

Introduction to the Programme/ Educators' Guide

Introductory Note to Educators

Dear all,

We would like to welcome you to the programme titled 'My Hospitality' and to the guide designed to help educators implement it, by adapting it to the special needs and conditions of their classroom.

You will find that the programme follows the structure of a seminar, through activities that actively engage the pupil in the pursuit of knowledge, promote teamwork, and collaboration, develop organisational skills, reward critical thinking, lay the foundation for the establishment of effective communication channels among pupils as well as between pupils and educators/the local community and, among other things, foster discovery learning.

Primarily, the programme aims to create the preconditions for introducing young pupils in the 2nd and 3rd grades of primary school to the concepts of hospitality, diversity, acceptance, innovative and eco-friendly business development in the hospitality industry, as well as to acquaint them with hospitality-related professions and the career opportunities they provide in our country.

The new profile the 'My Hospitality' programme attempts to build is based partially on the transference of practical knowledge to pupils, but mostly on the cultivation of the skills necessary for the ever-changing socioeconomic aspects of everyday life and for the future careers of young people such as: the development of life skills, soft skills and skills related to technology and science, including critical thinking, creativity, collaboration, communication, flexibility and adaptability, initiative-taking, organisational skills, empathy, as well as the development of social skills, problem-solving skills and digital and technological literacy skills.

At the same time, pupils will come into contact with the concepts of 'hospitality', 'diversity', 'entrepreneurship', 'sustainable growth', 'hospitality-related professions and their positive impact on the economy and employment in our country'. They will also have the opportunity to understand the relationship and interaction between diversity, accepting 'otherness', and hospitality. Finally, pupils will be called on to consider and suggest measures that will change values, attitudes and behaviours for the creation of a more sustainable, inclusive and hospitable world to live in.

We wish you every success!!!

General tips for educators on all the My Hospitality workshops

How to arrange the classroom

Arrange your classroom in such a way that it enhances pupil collaboration. If the space allows for such a change, a good idea would be to divide the classroom in the middle. On one half of the classroom, place the desks so that pupils are seated together in small groups. Use the other half of the classroom for movement activities, observation and presentations. Another idea would be to use the multipurpose hall if one is available.

...other useful tips!

- There is no such thing as a right or wrong answer for the activities.
- It would be a good idea if you re-arranged the classroom in collaboration with the pupils.
- Every time an activity is about to end, let the pupils know how much time they have left so that they can complete their task and the activities that follow will not have to be cut short.
- It is important that all pupils are given an opportunity to speak during the workshops.
- The worksheets include a few instructions so that each educator can adapt the worksheets to the special needs of each class.
- Every activity includes information on whether a worksheet or other materials are needed.
- For each session, there are recommendations for additional parallel/alternative activities (exercises, educational trips etc.) which can be carried out optionally by educators at their own discretion.
- For all group activities, encourage your pupils to decide on their group's name.

For all group activities, encourage your pupils to form groups with different members each time.

The pupils' outcomes and creations can constitute both the class portfolio and each pupil's individual portfolio. For this purpose, folders should be created prior to commencement of the workshop and they should be added to during the workshop sessions.

MY HOSPITALITY

Title

Programme introduction, getting to know each other again: my roots, my homeland.

Expected learning outcomes of the workshop

Pupils are expected to:

- State the targets and sub-objectives of the programme.
- Describe the general operating
- Framework of the programme find the general structure of the programme
- Trace the main characteristics of a location (country/city/village etc.)
- Pinpoint the differences and trace the similarities between their homeland and the others.

Overview of the workshop

- Introduction to the programme.
- Expectations-related activity: The Talking Wall.
- Icebreaker: The Portraits.
- Storytelling.
- Experiential activity: Speaking with pictures.

1st Workshop

Detailed description of the workshop

1.1

Introductory text on the subject matter and objectives of the programme.

Before the activities start, briefly inform the pupils about what is going to happen.

Estimated duration

10 minutes

Example

[Have you heard of the words 'hospitality', 'diversity', 'acceptance'? These words concern us all. They have to do with human behaviour; with how we treat each other. They are important to our life. Have you ever heard of words/concepts/phrases such as 'entrepreneurship', 'modern professions', 'hospitality-related professions', 'growth with respect to the environment' and 'protection of the environment'? These concepts can also be found in the everyday lives of both children and grownups.]

Through a fairy tale and many games, we will briefly address all these concepts.

1.2

Programme expectations activity

Title

The Talking Wall

Objective

Pupils express their needs/expectations from the programme.

Estimated duration

15 minutes

Instructions	Give each pupil 2-3 post-it notes. Ask them what they believe will happen in this workshop, what they think they will learn, and what they would like to learn regarding the subject areas you presented at the start. Tell the pupils that they can write a word or a sentence, or they can just draw something. Each pupil that finishes the exercise sticks the post-it notes in a designated part of the classroom. When all pupils have finished, give them a few minutes so they can look at what they have written. Keep the post-it notes until the end of the 7 workshops, as they will be useful for the final evaluation.
Materials	Post-it notes, pencils and/or markers.
Preparation	-

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1st Workshop

1.3

Icebreaker activity

Title

The Portraits

Estimated duration

15 minutes

Objective

Getting to know each other in a different light

Instructions	Divide your class into pairs. Give each pupil a sheet of paper and a marker. All pupils draw a picture of their partner. Then, each pupil asks his/her partner where his/her parents/guardians come from and note down their place of origin next to the portrait. Once they finish, they stick the portraits on a designated spot on the wall. Let the pupils look at the portraits and ask two or three pupils, indicatively, whether they want to comment. Sum up, highlighting the variety and diversity of places of origin that emerged from this activity.
Materials	A4 papers, markers, paper tape.
Preparation	-

1.4

Story

Display the pictures from the story on a projector if this is feasible. Otherwise, print the pictures on A3 paper and let the pupils look at them before you start narrating.

Estimated duration

10 minutes

1.5

Activity: Speaking with pictures: What makes our homeland unique?

Title

Speaking with pictures

Objective

Pupils find the main characteristics of a place (country/city/village etc.) and understand why their own homeland is unique.

