice communication skills.
- **Brainstorming** to start from previous knowledge and start building your own learning:
- **Creation of own resources** by participants, as a form of acquisition of apprenticeships (making videos, posters, audios...).
- **Video-forum**: Video viewing and subsequent reflection on the main ideas of it.
- **Visit to outdoor resources** (workplaces).
- **Participation of external professionals** to share their experiences.
- **Practical activities**, with real work tools (Role play)
- **Group dynamics**, to work other people with specific knowledge, social and communication skills.
- **Interactive activities** with great motivating power.

4. EXPERIENTIAL TRAINING ACTIVITIES (ETRA)

Throughout this section, the formative units that compose this training program will be presented.

To this end, a set of protocols have been designed in which each and every one of the activities and dynamics to be developed in each one of the sessions are described in detail, all of them essential for the acquisition of the skills that are presented promote in through each of the training units.

Likewise, other elements are detailed as the estimate duration for each activity, the specific material resources that must be duly prepared previously for their later use.

These activity protocols will serve as a guide and support material for trainers responsible for preparing, organizing and implementing training sessions.

BLOCK 1: SOFT SKILLS IN THE TOURISM SECTOR



Introduction

The Tourism sector is one of the main sources of wealth of our country and one of the main leisure and free time alternatives for many people because the tourist offers are wider and more varied (cultural tourism, adventure tourism, gastronomic tourism, rural tourism...). INCLUSIVE TOURISM understand that tourism must be inclusive and accessible. This means that tourism must offer an accessible offer to all people regardless of age and limitations, but it must also involve individuals regardless of their limitations as active agents capable of developing their own businesses or work as professionals within that sector. In short, tourism should be seen as an opportunity to generate employment for people with disabilities.

Though **Block 1: Soft skills in the tourism sector**, INCLUSIVE TOURISM aims to offer to the persons with disabilities interested in training in the tourist field and to the job trainers who will act as facilitators so that these people can access and remain in the opportunity to acquire a range of basic knowledge, skills and strategies to properly perform roles and tasks in establishments, resources and services in the touristic sector.

The contents of the Block 1 will focus on understanding the importance of employment for all people as a vital factor of personal and social development; the acquisition of social skills and interactions with other people (customers and work teams); communications skills and basic occupational health and safety standards.



Objectives

- Awareness about relevance of employment for Persons with Disabilities.
- Acquisition of basic Soft Skills to be employed in the Tourism Sector, including Social Habits, Communication skills and health & safety.



Target

- Persons with Disabilities will receive information about how to behave in the work place developing soft skills.
- Job Trainers will receive materials and guidelines for supporting and training to persons with disabilities, understanding that they will be a facilitating element for the acquisition of these skills and the generalization of them in real work contexts.



Units

The **Block 1: Soft skills in the tourism sector** are composed by the following formative units:

UNIT 1. Employment is a right for all.

UNIT 2. Social Habits for Tourism Sector

UNIT 3. Communication Skills for Tourism Sector

UNIT 4. Introduction to Health & Safety for Tourism Sector



Planning

Block 1: Soft skills in the tourism sector				
UNITS	TITLE	DURATION F2F	NUMBER OF SESSIONS	DURATION ONLINE SESSION
1	Employment is a right for all.	4 hours	1	2 hours
2	Social Habits for tourism sector	16 hours 4 hours/session	4	4 hours
3	Communication skills for tourism sector.	16 hours 4 hours/session	4	4 hours
4	Introduction to health & safety for tourism sector.	16 hours 4 hours/session	1	2 hours
TOTAL		40 hours	10 sessions	12 hours

BLOCK 2: JOB OPERATIONS AND SUPPORTING ICT TOOLS



Introduction

Regardless of limitations, people have multiple capabilities that allow us to develop activities that enrich our life and development. Employment is a productive activity that can be developed by people with disabilities., after training and acquisition of previous skills and with the necessary supports and adaptations by job trainers and entrepreneurs.

Within the tourism sector, there are many jobs that can be performed by people with disabilities. Specifically, **Block 2: Job operations and ICT Tools** to support training and employment processes wants to focus especially on 6 occupations quite common in the tourism sector, providing them with a multipurpose profile that expands the professional performance possibilities. These occupations are: Waiter assistant, Barman Assistant, Room and cleaning assistant, Versatile receptionist Assistant, chef assistant and pastry assistant.

Likewise, it is undeniable that today new technologies have invaded all the plots of our lives, including the field of work thus facilitating many tasks related to planning, organization, execution, evaluation of results, communication... The ITCs tools are a good ally to promote the development of people with disabilities in employment, as a facilitator agent. For this reason, INCLUSIVE TOURISM offers the opportunity to acquire a series of digital competences linked to training and employment processes.



Objectives

- Acquisition of basic idea about operations to be implemented in the selected jobs in the Tourism Sector, including Health & Safety
- Acquisition of basic idea on using ICT Tools (Apps and Software) for supporting training and work in place.



Target

- Persons with Disabilities: receive information about how to implement the operations
- Job Trainers: receive materials and guidelines for training PwD



Units

The **Block 2: Job operations and supporting ICT Tools** are composed by the following formative units:

UNIT 5. Using ICT Tools for supporting employment

UNIT 6. Operations for Room Waiter assistant.

UNIT 7. Operations for Barman assistant.

UNIT 8. Operations for room and cleaning assistant.

UNIT 9. Operations for Receptionist assistant

UNIT 10. Operations for Cook-Chef assistant

UNIT 11. Operations for Pastry assistant.



Planning

Block 2: JOB OPERATIONS AND SUPPORTING ICT TOOLS				
UNITS	TITLE	DURATION F2F	NUMBER OF SESSIONS	DURATION ONLINE SESSION
5	Using ICT Tools for supporting employment	4 hours	1	2 hours
6	How Can I became a good room waiter assistant?	36hours 4 hours/session	9	2 hours
7	How Can I became a good barman assistant?	36 hours 4 hours/session	9	2 hours
8	How Can I became a good room and cleaning assistant?	36 hours 4 hours/session	9	2 hours
9	How Can I became a good receptionist assistant?	36 hours 4 hours/session	9	2 hours
10	How Can I became a good cook-chef assistant?	36 hours 4 hours/session	9	2 hours
11	How Can I became a good pastry assistant?	36 hours 4 hours/session	9	2 hours
TOTAL		40 hours (Each Job operation)	10 sessions (Each Job operation)	4 hours (Each Job operation)

BLOCK 3: INCLUSIVE AND ACCESSIBLE TOURISM BUSINESS



Introduction

The tourist sector can offer many possibilities to people with disabilities, both as customers who enjoy the resources and services offered, as well, as potential workers who serve customers.

This change of view, in turn, opens up a world of possibilities for entrepreneurs in the tourist sector. This wide range is at your fingertips if you become aware of the potential of people with disabilities to carry out productive tasks and therefore giving them the opportunity to have a job thus promoting their capability to lead a more life independent, but also knowing how practically the services already created can become more accessible and inclusive to attract a greater number of potential customers.

Deepening and thinking about this new business model is necessary on the part of entrepreneurs who often, aware of this need, do not receive the proper information and advice to take such measures, and have not had the possibility of having a direct and open debate with the people who need this kind of opportunity that they can offer them.

INCLUSIVE TOURISM present offer to tourism entrepreneurs and other stake holders the possibility of receiving information, guidance and assistance on the new business model to move towards inclusive tourism and access as well as offer them the possibility of participating in spaces of reflareping and exchange of good practices with people with disabilities thus breaking down barriers and fears that do not allow to see the true capabilities of people.

Objectives

- Awareness about potential for employment of Persons with disabilities.
- Awareness about potential of Inclusive Tourism Business Models
- Acquisition of knowledge about development of Inclusive Tourism Business Models, including Accessibility and design on Inclusive Services
- Acquisition of knowledge about how to support Persons with disabilities in the job

Target

- Companies: receive information about how to develop an Inclusive Tourism Business Model and how to support persons with disabilities to be employed

Units

The **Block 3: Inclusive and accessible tourism business** are composed by the following formative units:

UNIT 12. Accessible and inclusive tourism

UNIT 13. Accessibility and inclusive service requirements

UNIT 14. Employment of persons with disabilities in tourism.

UNIT 15. Supporting persons with disabilities in the workplace.

Planning

Block 2: INCLUSIVE AND ACCESSIBLE TOURISM BUSINESS				
UNITS	TITLE	DURATION F2F	NUMBER OF SESSIONS	DURATION ONLINE SESSION
12	Accessible and inclusive tourism	8 hours	2	2 hours
13	Accessibility and inclusive tourism service requirements	4hours 4 hours/session	1	2 hours
14	Employment of persons with disabilities in tourism.	4hours 4 hours/session	1	2 hours
15	Supporting persons with disabilities in the workplace.	8 hours 4 hours/session	2	2 hours
TOTAL		24 hours	6 sessions	8 hours



**BLOCK 1: SOFT SKILLS IN THE
ACCESSIBLE AND INCLUSIVE
TOURISM SECTOR**

MANUAL FOR TRAINERS

UNIT 1
EMPLOYMENT IS A RIGHT FOR ALL.
RELEVANCE OF EMPLOYMENT FOR
PERSONS WITH DISABILITIES.

Consortium



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INTRODUCTION

In recent times, the employment has become a scarce commodity and proof of this is the current unemployment rate. The labour insertion into the labour market is a difficult process that worsens significantly in people with disabilities. Barriers and limitations to the job search determine the participation in the labour sector and society itself.

Statistically, the rates of labour market insertion of people with disabilities are significantly lower than those of the population as a whole. Stay active doing a job involves personal satisfaction, social recognition and the environment of the person.

Otherwise, it's often the beginning of a risk of social exclusion. Therefore, the greatest challenge for many people who have a disability, it's get in and stay in a job, and this is the way to personal development, community involvement, and a crucial element in the level of well-being.



DATA

GENERAL INFORMATION		
OBJECTIVES	Raise awareness about relevance of employment for people with disabilities. Promote positive attitude and motivation toward the employment of people with disabilities.	
TARGET GROUP/ COMPETENCES	People with disabilities Self-esteem Communication Well-being Knowledge and personal and professional skills. Knowledge of tourism sector	Job trainers Supporting Knowledge of the labour market. Job orientation skills. Knowledge of tourism sector
TRAINING CONTENTS	UNIT 1. Employment is a right for all.	
SUMMARY TOPICS	1. What is the employment? 2. The employment is a right 3. Benefits of employment for people. 4. Creating job opportunities 5. What is accessible and inclusive tourism? <ul style="list-style-type: none"> • Who are the tourists? • Universal design • Right to accessibility • What are the tourism resources? • Quality of services • Organization of the tourism resources • Attitudes of good employees in the accessible and tourism sector. • Example of a good practices 	
LENGTH (hours)	Face to face	4
	Online	2
NUMBER SESSIONS	1 + 1	



FACE TO FACE SESSION




AGENDA

- ☐ ACTIVITY 1: Ice-breaker
- ☐ Course presentation.
- ☐ ACTIVITY 2: The tourism
- ☐ ACTIVITY 3: Human Rights



BREAK

- ☐ ACTIVITY 4: The voice of the expert.
- ☐ ACTIVITY 5: The voice of the experience.
- ☐ ACTIVITY 6: Self-administrated questionnaire personal and professional profile.
- ☐ Conclusions
- ☐ Closure




ACTIVITY 1

ICE - BREAKER			
Number session	1	Estimated time	15'
 Objectives:	<ol style="list-style-type: none"> 1. Promote awareness among the members of the group. 2. Encourage the group cohesion. 		
 Implementation	<p>The group will form a circle with the chairs.</p> <p>The trainer will give a ball to one of the participants.</p> <p>The person who has the ball should provide information on the following issue:</p> <ul style="list-style-type: none"> - Name - Training - Previous work experience - Professional interest - Course expectations. <p>The ball should go through all the people.</p>		
 Materials:	<ul style="list-style-type: none"> • Ball 		

Explanation




Course presentation.			
Number session	1	Estimated time	8'
 Implementation	The trainer will briefly introduce the project as well as the structure of the course, objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> PPT – General structure of the course 		

Explanation




AGENDA			
Number session	1	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each course step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 1: <ul style="list-style-type: none"> Slide 3: Agenda Poster Unit 1 		

ACTIVITY 2

THE TOURISM (INTRODUCTION OF BASIC CONCEPTS)

Number session	1	Estimated time	45'
 Objectives:	<ol style="list-style-type: none"> 1. Acquire knowledge about basic aspects related to the tourism sector on the basis of their previous experience. 2. Be aware of the needs of tourists. 3. Develop empathy on the individual needs of the people (in this case of tourists) when they travel. 		
 Implementation	<p>The trainer will ask the group a series of questions with the aim to encourage participants to generate new knowledge and learning from their previous experiences.</p> <p>Questions:</p> <ul style="list-style-type: none"> - Do you usually travel, go on vacation or trip? - What is it called when you go to another place (home, town, city, etc.)? - What is tourism? - Who are the tourists? - What kind of tourists are there? - What places are often visited by the tourists? - Where does tourist usually eat? And to stay? - Have you ever heard of the tourism inclusive? <p>On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion, supported by a PPT.</p> <p>➤ <i>Main ideas to transmit to the group:</i></p> <p>What is the tourism? Who are the clients? (Diversity of clients), types of tourist resources, What is the inclusive tourism? The UNWTO recommendations for accessible tourism for all.</p> <p>Finally, the trainer will show the video "Accessible Tourism. Together, we can do it".</p>		
 Materials:	<ul style="list-style-type: none"> • Pens • Whiteboard • PPT Unit 1 <ul style="list-style-type: none"> ▫ 4. What is accessible and inclusive tourism?" ▫ Include Video : "Accessible Tourism. Together, we can do it". 		




ACTIVITY 3

HUMAN RIGHTS			
Number session	1	Estimated time	50'
 Objectives:	<ol style="list-style-type: none"> 1. Acquire knowledge on human rights and especially with the right to employment and accessibility. 2. Develop critical awareness of the importance of exercise and defend the rights of individuals. 3. Identify situations of violation of rights by adopting a critical spirit. 		
 Implementation	<p>The trainer will provide the group with a large balloon.</p> <p>The balloon fly-by all participants, while each person should write a right.</p> <p>Then, the trainer will read all the words. At the same time, he will ask each participant to a brief explanation with regard to the right that has been written on the balloon.</p> <p>The trainer will emphasize to a greater extent in the right to Accessibility and right to employment. Specifically, through an explanation, he will help to deepen the meaning of the right to employment and which leads to this right.</p> <p>Also, the trainer will show the video: "Tourism for All - Official Video".</p>		
 Materials:	<ul style="list-style-type: none"> • Pens • Ballon • PPT Unit 1: <ul style="list-style-type: none"> ▫ Include video : Tourism for All - Official Video 		






BREAK – 20 MINUTES


ACTIVITY 4




THE VOICE OF THE EXPERT			
Number session	1	Estimated time	20'
 Objectives:	<ol style="list-style-type: none"> 1. Acquire knowledge about the benefits of having a job for people. 2. To know the attitudes and general skills requested by the teams of human resources of enterprises. 		
 Implementation	<p>For the development of this activity there are 2 options:</p> <ul style="list-style-type: none"> ➤ Option 1: Presentation by a professional of the human resources of a company. <p>The trainer will invite a human resources professional to participate in the meeting who first-hand count the benefits do a job for the people and attitudes and skills required to a person for their recruitment.</p> <p>Then, there will be questions and period of reflection and discussion for trainees.</p> <ul style="list-style-type: none"> ➤ Option 2: Video-forum activity. <p>The trainer will show the videos in slides 45-46: "<i>What makes a good employee?</i>" and "<i>Hard Skills vs. Soft Skills</i>"</p> <p>Then, there will be questions and period of reflection and discussion for trainees.</p> <p>Proposal of questions and/or reflection for the dynamization of the group:</p> <ul style="list-style-type: none"> • Identify qualities of a good employee. • What happens when a worker is not... (Ex: Organized)? • Can skills be trained and learned? • Reflect on how the development of a skill influences a work Team. Ex.: Teamwork. 		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 1: <ul style="list-style-type: none"> ▫ Include video: "<i>What makes a good employee?</i>" ▫ Include video: "<i>Hard Skills vs. Soft Skills</i>" 		

ACTIVITY 5



THE VOICE OF EXPERIENCE: RELEVANCE OF EMPLOYMENT FOR PEOPLE WITH DISABILITIES AND THEIR POTENTIAL

Number session	1	Estimated time	25'
 Objectives:	<ol style="list-style-type: none"> 1. Awareness of the relevance of employment for people and their benefits. 2. To promote the self-esteem of persons with disabilities. 		
 Implementation	<ul style="list-style-type: none"> • Part 1: Viewing a video "Why is important to work for me?". Proposal of questions for the dynamization of the group: <p style="text-align: center;">Why is it important for you to get a job?</p> • Part 2: Viewing a video "My experience in the labour market". In the video, there are three persons with disabilities who explain how important it is for them to get a job. The testimonies will be considered as examples of good practice. <p>After the video, there will be a time of discussion during which participants will be able to express their opinion and comment on aspects such as the importance it has for each one of the participants get a job.</p> 		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 1: <ul style="list-style-type: none"> □ Video "Why is important to work for me?" - □ Video "My experience in the labour market". 		




ACTIVITY 6

SELF-ADMINISTRED QUESTIONNAIRE PERSONAL AND PROFESSIONAL PROFILE			
Number session	1	Estimated time	20'
 Objectives:	1. Identify their personal and professional skills by becoming aware of the need to receive training taking into account their needs and interests.		
 Implementation	The trainer will give each trainee the worksheet "Self-administrated questionnaire: personal and professional profile". The Trainer will read aloud the information of the document. Each trainee will fill in the questionnaire individually. People with support needs will receive professional support.		
 Materials:	<ul style="list-style-type: none"> • Pens • Sheet_1_1: Self-administrated questionnaire: personal and professional profile. 		

Conclusions

Number session	1	Estimated time	5'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> • PPT Unit 1: <ul style="list-style-type: none"> □ Conclusions 		



Closure

Number session	1	Estimated time	15'
 Implementation	The trainer will make some comments about the attendance and participation of the trainees and gather some feedback. The trainer will explain how to do the online session and remind the group the date of the next unit.		
 Materials	<ul style="list-style-type: none"> • Attendance list 		



ONLINE SESSION

The participants will carry out the following activities:

ACTIVITY	DETAILED DESCRIPTION OF THE ACTIVITY
1	<p>Why is important for you to get a job?</p> <p>Watch the video and write your opinion and answer this question:</p> <ul style="list-style-type: none"> Why is important for you to get a job? <p>Important: Upload your answer to the Inclusive tourism platform.</p>
2	<p>The voice of experience.</p> <p>Read the testimonies and answer the question. Think well before your answer:</p> <ul style="list-style-type: none"> What are you doing to get a job? Would it change your life? <p>Important: Upload your answer to the Inclusive tourism platform.</p>
3	<p>VideoQuiz</p> 
4	<p>Labour skills</p> 



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**BLOCK 1: SOFT SKILLS IN THE
ACCESSIBLE AND INCLUSIVE
TOURISM SECTOR**

MANUAL FOR TRAINERS

UNIT 2

**COMMUNICATION SKILLS
FOR TOURISM SECTOR**



Consortium



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INTRODUCTION

Communication is basically the act of transferring information from one place (or person) to another.

This is a simple definition, but when we think about how we may communicate the subject becomes a lot more complex. There are various categories of communication like spoken or verbal communication (face-to-face, telephone, radio or television and other media), non-verbal communication (body language, gestures, how we dress or act - even our scent), written communication (letters, e-mails, books, magazines, the Internet or via other media) and also visualizations (graphs and charts, maps, logos and other visualizations can communicate messages).

The process of interpersonal communication cannot be regarded as a phenomena which simply 'happens', but should be seen as a process which involves participants negotiating their role in this process, whether consciously or unconsciously.

Effective communication involves minimising potential misunderstanding and overcoming any barriers to communication at each stage in the communication process.

Communication is a hugely complex process and it is really difficult to have good communication if you do not have a prior knowledge about it. Therefore, the main goal of the following sessions is to present through games and different activities what the communication actually is, to offer to the participant's different ways to communicate, to emphasize what is appropriate communication, to present different rules of communication and offer ways of how we can solve connected problems ...



All of that is important for PwD in connection to their work, workplace and relations at work. Communication at work is very important, because it allows companies to be productive and operate effectively and to achieve common goal. Employees can experience an increase in morale, productivity and commitment if they are able to communicate up and down the communication chain in an organization.



GENERAL INFORMATION		
OBJECTIVES	Acquisition Communication Soft Skills for employed in the Tourism Sector.	
TARGET GROUP/ COMPETENCES	People with disabilities Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences	Job trainers Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences Supporting
TRAINING CONTENTS	UNIT 2 Communication skills for tourism sector	
SUMMARY TOPICS	<ul style="list-style-type: none"> • Types and forms of communication • What is good communication? • Appropriate and inappropriate communication • Interpersonal relationships • Problem and conflict resolution • Basic concepts of assertiveness 	
LENGTH (hours)	Face 2 Face	16
	Online	2
NUMBER SESSIONS	4 + 1	



FACE TO FACE SESSION 1




AGENDA



- ☐ ACTIVITY 1: Ice-breaker Guess who?
- ☐ Session presentation.
- ☐ ACTIVITY 2: Do you understand me?
- ☐ ACTIVITY 3: How do people communicate?

BREAK



- ☐ EXPLANATION: Verbal communication
- ☐ ACTIVITY 4 : Donkey, who is behind you?
- ☐ ACTIVITY 5: Communication origami
- ☐ ACTIVITY 6: Telephone
- ☐ EXPLANATION: Non verbal communication.
- ☐ ACTIVITY 7: Who's in front of you?
- ☐ ACTIVITY 8: Power of body language.
- ☐ ACTIVITY 9: Sorting by height.
- ☐ Self-evaluation.
- ☐ Conclusions
- ☐ Closure.






ICE – BREAKER: Guess who?			
Number session	1	Estimated time	30'
 Objectives:	1. To start the session and to free atmosphere. 2. Encourage the group cohesion.		
 Implementation	For each participant there is a list with three personal characteristics on the white board and the group need to find out who the person is. The answer (the photo) is on the back side.		
 Materials:	<ul style="list-style-type: none"> • White board • Characteristic list 		




Session presentation.			
Number session	1	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2: Communication skills for tourism sector 		



AGENDA			
Number session	1	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2 • Agenda 		


DO YOU UNDERSTAND ME?			
Number session	1	Estimated time	45'
 Objectives:	1. To present importance of basic concepts of communication.		
 Implementation	<p>The trainer will begin to talk with the group in a foreign language for a few minutes (or until somebody stops him). The main goal is that nobody understands the trainer and that eventually participants realize how hard it is to communicate if we don't understand each other.</p> <p>The trainer will repeat the exercise by using the:</p> <ul style="list-style-type: none"> • No eye contact • Inappropriate volume (very loud, very silent) • Inappropriate speed (very fast, very slow) • Sign language 		
 Materials:	<i>No special materials needed</i>		



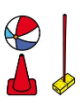


HOW DO PEOPLE COMMUNICATE?			
Number session	1	Estimated time	30'
 Objectives:	1. To get to know different ways of communication.		
 Implementation	The trainer will ask the participants how people communicate and will lead them to find out different answers (by speaking, by gestures and signs, by pictures and symbols, ...).		
 Materials:	<i>No special materials needed</i>		





BREAK – 20 MINUTES






Number session	1	Estimated time	10'
 Implementation	Verbal communication Through the different communication games and activities the trainer will present main concepts of good verbal communication. On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small " formative pills ", by way of conclusion.		

DONKEY, WHO IS BEHIND YOU?			
Number session	1	Estimated time	15'
 Objectives:	1. To present main concepts of good verbal communication.		
 Implementation	Participants form a circle. One of them is in the middle with eyes covered ("Donkey") and the trainer pick another participant which goes behind the donkey and ask him "Donkey, who's behind you"? When the donkey figures out who is behind, both participants in the middle change. The trainer facilitate them to change their voices so the game is not too easy.		
 Materials:	<ul style="list-style-type: none"> • Eye cover 		







COMMUNICATION ORIGAMI			
Number session	1	Estimated time	15'
 Objectives:	1. To present main concepts of good verbal communication.		
 Implementation	The trainer will give one sheet of letter size/A4 paper to each and tell the group that they will be given instructions on how to fold the paper to create an origami shape. The group must keep their eyes closed and cannot ask any questions. The trainer will start giving the group several instructions to fold and rip their paper several times then ask them to unfold their paper and compare how it looks like.		
 Materials:	<ul style="list-style-type: none"> • Sheet of letter size A4 		






TELEPHONE			
Number session	1	Estimated time	10'
 Objectives:	1. To present main concepts of good verbal communication.		
 Implementation	<p>The telephone is a classic game of communication. The trainer will make the participants stand in a circle and whisper a message in one participant's ear and ask him to pass the message to the next one. The message has to pass from one to another until the last participant whispers it back into your ear. Reveal the message that you told the first one and the one you heard from the last person. There are high chances that both the messages will be different.</p> <p>After three games there will be a time for discussion during which participants will be able to express their opinion and comment on aspects such as the importance of good verbal communication.</p>		
 Materials:	<i>No special materials needed</i>		






Number session	1	Estimated time	10'
 Implementation	Non verbal communication Through the different communication games and activities the trainer will present main concepts of good non verbal communication. On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion.		



WHO'S IN FRONT OF YOU?			
Number session	1	Estimated time	15'
 Objectives:	1. To present importance of nonverbal communication – touch.		
 Implementation	Each participant will be blindfolded (separately), and their group members will guide them orally through an obstacle course. The main goal is for the participants to recognize importance of trust and ability to follow directions for good social relations within the group.		
 Materials:	<ul style="list-style-type: none"> • Eye cover 		





POWER OF BODY LANGUAGE			
Number session	1	Estimated time	15'
 Objectives:	1. To present importance of nonverbal communication – body language.		
 Implementation	<p>The trainer will explain to the group that they will be given a series of instructions, which they need to copy as fast as they can.</p> <p>The trainer will state the following actions:</p> <ul style="list-style-type: none"> • Put your hand to your nose • Clap your hands • Stand up • Put your hand to your mouth – BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR BELLY. <p>Trainer observes the number of group members who copy last move rather than what was said.</p> <p>Facilitate discussion on how body language can reinforce verbal communication, however it can also be stronger than verbal communication – it is important that we are aware of our body language in order to ensure we are projecting the right message.</p>		
 Materials:	<i>No special materials needed</i>		





SORTING BY HEIGHT			
Number session	1	Estimated time	10'
 Objectives:	1. To present importance of nonverbal communication in group.		
 Implementation	<p>With tape the trainer will make a small rectangle on the floor. The participants must go inside and form a line based on their height without talking or passing the marked line.</p> <p>After three games there will be a time for discussion during which participants will be able to express their opinion and comment on aspects such as the importance of good nonverbal communication.</p>		
 Materials:	<ul style="list-style-type: none"> Tape 		

SELF-EVALUATION			
Number session	1	Estimated time	10'
 Implementation	<p>The trainer will distribute to each of the participants the sheet "Basic concept of communication", by way of self-evaluation. Subsequently, the sheets will be collected by the trainer.</p>		
 Materials:	<ul style="list-style-type: none"> Sheet_2_1_Self-evaluation "Basic concept of communication". 		



CONCLUSIONS			
Number session	1	Estimated time	15'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> • PPT UNIT 2 <ul style="list-style-type: none"> ◦ Session 1 		

CLOSURE			
Number session	1	Estimated time	5'
 Implementation	The trainer will appreciate the attendance and participation of all participants. The group will be quoted to the next meeting.		
 Materials	<ul style="list-style-type: none"> ◦ Attendancelist. 		



FACE TO FACE SESSION

2




AGENDA



- ☐ ACTIVITY 1: Ice-breaker Freeze dance
- ☐ Session presentation.
- ☐ EXPLANATION: Introduction of appropriate and inappropriate communication.
- ☐ ACTIVITY 2: Describe or demonstrate
- ☐ ACTIVITY 3: Back to back communication
- ☐ ACTIVITY 4 : Long distance communication

BREAK



- ☐ ACTIVITY 5: Circle of personal space while communicating
- ☐ ACTIVITY 6: Case analysis of communication
- ☐ Self-evaluation.
- ☐ Conclusions
- ☐ Closure.






ICE – BREAKER: Freeze dance			
Number session	2	Estimated time	30'
 Objectives:	1. To start the session and to free atmosphere. 2. Encourage the group cohesion.		
 Implementation	<p>Play music for the participants. Then pause the music whenever you like and tell the participants to freeze.</p> <p>Upgrade: Each time they freeze, the trainer tells them a command that they must perform on the next freeze. They only need to do one command at a time.</p> <p>There are some ideas for "freeze commands":</p> <ul style="list-style-type: none"> • stand on one foot, • touch a chair, • touch something blue, • play dead, • look happy, look sad, ... 		
 Materials:	<ul style="list-style-type: none"> • Radio 		

Session presentation.			
Number session	2	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2: 		






AGENDA			
Number session	1	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2 • Agenda 		






DESCRIBE OR DEMONSTRATE			
Number session	2	Estimated time	15'
 Objectives:	1. To learn what type of communication is appropriate in different groups of people.		
 Implementation	<p>Introduction of appropriate and inappropriate communication</p> <p>Through the different communication games and activities the trainer will present main concepts of appropriate and inappropriate communication.</p> <p>Ask participants to describe/demonstrate:</p> <ul style="list-style-type: none"> • How you communicate with your friends? • How you communicate with family members? • How you communicate at working place? <p>Discuss the differences and similarities in the participants' responses.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Why is each situation different? • What are the expectations of each person? • What would happen if you greeted your friends in the way you greeted co-worker? • What would happen if you greeted an co-worker the same way you greet your friends? <p>The trainer will ask participants of appropriate communication on our job.</p>		
 Materials:	<i>No special materials needed</i>		



BACK TO BACK COMMUNICATION			
Number session	2	Estimated time	30'
 Objectives:	1. To give participants experience of communicating without important communication factors – eye contact and body language.		
 Implementation	<p>This activity eliminates two communication factors – eye contact and body language. Have the two participants sit back to back, and ask each person tell a story to his partner. After both partners have had a chance to tell a story, discuss the exercise with all participants. Ask the participants how the conversation was different from a normal conversation. Repeat the activity with each participant.</p> <p>Draw conclusions about the importance of eye contact and body language in effective communication.</p>		
 Materials:	<ul style="list-style-type: none"> Chairs 		






LONG DISTANCE COMMUNICATION			
Number session	2	Estimated time	30'
 Objectives:	1. To present the importance of appropriate distance while communicate with each other (not too close, not too far).		
 Implementation	<p>Use a pair of participants to demonstrate this concept. Start with the participants facing each other, with only a few inches between them. Have the participants engage in a conversation about an event that occurred recently. Ask the others to observe how they interact.</p> <p>Move the two volunteers about 6 feet apart and have them engage in the conversation again. The observers should pay attention to how the communication changed.</p> <p>Move the two volunteers to opposite sides of the room, while continuing the conversation. Initiate a discussion about how the conversation changed as the participants moved farther apart. Focus on eye contact, voice volume and body language.</p> <p>Repeat the activity with each participant.</p>		
 Materials:	<i>No special materials needed</i>		



Number session	2	Estimated time	5'
Implementation	On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion.		
Materials:	<ul style="list-style-type: none"> PPT Unit 2: <ul style="list-style-type: none"> Session 2. 		





BREAK – 20 MINUTES



CIRCLES OF PERSONAL SPACE WHILE COMMUNICATING			
Number session	2	Estimated time	40'
Objectives:	1. To learn the importance of personal space.		
Implementation	We draw a cross on the floor («Me-spot»). One of the participants will step on a marked spot. The other participant will be on the other side of the room and will slowly start walking towards participant on Me-spot. Participant on me-spot must say »stop«, when start to feel uncomfortable with the proximity. The trainer will mark circle - personal space. We repeat the activity with each participant.		
Materials:	<ul style="list-style-type: none"> Pen 		



CASE ANALYSIS OF COMMUNICATION			
Number session	2	Estimated time	40'
 Objectives:	1. To present main concepts of appropriate and inappropriate communication.		
 Implementation	<p>The trainers will play the series of appropriate and inappropriate communication situations. If there is only one trainer, instead of acting, videos can be used.</p> <p>The participants analyse the scenes they saw based on what they already know about appropriate or inappropriate communication. The trainer will write the conclusions on the whiteboard.</p>		
 Materials:	<ul style="list-style-type: none"> Sheet 2_2_Case analysis of communication. 		

Number session	2	Estimated time	10'
 Implementation	<p>On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion. After all the activities will be a time for discussion during which participants will be able to express their opinion and comment on aspects such as the appropriate and inappropriate communication.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 2: <ul style="list-style-type: none"> Session 2. 		



SELF-EVALUATION			
Number session	2	Estimated time	10'
 Implementation	The trainer will distribute to each of the participants the sheet "Appropriate and inappropriate communication" , by way of self-evaluation. Subsequently, the sheets will be collected by the trainer.		
 Materials:	<ul style="list-style-type: none"> • Sheet_2_2_ "Appropriate and inappropriate communication" 		

CONCLUSIONS			
Number session	2	Estimated time	15'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> • PPT UNIT 2 <ul style="list-style-type: none"> ◦ Session 2 		

CLOSURE			
Number session	2	Estimated time	5'
 Implementation	The trainer will appreciate the attendance and participation of all participants. The group will be quoted to the next meeting.		
 Materials	<ul style="list-style-type: none"> ◦ Attendancelist. 		



FACE TO FACE SESSION

3




AGENDA



- ☐ ACTIVITY 1: Ice-breaker Detective
- ☐ Session presentation.
- ☐ EXPLANATION: Introduction to good communication in group and problem solving.
- ☐ ACTIVITY 2: Fruit salad activity
- ☐ ACTIVITY 3: Octopus pen.

BREAK

- ☐ ACTIVITY 4: Make it movie.
- ☐ ACTIVITY 5: Make a team with...
- ☐ Self-evaluation.
- ☐ Conclusions
- ☐ Closure.





Ice breaker: DETECTIVE			
Number session	3	Estimated time	30'
 Objectives:	1. To start the session and free atmosphere. 2. Encourage the group cohesion.		
 Implementation	One of the participants (detective) leaves the group after observing other participants for a while. Meanwhile the group make some changes of their outfits and call the detective who needs to find out what has changed. Each member of the group can be a detective.		
 Materials:	<i>No special materials needed</i>		

Session presentation.			
Number session	3	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> PPT Unit 2: 		




AGENDA




Number session	3	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2 • Poster Unit 2.3 		




Introduction to good communication in group and problem solving.



Through the different communication games and activities the trainer will present main concepts of meaning of good communication in group and problem solving.

FRUIT SALAD ACTIVITY			
Number session	3	Estimated time	25'
 Objectives:	1. Collaboration and working in a group		
 Implementation	<p>The group must prepare a fruit salad as independent as possible.</p> <p>Participants must deliver tasks inside the group, find materials, all the equipments and prepare the salad.</p> <p>There can also be two groups which compete with each other.</p>		
 Materials:	<ul style="list-style-type: none"> • Different fruits. • Kitchen utensils and equipments. 		






Number session	3	Estimated time	5'
 Implementation	Discussion and questions about the "Fruit salad Activity!". <ul style="list-style-type: none"> - How did you feel during the activity? - How did you share the tasks? - What was the easiest/hardest part of activity? - How did you feel about sharing tasks? - ... 		

OCTOPUS PEN			
Number session	3	Estimated time	30'
 Objectives:	1. Communication, cooperation and compromising (leading and following others)		
 Implementation	Participants form small groups with at least three members. The trainer will give them pen with tapes (hunters) and list with instructions what they need to draw. They need to hold hunters and can not drop them until the picture is finished.		
 Materials:	<ul style="list-style-type: none"> • Papers • Pens with tapes 		




Number session	3	Estimated time	5'
 Implementation	On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 2: <ul style="list-style-type: none"> Session 3. 		





BREAK – 20 MINUTES



MAKE IT MOVE			
Number session	3	Estimated time	40'
 Objectives:	<ol style="list-style-type: none"> To encourage participants thinking and using problem solving skills Problem solving 		
 Implementation	<p>The participants will form groups each with three members.</p> <p>The challenge comes when the trainer place the ball of paper in between two lines of masking tape and ask each group to move it outside the lines — without touching it.</p>		
 Materials:	<ul style="list-style-type: none"> Masking tape Ball of paper 		





MAKE A TEAM WITH ...			
Number session	3	Estimated time	40'
 Objectives:	1. Strengthening communication skills. 2. How to think autonomously.		
 Implementation	<p>In this activity, participants must act quickly to form small teams based on instructions that you shout out.</p> <p>The trainer will explain to participants that they will have to form a team based on the instructions that you shout out (for example: "Get into a team with people who have the same hair color as you").</p> <p>Participants will sit down to signal that their team is "complete." Encourage participants to work as quickly as possible. Repeat the exercise as many times as you want.</p> <p>Trainer will talk with participants about how this activity encouraged them to communicate. How could they learn to open up and communicate more effectively in work situations in the future?</p>		
 Materials:	<i>No special materials needed</i>		





Number session	3	Estimated time	10'
 Implementation	On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small " formative pills ", by way of conclusion. After all the activities will be a time for discussion during which participants will be able to express their opinion and comment on aspects such as communication in group and solving problems.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 2: <ul style="list-style-type: none"> Session 3. 		

SELF-EVALUATION			
Number session	3	Estimated time	10'
 Implementation	The trainer will distribute to each of the participants the sheet_2_4_Problem solving and communication in group ", by way of self-evaluation. Subsequently, the sheets will be collected by the trainer.		
 Materials:	<ul style="list-style-type: none"> Sheet_2_4_Problem solving and communication in group". 		



CONCLUSIONS			
Number session	3	Estimated time	15'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> • PPT UNIT 2 <ul style="list-style-type: none"> ◦ Session 3 		

CLOSURE			
Number session	3	Estimated time	5'
 Implementation	The trainer will appreciate the attendance and participation of all participants. The group will be quoted to the next meeting.		
 Materials	<ul style="list-style-type: none"> ◦ Attendancelist. 		



FACE TO FACE SESSION

4




AGENDA

- ☐ ACTIVITY 1: Ice-breaker A great wind blows.
- ☐ Session presentation.
- ☐ ACTIVITY 2: Communication at different places – role play activity.
- ☐ ACTIVITY 3: Observe and think.



BREAK



- ☐ ACTIVITY 4: Job interview – role play.
- ☐ ACTIVITY 5: Communication traffic lights.
- ☐ Self-evaluation.
- ☐ Conclusions
- ☐ Closure.






Ice breaker: A GREAT WIND BLOWS ...			
Number session	4	Estimated time	30'
 Objectives:	<ol style="list-style-type: none"> 1. To start the session and to free atmosphere. 2. Encourage the group cohesion. 		
 Implementation	<p>The trainer will arrange the chairs in a circle, facing the middle. All the participants will sit down.</p> <p>The trainer will stand outside the circle and will call out "A great wind blows for everyone who...", fills in the blank with a statement that will affect some of the group. Anyone who is affected must stand up and find another chair.</p> <p>If a large group of participants will stand up, the adult should quickly remove one of the chairs from the circle as soon as they stand up and begin moving. Any participant who cannot find a chair moves outside the circle and helps the trainer come up with ideas for the next "great wind blows".</p> <p>Ideas:</p> <ul style="list-style-type: none"> • A great wind blows for everyone who has a dog • A great wind blows for everyone who ate bread for breakfast this morning ... 		
 Materials:	<ul style="list-style-type: none"> • Sillas 		








Session presentation.			
Number session	4	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> PPT Unit 2: 		

AGENDA			
Number session	4	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 2 Agenda 		

COMMUNICATION AT DIFFERENT PLACES – ROLE PLAY ACTIVITY			
Number session	4	Estimated time	30'
 Objectives:	<ol style="list-style-type: none"> 1. To emphasize what kind of communication is appropriate at work. 2. To know the difference between talking to co-workers and guests of a restaurant. 		
 Implementation	<p>The trainer will glue four pictures on the whiteboard, one presenting family, the other friends, the third co-workers and the fourth guests of a restaurant.</p> <p>The trainer will present different situations, and the participants will play them. For each instruction they will play situation as in family, as with friends and as at work with co-workers and guests.</p> <p>Trainers can play a set of situations for a sample.</p>		
 Materials:	<ul style="list-style-type: none"> • Whiteboard • Marker • Pictures 		






OBSERVE AND THINK			
Number session	4	Estimated time	30'
 Objectives:	1. To know the difference between appropriate and inappropriate behaviour in relation to co-workers. 2. To encourage participants to give feedback.		
 Implementation	The trainer will provide videos or play role with another trainers. They will play a set of situations at work in which they will act appropriate and inappropriate in relation to co-workers or guests. The participants need to observe them (or watch videos) and give them feedback (taking into account what they learned before).		
 Materials:	<i>No special materials needed</i>		




Number session	4	Estimated time	5'
 Implementation	On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small " formative pills ", by way of conclusion.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 2: <ul style="list-style-type: none"> Session 4 		




BREAK – 20 MINUTES





JOB INTERVIEW – ROLE PLAY			
Number session	4	Estimated time	35'
 Objectives:	1. To see what job interview looks like. 2. To encourage participants to give feedback.		
 Implementation	The trainer will play (or show video) of appropriate and inappropriate interviews. All the participants will play an appropriate and inappropriate interview (to personally experience the difference) either with the trainer or with each other. Other participants need to observe and give feedback on the end of each interview.		
 Materials:	<i>No special materials needed</i>		







COMMUNICATION TRAFFIC LIGHTS			
Number session	4	Estimated time	30'
 Objectives:	1. To combine knowledge about communication from all sessions.		
 Implementation	<p>The trainer will prepare a set of statements which relate to previous topics. On the floor (or wall) there will be three coloured paper, which present the traffic lights (Red – I do not agree, Yellow – I partly agree, Green – I completely agree). The participants will listen to each statement and then go stand to the colour that represents their answer. After each argument, when choosing the answers, a discussion of their decisions is followed.</p>		
 Materials:	<ul style="list-style-type: none"> • Sheet 2_Communication traffic lights • Red paper • Yellowpaper • Green paper 		

Number session	4	Estimated time	10'
 Implementation	<p>On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion. After all the activities will be a time for discussion during which participants will be able to express their opinion and comment on aspects such as communication in group and solving problems.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2: <ul style="list-style-type: none"> ◦ Session 4. 		



