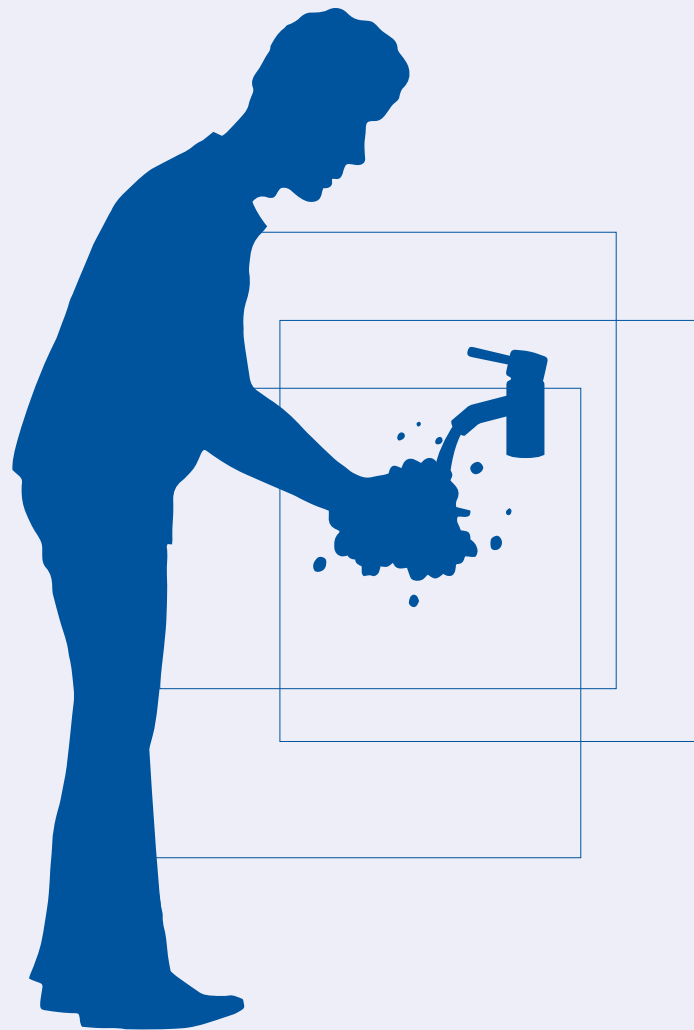




International  
Labour  
Organization

# FOOD HYGIENE & PREPARATION

GUESTHOUSE OPERATORS TOURISM TRAINING | **MODULE 2**



**TRAINER – RESOURCES 1**

Copyright © International Labour Organization 2016

First published 2016

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Licensing), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: [rights@ilo.org](mailto:rights@ilo.org). The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with reproduction rights organizations may make copies in accordance with the licences issued to them for this purpose. Visit [www.ifro.org](http://www.ifro.org) to find the reproduction rights organization in your country.

---

Guesthouse operators tourism training: Module 2, food hygiene and preparation - trainer resources 1

ISBN 978-92-2-131097-6 (print)

ISBN 978-92-2-131098-3 (web pdf)

Dili: ILO, 2016

ILO Cataloguing in Publication Data

---

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications and digital products can be obtained through major booksellers and digital distribution platforms, or ordered directly from [ilo@turpindistribution.com](mailto:ilo@turpindistribution.com). For more information, visit our website:

[www.ilo.org/publns](http://www.ilo.org/publns) or contact [ilopubs@ilo.org](mailto:ilopubs@ilo.org).

Printed in Timor Leste



# TIMETABLE

<b>Day 1 (group 1 &amp; 2)</b>	
<b>Session 1 &amp; 2 – Hygiene procedures and food safety hazards</b>	<b>1.5 hrs</b>
Break	
<b>Session 1 &amp; 2 – Hygiene procedures and food safety hazards</b>	<b>1.5 hrs</b>
Lunch	
<b>Session 3a &amp; 3b – Prevent food contamination/sickness and work</b>	<b>1.5 hrs</b>
Break	
<b>Session 4 – Handwashing</b>	<b>1 hr</b>
Finish	
<b>Day 2 (group 1)</b>	
<b>Session 1 – Introduction to food service</b>	<b>1.5 hrs</b>
Break	
<b>Session 2a – Breakfast cookery</b>	<b>1.5 hrs</b>
Lunch	
<b>Session 3b &amp; 4a – Breakfast cookery/dinner cookery</b>	<b>1.5 hrs</b>
Break	
<b>Session 4b – Dinner cookery</b>	<b>1 hr</b>
Finish	
<b>Day 2 (group 2)</b>	
<b>Session 1 – Developing a menu</b>	<b>1.5 hrs</b>
Break	
<b>Session 2 – Developing a menu</b>	<b>1.5 hrs</b>
Lunch	
<b>Session 3 – Costing/pricing menu items</b>	<b>1.5 hrs</b>
Break	
<b>Session 4 – Costing/pricing menu items</b>	<b>1 hr</b>
Finish	

<b>Day 3 (group 1)</b>	
<b>Session 1 – Developing a menu</b>	<b>1.5 hrs</b>
Break	
<b>Session 2 – Developing a menu</b>	<b>1.5 hrs</b>
Lunch	
<b>Session 3 – Costing/pricing menu items</b>	<b>1.5 hrs</b>
Break	
<b>Session 4 – Costing/pricing menu items</b>	<b>1 hr</b>
Finish	
<b>Day 3 (group 2)</b>	
<b>Session 1 – Introduction to food service</b>	<b>1.5 hrs</b>
Break	
<b>Session 2a – Breakfast cookery</b>	<b>1.5 hrs</b>
Lunch	
<b>Session 3b &amp; 4a – Breakfast cookery/dinner cookery</b>	<b>1.5 hrs</b>
Break	
<b>Session 4b – Dinner cookery</b>	<b>1 hr</b>
Finish	
<b>Day 4 (group 1)</b>	
<b>Session 1 – Prepare packed lunches</b>	<b>1.5 hrs</b>
Break	
<b>Session 2 – Deal with common customer problems</b>	<b>1.5 hrs</b>
Lunch	
<b>Session 3 – Workplace safety</b>	<b>1.5 hrs</b>
Break	
<b>Session 4 – Cleaning the kitchen and dining area</b>	<b>1 hr</b>
Finish	

## Day 4 (group 2)

<b>Session 1 – First Aid</b>	<b>1.5 hrs</b>
------------------------------	----------------

Break

<b>Session 2 – Prepare snacks</b>	<b>1.5 hrs</b>
-----------------------------------	----------------

Lunch

<b>Session 3 – Prepare snacks</b>	<b>1.5 hrs</b>
-----------------------------------	----------------

Break

<b>Session 4 – Cleaning the kitchen and dining area</b>	<b>1 hr</b>
---	-------------

Finish

## Day 5 (group 1)

<b>Session 1 – First Aid</b>	<b>1.5 hrs</b>
------------------------------	----------------

Break

<b>Session 2 – Prepare snacks</b>	<b>1.5 hrs</b>
-----------------------------------	----------------

Lunch

<b>Session 3 – Prepare snacks</b>	<b>1.5 hrs</b>
-----------------------------------	----------------

Break

<b>Session 4 – Presentation</b>	<b>1 hr</b>
---------------------------------	-------------

Finish

## Day 5 (group 2)

<b>Session 1 – Prepare packed lunches</b>	<b>1.5 hrs</b>
---	----------------

Break

<b>Session 2 – Deal with common customer problems</b>	<b>1.5 hrs</b>
---	----------------

Lunch

<b>Session 3 – Workplace safety</b>	<b>1.5 hrs</b>
-------------------------------------	----------------

Break

<b>Session 4 – Presentation</b>	<b>1 hr</b>
---------------------------------	-------------

Finish

# LEARNING OUTCOMES

## 1. Food hygiene

- 1.1. Participants understand and can explain basic food hygiene procedures e.g. returning unattended food to the fridge, covering and storing food, keeping food sufficiently cold/hot.
- 1.2. Participants can identify food hazards that may affect the health and safety of customers, colleagues or themselves e.g. cross contamination, foreign objects in food, food storage hazards.
- 1.3. Participants can describe appropriate processes to remove or minimize hygiene hazards in food preparation/storage areas and follow up effectively
- 1.4. Participants can explain and demonstrate comprehensive hand washing procedure.
- 1.5. Participants can identify times throughout a work day when it would be necessary to wash hands to prevent food contamination e.g. after smoking, using the bathroom, before entering the kitchen etc.

