

Lesson Plan: Making Towel Animals

LESSON OBJECTIVE(S):

Given accurate sized towels (a combination of large, hand, and face towels), cruise ship room attendants will create three out of five types of towel animals—dinosaur, turtle, elephant, lobster, and swan—within two minutes each.

LEARNER LEVEL/CHARACTERISTICS:

Cruise ship room attendants tasked with providing turn-down service each night. The towel animals are an integral part of providing stellar customer service in small but special ways. This training is for new employees who have never made a towel animal before. They are aged 25 to 45. Some have had cruise ship experience, some haven't. All students will have taken the service standards lesson before this one.

External Instructional Event	Internal Process	Planned <i>Instructional</i> Activities?	Anticipated <i>Learners'</i> Activities?
1. Gain attention	Reception Learners pay attention to the upcoming learning event.	Show a picture collage of the five finished towel animals they'll be learning to make. Ask which towel animals they are most excited to learn to make, and why.	Students will see concrete examples of each type of a towel animal they are expected to produce. Students will share their favorite towel animals and personal stories, to get them thinking positively about this task they'll be learning.
2. Inform learners of objective	Expectancy Learners are able to expect what they are going to learn.	Instructors show the lesson objective. They explain that staff will learn to make the 5 towel animals that are an integral part of their nightly turn-down functions. They will only be expected to master three of the 5.	Learners will read the lesson objective and hear why it is important for customer service. They will understand that this is one of the nightly tasks they will be expected to complete.
3. Stimulate recall of prior knowledge	Retrieval to working memory Learners retrieve their prior knowledge that is related to the new knowledge that they are going to learn.	Instructors ask students to recall the service standards they learned in a previous lesson. The class discusses how the towel animals contribute to the stellar customer service standards of Starlight Cruise Lines.	Students recall and share their prior knowledge regarding how they are expected to make guests feel. Using their prior knowledge, they will predict how the towel animals might enhance the guests' experience or contribute to positive feelings.
4. Present new content	Selective perception Learners recognize new information highlighted with distinctive features.	For this portion, the instructors give a hand out of the procedure for making each animal. They encourage the students to take notes and ask questions. Instructors demonstrate how to make the simplest towel animal first, then subsequent ones with	Students watch the demonstrations and take notes on the procedure handout. They recognize the proper actions from an expert, the distinctive features and folds for each type, and the common features for all the animals.

		increasing difficulty. Instructors point out the features of the technique along the way, especially the ones that are common in all the animals.	
5. Provide learning guidance	Semantic Encoding Learners participate in learning and are helped to learn the new information in a meaningful way through examples, hints, prompts, or organization and elaboration of the content.	The class breaks up into five smaller groups that position themselves at five separate stations. One for each animal: swan, lobster, dinosaur, turtle and elephant. The station instructor makes the respective animal and talks aloud the instructions while the students follow with their own towels. Students are then given time to make the towel animal independently.	Students follow their instructors lead for the first time. While creating animals independently, students may ask the station instructor to repeat any step they do not comprehend or may refer to the handout from the previous activity when they need clarification.
6. Elicit performance	Responding Learners show if they have learned the new information during practice.	During their time at each station, students are asked to demonstrate making the animals on their own. Peers are encouraged to provide constructive feedback as they see fit.	Learners will make towel animals at each station. After producing their animals they may exchange their creations with a partner to observe how their peer did. He or she may offer any suggestions or questions based on what they observe about their partner's animal.
7. Provide feedback	Reinforcement Learners are given corrective and formative feedback based on their performance.	On the second rotation students are asked to, once again, show they make the animals and then share any techniques they have come up with that make the process faster without losing accuracy. Have station instructor walk around and provide positive ("great job on that folding!") and constructive ("have you thought of trying it this way?") feedback.	Learners will rotate through stations again and become more confident/efficient in their abilities to create animal towel art. By sharing with their group strategies they learned to make the process faster and by receiving constructive feedback from the station director, participants' skills will improve and be reinforced.
8. Assess performance	Retrieval and reinforcement Learners retrieve their new knowledge to complete a final test and receive feedback.	Back in the whole group, students are asked to choose three of the five animals and make each within two minutes - a total of six minutes - as instructors walk around to inspect their work on each animal.	Participants create three towel animals of their choosing within the desired timeframe and receive reinforcing feedback from instructors.
9. Enhance retention and transfer	Retrieval and generalization Learners retain their newly learned	Have learners pair up with experienced housekeepers and assist in the housekeeping responsibilities. When it is time for housekeepers to make	Students transfer what they learned in the classroom to the workplace. They have the experienced housekeeper present for any final

information and apply it to other situations commonly through repeated practice and practicing variety.

towel animals, have learners prepare the appropriate towel animals without any assistance.

feedback or support. If no help is needed, the experienced housekeeper will just attend to their regular duties, thus integrating the instruction into the workplace without disrupting the normal workflow.

ON THE JOB PERFORMANCE GOAL(S):

During nightly turndown service, cruise ship room attendants will create and place on bed a designated towel animal, taking no more than two minutes for each creation.

Ingrid Campbell