SELF-EVALUATION			
Number session	4	Estimated time	5'
 Implementation	The trainer will distribute to each of the participants the sheet "Communication at work" , by way of self-evaluation. Subsequently, the sheets will be collected by the trainer.		
 Materials:	<ul style="list-style-type: none"> Sheet_2_4_"Communication at work", 		



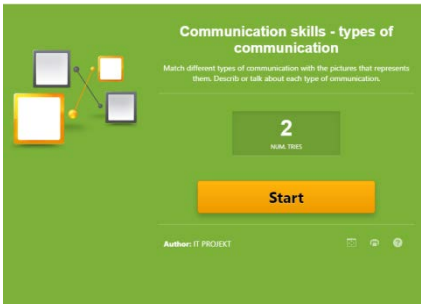
CONCLUSIONS			
Number session	4	Estimated time	15'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> PPT UNIT 2 <ul style="list-style-type: none"> Session 4 		

CLOSURE			
Number session	4	Estimated time	5'
 Implementation	The trainer will appreciate the attendance and participation of all participants. The group will be quoted to the next meeting.		
 Materials	<ul style="list-style-type: none"> Attendancelist. 		



ONLINE SESSION 1 - 2

The participants will carry out the following activities:

ACTIVITY	DETAILED DESCRIPTION OF THE ACTIVITY
1	<p>Introduction</p> 
2	<p>Introduction (2)</p> 
3	<p>Types of communication</p> 
4	<p>Ways of communication</p>



		<div><div></div><div><h3>Communication skills - ways of communication</h3><p>Most people think about speech when they think about communication but there are many other ways we can also use to communicate with each other. Discuss each way of communication. Discuss the pictures - what are they?</p><p>Show more</p><div><div>2</div><div>NINE TIMES</div></div><div>Start</div><div>Author: IT PROJECT</div><div></div></div></div>
5		<div><div><h2>Communication skills</h2></div><div><div></div><div><h3>Communication skills - complete the sentences</h3><p>while we communicate, we need to pay attention to a lot of things. Discuss the reason.</p><div><div>2</div><div>NINE TIMES</div></div><div>Start</div><div>Author: IT PROJECT</div><div></div></div></div></div>
6		<div><div><h2>Job interview</h2></div><div><div></div><div><h3>Communication skills - job interview</h3><p>A big part of working or getting a job is job interview.</p><div><div>Sensitive:</div><div><input checked="" type="checkbox"/> Upper/Lower Case</div><div><input checked="" type="checkbox"/> Accents</div></div><div>Start</div><div>Author: IT PROJECT</div><div></div></div></div></div>



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**BLOCK 1: SOFT SKILLS IN THE
ACCESSIBLE AND INCLUSIVE TOURISM
SECTOR**

MANUAL FOR TRAINERS

UNIT 3

**SOCIAL HABITS IN INCLUSIVE ACCESSIBLE
AND INCLUSIVE TOURISM**



Consortium



Number project: 2017-1-ES01-KA202-038574

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INTRODUCTION

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Social skills do more than just give person the ability to communicate with other people, but can also help with developing strong relationships with people.

In the workplace, especially in tourism, employees meet with a lot of people every day. Good social skills can enable them to talk to, work and develop relationships with all types of people, including managers, co-workers, and customers, which is crucial for the good climate in the work environment and succeed in the work place.


DATA

GENERAL INFORMATION		
OBJECTIVES	Acquisition of Social Habits Soft Skills for employed in the Tourism Sector.	
TARGET GROUP/ COMPETENCES	People with disabilities Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences	Job trainers Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences Supporting
TRAINING CONTENTS	UNIT 3 Social habits for tourism Sector	
SUMMARY TOPICS	<ul style="list-style-type: none"> • Which social skills must a person working in a group with others have? • Skills we use every day to interact and communicate with others, verbal and non-verbal communication (speech, gesture, facial expression and body language). • Knowledge of how to behave in social situations and understand both written and implied rules when communicating with others. • What are the characteristics of good interpersonal relationships and how to develop them? 	
DURATION (hours)	Face 2 Face	16 (4x4)
	Online	2
NUMBER SESSIONS	4 + 1	






FACE TO FACE SESSION 1



AGENDA



- ☐ ACTIVITY 1: Ice-breaker What is inside the box and whose is it?
- ☐ Session presentation.
- ☐ ACTIVITY 2: Guess who I am talking with.
- ☐ ACTIVITY 3: Say it like you are.
- ☐ Explanation.




BREAK


- ☐ ACTIVITY 4: Communication with different persons – role play.
- ☐ ACTIVITY 5: Trust challenge.
- ☐ ACTIVITY 6: Trust and follow.
- ☐ Self-evaluation.
- ☐ Conclusions
- ☐ Closure.




ICE – BREAKER What is inside the box and whose is it?			
Number session	1	Estimated time	30'
 Objectives:	1. To start the session and to free atmosphere. 2. Encourage the group cohesion.		
 Implementation	Trainer fills a box or basket with items, which the participants brought to you (as you agreed in previous session). The trainer must hide the items in a box before starting the session, so nobody sees who brought the certain item. The trainer blindfold each of participant, one at the time, who must figure out which item was given to him and whose is it.		
 Materials:	<ul style="list-style-type: none"> • Box • Items from participants • Eyecover 		

Session presentation.			
Number session	1	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 3: General structure of the unit. 		


AGENDA			
Number session	1	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 3 • Poster Unit 3.1 		



GUESS WHO I AM TALKING WITH			
Number session	1	Estimated time	30'
 Objectives:	1. To present main concepts of everyday social skills.		
 Implementation	<p>The trainer will play a telephone conversation in which he will discuss various topics. Depending on the theme and the way of communication, the participants must find out with whom the trainer could talk in such a way.</p> <p>Different situations and topics:</p> <ul style="list-style-type: none"> • Talking about how your day was, where do you plan to go on vacation, ... (conversation with friend) • Talking about sickness (conversation with friend, with your boss, with doctor, ...) 		
 Materials:	<ul style="list-style-type: none"> • telephone 		

Number session	1	Estimated time	15'
 Implementation	The trainer will ask participants how did they feel during the activity and discuss why we communicate in different ways in various circumstances and with different people.		

SAY IT LIKE YOU ARE ...			
Number session	1	Estimated time	30'
 Objectives:	1. To present main concepts of everyday social skills.		
 Implementation	<p>The trainer will prepare a four-field board and a deck with everyday statements. In each field a tone of voice will be written, which the participant must to use while saying the statement. The trainer helps participants with reading the statements. Every participant do different statements more times.</p> <p>Ideas for voice tone:</p> <ul style="list-style-type: none"> - Angry - Crying - Very happy - Annoying - Bossy - While rolling your eyes 		
 Materials:	<ul style="list-style-type: none"> • Sheet 1_ Say it like you are... 		









Number session	1	Estimated time	15'
 Implementation	Trainer asks the participants how they have felt during the activity and discuss with them how our voice, face, and body language – nonverbal communication matter.		




Number session	1	Estimated time	5'
 Implementation	On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small " formative pills ", by way of conclusion.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 3: <ul style="list-style-type: none"> ◦ Session 1. 		






BREAK – 20 MINUTES



COMMUNICATION WITH DIFFERENT PERSONS – ROLE PLAY			
Number session	1	Estimated time	40'
 Objectives:	1. To experience interaction with different groups of people.		
 Implementation	The participants will get pictures of: their friends, boss, parents, teacher, strangers... Then the trainer will give them different statements/topics and the participants must play how they will interact with each of them in different situations		
 Materials:	<ul style="list-style-type: none"> • Pictures • statements 		



TRUST CHALLENGE			
Number session	1	Estimated time	15'
 Objectives:	1. To encourage trust between participants.		
 Implementation	Each participant will stand on a chair or a table and will fall backward off a table and will be caught by their fellow participants.		
 Materials:	<ul style="list-style-type: none"> • Chair or table 		



TRUST AND FOLLOW			
Number session	1	Estimated time	15'
 Objectives:	1. To encourage trust between participants.		
 Implementation	Each participant will be blindfolded (separately), and their group members will guide them orally through an obstacle course. The main goal is for the participants to recognize importance of trust and ability to follow directions for good social relations within the group.		
 Materials:	<ul style="list-style-type: none"> • Eye cover 		

Number session	1	Estimated time	10'
 Implementation	On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small " formative pills ", by way of conclusion.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2: <ul style="list-style-type: none"> ◦ Session 1. • Marker • Whiteboard 		

Number session	1	Estimated time	5'
 Implementation	After all the activities will be a time for discussion during which participants will be able to express their opinion and comment on aspects such as social skills		

Number session	1	Estimated time	10'
 Implementation	The trainer will distribute to each of the participants the sheet "Basic concepts social skills" , by way of self-evaluation. Subsequently, the sheets will be collected by the trainer.		
 Materials:	<ul style="list-style-type: none"> • Sheet 3.1 Basic concepts social skills 		

Number session	1	Estimated time	15'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> • PPT UNIT 2 <ul style="list-style-type: none"> ◦ Session1 		

Number session	1	Estimated time	5'
 Implementation	The trainer will appreciate the attendance and participation of all participants. The group will be quoted to the next meeting.		
 Materials	<ul style="list-style-type: none"> ◦ Attendancelist. 		






FACE TO FACE SESSION 2



AGENDA



- ☐ ACTIVITY 1: Ice-breaker Flag of me
- ☐ Session presentation.
- ☐ ACTIVITY 2: Say your feelings.
- ☐ ACTIVITY 3: Puzzle activity.
- ☐ Explanation.

BREAK

- ☐ ACTIVITY 4: First impression.
- ☐ ACTIVITY 5: Listening activity.
- ☐ ACTIVITY 6: Think it or say it.
- ☐ Self-evaluation.
- ☐ Conclusions
- ☐ Closure.




ICE – BREAKER - Flag of me			
Number session	2	Estimated time	30'
 Objectives:	1. To start the session and to free atmosphere. 2. Encourage the group cohesion.		
 Implementation	<p>The trainer prints off paper sheets with flags for each participant and sit them down with some colouring pencils. Participants must design their own flag - something that suggests what their interests are, where they come from, what they believe in etc.</p> <p>They might include their favourite colours, animals, sports, ...</p> <p>Trainer than asks participants to stand up and explain their design to the other participants.</p>		
 Materials:	<ul style="list-style-type: none"> • Sheet 2_Flag of me • Colouring pencils 		


Session presentation.			
Number session	1	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 3: General structure of the unit. 		




AGENDA			
Number session	1	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 3 • Poster Unit 3.2 		

Introduction to Positive Relationships


Through the different communication games and activities the trainer will present main concepts of positive relationships.


SAY YOUR FEELINGS			
Number session	2	Estimated time	45'
 Objectives:	1. To learn how to articulate their feelings and to listen one another.		
 Implementation	<p>One of the participants comes to the middle of the group and say the words 'I feel...' and make a face or a gesture demonstrating how he or she feels (happy, sad, angry, sick, excited, hot, cold, scared, or surprised, ...).</p> <p>Other participants in the group should try to put words to the middle participant's gestures. Then another participant can have a turn.</p>		
 Materials:	<i>No special materials needed</i>		

Number session	2	Estimated time	5'
 Implementation	The trainer asks participants how did they feel during the activity and discuss healthy ways to deal with sad feelings (while working, communication with co-workers and clients, ...)		

PUZZLE ACTIVITY			
Number session	2	Estimated time	20'
 Objectives:	1. To give and to receive feedback 2. Trainer explains the meaning of (sandwich) feedback.		
 Implementation	Trainer asks the group to make smaller groups of two or three participants. Each group needs to assemble the puzzle. Trainer then asks each person to turn to their neighbour, and give feedback on something they have seen them do while activity. They should remember to be specific about what they thought was positive, something they thought could be improved, and another thing they thought was positive. They will have 3 minutes each.		
 Materials:	<ul style="list-style-type: none"> Puzzles 		









Number session	2	Estimated time	5'
 Implementation	Trainer asks the participants how they have felt during the activity, How was it to give partner feedback, what was it like to hear feedback from partner, ...		

Number session	2	Estimated time	5'
 Implementation	On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small " formative pills ", by way of conclusion.		







BREAK – 20 MINUTES

FIRST IMPRESSION			
Number session	2	Estimated time	40'
 Objectives:	1. For participants to realize that we can make first (even wrong) impression very quickly and it is very important when working with people.		
 Implementation	Trainer puts on the board few pictures with different faces and asks participants different questions such as: which person is a teacher/has a family/is a burglar,... Trainer then demonstrate appropriate greetings and behaviour with known and unknown people focusing on dress, eye contact, handshakes, personal hygiene, ... which have very big influence on our first impression		
 Materials:	<ul style="list-style-type: none"> • Sheet 3_First Impression 		



LISTENING ACTIVITY			
Number session	2	Estimated time	20'
 Objectives:	1. To encourage active listening and answering the questions.		
 Implementation	The trainer splits the questionnaires and then plays the soundtrack. Participants need to listen carefully to the recording and answer questions.		
 Materials:	<ul style="list-style-type: none"> • Sheet 4_ listening activity (dialog 1) • Sheet 5_listening activity (dialog 2) 		







THINK IT OR SAY IT			
Number session	2	Estimated time	10'
 Objectives:	1. To learn that some things we can say out loud and some don't.		
 Implementation	The trainer will show a video to the participants. They will watch it together and discuss the content (what is and what is' appropriate).		
 Materials:	<ul style="list-style-type: none"> Video (LINK) 		

Number session	2	Estimated time	10'
 Implementation	<p>On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion. After all the activities will be a time for discussion during which participants will be able to express their opinion and comment on aspects such as social skills.</p>		



Number session	2	Estimated time	10'
 Implementation	The trainer will distribute to each of the participants the sheet "Positive relationship" , by way of self-evaluation. Subsequently, the sheets will be collected by the trainer.		
 Materials:	<ul style="list-style-type: none"> • Sheet 3.2 Positive relationship. 		

Number session	2	Estimated time	15'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> • PPT UNIT 3 <ul style="list-style-type: none"> ◦ Session2 		

Number session	2	Estimated time	5'
 Implementation	The trainer will appreciate the attendance and participation of all participants. The group will be quoted to the next meeting.		
 Materials	<ul style="list-style-type: none"> ◦ Attendancelist. 		




**FACE TO FACE SESSION****3**



AGENDA

- ☐ ACTIVITY 1: Passing the ball
- ☐ Session presentation.
- ☐ ACTIVITY 2: Social Relations with different group of people.
- ☐ ACTIVITY 3: Create a story: Taking turns.



BREAK

- ☐ ACTIVITY 4: If you built it.
- ☐ ACTIVITY 5: A story competition.
- ☐ ACTIVITY 6: Think it or say it.
- ☐ Self-evaluation.
- ☐ Conclusions
- ☐ Closure.

ICE – BREAKER - Passing the ball			
Number session	3	Estimated time	30'
 Objectives:	1. To start the session and to free atmosphere. 2. Encourage the group cohesion.		
 Implementation	Participants will form a circle and passing the ball to each other. Participant with the ball will show a gesture (first round just mimics, then hands, legs, voice ...) and the others will repeat it. Then participant with the ball will pass it forward to another participant, who will show another gesture...		
 Materials:	<ul style="list-style-type: none"> Ball 		

Session presentation.			
Number session	3	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> PPT Unit 3: General structure of the unit 3.3 		






AGENDA			
Number session	3	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2 • Poster Unit 2.3 		




Introduction to good social relationships in the group


Through the different social games and activities the trainer will present main concepts.

The trainer will write on the whiteboard the key things for good social relations in the group.

SOCIAL RELATIONS WITH DIFFERENT GROUPS OF PEOPLE			
Number session	3	Estimated time	40'
 Objectives:	1. To talk about and teach the participants an appropriate social approach and differences about approaching to family or friends, coworkers or guests.		
 Implementation	<p>The trainer will split the whiteboard on three columns, one representing friends and family, second coworkers and the third guests.</p> <p>The trainer will show different words/pictures like hug, kiss, shaking hands, saying hello, wave, smile, talk a little bit, talk a lot, talk about personal things,...</p> <p>For each case the participants will talk in group and decide, if we can do that to our families/friends, co-workers or guests.</p>		
 Materials:	<ul style="list-style-type: none"> • Marker • Whiteboard • Sheet 6_ Social relations with different group of people 		






CREATE A STORY – TAKING TURNS			
Number session	3	Estimated time	40'
 Objectives:	1. To create a common story by taking turns, working for the same goal and listening to each other.		
 Implementation	<p>The trainer can choose a topic of story (work or social skills related).</p> <p>Each participant will form an agreed amount of sentences (one by one).</p> <p>The trainer will write them down.</p>		
 Materials:	<ul style="list-style-type: none"> • Marker • Whiteboard 		

Number session	3	Estimated time	10'
 Implementation	<p>On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion.</p>		







BREAK – 20 MINUTES







IF YOU BUILD IT....			
Number session	3	Estimated time	30'
 Objectives:	1. To encourage healthy competition on the one hand and, on the other hand, to encourage participation in the group		
 Implementation	<p>This team-building game is flexible. The trainer will divide students into teams and give them equal amounts of a certain material, like pipe cleaners, blocks, or even dried spaghetti and marshmallows.</p> <p>Then, the trainer will give them something to construct. The challenge can be variable (Which team can build the tallest, structurally-sound castle? Which team can build a castle the fastest?).</p> <p>The trainer can adapt the challenge or materials.</p>		
 Materials:	<ul style="list-style-type: none"> Different materials (pipe cleaners, blocks, dried spaghetti, marshmallows...) 		





A STORY COMPETITION			
Number session	3	Estimated time	40'
 Objectives:	1. To encourage cooperation on the one hand, and on the other hand, healthy competition.		
 Implementation	<p>The participants will form two groups. The trainer will make up a story. The participants will listen carefully. In the story, there will be inappropriate situations, on which the participants need to pay attention.</p> <p>When they hear something inappropriate, all participants need to put the hands in the air (whole group). They get 1 point as a group, if they figure out what is wrong, and they can get 1 bonus point if they can suggest appropriate outcome. If they do not know the answer, the other group can get bonus point by answering. The trainer will write down points at the whiteboard.</p>		
 Materials:	<ul style="list-style-type: none"> • Whiteboard • marker 		

Number session	3	Estimated time	10'
 Implementation	On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small " formative pills ", by way of conclusion. After all the activities will be a time for discussion during which participants will be able to express their opinion and comment on aspects such as social skills.		

Number session	3	Estimated time	10'
 Implementation	The trainer will distribute to each of the participants the sheet "Good social relationships in group" by way of self-evaluation. Subsequently, the sheets will be collected by the trainer.		
 Materials:	<ul style="list-style-type: none"> • Sheet 3.3 Good social relationships in group. 		

Number session	3	Estimated time	5'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> • PPT UNIT 3 <ul style="list-style-type: none"> ◦ Session 3 		



Number session	3	Estimated time	5'
 Implementation	The trainer will appreciate the attendance and participation of all participants. The group will be quoted to the next meeting.		
 Materials	<ul style="list-style-type: none"> o Attendancelist. 		



FACE TO FACE SESSION

4




AGENDA



- ☐ ACTIVITY 1: Truth and lie.
- ☐ Session presentation.
- ☐ ACTIVITY 2: Talking and thinking – social skills.
- ☐ ACTIVITY 3: Social skills traffic lights.



BREAK

- ☐ ACTIVITY 4: Going out for a coffee
- ☐ Self-evaluation.
- ☐ Conclusions
- ☐ Closure






ICE – BREAKER: Truth and a lie			
Number session	4	Estimated time	30'
 Objectives:	1. To start the session and to free atmosphere. 2. Encourage the group cohesion.		
 Implementation	<p>Each participant will tell to others one true and one false claim on oneself.</p> <p>The trainer can give participants a pencil and paper (if needed) to help them plan and remember their "truth and a lie", but it isn't necessary.</p> <p>One participant starts by telling the group one truth and one lie about himself, in any order. The other participants try to guess which was the lie.</p>		
 Materials:	<ul style="list-style-type: none"> Paper, pencils(<i>if needed</i>) 		

Session presentation.			
Number session	4	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> PPT Unit 3: General structure of the unit 3.4 		




AGENDA			
Number session	4	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 3 • Poster Unit 3.4 		


Introduction to working in group

Through the different social games and activities the trainer will present main concepts of social skills in connection with working in group. The trainer will write on the whiteboard the key things for good social relations in the group.

TALKING AND THINKING - SOCIAL SKILLS			
Number session	4	Estimated time	40'
 Objectives:	1. To get to know different social skills, talk about them and connect them to the workplace.		
 Implementation	<p>The trainer will write down different social skills on individual slips of paper and put them in a bowl. (Accepting difference, asking for help, complimenting others, disagreeing politely, following directions, listening actively, taking turns, ...)</p> <p>The participants will pull them out one at the time and talk about what it means, try to give an example and connect it to workplace.</p>		
 Materials:	<ul style="list-style-type: none"> • Slips of paper with social skills • bowl 		








SOCIAL SKILLS TRAFFIC LIGHTS			
Number session	4	Estimated time	40'
 Objectives:	1. To combine knowledge about social skills from all sessions.		
 Implementation	<p>The trainer will prepare a set of statements which relate to previous topics. On the floor (or wall) there will be three coloured paper, which present the traffic lights (Red – I do not agree, Yellow – I partly agree, Green – I completely agree).</p> <p>The participants will listen to each statement and then go stand to the colour that represents their answer. After each argument, when choosing the answers, a discussion of their decisions is followed</p>		
 Materials:	<ul style="list-style-type: none"> • PPT with statements, • Red paper • yellow paper • green paper 		

Number session	4	Estimated time	10'
 Implementation	<p>On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion.</p>		







BREAK – 20 MINUTES

GOING OUT FOR A COFFEE			
Number session	4	Estimated time	70'
 Objectives:	1. To observe in a real situation the relationship between the employee and the client and analyse it with the trainer.		
 Implementation	The participants and trainer will go out for a coffee. They will observe the relationship between the employee and the clients. They will analyse the relations and situations with the trainer. If it is not possible to go out, the trainer can organize role play.		
 Materials:	<i>No special materials needed, except money for a coffee and probably a transport to get there.</i>		

Number session	4	Estimated time	10'
 Implementation	The trainer will distribute to each of the participants the sheet "Working in group" , by way of self-evaluation. Subsequently, the sheets will be collected by the trainer.		
 Materials:	<ul style="list-style-type: none"> Sheet 3.4 Working in group. 		




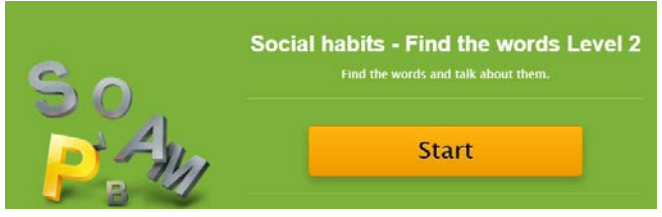



Number session	4	Estimated time	5'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> • PPT UNIT 3 <ul style="list-style-type: none"> ◦ Session 4 • Unitreview PDF 		

Number session	4	Estimated time	5'
 Implementation	The trainer will appreciate the attendance and participation of all participants. The group will be quoted to the next meeting.		
 Materials	<ul style="list-style-type: none"> ◦ Attendancelist. 		



ONLINE SESSION

ACTIVITY	DETAILED DESCRIPTION OF THE ACTIVITY
1	<p style="text-align: center;">Definitions</p> <p>Repeat what you learned about social habits</p> 
2	<p style="text-align: center;">Disagreeing</p> <p>You will learn about disagreeing and how to disagree politely</p> 
3	<p style="text-align: center;">Findthewords (Level 1)</p> 
4	<p style="text-align: center;">Find the words (Level 2)</p> 

ACTIVITY	DETAILED DESCRIPTION OF THE ACTIVITY
5	<p data-bbox="687 600 967 638">Emotions (Level 1)</p> 
6	<p data-bbox="687 963 967 1001">Emotions (Level 2)</p> 



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**BLOCK 1: SOFT SKILLS IN THE
ACCESSIBLE AND INCLUSIVE
TOURISM SECTOR**

MANUAL FOR TRAINERS

UNIT 4

**HEALTH AND SAFETY IN
TOURISM SECTOR**



Consortium



Number project: 2017-1-ES01-KA202-038574

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INTRODUCTION

All workers have the right to a healthy, balanced and safe work environment, with "reduction of the inherent risks to work, through health, hygiene and safety standards." Occupational Health and Safety is a set of preventive measures adopted aimed at minimizing occupational accidents, occupational diseases, as well as protecting the physical, mental and working capacity of the employee.

Based on this assumption, we propose the creation of some pedagogical materials that can, on the one hand, improve the knowledge of people with disabilities on issues related to hygiene and safety in the inclusive and accessible tourism sector and, on the other hand, avoiding or reducing the risk of occurrences or accidents at work.


DATA

GENERAL INFORMATION		
OBJECTIVES	Awareness about hygiene and safety; concepts of health and risk factors.	
TARGET GROUP/ COMPETENCES	People with disabilities Hygiene Safety at work Knowledge of health and risk factors.	Job trainers Support
TRAINING CONTENTS	UNIT 4: Health & Safety for Tourism Sector	
SUMMARY TOPICS	<ul style="list-style-type: none"> • Good hygiene practices at work in tourism sector <ul style="list-style-type: none"> - Hygiene rules - Cleaning and disinfection • Safety at work <ul style="list-style-type: none"> - Safety rules - Self protection • Concepts of health and risk factors. <ul style="list-style-type: none"> - Health vs disease - Harmful agents 	
LENGTH (hours)	Face 2 Face	4
	Online	2
NUMBER SESSIONS	1 + 1	



FACE TO FACE SESSION

1




AGENDA



- ☐ ACTIVITY 1: Ice breaker.
- ☐ Session presentation.
- ☐ ACTIVITY 2: Introduction of a basic concepts.
- ☐ ACTIVITY 3: Good hygiene practices at work in tourism sector.



BREAK




- ☐ ACTIVITY 4: Safety at work.
- ☐ ACTIVITY 5: Concept of health and risk factors.
- ☐ Self-evaluation.
- ☐ Conclusions
- ☐ Closure.






ICE - BREAKER			
Numbersession	1	Estimated time	10'
 Objectives:	<ul style="list-style-type: none"> To promote awareness among the members of the group. To encourage the group cohesion. 		
 Implementation	<p>The trainer will place a written message on the back of each participant.</p> <p>The participant should guess his message through the gestures that his colleagues will make.</p> <p>Then participants should walk around the room and stop in front of each colleague, helping him to discover his own message.</p> <p>When the participant guesses his message wins and leaves the game.</p> <p>Examples of written messages:</p> <ul style="list-style-type: none"> - I would like a coffee, please. - Can you clean my room, please? - Where is the lift? - Put more sugar in the cake. - I'm allergic to seafood. - I would like a coke with lemon, please. 		
 Materials:	<ul style="list-style-type: none"> Post-it notes Pens 		



Session presentation			
Number session	1	Estimated time	8'
 Implementation	The trainer will briefly introduce the session, objectives, contents, duration and evaluation.		
 Materials	<ul style="list-style-type: none"> PPT Unit 4: Health and safety in tourism sector 		

AGENDA			
Numbersession	1	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 4 Agenda 		

Introduction of basic concepts			
Numbersession	1	Estimated time	40'
 Objectives:	1.Generate new knowledge and learning from their previous experiences.		
 Implementation	<p>The trainer will ask the group a series of questions with the aim to encourage participants to generate new knowledge and learning from their previous experiences.</p> <p>Questions:</p> <ul style="list-style-type: none"> - What are the main Hygiene Rules? - Do you know any Safety Rules? - Do you know any Personal Protective Equipment? - Could you tell us Diseases caused by work? - Do you know any Harmful Agents? <p>On the basis of the opinions of the participants, the trainer shall record the key concepts on a whiteboard. Also the trainer will introduce small "formative pills", by way of conclusion.</p> <p>The trainer will give to the participants the</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 4 - Session 1 - <i>Sheet_4_1_Evaluation questionnaire health and safety</i> - 		

Good hygiene practices at work in tourism sector			
Numbersession	1	Estimated time	40'
 Objectives:	<ul style="list-style-type: none"> To promote knowledge about the main hygiene rules. To promote knowledge about cleaning and disinfection rules. 		
 Implementation	<p>The trainer will talk about:</p> <p>Topics:</p> <ul style="list-style-type: none"> - Good hygiene practices at work in tourism sector - Hygiene rules - Cleaning and disinfection <p>Watching a video about the hygiene rules and cleaning.</p> <p>Doing a brainstorming. Participants should identify the main hygiene rules and to understand some concepts of cleaning and disinfection system.</p> <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 4 <ul style="list-style-type: none"> Session 1 Include Videos about Hygiene rules and cleaning 		

BREAK – 20 MINUTES



Safety at work			
Numbersession	1	Estimated time	80'
 Objectives:	<ul style="list-style-type: none"> To promote knowledge about safety rules. To promote knowledge about self-protection rules. 		
 Implementation	<p>The trainer will talk about:</p> <p>Topics:</p> <ul style="list-style-type: none"> Safety at work <ul style="list-style-type: none"> Safety rules Self-protection <p>Using images and videos, participants should identify the main safety rules at work and personal protective equipment?</p> <p>Then, the group will try to answer these questions about the personal protective equipment:</p> <ul style="list-style-type: none"> Whenitisnecessary; How to properly put it on, adjust, wear and take it off; The limitations of the equipment; Proper care, maintenance, useful life, and disposal of the equipment. <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p>		



Materials:	<ul style="list-style-type: none"> • PPT Unit 4 <ul style="list-style-type: none"> ◦ Session 1 ◦ Include Video about safety rules at work
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
Concepts of health and risk factors			
Numbersession	1	Estimated time	30'
Objectives:	<ul style="list-style-type: none"> • To promote knowledge about health vs disease. • To promote knowledge about harmful agents. 		
Implementation	<p>The trainer will talk about:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Concepts of health and risk factors. <ul style="list-style-type: none"> - Health vs disease - Harmful agents <p>Watching a video with correct and wrong behaviours when people are working.</p> <p>At the end of the video participants should discuss about the follow issues:</p> <ul style="list-style-type: none"> - Riskfactors - Why is good posture important? - Consequences of poorposture? - Risks and professionaldiseases. - Harmfulagents. <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p>		
Materials:	<ul style="list-style-type: none"> • PPT Unit 4 <ul style="list-style-type: none"> ◦ Session 1 		



	<ul style="list-style-type: none"> ○ Include Video about Health and risks factors.
--	---

EVALUATION			
Numbersession	1	Estimated time	20'
 Implementation	The trainer will distribute to each participant the sheet_4_2_self-evaluation "Hygiene and security rules" , and then, the trainer will collect them.		
 Materials:	<ul style="list-style-type: none"> • Sheet_4_2_ "Hygiene and security rules". 		



CONCLUSIONS			
Number session	1	Estimated time	5'
 Implementation	By way of conclusion, the trainer will show the group a slide with the main ideas of the session.		
 Materials	<ul style="list-style-type: none"> • PPT UNIT 4 Session 1 		

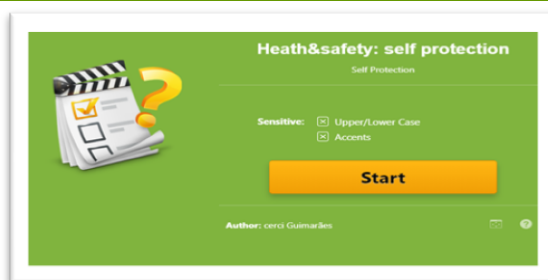
CLOSURE			
Number session	1	Estimated time	5'
 Implementation	The trainer will appreciate the attendance and participation of all participants. The group will be quoted to the next meeting.		
 Materials	<ul style="list-style-type: none"> ○ Attendance list. 		



ONLINE SESSION

The participants will carry out the following activities:

ACTIVITY	DETAILED DESCRIPTION OF THE ACTIVITY
1	<p style="text-align: center;">Telling your experience</p> <p>Write your opinion and answer this question:</p> <ul style="list-style-type: none"> Do you identify any incorrect behaviour that you used to adopt before this course? <p>Important: Upload your answer to the Inclusive tourism platform.</p>
2	<p style="text-align: center;">VideoQuiz – Hygiene rules</p> 
3	<p style="text-align: center;">VideoQuiz – Safety rules</p> 
4	<p style="text-align: center;">VideoQuiz – Self-protection</p>





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BLOCK 2: JOB OPERATIONS AND SUPPORTING ICT TOOLS



FORMATIVE UNITS:

UNIT 5 **Using ICT** **Tools for** **supporting** **training and** **employment**

UNIT 5: Using ICT Tool for supporting employment.

UNIT 6: How Can I become a good room waiter assistant?

UNIT 7: How Can I become a good barman assistant?

UNIT 8: How Can I become a good room and cleaning assistant?

UNIT 9: How Can I become a good receptionist assistant?

UNIT 10: How Can I become a good cook-chef assistant?

UNIT 11: How Can I become a good Pastry assistant?

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

Consortium



Number project: 2017-1-ES01-KA202-038574

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

LIST OF CONTENTS	PAGES
Introduction	4
Data	7
Face to face session	8
• Using ICT Tools for supporting training and employment	
Online session	20
Annex:	
• Sheet_5_1_Initial questionnaire	
• Sheet_5_2_Identification of ICT Tools.	

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT



INTRODUCTION

During the last few years, the society has become aware of the revolution that new technologies have meant for the development of the different areas of life.

Communication processes, administrative management, consumption, production. have been completely transformed by the appearance of new technologies and the internet.

Through this unit, we will examine how the job profiles required in the labor market have changed and how we should take advantage of the resources that the **Information and Communication Technologies (ICT)** offer a level of training and employment.

In general, the different technological tools constitute an element of support by promoting the performance of a job adequately and effectively.

These type of tools allow:

- A better organization and planning of work tasks.
- Greater autonomy and independence through the different elements and support materials available.
- Greater coordination, document management, personnel management.
- Improvement of communication.

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

Traditionally, people with disabilities have been in social disadvantage due to the difficulties and barriers for the performance of jobs.

On many occasions, the companies highlighted the difficulties that people with disabilities have for the acquisition of skills or the generalization of learnings, the problems of organization and planning, the high support needs that limit the autonomy and Independence.

However, the application of these tools in the workplace and training programs and the results obtained show the contrary.

People can be independent in the performance of different tasks, through the necessary adaptations are often related to the incorporation of the technological tools in the workplace.

In order to promote and promote access to employment of people with disabilities, this course provides a practical methodology based on the know-how and while reducing the theoretical content through:

- ☐ 1 Face to Face sessions
- ☐ 1 Online sessions

On the other hand, each one of the participants will have available:

- ☐ Participant's handbook with the theoretical – practical contents of the Unit 5: Using ICT Tools for supporting training and employment.
- ☐ Participant's Handbook – Online session 1

As for the evaluation of the unit will be carried out through:

- ☐ 80% attendance of the sessions.
- ☐ Attitude and willingness of the participant throughout the sessions.
- ☐ 80% of the face to face sessions executed.
- ☐ 80% of the online sessions executed.

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT



DATA

GENERAL INFORMATION		
OBJECTIVES	<ul style="list-style-type: none"> Acquire basic idea on using ICT Tools (Apps Software) to support training and work in place. Identify the uses of the different APPs. Acquire knowledge and skills about the practical use of APPS. 	
TARGET GROUP/COMPETENCES	People with disabilities Digital competences Adaptability Planification	Job trainers Digital competences Adaptability Planification Supporting
TRAINING CONTENTS	UNIT 5: Using ICT Tools for supporting employment	
SUMMARY TOPICS	<ul style="list-style-type: none"> What are ICT Tools for supporting training and employment? Using of ICT Tools for supporting training and employment. Application of ICT Tools for supporting training and work environment. 	
LENGTH (hours)	Face 2 Face	4
	Online	2
NUMBER SESSIONS	1 + 1	

FACE TO FACE SESSIONS





FACE TO FACE SESSION



AGENDA



- ☐ Unit presentation.
- ☐ Activity 1: What are the ICT Tools?
- ☐ Activity 2: Knowledge and uses of ICTs.
- ☐ Activity 3: Identification of ICTs.
- ☐ Activity 4: Advantages and disadvantages of use of ICTs.

BREAK

- ☐ Activity 5: Knowledge and applications of ICTs as tool to support employment.
- ☐ Activity 6: APPs functions
- ☐ Activity 7: Social networks, APPs and ICTs
- ☐ Explanation of the online session
- ☐ Conclusions and closure.




UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

UNIT PRESENTATION.			
Number session	1	Estimated time	10'
 Implementation	<p>Welcome the participants</p> <ul style="list-style-type: none"> • The trainer will briefly introduce the structure of the course, its objectives, contents, duration and evaluation. • The trainer will try to arouse the interest of the participants in order to increase their level of motivation. • Solve doubts and questions from participants. 		
 Materials:	<ul style="list-style-type: none"> • General structure of the Block 2 • PPT Unit 5. 		




AGENDA			
Number session	1	Estimated time	2'
 Implementation	<p>An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 5 • Poster Unit 5.1 		

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

ACTIVITY1

WHAT ARE THE ICT TOOLS?			
Number of session	1	Estimated time	15'
 Objectives	1. To acquire a global vision of the concept of information and communication technology (ICT).		
 Implementation	<p>The trainer will ask to the group the following question “What are ICTs?”. Out of this question, the group will generate a brainstorm.</p> <p>Then, taking advantage of the notes on the blackboard, the training will introduce a formative pill about the “definition of information and communication technologies”.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 5 • Whiteboard 		




ACTIVITY 2

KNOWLEDGE AND USE OF ICT TOOLS			
Number of session	1	Estimated time	15'
 Objectives:	1. To acquire awareness of knowledge and unconscious use currently being made of ICTs.		
 Implementation	<p>The trainer will give each participant the Sheet_5_1_Initial Questionnaire about the knowledge and use of ICT Tools.</p> <p>For a few minutes, trainees should fill out the questionnaire based on their personal experience.</p> <p>Then, the group will share the answers to the questionnaire. The trainer will take advantage of the trainees' contributions to incorporate formative pills related to the topic.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 5 • Sheet_5_1_Initial Questionnaire about the knowledge and use of ICT Tools. 		

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT




- Whiteboard
- Pens

ACTIVITY3

IDENTIFICATION OF ICTs			
Number of session	1	Estimated time	10'
 Objectives	1. To identify the different ICT Tools currently available.		
 Implementation	<p>The trainer will give each trainee the Sheet_5_2_Identification of ICT Tools.</p> <p>For a few minutes, trainees will complete the sheet.</p> <p>Then, the group will share the answers. The trainer will take advantage of the participant's contributions to incorporate formative pills related to the topic.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 5 • Sheet_5_2_Identification of ICT Tools. • Whiteboard • Pen 		

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

ACTIVITY4

ADVANTAGES AND DISADVANTAGES OF THE USE OF ICTS			
Number of session	1	Estimated time	15'
 Objectives	1. To identify advantages and disadvantages of the use of ICTs.		
 Implementation	<p>Trainees will be distributed into pairs. Each couple should reflect on the advantages and disadvantages of using ICTs as a tool to support employment.</p> <p>After a few minutes, the trainer will ask each couple to show the rest of the group their opinion.</p> <p>Finally, the trainer will introduce a formative pill in relation to this topic, taking as references the contributions made by the trainees.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 5 • Whiteboard • Pens 		





BREAK – 20 MINUTES


UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

ACTIVITY5




KNOWLEDGE AND APPLICATION OF ICTS AS A TOOL TO SUPPORT EMPLOYMENT

Number of session	1	Estimated time	120'
 Objectives	<ol style="list-style-type: none"> 1. To acquire basic knowledge of the APPs as support tool in the employment. 2. To learn the basic management of the different functions of the APPs. 		
 Implementation	<p>First, the trainer will make a simple introduction about the APPs. He/she will explain aspects such as:</p> <ul style="list-style-type: none"> • What are APPs? • Typology • How to install an APP. <p>In relation to the last point, the trainer will make an informal survey to identify the trainees who know how to install an APP on their smartphone or tablet and the trainees who don't know to install an APP. If few trainees don't know how to do it, the trainer can suggest a tutoring session to show them the process of installing APPs. If on the contrary, there are many people who haven't acquired this skill, the trainer will ask to the trainees to view the video: How to download an APP on your smartphone.</p> <p>Then, the trainer will present one by one the different APPs that are to be used for the performance of the work functions:</p> <ul style="list-style-type: none"> • Gmail • Google Calendar • Google Keep • Google Drive • YouTube • Todoist • TutorDis <p>At this point, the main thing is that the trainees know these</p>		

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT




	<p>APPS and identify the functions of each one of them. If possible, during the session, supported by the video tutorial (included in the PPT_Unit 5) the trainer will make small demonstrations about the use and applications of these APPS.</p> <p>The trainer will highlight that through the online session and the following workshops, trainees have even more opportunities to practice with the APPs.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 5 <ul style="list-style-type: none"> ◦ Video: How to download an APP on your smartphone. • Whiteboard.



