

Basic Skills Workplace Training for the Cleaning Sector



Guidelines and Training Materials

Basic Skills for Work

Combined Basic Skills and Communication Training for Low-Skilled Workers in
Five Different European Work Sectors



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Preface

In the past years, the issue of “Basic Skills” has gained particular attention in most European countries. Of particular concern are what is generally called ‘functional literacy’ and ‘functional numeracy’ defined as *“the ability to read, write and speak in the respective language and to use mathematics at a level necessary to function at work and in society in general”*.

At least one of every four adults in Europe fails to reach minimum literacy levels for coping with everyday life and work in a complex, advanced society. Basic skills programmes combat social exclusion, but most of them remain restricted to a general level. The European Basic Skills Network recommends “labour force participation, literacy trainings in the workplace, participation in formal adult education and training, and the use of literacy skills at home. Programs in these areas would have a positive impact on the literacy skills of the population.”

There are specific training needs for certain work sectors, as demand for unskilled and low-skilled workers declines. The increasing complexity of work processes requires higher literacy, numeracy and communication skills also at the lowest work levels, especially to meet quality and safety aspects.

The cleaning sector can be considered as a raising sector in constant development: it offers a lot of job opportunities and brings an appropriate answer to the willing of externalising activities most companies have. The cleaning sector is becoming more organized and professional that it used to be. Qualifications are increasing and offer career possibilities.

This Curriculum has mainly been designed for adult education providers, trainers and teachers.





Part 1

Guidelines

Didactic Background



OBJECTIVES

The Curriculum is focusing three main objectives:

- To provide knowledge on “know-how to be” at a required level to work as a cleaning member staff
- To include in this qualification curriculum basic skills in written and spoken language, oral and written language understanding in order to be able to fulfil companies requirements and communicate in our approach the learning of basic skills belongs to a qualification process
- To develop participants autonomy in their economical environment and to facilitate professional integration by mobilizing local resources

The curriculum is organized into topics. These topics dealing with information on the target group, literacy, numeracy, communication and health and safety. All the basic skills topics are related to jobs techniques and professional situations.

Work on literacy in this course is related to tasks and duties included in actual jobs in the cleaning sector. One of the aims of these trainings are practising and enriching the technical vocabulary, describing routine situations, details of a cleaning process, about cleaning products (cleaning trolley etc.) and learning cleaning techniques. Learners identify personal details and develop spatial skills.

Training on numeracy means using the four operations, using an agenda, knowing days, months and hours and organizing one`s time. As to health and safety there is emphasis on different aspects of cleaning products, hygienic methods and movements and postures of one`s own safety.

Basic skills topics are composed of several Activities which are learning activities but also which correspond to working activities and situations. To implement these activities Learning Material is provided to be given to the learners. These learning tools can be exercises, didactic knowledge, role plays suggestions.

This curriculum is dedicated to those workers who want to update and improve their basic skills in order to keep their job or progress in the company but also to unemployed low qualified clients who despite their difficulties in basic skills want to get a job in this professional sector.

All elements of the curriculum can be introduced or accompanied by teaching and training contents concerning team-building, team-awareness, team-spirit and social responsibility of the individual within a group of working colleagues. Cooperation among colleagues/fellow students, mutual assistance (tutor system) with literacy and numeracy knowledge or any other element mentioned above is a major element of the curriculum.

The course has been developed in cooperation with representative of FARE and employers in France and the labour office of Dunajska Streda in Slovakia in charge of identifying cleaning companies needs and job profiles required in order to provide a curriculum useful for both countries.



DEFINITIONS

The generally accepted definition of *basic skills* knowledge is as follows:

The ability to read and write (literacy), as well as to speak a respective language, and to use mathematics (numeracy) at a level necessary to function at work and in society in general.

The definition of *functional illiteracy*, according to a definition by the UNESCO, is as follows:

A person is functionally illiterate who cannot engage in all those activities in which literacy is required for effective function of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.



INFORMATION ON THE TARGET GROUP

Work in the cleaning sector

Nowadays being a cleaning member staff doesn't have much to see with the old representation of cleaning activity achieved by housewives.

It is necessary:

- To identify cleaner job components, to discover and understand working environment
- To know and use simple techniques in a safety way, to use and maintain in good state the appropriate materials and tools
- To identify and know how to use different kinds and categories of cleaning products that means reading labels, dosing quantities, incompatibilities between them etc.;
- To be able to communicate with others (team members, clients, manager and to use ITC)
- To read written orders and write messages, to fill forms

All these “basic required skills for work” will be learnt through this course always starting from concrete and usual working situation

Who are the Learners?

Nearly everything we know about the life situation of functional illiterates comes from people who have already done their “outing” by registering as students at different institutes offering basic skills courses. In addition to this, there is some information available from several studies on affected individuals. It is, generally speaking, not possible to describe the typical background of a functionally illiterate person, since these people do show different characteristics. Nevertheless, we can make statements on main tendencies concerning, for example, educational careers, social and professional status, typical jobs etc. At the same time it is important to distinguish several groups of affected people (e.g. juveniles, women, migrants etc.).

Although the majority of basic skills course participants are aged between 30 and 50, there is clear evidence that functional illiteracy can be found in practically any age group of society. Up to the age of about 35, there are more male than female students in basic skills courses, whereas with participants older than 35 distribution is vice versa. This can be explained by the specific situation of most affected (younger) women, who, in case they realize their reading and writing problem and do want to attend a respective course, are more likely to be confronted with organizational problems (child care, family duties, double burden family/job).



The situation of young people affected by functional illiteracy is in many ways different from the one of those being older. The young have often just made frustrating experiences at school. They do not really know, however, all the negative effects of reading and writing problems in the world of work. For this reason, they are still less motivated to take part at basic skills courses than those who have, due to striking disadvantages (sometimes even loss of job), already decided to “out” themselves and find a solution to their problem.

Nevertheless, since there are increasing demands in any professional area, it is nowadays as hard to get a chance to enter the labour market as a young person facing illiteracy as it is for others to keep their jobs.

Most people showing functional illiteracy have either attended a school for special needs or (partly) gone through secondary education. For special needs schools, the number of affected people younger than 35 is much higher, which indicates that general learning problems and deficits have, in the past 10 or 20 years, obviously been dealt with more carefully than earlier by detecting and “filtering” these pupils and teaching them in separate classes. It is still evident, however, that even at those special needs schools major reading and writing problems of individual students are not sufficiently detected and/or solved.

The majority of functional illiterates aged older than 35 went to “common” primary and secondary school. It can therefore be assumed that also at that time their reading and writing problems were either not (fully) discovered or even neglected by teachers and that under such conditions they were somehow “taken along”.

In any case, a striking number of affected people (nearly 80%) have not actually finished school by going through all classes. Most of them are older than 35.

Due to increasing demands on the labour market, it is, of course, also the migrants who are especially affected by the problem of functional illiteracy. Migrants/refugees, however, do not represent a homogenous group among illiterates, but they consist of different groups:

- There are, first and foremost, people who actually got little or even no school education in their respective home countries. This means that they are not only confronted with a language problem in their new country, but are actually unable to read and write as such. Among this group, there are more women than men (which indicates that their educational chances have been even worse or that they have often not attended school at all).
- There are, secondly, also an increasing number of young functional illiterates coming from migrant families (“second generation of migrants”), whose education has, for different reasons and under different circumstances, been neglected.
- Finally, there are migrants who are well able to read and write in their mother language, but have become functionally illiterate due to the fact that they cannot speak/understand the language in their new home country.

In any case, affected migrants/refugees are confronted with various problems in addition to the problems generally faced by functional illiterates. Dealing with people of this target group, it is definitely of importance to know about all of their special difficulties:

- insecurity about their status
- public ignorance of their status and misconceptions fuelled by ill-informed media coverage
- public ignorance of reasons for leaving their countries



- lack of recognition of qualifications and previous experience
- their lack of knowledge about the systems in their new country of living
- separation from family and friends (isolation)

Getting to know the learners

Most persons facing basic skills deficits have in common that they have made negative experience in family and at school. These negative experiences very often result in a person's lack of or only little confidence in his/her own competences. Negative self-image is in many cases accompanied by a feeling of inferiority and resignation ("I cannot do this", "I am not clever enough for this", "I'll never be able to learn this"). As a consequence, fear of continuing failure and discrimination is a predominant emotion of people showing reading and writing problems.

