



**ADULT EDUCATION SERVICE**  
A Learning Community



**Adult Literacy for Life**



**Down Syndrome Ireland**



An Roinn Breisoidreachais agus Ardoideachais, Taighde, Nuálaíochta agus Eolaíochta  
Department of Further and Higher Education, Research, Innovation and Science



Riailtas na hÉireann  
Government of Ireland



Co-fundaithe ag an  
EUROPEAN UNION

**SOLAS**  
learning works



# Tutor Guide

City of Dublin ETB  
and Down Syndrome Ireland

## Table of Contents

**Acknowledgements**

**Introduction**

**Background**

**Development of the Programme**

**Target Students**

**How to use this Tutor Guide**

**Website and Contact Details**

**Tips for Tutors**

**Tips for Communication**

**Structure of the Programme**

**Sample Module Timetable**

**Module Summaries**

**Programme Content**

**Unit 1 – Customer Service**

**Unit 2 – Communication Skills**

**Unit 3 – Health and Safety at Work**

**Unit 4 – Hygiene Standards: General and Personal**

**Unit 5 – Teamwork**

**Unit 6 – Planning and Organising**

**Unit 7 – Working in Retail**

**Unit 7 – Working in an Office**

**Unit 7 – Working in a Hotel**

**Unit 7 – Working in a Café or Restaurant**

**Unit 7 – Working in a Barbers or Hairdressers**

**Resources for Tutors**

## Acknowledgements

The City of Dublin ETB and Down Syndrome Ireland appreciates and wishes to acknowledge the considerable work undertaken by the Project Team:

- Orna Fynes, (Adult Literacy Organiser, City of Dublin ETB Adult Education Service Finglas)
- Judy Halford (Work Ready Project Coordinator, City of Dublin ETB Adult Education Service Finglas)
- The Adult Education and Employment Team, Down Syndrome Ireland
- We would like to thank the students, Julie Dalton, Sean Hickey, Billy Kane, Andrew Murphy, Claire McManus, Aoife Geoghegan, Morgan Whelan, Eric Nolan and Niamh Nolan, for their invaluable contribution to the development of the Work Ready Modules.

We would also like to acknowledge our business partners and their representatives: , who are leading the way in workplace inclusion:

- Happy Out Café
- Supervalu, Ashbourne
- Ability Programme from DCU
- The Conrad Hotel
- The Grafton Barbers

Thanks too to Bernie Carey, our support volunteer, Conor Crowley, photographer, Victor Migliari Paschoal, graphic designer and Diana Caramaschi for designing and updating our website.

We also appreciate the contributions and goodwill of dedicated parents and other services we spoke with and who shared valuable information and feedback. We would like to acknowledge the Adult Literacy for Life Strategy and the Innovation and Collaboration Fund, which has enabled the development of the Work Ready Programme and finally, the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) for implementing the Adult Literacy for Life Strategy, in particular the then Minister and now Taoiseach, Simon Harris, who values and emphasises educational opportunities for all.



Judy Halford with some of the students



Taoiseach Simon Harris with students Seán Hickey and Billy Kane"



Aoife Godfrey and Orna Fynes



## Introduction

The Work Ready Programme is for students who are preparing for the workplace. These courses are designed to be a progression route for students who have already completed relevant modules but who would like to learn industry-specific skills and knowledge in a chosen area.

Work Ready Modules are available in the following areas of work:

1. **Working in Retail**
2. **Working in an Office**
3. **Working in a Hotel**
4. **Working in a Café or Restaurant**
5. **Working in a Barbers or Hairdressers**

Taking part in this training will help to build students' confidence and knowledge of the work they will be doing.

Each student will receive a workbook which has been designed to support them through their Work Ready module. It contains all the information they will need to take part in the module. The workbook is divided into units 1–7, which cover all the core skills needed to prepare for work. Each unit has a different colour to highlight what is covered in it.

Each tutor will also receive a tutor's guide to support them in the delivery of the Work Ready programme. This tutor's guide is used in conjunction with the student workbook.

## Background to the Work Ready Programme

The development of the Work Ready programme was funded by Solas through the Adult Literacy for Life Strategy with the Collaboration and Innovation Fund. The project was undertaken by the City of Dublin ETB Adult Education Service Finglas in collaboration with Down Syndrome Ireland.

This programme intends to meet the objectives of the Adult Literacy for Life Strategy in the following ways:

**Access:** Increased access for individuals who want to avail of education and literacy development that will help them towards their goal of employment.

**Empower:** Empowerment by developing individuals' job-specific skills, set skills, boosting confidence and literacy development. This holistic approach ensures students are well-prepared for the transition from education to employment, enhancing their prospects for securing and succeeding in their desired jobs.

**Employability and Job Retention:** Increasing an individual's employability prospects through enhancing specific skills that will transfer directly to the workplace.

**New Skills:** Learners will build new skills, complete assessments, read theory, take part in groupwork, gain practical and transferable skills.

**Community:** Help people learn to work together, have the language and social skills to integrate within their communities, be healthy and thrive, irrespective of their economic, social or cultural background.

**Universal Design for Learning:** The work ready programmes are fully underpinned by the principles of Universal Design to ensure that the participants are able to fully engage in the course material.

**Plain and Accessible Content:** The courses are learner-centred, age-appropriate and in an easy read format.



## The Development of the Work Ready Programme

The development of the Work Ready modules was an inclusive and consultative approach that included learners and employers.

### Learner Voice

Learner voice was embedded throughout. A group of learners took part in a series of focus groups and workshops that guided the development of the modules. Learners inputted to the modules in the following ways:

- What the layout would look like
- What content should be included
- What would be included in the specific unit
- What imagery should be used
- Course structure



### Consultations with Employers

The Work Ready programme partners were consulted through meetings and a survey to inform the content of each module. The employers were chosen because they have experience employing staff members with intellectual disabilities. The information from the surveys guided learning outcomes that are outlined in the module descriptors and the content throughout all of the modules.

The employers were:

1. Working in Retail: Supervalu, Ashbourne
2. Working in an Office: Down Syndrome Ireland
3. Working in a Hotel: The Conrad Hotel
4. Working in a Café or Restaurant: The Together Academy
5. Working in a Barbers or Hairdressers: The Grafton Barber



## Target Students for the Work Ready Programme

The Work Ready programmes are a progression route for students. We recommend that students who finish school engage in general learning at levels 1 and 2 before progressing to one of the work ready modules.

The programme has been designed for students who have already completed some modules at QQI Level 2.

**Options of modules which would be beneficial to complete before progressing onto one of the work ready modules are:**

Module Name	QQI Level	Code
Computer Skills	QQI Level 2	M2T11
Food Choice and Health	QQI Level 2	M2H16
Health Related Exercise	QQI Level 2	M2H17
Listening and Speaking	QQI Level 2	M2C03
Non-Verbal Communication	QQI Level 2	M2C04
Personal Care	QQI Level 2	MH214
Personal Decision Making	QQI Level 2	M2L12
Personal Safety	QQI Level 2	M2H15
Setting Learning Goals	QQI Level 2	M2L13
Reading	QQI Level 2	M2C01
Using Technology	QQI Level 2	M2T10
Writing	QQI Level 2	M2C02

It would also be beneficial for the student to have already completed work experience before they commence on one of the work ready programmes so that they can apply the theory and concepts to their experience.



Students who would like to prepare for a job or work placement can progress to one of the work ready modules:

1. Working in Retail
2. Working in an Office
3. Working in a Hotel
4. Working in a Café or Restaurant
5. Working in a Barbers or Hairdressers

## Tutor Guide

This tutor guide has been developed to support tutors in the delivery of the Work Ready modules. It is designed to be used together with the student workbook, for each module.

The tutor guide gives detailed background on the development and inclusive approach used to engage students and partners, to inform the relevance of its content, thus ensuring the content has real learning outcomes that prepare students for the world of work.

Each module is broken into 7 units, units 1-6 are core skills, required for all jobs, whilst unit 7 in each module is specific to the particular area of work the student is interested in working in.

There is a checklist at the start of each module. The participants will be provided with a student workbook which will contain worksheets, quizzes and reviews. You can use the workbook in conjunction with your own materials to supplement the learning.



## The Work Ready Website

Please visit the Work Ready website for updates and information regarding the programme.

PDF versions of the workbooks can also be downloaded from the website. Scan this QR code to take you to the website.

## Contact Details

If you would like to contact someone regarding the Work Ready programme please contact:

Orna Fynes, Adult Literacy Organiser, City of Dublin ETB Adult Education Service Finglas  
Email: [orna.fynes@aes.cdetb.ie](mailto:orna.fynes@aes.cdetb.ie)  
Phone: 086 061 532

The Employment Department, Down Syndrome Ireland  
Adult Education Department  
086 128 6025

## General Tips for the Work Ready Programme

- Ensure the training room is suitable and comfortable for the students.
- At the start of the module complete a set of group guidelines for each group. Students can put forward ideas for the group guidelines so that they have ownership over the guidelines themselves e.g. take turns when talking, no mobiles phones during class, listen carefully to other students in the class.
- Have a set of resources available that you will need i.e. whiteboard markers, pens, extra paper, glue stick, blue tack, etc. Include anything you think you will need for an interactive class.
- Ensure equipment and technology is in working order and available to use.
- Ensure you are familiar and comfortable with the module content in advance. You will likely come up with additional ideas and use online resources, videos, etc. to reinforce the learning.
- Extend role-plays or other activities you believe will enhance the students' learning experience.
- Plan break times, learning takes place during break time. Encourage the learners to sit with one another and practice their communication skills while having a cup of tea or coffee.
- Deliver the materials clearly using plain language, listening to students and asking and responding to questions throughout the session.
- Record students' attendance using your class register.
- At the end of each unit ensure students complete the unit feedback form in their workbooks. You can also complete the tutor feedback form.

## Communication tips when communicating with adults with Down Syndrome and other intellectual disabilities

When speaking:

- Face the person and make eye contact, don't expect or ask for eye contact from the student
- Allow time to process – count to 10 after asking a question or giving an instruction
- Repeat questions/instructions exactly the same way after processing time
- Don't overload – ask one question at a time, 1 or 2 instructions at a time
- Use the same word order as the order of instructions/events e.g. first, we will finish this activity., then, we will have our tea break
- Use language in the affirmative example: "The man is tall" instead of "The man is not small", use "boring" instead of "uninteresting"
- Don't correct speech or finish sentences. Ask for clarification if you don't understand. If you still don't understand allow the student to show you.
- Speak clearly and naturally
- Use gestures
- Use Lámh sign if you know any signs
- Use clear schedules/timetables and task lists, with visuals (pictures or real objects)



## Work Ready Programme Structure

This is a guideline only – you can structure the module based on the needs of your learners.

No.	Unit Title	Ses- sions	Hours	Total Hours	Weeks
	Introduction	1	3	3	1
1	Customer Service	6	3	18	2
2	Communication Skills for Work	6	3	18	2
3	Health and Safety in the Workplace	8	3	24	3
4	Hygiene Standards: Personal & General	9	3	27	3
5	Teamworking	6	3	18	2
6	Planning and Organisation Skills for Work	9	3	27	3
7	Working in Retail	15	3	45	5
7	Working in an Office	14	3	42	5
7	Working in a Hotel	15	3	45	5
7	Working in a Café or Restaurant	17	3	51	6
7	Working in a Barbers or Hairdressers	15	3	45	5

Module Title	Total number Sessions	Total number Hours	Total number Weeks
Working in Retail	61	183	21
Working in an Office	64	180	21
Working in a Hotel	61	183	21
Working in a Café or Restaurant	64	192	22
Working in a Barbers or Hairdressers	61	183	21

### The following guide applies to the delivery of the Work Ready modules

1. Training group size of 10 students
2. Tutors for all sessions
3. It is recommended that the learners complete nine hours of contact time per week. This can be broken into three sessions per week, of 3 hours' duration (This can be adjusted to suit the adult education service). Additional sessions may be added to facilitate learners' needs.



## Sample Module Timetable September to May

(Please photocopy this and fill out your own days/dates)

Day	Date	Class	Title of Session	Time	Hours
		1	Introduction to Working in Retail Module		3
		2	Customer Service s.1		3
		3	Customer Service s.2		3
		4	Customer Service s.3		3
		5	Customer Service s.4		3
		6	Customer Service s.5		3
		7	Customer Service s.6		3
		8	Communication Skills s.1		3
		9	Communication Skills s.2		3
		10	Communication Skills s.3		3
		11	Communication Skills s.4		3
		12	Communication Skills s.5		3
		13	Communication Skills s.6		3
		14	Health & Safety in the Workplace s.1		3
		15	Health & Safety in the Workplace s.2		3
		16	Health & Safety in the Workplace s.3		3
		17	Health & Safety in the Workplace s.4		3
		18	Health & Safety in the Workplace s.5		3
		19	Health & Safety in the Workplace s.6		3
		20	Health & Safety in the Workplace s.7		3
		21	Health & Safety in the Workplace s.8		3
		22	Health & Safety in the Workplace s.9		3
		23	Hygiene Standards s.1		3
		24	Hygiene Standards s.2		3
		25	Hygiene Standards s.3		3
		26	Hygiene Standards s.4		3
		27	Hygiene Standards s.5		3
		28	Hygiene Standards s.6		3
		29	Hygiene Standards s.7		3
		30	Hygiene Standards s.8		3
		31	Hygiene Standards s.9		3

Day	Date	Class	Title of Session	Time	Hours
		32	Teamworking s.1		3
		33	Teamworking s.2		3
		34	Teamworking s.3		3
		35	Teamworking s.4		3
		36	Teamworking s.5		3
		37	Teamworking s.6		3
		38	Recap & Christmas Centre Activity		3
		39	Planning & Organisation Skills s.1		3
		40	Planning & Organisation Skills s.2		3
		41	Planning & Organisation Skills s.3		3
		42	Planning & Organisation Skills s.4		3
		43	Planning & Organisation Skills s.5		3
		44	Planning & Organisation Skills s.6		3
		45	Planning & Organisation Skills s.7		3
		46	Planning & Organisation Skills s.8		3
		47	Planning & Organisation Skills s.9		3
		48	Unit 7		3
		49	Unit 7		3
		50	Unit 7		3
		51	Unit 7		3
		52	Unit 7		3
		53	Unit 7		3
		54	Unit 7		3
		55	Unit 7		3
		56	Unit 7		3
		57	Unit 7		3
		58	Unit 7		3
		59	Unit 7		3
		60	Unit 7		3
		61	Unit 7		3
		62	Unit 7		3

Please feel free to modify to suit the needs of your learners.

## Working in Retail Module Summary



City of Dublin ETB  
and Down Syndrome Ireland

# 1 Working in Retail

### Who is this module for?

This module is a starting point for people who would like to work as an assistant in a shop or retail store. Working in this business requires a range of core skills (skills that are common for all jobs) and some key skills specific to the particular job or role.

Completing this module will help the learner prepare for a work experience placement or a job in a shop or retail store and combined with some on the job training, the learner will be work ready!

#### Core Skills

- Verbal and Written Communications
- Planning and Organisation
- Teamwork

# Working in Retail Module Summary

On completion of this module the learner will be able to:

## 1. Customer Service

- Understand the importance of and demonstrate good customer service skills in the workplace
- Initiate a conversation with a customer or staff member
- Assist the customer with their shopping experience

## 2. Communication Skills

- Identify the importance of appropriate verbal and non-verbal communication
- Follow oral instructions for tasks
- Use appropriate questions to establish a clear understanding of instructions
- Approach a staff member if they need support or guidance

## 3. Health and Safety in the Workplace

- Identify and demonstrate an understanding of good health and safety practices at work
- Demonstrate good back care techniques
- Identify risks and hazards in the retail workplace

## 4. Hygiene Standards

- Identify & practice good personal hygiene and presentation
- Complete a cleaning checklist for the retail workplace
- Complete a list of cleaning equipment and agents needed for each task
- Demonstrate their ability to complete each of the tasks on the checklist
- Understand and apply good food safety practice

## Working in Retail Module Summary

### 5. Teamwork

- Identify what makes a good team
- Demonstrate good communication skills and a positive attitude in teamwork
- Understand and practice appropriate workplace relationships

### 6. Planning and Organisation Skills

- Complete a checklist for daily tasks
- Demonstrate effective communication in relation to each work task
- Demonstrate appropriate time management skills

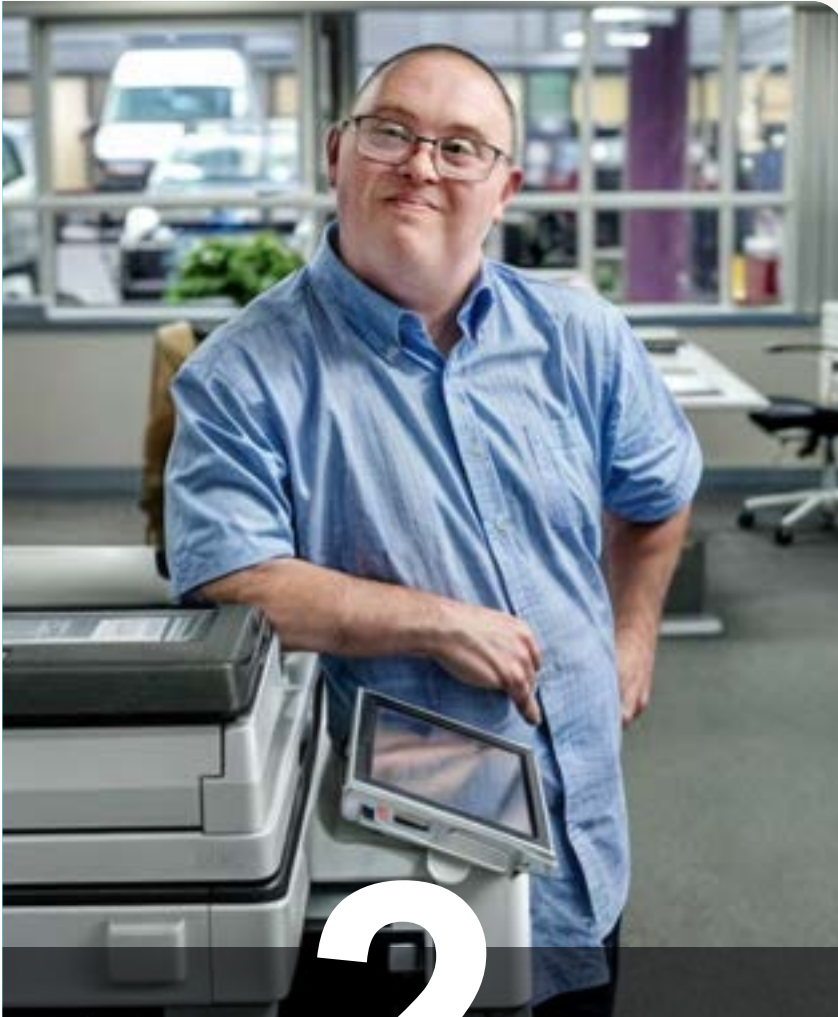
### 7. Health and Safety in the Workplace

- Demonstrate and practice numerical & money skills
- Understand and demonstrate good merchandising skills
- Demonstrate good work area maintenance
- Understand and demonstrate good bag packing skills

#### Additional follow up modules

1. On-the-job training (essential)
2. Money Skills
3. Media Skills
4. Computer Skills

# Working in an Office Module Summary



## 2 Working in an Office

City of Dublin ETB  
and Down Syndrome Ireland

### Who is this module for?

This module is a starting point for people who would like to work in an office. Working in this workplace requires a range of core skills (skills that are common for all jobs) and some key skills specific to the particular job or role.

Completing this module will help the learner prepare for a work experience placement or a job in an office and combined with some on the job training, the learner will be work ready!

#### Core Skills

- Verbal and Written Communications
- Planning and Organisation
- Teamwork

# Working in an Office Module Summary

On completion of this module the learner will be able to:

## 1. Customer Service

- Understand the importance of and demonstrate good customer service skills in the workplace
- Initiate a conversation with a customer or staff member
- Assist the customer with their shopping experience

## 2. Communication Skills

- Identify the importance of appropriate verbal and non-verbal communication
- Follow oral instructions for tasks
- Use appropriate questions to establish a clear understanding of instructions
- Approach a staff member if they need support or guidance

## 3. Health and Safety in the Workplace

- Identify and demonstrate an understanding of good health and safety practices at work
- Demonstrate good back care techniques
- Identify risks and hazards in the office workplace

## 4. Hygiene Standards

- Identify and practice good personal hygiene and presentation
- Complete a cleaning checklist for the office workplace
- Complete a list of cleaning equipment and agents needed for each task
- Demonstrate their ability to complete each of the tasks on the checklist
- Understand and apply safety measures in office

## Working in an Office Module Summary

### 5. Teamwork

- Identify what makes a good team
- Demonstrate good communication skills and a positive attitude in teamwork
- Understand and practice appropriate workplace relationships

### 6. Planning and Organisation Skills

- Complete a checklist for daily tasks
- Demonstrate effective communication in relation to each work task
- Demonstrate appropriate time management skills

### 7. Health and Safety in the Workplace

- Understand the role of the Receptionist in the office workplace
- Understand and practice good administration skills or example signing in, photocopying, filing and shredding documents
- Understand and demonstrate good telephone techniques

#### Additional follow up modules

1. On-the-job training (essential)
2. Computer Skills (essential)
3. Digital Media Skills

## Working in a Hotel Module Summary



City of Dublin ETB  
and Down Syndrome Ireland

# 3 Working in a Hotel

### Who is this module for?

This module is a starting point for people who would like to work in a hotel. Working in this business requires a range of core skills (skills that are common for all jobs) and some key skills specific to the particular job or role.

Completing this module will help the learner prepare for a work experience placement or a job in a hotel and combined with some on the job training, the learner will be work ready!

#### Core Skills

- Verbal and Written Communications
- Planning and Organisation
- Teamwork

# Working in a Hotel Module Summary

On completion of this module the learner will be able to:

## 1. Customer Service

- Understand the importance of and demonstrate good customer service skills in the workplace
- Initiate a conversation with a guest or staff member
- Assist the guest with their hotel stay experience

## 2. Communication Skills

- Identify the importance of appropriate verbal and non-verbal communication
- Follow oral instructions for tasks
- Use appropriate questions to establish a clear understanding of instructions
- Approach a staff member if they need support or guidance

## 3. Health and Safety in the Workplace

- Identify and demonstrate an understanding of good health and safety practices at work
- Demonstrate good back care techniques
- Identify risks and hazards in the hotel workplace

## 4. Hygiene Standards

- Identify and practice good personal hygiene and presentation
- Complete a cleaning checklist for the hotel workplace
- Complete a list of cleaning equipment and agents needed for each task
- Demonstrate their ability to complete each of the tasks on the checklist
- Understand and apply good food safety practice

## Working in a Hotel Module Summary

### 5. Teamwork

- Identify what makes a good team
- Demonstrate good communication skills and a positive attitude in teamwork
- Understand and practice appropriate workplace relationships

### 6. Planning and Organisation Skills

- Complete a checklist for daily tasks
- Demonstrate effective communication in relation to each work task
- Demonstrate appropriate time management skills

### 7. Health and Safety in the Workplace

- Meet and greet guests as they enter the hotel
- Complete the laundry in a hotel
- Demonstrate good standards of housekeeping
- Understand and practice good food preparation, presentation & storage
- Prepare the dining area for meal settings, breakfast, lunch & dinner

#### Additional follow up modules

1. On-the-job training (essential)
2. Introduction to HACCP (essential)
3. Digital Media Skills
4. Computer Skills

## Working in a Café or Restaurant Module Summary



City of Dublin ETB  
and Down Syndrome Ireland

# 4 Working in a Café/ Restaurant

### Who is this module for?

This module is a starting point for people who would like to work in a café or restaurant. Working in this business requires a range of core skills (skills that are common for all jobs) and some key skills specific to the particular job or role.