ACTIVITY6

APPS FUNCTIONS			
Number of session	1	Estimated time	10'
 Objectives	1. To associate each APP with its functionalities.		
 Implementation	<p>The trainer will propose to the trainees to carry out a simple interactive activity. It consists in associating each function with the APP that can develop it. To carry out this activity there are two options:</p> <p>Option 1: If each trainees has a smartphone, tablet or PC they can perform the activity individually and then the group will put the results in common.</p> <p>Option 2: If trainees don't have individual access to the smartphone, tablet or PC, the trainer will project the activity on the screen, and it will be done in a group way.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 5 <ul style="list-style-type: none"> ◦ Interactive activity • Whiteboard 		




UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

ACTIVITY7

SOCIAL NETWORKS, APPS AND ICTS			
Number of session	1	Estimated time	10'
 Objectives	1. To establish the difference between social networks, APPs and Tics.		
 Implementation	<p>The trainer will ask to the group the following question: What is the difference between social networks, APPs and ICTs? Trainees will give examples of each of them. The trainer will be writing on the whiteboard differentiating them in 3 columns.</p> <p>These examples will be used to help establish the difference between the concepts named.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 5 • Whiteboard 		

EXPLANATION OF THE ONLINE SESSION			
Number of session	1	Estimated time	30'
 Objectives	1. To learn how to manage the Inclusive Tourism Platform for the development of the Online session.		
 Implementation	<p>The trainer will remind to the trainees how to access to the Inclusive Tourism Platform. Then, the trainer will access the activities corresponding to the online session of this unit and he/she will explain in detail how to perform each online activity.</p> <p>The trainer will remind to the trainees that these tasks can be performed individually from home, or individually in a group session where there are support professionals to facilitate the achievement of these tasks, as a facilitator role.</p>		

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

 Materials:	<ul style="list-style-type: none">Online session Unit 5.		
CONCLUSIONS AND CLOSURE			
Number of session	1	Estimated time	15'
 Objectives	<ol style="list-style-type: none">1. To review and consolidate the contents of the session.2. To solve the doubts related to the contents.		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT



Materials:

- PPT Unit 5



ONLINE SESSIONS

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT



ONLINE SESSION

Through the Inclusive Tourism Online Platform, trainees should carry out the following activities, described in the *participant's Manual – Online session*.

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	CREATE A GMAIL ACCOUNT! 1. Watch the video tutorial “Create a Gmail account” and if you don't have it already, it is necessary to create it to continue with the rest of activities.

UNIT5: USING ICT TOOLS FOR SUPPORTING TRAINING AND EMPLOYMENT

	<ol style="list-style-type: none">2. If you already have it created, check that your email and password are correctly to access.
2	<p>MAKE YOUR OWN CALENDAR!</p> <ol style="list-style-type: none">1. Download the Google Calendar APP if you don't have it already downloaded. The video tutorial will help you do it.2. Enter the dates indicated in the activity on the Agenda.
2	<p>PLAN WITH GOOGLE KEEP</p> <ol style="list-style-type: none">1. Download the Google Keep APP, if you don't have it downloaded already). The video tutorial will help you to carry out the proposed activity.2. Create, through the APP the checklist (List of tasks) proposed in the activity.

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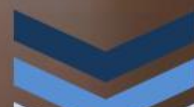
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**INCLUSIVE
TOURISM**

BLOCK 2: JOB OPERATIONS AND SUPPORTING ICT TOOLS



TRAINER'S MANUAL

UNIT 6

How can I become a good waiter assistant?

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

Consortium



Number project: 2017-1-ES01-KA202-038574

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



INTRODUCTION

Work is one of the most important roles in an individual's life. Some people due to their special needs find it harder to find employment, to progress in work and retain it.

Our intention is to build a set of supportive materials that can improve the learning and practical working of people with disabilities, in the area of serving in a restaurant, and consequently contribute to a better socio-professional integration.

After all, the waiter is the main promoter of the restaurant because his presence makes first impression on guests. With appropriate support, it is possible to involve people with special needs in all areas of life and work.

Service assistance is one of the areas in which people with disabilities have great potential and capabilities.

Because the area of the service is very wide, for each PwD with appropriate support can be found tasks through which they can be successful and efficient

Main tasks of waiter assistant are to assist waiter to prepare place for serving, take food and beverage orders, efficiently serve food and beverages to customers, is attentive to customers' needs and cleans the place after guests leave.

In order to promote and facilitate access to employment of people with disabilities, this course provides a practical methodology based on the

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

know-how and while reducing the theoretical content through:

- ☐ 9 Face to Face sessions
- ☐ 2 Online sessions

On the other hand, each one of the participants will have available:

- ☐ Participant's handbook with the theoretical – practical contents of the Unit 6: How to become a good waiter assistant?
- ☐ Participant's Handbook – Online session 1
- ☐ Participant's Handbook – Online session 2

As for the evaluation of the unit will be carried out through:

- ☐ 80% attendance of the sessions.
- ☐ Attitude and willingness of the participant throughout the sessions.
- ☐ 80% of the face to face sessions executed.
- ☐ 80% of the online sessions executed.
- ☐ Evaluation questionnaire for each session.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

LIST OF CONTENTS	PAGES
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• Session 2: Health and safety, responsibilities and functions	15
• Session 3: Social commitment	21
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• Session 5: Global operations	33
• Session 6: Step by step: preparation and planification of each operation (1) – Preparation of working space	39
• Session 7: Step by step: preparation and planification of each operation (2) - Serving	44
• Session 8: Step by step: preparation and planification of each operation (3) - Catering	51
• Session 9: Ethic/Specific strategic communication	55
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• Sheet_6_1_Questionnaire_Global introduction.	
• Sheet_6_2_Health and Safety_Questionnaire.	
• Sheet_6_3_Social comitment_Questionnaire.	
• Sheet_6_4_Questionnaire ICT Tools	
• Sheet_6_5_Questionnaire Global operations.	

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

- Sheet_6_6_ Questionnaire Preperation and planning daily tasks.
- Sheet_6_7_ Questionnaire Service.
- Sheet_6_8_ Questionnaire Catering.
- Sheet_6_9_ Appropriate and inappropriate communication.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?



DATA

GENERAL INFORMATION		
OBJECTIVES	<ul style="list-style-type: none"> Acquire knowledge of the roles and responsibilities of the waiter assistant. Gain knowledge of work tools and accessories required for work as waiter assistant. 	
TARGET GROUP/ COMPETENCES	People with disabilities Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences	Job trainers Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences Supporting
TRAINING CONTENTS	UNIT 2: Operations for waiter assistant?	
SUMMARY TOPICS	<ul style="list-style-type: none"> Rules and responsibilities of waiter. Knowledge of working tools and accessories. Preparation of working space. Cleaning an inventory. Serving. Carries out support activities. Know how to plan daily tasks. Application of ICT tools. Health & Safety 	

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

	<ul style="list-style-type: none"> Waste management. 	
LENGTH (hours)	Face 2 Face	36h
	Online	4h
NUMBER SESSIONS	9+2	



FACETO FACESESSIONS



FACE TO FACE SESSION




1

AGENDA



- ☐ Unit presentation.
- ☐ Professional profile – waiter assistant.
- ☐ Specific skills of waiter assistant.
- ☐ Introduction of basic concepts.
- ☐ Going for a coffee.
- ☐ Evaluation
- ☐ Conclusions and closing.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 1

Ice breaker – Candy			
Number of session	1	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better		
 Implementation	<p>Trainer will put candies in the bowl and ask each person to take 1-5 pieces, without telling them what they are going to do.</p> <p>Then each person must tell something nice about person who sits on their left side for each piece of candy they took. Therefore, if someone takes 3 pieces, they must tell 3 nice things about person on the left. Once everyone has had a turn, they can share the candy with their friends.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2 • A bowl filled with candy for each person to have at least 5 pieces 		

ACTIVITY 2

PROFESSIONAL PROFILE – WAITER (ASSISTANT)			
Number of session	1	Estimated time	35'
 Objectives:	1. To present the definition of waiter assistant		
 Implementation	<p>The trainer will first ask the participants “Who is a waiter?” They will make a brainstorm and say every word that comes to their mind about this topic and answers will be written on the whiteboard.</p> <p>Then the trainer will tell (explain) the definition on PPT.</p>		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?






Materials:

- PPT Unit 2
- Marker
- Whiteboard

ACTIVITY 3

SPECIFIC SKILLS FOR WAITER ASSISTANT




Number of session	1	Estimated time	30'
 Objectives	1. To present skills for waiter assistant.		
 Implementation	<p>Trainer counties with a discussion:</p> <p>What skills does a person need to be a good waiter assistant?</p> <p>Which of these skills do you identify in yourself?</p> <p>Which skills you need to develop to become a good professional?</p> <p>Trainer will write the answer on whiteboard.</p> <p>Discussion</p> <p>The trainer will read different skills from PPT and participants will say whether the claims hold for a waiter or not.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2 • Whiteboard • Marker 		

ACTIVITY 4

INTRODUCTION OF BASIC CONCEPTS




Number of session	1	Estimated time	35'
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UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

 Objectives	1. To present basic concepts of waiter assistant.
 Implementation	Trainer will show the participants a few videos about how does a job of waiter looks like in different areas of work. While watching they discuss any questions. It is not necessary to watch all the videos, trainer can just choose some or sequences depend on participant's pre-knowledge and capabilities.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2 • Videos

ACTIVITY 5

GOING FOR A COFFEE

Number of session	1	Estimated time	60'
 Objectives	1. To observe basic concepts of waiters at their work.		
 Implementation	Trainer will take participants for a coffee in a bar or a restaurant nearby where they will be able to observe waiters at their work.		
 Materials:	No specific materials.		



FACE TO FACE SESSION

2




AGENDA

- ☐ Unit presentation.
- ☐ Revision of the previous session.
- ☐ Hygiene.
- ☐ Personal hygiene for waiter assistant.
- ☐ Washing hands.
- ☐ Safety issues.
- ☐ Safe lifting techniques.
- ☐ Health issues.
- ☐ First Aid.
- ☐ Evaluation.
- ☐ Conclusions and closing.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?




ACTIVITY 1

ICE BREAKER - CIRCLE UNTANGLE

Number of session	2	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	Everyone stands in a big circle and then grabs two different people's hands (not the people standing on either side of them). Once everyone is holding onto two other people's hands then the aim is to work together to untangle the circle.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 2 		




ACTIVITY 2

HYGIENE-INTRODUCTION



Number of session	1	Estimated time	15'
 Objectives	1. Talking about health and safety while working as a waiter assistant, which is very important for the participants to become good waiter assistants.		
 Implementation	The trainer will show to the group two pictures (regulated / neglected person), and ask the participants what they can see on them, what are the differences, by questions and using the PPT, trainer leads the group to hygiene topic.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 2 Pictures 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 3

PERSONAL HYGIENE FOR WAITER ASSISTANT			
Number of session	2	Estimated time	20'
 Objectives	1. To present why hygiene at work (waiter assistant for example) is so important.		
 Implementation	<p>Trainer will start discussion why hygiene at work (waiter for example) is so important.</p> <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p> <p>Trainer will close the discussion with power point about why hygiene is so important for everyone who works as a waiter or waiter assistant, how to maintain the body hygiene, how to take care of the uniform, ...)</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 2 • Marker • Whiteboard 		

ACTIVITY 4

WASHING HANDS			
Number of session	2	Estimated time	15'
 Objectives	1. To present how we wash our hands correctly before work and every time when it is necessary.		
 Implementation	Trainer will demonstrate how we wash our hands correctly, and after the participants will repeat.		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?






Materials:

- Washbasin
- Soap
- Disinfectant




ACTIVITY 5

SAFETY ISSUES AT WAITER (ASSISTANT) WORK

Number of session	2	Estimated time	30'
 Objectives	1. To present main health and safety issues in this work area.		
 Implementation	Trainer will explain to the participants main health and safety issues on powerpoint.		
 Materials:	<ul style="list-style-type: none"> • PPT 		




ACTIVITY 6

SAFE LIFTING TECHNIQUES




Number of session	2	Estimated time	20'
 Objectives	1. To present safe lifting techniques.		
 Implementation	<p>Trainer will demonstrate some safe lifting techniques to the participants (tables, chairs ...).</p> <p>They try to use demonstrated techniques while picking up and carrying boxes with the drinks.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Video example 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 7

SAFE LIFTING TECHNIQUES			
Number of session	2	Estimated time	20'
 Objectives	1. To present safe lifting techniques.		
 Implementation	<p>Trainer will demonstrate some safe lifting techniques to the participants (tables, chairs ...).</p> <p>They try to use demonstrated techniques while picking up and carrying boxes with the drinks.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Video example 		




ACTIVITY 8

HEALTH ISSUES			
Number of session	2	Estimated time	20'
 Objectives	1. To present main health issues in this work area.		
 Implementation	Trainer will explain to the participants main health issues on power point.		
 Materials:	<ul style="list-style-type: none"> • PPT 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 9

FIRST AID

 Objectives	1. To present the most common injuries that occur in the work of a waiter.		
 Implementation	Trainer will explain to the participants the most common injuries that occur in the work of a waiter: cuts and burns and how to provide them. Participants will practice the techniques on each other.		
 Materials:	<ul style="list-style-type: none"> First aid equipment. 		
Number of session	2	Estimated time	30'






AGENDA



- ☐ Unit presentation.
- ☐ Revision of the previous session.
- ☐ Introduction to carries out support activities.
- ☐ Cutlery.
- ☐ Waste management.
- ☐ Evaluation.
- ☐ Conclusions and closing.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 1

ICE BREAKER: BASKET GAME			
Number of session	3	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	A large blanket is held up between two groups, and one player from each team stands behind the blanket. The goal of the game is to be the first to identify the other person behind the blanket.		
 Materials:	<ul style="list-style-type: none"> • Large blanket/ • Curtain. 		

ACTIVITY 2

INTRODUCTION TO CARRIES OUT SUPPORT ACTIVITIES			
Number of session	3	Estimated time	20'
 Objectives	1. To present carries out support activities.		
 Implementation	<p>Trainer will show pictures of unclean and untidy table and participants must recognize, what is wrong and what they would have to do as a waiter.</p> <p>Pictures examples for:</p> <ul style="list-style-type: none"> • Changing ashtrays when they are full. • Removing empty glasses and bottles, dishes from the tables. • Changing dirty tablecloths with clean ones. • Putting the table in its original state after guests leave. 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?






Materials:

- PPT
- Pictures




ACTIVITY 3

PREPARING CUTLERY FOR VARIOUS TYPES OF DISHES

Number of session	3	Estimated time	25'
 Objectives	1. To present how cutlery for various types of dishes should be prepared.		
 Implementation	Trainer will show to participants different types of cutlery and participants will have to identify which cutlery goes with particular type of food and dishes.		
 Materials:	<ul style="list-style-type: none"> • Different types of cutlery 		

ACTIVITY 4




POLISHING OF CUTLERY AND GLASSES

Number of session	3	Estimated time	20'
 Objectives	1. To present correct technique of polishing cutlery.		
 Implementation	Trainer will demonstrate the polishing of cutlery and glasses and participants will repeat and practice.		
 Materials:	<ul style="list-style-type: none"> • Different types of cutlery 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?



ACTIVITY 5

CUTLERY ACTIVITY

Number of session	3	Estimated time	25'
 Objectives	1. To present different table settings.		
 Implementation	Trainer will show participants different table settings and they will have to repeat it and practice.		
 Materials:	<ul style="list-style-type: none"> • PPT • Different types of cutlery • Napkins • Plates • Glasses 		

ACTIVITY 6

WASTE MANAGEMENT

Number of session	3	Estimated time	25'
 Objectives	1. To present why waste management and recycling are very important.		
 Implementation	<p>Trainer will show participants PPT about sorting waste and recycling. PPT will include explanation and pictures of recycling, so the participant will understand why is important to sort different waste.</p> <p>Then participants will watch a video of process of recycling.</p> <p>After the video trainer will present the state rules of sorting the waste.</p>		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?






Materials:

- Videos
- Scheme of waste sorting
- Glasses



ACTIVITY 7

SORTING GAME

Number of session	3	Estimated time	30'
 Objectives	1. To present why waste management and recycling are very important.		
 Implementation	Participants will get pictures with various waste from the field of catering. They will have to divide them according to the type of waste.		
 Materials:	<ul style="list-style-type: none"> • Scheme of waste sorting • Pictures 		

ACTIVITY 8

GREEN OR RED?

Number of session	3	Estimated time	15'
 Objectives	1. To repeat knowledge about waste management and recycling.		
 Implementation	The trainer will give to each participant green and red sheets. Then the trainer will read sentences from PPT. If the sentence is correct, the trainers will lift up green sheet; if it is wrong, they will lift up the red one. After each question, the trainer will check their answers and they will discuss their ideas in the group.		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?



Materials:

- Green and red sheets
- PPT



FACE SESSION

4




AGENDA

- ☐ Unit presentation.
- ☐ Revision of the previous session.
- ☐ ICT tools.
- ☐ ICT tools – waiter assistant.
- ☐ Use of ICT tools – waiter assistant.
- ☐ Evaluation.
- ☐ Conclusions and closing.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?


ACTIVITY 1

ICE BREAKER: TAKE A SELFIE



Number of session	4	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	Participants and trainers will (one by one or with help of each other) record a selfie and print it. Under their picture, everyone will write his name and add a good thought, share their feelings in the group (in connection with the training program) ... When everyone finish, the group will look at the printed pages and then tie them up to form a memorial book.		
 Materials:	<ul style="list-style-type: none"> • Telephone (tablet, camera ...), • Printer • PPT 		

ACTIVITY 2



ICT TOOLS

Number of session	4	Estimated time	35'
 Objectives	1. To talk about different ICT tools, which can help the participants to become a good waiter assistant.		


UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

 <p>Implementation</p>	<p>The trainer will first ask the participant "What are ICT tools?" They will make a brainstorm and answers will be written on the whiteboard.</p> <p>Then the trainer will tell (explain) the definition of ICT tools (PPT).</p> <p>The next question from the trainer is: "Which ICT tools you know?". Again, the participants will brainstorm and form a list on whiteboard.</p> <p>The last question from trainer is: "Which of the ICT tools you use?" and again they will make a list on whiteboard.</p> <p>Ideas: schedules, symbols, mobile phone, computer, tablet ...</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT • Marker • Whiteboard • Videos



ACTIVITY 3

DISCUSSION – ICT TOOLS			
Number of session	4	Estimated time	30'
 <p>Objectives</p>	<p>1. To present how ICT tools can make our life/work easier.</p>		
 <p>Implementation</p>	<p>The trainer will guide a discussion about ICT tools.</p> <ul style="list-style-type: none"> • Why are ICT tools important? • Who can use ICT tools? • Where do we use ICT tools? • How can ICT tools help us in everyday life? • Can ICT tools be dangerous? How? 		


UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

	<p>Trainer can talk a few minutes about How ICT tools (especially internet) can be dangerous and will alert the participants to not post images, videos and personal information on Internet. What we publish on the Internet is there forever.</p> <p>After general discussion, the trainer will focus on the job related topics.</p> <ul style="list-style-type: none"> Can we use ICT tools while working? How can we use them at work? How can they help us at work? Do they make work easier or harder?
 Materials:	<ul style="list-style-type: none"> PPT




ACTIVITY 4

ICT TOOLS – Waiter assistant			
Number of session	4	Estimated time	30'
 Objectives	1. To present the use of ICT tools at waiter or waiter assistant work.		
 Implementation	<p>The trainer will ask the participants if they already know any type of ICT tools that can help waiter to do his job and write down their answers.</p> <p>Then the trainer will show some examples of ICT tools that can be useful to become a good waiter.</p> <p>While showing each of the ICT tools he will ask the participants the following questions:</p> <ul style="list-style-type: none"> What is this? How can waiter use it while working? How can it help him do his job? Can it also be an obstacle? How? <p>He can show the pictures of the tools on PPT or show the</p>		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

	<p>real ones.</p> <p>Possible tools: Mobile phone with program to order drinks and food (which transfer orders to bar and kitchen), device for printing bills, computer, tablet, payment terminal, radio, telephone, check lists, pictures (preparing accessories, garden, tables, symbols ...)</p>
 Materials:	<ul style="list-style-type: none"> • PPT • Marker, whiteboard • ICT tools that are available




ACTIVITY 5

USE OF ICT TOOLS – Waiter assistant			
Number of session	4	Estimated time	30'
 Objectives	1. To demonstrate the use of ICT tools.		
 Implementation	<p>After seeing all tools, the trainer will demonstrate (and let the participants try if it is possible) the use of the tools in practice.</p> <p>Trainer will show a part of a video of people with special needs using robots who serve drinks. Video can be used without sound and trainer can explain what is going on in his/her own language.</p> <p>Trainer continues with discussion how ICT tools can help us to overcome obstacles.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Marker, whiteboard • ICT tools that are available 		

ACTIVITY 6

MAKE A COMMERCIAL			
Number of session	4	Estimated time	30'

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

 Objectives	<p>1. To repeat the knowledge about ICT tools.</p>
 Implementation	<p>The trainer will split the participants into groups. Each group will make a flyer. One group will promote use of ICT tools for waiters and the other group will present traps and possible obstacles.</p> <p>Then they will present flyers to other participants.</p>
 Materials:	<ul style="list-style-type: none"> • Papers • Pens • Computer p • Pictures






AGENDA

- ☐ Unit presentation.
- ☐ Revision of the previous session.
- ☐ Global operations - introduction.
- ☐ Basic global operations.
- ☐ Planning daily tasks.
- ☐ Evaluation.
- ☐ Conclusions and closing.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?




ACTIVITY 1

ICE BREAKER: SHOETALK

Number of session	5	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	<p>The trainer will split the group into 2 halves. Each half of the group will line up against opposite sides of the room or hall. Each person will take of 1 shoe and make a pile of their team's shoes.</p> <p>Then each person from one team will come and select a random shoe from the other team's pile and then find the person that shoe belongs to.</p> <p>Once they have found their match, the trainer will have a question ready so each person in the pair can ask each other and get to know each other a little bit better. Then the other team will do the same process with the first team's pile of shoes.</p>		
 Materials:	<ul style="list-style-type: none"> PPT 		




ACTIVITY 2

GLOBAL OPERATIONS - INTRODUCTION



Number of session	5	Estimated time	5'
 Objectives	1. To explain meaning of global operations.		
 Implementation	The trainer will explain meaning of global operations (PPT).		
 Materials:	<ul style="list-style-type: none"> PPT 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 3

ASSOCIATE THE PROFESSION WITH THE TASK			
Number of session	5	Estimated time	15'
 Objectives	1. To get the idea what global operations are in practice.		
 Implementation	The trainer will tape on whiteboard pictures of different professions. Each of the participants will get a paper with description (main operation in one of the profession). Participants have to read it aloud and try to find a match.		
 Materials:	<ul style="list-style-type: none"> • PPT • Pictures of professions • Descriptions 		

ACTIVITY 4

BASIC GLOBAL OPERATIONS			
Number of session	5	Estimated time	35'
 Objectives	1. To present basic global operations of waiter (assistant).		
 Implementation	<p>The trainer will explain that waiters all over the world daily do some very similar basic operations.</p> <p>He will ask the participants if they already know some of the operations and mark their answers on whiteboard.</p> <p>The trainer will present PPT slides, to introduce global operations that a waiter performs in his everyday work.</p> <p>With each sentence, the trainer will shortly explain what it means, which steps it covers.</p>		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?





Materials:

- PPT
- Marker
- Whiteboard

ACTIVITY 5

GLOBAL OPERATIONS ARE DIFFERENT, DEPEND ON WHERE THE WAITER WORKS

Number of session	5	Estimated time	20'
 Objectives	1. To remind that global operations can be different, depend on where the waiter (assistant) works.		
 Implementation	<p>The trainer will then ask the participants: “Where can a waiter work?” and mark their answers to the whiteboard. The goal is to list different places (bar, coffee shop, restaurant, hotel, catering service...).</p> <p>Then the trainer will explain to the participants (using pictures or videos) that global operations may differ, depending on where the waiter works. Also the waiters have different outfits (dress codes) or rules depending where they work.</p>		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?






Materials:

- PPT
- Marker
- Whiteboard
- Pictures
- Videos



ACTIVITY 6

ROLE PLAY


Number of session	5	Estimated time	30'
 Objectives	1. To practically consolidate knowledge about waiter s (assistant) global operations.		
 Implementation	<p>Each of the participant will act two different situations. First, they will play a waiter who is working in a small bar in a town where all people know each other. Each participant can act for 30 seconds – 1 minute. When all of the participants try, the trainer will tell them to now act as they are waiters in a fancy 5* hotel, serving to very important persons.</p> <p>After they will all try, group can discuss differences in serving, why they act that way, what would they wear in each situations ...</p>		
 Materials:	<ul style="list-style-type: none"> • PPT 		

ACTIVITY 7




GLOBAL OPERATIONS - PLANNING DAILY TASKS

Number of session	5	Estimated time	20'
 Objectives	1. To present why planning daily tasks is important.		
	The trainer will focus on a big part of job as a waiter, which is planning daily tasks.		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

Implementation	<p>First the trainer will talk with participants about planning, then trainer will present (PPT) why planning daily tasks is important.</p> <ul style="list-style-type: none"> • What do you plan in life? Why? • Do you use some aids while planning? Which? • How do you feel if you plan something comparing to when you are not planning? • Do you think planning is good/helpful? Why?
 Materials:	<ul style="list-style-type: none"> • PPT

ACTIVITY 8

PLANNING DAILY TASKS AS A WAITER			
Number of session	5	Estimated time	30'
 Objectives	<p>2. To present daily tasks which needs to be planned in the morning and do over the day.</p>		
 Implementation	<p>The trainer will introduce to the participants daily tasks, which waiter (assistant) needs to plan in the morning and do over the day. According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT 		



FACE SESSION






AGENDA


- ☐ Unit presentation.
- ☐ Revision of the previous session.
- ☐ Preparation of working space.
- ☐ Preparation of working space - rules.
- ☐ Preparing yourself to work.
- ☐ Evaluation.
- ☐ Conclusions and closing.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?



ACTIVITY 1

ICE BREAKER: MIX & MEET			
Number of session	6	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	<p>Trainer gives trainers some M&M's and tell them not to eat them.</p> <p>Assign a different meaning to each color:</p> <p>Blue = family Green = school Yellow = friends Red = hobbies Brown = music/movies</p> <p>However many M&Ms, they have in their hands, that is how many facts they have to tell. For example, if they have three blue, they would have to say three facts about their family.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • M&M's or any coloured candies 		




ACTIVITY 2

PREPARATION OF WORKING SPACE			
Number of session	6	Estimated time	40'
 Objectives	1. To present how preparation of work space look like.		


UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

 Implementation	The trainer will guide the participants systematically through preparation of working space (PPT).
 Materials:	<ul style="list-style-type: none"> PPT



ACTIVITY 3

GREEN OR RED?			
Number of session	6	Estimated time	25'
 Objectives	1. To repeat the knowledge from previous sessions.		
 Implementation	The trainer will give to each participant green and red sheet. Than the trainer will read sentences. If the sentence is correct, the trainers will lift up green sheet; if it is wrong, they will lift up the red one. After each question, the trainer will check their answers and they will discuss their ideas in group.		
 Materials:	<ul style="list-style-type: none"> PPT Statements, green and red sheets 		

ACTIVITY 4




PREPARATION OF WORKING SPACE - RULES			
Number of session	6	Estimated time	35'
 Objectives	1. To present rules of preparing a work place.		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

 <p>Implementation</p>	<p>Trainer explains (PPT) that when we organize workspace it is important, that we have rules of organizing, we all agree on them, and we stick to them during our work. In that way we are giving guests a sense of orderliness.</p> <p>The trainer will then present to the participants different ICT tools materials that can help them to equally organize a restaurant working space.</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT • Pictures of materials (ideas)




ACTIVITY 5

PREPARING YOURSELF TO WORK

Number of session	6	Estimated time	40'
 <p>Objectives</p>	<p>1. To remind how personal preparation for work is important.</p>		
 <p>Implementation</p>	<p>Trainer explains that as a waiter (assistant) you should be prepared for every day work.</p> <p>The trainer will present main statements and ask trainers why each of them is important. When they will answer he can add additional explanations (if needed).</p>		
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 6

ROLE PLAY			
Number of session	6	Estimated time	15'
 Objectives	1. To repeat the knowledge from previous sessions.		
 Implementation	<p>The trainer will ask participants for two volunteers. Others will be split in two groups. First volunteer will try to act (by support of one participant from the groups) as a waiter who takes into account discussed steps. Other will act opposite (by support of other group).</p> <p>All the trainers can discuss what they have seen, how they felt as a waiter (assistant) or coworker.</p>		
 Materials:	<ul style="list-style-type: none"> PPT 		



FACE SESSION




7

AGENDA




- ☐ Unit presentation.
- ☐ Serving in general.
- ☐ Serving drinks utensils.
- ☐ Serving drinks - rules.
- ☐ Appropriate glass.
- ☐ Serving food.
- ☐ Evaluation.
- ☐ Conclusions and closing.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 1




ICEBREAKER: HOT OR COLD?			
Number of session	7	Estimated time	10'
 Objectives	1. To repeat each other's name and they get to know each other better..		
 Implementation	One of the participants must leave the room. Trainers and other participants must hide some simple items somewhere in the room. The one participant waiting outside must find the item. Other participants can help him only with words „warm-hot“ if he is getting closer to hidden item or „cold“ if he is moving away from item. When he finds it, the seeker changes.		
 Materials:	<ul style="list-style-type: none"> • PPT • Items for hiding (e.g. Telephone, little ball, coin, ...) 		

ACTIVITY 2




SERVING IN GENERAL			
Number of session	7	Estimated time	20'
 Objectives	1. To present general rules of serving.		
 Implementation	<p>Trainer will first ask participants what experience they have with serving. They will be asked what they think is important when we are serving people. Trainer will write answers on the whiteboard.</p> <p>Then the trainer will start with PPT presentation about general rules of serving.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Marker • Whiteboard 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 3




WHY SO ...?			
Number of session	7	Estimated time	15'
 Objectives	1. To present general rules of serving.		
 Implementation	Trainer will prepare deck of statements about serving and read them one by one. With every statement, there will be discussion with participants why content of particular statement is important while serving.		
 Materials:	<ul style="list-style-type: none"> • PPT • Marker • Whiteboard 		

ACTIVITY 4



SERVING DRINKS UTENSILS			
Number of session	7	Estimated time	10'
 Objectives	1. To make introduction in serving drinks utensils theme.		
 Implementation	<p>Trainer will prepare sheets with pictures of different items. Each of participant will get sheet and pencil. Some of items on pictures will be usable for waiter to serve drinks other not. Participants must check utensils they think they need working as waiter assistant serving drinks.</p> <p>Participants will have 2 minutes to check the answers. After that trainer will go through sheet and open a discussion with participants about their answers.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Sheet with pictures of different items/utensils (things they need and don't need) • Pen 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

ACTIVITY 5

SERVING DRINKS - RULES			
Number of session	7	Estimated time	25'
 Objectives	1. To present rules of serving drinks.		
 Implementation	Trainer and participants will go through basic rules of serving and discuss about basic rules of serving drinks (PPT).		
 Materials:	<ul style="list-style-type: none"> PPT 		

ACTIVITY 6

POLYGON CONTEST			
Number of session	7	Estimated time	20'
 Objectives	1. To practice serving drinks.		
 Implementation	<p>Trainer will prepare polygon and will bring needed utensils for waiter and beverages with glasses. Participants will first practice walking around with full trays, serving beverages on table, handling with different types of glasses, ...</p> <p>There will be a contest on polygon. Trainer must form two groups and two polygons, if the group is too big.</p> <p>Participants will go on polygon one by one. Each of the participant will start with one glass on tray. If participant succeeds in passing the polygon with one glass in 3 attempts, he gets a point and goes to the next round. Points are written on whiteboard. Every round tray is fuller (+1). Glassware can be different (tall, narrow, bottles ...) – we suggest that trainer individualize difficulty to the group. Winner gets symbolic award.</p>		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?






Materials:

- PPT
- Trays
- Bottles
- Glasses
- Drinks
- Polygon (stairs, ramp, obstacles, different floor hardness, ...)
- Whiteboard
- Marker

ACTIVITY 7




WHICH GLASS IS THE BEST?

Number of session	7	Estimated time	20'
 Objectives	1. To present which type of glasses we use for different beverages.		
 Implementation	<p>Trainer will present PPT including pictures with different beverages and correct type of glasses for it. After showing participants these pictures in PPT trainer will prepare following activity.</p> <p>Trainer will prepare different glasses and drinks (tea, coffee, wine, beer, juice ...). Each of the participants be given one drink and they will try to match them with correct glassware mixed on the table full of different glassware. At the end, the group will discuss correct answers.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Drinks, • Glassware 		



ACTIVITY 8

SERVING FOOD

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

Number of session	7	Estimated time	35'
 Objectives	1. To present rules when serving food.		
 Implementation	<p>Trainer will prepare sheets with pictures of different items. Each of participant will get sheet and pencil. Some of items on pictures will be usable for waiter to serve drinks other not. Participants must check utensils they think they need working as waiter assistant serving food.</p> <p>Participants will have 2 minutes to check the answers. After that trainer will go through sheet and open a discussion with participants about their answers.</p> <p>Trainer will continue with PPT presentation about serving. This time trainer will focus on rules when serving food.</p> <p>Trainer and participants will go through basic rules of serving and discuss about basic rules of serving food (ppt).</p> <p>Trainer will continue with PPT and show pictures with different plates and their use.</p>		
 Materials:	<ul style="list-style-type: none"> • Sheets with pictures of different items/utensils (things they need and don't need) • Pencil • PPT 		

ACTIVITY 9

HOW TO HOLD IT?			
Number of session	7	Estimated time	20'
 Objectives	1. To present and practice how to handle different shaped plates.		
 Implementation	<p>The trainer will bring a set of different shaped plates. Then the participants will try to hold them and walk around with them. After some basis of handling, trainer will teach participants, how to hold two plates in one hand.</p>		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

- Different shaped plates

Materials:



FACE SESSION

8




AGENDA

- ☐ Unit presentation.
- ☐ Serving in general.
- ☐ Catering.
- ☐ Evaluation.
- ☐ Conclusions and closing.

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?


ACTIVITY 1

ICE-BREAKER: WHICH ONE?



Number of session	8	Estimated time	10'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	<p>Trainer will tape two big squares on the floor (2x2m) with tape. Then trainer will call out things such as „cat or dog“, „coffee or tea“ ... while pointing to one line for cat and the other for the dog. The children must decide which they like better and run to the proper square.</p> <p>Some ideas for contrast pairs:</p> <ul style="list-style-type: none"> - Cat / dog - Coffee / tea - Red / blue - Math / Sport - Summer / winter - Music / film - Pizza / pasta - Cake / ice-cream - ... 		
 Materials:	<ul style="list-style-type: none"> • Tape • PPT 		

ACTIVITY 2



CATERING

Number of session	8	Estimated time	70'
 Objectives	1. To present rules of catering.		


UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

 <p>Implementation</p>	<p>Trainer will open this topic with asking participants what they know about catering. Trainer will help them to answer with some sub questions (e.g. what is at catering differently from when hosting a restaurant, what is important to know before we go on catering and what we have to bring with us on event place, what is important while serving guests on catering ...).</p> <p>Participants will make a brainstorm, share their experience in catering and answers will be written on the whiteboard.</p> <p>After brainstorming trainer will show participants PPT about catering.</p> <p>The trainer will go through and discuss with the participants step by step about preparations for catering.</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • Whiteboard • Marker • PPT




ACTIVITY 3

WHAT IS MISSING?			
Number of session	8	Estimated time	15'
 <p>Objectives</p>	1. To repeat the knowledge about catering.		
 <p>Implementation</p>	<p>Trainer will show pictures with irregularities on catering place and participants must recognize, what is wrong and what they would have to do as a waiter.</p> <p>Pictures for:</p> <ul style="list-style-type: none"> • Fill tables with beverages and food without putting on tablecloth. • Serving canapés without napkins. • Coffee place missing glassware. • Serving coffee, milk and sugar without spoons. • Juice and wine glass. 		

UNIT 6: HOW CAN I BECOME A GOOD WAITER ASSISTANT?

	<ul style="list-style-type: none"> Hot water for tea without tea bags
 Materials:	<ul style="list-style-type: none"> Whiteboard Marker PPT

ACTIVITY 4

LITTLE CATERING EVENT PREPARING			
Number of session	8	Estimated time	80'
 Objectives	1. To practice repeat the knowledge about catering.		
 Implementation	<p>Trainer will prepare practical activity that will include tasks regarding preparation for catering and preparation of beverages and food on the event place.</p> <p>Participants form two groups. Groups will prepare feast catering for each other. Trainer will tell them what they will serve – coffee, juice and croissant. Trainer will provide them beverages and food. Trainer will also bring box with all needed things for participants do their catering. But in the box there will be also things, that they will do not need ...</p> <p>Each group as a team must organize and prepare place (tables, chairs), right dishes and glassware according to list of served things, right number of it, adds (napkins, waste, trays), cleaning after event...</p> <p>Caterings from both groups will be in same place at the same time, so after groups prepare everything on its place, they can have their event together.</p>		
 Materials:	Things for catering (Coffee, juice, water, croissants, dishware for beverage, spoons, sugar, milk, napkins, chairs, tables, table cloth, waste containers, ...)		



FACE SESSION




9

AGENDA




- ☐ Unit presentation.
- ☐ Serving in general.
- ☐ Appropriate and inappropriate communication.
- ☐ Privacy and confidentiality.
- ☐ Explanation of online sessions.
- ☐ Evaluation.
- ☐ Conclusions and closing.

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?

ACTIVITY 1




ICE-BREAKER: CONVERSATION CUBE			
Number of session	9	Estimated time	15'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	<p>Trainer will have cube in his hands with different beginning statements. Participants will throw the cube and they need to continue the statement.</p> <p>Trainer should help participants with sub questions if they have a problem with ending states.</p>		
 Materials:	<ul style="list-style-type: none"> • Cube with beginning statements • PPT 		

ACTIVITY 2




APPROPRIATE AND INAPPROPRIATE COMMUNICATION			
Number of session	9	Estimated time	20'
 Objectives	1. To repeat the theoretical knowledge about appropriate and inappropriate communication.		
 Implementation	<p>Trainer will show PPT about appropriate communication with guests and coworkers working as a waiter assistant and repeat all theoretical knowledge about communication, regarding respectful, appropriate and inappropriate communication.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT 		

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?

ACTIVITY 3




YES OR NO?			
Number of session	9	Estimated time	20'
 Objectives	1. To repeat the teoretical knowledge about appropriate and inappropriate communication.		
 Implementation	Trainer will give participants sheets with statements about appropriate and inappropriate communication. Participants must check <input type="checkbox"/> if they agree with statement and <input type="checkbox"/> if they disagree. With every statement trainer will open a discussion with participant about content of statement.		
 Materials:	<ul style="list-style-type: none"> PPT 		

ACTIVITY 4


PRIVACY AND CONFIDENTIALITY			
Number of session	9	Estimated time	20'
 Objectives	1. To present issue about privacy and confidentiality in communication.		
 Implementation	Trainer will present PPT about privacy and confidentiality in communication on a workplace working as a waiter assistant.		
 Materials:	<ul style="list-style-type: none"> PPT 		

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?



ACTIVITY 5

GREEN OR RED?			
Number of session	9	Estimated time	20'
 Objectives	1. To repeat the knowledge about privacy and confidentiality in communication.		
 Implementation	Trainer will give participants sheets with statements about privacy and confidentiality. Participants must color box next to the statement green if they agree with statement and red if they disagree. With every statement trainer will open a discussion with participant about content of statement.		
 Materials:	<ul style="list-style-type: none"> • PPT • Sheet with statements • Red pencil • Green pencil 		

ACTIVITY 6


COMPILATION OF QUESTIONS AND TEAM ACTIVITY			
Number of session	9	Estimated time	30'
 Objectives	1. To communicate with professionals and clear the atmosphere.		

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?



 <p>Implementation</p>	<p>Before the guests will come the trainer will tell participants that waiters working in restaurant will join the group to tell more about their work as waiter. Trainer will ask participants what they want to ask them; together trainer and participants will form questions and write them on white board. When the guests will come, trainer will prepare short activity in order to introduce participants and guests.</p> <p>Make team work</p> <p>Trainer will divide participants and guests into teams of 4-5 members and give each team the tape, string, spaghetti, and marshmallow and provide each team access to scissors.</p> <p>Each team has 10 minutes to build the tallest, free-standing structure using the materials supplied to each group. The marshmallow must be attached to the top of the structure you build. After 10 minutes trainer will measure the height of each structure that remains standing with the marshmallow on top. The winner is the team whose free-standing structure is the tallest</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • Tape • String • Spaghetti • Marshmallow • White board • Marker

ACTIVITY 7




ROUND TABLE - PRACTICAL EXPERIENCE

Number of session	9	Estimated time	30'
 <p>Objectives</p>	<p>1. To communicate with professionals and discuss main issues.</p>		




UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?