Estimated duration

45 minutes

Instructions	For this particular activity, there are 25 pictures from Greece, divided into five indicative categories (should the educator find that another additional category is needed, they can create it accordingly). Depending on the category to which each picture belongs, a number (from 1 to 5) is indicated on the back of the card.
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Instructions

The numbers correspond to the following categories of pictures:

- 1 - city
- 2 - town
- 3 - big island
- 4 - outermost island
- 5 - village

Lay out the photographs and ask the pupils to look at them for two minutes. Randomly choose a pupil to start. Each pupil selects a picture. Once they all have selected one, they sit in a circle and say why they have chosen the particular picture. To help them out, ask them if the picture reminds them of something or why they like it.

Divide pupils into groups according to the category of pictures they have chosen. Explain to each group that they should look at the photographs and, depending on the pictures, write down characteristics of these places on the individual worksheet they are given. Ask each group to pick a representative who will present to the rest of the class what has been discussed by the group.

After the presentations, initiate a discussion focused on the following questions.

- To which category does our homeland belong?
- What are the differences from and similarities with the other categories?

Then, ask the pupils the following questions.

- Why would someone from abroad come to Greece on holiday?
- What makes it special?
- What makes it distinctive?
- What is special about their city/island/village?

Finally, talk with the pupils about the quality of hospitality, cleanliness, natural beauty, diversity of landscapes, proper facilities etc.

Materials

Photographs from the educational material printed in colour, worksheet.

Preparation

Look at the photographs before the workshop; add new ones if needed.

Tips for educators

To carry out the activity more smoothly, randomly call the first pupil to choose a photograph and then continue clockwise.

MY HOSPITALITY

Title

Programme introduction, getting to know each other again: my roots, my homeland.



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following:

A. History of Items

Items pass from generation to generation within families. Ask pupils to discover the histories hidden within the items in their homes. Ask pupils to choose an item from their family environment, one that belongs to a previous generation. Encourage them to learn more information about the item by asking their relatives questions. Pupils bring a photograph of the item or the item itself (if this is feasible) or they can just describe the item and explain why they have chosen it and why it is important to them. As a result, initiate a classroom discussion about different places, traditions and, more generally, diversity.

B. Educational Trip

To complement the aforementioned activity, you could pay a visit to the local folklore museum if there is one in the area. In the absence of a folklore museum in the area, opt for a virtual tour of a neighbouring folklore museum.

C. Creating a Family Map

Title

Creating a Family Map

Objective

Pupils share their roots with their classmates. They discover other places in Greece. They realise that all of them come from several different places at the same time.

Estimated duration

20 minutes

Instructions	Ask pupils to think of the place where the previous two generations of their family were born. Ask them to make their own map which shows where each person was born, where the person has lived and where they have moved to so far. Each pupil can illustrate the map as they wish. (see example below). Indicatively, ask 2-3 volunteers to show their map. Alternatively, ask all pupils to place their maps in a designated spot in the classroom so that all pupils can look at them.
Materials	Markers and/or crayons and/or coloured pencils, worksheet.
Preparation	Look at the map attached as a model to provide pupils with further instructions if needed.
Tips for Educators	To carry out the activity more smoothly, remind pupils that this is not an exercise which requires painting skills, but an exercise aimed at sharing information about their family with their classmates.

Title

Diversity, Hospitality

Expected learning outcomes of the workshop

Pupils are expected to:

- Formulate the concept of diversity
- Formulate the concept of hospitality
- Assess the quality of hospitality in our country
- Associate the concepts of diversity, acceptance and hospitality
- Pinpoint the strengths and weaknesses of hospitality in Greece.

Overview of the workshop

- Story and overview of the previous session.
- Activity: The Global Food Map.
- Creative writing activity: Writing our own story titled 'A land hospitable to all'.
- Activity: Our traditions and our hospitable land.

Detailed description of the workshop

2.1

Story

Give a brief overview of the first workshop, ask pupils if they remember the names of the main characters. Continue with the narration of the next chapter. Display the pictures from the story on a projector if this is feasible. Otherwise, print the pictures on A3 paper and let the pupils look at them before you start narrating.

Estimated duration

15 minutes

2.2

Activity: The concepts of diversity and hospitality prompted by culinary habits around the world. The global food map.

This activity aims to highlight an aspect of diversity by placing emphasis on the different culinary habits around the world. It can be used as a starting point to further discuss the concepts of diversity, acceptance of diversity, inclusion and, finally, hospitality.

Title

The global food map

Estimated duration

45 minutes

Objective

Pupils grasp the cultural particularities of each land and understand the concept of diversity. They realise that people around the world, depending on their culture, have several different habits (for example, culinary), which in many cases are influenced by several other cultures. They comprehend that, ultimately, we share common characteristics and habits with other peoples, thus embracing diversity as something positive.

Instructions

Ask the pupils to look at the pictures/cards of different dishes provided in the worksheet and think where these dishes might come from (country, city, continent). Then ask them to cut the cards, turn to the next page of the worksheet — where a map of the world is depicted — and stick the cards on the places where they think they come from. Give them 15 minutes to cut out and stick the cards. Once their map is complete, ask about each food card separately so that they tell you (voluntarily) on which country or continent they have placed their card. If they are wrong, ask other volunteers where they have placed their card and talk about the correct answer.

Optionally, when discussing the answers on the origin of each dish, you can use Blu Tack to stick the 'correct' cards on the world map in the classroom.

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- Creative writing activity: Writing our own story titled 'A land hospitable to all'.
- Activity: Our traditions and our hospitable land.

Instructions

Finally, place the map in a clearly visible spot in the classroom so that pupils can look at it whenever they want to during the workshops.

Use the map as a starting point to spend more time discussing in class about the cultural particularities of a place in comparison to another, pinpointing the differences and talking about diversity. Incorporate in the discussion the wider differences and help pupils trace the common characteristics we share with other peoples, thus embracing diversity as something positive.

Go into a little more depth about the concept of diversity and the beauty of variety.

Conclude that, even within the classroom, the pupils have different habits, including but not limited to culinary ones, yet they are all part of one group. They are friends who share common experiences and who are connected despite their differences.

Materials

Pairs of scissors, glue sticks, worksheet, Blu Tack.

Preparation

-

Tips for Educators

Before the session, you could have researched the foods and their places of origin so that you can provide additional information.

