

WELCOME TO THE BEST EXOTIC MARIGOLD HOTEL'

- Recognizing the Needs and Planning Hotel Accommodation for Senior Customers



TYPE & NATURE: Small group work in educator presence, face to face activity; Watching the movie is required before part 2 of activity

DURATION: two meetings per 90 min. each one

OBJECTIVES: Detecting age stereotypes in one's own beliefs, confronting them in the face of the diversity of needs of the elderly

LEARNING OUTCOMES (EASY Course Framework)- Learners:

S_01.2.4: identify features by which they organize (develop) information about groups of people

S_01.1.5: are able to find in own opinions and opinions of others stereotypical assessment of groups

A_01.4.4: recognize that by using a commonly accepted and widespread term about a group, they contribute to framing this group in a stereotypical manner - language and the choice of words matter

RESOURCES & TOOLS necessary:

1/ 'Welcome to the Best Exotic Marigold Hotel'- video-clip (attachment 1-MP4 or we can use link to this: <https://www.youtube.com/watch?v=KP-MNDUYr78>), 2/ A3 sheets of paper and colour markers, 3/ photos of video-clip' characters (attachment 2)

SHORT DESCRIPTION: Work in small groups. Several perspectives on planning accommodation: by hotel owner (group 1) vs hotel customers (group 2, 3 and more if it is needed); based on first impression of watching video-clip (the first meeting -PART 1); and based on learners' knowledge at the end of the movie (the second meeting- PART 2)

IMPLEMENTATION PART 1.

1. INTRODUCTION: short, collective talk "What does a hotel guest expect when staying at a hotel?" (time: 10 min.)

Supporting questions:

Sometimes you are guests of a hotel, what technical conditions do you expect in them?

What expectations do you have from the hotel staff?

What will be your expectations of hotel conditions when you are 60 years old or older?

2. WATCHING VIDEO CLIP (time: 10 min.)

a. Introduction to the video clip: *The group of British seniors decide to visit a hotel in India. Let's see their welcome. This is a short part of a full-length film. Let's try to find the main characters in the clip.*

b. Watching video-clip (2 – 4 min., learners can watch this clip twice/educator can pause the clip during the second viewing)

3. CHARACTERS' PRESENTATION (time: 15 min.)- Identify and briefly describe the characters appearing in the clip

- Ask to identify characters from the clip
- After learners have pointed out the character, hang a photograph of she/he on the board (appendix)
- Give the name of this character, started from the film, determine approximately her/ his age.
- Ask learners a brief (key words) description of the character, formulated only on the basis of the first impression after watching the clip.
- Write down the key words given by the learners on the board under the photo of the character

4. DETERMINING THE NEEDS OF SENIOR CUSTOMERS- working in groups (time: 45 min.)

- Divide learners by any method into 4 groups, assign each group a character(s) from the video clip:
 - group 1: hotel owner
 - group 2: two selected pensioners
 - group 3: another two pensioners
 - group 4: three pensioners
- Prepare a written instruction for each group:
 - **Group 1:** *You are the owner of a hotel. You have welcomed the guests, and you know that they are retirees, everyone is over 60 years old. There is a good chance that they will spend several years in the hotel. What are their needs, related to the conditions in the hotel? Discuss as a group, then list them on the paper, dividing them into categories: room, food, amenities, hotel service behaviour. Prepare to present to the whole group, trying to complete the following sentence:
We distinguished such needs related to ... (category names here), as.... (read the needs), because (give the argumentation)*

- **Group 2-4:** You are guests of the hotel (names here). You are more than 60 years old. You would like to spend several years in this hotel. What are your needs, related to the conditions in the hotel? Discuss as a group, then list them on the paper, dividing them into categories: room, food, amenities, hotel service behaviour. Prepare to present to the whole group, trying to complete the following sentence:
We distinguished such needs related to ... (category names here), **as....** (read the needs), **because** (give the argumentation)
- Give the group a min. 20 min. to work, then each group min. 3 min. to present the results. Prepare a place to hang posters with the results of the groups' work.
- Open a collective discussion by asking the questions:
 - To what extent did the hotel owner (results from group 1's work) consider the needs of his guests?
 - What needs of different guests are the same in each category?
 - Which of the indicated needs are individual in nature?
 - Which of the arguments given during the presentation for distinguishing needs can we consider?
 - What role did the age of the guests play in the arguments used?