 <p>Implementation</p>	During the conversation, participants will put up to guests ready questions and discuss work as a waiter, share their experiences, talk about solving problems at work, working with clients.
 <p>Materials:</p>	No specific materials.

EXPLANATION OF THE ONLINE SESSION

Number of session	9	Estimated time	30'
 <p>Objectives</p>	1. To learn how to manage the Inclusive Tourism Platform for the development of the Online session.		
 <p>Implementation</p>	<p>The trainer will remind to the trainees how to access to the Inclusive Tourism Platform. Then, the trainer will access the activities corresponding to the online session of this unit and he/she will explain in detail how to perform each online activity.</p> <p>The trainer will remind to the trainees that these tasks can be performed individually from home, or individually in a group session where there are support professionals to facilitate the achievement of these tasks, as a facilitator role.</p>		
 <p>Materials:</p>	<ul style="list-style-type: none"> Online session Unit 6. 		

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?

CONCLUSIONS AND CLOSURE			
Number of session	9	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 6 		



ONLINE SESSIONS

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?



ONLINE SESSION 1

Through the Inclusive Tourism Online Platform, trainees should carry out the following activities, described in the *participant's Manual – Online session*.

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	<p>CREATE A GMAIL ACCOUNT!</p> <ol style="list-style-type: none"> 1. Watch the video tutorial “Create a Gmail account” and if you don’t have it already, it is necessary to create it to continue with the rest of activities. 2. If you already have it created, check that your email and password are correctly to access.
2	<p>MAKE YOUR OWN CALENDAR!</p> <ol style="list-style-type: none"> 1. Download the Google Calendar APP if you don’t have it already downloaded. The video tutorial will help you do it. 2. Enter the dates indicated in the activity on the Agenda.
3	<p>PLAN WITH GOOGLE KEEP</p> <ol style="list-style-type: none"> 1. Download the Google Keep APP, if you don’t have it downloaded already). The video tutorial will help you to carry out the proposed activity. 2. Create, through the APP the checklist (List of tasks) proposed in the activity.
4	<p>ONLINE GAMES</p> <ol style="list-style-type: none"> 1. Play the games for the revisions of the sessions: <ul style="list-style-type: none"> • https://www.educaplay.com/learning-resources/4282260-waiter_assistant_s1_waiter.html • https://www.educaplay.com/learning-resources/4275000-personal_hygiene_waiter.html

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?

- https://www.educaplay.com/learning-resources/4282275-waiter_assistant_s3_waste_man.html
 - https://www.educaplay.com/learning-resources/4274932-ict_tools_of_waiter.html
 - https://www.educaplay.com/learning-resources/4274994-global_operations_waiter.html
 - https://www.educaplay.com/learning-resources/4274950-planning_daily_tasks_as_a_waiter.html
 - https://www.educaplay.com/learning-resources/4274935-jobs_as_waiter.html
 - <https://www.educaplay.com/learning-resources/4274921-professions.html>
 - https://www.educaplay.com/learning-resources/4274943-prepare_yourself_to_work.html
- https://www.educaplay.com/learning-resources/4282318-waiter_assistant_s8_catering.html

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?



ONLINE SESSION 2

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	<p>MAKING A TABLE: STEP BY STEP</p> <ol style="list-style-type: none"> 1. Watch the video! 2. Make a checklist with the steps of making a table . Use pictures. 3. Make other checklist with the necessary tools You should to include an image 4. Share the checklist with your trainer.
2	<p>GUEST SERVICE</p> <ol style="list-style-type: none"> 1. Watch the video! 2. Make a cheklist with the steps of making guest service. Use pictures. 3. Share the checklist with your trainer.
3	<p>ONLINE GAMES</p> <p>Play tha games for the revisions of the sessions.</p> <ul style="list-style-type: none"> • https://www.educaplay.com/learning-resources/4282260-waiter_assistant_s1_waiter.html • https://www.educaplay.com/learning-resources/4275000-personal_hygiene_waiter.html • https://www.educaplay.com/learning-resources/4282275-waiter_assistant_s3_waste_man.html • https://www.educaplay.com/learning-resources/4274932-ict_tools_of_waiter.html • https://www.educaplay.com/learning-resources/4274994-global_operations_waiter.html • https://www.educaplay.com/learning-resources/4274950-planning_daily_tasks_as_a_wait.html • https://www.educaplay.com/learning-resources/4274935-jobs_as_waiter.html • https://www.educaplay.com/learning-resources/4274935-jobs_as_waiter.html

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?

[resources/4274921-professions.html](https://www.educaplay.com/learning-resources/4274921-professions.html)

- https://www.educaplay.com/learning-resources/4274943-prepare_yourself_to_work.html
- https://www.educaplay.com/learning-resources/4282299-waiter_assistant_s7_rules_of.html
- https://www.educaplay.com/learning-resources/4282318-waiter_assistant_s8_catering.html
- https://www.educaplay.com/learning-resources/4274963-be_a_good_waiter.html

UNIT 2: HOW CAN I BECOME GOOD WAITER ASSISTANT?

Consortium



Number project: 2017-1-ES01-KA202-038574

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BLOCK 2: JOB OPERATIONS AND SUPPORTING ICT TOOLS



FORMATIVE UNITS:

UNIT 7
How Can I
become a
good barman
assistant?

UNIT 5: Using ICT Tool for supporting employment.

UNIT 6: How Can I become a good room waiter assistant?

UNIT 7: How Can I become a good barman assistant?

UNIT 8: How Can I become a good room and cleaning assistant?

UNIT 9: How Can I become a good receptionist assistant?

UNIT 10: How Can I become a good cook-chef assistant?

UNIT 11: How Can I become a good Pastry assistant?

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

Consortium



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UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?



INTRODUCTION

Work is one of the most important roles in an individual's life. Some people due to their special needs find it harder to find employment, to progress in work and also retain it.

Our intention is to build a set of supportive materials that can improve the learning and practical working of people with disabilities, in the area of preparing beverages and snacks and consequently contribute to a better socio-professional integration.

The waiter is the main promoter of the restaurant because his presence makes first impression on guests, but barman also has a great influence on the guests' satisfaction. Barman is the one who is responsible for the quality of prepared beverages and snacks. With appropriate support, it is possible to involve people with special needs in all areas of life and work.

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?



DATA

GENERAL INFORMATION		
OBJECTIVES	<ul style="list-style-type: none"> Acquire knowledge of the roles and responsibilities of the waiter assistant. Gain knowledge of work tools and accessories required for work as waiter assistant. 	
TARGET GROUP/ COMPETENCES	People with disabilities <ul style="list-style-type: none"> Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences 	Job trainers <ul style="list-style-type: none"> Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences Supporting
TRAINING CONTENTS	UNIT 2: Operations for waiter assistant?	
SUMMARY TOPICS	<ul style="list-style-type: none"> Rules and responsibilities of waiter. Knowledge of working tools and accessories. Preparation of working space. Cleaning an inventory. Serving. Carries out support activities. Know how to plan daily tasks. Application of ICT tools. Health & Safety Waste management. 	

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

LENGTH (hours)	Face 2 Face	
	Online	4
NUMBER SESSIONS	9+2	




FACE TO FACE SESSIONS





UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

Session 1


ACTIVITY 1

Ice breaker – My favourite			
Number of session	1	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better		
 Implementation	<p>Trainer will provide colouring pens and piece of paper divided into four sections for each participant.</p> <p>Trainer will ask the participants to draw or write, one in each section, their favourite drink, food, person and animal. When they have finished, trainer will sit the participants in a circle with all the pictures in the centre. Can they guess whose is whose?</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Coloring pens • Prepared paper 		




ACTIVITY 2

PROFESSIONAL PROFILE – BARMAN			
Number of session	1	Estimated time	15'
 Objectives:	1. To present the definition of barman assistant		
 Implementation	<p>The trainer will first ask the participants "Who is a barman?" They will make a brainstorm and say every word that comes to their mind about this topic and answers will be written on the whiteboard.</p> <p>Then the trainer will tell (explain) the definition of barman</p>		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

	(on PPT)
 Materials:	<ul style="list-style-type: none"> • PPT • Marker • Whiteboard




ACTIVITY 3

SPECIFIC SKILLS AND RESPONSIBILITIES FOR BARMAN			
Number of session	1	Estimated time	35'
 Objectives	1. To present skills for barman assistant.		
 Implementation	<p>Trainer continues with a discussion:</p> <p>What skills does a person need to be a good barman assistant?</p> <p>Which of these skills do you identify in yourself?</p> <p>Which skills you need to develop to become a good professional?</p> <p>Trainer will write the answers on white board.</p> <p>Trainer will then present and discuss skills and responsibilities on PPT.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Whiteboard • Marker 		

ACTIVITY 4




ACTIVITY - GREEN OR RED?			
Number of session	1	Estimated time	20'

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Objectives	1. To repeat knowledge about skills and responsibilities of a bartender.
 Implementation	The trainer will read different skills from PPT and participants will say whether the claims hold for a bartender or not.
 Materials:	<ul style="list-style-type: none"> PPT (written skills)

BREAK – 30 MINUTES




ACTIVITY 5

INTRODUCTION – THE GUEST			
Number of session	1	Estimated time	35'
 Objectives	1. To define who is the guest and to get to know different types of guests		
 Implementation	<p>Trainer will explain (PPT) to the participants that every restaurant (or other bartender's workplace) is dependent upon guests. Trainer will explain who are guests.</p> <p>Trainer will also present how to deal with different type of guests while working as a bartender.</p>		
 Materials:	<ul style="list-style-type: none"> PPT 		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?




ACTIVITY 6

ACTIVITY - ROLE PLAY (types of guests)

Number of session	1	Estimated time	20'
 Objectives	1. To try to interact with different types of guests.		
 Implementation	Trainer will be a guest of a bar, he will play different type of guests and participants will have to react properly.		
 Materials:	<ul style="list-style-type: none"> PPT 		

ACTIVITY 5

GOING FOR A COFFEE




Number of session	1	Estimated time	50'
 Objectives	1. To observe basic concepts of barmans at their work.		
 Implementation	Trainer will take participants for a coffee in a bar or a restaurant nearby where they will be able to observe barmans at their work.		
 Materials:	No specific materials.		

Session 2

ACTIVITY 1




UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

ICE BREAKER – NEVER HAVE I EVER

Number of session	2	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	Participants sit around in a circle and put ten fingers out in front of them to keep score. One participant starts by saying "Never have I ever...." and then stating something that he has never done. If any of the other participants <i>have</i> done that particular thing, then they lose a life and must turn one finger under. Play continues until someone has lost 10 lives and is out.		
 Materials:	<ul style="list-style-type: none"> PPT 		

ACTIVITY 2




HYGIENE-INTRODUCTION

Number of session	1	Estimated time	15'
 Objectives	1. Talking about health and safety while working as a barman assistant, which is very important for the participants to become good barman assistants.		
 Implementation	The trainer will show to the group two pictures (regulated / neglected person), and ask the participants what they can see on them, what are the differences, by questions and using the PPT, trainer leads the group to hygiene topic.		
 Materials:	<ul style="list-style-type: none"> PPT Pictures 		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?



ACTIVITY 3

HEALTH AND SAFETY IN THE BAR


Number of session	2	Estimated time	30'
 Objectives	1. To present why hygiene at work (barman assistant for example) is so important.		
 Implementation	<p>Trainer will start discussion why hygiene at work (barman for example) is so important.</p> <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p> <p>Trainer will close the discussion with power point about why hygiene is so important for everyone who works as a barman and how to take care for health and safety while working.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Marker • Whiteboard 		

ACTIVITY 4

WASHING HANDS

Number of session	2	Estimated time	15'
 Objectives	1. To present how we wash our hands correctly before work and every time when it is necessary.		
 Implementation	<p>Due the fact that bartender is working with hands most of the time and cleanliness of hands should be taken, trainer will demonstrate how we wash our hands correctly, and after the participants will repeat.</p>		




UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Materials:	<ul style="list-style-type: none"> • Washbasin • Soap • Disinfectant
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BREAK – 30 MINUTES

ACTIVITY 5

SAFETY ISSUES AT BARMAN (ASSISTANT) WORK




Number of session	2	Estimated time	30'
 Objectives	1. To present main health and safety issues in this work area.		
 Implementation	Trainer will explain to the participants main health and safety issues on power point.		
 Materials:	<ul style="list-style-type: none"> • PPT 		

ACTIVITY 6




SAFE LIFTING TECHNIQUES

Number of session	2	Estimated time	20'
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UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Objectives	1. To present safe lifting techniques.
 Implementation	<p>Trainer will demonstrate some safe lifting techniques to the participants (tables, chairs ...).</p> <p>They try to use demonstrated techniques while picking up and carrying boxes with the drinks.</p>
 Materials:	<ul style="list-style-type: none"> • PPT • Tables, chairs • Video example



ACTIVITY 7

HEALTH ISSUES			
Number of session	2	Estimated time	20'
 Objectives	1. To present main health issues in this work area.		
 Implementation	Trainer will explain to the participants main health issues on power point.		
 Materials:	<ul style="list-style-type: none"> • PPT 		

ACTIVITY 8




FIRST AID			
Number of session	2	Estimated time	40'
 Objectives	1. To present the most common injuries that occur in the work of a barman.		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?


 Implementation	<p>Trainer will explain to the participants the most common injuries that occur in the work of a waiter: cuts and burns and how to provide them.</p> <p>Participants will practise the techniques on each other.</p>
 Materials:	<ul style="list-style-type: none"> • First aid equipment.

Session 3



ACTIVITY 1

ICE BREAKER: FACT WEB			
Number of session	3	Estimated time	20'
 Objectives	<ol style="list-style-type: none"> 1. To repeat each other's name and they get to know each other better. 		
 Implementation	<p>Have participants sit in a circle. Trainer will hold a ball of yarn and explain to participants that they will share one fun fact about themselves, hold on to the end of the string and throw the ball to another participant, who will then do the same. When all participants have had a turn, they will see that they have created a web</p>		
 Materials:	<ul style="list-style-type: none"> • A ball of yarn 		




ACTIVITY 2

INTRODUCTION TO CARRIES OUT SUPPORT ACTIVITIES			
Number of session	3	Estimated time	40'
 Objectives	<ol style="list-style-type: none"> 1. To present carries out support activities. 		
	<p>Trainer will show pictures of unclean and untidy table and participants must recognize, what is wrong and what they</p>		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 <p>Implementation</p>	<p>would have to do as a barman.</p> <p>Pictures examples for:</p> <ul style="list-style-type: none"> • Changing ashtrays when they are full. • Removing empty glasses and bottles, dishes from the tables. • Changing dirty tablecloths with clean ones. • Putting the table in its original state after guests leave. <p>Trainer will continue with powerpoint and present examples of the most common support activities.</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT • Pictures




ACTIVITY 3

PREPARING CUTLERY FOR VARIOUS TYPES OF DISHES			
Number of session	3	Estimated time	25'
 <p>Objectives</p>	<p>1. To present how cutlery for various types of dishes should be prepared.</p>		
 <p>Implementation</p>	<p>Trainer will show to participants different types of cutlery and participants will have to identify which cutlery goes with particular type of food and dishes.</p>		
 <p>Materials:</p>	<ul style="list-style-type: none"> • Different types of cutlery 		

ACTIVITY 4

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?




POLISHING OF CUTLERY AND GLASSES

Number of session	3	Estimated time	20'
 Objectives	1. To present correct technique of polishing cutlery.		
 Implementation	Trainer will demonstrate the polishing of cutlery and glasses and participants will repeat and practice.		
 Materials:	<ul style="list-style-type: none"> Different types of cutlery 		

BREAK – 20 MINUTES




ACTIVITY 5

CUTLERY ACTIVITY



Number of session	3	Estimated time	25'
 Objectives	1. To present different table settings.		
 Implementation	Trainer will show participants different table settings and they will have to repeat it and practice.		
 Materials:	<ul style="list-style-type: none"> PPT Different types of cutlery Napkins Plates Glasses 		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?


ACTIVITY 6

WASTE MANAGEMENT			
Number of session	3	Estimated time	25'
 Objectives	1. To present why waste management and recycling are very important.		
 Implementation	<p>Trainer will show participants PPT about sorting waste and recycling. PPT will include explanation and pictures of recycling, so the participant will understand why is important to sort different waste.</p> <p>Then participants will watch a video of process of recycling.</p> <p>After the videos trainer will present the state rules of sorting the waste.</p>		
 Materials:	<ul style="list-style-type: none"> • Videos • Scheme of waste sorting • Glasses 		




ACTIVITY 7

SORTING GAME			
Number of session	3	Estimated time	30'
 Objectives	1. To present why waste management and recycling are very important.		
 Implementation	Participants will get pictures with various waste from the field of catering. They will have to divide them according to the type of waste.		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?



 Materials:	<ul style="list-style-type: none"> • Scheme of waste sorting • Pictures
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ACTIVITY 8


GREEN OR RED?			
Number of session	3	Estimated time	15'
 Objectives	1. To repeat knowledge about waste management and recycling.		
 Implementation	The trainer will give to each participant green and red sheets. Than the trainer will read sentences from PPT. If the sentence is correct, the trainers will lift up green sheet; if it is wrong, they will lift up the red one. After each question, the trainer will check their answers and they will discuss their ideas in the group.		
 Materials:	<ul style="list-style-type: none"> • Green and red sheets • PPT 		

Session 4

ACTIVITY 1




ICE BREAKER: WEB OF FRIENDSHIP			
Number of session	4	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	Trainer and participants will sit in a circle. Trainer will hold a ball of yarn and explain to participants that they will give a compliment to one of the other participants, hold on to the end of the string and throw the ball to participant they have		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

	complimented, who will then do the same. When all participants have had a turn, they will see that they have created a web of friendship.
 Materials:	<ul style="list-style-type: none"> • A ball of yarn • PPT

ACTIVITY 2

ICT TOOLS – DEFINITION, USE OF ICT TOOLS




Number of session	4	Estimated time	35'
 Objectives	1. To talk about different ICT tools, which can help the participants to become a good barman.		
 Implementation	<p>The trainer will first ask the participant “What are ICT tools?” They will make a brainstorm and answers will be written on the whiteboard.</p> <p>Then the trainer will tell (explain) the definition of ICT tools (PPT).</p> <p>The next question from the trainer is: “Which ICT tools you know?”. Again, the participants will brainstorm and form a list on whiteboard.</p> <p>The last question from trainer is: “Which of the ICT tools you use?” and again they will make a list on whiteboard. Ideas: schedules, symbols, mobile phone, computer, tablet ...</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Marker • Whiteboard 		

ACTIVITY 3

DISCUSSION – ICT TOOLS

Number of session	4	Estimated time	30'
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UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Objectives	1. To present how ICT tools can make our life/work easier.
 Implementation	<p>The trainer will guide a discussion about ICT tools.</p> <ul style="list-style-type: none"> • Why are ICT tools important? • Who can use ICT tools? • Where do we use ICT tools? • How can ICT tools help us in everyday life? • Can ICT tools be dangerous? How? <p>Trainer can talk a few minutes about How ICT tools (especially internet) can be dangerous and will alert the participants to not post images, videos and personal information on Internet. What we publish on the Internet is there forever.</p> <p>After general discussion, the trainer will focus on the job related topics.</p> <ul style="list-style-type: none"> • Can we use ICT tools while working? • How can we use them at work? • How can they help us at work? • Do they make work easier or harder?
 Materials:	<ul style="list-style-type: none"> • PPT




BREAK – 30 MINUTES

ACTIVITY 4

ICT TOOLS – BARMAN


Number of session	4	Estimated time	30'
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UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?



 Objectives	<ol style="list-style-type: none"> 1. To present the use of ICT tools at barman or barman assistant work. 2. To demonstrate the ICT tools of barman.
 Implementation	<p>The trainer will ask the participants if they already know any type of ICT tools that can help barman to do his job and write down their answers.</p> <p>Then the trainer will show some examples of ICT tools that can be useful to become a good barman.</p> <p>While showing each of the ICT tools he will ask the participants the following questions:</p> <ul style="list-style-type: none"> • What is this? • How can waiter use it while working? • How can it help him do his job? • Can it also be an obstacle? How? <p>He can show the pictures of the tools on PPT or show the real ones.</p> <p>Possible tools: Mobile phone with program to order drinks and food (which transfer orders to bar and kitchen), device for printing bills, device for printing orders, computer, tablet, payment terminal, radio, telephone, check lists, videos, pictures ...</p> <p>Then (if it's possible) trainer will provide real ICT tools and the participants can try them.</p>
 Materials:	<ul style="list-style-type: none"> • PPT • Marker, whiteboard • ICT tools that are available

ACTIVITY 5




ICT TOOLS – Watch videos and discuss

Number of session	4	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> 1. To demonstrate the use of ICT tools. 		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?




 <p>Implementation</p>	<p>Trainer will show different videos.</p> <p>Trainer continues with discussion about use of ICT tools while working as a barman.</p> <p>DISCUSSION GUIDELINES:</p> <ul style="list-style-type: none"> • What is the difference between videos? • How can ICT tools help us to overcome obstacles? • What are positive and negative effects of using technology while bartending? • Do you think that technology in future can replace people as bartenders? What do you think about that? • Do you think it's more important for barman to make a perfect drink or to be nice?
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT • videos • Marker, whiteboard • videos

ACTIVITY 6

MAKE A COMMERCIAL			
Number of session	4	Estimated time	15'
 <p>Objectives</p>	1. To repeat the knowledge about ICT tools.		
 <p>Implementation</p>	<p>The trainer will split the participants into groups. Each group will make a flyer. One group will promote use of ICT tools for barman and the other group will present traps and possible obstacles.</p> <p>Then they will present flyers to other participants.</p>		
 <p>Materials:</p>	<ul style="list-style-type: none"> • Papers • Pens • Computer • Pictures 		

ACTIVITY 7

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?




DEBATE IN TEAMS			
Number of session	4	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To repeat the knowledge about ICT tools. 2. To find out that the best use of ICT tools is connection between technology and people. 		
 Implementation	<p>Trainer will split participants in two teams. Each team will get a sheet, on which the statement is written.</p> <p>1.- We live in the time of technological progress. It's good for technology to replace people. Guests need perfect service (perfect beverages) that can be prepared by a robot or application.</p> <p>2.- The most important is personal contact. It's important that people work in the bar, they do not need technology. The the appearance of a drink is not as important as personal contact.</p> <p>They will all involve in a debate, where members of opposite teams needs to advocate the written sentence.</p> <p>Trainer can support the debate and lead it by asking questions such as: "What if electricity goes off?", "What if barmen gets hurt?"...</p> <p>The arguments are very contradictory. Usually we see and experience the connection between them.</p>		
 Materials:	<ul style="list-style-type: none"> • Written statements 		

Session 5

ACTIVITY 1




ICE BREAKER: Pictionary

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

Number of session	5	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	The participants will pick something out from a hat, then draw, mime or act it out. What the trainer will put into the hat depends on the participants abilities – it could range from “dinosaur” to “Simon Cowell”. A helper may be required.		
 Materials:	<ul style="list-style-type: none"> • PPT • Hat (or bag) with different things, pictures or written papers 		


ACTIVITY 2

GLOBAL OPERATIONS - INTRODUCTION



Number of session	5	Estimated time	5'
 Objectives	1. To explain meaning of global operations.		
 Implementation	The trainer will explain meaning of global operations (PPT).		
 Materials:	<ul style="list-style-type: none"> • PPT 		

ACTIVITY 3

ASSOCIATE THE PROFESSION WITH THE TASK




Number of session	5	Estimated time	10'
 Objectives	1. To get the idea what global operations are in practice.		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Implementation	<p>The trainer will tape on whiteboard pictures of different professions. Each of the participants will get a paper with description (main operation in one of the profession). Participants have to read it aloud and try to find a match.</p>
 Materials:	<ul style="list-style-type: none"> • PPT • Pictures of professions • Descriptions

ACTIVITY 4

ASSOCIATE PERSON WITH A PLACE OF WORK




Number of session	5	Estimated time	10'
 Objectives	<p>1. To find out which is the global operation different individuals do.</p>		
 Implementation	<p>The trainer will tape on whiteboard pictures of different people. The participants will get pictures of places (where those people work). They will try to find a match between person and place of work.</p> <p>After finding all matches each of the participants will tell the others which is the global operation that individual do</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Pictures of people, • Pictures of places 		

ACTIVITY 5



BASIC GLOBAL OPERATIONS

Number of session	5	Estimated time	20'
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UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Objectives	1. To present basic global operations of barman (assistant).
 Implementation	<p>Then the trainer will explain, that barman all over the world daily do some very similar basic operations.</p> <p>He will ask the participants:</p> <p><u>"Do you already know some of these operations?"</u></p> <p>Trainer will mark their answers on whiteboard.</p> <p>The trainer will present PPT slides, to introduce global operations that a barman performs in his or hers everyday work.</p> <p>With each sentence, the trainer will shortly explain what it means, which steps it covers. Also the trainer will include the statements or ideas given previously by the participants.</p>
 Materials:	<ul style="list-style-type: none"> • PPT • Marker • Whiteboard

ACTIVITY 6

MAKE A SPREADSHEET			
Number of session	5	Estimated time	10'
 Objectives	<ol style="list-style-type: none"> 1. To repeat which global operations a barman does. 2. To expose what they thought was the most important global operations. 		
 Implementation	<p>The trainer will divide the participants into groups (about 4-5 participants in each). Each group will get a sheet with picture of a barman in the middle. In the group, the participants will design a spreadsheet describing the main tasks of the barman. They can write or draw, use symbols ...</p> <p>When they finish their group work, they will present their</p>		




UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

	spreadsheet to other groups. The goal is to expose what they thought was the most important global operations.
 Materials:	<ul style="list-style-type: none"> • PPT • Sheet with a picture of barman • Pens ...

BREAK – 30 MINUTES

ACTIVITY 7




GLOBAL OPERATIONS ARE DIFFERENT, DEPEND ON WHERE THE WAITER WORKS

Number of session	5	Estimated time	20'
 Objectives	3. To remind that global operations can be different, depend on where the barman (assistant) works.		
 Implementation	<p>The trainer will then ask the participants: <u>"Where can a barman works?"</u> and mark their answers to the whiteboard. The goal is to list different places (bar, coffee shop, restaurant, hotel, catering service...).</p> <p>Then the trainer will explain to the participants (using pictures or videos) that global operations may differ, depending on where the barman works. Also the barmans have different outfits (dress codes) or rules depending where they work.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Marker • Whiteboard 		



UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

- Pictures


ACTIVITY 8

ROLE PLAY			
Number of session	5	Estimated time	30'
 Objectives	1. To practically consolidate knowledge about barman's (assistant) global operations.		
 Implementation	<p>Each of the participant will act two different situations.</p> <p>First they will play a barman who is working in a small bar in a town where all people know each other. Each participant can act for 30 seconds – 1 minute.</p> <p>When all of the participants try, the trainer will tell them to now act like they are barman in a fancy 5* hotel, bartending very important persons.</p> <p>After they will all try, group can discuss differences in bartending, why they act that way, what would they wear in each situations ...</p>		
 Materials:	<ul style="list-style-type: none"> • PPT 		

ACTIVITY 9




GLOBAL OPERATIONS - PLANNING DAILY TASKS			
Number of session	5	Estimated time	20'
 Objectives	1. To present why planning daily tasks is important.		
 Implementation	<p>The trainer will focus on a big part of job as a waiter, which is planning daily tasks.</p> <p>First the trainer will talk with participants about planning,</p>		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

	then trainer will present (PPT) why planning daily tasks is important.
	<ul style="list-style-type: none"> • What do you plan in life? Why? • Do you use some aids while planning? Which? • How do you feel if you plan something comparing to when you are not planning? • Do you think planning is good/helpful? Why?
 Materials:	<ul style="list-style-type: none"> • PPT


ACTIVITY 10

PLANNING DAILY TASKS AS A BARMAN



Number of session	5	Estimated time	15'
 Objectives	1. To present daily tasks which needs to be planned in the morning and do over the day.		
 Implementation	<p>The trainer will introduce to the participants daily tasks, which barman (assistant) needs to plan in the morning and do over the day.</p> <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT 		

ACTIVITY 11

MAKE A CHECKLIST




Number of session	5	Estimated time	15'
 Objectives	1. To repeat barman daily tasks and also to try to make an ICT tool.		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?


 Implementation	Trainer will split participants in 2 or 3 groups. Each group will have to prepare a checklist or to-do list which covers things a barman needs to do everyday before work.
 Materials:	<ul style="list-style-type: none"> • PPT • Papers • pens

Session 6



ACTIVITY 1

ICE BREAKER: PRIZE PIGGIES			
Number of session	6	Estimated time	20'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	Trainer will give each participant a piece of paper, then ask them to blindfold their eyes. Then will give them two minutes to draw a pig – the person who draws the most complete animal wins a prize. Try again with other farm animals.		
 Materials:	<ul style="list-style-type: none"> • PPT • Papers • Pens • prize 		




ACTIVITY 2

PREPARATION OF WORKING SPACE – Preparation of bar			
Number of session	6	Estimated time	25'
 Objectives	1. To present how preparation of work space look like.		
	The trainer will guide the participants systematically through		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Implementation	preparation of working space (bar) (PPT).
 Materials:	<ul style="list-style-type: none"> • PPT




ACTIVITY 3

PREPARE YOUR OWN BAR			
Number of session	6	Estimated time	25'
 Objectives	1. To try to organize a bar.		
 Implementation	<p>Trainer will put a little sheets facing pictured side down on the floor. On every sheet there will be a picture of a bar. Some of them will be the same and participants will form a groups (all the participants with the same picture in one group).</p> <p>After forming groups trainer will give them bigger pictures of different bars, one picture for every group. They will also get small pictures of bar utensils, accessories, food ... They will have to arrange those objects inside their bar (considering what they've talked about before). After finishing they will present their bar and other choices of organizing to other participants.</p> <p>The goal is for participants to try to organize a bar.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Little sheets with picture of a bar • pictures of bar, • pictures of things we find in bar 		

ACTIVITY 4

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?



GREEN OR RED?

Number of session	6	Estimated time	15'
 Objectives	1. To repeat the knowledge from previous sessions.		
 Implementation	The trainer will give to each participant green and red sheet. Than the trainer will read sentences. If the sentence is correct, the trainers will lift up green sheet; if it is wrong, they will lift up the red one. After each question, the trainer will check their answers and they will discuss their ideas in group.		
 Materials:	<ul style="list-style-type: none"> • PPT • Statements, green and red sheets 		


BREAK – 30 MINUTES

ACTIVITY 5

PREPARATION OF WORKING SPACE - RULES




Number of session	6	Estimated time	30'
 Objectives	1. To present rules of preparing a workplace.		
 Implementation	<p>Trainer explains (PPT) that when we organize workspace it is important, that we have rules of organizing, we all agree on them, and we stick to them during our work. In that way we are giving guests a sense of orderliness.</p> <p>The trainer will then present to the participants different ICT tolls materials that can help them to equally organize a bar working space.</p>		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Materials:	<ul style="list-style-type: none"> • PPT • Pictures of materials (ideas)



ACTIVITY 6

PREPARING YOURSELF TO WORK


Number of session	6	Estimated time	30'
 Objectives	1. To remind how personal preparation for work is important.		
 Implementation	<p>Trainer explains that as a barman (assistant) you should be prepared for every day work.</p> <p>The trainer will present main statements and ask trainees why each of them is important. When they will answer he can add additional explanations (if needed).</p>		
 Materials:	<ul style="list-style-type: none"> • PPT 		

ACTIVITY 6




Fight through a day (between the previous activity)

Number of session	6	Estimated time	
 Objectives	1. To try to predict bad things that can happen while working and think about how to solve them.		
 Implementation	<p>The trainer will ask the participants to try to find as many things that can go wrong in a bar through the day as they can and mark their answers</p> <p>Then trainer will ask participants to find solutions for these things or ways to prevent them from happening.</p> <p>The goal is for participants to try to predict bad things and</p>		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

	think about how to solve them. If there is enough time, participants can try to act different situations.
 Materials:	<ul style="list-style-type: none"> • PPT • Marker • whiteboard

ACTIVITY 7




ROLE PLAY			
Number of session	6	Estimated time	15'
 Objectives	1. To repeat the knowledge from previous sessions.		
 Implementation	<p>The trainer will ask participants for two volunteers. Others will be split in two groups. First volunteer will try to act (by support of one participant from the groups) as a barman who takes into account discussed steps. Other will act opposite (by support of other group).</p> <p>All the trainers can discuss what they have seen, how they felt as a barman (assistant) or coworker.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT 		

Session 7

ACTIVITY 1




ICEBREAKER: QUIET			
Number of session	7	Estimated time	10'

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Objectives	1. To repeat each other's name and they get to know each other better..
 Implementation	<p>There is nothing quite as contagious as laughter. The goal is to keep from laughing.</p> <p>The trainer will instruct participants to pair back to back. Then will count to three and have everyone turn and face their partner. They are to look into each other's eyes and stay solemn and serious with no speaking. If someone smiles or laughs, they sit down. Those who remain standing find a new partner. The activity continues until there is only one person left – the winner.</p>
 Materials:	<ul style="list-style-type: none"> • PPT

ACTIVITY 2




BASIC RULES OF PREPARING BEVERAGES

Number of session	7	Estimated time	20'
 Objectives	1. To present basic (main) rules of preparing beverages.		
 Implementation	<p>Trainer will open the topic with asking participants what beverages they know how to make, what they think is important when preparing beverages... Some will have no experience in bartending, so they can share what beverages they can make at home, school... They can share their experience and trainer will write answers on the whiteboard.</p> <p>Then the trainer will start with PPT presentation about general rules of preparing beverages, go through and discuss them with participants.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Marker • Whiteboard 		

ACTIVITY 3




UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

YES OR NO?

Number of session	7	Estimated time	15'
 Objectives	1. To present general rules of serving.		
 Implementation	Trainer will give participants sheets with statements about basic rules of preparing and serving beverages. Participants must check "Yes" if they agree with statement and "No" if they disagree. While going through statements one by one trainer will open a discussion with participant about content of statement.		
 Materials:	<ul style="list-style-type: none"> • PPT • Sheets with statements 		




ACTIVITY 4

ACTIVITY - RAISE A HAND (UTENSILS)

Number of session	7	Estimated time	25'
 Objectives	<ol style="list-style-type: none"> 1. To make introduction in barman's utensils theme. 2. To present utensils and machines that barman needs to prepare and serve beverages. 		
 Implementation	<p>Trainer will show pictures of different items on PPT one by one. Some of items on pictures will be usable for barman to prepare and serve drinks other not. Participants raise a hand when they see utensil or machine they think they need working in bar preparing and serving beverages.</p> <p>Trainer will continue with PPT presentation with pictures of utensils and machines that barman need to prepare and serve beverages. Trainer will focus on use of utensils, how to safely operate with them, how to clean them...</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Sheet with pictures of different items/utensils 		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

ACTIVITY 5




GLASSWARE (Proper Glassware)			
Number of session	7	Estimated time	20'
 Objectives	<ol style="list-style-type: none"> 1. To present how to use proper glassware for different beverages. 2. To present rules for handling glassware. 		
 Implementation	<p>Trainer will serve participants some beverages (water, apple and orange juice, coffee), but in inappropriate glassware (e.g. coffee in juice glasses, juice in cups, ...). With that trainer will open a discussion about proper glassware for preparing and serving beverages in bar as barman.</p> <p>Trainer will continue with PPT about using proper glassware for different beverages.</p> <p>Trainer will also show some parts of video representing proper use of glassware.</p> <p>Trainer will continue with PPT presentation with pictures of some basic types of glassware, that barmen uses and guide participants through rules of handling glassware:</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Different beverages • different glassware • video 		

BREAK – 30 MINUTES

ACTIVITY 6

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

VISIT OF THE WORKPLACE




Number of session	7	Estimated time	85'
 Objectives	1. To experience and learn through practice what is barmans working place like, what utensils and machines does barman needs to prepare beverages and how to work with them, how can he help himself with different ICT tools, what are barmans responsibilities and task at work and what skills and knowledge does he need at this job.		
 Implementation	<p>Trainer and participants will visit workplace where barman works.</p> <p>Trainer will prepare different activities to give participant experience of working as barman.</p> <p>Tainer will invite barman in bar to show participants working place area. Barman will make short presentation of places in bar, so participants will see what is working environment of barman look like.</p> <p>Then trainer in cooperation with barman will present all utensils and machines, that barman uses to prepare and serve beverages. Participants will learn how we operate with machines and utensils, what do we need to be careful of, how to clean it, ...</p> <p>Then trainer in cooperation with barman will show participants all type of glassware they use to prepare and serve beverages one by one.</p>		
 Materials:	<ul style="list-style-type: none"> Barman's working place and utensils he/she uses. 		

ACTIVITY 6.1




This glass is for ...

Number of session	7	Estimated time	
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UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Objectives	1. To repeat knowledge about proper glassware for beverages.
 Implementation	While showing different glasses, trainer will ask participants which beverage they would serve in shown glassware.
 Materials:	<ul style="list-style-type: none"> • glassware




ACTIVITY 6.2

Use it ...			
Number of session	7	Estimated time	
 Objectives	1. To practically use some of the machines that barman uses while working.		
 Implementation	<p>Participants will split into group of. Each group will get one machine or utensil that barman needs to prepare beverages. Each group will use their machine or utensil to prepare belonging machine/utensil. After preparation, they have to clean workplace and needed utensils/machines.</p> <p>Participants will then watch a video about coffee preparation on bar coffee machine and discuss about it.</p>		
 Materials:	<ul style="list-style-type: none"> • Blender • Juicer • Shaker • Coffee machine (also coffee with cream to learn operating and cleaning whipped cream dispenser) • Video 		

ACTIVITY 6.3

Preparing beverage order			
Number of session	7	Estimated time	



UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Objectives	1. To try to prepare an order from the ticket (as independently as possible).
 Implementation	<p>Participants will form groups of 3. Trainer will prepare tickets with different beverages orders on it. Each group gets their order ticket.</p> <p>Trainer will also prepare stations in bar for preparing different beverages (Coffee and tea, draft beer, cocktail, smoothie). On each station there will be trainer or barman who will show and then help participants preparing particular beverage.</p> <p>One by one in a group, they must prepare their beverage. After every participant in a group prepare their beverage, groups change their orders - in that way everybody gets a chance to learn.</p> <p>At the end trainer and groups will discuss how they felt during activities and how they planned and perform their activity. They can compare their group plans and actions.</p>
 Materials:	<ul style="list-style-type: none"> • Tickets with orders: <ul style="list-style-type: none"> ○ Coffee and tea ○ Draft beer ○ Smoothie ○ Cocktail


Session 8

ACTIVITY 1

ICE-BREAKER: GRANDMA/GRANDPA FOOTSTEPS




Number of session	8	Estimated time	10'
 Objectives	1. To repeat each other's name and they get to know each other better.		
 Implementation	The trainer chooses one person to be Grandma (Grandpa) and face a wall. The rest of the participants start on the opposite side of the room and attempt to sneak up on Grandma (Grandpa) and tap a shoulder. However, they cannot be caught doing so and Grandma (Grandpa) may turn around at any time. If a person is caught moving and		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

	<p>pointed out, they must return to the start. No one can move while being watched. If a player manages to tap Grandma's (Grandpa's) shoulder, he or she takes their place facing the wall and the game starts over.</p> <p>You can make this fun icebreaker more challenging by scattering clothing items on the floor between the start and Grandma and add the rule that one item of clothing must be put on before tapping Grandma's (Grandpa's) shoulder.</p>
 Materials:	<ul style="list-style-type: none"> PPT

ACTIVITY 2

RULES OF PREPARING SNACKS




Number of session	8	Estimated time	15'
 Objectives	1. To present rules of preparing snacks		
 Implementation	<p>To open the topic of preparing snacks, trainer will ask participants what snacks they know how to make. They can share their knowledge experience and trainer will write answers on the whiteboard.</p> <p>Then the trainer will start with PPT presentation about general rules of preparing snacks in bar, go through and discuss them with participants.</p>		
 Materials:	<ul style="list-style-type: none"> Whiteboard Marker PPT 		

ACTIVITY 3

GREEN OR RED?

Number of session	8	Estimated time	10'
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UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Objectives	1. To repeat the knowledge about preparing snacks.
 Implementation	Trainer will give each participant one green and one red paper (e.g. A6 paper). Trainer will loudly read statements from PPT about basic rules of preparing and serving snacks. Participants must raise 'green paper' if they agree with statement and 'red paper' if they disagree. While going to every statement trainer will open a discussion with participant about content of statement.
 Materials:	<ul style="list-style-type: none"> • Green and red papers • PPT • statements

BREAK – 30 MINUTES

ACTIVITY 4

ACTIVITY - RAISE A HAND 2 (UTENSILS)

Number of session	7	Estimated time	20'
 Objectives	1. To present utensils and machines that barman needs to prepare and serve snacks.		
 Implementation	Trainer will show pictures of different items on PPT one by one. Some of items on pictures will be usable for barman to prepare and serve drinks other not. Participants raise a hand when they see utensil or machine they think they need working in bar preparing and serving snacks. Trainer will continue with PPT presentation with pictures of utensils and machines that barman need to prepare and serve snacks. Trainer will focus on describing use of utensils, how to safely operate with them, how to clean them...		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?