List of Dishes



Shushi | Japan
Spaghetti Napolitana | Italy
Curry chicken | India
Tacos | Mexico
Paella | Spain
Frankfurt sausages | Germany
Souvlaki | Greece
Fish & Chips | the United Kingdom
Croissants | France
Peking duck | China

Maple syrup | Canada
Fried rice | Thailand
kebab | Turkey
Schnitzel | Austria
French fries | Belgium
ceebu jenn (rice with fish and vegetables, served in ceramic plates and eaten with the hands) | Senegal
Chapati - unleavened bread | Kenya

MY HOSPITALITY

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Overview of the workshop

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- Creative writing activity: Writing our own story titled 'A land hospitable to all'.
- Activity: Our traditions and our hospitable land.

2.3

Activity: Hospitality and the acceptance of diversity.
Write a story titled 'A land hospitable to all'.

Title

A land hospitable to all.

Estimated duration

35 minutes

Objective

On the basis of what they have learned from previous activities, pupils realise how diversity, acceptance and hospitality are interconnected. They think about and find ways in which their country could become more hospitable and inclusive.

Instructions	<p>Explain to the pupils that you will write a short story (one or two paragraphs) together as a class, about an imaginary or real land which is very hospitable and open to all people. Ask the pupils what makes a land hospitable. Stress that an important element which makes a land hospitable is acceptance of diversity, despite the different characteristics of people.</p> <p>Together with your pupils, answer the ancillary questions on the worksheet on the basis of which you will write your story.</p> <ul style="list-style-type: none">• Pick a place, whether real or imaginary.• Think of a main character who lives in this place.• What do the landscape, the houses and the streets look like?• What do the residents look like?• What are the differences among them?• How do they coexist peacefully?• How do they accept diversity?• In what ways do the things mentioned above make the land and the people hospitable?
Materials	Pencils, worksheet.
Preparation	-
Tips for Educators	Recommend that children make a painting at home about the group story you have written together and present it next time in class.

MY HOSPITALITY

Title

Diversity, Hospitality



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following activity:

Questions for an activity
Quiz Game

2nd Workshop

2.4

Activity: Our customs and our hospitable land: presenting pupils' personal habits/customs related to hospitality.

Title

My own custom

Objective

Pupils share customs that they follow at home.

Estimated duration

35 minutes

Instructions	Pupils think of a special custom they follow at home when a guest arrives. One after another, they share their experiences with the rest of the class. At the end, a collective inventory of traditions is created and given the title: Our customs and our hospitable land.
Materials	-
Preparation	-

A.

Ask the pupils to choose another country and find one of its traditional recipes, which they will bring in class and present to their classmates. Use this as a starting point to discuss diversity, acceptance and hospitality

B.

Quiz game that can be played in class. At the end of the quiz, use the new knowledge gained to discuss the tradition of hospitality in Greece.

1. The chief protector of hospitality in ancient Greece was

a. Zeus Xenios

b.Hephaestus

c.Poseidon

In antiquity, all strangers were protected by Zeus Xenios, Athena and the Dioscuri (Castor and Pollux). The main reason was that strangers would be protected by the gods themselves and, in particular, by the king of the gods, Zeus. Besides, his name 'Xenios' (meaning 'hospitable') is suggestive of the great importance of the concept. The ancient Greeks believed that the gods transformed themselves and visited the world to check who abided by the rules of religion and complied with the laws and who did not. Those who did not follow the rules of hospitality were deemed impious.

MY HOSPITALITY

Title

Diversity, Hospitality



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following activity:

2. During the Age of Pericles (5th century BC), Athenians called strangers:

a. All people.

b. People from other countries.

c. People who didn't reside in Athens.

In an excerpt from Thucydides (Pericles' Funeral Oration), Pericles mentions that the Athenians kept their city open to all, they never drove strangers away, and they never prevented them from getting to know Athenian civilisation. Pericles uses the term 'strangers' to refer to the rest of the Greeks, other than Athenians, and not to people from other countries. Metics in ancient Greece were Greek people from other cities and not from other countries (barbarians, as per the ancient Greek terminology).

3. In which Asian country should the visitors/guests to a house always bring a gift with impressive wrapping for the host?

a. China

b. India

c. Japan

Being invited to somebody's house is considered an honour in Japan, which is why the guest must bring a gift. Guests always offer the host a present. It should be very carefully wrapped, with as many ribbons as possible. Also, people must never decline the gift they have been offered, though they must first protest vividly.

4. In which of the following countries, is it offensive when a guest does not drink the coffee he/she has been offered?

a. Greece

b. Turkey

c. Jordan

In Jordan, if someone is invited over for coffee, they must accept the invitation immediately as it is a symbol of hospitality. If a guest finishes the coffee and does not want to drink more, the guest must tilt their cup from side to side.

5. The Ancient Greeks were obliged to welcome and attend to a stranger, meaning that they had:

a. To offer a meal.

b. To offer a full bath and accommodation.

c. To see them off with wishes and gifts (hospitable gifts) at the then of their stay.

d. All of the above.

The Greek word 'filoxenia' (= hospitality) is derived from the words 'filo' (=love) and 'xenos' (= stranger) and refers to the care a guest/stranger received into someone's home. In ancient Greek, the concept of 'xenos' was of utmost importance because of the emphasis placed on the institution of hospitality, especially towards strangers coming from another city or country (exchange of gifts, offerings, hospitality rights passed on to the descendants). This led to the creation of the position of a consul, which was the equivalent to today's ambassador, especially as a protector and helper of their compatriots who found themselves strangers in the city where he/she was consul.

Title

Diversity, Hospitality



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following activity:

6. In Russia, there is a very old tradition which dictates that hosts must offer a specific dish to their guests and the guests, in return, must eat it. What do you think that this dish contains?

- a. Potatoes with butter **b. Bread with salt** c. Cake

If you ever find yourselves guests in a Russian household for the first time, you should know that the Russians have a very special way to welcome their guests. No, no, forget about vodka and caviar... According to a very old Russian custom, you will be offered a plate with beautifully decorated bread and a little plate of salt. The only thing you have to do is cut a slice of bread, dip it into the salt and eat it.

