



Empower Her: empowering refugee women for success in hospitality careers

Curriculum



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Introduction

Background of the EmpowerHer Project

EmpowerHer is a collaborative Erasmus+ initiative that brings together organizations from Germany, Austria, Greece, and Spain. The project aims to support refugee women in their journey towards social and professional integration through tailored vocational training, language education, and mentorship programs. By focusing on the hospitality sector, EmpowerHer addresses both the language and professional skill gaps that often hinder refugee women's inclusion in the labor market.

The project combines research-based methodologies, profession-specific language curricula, and innovative peer-to-peer learning models to create sustainable and replicable solutions for empowering low-literacy refugee women.

Description of the Training Curriculum

The curriculum is designed as a comprehensive 74-hour program that combines profession-specific language learning with role-based vocational training. Rather than teaching language in isolation, it integrates it into hospitality contexts so that learners acquire both linguistic confidence and job readiness simultaneously. The program is built around four key hospitality roles—housekeeping, kitchen assistance, stock management, and front desk operations—since these cover both back-of-



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house and guest-facing positions, offering multiple entry points for women with different levels of confidence and communication ability.

Training is not delivered in a traditional classroom manner. Instead, it relies on practical tasks, role-plays, digital simulations, and peer collaboration. This approach reduces anxiety, ensures immediate applicability, and makes learning accessible even for participants with little prior schooling. Digital literacy is embedded through the use of virtual reality videos and simple digital tools, both to enhance learning and to prepare women for workplaces where technology is increasingly present.

General Objectives

The main objective of EmpowerHer is to transform refugee women with low qualifications into employable, confident, and resilient hospitality workers. To achieve this, the curriculum pursues several interlinked goals: building linguistic competence from A0 to B1, strengthening vocational skills through hands-on practice, cultivating intercultural communication, promoting emotional resilience, and creating pathways to real employment. Beyond learners, the curriculum also aims to upskill vocational trainers, providing them with culturally sensitive, trauma-informed, and technology-supported teaching strategies.

Anticipated Outcomes

The expected outcome for participants is tangible progress in language ability—moving from no or very basic proficiency to a functional B1 level—and mastery of the vocabulary and expressions required in hospitality. Learners will be able to carry out practical workplace tasks such as preparing a room, assisting in the kitchen, managing stock, or checking in a guest. They will also gain confidence in interacting with colleagues and customers, even in potentially stressful situations. On a deeper level, they will build self-esteem, resilience, and a sense of belonging to their new communities.

For VET trainers, the curriculum will result in improved capacity to deliver inclusive training. Trainers will leave the project with new tools such as the EmpowerHer Toolkit, a series of immersive VR videos, and a methodology that can be replicated with other disadvantaged groups. At the systemic level, the project aims to strengthen ties between education providers and the hospitality industry, ensuring smoother transitions from training to employment.

Target Groups

The direct beneficiaries are refugee and migrant women with low or no qualifications and little or no knowledge of the host country language. They are often marginalized both socially and economically



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but represent a group with untapped potential. The secondary group consists of VET professionals—teachers, trainers, coaches—who require new strategies to support such learners effectively. By training trainers as well as learners, the project ensures sustainability and a wider impact.

Methodology

The pedagogy underpinning EmpowerHer is deliberately practice-oriented and inclusive. Instead of beginning with abstract grammar, it introduces learners to concrete words, actions, and scenarios they can immediately apply in real life. Lessons revolve around tasks—cleaning a room, welcoming a guest, checking expiry dates on stock—and the necessary language is built around these tasks. Role-playing and simulations allow learners to rehearse realistic scenarios in a safe space, while game-based methods such as Bingo or Pictionary create low-pressure opportunities to repeat and retain vocabulary.

Virtual reality plays a particularly innovative role. Sixteen VR videos recreate workplace scenarios for the four target roles, giving learners a chance to observe, practice, and repeat tasks as if they were already employed. This not only accelerates learning but also reduces anxiety by familiarizing women with the environments they will later encounter. Peer-to-peer learning further strengthens the method, creating a community of mutual support in which advanced learners mentor newcomers and cultural exchange is encouraged.

Materials Needed

The curriculum uses a blend of traditional and digital resources. Handouts, worksheets, and illustrated glossaries provide low-threshold entry points for low-literacy learners. Props such as menus, invoices, cleaning supplies, and reservation forms are used for role-play activities, anchoring learning in tangible objects. Digital components include mobile learning applications and VR videos, which allow learners to practice hospitality tasks in immersive environments. For trainers, a Toolkit provides guidance, observation checklists, and adaptable lesson plans.

Overview of the Curriculum

The course begins with an orientation phase that builds trust and introduces the project's goals. It then progresses through three stages of language acquisition—foundations (A0–A1), workplace language (A1–A2), and intermediate communication (A2–B1). Once learners have acquired this base, they move into the four role-specific hospitality modules, where language and vocational skills merge. Digital and VR-supported sessions reinforce these skills, while peer-to-peer workshops promote mutual learning and cultural exchange. Finally, the program concludes with evaluation and reflection, where progress is measured not only in language proficiency but also in confidence and job readiness.

Structure

The EmpowerHer curricula for hospitality professions (Front Desk, Housekeeping, Kitchen Assistance, and Stock Management) are designed to provide **profession-specific language training**

and vocational skills for refugee women with little or no prior qualifications. The curricula are aligned with the **Common European Framework of Reference for Languages (CEFR)**, ensuring a structured progression from **complete beginner (A0)** to **independent user (B1)**.

Each curriculum follows the same structure:

1. **Weekly Modules** – Each week builds progressively on the previous one, combining language learning, vocational skills, and soft skills relevant to the hospitality profession.
2. **Session Plans** – Each session includes:
 - CEFR Link (language reference level)
 - Objectives (linguistic + vocational goals)
 - Key Vocabulary and Phrases
 - Detailed Activity Plan (90 minutes)
 - Assessment criteria
3. **Integrated Learning** – Every week concludes with a **review and role-play session**, where learners simulate real workplace situations.
4. **Assessment** – Formative assessment is built into each session through observation, quizzes, role-plays, and peer feedback. Summative assessment at the end of B1 ensures learners can independently manage workplace communication.

CEFR Level Progression

The curricula are carefully mapped to CEFR levels, with adaptation for refugee learners (often starting with A0/pre-A1).

A0 – Foundation / Pre-A1

- **Focus:** Absolute beginners. Recognize words, respond to simple commands, and name objects.
- **Skills:**
 - Vocabulary: 10–20 workplace objects.
 - Functions: greetings, following instructions, using safety phrases.
 - Grammar: single words and simple chunks (e.g., “This is a box.”).
- **Assessment Example:** Identify 8/10 stockroom items; respond to 5 commands correctly.

A1 – Basic User

- **Focus:** Develop basic workplace communication for routine tasks.
- **Skills:**
 - Vocabulary: 100–150 profession-specific words.
 - Functions: asking/answering questions, reporting problems, describing quantities.
 - Grammar: simple present tense, basic question forms, yes/no answers.
- **Assessment Example:** Handle a delivery by checking items against a list, report a missing or damaged item.

A2 – Pre-Intermediate User

- **Focus:** Communicate with some independence in familiar workplace contexts.
- **Skills:**
 - Vocabulary: 250–300 profession-specific words.
 - Functions: reporting shortages, processing orders, explaining stock problems, coordinating with colleagues.
 - Grammar: simple past tense, countable/uncountable nouns, comparatives.
- **Assessment Example:** Deliver a stock report, explain shortages, and suggest simple solutions.

B1 – Independent User

- **Focus:** Confident communication in routine and some unexpected workplace situations.
- **Skills:**
 - Vocabulary: 400+ profession-specific words.
 - Functions: problem-solving, prioritizing tasks, handling emergencies, proposing improvements.
 - Grammar: conditionals (“If the delivery is late, we will...”), sequencing, modals for politeness.
- **Assessment Example:** Coordinate stock tasks with colleagues, manage multiple requests, propose improvements to stock processes.



Front Desk

The **Front Desk Curriculum** has been designed as part of the EmpowerHer project to equip refugee women with the **language, communication, and professional skills** needed to work effectively at hotel reception desks and customer service points in the hospitality sector. Working at the front desk requires not only a solid command of **job-specific vocabulary and expressions**, but also the ability to interact with guests in a **polite, confident, and professional manner**. This curriculum supports learners in building those skills step by step.

The training follows the **Common European Framework of Reference for Languages (CEFR)** and provides a structured pathway from **A0 (absolute beginner)** to **B1 (independent user)**. Each level gradually introduces vocabulary, expressions, and professional competencies essential to front desk tasks.

The curriculum is structured into **7 weeks of training**, with **3–4 sessions per week**, each lasting 90 minutes. Every session contains:

- **CEFR Link** – the linguistic competence targeted.
- **Objectives** – specific learning goals combining language and vocational skills.
- **Key Vocabulary and Target Phrases** – practical words and expressions used at the front desk.
- **Detailed Activity Plan** – interactive methods such as role-playing, simulations, and problem-solving.
- **Assessment** – small-scale checks to ensure learners meet objectives and build confidence.

Each week ends with an **integrated role-play** where learners simulate real-life front desk scenarios such as welcoming guests, checking reservations, handling payments, or responding to problems. This ensures that new knowledge is applied in context.

CEFR Levels in the Front Desk Curriculum

A0 – Foundation (Pre-A1)

At this level, learners are introduced to the **front desk environment and basic expressions**. They learn to identify objects (e.g., key, card, ID, computer), follow instructions, and use essential greetings like “Hello” or “Good morning.”

A1 – Basic User

Learners begin to **manage simple interactions**. They can ask and answer routine questions (e.g., “Do you have a reservation?”), check guest IDs, and use polite requests such as “Please sign here.” Grammar focuses on the **present tense** and forming **basic questions**.

A2 – Pre-Intermediate User

Learners can **handle structured guest interactions**. They learn to confirm reservations, give directions, manage check-ins and check-outs, and respond to simple guest requests and complaints. Vocabulary expands to include reservation details, room types, and payment terms.

B1 – Independent User

At this stage, learners can **interact with confidence and flexibility** in most front desk situations. They can handle complaints, explain hotel services, make polite suggestions, and coordinate with colleagues. Grammar expands to include **modals for politeness** (*could, would*), sequencing expressions, and conditional sentences (*“If your room is not ready, you may wait in the lobby.”*).

1. The Front Desk Curriculum

WEEK 1 – A0 Foundation Level

Focus: Build essential front desk vocabulary, greetings, polite expressions, and workplace etiquette & safety.

Session 1 – Introduction to Front Desk Tools & Equipment

CEFR Link: A0 – Can recognize and name common workplace objects.

Objectives:

- Identify and name 10+ front desk items.
- Understand their function in simple terms.

Key Vocabulary: phone, computer, key card, reservation form, pen, notepad, guest, reception, desk, bell, printer.

Target Phrases: “This is a [phone].” / “We use this for [printing].”

Detailed Activity Plan (90 min)

1. Warm-up & Icebreaker (10 min)

- The trainer greets learners and introduces the topic: “Today we will learn the names of things you see at a hotel reception.”

- Quick discussion: “Have you ever stayed in a hotel? What did you see at the reception?” (Allow learners to speak in their own language if needed; trainer repeats in English).
- 2. **Vocabulary Presentation with Flashcards (15 min)**
 - Show flashcards or real objects one by one.
 - Say the word clearly, have learners repeat in unison, then individually.
 - Point to each object in random order and have learners call out the name.
- 3. **Guided Practice – Picture-to-Word Matching (15 min)**
 - Hand out a worksheet with pictures of front desk items and a word bank.
 - Learners match pictures to the correct word.
 - Trainer circulates to assist with pronunciation and spelling.
- 4. **Hands-on Labelling Activity (15 min)**
 - Prepare a mock reception desk or table with realia (objects or printed photos if real items are not available).
 - Learners place laminated word labels next to the correct objects.
 - Swap labels between groups and repeat.
- 5. **Scenario Game – “Find and Show Me” (20 min)**
 - The trainer says: “Find and show me the [object].” Learners locate the item quickly.
 - Make it competitive: points for correct and fast answers.
 - Extension: Ask learners to say one simple sentence about the object (“This is a bell.”).
- 6. **Wrap-up & Mini-Assessment (15 min)**
 - Quick oral quiz: hold up an object and ask “What is this?”
 - Homework suggestion: draw 5 items from today and write their names.

Resources: Flashcards, laminated labels, printed vocabulary list, real or printed objects.

Assessment: Correctly name at least 8/10 items.

Session 2 – Basic Greetings & Customer Service Phrases

CEFR Link: A0 – Can greet and use simple polite phrases.

Objectives:

- Use 5+ greetings and polite expressions.
- Respond appropriately to guest arrivals.

Key Vocabulary: hello, good morning, good afternoon, good evening, goodbye, please, thank you, excuse me.

Target Phrases: “Good morning, how can I help you?” / “You’re welcome.”

Detailed Activity Plan (90 min)

1. **Warm-up – Quick Object Review (10 min)**
 - Flashcard race from Session 1 to reactivate vocabulary.
2. **Presentation – Greetings & Polite Expressions (15 min)**
 - Use role-play demonstration with a volunteer: Trainer is receptionist, volunteer is guest.
 - Show difference between morning/afternoon/evening greetings.
 - Write phrases on board with phonetic clues.
3. **Choral & Individual Repetition (10 min)**
 - Drill each phrase as a group, then individually.
 - Focus on polite intonation.
4. **Guided Practice – Fill-in-the-Blank Dialogues (15 min)**
 - Worksheet with missing words in greetings.
 - Example: “_____ morning. How can I _____ you?”
5. **Pair Work Role-Play (15 min)**
 - In pairs: One learner is the guest, the other is the receptionist.
 - Practice greetings and polite expressions from a printed role-card.
 - Swap roles after 3 minutes.
6. **Scenario Simulation – Guest Arrives (20 min)**
 - The trainer gives context: “You are at the reception. A guest arrives in the morning.”
 - Learners must greet and offer help using correct phrases.
 - Rotate roles so everyone is a receptionist at least twice.
7. **Wrap-up & Feedback (5 min)**
 - The trainer praises good pronunciation and politeness.

Resources: Printed role-cards, worksheets, flashcards.

Assessment: Correct greeting and polite phrase use in role-play.

Session 3 – Front Desk Etiquette & Safety

CEFR Link: A0 – Can follow basic workplace safety and service rules.

Objectives:

- Recognize 3+ safety rules.
- Follow correct front desk procedures.

Key Vocabulary: safety, clean, tidy, guest, ID card, lost, rules, emergency.

Target Phrases: “Please wait here.” / “Can I see your ID, please?”

Detailed Activity Plan (90 min)

- 1. Warm-up – Greeting Drill (10 min)**
 - Quick greeting exchanges in pairs.
- 2. Presentation – Safety & Etiquette (15 min)**
 - Show photos of correct and incorrect front desk behavior.
 - Discuss: “Is this safe?” / “Is this polite?”
- 3. Guided Practice – Match Rule to Picture (15 min)**
 - Learners match a list of safety rules to photos.
 - Example: “Always keep the reception tidy” → Picture of clean desk.
- 4. Role-Play – Lost Item (15 min)**
 - Trainer is a guest: “I lost my wallet.”
 - Learners must respond with correct polite phrases and safety procedures.
- 5. Scenario Challenge – Correct or Incorrect? (20 min)**
 - Show a mini-scene (photo or acted by trainer) of front desk behavior.
 - Learners raise “Correct” or “Incorrect” cards and explain why.
- 6. Wrap-up – Group Poster (15 min)**
 - Groups create a “Top 5 Reception Rules” poster with drawings and words.
 - Display in classroom.

Resources: Printed hotel safety rules, photos, coloured cards.

Assessment: Correct identification of safety rules and polite responses.

Session 4 – Review & Integrated Practice

CEFR Link: A0 – Can use vocabulary and greetings in short conversations.

Objectives:

- Review all vocabulary, greetings, and safety points from Sessions 1–3.
- Use them in a simulated front desk interaction.

Detailed Activity Plan (90 min)

1. **Warm-up Game – Simon Says Front Desk Edition (15 min)**
 - Commands using vocabulary: “Pick up the phone,” “Give the guest a key card.”
2. **Mixed Worksheet Practice (20 min)**
 - Label items, match greetings, choose correct safety rules.
3. **Role-play – First Day at Reception (20 min)**
 - Scenario: Greet a guest, use at least 2 objects, follow 1 safety rule.
 - Peers observe and give positive feedback.
4. **Scenario Relay Race (25 min)**
 - Teams complete a mini check-in in sequence: greeting, giving object, following rule.
 - Fastest correct sequence wins.
5. **Wrap-up & Assessment (10 min)**
 - Trainer notes strengths and areas to improve.
 - Homework: Practice greetings at home.

Resources: Flashcards, scenario cards, realia.

Assessment: 1–2 minute guest interaction using correct tools and polite expressions.

WEEK 2 – Transition from A0 to A1

Focus: Strengthen A0 basics and introduce A1 skills — handling simple check-ins, reservations, and basic guest interactions.

Session 5 – Handling Simple Check-Ins (Part 1)

CEFR Link: A1 – Can ask and answer simple questions about personal details.

Objectives:

- Understand and follow the steps of a basic check-in.
- Ask for and record key guest information (name, passport, booking reference).

Key Vocabulary: name, surname, passport, booking, reservation, room, key card, signature, form.

Target Phrases:

- “Can I have your passport, please?”
 - “Here is your room key.”
 - “Please sign here.”
-

Detailed Activity Plan (90 min)

1. **Warm-up – Greeting & Vocabulary Review (10 min)**
 - Pair role-play: greet guests and identify 2 reception objects.
2. **Presentation – Check-In Steps (15 min)**
 - The trainer shows a step-by-step photo or diagram of the check-in process (booking confirmation → ID check → form → key).
 - Read through steps together.
3. **Guided Practice – Dialogue Fill-in (15 min)**
 - Learners complete a short check-in dialogue with missing words.
 - Example: “Good morning. Can I have your _____, please?”
4. **Hands-on Simulation – Practice with Real Forms (15 min)**
 - Give learners a printed guest registration form.
 - The trainer plays guests and provides information verbally; learners fill in form.
5. **Scenario Role-play – Simple Check-In (20 min)**
 - In pairs, learners take turns as guest and receptionist using role cards with guest details.
 - Encourage use of polite phrases.

6. Wrap-up & Feedback (15 min)

- Group discussion: “What went well?” and “What was difficult?”
- Homework: Learn 5 check-in phrases by heart.

Resources: Step-by-step check-in diagram, registration forms, role cards.

Assessment: Successful check-in simulation with correct key phrases.

Session 6 – Handling Guest Requests (Part 1)

CEFR Link: A1 – Can respond to simple requests and ask for clarification.

Objectives:

- Understand and respond to 5+ common guest requests.
- Use short, polite responses when unable to fulfill a request.

Key Vocabulary: extra towel, Wi-Fi, pillow, taxi, breakfast, restaurant, late check-out.

Target Phrases:

- “Certainly, I will bring it to your room.”
- “I’m sorry, we don’t have that.”
- “Breakfast is from 7 to 10.”

Detailed Activity Plan (90 min)

1. **Warm-up – Check-In Recap (10 min)**
 - Quick oral quiz: What are the 4 main steps in check-in?
2. **Presentation – Common Guest Requests (15 min)**
 - Show picture cards of requests; learners guess in English.
 - Write the phrases on board and practice pronunciation.
3. **Guided Practice – Matching Game (15 min)**
 - Learners match request cards with correct responses.
4. **Listening Practice – Guest Request Audio (15 min)**
 - Play recordings of guest requests (different accents).
 - Learners choose the correct written response.

5. **Role-play – Handling Requests (20 min)**
 - Pairs act out request scenarios. One learner plays a guest, one receptionist.
 - Include both “can do” and “cannot do” situations.
6. **Wrap-up & Reflection (15 min)**
 - Discuss strategies for staying polite even when saying “no.”

Resources: Picture cards, request-response matching sheets, audio clips.

Assessment: 80% accuracy in matching requests to responses.

Session 7 – Basic Workplace Communication with Colleagues

CEFR Link: A1 – Can exchange simple information in the workplace.

Objectives:

- Use simple phrases to request help from colleagues.
- Understand short instructions from a supervisor.

Key Vocabulary: housekeeping, maintenance, guest room, fix, clean, urgent, please, now, later.

Target Phrases:

- “Can you help me with...?”
- “Housekeeping to room 302, please.”
- “We need maintenance in the lobby.”

Detailed Activity Plan (90 min)

1. **Warm-up – Request Role-play (10 min)**
 - Review Session 6 guest request phrases.
2. **Presentation – Talking to Colleagues (15 min)**
 - Trainer models short exchanges with a “colleague” volunteer.
 - Highlight polite tone and clear instructions.
3. **Guided Practice – Dialogue Reordering (15 min)**
 - Learners arrange cut-up sentences into correct workplace exchanges.
4. **Listening Task – Supervisor Instructions (15 min)**
 - Trainer or audio gives short instructions; learners point to correct action card.
5. **Pair Work – Problem Solving (20 min)**
 - Scenario: guest requests extra pillow. Receptionist must call housekeeping.
 - Swap roles and repeat with different problems.

6. Wrap-up & Quick Quiz (15 min)

- Match 5 instructions to correct department (housekeeping, maintenance, kitchen).

Resources: Cut-up dialogue strips, instruction audio, department cards.

Assessment: Correct routing of 4/5 service requests to the right department.

Session 8 – Review & Integrated Role-Play (A0–A1)

CEFR Link: A1 – Can handle a short, simple interaction at reception.

Objectives:

- Combine greetings, object vocabulary, check-in, and requests in one interaction.
- Use correct phrases with both guests and colleagues.

Detailed Activity Plan (90 min)

1. Warm-up – Vocabulary Relay (15 min)

- Teams race to match vocabulary cards to correct categories: objects / requests / departments.

2. Mixed Skills Review (20 min)

- Worksheet with labelling, matching, fill-in-the-blank dialogue, and safety rule selection.

3. Integrated Role-play – “Morning at Reception” (30 min)

- Scenario: Handle check-in, respond to one request, contact colleague.
- Rotate roles so all learners are receptionists at least once.

4. Peer Feedback (15 min)

- Learners give one positive comment and one improvement suggestion to their partner.

5. Wrap-up & Homework (10 min)

- Review of “Top 10 Phrases Learned” so far.
- Homework: record yourself greeting a guest and responding to a request.

Resources: Scenario cards, props for reception desk, peer feedback forms.

Assessment: Complete interaction including greeting, check-in, and request with 80% phrase accuracy.

WEEK 3 – A1 Basic User Level

Focus: Strengthen ability to handle guest check-ins/check-outs, respond to service requests, and communicate with colleagues and supervisors.

Session 9 – Handling Guest Check-Ins (Part 2)

CEFR Link: A1 – Can understand and use familiar expressions related to personal details and travel arrangements.

Objectives:

- Complete a check-in from start to finish using clear and polite language.
- Ask and answer questions about booking details and preferences.