Materials:

- PPT
- Sheet with pictures of different items/utensils

ACTIVITY 5

DISHWARE (Proper Glassware)




Number of session	7	Estimated time	20'
 Objectives	<ol style="list-style-type: none"> 1. To present how to use proper dishware for different snacks. 2. To present rules for handling dishware. 		
 Implementation	<p>Trainer will serve participants some snacks (e.g. finger food, toast, croissants), but on inappropriate dishware and without utensils that belong with snacks (e.g. no napkins, no spoons, croissants on baking plate ...). With that trainer will open a discussion about proper dishware for preparing and serving snacks in bar as barman.</p> <p>Trainer will continue with PPT about using proper dishware for different snacks.</p> <p>Trainer will also present main rules for handling dishware.</p> <p>Trainer will continue with PPT presentation and focus on snack offers, that different service place have.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Snacks • dishware • video 		

ACTIVITY 6


DISCUSSION

Number of session	8	Estimated time	15'
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
UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Objectives	1. To repeat everything about snack preparation as barman.
 Implementation	<p>Trainer will continue with showing some example of snack offer in bar on PPT. While showing the picture, trainer will ask participants for each snack on picture and write answer to whiteboard:</p> <p><i>'If you are barman on your work place and you get an order for (snack on picture) ...:</i></p> <ul style="list-style-type: none"> • <i>What ingredients they would need to prepare this snack?</i> • <i>What utensil would you need to prepare it?</i> • <i>Would they need any electric machine to prepare it? Which one?</i> • <i>what dishware and other utensils would you need to serve it to customer?'</i>
 Materials:	<ul style="list-style-type: none"> • PPT (pictures)




ACTIVITY 7

VISIT OF THE WORKPLACE			
Number of session	7	Estimated time	85'
 Objectives	1. To experience and learn through practice what is barmans working place like, what utensils and machines does barman needs to prepare snacks and deserts and how to work with them, how can he help himself with different ICT tools, what are barmans responsibilities and task at work and what skills and knowledge does he need at this job		
	Trainer and participants will visit workplace where barman works.		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?




 <p>Implementation</p>	<p>Trainer will prepare different activities to give participant experience of working as barman.</p> <p>Trainer will invite barman in bar to show participants working place area. Barman will make short presentation of places in bar, so participants will see what is working environment of barman look like.</p> <p>Then trainer in cooperation with barman of Druga violina will present all utensils and machines, that barman uses to prepare and serve snacks. Participants will learn how we operate with machines and utensils, what do we need to be careful of, how to clean it, ...</p> <p>Then trainer in cooperation with barman will show participants all type of dishware they use to prepare and serve beverages one by one.</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> Barman's working place and utensils he/she uses.

ACTIVITY 7.1

This dish is for ...			
Number of session	7	Estimated time	
 <p>Objectives</p>	<p>1. To repeat knowledge about proper dishware for beverages.</p>		
 <p>Implementation</p>	<p>While showing different dishes for snacks, trainer will ask participants which snack they would serve in shown dishes. The goal is</p>		
 <p>Materials:</p>	<ul style="list-style-type: none"> Barman's working place and utensils he/she uses. dishware 		


ACTIVITY 7.2

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?



Preparing snack order			
Number of session	7	Estimated time	
 Objectives	1. To try to prepare an order from the ticket (as independently as possible).		
 Implementation	<p>Participants form groups of 3. Trainer will prepare tickets with different snacks orders on it. Each group gets their order ticket.</p> <p>Trainer will also prepare stations in bar for preparing different snacks (e.g. toast, fruit pie with ice cream and whipped cream, croissants, banana split, cakes). On each station there will be trainer or barman who will show and then help participants preparing and serving particular snack.</p> <p>One by one in a group, they must prepare their snack. After every participant in a group prepare their snack, groups change their orders - in that way everybody gets a chance to learn.</p> <p>At the end trainer and groups will discuss how they felt during activities and how they planned and perform their activity. They can compare their group plans and actions.</p>		
 Materials:	<ul style="list-style-type: none"> • Barman's working place and utensils he/she uses. • Tickets with orders: <ul style="list-style-type: none"> ○ Toast ○ Fruit pie with ice cream and whipped cream ○ Banana split ○ Croissants 		

Session 9

ACTIVITY 1




ICE-BREAKER: PAPER PLANES			
Number of session	9	Estimated time	10'
 Objectives	1. To repeat each other's name and they get to know each other better.		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Implementation	<p>The participants will write 3 to 5 facts about themselves on a piece of paper and make a paper airplane. They'll fly the paper airplane towards the center of the room. Each participant should pick up the plane that landed next to them, unfold it, read the facts and try to guess whom these facts belong to.</p> <p>You can also adjust this icebreaker game to the subject of your lesson. For example, if the subject is food, the students can write 3 to 5 their favorite meals.</p>
 Materials:	<ul style="list-style-type: none"> • PPT • Piece of paper • pencil




ACTIVITY 2

Ethic/Specific strategic communication - ETHICS




Number of session	9	Estimated time	20'
 Objectives	1. To get to know what is ethics and ethical code.		
 Implementation	<p>Trainer will start with questions like "What is ethics?" and "What is ethical code?" participants should brainstorm and trainer will write their answers on whiteboard.</p> <p>Trainer will continue with PPT presentation and explain participants what ethical code is and why is important at workplace.</p> <p>Trainer will tel participants that at any workplace we must follow an ethical code.</p> <p>Trainer will continue with PPT and talk with participants about some ethical rules.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT • Whiteboard • marker 		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

ACTIVITY 3




PRIVACY AND CONFIDENTIALITY			
Number of session	9	Estimated time	10'
 Objectives	1. To present issue about privacy and confidentiality in communication.		
 Implementation	Trainer will present PPT about privacy and confidentiality in communication on a workplace.		
 Materials:	<ul style="list-style-type: none"> PPT 		

ACTIVITY 4

GREEN OR RED?			
Number of session	9	Estimated time	10'
 Objectives	1. To repeat the knowledge about ethics, legal obligation, privacy and confidentiality.		
 Implementation	Trainer will give participants sheets with statements about ethics, legal obligation, privacy and confidentiality. Participants must color box next to the statement green if they agree with statement and red if they disagree. With every statement trainer will open a discussion with participant about content of statement.		
 Materials:	<ul style="list-style-type: none"> PPT Sheet with statements Red pencil Green pencil 		


UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

ACTIVITY 5



ROUND TABLE			
Number of session	9	Estimated time	65'
 Objectives	1. To communicate with professionals and discuss main issues.		
 Implementation	Trainer will invite one or two barman from practice to tell participants more about their relationships on work. First barman will share their experience, after that trainers and participants will ask bartender to tell them and discuss more about topics: <ul style="list-style-type: none"> • Ethic rules on their job • Legal obligations with serving alcohol • Privacy and confidentiality • Communication with guests and in work team • Problems at their job 		
 Materials:	No specific materials.		

BREAK – 30 MINUTES




ACTIVITY 6

APPROPRIATE AND INAPPROPRIATE COMMUNICATION			
Number of session	9	Estimated time	15'
 Objectives	1. To repeat the theoretical knowledge about appropriate and inappropriate communication.		



UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?

 Implementation	Trainer will show PPT about appropriate communication with guests and coworkers and repeat all theoretical knowledge about communication, regarding respectful, appropriate and inappropriate communication.
 Materials:	<ul style="list-style-type: none"> PPT

ACTIVITY 7

YES OR NO?			
Number of session	9	Estimated time	15'
 Objectives	1. To repeat the theoretical knowledge about appropriate and inappropriate communication.		
 Implementation	Trainer will give participants sheets with statements about appropriate and inappropriate communication. Participants must check ✓ if they agree with statement and ✗ if they disagree. With every statement trainer will open a discussion with participant about content of statement.		
 Materials:	<ul style="list-style-type: none"> PPT Sheet with statements 		

ACTIVITY 8

TEAMWORK AND PROBLEM SOLVING			
Number of session	9	Estimated time	15'
 Objectives	1. To get the theoretical knowledge about teamwork and how to solve problems.		
 Implementation	Trainer will tell the participants about teamwork and problem solving methods while having problems with coworkers or guests.		

UNIT 3: HOW CAN I BECOME GOOD BARMAN ASSISTANT?






Materials:

- PPT

ACTIVITY 9

PICTURE PIECES

Number of session	9	Estimated time	15'
 Objectives	1. To encourage teamwork.		
 Implementation	Trainer will prepare pieces of pictures. Participants form groups of 4. Every group gets their own "cutted" picture and they have to build the picture as a team. Every team member must cooperate and built at least 4 pieces. But without talking. Winner is a first group who finishes.		
 Materials:	<ul style="list-style-type: none"> • PPT • Pieces of pictures (16 or more pieces) 		

ONLINE SESSIONS



ONLINE SESSION

Through the Inclusive Tourism Online Platform, trainees should carry out the following activities, described in the *participant's Manual – Online session*.

1	<ul style="list-style-type: none">• https://www.educaplay.com/learning-resources/4303564-barman_s1_who_is_barman.html• https://www.educaplay.com/learning-resources/4303606-barman_s1_qualities_of_barman.html
2	<ul style="list-style-type: none">• https://www.educaplay.com/learning-resources/4303619-barman_s2_health_and_safety.html
3	<ul style="list-style-type: none">• https://www.educaplay.com/learning-resources/4303651-barman_s3_support_activities.html
4	<ul style="list-style-type: none">• https://www.educaplay.com/learning-resources/4306236-barman_s4_icttools.html
5	<ul style="list-style-type: none">• https://www.educaplay.com/learning-resources/4306266-barman_s6_planning.html• https://www.educaplay.com/learning-resources/4306576-barman_s5_global_operations.html
6	<ul style="list-style-type: none">• https://www.educaplay.com/learning-resources/4306278-barman_s6.html
7	<ul style="list-style-type: none">• https://www.educaplay.com/learning-resources/4306584-barman_s7_preparing_beverages.html• https://www.educaplay.com/learning-resources/4306593-barman_s7_preparing_beverages2.html
8	<ul style="list-style-type: none">• https://www.educaplay.com/learning-resources/4306641-barman_s8_preparing_snacks.html
9	<ul style="list-style-type: none">• https://www.educaplay.com/learning-resources/4306658-barman_s9_privacy_and_confiden.html

Consortium



Number project: 2017-1-ES01-KA202-038574

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BLOCK 2: JOB OPERATIONS AND SUPPORTING ICT TOOLS



TRAINER'S MANUAL

UNIT8

**How can I become a good room and
cleaning assistant?**

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

Consortium



Number project: 2017-1-ES01-KA202-038574

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UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

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UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

- Sheet_8_7_Good and bad practices in cleaning activity.
- Sheet_8_8_Self Questionnaire: Responsibilities and functions. Health and safe.
- Sheet_8_9_Equipment, products and cleaning machinery.
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- Sheet_8_11_Technics and cleaning products for common areas.
- Sheet_8_12_Machines and tools. Equipment.
- Sheet_8_13_Work schedule planning.
- Sheet_8_14_Work order
- Sheet_8_15_Self evaluation: Application ICT Tools.
- Sheet_8_16_Cleaning trolley.
- Sheet_8_17_Practical activity: cleaning trolley.
- Sheet_8_18_Observations records.
- Sheet_8_19_General tasks.
- Sheet_8_20_Step by step operation, preparation and planification of each operation (1).
- Sheet_8_21_Step by step operation, preparation and planification of each operation (2).
- Sheet_8_22_Case study.
- Sheet_8_23_Ethics, privacy and specific strategic of communication.
- Sheet_8_24_Social commitment

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



INTRODUCTION

One of the areas in which people with disabilities have remarkable capabilities and skills is in room and cleaning assistant occupation. This professional activity is developed in all kinds of hotels and other tourist accommodation such as spas, tourist apartments, city and rural establishments...

Also, this activity can be developed in non-tourist accommodation such as health centers, residents' halls for students and old people's homes and nursing homes.

Their tasks are performed by professionals under the section responsible supervision.

The main tasks in this occupation are: Support for the tasks of cleaning and preparation of the rooms and the common areas, in different types of accommodations, getting adequate quality and implementing the procedures and health and safety standards.

In order to promote and facilitate access to employment of people with disabilities, this course provides a practical methodology based on the know-how and while reducing the theoretical content through:

- ☐ 9 Face to Face sessions
- ☐ 2 Online sessions

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

On the other hand, each one of the participants will have available:

- ☐ Participant's handbook with the theoretical – practical contents of the Unit 8:How Can I become a good room and cleaning assistant?
- ☐ Participant's Handbook – Online session 1
- ☐ Participant's handbook – Online session 2

As for the evaluation of the unit will be carried out through:

- ☐ 80% attendance of the sessions.
- ☐ Attitude and willingness of the participant throughout the sessions.
- ☐ 80% of the face to face sessions executed.
- ☐ 80% of the online sessions executed.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



DATA

GENERAL INFORMATION		
OBJECTIVES	Acquire of basic idea about operations to be implemented for room and cleaning assistant.	
TARGET GROUP/ COMPETENCES	People with disabilities Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences	Job trainers Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences Supporting
TRAINING CONTENTS	UNIT 8 How Can I become a good room and cleaning assistant.	
SUMMARY TOPICS	<ul style="list-style-type: none"> • Roles and responsibilities of floor waiter assistant. • Knowledge of working tools and accessories. • Preparation of working tools and accessories. • Cleaning guest rooms and inventory: <ul style="list-style-type: none"> - making bed - change sheets - replenish bathroom products - cleaning bathroom - ... • Know how to plan daily tasks. • Application of ICT tools. • Privacy and confidentiality. • Health & safety • Environmental protection • Examples of good practices. 	
LENGTH (hours)	Face 2 Face	36
	Online	4
NUMBER SESSIONS	9 + 2	

FACE TO FACE SESSIONS



UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



FACE TO FACE SESSION

1



AGENDA



- ☐ Unit presentation.
- ☐ Activity 1: What is a room and cleaning assistant?
- ☐ Activity 2: Basic functions of a room and cleaning assistant.

BREAK

- ☐ Activity 3: Basic attitudes of a room and cleaning assistant.
- ☐ Use of Google Calendar APP
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT




UNIT PRESENTATION.			
Number session	1	Estimated time	10'
 Implementation	<p>Welcome to the participants</p> <ul style="list-style-type: none"> The trainer will briefly introduce the structure of the unit its objectives, contents, duration and evaluation. The trainer will try to arouse the interest of the participants in order to increase their level of motivation. Resolve doubts and questions from participants. 		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8_How Can I become a good room and cleaning assistant. 		

AGENDA			
Number session	1	Estimated time	2'
 Implementation	<p>An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 Poster Unit 8.1 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT




ACTIVITY1

WHAT IS A ROOM AND CLEANING ASSISTANT?

Number of session	1	Estimated time	40'
 Objectives	1. Acquire a global view of the Room and cleaning Assistant profile.		
 Implementation	<p>The trainer will make a global introduction about the room and cleaning assistant profile.</p> <p>Then the trainer will propose a questions generating a brainstorming dynamic promoting the active participation of the group. These questions will be:</p> <ul style="list-style-type: none"> • What is a room and cleaning assistant? • What functions and tasks does this professional performe? <p>The trainer will write down all the contributions made by the trainees on the whiteboard. The trainer will take advantage of the dynamics to make clarifications and introduce new knowledge about this professional profile.</p> <p>Once the mail functions and tasks performed by a room and cleaning assistant are identified, the trainees will be distributed in small working groups. Each group will be assigned one of the tasks identified. In a group, you should explain how to perform this task (identification of subtasks). To do this, the trainees will use the Sheet_8_1_Functions and tasks of room and cleaning assistant.</p> <p>At the end of the activity, each group will put together the results.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_1_Functions and tasks of room and cleaning assistant. • Whiteboard 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY 2




BASIC FUNCTIONS OF A ROOM AND CLEANING ASSISTANT			
Number of session	1	Estimated time	30'
 Objectives:	1. To know and identify the basic functions performed by the room and cleaning assistant.		
 Implementation	<p>Based on the information gathered in the debate in small groups, the trainer will explain the basic functions performed in this occupation, specifying each of them, depending on the work centers (residences, tourist accommodation, other type of tourist establishment).</p> <p>Then the trainer will propose the viewing of the video <u>"Role and responsibilities of a housekeeping room attendant" (Source: YouTube)"</u> in which the responsibilities and functions of a room and cleaning assistant are visually reflected.</p> <p>The previously created groups should discuss the following issues:</p> <ul style="list-style-type: none"> • Identification of tasks • Areas of the establishments where the tasks are made. • Preparation requirements for each of the tasks. <p>For the development of this activity, trainees will use Sheet_8_2_Identifying role and responsibilities of a room and cleaning assistant.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit8 <ul style="list-style-type: none"> ◦ <u>video "Role and responsibilities of a housekeeping room attendant" (Source: YouTube)"</u> • Sheet_8_2_Identifying role and responsibilities of a room and cleaning assistant. • Whiteboard • Pens 		





BREAK – 20 MINUTES

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY3

BASIC ATTITUDES OF A ROOM AND CLEANING ASSISTANT			
Number of session	1	Estimated time	30'
 Objectives	1. To know the basic attitudes of a room and cleaning assistant.		
 Implementation	<p>Taking advantage of the viewing of the previous video, the trainer will ask each trainee to write in the sheet_8_3_Basic attitudes of a room and cleaning assistant.</p> <p>Each trainee will explain to the rest of the group activity.</p> <p>Finally, the trainer will present a list of basic attitudes. All of them should establish a comparison between the attitudes of the list and those named by the group.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_3_Basic attitudes of a room and cleaning assistant. • Whiteboard • Pen 		

ACTIVITY4



USE OF GOOGLE CALENDAR			
Number of session	1	Estimated time	30'
 Objectives	1. To develop digital skills for the practical use of the Google Calendar APP.		
 Implementation	<p>Trainees should include in the Google Calendar APP downloaded on their smartphone/tablet/Pc the dates of the next sessions of the workshop.</p> <p>For the development of this tasks, the trainer will briefly review the steps to follow.</p>		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT






Materials:

- PPT Unit 8
- Smartphone/tablet/Pc
- Pen

SELF-EVALUATION			
Number session	1	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_8_4 of self-evaluation "Global introduction".</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none">• PPT Unit 8• sheet_8_4 of self-evaluation "Global introduction".• Pen		
CONCLUSIONS AND CLOSURE			

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

Number of session	1	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 		



FACE TO FACE SESSION

2



AGENDA


- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Cleaning of common area
- ☐ Activity 2: Use of Todoist App
- ☐ Activity 3: Occupational risks prevention

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

BREAK

- ☐ Activity 4: Specific occupational risks prevention
- ☐ Activity 5: Personal Protective and safety equipment
- ☐ Activity 6: Labelling cleaning products
- ☐ Self-evaluation
- ☐ Conclusions and closure.

SESSION PRESENTATION			
Number session	2	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

AGENDA			
Number session	2	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		



UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



Materials:



- PPT Unit 8
- Poster Unit 8.2

REVIEW OF THE CONTENTS


Number session	2	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 		

ACTIVITY1



CLEANING OF COMMON AREAS

Number of session	2	Estimated time	40'
 Objectives	<ol style="list-style-type: none"> 1. To know the basic functions performed by a room and cleaning assistant. 2. To acquire basic skills for cleaning common areas. 		
 Implementation	<p>Explanation by the trainer the tasks and specific functions of the room and cleaning assistant:</p> <ul style="list-style-type: none"> • General Basic functions. • Cleaning of a common areas in tourist establishment: The explanation of this point will be complemented with the viewing of two videos (Source: YouTube): <ul style="list-style-type: none"> ◦ Public area cleaning ◦ Cleaning Tips. 		


UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

	<p>Once the videos area displayed, the trainers will give the trainees the sheet_8_5_Cleaning of common areas. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_5_Cleaning of common areas. • Pen



ACTIVITY2

USE OF TODOIST APP			
Number of session	2	Estimated time	30'
 Objectives	<p>1. To develop digital skills for the practical use of the Todoist APP</p>		
 Implementation	<p>Each trainees should open the Todoist APP on their Smartphone/table/PC.</p> <p>Then, trainees will have to open a “new project” titled Cleaning Common areas and they should incorporate the steps to perform this tasks.</p> <p>The trainer will check that all trainees know how to perform this tasks correctly. The PPT_Unit_5_Use of the ICTs tools</p>		


UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

	supporting employment can be used as a complementary resource.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Smartphone/tablet/Pc

ACTIVITY3

OCCUPATIONAL RISK PREVENTION			
Number of session	2	Estimated time	20'
 Objectives	<ol style="list-style-type: none"> 1. To Identify the possible risks in the working environment. 2. To take preventive measures to avoid accidents in the working environment. 		
 Implementation	<p>Explanation by the trainer about the concept occupational risk prevention.</p> <p>Brainstorming about the possible risks a room and cleaning assistant can have on your work environment. The trainer or a voluntary person will write down all the contributions on</p>		



UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

	<p>the whiteboard.</p> <p>Viewing the video: Health&Safety training (Source: YouTube)</p> <p>Then the trainer will give to each trainees the Sheet_8_6_Occupational risks prevention and he/she gives a few minutes for each trainee to fill it out. The contents of the activity will be shared.</p>
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 <ul style="list-style-type: none"> Include video: Health&safety training Sheet_8_6_Occupational risks prevention Pen




BREAK – 20 MINUTES


ACTIVITY4

SPECIFIC OCCUPATIONAL RISKS PREVENTION			
Number of session	2	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> To Identify the possible risks in the working environment. To take preventive measures to avoid accidents in the working environment. 		
 Implementation	<p>Explanation by the trainer about the different specific occupational risks of room and cleaning assistant occupation.</p> <p>Viewing of the video: Good/bad practices in cleaning</p>		



UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

	<p><u>activity</u> (elaborated by Inclusive Tourism Consortium).</p> <p>While the participants watch the video, they will fill the Sheet_8_7_Good and bad practices in cleaning activity. The trainees will share the conclusions of the activity.</p> <p>Performing <u>interactive activity: Cleaning risks prevention</u>.</p> <p>To perform this activity, there are two options:</p> <p style="padding-left: 40px;">Option 1: Each participant can perform it on an individual smartphone/tablet/pc whenever it has access to the link.</p> <p style="padding-left: 40px;">Option 2: The trainer can present in the screen the activity and the trainees can do in a group way.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 <ul style="list-style-type: none"> ◦ <u>Include video: Good and bad practices in cleaning activity</u>. • Sheet_8_7_Good and bad practices in cleaning activity • Smartphone/tablet/Pc • Pen


ACTIVITY5

PERSONAL PROTECTIVE AND SAFETY EQUIPMENT			
Number of session	2	Estimated time	30'
 Objectives	1. To recognize and know how to use the Personal Protective and safety equipment (PPE) of the room and cleaning assistant occupation.		
	Explanation about What is personal protective and safety		



UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT


 <p>Implementation</p>	<p>equipment?</p> <p>The trainer will show through photos or real objects the composition personal protective and safety equipment.</p> <p>Group activity: What's wrong with this photo?</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> PPT Unit 8 <ul style="list-style-type: none"> Include Group activity: What's wrong with this photo? Personal protective and safety equipment.

ACTIVITY6


LABELLING CLEANING PRODUCTS			
Number of session	2	Estimated time	30'
 <p>Objectives</p>	<p>To recognize and interpret the labelling of cleaning products as a preventive measure of accidents in the work environment.</p>		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

 <p>Implementation</p>	<p>The trainer will make a brief explanation of the importance of knowing how to interpret the labelling of cleaning products.</p> <p>The trainer will show several examples of cleaning product labels and he/she will perform its correct interpretation.</p> <p>Then, each trainee should select a cleaning product available in the room. For a few minutes, each trainee will read the product label carefully. The information provided by the label will be explained to the rest of the group.</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT Unit 8 • Cleaning products

SELF-EVALUATION			
Number session	2	Estimated time	15'
 <p>Implementation</p>	<p>The trainer will distribute to each participants the sheet_8_8 of self-evaluation "Responsibilities and functions. Health and safe".</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		




UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_8 of self-evaluation "Responsibilities and functions. Health and safe". • Pen
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FACE TO FACE SESSION

3

CONCLUSIONS AND CLOSURE			
Number of session	2	Estimated time	15'
 Objectives	3. To review and consolidate the contents of the session. 4. To solve the doubts related to the contents.		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 		

AGENDA



- ☐ Session presentation.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



- ☐ Review of the contents
- ☐ Activity 1: Cleaning equipment and products
- ☐ Activity 2: Furniture, accessories and floors



BREAK

- ☐ Activity 4: Cleaning machines
- ☐ Self-evaluation
- ☐ Conclusions and closure.


SESSION PRESENTATION			
Number session	3	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

AGENDA			
Number session	3	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Poster Unit 8.3 		

REVIEW OF THE CONTENTS			
Number session	3	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 		

ACTIVITY1

CLEANING EQUIPMENTS AND PRODUCTS			
Number of session	3	Estimated time	60'
 Objectives	1. To identify and recognize equipment, products and cleaning machinery.		
	The trainers will give to the trainees the Sheet_8_9_Equipments, products and cleaning		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



Implementation

machinery.Each trainees should complete the sheet.

Then, in order to create a brainstorming dynamic, each trainees will explain the words put in each category. This dynamic will serve to continue to explain the learning through the previous knowledge of the participants.

The trainer will explain the following aspects:

- Basic cleaning tools.
- Tools for cleaning the floor.
- Useful and tools for cleaning glass.
- Tools for cleaning textiles and rugs.
- Basic cleaning products

The trainer will give to the trainees the **sheet_8_10_Use of cleaning products**. They should be distributed in small groups for this activity and they will be able to search the internet for get more information about each product.

Finally, trainees will view the following videos:

- [Training video for professional cleaners. \(Source: YouTube\).](#)
- [Bad hygiene practices in the hotel industry. \(Source: YouTube\).](#)

Then, there will be a discussion about the highlights of each one of them.



Materials:




- PPT Unit 8
 - Include videos:
 - [Training video for professional cleaners. \(Source: YouTube\).](#)
 - [Bad hygiene practices in the hotel industry. \(Source: YouTube\).](#)
- Sheet_8_9_Equipments, products and cleaning machinery
- sheet_8_10_Use of cleaning products.
- Pen

ACTIVITY2

FURNITURE, ACCESSORIES AND FLOORS

Number of session	3	Estimated time	60'
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UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

 Objectives	1. To learn basic techniques about how to clean furniture, accessories and floors.
 Implementation	<p>The trainer will explain the following aspects:</p> <ul style="list-style-type: none"> • Type of furniture and accessories of a tourist establishments. • Types of soils. <p>Then, the trainer will give to the trainees the sheet_8_11_technics and cleaning products for the common area. (Reception).</p> <p>Trainees should be distributed in small groups and complete the sheet. At the end, trainees will share the work done.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • sheet_8_11_technics and cleaning products for the common area. (Reception) • Pen







BREAK – 20 MINUTES

ACTIVITY3




CLEANING MACHINES			
Number of session	3	Estimated time	30'
 Objectives	1. To recognize and use basic cleaning machines.		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

 <p>Implementation</p>	<p>The trainers will explain the main existing cleaning machines so that the trainees recognize and identify them.</p> <p>If possible, the trainer will show the practical use of these machines, being available in the classroom. Or, on the contrary, the trainer will show those videos that she/he consider most appropriate.</p> <p>It is important to remember that a room and cleaning assistant won't use the machines of greater complexity during the development of the occupation.</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT Unit 8

SELF-EVALUATION			
Number session	3	Estimated time	15'
 <p>Implementation</p>	<p>The trainer will distribute to each participants the sheet_8_12 of self-evaluation "Machines and tools. Equipment"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_12 of self-evaluation "Machines and tools. equipment" • Pen 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

CONCLUSIONS AND CLOSURE			
Number of session	3	Estimated time	15'
 Objectives	5. To review and consolidate the contents of the session. 6. To solve the doubts related to the contents.		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		



FACE TO FACE SESSION

4



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Work schedule planning
- ☐ Activity 2: Daily tasks list
- ☐ Activity 3: Checklist of work tools


BREAK

- ☐ Activity 4: Work order
- ☐ Activity 5: Learn with YouTube APP
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

SESSION PRESENTATION			
Number session	4	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

AGENDA			
Number session	4	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 Poster Unit 8.4 		

REVIEW OF THE CONTENTS			
Number session	4	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT






Materials:

- PPT Unit 8




ACTIVITY1

WORK SCHEDULE PLANNING

Number of session	4	Estimated time	50'
 Objectives	1. To create a personalized working schedule using different APPs.		
 Implementation	<p>The trainer will give each trainee the sheet_8_13_Work schedule of a room and cleaning assistant. Each trainee should include the working hours in the following APPS.</p> <ul style="list-style-type: none"> • 1st Google Calendar • 2nd Todoist <p>In this way, they will be able to put into practice the digital skills to familiarize themselves with each of these tools to support training and employment.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_13_Work schedule • Smartphone/tablet/Pc 		




UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY2

DAILY TASKS LIST			
Number of session	4	Estimated time	40'
 Objectives	1. To perform the sequence of daily tasks of a working day and see the progress of execution of each one of them.		
 Implementation	<p>Taking as reference the sheet_8_13_Work schedule of a room and cleaning assistant, the trainees will have to open a "new project" through the Todo1st APP. In this project should include the list of daily tasks to be developed by a room and cleaning assistant.</p> <p>Once this list has been made, the trainees will have to pretend that they have developed some of these tasks and see how the APP indicates the progress of their execution.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_13_Work schedule • Smartphone/tablet/Pc 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY3




CHECKLIST OF WORK TOOLS			
Number of session	4	Estimated time	40'
 Objectives	1. To elaborate checklists through the Google Keep APP with the objective of remembering and reviewing all the elements necessary for the performance of each task.		
 Implementation	<p>In pairs, trainees should make 3 checklist through the Google Keep App:</p> <ul style="list-style-type: none"> • Checklist 1: Main tasks of a room and cleaning assistant. • Checklist 2: Cleaning products. • Checklist 3: Machinery and cleaning tools. <p>Each checklist should be identified with the following elements:</p> <ul style="list-style-type: none"> • Title • Background color • Image <p>Likewise, each checklist should be shared with the trainer.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Smartphone/tablet/Pc 		



BREAK – 20 MINUTES




UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



ACTIVITY4

WORK ORDER			
Number of session	4	Estimated time	30'
 Objectives	1. To develop the digital skills needed to manage the Google Drive App.		
 Implementation	<p>The trainer will send to Gmail account created by each trainees the Sheet_8_14: Work order (Google Drive link).</p> <p>Taken with reference the sheet_8_13_Work schedule, the trainees will fill in the document sent and upload it to Google Drive. The document will be saved in the shared folder of the working group created by the trainer.</p> <p>Once the tasks are done, the trainees will verify that all the people have been able to complete the information and the trainers will verify with the group that the information has been completed correctly.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_13_Work schedule, • Sheet_8_14_Work order • Pc 		




UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY5

LEARN WITH YOUTUBE APP			
Number of session	4	Estimated time	40'
 Objectives	1. To develop digital skills for the use of YouTube APP as a complementary tool for training.		
 Implementation	<p>Trainees will form small groups. Each group will search two tutorials in through YouTube APP related to the cleaning of tourism establishments.</p> <p>Once the videos are displayed, each group will have to explain to the rest of groups the contents learned through the tutorial.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Smartphones/tablets/Pc 		

SELF-EVALUATION			
Number session	4	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_8_12 of self-evaluation "Machines and tools. equipment"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_15 of self-evaluation "Applications IC Tools" • Pen 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

CONCLUSIONS AND CLOSURE			
Number of session	4	Estimated time	15'
 Objectives	7. To review and consolidate the contents of the session. 8. To solve the doubts related to the contents.		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



FACE TO FACE SESSION

5



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: The voice of the expert
- ☐ Activity 2: Cleaning trolley



BREAK

- ☐ Activity 3: Practical activity
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

SESSION PRESENTATION			
Number session	5	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		




AGENDA			
Number session	5	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 Poster Unit 8.4 		

REVIEW OF THE CONTENTS			
Number session	5	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY1



THE VOICE OF THE EXPERIENCE

Number of session	5	Estimated time	60'
 Objectives	1. To know the experience of a room and cleaning assistant as an example of good work practice.		
 Implementation	<p>The trainer will invite a room and cleaning assistant to participate in the first part of the session.</p> <p>This professional will tell your testimony by focusing on the following aspects:</p> <ul style="list-style-type: none"> • How he/she became in a room and cleaning assistant. • Work place • Tasks performed • Used machines and tools (He/she can show some of them). • Tips <p>Alternative option: Alternative option can be replaced by a video testimony.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • A room and cleaning assistant 		


UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY2

CLEANING TROLLEY

Number of session	5	Estimated time	90'
 Objectives	1. To develop basic skills for cleaning trolley preparation.		
 Implementation	<p>Brainstorming:</p> <p>The trainer will ask to the trainees the following questions:</p> <ul style="list-style-type: none"> • What is a cleaning trolley? • Which products does a cleaning trolley have? • What utensils and appliances are in a cleaning trolley? • How to organize a cleaning trolley? <p>All contributions will be written on the whiteboard. The trainer will reflect on each of these contributions.</p> <p>The trainer will expand the theoretical knowledge and show a real cleaning trolley.</p> <p>Then, trainees will see four videos:</p> <ul style="list-style-type: none"> • Video 1: Trolleys, mop trolleys (Source: YouTube) • Video 2: Housekeeping room attendance trolley. (Source: YouTube) • Video 3: Set up trolley (Source: YouTube) • Video 4: Preparing a housekeeping trolley (Source: YouTube). <p>The trainer will give to the trainees the sheet_8_16_Cleaning trolley. Trainees will complete it during the video viewing.</p> <p>Afterwards, the trainees will carry out through Todoist APP a list of steps for the preparation of the cleaning trolley.</p> <p>Also, trainees will draw up a checklist of the products included in a cleaning trolley through the Google Keep APP.</p> <p>Then, the trainer will select two pairs. One of member of each couple will have the role of room and cleaning</p>		




UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

	<p>assistant and the other will play the role of observer using the sheet_8_17_Practical activity: Cleaning trolley.</p> <p>The person who will play the role of room and cleaning assistant will prepare the cleaning trolley using the Todoist App.</p> <p>Finally, the observer will share the observations with the group. Also, the other trainees will have the opportunity to make their contributions.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_16_Cleaning trolley • Sheet_8_17_Practical activity: Cleaning trolley. • Smartphones/tablets/PC








BREAK – 20 MINUTES

ACTIVITY3

PRACTICAL ACTIVITY			
Number of session	5	Estimated time	60'
 Objectives	<p>1. To put into practice the knowledge and techniques learned about the room and cleaning assistant occupation.</p>		
 Implementation	<p>The trainer will organize the group in pairs (a maximum of four couples).</p> <p>Each couple will make the preparation of the machinery, products and tools required for the cleaning of a specific space indicated previously by the trainer.</p> <p>The rest of the group, through the sheet_8_18_Observation record, will write the successes and mistakes made in the practice of each couple.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_18_Observation record • Cleaning machinery, tools and products 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

SELF-EVALUATION			
Number session	5	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_8_19 of self-evaluation "General tasks"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_19 of self-evaluation "General tasks" • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	5	Estimated time	15'
 Objectives	<p>9. To review and consolidate the contents of the session.</p> <p>10. To solve the doubts related to the contents.</p>		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



FACE TO FACE SESSION





AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: What is a storage room?
- ☐ Activity 2: The voice of the experience
- ☐ Activity 3: Steps to prepare a storage room



BREAK

- ☐ Activity 4: The inventory
- ☐ Activity 5: Role playing: organization of a storage room
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT




SESSION PRESENTATION			
Number session	6	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

AGENDA			
Number session	6	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 Poster Unit 8.6 		

REVIEW OF THE CONTENTS			
Number session	6	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		




UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY1




WHAT IS A STORAGE ROOM?			
Number of session	6	Estimated time	15'
 Objectives	1. To gain knowledge of what a storage room is.		
 Implementation	<p>Brainstorming:</p> <p>The trainer will ask to the trainees the following questions:</p> <ul style="list-style-type: none"> • What is a storage room? • How is it organized? • How do you organize the bedding of a hotel? <p>The trainer will note the reflections of the group on a whiteboard to be present throughout the session.</p> <p>Then, the trainer will introduce a formative pill about the concept and characteristics of a storage room.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Whiteboard 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY2

THE VOICE OF THE EXPERIENCE			
Number of session	6	Estimated time	60'
 Objectives	1. To know the experience of a room and cleaning assistant as an example of good work practice.		
 Implementation	<p>The trainer will invite a room and cleaning assistant to participate in the first part of the session.</p> <p>This professional will tell your testimony by focusing on the following aspects:</p> <ul style="list-style-type: none"> • Organization and preparation of the storage room <p>Alternative option: Alternative option can be replaced by a video testimony.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Room and cleaning assistant 		

ACTIVITY3




STEPS TO PREPARE A STORAGE ROOM			
Number of session	6	Estimated time	30'
 Objectives	1. To make use of the Google Keep APP as a support tool for planning and preparing a storage room		
 Implementation	<p>In pairs, trainees will plan and verify the line of a storage room, creating a checklist using the Google Keep APP.</p> <p>Then, each couple will share the result of their work.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Storage room • Smartphone/tablet/pc 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



BREAK – 20 MINUTES



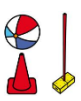
ACTIVITY4

THE INVENTORY			
Number of session	6	Estimated time	60'
 Objectives	1. To acquire basic knowledge and techniques to make an inventory in an area of the tourist establishment.		
 Implementation	<p>The trainer will explain to the trainees “what is an inventory?”.</p> <p>Then the trainer will present the different products and materials which are part of an inventory of a storage room of a tourist accommodation.</p> <p>Finally, trainees organized in pairs will have to make an inventory of a part of the storage room enabled in the training center or in a real context, through the Google Keep App.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Storage room • Smartphone/tablet/pc 		


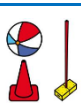
UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY5




ROLE PLAYING: ORGANIZATION A STORAGE ROOM

Number of session	6	Estimated time	40'
 Objectives	1. To acquire practical skills for organizing a storage room.		
 Implementation	Role-playing: The trainer will divide the participants into groups of three and the trainer will ask them to do a practice of organizing on the storage room enabled of the center or in a real storage room of a tourist establishment.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Storage room 		

SELF-EVALUATION

Number session	6	Estimated time	15'
 Implementation	The trainer will distribute to each participants the sheet_8_20 of self-evaluation "step by step operation" The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_20 of self-evaluation "Step by step operation" • Pen 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

CONCLUSIONS AND CLOSURE			
Number of session	6	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



FACE TO FACE SESSION

7



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Hotel room cleaning
- ☐ Activity 2: Make the bed
- ☐ Activity 3: Bathroom cleaning



BREAK

- ☐ Activity 4: Practice in real situation
- ☐ Self-evaluation

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT




SESSION PRESENTATION			
Number session	7	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

AGENDA			
Number session	7	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 Poster Unit 8.7 		

REVIEW OF THE CONTENTS			
Number session	3	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		




UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY1

HOTEL ROOM CLEANING			
Number of session	7	Estimated time	30'
 Objectives	1. Acquire the basic skills to clean a hotel room		
 Implementation	<p>The trainer will explain in a theoretical and practical way the steps to follow for the development of the cleanliness of a hotel room. This explanation will be complemented with a video: Clean steps cleaning a guest room (Source: YouTube)</p> <p>During the explanation and viewing of the video, trainees in pairs, will prepare a checklist through Google Keep with the steps to follow for the accomplishment of this tasks.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 <ul style="list-style-type: none"> Included video: Clean steps cleaning a guest room (Source: YouTube) Smartphone/tablet/pc 		




UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY2

MAKE THE BED			
Number of session	7	Estimated time	30'
 Objectives	1. Acquire the basic skills to make a bed in a hotel room.		
 Implementation	<p>The trainer will explain in a theoretical and practical way the steps to make the bed of a hotel room. This explanation will be complemented with a video: Housekeeping video (Source: YouTube)</p> <p>During the explanation and viewing of the video, trainees in pairs, will prepare a checklist through Google Keep with the steps to follow for the accomplishment of this tasks.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 <ul style="list-style-type: none"> ◦ Included video:Housekeeping video(Source: YouTube) • Smartphone/tablet/pc 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY3




BATHROOM CLEANING			
Number of session	7	Estimated time	30'
 Objectives	1. Acquire the basic skills to clean a bathroom, from a tourist establishment.		
 Implementation	<p>The trainer will explain in a theoretical and practical way the steps to follow to clean a bathroom. This explanation will be complemented with a video: Bathroom cleaning (Source: YouTube)</p> <p>During the explanation and viewing of the video, trainees in pairs, will prepare a checklist through Google Keep with the steps to follow for the accomplishment of this tasks.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 <ul style="list-style-type: none"> Included video: Bathroom cleaningSource: YouTube) Smartphone/tablet/pc 		





BREAK – 20 MINUTES

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY4

PRACTICE IN REAL SITUATION			
Number of session	7	Estimated time	120'
 Objectives	1. Put into practice the knowledge and skills acquired to clean a hotel room, make a bed and clean a bathroom.		
 Implementation	<p>The activities proposed should be developed in a real or simulated context to a tourist accommodation or establishment.</p> <p>The trainer will distribute the trainees in pairs. Each pair will have tasks assigned:</p> <ul style="list-style-type: none"> • Tasks 1: Room cleaning • Tasks 2: Bathroom cleaning. • Tasks 3: Make the bed. • Tasks 4: Cleaning of common areas. <p>To perform this activity, each pair will use the checklist made through Google Keep for each task.</p> <p>As far as possible, all couples should rotate for each assigned task.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Real context. • Products, tools and machines. • Smartphone/tablet/pc 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

SELF-EVALUATION			
Number session	7	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_8_21 of self-evaluation "step by step operation"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_21of self-evaluation "Step by step operation" • Pen 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



FACE TO FACE SESSION

8



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Ethics, privacy and confidentiality
- ☐ Activity 2: Case study: complaints
- ☐ Activity 3: Role playing: customer service



BREAK

- ☐ Activity 4: Practical activities
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

SESSION PRESENTATION			
Number session	8	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		




AGENDA			
Number session	8	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 Poster Unit 8.8 		

REVIEW OF THE CONTENTS			
Number session	8	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY1




ETHICS, PRIVACY AND CONFIDENTIALITY

Number of session	8	Estimated time	40'
 Objectives	1. To be aware of the importance of respecting ethics, privacy and confidentiality within the working environment.		
 Implementation	<p>Brainstorming:</p> <p>The trainer will raise the following questions to the participants:</p> <ul style="list-style-type: none"> • What is professional ethics? • What is information confidentiality? • What information do you think is confidential for a room and cleaning assistant? <p>After discussing these issues, the trainer will explain each one of the aspects identified: ethics, privacy and confidentiality.</p> <p>The trainer will complement the explanation with the videos included in the PPT_Unit_8:</p> <ul style="list-style-type: none"> • Video: Privacy in a brand-named hotel. (Source: YouTube) • Video: Security and confidentiality. (source: YouTube) <p>After the viewing of each video, time will be devoted to reflecting and putting together the main reflections.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8: <ul style="list-style-type: none"> ◦ Include videos: <ul style="list-style-type: none"> Privacy in a brand-named hotel. (Source: YouTube) Security and confidentiality. (source: YouTube) 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY2




CASE STUDY: COMPLAINTS

Number of session	8	Estimated time	30'
 Objectives	1. To reflect about the guidelines orientated to the customer service.		
 Implementation	<p>The trainer will give to the trainees the sheet_8_22_ case study</p> <p>Each trainee will resolve the situation raised in the case. Then, the group will share its approach and conclusions.</p> <p>Finally, the trainer will remember, taking into account the contents of Block 1 of the Training Program Inclusive Tourism, the attitude to face a complaint of the client.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_22_ case study 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

ACTIVITY3

ROLE PLAYING: CUSTOMER SERVICE



Number of session	8	Estimated time	40'
 Objectives	1. To reflect about the guidelines orientated to the customer service.		
 Implementation	<p>Role Playing:</p> <p>The trainer will divide the trainees in pairs. Each couple will be assigned a customer service situation and communication in tourist establishment. Each member will assume a role:</p> <ul style="list-style-type: none"> - Client - Room and cleaning assistant. <p>Each couple will play the role playing in front of the others, while the trainer will record the dramatization.</p> <p>After that, the trainer will the support of the video, will ask the trainees to explain the correct guidelines and to improve the customer service (they will write them on the whiteboard).</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Smartphone/tablet • Whiteboard 		



BREAK – 20 MINUTES




Note: In the remaining time of the session, the trainer can propose small furniture-cleaning practices.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

SELF-EVALUATION			
Number session	8	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_8_23 of self-evaluation "Ethics, privacy and strategic of communication"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_23 of self-evaluation "Ethics, privacy and strategic of communication" • Pen 		

CONCLUSIONS AND CLOSURE

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

Number of session	8	Estimated time	15'
 Objectives	3. To review and consolidate the contents of the session. 4. To solve the doubts related to the contents.		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		



FACE TO FACE SESSION

9



AGENDA


- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: The importance of recycling
- ☐ Activity 2: Energy saving

BREAK

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

- ☐ Activity 3: Collaboration with the customer to protect the environment
- ☐ Self-evaluation
- ☐ Conclusions and closure.