## 2. Health and Safety

- 2.1. Participants understand and can explain the characteristics of unsafe working conditions in a food preparation area e.g. obstructions, spills, incorrect storage, careless behavior.
- 2.2. Participants can describe and demonstrate appropriate methods for working safely e.g. safe lifting, cleaning spills asp, working with care, using appropriate protection.
- 2.3. Participants understand and can explain the risks of common kitchen hazards e.g. slip, trip, fall, burn, cut.
- 2.4. Participants can identify common kitchen hazards and describe appropriate methods to explain/minimize them.
- 2.5. Participants understand and can demonstrate basic first aid for common kitchen injuries e.g. cuts and burns.

## 3. Personal Hygiene

- 3.1. Participants understand and can explain symptoms of personal health issues that are likely to cause a hygiene risk
- 3.2. Participants understand and can describe appropriate workplace clothing for personal and food hygiene e.g. clean clothes, clean and bandaged injuries, closed in shoes, neat and tidy hair and nails.

## 4. Cleaning kitchen and dining area

- 4.1. Participants can explain appropriate methods and procedures for cleaning kitchen equipment and premises i.e. routines for cleaning, pre-cleaning, washing, rinsing and sanitizing food contact surfaces.

- 4.2. Participants understand and can explain a guest's expectations of cleanliness in a dining area, and how to ensure a dining area is kept clean and tidy e.g. floors, tables, windows, keeping animals out etc.

## **5. Developing a menu**

- 5.1. Participants understand and can explain key considerations in menu planning - e.g. facilities required, space required, number of different ingredients required.
- 5.2. Participants can demonstrate understanding of how to create a menu that is suitable and enjoyable for people from many cultures e.g. not too spicy, meat and vegetable options, fresh ingredients, variety wherever possible.

## **6. Costing/pricing meals**

- 6.1. Participants understand how to calculate the food cost of each menu item - and why this is a key input to determining an appropriate selling price.
- 6.2. Participants understand the various factors that impact the pricing of menu items - such as cost price, target audience, budget, sales, competitors and establishment requirements.

## **7. Presenting and serving food and drink**

- 7.1. Participants can demonstrate the ability to prepare a dining room setting for customers and make the necessary adjustments to accommodate large groups, menu and style of service.
- 7.2. Participants can prepare a dining area for service appropriately, ensuring it is equipped with the required items to meet guest expectations e.g. utensils, plates, napkins, menus (if required), condiments.
- 7.3. Participants can explain the key elements to consider when ensuring a guest's dining environment is comfortable - such as music, lighting, room temperature.
- 7.4. Participants can demonstrate the ability to provide accurate information about the food and beverage service of their establishment, answering common customer questions correctly and courteously, and resolve common customer problems.
- 7.5. Participants can demonstrate a broad understanding of the key underlying considerations of preparing food for international guests – i.e. how tastes and preferences may vary between different cultures, and the expectations of international guests.

## **8. Breakfast cookery**

- 8.1. Participants can cook breakfast dishes that are presentable and appetizing to guests from many cultural backgrounds.



## **9. Dinner cookery**

- 9.1. Participants can cook dinner style dishes that are presentable and appetizing to guests from many cultural backgrounds.

## **10. Preparing packed lunches**

- 10.1. Participants understand key considerations in preparing packed lunches, and can prepare lunches that are packed appropriately and transported easily by guests.

## **11. Preparing snacks/light meals**

- 11.1. Participants can understand and explain the characteristics of appropriate snacks and light meals and can prepare some snack items that are presentable and appetizing to guests from many cultural backgrounds.

# HOW TO USE THIS TRAINING PACKAGE

Welcome to the Guesthouse Operators Tourism Training package. This training program has been designed to be used by training professionals to deliver skills-based tourism training in remote parts of Timor-Leste.

## The training program

The training program consists of three modules. Each module is centered on a different theme, and builds on the skills and knowledge of the previous modules. The modules are:

- **Module 1:** Understanding tourists and tourism
- **Module 2:** Food hygiene and preparation
- **Module 3:** Managing reception and housekeeping

## Course resources

Each module contains all the resources required to deliver the training course. For each module you will find:

- **A course timetable:** a suggested format for how the training could be delivered, which matches the layout of the lesson plans. If you wish to locate individual sessions, you will find it's easiest to consult the course timetable.
- **Learning outcomes:** these have been numbered and themed for your reference. The learning outcome numbers match the references in the lesson plans.
- **Lesson plans:** sessions are grouped into days based on the course timetable. Each day has a lesson plan detailing how each session should be delivered, suggested timing, and the resources required. Timings can be adjusted to suit the strengths of your training group.
- **Activity guide:** lesson plans refer to numbered activities. You can consult the activity cards for each day to find out how activities are delivered. Any handouts, questions or game cards mentioned in the lesson plans can be found in the related activity card.
- **Participant manual:** participant manuals have been designed to provide participants with a take away resource that they can continue to refer to, and share with others in their community. You will also find that some activities will refer to corresponding sections of the participant manual. Each lesson plan refers to the relevant section of the participant manual that the trainer should read to prepare for the lesson. A separate trainer manual has not been provided. All required material can be found in the participant manual.

## Learning outcomes

Learning outcomes are numbered for your quick and easy reference. If you are not delivering a training package in its entirety, you can use these numbers to identify the sessions you need to conduct in order to achieve your training goals. These outcomes will also help you to understand the level of understanding that participants should have achieved by the completion of the session or the day.

## Lesson plans

All sessions within each lesson plan are assigned a difficulty rating from 1 to 3.



**Difficulty level 1:** a level 1 session focuses on a general topic that should not be difficult for a qualified professional trainer to understand. A trainer does not need a specialist skillset to be able to understand, prepare and deliver this session effectively.



**Difficulty level 2:** a level 2 session will require substantial reading, preparation and practice for any professional trainer. A trainer does not necessarily need a specialist skillset to be able to understand, prepare and deliver this session effectively, though it would be an advantage. If this session is being delivered by a trainer that does not hold a hospitality or tourism qualification, significant background reading, preparation and practice is recommended prior to delivering this session.



**Difficulty level 3:** a level 3 session should only be delivered by a trainer with professional tourism or hospitality qualifications, preferably with management experience. The material in this session is of a technical nature, and may at times be difficult for participants to understand, and difficult for trainers to explain. Level 3 sessions often require advanced mathematic skills, and require trainers to be able to make accurate calculations on their feet throughout the session. A suitably qualified trainer should spend time practicing the delivery of level 3 sessions.