Key Vocabulary: booking reference, single/double room, breakfast included, payment, cash, credit card, receipt.

Target Phrases:

- “Do you have a booking with us?”
 - “Is it a single or double room?”
 - “How would you like to pay?”
 - “Here is your receipt.”
-

Detailed Activity Plan (90 min)

1. **Warm-up – Speed Check-in Drill (10 min)**
 - In pairs, learners practice only the greeting + ID request from Week 2.
2. **Presentation – Extended Check-in Dialogue (15 min)**
 - The trainer reads a full check-in dialogue slowly, learners follow along on paper.
 - Highlight payment and booking confirmation language.

3. **Guided Practice – Gap-fill Exercise (15 min)**
 - Learners complete missing words in the check-in script.
4. **Hands-on Form & Payment Practice (15 min)**
 - Using fake booking forms and receipts, learners process a simulated payment (cash or card).
5. **Scenario Role-play – Complete Check-in (20 min)**
 - Role cards include guest type, booking details, and payment method.
 - Learners perform full check-in including payment and handing over key cards.
6. **Wrap-up & Feedback (15 min)**
 - Trainer notes common mistakes, models correct form.
 - Homework: write out full check-in steps in order.

Resources: Printed dialogues, role cards, booking forms, fake receipts, prop key cards.

Assessment: Perform check-in with correct sequence and polite language.

Session 10 – Handling Guest Check-Outs

CEFR Link: A1 – Can engage in short interactions when guests leave, including simple billing and polite farewells.

Objectives:

- Follow 3 main steps for guest check-out.
- Use polite language to confirm charges and say goodbye.

Key Vocabulary: bill, charge, minibar, extra night, receipt, refund.

Target Phrases:

- “Did you take anything from the minibar?”
- “Here is your final bill.”
- “We hope to see you again.”

Detailed Activity Plan (90 min)

1. Warm-up – Check-in Recap Game (10 min)

- Teams arrange scrambled check-in steps in correct order.
- 2. **Presentation – Check-out Procedure (15 min)**
 - Trainer explains sequence: review bill → confirm payment → thank guest.
 - Show example bill on projector or printout.
- 3. **Guided Practice – Bill Review (15 min)**
 - Learners match charges (room, breakfast, minibar) to their meaning.
- 4. **Listening Exercise – Check-out Conversation (15 min)**
 - Learners listen to a recording of a check-out and note the steps used.
- 5. **Role-play – Check-out (20 min)**
 - Role cards include charges to discuss (e.g., minibar, late check-out).
 - The receptionist must politely handle payment and farewell.
- 6. **Wrap-up & Peer Review (15 min)**
 - Learners give feedback on their partner's politeness and clarity.

Resources: Printed sample bills, audio recordings, role cards.

Assessment: Correctly complete check-out including review of bill and polite farewell.

Session 11 – Handling Guest Requests (Part 2 – Hotel Services)

CEFR Link: A1 – Can give and ask for simple information about hotel services.

Objectives:

- Provide information about hotel services (restaurant, spa, laundry, etc.).
- Direct guests to appropriate departments.

Key Vocabulary: reception, housekeeping, laundry service, restaurant, spa, gym, opening hours, closed.

Target Phrases:

- “The restaurant is on the ground floor.”
- “The spa is open from 9 to 8.”
- “I will ask housekeeping to bring that to you.”

Detailed Activity Plan (90 min)

1. **Warm-up – Hotel Map Hunt (10 min)**
 - The trainer gives clues (“Find the gym”), and learners point on a map.
2. **Presentation – Service Vocabulary (15 min)**
 - Show icons for each service, drill pronunciation and meaning.
3. **Guided Practice – Information Matching (15 min)**
 - Learners match a guest’s question to the correct service information.
4. **Listening & Speaking Practice (15 min)**
 - Play an audio where a guest asks about services; learners answer using target phrases.
5. **Role-play – Guest Request for Services (20 min)**
 - The guest asks about 2 services; the receptionist provides directions/times.
6. **Wrap-up – “Service Directory” Task (15 min)**
 - Learners create a mini booklet with pictures and basic English descriptions of services.

Resources: Hotel floor plan, service icons, printed service info sheets, audio clips.

Assessment: Correctly answer 4/5 guest service questions.

Session 12 – Communicating with Colleagues & Supervisors (Part 2)

CEFR Link: A1 – Can understand and give simple workplace messages.

Objectives:

- Relay guest requests to other staff clearly.
- Understand short supervisor instructions.

Key Vocabulary: urgent, repair, deliver, replace, guest request, message, note.

Target Phrases:

- “Please send maintenance to room 204.”
- “Housekeeping, can you bring two towels to room 305?”

Detailed Activity Plan (90 min)

1. **Warm-up – Service Routing Game (10 min)**
 - The trainer says request, learners decide the correct department (housekeeping, maintenance, reception).
2. **Presentation – Workplace Message Language (15 min)**
 - Show examples of short notes/messages.
 - Drill polite requests to colleagues.
3. **Guided Practice – Message Writing (15 min)**
 - Learners write short notes for 3 scenarios (e.g., a guest needs an extra pillow).
4. **Listening – Supervisor Instructions (15 min)**
 - Learners listen to short instructions and write down key words.
5. **Role-play – Relay the Request (20 min)**
 - The guest asks for something; the receptionist calls or speaks to a colleague to pass a message.
6. **Wrap-up & Reflection (15 min)**
 - Discuss why clear messages are important in a hotel.

Resources: Message templates, role cards, audio instructions.

Assessment: Relay request accurately to correct department in role-play.

WEEK 4 – A2 Intermediate User Level

Focus: Manage reservations, handle booking changes, and professionally address guest complaints.

Session 13 – Introduction to Reservation Management

CEFR Link: A2 – Can understand the main points in short, clear messages about bookings.

Objectives:

- Understand the structure of a hotel reservation.

- Identify and confirm essential booking details with guests.

Key Vocabulary: reservation, booking, date of arrival, date of departure, confirmation number, double/single room, special request.

Target Phrases:

- “Can I confirm your booking for [date]?”
- “Do you have a reservation with us?”
- “Your confirmation number is...”

Detailed Activity Plan (90 min)

1. **Warm-up – “Spot the Mistake” Game (10 min)**
 - Trainer gives 3 booking details, 1 is wrong; learners guess the error.
2. **Presentation – Reservation Structure (15 min)**
 - Show a sample booking form on screen/board.
 - Discuss the meaning of each section.
3. **Guided Practice – Booking Detail Matching (15 min)**
 - Match booking terms to their definitions.
4. **Listening – Reservation Confirmation Call (15 min)**
 - Learners listen to a guest confirming booking details and check against a printed form.
5. **Role-play – Confirming a Reservation (20 min)**
 - Pairs: one is guest, one is receptionist; confirm date, room type, and special requests.
6. **Wrap-up & Homework (15 min)**
 - Homework: fill in a blank booking form with invented guest details.

Resources: Printed booking forms, role cards, audio reservation confirmations.

Assessment: Accurately confirm at least 4 out of 5 booking details in role-play.

Session 14 – Modifying and Cancelling Reservations

CEFR Link: A2 – Can communicate simple changes in travel arrangements.

Objectives:

- Ask and answer questions about changing reservation dates or details.
- Process simple cancellations and provide confirmation.

Key Vocabulary: change, cancel, reschedule, available, fully booked, confirmation, refund policy.

Target Phrases:

- “Would you like to change the date of your booking?”
 - “I’m sorry, we are fully booked on that date.”
 - “Your reservation has been cancelled.”
-

Detailed Activity Plan (90 min)

1. **Warm-up – Review Reservation Steps (10 min)**
 - Learners arrange scrambled reservation steps in correct order.
2. **Presentation – Change & Cancellation Vocabulary (15 min)**
 - The trainer introduces terms with examples.
3. **Guided Practice – “Find the New Date” Activity (15 min)**
 - Learners use an availability chart to find alternative dates for guests.
4. **Listening – Change Request Call (15 min)**
 - Listen to a guest asking for a new date; learners note the details.
5. **Role-play – Modifying a Booking (20 min)**
 - Scenario cards: change room type, date, or cancel. The receptionist responds politely.
6. **Wrap-up – Mini Quiz (15 min)**
 - Multiple choice quiz on refund policies and availability phrases.

Resources: Availability charts, sample cancellation policy, role cards, audio calls.

Assessment: Handle booking change in role-play with correct date and policy explanation.

Session 15 – Introduction to Guest Complaints

CEFR Link: A2 – Can understand the main points of straightforward complaints.

Objectives:

- Identify the nature of a guest complaint.
- Respond politely and professionally using empathy.

Key Vocabulary: noisy, broken, dirty, problem, complaint, apologize, solution, fix.

Target Phrases:

- “I’m sorry to hear that.”
- “Let me see what I can do for you.”
- “We will fix the problem immediately.”

Detailed Activity Plan (90 min)

1. **Warm-up – “Guess the Problem” Game (10 min)**
 - Trainer mimes a guest problem; learners guess (“The air conditioning is broken”).
2. **Presentation – Complaint Vocabulary & Phrases (15 min)**
 - Show example complaints and matching polite responses.
3. **Guided Practice – Match Problem to Response (15 min)**
 - Learners match guest complaint cards to the best receptionist reply.
4. **Listening – Complaint Dialogue (15 min)**
 - Learners identify the problem and the solution from a recorded conversation.
5. **Role-play – First Response to Complaint (20 min)**
 - The receptionist must acknowledge the problem and offer the first solution step.
6. **Wrap-up – Reflection (15 min)**
 - Discuss why empathy is important in guest service.

Resources: Complaint cards, audio complaint dialogues, printed response phrases.

Assessment: Correctly match and use polite response to at least 4 of 5 complaint types.

Session 16 – Handling Complaints Professionally

CEFR Link: A2 – Can deal with simple complaints independently with limited support.

Objectives:

- Use the “Listen–Apologize–Offer Solution” approach.
- Handle a complaint from start to resolution.

Key Vocabulary: urgent, immediately, alternative, move, repair, compensate, voucher.

Target Phrases:

- “We can offer you another room.”
- “Would you like a complimentary dinner?”
- “The repair team is on the way.”

Detailed Activity Plan (90 min)

1. **Warm-up – “Good or Bad Response?” (10 min)**
 - The trainer reads a receptionist response; learners decide if it’s professional or not.
2. **Presentation – 3-Step Complaint Handling Method (15 min)**
 - Listen → Apologize → Offer solution. Show examples for each.
3. **Guided Practice – Complaint Scripts (15 min)**
 - Learners fill in missing steps in sample complaint dialogues.
4. **Role-play – Full Complaint Resolution (25 min)**
 - The guest has a problem; the receptionist follows a 3-step method to solve it.
5. **Peer Feedback (15 min)**
 - Partners note whether 3 steps were followed and language was polite.
6. **Wrap-up & Homework (10 min)**
 - Homework: write your own complaint and a receptionist’s full reply.

Resources: Complaint scripts, role cards, peer feedback forms.

Assessment: Follow 3-step method accurately in role-play with appropriate language.

WEEK 5 – A2 Intermediate User Level

Focus: Manage more complex complaint situations and develop clear, effective communication with other hotel departments.

Session 17 – Handling Difficult Situations: Overbookings & Room Changes

CEFR Link: A2 – Can manage short exchanges about unexpected changes to arrangements.

Objectives:

- Explain an overbooking or room change politely to a guest.
- Offer alternative solutions.

Key Vocabulary: overbooking, upgrade, downgrade, alternative room, complimentary, inconvenience.

Target Phrases:

- “I’m very sorry, but your original room is not available.”
 - “We can offer you an upgraded room at no extra cost.”
 - “As compensation, we offer you...”
-

Detailed Activity Plan (90 min)

1. **Warm-up – “What’s the Problem?” Quick Fire (10 min)**
 - The trainer describes a scenario (e.g., room not ready); learners guess a solution.
2. **Presentation – Overbooking/Room Change Language (15 min)**
 - Explain structure: Apology → Reason → Solution → Compensation (if any).
3. **Guided Practice – Response Building (15 min)**
 - Learners choose correct phrases for each stage of the conversation.
4. **Listening Task – Room Change Dialogue (15 min)**
 - Listen and identify: problem, offered solution, and guest reaction.
5. **Role-play – Overbooking Situation (25 min)**

- Role cards include guest type, problem, and acceptable solutions.

6. **Wrap-up & Feedback (10 min)**

- Highlight effective language for empathy and reassurance.

Resources: Scenario cards, phrase banks, audio recordings.

Assessment: Deliver a complete, polite explanation with a suitable solution in role-play.

Session 18 – Handling Complaints: Service Failures

CEFR Link: A2 – Can discuss service-related issues and offer basic remedies.

Objectives:

- Apologize and take responsibility for service failures (late cleaning, slow room service).
- Suggest corrective action.

Key Vocabulary: delay, inconvenience, service, complaint, priority, rectify, improve.

Target Phrases:

- “We apologize for the delay.”
- “We will make this our priority.”
- “The issue will be fixed immediately.”

Detailed Activity Plan (90 min)

1. **Warm-up – Complaint Chain Game (10 min)**
 - One learner complains, next offers a solution, next adds thanks.
2. **Presentation – Service Failure Examples (15 min)**
 - Show photos of “good” vs “bad” service situations.
3. **Guided Practice – Match Complaint to Solution (15 min)**
 - Example: “Breakfast late” → “We will refund the breakfast cost.”
4. **Listening Task – Service Failure Dialogue (15 min)**
 - Learners identify the type of problem and solution offered.

5. Role-play – Complaint Resolution (25 min)

- Guests have one of five common service problems; receptionists must resolve politely.

6. Wrap-up – Discussion (10 min)

- How can small gestures improve guest satisfaction?

Resources: Complaint-solution matching sheets, service photos, audio dialogues.

Assessment: Offer a logical and polite solution in at least 4/5 scenarios.

Session 19 – Coordinating with Other Hotel Departments (Part 1)

CEFR Link: A2 – Can pass on detailed guest requests to other staff and confirm understanding.

Objectives:

- Identify which department handles specific requests.
- Pass on guest requests clearly and confirm action.

Key Vocabulary: housekeeping, maintenance, kitchen, front office, spa, confirm, request, urgent.

Target Phrases:

- “Please send housekeeping to room 210.”
 - “The guest in 305 needs the air conditioning repaired.”
 - “Can you confirm when this will be done?”
-

Detailed Activity Plan (90 min)

1. Warm-up – Department Sorting Game (10 min)

- Learners sort request cards into correct department piles.

2. Presentation – Communication Flow in a Hotel (15 min)

- Diagram showing reception as main contact point.

3. Guided Practice – Request Rephrasing (15 min)

- Learners rewrite casual requests into professional language.

4. **Listening – Passing a Request (15 min)**
 - Listen to the receptionist calling a department; learners tick details heard.
5. **Role-play – Request Relay (25 min)**
 - Guest → Receptionist → Department. Practice accuracy and clarity.
6. **Wrap-up – Reflection (10 min)**
 - Discuss the importance of confirming action with the department.

Resources: Request cards, communication flow diagram, audio recordings.

Assessment: Pass on request accurately with all details in role-play.

Session 20 – Coordinating with Other Hotel Departments (Part 2)

CEFR Link: A2 – Can monitor and follow up on guest requests across departments.

Objectives:

- Confirm completion of a task with another department.
- Inform guests of task progress or completion.

Key Vocabulary: follow-up, completed, in progress, confirm, report, update.

Target Phrases:

- “I’ve confirmed with housekeeping, the towels are on the way.”
 - “Maintenance has fixed the problem.”
 - “Your request is complete.”
-

Detailed Activity Plan (90 min)

1. **Warm-up – “Who Said It?” Quiz (10 min)**
 - The trainer reads a sentence; learners say if it's a guest, receptionist, or department staff.
2. **Presentation – Follow-Up Phrases (15 min)**
 - Model polite ways to check on progress and inform guests.

3. **Guided Practice – Status Matching (15 min)**
 - Learners match request type to appropriate follow-up phrase.
4. **Listening – Task Completion Call (15 min)**
 - Learners listen to a department updating a receptionist and report back.
5. **Role-play – Full Follow-Up Chain (25 min)**
 - Guest makes request → Receptionist passes to department → Checks back → Informs guest.
6. **Wrap-up – Mini Assessment (10 min)**
 - Each learner completes one follow-up role-play in front of the group.

Resources: Request-status cards, audio recordings, role cards.

Assessment: Accurately confirm task completion and inform guest using polite language.

WEEK 6 – B1 Independent User Level

Focus: Resolve common and complex front desk problems, manage multiple tasks, and prioritize effectively.

Session 21 – Introduction to Problem-Solving at the Front Desk

CEFR Link: B1 – Can understand and respond to more complex guest problems using clear, polite, and structured language.

Objectives:

- Identify different types of front desk problems.
- Apply a step-by-step approach to solving them.

Key Vocabulary: urgent, issue, escalate, supervisor, resolve, assist, immediate action, alternative.

Target Phrases:

- “I understand the problem and I will take care of it immediately.”
 - “Let me find an alternative solution for you.”
 - “I will inform my supervisor.”
-

Detailed Activity Plan (90 min)

1. **Warm-up – “Problem or Not?” Quiz (10 min)**
 - Trainer reads scenarios; learners decide if they require immediate front desk action.
2. **Presentation – Problem-Solving Framework (15 min)**
 - 4 steps: Listen → Confirm details → Offer solution → Follow-up.
3. **Guided Practice – Scenario Classification (15 min)**
 - Learners group problems into categories (room, booking, payment, safety).
4. **Listening – Problem Report (15 min)**
 - Audio of guest explaining a problem; learners identify key details.
5. **Role-play – Applying the 4-Step Method (25 min)**
 - Small groups act out different problem scenarios with receptionists responding.
6. **Wrap-up & Homework (10 min)**
 - Homework: Write a short dialogue solving a guest problem.

Resources: Scenario cards, audio recordings, 4-step problem-solving chart.

Assessment: Correct use of all 4 steps in role-play with appropriate language.

Session 22 – Emergency Scenarios

CEFR Link: B1 – Can act appropriately and communicate clearly in emergencies.

Objectives:

- Respond to emergencies involving guests or facilities.
- Use clear instructions and stay calm.

Key Vocabulary: fire alarm, evacuation, medical emergency, lost child, security, emergency services.

Target Phrases:

- “Please remain calm and follow me.”
- “We are calling emergency services now.”
- “This area is closed for safety reasons.”

Detailed Activity Plan (90 min)

1. **Warm-up – “What Would You Do?” Discussion (10 min)**
 - The trainer asks: “What would you do if...?” to prompt quick answers.
2. **Presentation – Emergency Types & Phrases (15 min)**
 - Explain key emergencies and appropriate response phrases.
3. **Guided Practice – Emergency Flowcharts (15 min)**
 - Learners match emergencies to the correct action steps.
4. **Listening – Emergency Announcement (15 min)**
 - Learners hear a fire alarm announcement and identify instructions.
5. **Role-play – Emergency Response (25 min)**
 - Groups act out emergencies: evacuation, guest injury, lost passport.
6. **Wrap-up – Safety Reflection (10 min)**
 - Discuss how language choice affects guest calmness.

Resources: Emergency flowcharts, audio announcements, role cards.

Assessment: Provide clear, correct instructions for at least 2 emergency scenarios.

Session 23 – Introduction to Time Management at Reception

CEFR Link: B1 – Can organize and prioritize work tasks in a busy environment.

Objectives:

- Identify high-priority tasks at reception.
- Plan a shift to handle multiple requests efficiently.

Key Vocabulary: urgent, priority, deadline, multitask, schedule, peak hours, delegate.

Target Phrases:

- “I will deal with that immediately.”
- “Can this wait until later?”
- “Please handle this while I finish with the guest.”

Detailed Activity Plan (90 min)

1. **Warm-up – “Which First?” Game (10 min)**
 - The trainer lists tasks; learners decide which is done first and why.
2. **Presentation – Task Prioritization Rules (15 min)**
 - Explain urgent vs. important, with reception-specific examples.
3. **Guided Practice – Task Sorting (15 min)**
 - Learners sort 12 reception tasks into high, medium, and low priority.
4. **Listening – Supervisor Instructions (15 min)**
 - Learners create a priority list from spoken instructions.
5. **Scenario Role-play – Busy Shift (25 min)**
 - Teams manage 5 tasks arriving at the same time and explain their order of action.
6. **Wrap-up – Reflection (10 min)**
 - Discuss strategies for staying calm during busy periods.

Resources: Task cards, priority sorting worksheets, audio instructions.

Assessment: Correctly prioritize at least 80% of tasks in simulation.

Session 24 – Managing Multiple Guest Requests

CEFR Link: B1 – Can handle several guest interactions without losing accuracy or politeness.

Objectives:

- Respond to multiple guest requests in sequence.
- Use polite “holding” phrases to manage waiting guests.

Key Vocabulary: just a moment, one at a time, in the meantime, as soon as possible, let me finish.

Target Phrases:

- “I will be with you in just a moment.”
- “Please take a seat while I finish here.”
- “I will help you as soon as I can.”

Detailed Activity Plan (90 min)

1. **Warm-up – “Polite or Not?” (10 min)**
 - Learners decide if sample waiting phrases are polite.
2. **Presentation – Managing Multiple Requests (15 min)**
 - Demonstrate with 2–3 learners acting as guests approaching at once.
3. **Guided Practice – Polite Phrasing Drill (15 min)**
 - Learners transform direct phrases into polite holding language.
4. **Listening – Busy Reception Scenario (15 min)**
 - Learners note the order in which the receptionist handles requests.
5. **Role-play – Peak Hour Simulation (25 min)**
 - Receptionists manage 3 simultaneous guest requests and 1 phone call.
6. **Wrap-up – Feedback (10 min)**
 - Trainer comments on politeness, prioritization, and stress control.

Resources: Scenario cards, audio recordings, polite phrase list.

Assessment: Maintain polite language and accuracy while handling 3+ requests.

WEEK 7 – B1 Independent User Level

Focus: Consolidate time management skills, build advanced communication techniques, and develop leadership abilities in guest service.

Session 25 – Time Management Challenge: Peak Hours

CEFR Link: B1 – Can efficiently manage a high workload in a busy reception environment.

Objectives:

- Apply prioritization rules under time pressure.
- Communicate effectively while multitasking.

Key Vocabulary: peak hours, back-to-back, queue, interruption, urgent request.

Target Phrases:

- “Thank you for waiting, I will help you next.”
 - “Let me complete this task and I’ll be right with you.”
 - “Can I ask you to wait for a moment, please?”
-

Detailed Activity Plan (90 min)

1. **Warm-up – “Race Against the Clock” Task Order Game (10 min)**
 - Groups arrange 6 mixed-urgency tasks in correct order in under 2 minutes.
2. **Presentation – Peak Hour Strategies (15 min)**
 - Trainer models using polite holding phrases and task-switching effectively.
3. **Guided Practice – Task Rotation Drill (15 min)**
 - Learners rotate between 3 mini-tasks in 5 minutes, using polite time management language.