In the following list, typical excuses and elements of behaviour shown by functional illiterates in situations that could/would require reading and/or writing are listed and described:



The most frequent avoidance patterns

- People say that they have forgotten their glasses. They then ask the person who gave them the form to complete it.
- If they know that their inability to read or to write is going to become apparent they may bring distractions with them, e.g. a dog, a child or a mobile phone that keeps ringing.
- They say that they are in a hurry and ask if they can take the form or document away and bring it back later. They then get someone else to complete it.
- They may say something like, "I will have to ask my husband/wife about this before I fill it in, so please can I take it away and bring it back later"?
- They bring a friend, partner or parent who 'does this sort of thing'.
- They ask where to sign a form with no attempt at reading what they are signing.
- They become evasive and distracted if asked questions about qualifications, certificates etc.
- People become aggressive or frustrated, pretending that this is because of the interview process.
- They say that they only want to go on courses where they do not have to fill in forms.
- They keep on being late or missing appointments.
- They are unsure about when they did things in the past, e.g. previous jobs etc.
- Having to deal with institutions like banks, people with low literacy levels have a strong preference for face-to-face contacts and prefer to return to the same branch and the same member of staff.
- They are very reluctant to use automated phone systems and computerized kiosks or workstations.
- People are happier dealing with a company when they can develop a good relationship with the one person who they meet on each visit.
- The first contact with an official in an organization is often critical, but if they show sensitivity and are not condescending, the relationship is likely to develop.
- They never do written things right there, but take forms etc. with them to bring them back when they come next time.
- They repeatedly ask you to explain what they have just read.
- Their eyes fail to move right while "reading".
- They fail to respond to mailed notices, bills, etc.
- They ask you to call rather than mail the information to them.
- They generally turn down opportunities that require reading and/or writing.
- From a social point of view, they often appear shy, awkward and may be tongue-tied.
- They may act aggressively or continuously make jokes to cover low levels of confidence.
- If they do write something, they make spelling errors, there are reversals of letters and words, omissions of letters.
- They say that they have hurt their arm or hand, sometimes even to the extent of having it bandaged or in a sling.



How can we recognize reading, writing and numeracy problems?

The more indicators can be observed from the behaviour of a learner, the more likely he/she is to show considerable social skills problems. Most of the indicators listed below are connected to hiding strategies typically used by learners being aware of their deficits in order to avoid being detected.

Reading problems

- States he/ she cannot read or has great difficulty in doing so
- Deciphers a word at a time without understanding
- Reads hesitantly and slowly
- Does not seem to understand the information contained in the document
- Cannot find information in a document (diagrams, timetables, leaflets...) without resorting to going through the whole document
- Has to read aloud or uses lip movements, murmurs ...
- Repeatedly makes excuses linked to eyesight (forgotten glasses, writing that is too small...) and may ask the interlocutor to tell them what is written.

Writing problems

- Cannot form letters or does so very slowly – holds pen awkwardly
- Everyday words (name, address, familiar place names) are barely recognizable when written spontaneously or copied
- Form filling causes difficulty
- Numerous spelling mistakes
- States he / she cannot write or does so with difficulty



Numeracy problems

- Cannot read or write figures
- Cannot count
- Cannot add or subtract
- Simple mental arithmetic seems impossible or is a source of frequent error

How can we recognize social skills?

How can we recognize social skills problems among learners also showing reading and writing deficits? Which behavioural patterns are there?

Without having to conventionally “test” learners to detect certain social skills deficits, trainers can pay attention to specific indicators of respective problems. These indicators can, most strikingly, be found in the following areas of communication and social behaviour:

- Oral expression
- Listening
- Logical reasoning
- Sense of time
- Sense of space

Oral expression difficulties

- Uses a limited vocabulary and substitute words
- Uses only the present tense
- Confuses certain sounds and words (may need speech therapy)
- Makes basic grammatical errors
- Unable to speak spontaneously and with ease
- Difficult to understand
- Has problems when introducing himself / herself



Listening difficulties

- Mishears sounds and words (may have hearing problems)
- Inappropriate responses to questions and instructions
- Often asks to have questions and directions repeated
- Inaccurate understanding of questions, instructions and information
- Seems agitated and restless
- Lacks concentration
- Does not seem attentive when spoken to

Logical reasoning difficulties

- Is incapable of making comparisons between two or more elements
- Cannot take account of various aspects of a problem simultaneously
- Cannot identify the different aspects of a question
- Cannot imagine different possibilities
- Cannot formulate hypotheses
- Makes no link between cause and effect
- Does not use the conditional tense
- Is unable to combine dual notions (place / time; time span /distance; double entry table)
- Attitudes appear contradictory
- Has difficulty arguing

Sense of time difficulties

- Cannot situate events in relation to the present moment (notions of before, during after)
- Cannot assess whether he / she will be on time (too early, too late)
- Does not grasp the notion of chronological order or divisions of time (hour, day, month, year)
- Cannot read and write the time in different ways
- Cannot estimate how long something will last
- Cannot make the connection between age and date of birth
- Cannot situate several events chronologically
- Is unable to look ahead to the future



Sense of space difficulties

- Unable to give details of places mentioned
- Cannot distinguish top / bottom, right / left, front / back , far/ near
- Cannot place writing correctly on a page or board
- Incapable of estimating distances
- Unable to identify features on a town or road map



WORKING WITH THE TARGET GROUP

There are psychological studies that say that the sense of shame associated with not being able to read is as powerful as that associated with incest. “I feel like melting into the floor, when an intelligent person discovers my reading problems”, a basic skills course participant said in an interview.

The learner is, first of all, very unlikely to admit his problems if directly approached about his literacy or numeracy deficits (e.g. by questions like “are you able to read and write?”). He/she might even deny in case there is clear evidence, such as a concrete situation in which he/she is unable to carry out a reading or writing task (e.g. filling in a form). It is therefore much more appropriate for the “detecting” person to “step back” and act cautiously by avoiding direct questions, in order to create an agreeable and constructive atmosphere for the client. Most importantly, it has to be made clear to the learner that he/she is in no way confronted by the representative of a testing, accusing or even punishing institution.

On the contrary, these people should be offered a relationship and atmosphere for talking which is characterized by trust and a feeling of security. They should sensitively and carefully, that means „step by step“, be confronted with less direct questions (e.g. “what do you think about your situation?”, “what do you think is going on here?”). By this, they will be motivated to speak openly and honestly about their literacy problems. According to statements of many functional illiterates, talking – for the first time - about their reading and writing difficulties to somebody from „the public“, i.e. a person of trust who does not belong to their close surroundings, is an essential experience providing, despite all insecurities and efforts, a feeling of enormous relief.

Considering target groups difficulties with school traditional learning, it’s is important to keep in mind that the pedagogic demarche consists in starting from a job situation, they will face in a cleaning company and then observing and identifying what has to be done in order to learn the required knowledge to be able to do it.

In accordance with this specific approach we would advise the first Topic or training step should consists in organizing companies visits, open discussions with professionals of this sector. These observations and information provided will constitute the starting point for learning and apprenticeship.

For unemployed clients it will enable the training team to introduce 2 relevant actions that will become the red thread of the course and facilitate job integration, that is to say:

- Representation of the job: From the observations made during these visits, we will ask the participants to give us their first impression about cleaning jobs contents. Then we’ll start to build a job presentation from those first elements which will be enriched all along the training; This initial work will also allow us to become familiar with the first words or expressions linked to the profession
- Knowledge of the working world These visits in companies also offer opportunity to work on each one’s representation of the working world. In order to take into account client’s cultural diversity, this aspect is considered as essential to achieve a real professional integration. The aim is that when ending the training course all the participants do have a clear vision and understanding of how things work in the labour community through concepts such as: enterprise, contract, hours, orders, clients, team work ...



This first step of the training allows entering learning and apprenticeship with confidence, asking the participants to bring their own knowledge from the observation of the job they made

All along the training we will develop the same approach

- For technical aspects: we will start by putting the trainees in situation, asking them to do the first gestures, the first manipulations. This experimentation gives the occasion to point out vocabulary, required sentences or expressions to be comfortable on the job. In a second time we work on learning this specific vocabulary At the end we come back to practice insisting on theoretical bases that will help the participants to implement their tasks
- For behaviours adapted to cleaning jobs we will start from a current and usual situation from which we will do simulations. As before we will provide all ressources needed (expressions, methods) At least we will point out some theoretical bases

Providing motivation and incentives!

It is most interesting that many functional illiterates who have finally had the chance to talk about their situation also show one, or even several, motivations for change. These different elements of motivation must be found out by the trainer, they must be pointed out and repeatedly emphasized as arguments of external motivation and encouragement. For this reason it is essential to know that one or more of the following points is true for most people in an “outing situation“ like this:

They do not want to depend on somebody else any longer (that means from the person who has carried out reading and writing activities for them so far). In some cases people have lost their “helping figure“ because of divorce, death or for other reasons. Therefore they suddenly have to become independent and find new solutions.

- They want to keep their job (or get a new one), or generally improve their professional situation. In some cases special trainings have become necessary.
- They would at last like to be able to read papers and books, that means to make use of society’s information offers.
- They would like to help their children with their homework.



At last, they would like to go through life without having to hide something from their surroundings. Once the literacy and/or numeracy deficits have been talked about openly and the learner has shown willingness to improve his/her reading and writing abilities, special assistance is required in order to maintain motivation during the learning phase and provide suitable escort. Once the trainer has managed to develop a bond of trust with the learner, he/she is also the ideal “assistant mentor” to escort the learner in this crucial period of his/her life.

Most importantly, learners will need continuous positive feedback on their learning progress, as well as new or adjusted goals and targets set together with their trainer. These new targets and challenges could include opportunities to actually employ the skills they have acquired in the meantime in real life situations, such as going shopping, visiting places where they would need to try out their reading and writing competences, or simply perform more qualified tasks at their job.

