

The Hotel
A Storyline Topic Outline

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Storyline	Key Questions	Pupil Activity	Class Organisation	Materials	Outcomes
1. The Hotel	<p>What do you think a hotel is?</p> <p>What do you think a hotel will look like from the outside?</p> <p>What types of room is the Hotel able to offer?</p> <p>How are the rooms identified?</p> <p>How would the costs differ?</p>	<p>a) Students brainstorm list of elements of a hotel.</p> <p>b) Teacher lists the results of the brainstorming.</p> <p>c) The teacher lists the elements suggested by the group brainstorm and then decides what techniques should be used for illustrating the hotel design in the form of a frieze.</p> <p>d) Each group then helps to build elements of the design- the exterior with doorway, windows and signs etc.. Also the necessary areas around the hotel – car park, gardens, outside bar area etc..</p> <p>e) The frieze is presented and discussed by the whole class.</p> <p>f) Discussion on room sizes and floor plans. Groups design examples.</p> <p>g) Discussion and then decision.</p> <p>h) Discussion on the various costs for the rooms.</p>	<p>Groups of 4</p> <p>Same groups of 4</p> <p>Same groups of 4</p> <p>Groups & Class</p> <p>Groups</p> <p>Class</p>	<p>Flip-chart</p> <p>Frieze paper, coloured paper, cloth, wool, and other small bits and pieces.</p> <p>Coloured paper.</p>	<p>List of elements for hotel</p> <p>Frieze picture showing outside view of the hotel. Speculating about the best shapes, design, colour and scale.</p> <p>Presentation of the frieze</p> <p>Floor plans of rooms.</p> <p>Numbering of rooms.</p> <p>Room pricing.</p>

<p>2. Staff</p>	<p>What kind of people do you think we need to staff the hotel? How do we find these people?</p> <p>What do we need to say in an effective job advertisement?</p> <p>How do our advertisements compare with real ones? Which job will you apply for?</p> <p>Do you think we can choose the best applicant just from the letters of application?</p> <p>What do you think will make good questions for an interview?</p> <p>What special training do you think the staff would need?</p>	<p>a) The class discuss the types of jobs that need to be done in a hotel</p> <p>b) The students decide that job advertisements are needed.</p> <p>c) A list of criteria for a good job advertisement is written.</p> <p>d) In pairs students select one job and write an advertisement. These are presented and discussed. Then they are compared to examples in a newspaper.</p> <p>e) Each student writes applying for a job. The structure of the letters is based on the advertisements.</p> <p>f) Discussion on the need for interviews.</p> <p>g) The teacher selects a manager who then organizes the interviews. Staff are appointed</p> <p>h) Each individual becomes a member of staff. A collage figure is made of the character. A simple biography is written for each Staff member giving Name, age, date-of-birth, address, phone number, family relationships, job, hobbies and personality (three words) Each employee is then introduced.</p> <p>Designing a training programme for staff giving reasons.</p>	<p>Class</p> <p>Class</p> <p>Pairs then class</p> <p>Individual, pairs or groups.</p> <p>Individual,</p> <p>Groups</p>	<p>Small cards</p> <p>Card, cloth scraps, wool etc..</p>	<p>List of Jobs</p> <p>Job advertisements</p> <p>Letters of application</p> <p>Interview sessions</p> <p>Figures representing staff members</p> <p>Biographies</p> <p>Introductions</p> <p>Training programme</p>
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3 The Guests.	<p>What kinds of people would be attracted to our hotel and how would they know about it?</p> <p>What kind of information would you need to take from each guest?</p> <p>Who are guests staying at present?</p>	<p>a) Class brainstorm and teacher lists suggestions.</p> <p>b) In pairs students design a registration card with the questions which they think necessary.</p> <p>They then fill in their cards with the guests who are resident at present.</p>	<p>Class</p> <p>Pairs or groups</p> <p>Pairs</p>	<p>Flip-chart</p>	<p>List of types of guests Numbers and relationships.</p> <p>Registration cards</p> <p>Completed cards with names of guests.</p>
4. Daily routine	<p>What do you think would be a typical day for your member of staff at the hotel?</p>	<p>a) Each character describes a normal working day as a member of staff at the hotel. These diary entries are shared with groups of 6 or 8.</p>	<p>Individual and groups of 6 or 8.</p>		<p>Diary entry of a daily programme. Importance of time element.</p>
5. Incidents	<p>What kinds of incident or event might occur to disrupt this routine – some happy, some sad or some dangerous?</p> <p>What particular safety rules do you think the hotel should have to protect its customers?</p>	<p>a) The class brainstorm a long list of possible incidents – theft, fire, a wedding, food poisoning, fight between staff members, unpaid bill, difficulty in communicating in another language etc.. These incidents give many opportunities for skill practice in studies such as Health & Hygiene (food poisoning), Language (communication, story writing, dialogues), Science (no water), Social Studies (theft, staff problems), Drama (unpaid bills) etc..</p> <p>b) Discussion leading to class list of Safety Rules.</p>	<p>Groups of 4</p> <p>Individual, pairs, small groups.</p> <p>Class</p>	<p>Materials dependent on choice of media.</p> <p>Flip-chart</p>	<p>List of incidents</p> <p>Stories, poems, scripts, drama, role-play, designing experiments, drawing comic strips etc..</p> <p>List of Safety Rules.</p>
6. Research	<p>How does our hotel compare with a real one?</p>	<p>a) A visit is paid to a real hotel or a hotel manager is invited to visit the classroom to see 'our hotel' and to answer all the questions which the students have prepared. This may be done during a parents' evening when the adults will get a chance to hear just how much the students have learned.</p>	<p>Class & Individuals</p>		<p>Comparing and contrasting our Hotel model with the real example. Testing by research.</p>

7. The Review	What do you think you've learned and what do you still have to learn?	a) The class discuss this question and decide on questions which still need to be answered.			Listing all the activities in which we have been engaged and assessing the values of learning that has taken place.
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