4. **Listening – Busy Reception Audio (15 min)**
 - Learners note how the receptionist moves between tasks and keeps guests informed.
5. **Role-play – Peak Hour Simulation (25 min)**
 - Learners manage 4–5 guest requests, 1 phone call, and 1 supervisor instruction within 10 minutes.
6. **Wrap-up & Feedback (10 min)**
 - Trainer notes good use of polite holding phrases and prioritization.

Resources: Task cards, scenario scripts, audio recordings.

Assessment: Complete peak hour role-play with 80% correct prioritization and polite language.

Session 26 – Improving Reception Efficiency

CEFR Link: B1 – Can streamline processes to improve guest service.

Objectives:

- Identify common causes of delays at reception.
- Suggest and implement efficiency improvements.

Key Vocabulary: bottleneck, delay, streamline, efficiency, process, improvement.

Target Phrases:

- “Let’s try to do this in a faster way.”
- “This will save time for both the guest and staff.”
- “We can prepare this in advance.”

Detailed Activity Plan (90 min)

1. **Warm-up – “What’s Slowing Us Down?” Brainstorm (10 min)**
 - Learners suggest things that slow reception work.
2. **Presentation – Efficiency Tips (15 min)**
 - Trainer shares examples: pre-prepared forms, clear signage, task delegation.

3. **Guided Practice – Problem & Solution Matching (15 min)**
 - Learners match common reception problems to efficiency solutions.
4. **Listening – Reception Process Review (15 min)**
 - Listen to supervisor suggesting efficiency improvements, take notes.
5. **Role-play – Efficiency Implementation (25 min)**
 - Learners simulate introducing a new process (e.g., faster check-in) to colleagues.
6. **Wrap-up – Reflection (10 min)**
 - Discuss how efficiency affects guest satisfaction.

Resources: Problem-solution cards, audio recordings, efficiency checklist.

Assessment: Suggest and explain an efficiency improvement in role-play.

Session 27 – Advanced Guest Communication Skills

CEFR Link: B1 – Can adapt language and tone for different guest types and situations.

Objectives:

- Adjust communication style for formal/informal situations.
- Use positive language to defuse tension.

Key Vocabulary: formal, informal, polite, positive phrasing, reassurance, empathy.

Target Phrases:

- “I completely understand your concern.”
 - “We’ll make sure this is handled for you.”
 - “I’m happy to assist you with that.”
-

Detailed Activity Plan (90 min)

1. **Warm-up – “Polite or Direct?” Quiz (10 min)**
 - Learners decide if a phrase is appropriate for a guest interaction.

2. **Presentation – Formal vs. Informal Language (15 min)**
 - Compare examples and discuss when to use each.
3. **Guided Practice – Positive Language Conversion (15 min)**
 - Learners rewrite negative statements in positive form.
4. **Listening – Two Versions of Same Conversation (15 min)**
 - Compare guest reactions to polite vs. direct language.
5. **Role-play – Difficult Guest Interaction (25 min)**
 - Practice adjusting tone and using positive phrasing to calm a guest.
6. **Wrap-up – Peer Feedback (10 min)**
 - Partners give feedback on tone, phrasing, and empathy.

Resources: Polite vs. direct phrase list, conversion worksheets, audio recordings.

Assessment: Maintain polite, positive tone in 2 guest interaction scenarios.

Session 28 – Leadership Skills for Reception

CEFR Link: B1 – Can take initiative and guide colleagues during busy periods.

Objectives:

- Give clear instructions to colleagues.
- Monitor tasks and provide constructive feedback.

Key Vocabulary: delegate, supervise, assist, guide, check progress, feedback.

Target Phrases:

- “Please handle this task while I...”
 - “Can you update me when it’s done?”
 - “Thank you for completing that quickly.”
-

Detailed Activity Plan (90 min)

1. **Warm-up – Leadership Role Models Discussion (10 min)**
 - Learners discuss qualities of a good team leader.
2. **Presentation – Giving Clear Instructions (15 min)**
 - Model using short, polite, and specific instructions.
3. **Guided Practice – Instruction Clarity Test (15 min)**
 - Learners rewrite vague instructions into clear ones.
4. **Listening – Supervisor Task Delegation (15 min)**
 - Learners note instructions and report back in their own words.
5. **Role-play – Acting as Shift Leader (25 min)**
 - One learner leads a small “team” through a busy shift, assigning tasks and checking completion.
6. **Wrap-up – Self-Reflection (10 min)**
 - Learners write 2 leadership strengths and 1 improvement goal.

Resources: Instruction cards, task delegation scripts, audio recordings.

Assessment: Give clear, polite, and specific instructions in role-play scenario.

WEEK 8 – Final Assessments & Certification

Focus: Consolidate all vocabulary, structures, and professional skills; demonstrate competence in realistic front desk operations.

Session 29 – Full Morning Shift Simulation

CEFR Link: B1 – Can manage front desk duties independently with minimal support.

Objectives:

- Perform a complete morning shift with check-ins, check-outs, and guest requests.
- Apply time management and problem-solving strategies learned in the course.

Key Vocabulary: *All vocabulary from previous sessions* (objects, greetings, reservations, requests, complaints, departments, emergencies, leadership).

Target Phrases: *Full range from A0–B1 levels.*

Detailed Activity Plan (90 min)

- 1. Warm-up – Vocabulary Quick Fire (10 min)**
 - Teams compete to give correct vocabulary words for trainer prompts (e.g., “item used to open a room”).
- 2. Simulation Briefing (10 min)**
 - The trainer explains that learners will run a “morning shift” from 7 am to 11 am, compressed into 60 minutes.
 - Assign roles: receptionist(s), guests, colleagues, supervisor.
- 3. Simulation – Morning Shift (50 min)**
 - Guests arrive to check in.
 - Others check out with bills to settle.
 - Guest requests and complaints occur.
 - Departments need coordination.
 - One small “emergency” scenario included.
- 4. Peer Feedback Round (15 min)**
 - Observers note strong points and areas for improvement using feedback forms.
- 5. Wrap-up & Trainer Feedback (5 min)**

Resources: Scenario cards, booking forms, receipts, props for reception desk, peer feedback sheets.

Assessment: Learner demonstrates accurate, polite, and efficient handling of tasks.

Session 30 – Full Evening Shift Simulation

CEFR Link: B1 – Can adapt to evening reception duties and handle guest relations effectively.

Objectives:

- Manage evening shift priorities (guest arrivals, handling bookings for next day, managing guest leisure requests).
- Respond appropriately to unexpected evening events.

Key Vocabulary: *Full range of course vocabulary.*

Target Phrases: *Full range of course polite expressions and leadership phrases.*

Detailed Activity Plan (90 min)

- 1. Warm-up – “Evening Guest Needs” Brainstorm (10 min)**
 - Learners list typical evening requests (restaurant booking, taxi, late check-in).
- 2. Simulation Briefing (10 min)**
 - Scenario: Evening shift from 6 pm to 10 pm compressed into 60 minutes.
- 3. Simulation – Evening Shift (50 min)**
 - Guests request dinner reservations and leisure services.
 - Late check-ins arrive.
 - Room service complaints.
 - Supervisor calls for task prioritization.
- 4. Peer Feedback (15 min)**
 - Focus on evening-specific needs and guest service quality.
- 5. Wrap-up (5 min)**

Resources: Scenario cards, restaurant menus, local attraction brochures, props.

Assessment: Learner manages multiple evening-specific requests with correct prioritization and politeness.

Session 31 – Individual Assessment Role-Plays

CEFR Link: B1 – Can independently complete front desk tasks in realistic time frames.

Objectives:

- Show mastery of front desk communication in varied scenarios.
 - Demonstrate ability to resolve problems and coordinate with colleagues without prompts.
-

Detailed Activity Plan (90 min)

1. **Warm-up – “Top 10 Phrases” Recap (10 min)**
 - Learners recall key polite phrases from the course.
2. **Individual Role-Play Assessments (65 min)**
 - Each learner is given 3 randomly selected scenarios (from a pool of 12).
 - Must handle all 3 with correct English, professionalism, and task completion.
 - Scenarios cover: check-in, check-out, guest request, complaint handling, coordination with departments, emergency.
3. **Peer Observation & Note-Taking (15 min)**
 - Observers fill in feedback sheets during classmates’ role-plays.

Resources: Scenario bank, feedback forms, prop materials.

Assessment: Trainer scores each scenario on accuracy, politeness, and efficiency.

Session 32 – Course Review, Feedback & Certification

CEFR Link: B1 – Can reflect on performance and identify areas for further improvement.

Objectives:

- Review key skills and vocabulary from the course.
 - Provide and receive constructive feedback.
 - Celebrate achievement and formally close the course.
-

Detailed Activity Plan (90 min)

1. **Warm-up – “Course Memory Chain” Game (10 min)**

- Each learner says one thing learned; the next learner repeats all before adding theirs.
- 2. **Course Review Quiz (20 min)**
 - Team quiz with questions from all modules (vocabulary, procedures, problem-solving).
- 3. **Self-Assessment & Reflection (20 min)**
 - Learners complete a checklist rating their skills from start to finish.
- 4. **Trainer Feedback Session (20 min)**
 - Trainer provides individual verbal feedback based on Week 8 assessments.
- 5. **Certification Ceremony (20 min)**
 - Certificates awarded.
 - Group photo and closing words.

Resources: Review quiz sheets, self-assessment checklists, certificates.

Assessment: Participation in review and reflection; completion of self-assessment.



Stock Management

The **Stock Management Curriculum** has been developed within the EmpowerHer project to provide refugee women with the **language, communication, and vocational skills** needed to work in logistics and stockroom management roles in the hospitality sector. Effective stock management requires the ability to **recognize and record products, follow delivery procedures, restock shelves, report shortages or damaged items, and communicate clearly with supervisors and colleagues**. This curriculum supports learners in acquiring both the **specialized vocabulary** and the **practical interaction skills** essential to these tasks.

The training follows the **Common European Framework of Reference for Languages (CEFR)**, guiding learners from **A0 (absolute beginner)** to **B1 (independent user)**. It provides a **step-by-step pathway**, ensuring that learners move gradually from naming objects and following commands to managing deliveries, processing stock reports, and coordinating with other departments.

The curriculum is organized into **7 weeks of training**, with **3–4 sessions per week**, each lasting 90 minutes. Each session includes:

- **CEFR Link** – the specific language level targeted.
- **Objectives** – linguistic and vocational goals linked to stock management.
- **Key Vocabulary and Phrases** – profession-specific terms and expressions.
- **Detailed Activity Plan** – interactive learning through role-playing, simulations, and problem-solving.
- **Assessment** – small, practical checks of learner progress.

At the end of each week, learners complete a **role-play scenario** that integrates the week's learning, such as **receiving a delivery, updating inventory, restocking shelves, or reporting shortages**.

CEFR Levels in the Stock Management Curriculum

A0 – Foundation (Pre-A1)

Learners are introduced to the **stockroom environment and essential commands**. They learn to identify and name stockroom items (e.g., box, shelf, trolley, label) and follow simple safety instructions (“*Lift carefully,*” “*Put the box on the shelf*”).

A1 – Basic User

At this level, learners can handle **simple, routine stock tasks**. They learn to count and record items, check labels and expiry dates, and manage basic delivery interactions. Vocabulary includes numbers, product types, and delivery terms, with grammar focusing on the **present tense and simple questions**.

A2 – Pre-Intermediate User

Learners can **manage routine stockroom operations** with some independence. They practice writing simple stock reports, processing orders, handling damaged or missing goods, and coordinating with colleagues in other departments. Grammar extends to **past tense, comparatives, and polite requests**.

B1 – Independent User

At this stage, learners can **operate with confidence in stock management tasks**. They are able to report shortages, propose solutions, handle emergencies (e.g., spills, accidents), manage multiple tasks, and suggest efficiency improvements. Grammar focuses on **modals, sequencing, and conditionals**, enabling learners to explain processes and propose changes (“*If stock is delayed, we can...* ”).

| Level | Lesson Topics | Quantifiable Goals |
|-------|---|---|
| A0 | Identifying stock items, understanding storage labels, basic inventory tasks. | Identify 10+ stock items, read and understand 5+ storage labels, follow 3+ basic stock handling instructions. |
| A1 | Stock organization, counting and recording inventory, handling deliveries. | Organize stock into 3+ categories, count and record 20+ inventory items accurately, check and log a delivery of 5+ items. |
| A2 | Managing supply requests, tracking stock levels, reporting missing/damaged items. | Process 3+ supply requests, update inventory records for 10+ stock items, report 2+ missing or damaged stock cases using correct terminology. |
| B1 | Advanced stock management communication, problem-solving in inventory discrepancies, coordinating with other departments. | Resolve 2+ stock discrepancies, communicate a large order (20+ items) with suppliers, assist in managing stock for a full shift. |

Each CEFR level is broken into **modules** (themes) and then into **sessions** (32 total).

◆ Ao – Foundation Level (Sessions 1–8)

- Module 1: Stock Management Tools & Equipment (S1–2)
- Module 2: Basic Commands & Safety Procedures (S3–4)
- Module 3: Stockroom Organization & Hygiene (S5–6)

- Module 4: Review & Practice (S7–8)

◆ **A1 – Basic User Level (Sessions 9–16)**

- Module 5: Inventory Checklists & Procedures (S9–10)
- Module 6: Handling Deliveries & Stock Rotation (S11–12)
- Module 7: Workplace Communication (S13–14)
- Module 8: Role-Plays & Review (S15–16)

◆ **A2 – Pre-Intermediate (Sessions 17–24)**

- Module 9: Inventory Control & Accuracy (S17–18)
- Module 10: Handling Stock Issues & Returns (S19–20)
- Module 11: Supplier & Delivery Coordination (S21–22)
- Module 12: Digital Systems & Stockroom Meetings (S23–24)

◆ **B1 – Independent User (Sessions 25–32)**

- Module 13: Problem-Solving & Discrepancies (S25–26)
- Module 14: Time Management & Efficiency (S27–28)
- Module 15: Advanced Communication & Leadership (S29–30)
- Module 16: Final Projects & Assessment (S31–32)

2. The Stock Management Curriculum

Level Ao – Foundation (Absolute Beginner)

Session 1 – Introduction to the Stockroom

CEFR Link: Ao – Can recognize and name basic workplace items.

Objectives:

- Identify 10+ common stockroom objects.
- Use simple phrases to describe objects (“This is a box.”).

Detailed Activity Plan (90 min):

1. **Warm-up – Icebreaker (10 min)**
 - Learners share if they’ve seen/used stockroom items before.
2. **Vocabulary Presentation (20 min)**
 - Trainer introduces 10 items with flashcards and real objects.

| | | | |
|--------|-------|---------|--------|
| Box | Shelf | Bin | Bottle |
| Carton | Bag | Scanner | Label |



- Learners repeat words aloud.

3. Guided Practice – Flashcard Matching (15 min)

- Learners match pictures to words.

4. Hands-On Labelling (20 min)

- Learners place word labels on stock items in mock stockroom.



5. VR Activity – Inventory Room Tour (20 min)

- **VR Video 1 – Presentation of the Inventory Room.**
- Trainer pauses to highlight objects.

6. Review & Wrap-up (5 min)

- Learners name 5 objects from memory.

Resources: Flashcards, labels, props, VR headset/projector.

Assessment: Identify 8/10 objects correctly.

Session 2 – Equipment & Tools

CEFR Link: Ao – Can name and recognize equipment.

Objectives:



- Recognize 5+ stockroom tools (scanner, barcode, pallet).
- Understand their basic use.

Detailed Activity Plan (90 min):

1. Warm-up – Quick Review (10 min)

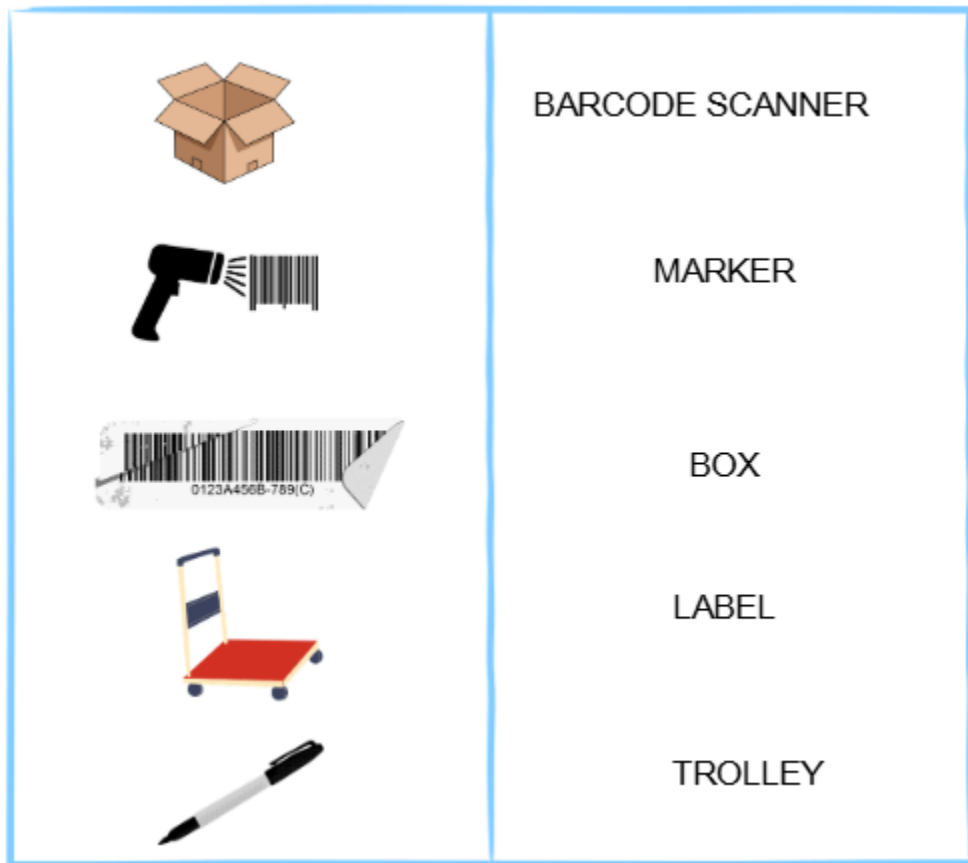
- Learners name 3 objects from Session 1.

2. Vocabulary Presentation (20 min)

- Trainer shows 5 tools with pictures + gestures.

3. Guided Practice – Matching Worksheet (15 min)

- Learners connect word → tool → use.



4. Hands-On Game – Simon Says (20 min)

- Trainer gives commands with props (“Scan the box”).

How to play:

- Choose 3–5 props: box, barcode scanner, label, shelf, trolley.
- Trainer gives a mix of correct and trick instructions:
- “Simon says: Put the box on the shelf.”
- “Simon says: Show me the label.”
- “Move the trolley.” (Learners should wait.)
- Those who do the wrong action or miss a correct command gently sit down for that round.

5. VR Activity – Equipment Tour (20 min)

- **VR Video 2 – Presentation of Equipment.**

6. Wrap-up (5 min)

- Learners repeat 3 tool names.

Resources: Props, worksheets, VR headset.

Assessment: Correctly name 5 tools in VR activity.

Session 3 – Commands & Instructions

CEFR Link: A0 – Can follow and act on basic instructions.

Objectives:

- Understand 5+ workplace commands.
- Respond correctly by performing the action.

Detailed Activity Plan (90 min):

1. Warm-up – “Do as I say” Game (10 min)

The “Do as I say” game is an active vocabulary warm-up for beginners that helps learners understand and practice simple inventory commands by physically responding with props.

How to Play

- The trainer says a command (using clear body language and a prop, e.g., a box or label).
- Learners must do the action only if the command is spoken.

Command List:

- put (put the box on the shelf)
- take (take the label)
- lift (lift the box)
- carry (carry the box to the trolley)
- open (open the box)
- close (close the lid)
- restock (restock the shelf)

Example Sequence

- “Put the box on the shelf.” (Learners perform the action.)
- “Take the label.” (Learners find and take a label.)
- “Carry the box to the trolley.” (Learners act this out.)
- “Open the box.” (Learners mime or use real props.)
- “Restock the shelf.” (Learners move items as if refilling shelves.)

This game builds comprehension of real workplace actions and helps learners link language to practical movement, perfect for engaging absolute beginners.

2. Vocabulary Presentation (20 min)

- Commands: put, take, lift, carry, open, close, restock.

3. Guided Practice – Flashcard Drill (15 min)

4. Hands-On Practice – Command Practice (20 min)

- Trainer gives instructions → learners perform.

5. Pair Role-Play (20 min)

- One learner is supervisor, the other follows orders.

For an Ao-level pair role-play in inventory management, one learner acts as the supervisor and the other as the staff member. The supervisor gives simple stockroom commands using vocabulary like “put,” “take,” “lift,” “carry,” “open,” “close,” and “restock.” The staff member listens and performs the actions with props (e.g., boxes, labels, shelf).

Example Role-Play

- Supervisor: “Put the box on the shelf.”
 - Staff: Places the box on the shelf.
- Supervisor: “Take the label.”
 - Staff: Picks up the label card.
- Supervisor: “Open the box.”
 - Staff: Mimes opening the box.
- Supervisor: “Restock the shelf.”
 - Staff: Moves items to refill the shelf.

After a few commands, learners switch roles. This format builds listening skills, vocabulary, and confidence in basic workplace interactions, as well as practical understanding of stockroom routines.

6. Wrap-up (5 min)

- Learners give 1 command each to the class.

Resources: Flashcards, props (boxes).

Assessment: Perform 7/10 commands correctly.

Session 4 – Safety & Etiquette

CEFR Link: Ao – Can recognize stockroom safety rules.

Objectives:

- Identify safe vs unsafe practices.
- Use polite phrases at work.

Detailed Activity Plan (90 min):

1. Warm-up – Safety Symbol Quiz (10 min)



2. Presentation – Stockroom Safety (20 min)

- Trainer shows posters (fragile, heavy, fire hazard).

3. Guided Practice – Safe or Unsafe? (15 min)

- Learners decide correct practice from photos.

4. Role-Play – Lifting Safely (20 min)

- Learners practice correct lifting techniques.

5. Group Project – Safety Poster (20 min)

A stockroom safety presentation for Ao learners typically features large, simple posters with clear images and short text—ideal for discussing fragile items, heavy lifting, and fire hazards in an inventory environment.

Example Safety Posters to Present

- Fragile Items: Poster showing a cracked glass symbol and the word “Fragile.”
Message: “Handle with care. Glass can break.”
- Heavy Lifting: Poster of someone lifting a box with a red warning icon.
Message: “Lift with your legs, not your back. Ask for help if heavy.”
- Fire Hazard: Poster showing a flame or fire extinguisher.
Message: “Keep area clean. Know where fire extinguisher is.”

How to Use in Class

- Show each poster visually and say the rule aloud.
- Ask learners: “Is this safe? What do you do if you see this?”
- Use props to demonstrate safe/unsafe actions.
- Point out where similar posters would be found in a real warehouse.