SESSION PRESENTATION			
Number session	9	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

AGENDA			
Number session	9	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		



UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



Materials:



- PPT Unit 8
- Poster Unit 8.9

REVIEW OF THE CONTENTS


Number session	9	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 		

ACTIVITY1



THE IMPORTANCE OF RECYCLING

Number of session	9	Estimated time	40'
 Objectives	<p>1. To be aware of the importance of developing good practices for the protection of the environment in the workplace.</p>		
 Implementation	<p>Brainstorming:</p> <p>The trainer will ask “What is a waste?”. Trainees will express their opinions.</p> <p>Then, the trainer will give a brief explanation about this concept.</p> <p>The trainer explain the type of existing containers for waste collection. This explanation will be complemented with the</p>		


UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

	<p>following videos:</p> <ul style="list-style-type: none"> • Video: How to recycling (Source: YouTube) • Video: Reduce, reuse, recycle (Source: YouTube) <p>After viewing the videos, trainees will be able to share the highlights.</p> <p>Next, the trainer will propose another brainstorming question: What types of wastes can be generated and/or found in the room and cleaning occupation?</p> <p>The trainer will write down all the contributions made by the group on the whiteboard. Then they should be deciding to do with such waste.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 <ul style="list-style-type: none"> ◦ Include: <ul style="list-style-type: none"> ▪ Video: How to recycling (Source: YouTube) ▪ Video: Reduce, reuse, recycle (Source: YouTube) • Whiteboard



ACTIVITY2

ENERGY SAVING			
Number of session	9	Estimated time	40'
 Objectives	<p>1. To be aware of the importance of developing good practices for the protection of the environment in the workplace.</p>		
 Implementation	<p>The trainers will explain the energy savings concept and he/she will ask to the trainees the following questions:</p> <ul style="list-style-type: none"> • How do you think you can save? • energy at home? • How do you think you can save? • energy on your job? • Why do you think it's important to? • save energy within your workplace? 		


UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT



	<p>Then, trainees will see two videos:</p> <ul style="list-style-type: none"> • Video: Energy, let's save it! (Source: YouTube) • Video: Energy efficient in hotels (Source: YouTube) <p>From the videos, each participant will identify at least 6 energy saving measures. These measures will be completed by energy saving tips.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 <ul style="list-style-type: none"> ◦ Include: <ul style="list-style-type: none"> ▪ Video: Energy, let's save it! (Source: YouTube) ▪ Video: Energy efficient in hotels (Source: YouTube) • Whiteboard

ACTIVITY3




COLLABORATION WITH THE COSTUMER TO PROTECT THE ENVIRONMENT			
Number of session	9	Estimated time	40'
 Objectives	1. To be aware of the importance of developing good practices for the protection of the environment in the workplace.		
 Implementation	<p>The trainer will explain how important it is for tourist establishments to develop good practices aimed at protecting the environment.</p> <p>The trainer will show real examples of good practices</p>		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

	<p>through images and video:</p> <ul style="list-style-type: none"> • Video: Eco-friendly hotels (source: YouTube) <p>Likewise, the trainer will try to explain the importance that it has to sensitize the client in order to collaborate with the environmental protection measures developed by the tourist establishment, through good practices on the part of the client.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 <ul style="list-style-type: none"> ◦ Include: <ul style="list-style-type: none"> ▪ Video: Eco-friendly hotels (source: YouTube) • Whiteboard

SELF-EVALUATION			
Number session	9	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_8_24 of self-evaluation "Social commitment"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Sheet_8_24 of self-evaluation "Social commitment" • Pen 		

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

CONCLUSIONS AND CLOSURE			
Number of session	9	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 		



ONLINE SESSIONS

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

Through the Inclusive Tourism Online Platform, trainees should carry out the following activities, described in the *participant's Manual – Online session*.



ONLINE SESSION 1

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	<p>MY WORK SCHEDULE</p> <ol style="list-style-type: none"> Watch the following video: <ul style="list-style-type: none"> How to use Google Calendar APP. (Source: YouTube) From the information you've seen in the video: <ul style="list-style-type: none"> Look at the information related to the working hours of a room and cleaning assistant. Then, through the Google Calendar App, enter this information. Configure it to display the reminder every time to start a tasks.
2	<p>DAILY ROUTINE</p> <ol style="list-style-type: none"> Watch the video: <ul style="list-style-type: none"> Functions and responsibilities (Source: YouTube). Identify the tasks of the room and cleaning assistant. Enter the list of tasks in the Todoist APP.
3	<p>WORK ORDER</p> <ol style="list-style-type: none"> Enter the Google Drive document that the trainer will share with you. Imagine that you are a room and cleaning assistant who has finished the working day.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

3. Fill the work order with the information requested.



ONLINE SESSION 2

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	<p>RESTROOM CLEANING: STEP BY STEP</p> <ol style="list-style-type: none"> 1. Watch the video: <ul style="list-style-type: none"> - Commercial restroom cleaning (Source: YouTube). 2. Make a checklist with the steps to clean the bathroom. You should to include an image. 3. Make other checklist with the necessary products and tools to clean the restroom. You should to include an image. 4. Share the checklist with your trainer.
2	<p>CLEANING TROLLEY COMPOSITION</p> <ol style="list-style-type: none"> 1. Watch the video: <ul style="list-style-type: none"> - Trolley packing (Source: YouTube) 2. Make a checklist with the tools and products included in the cleaning chart. 3. Share with your trainer.

UNIT8: HOW CAN I BECOME A GOOD ROOM AND CLEANING ASSISTANT

Consortium



Number project: 2017-1-ES01-KA202-038574

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BLOCK 2: JOB OPERATIONS AND SUPPORTING ICT TOOLS



TRAINER'S MANUAL

UNIT9

**How can I become a good versatile reception
assistant?**

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

Consortium



Number project: 2017-1-ES01-KA202-038574

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UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

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• Session 2: Responsibilities and functions. Health and safe.	17
• Session 3: Equipment: machines and tools.	25
• Session 4: Applications ICT Tools	31
• Session 5: Global operations	39
• Session 6: Step by step: preparation and planification of each operation (1)	48
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• Session 8: Ethics, privacy and specific strategic of communication.	70
• Session 9: Social commitment.	76
Online session	83
• Online session 1	84
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Annex:	
• Sheet_9_1_What is a versatile reception assistant?	
• Sheet_9_2_Attitudes a versatile reception assistant.	
• Sheet_9_3_Selfquestionnaire_global introduction.	
• Sheet_9_4_Versatile reception role	

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

- Sheet_9_5_Functions versatile reception assistant.
- Sheet_9_6_Occupational risks prevention.
- Sheet_9_7_selfquestionnaire_responsibilities and functions. Healthy and safe.
- Sheet_9_8_Machines and tools. Equipment.
- Sheet_9_9_Work schedule planning.
- Sheet_9_10_Selfevaluation Application ICT Tools.
- Sheet_9_11_What is a customer service.
- Sheet_9_12_Selfevaluation General tasks
- Sheet_9_13_Work equipment.
- Sheet_9_14_Step by step. Preparation and planification of each operation.
- Sheet_9_15_Case study.
- Sheet_9_16_Selfevaluation ethic, privacy and confidentiality.
- Sheet_9_17_Social commitment.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



INTRODUCTION

The reception is the first image that the guest sees in a tourist accommodation. For this reason, the image and professionalism of the reception staff is fundamental.

This training course offers the possibility to acquire the basic knowledge for the performance of the versatile reception assistant occupation in a tourist accommodation. The versatile receptionist assistant is the person in charge of supporting the receptionist when the customer arrives at the tourist accommodation and throughout your stay.

Throughout the course, participants will have the opportunity to acquire basic notions about customer service, basic administrative management, document management, risk prevention, work habits, awareness of the environment, teamwork and equal opportunities.

In order to promote and facilitate access to employment of people with disabilities, this course provides a practical methodology based on the know-how and while reducing the theoretical content through:

- ☐ 9 Face to Face sessions
- ☐ 2 Online sessions

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

On the other hand, each one of the participants will have available:

- ☐ Participant's handbook with the theoretical – practical contents of the Unit 9: How to become a good versatile reception assistant?
- ☐ Participant's Handbook – Online session 1
- ☐ Participant's Handbook – Online session 2

As for the evaluation of the unit will be carried out through:

- ☐ 80% attendance of the sessions.
- ☐ Attitude and willingness of the participant throughout the sessions.
- ☐ 80% of the face to face sessions executed.
- ☐ 80% of the online sessions executed.
- ☐ Evaluation questionnaire for each session.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



DATA

GENERAL INFORMATION		
OBJECTIVES	Acquire of basic idea about operations to be implemented for versatile reception assistant, including health&safety.	
TARGET GROUP/ COMPETENCES	People with disabilities Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences	Job trainers Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences Supporting
TRAINING CONTENTS	UNIT 9 Operations for versatile reception assistant.	
SUMMARY TOPICS	<ul style="list-style-type: none"> • Roles and responsibilities of versatile reception assistant. • Customer services: <ul style="list-style-type: none"> - Information - assistance - telephone attention - selling products and services. • Support for check-in and check-out: <ul style="list-style-type: none"> - knowledge of basic administrative techniques (reprography and archive documents). • Help with luggage • Accompaniment to the room. • Know how to plan daily tasks. • Application of ICT tools. • Privacy and confidentiality. • Health & safety • Waste management. • Examples of good practices. 	
LENGTH (hours)	Face 2 Face	36
	Online	4
NUMBER SESSIONS	9 + 2	

FACE TO FACE SESSIONS



UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



FACE TO FACE SESSION

1




AGENDA



- ☐ Unit presentation.
- ☐ Activity 1: What is a versatile reception assistant?
- ☐ Activity 2: What should a person learn to become a good versatile reception assistant?
- ☐ Activity 3: What skills and attitudes should a versatile reception assistant have?

BREAK

- ☐ Activity 4: Identifying good and bad attitudes.
- ☐ Activity 5: Empathy
- ☐ Activity 6: Importance of the good image.
- ☐ Evaluation
- ☐ Conclusions and closing.




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

UNIT PRESENTATION			
Number of session	1	Estimated time	10'
 Objectives:	1. To know the basic objectives, structure, contents and method of evaluation of the unit.		
 Implementation	The trainer: <ul style="list-style-type: none"> • Will introduce of the attractive way the objectives, training structure, didactic contents and method of evaluation of the unit. • Will try to arouse the interest of the participants in order to increase their level of motivation. • Will solve doubts and questions of the participants. 		
 Materials	<ul style="list-style-type: none"> • PPT Unit 9 		

AGENDA			
Number session	1	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Poster Unit 9.1 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 1

WHAT IS A VERSATILE RECEPTION ASSISTANT?			
Number of session	1	Estimated time	30'
 Objective	1. To acquire a global vision of the concept of a Versatile Reception Assistant.		
 Implementation	<p>The trainer will ask to the group the following question “What is a Versatile reception assistant?” From this question, the group will generate a brainstorm and the trainer will write de different contributions on the whiteboard.</p> <p>Then, taking advantage of the notes on the whiteboard, the trainer will introduce an explanation about the “Versatile reception assistant concept”.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Whiteboard 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY 2

WHAT SHOULD A PERSON LEARN TO BECOME A VERSATILE RECEPTION ASSISTANT?			
Number of session	1	Estimated time	30'
 Objective	1. Acquire a comprehensive overview of the basic knowledge that a versatile reception assistant should have.		
 Implementation	<p>The trainer will ask to the trainees to think about the functions and tasks that a versatile reception assistant can play in their workplace and therefore what knowledge they have to learn.</p> <p>Then the trainees will watch the video: Job roles for receptionist (Source YouTube). During the activity, they will complete the sheet_9_1_What is a versatile reception assistant?. This activity can be made of individual way or in small group.</p> <p>The group will share all the functions and tasks identified, the trainer will introduce an explanation about the "Basic knowledge of a versatile reception assistant". During the explanation, the trainer will establish the different between a receptionist and a versatile reception assistant occupation.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ Include video: Job roles for receptionist (Source YouTube) • Sheet_9_1_What is a versatile reception 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 3

WHAT SKILLS AND ATTITUDES SHOULD A VERSATILE RECEPTION ASSISTANT HAVE?

Number of session	1	Estimated time	30'
 Objective	1. Identify the skills and attitudes that a good versatile reception assistant should have.		
 Implementation	<p>In pairs, trainees should discuss what skills and attitudes a versatile reception assistant must have to become a good professional. Each couple will make a list of at least 6 competencies. For it, the trainer will give them the Sheet_9_2_Attitudes of a versatile reception assistant.</p> <p>Also, the trainer shows the video: Necessary reception skills (Source: YouTube) and the trainees will complete the sheet with more contributions.</p> <p>Finally, the group will share the contributions of each couple.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 <ul style="list-style-type: none"> Include: <ul style="list-style-type: none"> video: Necessary reception skills (Source: YouTube) Sheet_9_2_Attitudes of a versatile reception assistant 		






BREAK – 20 MINUTES

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY 4

IDENTIFYING GOOD AND BAD ATTITUDES

Number of session	1	Estimated time	20'
 Objective	1. Acquire a comprehensive overview of the basic knowledge that a versatile reception assistant should have.		
 Implementation	<p>First, the trainees will be encouraged to reflect about their previous life experiences, raising the following issues:</p> <p>When you go an establishment...</p> <ul style="list-style-type: none"> ○ How do you like being treated? ○ What is the most important thing of a good professional for you? ○ Have you ever felt that the treatment received was nor correct? <p>On the blackboard, the trainer will have 2 columns: One of good practices and other of bad practices. From the experiences of the participants, trainer will promote the reflection about what are the good and bad practices in relation to the attitude of the versatile reception assistant.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Whiteboard 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 5



THE EMPATHY			
Number of session	1	Estimated time	45'
 Objective	1. Become aware of the importance of empathy by promoting a correct treatment towards the client.		
 Implementation	<p>The trainer will make a brief presentation about “Empathy”.</p> <p>After, the group will see a scene through the video: Using empathy with the client (Source: YouTube). The trainer will raise the following reflection questions:</p> <ul style="list-style-type: none"> ○ What happened in the scene? ○ What is the attitude of the employee? ○ Identification of good and bad practices. ○ What is the attitude of the lady? ○ Has the receptionist heard the lady's needs? ○ How would you feel if you were in the lady's place? <p>Then, Trainer will ask two volunteers to make a role playing in order to simulate the scene. The employee should show empathy for the other person.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ○ Include: video: Using empathy with the client (Source: YouTube) 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 6

PERSONAL IMAGE			
Number of session	1	Estimated time	30'
 Objective	1. Be aware of the importance of making a good impression to the customer by taking care of the personal image.		
 Implementation	<p>The trainer will make a brief introduction about the importance of personal image, especially when working in the face of the public.</p> <p>The trainer will show 2 pictures of a versatile reception assistant. In one of them, the trainer will show a good image of the employee and in the other, the trainer will show a bad image.</p> <p>Trainees should comment:</p> <ul style="list-style-type: none"> ○ The first impression that each of the pictures has caused. ○ What aspects should be taken into account to take care of the personal image. <p>The group will make contribution and the trainer will introduce an explanation about this topic.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

SELF-EVALUATION			
Number session	1	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_9_3 of self-evaluation "Global introduction"</p> <p>The trainees will have a few minutes to fill out the questionnaire. Then, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • sheet_9_3 of self-evaluation "Global introduction". • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	1	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Versatile reception assistant role
- ☐ Activity 2: Functions of a versatile reception assistant.

BREAK



- ☐ Activity 3: Classifications of the functions of a versatile reception assistant
- ☐ Activity 4: Health and safety in the workplace
- ☐ Activity 5: Use of Todoist APP
- ☐ Evaluation
- ☐ Conclusions and closing.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



SESSION PRESENTATION

Number session	2	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		

AGENDA




Number session	2	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 Poster Unit 9.2 		

REVIEW OF THE CONTENTS

Number session	2	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important context of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY 1

VERSATILE RECEPTION ASSISTANT ROLE			
Number of session	2	Estimated time	30'
 Objective	1. Identify the different functions and tasks that a versatile reception assistant performs.		
 Implementation	<p>The trainees will form groups of 3-4 people.</p> <p>The group will see the video "Front Office" (Source: YouTube). During the video, each group will complete the sheet_9_4_Versatile reception assistant role. They will identify the functions or tasks of this occupation.</p> <p>Then, each group will share the notes and the trainer will emphasize the difference between the tasks of the receptionist and the tasks of the versatile reception assistant.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ Include video: video "Front Office" (Source: YouTube) • Sheet_9_4_Versatile reception assistant role 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 2

FUNCTIONS OF A VERSATILE RECEPTION ASSISTANT

Number of session	2	Estimated time	30'
 Objective	1. Identify the different functions and tasks that a versatile reception assistant performs.		
 Implementation	<p>The trainer will invite the group to reflect together at what times a customer should be served. The trainees will have to establish the conclusion that it is necessary to attend the client during the whole stay in the tourist establishment, that is to say, on arrival, during the stay and in the farewell. Even before the arrival.</p> <p>From this reflection, the trainees should be grouped in pairs or small groups. The trainer will assign a tasks. Each group will think:</p> <ul style="list-style-type: none"> ○ Time to accomplish the task. ○ Steps to perform the task. ○ Employee attitude. <p>Each group will complete the sheet_9_5_Functions of a versatile reception assistant with the information. Then, each group will share the debated aspects.</p> <p>The trainer will introduce explanations to reinforce ideas or clarify concepts.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Sheet_9_5_Functions of a versatile reception assistant 		






BREAK – 20 MINUTES

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 3




CLASSIFICATION OF THE FUNCTIONS OF THE VERSATILE RECEPTION ASSISTANT

Number of session	2	Estimated time	15'
 Objective	1. Discriminate the type of functions of the versatile reception assistant, establishing a classification between direct and non-direct attention.		
 Implementation	<p>Once the functions of the versatile reception assistant are identified, the trainer will give a brief explanation of the classification of the functions, differentiating those that area of direct and non-direct attention.</p> <p>Through a play dynamic, the trainees will identify whether the task named by the trainer belongs to the category of direct or non-direct attention.</p> <p>After a brief discussion, the trainer will have drawn 2 columns on the whiteboard, and he/she will place the tasks in the direct and non-direct attention column.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Whiteboard. 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY 4

HEALTH AND SAFETY IN THE WORKPLACE



Number of session	2	Estimated time	40'
 Objective	<ol style="list-style-type: none"> 1. Gain knowledge on workplace safety. 2. Identify risks at work. 3. Know basic measures of prevention of occupational risks. 		
 Implementation	<p>The trainer will introduce clearly and concisely the concept "Occupational risks prevention", emphasizing the need to take safety measures in the workplace.</p> <p>The trainer will propose a brainstorming: What risks can a versatile reception assistant have in the workplace? The group will express their opinion.</p> <p>A voluntary person will be able to score on the blackboard each of the contributions.</p> <p>This activity will have a second part. Once the risks of the job are identified, the trainer will ask the group the following question: What can you do to avoid risks in the workplace? Again, the trainees will have to contribute their ideas and a voluntary person is going to be scoring them.</p> <p>The trainer will incorporate an explanation about the occupational risks. Also, he/she will show the video: Work safely in your office (Source: YouTube). And the trainees will complete a sheet_9_6_Occupational risks prevention with the information of the video.</p> <p>Finally, the trainees will play to the interactive activity about occupational risks prevention</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ video: Work safely in your office (Source: YouTube). • Sheet_9_6_Occupational risks prevention • Interactive activity. 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 5

USE OF TODOIST APP			
Number of session	2	Estimated time	45'
 Objectives	1. To develop digital skills for the practical use of the Todoist APP		
 Implementation	<p>Each trainees should open the Todoist APP on their Smartphone/table/PC.</p> <p>Then, trainees will have to open a “new project” titled Basic Functions of versatile reception assistant and they should incorporate the steps to perform this tasks.</p> <p>The trainer will check that all trainees know how to perform this tasks correctly. The PPT_Unit_5_Use of the ICTs tools supporting employment can be used as a complementary resource.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Smartphone/tablet/Pc 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

SELF-EVALUATION			
Number session	2	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_9_7 of self-evaluation "Global introduction"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Sheet_9_7_Self Questionnaire_Responsibilities and functions. Health and safe • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	2	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. Review and consolidate the contents of the session. 2. Solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



FACE TO FACE SESSION

3



AGENDA



- ☐ Unit presentation.
- ☐ Review of the contents
- ☐ Activity 1: Tools used by the versatile reception assistant
- ☐ Activity 2: Deeping knowledge of tools used by versatile reception assistant.



BREAK

- ☐ Activity 3: Take care of the work tools.
- ☐ Evaluation
- ☐ Conclusions and closing.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

SESSION PRESENTATION			
Number session	3	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		




AGENDA			
Number session	3	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 Poster Unit 9.2 		

REVIEW OF THE CONTENTS			
Number session	3	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 1




TOOLS USED BY THE VERSATILE RECEPTION ASSISTANT

Number of session	3	Estimated time	20'
 Objectives	1. Identify and know the tools used by the versatile reception assistant.		
 Implementation	<p>Brainstorming:</p> <p>The trainer will ask the following questions:</p> <p>What is a versatile reception assistant equipment?</p> <p>What tools do the versatile reception assistant work with?</p> <p>A voluntary person will be scoring on the whiteboard all the ideas. Each person will justify in which cases a versatile reception assistant uses the specific tool.</p> <p>Viewing the video: Receptionist tools (Source: YouTube). The group put in common the main ideas of the video.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ video: Receptionist tools (Source: YouTube) 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 2

DEEPENING KNOWLEDGE OF TOOLS USED BY THE VERSATILE RECEPTION ASSISTANT

Number of session	3	Estimated time	90'
 Objectives	1. Identify and know the tools used by the versatile reception assistant.		
 Implementation	<p>First, trainer will give each participant a green card and a red card.</p> <p>The trainer will show each of the most common tools used by a versatile reception assistant. Each time trainer shows a tool, he/she will ask the trainees If they know how to handle it. If the trainees know their handling, they will show the green card. If they don't know how to handle it, they will show the red card.</p> <p>If someone shows the green card, the trainer will select to a person. The trainee selected will explain in detail how the tool is handled. If any person shows the red card, the trainer will make a demonstration.</p> <p>Optional: It would be interesting, and enriching have the classroom of the course or other space where the trainees have access to the work tools identified in this unit in order to promote the management and use of the same.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Green and red card • Work tools. 		






BREAK – 20 MINUTES



UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY 3

TAKE CARE OF THE WORK TOOLS

Number of session	3	Estimated time	60'
 Objectives	1. Identification of good and bad practices in relation to the use of work tools.		
 Implementation	<p>Trainees will be distributed in groups of 3 or 4 people.</p> <p>The trainer will deliver to each group the DIN-A3. Each team will make a mural/poster with:</p> <ul style="list-style-type: none"> ○ 5 good practices (tips) for the good use and care of work tools. ○ 5 things that shouldn't be done with work tools. <p>Then, each team will present their poster to the rest of the trainees.</p> <p>Finally, the trainer will include an explanation highlighting the most relevant aspects of the good use of work tools.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • DIN-A3 • Pens 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

SELF-EVALUATION			
Number session	3	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_9_8 of self-evaluation "Machines and tools. Equipment"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Sheet_9_8_Self Questionnaire_Machines and tool. Equipment. • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	3	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 3. Review and consolidate the contents of the session. 4. Solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?





AGENDA



- ☐ Session presentation.
- ☐ Review the contents
- ☐ Activity 1: Work schedule planning
- ☐ Activity 2: Daily tasks list
- ☐ Activity 3: Work tools checklist



BREAK

- ☐ Activity 4: Email contact
- ☐ Activity 5: Learning with YouTube
- ☐ Evaluation
- ☐ Conclusions and closing.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




SESSION PRESENTATION			
Number session	4	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		

AGENDA			
Number session	4	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 Poster Unit 9.5 		

REVIEW OF THE CONTENTS			
Number session	4	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 1

WORK SCHEDULE PLANNING			
Number of session	4	Estimated time	50'
 Objectives	1. To create a personalized working schedule using different APPs.		
 Implementation	<p>The trainer will give each trainee the sheet_9_9_Work schedule of a versatile room assistant. Each trainee should include the working hours in the following APPS.</p> <ul style="list-style-type: none"> • 1st Google Calendar • 2nd Todoist <p>In this way, they will be able to put into practice the digital skills to familiarize themselves with each of these tools to support training and employment.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Sheet_9_9_Work schedule • Smartphone/tablet/Pc 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY2

DAILY TASKS LIST			
Number of session	4	Estimated time	40'
 Objectives	1. To perform the sequence of daily tasks of a working day and see the progress of execution of each one of them.		
 Implementation	<p>Taking as reference the sheet_9_9_Work schedule of a room and cleaning assistant, the trainees will have to open a "new project" through the Todoist APP. In this project should include the list of daily tasks to be developed by a versatile room assistant.</p> <p>Once this list has been made, the trainees will have to pretend that they have developed some of these tasks and see how the APP indicates the progress of their execution.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Sheet_9_9_Work schedule • Smartphone/tablet/Pc 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY3




CHECKLIST OF WORK TOOLS			
Number of session	4	Estimated time	40'
 Objectives	1. To elaborate checklists through the Google Keep APP with the objective of remembering and reviewing all the elements necessary for the performance of each task.		
 Implementation	<p>In pairs, trainees should make 3 checklist through the Google Keep App:</p> <ul style="list-style-type: none"> • Checklist 1: Main tasks of a versatile room assistant • Checklist 2: Work tools • Checklist 3: Main documents and records <p>Each checklist should be identified with the following elements:</p> <ul style="list-style-type: none"> • Title • Background colour • Image <p>Likewise, each checklist should be shared with the trainer.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Smartphone/tablet/Pc 		



BREAK – 20 MINUTES




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



ACTIVITY4

EMAIL CONTACT			
Number of session	4	Estimated time	30'
 Objectives	1. To develop the digital skills needed to manage the Gmail		
 Implementation	<p>The trainer will send to Gmail account created by each trainees a customer reservation document.</p> <p>First:</p> <p>Trainees will send an email to the client confirmed the reserve and trainees will request the approximate arrival time.</p> <p>Also, trainees will offer him/her unsolicited extra service in the initial booking. For example, parking service, breakfast...</p> <p>Send the email to the email address indicated by the trainer.</p> <p>Second,</p> <p>Upload the reservation document received through the mail to Google Drive. The document will be saved in the shared folder of the working group created by the trainer.</p> <p>Once the tasks are done, the trainees will verify that all the people have been able to complete the information and the trainers will verify with the group that the information has been completed correctly.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Pc 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY5

LEARN WITH YOUTUBE APP			
Number of session	4	Estimated time	40'
 Objectives	1. To develop digital skills for the use of YouTube APP as a complementary tool for training.		
 Implementation	<p>Trainees will form small groups. Each group will search two tutorials in through YouTube APP related to the customer services in tourism establishments.</p> <p>Once the videos are displayed, each group will have to explain to the rest of groups the contents learned through the tutorial.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 8 • Smartphones/tablets/Pc 		

SELF-EVALUATION			
Number session	4	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_9_10 of self-evaluation "Applications ICT Tools"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Sheet_9_10 of self-evaluation "Applications IC Tools" • Pen 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

CONCLUSIONS AND CLOSURE			
Number of session	4	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. Review and consolidate the contents of the session. 2. Solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		





AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Customer-oriented service
- ☐ Activity 2: Contact with the customer (Direct contact)
- ☐ Activity 3: Direct contact: Tasks



BREAK

- ☐ Activity 4: Direct contact: Role playing
- ☐ Activity 5: Non-direct contact: Tasks
- ☐ Activity 6: Non-direct contact: Role playing
- ☐ Evaluation
- ☐ Conclusions and closing.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

SESSION PRESENTATION			
Number session	5	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		




AGENDA			
Number session	5	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 Poster Unit 9.5 		

REVIEW OF THE CONTENTS			
Number session	5	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 8 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY1




CUSTOMER-ORIENTED SERVICE

Number of session	5	Estimated time	30'
 Objectives	1. Develop basic customer service skills from the versatile reception assistant occupation.		
 Implementation	<p>The trainer will open a discussion through the question What is customer service? For a few minutes, each trainee will think of an answer and write it down on a sheet_9_11_ What is customer service. Then, the group will share their ideas.</p> <p>Trainees will watch the video: Listening and interpersonal skills (Source YouTube). After the viewing, they will discuss about the main topics of the video.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ the video: Listening and interpersonal skills (Source YouTube). • Sheet_9_11_ What is customer service. 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY2

CONTACT WITH THE CUSTOMER (DIRECT CONTACT)

Number of session	5	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> 1. Develop basic customer service skills from the versatile reception assistant occupation. 2. Acquire basic skills in verbal and non-verbal communication. 		
 Implementation	<p>The trainer will explain the customer service modalities (direct and non-direct contact). However, at this point in the session, trainer will focus on the modality of direct contact, emphasizing and putting examples about the importance of verbal and non-verbal communication.</p> <p>Remember: In block, these contents have already been treated, so in this unit, these contents will be reviewed, and the trainer will explain specific examples of the versatile reception assistant occupation.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 3

DIRECT CONTACT: TASKS			
Number of session	5	Estimated time	45'
 Objectives	<ol style="list-style-type: none"> 1. Develop basic customer service skills from the versatile reception assistant occupation. 2. Acquire basic skills of direct contact. 		
 Implementation	<p>The trainer will make an introduction about the basic and specific tasks developed by the versatile reception assistant in relation to customer service (Giving information, providing assistance and/or support, selling a product).</p> <p>In order to start from the previous knowledge of the trainees, the following question will be formulated (brainstorming):</p> <ul style="list-style-type: none"> ○ What kind of information can a versatile reception assistant give? ○ What kind of help and/or support can a versatile reception assistant offer? ○ What kind of products or services can be sold from a tourist establishment? <p>The trainer or a voluntary person will be writing on the whiteboard all the ideas provided.</p> <p>Then, the trainer will explain some aspects to be taken account on the tasks identified.</p> <p>Video viewing: Good and bad practices. Putting together the most relevant ideas.</p> <p>Video 1: At the hotel – reception desk (Source: YouTube)</p> <p>Video 2: Front desk unprofessional service (Source: YouTube)</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ○ Video 1: At the hotel – reception desk (Source: YouTube) ○ Video 2: Front desk unprofessional service (Source: YouTube) 		



UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




BREAK – 20 MINUTES

ACTIVITY 4

DIRECT CONTACT: ROLE PLAYING




Number of session	5	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> 1. Develop basic customer service skills from the versatile reception assistant occupation. 2. Acquire basic skills of direct contact. 		
 Implementation	<p>In the classroom, it will simulate a reception with leaflets, maps, plans, schedules, etc... related to the city or region where the training course is being developed. As well as suitcases, wheelchairs and products and services for sale.</p> <p>Trainees will be distributed in pairs. Each pair will be assigned a role (Versatile reception assistant and client) and a situation related to giving information, providing assistance or support, and selling a product or service. They will have to simulate through role playing dynamic. Some of these situations may be:</p> <ul style="list-style-type: none"> ○ Request/offer information about the hotel's restaurant timeable. ○ Request/offer information about the city's points of interest. ○ Request/offer information about transportation to get to the city centre. ○ Request/offer information to go to the airport. ○ Open the door to a person ○ Carry the suitcases. ○ Sell a typical product of the region. ○ Sell an entrance to the spa. <p>The trainer will give a few minutes to each group to prepare the scene. Then, the groups will proceed to staging. At the end of each scene, the other trainees will be able to assess the positive aspects and aspects for improvement. The trainer will introduce new contents to enrich learning.</p>		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

	Note: If there is no time to perform all the simulations, the next session will devote time to work on the sale of products and services.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Leaflets, maps, plans, schedules, etc... related to the city or region where the training course is being developed. As well as suitcases, wheelchairs and products and services for sale...

ACTIVITY 5

NON - DIRECT CONTACT: TASKS




Number of session	5	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> 1. Develop basic customer service skills from the versatile reception assistant occupation. 2. Acquire basic skills of non-direct contact (telephone service, written communication...) 		
 Implementation	<p>The trainer will make an introduction about the basic and specific tasks that the versatile reception assistant can develop in relation to the customer service of non-direct contact (telephone service and written communication).</p> <p>Then, the trainer will explain some aspects to be taken into account on the tasks identified.</p> <p>In order to dynamize the explanation, the trainer will show the following videos:</p> <ul style="list-style-type: none"> ○ Video 1: Phone training. Phone skills (Source YouTube). ○ Video 2: Front office: Inquired by phone (Source YouTube) <p>After viewing each of the video, trainees will share the most important ideas.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Video 1: Phone training. Phone skills (Source YouTube). 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



- Video 2: [Front office: Inquired by phone \(Source YouTube\)](#)




ACTIVITY 6

NON -DIRECT CONTACT: ROLE PLAYING

Number of session	5	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> 1. Develop basic customer service skills from the versatile reception assistant occupation. 2. Acquire basic skills of non-direct contact (telephone service, written communication...) 		
 Implementation	<p>A reception with a telephone and a computer will be simulated in the classroom.</p> <p>Trainees will be distributed in pairs. Each pair will be assigned a role (Versatile reception assistant and client) and a situation related to attending a phone call and written communication that they will have to simulate through role playing. Some of these simulations may be:</p> <ul style="list-style-type: none"> ○ Attend a call to confirm a reservation. ○ Attend a call to ask for information about the establishment. ○ Attend a call from a customer requesting a room service. ○ Receive an email ○ Make a call from the wake-up service ○ ... <p>The trainer will give a few minutes to each group to prepare the scene. Then, the groups will proceed to staging. At the end of each scene, the other trainees will be able to assess the positive aspects and aspects for improvement. The trainer will introduce new contents to enrich learning.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Telephone • Computer. 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

SELF-EVALUATION			
Number session	5	Estimated time	10'
 Implementation	<p>The trainer will distribute to each participants the sheet_9_12 of self-evaluation "General tasks"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 sheet_9_12of self-evaluation "General tasks" 		

CONCLUSIONS AND CLOSURE			
Number of session	5	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> To review and consolidate the contents of the session. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		





AGENDA



- ☐ Session presentation.
- ☐ Review to the contents
- ☐ Activity 1: Give a cordial welcome
- ☐ Activity 2: Scan documentation
- ☐ Activity 3: Explain schedules, services and location of facilitates.



BREAK

- ☐ Activity 4: Room key delivery
- ☐ Activity 5: Accompaniment to the room and carry the luggage.
- ☐ Activity 6: Offer products and/or services for sale.
- ☐ Activity 7: Pick up room key
- ☐ Activity 8: Customer satisfaction assessment
- ☐ Activity 9: Support in the preparation and delivery of the invoice.
- ☐ Activity 10: Warm farewell.
- ☐ Evaluation
- ☐ Conclusions and closing.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

SESSION PRESENTATION			
Number session	6	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		




AGENDA			
Number session	6	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 Poster Unit 9.6 		

REVIEW OF THE CONTENTS			
Number session	6	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

Aspects to be taken into account for the development of the session:




This session should be very practical and dynamic. The main objective is to have a minimum contact and implementation with all the activities of the versatile reception assistant.

ACTIVITY1			
TASKS 1: GIVE A CORDIAL WELCOME			
Number of session	6	Estimated time	20'
 Objectives	1. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>The trainer will explain aspects to be taken into account of this task, accompanying its exhibition with the following videos Checking in a hotel guest – The good and the bad (Source: YouTube)</p> <p>Two trainees will be selected to perform a role-playing by applying the strategies explained. The trainer will introduce an explanation taking into account the staging.</p> <p>The rest of the trainees will give feedback and contributions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ videos Checking in a hotel guest – The good and the bad (Source: YouTube) 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY2

TASKS 2: SCAN DOCUMENTATION

Number of session	6	Estimated time	3'
 Objectives	1. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>The trainer will explain very briefly the attitude that employee should show when doing this task.</p> <p>Note: Implementation will take place at the next session.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		

ACTIVITY3




TASKS 3: EXPLAIN SCHEDULES, SERVICES AND LOCATION OF FACILITIES

Number of session	6	Estimated time	20'
 Objectives	1. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>NOTE:In session 5, trainees have already had the opportunity to implement skills related to this task. However, spending time in this session will help to reinforce the content worked.</p> <p>Trainer will explain aspects to be taken into account of this task.</p> <p>Two trainees will be selected to perform a role-playing by applying the strategies explained. The trainer will introduce an explanation taking into account the staging.</p> <p>The rest of the trainees will give feedback and contributions.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 Schedules services and location of facilities. 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY4

TASKS 4: ROOM KEY DELIVERY

Number of session	6	Estimated time	20'
 Objectives	1. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>Trainer will explain aspects to be taken into account of this task.</p> <p>Two trainees will be selected to perform a role-playing by applying the strategies explained. The trainer will introduce an explanation taking into account the staging.</p> <p>The rest of the trainees will give feedback and contributions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Keys. 		