## Activities

You will notice that each activity in each lesson plan has been assigned an individual reference number. This is to make it easy for you to locate the matching activity description in the activity guide. The activity reference number tells you the day, session and place within the session of any given activity. For example, an activity with the reference **1.2.3** would be delivered on **day 1**, **session 2**, and the **third activity** within that session.

Activities have all been assigned quick references so you can easily see if they are small group, pair, individual or large group exercises.



Lesson plan

# DAY 1

## TOPICS COVERED

Food hygiene and personal hygiene.

## LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 1.1. Understand and explain basic food hygiene procedures e.g. returning unattended food to the fridge, covering and storing food, keeping food sufficiently cold/hot.
- 1.2. Identify food hazards that may affect the health and safety of customers, colleagues or themselves e.g. cross contamination, foreign objects in food, food storage hazards.
- 1.3. Describe appropriate processes to remove or minimize hygiene hazards in food preparation/storage areas and follow up effectively.
- 1.4. Explain and demonstrate comprehensive hand washing procedure.
- 1.5. Identify times throughout the workday when it would be necessary to wash hands to prevent food contamination e.g. after smoking, using the bathroom, before entering the kitchen etc.
- 3.1. Understand and can explain symptoms of personal health issues that are likely to cause a hygiene risk.
- 3.2. Understand and can describe appropriate workplace clothing for personal and food hygiene e.g. clean clothes, clean and bandaged injuries.

<b>SESSION 1</b>	<b>Follow hygiene procedures and identify food safety hazards</b>
<b>Duration</b>	<b>3 hrs</b>
<b>Participant manual</b>	<b>1.1, 1.2, 1.3, 1.4, 1.5, 1.6</b>



## INTRODUCTION

### Instructions

- Welcome participants, complete attendance sheets as required, distribute nametags, pens and manuals as required, briefly outline the topics that will be covered today, discuss key learning outcomes for this session (above).
- **Icebreaker:** to be decided by trainer.



### Resources

- Participant nametags / pens / participant manual

### Learning outcomes

- N/A

## DISCUSSION 1.1.1 – Food contamination

### Instructions

- Participants to share responses to the following question:
  - Have you ever been sick from food?
  - If so, what did you eat, and why do you think it made you sick?
  - General discussion – trainer recording answers on whiteboard.



### Resources

- Participant manual / whiteboard / markers

### Learning outcomes

- 1.1

## DISCUSSION 1.1.2 – What is hygiene and food safety?

### Instructions

- Trainer to lead a discussion outlining the key concepts and definitions of hygiene and food safety (see definitions and discussion as per participant manual).
- Ask participants to consider:
  - Why is food safety important?
  - Right now in our kitchens, do we think that we are preparing food safely? Why/why not?



### Resources

- Participant manual / whiteboard / markers

### Learning outcomes

- 1.1

## DISCUSSION 1.1.3 – Food contamination

### Instructions

- Trainer to lead a discussion with participants on the following questions:
  - What do you already know about how food can become contaminated?
  - How can we stop our food from making people sick?
- General introductory discussion – trainer recording key points on whiteboard.
- Trainer to introduce the concepts of food contamination, cross contamination and food poisoning (see definitions and examples as outlined in the participant manual).
- Trainer to introduce each concept, and provide examples as required.

**Note:** cross contamination is the most challenging concept to explain – please prepare by ensuring you understand and can give examples of raw foods and ready to eat foods and explain the key differences between the two.



### Resources

- Participant manual (**section 1.4**) / whiteboard

### Learning outcomes

- 1.1, 1.2

## ACTIVITY 1.1.1 – Cross contamination

### Instructions

- Participants to complete cross contamination exercise in the participant manual (1.4) – participants break into groups where they are presented with different combinations of food. They have to decide whether preparing these using the same knives and chopping boards would be safe or unsafe.



### Resources

- Participant manual (**section 1.4**) / whiteboard

### Learning outcomes

- 1.1, 1.2

## DISCUSSION 1.1.4 – What is a food hazard?

### Instructions

- Trainer to lead a discussion with participants – introducing the concept of a food hazard, and then the ways that food hazards can occur in our kitchens and the potential consequences.
- Trainer to give examples of common food hazards and ask participants to provide examples from their own experiences of when/how the following could occur:
  - Unwashed hands
  - Food that is not cold enough or not hot enough.
  - Raw meat touching ready to eat food (cross contamination).
  - Dirty cooking equipment



### Resources

- Pictures of food hazard scenarios (participants to break into groups dependent on class size) / participant manual (**section 1.7**, Identify the food hazard) / whiteboard / markers

### Learning outcomes

- 1.2

## ACTIVITY 1.1.2 – Food hazard identification

### Instructions

- Participants break into groups where they are given photos of potential food hazards. They are required to identify the food hazard and report back to the group.



### Resources

- Pictures of food hazard scenarios (participants to break into groups dependent on class size) / participant manual (**section 1.7**, Identify the food hazard) / whiteboard / markers

### Learning outcomes

- 1.2

## DISCUSSION 1.1.5 – How do we control food hazards?

### Instructions

- Trainer to lead a discussion focusing on the things that can be done to remove or minimize the risk of food hazards. Trainer to introduce examples of measures that can be taken, and ask participants to discuss how/whether they could do these things:
  - Wash hands
  - Keep fresh food in the fridge, and keep hot food hot while serving.
  - Clean cooking equipment, knives and chopping boards.





- Make sure raw food and ready to eat food are kept separate.
- Clean benches and work area before preparing food.
- Be mindful of using clean water.
- Prepare food in a clean area that is off the ground and out of the dirt.
- What other ideas do participants have?
- Trainer to record key points on the whiteboard.

**Resources**

- Pictures of food hazard scenarios (participants to break into groups dependent on class size) / participant manual (**section 1.7**) / whiteboard / markers

**Learning outcomes**

- 1.3

**ACTIVITY 1.1.3 – Food hazard minimization**

**Instructions**

- Participants to break into same groups to look at the pictures of scenes with food hazards. This time need to write down how they would fix the food hazard in the scenario. Participants present back to the group.



**Resources**

- Pictures of food hazard scenarios (participants to break into groups dependent on class size) / participant manual (**section 1.7**) / whiteboard / markers

**Learning outcomes**

- 1.3

<b>SESSION 3a</b>	<b>Prevent food contamination</b>
<b>Duration</b>	<b>1 hr</b>
<b>Participant manual</b>	<b>3.1, 3.2, 3.3, 3.4</b>



### DISCUSSION 1.3.1 – Cleanliness in food preparation

#### Instructions

- Trainers to lead a general discussion on the following questions:
  - Why do we need to be clean and tidy when we are preparing food?
  - How do our guests feel if the people preparing their food do not look clean and tidy?
- Encourage participants to share their opinions and ideas, and record key points on the whiteboard.



#### Resources

- Participant manual / personal hygiene pictures

#### Learning outcomes

- 3.2

### DISCUSSION 1.3.2 – Personal cleanliness

#### Instructions

- Trainer to lead a discussion focusing on the importance of being clean and tidy in the workplace. Encourage participants to share their ideas around what good personal presentation and hygiene looks like, ensuring the following key points are covered:
  - Clean clothes
  - Clean nails
  - Clean and tidy hair
  - No jewellery
  - Cuts or wounds covered and clean



#### Resources

- Participant manual / personal hygiene pictures

#### Learning outcomes

- 3.2

### ACTIVITY 1.3.1 – Personal hygiene

#### Instructions

- Participants look at picture examples of poor hygiene. They need to identify what is wrong with the personal hygiene or presentation of each person in the picture and identify how they need to fix this.