Completing this module will help the learner prepare for a work experience placement or a job in a café or restaurant and combined with some on the job training, the learner will be work ready!

#### Core Skills

- Verbal and Written Communications
- Planning and Organisation
- Teamwork

## Working in a Café or Restaurant Module Summary

On completion of this module the learner will be able to:

### 1. Customer Service

- Understand the importance of and demonstrate good customer service skills in the workplace
- Initiate a conversation with a customer or staff member
- Assist the customer with their dining experience

### 2. Communication Skills

- Identify the importance of appropriate verbal and non-verbal communication
- Follow oral instructions for tasks
- Use appropriate questions to establish a clear understanding of instructions
- Approach a staff member if they need support or guidance

### 3. Health and Safety in the Workplace

- Identify and demonstrate an understanding of good health and safety practices at work
- Demonstrate good back care techniques
- Identify risks and hazards in the dining workplace

### 4. Hygiene Standards

- Identify and practice good personal hygiene and presentation
- Complete a cleaning checklist for the café/restaurant
- Complete a list of cleaning equipment and agents needed for each task.
- Demonstrate their ability to complete each of the tasks on the checklist.
- Understand and apply good food safety practice.

## Working in a Café or Restaurant Module Summary

### 5. Teamwork

- Identify what makes a good team
- Demonstrate good communication skills and a positive attitude in teamwork
- Understand and practice appropriate workplace relationships

### 6. Planning and Organisation Skills

- Complete a checklist for daily tasks
- Demonstrate effective communication in relation to each work task
- Demonstrate appropriate time management skills

### 7. Health and Safety in the Workplace

- Meet and greet guests as they enter the café or restaurant
- Maintain the front of house area
- Understand and practice food and beverage preparation and presentation
- Prepare the dining area for meal settings for breakfast, lunch & dinner
- Serve the food and beverages customers ordered
- Clear, clean and reset the table, once the customers have left their table
- Be familiar with menu reading and be able to make appropriate suggestions to customers

#### Additional follow up modules

1. On-the-job training (essential)
2. Introduction to HACCP (essential)
3. Money Skills
4. Barista Training
5. Digital Media Skills
6. Computer Skills

## Working in a Barbers or Hairdressers Module Summary



# 5 Working in a Barbers or Hairdressers

City of Dublin ETB  
and Down Syndrome Ireland

### Who is this Module for?

This module is a starting point for people who would like to work as an assistant in a barbers or hairdressers. Working in this business requires a range of core skills (skills that are common for all jobs) and some key skills specific to the particular job or role.

Completing this module will help the learner prepare for a work experience placement or a job in a barbers or hairdressers and combined with some on the job training, the learner will be work ready!

#### Core Skills

- Verbal and Written Communications
- Planning and Organisation
- Teamwork

# Working in a Barbers or Hairdressers

## Module Summary

On completion of this module the learner will be able to:

### 1. Customer Service

- Understand the importance of and demonstrate good customer service skills in the workplace
- Initiate a conversation with a customer or staff member
- Assist the customer with their salon experience

### 2. Communication Skills

- Identify the importance of appropriate verbal and non-verbal communication
- Follow oral instructions for tasks
- Use appropriate questions to establish a clear understanding of instructions
- Approach a staff member if they need support or guidance

### 3. Health and Safety in the Workplace

- Identify and demonstrate an understanding of good health and safety practices at work
- Demonstrate good back care techniques
- Identify risks and hazards in the salon

### 4. Hygiene Standards

- Identify and practice good personal hygiene and presentation
- Complete a cleaning checklist for the retail workplace
- Complete a list of cleaning equipment and agents needed for each task
- Demonstrate their ability to complete each of the tasks on the checklist

# Working in a Barbers or Hairdressers

## Module Summary

### 5. Teamwork

- Identify what makes a good team
- Demonstrate good communication skills and a positive attitude in teamwork
- Understand and practice appropriate workplace relationships

### 6. Planning and Organisation Skills

- Complete a checklist for daily tasks
- Demonstrate effective communication in relation to each work task
- Demonstrate appropriate time management skills

### 7. Health and Safety in the Workplace

- Map the client journey in the barbers or hairdressers
- Complete a cleaning check list for the barbers or hairdressers
- Identify the products used for haircare in the barbers or hairdressers
- Identify the equipment used for hair styling in the barbers or hairdressers

#### Additional follow up modules

1. On-the-job training (essential)
2. Digital Media Skills
3. Computer Skills

# Introduction

## Tutor Checklist for Module Introduction:

- Copy of the tutor guide and student workbook
- Session 1 introduction plan
- Whiteboard or flipchart and markers
- Notepaper and pens for students
- Copy of the students sign In sheet
- Copy of the module student workbook for each student
- Copy of the module timetable for each student

Intro



## Tutors should:

- Welcome the students
- Complete the Health & Safety and housekeeping brief for the facility for example, fire safety, restroom location and cleaning as we go
- Invite the students to sign in a daily activity for the programme
- Introduce themselves
- Invite each student to introduce themselves
- Give an overview of the content of the module they have chosen
- Give each student a copy of their module handbook

**Tea break** – a 20-minute break to allow students to mix

## Tutors should:

- Do a tour of the building, where is the training taking place?
- Support the group in producing their group contract/group guidelines
- Go through the module timetable and give each student a copy
- Ask the students for feedback at the end of the session on
  1. What they liked about today's session
  2. What they learned today
  3. Any questions they have from today's session



The tutor should use the smart board or a PowerPoint presentation to support their overview of the module. They may also choose to refer the students to their handbooks and reference the content page to complete their overview.

The module overview should be interactive and tutors can use open questions to engage students in conversation about their views or ideas about what might be covered in each unit.

**Unit 1** Customer Service

**Unit 2** Communication Skills for Work

**Unit 3** Health and Safety in the Workplace

**Unit 4** Hygiene Standards: Personal and General

**Unit 5** Teamwork

**Unit 6** Planning and Organisation Skills for Work

**Unit 7** Working in Retail

Intro

# Unit 1

## Customer Service

### Tutor Checklist for Customer Service:

- Copy of the tutor guide and student workbook
- Copies of session plans 1-6 for Customer Service
- Whiteboard or flipchart and markers
- Notepaper and pens for students
- Blue Tack
- Copy of the student sign in sheet
- Field trip plan
- Guest speaker options

### Tutor Introduction

Customer service is the cornerstone of any business. Good customer service is essential to every business' success. It is what keeps the customers coming back and can even increase the number of customers to a business through excellent word of mouth advertising. The Customer Service unit aims to engage students in discussions, reading and writing exercises, role-plays, guest speaker presentation and a field trip, to support and grow the students' understanding and practice of this essential aspect of good business.

- Display the aims of the Customer Service unit by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to page three of the student workbook and ask individual students to read the aims aloud for the group

## Session Themes: Student's Workbook (page 3–6)

- Ask questions to establish students' **understanding of customer service**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part
- Ask the group for examples of their **experience of good customer service**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part
- Ask the group for examples of their **experience of bad customer service**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part

**Tutor guides the students to their workbook to complete the complimentary exercises, page 4.**

## Session Theme: Key Steps in Delivering Good Customer Service

1

- Ask students what they believe the key steps are
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part
- Be approachable
- Well-presented
- Make eye contact
- Greet the customer in a friendly way
- Use appropriate words
- Hello, Good Morning, Good Afternoon, Good Evening
- Smile
- Listen to the customer
- Good tone of voice
- Be polite - please, thank you
- Show concern if the customer is not happy
- Have a good attitude!

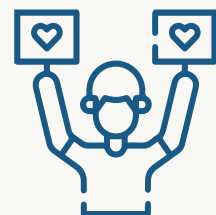
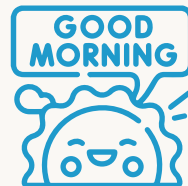
**Tutor guides the students to their workbook to review the visual presentation of the 'Key Steps in Delivering Good Customer Service', for discussion. Students are then asked to complete page 7.**

## Session Themes: Student's Workbook (page 3–6)

- Summarise session 1 Customer Service, with the statement 'treat people the way you would like to be treated'
- Ask the students what the statement means to them
- Summarise session 1 themes and guide the students to their workbook to complete the summary exercise on page 6

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Student's Workbook (pages 7-9)

- Start session 2 with a **summary recap** exercise. Students are asked to recall the key steps in **delivering good customer service**.
- Record the key steps on the whiteboard or flipchart. Students are then asked to turn to page seven of their workbooks and write the steps one-by-one.
- Introduce the group to **role-play** and explain that role-play is an opportunity to put yourself in the customer's shoes and to practice their customer service skills
- Divide the students into pairs. Each pair are asked to read role-play 1 on page eight of their workbook and one person is to take the **role of the shop assistant** and the other is to take the **role of the customer**. The pairs are given five minutes to practice before swapping roles and practicing for another five minutes.
- It is important to visit each pair as they **practice** to ensure they are clear about the role they are playing. Give some feedback and also make sure to highlight something positive about each student's performance.
- The process is then repeated for the four remaining role-plays
- Give positive feedback once the role-plays are completed. This is a good opportunity to summarise this important part of customer service again, listing the key steps of customer service on page nine of the student workbook.
- Now introduce a group activity. Students will be asked to **watch and** review pairs completing one of the role-plays. While they are watching, they will be checking, using the checklist on page nine of the student workbook to see if the key steps are being used.
- The tutors, (both are required), give a **brief demonstration** of the role-play and the students are asked to tick the boxes under Rp1, role-play 1, if they see the person delivering the key steps. There should be a brief discussion to gather feedback before the tutor facilitates the same process for each of the role-plays 1–5. The tutor should ensure that each of the eight students in the group have an opportunity to be the staff member.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 10-12)

- Invite the students to volunteer one step for delivering good customer service. This is important to link the **keys steps in delivering customer service** to the next stage in the customer's experience, when the customer might need help.
- Ask the group for their suggestions on 'things they might notice if a customer needs help'
- You may need to give an example or demonstrate some facial expressions of a customer who needs help
- You should record the students' feedback on the whiteboard or flipchart



1

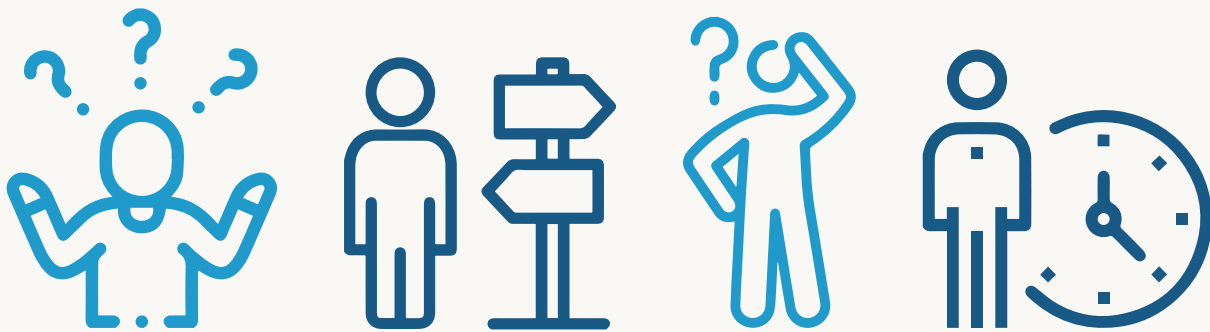
- Ask the students to turn to page 10 of their workbooks and record some of the **signs** discussed and also those recorded on the flipchart or whiteboard
- Ask the group '**how would you approach a customer you thought might need some help? What might you say?**'
- You may need to give an **example or demonstrate** to help the students get started

**Tutor Note: An example: Approach the customer in a friendly manner and ask "how you can help?"**

- Record students' feedback on the whiteboard or flipchart
- Ask the students to open their student workbooks on page 11.

## Session Themes: Student's Workbook (pages 10-12)

- Ask students to select their four favourite approaches or questions and then to record them in the four speech balloons provided in their student workbooks. Students can use the suggestions on the whiteboard or flipchart.
- Check in with each student as they complete this exercise in their student workbook
- Ask the group to open page 12 of their student workbooks. Each student is asked to read one of the 'signs that the customer might need help' and also 'when you offer help?'
- This is a good way to summarise today's session and to recap the learning

**1**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

# Field Trip Preparation



## Session Themes: Student's Workbook (pages 14-15)

- Ask the group how we might see customer service in action?
- Explain that the best place to see customer service is to visit a business that delivers it!

### Tutor Notes:

- For all of the modules in the 'Work Ready Programme', customer service is a core skill in the preparation for work in each of the areas. Again the tutor will need to insert more examples relevant to the work area which the module is focused on but the principles of good customer service will be the same across the board. We recommend a visit to your local supermarket, for example, Supervalu, Tesco, etc. It is important you identify a retail business that delivers good service!
- The tutor will need to contact the local retail business selected for the field trip in advance of the Customer Service Module commencing to ensure they are:
  - » Willing to facilitate a guided tour of the store
  - » Allow students to ask questions
  - » Can facilitate the group on the day and date you require
- Ask the students 'what are we looking for on our customer service field trip?'
- Record the feedback on the whiteboard or flipchart
- Suggest the date and day and invite feedback from the students on the planning and organising for the day

# Field Trip Preparation

**Session Themes: Student's Workbook (pages 14-15)**

## **Tutor Checklist for Customer Service Field Trip:**

- How we travel to the business?
- What time do we need to leave the centre at?
- What do we need to bring with us, for example, phone, money, medication or bus pass?
- Will we have time for a tea break or lunch?
- Where will we have a break or lunch?
- How will we get back to the centre?
- What time will we get back?
- What examples are we looking for when we visit the business on our field trip?
- Ask the students to turn to page 14 of the student workbook and complete their Field Trip Checklist following the group discussion
- You will need to check in with each student to ensure they are clear and understand the information about the field trip. Students will need to share this information about the field trip at home or with their support team.

## **Finally, the tutor asks the students individually:**

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



# Field Trip Review and Unit Recap

## Session Themes: Student's Workbook (pages 15-20)

- Ask the group about their **field trip experience**
  1. What they liked about the field trip?
  2. What they learned on the field trip?
  3. Any questions they have from the field trip
- Ask the group for some examples of **good and helpful customer service that they observed**
- Record their findings on a whiteboard or flipchart
- Ask the group to work in pairs to complete the exercise on page 16 of the student workbook
- Check in with each pair to ensure the exercise is understood
- Introduce the '**Field Trip Quiz**'. Ask students to work in pairs or small groups to complete. This is a fun way of reflecting on the day and the learning.
- **Summarise the key learning from the Customer Service unit.** You can use the student workbook to complete the summary or a questions and answers session or both.
- Ask the students to turn to page 19 of their workbook to complete the two-page **student feedback** on the Customer Service unit
- Guide the students question by question, giving support where needed but ensuring it reflects the **student's opinion**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

# Unit 2

## Communication Skills

### Tutor Checklist for Customer Service Field Trip

- Copy of the tutor guide and student workbook
- Copies of session plans 1-6 for Communication Skills unit
- Whiteboard or flipchart and markers
- Notepaper and pens for students
- Blue tack
- Copy of the student sign in sheet
- Source a Youtube or video clip demonstrating non-verbal communication

### Tutor Introduction

The **Communication Skills unit** looks at how we send and receive messages, whether through written or verbal communications. The ability to speak, listen and take part in discussions is an essential part of our daily lives and especially important when we are at work.

Literacy skills are essential also in our communications and to a person's employability. This unit will support students in practicing and developing their literacy skills to increase their confidence in using these essential core skills.

- Display the aims of the Communications Skills unit by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to page 21 of the student workbook and ask individual students to read the aims aloud for the group

## Session Themes: Student's Workbook (page 23- 5)

### Tutor:

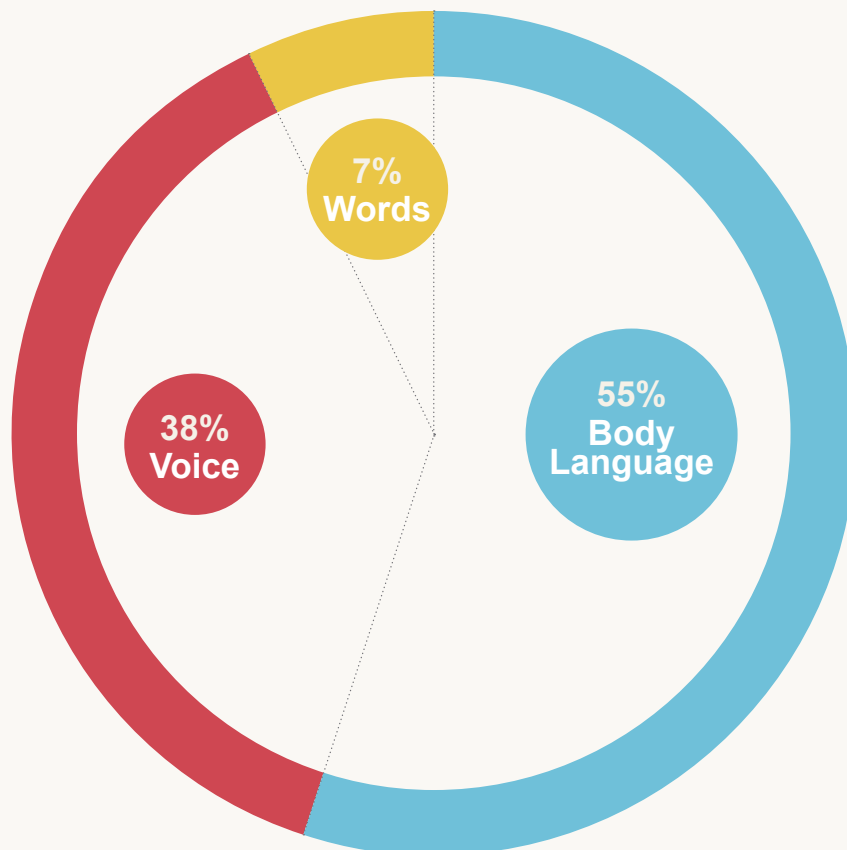
- Ask the question 'what is communication?'
  - Record student feedback on whiteboard or flipchart
  - Encourage all students to take part in the discussion
  
  - Guide the students to page 24 in their workbooks
  - Discuss the communication diagram shown, to ensure all students are clear about its message
  - Encourage all students to take part in the discussion
  
  - Ask the question 'what is non-verbal communication?' (page 25)
  - Record student feedback on whiteboard or flipchart
  - Encourage all students to take part in the discussion
  
  - Ask the question 'what is verbal communication?'
  - Record student feedback on whiteboard or flipchart
  - Encourage all students to take part in the discussion
  
  - Guide the students to page 25 of their workbooks
  - Explain that we will record the answers to the questions we have just discussed.
  - Go step-by-step, question by question, supporting students to write their answers. Students can also use the details recorded on the whiteboard or on flipchart pages, which can be displayed around the room
- Tutor Note: Show a short video/YouTube clip of non-verbal communication in action. You can source a clip of Charlie Chaplin, great examples of non-verbal communications!**
- Following the video/YouTube clip viewing, ask students for some examples of non-verbal communication! they noticed
  - Guide the students to page 26 of their workbooks
  - Support students to record three of the examples of non verbal communication

## Session Themes: Student's Workbook (page 2-28)

- Summarise session 1 Communication Skills, using the communication diagram on page 22 of the student' workbook. You can print a poster of the diagram or display it on PowerPoint or the smart board.
- Ask the students to identify the examples of verbal and non-verbal communication discussed
- Summarise session 1 themes and guide the students to their workbook to complete the summary exercise on page 27

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



text here

## Session Themes: Student's Workbook (pages 28-30)

### Tutor:

- Start session 2 with a **summary recap** exercise. Students are asked to recall examples of **verbal and non-verbal communications**.
  - Now introduce some **facts about our communication** a group activity.
  - Display the **facts about our communication diagram** on the smart board, PowerPoint or a printed poster of page 26 of the student workbook. Do not include the percentages for each element of the chart. Instead ask the students to consider what they believe the breakdown of the 100 % should be?
  - Record the views of the students before revealing the chart with the percentages displayed
  - Invite **student feedback** from the group on the percentages for each of type of communication
  - Ask for a volunteer to read the statement at the end of page 26 of the students workbook
- 
- Ask the students the question **'what is important to remember when we are speaking to someone?'**
  - **Record student feedback** on whiteboard or flipchart
  - Encourage all students to take part in the **discussion**
  - Guide students to **page 27** of their student workbook to complete the exercise. Students can use the information recorded from their discussions.
- 
- Guide students to page 28 of their student workbooks to complete the session **summary picture quiz**
  - Students need to put the word **verbal or non-verbal communication beside each picture**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 30-33)

### Tutor:

- Introduces session 3 of Communication Skills with the ABC of Good Communication
- The ABC chart can be presented on the whiteboard or printed off as a large poster and displayed for students to see
- May need to give an example of A, B and C to ensure students' understanding of the chart
- Ask the students to record 'what is important to remember when we are speaking to someone?' on page 29 of their student workbook

**Tutor invites the group to practice the ABC of good communication. You can use a version of 'Chinese Whispers' storytelling to demonstrate this or come up with a simple message that is passed on from person to person. The key is to help the students to understand how important each element of the ABC of good communication is.**

### Tutor:

- Introduces a fun fact to the students - the statement at the top of page 32 of the student workbook
- Guide the students to the diagram on page 30 of their student workbook showing a summary of how we communicate
- Ask the students for their views on 'why they think good listening skills are so important?'
- Encourage all students to take part in the discussion
- Guide the students to page 33 of their student workbook
- Students list the reasons they think good listening skills are important.
- Summarise the session by engaging the students in a reading exercise on the second half of page 33 of the student workbook



2

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 33-34)

### Tutor:

- Introduce session 4 by asking students '**why they believe good listening skills are important in communicating?**'
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Invite the students to take part in a 'good listening' role-plays. Divide the group into pairs, one person being the **speaker** and the other the **listener**. One pair can use the checklists on page **33 and 34** to check that all of the key steps are being followed. Every pair will get an opportunity to practice being
  - **1. The speaker**
  - **2. The listener**
  - **3. The person with the checklist for the speaker**
  - **4. The person with the checklist for the listener.**
- Give the speaker a **verbal instruction** to communicate to the person who is listening

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 37)

### Tutor:

- **Summarise** the Communication Skills unit with a **questions and answers** session with students.
- Ask students
  1. How do we communicate, give, receive and share information?
  2. What is verbal communication?
  3. What is non-verbal communication?
  4. When we are speaking what should we think of?
  5. What is the ABC of Communication?
- Prepare **3 role play scenarios** specific to the Work Ready Module you are running. Divide the student group into small groups, one person being the **sender** of the message, one person **receiving** the message and one person **observing**. Give each person clear instructions and visit each group to ensure the role-plays are going well.
- Make sure each student has an **opportunity to practice** each role to experience communication skills from all aspects

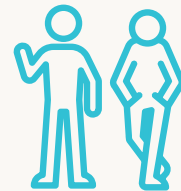
### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 37 - 40)

### Tutor:

- **Group exercise:** Ask the students to work in pairs
- Give each pair a **session theme** from session 1, 2, 3 & 4 of the Communication Skills unit.
- Ask each pair to use their student workbooks to tell us about the session they have been assigned
- Give **15 minutes** for this exercise
- Both tutors will need to visit all of the pairs to ensure they are progressing and have **prepared a small brief presentation** on the key learning from each session
- Allow 10 minutes for each pair to make their presentation and to allow for questions at the end of each
- Display on whiteboard or print poster size sheets of the relevant **diagrams from the Communication Skills unit** to support the final summary
- Ask the students to turn to page 39 of their workbook to complete the two-page student feedback on the communication skills unit.
- Guide the students question by question, giving support where needed but ensuring it reflects the student's opinion



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

# Unit 3

## Health and Safety at Work

### Tutor Checklist for Health and Safety at Work

- Copy of the tutor guide and student workbook
- Copies of session plans 1-8 for Health and Safety at Work
- Whiteboard or flipchart and markers
- Notepaper and pens for students
- Colour pencils & markers
- Blue Tack
- Copy of the student sign in sheet
- Some props for manual handling practice

### Tutor Introduction

Health and safety and the welfare of people at work is a high priority for everyone in the workplace. Employees and employers have responsibilities in relation to health and safety in the workplace. There are many good reasons for people to look after their health and safety at work and the health and safety of the people they work with as well.

