

UNIT 3: SAFETY AND EMERGENCIES

Essential Skills: Oral Communication, Reading, Document Use

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 1	<ul style="list-style-type: none"> Know safety and security procedures Politely explain why guests must use their own cardkey 	Listening Reading Group discussion Role play Group discussion	Safe or Unsafe Hazards/signs Situations : Accident/I don't feel safe Let me into my room What can I do to keep guest and workers safe?	unsafe, hazard, other WHYMIS vocabulary, polite refusals	Signs Situation cards Flipchart, pens	60-120 min
Lesson 2	<ul style="list-style-type: none"> Respond to emergencies and use the phone to report problems 	Brainstorm Role play Role play with partner Ordering task Checklist	What is an emergency? Report on the phone: water leaking Report a medical emergency Fire procedures Health and Safety at Work	first aid, evacuate	Fire procedure cards, Pictures, floor plan <u>Worksheets:</u> <ul style="list-style-type: none"> Emergencies Fire Procedure Health and Safety 	60-90 min
Check Learning	<ul style="list-style-type: none"> Demonstrate and celebrate learning 	Role play Review Speaking practice Individual assessment Course evaluation	Bad Housekeeper Skit 3 steps to Good Customer Service Respond to a guest request Respond to a guest request Questionnaire	body language, intonation	Flipchart, pens, questionnaires, certificates, information on other English language learning resources	60-90 min

For each lesson, there is a list of supplementary materials. Worksheets can be found at the end of the unit.

SAFETY AND EMERGENCIES

LESSON 1

Outcome:	Know safety and security procedures. Politely explain why guests must use their own cardkey.
Overall Time:	60-120 minutes

Safety in the hotel

Type of Activity	Discussion and role play
Time	60-120 minutes
Objective	<i>Review hazards and precautions to avoid accidents. Practice politely refusing or explaining to guests.</i>
Materials	<i>Hazards slides (see Supplementary Material below), flipchart and pens, situation cards (see end of lesson), sentence cards (see Supplementary Material below), Safe/Unsafe list of actions (see end of lesson)</i>
Instructions:	<ol style="list-style-type: none"> 1. Explain this lesson is about safety. Ask: <i>What is safety?</i> 2. There is a list of safe and unsafe actions (see end of lesson). Read an action to students and have them classify it as safe or unsafe. Write a summary on the flipchart. 3. Ask: <i>What is a hazard?</i> (Something which could be dangerous or be involved in an accident). Show a few hazard pictures/slides (either large prints or using power point). Ask: <i>What is this? What could be a hazard here? What could you do to avoid a problem here?</i> 4. Group discussion: Divide the class into groups or partners. Give out pictures to each group and ask them to talk about the hazard here and what to do to avoid problems. Take up with the group. 5. Read one of the situation cards. What is the hazard here and what to do? Give out situation cards to each group and again ask what to do. Take up with the group. 6. Ask: <i>What other things can everyone do to make the hotel a safe place?</i> (report problems, ask questions, get help when you need it, think of other people) <i>What should you do if there is an accident?</i> (report it to the supervisor and supervisor helps you write a report) <i>Why is accident reporting important?</i> (prevent other accidents, law: WCB). 7. Role play: Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain that the housekeeper is in a guest room, cleaning, and the cart is across the door. The guest is in the hall. Explain that you need the class to help the housekeeper to speak where there is a *.



- Guest:** Hi. I need to get in to pick up my briefcase and computer.
- Housekeeper:** *Just a minute. I need to move the cart. For security reasons, I need to close the door and let you use your card key to get into the room.
- Guest:** (checking pockets) I'm afraid I don't seem to have my card key.
- Housekeeper:** *Don't worry, front desk can get you a new one.
- Guest:** Oh dear! I have to go back to front desk! I am in a hurry, too!
- Housekeeper:** *I will call front desk and tell them you are coming down.
- Guest:** OK. Thanks.

*Ask students what to say or do.

Check for understanding: *What did the guest need? Did the housekeeper let the guest in? What other thing could the guest do to help?*

8. Practice key phrases with the whole class, using the sentence strips (eg. For security reasons, I will let you use your card key to get into the room). Have students find a partner. Ask them to practice this situation, with one person as the guest, the other as the housekeeper.
9. If there is time, ask what to do in the following situations:
 - Guest is smoking in the room (all rooms are non-smoking)
 - Guest wants to open the sliding door, but it only opens 5 cm, for safety reasons
 - Guest says he reported a problem with his toilet this morning, but it is not yet fixed.
10. The students' main homework is to practice using English for the rest of the day with supervisors, other housekeepers and guests.

Supplementary Material

Slides/Overhead Transparencies, Unit 3 Lesson 1, *Hazards*, see appendix 1

Highly Recommended: *English for the Hotel and Catering Industry* by Trish Stott, Oxford University Press, 2004, p.6.

Bridging the Employment Gap : Janitorial, Ann Kelland and Alison Wasielewski, Simcoe/Muskoka Literacy Network, 2008.