Finally, it will in some cases be important for the trainers to organize combined efforts of learning advisors and also the respective team leaders, personnel managers or company directors, in order to find best solutions for their learners. Uniting efforts, cooperation between various partners will bring about a fruitful result in combating learners’ literacy, numeracy and social skills deficits.

Learning within a social process: Focus on teamwork

Knowing about special psychological characteristics and social behavioural patterns being shown by this specific target group (low self-esteem, fear, feeling of shame, tendency to isolate oneself etc.), basic skills workplace training should permanently be based on motivating learners to actively interact and work as a team in numerous ways in order to fight respective problems in a most efficient and constructive way.

In order to achieve maximum learning outcomes, trainers should therefore focus on continuously implementing the following didactic principles and approaches:

- Learners can/want to take responsibility for themselves and the group
- Each individual can make his/her productive contribution to the learning success of the whole group
- Joint orientation towards problem solving (instead of pointing out mistakes and weaknesses)

Focusing on these principles, many methods and exercises being made use of in the course of training (see methods and sample tools below) should therefore be based on the idea of pair work, group work, mutual assistance and the tutor system (students temporarily take over teaching roles, corresponding to special skills, interests and fields of knowledge they show). In this way, the idea of team-building, team-awareness, team-spirit and social responsibility of the individual within a group of working colleagues is particularly fostered.



Family and community learning

Family and community learning are both examples of a simple but radical concept – that learning should be delivered where people are, rather than forcing or inviting people to come to a location, such as a college, that is outside their everyday way of life.

In some cases, people are unable to leave their localities – for example, because of caring responsibilities, geographical isolation and poor transport links, poverty. There can be other difficulties with locating learning in a college, such as unfamiliarity with or fear of such institutions. In other words, the situational, dispositional and institutional barriers that affect the take-up of learning by adults may work even more strongly when they are expected to leave their family or area in order to undergo a course of learning that in itself is frightening for some people.

There are several ways in which learning can be delivered locally. These include:

- The holding of classes in places such as community centres, community flats, village halls, traveller camps, prisons and hospitals;
- E-learning, where learners access learning principally or entirely via the Internet, either in their own homes or in local access points such as public libraries;
- Workplace learning;
- Mixed-mode delivery, with e-learning supported by the opportunity to attend classes locally or in the workplace.

Use of ICT as a useful tool for learning basic skills

Increasingly, employers view computer literacy as a basic skill. Even the ability to use a keyboard is a useful start. Using ICT in the delivery of basic skills, therefore, in itself adds to the skills of the learners. In addition, learners who have acquired basic skills through ICT will be able to play computer games, send emails, use chat-rooms and write their own weblogs. For people with dyslexia, word processing packages are very useful because of their spell-checkers and auto-correct tools. Learning to use a spreadsheet can speed up simple calculations using just a few commands. Online forms can be used with learners developing skills in completing forms.

More, immediately, however, learning through ICT can make learning fun – FUN! The value of making learning enjoyable cannot be over-estimated.

There are both challenges and advantages in using ICT. The challenges, however, can be turned into useful learning exercises in themselves:

- Using a computer for the first time can seem daunting – so basic tuition will be needed in the use of computers and the Internet.



- Working alone at a computer means good time management and ability to resist distractions and temptations – but learning to manage time is a useful skill in itself.
- Flexibility: learners can access materials not only when in class but also by using computers at home, in an Internet café or in a library. They can learn at their own speed. They can learn on their own while the tutor is giving individual attention to one of the students. They can learn individually or in groups.
- Confidence-building: in a class some learners get discouraged or feel pressurised when others appear to be learning more quickly than they are – learning at a computer takes away these feelings – careless mistakes can easily be corrected when using a computer
- Adding interest to the sessions: ICT makes lessons more dynamic, interactive and adds interesting variations to the material.

There are certain prerequisites for success in using ICT to help develop both basic skills and motivation. These include:

- A welcoming learning environment;
- Tutors who have knowledge and experience in using ICT in basic skills teaching
- Learning resources of good quality;
- Good quality hardware and software, with technical support easily available.

Respecting diversity

Diversity management' is generally put forward as ways of ensuring that the positive benefits of a diverse workforce are both promoted and facilitated, through making equal opportunities central to policy and practice.

Managing diversity involves:

1. Identifying the issues that arise from this diversity;
2. Developing ways to address these issues.

Thus, the diversity approach involves:

- recognising that people are not all the same in terms of their social situation;



- recognising that individuals have different needs, which arise partly from their social situation;
- valuing all individuals equally;
- giving all people opportunities to reach their full potential;
- and tailoring provision of these opportunities to take account of diverse needs.

Examples of groups considered 'diverse' include:

- Women, especially those who are carers;
- People with limited access to transport - particularly home based parents;
- Rural and isolated people;
- Shift workers who are unable to commit to or attend regular classes;
- People with physical disabilities;
- People with psychiatric or learning disabilities or difficulties;
- Older people;
- Lesbian, gay, bisexual and transgendered people;
- People from non-English/German/Italian/Latvian etc speaking backgrounds, including both refugees and immigrants;
- People from disadvantaged socio-economic backgrounds;
- People with low literacy, numeracy and social skills
- Long-term unemployed people; AND
- In the context of education, different learning styles.

Three important points to note:

1. Some individuals face multiple disadvantages;
2. Some individuals from social groups regarded as disadvantaged may have no difficulties
3. Some individuals have extremely low self-esteem and may believe that 'learning is not for them'.

Learners should not be stereotyped according to the social group to which appear to belong. Provision of learning should focus on individual needs – but with due consideration for issues that may arise from their social situation.



Teachers/trainers need to develop diversity competencies :

1. Be self-aware: a) identify factors in their upbringing that might create difficulties; b) recognise times when their own biases are affecting their judgment or behaviour.
2. Treat everyone with respect and as unique individuals: a) pronounce personal names correctly; b) learn which words are offensive and which are acceptable to describe diverse groups; c) learn what kind of behaviour might be – unintentionally - offensive.
3. Carry on learning, for example: a) feedback from colleagues; b) exploration of diverse viewpoints; c) study of other cultures and views; d) learning from their mistakes.
4. Develop good communication: a) understand cultural difference in communication; b) adapt speech for non-native speakers of their language; c) listen carefully; d) check that their messages have been understood.
5. Be inclusive: a) make sure no-one is being left out; b) create an atmosphere in which learners feel safe to speak freely; c) welcome new points of view.
6. Be assertive: a) challenge discrimination in others; b) encourage victims of harassment or discrimination to speak out.
7. Extend their networks: develop personal and professional contacts with people from diverse backgrounds.

Gender mainstreaming aspects

To summarise, gender mainstreaming rests on a foundation of equal treatment and positive action, and all three should be in place. Essentially, instead of the 'male model' (for example, men as main breadwinners with careers uninterrupted by caring responsibilities) being assumed to be the norm into which women, whatever their circumstances, are required to fit, it is recognised that there are many models, of equal value. Furthermore, there are men who do not fit into the 'male model' (for example, the long-term unemployed) and there are women who do. So this is an issue for both men and women, and they cannot and should not be pigeonholed or stereotyped.

Some of the practical ways in which gender mainstreaming can be put in place include the following actions:

1. Involve both men and women in decision-making.
2. Consider if the impact of your decisions impacts differently on women and men in the particular sector for which the course is aimed. For example, if more women than men work part time, the course almost certainly needs to be part time too.



- 3 Think about stereotyped notions of 'women's work' and 'men's work' –women in the West are not associated with carrying out manual labour but in the past and elsewhere in the world today it is women who carry out much of the manual labour. Nor are Western women thought of as potential plumbers or electricians or computer technicians, but there is no reason they should not enter these lucrative trades. So widen your recruitment policies and re-focus your publicity to attract both sexes.
- 4 Check policies to see if they might impact differently on men and women. For example:
- 5 If classes are held only at night, or if they are in places which cannot be reached by public transport, can women attend as easily as men?
- 6 If classes are held in the daytime, can men who are employed full-time access them as easily as women who work part-time or are occupied in the house?
- 7 If the timetable is inflexible, can men fit classes into their existing timetable more easily than women?
- 8 Is there any provision for childcare, where women are more likely than men to care for children?
- 9 Do prevailing norms and values inhibit the participation of men or women in the educational programme being evaluated?
- 10 Look at the ratio between men and women on the course. Does the learning environment facilitate both sexes?
- 11 Consider carefully the language to be used: is it gender-neutral or does it imply that one sex is inferior to the other or is allegedly innately more suited to the occupation or the learning task than the other?
- 12 When the course is in progress, ensure that:
- 13 Women and men receive equal treatment and equal amounts of the tutor's attention.
- 14 Generalisations about men and women are challenged and sexist jokes are not accepted



LITERACY: DIDACTIC BACKGROUND

Learning contents and purpose

- Reemploying vocabulary prior to a work placement to gain self-confidence before a work placement by revision of all technical vocabulary
- Acquiring oral/written technical vocabulary to practise the technical vocabulary previously learned with specialised tutors and to identify this vocabulary in a written document
- Make structured sentences to describe a typical cleaning action. The aim of this exercise is to use technical vocabulary in a sentence and to enrich vocabulary with appropriate verbs of action. Further more it is an exercise to describe routine situation
- Identifying key words for describing identity to identify the personal details on a written form
- Telling events in chronological order to explain the different stages of a cleaning process
- Summarize professional words
- Developing spatial skills by finding the way in a building and locating objects/places
- Enriching vocabulary by expressing instructions clearly
- Learning about cleaning products
- Acquiring professional vocabulary
- Learning cleaning techniques
- Learning about the maintenance trolley



NUMERACY

Didactic background

Focus on relation to workplace surroundings and relevance for everyday work!