In this unit we highlight the benefits of good health and safety work practices and also learn about the facts around accidents in the workplace and how they can be prevented.

We also look briefly at the safety legislation and the role of the Health and Safety Authority (HSA) in Ireland.

Good health and safety practices keep people safe in the workplace. It also makes good economic sense for businesses, ensuring that employees feel better about their work, when they know there are good health and safety systems in place.

### Tutor Introduction

- Display the aims of the Health and Safety unit by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to page 41 of the student workbook and ask individual students to read the aims aloud for the group

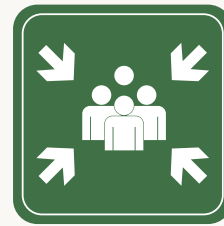
## Session Themes: Student's Workbook (page 41-43)

### Tutor:

- Ask question ‘**why is health and safety at work important?**’
- **Record** student feedback on whiteboard or flipchart
- Encourage all students to take part



- Guide the students to their student workbook **page 41**
- Ask the students to look at the **signs displayed** and seek feedback on what they believe each sign means
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part
- Ask for a volunteer to read the end of page **statement** to the group.



- Explain to the group that **everyone in the workplace has responsibilities for health and safety**
- Ask questions
  1. Who are the **employees of a business?**
  2. Who are the **employers of a business?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part
- Summarise the **role of the employer and employees** in health and safety in the workplace using page 41 of the students workbook
- Ask for a volunteer to read the end of page statement to the group
- Ask the question ‘what does the word **penalties** mean?’

3

## Session Themes: Student's Workbook (page 34)

### Tutor:

- Ask the group to make suggestions on 'how they might keep safe at work and keep others safe too?'
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part
- Guide the students to page 44 of their student workbook
- Working in pairs ask students to complete their list of things they can do to keep safe at work and keep others safe too
- Ask for a volunteer to read the end of page statement to the group

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Student's Workbook (page 45-48)

### Tutor:

- Start **session 2** with a **summary questions** and answers session. Students are asked to recall:
  1. Some **safety signs** they have seen
  2. The **role of the employer** in health and safety in the workplace
  3. The **role of the employee** in health and safety in the workplace
  4. How we keep ourselves and others **safe at work**
- Ask the question **'what is an accident?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Display the summary answer on page 43 of the student workbook, on the white or smart board or on PowerPoint or the flipchart



- Ask the question **'did you or someone you know ever have an accident at work?'**
- If a student volunteers, ask:
  1. How did it happen?
  2. Could the accident have been prevented?
  3. Have any changes been made since the accident to stop it happening again?
- If a student does not volunteer an answer, have an example ready to share
- Encourage all students to take part in the discussion
- Ask for a volunteer to read the end of page **statement** to the group
- Ask the group what they think of the statement **'slips, trips and falls are the most common cause of accidents at work'**

## Session Themes: Student's Workbook (page 46-49)

### Tutor:

- Ask the question '**what is a hazard?**'

#### Tutor Note:

A hazard is something that could harm, damage or injure people, property or the environment, for example, a water spillage on the floor could cause someone to slip.

- Guide the students to page 44 of the student workbook
- Ask for a volunteer to read the top statement
- Invite the students to give suggestions
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask students to record three more points to the list
- Ask for a volunteer to read the end of page **statement** to the group

### Group Activity:

- Divide the group into pairs
- Guide the students to page 45 of the student workbook to complete the signage quiz
- Group Discussion: '**what are the effects of accidents at work?**'
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- **Summarise** using PowerPoint presentation slide or poster-size print of page 46 of the student workbook

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 49)

### Tutor:

- Use poster size print of page 48 of the student workbook to recap the **effects of accidents in the workplace**
- Guide the students to page 49 of their student workbook
- Explain that they will now have the opportunity to **design a health and safety sign** for the area they are going to work in
- Discuss **ideas and suggestions** openly allowing students to use a computer to design their sign or design their sign by hand
- Ask for a volunteer to read the choices students have in how they work and also someone to read 'some tips'
- All health and safety signs should be **displayed** in the training area



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Students Workbook (page 49-51)

### Tutor:

- Guide the students to **page 48** of the student workbook
- List the new **health and safety words** on the white or smart board or PowerPoint or on the flipchart
- Ask students for their **understanding** of the words
- Explain the new words, give **examples and demonstrate** each one
- Read the meaning of each word with the students
- Invite the students to **write a sentence** using one of the words listed in the box in the middle of page 50 (**accident, hazard, risk, identify**)
- Ask for a volunteer to read the **end of page statement**
- Guide the students to **page 51** of the student workbook

### Group Exercise:

- Complete the four health and safety sentences.
- Ask students for their **understanding** of the words
  1. Accident
  2. Hazard
  3. Risk
  4. Safety Officer
- Explain the new words, **give examples and demonstrate** each one
- Read through each of the sentences one by one
- Ask the students for their suggestions on what word makes sense with each sentence
- Invite the students to **complete the sentences** using one of the words listed in the box on the top of page 51 (**accident, hazard, risk, safety officer**)
- Ask for volunteer to read the **end of page statement**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 52-53)

### Tutor:

- Ask the question 'what can I do to protect myself from injury at work?'
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- If a student does not volunteer an answer, have an **example** ready to share
- Explain that **manual handling** is an important skill to have when you are working. It helps to protect your back from injury once you follow some clear guidelines.
- Guide the students to the student workbook **page 52**
- Go through each picture and explanation **step-by-step**

#### Tutor Note:

Ensure you have appropriate boxes and packages to allow all students to practice the correct lifting technique.

3

### Group Activity: Practice

- First fully **demonstrate** the correct manual handling procedures
- **Guide** each student through the steps
- Get each student to demonstrate their **understanding**
- Keep practicing until each student has five opportunities to use the correct **manual handling technique**

### Tutor:

- Remind group that when they are starting in the workplace they will attend a **manual handling training session**
- Manual handling is an essential skill for the workplace. It is 'transporting or moving a load by hand'
- Explain and demonstrate the '**5 Ps of Manual Handling**'
- Ask for volunteers to demonstrate each step

## Session Themes: Student's Workbook (page 50-51)

### Group Activity: Practice

- First fully **demonstrate** the correct manual handling procedure
- **Guide** each student through the steps
- Get each student to demonstrate their **understanding**
- Keep practicing until each student has five opportunities to use the correct **manual handling technique**

### The 5 Ps of Manual Handling



3

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 53-54)

### Tutor:

- Start session 6 with a recap of the **'5 Ps of Manual Handling'** (page 51 of student workbook)
- Invite each student to **demonstrate** the correct procedure for manual handling using the '5 Ps'
- Ask questions:
  1. **What do you do if there is a fire in your workplace?**
  2. **What should you hear?**
  3. **Where should you go?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide students to **page 54** of their student workbook
- Invite volunteers to read each **explanation** beside the pictures
- Guide students to **page 54** of their student workbook
- Ask students to complete the **step-by-step** plan in the event of a fire. Use the points from the discussion earlier and the key points from page 54.

3

### Group Activity: Practice Fire Drill

#### Tutor Note:

Organise a fire drill on site to give the students a real experience of a fire drill in operation. If it is not possible you can use a bell or phone ring to indicate an alarm bell and follow the procedures with the group.



## Session Themes: Student's Workbook (page 55-56)

### Tutor:

- Following on from the live **fire drill**, ask students to complete the list of the steps we took once the fire alarm went off
- **Record the steps** on the flipchart or whiteboard
- Guide students to **page 54** of their student workbook
- Ask students to list their **key steps from a to c**
  
- Ask the question **'is there anything you would do differently the next time the fire alarm rings?'**
- Invite a volunteer to read the end of page statement



3

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 56)

### Tutor:

- **Questions and answers** activity to recap the fire safety training
- **Ask students**
  1. What do you do when the fire alarm sounds or you smell or see smoke?
  2. Where do you go?
  3. What do you take with you?
  4. When do you come back into the building?
- **Record the steps** on the flipchart or whiteboard
- Encourage all students to take part in the discussion
  
- Ask the question **'how can you make a difference to the health and safety of your workplace?'**
- **Record the steps** on the flipchart or whiteboard
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 57**
- Invite a volunteer to read each of the points
- Group discussion on each point to ensure the students have a clear understanding of their **role in health and safety in the workplace**
- Invite a volunteer to read the end of page statement

3

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 58-60)

### Tutor:

- Print poster size copy of **page 58** or display content on PowerPoint or smart board, to allow a **recap** of all aspects of the unit on health and safety
- Follow recap of each session from 1 to 7
- Session 1: List **responsibilities of employers and employees** (page 43 student workbook)
- Session 2: **What are the effects of accidents at work?** (page 48 student workbook - display the page poster-size or on large screen)
- Session 3: Display various safety signs on poster or large screen
- Session 4: List the new words we have learned during this unit, for example, **accident, hazard, risk, safety office, controls**, and ask students for their understanding of each
- Session 5: List the '5 Ps of Manual Handling' and ask for a volunteer to demonstrate
- Session 6: Display the key steps in the event of a fire on page 62 in poster-size or on the large screen
- Session 7: **How can we make a difference in health and safety** – the four key points
- Ask for a volunteer to read the **end of page statement on pages 56, 57 and 58**

### Group Activity: Health and Safety Quiz

- Divide group into pairs to complete the Health and Safety Quiz.
- Read through the questions with the group
- Allow 10 minutes for the students to complete the quiz
- Go through each question and answer
- Announce the winners!

## Session Themes: Student's Workbook (page 57-61)

### Tutor:

- Ask the students to turn to page 61 of their workbook to complete the two-page **student feedback** on health and safety at work
- Guide the students question by question, giving support where needed but ensuring it reflects the **student's opinion**



3

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

# Unit 4

## Hygiene Standards

### Tutor Checklist: for Hygiene Standards

- Copy of the tutor guide and student workbook
- Copies of the session plans for the Hygiene Standards at Work unit
- Whiteboard or flipchart and markers
- Notepaper and pens for students
- Colour pencils and markers
- Blue Tack
- Copy of the students sign in sheet
- Guest speaker options
- Some props for the pop-up sandwich shop
- Field trip plan

### Tutor Introduction

The highest standards of hygiene are required for all businesses. Good personal hygiene is important for people's health and wellbeing and also an essential part of a person's presentation for work.

Hygiene standards in a business where food is prepared and sold are also essential to the success of the business, the quality of the products and the health of those who consume the food.

The objective of this unit is to remind students of the importance of good personal hygiene standards and their impact on their work and the business they work in. An important part of this unit too is to introduce students who would like to work in the food sector to key food hygiene standards. Students will be introduced to the role of Hazard Analysis and Critical Control Point (HACCP), as a food management system and the role of the Food Safety Authority of Ireland. On-the-job training would be given to any new employee in the food business but it is hoped that this initial brief to students would help to familiarise them with the new words, processes and practices.

### Tutor Introduction

- Display the aims of the unit on Hygiene Standards, by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to page 61 of the student workbook and ask individual students to read the aims aloud for the group

## Session Themes: Student's Workbook (63-66)

### Tutor:

- Ask the question '**what is good personal hygiene?**'
  - **Record** student feedback on whiteboard or flipchart
  - Encourage all students to take part
  - Review the student feedback
  - Guide the students to their student workbook page 63
  - Invite volunteers to explain each of the hygiene icons
- 
- Ask the question '**how do you have good personal hygiene?**'
  - **Record** student feedback on whiteboard or flipchart
  - Encourage all students to take part
  - **Recap** the student feedback
  - Guide the students to their student workbook, exercise on page 62
  - Ask the students to complete the list of things they should do to have good personal hygiene. Students can use their feedback which is recorded. Check in with students as they complete the exercise.
  - Invite a volunteer to read the end of page statement on page 62



- Guide the students to their student workbook page 64
- Explain that we are going to go through a **personal hygiene list**, step-by-step (pages 65 & 66)
- Each student should read a step, followed by a brief **group discussion**
- Invite a volunteer to read the end of page statement on page 64

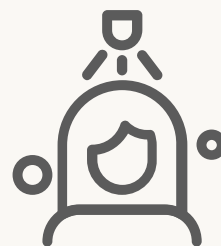
### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 65-66)

### Tutor:

- Guide the students to **page 65** of their student workbook
- Explain that they will now have the opportunity to design their own **personal hygiene checklist**
- Discuss ideas and suggestions openly and allow students to use a computer to design their personal hygiene checklist or design their personal hygiene checklist by hand
- Students can use page 65 and 66 in their student workbook for **guidance and the suggestions** recorded earlier on the whiteboard or flipchart
- Check in with all students at the beginning, during and at the end of this exercise
- Invite a volunteer to read the end of page statement on page 66



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 68)

### Tutor:

- Ask the question '**how can we keep up our appearance and be well presented for work?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- If a student does not volunteer an answer, have an **example** ready to share

#### Tutor Note:

Invite a guest speaker to make a presentation to the group on the importance of your appearance, for work and life. It can be someone who specialises in this area for work preparation or health and wellbeing or someone from a local organisation or business.

## 4

- Explain to the group that we have a guest speaker later in the session to talk about the importance of our appearance for work. Students will have an opportunity to ask questions at the end of the guest speaker's presentation.
  - Ask the group for their ideas about questions they might ask
  - Record student feedback on whiteboard or flipchart
  - Encourage all students to take part in the discussion
  - If a student does not volunteer an answer, have an example ready to share
  - Guide students to their student workbook **page 68**
  - Ask students to record one question they would ask the guest speaker
- 
- After the guest speaker presentation and questions, ask the group if there are any notes or key points they would like to record on page 68
  - Check in with each student as they make their notes
  - Invite a volunteer to read the end of page statement on page 68

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 69-71)

### Tutor:

- Ask the question **'what does basic workplace hygiene look like?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- If a student does not volunteer an answer, have some examples ready to share to get the discussion going
- Explain that workplace hygiene is important for every business to succeed - it is good for the customers, clients, guests and staff too
- Guide the students to the student workbook **page 69**
- Ask the question **'what do you think are the key steps in cleaning?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- If a student does not volunteer an answer, have some examples ready to share to get the discussion going
- Ask the students to record the key steps in cleaning on page 67 of their student workbook, as summarised on the white or smart board or flipchart

#### Tutor Note:

The six key steps in cleaning are:

1. Pre-clean the area – remove any loose dirt or crumbs, etc.
2. Main clean - clean the area with warm water with detergent (washing liquid)
3. Rinse the area with clean water
4. Disinfection – for example, Dettol spray
5. Final Rinse – to remove any chemicals
6. Drying – area must be dry to stop any bacteria from growing

You will need to have the cleaning materials ready for the upcoming practice session.



## Session Themes: Student's Workbook (pages 69-70)

### Tutor:

- Invite a volunteer to read the **end of page statement** on page 69
- Demonstrate the six cleaning steps

#### Group Activity:

- Working in pairs, ask each pair to practice the six cleaning steps, pair-by-pair. One tutor must **support** each pair in this practical exercise while tutor two can **recap** the steps with the other pairs awaiting their practical.
- As each pair is finished their practical ask them to complete the **six steps, on page 69** of their student workbook
- Invite a volunteer to read the **end of page statement** on page 69

# 4

#### Tutor Note:

The pop-up sandwich shop is an opportunity for the students to put both the cleaning steps and the five key food hygiene standards into practice. Students and tutors should make a list of suggested sandwiches to make. The list can be placed on the flipchart and each student can vote on the four sandwiches they would like to order! Once the vote is over it will be clear what four sandwich choices are selected. At this point students and tutors can make the shopping list for tomorrow's exercise in food hygiene standards. The tutor could decide to let individual students bring in something from the shopping list or the tutor can purchase the items needed. All students should make a contribution to the cost of shopping bill.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 71-73)

### Tutor:

- Introduce this session by explaining why hygiene is even more important when you work with food
- Ask the question '**what could happen if food hygiene standards are not in place?**'
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- If a student does not volunteer an answer, have some examples ready to share to get the discussion going
- Summarise the potential outcomes for customers and the business

#### Tutor Note:

Invite a guest speaker to make a presentation to the group on the importance of your appearance, for work and life. It can be someone who specialises in this area or someone from a local organisation or business.

- List the **five key food hygiene standards** on the white or smart board, PowerPoint or the flipchart
- Guide the students to their student workbook **page 71**
- Ask for a volunteer to read each of the **food hygiene standards**. Stop after each step for a brief group discussion to ensure students understand each standard (standards 4 and 5 are covered on **page 72**).
- Invite a volunteer to read the **end of page statement** on page 72

### Group Activity: Pop-Up Sandwich Shop

- Guide the students to their student workbook **page 73**
- Ask the question '**what is our plan?**'
- Invite a volunteer to read out the steps in the display box
- Make a list for the production of the four sandwiches
- Demonstrate the preparation of the food production area
- Demonstrate the making of the sandwich

#### Tutor Note:

Ensure to use the appropriate cleaning steps and that tutors and students follow good food hygiene standards before they commence.

## Session Themes: Student's Workbook (pages 70-73)

### Tutor:

- Assign a pair of students to the **production** of each sandwich. They must get their ingredients from the appropriate storage, kitchen areas and use the correct cleaning steps to prepare their work area and themselves as food handlers before they begin
- Both tutors will need to be working with the pairs to support them
- Completed sandwiches should be refrigerated until the area has been cleaned
- Tutors and staff can do the final **review of the day** with tea/coffee and their freshly made sandwiches!
- Guide students to their student workbook **page 73**
- Ask students to record any notes or things they want to remember for the **pop-up sandwich shop exercise**
- Invite a volunteer to read the **end of page statement** on page 73

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Student's Workbook (pages 74-75)

### Tutor:

- Introduce this session by informing the group about an organisation called the Food Safety Authority of Ireland
- Ask the question 'any ideas what the Food Safety Authority of Ireland look after?'
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- If a student does not volunteer an answer, have some **examples** ready to share to get the discussion going
- **Summarise** the role of the Food Safety Authority of Ireland

#### Tutor Note:

The role of the Food Safety Authority of Ireland is to:

1. Protect customers and to keep high standards of safe food
2. Support employers and employees with training



4

- Guide the students to their student workbook **page 74**
- Invite volunteers to read each of the roles of the Food Safety Authority of Ireland
- Give students the opportunity to use a search engine, like Google, to look up the Food Safety Authority of Ireland
- Check in with each student as they carry out their research
- **Group discussion** on the role of the Food Safety Authority of Ireland on the details gathered from the student's research
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Explain to the students that if you work in a food premises in Ireland you must have a **food safety management system** in place
- Inform the students that the system we use in Ireland is called HACCP



## Session Themes: Student's Workbook (pages 75-76)

### Tutor:

- Guide the students to their student workbook page 75
- Read through each letter of HACCP with the students, go through its meaning and an example for each
- Ask the students if they have any questions
- Invite volunteers to read each explanation of the HACCP system

#### Tutor Note:

HACCP is the food safety management system we use in Ireland. It helps us identify what could go wrong in a food system and plan how to prevent or stop it.



**Hazard** = danger

**Analysis** = evaluation/inspection

**Critical** = very important

**Control** = standard

**Points** = cooking, cooling, reheating or holding food

4

- Guide the students to page 74 of their student workbook
- Explain that they will now have the opportunity to design their own workplace cleaning checklist
- Discuss **ideas and suggestions** openly, allow students to use a computer to design their checklist or design their checklist by hand
- Students can use pages 71, 72 and 73, from their student workbook for guidance
- **Check in** with all students at the beginning, during and end of this exercise

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 76-79)

### Tutor:

- Guide the students to page 76 of their student workbook
- Explain that they will now have the opportunity to visit a business and observe good food hygiene practices and the HACCP in action
- Give details of the food premises the field trip will take place in
- Ask the question 'in preparation for the field trip, what are we looking for?'
- Invite each student to explain what's happening in one of the photos on page 76
- Group discussion on examples of good hygiene and HACCP in action
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion

#### Tutor Note:

Ensure students have informed parents and or guardians of their field trip. It is important too that they have been informed of the completed details on page 75 of the student workbook. The tutor can send a brief information note home or a text message.

# Tutor Checklist for the Hygiene Standards Field Trip



- How we travel to the business?
- What time do we need to leave the centre at?
- Will we have time for a tea break or lunch?
- Where will we have a break or lunch?
- What do we need to bring, for example, phone, money, medication or bus pass?
- How will we get back to the centre?
- What time will we get back?
- What examples are we looking for when we visit the business on our field trip?



### Tutor Checklist for Hygiene Standards Field Trip

- Student registration and contact list
- Small mobile first aid kit
- Confirmed all details with host
- Confirmed all travel and lunch arrangement

**Date**

---

**Day**

---

**Location**

---

**Notes and things to remember:**

---

---

---

---

---

---

---

---

---

---

---

## Session Themes: Student's Workbook (pages 78-83)

### Tutor:

- Ask the group about their **field trip experience**
  1. What they liked about the field trip?
  2. What they learned on the field trip?
  3. Any questions they have from the field trip?
- Ask the students for some examples of good hygiene practices that they noticed
- Ask the students for any examples of poor hygiene practices that they noticed
- Ask the students about the HACCP system in the business
- Record their findings on a whiteboard or flipchart
- Introduce the field trip quiz. Ask students to work in pairs or small groups to complete. This is a fun way of reflecting on the day and the learning.
- **Summarise the key learning from the unit on Hygiene Standards**
- Guide the students to their student workbook **page 80**
- Invite volunteers to explain the hygiene pictures, to read the **six key steps of cleaning and to read the five key food hygiene standards**
- Guide the students to their student workbook **page 81**
- Invite volunteers to read and explain **HACCP and how it works**
- Ask the students to turn to page 80 of their workbook to complete the two-page student feedback on hygiene standards
- Guide the students question by question, giving support where needed but ensuring it reflects the student's opinion

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

# Unit 5

## Teamwork

### Tutor Checklist for Teamwork

- Copy of the tutor guide and student workbook
- Copies of the session plans for the unit on Teamwork
- Whiteboard or flipchart and markers
- Notepaper and pens for students
- Colour pencils and markers
- Blue tack
- Copy of the student sign in sheet
- Teamwork guide for the treasure hunt
- Teamwork project plan

### Tutor Introduction

The unit on teamwork looks at the importance of teamwork in the workplace. Teamwork in the workplace is when a group of staff work together towards a common goal in an organised and efficient way.

Teamwork can make a valuable contribution to the success of any business. It is about everyone knowing the shared goal and using their abilities and skills to contribute to the team, to achieve that goal. Students will be familiar with sports' teams and may even be part of one themselves. Building on that experience is a good start for this unit.