**Resources**

- Participant manual / personal hygiene pictures

**Learning outcomes**

- 3.2

**DISCUSSION 1.3.3 – Body habits**

**Instructions**

- Trainer to lead a discussion focusing on good body habits:
  - Why is it important that we practice good body habits that display good personal hygiene?
  - What will our guests think if they see us using bad body habits?
  - What are some examples of bad body habits?
- Participants to share their ideas, trainer to record key points on the whiteboard. Ensure the following key points are covered:
  - Scratching
  - Combing/touching hair
  - Touching face and mouth or picking sores
  - Smoking
  - Tasting food using fingers
  - Spitting



**Resources**

- Participant manual (section 3.4)

**Learning outcomes**

- 3.2

**ACTIVITY 1.3.2 – Personal hygiene & presentation assessment (section 3.4)**

**Instructions**

- Participants to complete a personal presentation and hygiene assessment, and record in their manual any changes they will need to make to their dress and/or appearance.



**Resources**

- Participant manual (section 3.4)

**Learning outcomes**

- 3.2

<b>SESSION 3b</b>	<b>Report any personal health issues</b>
<b>Duration</b>	<b>30 mn</b>
<b>Participant manual</b>	<b>3.4, 3.5</b>



### DISCUSSION 1.3.4 – How do we know we are sick?

#### Instructions

- Trainer to lead a general introductory discussion on the following questions:
  - How do we know when we are sick?
  - What does it mean if our symptoms are contagious?
  - How is disease spread?



#### Resources

- Whiteboard / markers / participant manual (**section 3.5**)

#### Learning outcomes

- 3.1

### DISCUSSION 1.3.5 – Sickness and work

#### Instructions

- Trainer to lead a discussion on the importance of not working while sick, and the dangers to guests and other staff of working while sick.
- Make sure the important information from the participant manual is covered:
  - Not working while sick is especially important if you have a stomach illness.
  - Do not return to cooking until you have shown no symptoms for 48 hours.
- Trainer to ask participants to share their ideas of what they could do and possible solutions for how they would manage if they could not prepare food because they are sick:
  - Who would be able to ask to help them with this?
  - Do they have colleagues, friends or relatives who would be able to help out?
- Participants to share their ideas. Trainer to record key points on the whiteboard.



#### Resources

- Whiteboard / markers / participant manual (**section 3.5**)

#### Learning outcomes

- 3.1

### ACTIVITY 1.3.3 – Sickness and work



#### Instructions

- Participants break into groups to complete the activity in the participant manual (**section 3.5**) regarding whether they should continue working with different symptoms of illness. Answers are presented back to the group and discussed.

#### Resources

- Whiteboard / markers / participant manual (**section 3.5**)

#### Learning outcomes

- 3.1
-

<b>Session 4</b>	<b>Prevent cross contamination by washing hands</b>
<b>Duration</b>	<b>1 hr</b>
<b>Participant manual</b>	<b>1.8, 1.9</b>



## DISCUSSION 1.4.1 – Why do we wash our hands?

### Instructions

- Trainers to lead a general discussion about the importance of handwashing:
  - Why do we wash our hands?
  - How do we wash our hands?
- Participants to share responses, and trainer to record key ideas on the whiteboard.
- Lead a discussion regarding how much we use our hands in everyday activities as well as while preparing food, hence the importance of them being clean:
  - Wash hands before starting work always.
  - Wash hands in a designated hand sink and dry with a clean towel.
- Trainer to demonstrate the key basic steps to good handwashing (as detailed in the participant manual):
  - Apply soap and wet hands.
  - Wash hands (including between fingers and forearms) for at least 60 seconds.
  - Rinse with running water.
  - Dry with disposable paper towels, or a clean towel. If using a towel, this should be changed every day.



### Resources

- Whiteboard / markers / participant manuals (**section 1.8**) / handsinks with running water. Ensure there is adequate soap and towels for all participants / hygiene video for participants (if facilities to play video available)

### Learning outcomes

- 1.4

## ACTIVITY 1.4.1 – Handwashing



### Instructions

- Trainer to take participants to the hand sinks and demonstrate how to wash hands properly. Participants each to practice washing their hands properly. Trainer to observe participants washing their hands.

**Resources**

- Whiteboard / markers / participant manuals (**section 1.8**) / handsinks with running water. Ensure there is adequate soap and towels for all participants / hygiene video for participants (if facilities to play video available)

**Learning outcomes**

- 1.4

**DISCUSSION 1.4.2 – When do you need to wash your hands?**

**Instructions**

- Trainer to lead a discussion with participants focusing on when it is important to wash your hands in order to best stop the spread of disease. Participants to share their ideas and trainer to record the key points on the whiteboard.
- Ensure the key times for hand-washing as detailed in the participant manual are covered:
  - Before starting any work with food
  - After using the toilet
  - After handling raw food
  - After smoking
  - After coughing, sneezing, or blowing your nose
  - After eating or drinking
  - After touching your hair
  - After touching any wound



**Resources**

- Whiteboard / markers / participant manual (**section 1.9**)

**Learning outcomes**

- 1.5

**ACTIVITY 1.4.2 – When to wash your hands?**

**Instructions**

- Participants to record the times at which they should wash their hands in their manual (**section 1.9**).

**Resources**

- Whiteboard / markers / participant manual (**section 1.9**)

**Learning outcomes**

- 1.5







Lesson plan

# DAY 2

## TOPICS COVERED

Food service, breakfast cookery, dinner cookery.

## LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 7.1. Demonstrate the ability to prepare a dining room setting for customers and make the necessary adjustments to accommodate large groups, menu and style of service.
- 7.2. Prepare a dining area for service appropriately, ensuring it is equipped with the required items to meet guest expectations e.g. utensils, plates, napkins, menus (if required), condiments.
- 7.4. Provide accurate information about the food and beverage service of their establishment, answering common customer questions correctly and courteously, and resolve common customer problems.
- 7.5. Demonstrate a broad understanding of the key underlying considerations of preparing food for international guests – i.e. how tastes and preferences may vary between different cultures, and the expectations of international guests.
- 8.1. Cook breakfast dishes that are presentable and appetizing to guests from many cultural backgrounds.
- 9.1. Cook dinner dishes that are presentable and appetizing to guests from many cultural backgrounds.

<b>SESSION 1</b>	<b>Food and beverage service</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13</b>



## DISCUSSION 2.1.1 – Providing table service

### Instructions

- Trainer to introduce and explain the concept of table service.
- Ask participants:
  - Does anyone currently provide table service in their dining area?
  - If yes, how do they do this?
  - If no, is it something they would like to do?
- Trainer to introduce and explain the resources needed to provide table service to guests (have examples ready):
  - Table numbers
  - Order pads
  - An 'order station'
  - Small change money
  - Calculators
  - Staff that have been trained in table service
- Taking guest orders – trainer to explain the process of taking guest orders (refer participant manual).



### Resources

- Whiteboard / markers / sample restaurant menus / order pads / table numbers

### Learning outcomes

- 7.1, 7.4

## ACTIVITY 2.1.1 – Taking guest orders

### Instructions

- Distribute sample restaurant menus and order pads. Split participants into pairs to be the guest and the server. Practice recording orders. Then change places.
- Discuss any challenges that arise.



### Resources

- Whiteboard / markers / sample restaurant menus / order pads / table numbers.

### Learning outcomes

- 7.1, 7.4

## ACTIVITY 2.1.2 – Setting tables, carrying & clearing plates

### Instructions

- Trainer to explain and demonstrate how to set a table.
- Lay out knife, fork, plate, spoon, serviette, glass.
- Demonstrate how to carrying multiple plates (3 is good) and show how to place on the table (method as in the participant manual).
- Demonstrate how to know that a guest has finished with their meal (cutlery placed together in the center of the plate).
- Demonstrate how to clear multiple plates (method as per participant manual).
- Participants to practice each step.