ACTIVITY5

TASKS 5: ACCOMPANIMENT TO THE ROOM AND CARRY THE LUGGAGE

Number of session	6	Estimated time	20'
 Objectives	1. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>Trainer will explain aspects to be taken into account of this task.</p> <p>Two trainees will be selected to perform a role-playing by applying the strategies explained. The trainer will introduce an explanation taking into account the staging.</p> <p>The rest of the trainees will give feedback and contributions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Suitcases and luggage racks. 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



BREAK – 20 MINUTES




ACTIVITY 6

TASKS 6: OFFER PRODUCTS AND/OR SERVICES FOR SALE




Number of session	6	Estimated time	45'
 Objectives	1. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>Trainer will explain aspects to be taken into account of this task.</p> <p>Two trainees will be selected to perform a role-playing by applying the strategies explained. The trainer will introduce an explanation taking into account the staging.</p> <p>The rest of the trainees will give feedback and contributions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Products and services on sale. 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY7

TASKS 7: PICK UP ROOM KEY			
Number of session	6	Estimated time	20'
 Objectives	2. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>Trainer will explain aspects to be taken into account of this task.</p> <p>Two trainees will be selected to perform a role-playing by applying the strategies explained. The trainer will introduce an explanation taking into account the staging.</p> <p>The rest of the trainees will give feedback and contributions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Keys 		




ACTIVITY8

TASKS 8: CUSTOMER SATISFACTION ASSESSMENT			
Number of session	6	Estimated time	30'
 Objectives	1. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>Trainer will explain aspects to be taken into account of this task.</p> <p>Two trainees will be selected to perform a role-playing by applying the strategies explained. The trainer will introduce an explanation taking into account the staging.</p> <p>The rest of the trainees will give feedback and contributions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY9

TASKS 9: SUPPORT IN THE PREPARATION AND DELIVERY OF THE INVOICE

Number of session	6	Estimated time	20'
 Objectives	1. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>Trainer will explain aspects to be taken into account of this task. For it, trainer will show the video: Place into envelop (Source: YouTube)</p> <p>The trainer will give each trainees an envelope and a sheet. All trainees will place in an envelope the sheet, as shown in the video.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ video: Place into envelop (Source: YouTube) • Envelope • Sheet 		

ACTIVITY10




TASKS 10: WARM FAREWELL

Number of session	6	Estimated time	20'
 Objectives	1. Develop and implement the specific tasks of versatile reception assistant.		
 Implementation	<p>Trainer will explain aspects to be taken into account of this task. For it, trainer will show the video: Check out guest (Source: YouTube)</p> <p>After viewing the video, the most relevant aspect will be shared.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ video: Check out guest (Source: YouTube) 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

Evaluation:

Evaluative questionnaire won't be made in this session. The trainer will take into account the attitude shown by the participant during the development of the activities.

CONCLUSIONS AND CLOSURE			
Number of session	6	Estimated time	15'
 Objectives	1. Review and consolidate the contents of the session. 2. To solve the doubts related to the contents.		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



FACE TO FACE SESSION

7

AGENDA

- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Basic administrative techniques
- ☐ Activity 2: Photocopier
- ☐ Activity 3: Printer
- ☐ Activity 4: Scanner

BREAK

- ☐ Activity 5: Equipment maintenance
- ☐ Activity 6: The bidding
- ☐ Activity 7: Paper shredder
- ☐ Activity 8: Safety rules for copying machines.
- ☐ Activity 9: The order.
- ☐ Activity 10: Document file.
- ☐ Evaluation
- ☐ Conclusions and closing.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



The objective of this session is that trainees acquire knowledge and skills in basic administrative techniques, in this case of copying and archiving documents.



For this reason, all the explanations of the session will be complemented with video tutorials that enrich the practical knowledge of the participants.



However, as far as possible, the following material resources must be in the training room:

- Photocopying.
- Printer.
- Scanner
- Possibility of a single machine that unifies all the previous ones (multifunction).
- Binder.
- Stapler.
- ...

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

SESSION PRESENTATION			
Number session	7	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		




AGENDA			
Number session	7	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 Poster Unit 9.7 		

REVIEW OF THE CONTENTS			
Number session	7	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY1

BASIC ADMINISTRATIVE TECHNIQUES (REPROGRAPHY)

Number of session	7	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents) 2. Elemental handling of machinery and reprography tools. 		
 Implementation	<p>The trainer will remind trainees of the two types of functions of a versatile reception assistant: Direct attention functions and other functions.</p> <p>The trainer will explain the functions related to basic administrative techniques.</p> <p>After this situation, the trainer will focus specifically on the explanation of the concept of reprography: What is it?</p> <p>Then, the trainer will present in a global way the machines related to the copying works.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY2

PHOTOCOPIER			
Number of session	7	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> 1. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents) 2. Elemental handling of machinery and reprography tools. 		
 Implementation	<p>The trainer will explain:</p> <ul style="list-style-type: none"> ○ What is a photocopier. ○ Uses of the copier in the versatile reception assistant accopation. <p>Trainer will propose a brainstorming, asking the following question: What can a versatile reception assistant use a photocopier in his/her workplace?</p> <p>The trainers will complete the contributions of the trainees, with more specific expalantions,</p> <ul style="list-style-type: none"> ○ How to use a photocopier: Video tutorial: Hoe to use a copy machine? (Source: YouTube). ○ Basic incidents and possible solutions. <p>Implementation: Each trainee, under the supervision of the trainer, will make a photocopy with the copier machine available for the training course.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ○ Video tutorial: Hoe to use a copy machine? (Source: YouTube). • Photocopier 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY3

PRINTER			
Number of session	7	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> 1. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents) 2. Elemental handling of machinery and reprography tools. 		
 Implementation	<p>The trainer will explain:</p> <ul style="list-style-type: none"> ○ What is a printer ○ Uses of the printer in the versatile reception assistant occupation. <p>Trainer will propose a brainstorming, asking the following question: What can a versatile reception assistant use a printer in his/her workplace?</p> <p>The trainers will complete the contributions of the trainees, with more specific explanations,</p> <ul style="list-style-type: none"> ○ How to use a printer. Video: How to print (Source: YouTube) <p>Implementation: Each trainee, under the supervision of the trainer, will scan a document</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ○ Video: How to print (Source: YouTube) • Printer 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 4

SCANNER			
Number of session	7	Estimated time	30'
 Objectives	3. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents) 4. Elemental handling of machinery and reprography tools.		
 Implementation	<p>The trainer will explain:</p> <ul style="list-style-type: none"> ○ What is a scanner ○ Uses of the scanner in the versatile reception assistant occupation. <p>Trainer will propose a brainstorming, asking the following question: What can a versatile reception assistant use a scanner in his/her workplace?</p> <p>The trainers will complete the contributions of the trainees, with more specific explanations,</p> <ul style="list-style-type: none"> ○ How to use a scanner: Video: How to fax, scan and copy (Source: YouTube) <p>Implementation: Each trainee, under the supervision of the trainer, will scan a document</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ○ Video: How to fax, scan and copy (Source: YouTube) • Scanner 		






BREAK – 20 MINUTES

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY 5

EQUIPMENT MAINTENANCE

Number of session	7	Estimated time	20'
 Objectives	<ol style="list-style-type: none"> 1. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents) 2. Elemental handling of machinery and reprography tools. 		
 Implementation	<p>The trainer will make a brief introduction about the need to maintain and care the work equipments being this task a responsibility of any employee of the company.</p> <p>The trainees will be distributed in 4 teams. Each team should discuss the following issues:</p> <ul style="list-style-type: none"> ○ Misuse of the work equipments ○ Measures to be taken for the proper maintenance and use of the work equipment. <p>Each team will write down their conclusions on a sheet_9_13_Work equipment and then they put in common this conclusions with the other trainees.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • sheet_9_13_Work equipment 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 6

THE BIDDING			
Number of session	7	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> 1. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents) 2. Elemental handling of machinery and reprography tools. 		
 Implementation	<p>The trainer will explain:</p> <ul style="list-style-type: none"> o What is bidding? o Tools needed to bind. o The bidding: Video tutorial: Bind (Source: YouTube) o Stapler: Video tutorial: Electric stapler (Source: YouTube) <p>Optional: The trainer can make a live bidding that serves as an example to the participants.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> o Video tutorial: Bind (Source: YouTube) o Video tutorial: Electric stapler (Source: YouTube) <p>Optional: Binder and binding material.</p>		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 7




PAPER SHREDDER			
Number of session	7	Estimated time	10'
 Objectives	<ol style="list-style-type: none"> 1. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents) 2. Elemental handling of machinery and reprography tools. 		
 Implementation	<p>The trainer will explain:</p> <ul style="list-style-type: none"> ○ What is the paper shredder? ○ Why use the paper shredder? When? ○ Video tutorial: The paper shredder (Source: YouTube) <p>The trainer will encourage trainees to get rid of those papers that don't serve them using the machine.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ○ Video tutorial: The paper shredder (Source: YouTube) • Paper shredder 		

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ACTIVITY8




SAFETY RULES FOR COPYING MACHINES			
Number of session	7	Estimated time	10'
 Objectives	<ol style="list-style-type: none"> 1. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents) 2. Elemental handling of machinery and reprography tools. 		
 Implementation	<p>The trainer will briefly explain the safety rules of the copying machines.</p> <p>If a trainee has any doubts about it, the trainer will try to resolve them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		



ACTIVITY9

THE ORDER			
Number of session	7	Estimated time	20'
 Objectives	<ol style="list-style-type: none"> 1. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents) 2. Get acquainted with the steps to carry out a reprography order. 		
 Implementation	<p>The trainer will raise the following question to the trainees:</p> <p>What type of orders can a versatile reception assistant receive?</p> <p>Then, the trainer will explain step by step how to perform an order of reprography properly.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		




UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY 10

DOCUMENT FILE			
Number of session	7	Estimated time	20'
 Objectives	1. Acquire basic knowledge of basic administrative techniques (copying and archiving of documents)		
 Implementation	The trainer will explain in detail: <ul style="list-style-type: none"> ○ What is the document file? ○ File type? ○ Aspects to consider. ○ Material supports for the document file. 		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		

SELF-EVALUATION			
Number session	7	Estimated time	15'
 Implementation	The trainer will distribute to each participants the sheet_9_14 of self-evaluation "step by step operation: Preparation and planification tasks" . The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • sheet_9_14 of self-evaluation "step by step operation: Preparation and planification tasks". • Pen 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

CONCLUSIONS AND CLOSURE			
Number of session	7	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?





AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Ethics, privacy and confidentiality
- ☐ Activity 2: Case study: complaints
- ☐ Activity 3: Role playing: customer service



BREAK

- ☐ Activity 4: Practical activities
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




SESSION PRESENTATION			
Number session	9	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		

AGENDA			
Number session	9	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 Poster Unit 9.8 		

REVIEW OF THE CONTENTS			
Number session	9	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY1

ETHICS, PRIVACY AND CONFIDENTIALITY			
Number of session	9	Estimated time	40'
 Objectives	1. To be aware of the importance of respecting ethics, privacy and confidentiality within the working environment.		
 Implementation	<p>Brainstorming:</p> <p>The trainer will raise the following questions to the participants:</p> <ul style="list-style-type: none"> • What is professional ethics? • What is information confidentiality? • What information do you think is confidential for a versatile reception assistant? <p>After discussing these issues, the trainer will explain each one of the aspects identified: ethics, privacy and confidentiality.</p> <p>The trainer will complement the explanation with the videos included in the PPT_Unit_8:</p> <ul style="list-style-type: none"> • Video: Privacy in a brand-named hotel. (Source: YouTube) • Video: Security and confidentiality. (source: YouTube) <p>After the viewing of each video, time will be devoted to reflecting and putting together the main reflections.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9: <ul style="list-style-type: none"> ○ Video: Privacy in a brand-named hotel. (Source: YouTube) ○ Video: Security and confidentiality. (source: YouTube) 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?




ACTIVITY2

CASE STUDY: COMPLAINTS

Number of session	9	Estimated time	30'
 Objectives	1. To reflect about the guidelines orientated to the customer service.		
 Implementation	<p>The trainer will give to the trainees the sheet_9_15_ case study</p> <p>Each trainee will resolve the situation raised in the case. Then, the group will share its approach and conclusions.</p> <p>Finally, the trainer will remember, taking into account the contents of Block 1 of the Training Program Inclusive Tourism, the attitude to face a complaint of the client.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Sheet_9_15_ case study 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

ACTIVITY3



ROLE PLAYING: CUSTOMER SERVICE			
Number of session	9	Estimated time	40'
 Objectives	1. To reflect about the guidelines orientated to the customer service.		
 Implementation	<p>Role Playing:</p> <p>The trainer will divide the trainees in pairs. Each couple will be assigned a customer service situation and communication in tourist establishment. Each member will assume a role:</p> <ul style="list-style-type: none"> - Client - Versalite room assistant <p>Each couple will play the role playing in front of the others, while the trainer will record the dramatization.</p> <p>After that, the trainer will the support of the video, will ask the trainees to explain the correct guidelines and to improve the customer service (they will write them on the whiteboard).</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • Smartphone/tablet • Whiteboard 		



BREAK – 20 MINUTES




Note: In the remaining time of the session, the trainer can propose small practices.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

SELF-EVALUATION			
Number session	9	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_9_16 of self-evaluation "Ethics, privacy and confidentiality"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • sheet_9_16 of self-evaluation "Ethics, privacy and confidentiality". • Pen 		

CONCLUSIONS AND CLOSURE

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

Number of session	9	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		



FACE TO FACE SESSION



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: The importance of recycling
- ☐ Activity 2: Energy saving

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

BREAK



- ☐ Activity 3: Collaboration with the client to protect the environment
- ☐ Evaluation
- ☐ Conclusions and closing.

SESSION PRESENTATION			
Number session	9	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		



AGENDA			
Number session	9	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 Poster Unit 9.2 		

REVIEW OF THE CONTENTS


UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

Number session	9	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 9 		



ACTIVITY1

THE IMPORTANCE OF RECYCLING			
Number of session	9	Estimated time	40'
 Objectives	<ol style="list-style-type: none"> To be aware of the importance of developing good practices for the protection of the environment in the workplace. 		
 Implementation	<p>Brainstorming:</p> <p>The trainer will ask “What is a waste?”. Trainees will express their opinions.</p> <p>Then, the trainer will give a brief explanation about this concept.</p> <p>The trainer explain the type of existing containers for waste collection. This explanation will be complemented with the following videos:</p> <ul style="list-style-type: none"> Video: How to recycling (Source: YouTube) 		


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	<ul style="list-style-type: none"> • Video: Reduce, reuse, recycle (Source: YouTube) <p>After viewing the videos, trainees will be able to share the highlights.</p> <p>Next, the trainer will propose another brainstorming question: What types of wastes can be generated and/or found in the room and cleaning occupation?</p> <p>The trainer will write down all the contributions made by the group on the whiteboard. Then they should be deciding to do with such waste.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ Include: <ul style="list-style-type: none"> ▪ Video: How to recycling (Source: YouTube) ▪ Video: Reduce, reuse, recycle (Source: YouTube) • Whiteboard

ACTIVITY2

ENERGY SAVING			
Number of session	9	Estimated time	40'
 Objectives	1. To be aware of the importance of developing good practices for the protection of the environment in the workplace.		
 Implementation	<p>The trainers will explain the energy savings concept and he/she will ask to the trainees the following questions:</p> <ul style="list-style-type: none"> • How do you think you can save? • energy at home? • How do you think you can save? • energy on your job? • Why do you think it's important to? • save energy within your workplace? <p>Then, trainees will see two videos:</p>		



UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

	<ul style="list-style-type: none"> • Video: Energy, let's save it! (Source: YouTube) • Video: Energy efficient in hotels (Source: YouTube) <p>From the videos, each participant will identify at least 6 energy saving measures. These measures will be completed by energy saving tips.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ Include: <ul style="list-style-type: none"> ▪ Video: Energy, let's save it! (Source: YouTube) ▪ Video: Energy efficient in hotels (Source: YouTube) • Whiteboard






BREAK – 20 MINUTES

ACTIVITY3




COLLABORATION WITH THE CUSTOMER TO PROTECT THE ENVIRONMENT			
Number of session	9	Estimated time	40'
 Objectives	1. To be aware of the importance of developing good practices for the protection of the environment in the workplace.		
 Implementation	<p>The trainer will explain how important it is for tourist establishments to develop good practices aimed at protecting the environment.</p> <p>The trainer will show real examples of good practices through images and video:</p> <ul style="list-style-type: none"> • Video: Eco-friendly hotels (source: YouTube) <p>Likewise, the trainer will try to explain the importance that it has to sensitize the client in order to collaborate with the</p>		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

	environmental protection measures developed by the tourist establishment, through good practices on the part of the client.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 <ul style="list-style-type: none"> ◦ Include: <ul style="list-style-type: none"> ▪ Video: Eco-friendly hotels (source: YouTube) • Whiteboard

SELF-EVALUATION			
Number session	9	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the sheet_9_17 of self-evaluation "Social commitment"</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 • sheet_9_17of self-evaluation "Social Commitment" • Pen 		

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

CONCLUSIONS AND CLOSURE			
Number of session	9	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 9 		



ONLINE SESSIONS

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?



ONLINE SESSION

1

Through the online Inclusive Tourism platform, participants must carry out the following activities, described in the *participant's Handbook – online session 1*.

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	<p>MY WORK SCHEDULE</p> <ol style="list-style-type: none">1. Watch the following video:<ul style="list-style-type: none">- How to use Google Calendar APP. (Source: YouTube)2. From the information you've seen in the video:<ul style="list-style-type: none">• Look at the information related to the working hours of a versatile reception

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

	<p>assistant.</p> <ul style="list-style-type: none"> • Then, through the Google Calendar App, enter this information. • Configure it to display the reminder every time to start a tasks.
2	<p>DAILY ROUTINE</p> <ol style="list-style-type: none"> 1. Watch the video: <ul style="list-style-type: none"> - Front desk assistant tasks 2. Identify the tasks of the versatile room assistant. 3. Enter the list of tasks in the Todoist APP.
3	<p>WORK ORDER</p> <ol style="list-style-type: none"> 1. Enter the Google Drive document that the trainer will share with you. 2. Imagine that you are a versatile reception assistant who has finished the working day. 3. Fill the work order with the information requested.



ONLINE SESSION 2

Through the online Inclusive Tourism platform, participants must carry out the following activities, described in the *participant's Handbook – online session 2*.

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	<p>HOW TO CLEAN RECEPTION DESK: STEP BY STEP</p> <ol style="list-style-type: none"> 1. Watch the video: <ul style="list-style-type: none"> - How to clean a reception desks 2. Make a checklist with the steps to make a reprography order. You should to include an image. 3. Make other checklist with the necessary tools You should to include an image.

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	4. Share the checklist with your trainer.
2	SEND AN E-MAIL 1. Write an email to your trainer explain your experience in this training course.

UNIT 9: HOW CAN I BECOME A GOOD VERSATILE RECEPTION ASSISTANT?

Consortium



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BLOCK 2: JOB OPERATIONS AND SUPPORTING ICT TOOLS



TRAINER'S MANUAL

UNIT10

**How can I become a good cook
assistant?**

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

Consortium



Number project: 2017-1-ES01-KA202-038574

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UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

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- Sheet_10_5_Wash your hands
- Sheet_10_6_Hygiene of the facilities
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- Sheet_10_10_Work schedule planning
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- Sheet_10_13_Selfevaluation Application ICT tools
- Sheet_10_14_Kitchen Equipments
- Sheet_10_15_Utensils
- Sheet_10_16_ICT Tools in kitchen organization
- Sheet_10_17_Equipments and Utensils required in a recipe
- Sheet_10_18_Self Questionnaire_Organization and Kitchen Managment
- Sheet_10_19_Ingredients and food preparation processes required in a recipe
- Sheet_10_20_ICT tools in preparation dishes
- Sheet_10_21_Self Questionnaire_Preparation and Preservation of food
- Sheet_10_22_Practical exercises
- Sheet_10_23_Daily Tasks
- Sheet_10_24_Self Questionnair Mesured weights and equivalences and functional conversion rules and how to plan daily tasks
- Sheet_10_25_Find a recipe
- Sheet_10_26_Choose a menu and find the recipes in Kitchen Stories App

UNIT10: HOW CAN I BECOME A GOOD COOK ASSISTANT

- Sheet_10_27_Self Questionnair Cooking simple dishes
- Sheet_10_28_ Order Systems
- Sheet_10_29_ Waste Management
- Sheet_10_30_Self Questionnaire_Articulation of kitchen activity with table service and waste management
- Sheet_10_31_Menu
- Sheet_10_32_Menu
- Sheet_10_33 Tasks list
- Sheet_10_34_Self Questionnaire_Preparing Catering



INTRODUCTION

One of the areas in which people with disabilities have remarkable capabilities and skills is in cook assistant occupation. This professional activity is developed in Hotels, Restaurants, Steakhouses, Pizzerias, Snack bars, Fast food restaurants, Cruises...

Also, this activity can be developed in non-tourist accommodation such as Institutions, Hospitals, Penitentiaries, Schools...

Their tasks are performed by professionals under the section responsible supervision.

The main tasks in this occupation are: to prepare, cook and pack food, under supervision, in catering establishments, according to the environment and health and safety at work.

In order to promote and facilitate access to employment of people with disabilities, this course provides a practical methodology based on the know-how and while reducing the theoretical content through:

- ☐ 9 Face to Face sessions
- ☐ 2 Online sessions

On the other hand, each one of the participants will have available:

- ☐ Participant's handbook with the theoretical – practical contents of the Unit 10:How Can I become a good cook assistant?
- ☐ Participant's Handbook – Online session 1
- ☐ Participant's handbook – Online session 2

As for the evaluation of the unit will be carried out through:

- ☐ 80% attendance of the sessions.
- ☐ Attitude and willingness of the participant throughout the sessions.

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT



- ☐ 80% of the face to face sessions executed.
- ☐ 80% of the online sessions executed.

DATA

GENERAL INFORMATION		
OBJECTIVES	Acquire of basic idea on using ICT tools (Apps Software) for supporting training and work in place.	
TARGET GROUP/ COMPETENCES	People with disabilities Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences	Job trainers Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences Supporting
TRAINING CONTENTS	UNIT 10 Acquire of basic idea about operations to be implemented for cook assistant, including health&safety.	
SUMMARY TOPICS	<ul style="list-style-type: none"> • Rules and responsibilities of cook assistant • Health & safety • Cleaning and sanitizing kitchen and catering equipment • Organization and kitchen management <ul style="list-style-type: none"> - Organization of a kitchen - Equipment and utensils technology • Preparation and preservation of food <ul style="list-style-type: none"> - Vegetables 	

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

	<ul style="list-style-type: none"> - Meat - Fish • Cooking simple dishes <ul style="list-style-type: none"> - Soups - Salads - Starters - Main course - Dessert • Measured weights and equivalences <ul style="list-style-type: none"> - functional conversion rules • Know how to plan daily tasks. • Articulation of kitchen activity with regular table service • Waste management. • Examples of good practices. Application of ICT tools. 	
LENGTH (hours)	Face 2 Face	36h
	Online	4h
NUMBER SESSIONS	9+2	

FACE TO FACE SESSIONS





FACE TO FACE SESSION

1



AGENDA



- ☐ Unit presentation.
- ☐ Activity 1: Introduction of basic concepts: What is a cook assistant?
- ☐ Activity 2: Basic attitudes of a cook assistant.

BREAK

- ☐ Activity 3: Rules and responsibilities of cook assistant
- ☐ Use of Google Calendar APP
- ☐ Self-evaluation
- ☐ Conclusions and closure.



UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

UNIT PRESENTATION.			
Number session	1	Estimated time	10'
 Implementation	<p>Welcome to the participants</p> <ul style="list-style-type: none"> • The trainer will briefly introduce the structure of the unit its objectives, contents, duration and evaluation. • The trainer will try to arouse the interest of the participants in order to increase their level of motivation. • Resolve doubts and questions from participants. 		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10_How Can I become a good Cook assistant. 		

AGENDA			
Number session	1	Estimated time	2'
 Implementation	<p>An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Poster Unit 10.1 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT




ACTIVITY1

INTRODUCTION OF BASIC CONCEPTS			
Number session	1	Estimated time	33'
 Implementation	<p>The trainer will make a global introduction about the cook assistant profile.</p> <p>Then the trainer will propose a questions generating a brainstorming dynamic promoting the active participation of the group. These questions will be:</p> <ul style="list-style-type: none"> • What is a cook assistant? • What functions and tasks does this professional performe? <p>The trainer will write down all the contributions made by the trainees on the whiteboard. The trainer will take advantage of the dynamics to make clarifications and introduce new knowledge about this professional profile.</p> <p>Once the maintasks performed by a cook assistant are identified, the trainees will be distributed in small working groups. In a group, you should explain how to perform this task (identification of tasks). To do this, the trainees will use the Sheet_10_1_Tasks of a cook assistant.</p> <p>At the end of the activity, each group will put together the results.</p> <p>Based on the information gathered in the debate in small groups, the trainer will explain the basic functions performed in this occupation.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_1_Tasks of a cook assistant • Whiteboard • Pen 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY2

BASIC ATTITUDES OF A COOK ASSISTANT




Number of session	1	Estimated time	55'
 Objectives	1. To know the basic attitudes of a cook assistant.		
 Implementation	<p>The trainer will explain the skills and attitudes needed to be a good cook assistant.</p> <p>The trainer will propose a questions generating a brainstorming dynamic promoting the active participation of the group. The questions will be:</p> <ol style="list-style-type: none"> 1. What skills do I need to be a good cook assistant? 2. Which of those skills do I identify in myself? 3. What skills do I need to develop to become a good professional? <p>The trainer will write down all the contributions made by the trainees on the whiteboard.</p> <p>The trainees will use the Sheet_10_2_Skills of a good cook assistant.</p> <p>At the end of the activity, each trainee will show the results.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_2_Skills of a good cook-chef assistant. • Whiteboard • Pen 		





BREAK – 20 MINUTES

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT


ACTIVITY3



RULES AND RESPONSIBILITIES OF COOK ASSISTANT			
Number session	1	Estimated time	45'
 Objectives:	<ul style="list-style-type: none"> To know basic aspects related to the rules of hygiene and safety in the work place. Identify correct and incorrect behaviors in the work place 		
 Implementation	<p>The trainer will explain to the trainees the Hygiene rules, Individual protection rules and Emergency procedures.</p> <p>The trainees will watch a video. <u>“Wrong and correct behaviours adopted in a kitchen “(Source: YouTube)”</u></p> <p>The trainees will use the Sheet_10_3_ wrong and correct behaviours in a kitchen</p> <p>At the end the trainees should identify the correct and wrong behaviours.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Video Sheet_10_3_ wrong and correct behaviours in a kitchen 		




ACTIVITY4

USE OF GOOGLE CALENDAR			
Number of session	1	Estimated time	30'
 Objectives	<ol style="list-style-type: none"> To develop digital skills for the practical use of the Google Calendar APP. 		
	<p>Trainees should include in the Google Calendar APP downloaded on their smartphone/tablet/PC the dates of</p>		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

Implementation	the next sessions of the workshop. For the development of this tasks, the trainer will briefly review the steps to follow.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Smartphone/tablet/Pc • Pen

SELF-EVALUATION			
Number session	1	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_10_4_SelfQuestionnaire_global introduction.</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_4_SelfQuestionnaire_global introduction • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	1	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 		







FACE TO FACE SESSION **2**



AGENDA

- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Health & Safety
- ☐ BREAK
- ☐ Activity 2: Cleaning and Sanitizing the Kitchen and catering equipment.
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT



SESSION PRESENTATION			
Number session	2	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation...		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

AGENDA			
Number session	2	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Poster Unit 10.2 		

REVIEW OF THE CONTENTS			
Number session	2	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY1

HEALTH & SAFETY			
Number session	2	Estimated time	75'
 Implementation	<p>The trainer will present the contents about:</p> <ul style="list-style-type: none"> - Hygiene concepts; - Guarantee of food safety; - Personal Hygiene <p>The trainers will give the trainees the Sheet_10_5_Wash your hands. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p> <p>Then the trainer will present the contents:</p> <ul style="list-style-type: none"> - Hygiene of the facilities. - Storage <p>The trainer will give to the trainees the Sheet_10_6_Hygiene of the facilities.</p> <p>The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Whiteboard • Pen • Sheet_10_5_Wash your hands • Sheet_10_6_Hygiene of the facilities 		






BREAK – 20 MINUTES

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY2



CLEANING AND SANITIZING THE KITCHEN AND CATERING EQUIPMENT

Number session	2	Estimated time	90'
 Objectives:	<ul style="list-style-type: none"> • To be familiar with Cleaning products • To know methods and techniques of cleaning work; • To take care of the dishes. 		
 Implementation	<p>The trainer will explain to the trainees the following contents:</p> <ul style="list-style-type: none"> - Cleaning and sanitizing concepts. - Cleaning products, their characteristics, purposes and methods of application; - Labelling cleaning products <p>The trainer will give to the trainees the Sheet_10_7_ Cleaning product</p> <p>The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p> <p>The explanation of Cleaning and sanitizing concepts will be complemented with the viewing of one video (Source: YouTube):</p> <ul style="list-style-type: none"> ◦ Cleaning and Sanitizing. <p>Once the videos are displayed, the trainers will give the trainees the Sheet_10_8_Cleaning and sanitizing the kitchen and catering equipment. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Pen • Sheet_10_7_ Cleaning product 		




UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

- Sheet_10_8_Cleaning and sanitizing the kitchen and catering equipment.

SELF-EVALUATION

Number session	2	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_10_9_Self Questionnaire Health & safety; Cleaning and sanitizing the kitchen and catering equipment.</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_9_Self Questionnaire Health & safety; Cleaning and sanitizing the kitchen and catering equipment • Pen 		

CONCLUSIONS AND CLOSURE

Number of session	2	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 3. To review and consolidate the contents of the session. 4. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 		



FACE TO FACE SESSION

3



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Work schedule planning
- ☐ Activity 2: Daily tasks list
- ☐ Activity 3: Find a Recipe


BREAK

- ☐ Activity 4: Work order
- ☐ Activity 5: Learn with YouTube APP
- ☐ Self-evaluation
- ☐ Conclusions and closure.


UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

SESSION PRESENTATION			
Number session	3	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

AGENDA			
Number session	3	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Poster Unit 10.3 		




REVIEW OF THE CONTENTS			
Number session	3	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, he will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made</p>		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

	by each participant to make the necessary comments for the correct consolidation of the learning.
 Materials:	<ul style="list-style-type: none"> PPT Unit 10




ACTIVITY1

WORK SCHEDULE PLANNING

Number of session	3	Estimated time	25'
 Objectives	1. To create a personalized working schedule using different APPs.		
 Implementation	<p>The trainer will give each trainee the Sheet_10_10_Work schedule planning of a cook assistant. Each trainee should include the working hours in the following APP.</p> <ul style="list-style-type: none"> Google Calendar <p>In this way, they will be able to put into practice the digital skills to familiarize themselves with each of these tools to support training and employment.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Sheet_10_10_Work schedule planning Smartphone/tablet/Pc 		




UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY2

DAILY TASKS LIST			
Number of session	3	Estimated time	25'
 Objectives	1. To elaborate checklists through the Google Keep APP with the objective of remembering and reviewing all the elements necessary for the performance of each task.		
 Implementation	<p>In pairs, trainees should make 1 checklist in Google Keep App:</p> <ul style="list-style-type: none"> • Checklist 1: Daily tasks of a cook assistant. <p>The checklist should be identified with the following elements:</p> <ul style="list-style-type: none"> • Title • Background color • Image <p>Likewise, the checklist should be shared with the trainer.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Smartphone/tablet/Pc 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY3




FIND A RECIPE			
Number of session	3	Estimated time	25'
 Objectives	1. To find a recipe using one APP.		
 Implementation	<p>Each trainee should install the kitchen Stories APP.</p> <p>Then, In pairs, the trainees should explore the App, and fill the Sheet_10_11_Find a recipe in Kitchen Stories App.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_11_Find a recipe in Kitchen Stories App • Smartphone/tablet/Pc 		





BREAK – 20 MINUTES

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT


ACTIVITY4



WORK ORDER			
Number of session	3	Estimated time	45'
 Objectives	1. To develop the digital skills needed to manage the Google Drive App.		
 Implementation	<p>The trainer will send to Gmail account created by each trainees the Sheet_10_12_work order.</p> <p>The trainees will fill in the document sent and upload it to Google Drive. The document will be saved in the shared folder of the working group created by the trainer.</p> <p>Once the tasks are done, the trainees will verify that all the people have been able to complete the information and the trainers will verify with the group that the information has been completed correctly.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_12_work order. • Pc 		




ACTIVITY5

LEARN WITH YOUTUBE APP			
Number of session	3	Estimated time	45'
 Objectives	1. To develop digital skills for the use of YouTube APP as a complementary tool for training.		
 Implementation	<p>Trainees will form small groups. Each group will search two tutorials in through YouTube APP related to the cook assistant job.</p> <p>Once the videos are displayed, each group will have to explain to the rest of groups the contents learned through</p>		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

	the tutorial.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Smartphones/tablets/Pc

SELF-EVALUATION			
Number session	3	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_10_13_Selfevaluation Application ICT tools</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_13_Selfevaluation Application ICT tools • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	3	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 		



FACE TO FACE SESSION

4



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Kitchen Equipments and Utensils



BREAK

- ☐ Activity 2: ICT tools used in Kitchen organization
- ☐ Conclusions and closure.

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT



SESSION PRESENTATION			
Number session	4	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

AGENDA			
Number session	4	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Poster Unit 10.4 		

REVIEW OF THE CONTENTS			
Number session	4	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY1



ORGANIZATION AND KITCHEN MANAGEMENT			
Number session	4	Estimated time	75'
 Implementation	<p>The trainer will talk about the following topic:</p> <ul style="list-style-type: none"> - Equipment technology <p>Then the trainees will watch a video about Kitchen Equipment (Source: YouTube):</p> <p style="text-align: center;"><u>kitchen Equipment.</u></p> <p>After the video, the trainers will give the trainees the Sheet_10_14_Kitchen Equipments. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p> <p>Then the trainer will talk about:</p> <ul style="list-style-type: none"> - Kitchen utensils. <p>The trainers will give the trainees the Sheet_10_15_Utensils. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_14_Kitchen Equipments • Sheet_10_15_Utensils • Pen 		




BREAK – 20 MINUTES



ACTIVITY2




ORGANIZATION AND KITCHEN MANAGEMENT

Number session	4	Estimated time	90'
 Objectives:	<ul style="list-style-type: none"> To acquire knowledge about organization and kitchen management To develop technology skills in the use of ITC Tools in organization and kitchen management 		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Kitchen Organization - ICT Tools <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p> <p>Then the trainer will propose a questions generating a brainstorming dynamic promoting the active participation of the group. The question will be:</p> <ol style="list-style-type: none"> 1. What ICT tolls can you use to help you to organize the kitchen? <p>The trainer will write down all the contributions made by the trainees on the whiteboard. The trainer will take advantage of the dynamics to make clarifications about the use of ICTtools that can help them to organize a Kitchen working space.</p> <p>The trainer will make a list with the ICT tools.</p> <p>The trainees should be distributed in pairs toexperiment different ICT tools and fill the Sheet_10_16_ICT Tools in kitchen organization.</p> <p>Finally, the trainers will fill the Sheet_10_17_Equipments and Utensils required in a recipe and creat a list in Googe Keep APP.</p>		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

	Each group will share the conclusions.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Whiteboard • Pen • Tablet; smartphone; and PC • Sheet_10_16_ICT Tools in kitchen organization • Sheet_10_17_Equipments and Utensils required in a recipe

SELF-EVALUATION			
Number session	4	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_10_18_Self Questionnaire_Organization and Kitchen Managment.</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_18_Self Questionnaire_Organization and Kitchen Managment • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	4	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 		



FACE TO FACE SESSION

5



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Preparation and preservation of food


BREAK

- ☐ Activity 2: Practical activity
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

SESSION PRESENTATION			
Number session	5	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

AGENDA			
Number session	5	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Poster Unit 10.5 		

REVIEW OF THE CONTENTS			
Number session	5	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT





Materials:

- PPT Unit 10

ACTIVITY1

PREPARATION AND PRESERVATION OF FOOD




Number session	5	Estimated time	75'
 Implementation	<p>The trainer will talk about the concepts:</p> <ul style="list-style-type: none"> - Food Preparation <p>The trainees should be distributed in pairs to fill the Sheet_10_19_Ingredients and food preparation processes required in a recipe.</p> <p>Each group should analyse a recipe and identify the ingredients and the processes of food preparation</p> <p>Each group will share the conclusions.</p> <p>Then the trainer will talk about the concepts:</p> <ul style="list-style-type: none"> - Food Preservation 		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10.5 • Sheet_10_19_Ingredients and food preparation processes required in a recipe • Pen 		





BREAK – 20 MINUTES




UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY2

PREPARATION AND PRESERVATION OF FOOD			
Number session	5	Estimated time	90'
 Objectives:	<ul style="list-style-type: none"> To acquire knowledge about preparation and preservation of food To develop technology skills in the use of ITC Tools in preparation and preservation of food 		
 Implementation	<p>The trainer will talk about the ICT Tools.</p> <p>The trainer will ask to the trainees what ICT tools they think that could be useful in preparation and preservation of food.</p> <p>According to the participant's opinions, the trainer must record the ICT tools on a whiteboard.</p> <p>The trainer will make a list with the ICT tools.</p> <p>The participants will experiment different ICT tools and fill the Sheet_10_20_ICT tools in preparation dishes. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Whiteboard Pen Tablet; smartphone; and PC Sheet_10_20_ICT tools in preparation dishes 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

SELF-EVALUATION			
Number session	5	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_10_21_Self Questionnaire_Preparation and Preservation of food</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_21_Self Questionnaire_Preparation and Preservation of food • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	5	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 		



FACE TO FACE SESSION



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Measured weights and equivalences – functional conversion rules

BREAK



- ☐ Activity 2: To know how to plan daily tasks
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT



SESSION PRESENTATION

Number session	6	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

AGENDA

Number session	6	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Poster Unit 10.6 		




REVIEW OF THE CONTENTS

Number session	6	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY1

MEASURED WEIGHTS AND EQUIVALENCES – FUNCTIONAL CONVERSION RULES

Number of session	6	Estimated time	75'
 Objectives	1. To be able to do functional conversions of measures		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Simple calculations with numbers and decimals - Measures of length, capacity, mass and time <p>Trainer will present the subject showing some examples of using the measures in the kitchen.</p> <p>Then the trainees will watch a video about Measured weights and equivalences and functional conversion rules (Source: YouTube):</p> <p><u>Mesured weights and equivalences and functional conversion rules.</u></p> <p>After the video, the trainees will do written exercises about measures, capacity and mass, filling the Sheet_10_22_PRACTICAL exercises. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Video • Sheet_10_22_ Practical exercises • Pen 		






BREAK – 20 MINUTES



UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT




ACTIVITY2

TO KNOW HOW TO PLAN DAILY TASKS

Number of session	6	Estimated time	90'
 Objectives	<ol style="list-style-type: none"> 1. To acquire knowledge about how to plan daily tasks 2. To develop technology skills in the use of ICT Tools to prepare daily tasks 		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Read documents related to the procedures - Clarify the doubts - Make records <ul style="list-style-type: none"> - Tasks to be performed - Necessary ingredients - Check materials and equipment - ICT Tools <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p> <p>Then the trainees will watch a video about Daily tasks (Source: YouTube):</p> <p style="text-align: center;"><u>Daily tasks.</u></p> <p>After the video, the trainees will fill the Sheet_10_23_Daily Tasks. The trainees should be distributed in pairs to carry out this activity.</p> <p>The participant will experiment different ICT tools that can help them to prepare daily tasks.</p> <p>The trainer will make a list with the ICT tools.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Video • Sheet_10_23_Daily Tasks • Pen • Smartphone/tablet/pc • Whiteboard 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

SELF-EVALUATION			
Number session	6	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_10_24_Self Questionnair Mesured weights and equivalences and functional conversion rules and how to plan daily tasks</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_24_Self Questionnair Mesured weights and equivalences and functional conversion rules and how to plan daily tasks • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	6	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 		



FACE TO FACE SESSION

7

AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Cooking simple dishes

BREAK



- ☐ Activity 2: Cooking simple dishes
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT



SESSION PRESENTATION

Number session	7	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

AGENDA




Number session	7	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Poster Unit 10.7 		

REVIEW OF THE CONTENTS

Number session	7	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY 1




COOKING SIMPLE DISHES			
Number of session	7	Estimated time	75'
 Objectives	<ol style="list-style-type: none"> 1. Acquire Knowledge about the composition of a menu 2. How to follow a recipe 		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Composition of a menu - Follow a recipe; - ICT tools; <p>The trainer will explain the composition of a menu and how to follow a recipe.</p> <p>The participants will watch images and the video:</p> <p style="text-align: center;"><u>Recipe</u></p> <p>After the video, the trainees will do written exercises about measures, capacity and mass, filling the Sheet_10_25_Find a recipe. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Video • Sheet_10_25_Find a recipe • Pen 		





BREAK – 20 MINUTES




UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY 2

COOKING SIMPLE DISHES			
Number of session	7	Estimated time	90'
 Objectives	<ol style="list-style-type: none"> 1. Acquire Knowledge about the composition of a menu 2. How to follow a recipe 		
 Implementation	<p>The trainer will talk about how to:</p> <ul style="list-style-type: none"> - Analyse different recipes - Cooking first courses, main courses and desserts - ICT tools <p>The participants will talk about different ICT tools that can help them to cook simple dishes.</p> <p>The trainees will fill the Sheet_10_26_Choose a menu and find the recipes in Kitchen Stories App. They should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_26_Choose a menu and find the recipes in Kitchen Stories App • Pen • Smartphone/tablet/pc 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

SELF-EVALUATION			
Number session	7	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_10_27_Self Questionnair Cooking simple dishes</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_27_Self Questionnair Cooking simple dishes • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	7	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 		



FACE TO FACE SESSION

8

AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Articulation of kitchen activity with table service

BREAK



- ☐ Activity 2: Waste management.
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT



SESSION PRESENTATION

Number session	8	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

AGENDA

Number session	8	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Poster Unit 10.8 		




REVIEW OF THE CONTENTS

Number session	8	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY1

ARTICULATION OF KITCHEN ACTIVITY WITH TABLE SERVICE

Number of session	8	Estimated time	75'
 Objectives	1. To be aware of the importance of articulation of the kitchen with table service		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Articulation between kitchen and table service <ul style="list-style-type: none"> - Taking orders - Executing orders - Order system <p>The trainees will fill the Sheet_10_28_ Order Systems. They should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p> <p>Then trainer will explain the contents about</p> <ul style="list-style-type: none"> - Dishes presentation <ul style="list-style-type: none"> - Service types <p>The trainer will complement the explanation with the video</p> <ul style="list-style-type: none"> • Articulation of kitchen activity with table service (Source: YouTube) <p>After viewing the video, will be promoted a Brainstorming to collect the main ideas what they have seen.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_28_ Order Systems • Video • Whiteboard • Pen 		






BREAK – 20 MINUTES



UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT




ACTIVITY 2

WASTE MANAGEMENT

Number of session	8	Estimated time	90'
 Objectives	1. To be aware of the importance of articulation of the kitchen with table service		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Create a Team Responsible for Managing the Garbage - Track and analyze the waste in a restaurant - Identifying Quantity of Different Types of Waste - Sorting and Weighing Restaurant Waste - Restaurant Food Waste Reduction Ideas - Restaurant Waste Recycling <p>Based on the opinions of the participants, the trainer will show a video with the correct procedures.</p> <p><u>Waste Management (Source: YouTube)</u></p> <p>At the end of the video, participants should fill the Sheet_10_29_ Waste Management. They should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Video • Whiteboard • Pen 		

UNIT10: HOW CAN I BECOME A GOOD COOK ASSISTANT

SELF-EVALUATION			
Number session	8	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_10_30_Self Questionnaire_Articulation of kitchen activity with table service and waste management</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_30_Self Questionnaire_Articulation of kitchen activity with table service and waste management • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	8	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 		



FACE TO FACE SESSION

9

AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Preparing catering – Part 1

BREAK



- ☐ Activity 2: Preparing catering – Part 2
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT



SESSION PRESENTATION

Number session	9	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

AGENDA




Number session	9	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 Poster Unit 10.9 		

REVIEW OF THE CONTENTS

Number session	9	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 10 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY1




PREPARING CATERING- PART 1			
Number of session	9	Estimated time	75'
 Objectives	1. To put into practice the skills and good practices developed in the unit.		
 Implementation	<p>The participants should form 2 groups.</p> <p>Each group will think about a menu with a first course, a main course and a dessert, taking in consideration:</p> <ul style="list-style-type: none"> - Organization and kitchen management - How to plan daily tasks - Waste management <p>Each group will fill Sheet_10_31_Menu.</p> <p>The trainer will propose a brainstorming to answer the questions:</p> <ol style="list-style-type: none"> 1. What is your team plan? 2. What menu did your team choose? 3. What menu are we all going to make? <p>Each team will share the conclusions and after the discussion, one menu will be chosen by the trainees .</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_31_Menu. • Pen • Whiteboard 		





BREAK – 20 MINUTES




UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

ACTIVITY1

PREPARING CATERING- PART 2			
Number of session	9	Estimated time	90'
 Objectives	1. To put into practice the skills and good practices developed in the unit.		
 Implementation	<p>The participants should form 3 groups.</p> <p>Each group will be responsible to a part of the previous chosen menu (first course, main course and dessert).</p> <p>They must use the ICT tools, and taking in consideration:</p> <ul style="list-style-type: none"> - Time available - Measured weights and equivalences - Preparation and preservation of food <p>Each group will fill Sheet_10_32_Menu.</p> <p>To help them to organize their service each group should fill Sheet_10_33 Tasks list.</p> <p>Then a practical activity will be implemented according the planning made by the trainees</p> <p>After the catering service the trainer will propose a brainstorming to answer the questions:</p> <ol style="list-style-type: none"> 1. How was the service in general? 2. What were your difficulties? 3. What you can do to improve your performance next time you'll need to cook? <p>The trainees opinions will be shared with the group.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_32_Menu • Sheet_10_33 Tasks list • Pen • Smartphone/tablet/pc 		

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

SELF-EVALUATION			
Number session	9	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_10_34_Self Questionnaire_Preparing Catering</p> <p>The trainees will have a few minutes to fill out the questionnaire. They can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 • Sheet_10_34_Self Questionnaire_Preparing Catering • Pen 		

CONCLUSIONS AND CLOSURE			
Number of session	9	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 10 		



ONLINE SESSIONS

UNIT₁₀: HOW CAN I BECOME A GOOD COOK ASSISTANT

Through the Inclusive Tourism Online Platform, trainees should carry out the following activities, described in the *participant's Manual – Online session*.