This method builds vocabulary, visual awareness, and safe habits in a memorable way for new learners, using real-world signs as the foundation for discussion and practice. For an Ao-friendly “Stockroom Safety” presentation, trainers should use simple posters with bold icons and clear, short safety reminders.

- Show a poster with a cracked glass labelled “Fragile” and say: “Fragile—be careful!”
- Show a poster with a box and a red warning icon labelled “Heavy” and say: “Heavy—lift safely, ask for help!”
- Show a fire hazard symbol or fire extinguisher poster and say: “Fire hazard—keep clean, know where extinguisher is!”

During the presentation, point to the image, repeat the word, and mime a safe action (for example, carefully lifting a box or pointing to a fire extinguisher). Ask the learners what they should do if they see each sign and let them practice using props. This anchors essential safety vocabulary and behavior using simple, visual cues in a real-world context.

6. Wrap-up (5 min)

- Each learner names one safety rule.

Resources: Posters, photos, props.

Assessment: Identify 3+ safety rules correctly.

Session 5 – Review Practice

CEFR Link: Ao – Can integrate vocabulary, commands, and safety in simple tasks.

Objectives:

- Consolidate knowledge from Sessions 1–4.
- Apply vocabulary and safety in a mini-simulation.

Detailed Activity Plan (90 min):

1. **Warm-up – Quick Fire Quiz (10 min)**
 - Trainer asks random vocab questions.
2. **Mixed Skills Worksheet (20 min)**
 - Naming, commands, and matching tasks.
3. **Relay Race Game (30 min)**
 - Teams complete restocking + safety steps.
4. **Mini Role-Play – First Day in Stockroom (25 min)**
5. **Wrap-up (5 min)**
 - Feedback discussion.

Resources: Worksheets, props, labels.

Assessment: Group completes 80% of tasks correctly.

Session 6 – Stockroom Hygiene

CEFR Link: Ao – Can describe cleanliness and organization.

Objectives:

- Use basic words for hygiene.
- Organize shelves according to simple rules.

Detailed Activity Plan (90 min):

1. **Warm-up – Dirty vs Clean Pictures (10 min)**
2. **Vocabulary Presentation (20 min)**
 - clean, dirty, tidy, organized.

ocus on “clean, dirty, tidy, organized” using clear visuals and practical, real-life examples from the stockroom environment.

How to Present

- Clean: Hold up a shiny, empty box or show a picture of swept shelves. Say: “Clean. This box is clean!” Learners repeat the word.
- Dirty: Show a box with fake dust or a picture of a messy shelf. Say: “Dirty. This shelf is dirty!” Learners repeat.
- Tidy: Arrange items neatly on a shelf. Say: “Tidy. The shelf is tidy.” Use hand gestures to show order.
- Organized: Show a color-coded or labelled shelf. Say: “Organized. The stockroom is organized.” Point to labels or groups.

Activities

- Use flashcards or pictures: Learners guess the right word.
- Show both clean and dirty real props (empty vs. messy box).
- Have students physically move items to make the shelf “tidy” or “organized.”

This hands-on approach reinforces basic warehouse vocabulary and connects language learning to visible, tangible actions

3. **Matching Activity – Photos to Words (15 min)**
4. **Hands-On Practice – Organize Mock Shelf (20 min)**
5. **Pair Task – “Fix the Mistake” (20 min)**
6. **Wrap-up (5 min)**

- Learners state 1 hygiene rule.

Resources: Photos, mock shelf, labels.

Assessment: Correctly organize 3 shelves.

Session 7 – Digital Tools (Intro)

CEFR Link: A0 – Can recognize simple digital stock terms.

Objectives:

- Identify digital stock tools.
- Enter simple data in a stock form.

Detailed Activity Plan (90 min):

1. **Warm-up – QR Code Quiz (10 min)**

How to Run the QR Code Quiz (10 min)

Materials:

- Print 4–6 QR codes (each leading to a simple word or picture: “box,” “shelf,” “label,” etc.) or use cards with QR images and corresponding objects.
- Use a tablet or smartphone to scan.

Instructions:

1. Show a QR code and ask, “What is this?”
 - Say: “This is a QR code. In the warehouse, we scan QR codes to see product information.”
2. Have learners take turns scanning QR codes with a smartphone or tablet.
3. Each scan reveals a word or a picture (e.g., scanning shows “box” or an image of a shelf).
4. Learners say or point to the object in the room that matches what the QR code shows.
5. Bonus: Give command sentences (“Scan the box’s QR code!”) and learners perform the action.

This warm-up helps build basic digital literacy, introduces the idea of QR codes in inventory, and reinforces practical stockroom vocabulary for beginners. A “QR Code Quiz” is a fun, simple activity for A0 learners to introduce QR codes and practice warehouse vocabulary

2. Presentation – Digital Tools (20 min)

- scan, update, code, digital.

3. Practice – Barcode Scanning (15 min)

4. Worksheet – Fill Stock Form (20 min)

Sample Worksheet: Fill Stock Form

Instructions: Look at the stock items and fill in the form with the correct information.

| Item | Number | Location | Action |
|---------|--------|----------|--------|
| Box | _____ | Shelf | Put |
| Label | _____ | Box | Stick |
| Trolley | _____ | Floor | Move |
| Marker | _____ | Table | Write |
| Scanner | _____ | Shelf | Scan |

Sample Items for Practice (use images or real props):

- Give learners 5 items to count and record (e.g., “How many boxes are there?”)
- Ask them to write the number and match the right action (“What do you do with a label? Stick!”)

Extension:

- Learners can use stickers or drawings to indicate “scanned,” “moved,” or “put.”

5. Pair Activity – Scan & Record (20 min)

6. Wrap-up (5 min)

- Learners share what “scan” means.

Resources: Laptop/tablet, barcode labels.

Assessment: Enter 5/5 items correctly.

Session 8 – Review Role-Play: First Day in Stockroom

CEFR Link: Ao – Can follow instructions and apply vocabulary in a simple scenario.

Objectives:

- Simulate a first day in the stockroom.
- Apply vocabulary, safety, and digital skills.

Detailed Activity Plan (90 min):

1. Warm-up – Vocabulary Bingo (10 min)

2. Mixed Activity Review (20 min)

3. Role-Play – New Worker Simulation (40 min)

- Learner follows commands, counts items, labels shelves.

For a “New Worker Simulation” role-play (40 min) at beginner level, learners act out a real first day in the stockroom, practicing listening, following commands, counting, and labeling.

Structure of the Activity

- Prepare a “mock stockroom” with shelves, boxes, labels, and numbers.
- Assign one learner as the “new worker” and a partner or trainer as the “supervisor.”
- The supervisor gives simple commands:
 - “Take the box.”
 - “Put the box on the shelf.”
 - “Count the boxes.”

- “Write the label.”
- “Stick the label on the shelf.”

Activity Steps

1. Following Commands:
Supervisor says and demonstrates each action; new worker repeats and performs.
2. Counting Items:
Supervisor says, “How many boxes are there?” New worker counts aloud: “One, two, three...”
3. Labeling Shelves:
Give new worker a marker and labels. Supervisor says, “Write ‘rice’,” “Put the label here.” New worker practices writing and sticking labels correctly.
4. Rotation:
Switch roles so all learners experience giving and following instructions.

4. Peer Feedback (15 min)

5. Wrap-up (5 min)

Resources: Mock stockroom, labels, forms.

Assessment: Perform 85% of tasks correctly.

Level A1 – Basic User (Elementary)

Session 9 – Inventory Checklists

CEFR Link: A1 – Can read and follow a simple 5-step stock checklist.

Objectives:

- Read and understand step-by-step stock instructions.
- Complete a stock check following a checklist.

Detailed Activity Plan (90 min):

1. Warm-up – Quick Review (10 min)
 - Learners recall 3 safety rules from Ao.
2. Presentation – Example Checklist (20 min)
 - Trainer shows a 5-step inventory form.

INVENTORY

MONTH:

YEAR:

[illegible]

3. Guided Practice – Sequencing (15 min)

- Learners arrange scrambled checklist steps.

4. Hands-On Practice (25 min)

- Learners follow the checklist in a mock stockroom.

5. Wrap-up (20 min)

- Class discussion: “What was easy? What was hard?”

Resources: Printed checklists, props, pens.

Assessment: Learners complete checklist with 80% accuracy.

Session 10 – Counting & Recording Inventory

CEFR Link: A1 – Can count up to 20 and record in a form.

Objectives:

- Accurately count stock items.
- Record numbers on a stock form.

Detailed Activity Plan (90 min):

1. Warm-up – Number Bingo (10 min)

Name _____
Number Bingo

| | | | |
|----|----|----|----|
| 1 | 5 | 12 | 17 |
| 8 | 2 | 6 | 13 |
| 14 | 9 | 3 | 7 |
| 18 | 15 | 10 | 4 |
| 20 | 19 | 16 | 11 |

2. Vocabulary Presentation (20 min)

- Numbers 1–20, enough, missing.

3. Guided Practice – Fill-in Worksheet (15 min)

4. Hands-On Activity – Count Stock Items (25 min)

5. Scenario Simulation (15 min)

- Trainer removes items → learners spot shortages.

A Scenario Simulation for spotting shortages is an engaging activity for A1 learners to practice inventory concepts hands-on.

How to Run the Simulation (15 min)

1. Set Up: Arrange a “stock shelf” with various items and matching inventory lists.
2. Trainer’s Role: Quietly remove 1–2 items from the shelf or decrease the count of specific items while learners are not watching.
3. Learners’ Task:
 - Learners check the shelf against the inventory list.
 - They must compare the expected number (list) to the actual number (on the shelf).
 - If an item is missing (shortage), learners raise their hand or say: “We are missing two boxes!” or “There is a shortage of labels.”
4. Discussion: Review as a group which items were short and practice using the correct language to report: “Box—missing,” “Number wrong,” etc.

6. Wrap-up (5 min)

Resources: Worksheets, props, numbered labels.

Assessment: Record 8/10 items correctly.

Session 11 – Handling Deliveries (Part 1)

CEFR Link: A1 – Can check deliveries using a list.

Objectives:

- Receive and check items against a delivery list.
- Ask for and give signatures.

Detailed Activity Plan (90 min):

1. **Warm-up – Delivery Discussion (10 min)**
 - Learners talk about when they’ve seen a delivery.
2. **Presentation – Delivery Vocabulary (20 min)**
 - delivery, order, truck, box, signature.
3. **Guided Practice – Checklist Matching (15 min)**
4. **Role-Play – Delivery Driver (25 min)**

For an A1-level “Delivery Driver” role-play (25 min), the warehouse delivery process is brought to life through simulation with props, clear commands, and peer interaction.

Step-by-Step Activity

1. Set the Scene:
 - Make a “receiving desk” with boxes, delivery slips, and pens.
 - One learner is the delivery driver; the other is the stockroom worker.
2. Role-Play Tasks:
 - Delivery driver arrives and says: “Delivery for you.”
 - Worker checks delivery list against boxes: “One, two, three boxes—yes.”
 - Driver asks: “Can you sign here, please?” (Hands delivery slip.)
 - Worker signs the slip and says: “Thank you.”
3. Adding Challenges:
 - Sometimes a box is missing or damaged. Driver and worker discuss:
 - “This box is missing.” / “This box is broken.”
 - Driver notes the problem on the slip or calls supervisor.
4. Switch Roles:
 - Learners change roles and repeat, practicing both giving and following instructions, checking lists, and using polite workplace English.

The simulation prepares learners for actual warehouse interactions and builds both language and practical delivery skills. For a “Delivery Driver” role-play (25 min) at beginner level, simulate the real-life stockroom delivery experience using simple props and workplace language.

How to Organize

- Props Needed: Boxes, delivery list, marker, clipboard (and a “delivery slip” for signing).
- Roles: One learner is the “delivery driver.” The other is the “stock worker.”

Step-by-Step Activity

1. Arrival:
 - Driver: “Good morning! I have a delivery.”
 - Worker: “Hello. What do you have?”
2. Checking Delivery:
 - Worker reads delivery list, counts boxes: “One, two, three boxes. Yes, all here.”
 - Driver: “Please sign here.” (Hands over delivery slip.)
3. Handling Problems:
 - If a box is missing: Worker says, “One box is missing.”
 - If a box is broken: Worker says, “This box is broken.”
 - Driver makes a note and says: “I will report it.”
4. Signature and Finish:
 - Worker signs.
 - Both say “Thank you!”
 - Swap roles and repeat.

Why This Works

- Reinforces delivery, counting, problem-reporting, and polite workplace English.
- Mirrors a real stockroom delivery with visual aids and authentic interaction.
- Builds foundational communication and inventory vocabulary.

5. Wrap-up (20 min)

- Reflection on delivery challenges.

Resources: Delivery lists, boxes, role cards.

Assessment: Check 8/10 items correctly.

Session 12 – Handling Deliveries (Part 2: Damaged/Missing)

CEFR Link: A1 – Can describe damaged/missing goods.

Objectives:

- Recognize problems with deliveries.
- Report them clearly to a supervisor.

Detailed Activity Plan (90 min):

1. Warm-up – “Broken or Not?” Game (10 min)
2. Presentation – Problem Vocabulary (20 min)
 - broken, damaged, missing, complete.
3. Guided Practice – Spot-the-Damage (15 min)



4. Role-Play – Report to Supervisor (25 min)

For a beginner-level “Report to Supervisor” role-play (25 min), learners practice communicating problems or findings to a warehouse supervisor using clear, simple English.

How to Organize the Activity

- Roles: One learner is the “worker,” the other is the “supervisor.” Use props or scenario cards (e.g., damaged box, missing label).

Step-by-Step

1. Worker discovers a problem: “The box is broken.” / “Two boxes are missing.”
2. Worker approaches supervisor and reports: “Excuse me, this box is damaged.” / “We have a shortage.”
3. Supervisor listens, asks a simple follow-up question: “Which box?” / “How many missing?”
4. Worker answers: “The rice box.” / “Two are missing.”
5. Supervisor gives thanks and a simple instruction: “Thank you, please write it on the report.” / “Please put the damaged box aside.”

Variation: Rotate roles and practice with several different scenarios (damaged, missing, moved items).

Focus Points

- Use polite phrases: “Excuse me,” “Please,” “Thank you.”
- Practice workplace vocabulary: “damaged,” “missing,” “report,” “box,” “label.”
- Reinforce counting and object identification.

This practical role-play builds reporting skills, workplace language, and confidence interacting with supervisors in typical warehouse situations. A beginner-level “Report to Supervisor” role-play uses basic vocabulary and real-world stockroom problems to build reporting and communication skills.

How to Structure

- Roles: One learner is the “worker,” the other is the “supervisor.” Use props or simple scenario cards (damaged box, missing item, dirty shelf).

Step-by-Step Example

1. Worker finds a problem: “This box is damaged.”
2. Worker approaches supervisor: “Excuse me. We have a problem.”
3. Supervisor listens and asks: “What is wrong?”
4. Worker explains: “The box is broken.” / “Two boxes are missing.” / “The shelf is dirty.”
5. Supervisor replies: “Thank you. Please write a report.” / “Let’s fix it now.”
6. Workers and supervisors switch roles for another scenario.

Focus Skills

- Polite phrases (“Excuse me,” “Thank you,” “Please”)
- Clear, simple problem reporting language (“damaged,” “missing,” “dirty”)
- Oral practice and listening skills

This role-play is effective for building workplace communication in a realistic, supportive environment, and can be repeated with new scenarios for confidence and fluency

5. Wrap-up (20 min)

- Learners give 1 “problem” sentence each.

Resources: Photo cards of damaged goods, supervisor role cards.

Assessment: Report 2+ problems correctly.

Session 13 – Stock Rotation (FIFO Method)

CEFR Link: A1 – Can organize stock by date.

Objectives:

- Recognize expiry dates.
- Rotate stock using FIFO (First-In, First-Out).

Detailed Activity Plan (90 min):

1. Warm-up – Expiry Date Quiz (10 min)
2. Presentation – FIFO Explanation (20 min)
3. Guided Practice – Label Reading (15 min)
4. Hands-On Practice – Rotate Mock Stock (25 min)

5. Wrap-up (20 min)

- Discussion: Why is rotation important?

Resources: Mock food boxes with dates, worksheets.

Assessment: Rotate 8/10 items correctly.

Session 14 – Workplace Communication (Requests)

CEFR Link: A1 – Can make and respond to simple requests.

Objectives:

- Use polite phrases to ask for help.
- Respond to simple requests.

Detailed Activity Plan (90 min):

1. Warm-up – Politeness Brainstorm (10 min)
2. Presentation – Request Phrases (20 min)
 - “Can you bring...?” / “Please help me.”
3. Guided Practice – Dialogue Cards (15 min)
4. Listening – Workplace Audio (20 min)
5. Role-Play – Colleague Requests (20 min)
6. Wrap-up (5 min)

Resources: Dialogue cards, audio clips.

Assessment: Perform 3 role-plays correctly.

Session 15 – Review Role-Plays

CEFR Link: A1 – Can combine delivery, rotation, and communication skills.

Objectives:

- Apply multiple A1 skills in one scenario.
- Show ability to work in a small team.

Detailed Activity Plan (90 min):

1. Warm-up – Quick Fire Quiz (10 min)

2. **Team Role-Play – Full Delivery Cycle (40 min)**
3. **Feedback – Peer Observation (20 min)**
4. **Wrap-up – Trainer Summary (20 min)**

Resources: Delivery lists, boxes, forms.

Assessment: Team completes cycle with 80% accuracy.

Session 16 – VR Practice: Process of an Order

CEFR Link: A1 – Can follow an order process with minimal guidance.

Objectives:

- Watch and understand an order process in VR.
- Repeat the process in a simulation.

Detailed Activity Plan (90 min):

1. **Warm-up – Review of Deliveries (10 min)**
2. **VR Viewing – Process of an Order (25 min)**
 - **VR Video 3** with trainer pausing for explanations.
3. **Group Practice – Simulate Order (30 min)**
4. **Feedback – Peer Review (20 min)**
5. **Wrap-up (5 min)**

Resources: VR headset/projector, order forms.

Assessment: Learners replicate process with 80% accuracy.

Level A2 – Pre-Intermediate

Session 17 – Inventory Reports

CEFR Link: A2 – Can write a simple stock report describing quantities and shortages.

Objectives:

- Track and record stock levels.
- Write simple stock reports with enough/not enough phrases.

Detailed Activity Plan (90 min):

1. **Warm-up – Stock Count Recap (10 min)**
 - Learners name items and quantities from memory.
2. **Presentation – Report Vocabulary (20 min)**
 - shortage, enough, not enough, inventory.
3. **Guided Practice – Fill-in Template (15 min)**
 - Learners complete half-filled stock reports.
4. **Hands-On Practice – Inventory Simulation (25 min)**
 - Small teams check mock shelves and write reports.
5. **Peer Review – Report Swap (15 min)**
 - Learners exchange reports and check each other's work.
6. **Wrap-up (5 min)**
 - Trainer highlights strong examples.

Resources: Report templates, clipboards, props.

Assessment: Write report with 80% accuracy.

Session 18 – Supplier Communication

CEFR Link: A2 – Can make and confirm stock orders with suppliers.

Objectives:

- Role-play supplier calls or emails.
- Confirm and clarify orders politely.

Detailed Activity Plan (90 min):

1. **Warm-up – “What’s Missing?” Game (10 min)**
2. **Presentation – Supplier Phrases (20 min)**
 - “Can you confirm the order?” / “The delivery is late.”
3. **Listening – Supplier Call Audio (15 min)**
4. **Pair Role-Play – Supplier Conversations (25 min)**
5. **Case Study – Late Delivery (15 min)**
 - Teams suggest solutions.

6. Wrap-up (5 min)

Resources: Dialogue cards, audio file, case study sheet.

Assessment: Role-play supplier call with 80% correctness.

Session 19 – Handling Stock Issues

CEFR Link: A2 – Can describe and report damaged or expired stock.

Objectives:

- Identify problems with stock.
- Report issues to a supervisor.

Detailed Activity Plan (90 min):

1. **Warm-up – Problem Pictures (10 min)**
 - Learners guess issue (damaged, expired, missing).
2. **Presentation – Problem Vocabulary (20 min)**
 - damaged, expired, broken, missing, late.
3. **Guided Practice – Spot-the-Issue Worksheet (15 min)**
4. **Pair Role-Play – Report to Supervisor (25 min)**
5. **Feedback – Trainer Models (15 min)**
6. **Wrap-up (5 min)**

Resources: Problem photo cards, worksheets.

Assessment: Report 3 stock issues correctly.

Session 20 – Returns & Replacements

CEFR Link: A2 – Can explain problems and arrange replacements.

Objectives:

- Handle wrong or damaged order returns.
- Ask for replacements politely.

Detailed Activity Plan (90 min):

1. **Warm-up – Quick Quiz (10 min)**

2. **Presentation – Return Phrases (20 min)**
 - “This box is wrong.” / “We will replace it.”
3. **Guided Practice – Sentence Completion (15 min)**
4. **Group Case Study – Wrong Delivery (25 min)**
5. **Role-Play – Requesting Replacement (15 min)**
6. **Wrap-up (5 min)**

Resources: Case study cards, worksheets.

Assessment: Correctly explain and request replacement in 2/3 scenarios.

Session 21 – Stockroom Meetings

CEFR Link: A2 – Can participate in a short workplace meeting.

Objectives:

- Understand and contribute in meetings.
- Share basic stock information with colleagues.

Detailed Activity Plan (90 min):

1. **Warm-up – Meeting Vocabulary (10 min)**
 - agenda, discuss, plan, task.
2. **Presentation – Meeting Structure (20 min)**
3. **Guided Practice – Meeting Agenda Worksheet (15 min)**
4. **Group Role-Play – Mini Meeting (30 min)**
 - Learners each give 1 update.
5. **Feedback – Peer Observers (10 min)**
6. **Wrap-up (5 min)**

Resources: Agenda sheets, role cards.

Assessment: Contribute 2+ ideas in meeting.

Session 22 – Digital Inventory Systems

CEFR Link: A2 – Can update stock digitally with guidance.

Objectives:

- Enter data into a digital form.
- Use phrases for updating records.

Detailed Activity Plan (90 min):

1. **Warm-up – QR Code Game (10 min)**
2. **Presentation – Digital Vocabulary (20 min)**
 - scan, update, system, code.
3. **Guided Practice – Fill-in Digital Template (15 min)**
4. **Hands-On Practice – Barcode Scanning (25 min)**
5. **Peer Practice – Update 5 Entries (15 min)**
6. **Wrap-up (5 min)**

Resources: Laptop/tablet, barcode labels, mock forms.

Assessment: Update 4/5 entries correctly.

Session 23 – Review Role-Play: Stock Check & Report

CEFR Link: A2 – Can integrate counting, reporting, and problem-solving.

Objectives:

- Combine multiple A2 skills in one task.
- Deliver stock reports to colleagues.