Situation Cards



- 1) You are the last housekeeper to take a vacuum cleaner, and you notice the cord is not very good. The cord cover is split and sometimes you see sparks there when you turn the vacuum on. What should you do?
- 2) You need to clean room 259, which is marked as a stay over room. Yesterday, in this room the guest asked you to clean while he was there, and made rude and inappropriate comments. What should you do?
- 3) You picked up some broken glass and got some it your hand. It hurts and it is bleeding. What should you do?
- 4) There is a strong smell in the garbage can. As you try to empty the garbage, you feel dizzy and sick. What should you do?
- 5) You are sorting dirty laundry and there is a very tall pile of unwashed sheets where the dirty sheets should go. What should you do?
- 6) You are doing a deep clean on a room and are not sure which spray to use when cleaning the walls. What should you do?

Safe or Unsafe?

Underline the answer and write the hazard

Action	Safe / Unsafe	Why?
Leave the Fire Exit door open	Safe / <u>Unsafe</u>	<i>Helps fire to spread</i>
Leave guestroom door open when you get something from the store room	Safe / Unsafe	
Stand on the side of the bathtub	Safe / Unsafe	
Leave the window open when cleaning	Safe / Unsafe	
Move big furniture by yourself	Safe / Unsafe	
Clean the bathroom with no gloves on	Safe / Unsafe	
Leave your Room Assignment Sheet on the top of your cart when cleaning	Safe / Unsafe	
Put medicine left in a check-out room on the cart, while you clean	Safe / Unsafe	
Leave bleach or strong Limonee on the cart while you clean	Safe / Unsafe	
Leave your passkey on the cart or in the door	Safe / Unsafe	
Pick up needles or broken glass	Safe / Unsafe	
Put needles or broken glass in the garbage	Safe / Unsafe	
Leave the storeroom open	Safe / Unsafe	
Block the hall with a cart or boxes	Safe / Unsafe	
Let a guest into their room	Safe / Unsafe	
Tell your supervisor about anything unusual you see	Safe / Unsafe	



SAFETY AND EMERGENCIES

LESSON 2

Outcome: Respond to emergencies and use the phone to report problems

Overall Time: 60-90 minutes

Report emergencies using the telephone

Type of Activity Brainstorm, discussion and role plays

Time 60-90 minutes

Objective Practice responding to emergencies

Materials Fire Procedure sentence cards (see Supplementary Material below), pictures, flipchart, pens, masking tape, *Emergencies*, *Fire Procedure* and *Health and Safety at Work* worksheets

Instructions:

1. Explain this lesson is about emergencies. Ask students: *What are examples of emergencies?* Write answers on the flipchart. *Is a lit cigarette in a cup in a room an emergency?* (No, it's a hazard. Guest may have to pay a penalty if this is a non-smoking room) *What is a burn? Is a small burn or cut an emergency? What does emergency mean?*
2. **Group discussion:** Divide students into groups. Give out, or write on the flipchart examples of a variety of situations. Ask students to decide which of these are emergencies? Take up with the class.
3. Ask: *What should you do when there is an emergency?* (Tell a supervisor if close by or phone front desk)
4. **Role play:** Ask students to help you make up a role play for a housekeeper on the phone to front desk, about an emergency with water overflowing from the toilet in a guest room. Ask: *What do they say at front desk when they answer the phone? What should the housekeeper say first? etc.* Write the script on the flipchart. See example at the end of the lesson.
5. Run the role play, with you as front desk clerk and the housekeeping supervisor as the housekeeper. Try it again, with half of the class speaking together as the front desk clerk, half as housekeeper. Then ask students to find a partner, to role play this situation, looking at the prompts, as necessary.
6. Ask: *What would be different in a situation with a medical emergency, for example if a housekeeper found a guest lying on the floor?* (look for help in corridor then call front desk, front desk staff would send a first aid person up and call 911. Housekeeping should stay on the line, to



update front desk on how the person is doing and follow instructions.)
Run this role play.

7. If you think students need it, have students find new partners to role play this situation (using directions cards?) with one person as the guest, the other as the housekeeper.
8. **Group work:** Ask students: *What should you do if there is a fire?* Take a few ideas, then divide students into groups. Tell groups you will give them strips of paper with things to do if there is a fire. The group has to guess which should come first, which second, etc. Read two strips to the class and discuss which action comes first, as an example. Give out strips to students. Have groups show their order by sticking their strips up on the wall, with masking tape. Discuss their answers with the class.
9. Give out worksheets for those who wish them. If there is time, have students complete the Health and Safety at Work Checklist while in class, otherwise they can try it at home.
10. The students' main homework is to practice using English for the rest of the day with supervisors, other housekeepers and guests.

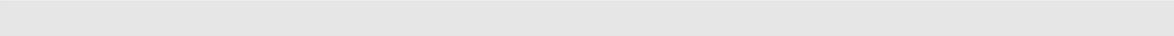
Supplementary Material

Sentence cards, Unit 3 Lesson 2, *Fire Procedure*, see appendix 1

Bridging the Employment Gap : Janitorial, Ann Kelland and Alison Wasielewski, Simcoe/Muskoka Literacy Network, 2008.

