

UNTE201



# PASSPORT TO HOSPITALITY

## UNIT 1: HOUSEKEEPING

### ELEMENT 2:

### HOTEL PORTER



# HOUSEKEEPING

## ELEMENT 2: HOTEL PORTER

**DURATION: 4-5 WEEKS**

**YEAR GROUP: KS5 (YEAR 12/13)**

### STUDENTS WILL:

- > Understand the workings of the Hospitality industry
- > Be able to identify what a hotel porter is and what their role involves
- > Practice and develop skills directly related to being a hotel porter
- > Life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

### ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need
- > Class variation throughout

### SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork
- > Creativity
- > Aiming High

### KEY WORDS:

- > Career/job
- > Employment
- > Hotel
- > Porter
- > Routine
- > Customer/guest

### RESOURCES FOR ALL LESSONS:

- > Computer- internet access
- > Paper and pens
- > PPE
- > Reception within school or a makeshift reception
- > A few different types of bags
- > Boxes
- > **UN1E202** - Hard Skills explanation
- > **UN1E203** - Soft Skills explanation
- > **UN1E204** - Hard and Soft Skills search activity
- > **UN1E205** - person outline for activity
- > **UN1E206** - Manual handling
- > **UN1E207** - Hotel porter Job Description



## SESSION 1: INTRODUCTION TO A HOTEL PORTER



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<ol style="list-style-type: none"> <li>1. What is a hotel porter? See if the students already know what this job role is.</li> <li>2. Visit the fab website for all the information on a hotel porter, scroll down and <a href="#">watch the introduction video</a> for an insight to the job</li> <li>3. See if the students already hold the knowledge of the different definitions between hard and soft skills? The flash cards can be used to explain along with the <a href="#">web Link</a> or <a href="#">video Link</a></li> <li>4. See if the students can identify any skills that they may have already that would allow them to be a good hotel porter.</li> <li>5. Ask, What are people skills? <b>The ability to communicate with people in a friendly way and therefore deal with them effectively, especially in business</b></li> </ol> <p>Also known as Social skills</p> <p>Work through the following 10 skills to see if the students understand the meaning of each skill, if not work through the meaning of the skills. See if the students can identify when and how they would use the skill. Write the skills on the body map of where they relate to, this visual aid may help to understand the use of the skill.</p> <p>The students should see most of the skills come from the head or the heart, try to emphasise that they all have the ability to hold these soft skills no matter what their additional need is.</p> <ul style="list-style-type: none"> <li>- Listening (not just hearing)</li> <li>- communication</li> <li>- empathy</li> <li>- approachability</li> <li>- helpful</li> <li>- patience</li> <li>- honesty</li> <li>- sense of humour</li> <li>- flexibility</li> <li>- good manners</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding of the role of a hotel porter</li> <li>➤ Understand the difference between soft and hard skills</li> <li>➤ Understand the soft skills required to be a hotel porter</li> <li>➤ Self-identification of skills</li> <li>➤ Understanding where skills are driven from</li> <li>➤ To understand that not all employers wish for lots of hard skills, and look for soft skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet access</li> <li>➤ Pen and paper</li> <li>➤ Flash cards: <ul style="list-style-type: none"> <li>- <b>UN1E202</b>- Hard Skills explanation</li> <li>- <b>UN1E203</b>- soft skills explanation</li> <li>- <b>UN1E204</b>- Hard and soft Skills search activity</li> <li>- <b>UN1E205</b>- person outline for activity</li> </ul> </li> <li>➤ <a href="#">Hotel Sound Clips</a></li> </ul>



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>There are obviously more social/people skills that will support the development of employability; however, these are one closest linked to the role. Feel free to expand the lesson wider if you feel it would be received well.</p> <p><a href="#">Inside out video clip</a> on listening and empathy, might help explain what empathy is, how and why we use it.</p> <p><b>TASK VARIATION:</b> From the flash card can the students circle the soft skills and underline the hard skills.</p> <p><b>PMLD TASK VARIATION:</b> Follow the link to a huge amount of <a href="#">different hotel sound clips</a>, work through some of the sounds with the students. Hotel reception bell (linking it to the porter topic) page 3.</p>		