CLOSURE of PART 1. (time: 10 min.)

- Ask the groups to go back to their posters and revisit (after discussion) the list of needs to pre-dictate and circle those written out that came up because of the age of the guests.
- Ask each group to formulate a conclusion at the bottom of the poster, beginning with the statement:
"Age of guests"
- Invite learners to the next meeting by asking them to watch the movie The Best Exotic Marigold Hotel.

Implementation Part 2- next page

IMPLEMENTATION PART 2.

1. INTRODUCTION: Refreshing impressions of watching the movie *The Best Exotic Marigold Hotel*- collective completion of sentences (time: 10 min.)

- Write on the board the beginning of sentences, the ending of which will be suggested by the learners:

The Best Exotic Marigold Hotel is a story about

The emotion while watching the film was caused.....

Astonishment came when.....

What surprised me in this story was

- Write down the suggested endings.

2. A REVIEW OF THE NEEDS OF THE HOTEL'S SENIOR CUSTOMERS, based on a broader knowledge of them after watching the full movie (time: 40 min.)

- Ask learners to gather in the same four groups (previous meeting) by their "needs of seniors" posters. Give the groups the following instruction for further work:

You got to know the characters of the film more closely, and as a result, your perspective on their needs may have changed. Take the posters to the chosen place of work. As a group, discuss the results of your previous work, revise the list of seniors' needs in each category. Mark all changes in colour on the posters.

Prepare to present the "new" list of needs to the forum, including the arguments, causing the changes.

- Give the group a min. 20 min. to work, then each group min. 3 min. to present the results.
- Unless the theme of "stereotypes" appears in the presentation of the groups' arguments, ask the learners:
What role does the age stereotype play in creating the list of needs of seniors?

3. INDIVIDUALITY AS A CRITERION FOR SATISFYING NEEDS- planning the conditions of guests' stay at *The Exotic Marigold Hotel* (time: 30 min.)

- Remind learners that we are still working in four groups.
- Give the groups written instructions for further work:
 - Group 1 (owners): *Keeping in mind the "new" list of guests' needs and all conclusions from the collective discussions, design (in the form of a description and/or drawing) the hotel's reception area, common areas for guests and directions for the hotel staff, which is to take into account meeting the stay needs of all seniors.*
 - Groups 2- 4 (senior guests): *Bearing in mind the "new" list of needs, a broader knowledge of the preferences and behaviours of ...(here the names of the guests, assigned during the first meeting), and all the conclusions of the collective discussions, design (in the form of a description and/or drawing) their room, the space in the common spaces for guests, and the instructions for the hotel staff to take into account the satisfaction of their stay needs.*

CLOSURE of PART 2. (time: 20 min.)

- Ask participants to silently revisit other groups' "projects."
- As a conclusion, ask them individually to prepare a short text for a flyer advertising The Exotic Marigold Hotel.
- Prepare a place to display the texts, ask them to place the texts on it.
- Give each learner three "quality" symbols to cast three votes for the three texts.
- Pick a "winner."

RECOMMENDATIONS:

1/ The educational activities presented can be conducted as a total of 6-hour workshops. In such a situation, it is necessary to provide an opportunity to watch the film The Best Exotic Marigold Hotel (2 hr 4 min) together.

2/ You can also skip the first part, with the second part requiring independent adaptation. E.g., form groups, develop an introduction, asking in it about the characters and the initial perception of their needs.