7. What is the meaning of the Greek word 'chani'?

- a. A dessert that the guests were offered by the host in ancient years

b. A building with an inner courtyard where food and accommodation was offered to guests in the past

- c. A type of tea

During the Byzantine period, there were some small inns, built in cities and the countryside, which were called 'chania'. During the period of Ottoman rule, the 'chania' were humble dwellings where travellers could get some rest, grab a bite to eat, and sleep. Similar inns were found in many parts of Europe.

8. In several places in ancient Greece, there were public dormitories (equivalent to today's hostels) whose purpose was to offer:

- a. Entertainment to the guests **b. Repose and Accommodation for free** c. A stop to eat

On the sacred hill of the Acropolis in Athens and elsewhere across the territory of Ancient Greece, there were some public dormitories whose main purpose was to offer repose to the guests —guesthouses and inns that provided worshippers with free accommodation. Finally, the first (so far discovered) Greek hotel dates back to the 5th century BC and was found in the city of Plataea in Boeotia; it consisted of fifty rooms, split over two floors.

9. The arrival of strangers was very important in ancient Greece

a. because they imparted information (politics, society, economy) and stories from their homelands.

- b. because it was cause for celebration. c. because it enhanced collaboration between different countries-cities.

Due to the absence of media, strangers were a source of information about the rest of the world. They provided information on pivotal political, social and commercial issues. Their knowledge enlightened the hosts about the unknown aspects of commerce, politics, and social affairs of the era. Additionally, strangers were a source of inspiration for the creation of new products and services for local markets.

Title

Hospitality and Employment

Expected learning outcomes of the workshop

Pupils are expected to:

- Find and name the professions related to hospitality.
- Virtually recreate the chain of professions of a hospitality-related enterprise/organisation.
- Choose the professions related to a virtual hospitality enterprise.

Overview of the workshop

- Story and overview of the previous session.
- Activity: Meet the professions in the hospitality industry.
- Activity: Professions Maypole.

Detailed description of the workshop

3.1

Story

Before you start narrating, ask pupils if they remember how the last workshop ended (creative writing activity 'A Land Hospitable to All'). What can they recall about these concepts?

Continue with the narration of the next chapter. Display the pictures of the story on a projector if this is feasible. Otherwise, print the pictures on A3 paper and let the pupils look at them before you start narrating.

Estimated duration

15 minutes

3.2

Activity: Meet the professions in the hospitality industry.

Title

**Meet the professions
in the hospitality
industry**

Objective

**Pupils find the various professions related to
hospitality.**

Estimated duration

90 minutes

Instructions

Start this activity with a short discussion about the professions related to hospitality.

Use the professions mentioned in the third part of the story as a starting point.

Divide pupils into groups; each group may consist of 2 to 5 pupils, depending on the class.

Ask pupils to write down as many hospitality-related professions as they can on the worksheet. Each pupil makes notes on his/her own worksheet after they discuss them as a group. This is a speed classroom activity; allow them 5 minutes.

Then, ask each group to choose one of the professions. The group must keep the chosen profession a secret from the other groups and, after some minutes of consultation with the group members, the group must make a presentation by acting out — that is, pupils recreate a scene with the purpose of illustrating the chosen example through a 'frozen picture'. The rest of the pupils guess which profession is being acted out. If they don't guess correctly, the picture 'unfreezes' and the spectators interrogate the protagonists so they can understand the representation, without directly asking, 'Which profession are you presenting?'.

MY HOSPITALITY

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Instructions

All groups present a frozen picture.

EXAMPLE:

A group of pupils is asked to re-enact the profession of receptionist. Pupils recreate a scene in which a male pupil is seated behind a desk with a folder in front of him and gives a key to a female pupil standing in front of the desk. The female pupil seems to hold things like suitcases (the scene is recreated in the form of a frozen picture). If the rest of the pupils cannot guess the profession being acted out, they start the interrogation; they 'unfreeze' the picture and ask auxiliary questions, such as: 'Where are you?', 'Are you in a hotel?', 'Is the employee the one who hands over the key?', etc. At the same time, the pupils acting out the scene answer and facilitate the others.

When this activity ends, one representative from each group reads the hospitality-related professions they have found. After all groups have made their presentation, add more professions if needed.

Discuss hospitality-related professions that interest the pupils, hospitality-related professions found in their local community, the description of each profession, the main duties, the opportunities, the difficulties, as well as the daily routine associated with each profession.

Materials

Worksheet, pencils

Preparation

Before the workshop, prepare a list with hospitality-related professions if you need to add more.

Tips for educators

During the preparation of the 'frozen pictures', urge the pupils to use items found in the classroom in order to enrich their acting out. Prior to the presentation of the frozen pictures, walk by all groups to see which profession they are about to present. If two groups have the same profession, encourage one of the groups to choose another one.

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- Activity: Professions Maypole.

3.3

Activity: The chain of professions from the primary sector of the economy to hospitality-related services: Professions Maypole.

Title

Professions Maypole

Objective

Pupils find the characteristics and the broader professions in the primary, secondary and tertiary sector, while simultaneously creating a visual chain of the sum of professions influenced by the hospitality services.

Estimated duration

45 minutes

Instructions

Start this activity by talking with the pupils about the definitions of the primary, secondary, and tertiary sector of the economy. Below, you can find some simple definitions which might be of help.

The **primary sector** involves getting goods directly from nature, such as fruit, milk, logs, honey, fish, meat etc. Agriculture, livestock farming, fishing and forestry fall into the primary sector. Mines can fall into the primary or the secondary sector.

The **secondary sector** involves producing goods which come from processing the goods from the primary sector, such as pure metal extracted from minerals, cheese or yoghurt made from milk, shoes manufactured from animal skin etc. Craftmanship, manufacturing and construction fall into the secondary sector.

The **tertiary sector** is not connected with the production of goods or products, but it involves meeting the needs of people through the provision of services, such as hospital care, legal counselling, education etc. The tertiary sector includes commerce, transport, telecommunications, banking operations, tourism, as well as public welfare services for the production of intangible goods for the benefit of the whole of society, including health, administration, education, security etc.

The three sectors of the economy are, of course, inter-related and fuel one another. After defining the three sectors, divide pupils into three groups (A, B, C).

Each group is assigned two 'chains' of professions which should start at the primary sector and be related with hospitality services, among others.