In order to empower employees with improved basic skills in numeracy, methods and tools in a course for construction workers shall primarily be related to tasks and duties included in actual jobs in this work area. One of the aims of such trainings shall be to increase the learners' awareness and knowledge of how to use mathematical information and language and how to identify suitable calculations to achieve an appropriate outcome.

Consider the following:

- Provide for an overall brush-up of basic mathematics (explanation and demonstration) and make sure each individual student understands contents (adding, subtracting, multiplying, dividing etc.)
- No pressure, provide enough time for students to do respective exercises
- Practical relevance and closeness to actual experience of all learning materials used and all examples given
- To make learning contents relevant for students and demonstrate their actual employability: focus on workplace related contents
- Use authentic materials, i.e., for example, forms that learners will actually come across in their everyday job life (forms used at certain companies etc.) to demonstrate relevance of learning contents
- Ask and motivate your learners to bring their own sample forms
- Exercises can always be made use of as a basis for joint exchange of experience, constructive reflection on learners' skills, strengths and weaknesses, discussion on past success and failure, future perspectives etc.
- Hence these basic numeracy exercises can be a starting point for communicative training units (combination with social skills training) in which learners practice how to effectively pass on information to each other.
- Exercises can be written preparation work for various role plays acted out in class i.e. intensive practical social skills training
- The exercises are to be done individually as a comprehension check. Compare the results in class.



The exercises attached are dealing with the following aspects:

- Basic numeracy skills, using mathematical information
- Using the basic arithmetical operations
- Organizing one`s time by using the four operations
- Knowing hours, days, months
- Using an agenda



COMMUNICATION SKILLS

Learning contents and purpose

Introducing yourself

Putting a speech into chronological order



HEALTH AND SAFETY

Didactic background

Learning contents and purposes

- Pictograms
- Safety
- Washing your hands
- The maintenance trolley



Part 2

Toolbox **Exercises,** **Aims, Methods** **and Learning Materials**



1 Reemploying vocabulary prior to a work placement

Aims	Gain self-confidence before a work placement by revision of all technical vocabulary
Material	Flip chart
Time	Varies according to the number of participants and the amount of vocabulary to be revised
Methods	<ul style="list-style-type: none">- Work in small groups- Reporting back to larger group- Spontaneous interchange- Tutor intervention and support
Procedure	<ul style="list-style-type: none">- Write the alphabet vertically on the flip chart- In groups, the learners try to find a word beginning with each letter of the alphabet- Groups report back, filling in, if necessary, words that have been left out- Tutor then joins in, pointing out sound patterns- Group and individual reading
Options	<ul style="list-style-type: none">- Start with initial letters in learners' names- Create a modifiable A B C, that the group can refer to at any time- Use this aid to revise the three different types of writing (capitals, print and hand writing)
Personal Comments	This activity is reassuring for the learners before they embark on a new phase such as a work placement as it helps them become aware of all they have learnt



2 Acquiring oral/written technical vocabulary

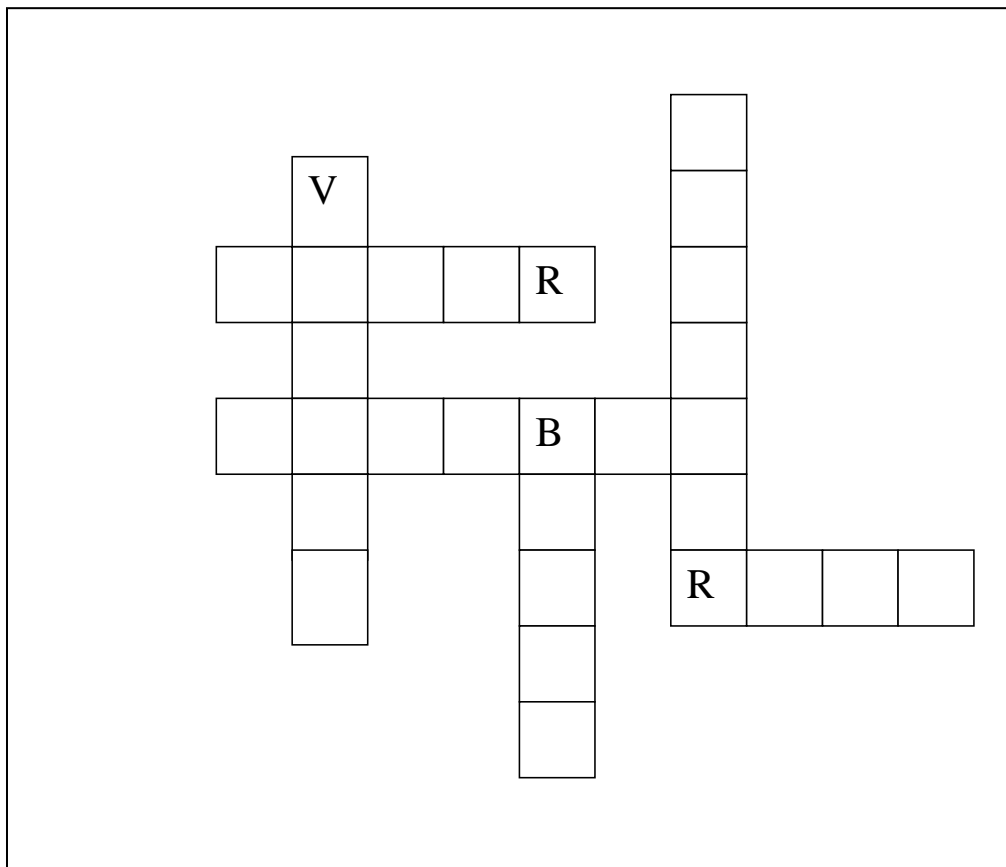
Aims	<ul style="list-style-type: none"> - Practising the technical vocabulary previously learned with specialised tutors - Identifying this vocabulary in a written document
Material	<ul style="list-style-type: none"> - List of vocabulary to be learned (worked out with the specialised tutor) - Pictograms of objects corresponding to the vocabulary - Blank crosswords covering same vocabulary
Time	about 1 hour (depending on number of words)
Methods	<ul style="list-style-type: none"> - Group reflection - Making the most of your memory
Procedure	<ul style="list-style-type: none"> - Brainstorming : the tutor asks the learners to try and remember the words they learnt Associate words with corresponding pictograms - Find initial letters and syllables - Type the words - Label the pictograms with the relevant words - Reading - Using the vocabulary in a written exercise: placing the words in a crossword - Copying the words in an exercise book without the help of pictures
Options	the crosswords may be blank, or may contain some letters to help the learners
Personal comments	<ul style="list-style-type: none"> - This exercise helps you become aware of the need to practise using your memory - Do not hesitate to emphasize the 'fun' aspect of the activity – depending on the age of the group
General comments	Could set up a routine that would apply each time there was technical vocabulary to learn – after sessions with the specialised tutor



3 Acquiring oral/written technical vocabulary

Place the following six words in the crossword, using the letters given to help you:

DUSTBIN BRUSH VACUUM CLEANER (2 words) PAPER ROLL





4 Make structured sentences to describe a typical cleaning action

Aims	<ul style="list-style-type: none"> - Use technical vocabulary in a sentence - Enrich vocabulary with appropriate verbs of action - Describe a routine situation
Material	<ul style="list-style-type: none"> - Typed sentences which describe cleaning actions already encountered
Time	2 hours (depending on the number of participants and the number of sentences)
Methods	<ul style="list-style-type: none"> - Individual role play - Group - Oral expression / sound recognition
Procedure	<ul style="list-style-type: none"> - The tutor gives each participant a piece of paper with a different sentence - Silent reading with or without the help of the tutor - Each learner in turn mimes the action in his / her sentence - The rest of the group have to find the action, and the sentence describing it - Writing up the sentences
Options	<ul style="list-style-type: none"> - Discussion about syntax, grammar etc., taking account of learners' observations - This could take the form of the group guessing a 'mime' performed by one learner, who would then write the sentence on the board
Personal comments	This activity should only be carried out when the participants have got to know each other. The individual role plays must not be an ordeal.



