

UN1E101



# PASSPORT TO HOSPITALITY

## UNIT 1: HOUSEKEEPING

### ELEMENT 1

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DURATION: **APPROXIMATELY 8-10 WEEKS**

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

### STUDENTS WILL:

- > Understand the workings of the Hospitality industry
- > Be able to identify the different roles within the industry
- > Practice and develop skills directly related to Housekeeping
- > 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

### NOCN QUALIFICATION

NOCN links: **Introduction to Housekeeping A/650/8487**

- > Learning Outcome 1
- > Learning Outcome 2
- > Learning Outcome 3

You can gather evidence through photos, practical activities, teacher observation and assessment.

### SKILLS USED FROM SKILLS BUILDER:

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

### KEY WORDS:

- > Career/job
- > Employment
- > Housekeeping
- > Cleaning
- > Routine
- > Customer/guest

### RESOURCES FOR ALL LESSONS:

- > Computer - internet access
- > Paper and pens
- > Cleaning products
- > PPE
- > Bedding
- > Makeshift bedroom/ bathroom if possible
- > **UN1E102** - Things found in a hotel room
- > **UN1E103** - Cleaning tools
- > **UN1E104** - Clean room v dirty room
- > **UN1E105** - Room cleaning Map
- > **UN1E106** - Step by step bathroom cleaning
- > **UN1E107** - Making a bed
- > **UN1E108** - Cleaning products safety
- > **UN1E109** - Rubbish
- > **UN1E110** - Hoovering
- > **UN1E111** - Housekeeping job description
- > **UN1E112** - Making a Bed Standard Operating Procedure
- > Sensory bag - rubbish
- > **UN2E102** - Front vs Back of House Job Roles
- > **UNInd08** - Department Flashcard
- > **UNInd13** - Top Ten Skills
- > **UN4E104** - Bin it
- > **UN1E113** - Replacing Towels
- > **UN1E114** - Replacing Toiletries and Refreshments



# SESSION 1: INTRODUCTION TO HOUSEKEEPING



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>1. What do we mean by the word Housekeeping, can anyone provide an answer? Watch the short video to see what is housekeeping <a href="#">Link</a> (note, this was the best video, feel free to find your own. Can stop at 4:40mins)</p> <p>2. Ask the students if they can think of different types of hospitality settings? Using the hospitality settings resource, discuss which hospitality settings may require housekeeping services. Ask the students if they have ever stayed in any of these settings and if they can remember the room?</p> <p>3. Get the students to list things they would like to see or have in a hotel room. Eg, clean, tidy, bedding, towels, no rubbish, bathroom, curtains, etc.</p> <p>4. Find out from the students if anyone cleans and tidies their own room at home? If so, what do they do? And what do they use to clean and tidy? Or what do their parents/carers use? This could be drawn, written, or just discussed.</p> <p>5. Show all the students the cleanroom v dirty room picture, ask the students why it is important to keep the rooms/spaces clean?</p> <p><b>TASK VARIATION:</b> Show the flash card of things found in a hotel room, get the students to point to the things they would like to see or not see?</p> <p><b>PMLD TASK VARIATION:</b> <b>Sensory time</b></p> <ul style="list-style-type: none"> <li>&gt; Smell an air freshener, different scent if possible</li> <li>&gt; Hear a vacuum cleaner (if suitable)</li> <li>&gt; Feel a wet and dry cloth</li> <li>&gt; Feel types of rubbish, empty crisp packet, drinks can, tissue, crunched up paper etc.</li> <li>&gt; Feel and smell fresh towels or bed linen</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Understand the meaning of the word housekeeping and what the job role involves.</li> <li>&gt; To understand the link between how we housekeep in a hotel.</li> <li>&gt; To identify what is involved when cleaning including the benefits to keep a home/hotel clean and tidy.</li> </ul> <p><b>NOCN links:</b> Introduction to Housekeeping A/650/8487</p> <ul style="list-style-type: none"> <li>&gt; Learning Outcome 1</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Internet access</li> <li>&gt; Pen and paper</li> <li>&gt; Flash cards:                     <ul style="list-style-type: none"> <li>- <b>UN1E102</b> - Things found in a hotel room</li> <li>- <b>UN1E104</b> - Clean room v dirty room</li> <li>- <b>UN2E102</b> - Front vs Back of House Job Roles</li> <li>- <b>UNInd08</b> - Department flashcards</li> </ul> </li> </ul>



SESSION 2+: (COVER OVER AS MANY LESSONS AS NEEDED DEPENDING ON STUDENTS, CAPACITY AND FACILITIES)

# HOW TO CLEAN A HOTEL ROOM

rubbish removal ; stripping beds ; making a bed ; cleaning a bathroom ; dusting ; floor cleaning