Example of a chain of professions:

a) Beekeeper (primary sector)
b) Honey packaging industry (secondary sector)
c) A hotel restaurant making use of honey at breakfast (tertiary sector).

or

a) Cotton grower (primary sector).
b) Local cotton textile industry (secondary sector).
c) Gift shop in a hotel (tertiary sector).

Of the two 'chains', each group must choose only one.

MY HOSPITALITY

Title

Hospitality and Employment



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following activities:

Instructions	<p>The groups answer the following questions about the chain of professions they have chosen.</p> <ul style="list-style-type: none">• How do you think the three professions are related to each other in a hotel?• How do you think the chain of professions you have chosen is affected during high season?• How do you imagine a typical day for each profession in the chain?• Which time of day will be the busiest for each profession, and why? <p>Give each group A4 paper so they can write down their answers. Each group appoints one representative who presents what they have written.</p>
Materials	Worksheet, pencils, A4 paper
Preparation	Carry out brief research on the three sectors of professions.
Tips for educators	Upon the completion of the activity, ask the pupils to name more hospitality-related professions. If they cannot add any, mention some professions yourself.

A.

Suggest that the pupils 'interview' a family member or friend who works in or knows about hospitality-related professions. You can give the pupils some guiding questions, such as 'To which hospitality profession do they belong? What difficulties do they face, depending on the season? How could the enterprise they work for improve?' Pupils can present their interviews in class if they want so.

Title

Entrepreneurship and Hospitality

Expected learning outcomes of the workshop

Pupils are expected to:

- Explain the concept of entrepreneurship
- Make basic/simple decisions on the organisation of an enterprise
- Highlight the particularities of an enterprise active in the hospitality industry.

Overview of the workshop

- Story and overview of the previous session.
- Activity: Advertising my hotel.
- Activity: What makes a hotel different to other businesses?

Detailed description of the workshop

4.1

Story

Give a brief overview of the third workshop. Ask pupils if they remember the professions mentioned by the hotel owner. Continue with the narration of the next chapter.

Display the pictures of the story on a projector if this is feasible. Otherwise, print the pictures on A3 paper and let the pupils look at them before you start narrating.

Estimated duration

15 minutes

4.2

Case Study: Advertising my hotel

Title

Advertising my hotel

Objective

To find the basic characteristics of a hotel

Estimated duration

45 minutes

<p>Instructions</p>	<p>Pupils remain in the groups from the previous activity. Ask each group to choose if they will work with a small family-owned hotel or a big hotel. Explain to pupils that they can also choose any other form of hospitality enterprise they like. Depending on their choice, each group is called upon to create an advertising brochure, which has to mention:</p> <p>a) the main characteristics (family-owned/big hotel, for summer or winter holidays, located in a city or a village, etc.) b) the name of the business c) why someone should visit this particular hotel and the characteristics that make it an ideal destination.</p> <p>Each group can design the graphics on their brochure, by painting, collaging or using any other technique they like.</p>
<p>Materials</p>	<p>A4 paper, markers, crayons, pencils, scissors, glue, magazine and newspaper cut-outs (for the collage)</p>

Entrepreneurship and Hospitality

Expected learning outcomes of the workshop

Pupils are expected to:

- Explain the concept of entrepreneurship
- Make basic/simple decisions on the organisation of an enterprise
- Highlight the particularities of an enterprise active in the hospitality industry.

Overview of the workshop

- Story and overview of the previous session.
- Activity: Advertising my hotel.
- Activity: What makes a hotel different to other businesses?

Preparation	-
Tips for educators	Find some hotel brochures (family-owned and big hotels) to show them to pupils as templates/examples before carrying out the activity.

4.3

Brainstorming: What makes a hotel different to other businesses?

Compare the hotel from the previous activity to an enterprise of your choice except a hotel (e.g., a supermarket). What are the special characteristics of a hotel compared to the other enterprise? For example, write about:

- Staff
- Period of operation
- Suppliers
- Scope of work (what it produces/offers/trades)
- Other particularities (choice of establishment location, operating hours, specialist knowledge of the staff, etc.)

Title

What makes a hotel different to other businesses?

Objective

Pupils should understand the differences between a hotel and other businesses.

Estimated duration

20 minutes

Instructions	Talk with the pupils about the similarities and differences between a hotel and a supermarket. Indicatively, you can talk about the similarities and differences in: The staff The period of operation The suppliers The scope of work (What does it produce/offer/trade?) Other particularities (e.g., choice of establishment location, operating hours, specialist knowledge of the staff, etc.)
Materials	Worksheet
Preparation	-
Tips for educators	Before the workshop, think of some examples which might help the pupils

Title

Entrepreneurship and Hospitality



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following activities:

A.

A field trip to a local hospitality enterprise, with the purpose of enabling pupils to discover up close the different job positions, how the enterprise was set up, what its objectives are etc.

B. Business Plan

Activity: Entrepreneurship and decision-making:
A simple business plan

<p>Title</p> <p>A simple business plan</p>	<p>Objective</p> <p>Introduction to the concepts of entrepreneurship, decision-making, planning and organisation.</p>
<p>Estimated duration</p> <p>45 minutes</p>	
<p>Instructions</p>	<p>Divide pupils into groups of 3 to 5. Ask each group to choose an enterprise which they will set up from scratch. Offer some examples to help with the choice: e.g., a restaurant, a hotel, water sports rental, cafeteria, ski equipment rental, organisation of adventure trips (extreme sports, such as rafting etc.). Stress that each group's enterprise may involve hospitality services provided in different seasons (summer, winter etc.) or all year round.</p> <p>Ask each group to assume the role of the group that will create a new enterprise. In this exercise, the 'little entrepreneurs' will discuss, make decisions and write down the following:</p> <ul style="list-style-type: none"> • what the aim of the enterprise is; • which goods and/or services it will trade and provide; • who their competition is; • how they will raise the funds to establish it; • where the enterprise will be housed; • other issues (e.g., how long it will take until their idea materialises; what risks they will face; what they will gain). <p>Stress the fact that pupils have a limited time in which to note down their answers to the questions (30 minutes) and help them with a simple phrasing of their answers and examples. Once the time is up, all groups stop and each group presents their findings to the others.</p> <p>At the end of the activity, inform pupils that they have created their first simple business plan. Discussion and additions or corrections ensue.</p> <p>A simple definition of a business plan is the following.</p> <p>'A business plan is a written document which describes the proposed business activities in detail. It must present the current situation, the expected needs and the expected results.'</p>

Title

Entrepreneurship and Hospitality



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following activities:

Materials	A4 paper, pencils, timer – if you do not have a timer, you can use your wristwatch or cell phone.
Preparation	Arrange the classroom before the commencement of the activity so that each group's desks are next to each other to make the activity more fun.
Tips for educators	To carry out the activity more smoothly, remind pupils that the main purpose of this activity is not how fast they will answer in order to win the game; rather, it is thinking carefully and exchanging opinions on each question.

MY HOSPITALITY

Title

Hospitality and respect for the environment

Expected learning outcomes of the workshop

Pupils are expected to:

- Elaborate on the importance of entrepreneurship whose main axis, among others, is the respect to the environment
- Examine ways in which environmentally-friendly enterprises can grow
- Propose measures that can be taken to correct attitudes and behaviours which run counter to environmentally friendly business development.

Overview of the workshop

- Story and overview of the previous session.
- Activity: Classroom discussion on 'An award-winning hotel'.
- Activity: Be an eco-friendly chef.
- Activity: 'What if...' collective story and illustration.

Detailed description of the workshop

5.1

Story

Give a brief overview of the fourth workshop. Continue with the narration of the next chapter.

Display the pictures of the story on a projector if this is feasible. Otherwise, print the pictures on A3 paper and let the pupils look at them before you start narrating.

Estimated duration

15 minutes

5.2

Classroom Discussion

The hotel from the story has been awarded for its environmentally friendly approach. It does not waste power and water, uses solar energy, doesn't use single-use plastics, has green roofs and runs programmes that protect wildlife, such as bird nests and flowers that attract bees in its gardens. What could all this mean?

Estimated duration

30 minutes

5.3

Activity: Prioritising the protection of the environment in hotels, schools or trips: Be an eco-friendly chef.

Title

Be an eco-friendly chef

Estimated duration

45 minutes

Objective

Pupils propose ways in which meals can be more environmentally friendly, whether consumed at school, in the hotel or at the beach.

Instructions

Provide pupils with the example of an 'eco-friendly chef' employed in a hotel:

Eco-friendly chefs try to use as few single-use plastics as possible (e.g., they buy bamboo straws, visit the supermarket with cloth bags, recycle, compost food leftovers at the end of the day so that they can use them in their vegetable garden, never leave the tap running when they do the washing-up in their kitchen, try to use organic produce).

Ask pupils to take on the role of the eco-friendly chef

MY HOSPITALITY

Title

Hospitality and respect for the environment

Expected learning outcomes of the workshop

Pupils are expected to:

- Elaborate on the importance of entrepreneurship whose main axis, among others, is the respect to the environment
- Examine ways in which environmentally-friendly enterprises can grow
- Propose measures that can be taken to correct attitudes and behaviours which run counter to environmentally friendly business development.

Overview of the workshop

- Story and overview of the previous session.
- Activity: Classroom discussion on 'An award-winning hotel'.
- Activity: Be an eco-friendly chef.
- Activity: 'What if...' collective story and illustration.

Instructions	and think of similar ways in which their lunch at school could be more environmentally friendly (e.g., they could bring their food in a reusable lunchbox instead of a single-use plastic container). Write all their ideas on the whiteboard. Finally, as a group, make a poster with your suggestions in order to encourage all schoolchildren to act accordingly.
Materials	A4 paper, pencils
Preparation	-
Tips for educators	Suggest that pupils give the letter to a grownup afterwards.

5.4

Activity: Collective story and illustration 'What if...'

Link the following activity with what they have already learned about hospitality and the protection of the environment. Remind them of what they have learned so far.

Title

What if...

Objective

To elaborate on the importance of the protection of the environment in business activity and, in particular, the hospitality industry.

Estimated duration

40 minutes

Instructions	<p>Divide pupils into groups of 3 to 5. Read the following premise for building the collective narrative.</p> <p>'Once upon a time, in a village near a lush green forest, a beautiful hotel opened. Those who built it didn't want to disturb the rich natural environment around it, so they decided that, first of all, they should...'</p> <p>On the basis of what has been discussed in the previous activities, encourage pupils to come up with imaginative practices and solutions so that this hotel can contribute to the protection of the local environment. Each pupil, in turn, adds a sentence to the story. Help pupils give the story an ending and then tell them to illustrate this story on a large piece of paper by working as a group.</p>
Materials	A4 paper, A3 paper, pencils, markers, crayons

Title _____

Hospitality and respect for the environment



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following activities:

Preparation	-
Tips for educators	Regrading Activity 3 'What if...,' if any group has difficulty, help with the narrative flow by summarising what has been discussed in the previous activity or by providing them with practical examples.

A.

Session with a representative of local government and discussion about the regulations and the local measures for the protection of the environment.

B.

Activity: Measures to be taken for a future that is friendlier to the planet: A letter to grownups, titled 'Habits... we would like you to change'.

Title	Objective
A letter to grownups, titled 'Habits... we would like you to change'.	Pupils propose measures to correct attitudes and behaviours which run counter to the principles of environmentally friendly hospitality.

Estimated duration
20 minutes

Instructions	Ask pupils to think about and write down, in the form of a letter, any ideas and suggestions they have so that grownups improve their habits. The letter aims to make pupils come up with solutions for a future that is friendlier to the planet. If pupils want to read their letter to the rest of the class, they may do so.
Materials	A4 paper, pencils
Preparation	-
Tips for Educators	Suggest that pupils give the letter to a grownup afterwards.

Title _____

Hospitality and respect for the environment



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following activities:

C.