### Resources

- Participant manuals / crockery and cutlery required for participants to practice

### Learning outcomes

- 7.1, 7.2

## DISCUSSION 2.1.2 – Preparing and presenting guest bills

### Instructions

- Trainer to introduce concept of guest bills – the list of items that a guest has consumed and their prices. Cover the steps for presenting a guest bill:
  - Identify that the guest wishes to pay.
  - Present bill
  - Collect money
  - Return promptly with any change inside.
- *If time permits, you may wish to run a short activity so participants can practice. We will not spend time in this session discussing how to list and calculate the items on a guest bill as this is covered in detail in Module 3.*



### Resources

- Markers / whiteboard

### Learning outcomes

- 7.4

## DISCUSSION 2.1.3 – Food & other items not covered in the cost of the room

### Instructions

- Trainer to lead a discussion with participants:
  - If our guests request extra meals or other things not included in the cost of the room, how do we let them know how much extra this will cost?



- Has it ever happened that a guest has been surprised by the cost of the room?
- What might happen if our guests don't understand that additional items will cost extra?
- Why is it good to be able to sell additional items to our guests?
- Participants to share their ideas, trainer to record key points on the whiteboard.
- Make sure participants understand that it is good to be able to sell additional items to guests so long as they understand that the items will cost extra on top of the cost of the room:
  - Does anyone currently offer additional items (like extra meals or drinks) to their guests?
  - If so, how does this work?
- Participants to share experiences, trainer to record key points on the whiteboard.

### **Resources**

- Markers / whiteboard

### **Learning outcomes**

- 7.5
-

<b>SESSION 2</b>	<b>Produce breakfast dishes</b>
<b>Duration</b>	<b>2 hrs</b>
<b>Participant manual</b>	<b>6.1, 6.2, 6.3</b>



**ACTIVITY 2.2.1 – Breakfast dishes**

**Instructions**

- Participants observe and then make complete breakfast setting as described with the cooking trainers.
- Possible variations of the recipes to suit availability are discussed and shared with participants e.g. pineapple, nuts, plain pancakes, making omelets from available ingredients.
- Trainers distribute and discuss other breakfast cookery ideas (see participant materials).



**Note:** this session will take more than one standard session (2 hours). We suggest you cook 2 recipes, take a break, then return to cook the remaining recipe.

**Resources**

- Cooking materials / cooking equipment / participant aprons / participant hats

**Learning outcomes**

- 8.1

<b>SESSION 3</b>	<b>Produce dinner / hot lunch dishes</b>
<b>Duration</b>	<b>2.5 hrs</b>
<b>Participant manual</b>	<b>7.1, 7.2</b>



### ACTIVITY 2.3.1 – Dinner dishes

#### Instructions

- Participants undertake dinner cooking activity as directed by the cooking trainer.
- **Based on the availability of ingredients and cooking equipment** (especially if cooking is being undertaken in a remote location), cooking activities may include – fish, roast chicken, steamed vegetables, mashed potatoes, baked potatoes, baked vegetables. This activity should be undertaken at the discretion of an experienced cooking trainer.
- Dinner cookery should include one meat/protein based dish, one carbohydrate and one vegetable dish.
- See the participant manual for dinner recipe ideas, and definitions of proteins and carbohydrates.



#### Resources

- Whiteboard / markers

#### Learning outcomes

- 9.1

Lesson plan

# DAY 3

## TOPICS COVERED

Developing a menu, costing/pricing meals.

## LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 5.1.** Understand and explain key considerations in menu planning - e.g. facilities required, space required, number of different ingredients required.
- 5.2.** Demonstrate understanding of how to create a menu that is suitable and enjoyable for people from many cultures e.g. not too spicy, meat and vegetable options, fresh ingredients, variety wherever possible.
- 6.1.** Understand how to calculate the food cost of each menu item - and why this is a key input to determining an appropriate selling price.
- 6.2.** Understand the various factors that impact the pricing of menu items - such as cost price, target audience, budget, sales, competitors and establishment requirements.

<b>SESSION 1 &amp; 2</b>	<b>Developing a menu</b>
<b>Duration</b>	<b>3 hrs</b>
<b>Participant manual</b>	<b>5.3, 5.4, 5.5, 5.6, 5.7</b>



## INTRODUCTION

### Instructions

- Introduction from trainer - brief introduction to the course and the material to be covered for the day.
- May include short ice-breaker.



### Resources

- Nametag for each participant / participant manuals

### Learning outcomes

- N/A

## DISCUSSION 3.1.1 – What is a menu?

### Instructions

- Trainer to lead a opening discussion with participants on the following questions:
  - What do our guests like and dislike?
  - Do they like Timorese food? Or international food? Or both?
  - How can we create a variety of food for our guests?
  - Can Timorese food be cooked to suit our guests' tastes? How?
- Participants to share their ideas and experiences. Trainer to record key points of the discussion on the whiteboard.
- Trainer to introduce the concept of a menu, and using a menu to be able to plan all the food you will need for a given day or week. After explaining the concept ask participants:
  - Would this be a helpful tool for our guesthouses? Why or why not?
  - Do any guesthouses currently use a system like this to plan for the week? How does it work?
- Trainer to distribute examples of what a menu might look like. Discuss its features (descriptions of food, prices etc) and invite participants to ask any questions about the menu format.



### Resources

- Participant manuals / whiteboard / markers / ETDA sample restaurant menus

### Learning outcomes

- 5.1, 5.2



### DISCUSSION 3.1.2 – What kinds of food do our guests expect?

#### Instructions

- Trainer to lead a discussion asking participants to share their ideas and experiences regarding what foods are served at each meal time:
  - Breakfast foods
  - Lunch/dinner foods
  - Snacks/light meals
  - What are the benefits of offering additional options of snacks/light meals to guests?
- Trainer to introduce and discuss additional examples of foods that should be served at each of these times, and discuss guest expectations at each meal (particularly international guests).
- Trainer to introduce a discussion on some of the differences between what Timorese people eat at each meal, and what international guests might like to eat (e.g. international guests will expect a more substantial breakfast than Timorese people usually eat). Refer to participant manual for more detail.



#### Resources

- Participant manuals / whiteboard / markers

#### Learning outcomes

- 5.2

### DISCUSSION 3.1.3 – How to plan your menu

#### Instructions

- Trainer to introduce the concept of menu planning, and the key things that need to be considered when deciding what to include in the menu. Introduce each of the following aspects of menu planning, asking participants to share their experiences of why they might need to consider the following:
  - Availability of ingredients
  - Availability of equipment
  - Storage of ingredients
  - Serving requirements
  - Variety
  - Local and international cuisines
  - Cooking methods and colors
  - How long each guest is staying
- Participants to discuss each aspect and share their ideas, trainer to supplement discussion as required. Refer to participant manual for more detail.



### Resources

- Participant manuals (**section 5.6**) / whiteboard / markers

### Learning outcomes

- 5.1

## ACTIVITY 3.1.1 – Draft a menu

### Instructions

- Participants to work to develop a draft menu that they can prepare consisting of 4 possible breakfast items, 4 possible lunch/snack items, and 4 possible dinner items.
- Participants fill this information into their manual which includes a menu template showing clear categories, space for names of dishes and short descriptions – participant manual (**section 5.6**).