5

Learning Material: Miming

I'm wiping the board

I'm cleaning the light switches

I'm getting rid of cobwebs

I'm sweeping with a corner brush

I'm dusting the table legs

I'm dusting the skirting board with a duster

I'm emptying the waste paper basket, and changing the bin bag

I'm cleaning the work top

I'm airing the room

I'm cleaning picture frames



6

Identifying key words for describing identity

Aims	Identifying your personal details on a written form
Material	<ul style="list-style-type: none"> - List of learners' first names / surnames - Selection of words - Professional or other official form containing personal details
Time	2 hours
Methods	<ul style="list-style-type: none"> - Individual writing - Visual recognition
Procedure	<ul style="list-style-type: none"> - Identifying your first name / surname in a list - Identifying words referring to personal details from a mixed selection of words - Copying out words - Identifying the categories in a genuine official form <p>Filling in this form</p>
Options	Addresses, towns, telephone numbers etc., could be added to the list of names
References	Individual Education workshop Reims – experimental training financed by <i>FSE-FAF propreté-FARE-FAS-GPLI</i>



6 Material: Identifying key words for describing identity

Personal notes

Name.....
Address.....
.....
Telephone No.....
Mobile
Business address
.....
Telephone No.
Email

USEFUL PHONE NUMBERS

School
Doctor
Dentist
Childminder
Bank
Insurance company

IN CASE OF ACCIDENT PLEASE INFORM

Name
Address
.....
Telephone No.
Personal Doctor
Blood Group
Allergies



7

Identifying key words for describing identity

Find and underline the words surname, first name, address, town, post code. Count the number of times they occur, and write your results in the table

Hello – Madam – surname – telephone – screen – ashtray – computer – table – first name – Sinka – town – map – rug – surname – county – office – computer – first name – ashtray – good evening – town – pencil – post code – screen – surname – table – office – sir – first name – dossier – table – mouse – post code – plant – address – chair – desk – computer – reception – post code – office – reception – dossier – toilets – armchair – plant – computer – Sinka – table – screen – mouse – town – address – dossier – hello – county – my – first name – surname – office – first name – sir- address – ashtray – table – my – Miss – telephone – machine – café – post code – pencil – plant – post code – table – telephone – card – computer – Sinka – computer – machine – first name – town – pencil

	number
surname	
first name	
address	
town	
post code	

Experimental training financed by the European Social Fund in partnership with FAF PROPLETE, FARE, FAS, GPLI



8

Telling events in chronological order

Aims	-To explain the different stages of a cleaning process
Material	<ul style="list-style-type: none">- “Place” sheet containing elements of familiar vocabulary- Jumbled letters (magnetic or paper)
Time	2 hours
Methods	<ul style="list-style-type: none">- Making the most of your memory- Tutor support- Individual reflection- Pair work- Group reflection / discussion about answers found
Procedure	<ul style="list-style-type: none">- Show the illustration to the group: “Where is this? Have you ever been in this type of place? What words do you know to describe the objects?”- Associate words and objects in illustration – orally- Pair work - distribute letters; each pair uses the letters to write vocabulary- The pairs discuss the answers they have found- Correction and copying out- What type of work is to be done here? How would you go about it? What would you do first, second ...?- Work out a plan of action, for example using role play : ‘explain the different stages of the work to a new recruit’- Bring together the different ideas, emphasizing the need for a clear description which follows the sequence of tasks



<p style="text-align: center;">Options</p>	<ul style="list-style-type: none"> - Propose a study of different workplaces to each team - they must find the different order of tasks - Give the illustration only to that group which has to work there. The others try to explain what they have understood: focus on possible omissions due to the fact that, with the picture in front of them, the explanation seems obvious
<p style="text-align: center;">References</p>	<p>The tutor's summing up could cite examples from the learners' real-life experiences: you must always be clear in your account of something, whether it be giving directions, retelling a TV film or anything else.</p>



9

Summarize professional words

Aims	Playing with letters be able to build a personal cleaning alphabet
Material	Flip chart
Time	Varies according to the number of participants and the amount of vocabulary to be revised
Methods	<ul style="list-style-type: none">- Work in small groups- Reporting back to larger group- Spontaneous interchange- Tutor intervention and support A proposal of cleaning alphabet is provided in Language and literacy unit
Procedure	<ul style="list-style-type: none">- Write the alphabet vertically on the flip chart- In groups, the learners try to find a word beginning with each letter of the alphabet- Groups report back, filling in, if necessary, words that have been left out- Tutor then joins in, pointing out sound patterns- Group and individual reading
Options	<ul style="list-style-type: none">- Start with initial letters in learners' names- Create a modifiable A B C, that the group can refer to at any time- Use this aid to revise the three different types of writing (capitals, print and hand writing)
References	This activity is reassuring for the learners before they embark on a new phase such as a work placement as it helps them become aware of all they have learnt



10

Developing spatial skills

Aims	<ul style="list-style-type: none"> - Finding your way in a building - Locating objects /places (prepositions of place)
Material	<ul style="list-style-type: none"> - Worksheet - Audio cassette + listening equipment
Time	2 hours
Methods	<ul style="list-style-type: none"> - Team - Individual - Collective - Listening with sound recognition - Written elements, depending on level
Procedure	<ul style="list-style-type: none"> - Find the opposites of words – oral and written - Game: one participant describes precise location and group guesses identity of object - Listen to audio cassette extract describing places in a building; discussion about possible meaning - Write main words/ideas – depending on level
Options	Numerous variations possible depending on difficulties encountered : treasure hunts ; finding your way around the plan of a large shop; map-reading ; extra listening practice.
References	<u>Oral en Contexte</u> , Hachette Chapter 9 ; chapter 3, situation 2 and 3



10

Learning Material: Developing spatial skills

Complete the opposite of each word in the spaces provided:

IN

O		
---	--	--

UP

			N
--	--	--	---

PULL

P			
---	--	--	--

ABOVE

		L		W
--	--	---	--	---

ON

U				R
---	--	--	--	---

IN FRONT

B		H			
---	--	---	--	--	--

BEFORE

A				R
---	--	--	--	---

CLEAN

D				Y
---	--	--	--	---

INSIDE

O			S			E
---	--	--	---	--	--	---

EXIT

E				Y
---	--	--	--	---

ON

O		
---	--	--

THROW AWAY

K			P
---	--	--	---



11

Enriching vocabulary

Aims	Express instructions clearly
Material	Worksheet
Time	30 minutes, or more if options are used
Methods	<ul style="list-style-type: none"> - Group discussion - Pair work - Tutor help, when needed
Procedure	<ul style="list-style-type: none"> - Worksheet : replace “ thing”, “ make”, “do”, by more explicit words - Set the scene: refer to situations encountered by learners while on placement - how did they manage when they did not know the correct word for something? Or when they could not remember a word they had just been told? Play out the scene several times using as many words as possible.
Options	For a low ability group, provide the substitute words, and let the group decide the correct word for each context.
Personal comments	<ul style="list-style-type: none"> - This activity is very rewarding as it allows the participants to feel liberated from a frustrating situation which they may have had to confront while on placement. Puts situation into perspective. - A follow-up exercise could include looking at ‘photo language’ pictures where precise terms are needed to describe the situation.
General comments	This activity is suitable either at the beginning or the end of a training course: in the first case for acquiring vocabulary; in the second, for reactivating knowledge acquired.



12 Enriching vocabulary

Replace the word 'thing' by a more appropriate word

- Go and get me the '**thing**' for wiping the table.
.....
- I've got '**things**' to do.
.....
- I've lost the '**things**' that attach the bin bags to the trolley.
.....
- Hey, '**thingy**', can you lend me a pencil?
.....
- What's the '**thing**' for wringing out the mop called?
.....

Replace 'do' by a more appropriate verb:

- I '**do**' the floors.
.....
- He '**does**' the windows.
.....
- You '**do**' the offices every day.
.....
- Before '**doing**' the bins, he '**does**' the ashtrays.
.....
- I '**do**' the toilets to get rid of dangerous germs.
.....



13

Cleaning Products

<p>Aims</p>	<ul style="list-style-type: none"> ▪ Assess knowledge acquired during the module on “products” ▪ Putting the vocabulary to use ▪ Identifying the written terms
<p>Material</p>	<ul style="list-style-type: none"> ▪ Multiple choice questionnaire ▪ Reflection exercises: looking for definitions ▪ Anagrams ▪ Vocabulary exercise to fill in Flip chart
<p>Time</p>	<p>3 hours 30minutes including corrections</p>
<p>Methods</p>	<ul style="list-style-type: none"> ▪ Individual reflection ▪ Reflection in small groups ▪ Oral methods ▪ Making use of your memory
<p>Procedure</p>	<ul style="list-style-type: none"> ▪ Distribute document 1 and tell them to form a group with two or three others to do exercise 2 ▪ Learners then do exercises 1 and 3 individually ▪ Distribute document 2 (blank), ask for reactions. ▪ Transcribe vocabulary on flip chart and get participants to fill in the worksheet ▪ Correct document 1 exercises orally
<p>Options</p>	<ul style="list-style-type: none"> ▪ Depending on level, learners could complete answers without the help of the tutor. ▪ All the exercises could be done individually ▪ All the exercises could be done collectively
<p>References</p>	<p>The term ‘assessment’ could put the learners under stress and falsify the results. Try to make the session into a game</p>



13 Learning Material: Cleaning Products

1. TICK THE CORRECT ANSWER:

- In cleaning services, you identify a product by:
 - colour
 - brand
 - product type

- You need a product. You ask for:
 - the pink stuff
 - the 'Jiffy' liquid
 - the floor cleaning detergent

2. MATCH THE WORDS WITH THE DEFINITIONS, USING ARROWS:

DETERGENT	for shining
DESCALER	for killing germs
SCOURING AGENT	for floor washing
DISINFECTANT	for removing scale, lime deposit
POLISH	for removing tough floor stains

3. PUT THE JUMBLLED LETTERS IN THE RIGHT ORDER TO MAKE WORDS/

- OPRDUTC _____
- SHPLOI _____
- LCBEAH _____
- TDERGETNE _____

Complete the following sentences with suitable words (orally):

For daily floor washing I use a I flush the toilet before putting in You must never mix In the toilet block, different products are used: for the wash-hand basins and toilet bowls you use For the floor, our foreman recommends a is a product which is used for making furniture or wooden surfaces shine. He's putting tabs in the urinals to disinfect them. To get rid of old layers of varnish or polish, I use a in the of the rotary floor machine. With that we put directly into the bucket of water, we don't have to measure out the product.