Activity: Viability and sustainability: a first introduction to the concepts through an acronym game

<p>Title</p> <p>Acronym</p>	<p>Objective</p> <p>Introduction to the concepts of viability and sustainability.</p>
<p>Estimated duration</p> <p>30 minutes</p>	
<p>Instructions</p>	<p>Provide pupils with some simple definitions of sustainability and viability. Write some key words on the whiteboard. Divide children into groups of 3 to 5. Each group completes either the acronym of 'sustainable' or the acronym of 'viable'. Tell them to write the adjectives 'sustainable' or 'viable' vertically on a large piece of paper. Then, tell them to choose a word from the word bank on the worksheet, a word related to the adjective, and write the word next to each letter (e.g., regarding the 'viable' acronym, a group might write next to the letter B the word 'biodiversity' or next to the letter A the word 'awareness'). Each group reads the words they have chosen to the rest of the class and explains why they have been chosen. Finally, have a classroom discussion about the aforementioned concepts and give your own description of a viable and sustainable business development. If you wish, you can use the example of the enterprise created by the pupils during the previous workshop.</p>
<p>Materials</p>	<p>A4 paper, pencils</p>
<p>Preparation</p>	<p>Look up the definition of sustainability and viability in a dictionary.</p>
<p>Tips for educators</p>	<p>If a group cannot fill in some letters in activity No 2 'Acronym', help them or explain that they can leave some blanks and fill them in at the end during the classroom presentations. Optionally, you can find a hospitality-related business which has implemented innovative practices regarding sustainable and viable development, providing pupils with some practical examples.</p>

Title

Redoing the jigsaw puzzle from the start

Expected learning outcomes of the workshop

Pupils are expected to:

- Come up with a new model for embracing diversity and hospitality
- Streamline the map of hospitality-related professions
- Develop new and original business ideas related to the hospitality industry
- Bring together the concepts of entrepreneurship and protection of the environment by creating a new vision for the further development of hospitality-related services.

Overview of the workshop

- Story and overview of the previous session.
- Activity: The concepts of diversity and hospitality anew.
- Activity: A different type of hotel...

Detailed description of the workshop

6.1

Story

Give a brief overview of the fifth workshop. Ask pupils if they remember the professions mentioned by the hotel owner. Continue with the narration of the next chapter... Display the pictures of the story on a projector if this is feasible. Otherwise, print the pictures on A3 paper and let the pupils look at them before you start narrating.

Estimated duration
15 minutes

6.2

Activity: The concepts of diversity and hospitality anew.

Title

The concepts of diversity and hospitality anew

Objective

Reformulating the concepts

Estimated duration
45 minutes

<p>Instructions</p>	<p>Ask the pupils: How do you now perceive the concept of hospitality and acceptance of diversity in your everyday life and also during your holidays?</p> <p>Once the discussion is over, ask the pupils:</p> <p>Where have you been on holiday that you liked a lot? Why? Where would you like to go on holiday in the future? Why? Is the destination in your country or abroad? Which are your two favourite seasons to go on holiday? (Remind pupils of the existence of winter holidays). Which activities did you do while on holiday?</p> <p>Each pupil speaks in turn, shares his/her experience and then searches for the destination they have chosen on the map.</p> <p>Optionally, each pupil draws the destination they have chosen or some characteristics of the destination which struck him/her the most and then sticks them on the classroom wall, thus creating a little 'photo' exhibition.</p>
<p>Materials</p>	<p>Map, A4 paper, markers, coloured pencils, paper tape</p>

Title

Redoing the jigsaw puzzle from the start

Expected learning outcomes of the workshop

Pupils are expected to:

- Come up with a new model for embracing diversity and hospitality
- Streamline the map of hospitality-related professions
- Develop new and original business ideas related to the hospitality industry
- Bring together the concepts of entrepreneurship and protection of the environment by creating a new vision for the further development of hospitality-related services.

Overview of the workshop

- Story and overview of the previous session.
- Activity: The concepts of diversity and hospitality anew.
- Activity: A different type of hotel...

Preparation	Find a large-scale map of Greece and a large-scale world map
Instructions	Encourage pupils to think of places they have never visited and they would like to visit if they cannot come up with an example based on their personal experience.

6.3

Activity: A new vision for entrepreneurship in hospitality-related services with respect for the environment: A different type of hotel

Title

A different type of hotel...

Objective

Summary of all the concepts learned in previous sessions

Estimated duration

90 minutes

Instructions	<p>Divide pupils into groups of 3 to 5. Each group discusses and designs a hotel only for children. Encourage the pupils to answer the following questions.</p> <p>The hotel characteristics (indicatively):</p> <p>What is the name of the hotel? Where is it? Describe the location. How big is it? In which season does it receive guests?</p>
	<p>The hotel organisation (indicatively):</p> <p>What services does it offer? What job positions (in detail) are there? What other professionals work in the 'chain of professions' associated with hospitality, except for those that are easily found? In what ways is it environmentally friendly? What could constitute a special hospitality custom of the hotel? Who frequents this hotel? What types of advertising are used to promote the hotel? With which other enterprises or individuals does the hotel collaborate in order to provide the aforementioned services? Have you provided measures to facilitate access for disabled people in all the spaces of the hotel? If so, what are the measures?</p> <p>After pupils have answered the questions above, provide them with material to design the logos, draw how they imagine several facilities of the hotel, the employees etc. Finally, each group presents their idea.</p>

Title _____

Redoing the jigsaw puzzle from the start



Parallel Activities

If you wish to go into a little more depth about this particular subject area, we recommend the following activity:

Materials	A3 paper, markers, crayons, pencils, scissors, glue, magazine and newspaper cut-outs.
Preparation	-
Tips for educators	Before you conduct this activity, briefly remind pupils of the main concepts discussed in previous sessions. Indicatively, you can make a chart of the concepts on the whiteboard.

A.

Pupils do research on the internet, in the local community, in magazines, newspapers etc., in search of a hospitality enterprise which seems interesting. They collect photographs and write articles individually.

Some instructions to help pupils:

Title:
Subtitle:
Location:
Type of enterprise:
General information:
The reason it caught our attention:
Conclusions and consequences:
Pupil's opinion:
Picture + caption:

Title

Evaluation of the programme, actions for the dissemination of results

Expected learning outcomes of the workshop

Pupils are expected to:

- Formulate the positive and negative aspects of the programme both on an individual unit basis and as a whole
- Express their feelings and thoughts on the programme
- Suggest ways in which the programme could be improved or enriched.

Evaluation addressed to pupils

7.1

Activity 1: Anonymous evaluation

Ask pupils to first write a brief and anonymous evaluation. Ask them to draw their handprint on a sheet of A4 paper and write the following inside each finger:

Thumb Something important to them.	Index Finger Something they learned in the workshops they attended and they would like to show to others.	Middle Finger Something they didn't like.
Ring Finger Something they considered important in the workshops.	Little Finger Something, they felt, lasted a short while and they would like to devote more time to it.	