ONLINE SESSION 1

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	MY WORK SCHEDULE 1. Watch the following video: - How to use Google Calendar APP. (Source: YouTube) 2. From the information you've seen in the video: <ul style="list-style-type: none">• Look at the information related to the working hours of a cook assistant• Then, through the Google Calendar App, enter this information.• Configure it to display the reminder every time to start a tasks.
2	FIND A RECIPE 1. Find a recipe in Kitchen Stories App 2. Send to the trainer a Print Screen of that..
3	WORK ORDER 1. Enter the Google Drive document that the trainer will share with you. 2. Imagine that you are a cook assistant who has finished the working day. 3. Fill the work order with the information requested.



ONLINE SESSION 2

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	<p>RECIPE-ingredients and utensils</p> <ol style="list-style-type: none">1. Find the recipe Spaghetti Bolognese in Kitchen Stories App.2. Then do a checklist in Google Keep App with the ingredients that you need to cook.3. Do another checklist with the necessary utensils and equipments that you need to cook.4. Share the checklist with your trainer.5. Share the checklist with your trainer.
2	<p>RECIPE-methods</p> <ol style="list-style-type: none">1. Find the recipe Spaghetti Bolognese in Kitchen Stories App.2. Then do a checklist in Google Keep App with the methods3. Share the checklist with your trainer.

Consortium



Number project: 2017-1-ES01-KA202-038574

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BLOCK 2: JOB OPERATIONS AND SUPPORTING ICT TOOLS



TRAINER'S MANUAL

UNIT11

**How can I become a good pastry
assistant?**

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

Consortium



Number project: 2017-1-ES01-KA202-038574

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UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

LIST OF CONTENTS	PAGES
Introduction	5
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• Session 3: Applications ICT Tools	44
• Session 4: Pastry Organization and management	55
• Session 5: Measured weights and equivalences – functional conversion rules; To know how to plan daily tasks	58 64
• Session 6: Cooking different pastries	
• Session 7: Cooking different pastries	
• Session 8: Articulation with distribution service; Waste management.	
• Session 9: Preparing catering	
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• Online session 1	71
• Online session 2	72
Annex:	
• Sheet_11_1_Tasks of a pastry assistant	
• Sheet_11_2_Skills of a good pastry assistant	

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

- Sheet_11_3_wrong and correct behaviours in a pastry shop
- Sheet_11_4_SelfQuestionnaire_ global introduction
- Sheet_11_5_Wash your hands
- Sheet_11_6_Hygiene of the facilities
- Sheet_10_7_Cleaning products
- Sheet_11_8_Cleaning and sanitizing the pastry shop and catering equipment
- Sheet_11_9_Self Questionnaire_Health _ safety_ Cleaning and sanitizing the Pastry shop and catering equipment
- Sheet_10_10_Work schedule planning
- Sheet_10_11_Find a recipe in Kitchen Stories App
- Sheet_10_12_work order
- Sheet_10_13_Selfevaluation Application ICT tools
- Sheet_11_14_ Pastry Shop Equipment
- Sheet_11_15_ Pastry shop Utensils
- Sheet_11_16_ICT tools in Pastry Shop Organization
- Sheet_10_17_Equipments and Utensils required in a recipe
- Sheet_11_18_Self Questionnaire_Organization and kitchen management
- Sheet_11_19_ Practical exercises
- Sheet_11_20_ Daily Tasks
- Sheet_11_21_Self Questionnaire Mesured weights and equivalences and functional conversion rules and how to plan daily tasks
- Sheet_11_22_Find a recipe
- Sheet_11_23_Self Questionnaire_Cooking diferent Pasteries
- Sheet_11_24_Find recipes in Youtube
- Sheet_11_25_ Find recipes in Kitchen Stories App

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

- Sheet_11_26_Self Questionnair Cooking different pastries
- Sheet_11_27_ Packaging and distribution service
- Sheet_11_28_ Coffee Break
- Sheet_10_29_ Waste Management
- Sheet_11_30_Selfevaluation_Articulation with distribution service and Waste Managment
- Sheet_11_31_Menu
- Sheet_11_32_Menu
- Sheet_10_33 Tasks list
- Sheet_11_34_Self Questionnaire_Preparing Catering



INTRODUCTION

Each country, region and city have their own typical gastronomy and pastry, that allows to know part of their culture and history.

The tourism sector is showing increasing concerns about the quality of food and the consolidation of gastronomy as a tourism product. This becomes more relevant when we embrace the accessible and inclusive tourism sector. In this context, the meanings attributed to food and human feeding practices are emphasized.

Based on these assumptions, we intend to build a set of pedagogical materials that can improve the learning of people with disabilities, in the area of Pastry Assistant, and consequently contribute to a better socio-professional integration

- ☐ 9 Face to Face sessions
- ☐ 2 Online sessions

On the other hand, each one of the participants will have available:

- ☐ Participant's handbook with the theoretical – practical contents of the Unit 10:How Can I become a good pastry assistant?
- ☐ Participant's Handbook – Online session 1
- ☐ Participant's handbook – Online session 2

As for the evaluation of the unit will be carried out through:

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT



- ☐ 80% attendance of the sessions.
- ☐ Attitude and willingness of the participant throughout the sessions.
- ☐ 80% of the face to face sessions executed.
- ☐ 80% of the online sessions executed.

DATA

GENERAL INFORMATION		
OBJECTIVES	Acquire of basic idea on using ICT tools (Apps Software) for supporting training and work in place.	
TARGET GROUP/ COMPETENCES	People with disabilities Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences	Job trainers Self Esteem Executive functions Communication Work team Adaptability Customer orientation Social commitment Information management Digital competences Supporting
TRAINING CONTENTS	UNIT 11 Acquire of basic idea about operations to be implemented for pastry assistant, including health & safety.	
SUMMARY TOPICS	<ul style="list-style-type: none"> • Rules and responsibilities of pastry assistant • Health & safety • Cleaning and sanitizing the pastry shop and catering equipment • Application of ICT tools • Pastry organization and management <ul style="list-style-type: none"> - Organization of a pastry - Equipment and utensils technology 	

UNIT₁₁: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	<ul style="list-style-type: none"> • Cooking different pastries <ul style="list-style-type: none"> - Masses - Bases - Creams - Cakes - Salted products - Sweet tarts - Dessert - Decorative elements of cakes • Measured weights and equivalences <ul style="list-style-type: none"> - Functional conversion rules • Know how to plan daily tasks. • Waste management. • Articulation with distribution service. • Examples of good practices. Application of ICT tools. 	
LENGTH (hours)	Face 2 Face	36h
	Online	4h
NUMBER SESSIONS	9+2	

FACE TO FACE SESSIONS





FACE TO FACE SESSION

1



AGENDA



- ☐ Unit presentation.
- ☐ Activity 1: Introduction of basic concepts: What is a pastry assistant?
- ☐ Activity 2: Basic attitudes of a pastry assistant.

BREAK

- ☐ Activity 3: Rules and responsibilities of pastry assistant
- ☐ Use of Google Calendar APP
- ☐ Self-evaluation
- ☐ Conclusions and closure.


UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

UNIT PRESENTATION.			
Number session	1	Estimated time	10'
 Implementation	<p>Welcome to the participants</p> <ul style="list-style-type: none"> The trainer will briefly introduce the structure of the unit its objectives, contents, duration and evaluation. The trainer will try to arouse the interest of the participants in order to increase their level of motivation. Resolve doubts and questions from participants. 		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11_How Can I become a good Pastry assistant. 		

AGENDA			
Number session	1	Estimated time	2'
 Implementation	<p>An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Poster Unit 11.1 		

ACTIVITY1

INTRODUCTION OF BASIC CONCEPTS

Number session	1	Estimated time	33'
 Implementation	<p>The trainer will make a global introduction about the pastry assistant profile.</p> <p>Then the trainer will propose a questions generating a brainstorming dynamic promoting the active participation of the group. These questions will be:</p> <ul style="list-style-type: none"> • What is a pastry assistant? • What functions and tasks does this professional performe? <p>The trainer will write down all the contributions made by the trainees on the whiteboard. The trainer will take advantage of the dynamics to make clarifications and introduce new knowledge about this professional profile.</p> <p>Once the main tasks performed by a pastry assistant are identified, the trainees will be distributed in small working groups. In a group, you should explain how to perform this task (identification of tasks). To do this, the trainees will use the Sheet_11_1_Tasks of a pastry-chef assistant</p> <p>At the end of the activity, each group will put together the results.</p> <p>Based on the information gathered in the debate in small groups, the trainer will explain the basic functions performed in this occupation.</p>		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT






Materials:

- PPT Unit 11
- Sheet_11_1_Tasks of a pastry-chef assistant
- Whiteboard
- Pen

ACTIVITY2

BASIC ATTITUDES OF A PASTRY ASSISTANT




Number of session	1	Estimated time	55'
 Objectives	1. To know the basic attitudes of a pastry assistant.		
 Implementation	<p>The trainer will explain the skills and attitudes needed to be a good pastry assistant.</p> <p>The trainer will propose a questions generating a brainstorming dynamic promoting the active participation of the group. The questions will be:</p> <ol style="list-style-type: none"> 1. What skills do I need to be a good pastry assistant? 2. Which of those skills do I identify in myself? 3. What skills do I need to develop to become a good professional? <p>The trainer will write down all the contributions made by the trainees on the whiteboard.</p> <p>The trainees will use the Sheet_11_2_Skills of a good pastry-chef assistant</p> <p>At the end of the activity, each trainee will show the results.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_2_Skills of a good pastry-chef assistant • Whiteboard • Pen 		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT



BREAK – 20 MINUTES




ACTIVITY3

RULES AND RESPONSIBILITES OF PASTRY ASSISTANT			
Number session	1	Estimated time	45'
 Objectives:	<ul style="list-style-type: none"> To know basic aspects related to the rules of hygiene and safety in the work place. Identify correct and incorrect behaviors in the work place 		
 Implementation	<p>The trainer will explain to the trainees the Hygiene rules, Individual protection rules and Emergency procedures.</p> <p>The trainees will watch a video</p> <p><u>“Correct behaviours adopted in a Pastry Shop h “(Source: YouTube)”</u></p> <p>The trainees will use the Sheet_11_3_wrong and correct behaviours in a pastry shop</p> <p>At the end the trainees should identify the correct and wrong behaviours.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Video Sheet_11_3_wrong and correct behaviours in a pastry shop 		





ACTIVITY4

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

USE OF GOOGLE CALENDAR

Number of session	1	Estimated time	30'
 Objectives	1. To develop digital skills for the practical use of the Google Calendar APP.		
 Implementation	<p>Trainees should include in the Google Calendar APP downloaded on their smartphone/tablet/Pc the dates of the next sessions of the workshop.</p> <p>For the development of this tasks, the trainer will briefly review the steps to follow.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Smartphone/tablet/Pc • Pen 		

SELF-EVALUATION

Number session	1	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet 11_4 SelfQuestionnaire global introduction</p>		
Number of session	1	Estimated time	15'
 Materials:	<p>CONCLUSIONS AND CLOSURE</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p> <ul style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 		





FACE TO FACE SESSION



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AGENDA

- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Health & Safety
- ☐ BREAK
- ☐ Activity 2: Cleaning and sanitizing the pastry shop and catering equipment
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

SESSION PRESENTATION			
Number session	2	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation...		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		

AGENDA			
Number session	2	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Poster Unit 11.2 		

REVIEW OF THE CONTENTS			
Number session	2	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		



UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT



Materials:

- PPT Unit 11

ACTIVITY1



HEALTH & SAFETY			
Number session	2	Estimated time	75'
 Implementation	<p>The trainer will present the contents about:</p> <ul style="list-style-type: none"> - Hygiene concepts; - Guarantee of food safety: - Personal Hygiene <p>The trainers will give the trainees the Sheet_11_5_Wash your hands. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p> <p>Then the trainer will present the contents:</p> <ul style="list-style-type: none"> - Hygiene of the facilities. - Storage <p>The trainer will give to the trainees the Sheet_11_6_ Hygiene of the facilities.</p> <p>The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Whiteboard • Pen • Sheet_11_5_Wash your hands • Sheet_11_6_ Hygiene of the facilities 		




BREAK – 20 MINUTES






ACTIVITY2

CLEANING AND SANITIZING THE PASTRY SHOP AND CATERING EQUIPMENT

Number session	2	Estimated time	90'
 Objectives:	<ol style="list-style-type: none"> 1. To be familiar with Cleaning products 2. To know methods and techniques of cleaning work; 3. To take care of the dishes. 		
 Implementation	<p>The trainer will explain to the trainees the following contents:</p> <ul style="list-style-type: none"> - Cleaning and sanitizing concepts. - Cleaning products, their characteristics, purposes and methods of application; - Labelling cleaning products <p>The trainer will give to the trainees the Sheet_11_7_ Cleaning product</p> <p>The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p> <p>The explanation of Cleaning and sanitizing concepts will be complemented with the viewing of one video (Source: YouTube):</p> <ul style="list-style-type: none"> o Cleaning and Sanitizing. <p>Once the videos area displayed, the trainers will give the trainees the Sheet_11_8_ Cleaning and sanitizing the pastry shop and catering equipment</p>		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	<p>The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Pen • Sheet_11_7_ Cleaning product • Sheet_11_8_Cleaning and sanitizing the pastry shop and catering equipment

SELF-EVALUATION			
Number session	2	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_11_9_Self Questionnaire_Health _ safety_ Cleaning and sanitizing the Pastry shop and catering equipment</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
CONCLUSIONS AND CLOSURE			
 er of session Materials:	<ul style="list-style-type: none">• PPT Unit 11• Sheet_21_9_Self Questionnaire_Health _ safety_ Cleaning and sanitizing the Pastry shop and catering equipment	Estimated time	15'
 Objectives	<ol style="list-style-type: none">1. To review and consolidate the contents of the session.2. To solve the doubts related to the contents.		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none">• PPT Unit 11		



FACE TO FACE SESSION

3



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Work schedule planning
- ☐ Activity 2: Daily tasks list
- ☐ Activity 3: Find a Recipe


BREAK

- ☐ Activity 4: Work order
- ☐ Activity 5: Learn with YouTube APP
- ☐ Self-evaluation
- ☐ Conclusions and closure.


UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

SESSION PRESENTATION			
Number session	3	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		

AGENDA			
Number session	3	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Poster Unit 11.3 		




REVIEW OF THE CONTENTS			
Number session	3	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, he will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p>		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.
 Materials:	<ul style="list-style-type: none"> PPT Unit 11




ACTIVITY1

WORK SCHEDULE PLANNING

Number of session	3	Estimated time	25'
 Objectives	1. To create a personalized working schedule using different APPs.		
 Implementation	<p>The trainer will give each trainee the Sheet_11_10_Work schedule planning of a cook assistant. Each trainee should include the working hours in the following APP.</p> <ul style="list-style-type: none"> Google Calendar <p>In this way, they will be able to put into practice the digital skills to familiarize themselves with each of these tools to support training and employment.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Sheet_11_10_Work schedule planning Smartphone/tablet/Pc 		




UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

ACTIVITY2

DAILY TASKS LIST			
Number of session	3	Estimated time	25'
 Objectives	1. To elaborate checklists through the Google Keep APP with the objective of remembering and reviewing all the elements necessary for the performance of each task.		
 Implementation	<p>In pairs, trainees should make 1 checklist in Google Keep App:</p> <ul style="list-style-type: none"> • Checklist 1: Daily tasks of a pastry assistant. <p>The checklist should be identified with the following elements:</p> <ul style="list-style-type: none"> • Title • Background color • Image <p>Likewise, the checklist should be shared with the trainer.</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Smartphone/tablet/Pc 		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

ACTIVITY3




FIND A RECIPE			
Number of session	3	Estimated time	25'
 Objectives	1. To find a recipe using one APP.		
 Implementation	<p>Each trainee should install the kitchen Stories APP.</p> <p>Then, In pairs, the trainees should explore the App, and fill the Sheet_11_11_Find a recipe in Kitchen Stories App</p> <p>At the end of the activity, trainees will have the opportunity to discuss their experience of using the APP.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_11_Find a recipe in Kitchen Stories App • Smartphone/tablet/Pc 		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT



BREAK – 20 MINUTES




ACTIVITY4

WORK ORDER			
Number of session	3	Estimated time	45'
 Objectives	1. To develop the digital skills needed to manage the Google Drive App.		
 Implementation	<p>The trainer will send to Gmail account created by each trainees the Sheet_11_12_work order.</p> <p>The trainees will fill in the document sent and upload it to Google Drive. The document will be saved in the shared folder of the working group created by the trainer.</p> <p>Once the tasks are done, the trainees will verify that all the people have been able to complete the information and the trainers will verify with the group that the information has been completed correctly.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_12_work order. • Pc 		






ACTIVITY5

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

LEARN WITH YOUTUBE APP

Number of session	3	Estimated time	45'
 Objectives	1. To develop digital skills for the use of YouTube APP as a complementary tool for training.		
 Implementation	<p>Trainees will form small groups. Each group will search two tutorials in through YouTube APP related to the pastry assistant job.</p> <p>Once the videos are displayed, each group will have to explain to the rest of groups the contents learned through the tutorial.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit11 • Smartphones/tablets/Pc 		

SELF-EVALUATION

Number session	3	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_11_13_Selfevaluation Application ICT tools</p>		
 Objectives	<p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_13_Selfevaluation Application ICT tools • Pen 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 		



FACE TO FACE SESSION

4



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Pastry Organization and management:
Equipments and Utensils


BREAK

- ☐ Activity 2: ICT tools used in a pastry shop organization
- ☐ Conclusions and closure.


UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

SESSION PRESENTATION			
Number session	4	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation..		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		



AGENDA			
Number session	4	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Poster Unit 11.4 		

REVIEW OF THE CONTENTS			
Number session	4	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p>		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11

ACTIVITY1



PASTRY SHOP ORGANIZATION MANAGEMENT			
Number session	4	Estimated time	75'
 Implementation	<p>The trainer will talk about the following topic:</p> <ul style="list-style-type: none"> - Pastry Equipment <p>Then the trainees will watch a video about pastry Equipment (Source: YouTube):</p> <p style="text-align: center;"><u>Pastry Equipment.</u></p> <p>After the video, the trainers will give the trainees the Sheet_11_14_ Pastry Shop Equipment The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p> <p>Then the trainer will talk about:</p> <ul style="list-style-type: none"> - Pastry utensils. <p>The trainers will give the trainees the Sheet_11_15_ Pastry shop Utensils. The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_14_ Pastry Shop Equipment • Sheet_11_15_ Pastry shop Utensils • Pen 		




BREAK – 20 MINUTES






ACTIVITY2

PASTRY SHOP ORGANIZATION MANAGEMENT

Number session	4	Estimated time	90'
 Objectives:	<ul style="list-style-type: none"> To acquire knowledge about pastry organization and management To develop technology skills in the use of ITC Tools in pastry shop organization and management 		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Pastry shop Organization - ICT Tools <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p> <p>Then the trainer will propose a questions generating a brainstorming dynamic promoting the active participation of the group. The question will be:</p> <ol style="list-style-type: none"> 1. What ICT tolls can you use to help you to organize a pastry shop? <p>The trainer will write down all the contributions made by the trainees on the whiteboard. The trainer will take advantage of the dynamics to make clarifications about the use of ICTtools that can help them to organize a pastry shop working space.</p> <p>The trainer will make a list with the ICT tools.</p>		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	<p>The trainees should be distributed in pairs to experiment different ICT tools and fill the Sheet_11_16_ICT tools in Pastry Shop Organization.</p> <p>Finally, the trainers will fill the Sheet_11_17_Equipments and utensils required in a recipe and create a list in Google Keep APP.</p> <p>Each group will share the conclusions.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Whiteboard • Pen • Tablet; smartphone; and PC • Sheet_11_16_ICT tools in Pastry Shop Organization • Sheet_11_17_Equipments and utensils required in a recipe

SELF-EVALUATION			
Number session	4	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participant the Sheet_11_18_Self Questionnaire_organization and kitchen management</p> <p>The trainees will have a few minutes to fill out the questionnaire. Then, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	CONCLUSIONS AND CLOSURE		
Number of session	4	Estimated time	15'
 Objectives	<ul style="list-style-type: none"> • Sheet_11_18_Self Questionnaire_Organization and Kitchen Management • Pen <ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 		



FACE TO FACE SESSION

5



AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Measured weights and equivalences – functional conversion rules


BREAK

- ☐ Activity 2: To know how to plan daily tasks
- ☐ Self-evaluation
- ☐ Conclusions and closure.


UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

SESSION PRESENTATION			
Number session	5	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		



AGENDA			
Number session	5	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Poster Unit 11.5 		

REVIEW OF THE CONTENTS			
Number session	5	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves</p>		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	<p>freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>
 Materials:	<ul style="list-style-type: none"> PPT Unit 11

ACTIVITY1

MEASURED WEIGHTS AND EQUIVALENCES – FUNCTIONAL CONVERSION RULES			
Number of session	5	Estimated time	75'
 Objectives	<p>1. To be able to do functional conversions of measures</p>		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> Simple calculations with numbers and decimals Measures of length, capacity, mass and time <p>Trainer will present the subject showing some examples of using the measures in a pastry shop</p> <p>Then the trainees will watch a video about Measured weights and equivalences and functional conversion rules (Source: YouTube):</p> <p><u>Mesured weights and equivalences and functional conversion rules.</u></p> <p>After the video, the trainees will do written exercises about measures, capacity and mass, filling the Sheet_11_19_Practical exercises The trainees should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT



Materials:



- PPT Unit 11
- Video
- Sheet_11_19_ Practical exercises
- Pen




BREAK – 20 MINUTES



ACTIVITY2

TO KNOW HOW TO PLAN DAILY TASKS



Number of session	5	Estimated time	90'
 Objectives	<ol style="list-style-type: none"> 1. To acquire knowledge about how to plan daily tasks 2. To develop technology skills in the use of ICT Tools to prepare daily tasks 		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Read documents related to the procedures - Clarify the doubts - Make records <ul style="list-style-type: none"> - Tasks to be performed - Necessary ingredients - Check materials and equipment - ICT Tools <p>According to the participant's opinions, the trainer must record the key concepts on a whiteboard.</p> <p>Then the trainees will watch a video about Daily tasks (Source: YouTube):</p> <p style="text-align: center;"><u>Daily tasks.</u></p> <p>After the video, the trainees will fill the Sheet_11_20_ Daily</p>		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	<p>Tasks. The trainees should be distributed in pairs to carry out this activity.</p> <p>The participant will experiment different ICT tools that can help them to prepare daily tasks.</p> <p>The trainer will make a list with the ICT tools.</p> <p>Each group will share the conclusions.</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT Unit 11 • Video • Sheet_11_20_ Daily Tasks • Pen • Smartphone/tablet/pc • Whiteboard

SELF-EVALUATION			
Number session	5	Estimated time	15'
 Implementation	The trainer will distribute to each participants the Sheet_11_21_Self Questionnair Mesured weights and equivalences and functional conversion rules and how to plan daily tasks		
The trainees will have a few minutes to fill out the questionnaire. then, they can share the answers and then, the trainer will collect them.			
CONCLUSIONS AND CLOSURE			
Number of session	5	Estimated time	15'
 Materials:	<ul style="list-style-type: none">• PPT Unit 11• Sheet_11_21_Self Questionnair Mesured weights and equivalences and functional conversion rules and how to plan daily tasks		
Objectives	<ol style="list-style-type: none">1. To evidence and consolidate the contents of the lesson.2. To solve the doubts related to the contents.		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>
 Materials:	<ul style="list-style-type: none">• PPT Unit 11



FACE TO FACE SESSION





AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Cooking simple pastries

BREAK

- ☐ Activity 2: Cooking simple pastries
- ☐ Self-evaluation
- ☐ Conclusions and closure.



UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

SESSION PRESENTATION			
Number session	6	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		

AGENDA			
Number session	6	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Poster Unit 11.6 		



REVIEW OF THE CONTENTS

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT


Number session	6	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		

ACTIVITY 1

COOKING SIMPLE PASTRIES

Number of session	6	Estimated time	75'
 Objectives	<ol style="list-style-type: none"> How to follow a recipe How to cook different pastries 		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> Follow a recipe; Select and organize the ingredients; Manage the time required to each step of the recipe; Measure weight using functional conversion rules; Cooking masses, bases, creams and cakes. <p>The participants will watch images and the video:</p> <p style="text-align: center;"><u>Recipe</u></p>		



UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	The participants should comment and share their opinions about the video.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Video




BREAK – 20 MINUTES



ACTIVITY 2

COOKING SIMPLE PASTRIES			
Number of session	6	Estimated time	90'
 Objectives	<ol style="list-style-type: none"> 1. How to follow a recipe 2. How to cook different pastries 		
 Implementation	<p>The trainer will talk about how to:</p> <ul style="list-style-type: none"> - Analyse different recipes - ICT tools <p>The trainees will fill the Sheet_11_22_Find a recipe</p> <p>They should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		




UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	The participants will talk about different ICT tools that can help them to cook different pastries.
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_22_Find a recipe • Pen • Smartphone/tablet/pc

CONCLUSIONS AND CLOSURE

SELF-EVALUATION			
Number session	6	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_11_23_Self Questionnaire_Cooking diferent Pasteries</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_23_Self Questionnaire_Cooking diferent Pasteries • Pen 		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

Number of session	6	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 		



FACE TO FACE SESSION

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AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Cooking simple pastries

BREAK



- ☐ Activity 2: Cooking simple pastries
- ☐ Self-evaluation
- ☐ Conclusions and closure.

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT



SESSION PRESENTATION			
Number session	7	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		

AGENDA			
Number session	7	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Poster Unit 11.7 		


UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

REVIEW OF THE CONTENTS			
Number session	7	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		

ACTIVITY 1

COOKING SIMPLE PASTRIES			
Number of session	7	Estimated time	75'
 Objectives	<ol style="list-style-type: none"> How to follow a recipe How to cook different pastries 		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> Follow a recipe; Select and organize the ingredients; Manage the time required to each step of the recipe; Measure weight using functional conversion rules; Cooking salted products, sweet tarts and desserts. 		



UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	<p><u>Recipe</u></p> <p>The participants should comment and share their opinions about the video.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Video






BREAK – 20 MINUTES

ACTIVITY 2

COOKING SIMPLE PASTRIES			
Number of session	7	Estimated time	90'
 Objectives	<ol style="list-style-type: none"> 1. How to follow a recipe 2. How to cook different pastries 		
 Implementation	<p>The trainer will talk about how to:</p> <ul style="list-style-type: none"> - Analyse different recipes - ICT tools <p>The participants will talk about different ICT tools that can</p>		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	<p>help them to cook different pastries.</p> <p>The trainees will fill the Sheet_11_24_Find recipes in Youtube and Sheet_11_25_Find recipes in Kitchen Stories App</p> <p>They should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_24_Find recipes in Youtube • Sheet_11_25_Find recipes in Kitchen Stories App • Pen




SELF-EVALUATION			
Number session	7	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_11_26_Self Questionnair Cooking different pastries</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_26_Self Questionnair Cooking different pastries • Pen 		



FACE TO FACE SESSION

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AGENDA



CONCLUSIONS AND CLOSURE			
Number of session	7	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 		

- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Articulation with distribution service

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT



BREAK



- ☐ Activity 2: Waste management.
- ☐ Self-evaluation
- ☐ Conclusions and closure.

SESSION PRESENTATION			
Number session	8	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none">PPT Unit 11		


AGENDA

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT



Number session	8	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Poster Unit 11.8 		

REVIEW OF THE CONTENTS			
Number session	8	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 		

ACTIVITY1

ARTICULATION WITH DISTRIBUTION SERVICE			
Number of session	8	Estimated time	75'
 Objectives	1. To be aware of the importance of articulation with distribution service		
	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Articulation with distribution service 		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT




 <p>Implementation</p>	<ul style="list-style-type: none"> - Packaging/ Wrapping - Food presentation <p>The trainer will complement the explanation with the videos</p> <ul style="list-style-type: none"> • Articulation with distribution service 1 (Source: YouTube) • Articulation with distribution service 2 (Source: YouTube) <p>After viewing the videos, will be promoted a Brainstorming to collect the main ideas what they have seen.</p> <p>The trainees will be distributed in pairs to fill the Sheet_11_27_ Packaging and distribution service</p> <p>Each group will share the conclusions.</p> <p>Then the trainers will explain the Service types</p> <p>The trainer will complement the explanation with the videos</p> <ul style="list-style-type: none"> • Coffee Break (Source: YouTube) <p>After the video the trainees will fill the Sheet_11_28_ Coffee Break</p> <p>They should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_27_ Packaging and distribution service • Sheet_11_28_ Coffee Break • Videos • Whiteboard • Pen



BREAK – 20 MINUTES



ACTIVITY 2

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT




WASTE MANAGEMENT			
Number of session	8	Estimated time	90'
 Objectives	1. To be aware of the importance of articulation of the kitchen with table service		
 Implementation	<p>The trainer will talk about:</p> <ul style="list-style-type: none"> - Create a Team Responsible for Managing the Garbage - Track and analyze the waste in a restaurant - Identifying Quantity of Different Types of Waste - Sorting and Weighing Restaurant Waste - Restaurant Food Waste Reduction Ideas - Restaurant Waste Recycling <p>The trainers will explain the contents and complement the explanation with images</p> <p>The participants should fill the Sheet_11_29 _ Waste managment They should be distributed in pairs to carry out this activity.</p> <p>Each group will share the conclusions.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_29 _ Waste managment • Whiteboard • Pen 		

SELF-EVALUATION			
Number session	8	Estimated time	15'

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

 <p>Implementation</p>	<p>The trainer will distribute to each participants the Sheet_11_30_Selfevaluation_Articulation with distribution service and Waste Managment</p> <p>The trainees will have a few minutes to fill out the questionnaire. The, they can share the answers and then, the trainer will collect them.</p>
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_30_Selfevaluation_Articulation with distribution service and Waste Managment • Pen

CONCLUSIONS AND CLOSURE

Number of session	8	Estimated time	15'
 <p>Objectives</p>	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 <p>Implementation</p>	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 <p>Materials:</p>	<ul style="list-style-type: none"> • PPT Unit 11 		



FACE TO FACE SESSION

9

AGENDA



- ☐ Session presentation.
- ☐ Review of the contents
- ☐ Activity 1: Preparing catering – Part 1



BREAK



- ☐ Activity 2: Preparing catering – Part 2
- ☐ Self-evaluation
- ☐ Conclusions and closure.

SESSION PRESENTATION

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

Number session	9	Estimated time	8'
 Implementation	The trainer will briefly introduce the session , objectives, contents, duration, evaluation.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		




AGENDA			
Number session	9	Estimated time	2'
 Implementation	An easy to read Agenda is presented in a poster; each session step is reviewed with all participants.		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 Poster Unit 11.9 		

REVIEW OF THE CONTENTS			
Number session	9	Estimated time	15'
 Implementation	<p>The trainer will promote a dialogue dynamics in order to remember and review the most important contest of the previous session.</p> <p>To do this, it will promote the active participation of the trainees, offering them the freedom to express themselves freely.</p> <p>The trainer will take advantage of the contributions made by each participant to make the necessary comments for the correct consolidation of the learning.</p>		
 Materials:	<ul style="list-style-type: none"> PPT Unit 11 		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

ACTIVITY1

PREPARING CATERING- PART 1




Number of session	9	Estimated time	75'
 Objectives	1. To put into practice the skills and good practices developed in the unit.		
 Implementation	<p>The participants should form 2 groups.</p> <p>Each group will prepare a Menu to be served in a Coffee-break, including one cake, one sweet tart/ desert and salted products</p> <p>Taking in consideration:</p> <ul style="list-style-type: none"> - Organization and kitchen management - How to plan daily tasks - Waste management - Articulation with distribution service. - <p>Each group will fill Sheet_11_31_Menu</p> <p>The trainer will propose a brainstorming to answer the questions:</p> <ol style="list-style-type: none"> 1. What is your team plan? 2. What menu did your team choose? 3. What menu are we all going to make? <p>Each team will share the conclusions and after the discussion, one menu will be chosen by the trainees</p> <p>.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_31_Menu • Pen • Whiteboard 		



BREAK – 20 MINUTES



ACTIVITY1

PREPARING CATERING- PART 2




Number of session	9	Estimated time	90'
 Objectives	1. To put into practice the skills and good practices developed in the unit.		
 Implementation	<p>The participants should form 3 groups.</p> <p>Each group will be responsible to a part of the previous chosen menu (first course, main course and dessert).</p> <p>They must use the ICT tools,and taking in consideration:</p> <ul style="list-style-type: none"> - Time available - Measured weights and equivalences - Preparation and preservation of food <p>Each group will fill Sheet_11_32_Menu</p> <p>To help them to organize their service each group should fill Sheet_11_33 Tasks list</p> <p>Then a practical activity will be implemented according the planning made by the trainees</p> <p>After the catering service the trainer will propose a brainstorming to answer the questions:</p> <ol style="list-style-type: none"> 1. How was the service in general? 2. What were your difficulties? 3. What you can do to improve your performance next time you'll need to cook? <p>The trainees opinions will be shared with the group.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 • Sheet_11_32_Menu • Sheet_11_33 Tasks list 		

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

- Pen
- Smartphone/tablet/pc

SELF-EVALUATION			
Number session	9	Estimated time	15'
 Implementation	<p>The trainer will distribute to each participants the Sheet_11_34_Self Questionnaire_Preparing Catering.</p> <p>The trainees will have a few minutes to fill out the questionnaire. They can share the answers and then, the trainer will collect them.</p>		
 Materials:	<ul style="list-style-type: none">• PPT Unit 11• Sheet_11_34_Self Questionnaire_Preparing Catering• Pen		
CONCLUSIONS AND CLOSURE			

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

Number of session	9	Estimated time	15'
 Objectives	<ol style="list-style-type: none"> 1. To review and consolidate the contents of the session. 2. To solve the doubts related to the contents. 		
 Implementation	<p>The trainer will make a brief review of the contents worked during the session, emphasizing some of the issues reflected in the evaluative questionnaire.</p> <p>Trainees will have the opportunity to ask questions or make any comments and/or contributions.</p> <p>Finally, the trainer will remind the group of the next workshop's date.</p>		
 Materials:	<ul style="list-style-type: none"> • PPT Unit 11 		

ONLINE SESSIONS



Through the
Tourism Online

Inclusive
Platform,

trainees should carry out the following activities, described in the
participant's Manual – Online session.



ONLINE SESSION 1

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	<p>MY WORK SCHEDULE</p> <ol style="list-style-type: none"> Watch the following video: <ul style="list-style-type: none"> How to use Google Calendar APP. (Source: YouTube) From the information you've seen in the video: <ul style="list-style-type: none"> Look at the information related to the working hours of a pastry assistant

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

	<ul style="list-style-type: none"> • Then, through the Google Calendar App, enter this information. • Configure it to display the reminder every time to start a tasks.
2	<p>FIND A RECIPE</p> <ol style="list-style-type: none"> 1. Find a recipe in Kitchen Stories App 2. Send to the trainer a Print Screen of that..
3	<p>WORK ORDER</p> <ol style="list-style-type: none"> 1. Enter the Google Drive document that the trainer will share with you. 2. Imagine that you are a cook assistant who has finished the working day. 3. Fill the work order with the information requested.



ONLINE SESSION 2

ACTIVITY	DESCRIPTION OF THE ACTIVITY
1	<p>RECIPE-ingredients and utensils</p> <ol style="list-style-type: none"> 1. Find the recipe Aussie Meat Pie in Kitchen Stories App. 2. Then do a checklist in Google Keep App with the ingredients that you need to cook. 3. Do another checklist with the necessary utensils and equipments that you need to cook. 4. Share the checklist with your trainer. 5. Share the checklist with your trainer.
2	<p>RECIPE-methods</p>

UNIT11: HOW CAN I BECOME A GOOD PASTRY ASSISTANT

- | | |
|--|--|
| | <ol style="list-style-type: none">1. Find the recipe Aussie Meat Pie in Kitchen Stories App.2. Then do a checklist in Google Keep App with the methods3. Share the checklist with your trainer. |
|--|--|

Consortium



CERCIGUI
COOPERATIVA DE EDUCAÇÃO E REABILITAÇÃO
DE CIDADÃOS COM INCAPACIDADES DE SUFICIÊNCIA



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