Experimental training funded with the help of various bodies (FSE, FAS, FARE cleaning);
Sequence 8: cleaning products



15

Acquiring professional vocabulary

<p>Aims</p>	<ul style="list-style-type: none"> ▪ Putting into practice the cleaning vocabulary learned at the beginning of the course ▪ Grasping the concepts “products”, “equipment”, “consumables”, “cleaning activity”. ▪ Making lists of vocabulary under these headings
<p>Material</p>	<ul style="list-style-type: none"> ▪ Flip chart ▪ Table to fill in
<p>Time</p>	<p>2 hours</p>
<p>Methods</p>	<ul style="list-style-type: none"> ▪ Soliciting learners’ previous knowledge ▪ Brainstorming ▪ Oral work ▪ Written work
<p>Procedure</p>	<ul style="list-style-type: none"> ▪ Ask the learners to suggest all the vocabulary they know relating to cleaning ▪ Note all their suggestions on the flip chart ▪ Distribute the table ▪ Explain what the different headings on the table correspond to ▪ The learners now classify the vocabulary under the different headings: on the flip chart, the tutor underlines the words in four different colours, following learners’ instructions. (For example, underline <i>products</i> in blue; <i>equipment</i> in red, <i>consumables</i> in green; <i>activities</i> in black) ▪ The learners rewrite the words on their table
<p>Options</p>	<p>New vocabulary can be added to the table throughout the course</p>
<p>References</p>	<p>In becoming aware of the knowledge they have acquired the learners become more self-confident</p>



15 Learning Material:
Acquiring professional
vocabulary

Brainstorming

Make a list of the cleaning vocabulary that the group has learnt, and sort it under the following headings.

Products	Equipment	Consumables	Tasks



16 Learning cleaning techniques

Aims	<ul style="list-style-type: none"> ▪ Learn different cleaning techniques: applying a protective emulsion; dry scouring; manual floor cleaning, dust mop sweeping, wet scouring and high-speed spray buffing – theory first ▪ Put these techniques into practice
Material	<ul style="list-style-type: none"> ▪ Illustrations for the different techniques ▪ Flip chart ▪ Cleaning equipment
Time	½ day each for theory and practice
Methods	<ul style="list-style-type: none"> ▪ Visual recognition ▪ Oral work ▪ Written transcription ▪ Memorising, reformulating ▪ Practical work
Procedure Theory & Practice	<ul style="list-style-type: none"> ▪ The tutor explains the purpose of this technique (what the different techniques are used for) ▪ After the explanation the tutor asks questions to make sure learners have understood, getting them to explain in their own words ▪ Distribution of explanatory pictures to each participant ▪ The participants describe each picture; the tutor notes these points on the board. ▪ After some correction and explanation by the tutor, the participants read the sheets and match the instructions with each picture ▪ The tutor asks the learners to explain the technique in their own words and to list the material used. ▪ Prepare the equipment and put technique into practice.



Options	This sequence may be adapted to other cleaning techniques
Personal remarks	Depending on the level of the participants, the sequence can be reversed (practice first, followed by theory). The theory is, in fact, better assimilated through practice.





16 Learning Material: Learning cleaning techniques

APPLYING PROTECTIVE EMULSION

			4. Spread the emulsion rapidly over the surface in a circular motion, without applying undue pressure and without stopping or lifting the dust mop from the floor	
1. Carry out a careful damp sweep	2. Pour a small amount of the product on the floor at regular intervals (about 1 metre apart)	3. Using the dust mop dipped in the finish, start in a corner and work lengthwise.		5. Allow to dry for 30 minutes
		8. If necessary apply a third coat (following the direction of the light source).		
6. Apply a second coat, working across the room this time	7. Allow to dry for 30 minutes		9. Allow to dry.	10. Carry out a careful damp sweep







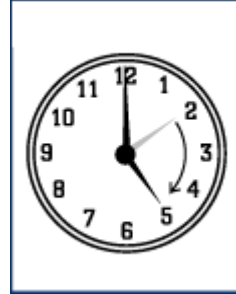


DRY SCRUBBING (or screening)

		
<p>1. Clean surface by a careful damp sweep</p>	<p>2. Pour solution (undiluted) into sprayer</p>	<p>3. Prepare the rotary cleaner- attach pad holder and abrasive pad</p>
		<p>6. Apply 1 or 2 subsequent coats of 'finish'</p>
<p>4. Spray the dry scrubbing product over a 3-4 sq. m. area</p>	<p>5. Scour the zone with the rotary cleaner using a circular motion, until scores, black stains and scuff marks have disappeared</p>	



FLOOR CLEANING BY HAND

 <p>Be careful of wet floors!</p>	 <p>1. Clean surface by a careful damp sweep</p>	 <p>2. Make up detergent solution in the blue bucket and fill the red bucket with water</p>	 <p>3. Immerse mop head in the detergent (blue bucket) and wring out using red bucket</p>
 <p>4. Mop the surface using a side to side (or 'figure eight') movement</p>	<p>5. When the mop is soiled, rinse and wring out</p>	 <p>6. Continue mopping process by repeating steps 3 to 5</p>	 <p>7. Allow floor to dry without rinsing</p>




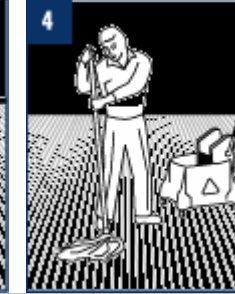


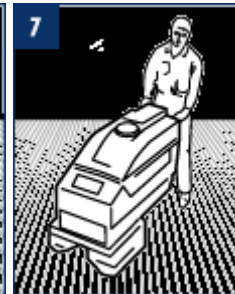





DAMP SWEEPING WITH DUST MOP

			
<p>1. Remove any dust and debris</p>	<p>2. Fill spray bottle with undiluted detergent solution</p>	<p>3. Damp the wipe by spraying with detergent solution</p>	<p>4. Turn the wipe over and place on floor surface: place dust mop sweeper on wipe and fix in place</p>
			<p>Points to remember:</p> <ul style="list-style-type: none"> • <i>If there are obstacles on the floor use the “side to side” or “figure of eight” method.</i> • <i>If the floor is clear, use a “pushing” method</i> • <i>always keep mop in contact with floor during a wet sweep</i>
<p>5. Begin by washing around the perimeter of the room, and then moving towards the centre</p>	<p>6. Remove soiled wipe and fold, taking care not to shake out dust</p>	<p>7. If necessary, sweep up any remaining dust with dustpan and brush</p>	



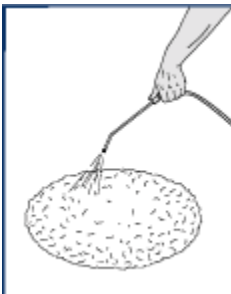
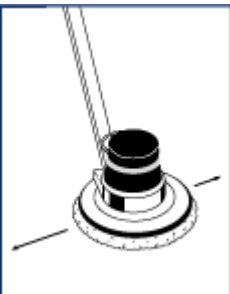
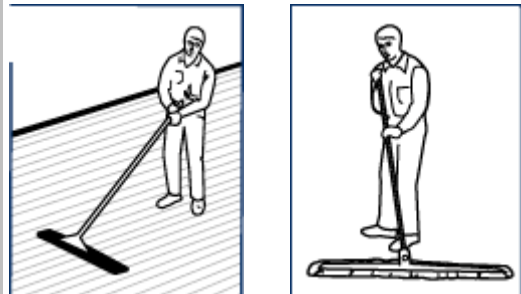



WET SCRUBBING

				
<p>1. Gather equipment and supplies</p>	<p>2. Remove tape, gum etc, with a scraper or putty knife</p>	<p>3. Dust mop the floor</p>	<p>4. Dilute the product (250 g./ 5l water), and mop approx. 10 – 20 square metres of flooring –this is the area you can cover before product dries.</p>	<p>5. Scrub the floor with a rotary floor cleaner equipped with a blue, brown or black pad</p>
				