Upon completion, they place the papers in a pile on the front desk, without writing their names so that they remain anonymous

7.2

Activity 2: Anonymous and detailed evaluation form

Ask the children to fill in the questionnaire provided in the worksheet.

Questions:

- Did you find the workshops interesting? (one answer)
1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all
- Did you like the activities? (one answer)
1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all
- The workshop you liked the most was: (one answer)
 - **Workshop 1:** Programme introduction, getting to know each other again: my roots, my homeland.
 - **Workshop 2:** Diversity and hospitality.
 - **Workshop 3:** Hospitality and employment.
 - **Workshop 4:** Entrepreneurship and hospitality.
 - **Workshop 5:** Hospitality and respect for the environment.
 - **Workshop 6:** Hospitality: Redoing the jigsaw puzzle from the start.

Title

Evaluation of the programme, actions for the dissemination of results

Expected learning outcomes of the workshop

Pupils are expected to:

- Formulate the positive and negative aspects of the programme both on an individual unit basis and as a whole
- Express their feelings and thoughts on the programme
- Suggest ways in which the programme could be improved or enriched.

4.

The workshop you found most difficult was: (one answer)

- **Workshop 1:** Programme introduction, getting to know each other again: my roots, my homeland.
- **Workshop 2:** Diversity and hospitality.
- **Workshop 3:** Hospitality and employment.
- **Workshop 4:** Entrepreneurship and hospitality.
- **Workshop 5:** Hospitality and respect for the environment.
- **Workshop 6:** Hospitality: Redoing the jigsaw puzzle from the start.

5.

Would you like us to spend more time on any of the activities carried out? If so, which one(s)?

6.

What would you add to the programme to make it more interesting to you? (one answer)

1. Videos
2. Quiz games
3. More drama games (charades etc.)
4. Individual exercises
5. Games on the computer or cell phone
6. Other... (write your idea)

7.

The workshops helped me understand:

Diversity

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

Hospitality

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

Professions related to hospitality

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

Entrepreneurship

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

The workshops helped me develop:

My critical thinking skills

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

Cooperation with my classmates

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

Communication with my classmates

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

My ability to take the initiative

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

My problem-solving skills

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

My teamwork skills

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

Other... (describe)

1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

Title

Evaluation of the programme, actions for the dissemination of results

Expected learning outcomes of the workshop

Pupils are expected to:

- Formulate the positive and negative aspects of the programme both on an individual unit basis and as a whole
- Express their feelings and thoughts on the programme
- Suggest ways in which the programme could be improved or enriched.

Pupil evaluation provided by teachers

A) Pupil evaluation provided by teachers

Questionnaire/Observation tool

Pupils are able to:

Workshop 1

find the main characteristics of a location (country/city/village etc.)

To a great extent/
somewhat/ very
little/ not at all

pinpoint the differences and find the similarities between their home-land and the others

To a great extent/
somewhat/ very
little/ not at all

Workshop 2

formulate the concepts of diversity and hospitality.

To a great extent/
somewhat/ very
little/ not at all

Understand the association of the concepts of diversity, acceptance and hospitality

To a great extent/
somewhat/ very
little/ not at all

Workshop 3

find and name the professions related to hospitality

To a great extent/
somewhat/ very
little/ not at all

understand the chain of professions related to hospitality

To a great extent/
somewhat/ very
little/ not at all

Workshop 4

Understand the basic decision-making steps related to the organisation of an enterprise

To a great extent/
somewhat/ very
little/ not at all

Describe the special characteristics of an enterprise that is active in the hospitality industry.

To a great extent/
somewhat/ very
little/ not at all

Workshop 5

grasp the importance of viable and sustainable business development

To a great extent/
somewhat/ very
little/ not at all

propose measures that can be taken to correct attitudes and behaviours which run counter to environmentally friendly business development

To a great extent/
somewhat/ very
little/ not at all

Title

Evaluation of the programme, actions for the dissemination of results

Expected learning outcomes of the workshop

Pupils are expected to:

- Formulate the positive and negative aspects of the programme both on an individual unit basis and as a whole
- Express their feelings and thoughts on the programme
- Suggest ways in which the programme could be improved or enriched.

Pupils are able to:

Workshop 6

imagine an alternative hospitality for their country	To a great extent/ somewhat/ very little/ not at all
create a new vision for the development of hospitality services for children	To a great extent/ somewhat/ very little/ not at all

B) Evaluation addressed to educators

Answer the following questions:

- Did you find the workshops useful in the context of the skill lab?
1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

- Did you find the educators' guide easy to use?
1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

- Were the worksheets appropriate for your pupils?
1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

- Do you believe that the expected learning outcomes of the programme have been achieved through the workshops?
1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

- Do you believe that the skills the programme was aimed at were developed through the workshops?
1. Extremely 2. Very much 3. Moderately 4. Slightly 5. Not at all

- Which individual units/activities did you find most useful? Mention them briefly.

- Are there any activities which caused you difficulty? Briefly state what caused you difficulty.

- Would you add any other unit to complement the programme? If so, mention it briefly.

- Do you believe that the schedule of the workshops corresponded to the real time school timetable?
Yes No

- Did you carry out any of the parallel/alternative activities? Mention them briefly.

Evaluation of the programme, actions for the dissemination of results



Parallel Activity

A.

Write a collective letter about the impressions left by the programme. The letter will be uploaded on the e-class so that all the letters can be read by other classes as well. The aim of this activity is for pupils to develop ties with other schools from different areas and to exchange experiences with all pupils who participated in the programme.

Results Dissemination Activities.

We suggest holding events, such as:

- pupil presentation and discussions,
- presentations to educators,
- discussions and presentations to parents/guardians.

Additionally, you could plan:

- actions for the dissemination of the workshop results addressed to the local authorities and the local community.
- presentations and visits to enterprises in the hospitality industry.

Finally, the outcomes of the My Hospitality workshop could constitute:

- the starting point for a dynamic dialogue among schools situated in neighbouring regions.
- a communication channel among schools for the exchange of opinions and for the establishment of good practices regarding the issues of hospitality, inclusion, as well as acceptance of diversity.