SAFETY AND EMERGENCIES
CHECK LEARNING

Outcome: Demonstrate and celebrate learning
Overall Time: 60-90 minutes



Type of Activity	Role play, speaking, assessment and course evaluation
Time	60-90 minutes
Objective	<i>Students demonstrate and celebrate their learning</i>
Materials	Word cards and pictures used in Unit 1 (see Supplementary Material below), flipchart and pens, questionnaire, assessment sheet, certificates

Instructions:

1. Explain this lesson is the last class and a chance to review and show what they learned in the course.
2. **Bad Housekeeper Skit:** Do the following skit where the housekeeper (played by you) is not responding appropriately to a guest (played by the housekeeping supervisor). Explain that the guest and the housekeeper are in the hall.

Guest: **Sorry to bother you but can you please disinfect the sink? And can I have some more soap, please?**

Housekeeper: **(Not looking at guest) Eh?**

Guest: **(Angry) I was wondering if you can disinfect the sink and if I can get some more soap! I'm in room 232.**

Housekeeper: **(Not looking at guest) Uh, I don't know. Ask front desk.**

Guest: **(Still annoyed) Okay, but can you give me some soap?**

Housekeeper: **(Turning to guest) Okay. But room 232 is not my room, so I can't help you. (Pause) Oh! Have a nice day.**

Ask: How was this guest feeling at the beginning of this skit? How was he feeling at the end of this skit? Why? Did this housekeeper give good customer service to this guest? Why not? Point out the importance of body language and intonation to the meaning picked up by the guest. Also the value placed on listening and trying to offer good service. Ask students for examples of how a housekeeper could offer better service.

3. Ask: *What is a good thing to say when you see a guest? (Good afternoon, do you need anything for the room?)*



4. Explain that sometimes the same sentence can have a different meaning if you say it differently, or if your body language is different. Give an example (for example: I'm sorry, this is not my room. Let me check for you.) Ask students to practice "I'm sorry" using good intonation. Also "Let me check for you".
5. Ask if they remember the 3 steps to good customer service from Unit 1 Lesson 1. Write them (or draw a picture to represent each) on the flipchart.

3 Steps to Good Customer Service

- **Greet the guest**
- **Listen to and understand the request**
- **Respond**

6. **Group work:** Show the group and ask them to read a sentence card (e.g. I need _____). Show them a word card (e.g. towel). Ask: *How could I ask for something using the words on these cards?* (e.g. I need more towels). *What would you say to a guest who asked you this?* (More towels? No problem. How many would you like?)
7. Divide the class into groups. Tell students that each one will need to take a turn to be a guest, asking for something, using the words on the word cards. The rest of the group are housekeepers who need to say something to this guest. Give one card to each student. Take up with the class. Read other guest requests from the guest request list.
8. **Assessment:** During the group work, different students come out of class individually with an instructor or supervisor to practice greeting, clarifying a request and responding to a guest.
9. If there is time, ask students to listen to the Guest Requests on the CD, as you play them one by one, to see what they can understand. See CD script, at the end of Unit 2: Customer Care.
10. **Course Evaluation:** Give out the course evaluation form and pencils. Read an example question and, using the flipchart, show students the way to circle their response. Go through the questions one at a time, helping students as necessary. Collect completed questionnaires.
11. Give out certificates to students who have completed the course.
12. Point out information about other English language learning resources suitable for students who want to learn more.

Supplementary Material

Word cards Unit 1 Lesson 1: *Supplies and linens on the housekeeper's cart*, see appendix 1

Word cards Unit 1 Lesson 2, *Bedroom and Prepositions*, see appendix 1

Workplace Plus 2: Living and Working in English (book and CD), by Joan Saslow, Addison Wesley Longman Inc., 2005.

Also, see other supplementary resources in the optional, more advanced unit 4, which follows:
Introduction to the Hotel.

Circle the emergencies:

1 coffee stain on the carpet

2 thick smoke coming out of a room

3 broken mirror in the bathroom

4 guest lying on the floor not moving

5 fire in the hallway

6 lit cigarette in an ashtray

7 guests fighting

8 guest bleeding heavily from a deep cut

9 elevator stuck between the floors

10 water coming out of a washroom

Number the actions which are important when there is a fire:

- X** Go to the basement to get your purse.
- 1** Pull the fire alarm.
- Move your cart to an empty room.
- Make sure fire doors are closed.
- Leave the floor using the fire exit.
- Try to put out the fire.
- Direct guests to the fire exit .
- Tell your supervisor.
- Knock on doors and shout "Fire".
- Phone front desk by dialing 0.

Health and Safety at Work

Answer the questions below:

Where is the fire exit on your floor?

Where is the first aid kit?

What to wear to protect myself?

Who to go to if there is a problem or I see something strange?

How to report an emergency?

How to report an accident?

What to do to keep other people safe?

Why is safety important?