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p><b>1.</b> Watch one of the videos on cleaning a hotel room. Watch the generic training video to get started, <a href="#">here</a> or <a href="#">here</a>. Note - this video does not follow the steps bellow, the order is slightly different. <a href="#">Link</a> for news article related to the cleaning map.</p> <p><b>1a.</b> Talk through the hazards of cleaning products, show actual products if you have any to hand to talk through what to look for on the label and how to follow the guidelines.</p> <p><b>2.</b> Ask the students to use the flash card room cleaning map to work out where they start cleaning a room? And therefore, what they need to learn first.</p> <p>Following the map teaching the student the 6 parts to cleaning a hotel room. If there is a suitable place within the school to carry this out, please utilise it for authenticity. If not, set up the classroom to replicate a hotel room e.g. table could be a bed etc.</p> <p><b>Step 1:</b> Empty room of rubbish and strip a bed- if possible, wash bedding and towels. Rubbish flash card</p> <p>Work with the student to identify what would be classed as rubbish and what to do if people have left their belongs around the room.</p> <ul style="list-style-type: none"> <li>- empty bins into a bin bag</li> <li>- reline bins with new bin bags</li> <li>- remove used towels (also how to identify a used towel)</li> <li>- stripping a bed (what is washed and what is left).</li> <li>- check complimentary hotel refreshments and replenish any missing items.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To understand the 6 areas of cleaning within a room.</li> <li>➤ To have the knowledge and skills of cleaning products and the safety factors involved when using them.</li> <li>➤ The ability to follow a map of instructs along with written instructions.</li> <li>➤ Dextrous skills on cleaning</li> <li>➤ Working as a team to achieve a common goal</li> <li>➤ Solving problems to achieve a set task</li> <li>➤ Being creative with dressing the room and folding towels</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet access</li> <li>➤ <a href="#">Housekeeping training videos</a></li> <li>➤ Flash cards:                             <ul style="list-style-type: none"> <li>- <b>UN1E103</b>- Cleaning tools</li> <li>- <b>UN1E105</b>- Room cleaning Map</li> <li>- <b>UN1E106</b>- Step by step bathroom cleaning</li> <li>- <b>UN1E107</b>- Making a bed</li> <li>- <b>UN1E108</b>- Cleaning products safety</li> <li>- <b>UN1E109</b>- Rubbish</li> <li>- <b>UN1E110</b>- Hoovering</li> <li>- <b>UN1E112</b> Making a bed SoP</li> <li>- <b>UN1E113</b> - Replacing Towels</li> <li>- <b>UN1E114</b> - Replacing Toiletries and Refreshments</li> <li>- <b>UN4E104</b> - Bin it</li> </ul> </li> </ul>



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p><b>Extension task:</b> putting washing on, teach the students about washing machines and washing bedding and towels. highlight that washing of linen would be another department, we are just adding it for life skills.</p> <p><b>Step 2:</b> Cleaning a bathroom - <a href="#">watch the video</a> on bathroom cleaning, see if the students can clean parts or all of a bathroom.</p> <p>Use the flash card as a reminder (can miss point 9 ready for step 5 or go ahead now)</p> <ul style="list-style-type: none"> <li>- rubbish and towels should have been removed from step 1</li> <li>- cleaning products- how to use safely</li> <li>- what cloths to use where</li> <li>- cleaning a toilet</li> <li>- cleaning a sink and bath/shower</li> <li>- cleaning any glass or mirrors</li> <li>- finishing touches- toilet roll, drying wet patches, shining taps, replacing towels</li> <li>- check toiletries within the room and replace any used or missing items from the complimentary toiletries provided to guests.</li> </ul> <p><b>Extension task:</b> fancy towel folding, video: <a href="#">10 ways to fold a hotel towel</a>.</p> <p><b>Step 3:</b> Bed making - <a href="#">watch the video</a> on how to make a bed, use a table or bed to have a go.</p> <ul style="list-style-type: none"> <li>- Bedding should already be removed from step 1</li> <li>- Flat sheet on      - Duvet cover on</li> <li>- Pillowcases on</li> <li>- Making it neat and presentable (blanket and decoration cushions)</li> <li>- You can also use the making a bed SoP (standard operating procedure) from the Fish Hotel on how they make their beds.</li> </ul> <p><b>Step 4:</b> Dusting - <a href="#">watch the video</a> on dusting, dust the classroom or another room in the school if possible. Link</p> <ul style="list-style-type: none"> <li>- Surfaces      - Electricals      - Light fittings</li> <li>- Doorways and coving      - Paintings and ornaments      - Radiators</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health and safety of general cleaning</li> <li>➤ Reviewing skills</li> </ul> <p><b>NOCN links:</b> Introduction to Housekeeping <b>A/650/8487</b></p> <ul style="list-style-type: none"> <li>➤ Learning Outcome 2</li> <li>➤ Learning Outcome 3</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cleaning products</li> <li>➤ Bedding</li> <li>➤ Bin bags</li> <li>➤ Towels</li> <li>➤ Makeshift bathroom &amp; bedroom</li> <li>➤ Bathroom</li> <li>➤ Other links: <ul style="list-style-type: none"> <li><a href="#">Hotel room checklist</a></li> <li><a href="#">Hotel Soldier</a></li> <li><a href="#">Good Housekeeping</a></li> </ul> </li> <li>➤ Sensory Bag - rubbish</li> </ul>



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<p><b>Step 5:</b> cleaning the floors- watch videos on cleaning floors and vacuuming- have a go if possible.</p> <ul style="list-style-type: none"> <li>- <a href="#">Vacuuming</a> + flash card</li> <li>- <a href="#">Mopping</a></li> <li>- Preparation of the area</li> <li>- Cleaning product safety and use</li> <li>- Equipment safety and use</li> </ul> <p><b>Step 6:</b> talk about how the skills learnt will help the student's clean general hotel areas, watch videos, and have a go around school. <a href="#">Link</a> or <a href="#">Link</a></p> <p><b>TASK VARIATION:</b> Show the flash card of cleaning tools, get the students to point to the things they think you would use them for when cleaning and if they can name them?</p> <p><b>PMLD TASK VARIATION:</b> Gather together a sensory bag of rubbish, crisp packet, balled up paper, a drinks can, tissue for the students to feel.</p>		



# JOB DESCRIPTION EXPLORATION



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>	<p>Skill identification                      Linking activity to careers and subject learning</p> <ul style="list-style-type: none"> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Reading</li> </ul>	<p>➤ <b>UN1E111-</b>                      Housekeeping job description</p>