### Tutor

- Display the aims of the **Teamwork unit** by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to **page 84** of the student workbook and ask individual students to read the aims aloud for the group

## Session Themes: Student's Workbook (pages 84–87)

### Tutor:

- Introduce this session by asking the students the question, 'what is teamwork?'
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
  
- Ask students to suggest some **teams** that they know or are a part of
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
  
- Ask students for their opinion on '**what makes a good team?**'
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
  
- Guide students to their student workbook **page 84**
- Invite a volunteer to read the answer to the question
- Ask students to complete
  1. A list of examples of teams they know
  2. What they think makes a good team
  
- Invite a volunteer to read the **end of page statement** on page 85
  
- Guide students to their student workbook **page 86** and following on to **page 87**
- Ask for volunteers to read **tips for good teamwork**
- Discuss each tip **one at a time**
- Ask students if they can give **an example of each tip**
- Students should **record an example** of each tip on the lines provided
- Tutors should **check in** with each student as they complete this exercise
- Invite two volunteers to read the **end of page statements** on page 86 and 87

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 88-91)

### Tutor:

- Introduce this session by informing the students that we are going to work as a **team on a fun activity**
- Ask the students if anyone has ever taken part in a **treasure hunt**
- Ask the students to **share their experience**
- Have some examples ready to support the discussion
- Explain how the treasure hunt will work

#### Tutor Note:

Divide the group into two teams with three and one team with two students. Ensure you have informed other staff in the training location about your students' treasure hunt and what they may ask for. It is a good idea to share the treasure hunt task list with key staff and the administration team. Tutors should also ensure that all items listed can be found! A team prize is a good idea for this activity or the tutor may decide to reward everyone for their team spirit with something nice for the tea break!

- Guide the students to their student workbook **page 88**
- Invite each student to read a line of the preparation checklist
- Ensure all students understand the steps
- Tutor then repeats each question one-by-one to ensure that each team is prepared
- Guide the students to their student workbook **pages 88 and 90**
- Ask each team to complete the first two steps of their treasure hunt plan
  - 1. Names of the team members**
  - 2. Start time, once it's been agreed**
- Explain that each team will have **30 minutes** to complete the treasure hunt
- Tutor goes through each task, listed on **page 90 and 91** of the student workbook to ensure each student and their team understand each task
- Ring the starting **bell!**
- Check in with each team as they **progress** on their treasure hunt trail. Keep each team up-to-date on the **time** they have left.
- After 30 minutes all students should have returned to the training room
- Record each teams return time
- Tutors go through each task with the group while marking the tasks as they go
- The **winners are announced!**

## Session Themes: Student's Workbook (pages 88-91)

### Tutor:

- Guide the students to their student workbook **page 91** to complete the review of the **treasure hunt**
- Invite volunteers to read each question
- Ask the students to share their opinions and feedback
- Then ask the students to complete the answer to each question, as they go along, before we proceed to the next
- Check in with each student as they complete their review in their student workbook



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 92)



### Tutor:

Introduce session 3 by displaying the **Teamwork Summary Diagram** on the smart board, PowerPoint or poster-size copy. Explain each section on the chart, checking in with students for their understanding of each.

1. **Teamwork** – working together to achieve a common goal
  2. **Support** – helping each other, encouraging each other
  3. **Trust** – in your team members. Communicating & showing appreciation for others
  4. **Motivation** – what inspires us or the team to work together. What we are trying to achieve
  5. **Success** – achieving our goal
  6. **Inspiration** – what makes us want to do something
- Invite volunteers to give an example for each from their experience of the treasure hunt

#### Tutor Note:

Expect positive examples but there may also be an example where there may have been a challenge that presented itself and this will be a good opportunity for the tutor to discuss the challenges of teamwork and how we might deal with them. For example, a team member who didn't listen to another team member, a team member who didn't trust another team member to carry out one of the tasks, a team member who could have been more supportive of another, a team member who was in bad form because their team didn't win!

## Session Themes: Student's Workbook (page 92)

### Tutor:

- Remind the group of the statement **'treat others the way you would like to be treated'** which was previously discussed in the customer service unit.
- Guide the students to their student workbook **page 92**
- Invite volunteers to read one of the **Dos and Don'ts of Teamwork**
- Group discussion after each to gather the **student's views**

5



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 93-95)

### Tutor:

- Introduce session 4 by asking students if they would like to take part in a **team project**?
- Explain that the project could be to
  1. take on a project for example, a garden clean-up for the centre
  2. running a raffle to raise funds for a charity of their choice
  3. run an Easter, summer or Christmas fair
  4. other suggestions the students might have
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Get the students to take a vote on their **preferred option**
- Guide the students to their student workbook **page 93** and follow on to **page 94**
- Agree with students the details to be recorded for each question
- Record student feedback on whiteboard or flipchart
- Ask students to record the details of the **team project**
- **Group discussion:** agree and list the tasks for the project
- Guide the students to their student workbook **Page 93**, to record the tasks, step-by-step

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 96-98)

### Tutor:

- Introduce session 5 with the statement:  
**At work we need to make sure we treat the people we work with us well and with respect.**
- Ask the question **'do we treat the people we work with in the same way as we treat our friends and family members?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion

#### Tutor Note:

There are some additional tutor notes on personal and professional relationships in the tutor resource section of this tutor guide.

**5**

- Ask the questions **'what is different?'** and **'what is the same?'**
- Group discussion to gather views of students
- Record student feedback on whiteboard or flipchart with **two separate headings**
- Guide the students to their student workbook **page 96** to record their answers
- Invite a volunteer to read the **end of page statement** on page 96
- Ask the question **'how would you meet and greet a person you work with?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask the question **'what words would you use?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion

## Session Themes: Student's Workbook (pages 96-98)

### Tutor:

- Ask for a volunteer to **demonstrate**
- Encourage all students to **practice** the most appropriate ways to meet and greet a colleague, both actions and words
  
- Guide the students to their student workbook **page 97**
- Ask the students to **tick the box** on the pictures that show how to meet and greet a person they work with
- Ask the students to record **'what words would you use?'** when meeting and greeting a person they work with:
- Ask the students **'what would you do if a person you work with was upset?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask the students to record the answer on **page 97**
- Invite a volunteer to read the **end of page statement** on page 97
  
- Guide the students to their student workbook **page 98**
  
- Explain to students that **'in the workplace we need to be aware of the most appropriate behaviour'**
- Ask students for their opinions on **appropriate behaviour at work**
- Encourage all students to take part in the discussion
- Invite volunteers to read:
  1. Is this the **right place?** – followed by group discussion
  2. Is this the **right time?** – followed by group discussion
  3. Is this the **right way?** – followed by group discussion

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (99-103)

### Tutor:

- **Group exercise:** Ask the students to work in two groups of three and one pair
- Give each team a **teamwork theme**
  1. **Tips for Good Teamwork**
  2. **The Treasure Hunt: Examples of Good Teamwork**
  3. **Appropriate Behaviour in the Workplace**
- Ask each team to use the teamwork unit in their student workbook, to tell us about the theme they have been assigned
- Give **15 minutes** for this exercise
- Both tutors will need to visit all of the team to ensure they are progressing and have **prepared a brief presentation** on the key learning from each session
- Allow 10 minutes for each team to make their presentation and to allow for questions at the end of each
- The final session of the unit on teamwork is the action day for the teamwork project that the group planned in session 4

**5****Tutor Note:**

Ensure the relevant people in the training centre are made aware in advance of the teamwork project if it involves centre participation. Take time at the end of session 4 and 5 to ensure everything is in place.

- Guide the students to page 100 of their student workbook to complete some details and notes on their **teamwork project**
- Display on whiteboard or print poster-size sheets of the **Teamwork Chart, page 101** of the student workbook, to deliver the final summary of the unit on teamwork

## Session Themes: Student's Workbook (99-103)

### Tutor:

- Guide the students to their student workbook page 102 to complete the two-page student feedback on the unit on teamwork
- Guide the students question-by-question, giving support where needed but ensuring it reflects the student's opinion

**5**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

# Unit 6

## Planning and Organisation Skills

### Tutor Checklist for Planning and Organisation Skills

- Copy of the tutor guide and student workbook
- Copies of the session plans for Planning and Organisation Skills
- Whiteboard or flipchart and markers
- Notepaper and pens for students
- Colour pencils and markers
- Blue tack
- Copy of the student sign in sheet
- An academic diary A5 size for each student
- Field trip plan

### Tutor Introduction

The **Planning and Organisation Skills** unit looks at the importance of good planning and organisation skills in the workplace.

Good planning and organisation skills help us get things done in a more **structured** way. Using good planning and organisation skills means we consider the **time and priority of the tasks** we have to do which helps us to work more **efficiently**. Planning also helps us to decide how best to use our **resources**, the information, equipment, time and the people we are working with in order to get the task done.

Planning is the first step in our task **action plan** and organising is the second step, where we decide how to use our resources to get the task done.

During this unit and the overall module, students will have a number of opportunities to **practice and demonstrate** their planning and organisational skills.

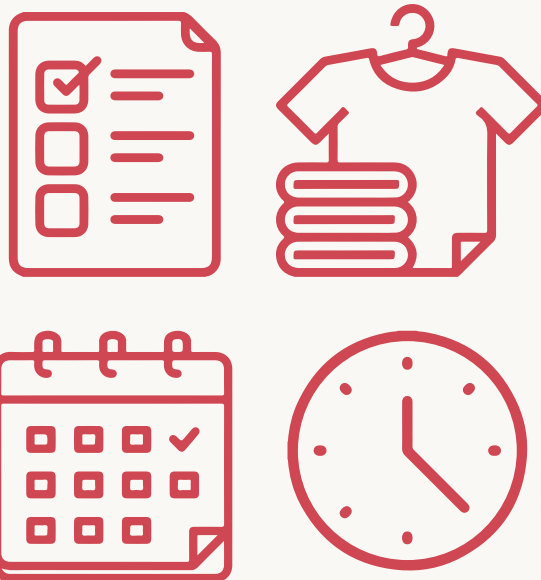
### Tutor

- Display the aims of the unit on **Planning and Organisation Skills** by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to **page 104** of the student workbook and ask individual students to read the aims aloud for the group

## Session Themes: Student's Workbook (pages 105-106)

### Tutor:

- Introduce this session by asking the students the question:  
**'why are planning and organisation skills important?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask students the following questions:  
**Do you know someone who is good at planning and organising?**  
**How do they show good planning and organising skills?**
- Guide students to their student workbook **page 105**
- Ask students if they can explain the four different icons that represent key organisation techniques
- Then ask students to complete:  
**Three examples** of good planning and organising skills in the area provided 1-3. Students can use the feedback recorded on the whiteboard to complete the exercise.
- Ask for a volunteer to read the **'Key Words in Good Planning and Organising'**, at the bottom of page 105



## Session Themes: Student's Workbook (pages 105-106)

### Tutor:

- Ask students to **'think about your plan for coming to training today, what did you have to organise?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide students to their student workbook **page 106**
- Ask students to complete their list **1–8, different examples** of what they had to plan and organise for their day. Students can use the feedback recorded on the whiteboard to complete the exercise.
- Then ask students **'did you plan your work?'**, they can tick the yes or no box  
Ask for some feedback on their choice of answer
- Ask students **'what would you change in your planning and organising for the next day?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask students to record their feedback in the space provided at the bottom of page 106
- Ask for a volunteer to read the end of page statement on **page 106**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 107-110)

### Tutor:

- Introduce session 2, Planning and Organisation Skills by explaining to the students that today will be about putting our planning and organisation skills to work, action-based. We are going to work on their personal training plan and record the information in their student workbook.
- Guide students to their student workbook **page 107**
- Ask students for their feedback on each section, working on one section at a time. Record their feedback on the white or smart board or on the flipchart. Give students some time to record their answer, after each section, in their workbooks.
- At the end of page 107, 108, 109 and 110 ask for a volunteer to read the **end of page statement** for the group
- Remind the students to bring a **small picture** of themselves for the next session so they can stick it onto the first section of their training plan



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 111)

### Tutor:

- Introduce session 3 with a **recap of session 2 'My Training Plan'**
- Guide students to their **student workbook page 107**
- Ask for a volunteer to read each section of the student's **training plan from pages 107 to 111**. Explain to the students that we will now continue on the completion of our training plan in today's session.
- Explain to the students that problems may arise when we are in training or at work. Most problems can be sorted out ourselves but there are times when students may need to ask for help.
- Guide the students to their student workbook **page 111**
- Ask students the question **'what will I do if problems arise?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Then ask for a volunteer to read each of the examples on **page 111**
- **Example by example**, discuss and seek and record feedback. Ask each student to record their answer in each question box.
- Ask a volunteer to read the **end of page statement** on page 109

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 112)

### Tutor:

- Session 4 is about planning and organising a field trip. This session's activities will give the students an opportunity to put their planning and organisation skills to work in a practical way. This session's activities will also encourage teamwork and self-advocacy with students voting and making choices about their field trip location and agenda for the day.
- Introduce the session by asking the group about their:
  1. **Experience of going on a field trip**
  2. **Their favourite field trip**
  3. **What was the best part of the field trip for them?**
- Guide the students to their student workbook **page 112**
- Ask students for their **feedback on each section**, working on one section at a time. Record students' feedback on the white or smart board or on the flipchart. Give students some time to record their answer, after each section, in their workbooks.
- Divide the group into pairs to discuss their ideas for the **field trip location**
  1. Each pair must decide on one location
  2. After 5 minutes ask each pair for their suggestion
  3. Record each pairs' suggestion on the flipchart or whiteboard. Then ask each student to go to the list and place a ✓ beside their two favourite locations
  4. Announce the winning field trip location!
- Ask students:

Who would like to **volunteer to be one of the two leads** for organising and planning the field trip. Record the names of the volunteers.

Then ask the students to write the name of one person they would like to be the lead for organising and planning the field trip. This should be done discreetly and collected by the tutor.

**Count the votes and announce** the two leads for the organising and planning of the field trip.
- All students will be involved in the planning and organising but the two lead students will complete various tasks and communications, guided by the tutor, to ensure everything goes to plan!

## Session Themes: Student's Workbook (page 112)

### Tutor:

- Guide the students to their student workbook, the end of page 112
- Ask students to **record** the field trip location and also the two lead members of the team
- Ask for a volunteer to read the **end of page statement** page 112



6

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 113-115)

### Tutor:

- Introduce **session 5** by asking students:
  1. **If they have ever used a diary**
  2. **How would you use a diary?**
  3. **What information might you write into it?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 113**
- Ask students to record their answers to the **questions** at the top of the page
- Students can use the feedback recorded on the whiteboard or flipchart
- Distribute **individual student diaries**. Alternatively, you can print and copy a week diary sample for each student to work on.
- Ask for a volunteer to read each question of the student's **diary, page 113**. Record student's feedback on the whiteboard or flipchart, following each question and then allow time for the students to complete their answer in their student workbook.
- Ask for a volunteer to read the **end of page statement** on page 113
- Ask the students:
  1. **What is the meaning of time management?**
  2. **Is time management an important part of planning and organising?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 114**
- Ask students the questions one at a time
- Encourage all students to take part in the discussion
- Record student's feedback on the whiteboard or flipchart, following each question and then allow time for the students to complete their answer in their student workbook
- Ask a volunteer to read the **end of page statement** on page 114

## Session Themes: Student's Workbook (page 113-115)

### Tutor:

- Guide the students to their student workbook **page 115**
- Explain to the students that we are going to complete a time log, that is, to record what we do for a day
- Display a sample time log on the smart or whiteboard or a poster version on the flipchart. The time log should be a copy of the one in the student workbook, page 115.
- Encourage all students to take part in the discussion. Give examples of your activities from first thing that morning to getting to the training room.
- Ask all students to complete their time log for today, up to the time of the exercise. Students can use some of the information, words etc. used in the tutor example or their own information. Tutors should visit each student as they complete the exercise on page 115 to offer support and guidance, if needed.
- Students should complete the full exercise at home that evening and bring their completed time log, for tutor review in session 6.
- Ask a volunteer to read the **end of page statement** on page 115

## 6

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (page 116)

### Tutor Note:

Reminder to check each student's time log which they were asked to complete the evening before. The key thing about the time log completion is to gauge the students' understanding of recording their activities and using a diary to record appointments or activities they have planned.

### Tutor:

- Session 6 is all about **planning and organising** the field trip the group discussed in session 4
- Ask the two lead students to give a **recap on the voting and selection of the field trip location** before commencing the planning stage
- Divide the group of students into two groups.
- **Field Trip Lead 1** works with Group 1 **on the agenda**
- **Field Trip Lead 2** works with Group 2 **on the checklist**
- Ask the students:  
**'What steps do we need to take to complete the plan for the field trip?'**  
Suggested examples:
  - Meeting up time
  - Type of transport to use
  - An agenda for the day
  - Time plan for the day
  - Choice of restaurants for lunch
  - Booking the venue and the restaurant
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion with their group
- Guide the students to **page 116** of their student workbook
- Ask the students to complete the first set of steps. Students can use the information recorded on the whiteboard or flipchart

## Session Themes: Student's Workbook (page 116)

### Tutor:

- Ask the students **'what should students bring on the day?'**
- Phone, drink, money, bus pass etc.
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
  
- Create a **checklist** which summarises the students' feedback
- Guide students to their student workbook to complete the second group activity checklist at the bottom of page 116
  
- The two appointed field trip students should be asked to complete an **agenda and a checklist** for the day and circulate to all students and tutors
  
- Ask for a volunteer to read the **end of page statement** on page 116

**6**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Workbook (pages 117-118)

### Tutor:

- Divide the group of students into **two groups**. One of the field trip leads works with group 1 on the **agenda** for the field trip day. The other field trip lead works with group 2 on the **checklist** for the field trip.
- Each group will make a **presentation** to the rest of the group, outlining the information clearly. There should be a short **question time** at the end of each presentation. All students should be involved and have a role in their group's presentation.
- Following the presentations and question time, guide students to page 117 of their student workbook to complete notes on each presentation
- Ensure all students have a copy of the field trip agenda and checklist to review at home
- Ask a volunteer to read the **end of page statement** on page 117
- Remind the students that the **next session is the field trip**
- Invite any questions from the students to ensure everyone is prepared

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Student's Workbook (pages 118-124)

### Tutor:

- Ask the group about their **field trip experience**
  1. What they liked about the field trip?
  2. What they learned or experienced on the field trip
  3. Any questions they have from their field trip experience
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask the students to work in pairs and guide the students to page 120, 121 and 122 to complete the **field trip picture quiz**
- Read through all of the questions with the students before they commence. Allow **15 minutes** for the exercise
- When the exercise is completed ask each pair to read a question and give their answer until the full quiz is completed and the **winner is announced!**
- **Display page 112** on the smart board or in poster-style on the whiteboard or flipchart
- Ask for volunteers to read each section and explain the pictures displayed to **summarise unit 6**; Planning and Organising Skills
- Ask for a volunteer to read the **end of page statement** on page 118

## Session Themes: Student's Workbook (pages 118-124)

### Tutor:

#### Ask the group:

- How did they feel about planning and organisation skills?
  - What did they like about this unit?
  - What did they not like about this unit?
  - Do they have any questions about this unit?
  - What would they like to remember about this unit?
- 
- Guide the students to their student workbook **page 123** to complete the two-page **student feedback** on planning and organising skills
  - Guide the students question-by-question, giving support where needed but ensuring it reflects the **student's opinion**

**6**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

# Unit 7

## Working in Retail



### Tutor Checklist for Working in Retail

- How we travel to the business?
- What time do we need to leave the centre at?
- Will we have time for a tea break or lunch?
- Where will we have a break or lunch?
- What we need to bring, for example, phone, money, medication or bus pass?
- How will we get back to the centre?
- What time will we get back?
- What examples are we looking for when we visit the business on our field trip?

### Tutor Introduction

In the 'unit, Working in Retail, we will explore some specific skills which are needed by people who work in a variety of retail businesses. Together with the core units 1 – 6 the Working in Retail will equip students with some key practical and literacy skills needed to support their initial introduction to working in this area.

There are many examples of retail outlets which students may choose to work in, from supermarkets, newsagents, clothing stores to homeware stores and many more. While this unit will give students a strong foundation as part of their introduction to working in this area, on-the-job training will play a key role in building their readiness and confidence to carry out the duties required.

It would be helpful for tutors to find out each student's particular area of interest if they want to work in retail. This will allow tutors to use relevant examples or particular role-play scenarios to really give the students an insight into their potential role in retail.

### Tutor

- Display the aims of the unit by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to page 123 of the student workbook and ask individual students to read the aims aloud for the group



## Session Themes: Student's Working in Retail Module Workbook (pages 125-127)

### Tutor:

- Introduce this session by asking the students the question:  
**'What are the most important jobs for people who work in retail?'**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
  
- Guide students to their student workbook page 126
- Ask for a volunteer to read the first statement on the top of the page  
**'Working in a retail business means interacting with people to provide excellent customer service and information about products and services.'**
- Ask for volunteers to explain the meaning of each of the pictures on **page 126**
  
- Then ask students to think about the **names of retail businesses** they use or know and what they sell
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
  
- Ask students to list four of their **favourite retail businesses** in the spaces provided at the end of page 126
  
- Guide the students to **page 127** of their student workbook
- Ask for a volunteer to read the first line on the page
- Ask the students if they know **what is the title or name given to a person who works in retail?**  
The tutor can ask additional questions to support the student's answers, for example, think about what a person who works in retail does? (**sells to and assists customers**).
- Display the full title of a person working in retail on the whiteboard or flipchart - **Sales Assistant**



## Session Themes: Student's Working in Retail Module Workbook (pages 125-127)

### Tutor:

- **Group activity:** Divide the group into pairs and ask students to make a list of the jobs that a Retail Sales Assistant would do
- Allow 10 minutes for this exercise, visit each pair to ensure they understand the question and have begun to make their list
- Then ask each pair to share their suggestions with the group
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Working in Retail Module Workbook (pages 128-130)

### Tutor:

- This session begins with a **group activity**. The group activity will recap the content of units 1 to 6, which will include some of the core skills needed for work.
- Divide students into **pairs**. **Guide each pair** of students to a particular unit. Ask students to **record some of their learning** from that unit. Students can use the relevant unit summary in their **student workbook**.
- Tutors will need to visit each pair to guide them in the exercise and for support. Allow **30 minutes for this exercise**.
- Ask each pair to contribute their feedback unit-by-unit
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Then ask each student to **record the key points for each unit, pages 128, 129 and 130**

#### Tutor Note:

Page 131 is the unit, **Working in Retail**. As this is the unit students are currently working on, tutors can refer the students to the content of the unit, page 125. This was introduced and discussed with students in session 1 of **Working in Retail**.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Working in Retail Module Workbook (pages 131-136)

### Tutor:

- Session 3 of the Working in Retail unit is about numeracy skills for work. Start today's session by asking students the question:

Q 1. **When you work in retail do you think you need to know your numbers and how to count?**

Q 2. **Why? Give some examples of when you might have to use your numeracy skills when working in retail.**

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 131** of their student workbook
- Ask for a volunteer to read the first **two statements**
- Tutors should now write each of the **numbers from 1–12** on the whiteboard or flipchart and invite students to volunteer the **spelling** for each of the numbers in words
- **Display the list of numbers and corresponding words**
- Then ask the students to complete the learner activity at the end of page 131. Students are asked to write the word for each of the numbers displayed. **Students can use the list displayed if they need assistance in spelling the words.**
- Guide students to page 132 of their student workbook
- Ask the students to match the number to the box containing the correct amount of products

#### Tutor Note:

**Tutors can firstly count the items in each box with the students to support the exercise and practice the students' numeracy skills before commencing the learner activity.**

- Guide the students to **page 133** of their student workbook
- Divide the group into **pairs** to complete the **role-play activity**
- Tutors should explain to the students that this is a practice session. There are six role-plays and each student will get a chance to be a **customer and a sales assistant**. Complete each role-play before allowing each pair to move to the next. Allow **30 minutes for this exercise**.



## Session Themes: Student's Working in Retail Module Workbook (pages 131-136)

### Tutor:

- Display content of **page 134** on PowerPoint or as a poster on the flipchart
- Show the students each of the **six notes used in Ireland** and then explain their value
- Then show students the **eight coins which are used in Ireland** and then explain their value
- Ask students to complete the **learner activity at the end of page 134**, to match the coins from the first line to the coinciding coin on the second line

#### Tutor Note:

It would be helpful to have a sample of some of the notes and all of the coins to support student identification of same.