Detailed Activity Plan (90 min):

1. **Warm-up – Quick Recap (10 min)**
2. **Group Task – Stockroom Check (40 min)**
3. **Report Presentation (20 min)**
4. **Peer Review (15 min)**
5. **Wrap-up (5 min)**

Resources: Mock stockroom, report sheets.

Assessment: Deliver report with 85% accuracy.

Session 24 – VR Practice: Handling a Problem

CEFR Link: A2 – Can respond to workplace problems using polite English.

Objectives:

- Watch and understand stock problem scenarios in VR.
- Practice handling problems in role-play.

Detailed Activity Plan (90 min):

1. **Warm-up – Problem Vocabulary Recap (10 min)**
2. **VR Viewing – Handling a Problem (25 min)**
 - **VR Video 4** with trainer pausing to explain.
3. **Guided Discussion (15 min)**
 - Learners describe problems seen.
4. **Pair Role-Play – Problem Resolution (30 min)**
5. **Wrap-up (10 min)**

Resources: VR headset/projector, problem cards.

Assessment: Resolve 2/3 VR problems correctly.

Level B1 – Independent User

Session 25 – Problem-Solving in Stock Management

CEFR Link: B1 – Can explain and resolve inventory discrepancies.

Objectives:

- Identify and explain stock discrepancies.
- Suggest solutions using appropriate phrases.

Detailed Activity Plan (90 min):

1. **Warm-up – “What’s Wrong?” Quiz (10 min)**
 - Learners guess problems from photos (missing items, overstock).
2. **Presentation – Problem-Solving Vocabulary (20 min)**
 - shortage, overstock, efficiency, urgent, solution.
3. **Guided Practice – Scenario Matching (15 min)**

- Learners match problem to possible solution.
- 4. **Group Case Study (25 min)**
 - Teams solve 3 problems, present solutions.
- 5. **Wrap-up (20 min)**
 - Class compares solutions.

Resources: Scenario cards, photo prompts, worksheets.

Assessment: Suggest correct solution in 3/4 cases.

Session 26 – Emergency Scenarios

CEFR Link: B1 – Can respond to emergencies with clear instructions.

Objectives:

- Handle workplace emergencies (spill, accident, fire).
- Give clear and polite instructions under stress.

Detailed Activity Plan (90 min):

1. **Warm-up – Emergency Symbols Quiz (10 min)**
2. **Presentation – Emergency Vocabulary (20 min)**
 - spill, accident, injury, fire, evacuation.
3. **Guided Practice – Emergency Flowcharts (15 min)**
4. **Simulation Drills (30 min)**
 - Teams practice handling emergencies.
5. **Wrap-up (15 min)**
 - Learners share one emergency phrase.

Resources: Posters, flowcharts, props (water, boxes).

Assessment: Respond correctly in 2/3 drills.

Session 27 – Time Management & Prioritization

CEFR Link: B1 – Can prioritize tasks and explain choices.

Objectives:

- Decide which stock tasks are urgent.
- Explain reasons for prioritization.

Detailed Activity Plan (90 min):

1. **Warm-up – Task Sorting Game (10 min)**
2. **Presentation – Time Vocabulary (20 min)**
 - urgent, priority, deadline, multitask.
3. **Guided Practice – Ranking Exercise (15 min)**
 - Learners order tasks by urgency.
4. **Simulation – Busy Shift (30 min)**
 - Learners handle multiple requests with limited time.
5. **Wrap-up (15 min)**
 - Trainer gives feedback on priorities.

Resources: Task cards, timers, worksheets.

Assessment: Prioritize correctly in 80% of cases.

Session 28 – Efficiency Improvements

CEFR Link: B1 – Can suggest workplace improvements.

Objectives:

- Identify inefficiencies in stockroom practices.
- Propose improvements politely.

Detailed Activity Plan (90 min):

1. **Warm-up – “Spot the Inefficiency” Photos (10 min)**
2. **Presentation – Efficiency Vocabulary (20 min)**
 - delay, improve, process, streamline.
3. **Group Brainstorm (15 min)**
 - Teams list common stockroom delays.
4. **Improvement Workshop (30 min)**
 - Teams propose and present 2 solutions.

5. Wrap-up (15 min)

- Class votes on best improvement.

Resources: Photo prompts, flipchart/markers.

Assessment: Propose 2+ improvements with reasons.

Session 29 – Leadership in Stock Management

CEFR Link: B1 – Can give instructions and supervise tasks.

Objectives:

- Lead colleagues in stockroom tasks.
- Use polite but clear leadership language.

Detailed Activity Plan (90 min):

1. **Warm-up – Leadership Brainstorm (10 min)**
2. **Presentation – Leadership Vocabulary (20 min)**
 - assign, supervise, check, lead, team.
3. **Guided Practice – Instruction Drill (15 min)**
 - Learners practice giving short commands politely.
4. **Group Task – Stockroom Simulation (30 min)**
 - One learner acts as team leader, others as workers.
5. **Wrap-up (15 min)**
 - Peer feedback on leadership style.

Resources: Props, checklists, role cards.

Assessment: Give 3+ clear instructions during simulation.

Session 30 – Supplier & Customer Problems

CEFR Link: B1 – Can manage customer and supplier complaints.

Objectives:

- Handle 3 types of complaints.
- Apologize and offer solutions politely.

Detailed Activity Plan (90 min):

1. **Warm-up – “What Would You Say?” (10 min)**
2. **Presentation – Complaint Phrases (20 min)**
 - “I’m sorry, I’ll fix this.” / “We will check right away.”
3. **Guided Practice – Dialogue Cards (15 min)**
4. **Role-Play – Complaint Scenarios (30 min)**
 - Late delivery, broken box, wrong order.
5. **Wrap-up (15 min)**
 - Group reflection on politeness.

Resources: Dialogue cards, role-play scripts.

Assessment: Handle 3 complaint scenarios correctly.

Session 31 – Final Stockroom Simulation (Individual Assessments)

CEFR Link: B1 – Can independently complete stockroom tasks in realistic time frames.

Objectives:

- Demonstrate mastery of stock communication and procedures.
- Complete tasks without prompts, under time pressure.

Detailed Activity Plan (90 min):

1. **Warm-up – “Top 10 Phrases” Recap (10 min)**
2. **Individual Assessments (65 min)**
 - Each learner completes 3 random tasks: delivery check, stock report, problem-solving.
3. **Peer Observation (15 min)**
 - Learners take notes on classmates’ performance.

Resources: Scenario bank, assessment forms, props.

Assessment: Scored on accuracy, politeness, and efficiency.

Session 32 – Reflection & Feedback Workshop

CEFR Link: B1 – Can reflect on learning and set goals.

Objectives:

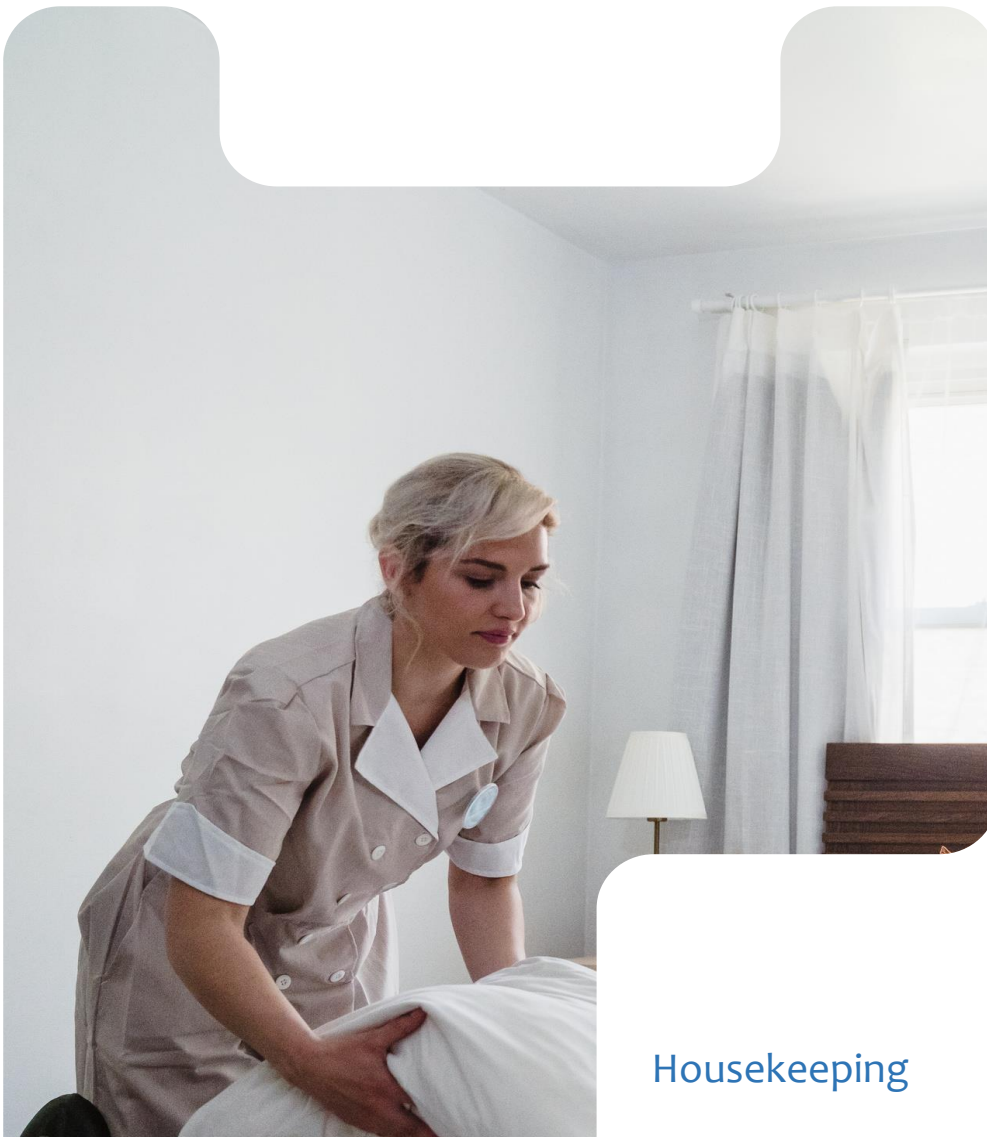
- Review personal progress and achievements.
- Share feedback and propose future goals.

Detailed Activity Plan (90 min):

1. **Warm-up – Reflection Question (10 min)**
 - “What was the most useful thing you learned?”
2. **Personal Reflection Writing (20 min)**
 - Learners write 1 strength + 1 improvement goal.
3. **Pair Sharing (20 min)**
4. **Group Discussion – Course Highlights (20 min)**
5. **Trainer Feedback (15 min)**
6. **Wrap-up (5 min)**
 - Certificates or informal recognition.

Resources: Reflection sheets, pens.

Assessment: Complete reflection sheet and share 1 idea.



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Housekeeping

3. Housekeeping

The **Housekeeping Staff Training Curriculum** is designed to equip learners with the necessary **language skills, workplace communication abilities, and technical vocabulary** required for working in a professional housekeeping role. The course follows a structured **A0 to B1 progression**, ensuring learners develop from complete beginners to confident intermediate English users who can **execute housekeeping tasks efficiently, communicate with guests and supervisors, and adhere to workplace safety standards**.

Levels to be Achieved

The curriculum is structured into **four levels (A0 to B1)**, each building progressively on the previous one.

| Level | Lesson Topics | Quantifiable Goals |
|-------|--|--|
| A0 | Identifying cleaning tools, understanding simple commands, workplace safety basics. | Identify 10+ cleaning tools, follow 5+ basic cleaning commands, recognize 3+ workplace safety signs. |
| A1 | Following cleaning procedures, handling guest requests, hygiene practices. | Follow a 5-step cleaning routine, respond to 3+ guest requests, demonstrate proper handwashing & sanitization. |
| A2 | Room preparation, linen management, basic guest interaction. | Prepare a guest room in 15 minutes, correctly fold 3+ types of linens, greet and assist guests using 5+ common phrases. |
| B1 | Advanced housekeeping communication, problem-solving in guest services, team coordination. | Resolve 3+ guest complaints professionally, complete a full hotel floor cleaning in a shift, coordinate with other departments in role-play exercises. |

A0 - Foundation level (absolute beginner)

Focus of A0:

- Introduce core kitchen vocabulary and areas using real objects + large visuals.
- Train one-step commands with modeling and gestures.
- Establish basic safety & hygiene rules and icon literacy.
- Build confidence through micro-tasks, repetition, and peer support.

Teacher's Role (how to deliver):

Use big visuals and realia; model → mime → learners repeat/do; keep instructions to 5–7 words; rotate quick turns so everyone speaks/moves every minute or two; use pair/peer practice and short wins to build motivation.

Teacher's Notes

1. Starter picture-word core (15–25 items) - knife, spoon, fork, pan, pot, lid, tray, bowl, chopping boards (red/green/yellow/blue), peeler, whisk, ladle, tongs, oven, stove, sink, fridge, freezer, bin, gloves, apron, hairnet. Aim for sound–letter mapping + clear articulation (teacher touches mouth while modeling).
2. Numbers & measures used on day one - 1–10; ½, 1, 2; 50g/100g/1L; 5/10/15 min; read °C icon and timer shapes. Use tactile jugs/cups and big-print scales.
3. Safety & hygiene icon literacy - HOT, SHARP, WET FLOOR, WASH HANDS, GLOVES, HAIRNET; introduce color-coded boards idea (meat/veg/fish/cooked) with photos/icons.
4. Survival phrases (posters for choral echo) - “I need ____.” “Please pass ____.” “Where is ____?” “Hot!” “Sharp!” “Wash hands.” “Clean table.” Embed call-and-response + pantomime.
5. Peer learning routine - A0 newcomers paired with a slightly stronger buddy (A0+ or A1) for every task: buddy points, models, and confirms.
6. Trauma-informed delivery - predictable routine, opt-out from loud noises/VR at first try, clear boundaries, positive micro-feedback. (Matches EmpowerHer pedagogy & PR2 pilot context.)

Learning Outcomes (A0)

By the end of A0, each learner can:

- Name 10–15 tools/areas with picture support.
- Follow 5+ one-step commands (wash hands / point to sink / pick up spoon / open fridge / wear gloves).

- Identify 5+ safety & hygiene icons and say a 1–2-word warning (“hot,” “sharp,” “wet floor”).
- Place 6–8 labels correctly in a mock kitchen map/space.

Exercises

1) Listen, Read & Repeat (Kitchen tools / cleaning items)

Task: name the items after the teacher models.

Aims: sound–letter awareness; recognise & remember role words.

Target set (use images/realia)

spoon, ladle, whisk, peeler, tongs, tray, bowl, pan, pot, lid, chopping boards (red/green/yellow/blue), sponge, cloth, dish soap, food-safe sanitizer, gloves, apron, hairnet, bin, mop, broom, sink, stove, oven, fridge, freezer.

Materials: large picture cards/realia (one per item). E.g.: bedspread, blanket, broom, bucket, carpet, cleaning spray, cloth, curtains, detergent, duster, dustpan, floor, food storage, furniture, gloves (disposable), handsoap, laundry, mask, mirror, mop, mop refills, paper towel roll, pillowcase, room, shampoo, sponge, sheets, toilet brush, toilet paper, towel, trash bag, trash bin, vacuum cleaner, window

Food Storage



Mop



Mop Refills



Handsoap (2)



Toilet Brush



Paper towel roll



Disposable gloves



Mask



<https://rdomaha.org/host-a-cleaning-supply-drive/>

Procedure: teacher shows picture/realia → says word clearly → learners echo in chorus, then individually (2–3 items each).

Quick check: each learner names 5 items correctly (picture support).

2) Flashcard Matching / Picture-to-Word Matching

Task: pair pictures with written words.

Aim: reinforce recognition from #1. Use the exact same card set.

Procedure: spread cards; learners match in pairs; teacher monitors pronunciation.

Assessment: 12/16 matches = pass snapshot for Ao.

3) Memory (pairs game)

Task: find matching picture–word pairs.

Aim: repeat & retain vocabulary through play.

Materials: same deck as #1–2.

Procedure: cards face-down; learners flip two; keep if matched; most pairs wins.

4) Sort Out! (Classify by logic)

Task: group items by use/zone/safety.

Aim: understand meaning and use words appropriately.

Suggested groups (multiple correct answers encouraged):

- Prep tools: knife* (image only), peeler, whisk, tongs, chopping boards.
- Wet cleaning: sponge, cloth, dish soap, sanitizer, gloves.
- Dry cleaning: broom, dustpan, mop (dry head), paper towels.
- Appliances/areas: stove, oven, sink, fridge, freezer, prep table.
- Waste: trash bag, bin.

Assessment: learners explain 3 groupings with one word each (e.g., “wet,” “prep,” “cold”).

5) “Where is the right place...?” (Tiding routine & prepositions)

Task: choose the correct place card for each item.

Aims: practise vocabulary + in/on/under/next to; build tidy habits.

Materials: item cards from #1; place cards: in the fridge, in the freezer, in the cupboard, on the prep table, at the sink, in the bin, in the cleaning store/room, on the stove, on the shelf.

Procedure: teacher shows “towel/“tray/“sanitizer” → learners pick the right place card (e.g., “in the cleaning room,” “on the shelf,” “at the sink”). Discuss multiple valid answers when appropriate E.g.: Instructor takes the card, where „towel“ is written, or where there is a picture of this item.

Instructor shows the card to learners and asks: „Where is the right place for the (clean) towels?“

Learner looks through several variants of answer in the cards and chooses appropriate response: „In the bathroom!“

It should be kept in mind, that sometimes several combinations are possible, in this case it can be discussed with learners. In case when learners do not know the answer at all, instructor may suggest two variants of answer, where one is correct, it can help the learners to find the appropriate answer.

Possible combinations, e.g.:

bedspread, blanket, pillowcase, bedsheets – in the bedroom

broom, dustpan, bucket – in the stock housekeeping room

carpet – on the floor

cleaning spray, detergent – in the stock housekeeping room

cups, mugs, plates – in the kitchen

duster, cloth, mop, sponge – in the stock housekeeping room

jackets – in the drawer

laundry – in the laundry room

shampoo, toilet paper, towels – in the bathroom

trash bag – in the trash bin

vacuum cleaner – in the stock housekeeping room

Assessment: 8 correct placements per learner across the activity.

6) Simple (Self-)Instructions (I/you + bring/put)

Task: build short sentences to move items to correct zones.

Aims: pronouns (“I/you”), basic sentence frame, routine language.

Materials: same item/place cards; verb card “bring/put/store/throw”.

Procedure: If all cards are sorted out, it is possible to construct short sentences with received word combinations, different personal pronouns (I, you, ...) and for example, with the verb „to bring“, keeping in mind logical connections among the words.

Instructor begins and says, for example: „I bring jackets in the drawer. And you? You bring cups in the kitchen.“

The answering learner begins with „I ...“, and repeats the item, and then proceeds with „you ...“, pointing the next learner and naming the next item, and so on.

E.g.:

„I bring cups in the kitchen. And you? You bring vacuum cleaner in the stock housekeeping room“.

„I bring vacuum cleaner in the stock housekeeping room. And you? You bring towels in the bathroom“.

„I bring towels in the bathroom. And you? You bring ... in the ...“.

7) Simple Commands: Pantomime (verb discovery)

Task: teacher mimes; learners guess verb; then swap.

Aims: learn core kitchen verbs through action. Adapted verb list from your file.

Kitchen verb set (Ao subset): wash, cut, peel, mix, pour, wipe, mop, sweep, empty (bin), fill (bottle), store, replace (bag), clean, sanitize.

Procedure: teacher mimes “wipe table / mop floor / sanitize surface” → learners say the verb; then learners mime, class guesses, E.g.:

to arrange, to bring, to change, to check, to clean, to disinfect, to dry, to dust, to empty, to fill, to fold, to inspect, to mop, to organize, to polish, to replace, to rinse, to scrub, to sort, to spray, to stock, to store, to sweep, to vacuum, to wash, to wipe, etc.

Instructor reads out loud the verbs from the list and demonstrates / pantomimes corresponding activity; E.g.: „to sweep“ – instructor pretends to sweep the floor.

Learners try to name the verbs and to play out corresponding activity in turn.

Assessment: each learner identifies 4 verbs correctly.

8) Guess It! (reverse pantomime)

Task: learners mime; peers guess the verb or short command.

Aim: repetition + retrieval of verbs from #7.

Procedure: pair cards (verb + object). Student A mimes “peel carrot / pour water / sanitize board”; Student B says verb (and object if possible).

Stretch: add tool word (“peel with peeler”).

9) Short Commands (imperatives with visuals)

Task: understand and complete short imperative commands.

Aims: link verb + noun + place; respond physically.

Materials: verb list; item/place cards; whiteboard (highlight verbs in green—your color-coding idea).

Procedure: Instructor combines the learned verbs with some previously learned nouns and formulates short sentences in imperative form – short commands as for housekeeping. It is possible to use the cards and list of the verbs to visualise the process.

The sentences (short commands) are written on the whiteboard and learners write the sentences in the notebooks. Verbs in the sentences can be highlighted. (When beginning to construct short

sentences – commands, questions and answers – it is good to use color-coded scheme for the determining and organizing different parts of speech, for example, verbs are highlighted in green). If the formulated short command is completely clear, one of the learners „completes“ the command by pantomiming necessary action / or fulfils the action in the mock setup.

If the learners do not understand completely the verb, instructor point out this verb in the list again and demonstrates the necessary activity to complete the command. If the learners have to recollect the nouns – cards with the words and pictures are used.

When the learners understand all words in the sentence, the instructor repeats the command and one of the learners responds appropriately.

Then learners start to construct the short commands in turn and complete them. E.g.: Instructor: „Clean the windows / floor / bathroom, please!“ – Learner imitates cleaning the window.

„Dust the shelves / tables / furniture, please!“

„Fold the laundry, please!“

„Mop the floor / corridor / bathroom, please!“

„Organise the bathroom, please!“

„Polish the furniture / tables / desks, please!“

„Replace the towels / toilet paper / curtains, please!“

„Vacuum the carpet, please!“

„Wipe the furniture, please!“

Assessment: each learner successfully performs 4/5 one-step commands.

10) Safety Instructions — Cleaning & Disinfectants (kitchen-safe)

Task: learn and label key rules for chemicals in kitchens.

Aim: understand PPE, no mixing, and food-safe sanitizer basics.

Materials: poster (rules), picture set of supplies: dish soap, degreaser, food-safe sanitizer/spray, glass cleaner, stainless steel cleaner, toilet cleaner (mark as not for kitchen), gloves, mask.



<https://guardianprotection.com/blog/were-serving-a-refresher-course-on-safer-household-cleaning/>

Procedure: teacher presents rules (read label; wear gloves; do not mix; use food-safe product; keep away from food; rinse surfaces if required). Show bottles/pics → learners pick which need gloves / which are food-safe for kitchen use.