### Resources

- Participant manuals (**section 5.6**) / whiteboard / markers

### Learning outcomes

- 5.1

## ACTIVITY 3.1.2 – What is something that I cook for my guests that I know they really like?

### Instructions

- Trainer to ask participants to each write down on a piece of paper one meal that they prepare for their guests currently that they seem to really enjoy.
- What is the dish? How do you cook it? Why do you think your guests enjoy this dish?



### Resources

- Participant manuals (**section 5.6**) / whiteboard / markers

### Learning outcomes

- 5.2

## DISCUSSION 3.1.4 – Plan your menu for unexpected guests

### Instructions

- Trainer to lead a discussion on the following scenario – a group of 4 guests arrive late in the afternoon at your guesthouse. They had not booked in advance, so you did not prepare any food for them and now it is dark and everything is closed. You have only some potatoes, some green leaves, some beans and not much time to prepare.
- What do you do?



- Trainer to ask participants to think about dry or canned items that they can use to prepare a meal when a situation such as this arises. Trainer to record participant ideas on the whiteboard.
- Trainer to ask participants to look at this list and suggest simple meals that they could make using these ingredients. Record participant responses.

#### Resources

- Participant manuals (**section 5.7**) / whiteboard / markers

#### Learning outcomes

- 5.1, 5.2

### ACTIVITY 3.1.3 – Plan your menu for unexpected guests

#### Instructions

- Participants to prepare a simple list of ingredients they should always keep in stock to allow for this kind of situation.
- Answers are recorded in the participant manual (**section 5.7**).



#### Resources

- Participant manuals (**section 5.7**) / whiteboard / markers

#### Learning outcomes

- 5.1, 5.2

<b>SESSION 3 &amp; 4</b>	<b>Costing / pricing meals</b>
<b>Duration</b>	<b>3 hrs</b>
<b>Participant manual</b>	<b>5.8, 5.9, 5.10, 5.11</b>



### ACTIVITY 3.3.1 – What is profit?

#### Instructions

- Trainer to lead participants in a game involving some play money to understand costs. 2 volunteers to be the guesthouse owners. GHO 1 sells 5 plates of mie goreng for \$5/plate. GHO 2 sells 6 plates of mie goreng for \$3/plate.
- Trainer narrates a scenario where they now have to pay all their costs (other participants to take on the role of the people they owe money to).
- The money they both have left is **called profit**. How much profit does each operator have? (GHO 1 should have \$9 left over. GHO 2 should have no money left).



#### Resources

- Some play money / participant manual (**section 5.11**) / whiteboard / markers / calculators

#### Learning outcomes

- 6.1, 6.2

### DISCUSSION 3.3.1 – What costs go into preparing a meal?

#### Instructions

- Trainer to lead a discussion with participants regarding what are the costs that go into preparing a meal for their guests. Give participants the opportunity to introduce as many costs as they can think of, ensuring the following costs are covered:
  - The costs of the food
  - The costs of the labour
  - The costs of water, cleaning materials etc
- Participants to share their ideas, and trainer to record key points on the whiteboard.
- Trainer to introduce the idea that cost is not the only thing that we need to consider when deciding the price that we will charge guests. Ask participants if they can think of any things that would affect how much they would charge for the meals they provide.
- Ensure this discussion considers and explains the concepts of:
  - Competition
  - Profit
  - Value



### Resources

- Some play money / participant manual (**section 5.11**) / whiteboard / markers / calculators

### Learning outcomes

- 6.1, 6.2

## ACTIVITY 3.3.2 – Pricing your menu

### Instructions

- Trainer to lead participants through an end-to-end costing process taking into account all of the individual costs that make a meal – i.e. all ingredients, overheads, additional cleaning materials, labor etc.
- Discuss the key lessons learned with participants:
  - What factors increase costs?
  - What are the ways that we can increase our profits?
- Trainer to then lead participants through the simplified pricing formula.
- Each participant to record in their manual 3 dishes that they currently serve in their guesthouse using the costing/pricing method (**section 5.11**).



### Resources

- Some play money / participant manual (**section 5.11**) / whiteboard / markers / calculators

### Learning outcomes

- 6.1, 6.2



## Lesson plan

# DAY 4

### TOPICS COVERED

Preparing packed lunches, dealing with common customer problems, practice workplace safety, clean the kitchen and dining area.

### LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 2.1. Understand and explain the characteristics of unsafe working conditions in a food preparation area e.g. obstructions, spills, incorrect storage, careless behavior.
- 2.2. Describe and demonstrate appropriate methods for working safely.
- 2.3. Understand and explain the risks of common kitchen hazards.
- 2.4. Identify common kitchen hazards and describe appropriate methods to explain/minimize them.
- 4.1. Explain appropriate methods and procedures for cleaning kitchen equipment and premises.
- 4.2. Understand and explain a guest's expectations of cleanliness in a dining area, and how to ensure a dining area is kept clean and tidy.
- 7.1. Demonstrate the ability to prepare a dining room setting for customers and make the necessary adjustments to accommodate large groups, menu and style of service.
- 7.2. Prepare a dining area for service appropriately, ensuring it is equipped with the required items to meet guest expectations.
- 7.3. Explain the key elements to consider when ensuring a guest's dining environment is comfortable.
- 7.4. Demonstrate the ability to provide accurate information about the food and beverage service of their establishment, answering common customer questions correctly and courteously, and resolve common customer problems.
- 7.5. Demonstrate a broad understanding of the key underlying considerations of preparing food for international guests – i.e. how tastes and preferences may vary between different cultures, and the expectations of international guests.
- 10.1. Understand key considerations in preparing packed lunches, and prepare lunches that are packed appropriately and can be transported easily by guests.

<b>SESSION 1</b>	<b>Preparing packed lunches</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>5.4, 8.1</b>



## DISCUSSION 4.1.1 – What is a packed lunch?

### Instructions

- Trainer to lead a discussion with participants to open the topic:
  - What do you usually serve guests if they request lunch?
  - Have you had guests ask you to pack lunch up for them before?
  - What did you give them? If not, what would you do if they asked you to do this?
- Trainer to explain the concept of a packed lunch (as distinct from a lunch served at the guesthouse) is a prepared lunch that can be carried with your guest and then eaten somewhere else. Trainer to explain some of the key things to consider when preparing a packed lunch for guests (see participant manual).



### Resources

- Cooking ingredients / cooking utensils / requirements for packing lunches e.g. containers, plastic wrap, tinfoil

### Learning outcomes

- 10.1

## ACTIVITY 4.1.1 – Preparing packed lunch

### Instructions

- Trainer to show participants how to prepare and then pack a number of items that would be suitable for making a packed lunch. Dependent on the available ingredients, this might include:
  - Paun
  - Boiled eggs
  - Carrot sticks
  - Cucumber sticks
  - Fried chicken (appropriately cooled, cut and wrapped)
  - Dried meat/fish
  - Fresh Fruit
  - Biscuits
  - Potato salad/sweet potato salad
  - Containers of eggplants
- Participants to use these items to prepare their own packed lunch that is tidy and complete with everything to make an appropriately sized meal. Trainer to observe each of the participants.