- Guide the students to page **135, following on to page 136**, of their student workbook
- Divide the group into **pairs** to complete the **role-play activity**
- Tutors should explain to the students that this is a **practice session**. There are six role-plays and each student will get a chance to be a **customer and a sales assistant**. Complete each role-play before allowing each pair to move to the next. **Allow 20 minutes for this exercise.**
- Invite a volunteer to read the **note** at the end of page 136

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Working in Retail Module Workbook (pages 137–139)

### Tutor:

- Introduce session 5 by informing students that today's session is about working in a retail store
- Remind students of the different types of retail businesses that were discussed in session 1 and the different products they sell
- Guide the students to **page 137** of their student workbook
- Ask for a volunteer to read the first statement:  
**'A product is an item or goods for sale'**
- Remind students of the different items that are sold in various retail businesses by asking questions about what kind of products might we find for sale in a:
  1. **Supermarket**
  2. **Clothing Store**
  3. **Newsagents**
  4. **Garden Centre**
  5. **Sports Store**
- Ask the students to complete the exercise 1 – 5 by selecting the picture below that is the correct product for the retail business mentioned
- Explain that each retail business must have enough of their products for the customers who shop in their stores. In a retail business their products that they have in store and ready for sale are called **'stock'**.
- Ask for a volunteer to read the stock statement and to identify what retail business each of the photos show
- Explain the term **stock rotation** – first in, first out, and stock control
- Demonstrate using four identical items, for example, four tins of peas or four small bread pans. Older products first and fresh products behind. This system is put in place to ensure that stock is always in date and to reduce waste.
- Ask for a volunteer to read the **stock rotation** statement and information at the bottom of page 137



## Session Themes: Student's Working in Retail Module Workbook (pages 137–139)

### Tutor:

- Introduce **stock-taking**: Every retail business must keep records of what stock they have to ensure they always have the products that their customers want or need. This means that they must count the stock they have and this is normally done four times a year. This information is recorded by the retailer so they know what to order or what is popular with customers. Tutors might use an example of when they or someone at home is doing the shopping, they might check their presses to see what they have already before they buy more products.
- Ask for a volunteer to read the stock-taking section at the top of **page 138**
- Introduce **merchandising**: There are three key parts to merchandising, the **product**, how to **present** it or display it and how we **promote** it. Explain to the students that this is how retail businesses sell their products. They select the product they know the customer wants, they display it well and make it look good (offer some examples) and they promote it, often with a discount, a special price or on its own stand where it really attracts the customers' attention.
- Ask for volunteers to read
  1. **The product**
  2. **How we present it**
  3. **How we promote it** and the note at the end of **page 138**
- As a recap at the end of session 5, invite the students to complete the retail quiz on page 139. Before students commence read through each of the questions to ensure students are clear on the content. Allow 15 minutes for this quiz.
- Read through the completed quiz with the student group and announce the winners!

#### Tutor Note:

This is a good opportunity for tutors to assess the learning on completion of session 4 and to identify any terms or new information that may need additional time.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Working in Retail Module Workbook (pages 140–142)

### Tutor:

- Introduce session 6 – **bag packing** by explaining to the students that this service is often offered to customers as part of good customer service in some retail businesses. This means that as a sales assistant we are offering to pack the goods that the customer has carefully selected and therefore we need to take particular care in how we do that.

- Explain to students that many customers now bring their own bags when shopping especially when **shopping for groceries**.

Ask students:

**Q 1. Is it a good idea that customers bring their own bags and why? Formerly, businesses supplied plastic bags but as this is not environmentally-friendly, customers are encouraged to bring their own bags or pay for recycled bags to use and reuse.**

**Q 2. Do they bring their own bag when shopping or pay for a bag instead?**

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 140** of their student workbook
- Ask for volunteers to
  1. Read the first section of page 140
  2. Explain the images in each of the photos shown
- Explain to the students that we may have to pack many different items for customers depending on the **retail business** we are working in
- Ask the students how we might pack the following if a customer bought the item in a retail outlet they were working in:
  1. **A dress**
  2. **A newspaper**
  3. **Plants and seeds**
  4. **A new pair of runners**
  5. **A chicken, potatoes and milk**



## Session Themes: Student's Working in Retail Module Workbook (pages 140–141)

### Tutor:

- Ask for a volunteer to read the section on **bag packing**
- Group activity: guide the students to page 132 of their student workbook
- Divide students into **pairs** and explain that each pair has to work on selecting the right items, listed on the page, to pack into the four shopping bags opposite. They need to be careful to ensure the right items are put together.
- Tutors will need to visit each pair to guide them in the exercise and for support. **Allow 20 minutes for this exercise.**
- Ask each pair to **contribute their feedback**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ensure to **summarise** the key learning points and food and other item groups for bag packing, for example, fresh uncooked meat and poultry products together, fruit and vegetables together, cleaning products together, etc.
- Guide students to **page 142** of their student workbook
- This exercise can be used to summarise the **bag packing guidelines**
- Ask for a volunteer to read each point and invite **suggestions** from the group of students for each one
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Working in Retail Module Workbook (page 142)

### Tutor:

- Guide students to **page 142** of their student workbook
- Ask for volunteers to read each of the points
- Set up the back of a **checkout area**, using two large tables put together
- Lay out all of the products on the **shopping list** provided on page 141 of the student workbook
- Set up 4-5 different **shopping bags**
- **Group activity:** Each student has an opportunity to pack the items into the customer's bags. Students should be encouraged to give careful consideration to the guidelines covered in session 6.

#### Tutor note:

Go through the guidelines page 141 and page 142 with students before commencing this practical exercise. Allow some time for students to ask questions before the activity begins.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Student's Working in Retail Module Workbook (pages 143-145)

### Tutor:

- Session 7 is about planning and organising the field trip to a retail business, that is, a supermarket

- Introduce the session and ask the students:

Q 1. What is the focus of the field trip?

**Answer: To visit and experience a retail business environment**

Q 2. What are we looking for?

**Answer: Good examples of customer service, communications, health and safety practices, hygiene standards, teamwork, the layout of the store, stock systems in store and bag packing (if applicable).**

- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 143**
- Ask for a volunteer to read the **field trip focus**, in the box at the top of the page
- Discuss the content of the field trip focus, step-by-step
- Discuss the **venue for the field trip and general plan**
- Record student feedback on the whiteboard or flipchart
- Ask the students to record their **field trip checklist** on page 143
- Guide the students to **page 144** of their student workbook
- Ask for volunteers to **explain each picture** and invite the students to give some examples of each of the headings
- Guide the students to page 145 of their student workbook
- Ask each student to complete the **details of the field trip** in the first section of page 145

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Student's Working in Retail Module Workbook (pages 145-148)

### Tutor:

- The first part of session 9 is about **feedback** from the students about their field trip to a supermarket
- Guide students to **page 145** of their student workbook
- Ask students to complete the questions on **my experience** of the field trip
  - 1. What I liked**
  - 2. What I learned**
  - 3. Something I want to share**
- Allow **10 minutes** for the students to complete the exercise in their student workbooks
- Ask if any student would like to share their views with the group
- Display poster-size copy of **pages 143 and 144** or use PowerPoint to display
- Group discussion on the following:  
**customer service, communications, health and safety, hygiene standards, team working, planning and organising and retail skills**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Divide the group into pairs to complete the **field trip quiz** on pages 146 and 147. Read through each of the questions before the pairs begin the quiz. **Allow 20 minutes** for completion of the quiz. Visit each pair of students to ensure their understanding of the exercise and quiz questions.
- When the quiz is completed, read through the questions and answers and **announce the winners!**
- **Group Activity:** Students can work alone, in pairs or small groups for this exercise. They need to **draw a map or an outline** of the steps they took around the supermarket on the field trip. Students need to include department names, starting at the entrance of the store and finishing at the checkout area.

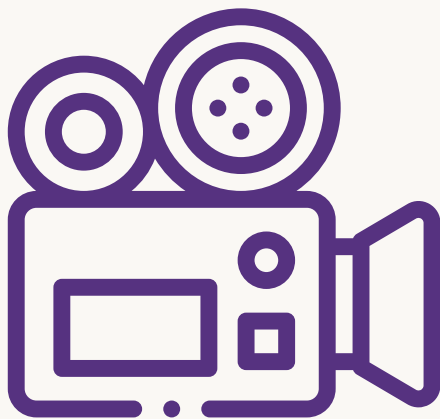
### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Working in Retail Module Workbook (pages 149-150)

### Tutor:

- **Session 10** is focused on applying the practical skills the students have gained during the Working in Retail module
- Previous **role-play scenarios** used throughout the module can be repeated to help **reinforce the learning** from each of the units
- Six new role-play scenarios should be created by the tutor to practice the students' full set of skills. These **role-plays can be recorded** and viewed by students at the end of the module.



- Guide the students to their student workbooks **page 149** to complete the notes on each of the six summary of skills role-plays
- Inform the students of the guest speaker for the next session, explaining who the visitor is and where they work

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Student's Working in Retail Module Workbook (pages 150-151)

### Tutor:

- Begin session 12 by guiding the students to **page 150** of their student workbook
- Ask for volunteers to read each question and work with the group to prepare for the **guest speaker**, step-by-step
- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask the students to complete the **notes section at the bottom of page 150** of their student workbook with the following:
  1. **The name of the guest speaker**
  2. **Where they work**
  3. **The question or questions they will ask the guest speaker**
  4. **Who will ask what questions and in what order**
- Guide the students to **page 151** of their student workbook
- Ask each student to complete:
  1. **The guest speaker's name**
  2. **Job title:**
  3. **Location of their store:**
  4. **My questions 1–3:**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Working in Retail Module Workbook (pages 150-151)

### Tutor:

- Guide the students to **page 151** of their student workbook
- Invite a volunteer to read the:
  1. **Guest speaker's name**
  2. **Job title**
  3. **Location of their store**
- Then ask each student to read their questions for the guest speaker to the rest of the group, in the order they will be asked
- Check in with students to ensure they are comfortable with their questions for the guest speaker
- Check in with the students to see if they have any questions or need any clarification or reassurance about today's event

#### Tutor Note:

Take a photo of the group with the guest speaker. It would be great to have a copy of the photo in their student workbook.

- After the guest speaker event, guide students to page 151 of their student workbooks to complete:
  1. **What I liked**
  2. **What I learned**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Student's Working in Retail Module Workbook (pages 150-153)

### Tutor:

- Session 13 is introduced with a **questions and answers** exercise
- Guide students to their student workbook **page 152**
- Invite a volunteer to **read** a question and another volunteer to read the answer to each of the questions
- Take time after each question and answer to **discuss the information** with the student group
  
- Group Activity: **Working in Retail Module Summary**
- Working in **pairs or small groups** ask students to do a short summary of one of the units in the Working in Retail module
- **Allow 15 minutes** for each pair or group to complete their notes. Visit each pair or group to support their preparation.
- Ask each pair or group to present their **short presentation** on a unit from the Working in Retail module
- **Summarise** any unit that is not covered by the students. Use the summary notes or key learning themes from the units.
  
- **Replay the recordings** of students in their role-plays, reinforcing their key positive skills
  
- **Display poster-size summary sheets on the flipchart or through PowerPoint presentation of each of the units 1–7**
  
- Guide students to their student workbook pages 154 and 155 to complete their unit feedback

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Working in Retail Module Workbook (page 154)

### Tutor Note:

There are many services and agencies now supporting people with intellectual disabilities in seeking and securing employment. An excellent example of one of those services is the Employment Service in Down Syndrome Ireland, who support all adults with Down Syndrome, from the age of eighteen and over. There are guidance counsellors also in local Education and Training Boards (ETBs). Many of the services operate nationally but there are also some localised services available too. Tutors will need to investigate support services that are available and approach the most appropriate service to invite and secure a guest speaker.

### Tutor:

- Guide the students to **page 156** of their student workbook
- Invite a volunteer to read the:
  1. **Job-seeking guidance - guest speaker's name**
  2. **Their role**
  3. **Their organisation**
- Then ask each student if there are any questions they would like to ask the job-seeking guidance speaker about working or a particular job they would like
- Get the students to record their questions on their note paper
- Check in with the students to see if they have any questions or need any clarification or reassurance about today's presentation

### Tutor Note:

Take a photo of the group with the guest speaker. It would be great to have a copy of the photo in their student workbook.

- After the guest speaker event, guide students to page 151 of their student workbooks to complete:
  1. **What I liked**
  2. **What I learned**
  3. **Job-seeking Action Plan**



## Session Themes: Student's Working in Retail Module Workbook (page 157)

### Tutor:

- **Working in Retail module review** – display a copy of the module content from page 2 of the student workbook as a poster on the flipchart or on PowerPoint
- **Discuss the content** with the students and invite any feedback they want to share on the module
- Invite the students to work on their own, in a pair or small group, to design a **poster or small presentation** of one of their favourite parts of the **Working in Retail module**
- Each student, pair or small group, share their **poster or presentation** with the group
- Guide the students to page 157 of their student workbook
- Ask students to complete the date and then the module tutors must sign their workbook. This is a record of their completion of the full Working in Retail module.



**Tutor Note:**  
Please complete the Tutor's Module Feedback document and return to your manager.

# Unit 7

## Working in an Office



### Tutor Checklist for Working in an Office

- Copy of the tutor guide and student workbook
- Copies of the session plans for Working in an Office
- Whiteboard or flipchart and markers
- Notepaper and pens of students
- Blue Tack
- Copy of the student sign in sheet
- Products for the numeracy session
- Access to a photocopier, shredder, filing system & phone
- A file for each student and tutor for the 'create a filing system' project
- Field trip plan
- Guest speakers' options

### Tutor Introduction

In the unit 'Working in an Office', we will explore some specific skills which are needed by people who work in an office environment. Together with the core units 1–6 the Working in an Office unit will equip students with some key practical and literacy skills needed to support their initial introduction to working in this area.

There are many examples of office and administration roles which students may choose to work in, from front line reception roles to working in a variety of different business settings where administration roles are needed. While the Working in an Office unit will give students a strong foundation as part of their introduction to working in this area, on-the-job training will play a key role in building their readiness and confidence to carry out the duties required.

It would be helpful for tutors to find out each student's particular area of interest in relation to their administration skills. This will allow tutors to use relevant examples or particular role-play scenarios to really give the students an insight into their potential role in an office environment.

### Tutor

- Display the aims of the unit, Working in an Office, by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to page 125 of their student workbook and ask individual students to read the aims aloud for the group



## Session Themes: Working in an Office Module Student's Workbook (pages 125–127)

### Tutor:

- Introduce session 1 by reminding students that communication and organisation skills are very important when you work in an office
- Guide the students to their student workbook page 126
- Ask for a volunteer to read the first statement on the top of the page
  
- Read the next statement to students and guide them to the second part of **page 126 for the learner activity**
- Ask for a volunteer to read the learner activity
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
  
- Ask students the question:  
**Q 1. What is a person working in an office called?**  
A. A person who works in an office can be called an office assistant or a receptionist
  
- Ask students the question:  
**Q 2. What are the main tasks of an office assistant?**  
**Q 3. What are the main tasks of a receptionist in the office?**
  
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Then guide the students to **page 127** of their student workbook
- Invite volunteers to read each of the statements
  
- **Learner Activity:** Guide the students to the exercise on the bottom section of **page 127**. Ask a student to read the paragraph of the activity. Then remind students to select the pictures they think represent good customer service. Invite **feedback** from the students once they have completed the exercise.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in an Office Module Student's Workbook (page 128)

### Tutor:

- Introduce session 2 with a recap on key learning from session 1. Ask students:
  1. **What is a person working in an office called?**
  2. **What are the main tasks that an office assistant or receptionist might have to do?**
  3. **What are very important skills to have when you work in an office?**
- Encourage all students to take part in the discussion
- Explain to the group that we will now practice our meet and greet skills by taking part in some **role-plays**
- **Group Activity:** Working in pairs, one person as the **office receptionist** and one person as the **visitor**. Each student will have an opportunity to be the office receptionist and the visitor
- Guide the students to their student workbook **page 128**
- Ask for a volunteer to read the first statement on the top of the page
- Tutors, one tutor as the office receptionist and one as the visitor, should **demonstrate** the role-play activity, so that students have a clear understanding of both roles in the activity.
- Ask for volunteers to read **role-play 1 – the receptionist and role-play 2 – the visitor**
- Give students 10 minutes to **practice in their pairs**
- Each pair will then demonstrate their role-play for the group
- Encourage all students to take part in a **discussion** following the role-plays

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in an Office Module Student's Workbook (pages 129-131)

### Tutor Note:

Tutors should try to use a room where there is a hand set telephone or two connected extensions if possible for this exercise.

### Tutor:

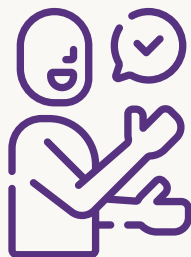
- Introduce session 3 by introducing the students to **office receptionist telephone skills**
- Explain to students that **good telephone skills are essential** as part of their role when working in an office environment. Good telephone skills are part of good **customer service** and even though the person calling cannot see you they should still get a **good impression** of you and your office by the way you deal with them on the telephone.
- Guide the students to **page 129** of their student workbook
- Read the **seven key steps in answering the telephone** to students. Ask questions to gauge students' understanding of each one before moving onto the group activity. Explain to students that the 7 steps may not be in the correct order and we are going to do an exercise to ensure that they are.
- **Group Activity:** Working in pairs ask the students to decide what step comes **first, second, third, fourth, fifth, sixth and finally the seventh** and last step. Check in with each pair during the exercise to ensure they understand and are making progress.
- **The seven key steps** are listed on page 130 of the student workbook
- **Allow 10 minutes** for this exercise before inviting each pair to volunteer their seven steps
- List the seven key steps in answering the phone on the flipchart or whiteboard or display on the whiteboard screen
- Guide the students back to their student workbook **page 129** and ask students to give feedback on which of the seven steps, each icon stands for
- Then ask each student to record the **seven steps in the correct order** on the space provided at the end of page 129
- Group Activity:  
Role-play 1. **Receptionist and the Caller.** Working in pairs students will take part in a role-play activity to practice the **seven key steps in answering the telephone**. Each student will get to play each role, the receptionist and the caller.
- Guide the students to their student workbook pages 130 and then 131, read each of the roles to the students



## Session Themes: Working in an Office Module Student's Workbook (pages 129-131)

### Tutor:

- Tutors, one as the receptionist and one as the caller, should demonstrate the role-play
- Then give students 10 minutes to practice in their pairs
- Each pair will then demonstrate their role-play for the group
- Encourage all students to take part in a discussion following the role-plays



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in an Office Module Student's Workbook (pages 132–134)

### Tutor:

- Session 4 of the unit Working in an Office is about **numeracy skills** for work.

Start today's session by asking students the question:

Q 1. **'When you work in an office do you think you need to know your numbers and how to count?'**

Q 2. **'Why? Give some examples of when you might have to use your numeracy skills when working in an office.'**

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 132** of their student workbook
- Ask for a volunteer to read the first **two statements**.
- Tutors should now write each of the **numbers from 1–12** on the whiteboard or flipchart board and invite students to volunteer the **spelling** for each of the numbers in words.
- **Display the list of numbers and corresponding words**
- Then ask the students to complete the **learner activity** at the end of **page 132**. Students are asked to write the word for each of the numbers displayed. Students can use the list displayed if they need assistance in spelling the words.
- Guide students to **page 133** of their student workbook
- Ask the students to match the number to the box containing the correct amount of products, you might find in an **office** environment.

#### Tutor Note:

Tutors can firstly count the items in each box with the students to support the exercise and practice the student's numeracy skills before commencing the learner activity.

## Session Themes: Working in an Office Module Student's Workbook (pages 132–134)

### Tutor:

- Guide the students to **page 134** of their student workbook
- Divide the group into **pairs** to complete the **role-play activity**
- Tutors should explain to the students that this is a **practice session**. There are six role-plays and each student will get a chance to be a **receptionist or office assistant or office manager**.
- Complete each role-play before allowing each pair to move to the next. **Allow 30 minutes for this exercise.**



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in an Office Module Student's Workbook (pages 135-137)

### Tutor:

- Introduce session **5 Working in an Office: Administration Skills**. Explain to students that there are many different tasks to complete when you work in an office environment. These tasks are often **administration** tasks. During this session we will be looking at one administration task and that is the **'sign in'** system.
- Guide the students to page 135 of their student workbook
- Ask for a volunteer to read **'1. Sign In'**
- Ask for the students for their **experience** of signing in, for example, they may have to sign in when they arrive for training, work or in various premises
- **Display** the sign in document in poster-size on the flipchart or on the whiteboard. Go through in detail what should be recorded in each section.
- Ask some questions on the **content of each column** when you have finished going through the document to gauge student's comprehension
- Ask the students to complete the columns for their sign in to the training today and visit each student as they complete this exercise



## Session Themes: Working in an Office Module Student's Workbook (pages 135-137)

### Tutor:

- Session 5 is also about planning and organising the **field trip to an office** environment.
- Ask the students:  
Q 1. What is the focus of the field trip?  
**Answer: To visit and experience an office environment**  
Q 2. What are we looking for?  
**Answer: Good examples of customer service, communications, health and safety practices, hygiene standards, teamwork, the layout of the office and reception area and administration skills, for example, telephone, sign in system, photocopier, filing, shredding and general office organisation**
- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 136**
- Ask for a volunteer to read the **field trip focus** in the area at the top of the page
- Discuss the content of the field trip focus, step-by-step
- Discuss the **venue for the field trip and general plan**
- Record student feedback on the whiteboard or flipchart
- Ask the students to record their **field trip checklist** on page 136

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in an Office Module Student's Workbook (pages 137-138)

### Tutor:

- Introduce session 6 **Working in an Office: Administration Skills**. Explain to students that there are many different tasks to complete when you work in an office environment. These tasks are often administration tasks. During this session we will be looking at one administration task and that is **2. Photocopying**.
- Ask the students
  1. **If they have used a photocopier before**
  2. **Do they know what a photocopier does**
- Explain step by step points **1–8, the key steps** for using the photocopier, list on page 137 of the student workbook

#### Using the Photocopier

1. Turn on the photocopier
  2. Let the photocopier warm up
  3. Check that there is paper in the copier before you begin
  4. Place your document on the photocopier
  5. Choose the number of copies
  6. Choose black or colour print
  7. Choose your paper size
  8. Press START or the COPY button
- Guide the students to **page 137** of their student workbook
  - Ask for a volunteer to read **2. Photocopying**, first two lines on the page

## Session Themes: Working in an Office Module Student's Workbook (pages 137-138)

### Tutor:

- **Display the steps** on the flipchart board on the whiteboard or screen and go through the steps again
- Divide the students into **groups of 3 to 4** and go to a photocopier in the training building. **It's best to have organised this in advance of the session.** Allow the students to bring their student workbook, opened on page 137.
- Demonstrate the **key steps for using the photocopier** to each group of students. Then ask each student, using their checklist of the key steps if needed, to follow the steps from 1 to 8.

#### Tutor Note:

It is important to allow students to do photocopying for the tutor or for their own work use as often as possible from this point on. Practice makes perfect but also aids retention and that is a key factor in the students' learning experience.

- Display the **Learner Activity: Photocopier Practice Checklist** from page 138 of the student workbook
- Go through **each of the steps** with the students
- Then one by one, get each student to complete each of the **activities 1–6**

#### Tutor Note:

If a student is not in attendance for photocopier training session make sure to organise a time in the next session for the student, to complete the training with one of the tutors.

- Once each task is completed, ask the students to tick the completed column and put today's date beside each of the tasks

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in an Office Module Student's Workbook (pages 139-141)

### Tutor:

- Introduce session 7 **Working in an Office: Administration Skills**. Explain to students that there are many different tasks to complete when you work in an office environment. These tasks are often **administration** tasks. During this session we will be looking at two administration tasks:  
**3. Filing of Documents and 4. Shredding of Documents**
- Ask the students the following questions:  
**Q 1. Have they ever used a filing system**  
**Q 2. Do they know what a filing system does**  
A. A filing system helps to keep documents safe and makes sure it is easy to find them easily and quickly. This is important if you work in an office environment.
- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 139**
- Ask for a volunteer to read the first line **3. Filing of Documents**
- **Display the key steps to organising documents.** Go through each step one-by-one, asking questions after each step to gauge students' comprehension.
- Guide the students to their student workbook page 139
- **Invite volunteers** to read each of the six key steps to organising documents
- **Group Activity: Creating a filing system.** Explain to the students that we will now take part in a group activity to create a small filing system for our team, with a file for each student and tutor
- Display the chart on **page 140** of the student workbook on the flipchart as poster or on the whiteboard



## Session Themes: Working in an Office Module Student's Workbook (pages 139-141)

### Tutor:

- Go through **each step one-by-one**, completing each task as we go
- Ensure the students complete their checklist in their student workbook on page 140, ticking when each **task is completed** and filling in today's date on each
- Encourage students to write any **additional notes** at the bottom of page 140 of their student workbook
- Agree a **timetable** of students with the day and date that they are in charge of the filing system

#### Tutor Note:

1. You will need to draw up a small list of daily additions or check the filing system the group have created. This will allow you to allocate each student with a small filing task on the day that they are in charge of the the filing system.
2. If a student is not in attendance for the filing system training session, make sure to organise a time in the next session for the student, to complete the training with one of the tutors.

- Ask the students the following questions:

#### Q 1. Have they ever used a document shredder?

#### Q 2. Do they know what a document shredder does?

A. Documents are shredded before they are put into waste, to make sure there is no personal or confidential information that can be taken from them

- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 141**
- Ask for a volunteer to read the first line, **4. Shredding of documents**



## Session Themes: Working in an Office Module Student's Workbook (pages 139-141)

### Tutor:

- **Display the key steps for using a document shredder.** Go through each step one-by-one, asking questions after each step to gauge students' comprehension.
- Guide the students to their student workbook **page 141**
- **Invite volunteers** to read each of the **seven key steps to using a document shredder**
- Divide the students into **groups of 3 to 4. It's best to have organised a shredder for the training room in advance of the session.** Allow the students to bring their student workbook, open on page 141, for the demonstration.
- Demonstrate the **key steps for using the document shredder** to each group of students. Then ask each student, using their checklist of the key steps if needed, to follow the steps from 1 to 7.

#### Tutor Note:

1. **It is important to allow students to carry out document shredding, for the tutor or for their own use, as often as possible from this point on. Practice makes perfect but also aids retention and that is a key factor in the students' learning experience.**
2. **If a student is not in attendance for the document shredding training session, make sure to organise a time in the next session for the student, to complete the training with one of the tutors.**

- Guide the group to **page 142** of their student workbook
- Ask the students to complete the **details** of the office field trip

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in an Office Module Student's Workbook (pages 142-149)

### Tutor:

- The first part of session 9 is about **feedback** from the students about their field trip to an office or business
- Guide students to **page 142** of their student workbook
- Ask students to complete the questions on **'My Experience'** of the field trip.
  - 1. What I liked**
  - 2. What I learned**
  - 3. Something I want to share**
- Allow **10 minutes** for the students to complete the exercise in their student workbook
- Ask if any student would like to share their views with the group
- Divide the group into pairs to complete the **field trip quiz** on pages 144 and 145. Read through each of the questions before the pairs begin the quiz. **Allow 20 minutes** for completion of the quiz. Visit each pair of students to ensure their understanding of the exercise and quiz questions.
- When the quiz is completed, read though the questions and answers and **announce the winners!**
- Group Activity: **Working in an Office: Unit Summary**
- Guide the students to their student workbook **page 146**
- Invite volunteers to read each of the statements and steps on page 146, stopping after each one for a discussion about each
- Invite the students to work in small groups or pairs or on their own to complete **the office quiz** , on page 147 of the student workbook. Allow 10 minutes for this exercise.
- When the Quiz is completed, read though the questions and answers and **announce the winners!**
- Guide the students to their student workbook **pages 148 and 149**, to complete their **unit feedback**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in an Office Module Student's Workbook (pages 150-152)

### Tutor:

- **Session 10** is focused on applying the practical skills the students have gained during the Working in an Office module
- Guide the students to their student workbooks **page 150** for a short recap on each of the **units covered in this module**
- Previous **role-play scenarios** used throughout the module can be repeated to help **reinforce the learning** from each of the units
- Six new role-play scenarios should be created by the tutor to practice the students' full set of skills. These **role-plays can be recorded** and viewed by students at the end of the module.



- Guide the students to their student workbook **page 151** to complete the notes on each of the six summary of skills role-plays
- Inform the students of the **guest speaker** for the next session, explaining who the visitor is and where they work
- Ask students to think about **some questions** they may like to ask the guest speaker about working in an office

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in an Office Module Student's Workbook (pages 152-153)

### Tutor:

- Begin **Session 11** by guiding the students to **page 152** of their student workbook
- Ask for volunteers to read each question and work with the group to prepare for the **guest speaker**, step-by-step
- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask the students to complete the **notes section** at the bottom of **page 152** of their student workbook with the following:
  1. **The name of the guest speaker**
  2. **Where they work**
  3. **The question or questions they will ask the guest speaker**
  4. **Who will ask what questions and in what order?**
- Guide the students to **page 153** of their student workbook
- Ask each student to complete:
  1. **The guest speaker's name:**
  2. **Job title:**
  3. **Location of their store:**
  4. **My questions 1–3:**
- Then ask each student to **read their questions** for the guest speaker to the rest of the group, in the order they will be asked
- Check in with students to ensure they are **comfortable and confident** with their questions for the guest speaker
- Check in with the students to see if they have any **questions** or need any clarification or reassurance about today's event



## Session Themes: Working in an Office Module Student's Workbook (pages 152-153)

### Tutor:

#### Tutor Note:

Take a photo of the group with the guest speaker. It would be great to have a copy of the photo in their student workbook.

- After the guest speaker event, guide students to **page 153** of their student workbook to complete:
  1. **What I liked**
  2. **What I learned**



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in an Office Module Student's Workbook (pages 154-155)

### Tutor:

- Session 12 is introduced with a **questions and answers** exercise.
- Guide students to their student workbook **page 154**
- Invite a volunteer to **read** a question and another volunteer to read the answer to each of the questions
- Take time after each question and answer to **discuss the information** with the student group
- Group Activity: **Working in an Office Unit Summaries**
- **Replay the recordings** of students in their role-plays, reinforcing their key positive skills
- **Display poster-size summary sheets** on the flipchart or through PowerPoint presentation of each of the units 1–7, Working in an Office
- **Group Discussion** – encourage all students to take part in the discussion about the Working in an Office module, for example, their favourite session's key learning and what they might look forward to doing when they work in an office environment

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in an Office Module Student's Workbook (page 156)

### Tutor:

- Introduce session 13 **Job-seeking guidance** by reminding students that there will be a guest speaker today

#### Tutor Note:

There are many services and agencies now supporting people with intellectual disabilities in seeking and securing employment. An excellent example of one of those services is the Employment Service in Down Syndrome Ireland, who support all adults with Down Syndrome, from the age of eighteen and over. There are guidance counsellors also in local Education and Training Boards (ETBs). Many of the services operate nationally but there are also some localized services available too. Tutors will need to investigate support services that are available and approach the most appropriate service to invite and secure a guest speaker.

- Display the following headings on the flipchart or whiteboard:
  1. **Job-seeking Guidance - guest speaker's name**
  2. **Their role**
  3. **Their organisation**
- Then ask each student if there are any questions they would like to ask the **Job-seeking Guidance** speaker about working or a particular job they would like
- Record student's **feedback** on the flipchart or whiteboard
- Check in with the students to see if they have any **questions** or need any clarification or reassurance about today's presentation

#### Tutor Note:

Take a photo of the group with the guest speaker. It would be great to have a copy of the photo in their student workbooks.



## Session Themes: Working in an Office Module Student's Workbook (page 156)

- After the guest speaker event, guide students to page 156 of their student workbook to complete:
  1. **What I liked**
  2. **What I learned**
  3. **Job-seeking Action Plan – details of the student's next steps**



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in an Office Module Student's Workbook (page 157)

### Tutor:

- Working in **pairs or small groups** ask students to do a short summary of one of the units in the Working in an Office module
- **Allow 15 minutes** for each pair or group to complete their notes. Visit each pair or group to support their preparation.
- Ask each pair or group to present their **short presentation** on a unit from the Working in an Office module
- **Summarise** any unit that is not covered by the students, using the summary notes or key learning themes from the units
- Guide the students to **page 157** of their student workbook
- Ask students to **complete the date** and then the tutors sign their workbook - this is a **record of their completion** of the full Working in an Office module

### Graduation event and presentation of certificates



#### Tutor Note:

Please complete the Tutor's Module Feedback document and return to your manager.

# Unit 7

## Working in a Hotel



### Tutor Checklist for the Working in a Hotel

- Copy of the tutor guide and student workbook
- Copies of session plans for Working in a Hotel
- Whiteboard or flipchart and markers
- Notepaper and pens
- Blue Tack
- Copy of the student sign in sheet
- Telephone kit or access for role-play
- Products for the numeracy session
- Dining room kit for table setting session
- Field trip plan
- Guest speaker options

### Tutor Introduction

In the 'Working in a Hotel' unit, we will explore some specific skills which are needed by people who work in a hotel. Together with the core units 1–6, the 'Working in a Hotel' unit will equip students with some key practical and literacy skills needed to support their initial introduction to working in this area.

There are many different roles students may have when working in a hotel. While the 'Working in a Hotel' unit will give students a strong foundation as part of their introduction to working in this area, on-the-job training will play a key role in building their readiness and confidence to carry out the duties required.

It would be helpful for tutors to find out each student's particular role or department of interest in the hotel setting. This will allow tutors to use relevant examples or particular role-play scenarios to really give the students an insight into their potential role in a hotel environment.

### Tutor

- Display the aims of the 'Working in a Hotel' unit by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to page 125 of their student workbook and ask individual students to read the aims aloud for the group

## Session Themes: Working in a Hotel Module Student's Workbook (pages 125–128)

### Tutor:

- Introduce this session by reminding students that customer service is very important when you work in a hotel. Inform the students that in a hotel customers are called guests.
- Guide the students to their student workbook **page 126**
- Ask for a volunteer to read the first statement on the top of the page
- Read the next statement to students and guide them to the second part of **page 126 for the learner activity**
- Ask for a volunteer to read the learner activity
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Then guide the students to **page 127** of their student workbook
- Ask students to identify the areas of a hotel in the picture
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Then ask students to tick the pictures that show the areas they would like to work in
- Ask students to record their choices in the notes area provided. Students can use the information recorded on the flipchart. Check in with students as they complete this activity.
- Introduce the **role-play activity**, an opportunity for students to practice some guest relations. Explain to students that they will be working in pairs, one as a staff member in the hotel and one as a guest of the hotel. They will complete each role-play twice to ensure they have an opportunity to **experience both roles**.
- Ask for a volunteer to read both role-plays
- Allow **15 minutes** for the role-plays, practice and then second role-plays

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Hotel Module Student's Workbook (pages 129-131)

### Tutor:

- Introduce this session by reminding students about the importance of good **communication skills** when working in a hotel, especially when working at the Hotel Reception. An important part of the role of the receptionist is dealing with guests in person and on the telephone.
- Guide the students to their student workbook **page 129**
- Ask for a volunteer to read the first statement on the top of the page
  
- Introduce the **group activity** by reading the next statement to students. Divide the group into pairs and guide them through the **Telephone Checklist**.
- Ask students to work in pairs and decide the correct order of the **seven steps** listed
- Allow **ten minutes** for each pair to decide on their answers, visiting each pair to ensure understanding of the exercise
- Invite each pair to present their choices before listing steps 1–7 on the flipchart for students to see
- Ask for volunteers to identify the meaning of each of the icons on the **second activity** on page 129
- Then ask each student to write the seven steps in their **student workbook**
  
- Introduce the **role-play activity**, an opportunity for students to practice their role as a hotel receptionist. Explain to students that they will be working in pairs, one as a hotel receptionist and one as a caller to the hotel. They will complete each role-play twice to ensure they have an opportunity to experience both roles.
- Guide the students to **page 130 and then page 131** of their student workbook
- Ask for a volunteer to **read** both role-plays
- Allow **20 minutes** for each set of role-plays

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Hotel Module Student's Workbook (pages 132-134)

### Tutor:

- Session 3 of the 'Working in a Hotel' unit is about numeracy skills for work. Start today's session by asking students the question:

**Q 1. 'When you work in a hotel do you think you need to know your numbers and how to count?'**

**Q 2. Why? Give some examples of when you might have to use your numeracy skills when working in a hotel.**

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 132** of their student's workbook
- Ask for a volunteer to read the first **two statements**
- Tutors should now write each of the **numbers from 1–12** on the whiteboard or flipchart board and invite students to volunteer the spelling for each of the numbers in words
- **Display the list of numbers and corresponding word**
- Then ask the students to complete the learner activity at the end of page 132. Students are asked to write the word for each of the numbers displayed. **Students can use the list displayed if they need assistance in spelling the words.**
- Guide students to **page 133** of their student workbook
- Ask the students to match the number to the box containing the correct amount of products

#### Tutor Note:

**Tutors can firstly count the items in each box with the students to support the exercise and practice the students' numeracy skills before commencing the learner activity.**

- Guide the students to page 134 of their student workbook
- Divide the group into pairs to complete the role-play activity
- Tutors should explain to the students that this is a practice session. There are four role-plays and each student will get a chance to experience both roles. Complete each role-play before allowing each pair to move to the next. Allow 30 minutes for this exercise.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Hotel Module Student's Workbook (pages 135-137)

### Tutor:

- Session 4 of this unit is about working in the laundry area. Start today's session by asking students the question:

#### Q 1. What is a person working in the laundry area of a hotel called?

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion

#### Q 2. What is the main role of the laundry attendant?

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 135** of their student workbook
- Ask for a volunteer to read the first **statement**
- Tutors should now write the six **main tasks of a laundry attendant** on the whiteboard, flipchart or display on the whiteboard. Tutors should follow each step one-by-one, engaging students in discussion on each. Tutors should encourage students to record any new words or extra points in the notes section after each step in their student workbook (**pages 135 and 136**)
- Tutor demonstration: the tutor should now show students a bag of items for washing, of different colours and go through the steps again, one-by-one. Following the tutor demonstration **students should work in pairs to practice the steps. Allow 30 minutes for this exercise.**
- Then ask the students to record the six steps again in the notes section on page 137 of their student workbook. **Students can use the list displayed if they need assistance in spelling the words.**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Hotel Module Student's Workbook (pages 138-139)

### Tutor:

- **Session 5** of this unit is about working in the housekeeping area. Start today's session by asking students the question:

**Q 1. What is a person working in the housekeeping area of a hotel called?**

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion

**Q 2. What are the main tasks of the housekeeping team?**

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 138** of their student workbook
- Ask for volunteers to read a line each in the list of **statements**
- **Group Activity:** the tutor should now refer students to the group activity. Students are asked to work in pairs. Their first task is to pick one of four work areas in a hotel, displayed on page 138. Each pair have to then write a cleaning checklist for the area they have selected. The tutor can share an example with the students of a step-by-step cleaning checklist on the flipchart or whiteboard. Tutors will need to check in with each pair to ensure they understand the exercise. Students should use some writing paper to record their cleaning checklist. **Allow 20 Minutes for this exercise.**
- The tutor then asks each pair of students to present their **cleaning checklist**, for their chosen area. There should be a short questions and answers session after each presentation.
- Guide the students to **page 139** of their student workbook to complete their final cleaning checklist for their chosen area of the hotel

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Hotel Module Student's Workbook (pages 140-142)

### Tutor:

- Session 6 of this unit is about working in the **kitchen area**. Start today's session by asking students the question:

#### Q 1. What is a person working in the kitchen area of a hotel called?

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion

#### Q 2. What are the main tasks of the kitchen assistant?

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Remind the students about **unit 4 of the hotel module** where we looked at **hygiene standards** - personal and general. We also discussed the five Key food hygiene principles. The tutor can ask the students if they can recall the five **key food hygiene standards** and record any feedback from students on the flipchart or whiteboard.
- Guide the students to **pages 71 and 72** of their student workbook to recap the standards
- Ask for volunteers to read each of the five points on page 71 and 72 followed by a **group discussion**
- Guide the students to **page 140** of their student workbook, to complete the **learner activity**
- **Group Activity: Health and Safety in the Hotel Kitchen**  
Introduce this activity by reminding students of the importance of good health and safety practices when you work in the kitchen of a hotel
- Guide the students to their student workbooks **page 141**, the first section **working in pairs**, ask the students to think of three risks they need to be aware of when working in the kitchen area of a hotel and to record those in the area provided.
- Invite each pair to **share the risks** they have identified

## Session Themes: Working in a Hotel Module Student's Workbook (pages 140-142)

### Tutor:

- The tutor then asks students the question:  
**Q 1. Why is good personal hygiene so important when we are dealing with food?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 141** of their student workbook to record their answer in the final section of the page
- As part of unit 4 Hygiene Standards: Personal and General, we covered HACCP. Remind students that HACCP is a system in place in all food premises in Ireland. Ask students the question:  
**Q 2. What is HACCP?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 142** of their student workbook and ask them to select the correct answer
- Ask the students if they can remember what each letter in **HACCP** stands for
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Refer students to **page 74, unit 4 Hygiene Standards**, of their student workbook
- Invite a volunteer to read through the HACCP explanation
- Guide the students to **page 142** of their student workbook to complete the final exercise

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Hotel Module Student's Workbook (pages 143-145)

### Tutor:

- Session 7 of this unit is about working in the dining area. Start today's session by asking students the question:

**Q 1. What is a person working in the dining area of a hotel called?**

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion

**Q 2. What are the main tasks of the waiter or waitress?**

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 143** of their student workbook
- Ask students to complete the exercise by **filling in the letter** for the waiter and waitress
- Ask for volunteers to read each of the three points on page 143 followed by a **group discussion**

- **Group Activity: Set the Table for Breakfast**

Explain to students that a very important task for the waiter and waitress is to set and clear the tables for guests of the hotel. Explain that we will start with looking at the steps for **setting a table for breakfast**.

**Tutor Note:**

**Tutor should remind students before they begin this task that they must wash their hands.**

**List the three key steps on the flipchart or whiteboard**

Step 1: Clean the table – use the key steps of cleaning (page 78)

Step 2: Set the table – go through the step 2 details (page 144)

**Tutor Note:**

**Demonstrate step 1 and step 2 and then allow students to practice.**

Step 3: Clean the table after breakfast- go through the step 3 details

**Tutor Note:**

**Demonstrate step 3 and then allow students to practice.**

- Guide the students to **page 144** of their student workbook
- Invite volunteers to read each one of the steps followed by group discussion

## Session Themes: Working in a Hotel Module Student's Workbook (pages 146-147)

### Tutor:

- **Group Activity: Set the Table for Lunch or Dinner**
- Explain to students that a very important task for the waiter and waitress is to set and clear the tables for guests of the hotel. Explain that we will now look at the steps for **setting a table for lunch or dinner**.

#### Tutor Note:

Tutor should remind students before they begin this task they must wash their hands.

#### List the three key steps on the flipchart or whiteboard

Step 1: Clean the table – use the key steps of cleaning (page 78)

Step 2: Set the table for lunch or dinner go through the step 2 details (page 146)

#### Tutor Note:

Tutor should now demonstrate step 1 and step 2 and then allow students to practice.

Step 3: Clean the table after lunch or dinner- go through the step 3 details.

#### Tutor Note:

Tutor should now demonstrate step 3 and then allow students to practice.

- Guide the students to **page 146** of their student workbook
- Invite volunteers to read each one of the steps followed by **group discussion**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Hotel Module Student's Workbook (page 148)

### Tutor:

- Guide the students to their student workbook **page 148**
- **Group Activity: 'Working in a Hotel' Summary of Tasks** exercise
- Explain to the students that they are going to recap the hotel tasks they have completed up to now
- Using the **Hotel Task Checklist** go through each of the areas 1 to 6
- Ask students about what they remember about each task
- Refer to the **student workbook unit 7, Working in a Hotel**, to each of the tasks listed to help remind students and to recap the content
- Following the discussion, list the dates that each task was completed on the flipchart or whiteboard
- Ask students to **record the date** on their checklist and to put a **tick in the completed** section

#### Tutor Note:

**Tutor should ensure that each student has completed each of the tasks before they are dated and ticked completed. If for any reason a student has missed a session, completion of the task should be scheduled to ensure they have not missed out on any aspect of unit 7 of their module.**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Hotel Module Student's Workbook (pages 149-150)

### Tutor:

- **Session 10** is about planning and organising the field trip to a hotel
- Introduce the session and ask the students:  
Q 1. What is the focus of the field trip?  
**Answer: To visit and experience a hotel working environment**  
Q 2. What are we looking for?  
**Answer: Good examples of customer service, communications, health and safety practices, hygiene standards, teamwork, the layout of the hotel, the lobby, reception, laundry room, kitchen and dining area**
- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 149**
- Ask for a volunteer to read the **field trip focus**
- Discuss the content of the field trip focus, step-by-step
- Discuss the **venue for the field trip and general plan**
- Record student feedback on the whiteboard or flipchart
- Ask the students to record their **field trip checklist** on page 149
- Guide the students to **page 150** of their student workbook
- Invite the students to give **some examples** of each of the headings, one-by-one and record their feedback on the flipchart or whiteboard
- Allow the students to **record the key points** under each of the five headings
- Guide students to **page 151** of their student workbook. Ask them to complete the **date, location, time, duration** details on the first half of the page, in preparation for their field trip to a hotel.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session





## Session Themes: Working in a Hotel Module Student's Workbook (pages 151-155)

### Tutor:

- The first part of **session 12** is about **feedback** from the students about their field trip to a hotel
- Guide students to **page 151** of their student workbook
- Ask students to complete the questions on '**My Experience**', of the field trip.
  - 1. What I liked**
  - 2. What I learned**
  - 3. Something I want to share**
- Allow **10 minutes** for the students to complete the exercise in their student workbook. Tutor should visit each student to ensure they understand the exercise or if support is needed.
- Invite students to share their views with the group
- Divide the group into pairs to complete the **field trip quiz** on pages 152 and 153. Read through each of the questions before the pairs begin the quiz. **Allow 20 minutes** for completion of the quiz. Visit each pair of students to ensure their understanding of the exercise and quiz questions.
- When the quiz is completed, read through the questions and answers and **announce the winners!**
- **Working in a Hotel: Unit Summary** - Guide the students to page 154 of their student workbook
- Invite volunteers to read each of the **summary** point - take some time after each one for student feedback or questions
- Ask students to give feedback on the pictures of the two table settings on **page 154** also. Remind them of the practice sessions for setting tables for **breakfast and for lunch and dinner**. Invite any feedback or questions.
- Guide the students to **page 155** of their student workbook to record any extra information for the unit summary and discussions
- Finally guide the students to **page 156 and 157** of their student workbook to complete their unit feedback. Go through each question to ensure students understand and allow **10 minutes** for completion.

### Finally, the tutor asks the students individually:

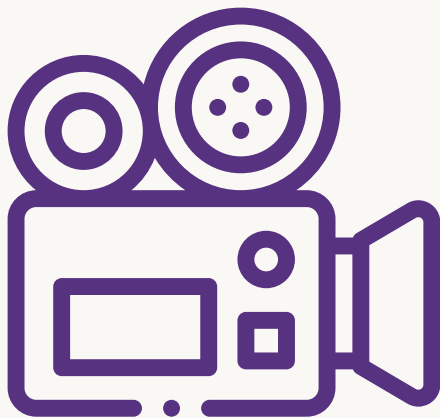
1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Hotel Module Student's Workbook (pages 160-161)

### Tutor:

- Guide the students to **page 160** of their student workbook
- Ask for volunteers to read each question and work with the group to prepare for the **guest speaker**, step-by-step
- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask the students to complete the **notes section at the bottom of page 160** of their student workbook with the following:
  1. **The name of the guest speaker**
  2. **Where they work**
  3. **The question or questions they will ask the guest speaker**
  4. **Who will ask what questions and in what order?**



- **Session 13** is mainly focused on applying the practical skills the students have gained during the 'Working in a Hotel' module
- Previous **role-play scenarios** used throughout the module can be repeated to help **reinforce the learning** from each of the units
- Six new role-play scenarios should be created by the tutor to practice the students' full set of skills. These **role-plays can be recorded** and viewed by students at the end of the module.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Hotel Module Student's Workbook (pages 160-162)

### Tutor:

- Guide the students to **page 161** of their student workbook
- Ask each student to complete:
  1. **The guest speaker's name:**
  2. **Job title:**
  3. **Location of their hotel:**
  4. **My questions 1–3:**
- Then ask each student to read their **questions** for the guest speaker to the rest of the group, in the order they will be asked
- Check in with students to ensure they are comfortable with their questions for the guest speaker
- Check in with the students to see if they have any questions or need any clarification or reassurance about today's event

#### Tutor Note:

**Tutors can firstly count the items in each box with the students to support the exercise and practice the student's numeracy skills before commencing the learner activity.**

- After the guest speaker event, ask the students for their feedback on the session. Guide students to **page 161** of their student workbook to complete:
  1. **What I liked**
  2. **What I learned**
- Guide students to **page 162** of their student workbook
- Invite volunteers to read each question and answer, one question at a time. Take time for discussion between each.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Hotel Module Student's Workbook (pages 163-165)

### Tutor:

- Introduce session 15 by reminding students of the guest speaker event

#### Tutor Note:

There are many services and agencies now supporting people with intellectual disabilities in seeking and securing employment. An excellent example of one of those services is the Employment Service in Down Syndrome Ireland, who support all adults with Down Syndrome, from the age of eighteen and over. There are guidance counsellors also in local Education and Training Boards (ETBs). Many of the services operate nationally but there are also some localized services available too. Tutors will need to investigate support services that are available and approach the most appropriate service to invite and secure a guest speaker.

- Guide the students to page 161 of their student workbook
- Ask the students to write in the:
  1. **Job-seeking Guidance - guest speaker's name:**
  2. **Their role:**
  3. **Their organisation:**
- Then ask each student if there are any questions they would like to ask the job-seeking guidance speaker about working or a particular job they would like
- Get the students to record their questions on their note paper
- Check in with the students to see if they have any questions or need any clarification or reassurance about today's presentation

#### Tutor Note:

Take a photo of the group with the guest speaker. It would be great to have a copy of the photo in their student workbook.

- After the guest speaker event, guide students to page 164 of their student workbook to complete:

**What I liked    What I learned    Job-seeking Action Plan**

## Session Themes: Working in a Hotel Module Student's Workbook (pages 163-165)

- **Working in a Hotel Module Summary:** Guide the students to page 163 of their student workbook for discussion on the pictures displayed, which represent each of the units covered in the 'Working in a Hotel' module.
- Replay the **recordings of students in their role-plays**, reinforcing their key positive skills
- Display poster-size summary sheets on the flipchart or through a PowerPoint presentation of each of the **units 1–7**, page 165 of their student workbook
- **Group Activity:** Working in small groups or pairs ask students to prepare a small presentation or poster on the content of one of the 'Working in a Hotel' units. Each team will be asked to share their experience with the group.
- Guide the students to page 165 of their student workbook
- Ask students to complete the date and then the tutors sign their workbook. This is a record of their completion of the full 'Working in a Hotel' module.

## Graduation event and presentation of certificates



### Tutor Note:

Please complete the Tutor's Module Feedback document and return to your manager.

# Unit 7

## Working in a Café or Restaurant



### Tutor Checklist for the Working in a Café or Restaurant

- Copy of the tutor guide and student workbook
- Copies of session plans for Working in a Café or Restaurant
- Whiteboard or flipchart and markers
- Notepaper and pens
- Blue Tack
- Copy of the student sign-in sheet
- Telephone kit or access for role-play
- Products for the numeracy session
- Dining room kit for table setting session
- Field trip plan
- Guest speaker options

### Tutor Introduction

In the 'Working in a Café or Restaurant' unit we will explore some specific skills which are needed by people who work in a café or restaurant. Together with the core units 1–6 the 'Working in a Café or Restaurant' unit will equip students with some key practical and literacy skills needed to support their initial introduction to working in this area.

There are many different roles students may have when working in a café or restaurant. While the Working in a Café or Restaurant unit will give students a strong foundation as part of their introduction to working in this area, on-the-job training will play a key role in building their readiness and confidence to carry out the duties required.

It would be helpful for tutors to find out each student's particular role or department of interest in the café or restaurant setting. This will allow tutors to use relevant examples or particular role-play scenarios to really give the students an insight into their potential role in a café or restaurant environment.

### Tutor

- Display the aims of the 'Working in a Café or Restaurant' unit by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to page 125 of their student workbook and ask individual students to read the aims aloud for the group

## Session Themes: Working in a Café or Restaurant Module Student's Workbook (pages 125–128)

### Tutor:

- Introduce this session by reminding students that **customer service** is very important when you work in a café or restaurant
- Guide the students to their student workbook **page 126**
- Ask for a volunteer to read the **first statement** on the top of the page
- Read the next statement to students and guide them to the second part of **page 126 for the learner activity**
- Ask for a **volunteer** to read the learner activity
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask students to **record the roles** listed on page 126
- Then guide the students to **page 127** of their student workbook
- Ask students to **identify** the areas of a café or restaurant in the pictures
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Then ask students to tick the pictures that show the areas they would like to work in
- Ask students to record their **choices** in the notes area provided. Students can use the information recorded on the flipchart. Check in with students as they complete this activity.
- Introduce the **group role-play activity**, an opportunity for students to practice some guest relations. Explain to students that they will be working in pairs, one as a staff member in a café or restaurant and one as a guest or customer. Each student will have an opportunity to experience both roles.
- Ask for a volunteer to read both role-plays
- Allow 15 minutes for the role-plays, practice and then second role-plays

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Café or Restaurant Module Student's Workbook (pages 129-131)

### Tutor:

- Introduce this session by reminding students about the importance of good **communication skills** when working in a café or restaurant, especially when working at the front of house area. An important part of this role is dealing with guests or customers in person and on the telephone.
- Guide the students to their student workbook **page 129**
- Ask for a volunteer to read the first statement on the top of the page
  
- Introduce the **group activity** by reading the next statement to students. Divide the group into pairs and guide them to through the **telephone checklist**.
- Ask students to work in pairs and decide the correct order of the **seven steps** listed
- Allow **ten minutes** for each pair to decide on their answers, visiting each pair to ensure understanding of the exercise
- Invite each pair to present their choices before listing the steps 1–7 on the flipchart for students to see
- Ask for volunteers to identify the meaning of each of the icons on the **second activity** on page 129
- Then ask each student to write the seven steps in their **student workbook**
  
- Introduce the **role-play activity**, an opportunity for students to practice their role in the **front of house area** of the café or restaurant. Explain to students that they will be working in pairs, one as a **waiter or waitress** and one as a **caller** to the café or restaurant. Each role-play will have an opportunity to experience both roles.
- Guide the students to **page 130 and then page 131** of their student workbook
- Ask for a volunteer to read both role-plays
- Allow **20 minutes** for each set of role-plays

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Café or Restaurant Module Student's Workbook (pages 132-134)

### Tutor:

- Session 3 of the Working in a Café or Restaurant unit is about **numeracy skills** or work. Start today's session by asking students the question:  
**Q 1. When you work in a café or restaurant do you think you need to know your numbers and how to count?**  
**Q 2. Why? Give some examples of when you might have to use your numeracy skills when working in a café or restaurant.**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 132** of their student workbook
- Ask for a volunteer to read the first **two statements**
- Tutors should now write each of the **numbers from 1–12** on the whiteboard or flipchart board and invite students to volunteer the spelling for each of the numbers in words
- **Display the list of numbers and corresponding word**
- Then ask the students to complete the learner activity at the end of page 132. Students are asked to write the word for each of the numbers displayed. **Students can use the list displayed if they need assistance in spelling the words.**
- Guide students to **page 133** of their student workbooks
- Ask the students to match the number to the box containing the correct amount of products

#### Tutor Note:

Tutors can firstly count the items in each box with the students to support the exercise and practise the students' numeracy skills before commencing the learner activity.

- Guide the students to **page 134** of their student workbook
- Divide the group into pairs to complete the **role-play activity**
- Tutors should explain to the students that this is a practice session. There are four role-plays and each student will get a chance to experience both roles. Complete each role-play before allowing each pair to move to the next. Allow **30 minutes for this exercise**.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Café or Restaurant Module Student's Workbook (page 135)

### Tutor:

- **Session 4** of this unit is about working in **the front of house area**. Start today's session by asking students the question:  
**Q 1. What is a main task for a person working in the front of house area of a café or restaurant?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion  
**Q 2. What other tasks might the person working in the front of house area of a café or restaurant have to do?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 135** of their student workbook
- Ask for a volunteer to read the first **statement**
- **Invite students** to volunteer their suggestions and record them on the flipchart or whiteboard
- Tutors should now write the **main tasks** of the front of house staff on the whiteboard, flipchart or display on the whiteboard. Tutors should follow each step one-by-one, engaging students in discussion on each.
- Then ask the students to work in pairs to make a cleaning checklist for the front of house area of the café or restaurant
- Guide the students to their student workbook page 135 to complete their cleaning checklist 1–8, for the front of house area in a café or restaurant.  
**Students can use the list displayed if they need assistance in spelling the words**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Café or Restaurant Module Student's Workbook (pages 136-137)

### Tutor:

- Session 5 of this unit is about working in the **kitchen area**  
Start today's session by asking students the question:  
**Q 1. What is a person working in the kitchen area of a café or restaurant called?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- **Q 2. What are the main tasks of the kitchen assistant?**
- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 136** of their student workbook
- Remind the students of the **five key food hygiene principles** covered in unit 4 of their Working in a Café or Restaurant module
- **Group Activity:** Students are asked to list the five key food hygiene principles on page 136 of their student workbook
- Guide students to their student workbook **page 137**
- Invite a volunteer to read the first statement on **health and safety** in the kitchen area of a café or restaurant
- **Group Activity:** Ask the group to work in pairs to think about potential health and safety **risks** when you work in the kitchen area of a café or restaurant.
- Record student feedback on a whiteboard or flipchart
- Encourage all students to take part in the discussion
- Then ask students to record **three risks** they came up with in their student workbook
- Ask students the question: **Why is personal hygiene so important when we are dealing with food?**
- Record student feedback on a whiteboard or flipchart
- Encourage all students to take part in the discussion
- Then ask students to record their answer in the **Learner Activity: Personal Hygiene** at the end of page 137

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Café or Restaurant Module Student's Workbook (page 138)

### Tutor:

- As part of unit 4 Hygiene Standards: Personal and General, we covered HACCP. Remind students that HACCP is a system in place in all food premises in Ireland. Ask students the question:

#### Q 1. What is HACCP?

- Record student feedback on a whiteboard or flipchart
  - Encourage all students to take part in the discussion
  - Guide the students to **page 138** of their student workbook and ask students to select the correct answer
- 
- Ask the students if they can remember what each letter in **HACCP** stands for
  - Record student feedback on whiteboard or flipchart
  - Encourage all students to take part in the discussion
- 
- Refer students to page 74, **unit 4 Hygiene Standards**, of their student workbook
  - Invite a volunteer to read through the **HACCP** explanation
  - Guide the students to **page 138**, of their student workbook to complete the final exercise - filling in each word in the spaces provided



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Café or Restaurant Module Student's Workbook (pages 139-143)

### Tutor:

- Session 7 of this unit is about working in the dining area. Start today's session by asking students the question:

#### **Q 1. What is a person working in the dining area of a café or restaurant called?**

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 139** of their student workbook
- Ask students to complete the exercise by **filling in the letter** for the waiter and waitress

#### **Q 2. What are the main tasks of a waiter or waitress?**

- Record student feedback on a whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask for volunteers to read each of the five points at the end of **page 139 followed by a group discussion**
- **Group Activity: Set the Table for Breakfast**
- Explain to students that a very important task for the waiter and waitress is to set and clear the tables for guests or customers of a café or restaurant. Explain that we will start with looking at the steps for **setting a table for breakfast**.

#### **Tutor Note:**

**Tutor should remind students before they begin this task they must wash their hands.**

#### **List the three key steps on the flipchart or whiteboard**

Step 1: Clean the table – (use the key steps of cleaning (page 78)

Step 2: Set the table – go through the step 2 details (page 140)

#### **Tutor Note:**

**Demonstrate step 1 and step 2 and then allow students to practice.**

Step 3: Clean the table after breakfast- go through the step 3 details.

#### **Tutor Note:**

**Demonstrate step 3 and then allow students to practice.**

- Guide the students to page **140** of their student workbook
- Invite volunteers to read each one of the steps followed by group discussion



## Session Themes: Working in a Café or Restaurant Module Student's Workbook (pages 139-143)

### Tutor:

- **Group Activity: Set the Table for Lunch or Dinner**

Explain to students that a very important task for the waiter and waitress is to set and clear the tables for guests or customers of a café or restaurant. Explain that we will now look at the steps for **setting a table for lunch or dinner**.

**Tutor Note:**

Remind students before they begin this task they must wash their hands.

#### List the three key steps on the flipchart or whiteboard

Step 1: Clean the table – (use the key steps of cleaning (page 78)

Step 2: Set the table for lunch or dinner – go through the step 2 details (page 142)

**Tutor Note:**

Demonstrate step 1 and step 2 and then allow students to practice.

Step 3: Clean the table after lunch or dinner- go through the step 3 details

**Tutor Note:**

Demonstrate step 3 and then allow students to practice.

- Guide the students to page **142** of their student workbook
- Invite volunteers to read each one of the steps followed by **group discussion**

**Tutor Note:**

Ask students to bring a copy of the menu from their favourite café or restaurant for the next session. They may borrow one or print one off from the café or restaurant's website, to bring with them.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Café or Restaurant Module Student's Workbook (page 144)

### Tutor:

- **Session 8** is about **the menu** in a café or restaurant. Ask students the question:

#### Q 1. What is a menu?

- Record student feedback on a whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 144** of their student workbook
- Invite a volunteer to read the first statement
- **Learner Activity:** Ask students to take out their favourite café or restaurant menu. Ask students the question:

#### Q2. What sections are on the menu? How is the food divided up?

- Record student feedback on whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to page 144 for their student workbook to complete the **list of the different sections on their menu**
- Now ask the students questions:
  - **How much is the cheapest starter on your menu?**
  - **How much is the most expensive main course on your menu?**
  - **How many desserts are on your menu?**
- Stop after each question to **allow students time** to find the answer and complete the question in their workbook

#### Tutor Note:

Remind students of the plan to do a pop-up café at the next session. Students should be advised as to what to bring with them to the session.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Café or Restaurant Module Student's Workbook (page 145-146)

### Tutor:

- **Session 9** is about **putting to practice some of the skills** which have been covered in the Working in a Café or Restaurant module
- Guide the students to **page 145** of their student workbook
- Invite a volunteer to read the first statement
- **Group Discussion** follows
  
- Guide the students to **page 145** of their student workbook
  
- Invite a volunteer to read **planning the menu** points 1–3
- Group discussion, students assigned and plan for the **menu** for the pop-up café
  
- Invite a volunteer to read the **kitchen team preparation and presentation of food and beverages**, points 1–4
  
- Group discussion, **students assigned and plan** for the **kitchen team**
  
- Invite a volunteer to read the **dining team, waitress and waiter**, points 1-3
- Group discussion, students assigned and plan for the dining team, waitress and waiter
  
- Invite a volunteer to read **guests**, points 1–3
- Group discussion and plan for the guests
- Guide the students to **page 146** of their student workbooks to complete notes on **their team, their role and shopping list**, for the pop-up café, for the next session

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Café or Restaurant Module Student's Workbook (page 147)

### Tutor:

- **Group Activity: Pop-Up Café** Opens Today!
- Students are divided into their **working groups** for today's exercise, as per the previous preparation session
- Explain to the students that they are going to practice **teamwork in action** at this session and that everyone has a part to play
- Ensure all **mini teams** are briefed on their team roles and tasks for today
- **Demonstrate** the role and tasks for each of the teams
- Remind students of their **personal and general hygiene practices** at all stages during their preparation and delivery in the pop-up café
- Give the students plenty of **opportunity to ask questions** and also to practice their tasks
- Set a **timetable and plan for the pop-up café opening**. An hour is suggested. Students should have time then to avail of the café facilities and goodies too!
- Make sure to take plenty of **photos** of this activity!

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Café or Restaurant Module Student's Workbook (page 145-146)

### Tutor:

- Begin session 11 by guiding students to their student workbook **page 148**
- **Group Activity:** Working in a **café or restaurant summary of tasks** exercise
- Explain to the students that we are going to recap the tasks they have completed up to now
- Using the **Café or Restaurant Tasks Checklist**, go through each of the areas 1 to 8
- Ask students about what they remember about each task
- Refer to the **student workbook unit 7, Working in a Café or Restaurant**, to each of the tasks listed to help remind students and to recap the content
- Following the discussion list the dates that each task was completed, on the flipchart or whiteboard
- Ask students to record the date on their checklist and to put a **tick in the completed section**
- Ask students what their experience of doing the pop-up café was
- Record students' **feedback** on the flipchart or whiteboard
- Ask students to record their experience in the **'My Experience'** section at the bottom of **page 148** of their student workbook

#### Tutor Note:

Tutor should ensure that each student has completed each of the tasks before they are dated and ticked completed. If for any reason a student has missed a session, completion of the task should be scheduled to ensure they have not missed out on any aspect of unit 7 of their module.

## Session Themes: Working in a Café or Restaurant Module Student's Workbook (page 147)

### Tutor:

- **Session 11 part 2** is about **planning and organising** the field trip to a café or restaurant.
- Ask the students:  
Q 1. What is the focus of the field trip?  
**Answer: To visit and experience a café or restaurant working environment**  
Q 2. What are we looking for?  
**Answer: Good examples of customer service, communications, health and safety practices, hygiene standards, teamwork, the layout of the café or restaurant, the front of house area, the menu, the kitchen and dining areas**
- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 149**
- Ask for a volunteer to read the **field trip focus**
- Discuss the content of the field trip focus, step-by-step
- Discuss the **venue for the field trip and general plan**
- Record student feedback on the whiteboard or flipchart
- Ask the students to record their **Field Trip Checklist** on page 149
- Guide the students to **page 150** of their student workbooks
- Invite the students to give **some examples** of each of the headings, one-by-one and record their feedback on the flipchart or whiteboard
- Allow the students to record the key points under each of the four headings
- Guide students to **page 151** of their student workbook. Ask them to complete the **date, location, time, duration** details on the first half of the page, in preparation for their field trip to a café or restaurant.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session





## Session Themes: Working in a Café or Restaurant Module Student's Workbook (pages 151-155)

### Tutor:

- The first part of **session 12** is about **feedback** from the students about their field trip to a café or restaurant
- Guide students to **page 151** of their student workbook
- Ask students to complete the questions on **'My Experience'**, of the field trip **1. What I liked 2. What I learned 3. Something I want to share**
- Allow **10 minutes** for the students to complete the exercise in their student workbook. Tutor should visit each student to ensure they understand the exercise or if support is needed.
- Invite students to share their views with the group
  
- Divide the group into pairs to complete the **Field Trip Quiz** on pages 152 and 153. Read through each of the questions before the pairs begin the quiz. **Allow 20 minutes** for completion of the quiz. Visit each pair of students to ensure their understanding of the exercise and quiz questions.
  
- When the quiz is completed, read though the questions and answers and **announce the winners!**
  
- **Working in a Hotel: Unit Summary** - Guide the students to page 154 of their student workbook
- Invite volunteers to read each of the **summary** points. Take some time after each one for student feedback or questions.
- Ask students to give feedback on the pictures of the staff members and of the two table settings on **page 154** also. Remind them of the practice sessions for setting tables for **breakfast and for lunch and dinner**. Invite any feedback or questions.
- Guide the students to **page 155** of their student workbook to record any extra information for the unit summary and discussions
  
- Finally, guide the students to **page 156 and 157** of their student workbook to complete their unit feedback. Go through each question to ensure students understand and allow **10 minutes** for completion.


### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Session Themes: Working in a Café or Restaurant Module Student's Workbook (pages 158-160)

### Tutor:

- **Session 14** is mainly focused on applying the practical skills the students have gained during the Working in a Café or Restaurant module
  - Previous **role-play scenarios** used throughout the module can be repeated to help **reinforce the learning** from each of the units
  - Guide students to their student workbook **page 158** to briefly review the units covered in Working in a Café or Restaurant
  - Six new role-play scenarios should be created by the tutor to practice the students full set of skills. These **role-plays can be recorded** and viewed by students at the end of the module.
- 
- Guide the students to their student workbook **page 159** to complete the notes on each of the six summary of skills role-plays
  - Guide the students to **page 160** of their student workbook
  - Ask for volunteers to read each point and work with the group to prepare for the **guest speaker**, step-by-step
  - Record student feedback on the whiteboard or flipchart
  - Encourage all students to take part in the discussion
  - Ask the students to complete the **notes section at the bottom of page 160** of their student workbook with the following:
    - **Guest speaker's name:**
    - **Job title:**
    - **Name of their company:**
    - **The questions the student will ask the guest speaker:**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Working in a Café or Restaurant Module Student's Workbook (page 161)

### Tutor:

- Guide the students to page 161 of their student workbook
- Ask each student to complete:
  1. **The guest speaker's name:**
  2. **Job Title:**
  3. **Location of their café or restaurant:**
  4. **My questions 1–3:**
- Then ask each student to read their questions for the guest speaker to the rest of the group, in the order they will be asked
- Check in with students to ensure they are comfortable with their questions for the guest speaker
- Check in with the students to see if they have any questions or need any clarification or reassurance about today's event

#### Tutor Note:

Take a photo of the group with the guest speaker. It would be great to have a copy of the photo in their student workbook.

- After the guest speaker event, ask the students for their feedback on the session. Guide students to **page 161** of their student workbook to complete:
  1. **What I liked**
  2. **What I learned**
- Guide students to **page 162** of their student workbook
- Invite volunteers to read each question and answer, one question at a time. Take time for discussion between each.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Session Themes: Student's Working in a Café or Restaurant Module Workbook (pages 163-165)

### Tutor:

- Introduce session 16 by reminding students of the job-seeking guest speaker event

#### Tutor Note:

There are many services and agencies now supporting people with intellectual disabilities in seeking and securing employment. An excellent example of one of those services is the Employment Service in Down Syndrome Ireland, who support all adults with Down Syndrome, from the age of eighteen and over. There are guidance counsellors also in local Education and Training Boards. (ETBs) Many of the services operate nationally but there are also some localized services available too. Tutors will need to investigate support services that are available and approach the most appropriate service to invite and secure a guest speaker.

- Guide the students to page 164 of their student workbook
- Ask the students to write in the:
  1. **Job-seeking guidance - guest speaker's name:**
  2. **Their role:**
  3. **Their organisation:**
- Then ask each student if there are any questions they would like to ask the job-seeking guidance speaker about working or a particular job they would like
- Get the students to record their questions on their note paper
- Check in with the students to see if they have any questions or need any clarification or reassurance about today's presentation

#### Tutor Note:

Take a photo of the group with the guest speaker. It would be great to have a copy of the photo in their student workbook.