<p>6. Mop up scrubbing solution with auto scrubber, wet vacuum or mop and bucket</p>	<p>7. When the entire floor is clean, rinse thoroughly: automatic scrubber equipped with red pads, or well-wrung mop</p>	<p>8. Tack rag the floor using water-moistened, lint-free towels</p>	<p>9. Inspect the floor/ It should be dull and clean (small amounts of white residue are normal)</p>	<p>10. Let floor dry completely before finish application</p>



HIGH-SPEED SPRAY BUFFING

		
<p>1. Clean surface by a careful damp sweep</p>	<p>2. Fill sprayer with product.</p>	
		
 <p>4. Spray the product on the pad; spray on floor surface covering 1 – 2 square metres at a time.</p>	<p>5. Then go over surface with rotary cleaner using a circular motion, until dry.</p>	

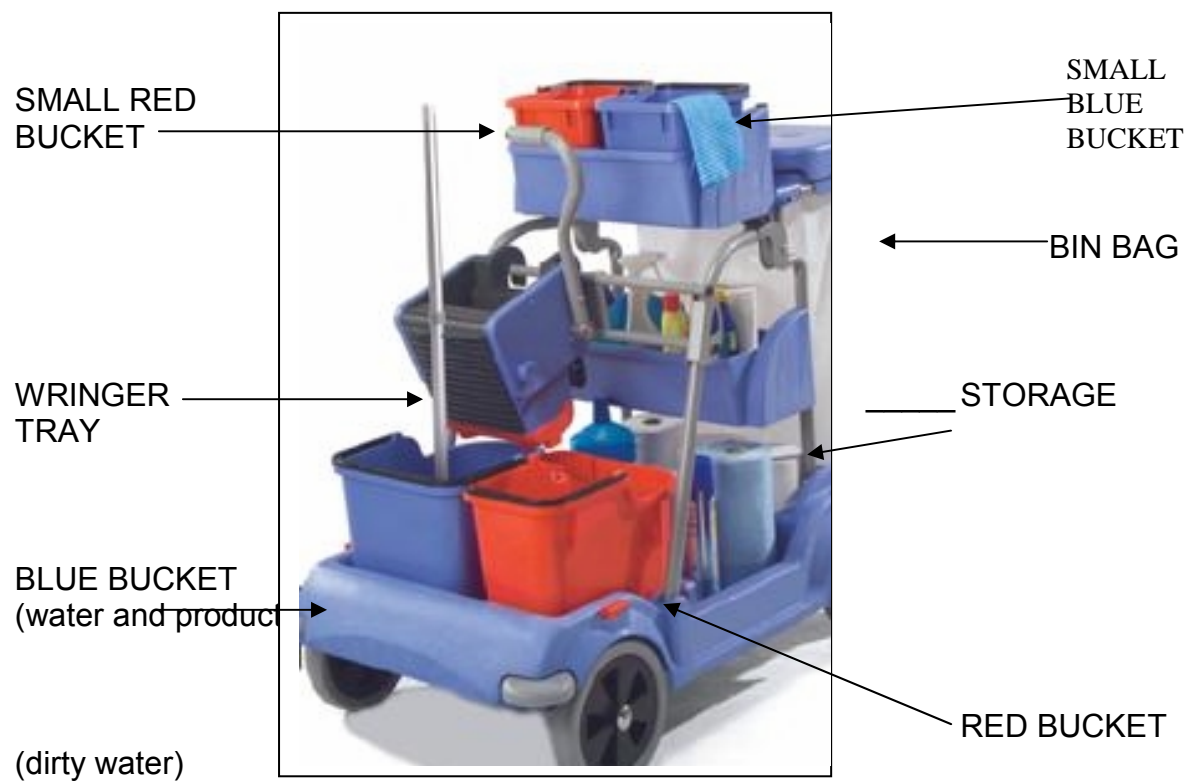


17 Learning cleaning techniques

Aims	<ul style="list-style-type: none">▪ Identify the different parts of the maintenance trolley and their uses▪ Name the different components of the trolley
Material	<ul style="list-style-type: none">▪ Worksheet : the maintenance trolley▪ Flip chart
Time	2 hours
Methods	<ul style="list-style-type: none">▪ Oral▪ Written▪ Individual▪ Use of previously acquired knowledge▪ Use of memory
Procedure	<ul style="list-style-type: none">▪ Distribute the document, already completed, and ask the group about possible uses of the different components.▪ Each component is noted on the board, with its possible uses▪ Next distribute the same document, this time blank, for each participant to fill in.▪ Take up the sheets for correction later.
Options	<ul style="list-style-type: none">▪ Depending on the level of the group, the exercise could be made more difficult - wiping the names of components from the board, or doing the assessment at a later date, which would develop more complex memory skills



17 Material: Learning cleaning techniques





18

Basic numeracy skills

Please order these numbers, starting with the smallest:

23

56

8

279

3450

100

99

2861

2618

64



19 Basic arithmetical operations

Please fill in the correct answer from the list given below:

3×7	
$17 + 9$	
$28 : 2$	
$33 - 9$	
$44 + 23$	
$48 : 8$	
12×3	
$38 : 2$	
$99 - 13$	
42×2	

14

67

84

86

21

24

26

6

19

3



20 Basic arithmetical operations

You want to use double the liquids than last time (left side of the table).
Please insert the correct amount on the right side:

2,5 l solution	
1,1 l protective emulsion	
0,8 l polish	
1,25 l disinfectant	
1,9 l scouring agent	
0,6 l detergent	
2,4 l disinfect	
3,8 l solution	
5,25 l water	
0,60 l disinfectant	



21 Basic arithmetical operations

Please tick all the multiples of 9, that is numbers in the nine times table:

16

18

24

49

54

63

89

90



22 Basic arithmetical operations

Complete by right date or year

We are in 2006

William started working in cleaning 10 years ago. He's been working for Netandtidy company for 5 years. In fact he started working in cleaning in _____ and works for Netandtidy since _____.

23 Basic arithmetical operations

Mary is leaving for holidays in 5 days.

Her first day off is _____.

24 Basic arithmetical operations

You're starting work at 14H30 and you have 2 hours to do your job.

So you will finish at _____.



25 Basic arithmetical operations

Your colleague is working from 7h00 to 12h00 and from 15H30 to 19H00 .

She's working _____ hours.

26 Basic arithmetical operations

To day we can say that Mary has been on illness scheme for 3 months.

She stopped working on _____ .

27 Organizing one`s time by using the four operations Basic arithmetical operations

You've been working for 8 months.

You're allowed to 2 and a half days/per month that is to say 2,5 days.

How many days off did you gain during these 7 working months ? _____



28 Organizing one's time by using the four operations Basic arithmetical operations

You've just been offered a 30 hours/week job contract, knowing you will work 5 days and regular hours.

How many hours a day are you going to work?

29 Knowing hours, days and months

Among the adverts and labels here below.

Underline hours and copy the name of months mentioned

OPENING HOURS
9H- 12H
14- 19H
Closed on Monday

WELCOME TO TOYLAND

- Exceptional opening -
Until 21H
on 24th and 31st December

*Our offices are opened
From 9h to 12h30 and
from 14h00 to 17h30*

Closed for holidays
From 15th August
to 1st September



30 Knowing hours, days and months

Try to find the following underlined words in the list below and surround them:

Hour- Opened- Closed Days Months

Horror- our-canceled- opening- closing- dead- tower- dairy- days cloud- among- money-offered- months – hours- time- favour- moon-

31 Knowing hours, days and months

Identify and surround the first letter of each day of the week

Monday Wednesday Friday Sunday
Tuesday Thursday Saturday

32 Knowing hours, days and months

Write down the missing letter and name it

M nday Wedn sday Frid y S nday
uesday T ursday Saturda



33

Using agendas

Observe Mrs Dalton's time table for next week :

- From Monday to Saturday and from 17H00 to 20H00 :
Cleaning maintenance Offices
- Tuesday and Friday morning from 9H00 to 11H00 :
Cleaning amaintenance Housings
- Monday 9H30 : Phoning the social Insurance office
 10H30 : Go and get a document at the Town Hall office
 16H00: Go and take train tickets reservations at the station
- Tuesday 14h appointment at the Doctor's
- Thursday 20H evening classes «Cooking course »
- Friday 18H45 appointment at the dentist for her son
- Everyday at 8H00 take the children to school

Write down all appointments and things to do in chronological order on the agenda.

Mrs Dalton also has to go the bank and make an appointment with her daughter's school teacher. When can she do it?

Now you can do just the same with our own organisation and fill in your own agenda.