# SESSION 2: THE HOTEL PORTER ROLE IN ACTION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>The hotel porter as mentioned in the previous lesson, in many cases, is the first person to greet the guest at the hotel.</p> <ol style="list-style-type: none"> <li>See if the students can make a list of 5 things as a guest you would want to see from this initial meeting.  We are looking for something around the following:                     <ul style="list-style-type: none"> <li>- well presented, uniform clean and neat</li> <li>- polite, welcoming sir/madam</li> <li>- smiles all around</li> <li>- willing to help straight away, holding the door, bringing the bags</li> <li>- informative, where do they go next?</li> </ul> </li> <li>Watch the <a href="#">greeting video</a></li> <li>Practice the meet and greet, you could do this by setting up a welcome makeshift hotel door with a classroom door or entrance to the school. Your students can take it in turn to welcome each other, collect bags and take them to the reception desk. You can extend this to a restaurant greeting and welcoming someone to their table.</li> </ol> <p><b>TASK VARIATION:</b> Working as a team/group see if the students can suggest what a warm welcome would look and sound like? The students could draw out what this would look like.</p> <p><b>PMLD TASK VARIATION:</b> Play the <a href="#">video clip</a>, see if the students react differently to each welcome type, if possible they could signal if they like or dislike the sounds. Clips are quick so you may have to pause the video.</p>	<ul style="list-style-type: none"> <li>&gt; The understanding of what the students think is professional and polite when being greeted</li> <li>&gt; The identification of what is involved in a good greeting</li> <li>&gt; To work with teams to role play greeting each other.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Internet access</li> <li>&gt; Paper and Pens</li> <li>&gt; <a href="#">Video</a></li> <li>&gt; Reception within school or a makeshift reception</li> <li>&gt; <a href="#">Welcome sounds</a></li> </ul>



# SESSION 3: THE BAGS- LIFTING AND CARRYING



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>As we know that moving luggage is another critical part of the Porter role, however this needs to be done with the following in mind:</p> <ul style="list-style-type: none"> <li><b>A.</b> Trust from the guest you will move the bag to the correct room safely and not looking in their bags.</li> <li><b>B.</b> That, you move the bags with your health and safety in mind, so you or others don't get harmed.</li> </ul> <p>Work with the students on the 2 areas:</p> <ol style="list-style-type: none"> <li><b>1.</b> Trust is hard to build in only a few minutes, however if you have greeted the guest well from the lesson previously, you will be on the right track. Ensure you show the guest to the right room and you know where you are going.</li> </ol> <p>Watch this <a href="#">manual handling video</a> for an introduction Then have a go at moving a suitcase or boxes following the steps below</p> <ol style="list-style-type: none"> <li>1, Plan- where is the journey</li> <li>2, Position- bend knees, back upright, lean forward a little, grip well.</li> <li>3, Lift- slow and smooth, keep the load close to the body</li> <li>4, Carry - move in the direction of travel, do not twist and lift</li> <li>5, Lower- back straight, lower with legs, head and eye forward. Watch your fingers</li> </ol> <p>Note, most bags have wheels on now, so you could do a track for the students to navigate a bag around on wheels.</p> <ol style="list-style-type: none"> <li><b>2.</b> See if you can set the students a task of navigating to a room at the school, so they can solve the problem of finding the room, with the bag and guest.</li> </ol>	<ul style="list-style-type: none"> <li>➤ To understand what is involved in the day to day job of the hotel porter</li> <li>➤ To learn how best to move/lift and wheel a bag.</li> <li>➤ Problem solving</li> <li>➤ Guest relations</li> <li>➤ Health and safety of manual handling, this will be continued in Unit 3.</li> <li>➤ Hands on approach of manual handling</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet access</li> <li>➤ A few different types of bags</li> <li>➤ Boxes</li> <li>➤ Flash card: - <b>UN1E206</b>- Manual handling</li> <li>➤ PMLD- Different weighted objects found around the school</li> </ul>



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p><b>TASK VARIATION:</b> Give the students simple instruction on moving an item from one place to another eg, move this box from one classroom to another. Asking them to find the way with support if needed.</p> <p><b>PMLD TASK VARIATION:</b> Collect a variety of objects around the school, if possible, see if they students can hold the different weights. Suggesting if it is light or heavy.</p>		

## SESSION 4: JOB DESCRIPTION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Allow the students to look over the job description, See if they have met any of the skills through the sessions? Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job? For those that wish to, you could hold a mock interview asking questions around the skills they have learnt related to housekeeping.</p>	<ul style="list-style-type: none"> <li>➤ Skill identification</li> <li>➤ Linking activity to careers and subject learning</li> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Reading</li> </ul>	<p>➤ <b>UN1E207</b>- Hotel porter Job Description</p>