- After the guest speaker event, guide students to **page 164** of their student workbook to complete:

**What I liked    What I learned    Job-seeking Action Plan**

## Working in a Café or Restaurant Module Student's Workbook (pages 163-165)

- **Working in a Café or Restaurant Module Summary:** Guide the students to page 163 of their student workbook for discussion on the pictures displayed, which represent each of the units covered in the 'Working in a Café or Restaurant' module
- Replay the **recordings of students in their role-plays**, reinforcing their key positive skills
- Display poster-size summary sheets on the flipchart or through a PowerPoint presentation of each of the **units 1–7**, page 165 of their student workbook
- **Group Activity:** Working in small groups or pairs, ask students to prepare a small presentation or poster on the content of one of the 'Working in a Café or Restaurant' units. Each team will be asked to share their experience with the group.
- Guide the students to **page 165** of their student workbook
- Ask students to **complete the date** and then the **tutors sign** their workbook - this is a record of their completion of the full Working in a Café or Restaurant module

## Graduation event and presentation of certificates



**Tutor Note:**  
Please complete the Tutor's Module Feedback document and return to your manager.

# Unit 7

## Working in a Barbers or Hairdressers



### Tutor Checklist for Working in a Barbers or Hairdressers

- Copy of the tutor guide and student workbook
- Copies of session plans for Working in a Barbers or Hairdressers
- Whiteboard or flipchart and markers
- Notepaper and pens
- Copy of the students sign in sheet
- Products for the numeracy and product session, for example, shampoo, conditioner, hair gel, etc.
- Equipment: hairdryer, scissors, brush, comb & towels etc.
- Field trip plan
- Guest speaker options



### Tutor Introduction

In the Working in a Barbers or Hairdressers unit, we will explore some specific skills which are needed by people who work in a barbers or hairdresser environment. Together with the core units 1–6 the Working in a Barbers or Hairdresser unit will equip students with some key practical and literacy skills needed to support their initial introduction to working in this area.

While the Working in a Barbers or Hairdresser unit will give students a strong foundation as part of their introduction to working in this area, on-the-job training will play a key role in building their readiness and confidence to carry out the duties required. It would be helpful for tutors to find out each student’s interest in either working in a barbers or hairdressers. This will allow tutors to use relevant examples or particular role-play scenarios to really give the students an insight into their potential role in a barbers or hairdressers working environment.

### Tutor

- Display the aims of the Working in a Barbers or Hairdresser unit by PowerPoint presentation, smart board or poster-style and ensure that the students understand each one
- Refer to page 125 of their student workbook and ask individual students to read the aims aloud for the group

## Working in a Barbers or Hairdressers Module Student's Workbook (pages 125–133)

### Tutor:

- Introduce **Session 1** by asking students the following questions:
  - Q1: What is the name of a person working with a barber or hairdresser?**  
Answer: Hair Stylist Assistant or Salon Assistant
  - Q2: What is the main role of the assistant in a barbers or hairdressers?**  
Answer: To support the barber or hairdresser in serving the clients and keeping the work area clean
  - Q3: What work does a barber do?**  
Answer: A barber cuts, styles, colours, cleans and shapes beards and other facial hair, like eyebrows and also client's hair.
  - Q4: What work does a hairdresser do?**  
Answer: A hairdresser shampoos, cuts, blowdries, colours and styles clients' hair
- Record student feedback on a whiteboard or flipchart
- Encourage all students to take part in the discussion
- Remind students that **customer service and communication skills** are very important when you work in a barbers or hairdressers
- **Learner Activity:** Guide the students to the exercise on **page 127**
- Ask a student to read the **information** about the activity
- Allow students to **volunteer their suggestions**
- Record student feedback on the flipchart or whiteboard
- Encourage all students to take part in the discussion
- Then allow students 10 minutes to **record the tasks** in the lines provided on **page 127**
- **Display** a poster-size copy of **page 128** of the student workbook or present on the whiteboard
- Guide the students through the **client's journey**, when they visit the barbers or hairdressers, step-by-step (1–5)



## Working in a Barbers or Hairdressers Module Student's Workbook (pages 125-133)

### Tutor:

- Guide the students to **page 129** of their student workbook
- Invite students to read each line of the **Client's Journey: Step 1 – Meet and Greet**
- **Demonstrate** step 1
  
- Guide the students to **page 130** of their student workbook
- Invite students to read each line of the **Client's Journey: Step 2 – The Waiting Area**
- **Demonstrate** step 2
  
- Guide the students to **page 131** of their student workbook
- Invite students to read the line of the **Client's Journey: Step 3 – Hair Washing Area**
- **Demonstrate** step 3
  
- Guide the students to **page 132** of their student workbook
- Invite students to read each line of the **Client's Journey: Step 4 – Hair Styling Area**
- **Demonstrate** step 4
  
- Guide the students to **page 133** of their student workbook
- Invite students to read each line of the **Client's Journey: Step 5 – The Payment Process**
- **Demonstrate** step 5

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (pages 134-135)

### Tutor:

- Introduce **session 2** by explaining to the group that we will now practice our meet and greet skills by taking part in some **role-plays**
- **Group Activity:** Working in pairs, one person as the **assistant in the barbers or hairdressers** and one person as the **client**. Each student will have an opportunity to role-play both.
- Guide the students to their student workbook **page 134**
- Ask for a volunteer to read the **first statement** on the top of the page
- Tutors, one tutor as the **assistant** and one as the client, should **demonstrate** the role-play activity so that students have a clear understanding
- Ask for volunteers, one to read the **role-play 1 – the assistant in the barbers or hairdressers** and one to read **role-play 2 – the client**
- Give students 10 minutes to **practice in their pairs**
- Each pair will then demonstrate their role-play for the group
- Encourage all students to take part in a **discussion** following the role-plays

#### Tutor Note:

Tutors should try to use a room where there is a hand set telephone or two connected extensions if possible for this exercise.

- Introduce the students to **the assistant: telephone skills**
- Explain to students that **good telephone skills are essential** as part of their role when working in a barbers or hairdressers. Good telephone skills are part of good **customer service** and even though the person calling cannot see you they should still get a **good impression** of you and your barbers or hairdressers by the way you deal with them on the telephone.
- Guide the students to **page 135** of their student workbook
- Ask for a volunteer to read the first **statement** on the page



## Working in a Barbers or Hairdressers Module Student's Workbook (pages 134-135)

### Tutor:

- Read the **seven key steps in answering the telephone** on page 135 to students
- **Ask questions** to gauge students understanding of each one before moving onto the group activity
- **Explain** to students that the seven steps may not be in the correct order and we are going to do an exercise to ensure that they are
- **Group Activity:** Working in pairs ask the students to decide what step comes **first, second, third, fourth, fifth, sixth and finally the seventh** and last step. Check in with each pair during the exercise to ensure they understand and are making progress.
- **Allow 10 minutes** for this exercise before inviting each pair to volunteer their seven steps
- List the seven key steps in answering the phone on the flipchart or whiteboard or display on the whiteboard screen. **Steps 1-7 are listed on page 136 of the student workbook.**
- Guide the students back to their student workbook **page 135** and ask students to give feedback on which of the seven steps, each icon stands for
- Then ask each student to record the **seven steps in the correct order** on the space provided at the end of page 135

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (pages 136-137)

### Tutor Note:

Try to book and use a room where there is a handset telephone or two connected extensions if possible for this exercise.

### Tutor:

- Start **session 3** with a recap of telephone skills
- Guide the students back to their student workbook **page 135** and ask students to give feedback on which of the seven key steps in answering the telephone each icon stands for? You can also use your own images.
- **Demonstrate** the seven key steps for students
- **Group Activity:** Role-play 1 - **Dealing with a client by phone**
- Working in pairs students will take part in a role-play activity to practice the **seven key steps in answering the telephone**. Each student will have an opportunity to practice both roles.
- Guide the students to their student workbook **pages 136 and then 137** and read each of the roles to the students
- Then, give students 10 minutes to **practice in their pairs**
- Each pair will then demonstrate their role-play for the group
- Encourage all students to take part in a **discussion** following the role-plays
- Allow **60 minutes** for this exercise



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (page 138)

### Tutor:

- Session 4 is about **looking after the clients of the barbers or hairdressers**
- Guide the students to **page 138** of their student workbook
- Ask for a volunteer to read the **first statement**



- Invite a student to read the information of **making a cup of coffee**
- **Demonstrate** making a cup of coffee for students
- Invite students, one by one, to **practice making a cup of coffee**



- Invite a student to read the information of **making a cup of tea**
- **Demonstrate** making a cup of tea for students
- Invite students, one by one, to **practice making a cup of tea**



- Invite a student to read the information on preparing a **glass of water**
- **Demonstrate** pouring a glass of water for students
- Invite students, one by one, to **pour a glass of water**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (pages 139-143)

### Tutor:

- **Session 5** of the Working in a Barbers or Hairdressers unit is about **numeracy skills** for work. Start today's session by asking students the question:  
**Q 1. 'When you work in a barbers or hairdressers, do you think you need to know your numbers and how to count?'**  
**Q 2. Why? Give some examples of when you might have to use your numeracy skills when working in a barbers or hairdressers'**
- Record student feedback on a whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to **page 139** of their student workbook
- Ask for a volunteer to read the first **two statements**
- Tutors should now write each of the **numbers from 1–12** on the whiteboard or flipchart and invite students to volunteer the **spelling** for each of the numbers in words
- **Display the list of numbers and corresponding words**
- Then ask the students to complete the **learner activity** at the end of **page 139**. Students are asked to write the word for each of the numbers displayed. **Students can use the list displayed if they need assistance in spelling the words.**
- Guide students to **page 140** of their student workbook
- Ask the students to match the number to the box containing the correct **amount of products**, you might find in a barbers or hairdressers working environment.

#### Tutor Note:

Firstly, count the items in each box with the students to support the exercise and practice the students' numeracy skills before commencing the learner activity.



## Working in a Barbers or Hairdressers Module Student's Workbook (pages 139-143)

### Tutor:

- Guide the students to **page 141** of their student workbook
- Divide the group into pairs to complete the role-play activity
- Tutors should explain to the students that this is a **practice session**. There are four role-plays and each student will have the opportunity to practice both roles.
- Complete each role-play before allowing each pair to move to the next.  
**Allow 30 minutes for this exercise.**
- Display content of **page 142** on PowerPoint or as a poster on the flipchart or whiteboard
- Show the students each of the **six notes used in Ireland** and then explain their value
- Then show students the **eight coins which are used in Ireland** and then explain their value

#### Tutor Note:

It would be helpful to have a sample of some of the notes and all of the coins to support students' identification of same.

- Guide the students to **page 143** of their student workbook
- Divide the group into **pairs** to complete the **role-play activity**
- Tutors should explain to the students that this is a **practice session**. There are three role-plays and each student will have an opportunity to practice both roles. Complete each role-play before allowing each pair to move to the next. Allow **20 minutes for this exercise**.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (page 144)

### Tutor:

- Introduce **session 6** Working in a Barbers or Hairdressers: **Products**. Explain to students that there are many different products which are used by a barber or hairdresser for the client or which the client can purchase also.
- Guide the students to **page 144** of their student workbook
- Ask for a volunteer to read the **group activity information**
- Ask students to work in pairs to make a **list of all of the products** they can think of that are used in a barbers or hairdressers. Give an example to the students, **for example, hair conditioner or hair gel**.
- **Allow 20 minutes** for this part of the exercise
- Check in with each pair to ensure they understand the exercise and are making progress
- Invite each pair to **present their list** to the rest of the group
- Record all student feedback on the flipchart or whiteboard
- Encourage all students to contribute to the discussions
- **Allow 20 minutes** for this part of the exercise
- Guide students to **page 144** of their student workbook and ask them to make a list of the products discussed and recorded on the flipchart or whiteboard, on the lines provided.
- **Display and demonstrate** some of the main products used in a barbers or hairdressers

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Working in a Barbers or Hairdressers Module Student's Workbook (page 145)

### Tutor:

- Introduce **session 7** Working in a Barbers or Hairdressers: **Equipment**. Explain to students that there are many different pieces of equipment which are used by a barber or hairdresser for the client.
- Guide the students to **page 145** of their student workbook
- Ask for a volunteer to read the **group activity information**
- Ask students to work in pairs to make a **list of all of the equipment** they can think of that are used in a barbers or hairdressers. Give an example to the students, for example, **hair dryer, scissors, brush, combs**.
- **Allow 30 minutes** for this part of the exercise
- Check in with each pair to ensure they understand the exercise and are making progress
- Invite each pair to **present their list** to the rest of the group
- Record all student feedback on the flipchart or whiteboard
- Encourage all students to contribute to the discussion
- **Allow 30 minutes** for this part of the exercise
- Guide students to **page 145** of their student workbook and ask them to make a list of the products discussed and recorded on the flipchart or whiteboard, on the lines provided
- **Display and demonstrate** some of the main pieces of equipment used in a barbers or hairdressers. Go through each piece and demonstrate also.
- Allow some time for **group discussion** on the products and equipment in a barbers or hairdressers

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (pages 146-149)

### Tutor:

- Introduce **session 8** Working in a Barbers or Hairdressers: **Hygiene Standards**  
Remind students of the importance of good personal and general hygiene standards when you work in a barbers or hairdressers
- Guide the students to **page 146** of their student workbook
- Ask students the question:  
**Q1: What are the key steps in cleaning?  
These are listed on page 80, unit 4 of the Working in a Barbers or Hairdressers module.**
- Record all student feedback on the flipchart or whiteboard
- Encourage all students to contribute to the discussion
- Guide the students to **page 146** of their student workbook
- Ask students to complete the **steps 1–6** in the lines provided
- Check in with each student to ensure they are clear on the exercise and are making progress
- Remind the students that as part of **good hygiene practices** in the barbers or hairdressers, each client should have a **clean towel**. Towels are washed and dried after each use. One of the tasks of an assistant in the barbers or hairdressers is to fold the towels.
- **Demonstrate folding a towel.** Go through the key steps, one-by-one.
- Invite each student to **practice**
- Guide the students to the bottom of **page 146** of their student workbook
- Ask students to **complete the three steps** to folding a towel in the lines provided
- **Group Activity:** Ask students to suggest what they might include on their **end of day cleaning checklist** in the barbers or hairdressers
- Record all student feedback on the flipchart or whiteboard
- Encourage all students to contribute to the discussion
- Ask students to record the checklist on **page 147** of their student workbook



## Working in a Barbers or Hairdressers Module Student's Workbook (pages 146-148)

### Tutor:

- **Session 8** Working in a Barbers or Hairdressers: **Health and Safety**
- Ask the students the question:  
**Q1: What can I do to keep safe and keep others safe too when working in a barbers or hairdressers?**  
**Answer: For example, keep the work area clear and clean. Put equipment and products back in the place they belong. Ensure any spillages are cleaned up promptly and that the floor area is kept clear to avoid falls or trips.**
- Record all student feedback on the flipchart or whiteboard
- Encourage all students to contribute to the discussion
- Ask students to record their list, 1–5, on **page 148** of their student workbook



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (pages 149-150)

### Tutor:

- Begin **session 9** with planning and organising the **field trip to a barbers or hairdressers** business

- Ask the students:

**Q 1. What is the focus of the field trip?**

**Answer: To visit and experience a barbers or hairdressers work environment**

**Q 2. What are we looking for?**

**Answer: Good examples of customer service, communications, health and safety practices, hygiene standards, teamwork, the layout of the barbers or hairdressers, demonstration of use of equipment and products and a cleaning checklist in action**

- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Guide the students to their student workbook **page 149**
- Ask for a volunteer to read the **Field Trip Focus**, in the area at the top of the page
- Discuss the content of the Field Trip Focus, **step-by-step**.
- Discuss the **venue for the field trip and general plan**
- Record student feedback on the whiteboard or flipchart
- Ask the students to record their **Field Trip Checklist** on page 149



## Working in a Barbers or Hairdressers Module Student's Workbook (pages 149-150)

### Tutor:

- **Part 2 of Session 9** is about recapping some of the tasks covered in the unit
- Guide the students to their student workbook **page 150**
- **Learner Activity:** Working in a **Barbers or Hairdressers Summary of Tasks** exercise
- Explain to the students that we are going to **recap** the tasks we have completed up to now
- Using the **Task Checklist** go through each of the areas 1 to 6
- Ask students about what they remember about each task
- Refer to the **student workbook unit 7, Working in a Barbers or Hairdressers**, to each of the tasks listed to help remind students and to recap the content
- Following the discussion **list the dates** that each task was completed on the flipchart or whiteboard
- Guide the students to page 150 of their student workbook and ask students to **record the date** on their checklist and to put a **tick in the completed** section

#### Tutor Note:

Ensure that each student has completed each of the tasks before they are dated and ticked completed. If for any reason a student has missed a session, completion of the task should be scheduled to ensure they have not missed out on any aspect of unit 7 of their module.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Working in a Barbers or Hairdressers Module Student's Workbook (pages 151-155)

### Tutor:

- The first part of **session 11** is about **feedback** from the students about their field trip to a barbers or hairdressers business
- Guide students to **page 151** of their student workbook
- Ask students to complete the information on the field trip at the top of the page
- Then ask the students the following questions on **'My Experience'**, of the field trip
  1. **What I liked**
  2. **What I learned**
  3. **Something I want to share**
- Allow **10 minutes** for the students to complete the exercise in their student workbooks
- Ask if any student would like to share their views with the group
- Divide the group into pairs to complete the **Field Trip Quiz** on pages 152 and 153. Read through each of the questions before the pairs begin the quiz. **Allow 20 minutes** for completion of the quiz. Visit each pair of students to ensure their understanding of the exercise and quiz questions.
- When the quiz is completed, read through the questions and answers and **announce the winners!**
- Group Activity: **Working in a Barbers or Hairdressers: Unit Summary**
- Guide the students to their student workbooks **page 154**
- Invite volunteers to read each of the statements and steps on **page 154**, stopping after each one for a discussion about each and for each student to complete the points in their student workbook
- Invite the students to work in small groups or pairs or on their own to complete **The Hair Quiz, on page 155** of the student workbook  
Allow 10 minutes for this exercise
- When the quiz is completed, read through the questions and answers and **announce the winners!**

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (pages 156-159)

### Tutor:

- Guide the students to their student workbooks **page 156 and 157** to complete their **unit feedback**
- **Session 12** is focused on applying the practical skills the students have gained during the Working in a Barbers or Hairdressers module
- Guide the students to their student workbook **page 158** for a short recap on each of the **units covered in this module**
- Previous **role-play scenarios** used throughout the module can be repeated to help **reinforce the learning** from each of the units
- Five new role-play scenarios should be created by the tutor to practice the students full set of skills. These **role-plays can be recorded** and viewed by students at the end of the module
- Guide the students to their student workbook **page 159** to complete the notes on each of the five role-plays
- Inform the students of the **guest speaker** for the next session, explaining who the visitor is and where they work
- Ask students to think about **some questions** they may like to ask the guest speaker about working in a barbers or hairdressers



### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (pages 160-162)

### Tutor:

- Begin **session 13** by guiding the students to **page 160** of their student workbook
- Ask for volunteers to read each question and work with the group to prepare for the **guest speaker**, step-by-step
- Record student feedback on the whiteboard or flipchart
- Encourage all students to take part in the discussion
- Ask the students to complete the **notes section at the bottom of page 160** of their student workbook with the following:
  1. **The name of the guest speaker:**
  2. **Where they work:**
  3. **The question or questions they will ask the guest speaker:**
  4. **Who will ask what questions and in what order?**
- Guide the students to **page 161** of their student workbook
- Ask each student to complete:
  1. **The guest speaker's name:**
  2. **Job title:**
  3. **Location of their business:**
  4. **My questions 1–3:**
- Then ask each student to **read their questions** for the guest speaker to the rest of the group, in the order they will be asked
- Check in with students to ensure they are **comfortable and confident** with their questions for the guest speaker
- Check in with the students to see if they have any **questions** or need any clarification or reassurance about today's event



## Working in a Barbers or Hairdressers Module Student's Workbook (pages 160-162)

### Tutor Note:

Take a photo of the group with the guest speaker. It would be great to have a copy of the photo in their student workbook.

### Tutor:

- After the guest speaker event, guide students to page 161 of their student workbook to complete their feedback:
  1. **What I liked**
  2. **What I learned**



- Introduce a **questions and answers** exercise
- Guide students to their page 162 of their student workbook
- Invite a volunteer to **read** a question and another volunteer to read the answer to each of the questions
- Take time after each question and answer to **discuss the information** with the student group

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session

## Working in a Barbers or Hairdressers Module Student's Workbook (pages 163-164)

### Tutor:

- Group activity: **Working in a Barbers or Hairdressers Unit Summaries**
- **Replay the recordings** of students in their role-plays, reinforcing their key positive skills
- **Display poster-size summary sheets** on the flipchart or through a PowerPoint presentation of each of the units 1–7, Working in a Barbers or Hairdressers
- **Group Discussion** – encourage all students to take part in the discussion about the Working in a Barbers or Hairdressers module, for example, their favourite sessions, key learning and what they might look forward to doing when they work in a barbers or hairdresser working environment
- Introduce this part of session 14 **Job-seeking Guidance** by reminding students that there will be a guest speaker today
- Display the following headings on the flipchart or whiteboard
  1. **Job-seeking Guidance - guest speaker's name:**
  2. **Their role:**
  3. **Their organisation:**
- Then ask each student if there are any questions they would like to ask the **Job-seeking Guidance** speaker about working or a particular job they would like



## Working in a Barbers or Hairdressers Module Student's Workbook (pages 163-164)

### Tutor Note:

There are many services and agencies now supporting people with intellectual disabilities in seeking and securing employment. An excellent example of one of those services is the Employment Service in Down Syndrome Ireland, who support all adults with Down Syndrome, from the age of eighteen and over. There are guidance counsellors also in local Education and Training Boards (ETBs). Many of the services operate nationally but there are also some localized services available too. Tutors will need to investigate support services that are available and approach the most appropriate service to invite and secure a guest speaker.

### Tutor:

- Record students' **feedback** on the flipchart or whiteboard
- Check in with the students to see if they have any **questions** or need any clarification or reassurance about today's presentation

### Tutor Note:

Take a photo of the group with the guest speaker. It would be great to have a copy of the photo in their student workbook.

### Finally, the tutor asks the students individually:

1. What they liked about today's session
2. What they learned today
3. Any questions they have from today's session



## Working in a Barbers or Hairdressers Module Student's Workbook (page 165)

### Tutor:

- Begin **session 15** by asking the students to work in **pairs or small groups**. Students should prepare a short summary of **one of the units** in the 'Working in a Barbers or Hairdressers' module.
- **Allow 15 minutes** for each pair or group to complete their notes, visiting each pair or group to support their preparation
- Ask each pair or group to present their **short presentation** on a unit from the Working in a Barbers or Hairdressers module
- **Summarise** any unit that is not covered by the students, using the summary notes or key learning themes from the units
- Guide the students to **page 165** of their student workbook
- Ask students to **complete the date** and then the tutors sign their workbook - this is a **record of their completion** of the full 'Working in a Barbers or Hairdressers' module







# 4 Working in a Café/ Restaurant

City of Dublin ETB and Dublin Employment Centre



# 5 Working in a Barbers or Hairdressers

City of Dublin ETB and Dublin Employment Centre



# 1 Working in a Restaurant

City of Dublin ETB and Dublin Employment Centre



# 1 Working in Retail

City of Dublin ETB and Dublin Employment Centre



# 2 Working in an Office

City of Dublin ETB and Dublin Employment Centre



# 3 Working in a Hotel

City of Dublin ETB and Dublin Employment Centre