34

Introducing yourself

Aims	Giving personal details on how to introduce yourself to an employer (first approach)
Material	Comic strip representing a situation
Time	30 to 60 min depending on the number of participants
Methods	<ul style="list-style-type: none"> - Group reflection, Individual reflection - Taking turns to present yourself to the group
Procedure	<ol style="list-style-type: none"> 1. Each person speaks in turn 2. Each learner introduces him/herself. The tutor notes down details about each person (surname, first name, age, number of children etc....). 3. Comic strip distributed – dialogues blanked out 4. Spontaneous group discussion about the context, setting the scene. Tutor asks: What is the language register? Can you speak to a neighbour as you would speak to a friend? How would you speak to an employer? 5. Dialogue building – tutor takes notes 6. Collective writing (on board). Copying out by learners
Options	<p>Learners write directly (in pairs)</p> <p>Sharing of ideas followed by group correction</p> <p>Second round of the learners, allowing them to build on their first presentation</p> <p>Possible questions: what important information do you give to a friend? A neighbour? An employer?</p>
Personal comments	raising awareness about language register: familiar or polite forms of address; personal, private or professional information
Reference	Comic strip from Gilardin: <u>Teaching French to immigrant adults</u>



34

Learning Material: Introducing yourself





35

Putting a speech into chronological order

Aims	To explain the different stages of a cleaning process
Material	<ul style="list-style-type: none"> - “Place” sheet containing elements of familiar vocabulary - Jumbled letters (magnetic or paper)
Time	2 hours
Methods	<ul style="list-style-type: none"> - Making the most of your memory - Tutor support - Individual reflection - Pair work - Group reflection / discussion about answers found
Procedure	<ul style="list-style-type: none"> - Show the illustration to the group: “Where is this? Have you ever been in this type of place? What words do you know to describe the objects?” - Associate words and numbers in illustration – orally - Pair work - distribute letters; each pair uses the letters to write vocabulary - The pairs discuss the answers they have found - Correction and copying out - What type of work is to be done here? How would you go about it? What would you do first, second ...? - Work out a plan of action, for example using role play : ‘explain the different stages of the work to a new recruit’ - Bring together the different ideas, emphasizing the need for a clear description which follows the sequence of tasks



Options	<ul style="list-style-type: none">- Propose a study of different workplaces to each team - they must find the different order of tasks- Give the illustration only to that group which has to work there. The others try to explain what they have understood: focus on possible omissions due to the fact that, with the picture in front of them, the explanation seems obvious
Personal comments	The tutor's summing up could cite examples from the learners' real-life experiences: you must always be clear in your account of something, whether it be giving directions, retelling a TV film or anything else.
General comments	<ul style="list-style-type: none">- If the participants have a lot of difficulty explaining the different stages of a process or describing a scene, the activity could be associated with other sketches : back to back, the learners simulate a phone call in which they have to give directions, explain a recipe, or describe an item for sale (involves the added difficulty of understanding what you cannot see)- This activity could also be accompanied by a game involving the description of a figure made up of various geometric shapes: the learner must choose an identified shape which will be used as a starting point for giving other directions (previous spatial skills development is necessary)



36 Health & safety - pictograms

Aims	<ul style="list-style-type: none"> To become familiar with the labelling on cleaning products
Material	<ul style="list-style-type: none"> Attached documents Cleaning products
Time	1½hours
Methods	<ul style="list-style-type: none"> Visual recognition Using your memory Oral reports Work in small groups
Procedure	<ul style="list-style-type: none"> Distribute the 'pictogram' document Learners describe the pictures Check out the products represented in the pictograms, and deduce what they are used for. Distribute the "European Symbols" document Get learners to divide into small groups, and carry out the following exercise: match the explanatory labels with their corresponding symbols. Learners may use the second document to help them complete the table. Circulate around each group to check answers.
Options	<ul style="list-style-type: none"> Learning through the use of pictograms is important for those who have difficulty reading and writing, as important aspects of the use of these products are conveyed through the use of simple imagery. This label-reading exercise of products can usefully be repeated at regular intervals.
Personal comments	<ul style="list-style-type: none"> To become familiar with the labelling on cleaning products









36

Material: Health & safety - pictograms

LABELLING OF CLEANING PRODUCTS

Principal European safety symbols used for the labelling of cleaning products

SYMBOL	WHAT IT MEANS	EXAMPLES	PRECAUTIONS FOR USE
			
			
			
			
			
			



Cut out following horizontal lines and place on chart above:

<p>TOXIC</p>	<p>Cooling liquid for cars. Antirust. Naphthalene</p>	<p>Keep out of the reach of children. Keep in original packaging.</p>
<p>OXIDISING (chemical which, when combined with other materials, may promote combustion)</p>	<p>Industrial oil. Oxygen</p>	<p>To be kept away from flammable chemicals at all costs!</p>
<p>FLAMMABLE or extremely flammable</p>	<p>Methylated spirits. White spirit. Aerosols. Petrol.</p>	<p>Keep away from any source of flame. Avoid exposure to the sun.</p>
<p>IRRITANT(xi) or HARMFUL (xn)</p>	<p>Turpentine. Caustic agents. Washing powder, washing-up liquid, bleach.</p>	<p>Always replace cap after use. Never mix products.</p>
<p>CORROSIVE</p>	<p>Bleach. Products containing hydrochloric or sulphuric acid (HCl or NaOH)</p>	<p>Always use with protective gloves and mask. Replace cap after use.</p>
<p>EXPLOSIVE</p>	<p>Town gas. Butane. Propane.</p>	<p>Handle with precaution. Keep away from heat source.</p>



37

Safety

Aims	<ul style="list-style-type: none">▪ Assimilate the notion of safety▪ Learning simple movements and postures for your own safety
Material	<ul style="list-style-type: none">▪ Documents <u>Your Safety</u>
Time	30 minutes
Methods	<ul style="list-style-type: none">▪ Visual recognition▪ Group debate
Procedure	<ul style="list-style-type: none">▪ Distribute the document “Your Safety”▪ Invite learners to describe the pictures▪ Learners work out what the pictures mean and deduce which gestures and postures you should adopt, and which you should avoid.▪ Group debates the solutions found
Options	<ul style="list-style-type: none">▪ The pictures could be used as vocabulary assimilation exercises



38

Wasting hands

Aims	<ul style="list-style-type: none"> ▪ Assimilate notions of hygiene ▪ Learn hygienic method of hand-washing ▪ Understand ends and means of this procedure
Material	<ul style="list-style-type: none"> ▪ Attached documents ▪ Soap, water, disposable hand towels
Time	2 hours
Methods	<ul style="list-style-type: none"> ▪ Visual recognition ▪ Group work ▪ Practice ▪ Brainstorming
Procedure	<ul style="list-style-type: none"> ▪ Distribute documents (a) “How to keep your hands clean” and (b) “The gamble of the multi-use towel” ▪ Invite learners to describe the pictures and say what they mean ▪ Discuss the following questions in small groups: When should you wash your hands? How should you wash your hands? How do you dry your hands properly? ▪ Groups report back; brainstorm ▪ When learners have finished writing answers, distribute the document “Hygiene rules for hand-washing” ▪ Act out the situation: learners wash their hands taking into account the different points learnt in the course of the lesson
Options	Depending on the level of the group, you could propose a time of reflection at the beginning, withholding the answers until later



Hygiene rules: Hand Washing

- ⇒ *Hands are tools for work, and one of the main vehicles for the spread of germs*
- ⇒ *The dirt on your hands is usually of the “invisible” sort*
- ⇒ *Washing your hands gets rid of most of the germs present on the skin, and stops you from catching infectious diseases*

➤ **When should you wash your hands?**

- ⇒ *Before and after wearing gloves*
- ⇒ *After touching anything dirty (dustbins, used food packaging...)*
- ⇒ *After blowing your nose*
- ⇒ *After going to the toilet*
- ⇒ *After handling meat or vegetables*
- ⇒ *After breaking eggs*

➤ **How should you wash your hands?**

- ⇒ *Washing your hands with water only is not sufficient, you must use soap*
- ⇒ *Rub your hands and forearms carefully, taking your time – you need to spend about 30 seconds*
- ⇒ *Brush your nails with a clean nailbrush*
- ⇒ *Rinse your hands thoroughly*

➤ **How to dry your hands properly?**

- ⇒ *It's important to dry your hands, because germs multiply in damp conditions*
- ⇒ *When you wipe your hands, you get rid of any traces of soap and dead skin*
- ⇒ *Don't use a shared towel (one that other people use)*
- ⇒ *Don't use your handkerchief, work-clothes or tea-towel to dry your hands*
- ⇒ *Avoid blow-dryers (they don't remove traces of soap or dead skin, and they produce dust)*
- ⇒ *Use a throwaway towel*



39

The mainenance trolley

Aims	<ul style="list-style-type: none"> ▪ Use each parts and elements in a suitable way and purpose ▪ Name the different components of the trolley and their respective using
Material	<ul style="list-style-type: none"> ▪ Worksheet : the maintenance trolley ▪ Flip chart
Time	2 hours
Methods	<ul style="list-style-type: none"> ▪ Oral ▪ Written ▪ Individual ▪ Use of previously acquired knowledge ▪ Use of memory
Procedure	<ul style="list-style-type: none"> ▪ Distribute the document, already completed, and ask the group about possible uses of the different components. ▪ Each component is noted on the board, with its possible uses ▪ Next distribute the same document, this time blank, for each participant to fill in. ▪ Take up the sheets for correction later.
Options	<ul style="list-style-type: none"> ▪ Depending on the level of the group, the exercise could be made more difficult - wiping the names of components from the board, or doing the assessment at a later date, which would develop more complex memory skills