**Resources**

- Cooking ingredients / cooking utensils / requirements for packing lunches e.g. containers, plastic wrap, tinfoil

**Learning outcomes**

- 10.1
-

<b>SESSION 2</b>	<b>Preparing and cleaning the kitchen and dining area</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 6.4</b>



## DISCUSSION 4.2.1 – Preparing the dining area for service

### Instructions

- Where do your guests eat their meals?
- Is there anything you would like to change/improve about your dining area?
- What things do we need to do to prepare to serve a meal in the dining area?
- Participants to share their experiences and ideas. Trainer to record key points on the whiteboard.
- Trainer to introduce some of the things we need to think about when preparing. This might include (refer to participant manual for more detail):
  - Number of guests/size of group
  - Booking records
  - Counting chairs and tables
  - Checking bathrooms and toilets
  - Preparing equipment for service
  - Preparing a 'station' for easy service



### Resources

- Whiteboard / markers / participant manuals

### Learning outcomes

- 7.1, 7.2, 7.3

## DISCUSSION 4.2.2 – Preparing for guest comfort

### Instructions

- Trainer to ask participants:
  - How do we know whether or not our guests are comfortable while they are dining?
  - What are some signs we can look for that they are not comfortable?
  - What kinds of things can cause guest discomfort?
- Participants to share their ideas. Trainer to record key points on the whiteboard.



- Ensure discussion covers the key things we need to consider when thinking about whether guests are comfortable. Explain and give examples for each of the following points (refer participant manual for more detail):
  - Music
  - Lighting
  - Room temperature
  - Tidiness

### Resources

- Whiteboard / markers / participant manual

### Learning outcomes

- 7.1, 7.2, 7.3

## ACTIVITY 4.2.1 – Pictures of the dining area

### Instructions

- Participants break into groups and look at pictures of unclean or untidy dining areas and discuss what is wrong with the dining area in their picture.
- They need to present back to the group answers to the following questions:
  - Would you like this to be your guesthouse?
  - What might guests think about the food they eat in this dining area? Why?
  - What do they need to improve/fix in this dining area?



### Resources

- Whiteboard / bad dining area pictures on slide / required cleaning products and equipment to clean the dining area

### Learning outcomes

- 4.2

## DISCUSSION 4.2.3 – Cleaning the dining area

### Instructions

- Ask participants:
  - Why is it important that we maintain a clean dining area?
- Trainer to explain that the dining area should be cleaned:
  - After every guest
  - After each meal
- Ask participants to explain what kind of cleaning they think should be done after each guest, and what else would need to be done after each meal time, and what products and equipment you would use for each task.



- Record their ideas on the whiteboard, ensuring that together you have covered all of the things that need to be done (refer participant manual for more detail).

### Resources

- Whiteboard / markers / participant manuals / sample cleaning products and equipment for the dining area

### Learning outcomes

- 4.2

## DISCUSSION 4.2.4 – Cleaning the kitchen area

### Instructions

- Trainer to ask participants:
  - Why is it important to keep the kitchen clean?
  - What do our guests expect to see if they look in the kitchen?
  - What will they think if the kitchen is not clean?
- Participants to discuss these questions, facilitated by the trainer. Trainer to record key points on the whiteboard.
- Trainer to explain that cleaning the kitchen is different to cleaning the dining area, and in many ways more important. This is because the kitchen is a **food preparation area**, so it is important to maintain high standards of cleaning, and understand how to keep the kitchen free from harmful bacteria. Trainer to explain the definitions of the following terms and why they are important in the kitchen (refer participant manual for more detail):
  - Cleaning – cover the use of detergent and its importance instead of just water
  - Sanitizing
  - Maintenance
- Trainer to introduce the concept of **food contact surfaces**, explain what it means and give examples to participants. Ask the participants to give examples of food contact surfaces and record their answers on the whiteboard. Ensure that participants have the opportunity to ask questions and confirm their understanding.
- Once participants understand the concept of food contact surfaces, explain the additional cleaning procedures that we use for the parts of the kitchen on top of the regular cleaning process. Trainer to explain and demonstrate the use of sanitizing products (show a chemical sanitizer, explain the use of heat sanitizer, and demonstrate the process of mixing bleach and water to make a sanitizer – the ratio is 1 tsp to 4 litres of water).



**Resources**

- Whiteboard / markers / participant manuals / materials for sanitizer demonstration – chemical sanitizer, bleach, water, bucket, measuring tools

**Learning outcomes**

- 4.1

**ACTIVITY 4.2.2 – Food contact surfaces****Instructions**

- Participants to complete activity about food contact surfaces (**section 4.6**).
- If there is extra time, practice some cleaning techniques in kitchen area and dining area of the guesthouse or training venue.

**Resources**

- Participant manuals (**section 4.6**) / cleaning products and equipment

**Learning outcomes**

- 4.1

<b>SESSION 3</b>	<b>Safe work practices in kitchens and restaurants</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>2.1, 2.2, 2.3, 2.4, 2.5, 2,6</b>



### DISCUSSION 4.3.1 – What is Health and Safety?

#### Instructions

- Participants to discuss the following questions:
  - What does health and safety mean?
  - What are some common health and safety issues?
  - If your guesthouse/business is not safe, what might happen to your guests or staff?
- Trainer to lead participants through some definitions of health and safety, and what we mean when we talk about workplace health and safety.
- Trainer to explain the importance of making sure ourselves, our guests and all our staff are safe in our guesthouses. It is the responsibility of guesthouse owners, and the law in Timor-Leste.



#### Resources

- Participant manuals / whiteboard / markers

#### Learning outcomes

- 2.1, 2.2

### DISCUSSION 4.3.2 – Unsafe working practices

#### Instructions

- Participants to discuss and answer the following questions;
  - Have you hurt yourself in the kitchen, or while working elsewhere in your guesthouse?
  - How did it happen?
  - How could it have been avoided?
- Trainer to record key points on whiteboard and facilitate the discussion. Trainer to lead this discussion into bringing in some more examples of the ways that a workplace such as a guesthouse could be unsafe. Consider each of the following categories and give an example for each of how this could happen in a guesthouse (refer participant manual for more detail):
  - Obstructions
  - Spills
  - Incorrect storage
  - Faulty equipment
  - Careless behavior



- Introduce each example and then ask participants to explain: why do you think this might be unsafe? Record key points on the whiteboard.

#### Resources

- Whiteboard / participant manual

#### Learning outcomes

- 2.1, 2.3

### DISCUSSION 4.3.3 – Following safety procedure

#### Instructions

- Trainer to lead a discussion about how we can ensure we work safely day to day to minimize the risk of accidents and injuries in our guesthouses. Participants to share their ideas and experiences of how they can make their guesthouses safer. Ensure discussion covers the following key ideas:
  - Work with care to avoid accidents. Ask for help if you need it.
  - Use appropriate protection to carry out tasks.
  - Place heavy items around waist height. Practice safe lifting.
  - Notify others if you see a spill or obstruction. Clean or remove as soon as possible.



#### Resources

- Participant manual (**section 2.6**) / whiteboard / markers

#### Learning outcomes

- 2.2

### ACTIVITY 4.3.2 – Lifting safely

#### Instructions

- Trainer to demonstrate safe lifting technique:
  - If facilities available, show the short video of the safe lifting demonstration. If not available, use the picture explanations in the participant manual (**section 2.5**).
- Participants to practice lifting safely.



#### Resources

- Boxes to practice safe lifting technique / picture, video lifting resources

#### Learning outcomes

- 2.2

### ACTIVITY 4.3.3 – Hazard scenario test

#### Instructions

- Participants break into groups. Each group is given a picture that describes an unsafe situation in the workplace. They need to identify the hazards in the situation described together, and then present back to the group.



### Resources

- Pictures of health and safety hazard scenarios / participant manual (**section 2.4**) / whiteboard / markers

### Learning outcomes

- 2.3

## DISCUSSION 4.3.5 – Removing or minimizing workplace hazards

### Instructions

- Trainer to lead a discussion with participants:
  - What should we do when we encounter a hazard?
  - How can we make sure that hazards are removed?
- Ensure the steps for removing/minimizing hazards are covered in this discussion (refer participant manual for more detail).