Video option: short clip of cleaning kit for new staff → learners point out items needing gloves or not for kitchen.

Assessment: learners correctly label 4 products (e.g., “sanitizer = food-safe,” “glass cleaner = gloves,” “toilet cleaner = NOT for kitchen”).

Micro-Assessments (sprinkled across the session)

- Vocab ID: name 10–15 items with picture support (from #1–3).
- Placement & prepositions: 6–8 correct matches (from #5).
- Commands: complete 4/5 one-step actions (from #9).
- Safety sort/label: 4 correct labels (from #10).

Inclusion & differentiation (quick guide)

- Use picture-only options first; allow gestures/L1 whispers; provide two-choice scaffolds.
- For fast learners, add color-board + food matching and verb + tool expansions.
- Keep knife as image-only at A0; no handling.
- Predictable routine; low noise; opt-out alternative to video if needed.

Resources

- **Flashcards & Posters:** Laminated images of kitchen tools and appliances.
- **YouTube Videos:** "Basic Kitchen Tools & Their Uses" tutorials.
- **Printable Worksheets:** Kitchen vocabulary lists and safety sign recognition.
- **Digital Apps:** Duolingo for basic food-related vocabulary.
- **VR Module:** Virtual reality kitchen tour to familiarize learners with kitchen spaces.

A1 - Basic User Level (Elementary)

- Understanding and following basic cooking instructions.
- Learning hygiene practices and ingredient handling.
- Using short, structured phrases to communicate in the kitchen.
- Teacher's Role: Encourage simple spoken communication, demonstrate kitchen procedures, and introduce written instructions.

Teacher's Notes

- Shift from 1-step to 4–5-step procedures using numbered recipe cards, timers, and simple temps (e.g., 10 min, 180°C as recognition). Emphasise first/next/then/finally.
- Broaden ingredient & handling language: wash, peel, chop, mix; zones (fridge vs. pantry), and “use by” reading via large-print labels. Include basic allergen words: milk, egg, nuts, gluten, fish.
- Build communication frames for asking/clarifying & reporting: “Can I use ___?”, “Where is the ___?”, “How many ___?”, “First we ___, then we ___.”, “We need more ___.”
- Keep hygiene routine explicit: handwashing steps, raw/cooked separation, clean-as-you-go, color boards. Use picture prompts and ✓/✗ decisions.
- Encourage peer support (buddy checks) and very short VR/digital clips to consolidate steps (A1 exposure, 3–5 min), in line with PR2/PR1 integration

Exercises

1) Step-by-Step Room Cleaning (multi-step instructions)

Task

Understand and follow verbal and written cleaning instructions; complete a full room clean in a mock setup.

Aims

- Learn housekeeping nouns/verbs for supplies & routines.
- Use imperatives + polite markers (“please”).
- Use sequencers to structure actions.

Materials

Picture/word cards (housekeeping vocab), list of tasks/instructions, cleaning checklist (5–8 steps), e.g.

Hotel Housekeeping

Sample checklist for housekeeping staff

- | | |
|---|--|
| <input checked="" type="checkbox"/> Knock twice | <input checked="" type="checkbox"/> Restock items (soap, etc.) |
| <input checked="" type="checkbox"/> Announce "housekeeping" | <input checked="" type="checkbox"/> Clean high-touch surfaces |
| <input checked="" type="checkbox"/> Ventilate the room | <input checked="" type="checkbox"/> Remove all rubbish |
| <input checked="" type="checkbox"/> Change bed linen | <input checked="" type="checkbox"/> Sweep & mop hard flooring |
| <input checked="" type="checkbox"/> Replace towels & rugs | <input checked="" type="checkbox"/> Complete final inspection |

<https://www.littlehotelier.com/wp-content/uploads/2023/09/hotel-housekeeping-1024x614.png>

Learners also watch the video with step-by-step guidance and demonstration of housekeeping procedures and repeat the sequence of the steps of cleaning / preparing a guest room (in a mock setup). E.g.: „I CLEANED OUR HOTEL ROOM BEFORE CHECKING OUT | 15 minutes DEEP CLEANING and Q&A!“ In this video there are presented questions and answers about cleaning routine (during the cleaning sequence). It is also presented tutorial on how hotel beds are made (with written instructions) – from 6:07. <https://youtu.be/o1ovb3dTscK>

„Housekeeper Training Video“ - this video contains detailed cleaning sequence – from 1:30. <https://youtu.be/4ySWWNykGMc>

Teacher demo (script samples)

- „Change the pillowcases, please!“
- „Clean the windows / floor / bathroom, please!“
- „Clean and disinfect light switches / door handles / remote controls, please!“
- „Dust the shelves / tables / furniture, please!“
- „Empty the trash can, please!“
- „Fold the laundry, please!“
- „Mop the floor / corridor / bathroom, please!“
- „Organise the bathroom, please!“
- „Polish the furniture / tables / desks, please!“
- „Replace the towels / toilet paper / curtains, please!“
- „Restock the toiletries, please!“
- „Sweep under the bed, please!“

- „Vacuum the carpet, please!“
- „Wash and sanitise curtains / drapes, please!“
- „Wipe the furniture / table, please!“
- „Use disinfectant to sanitise high-touch surfaces, please!“

Procedure

- Flash the picture cards; learners chorus + individual repeat (nouns & verbs).
- Read the instruction list together; underline verbs; circle polite words.
- Model a 5-step mini-sequence with sequencers on the board.
- Pairs perform the sequence in the mock room; partner checks off the checklist.
- Rotate roles; repeat with a new sequence.

Assessment

- Follows 5 sequential steps with prompts = pass.
- Uses ≥ 3 sequencers aloud (“First..., next...”).
- Uses polite marker ‘please’ or “Could you...?” at least once.

2) “Scrambled” Cleaning Steps (ordering activity)

Task

Arrange mixed cleaning steps into the correct order and perform them.

Aims

- Recycle vocabulary; internalise order of operations for guest-room prep.
- Use sequencers in speech.

Materials

poster with pictures (housekeeping activities), examples of different housekeeping activities / cleaning activities, written on the paper stripes,
e.g.: to mop the floor, to sweep the floor, to bring linen, to dust, to clean the surfaces, to wipe the surfaces in the kitchen, to clean the window, to dry the window, to wash and disinfect the tap, to replenish amenities, to iron, to scrub / to wash the bathtub, and so on.

Instructor demonstrates the poster and learners have to tell, what cleaning routines are depicted there.



https://www.makrosafe.co.za/php/lib/fit_image.php?width=960&height=1248&mode=fit&y=0&x=0&image_path=/uploads/5d41402ab43db971xjS7Ynsf/html_blobs_media/GoodHousekeeping1.jpg

Procedure

1. Identify actions on the poster.
2. Match paper strips to poster images.
3. In pairs, build a correct sequence (e.g., first clean surfaces; then dust; then clean window; then dry window; next sweep; then mop; then scrub bathtub; then disinfect tap).
4. Perform steps in mock setup: one supervisor gives instructions; one housekeeper follows. Swap roles.

Assessment

- Logically ordered chain (no wet-then-dust errors).
- Performs ≥ 5 steps in order.
- Says ≥ 3 sequence words correctly.

3) Folding & Organising Linen (handling linen, room setup)

Task

Arrange room items as per standards; fold and organise fitted & flat sheets correctly.

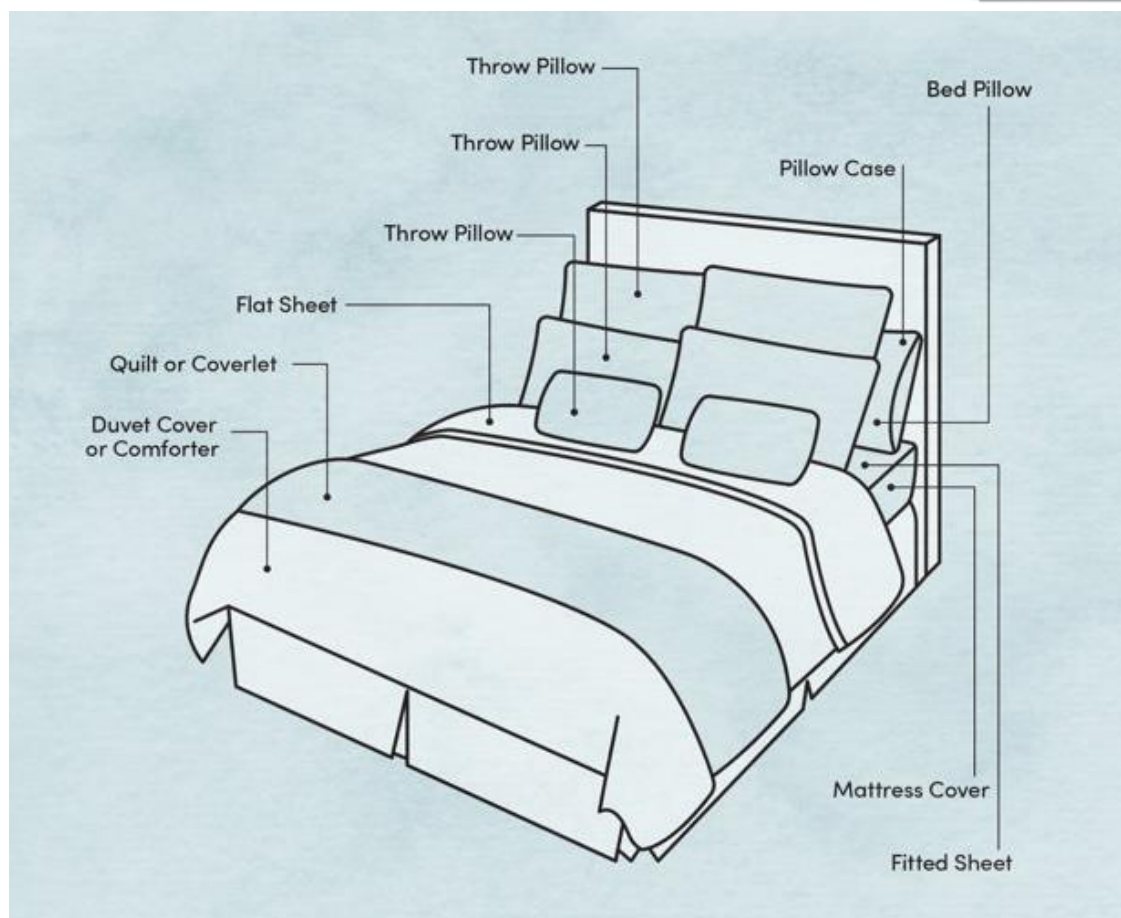
Aims

- Consolidate bedding vocabulary & amenities.
- Follow written step-by-step folding instructions.

Materials

picture (housekeeping vocabulary), instructions (folding and organising linen).

Instructor presents a picture with written words as for housekeeping vocabulary (bedding and room amenities). Learners try to read the words, instructor can help, learners make some notes. Instructor points out the replacement of the items on the picture.



<https://www.wayfair.com/sca/ideas-and-advice/rooms/the-ultimate-guide-to-bedding-T836>

Procedure

1. Name items from the picture; note placement (e.g., pillowcases on top shelf).
2. Read fitted-sheet steps; trainer demos; learners practise each step and then the whole sequence; repeat with flat sheet steps.
3. place folded items in the correct shelf order; label front of stacks.

Learners can try to arrange appropriate items in the mock setup – following the example on the picture.

Instructor mentions, that after doing laundry, it is necessary to know how to fold, for example, the bedsheets, to organise them properly. Learners watch the video with instructions about how to fold fitted sheets. E.g.: Video instructions -

<https://www.goodhousekeeping.com/home/organizing/a26147205/how-to-fold-a-fitted-sheet/>

After that instructor presents several written examples of instructions, how to fold fitted and flat bedsheets, step-by-step.

Learners read examples of the instructions. Instructor helps if necessary to understand the text.

Examples of the instructions:

„How to Fold A Fitted Sheet“

1 Turn the Sheet Inside Out: Hold the fitted sheet by two corners of one short side, with the elastic side facing you.

2 Tuck Corners Together: Bring one corner over the other, tucking it inside so the corners nest together.

3 Straighten the Edges: Lay the sheet on a flat surface (like a bed or table) and smooth out the elastic edges to form a neat rectangle.

4 Fold into a Square: Fold the sheet in half lengthwise, then in half again, tucking the elastic parts inside. You should now have a long, narrow strip.

5 Roll or Fold into a Square: Fold the strip into thirds or roll it tightly to create a compact square. Practice makes perfect!

https://www.winsham.com/blogs/view/tips_for_hotel_bedding_folds#:~:text=Flat%2osheets%2oare%20easier%20to,to%20form%20a%20compact%20square

„How to Fold Flat Sheets“

1 Lay the Sheet Flat: Spread the sheet on a bed or large table.

2 Fold in Half: Fold the sheet in half lengthwise.

3 Fold Again: Fold in half again to create a long strip.

4 Create a Square: Fold the strip into thirds or quarters, to form a compact square.

For extra polish, iron the sheets before folding.

https://www.winsham.com/blogs/view/tips_for_hotel_bedding_folds#:~:text=Flat%2osheets%2oare%20easier%20to,to%20form%20a%20compact%20square

„How To Fold A Fitted Sheet. Step-By-Step-Guide“

Step 1: Folding The Sheet In Half

Beginning with the sheet held lengthwise, fold it in half so the corners line up. Make sure that the elastic edges are within the fold.

Step 2: Tucking The Corners Together

Take the two corners that are next to each other on the sheet that has been folded, and tuck them into the other two corners.

Step 3: Folding The Sheet In Half Again

The elastic edges of the sheet should be facing out when you fold it in half again lengthwise.

Step 4: Creating A Rectangle

Take hold of the two corners with the elastic edges and join them. Now the sheet should resemble a rectangle.

Step 5: Folding Into A Smaller Rectangle

One more time, fold the sheet in half lengthwise. You should have it now that the rectangle is smaller.

Step 6: Final Folding

You may choose to fold the sheet into thirds or quarters.

Congratulations, you've folded a fitted sheet correctly!

<https://yorkshirebedding.co.uk/blogs/all/how-to-fold-a-fitted-sheet?srltid=AfmBOopZNdMNFNYLTZA-Sb99fCRsBnqsYr2A6l6EoRF9RE-cLhhqx3lS>

After reading and discussion, instructor organises „Linen folding quiz“ in a mock setup, where learners have to answer the questions as for folding the bedsheet and to demonstrate different steps of folding bedsheet.

Assessment

- Performs all listed steps for one sheet type in order.
- Stows items correctly (sheets/towels/amenities in right zones).

4) Room Items: Tidy Room Setup (placement)

Task

Match items to their correct room locations; perform a sorting/placement activity in mock room.

Aims

- Revise/extend room-item vocabulary.
- Apply standards of placement (bedroom/bathroom/sofa/desk).

Materials

Picture/word cards (amenities/linen), room photos/diagrams; bins or zones labeled BED, BATHROOM, SOFA/LOUNGE, MINIBAR, DESK, e.g.:



<https://de.slideshare.net/slideshow/hotel-room-vocabulary-45932418/45932418>

Hotel Room Vocabulary

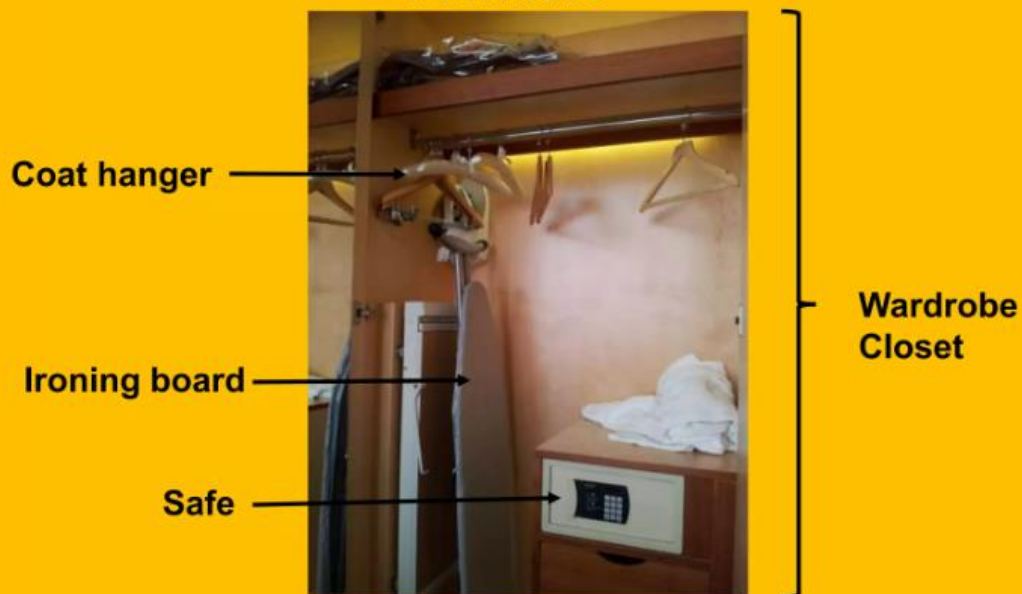
Furniture



<https://de.slideshare.net/slideshow/hotel-room-vocabulary-45932418/45932418>

Hotel Room Vocabulary

Furniture



<https://de.slideshare.net/slideshow/hotel-room-vocabulary-45932418/45932418>

Procedure

1. Quick ID of items.
2. Discuss “Where does it go?” (soap → bathroom; cushions → bed/sofa; sheets → bed; glasses → minibar area).
3. Sorting game: learners place cards/items into zone bins; then arrange in mock room.

Assessment

- 12/15 items placed correctly.
- Uses short phrases: “Soap in bathroom,” “Glasses on minibar.”

5) Housekeeping Dialogues — Responding to Guest Requests

Task

Learn and use polite guest-service phrases; complete a fill-in-the-blank dialogue; role-play scenarios.

Aims

- Use modal verbs (can/could) & service phrases (Absolutely/Certainly/Of course).
- Produce short, structured responses.

Materials

worksheet with housekeeping dialogue (fill-in-the-blank exercise), scenario cards for the dialogue „How do you respond?“:

- A guest emphasises that the room should be clean every day.
- A guest asks for extra towels.
- A guest asks to restock minibar with sparkling water.

Instructor points out that politeness and friendliness are important in the dialogues with guests and presents examples of the polite words and phrases: could you, please, should, certainly, of course, thank you, you’d like, you are welcome, etc.

Instructors emphasises that learners should check the following words and phrases in the prepared learning video.

Video - **Handling Guest' Request|English For Housekeeping -**

<https://www.youtube.com/watch?v=EOUW-UNMo5k>

Learners watch the video and discuss it with the instructor.

Instructor presents worksheet with housekeeping dialogue (fill-in-the-blank exercise). Instructor explains, that the sentences are from the video, learners have to recollect the dialogue in the video and to write the necessary words.

Housekeeping dialogue – fill-in-the-blank exercise (answers are highlighted in **yellow**):

Guest: _____ you please make sure the room is _____ daily?

Housekeeper: _____. Daily cleaning is part of our _____. Anything else you’d like?

Guest: Yes. I was wondering if I could get some _____ towels.

Housekeeper: _____. I'll make a note to _____ extra towels in your room. Anything else on your mind?

Guest: Yes. Could you please check if the _____ can be stocked with some sparkled _____?

Housekeeper: Of course. I'll _____ the relevant staff to _____ the minibar with sparkling water.

Guest: Thank you.

Housekeeper: You're _____. If you need anything else, during your stay, feel free to let us know.

Guest: **Could** you please make sure the room is **clean** daily?

Housekeeper: **Absolutely**. Daily cleaning is part of our **service**. Anything else you'd like?

Guest: Yes. I was wondering if I could get some **extra** towels.

Housekeeper: **Certainly**. I'll make a note to **provide** extra towels in your room. Anything else on your mind?

Guest: Yes. Could you please check if the **minibar** can be stocked with some sparkled **water**?

Housekeeper: Of course. I'll **inform** the relevant staff to **restock** the minibar with sparkling water.

Guest: Thank you.

Housekeeper: You're **welcome**. If you need anything else, during your stay, feel free to let us know.

If necessary, learners may watch the video again and fulfil the task.

After that instructor presents the scenario cards for the dialogue „How do you respond?“ (corresponding with the dialogues in the video).

Learners try to reproduce the dialogues between guest and housekeeper, formulating the requests and answering politely.

Procedure

1. Watch/recall key phrases (video reference in your plan); collect polite words on board.
2. Complete the gap-fill using the video language; check answers.
3. Role-play the three scenarios; rotate roles (guest ↔ housekeeper); add confirmation lines: “I'll inform staff to restock the minibar.”

Assessment

- Correctly completes most blanks;
- Uses 2 polite phrases + 1 confirmation sentence in role-play.

6) Hygiene “Best Practices” Game (✓ / X + do/don't)

Task

Sort correct vs. incorrect hygiene rules; rewrite incorrect as do/don't; practise supervisor ↔ housekeeper commands.

Aims

- Know hygiene rules and apply them.
- Use imperatives and negative forms.

Materials

examples of short instructions as for hygiene rules in housekeeping, template for the scheme „Hygiene rules“ – to organise the instructions.

Instructor explains the importance of the hygiene rules, (showing if necessary some cleaning supplies in the mock setup), also demonstrates proper handwashing and sanitisation.

Instructors presents examples of the instructions (hygiene rules in housekeeping), e.g.:

- For the cleaning sequence, use only clean cloths, mops, buckets, etc.
- (Do not) use dirty cloths, mops, buckets, etc.
- (Do not) use the same cloth for all surfaces, e.g. the same towel for the toilet and sink, etc.
- For the cleaning process, use different clothes for different surfaces / areas, e.g. for floors, tables, sink, etc.

Instructor mentions, that if to use negative type of sentence in case with „incorrect“ instructions, they are changed into correct variants: „Use the same cloth for all surfaces, e.g. the same towel for the toilet and sink“ – incorrect, but „Do not use the same cloth for all surfaces, e.g. the same towel for the toilet and sink“ – correct. Learners can discuss all instructions, make correct variants from incorrect examples and learn hygiene rules.

Instructor presents template for the scheme „Hygiene rules“, to organise the instructions, e.g.:

| Hygiene rules | |
|---------------|------|
| Don'ts | Do's |
| | |
| | |
| | |

Learners fill in the scheme „Hygiene rules“, discussing where to place which instruction, in a partner work or in the whole group.

Example of the scheme with instructions filled in:

| Hygiene rules | |
|--|---|
| Don'ts | Do's |
| Do not use dirty cloths, mops, buckets, etc. | For the cleaning sequence, use only clean cloths, mops, buckets, etc. |

| | |
|---|---|
| Do not use the same cloth for all surfaces, e.g. the same towel for the toilet and sink | For the cleaning process, use different clothes for different surfaces / areas (e.g. for floors, tables, sink...) |
| Do not pay attention to instructions | If using chemical disinfectants, follow instructions thoroughly |
| Do not maintain the cleaning routines chaotically, without certain cleaning schedule | Pay attention to following certain cleaning schedule |
| Do not clean trash bin regularly, only sometimes | Empty and clean trash bin regularly |
| Do not wash the hands often, only at the end of the shift. | Wash and sanitise the hands before and after cleaning. |

Learners also can formulate and follow these examples of hygiene practices in a mock setup, in a role-play – as supervisor (giving instructions), and housekeeper (following instructions).

Procedure

1. Learners sort slips to Don'ts/Do's.
2. Rewrite incorrect rules into correct do/don't sentences.
3. Pair role-play: supervisor gives 3 hygiene instructions; housekeeper repeats/does.

Assessment

- Places ≥8 slips correctly.
- Rewrites 3 incorrect → correct forms.
- Follows 3 hygiene commands in order.

Language focus for A1 (put on wall)

- Imperatives (polite): Change / Clean / Dust / Empty / Mop / Organise / Polish / Replace / Restock / Sweep / Vacuum / Wipe + please.
- Sequencers: first, next, then, after that, finally.
- Guest-service phrases: Could you...? Absolutely / Certainly / Of course / You're welcome.

Evidence & micro-assessments (per lesson)

- builds and performs a 5-step chain with sequencers.
- uses please or could you in at least 2 lines.
- names 10+ housekeeping items/actions during activities.
- sorts 8 rules; states 2 correct do's with reasons.

Resources

- **Printable Recipe Cards:** Simple dishes with step-by-step instructions.

- **Flashcards:** Cooking verbs (chop, stir, fry, boil, bake, etc.).
- **Interactive Videos:** "How to Prepare a Basic Dish" tutorials.
- **Worksheets:** Kitchen dialogue fill-in-the-blank exercises.
- **Digital Apps:** Busuu for listening and comprehension tasks.
- **Scenario Cards:** "You are a kitchen assistant. The chef tells you to prepare a salad. What do you do?"

A2 - Intermediate User Level (Pre-Intermediate)

- Mastering meal preparation sequences and food storage principles.
- Handling basic customer interactions (e.g., answering simple questions).
- Following multi-step kitchen procedures.
- Teacher's Role: Facilitate hands-on activities, introduce real-life scenarios, and encourage role-playing exercises.

Teacher's Notes

- Move from 4–5 to 6–8 step procedures (prep → cook → plate → clean-down), using sequencers (first/next/then/after that/meanwhile/finally) and timers.
- Apply food storage principles: cold chain (chill/freeze temps), FIFO ("use first"), labeling (item/date/preparer).
- Use conditionals & modals for safety/quality: If the chicken is pink, cook longer. / You must label leftovers. / You should wear gloves.
- Add short functional talk with front-of-house (FOH) or customers: allergy checks, substitutions, simple updates on wait times.
- Produce micro-writing: one-line labels, short incident notes ("Fridge at 10 °C; informed chef; 12:10").

Exercises

1) Cooking Show Simulation (speak & do a full recipe)

Aim: explain a 6–8 step recipe aloud while performing it; use time/quantity language.

Materials: printable recipe card (pictures + verbs in bold), basic ingredients/tools, timer.

Procedure: Instructor points out, that for effective maintaining of cleaning sequence, it is important to have all necessary cleaning supplies, therefore, housekeeping supply room should be well-organised, all cleaning supplies should be in good condition and sorted out correctly.

Instructor asks learners to mention, how the cleaning supplies are sorted out and organised on the pictures.



https://thetourism.institute/wp-content/uploads/2024/03/A_sparkling_clean_2C_organized_room.png

Moreover, housekeeping cart should be also stocked properly.



<https://content.directsupplycdn.com/4DA5E7F48080C2A92DE561280004643F459C9B985B72522665E8903D4FEE9A79?w=1000&h=1000&m=tight>

Learners discuss the pictures with instructor. Instructor answers the questions, if required. After that learners try to organise cleaning supplies properly in the mock setup and maintain cleaning sequence (process of mastering the skills).

2) Pair Work — Restaurant Orders

Aim: handle simple requests and questions; confirm allergies and substitutions.

Materials: order tickets (dish + modifiers), allergy cards (milk/egg/nuts/gluten/fish), headsets/cards for roles.

Procedure: Instructor presents a pile of cards with short phrases (questions, answers) that can be used in a communication among housekeepers and guests. Instructor encourages learners to assume possible mini-dialogues (for example, according to guests' requests), with usage of the following phrases.

E.g.:

Can I clean your room now?

Could I confirm the time that works best for cleaning tomorrow?

Could I replace your toiletries?

Do you need extra blankets?

Do you need fresh towels?

Do you need more soap or shampoo?

Housekeeping! May I come in?

I can come back later to clean if it's more convenient for you.

I'd like to clean the room. Can I do it now?

If something isn't working in the room, I can notify maintenance for you.

I'll clean your room now if it's convenient.

I noticed the lightbulb is out; would you like me to replace it?

Is everything okay with your room?

Is there anything else I can help you with?

Is there anything else you need?

I've restocked your towels and toiletries; let me know if you need more.

Let me know if you need anything else.

Let me know, if you need anything.

May I help you?

Should I vacuum the floor now?

Would you like me to clean the bathroom?

Would you like me to clean the room now or at a later time?

We are here to ensure your stay is comfortable; how I can assist you further?

When learners understand all phrases, instructor asks to classify the cards / phrases into groups according to purposes, e.g.:

- to offer help,
- to check the convenient time for cleaning,
- to clarify if it is necessary to clean / replace / restock some items.

Learners discuss and analyse the phrases, instructor gives pieces of advice.

Assessment: includes allergy check once, gives clear timing, repeats order back accurately.

3) Inventory Management Task

Aim: sort items by expiry and zone (dry/chill/freeze), apply FIFO, and write simple labels.

Materials: food item cards with dates (e.g., 10/09, 12/09...), storage mats (DRY/CHILL/FREEZE), Use-First stickers, blank labels.

Procedure:

- Learners place items on the correct zone mat;
- Arrange by date (earliest to front);
- Write label: “Cooked rice 23/09 – use by 24/09.”
Frames: “This goes in the fridge/freezer.” “Use first: __.”

Assessment: 100% correct zoning; FIFO order correct; 2 labels completed with date + item.

4) Team Cooking Challenge (timed)

Aim: plan and execute a team dish within a time limit; assign roles; communicate progress.

Materials: challenge brief (dish + time + hygiene rule), timer, simple scoring rubric (taste/look/timing/team talk/safety).

Procedure:

- Teams assign roles (lead, prep, cook, plate, runner).
- Build a task board with steps and times.
- Run the cook; lead gives short updates every 3–4 minutes.
Frames: “I’ll finish soup, then start rice.” “Please plate now.” “We’re out of parsley—use dill.”

Assessment: dish completed in time; 3 clear team updates; 1 contingency handled (missing ingredient or equipment).

5) Problem-Solving Scenarios (faults & shortages)

Aim: choose safe, realistic solutions to kitchen problems; speak in if/then and should/must.

Materials: scenario cards:

- Broken fridge (10 °C),
- Missing ingredients (no tomatoes),
- Knife cut (minor),
- Spill near fryer,
- Allergy ticket (gluten-free).

Procedure

- Groups pick a scenario → brainstorm 3 actions;
- Share in “stand-up” format;
- Frames: “If the fridge is 10 °C, you must move food to backup and inform the chef.” “We should use cucumber instead of tomato.”

Assessment: solution includes safety first, communication (who to tell), and label/record where relevant.

Language Bank (put on wall)

- Sequencers: first, next, then, after that, meanwhile, finally.
- Time & quantity: for 8 minutes; at 180 °C; 200 ml; 2 spoons; a pinch.
- Storage: dry store / fridge (0–5 °C) / freezer (≤ -18 °C); label; use-by; FIFO; use first.
- Safety/quality: must/should/can; if/then conditions; “caution—hot/sharp.”
- FOH/counter talk: Any allergies? We can/can’t... Ready in __ minutes. We’re out of __; can I use __?

Quick assessments

- performs a 6–8 step cook with 4 sequencers, 2 numbers (time/qty), safe handling.
- zones correct + 2 complete labels.
- handles 1 allergy check + 1 timing statement; solves 1 problem scenario with an if/then line.

Resources

- **Printed Kitchen Protocols:** Guidelines for food handling and sanitation.
- **Listening Exercises:** Kitchen conversations between chefs and assistants.
- **Digital Flashcards:** Common phrases for food preparation and kitchen teamwork.
- **Apps:** ChatGPT-based role-play for kitchen conversations.
- **VR Training:** "Working in a Busy Kitchen" simulation.

B1 - Independent User Level (Intermediate)

- Communicating effectively in the kitchen, handling complex instructions.
- Solving kitchen problems such as missing ingredients or workflow issues.
- Working collaboratively with a team under supervision.
- Teacher’s Role: Provide real-time simulations, assign collaborative projects, and introduce VR-based exercises.

Teacher’s Notes — additional goals (B1)

- Manage 8–12 step procedures, including parallel actions (meanwhile simmer... then plate), and adjust timing based on cues (ticket board, doneness checks).
- Apply kitchen flow & priority: read tickets, call-backs, “fire/hold,” pass checks; write mini handovers (done / missing / issues / requests).
- Solve faults & shortages using if/then + must/should/can’t, escalate correctly, and log issues (incident/service notes).
- Lead peers for short windows (delegate, monitor, give feedback) to support the peer-to-peer model (experienced participant guiding a newcomer).

- Integrate VR crisis moments (allergy error, equipment failure) after hands-on drills for consolidation (supports the 16 VR target: 4 per profession).

Exercises

1) Time-management - Timed cleaning exercise (in a mock setup)

Task: to complete a full room setup within time constraints.

Aims:

- learners know how cleaning sequence should be done, what to keep in mind when to maintain / to complete room setup, or when to check it,
- learners can prepare an example of their own checklist for the room setup (for task prioritisation), and can follow it,
- learners can organise effective work in a team.

Materials: example of „Hotel room inspection checklist“.

Instructor presents an example of „Hotel room inspection checklist“, the learners read the checklist and discuss it with instructor in detail.

Hotel Room Inspection Checklist



Guest Room

Doors working properly

-- select an option --

Doors open easily and quietly

-- select an option --

Light switches work correctly

-- select an option --

Windows open and close properly

-- select an option --

Window free of cracks

-- select an option --

Window glass clean

-- select an option --

Drapes straight and working properly

-- select an option --

Controls for air conditioning/heat work properly

-- select an option --

Air conditioning filter clean

-- select an option --

Lamps work

-- select an option --

Wall lights work

-- select an option --

Lamp shades clean and straight

-- select an option --

Beds correctly made

-- select an option --

Fluffed/even pillows

-- select an option --

Bedspreads straight

-- select an option --

Mattress firm

-- select an option --

Bedspread free of rips and stains

-- select an option --

Upholstery clean and in good condition

-- select an option --

<https://joyfill.io/form-library/hotel-room-inspection-checklist>

After that learners create their own checklist: what to check in the room and in what order all tasks should be accomplished. Instructor observes and controls the process.

When the learners have their checklist ready, they have to complete the room setup (in a mock setup) according to their own checklist. Instructor points out, that the learners have to perform the activity during the certain time, e.g. 20 minutes. Therefore, learners have to approximate at first, how much time do they need to fulfil all tasks from the checklist. If the activity should be performed in a small group, learners should also discuss, who is responsible for what task and also to keep in mind, how much time do they need for the tasks.

When the learners are ready and room setup is completed, instructor can ask the learners:

- to tell about their impressions during accomplishing the tasks and
- to analyse the process and results of their work.

Moreover, instructor also gives feedback and some pieces of advice as for optimisation of the process.

2) Advanced housekeeping communication - Problem solving, management and leadership

Task: to discuss determinative professional qualities for successful management in housekeeping and to try communication as „supervisor“ with „colleagues“ (keeping in mind important qualities for successful leader).

Aims:

- to train communication skills, team-building skills,
- to revise learned material,
- learners can try to communicate and to interact as „supervisor / manager of housekeeping department“.

Materials: list of determinative professional qualities for manager in housekeeping (created by learners, with the help of instructor).

Instructor announces a topic for a short discussion – what are the important qualities for a manager / supervisor / leader?

Instructors asks the learners to discuss in a group and to sort out determinative qualities necessary for successful management in housekeeping. For that, instructor suggests to recollect the topics, learned before and to analyse, how manager should solve the problems and in what way to interact with colleagues.

Learners create a „List of determinative professional qualities for manager in housekeeping“ (instructor helps, if required).

For example, such qualities can be on the list:

- communicative abilities (e.g. manager is polite and friendly with guests as well as with colleagues),
- problem-solving skills and organisational skills (e.g. manager can cope with multitasking),
- professional competence (e.g. manager knows, how to maintain cleaning sequences promptly and accurately, how to arrange the room items, how to keep hygiene rules).

Learners watch video (examples of housekeeping interview questions – suitable for supervisor and housekeepers). **Housekeeping Interview Questions -**

<https://www.youtube.com/shorts/QwYagSMLcps>

After discussion and watching the video, learners play out as „supervisor / manager“ and „colleagues“.

Learner as a supervisor has to communicate with other learners as with colleagues and to control the knowledge of other learners and ask other learners e.g. what cleaning machines they know, what cleaning utensils are there in the mock setup, how to hold linen, how to arrange items in a room, how to maintain the cleaning sequence in the right order, and so on.

If other learners give inaccurate answers, „supervisor“ has to answer exactly and to explain the point.

Learners also can evaluate the „supervisor“ and give some pieces of advice and feedback. Instructor observes the process of cooperative learning and helps, if required.

3) Advanced housekeeping communication and leadership - Clear instructions, feedback, explanations

Task: to discuss all learned material, to ask or to answer questions as for any learned topic.

Aim:

- to revise learned material.

Materials: all materials, used in the learning process, if necessary.

Instructor reminds the learned topics and encourages learners to discuss the topics in a group conversation: to suggest, what is necessary to repeat first of all, to say if something remains unclear or to ask clarifying questions (e.g. about housekeeping vocabulary, cleaning routines, hygiene rules, various dialogues with guests / supervisor / colleagues, handling linen, room setup, etc.). Learners may ask one another or ask instructor. Learners also have to answer the questions, to explain material, if they know the appropriate answer.

Resources:

- **Restaurant Menus & Order Forms:** Practice reading and processing meal orders.
- **Industry Podcasts:** Interviews with professional chefs.
- **Written Assessments:** Writing a short kitchen report (e.g., "What went wrong during today's service?").
- **Teamwork Exercises:** Collaborative role-plays simulating busy kitchen shifts.
- **Advanced VR Training:** Crisis management in a kitchen (handling accidents, missing ingredients, etc.).

3. Methods to be Used

This curriculum emphasizes **practical, interactive, and immersive learning** through various methods:

- **Visual Aids:** Flashcards, posters, and instructional videos.
- **Role-Playing:** Simulating real kitchen environments and customer interactions.
- **Hands-On Training:** Practical food preparation and kitchen organization.
- **Scenario-Based Learning:** Realistic challenges that require students to problem-solve.
- **VR Training Modules:** Virtual reality exercises for hygiene, ingredient handling, and kitchen safety.
- **Peer Learning:** Encouraging teamwork and collaborative cooking projects.

4. Indicative Timeline per Week

| Session | Hours | Content | CEFR Level / Focus |
|-----------|---------|--|-------------------------|
| Session 1 | 6 hours | Basic kitchen vocabulary, safety procedures, and hygiene | A0 |
| Session 2 | 6 hours | Simple cooking tasks, ingredient handling, and kitchen tool usage | A1 |
| Session 3 | 6 hours | Food storage, preparation sequences, multi-step cooking procedures | A2 |
| Session 4 | 6 hours | Advanced kitchen communication, problem-solving, teamwork exercises | B1 |
| Session 5 | 6 hours | Role-playing customer interactions, handling complaints, and refining skills | Integrated Skills |
| Session 6 | 6 hours | Final assessments, project-based learning, and real kitchen simulations | Assessment & Practice |
| Session 7 | 6 hours | Inventory management, hygiene inspections, kitchen workflow drills | Advanced Practice |
| Session 8 | 6 hours | Certification preparation, peer evaluation, final feedback and review | Certification & Wrap-up |

5. Suggested Daily Lesson Plan

Each **1.5-hour session** follows this structured plan:

| Time | Activity | Description |
|---------|-----------------------------------|--|
| 10 mins | Warm-up & Review | Quick recap of previous lesson, introduce the day's objectives. |
| 20 mins | Vocabulary & Concept Introduction | Introduce key kitchen-related vocabulary using flashcards and pictures. |
| 15 mins | Guided Practice | Students complete worksheets, sentence-building activities, or matching exercises. |
| 15 mins | Hands-on Training or Role-Playing | Practical food prep, VR-based training, or interactive simulations. |
| 20 mins | Scenario-Based Learning | Using scenario cards, students act out real-world kitchen tasks. |
| 10 mins | Review & Wrap-up | Summarize key takeaways, provide feedback, and assign optional practice tasks. |

6. Additional Exercises

- **Pair work activities:** Learners practice ordering ingredients, giving instructions.
- **Memory games:** Matching tools, ingredients, and actions.
- **Mini role-plays:** Handling customer requests.
- **Recipe preparation:** Following simple instructions to prepare a dish.
- **Listening exercises:** Understanding recorded kitchen commands.

7. Additional Resources/Tools

- **Apps:** Duolingo (for vocabulary), Busuu (for listening comprehension).
- **Videos:** YouTube tutorials on kitchen safety and food preparation.
- **Printed Materials:** Picture dictionaries, laminated kitchen signage for labeling tools.
- **Scenario Cards:** For practicing role-playing situations.
- **VR Modules:** (list here our VR videos for the course, including level)

8. Module Breakdown by Level

A0 – Foundation Level (Absolute Beginner)

Objective: Build essential kitchen vocabulary, follow basic safety and hygiene procedures, and understand simple instructions.

Module 1: Kitchen Tools & Equipment

- **Learning Goals:** Identify and name 10+ common kitchen tools (e.g., knife, spoon, pan, cutting board).
- **Activities:**
 - Flashcard matching with kitchen tools
 - Labeling a kitchen diagram
 - Picture-word bingo
- **Assessment:** Oral naming test + item identification activity

Module 2: Basic Commands & Kitchen Safety

- **Learning Goals:** Follow and respond to simple kitchen instructions.
- **Activities:**
 - “Simon Says – Kitchen Edition”
 - Sorting safe vs. unsafe kitchen behaviors
 - Listening tasks: “Wash the carrots,” “Use the red chopping board,” etc.
- **Assessment:** Safety quiz + command-following demonstration

Module 3: Kitchen Hygiene Basics

- **Learning Goals:** Understand hygiene rules and food-safe practices
- **Activities:**
 - Role-play: handwashing, cleaning a surface
 - Matching correct and incorrect hygiene images
 - Watch & discuss hygiene training video
- **Assessment:** Hygiene checklist completion

A1 – Basic User Level (Elementary)

Objective: Perform simple food prep tasks, follow multi-step instructions, and identify ingredients.

Module 4: Ingredient Identification & Handling

- **Learning Goals:** Identify, name, and categorize common ingredients
- **Activities:**
 - Sorting games (fruits vs. vegetables, dry vs. wet)
 - Labeling pantry or fridge items

- Ingredient memory game
- **Assessment:** Oral and written ingredient identification quiz

Module 5: Simple Food Preparation Tasks

- **Learning Goals:** Follow 4–5 step food prep routines (e.g., make a sandwich)
- **Activities:**
 - Watch & follow along with simple recipes
 - Sequencing recipe steps
 - Role-play: preparing a meal with a partner
- **Assessment:** Prepare a basic dish independently

Module 6: Kitchen Communication Basics

- **Learning Goals:** Use phrases for asking, clarifying, and reporting in the kitchen
- **Activities:**
 - Dialogue practice: “Where is the pan?” / “Can I use this?”
 - Listening comprehension with short kitchen conversations
 - Pair work using functional phrases
- **Assessment:** Kitchen scenario role-play

A2 – Pre-Intermediate Level

Objective: Handle multi-step preparation, understand detailed instructions, and manage food safety protocols.

Module 7: Storage & Food Safety

- **Learning Goals:** Understand food storage guidelines, dates, and labels
- **Activities:**
 - Practice placing items in fridge/pantry zones
 - Label reading and expiry sorting games
 - Watch video: “Safe storage practices”
- **Assessment:** Food storage quiz and activity

Module 8: Cooking Sequences & Prep Routines

- **Learning Goals:** Understand common cooking sequences (e.g., boil, chop, mix)
- **Activities:**
 - Follow recipe instructions with peers
 - Fill-in-the-blank recipe cards
 - Timed food prep relay

- **Assessment:** Prepare a dish using a written recipe

Module 9: Handling Requests & Working in a Team

- **Learning Goals:** Respond to tasks from supervisors and coordinate with others
- **Activities:**
 - Role-play: taking an order or instruction from a chef
 - Listening task: multiple-step instructions
 - Group kitchen simulations
- **Assessment:** Team kitchen role-play evaluation

B1 – Independent User Level (Intermediate)

Objective: Work independently in the kitchen, solve common issues, and communicate effectively with team members.

Module 10: Problem Solving in the Kitchen

- **Learning Goals:** Handle issues like missing ingredients or equipment malfunctions
- **Activities:**
 - Case study: “What to do when the oven doesn’t work?”
 - Group discussion: “What would you do if...?”
 - Role-play: reporting a problem to a supervisor
- **Assessment:** Scenario-based oral test

Module 11: Time Management & Kitchen Flow

- **Learning Goals:** Prioritize kitchen tasks and manage multiple tasks under pressure
- **Activities:**
 - Simulated kitchen task rush
 - Create a prep task checklist
 - Group time-based cooking game
- **Assessment:** Timed prep + checklist completion

Module 12: Leadership & Communication in the Kitchen

- **Learning Goals:** Lead basic tasks, train others, and provide support
- **Activities:**
 - Peer teaching: “Train your partner” activity
 - Feedback circles: giving and receiving instructions
 - Mock team cooking challenge
- **Assessment:** Team leadership role-play



Kitchen Assistant

4. Kitchen Staff Training Curriculum

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1. PURPOSE OF THE COURSE

The **Kitchen Staff Training Curriculum** is designed to equip learners with the necessary **language skills, workplace communication abilities, and technical vocabulary** required for working in a professional kitchen. The course follows a structured **A0 to B1 progression**, ensuring learners develop from complete beginners to confident intermediate English users who can **execute kitchen tasks effectively, communicate with colleagues, and adhere to safety standards**.

2. LEVELS TO BE ACHIEVED

The curriculum is structured into **four levels (A0 to B1)**, each building progressively on the previous one.

| Level | Lesson Topics | Quantifiable Goals |
|-------|--|---|
| A0 | Identifying kitchen tools, understanding simple commands, safety basics. | Identify 10+ kitchen tools, follow 5+ simple cooking instructions, demonstrate 3+ basic kitchen safety rules. |
| A1 | Following cooking instructions, hygiene practices, handling ingredients. | Prepare 3+ basic dishes, correctly handle 5+ different ingredients, demonstrate proper hygiene in food prep. |
| A2 | Meal preparation sequences, food storage, basic customer interaction. | Prepare a full meal in 20 minutes, store 3+ food items correctly, communicate with customers using 5+ common phrases. |
| B1 | Advanced kitchen communication, problem-solving in food prep. | Solve 3+ common kitchen problems, assist in preparing a full menu order, coordinate with other kitchen staff during a full shift. |

A0 - FOUNDATION LEVEL (ABSOLUTE BEGINNER)

1. Introduction to **basic kitchen vocabulary** and tools.

Learning Objectives:

- Recognize and name at least **10 common kitchen tools** (e.g., knife, spoon, pot, pan, cutting board, whisk, ladle, oven, stove, sink)
- Understand the **function** of each tool through visual aids and demonstrations

Teaching Strategies:

- Use **flashcards** and **real objects** to introduce vocabulary
- Conduct **matching games** and **labeling exercises** in a mock kitchen setup
- Reinforce vocabulary through **repetition**, **group activities**, and **visual storytelling**

| Tool |
|---------------|
| knife |
| cutting board |
| sink |
| peeler |
| measuring cup |
| grater |
| pot |
| stove |
| pan |
| spoon |
| oven |
| rubbish bin |



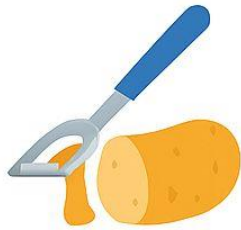
Knife



Cutting board



Sink



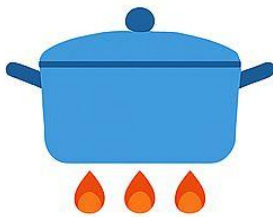
Peel



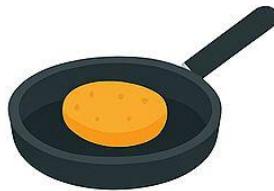
measuring



Grater



Pot



Pan



Rubbish bin

2. Understanding Simple Commands and Following Basic Instructions

Learning Objectives:

- Comprehend and respond to **5+ basic kitchen commands** (e.g., “Wash the vegetables,” “Cut the bread,” “Turn off the oven”)
- Follow **step-by-step instructions** for simple tasks like making a sandwich or boiling water

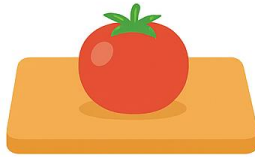
Teaching Strategies:

- Use “**Simon Says – Kitchen Edition**” to practice commands in a fun, low-pressure way
- Demonstrate tasks while narrating each step slowly and clearly
- Encourage learners to **repeat commands** and **act them out**

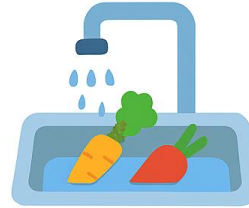
| Tool | Function/Handling | Instruction |
|---------------|-------------------|--|
| knife | cut | Cut the cucumber with the knife. |
| cutting board | place | Place the tomato on the cutting board. |
| sink | wash | Wash the vegetables in the sink. |
| peeler | peel | Peel the potatoes with the peeler. |
| measuring cup | measure | Measure the milk with the measuring cup. |
| grater | grate | Grate the cheese with the grater. |
| pot | boil | Boil the water in the pot. |
| pan | fry | Fry the potato in the pan. |
| spoon | stir | Stir the sauce with the spoon. |
| oven | bake | Bake the potato in the oven. |
| rubbish bin | throw away | Throw away the trash in the rubbish bin. |



**Cut the cucumber
with the knife.**



**Place the tomato
on the cutting board.**



**Wash the vegetables
in the sink.**



**Peel the potatoes
with the peeler.**



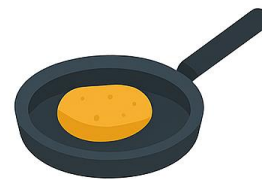
**Measure the milk
with the measuring**



**Grate the cheese
with the grater.**



**Boil the water in
the pot.**



**Fry the potato in
the pan.**



**Stir the sauce
with the spoon.**



**Bake the potato
in the oven.**



**Throw away the
trash in the
rubbish bin.**

3. Recognizing and Applying Basic Safety and Hygiene Rules

- Recognizing and applying **basic safety and hygiene rules**.
- **Teacher's Role:** Introduce fundamental phrases, use flashcards, and reinforce learning through repetition.

Learning Objectives:

- Identify **3+ basic safety rules** (e.g., “Don’t touch hot surfaces,” “Use gloves when cleaning,” “Keep knives away from edges”)
- Understand **hygiene practices** like handwashing, wearing clean clothes, and avoiding cross-contamination

Teaching Strategies:

- Conduct a **Basic Safety Drill** using labeled images of hazardous and safe items
- Use **role-play scenarios** to demonstrate hygiene routines
- Display **visual posters** of safety signs and hygiene steps

Essential Safety and Hygiene Rules

- 1) Wash your hands.
soap, water, 120 second
- 2) Be careful – hot surface!
danger, oven, stove
- 3) Be careful – sharp!
knife, peeler, away



- **Teacher's Notes:** Define additional goals specific to the learners' needs:

- _____
- _____

Exercises:

- **Flashcard Matching:** Learners match kitchen tool images with their names (e.g., knife, spoon, pot, pan).
- **Simon Says (Kitchen Edition):** Instructor gives simple commands ("Pick up the knife," "Stir the soup").
- **Label the Kitchen:** Learners place labels on different kitchen objects in a mock setup.
- **Picture-to-Word Matching:** Learners match food ingredients with their names.
- **Basic Safety Drill:** Identify hazardous kitchen items and label them with "Caution" or "Safe."

Resources:

- **Flashcards & Posters:** Laminated images of kitchen tools and appliances.
- **YouTube Videos:** "Basic Kitchen Tools & Their Uses" tutorials.
- **Printable Worksheets:** Kitchen vocabulary lists and safety sign recognition.
- **Digital Apps:** Duolingo for basic food-related vocabulary.
- **VR Module:** Virtual reality kitchen tour to familiarize learners with kitchen spaces.

A1 - BASIC USER LEVEL (ELEMENTARY)

- Understanding and following **basic cooking instructions**.
- Learning hygiene **practices and ingredient handling**.
- Using **short, structured phrases** to communicate in the kitchen.
- **Teacher's Role:** Encourage simple spoken communication, demonstrate kitchen procedures, and introduce written instructions.
- **Teacher's Notes:** Define additional goals specific to the learners' needs:

- _____
- _____

Exercises:

- **Step-by-Step Recipe Building:** Learners sequence the steps of a basic recipe (e.g., making a sandwich).
- **Ingredient Identification:** Instructor shows food items, and learners name them aloud.
- **Role-Playing (Following Orders):** One student acts as a chef giving instructions, and the other follows.
- **Kitchen Hygiene Game:** Sorting correct vs. incorrect hygiene practices (e.g., "Wash hands before cooking" ✓ / "Leave raw meat on counter" ✗).
- **Listening Comprehension Task:** Learners listen to recorded cooking instructions and follow along.

Resources:

- **Printable Recipe Cards:** Simple dishes with step-by-step instructions.
- **Flashcards:** Cooking verbs (chop, stir, fry, boil, bake, etc.).
- **Interactive Videos:** "How to Prepare a Basic Dish" tutorials.
- **Worksheets:** Kitchen dialogue fill-in-the-blank exercises.
- **Digital Apps:** Busuu for listening and comprehension tasks.
- **Scenario Cards:** "You are a kitchen assistant. The chef tells you to prepare a salad. What do you do?"

A2 - INTERMEDIATE USER LEVEL (PRE-INTERMEDIATE)

- Mastering **meal preparation sequences** and food storage principles.
- Handling **basic customer interactions** (e.g., answering simple questions).
- Following multi-step **kitchen procedures**.
- **Teacher's Role:** Facilitate hands-on activities, introduce real-life scenarios, and encourage role-playing exercises.
- **Teacher's Notes:** Define additional goals specific to the learners' needs:
 - _____
 - _____

Exercises:

- **Cooking Show Simulation:** Learners verbally explain the steps of a recipe as they act it out.
- **Pair Work - Restaurant Orders:** One learner plays a customer making a request, and the other plays a kitchen worker responding.
- **Inventory Management Task:** Sorting and organizing food items based on expiration dates and storage requirements.
- **Team Cooking Challenge:** Learners work in teams to complete a dish within a time limit.
- **Problem-Solving Scenarios:** "The fridge is broken, and some ingredients are missing. What do you do?"

Resources:

- **Printed Kitchen Protocols:** Guidelines for food handling and sanitation.
- **Listening Exercises:** Kitchen conversations between chefs and assistants.
- **Digital Flashcards:** Common phrases for food preparation and kitchen teamwork.
- **Apps:** ChatGPT-based role-play for kitchen conversations.
- **VR Training:** "Working in a Busy Kitchen" simulation.

B1 - INDEPENDENT USER LEVEL (INTERMEDIATE)

- Communicating effectively in the kitchen, handling **complex instructions**.
- Solving **kitchen problems** such as missing ingredients or workflow issues.
- Working collaboratively **with a team** under supervision.
- **Teacher's Role:** Provide students with real-time simulations, assign collaborative projects, and introduce VR-based exercises.
- **Teacher's Notes:** Define additional goals specific to the learners' needs:
 - _____
 - _____

Exercises:

- **Mock Restaurant Service:** Learners role-play as kitchen assistants preparing orders.
- **Complaint Handling Role-Play:** Learners practice responding to a restaurant manager about food preparation issues.
- **Speed Cooking Challenge:** Learners complete a recipe with time constraints, simulating real-world kitchen pressures.
- **Supervising Kitchen Assistants:** Learners take turns giving instructions to classmates in a kitchen setting.
- **Emergency Scenarios:** "A customer has a food allergy, and their meal was prepared incorrectly. How do you handle it?"

Resources:

- **Restaurant Menus & Order Forms:** Practice reading and processing meal orders.
- **Industry Podcasts:** Interviews with professional chefs.
- **Written Assessments:** Writing a short kitchen report (e.g., "What went wrong during today's service?").
- **Teamwork Exercises:** Collaborative role-plays simulating busy kitchen shifts.
- **Advanced VR Training:** Crisis management in a kitchen (handling accidents, missing ingredients, etc.).

3. METHODS TO BE USED

This curriculum emphasizes **practical, interactive, and immersive learning** through various methods:

- **Visual Aids:** Flashcards, posters, and instructional videos.
- **Role-Playing:** Simulating real kitchen environments and customer interactions.
- **Hands-On Training:** Practical food preparation and kitchen organization.
- **Scenario-Based Learning:** Realistic challenges that require students to problem-solve.
- **VR Training Modules:** Virtual reality exercises for hygiene, ingredient handling, and kitchen safety.
- **Peer Learning:** Encouraging teamwork and collaborative cooking projects.

4. INDICATIVE TIMELINE PER WEEK

| Session | Hours | Content | CEFR Level / Focus |
|-----------|---------|--|-------------------------|
| Session 1 | 6 hours | Basic kitchen vocabulary, safety procedures, and hygiene | A0 |
| Session 2 | 6 hours | Simple cooking tasks, ingredient handling, and kitchen tool usage | A1 |
| Session 3 | 6 hours | Food storage, preparation sequences, multi-step cooking procedures | A2 |
| Session 4 | 6 hours | Advanced kitchen communication, problem-solving, teamwork exercises | B1 |
| Session 5 | 6 hours | Role-playing customer interactions, handling complaints, and refining skills | Integrated Skills |
| Session 6 | 6 hours | Final assessments, project-based learning, and real kitchen simulations | Assessment & Practice |
| Session 7 | 6 hours | Inventory management, hygiene inspections, kitchen workflow drills | Advanced Practice |
| Session 8 | 6 hours | Certification preparation, peer evaluation, final feedback and review | Certification & Wrap-up |

5. SUGGESTED DAILY LESSON PLAN

Each **1.5-hour session** follows this structured plan:

| Time | Activity | Description |
|---------|-----------------------------------|--|
| 10 mins | Warm-up & Review | Quick recap of previous lesson, introduce the day's objectives. |
| 20 mins | Vocabulary & Concept Introduction | Introduce key kitchen-related vocabulary using flashcards and pictures. |
| 15 mins | Guided Practice | Students complete worksheets, sentence-building activities, or matching exercises. |
| 15 mins | Hands-on Training or Role-Playing | Practical food prep, VR-based training, or interactive simulations. |
| 20 mins | Scenario-Based Learning | Using scenario cards, students act out real-world kitchen tasks. |
| 10 mins | Review & Wrap-up | Summarize key takeaways, provide feedback, and assign optional practice tasks. |

6. ADDITIONAL EXERCISES

- **Pair work activities:** Learners practice ordering ingredients, giving instructions.
- **Memory games:** Matching tools, ingredients, and actions.
- **Mini role-plays:** Handling customer requests.
- **Recipe preparation:** Following simple instructions to prepare a dish.
- **Listening exercises:** Understanding recorded kitchen commands.

7. ADDITIONAL RESOURCES/TOOLS

- **Apps:** Duolingo (for vocabulary), Busuu (for listening comprehension).
- **Videos:** YouTube tutorials on kitchen safety and food preparation.
- **Printed Materials:** Picture dictionaries, laminated kitchen signage for labeling tools.
- **Scenario Cards:** For practicing role-playing situations.
- **VR Modules:** (list here our VR videos for the course, including level)

8. MODULE BREAKDOWN BY LEVEL

A0 – FOUNDATION LEVEL (ABSOLUTE BEGINNER)

Objective: Build essential kitchen vocabulary, follow basic safety and hygiene procedures, and understand simple instructions.

Module 1: Kitchen Tools & Equipment

- **Learning Goals:** Identify and name 10+ common kitchen tools (e.g., knife, spoon, pan, cutting board).
- **Activities:**
 - Flashcard matching with kitchen tools
 - Labeling a kitchen diagram
 - Picture-word bingo
- **Assessment:** Oral naming test + item identification activity

Module 2: Basic Commands & Kitchen Safety

- **Learning Goals:** Follow and respond to simple kitchen instructions.
- **Activities:**
 - “Simon Says – Kitchen Edition”
 - Sorting safe vs. unsafe kitchen behaviors
 - Listening tasks: “Wash the carrots,” “Use the red chopping board,” etc.
- **Assessment:** Safety quiz + command-following demonstration

Module 3: Kitchen Hygiene Basics

- **Learning Goals:** Understand hygiene rules and food-safe practices
- **Activities:**
 - Role-play: handwashing, cleaning a surface
 - Matching correct and incorrect hygiene images
 - Watch & discuss hygiene training video
- **Assessment:** Hygiene checklist completion

A1 – BASIC USER LEVEL (ELEMENTARY)

Objective: Perform simple food prep tasks, follow multi-step instructions, and identify ingredients.

Module 4: Ingredient Identification & Handling

- **Learning Goals:** Identify, name, and categorize common ingredients
- **Activities:**
 - Sorting games (fruits vs. vegetables, dry vs. wet)
 - Labeling pantry or fridge items
 - Ingredient memory game
- **Assessment:** Oral and written ingredient identification quiz

Module 5: Simple Food Preparation Tasks

- **Learning Goals:** Follow 4–5 step food prep routines (e.g., make a sandwich)
- **Activities:**
 - Watch & follow along with simple recipes
 - Sequencing recipe steps
 - Role-play: preparing a meal with a partner
- **Assessment:** Prepare a basic dish independently

Module 6: Kitchen Communication Basics

- **Learning Goals:** Use phrases for asking, clarifying, and reporting in the kitchen
- **Activities:**
 - Dialogue practice: “Where is the pan?” / “Can I use this?”
 - Listening comprehension with short kitchen conversations
 - Pair work using functional phrases
- **Assessment:** Kitchen scenario role-play

A2 – PRE-INTERMEDIATE LEVEL

Objective: Handle multi-step preparation, understand detailed instructions, and manage food safety protocols.

Module 7: Storage & Food Safety

- **Learning Goals:** Understand food storage guidelines, dates, and labels
- **Activities:**
 - Practice placing items in fridge/pantry zones
 - Label reading and expiry sorting games
 - Watch video: “Safe storage practices”
- **Assessment:** Food storage quiz and activity

Module 8: Cooking Sequences & Prep Routines

- **Learning Goals:** Understand common cooking sequences (e.g., boil, chop, mix)
- **Activities:**
 - Follow recipe instructions with peers
 - Fill-in-the-blank recipe cards
 - Timed food prep relay
- **Assessment:** Prepare a dish using a written recipe

Module 9: Handling Requests & Working in a Team

- **Learning Goals:** Respond to tasks from supervisors and coordinate with others
- **Activities:**
 - Role-play: taking an order or instruction from a chef
 - Listening task: multiple-step instructions
 - Group kitchen simulations
- **Assessment:** Team kitchen role-play evaluation

B1 – INDEPENDENT USER LEVEL (INTERMEDIATE)

Objective: Work independently in the kitchen, solve common issues, and communicate effectively with team members.

Module 10: Problem Solving in the Kitchen

- **Learning Goals:** Handle issues like missing ingredients or equipment malfunctions
- **Activities:**
 - Case study: “What to do when the oven doesn’t work?”
 - Group discussion: “What would you do if...?”
 - Role-play: reporting a problem to a supervisor
- **Assessment:** Scenario-based oral test

Module 11: Time Management & Kitchen Flow

- **Learning Goals:** Prioritize kitchen tasks and manage multiple tasks under pressure
- **Activities:**
 - Simulated kitchen task rush
 - Create a prep task checklist
 - Group time-based cooking game
- **Assessment:** Timed prep + checklist completion

Module 12: Leadership & Communication in the Kitchen

- **Learning Goals:** Lead basic tasks, train others, and provide support
- **Activities:**
 - Peer teaching: “Train your partner” activity
 - Feedback circles: giving and receiving instructions
 - Mock team cooking challenge
- **Assessment:** Team leadership role-play

5. Evaluation Methodology

The evaluation system in the EmpowerHer curricula is designed to balance formal accountability with non-formal inclusiveness. This combination is especially important for the project's target group: adult refugee and migrant women, many of whom are beginners in English, may have limited literacy, and often come from contexts of interrupted education or trauma. For these learners, assessment must both demonstrate skills to employers and create a safe, motivating environment.

- Formal evaluation provides measurable evidence of skill acquisition:
 - Pre-tests and post-tests establish baseline skills and progress.
 - Structured checklists confirm whether tasks such as counting stock, filling forms, handling deliveries, or following hygiene steps are performed correctly.
 - Short written or digital tasks (reports, logs, labels) show learners can handle documentation, a practical requirement in workplaces.
- Non-formal evaluation ensures learners are assessed in ways that reduce anxiety and build confidence:
 - Role-plays and simulations allow learners to demonstrate communication, teamwork, and problem-solving in realistic contexts.
 - Trainer observation checklists capture not only accuracy but also soft skills such as politeness, safety awareness, and confidence.
 - Peer feedback encourages collaboration and strengthens group support.
 - Smiley-face feedback forms let even A0 learners express their opinions without needing written English.
 - Personal journals allow learners to record new words, drawings, or reflections, supporting self-awareness and ownership of learning.

Trainers also use reflection sheets to evaluate their own methods, noting what worked well, where learners struggled, and what adaptations might be needed in future sessions.

This methodology is appropriate because it:

- Provides employers and partners with clear, quantifiable results (formal evaluation).
- Supports learners' motivation and confidence by making evaluation feel like part of learning rather than a test (non-formal evaluation).
- Measures not only technical knowledge but also soft skills such as teamwork, communication, and resilience.

In short, learners are assessed through practical, job-related tasks, supported by accessible and

engaging evaluation tools. This ensures that progress is visible, reliable, and empowering for both learners and trainers.

Evaluation Toolkit

This toolkit provides evaluation instruments for all training curricula (kitchen, front desk, housekeeping, stock management). It is organized by CEFR level (A0–B1) and includes Pre-test, Post-test, Trainer Observation Checklist, Learner Feedback (smiley faces), and Trainer Reflection Sheet.

A0 – Foundation Level (Absolute Beginner)

Pre-test (Baseline Skills)

- Picture ID: Learner names or points to 5 workplace items.
- Follow 2 simple one-step commands (e.g., 'Wash hands', 'Lift box').

Post-test (Progress Check)

- Learner names 10+ items correctly (with picture support).
- Follows 5 one-step commands in sequence.
- Identifies 3+ safety/hygiene rules using icons.

A1 – Basic User Level (Elementary)

Pre-test (Baseline Skills)

- Sort 5 items into correct categories (tools/zones).
- Count items 1–10 aloud.

Post-test (Progress Check)

- Complete a 5-step checklist or routine without prompts.
- Record 10 items correctly in a form or log.
- Simulate a short role-play (delivery, order, guest request).

A2 – Pre-Intermediate User Level

Pre-test (Baseline Skills)

- Fill in a half-complete report (2 missing entries).
- Identify 2 problems from pictures or scenarios.

Post-test (Progress Check)

- Write a simple report (3–5 lines, item + qty + shortage/issue).
- Handle a role-play scenario (supplier, guest, or supervisor communication).
- Update 5 entries correctly in a digital/log form.

B1 – Independent User Level (Intermediate)

Pre-test (Baseline Skills)

- Solve 1 short discrepancy/problem scenario.
- Prioritize 3 tasks in correct order.

Post-test (Progress Check)

- Complete a full simulation relevant to workplace tasks (e.g., delivery → report → problem-solving).
- Lead a peer or small group task (give 3+ clear instructions).
- Respond correctly to 2/3 emergency/problem scenarios.

Trainer Observation Checklist

Tick boxes as learner demonstrates skills.

| Skill Area | Criteria | Observed (✓/X) | Notes |
|----------------------------|--|----------------|-------|
| Participation & Engagement | Learner responds to questions in class | | |
| Vocabulary Use | Can identify 10+ job-related words | | |
| Task Execution | Completes 3+ simple job tasks (e.g., restocking, cleaning) | | |
| Peer Interaction | Works effectively in group role-plays | | |
| Communication | Responds to workplace scenarios appropriately | | |

Learner Feedback Form (Smiley Faces)

- Circle the face that shows how you feel about each activity.
- Learning new words: 😊 😐 😞
- Doing role-plays: 😊 😐 😞
- Using VR/videos: 😊 😐 😞
- Working in groups: 😊 😐 😞
- Trainer explanations: 😊 😐 😞
- What was your favorite activity? _____
- What was difficult for you? _____

Trainer Reflection Sheet

Fill after each session/week.

1. Which activities worked best for learners?

2. Which activities were challenging?

3. Did learners show progress towards objectives?

4. Were instructions clear enough?

5. What would you adjust for next time?

6. Notes on individual learner needs:

Self-Reflection Journal

Date:



This week I learned these new words:

I practiced these tasks in class

Something I did well

Something I found
difficult

My goal for next week:



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