### Resources

- Pictures of health and safety hazard scenarios / participant manual (**section 2.4**) / whiteboard / markers

### Learning outcomes

- 2.3, 2.4

## ACTIVITY 4.3.4 – Removing workplace hazards

### Instructions

- Participants break back into the same groups and this time discuss what they would.



### Resources

- Pictures of health and safety hazard scenarios / participant manual (**section 2.4**) / whiteboard / markers

### Learning outcomes

- 2.4



**SESSION 4****Dealing with common guest queries and problems****Duration****1 hr****Participant manual****4.7, 4.8****DISCUSSION 4.4.1 – What questions do your guests ask?****Instructions**

- Trainer to lead a discussion with participants on:
  - What are the common questions their guests ask when they are serving food and drinks?
  - Why do you think they ask these questions?
  - Have you had any questions that you were not able to answer? Why?
- Trainer to explain that it is the server responsibility to be able to answer guest questions about the food. Give some examples of what common questions about menu items might be (refer participant manual). Emphasize that if you do not know the answer to a guest question, you should find out the answer and let them know.

**Resources**

- Whiteboard / markers / butchers paper

**Learning outcomes**

- 7.4, 7.5

**DISCUSSION 4.4.2 – Good service****Instructions**

- Trainer to introduce the principles of good customer service and explain its importance in providing service to our guests. Explain and give examples of each of the following features of good service (refer participant manual for more detail):
  - Sincerity
  - Helpfulness
  - Enthusiasm
  - Attentiveness
  - Friendliness
  - Product knowledge
- Allow time for participants to ask questions about anything they are not sure of. Invite them to share their own ideas and experiences of times when they have provided good customer service.



### Resources

- Whiteboard / markers / butchers paper

### Learning outcomes

- 7.4

## ACTIVITY 4.4.1 – Good customer service

### Instructions

- Participants are split into groups. Each group is given one of the rules for providing good customer service. They need to work together to record examples of ways that they could provide this when they are serving customers in their businesses. Answers are recorded on butchers paper and presented back to the class.



### Resources

- Whiteboard / markers / butchers paper

### Learning outcomes

- 7.4

## ACTIVITY 4.4.2 – Answering guest questions

### Instructions

- Participants work in pairs. Each pair receives one menu. Participants listen to the information provided about each dish on the menu. Participant 1 prepares by reading the menu and participant 2 asks questions about the menu. Swap places. Session is observed by the trainer and guidance provided.



### Resources

- Exemple restaurant menus

### Learning outcomes

- 7.4, 7.5

Lesson plan

# DAY 5

## TOPICS COVERED

Preparing snacks and light meals, basic first aid for common kitchen injuries.

## LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 2.5** Understand and demonstrate basic first aid for common kitchen injuries e.g. cuts and burns.
- 11.1** Understand and explain the characteristics of appropriate snacks and light meals and prepare some items that are presentable and appetizing to guests from many cultural backgrounds.

<b>SESSION 1</b>	<b>Basic first aid for common kitchen injuries</b>
<b>Duration</b>	<b>1.5 hrs</b> ( <i>trainer should be first aid trained</i> )
<b>Participant manual</b>	<b>2.7, 9.1, 9.2, 9.3, 9.4</b>



## DISCUSSION 5.1.1 – What is first aid?

### Instructions

- Trainer to lead a discussion with participants based on the following questions:
  - What is first aid?
  - Why is it important to be able to assist our guests if they have injured themselves?
  - What do we already know about treating cuts and burns?
- Participants to share their ideas on how they currently treat common injuries, and what they would do if a guest was hurt at their guesthouse. Trainer to record key points on the whiteboard.

**Note:** trainer to facilitate discussion carefully on this topic. Do not endorse first aid methods that are not correct or different to what we will be teaching. Monitor discussion carefully, and do not allow participants to share misinformation about first aid.



- Trainer to explain the definition of first aid and the aim of this morning's session – to teach basic techniques to deal with cuts or burns *in the first instance only*.
- We need to emphasize before we begin that what you will learn is only designed to treat minor injuries, or provide you with the tools to perform basic first aid until you can get the injured person to a hospital or medical facility. Participants need to understand that they should always seek medical assistance for serious injuries, if they are not sure, or have any reason to suspect an injury has become infected.

### Resources

- Whiteboard / markers / participant manual / first aid kit for each participant

### Learning outcomes

- 2.5

## DISCUSSION 5.1.2 – First aid kits

### Instructions



- Trainer to distribute first aid kits to participants and take them through the contents. Explain the use of all of the first aid materials inside the kit. Give participants time to understand the contents of the kits and ask questions if needed.

**Resources**

- Whiteboard / markers / participant manual / first aid kit for each participant

**Learning outcomes**

- 2.5

**ACTIVITY 5.1.1 – Basic first aid for burns****Instructions**

- Trainer to explain and demonstrate basic first aid treatment for a burn (refer participant manual). This should cover the principles of stop, drop and roll if your clothes catch fire, and getting down low and crawling along the floor to get out of a burning kitchen or home.
- Break participants into pairs to practice being the injured person and the person applying first aid for a burn. Then swap and practice again. Trainer to observe the simulation exercise and provide guidance where needed.
- Allow participants time to ask questions about the first aid treatment for burns as this is often confusing and may be very different to what they would currently do.
- *Trainer needs to emphasize that it is most important to keep the burn clean, dry and covered. It is very important NOT to put foreign substances on the burn such as toothpaste or coffee.*

**Resources**

- Whiteboard / markers / participant manual / first aid kit for each participant

**Learning outcomes**

- 2.5

**ACTIVITY 5.1.2 – Basic first aid for cuts****Instructions**

- Trainer to explain and demonstrate basic first aid treatment for cuts (refer participant manual).
- Break participants into pairs to practice being the injured person and the person applying first aid for a cut. Then swap and practice again. Trainer to observe the simulation exercise and provide guidance where needed.

**Resources**

- Whiteboard / markers / participant manual / first aid kit for each participant

**Learning outcomes**

- 2.5

<b>SESSION 2 &amp; 3</b>	<b>Preparing snacks / light meals</b>
<b>Duration</b>	<b>2 hrs</b>
<b>Participant manual</b>	<b>10.1, 10.2, 10.3, 10.4</b>



## DISCUSSION 5.2.1 – What is snack/light meals?

### Instructions

- Trainer to lead a discussion on the following questions:
  - What is a snack and what is a light meal?
  - Why it is important to provide light meals and snacks?
  - Can you give examples of light meals and snacks?
- Record participant ideas of what would make good snack/light meal options for their guests on the whiteboard.



### Resources

- Participant manual / cooking ingredients / cooking equipment

### Learning outcomes

- 11.1

## ACTIVITY 5.2.1 – Making light meals

### Instructions

- Trainer to show the participants how to make a few light meal options for their guests. Refer participant manual for recipe details.
- Dependent on the availability of ingredients, this might include:
  - A light omelette
  - Samosas
  - Salad
  - Croquettes
  - Biscuits

**Note:** as this is a 2 hour session, we suggest making 1-2 recipes, taking a break, and then continuing with another recipe and clean-up.



### Resources

- Participant manual / cooking ingredients / cooking equipment

### Learning outcomes

- 11.1

Author: **Jocelyn Condon**  
Graphic design: **Wide Vision**  
Illustrator: **Gibrael Dias Soares Carocho**

Funded by:

