Homestay Operation

Trainer Guide
Contributions:

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These programmes and organisations contributed to the development and printing of this material and will be using these training materials to deliver High Impact Tourism Training to their respective target beneficiaries.

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Introduction

Welcome to the Homestay Operation course. The purpose of this guide is to provide you, the trainer, with guidelines about the presentation and learner support requirements for the course. This trainer’s guide will enable you to plan, prepare, conduct and evaluate this course.

Goal of this Course

By the end of the training the learners will have the basic skills to operate different functions of their homestay including increase visitation, satisfaction and spend to their homestay though providing high level customer service, a safe and clean environment and improved marketing.

Course Duration

This is an eight day course.

This programme is designed for a minimum of 20 delegates learners.

Target Audience

The following roles should attend this course:

- Existing homestay operators
- New entrant homestay operators.

Learning Outcomes

At the end of this course, the learner should be able to:

- List different types of homestay and their services
- Take and deal with customer’s enquires and reservation
- Prepare a homestay house to receive and service guests and satisfy all accommodation needs
- Service meals and beverages during the guest stay in a homestay
- Produce safe and nutritious foods in a homestay
- Better understand the tourism industry and tourist’s motivations
- Deliver quality service to guests within a homestay environment
- Apply hygiene and safety principles and practices within the homestay to the satisfaction of guests
- Apply templates and techniques to increase revenue from existing customers
- Know how to apply low cost marketing approaches to increase visitation
- Use basic English vocabulary and structure in serving homestay’s guests.
Resources Required

In order to teach this course, please ensure that you have the following available:
The specific resources needed for each topic are listed in the lesson plans.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flip file</td>
<td>One</td>
</tr>
<tr>
<td>Trainer Guide</td>
<td>One</td>
</tr>
<tr>
<td>Attendance Register</td>
<td>One</td>
</tr>
<tr>
<td>Participant Registration forms</td>
<td>One per participant</td>
</tr>
<tr>
<td>Flip Chart</td>
<td>One</td>
</tr>
<tr>
<td>Whiteboard markers</td>
<td>Twenty four (in four colours: Red, Blue, Black, Green)</td>
</tr>
<tr>
<td>Facilitator Evaluation</td>
<td>One</td>
</tr>
<tr>
<td>Learner Evaluation Form</td>
<td>One per participant</td>
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<tr>
<td>Supporting document, including flash card sets, communication toolkit, etc.</td>
<td>One full set (see details in each module)</td>
</tr>
<tr>
<td>List of items for practical sessions</td>
<td>One (separate sheets)</td>
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</tbody>
</table>
## Training programme

<table>
<thead>
<tr>
<th>Timing</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00 – 09.30</td>
<td><strong>Opening and course introduction</strong></td>
<td>Module 4: Customer service (6 hours)</td>
<td>Module 5: Maximizing sales (4 hours)</td>
<td>Module 6: Managing money (cont.)</td>
<td>Module 8: Housekeeping services (6 hours)</td>
<td>Module 9: Food &amp; beverage service (3 hours)</td>
<td>Module 10 (cont.): • Topic 3: Good personal &amp; food hygiene • Topic 4: Menu planning</td>
<td>Module 10 (cont.): • Topic 6: Cooking class 2: Lunch &amp; dinner</td>
</tr>
<tr>
<td></td>
<td>• Module 1: Tourism and homestays (2 hours)</td>
<td>• Topic 1: Preparing for your guests</td>
<td>• Topic 1: Snack, beverage &amp; souvenir sales</td>
<td>• Topic 2: Guest accounts</td>
<td>• Topic 1: Servicing the sleeping area</td>
<td>• Topic 1: Preparing the dining area</td>
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<tr>
<td></td>
<td>• Topic 2: Welcoming your guest</td>
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<td></td>
<td>• Topic 2: Welcoming your guest</td>
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<td>• Topic 2: Serving meals</td>
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<tr>
<td></td>
<td>• Introduction to tourism</td>
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<tr>
<td>09.30 – 09.45</td>
<td><strong>Tea break</strong></td>
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<tr>
<td>09.45 – 11.15</td>
<td>Module 1: (cont.) • Topic 2: Types of homestays and their impacts</td>
<td>Module 4: (cont.) • Topic 2: (cont.)</td>
<td>Module 5: (cont.) • Topic 1: (cont.)</td>
<td>Module 6: (cont.) • Topic 1: (cont.)</td>
<td>Module 8: (cont.) • Topic 1: (cont.)</td>
<td>Module 9: (cont.) • Topic 3: (cont.)</td>
<td>Module 10 (cont.): • Topic 6: Cooking class 2: Lunch &amp; dinner</td>
<td>Module 10 (cont.): • Topic 6: Cooking class 2: Lunch &amp; dinner</td>
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<tr>
<td></td>
<td>• Module 2: Hygiene and environment care in homestays (2 hours)</td>
<td>• Module 2: (cont.) • Topic 2: (cont.)</td>
<td>• Module 2: (cont.) • Topic 1: (cont.)</td>
<td>• Module 7: Low-cost marketing and promotion (4 hours)</td>
<td>• Module 2: (cont.) • Topic 1: (cont.)</td>
<td>• Module 3: (cont.) • Topic 3: Serving drinks</td>
<td>• Topic 6: Cooking class 2: Lunch &amp; dinner</td>
<td>• Topic 6: Cooking class 2: Lunch &amp; dinner</td>
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<td></td>
<td>• Topic 1: Being clean, tidy and well organised</td>
<td>• Topic 2: (cont.) • Topic 1: (cont.)</td>
<td>• Topic 2: (cont.) • Topic 1: (cont.)</td>
<td>• Topic 2: Servicing the bathroom</td>
<td>• Topic 2: (cont.) • Topic 1: (cont.)</td>
<td>• Topic 3: (cont.) • Topic 2: Serving drinks</td>
<td>• Topic 6: Cooking class 2: Lunch &amp; dinner</td>
<td>• Topic 6: Cooking class 2: Lunch &amp; dinner</td>
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</tbody>
</table>

### Day 8 (cont.): Topic 6
- Cooking class 2: Lunch & dinner
<table>
<thead>
<tr>
<th>Time</th>
<th>Module 2: (cont.)</th>
<th>Module 4: (cont.)</th>
<th>Module 5: (cont.)</th>
<th>Module 7: (cont.)</th>
<th>Module 8: (cont.)</th>
<th>Module 10 (cont.):</th>
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</thead>
<tbody>
<tr>
<td>11.15 – 13.30</td>
<td>Lunch break</td>
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<tr>
<td>13.30 – 15.00</td>
<td>• Topic 2: Waste management</td>
<td>• Topic 3: Interacting with your guests</td>
<td>• Topic 2: Village tours and other services</td>
<td>• Topic 1: Simple costing</td>
<td>• Topic 2: The homestay culinary experience</td>
<td>• Topic 5: Cooking class 1: Breakfast</td>
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<tr>
<td></td>
<td>• Topic 3: Saving water and electricity</td>
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<td></td>
<td><strong>Module 3: Safety and security (2 hours)</strong></td>
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<td><strong>Module 6: Managing money (4 hours)</strong></td>
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<tr>
<td></td>
<td>• Topic 1: Safety and security</td>
<td>• Topic 4: Farewelling your guests</td>
<td>• Topic 1: Simple costing</td>
<td>• Topic 2: Repeat visitation, referrals and new markets</td>
<td>• Topic 2: Servicing general areas &amp; non-routine cleaning</td>
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<tr>
<td>15.00 – 15.15</td>
<td><strong>Tea break</strong></td>
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<tr>
<td>15.15 – 16.45</td>
<td><strong>Module 3: (cont.)</strong></td>
<td><strong>Module 4: (cont.)</strong></td>
<td><strong>Module 6: Managing money (cont.)</strong></td>
<td><strong>Module 7: (cont.)</strong></td>
<td><strong>Module 8: (cont.)</strong></td>
<td><strong>Module 10 (cont.):</strong></td>
</tr>
<tr>
<td></td>
<td>• Topic 1: (cont.)</td>
<td>• Topic 4: (cont.)</td>
<td>• Topic 1: (cont.)</td>
<td>• Topic 2: (cont.)</td>
<td>• Topic 2: (cont.)</td>
<td>• Topic 5: (cont.)</td>
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<tr>
<td></td>
<td>• Topic 2: Basic First Aid and emergency response</td>
<td>• Topic 4: (cont.)</td>
<td>• Topic 2: (cont.)</td>
<td>• Topic 3: Servicing general areas &amp; non-routine cleaning</td>
<td>• Topic 2: (cont.)</td>
<td>• Topic 6: (cont.)</td>
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Training course opening

At the completion of this module learners will be able to:

- Get acquaintance with the trainer and other trainees in group.
- Identify training course objectives and schedule.
## Training course opening

<table>
<thead>
<tr>
<th>Element</th>
<th>Time</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening ceremony</td>
<td>Welcome and opening remarks by representatives of HITT programme, local partners and organisers</td>
<td></td>
<td>Markers, Colour paper, A small ball or the like (tennis ball, apple, etc.)</td>
</tr>
<tr>
<td>Introduction of trainers and</td>
<td>Trainers and trainees write their given names in a A4 paper that is already folded in 4 and pyramid shaped</td>
<td>Introduce the course objective. Link to trainees’ expectation. Explain which expectation can be covered and which is not.</td>
<td>Marks, Colour paper, Flip chart or white board A1 size paper</td>
</tr>
<tr>
<td>trainees</td>
<td>All participants put the written name “board” on the desk</td>
<td>Introduce title of 10 modules that will be discussed in the course and when they will take place.</td>
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</tr>
<tr>
<td></td>
<td>Introduction starts with demonstration of trainer</td>
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<tr>
<td></td>
<td>Trainer throw a ball to one of the trainees. Ask that trainer to introduce him/herself briefly. Introduction should include:</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- Name of trainee</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- Experiences in homestay operations</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- Expectation from the course. Trainer takes notes and write trainees’ expectation on white board/flipchart paper</td>
<td></td>
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<tr>
<td></td>
<td>Ask the trainee throw the ball to whom he/she want to introduce</td>
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<tr>
<td></td>
<td>Repeat steps of introduction till all participants introduce</td>
<td></td>
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</tr>
<tr>
<td>Fill in Registration forms</td>
<td>Assist participants to complete the HITT Beneficiary Registration forms</td>
<td></td>
<td>Registration forms for all beneficiaries</td>
</tr>
</tbody>
</table>
Module 1: Tourism and homestays

At the completion of this module learners will be able to:

- Identify different types of tourist and services offered by actors in the tourism cycle.
- List the services offered by the actors in the tourism cycle.
- Describe different operational types of homestays.
- State positive and negative impacts of tourism that result from the different types of homestay operations in villages.
- Name common services provided to tourists by homestays.
**Module 1: Tourism and homestays**

**Module Introduction (30 minutes)**

<table>
<thead>
<tr>
<th>Element</th>
<th>Time</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention getter</strong></td>
<td>5 min</td>
<td><strong>Role play:</strong> Trainer arrives dressed as a tourist, and goes from delegate to delegate asking what they are offering in terms of accommodation, food and other products in order to choose between them. Trainer makes a big show of comparing options, considering them, rejecting some, etc.</td>
<td>Travel gears such as backpack, camera, hat, sunglasses, walking shoes and stick, etc.</td>
</tr>
</tbody>
</table>
| **Establish relevance of topic** | 10 min | **Discussion** why it is important for homestay hosts to understand types of tourists, how do they get to their village and their desires and needs when coming to a village and stay with a local family. Explain their roles in serving tourists and thus contributing to the tourism industry in Vietnam.  
**Introduce key topics that will be discussed in the module:**
- **Types of tourists:** explain briefly origins of tourists by nationalities (based on recent statistics of tourist arrivals in Vietnam and their travel motivations (such as holiday, VFR or business))  
- **Tourist needs:** determine types of services and activities that tourists look to experience during their stay in the destination, including transportation, accommodation, foods and drinks, things to see and to do, etc.  
- **The tourism cycle:** discuss the concept of the tourism cycle with different actors and their role in which positioning of homestay will be depicted.  
- **Types of homestay:** clarify the homestay concept and three types of homestay in the North, Central and Mekong Delta regions, characterized by three different housing architectural styles and owned by different ethnicities.  
- **Homestay quality standards:** explain basic quality standards set for homestay facilities in Vietnam by VNAT, including sleeping and washroom facilities, skills of staffs.  
- **Impacts of homestay:** explain potential positive and negative impacts associated with homestay operation such as work and income opportunities, cultural exchange and preservation, crime, prostitution or alcohol abuse. | |
| **Establish Prior Learning** | 15 min | **Discussion:** invite participants to share their prior experiences of types of tourists and their needs at their homestay house.  
- Nationalities  
- Occupation/ social class  
- Accommodation  
- Foods and beverages  
- Activities at homestay  
- Cultural behaviours | |

**Module Content (3.5 hours)**
<table>
<thead>
<tr>
<th>Topic 1: Introduction to tourism (1.5 hours)</th>
<th>Flip file page 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Types of Tourists</strong></td>
<td><strong>Teaching Methods</strong></td>
</tr>
<tr>
<td>- Brainstorm: Who are the tourists?</td>
<td>Explain definition of tourist by VNAT and link to discussion in the “Establish Prior Learning” session</td>
</tr>
</tbody>
</table>

**Activity 1: Discussion** - Where do tourists come from?  
Ask trainees to discuss and identify from which countries tourists come from basing on their observation or speculation.  
Write names of countries which trainees select on flip chart or white board.  
Emphasize that tourists come from both other countries Asia, Europe and other continents and Vietnam.

**Activity 2: Discussion** - Why do people travel?  
Show picture on learner page. Ask trainees to state what these tourists are doing at different destination in Vietnam.  
Using examples to explain about 2 main types of tourists and their sub types:

1. **Leisure**: to have fun!  
   - **Holiday**: to enjoy the destination – culture, festivals, activities, attractions, beaches, food, etc.  
   - **Visiting Friends and Relatives**: e.g. for Tet, family events such as weddings, or to visit each other.

2. **Business**: attending conferences, meetings, trading, study, etc.

**Tourist needs**  
**Teaching Methods**  
- Brainstorm: What are the main needs of tourists (during their trips)?  
- List the answers from learners and summarize. Provide further information on tourist needs basing on picture on flip file page.

**The Tourism Cycle**  
**Teaching Methods**  
- **Explain briefly**: the Tourism Cycle is  
  - The tourism industry consists of a number of different types of businesses all working together to provide a tourism experience.  
  - These businesses are usually used in a particular sequence by tourists.  
  - All tourism businesses fit into this sequence which we call the Tourism Cycle  
  - Each business in the Cycle fills a particular need of the tourist

**Activity 3: Flashcard game** - Tourism Cycle and its actors  
- Each trainee is provided with a flash card which shows name and/or an image of the key actors (travel intermediaries and service suppliers) in the tourism cycle (e.g. overseas tour operators, flight, domestic tour operator, tour guides (escort and local guide), transport providers (train, car, bus, taxi, xe om, etc.), hotel, homestay, restaurant, souvenir shops, street vendors, local tourist attraction (with specific names) etc.)  
- Trainees are asked to place their cards in the right sequence in the guest's...
- travelling route from their home country to the destination (village) and return.
- Evaluate the result of the game and correct it if anything wrong. Further explain role of each travel intermediaries in the guest cycle.
- Refer to pictures on flip file page to confirm key actors in the tourism cycle:
  - **Transport**: airlines, train companies, car / bus rental companies, taxis, etc.
  - **Travel & tours**: Travel agents, tour operators, tour guides, trekking companies
  - **Accommodation**: hotels, lodges, resorts, guesthouses, homestays
  - **Food & beverages**: restaurants, food stalls, cafeteria
  - **Natural attractions**: National parks and reserves with mountains, forests, rivers, and lakes
  - **Cultural attractions**: Cultural places (temples, stupas, museums etc), historical places (old towns, war sites, palaces), festivals, markets, people, performances (music, dance), arts and handicrafts

**Activity 4: Discussion** - Identify where the homestay operator fits in the chain, who do they link to and in what order

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**Topic 2: Types of homestay and their impacts (2 hours) Flip file page 5**

**Homestays in Vietnam**

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 5: Discussion</strong> – Concept of homestay</td>
<td></td>
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<tr>
<td>Ask trainees: What is a homestay? Explain: Accommodation service organized for tourists to stay with a local family, in their home, and experience the local culture and hospitality</td>
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</tr>
</tbody>
</table>

**Activity 6: Discussion**: Ask trainees - What does it differ from other types of accommodation service?
- Tourists stay with a local family, in their home
- Opportunity to enjoy real and authentic experience for tourists.
- Opportunity to enjoy local cuisine

**Activity 7: Discussion** - Types of homestay in Vietnam: introduce 3 main types of homestay and use flip file page to illustrate

<table>
<thead>
<tr>
<th>Northern mountainous region</th>
<th>Central region</th>
<th>Mekong Delta</th>
</tr>
</thead>
<tbody>
<tr>
<td>(picture)</td>
<td>(picture)</td>
<td>(picture)</td>
</tr>
<tr>
<td>Stilt houses without private bedroom and attached bathroom and toilet, usually owned by Tay or Thai ethnic minority people.</td>
<td>Traditional house of the Kinh people-the majority ethnic group of Vietnam or Long house, Guol house of ethnic minority groups which is similar to stilt houses but longer in size or trapezoidal roofs. Interior design and facilities are the same. Owned by Kotu, E</td>
<td>Wooden garden houses of the Kinh ethnic people. Private bedroom with or without attached bathroom and toilet.</td>
</tr>
</tbody>
</table>
### Topic 2: Types of homestay and their impacts (2 hours)

<table>
<thead>
<tr>
<th>Homestay basic facilities and standards</th>
<th>60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Methods</strong></td>
<td></td>
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</tbody>
</table>
| **Activity 8: Group discussion**       | - What do tourists want in terms of facilities? Homestays must offer certain basic facilities to guests to ensure they are comfortable.  
- There are laid down in the TCVN homestay standards manual and are applicable to all homestay facilities throughout the country. However, there are some cases of homestay owned by ethnic minority families where their traditional housing architecture and infrastructure conditions are unique and not up to standards. This ensures that homestays in Vietnam can offer a certain standard of facilities to guests  
- It also ensures that guests know what facilities to expect when staying in a homestay. |
| **Resources**                         | • TCVN homestay standards manual |
| **Activity 9: Further group discussion:** | - What is the architectural style of a typical homestay house in their region?  
- What are living amenities available in the house?  
- What are standards for the bathroom and toilet?  
- What are standards for the kitchen?  
- What are required human resources for operating a homestay? |
| **Activity 10: Discussion**           | - What are homestay quality standards in Vietnam?  
- **Sleeping facilities**: Bedroom / guestroom: 8 – 10 m²/ room, good ventilation, electric power supply, lighting, fan, bed size: 0.9m x 2m (single) or 1.5m x 2m (double)  
- **Washroom facilities**: Bathroom and toilet: 3 m², attached to the bedroom or independent, max. 5 guests/ bathroom and toilet, ceramic tiled walls and floor, lighting, shower with hot water, washbasin, toilet, etc.  
- **Skills and Training**: management staff must attend training course on homestay management except people certified by an authorized tourism training institution. Employees must attend training course on homestay operation skills except people certified by an authorized tourism training institution. |

**Activity 11: Group discussion – Impacts of homestay**
Participants are divided into 4 groups to discuss the potential positive and negative impacts of operating a homestay in their village.

**Group 1, 3: What are positive impacts of homestay?**
- **Work and income opportunities**: sale of homestay services, foods and
drinks, handicrafts, employment and salary paid by tourism employers

- **Cultural exchange and civilization**: learning lifestyles, habits, customs and new knowledge of people from different cultures
- **Preservation of traditions**: pride of the traditional cultures that motivate local people to preserve their traditional culture.

**Group 2, 4: What are negative impacts of homestay?**

- **Erosion of traditions**: introduction of inappropriate cultural behaviours, lifestyles, habits learned or resulted from foreign tourists.
- **Crime**: robbery, theft, gambling, personal attack, etc. happening between the local people and tourists or amongst local people.
- **Child labour and abuse**: street vendors, quitting school to work in tourism industry.
- **Prostitution**: young girls or ladies have sexual relationships with tourists for money.
- **Alcohol abuse**: the host family earns money from homestay business getting used to alcohol and party with others very often that damage their personal health as well as cause crimes in the community.
Module 2: Hygiene and environment care

At the completion of this module learners will be able to:

- Identify the importance of having a clean and tidy homestay
- Explain impacts of poor waste management; suitable types of waste disposal units; how to manage different types of waste.
- State and practice low cost water and energy saving techniques
- Maintain a hygienic environment (inside and outside the homestay); control “clutter” and maintain a tidy environment (inside and out). Maintain personal hygiene and look neat, clean and tidy.
- Handle waste by using waste handling principles
Module 2: Hygiene and environment

Module Introduction

<table>
<thead>
<tr>
<th>Element</th>
<th>Time (min.)</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Attention getter               | 5           | **Flip File Picture**: show a picture of an area of village that is full of wastes for learner comment and discussion  
  • Ask learners: How do you think on the situations shown in the picture? | 01 Picture  
  (on flip file page 8 – Handling plastic waste)                           |
| Establish relevance of topic    | 2           | **Discussion** basing on the situations raised  
  • What do guests feel if our village environment is unclean?  
  • If tourist do not visit our village who will stay in our homestay?  
  • Explain the importance of learning this module to learners and to community. | Flip chart paper and markers or flip file                                   |
| Establish Prior Learning        | 3           | **Group discussion**: Ask some learners to share some good and bad experiences in:  
  - How to keep their home clean and tidy  
  - What consumption of water and electricity at their own house is.  
  List findings on flipchart/board (if necessary)  
  **Explain** main contents that will be covered in the module | Flip chart paper and markers                                                |
Module content:

<table>
<thead>
<tr>
<th>Topic 1: Being clean, tidy and well organised</th>
<th>Flip file page 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal hygiene</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td><strong>Activity 1: Picture show</strong> - show picture of personal hygiene on flip file page to illustrate and discuss.</td>
<td>Flip file page</td>
</tr>
<tr>
<td>Ask learners:</td>
<td></td>
</tr>
<tr>
<td>How should homestay family members wear?</td>
<td></td>
</tr>
<tr>
<td>What do we do to keep hands clean and feet?</td>
<td></td>
</tr>
<tr>
<td>How often we brush teeth and bathe?</td>
<td></td>
</tr>
<tr>
<td>How should we do to keep hair clean and tidy?</td>
<td></td>
</tr>
</tbody>
</table>

Conclude Activity 1 by emphasize on issues of Personal hygiene: Guests will appreciate hosts that are clean and look neat and tidy.

- **Clothes:**
  - Wear appropriate clothes in the traditional style if possible
  - Clothes must be neat, clean and looked after – no holes, tears or stains

- **Personal hygiene:**
  - Clean hands and feet, short clean finger nails
  - Tidy hair – clean and brushed, maybe styled in the traditional style
  - Brush teeth every day to prevent unpleasant mouth odour
  - Bathe every day or regularly to prevent unpleasant body odour

- **Hands:**
  - Keep fingernails short and clean
  - Wash hands often:
    - Before greeting guests
    - Before working with food
    - After using the toilet
    - After working with raw meat, fish, poultry or other animal products
    - After smoking
    - After touching animals

<table>
<thead>
<tr>
<th>Topic 1: Being clean, tidy and well organised</th>
<th>Flip file page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping your homestay clean and tidy</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td><strong>Activity 2: Discussion</strong> – Brainstorming by asking learners “Why is it necessary to keep a homestay clean and tidy?”</td>
<td></td>
</tr>
<tr>
<td>Make a list of reasons on flip chart/board.</td>
<td></td>
</tr>
<tr>
<td>Refer to flip file page: <strong>A clean and tidy homestay can:</strong></td>
<td></td>
</tr>
<tr>
<td>- Creates a good first impression</td>
<td></td>
</tr>
<tr>
<td>- Creates a welcoming environment for guests</td>
<td></td>
</tr>
<tr>
<td>- Reduces risks of accidents if the home and outside area are clean and neat</td>
<td></td>
</tr>
<tr>
<td>- Discourages pests from nesting or infesting</td>
<td></td>
</tr>
<tr>
<td>- Save your time to find your belongings or items in guest service</td>
<td></td>
</tr>
<tr>
<td>- Reduce the risk of guests picking up infections / diseases</td>
<td></td>
</tr>
<tr>
<td>- Makes guests more comfortable and have feeling of hygienic safety during their</td>
<td></td>
</tr>
</tbody>
</table>

- **A picture showing a tidy and clean environment inside a homestay**
stay
- Increase guest’s satisfaction with your homestay services.
- Encourage guests to return or recommend your homestay to other people.

**Activity 3: Discussion** on how to keep homestay clean and tidy:

Ask trainees: How is a tidy home?
Show pictures on flip file page to illustrate a clean and well organised homestays
Ask learner: What can we do to keep our home clean and tidy?
- Put clothes away, and keep personal items neat – e.g. hair brushes toiletries, etc.
- Conduct regular maintenance on the homestay – fix anything broken on or in the building
- Clear away any clutter inside the house
- Make sure pets or animals are not in the way of guests or in living areas
- Practice good housekeeping:
  - Clean the house every day
  - Clean the bathroom and toilet area every day
  - Tidy and clean sleeping area
  - Dry and clean, mattresses, mosquito nets, sheets, blankets and pillows
  - Keep the kitchen area clean and wash up cooking and eating utensils as soon as they have been used
  - Keep all household utensils and items neatly on shelves or in cupboards
  - Provide rubbish bins for family, guests, cooking and bathroom
  - Throw rubbish into rubbish bins
  - Empty rubbish bins once or twice a day

**Topic 1: Being clean, tidy and well organised**

Keep your garden and grounds clean and tidy

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Activity 4: Discussion on how to keep garden and grounds clean and tidy: Show flip file picture and ask learners: | • 01 Broom
- What must we do to keep garden and grounds clean? - How should we do to make grounds more lively? |
- Clean paths and walkways and drainage system often and whenever they are dirty or full of leaves or other debris
- Ensure no rubbish, human waste on the walkway; no standing water, mud, animal droppings in outside areas
- Paths, walkways are free of standing water to prevent insects or mosquitoes from breeding and growing
- Gardens should be well kept (or could be made more attractive with flowers, pathways, grass areas etc)
- Regularly apply methods of mosquito and pest control. Contact your local authority (medical and health care agency) for more details of pest control programmes.
- Water tanks must have roofs or lids to keep insects and dead leaves out of the water.
- Clean water tank (both outside and inside) at least once a month or wait until the water level is very low. Scrub inside of the water tank and rinse it with clean water | • 01 Brush
• 01 Dustpan
• 01 Cloth
• 01 pair of gloves
• Garbage bag |
Activity 5: Picture(s) show examples of clean and well organised homestays in Vietnam, looking from outside view
   Ask trainees: To maintain clean grounds surrounding the house, which tools do we need?

Activity 6: Demonstration - show real cleaning tools; pass them to learners to see, to touch and even to try working with them

Activity 7: Show picture on Flip file page. Ask learners:
   What is topic of the picture?
   How do you think about the scenery in the picture?

Activity 8: Discussion:
   What is the environment?
   Why is it important? For us? For tourists?

Activity 9: Discussion:
   What is the state of our own village?
   List learners’ feedback on board/flipchart. Link to this information while discussing on methods of protecting environment at that site

Activity 10: Group activity - reflect on the state of our environment and commit to change
   Divide learners into 4 groups and asked each group to list 5 things they will change immediately to preserve or improve the environment in their village. Then, ask them to present their findings.
   Makes notes of each presentation on flipchart and summarise it in the form of a group commitment. Write this on a separate A0/A1 flip chart paper and hang it at training site/room.

Activity 11: Discussion – Environment and its importance
   Ask trainees: What is environment?
   - Everything that is around us
   - The environment can be modified by people
   - Natural environment: land, air, water, sea, mountains, rivers, animals, plants
   - Man-made or built environment: roads, houses, dams, fields

   Ask trainees: Why is the environment important?
   - For everybody:
     - Environment is essential for us to live
     - We depend on environment for food, water, air, energy, and many other resources.
   - For tourists:
     - The natural environment is a key attraction for visitors to Vietnam: tourists come to enjoy our magnificent mountains, scenery, and natural landscape
A well-preserved natural environment increases tourists’ satisfaction and sustains the quality of attractions.

---

**Topic 2: Environment and waste management**

<table>
<thead>
<tr>
<th>Looking after our Environment</th>
<th>Flip file page 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Activity 12: Brainstormed discussion</strong></td>
<td>Resources</td>
</tr>
<tr>
<td>What happens if we do not look after our environment?</td>
<td>- Flip file page</td>
</tr>
<tr>
<td>- <strong>Damage and destruction</strong>: pollution, litter, environmental damage, health consequences, destruction of natural ecosystems and loss of biodiversity (the many types of plants, animals, birds, insects and other forms of life)</td>
<td></td>
</tr>
<tr>
<td>- <strong>Health</strong>: waste and pollutants can accumulate for many years without degrading, making the environment dirty and unhealthy.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Contamination of the food chain</strong>: everything that is thrown into our environment ends up in our body through the food we eat.</td>
<td></td>
</tr>
</tbody>
</table>

Remember: A dirty environment = less tourism = less income.

**Activity 13: Group exercise** on environment protection

Learners work in 4 groups.

Group 1 and 3 discuss and make list of how we can do to protect the environment protection.

Group 2 and 4 design attractive signs encouraging guests to place rubbish in bins, not litter discuss and make a list of DON'T.

Compare ideas of Group 1 and 3, 2 and 4. Summarize what are DO for environment protection in context of homestay.

Refer to pictures shown on flip file page and confirm the following points:

Conclude Activity 13 by explaining following points:

**How can we protect the environment?**

- Do not litter ANYWHERE and pollute the water, the soil, and the air
- Do not use chemical fertilisers and harmful pesticides
- Create awareness among villagers and guests
- Use as little plastic as possible
- Use dustbins and handling waste properly (recycling and reusing)
- Clean up around homestays and in the village
- Plant trees (grow your own garden) and control deforestation.

---

**Topic 2: Environment and waste management**

<table>
<thead>
<tr>
<th>Types of waste</th>
<th>Flip file page 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Activity 14: Discussion:</strong></td>
<td>Resources</td>
</tr>
<tr>
<td>What is waste?</td>
<td>Flash cards showing different types of waste as described in Flip</td>
</tr>
<tr>
<td>What are the different types of waste?</td>
<td></td>
</tr>
<tr>
<td>Why should it be disposed correctly?</td>
<td></td>
</tr>
</tbody>
</table>
Explain what wastes are; describe the types of waste using examples from flash cards and real wastes which are collected in advance. Explain the importance of disposing of waste properly.

Contents to emphasize:

**What is waste?**

- Waste is useless or unwanted substance that must be disposed of
- Waste comes from: cooking trimmings or leftovers, packaging of many items (bottles, cans, boxes, tubes, packets), broken items
- Different types of waste should be sorted and disposed of separately
- Other words for waste: rubbish, trash, refuse, garbage, or litter

**Organic waste** – this is anything that used to be alive – plant waste from fruit and vegetables, animal waste such as bones, meat trimmings, egg shells

**Different types of waste**

<table>
<thead>
<tr>
<th>Organic &amp; Biodegradable</th>
<th>Inorganic &amp; Non-biodegradable</th>
<th>Inorganic &amp; Recyclable</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g.:</td>
<td>E.g.:</td>
<td>E.g.:</td>
</tr>
<tr>
<td>Flower</td>
<td>Dirty nylon bag</td>
<td>Beer bottle</td>
</tr>
<tr>
<td>Apple core</td>
<td>Old plastic rain coat</td>
<td>Plastic bottle</td>
</tr>
<tr>
<td>Banana peel</td>
<td>Polystyrene</td>
<td>Soft drink can</td>
</tr>
<tr>
<td>Left-over foods</td>
<td>tray/food box</td>
<td>Carton box</td>
</tr>
<tr>
<td>Leaf &amp; branches</td>
<td>Light bulb</td>
<td>Iron</td>
</tr>
<tr>
<td>Coffee dregs</td>
<td>Old bbattery</td>
<td>Old metal roof</td>
</tr>
<tr>
<td>Tea residue</td>
<td>Rubber tyre</td>
<td>Old plastic households</td>
</tr>
<tr>
<td>Vegetable</td>
<td>Old boots/shoes</td>
<td>Old fishing net</td>
</tr>
<tr>
<td>Egg shells</td>
<td>Cigarette ends</td>
<td>Feather</td>
</tr>
<tr>
<td>Chicken/duck feather</td>
<td>Cooked oil</td>
<td>Old newspaper</td>
</tr>
<tr>
<td>Shrimp head</td>
<td>Ball pen</td>
<td></td>
</tr>
<tr>
<td>(Fish) Bone</td>
<td>Used tooth brush</td>
<td></td>
</tr>
<tr>
<td>Cigarette box</td>
<td>Tooth paste tube</td>
<td></td>
</tr>
<tr>
<td>Toilet paper</td>
<td>Pharmacy shell</td>
<td></td>
</tr>
<tr>
<td>Paper napkin</td>
<td>Blister</td>
<td></td>
</tr>
<tr>
<td>Wood pieces</td>
<td>- Broken vase</td>
<td></td>
</tr>
<tr>
<td>Animal faeces</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Brainstorming**: guessing the average lifespan of waste in the environment

Ask learners to guess, on average, how long it takes for the following elements to degrade:
- Chewing-gum (5 years)
- Aluminium foil (100 years)
- Aluminium can (500 – 700 years)
In comparison, for biodegradable items:
- Banana peel (3 – 4 weeks)
- Apple core (1 – 2 months)
- In general, most food waste takes about 30 to 45 days to decompose.

Further explanation (if time allows): biodegradable waste, once composted and decomposed, increases the fertility of your soil! Non-biodegradable waste never does, and can even make the soil infertile (even when burnt).

Wrap up the discussion by encouraging participants not to litter, and suggesting that operators/staff/family keep their litter in a pocket or bag until they can find a place to dispose of it properly instead of throwing it away.

What is carried full can easily be carried back empty!

Activity 15: Game - sorting waste
- Put garbage, both real and fake “paper waste” as a pile on a table.
- Ask learners, one by one, take one “waste” and say out its name.
- Ask each learner to pick out 1 or 2 pieces of paper (each representing a type of waste), and to sort their ‘waste’ by putting it into the right bin. Each learner reads out the name of the waste and selects the correct bin.
- Trainer and other trainee comment if the sorting is correct or not.

- Discussion and correct learners’ actions on managing waste properly

<table>
<thead>
<tr>
<th>Topic 2: Environment and waste management</th>
<th>Flip file page 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling waste</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Teaching Methods and Activities</td>
<td>Resources</td>
</tr>
<tr>
<td>Activity 16: Discussion - Why handle waste safely?</td>
<td></td>
</tr>
<tr>
<td>- Protect the environment by preventing poisons and trash in the environment</td>
<td></td>
</tr>
<tr>
<td>- Treatment of waste must be done regularly to maintain a clean and tidy homestay</td>
<td></td>
</tr>
<tr>
<td>- Maintain hygiene in all areas of homestay</td>
<td></td>
</tr>
<tr>
<td>- Prevent accidents</td>
<td></td>
</tr>
<tr>
<td>- Reduce the risk of fire</td>
<td></td>
</tr>
<tr>
<td>- Prevent risk of diseases, contamination and unpleasant smell from arising</td>
<td>Blue tack</td>
</tr>
<tr>
<td></td>
<td>Flip chart and A1 paper</td>
</tr>
</tbody>
</table>
Activity 17: Discussion: How to handle different types of waste properly? Using table and diagram in Flip File page for explanation.

Handling Rubbish: Choices of handing waste in order of best practice:
1. Organic & Biodegradable: compost, safe burn or bury
2. Inorganic & Recyclable: sell to waste collectors
3. Inorganic & Non-biodegradable: transport to village landfill

- Draw 4 columns on flip chart or board. Write name of a waste handling option in each column, i.e. re-use; recycle, compost, burn or bury.
- Ask learners to pick up at least 1 “garbage” which they “generated” in previous activity (page 6).
- Turn by turn, using blue tack, learners will stick the pieces of paper with name of rubbish that they created in the previous game “sorting waste” on appropriate columns.

May divide the group into 2 smaller groups and run a competition.

Activity 19: Discussion - Tips for better waste handling
- Involve all members of the community in the proper waste treatment activities
- Store waste in designated areas that are easy to see and away from food preparation areas and living areas.
- Garbage bins should have lids.
- Remove rubbish on a regular basis to prevent pest infestation – at least once a day, if not more often.
- Clean and wash bins and storage areas regularly, at least after disposal of waste, and properly (with disinfectant cleaning agents if applicable) to avoid smells, the spread of bacteria and attracting pests. After cleaning, make sure that all traces of the waste have been removed.

Topic 2: Environment and waste management

<table>
<thead>
<tr>
<th>Handling plastic waste</th>
<th>Flip file page 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Methods and Activities</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Activity 20: Show Flip file page and Discussion:
- Ask learner to share feeling if they leave in such situation
- What are impacts of plastic waste on the environment?
- What will happen if all of villagers throw plastic wastes away to the environment without care?

List learner’s answers and explain the impact of plastic on the environment.

Impact of plastic on the environment
- Litters the landscape, pollutes beaches and oceans
  - If landfills: leach harmful chemicals that spread into groundwater
  - If burned, they infuse the air with toxic fumes.
- Plastic waste in rainy seasons blocks the drainage and sewerage pipes of the area and this increases diseases in the area every year through standing water.
which breeds mosquitoes, bacteria, etc
- Kills animals: Many animals ingest plastic bags, mistaking them for food, and therefore die.
- Non-biodegradable: decomposition takes hundreds years.

**Activity 21: Ask learners:** Which types of plastic waste can be put into recyclable?
Further explanation of plastic waste types and provide handout on types of plastic that can be recyclable
Emphasize that the most recyclable plastic is clear plastic bottles, e.g. water bottles, soda bottles etc.

**Types of plastic we can put into recycling**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description and Examples</th>
<th>Symbol to identify</th>
</tr>
</thead>
<tbody>
<tr>
<td>No 1 (PET)</td>
<td>Hard, clear plastic, may be clear or coloured. <strong>Examples:</strong> water and fizzy drink bottles</td>
<td><img src="https://example.com/pet" alt="PET" /></td>
</tr>
<tr>
<td>No 2</td>
<td>Soft, thick plastic, moulded into bottles <strong>Examples:</strong> bottles for bleach, cleaners and most shampoo bottles, milk bottles.</td>
<td><img src="https://example.com/ldpe" alt="LDPE" /></td>
</tr>
<tr>
<td>No 4</td>
<td>Thick, flexible plastic <strong>Examples:</strong> plastic shopping bags, rice bags, carrier bags</td>
<td><img src="https://example.com/ldpe" alt="LDPE" /></td>
</tr>
<tr>
<td>No 6: Polystyrene</td>
<td>Light, foamy plastic, usually white <strong>Examples:</strong> foam hamburger boxes, take-away lunch box, take-away coffee cups, protective packaging for electronic goods and toys.</td>
<td><img src="https://example.com/ps" alt="PS" /></td>
</tr>
</tbody>
</table>

**Activity 22: Discussion** - some tips on how to handle plastic waste properly.
Ask learner: What can we do with plastic waste? Can we reuse?
Is it burning plastic wastes a good method? Why?
What should we keep in mind when burning plastic wastes?
Make notes of learners’ ideas and link to Flip file page

**Note on handling plastic waste**
- Some plastic bottles, bags and wrappers can be reused
- Ideally, plastic should NOT be burnt, but collected, properly disposed of and recycled.
- If burning plastic waste is the only solution, it should be done:
  - Away from habitations, fields, or water sources.
  - In a place properly designed for that purpose
  - It should NOT be done on a rainy day or when the waste is wet
  - Non-burnable items (such as glass, metal, or wet waste) should not be included.
- With support of local/commune authority, if applicable, launch a movement of collecting plastic waste for recycling to industrial chemicals and fuels in professional factories.
### Topic 3: Saving water and electricity

**Flip file page 9**

<table>
<thead>
<tr>
<th>Saving water</th>
<th>15 minutes</th>
</tr>
</thead>
</table>

#### Teaching Methods and Activities

**Activity 23: Discussion**

Ask learners why saving water is necessary. Because:
- Water is a precious resource! Water conservation can help meet future needs.
- Save your money
- Help preserve the environment: e.g. leaking water tap can make your living area dirty, etc.

**Experience sharing**

Ask some learners to share current practices that they apply daily to save water consumption.

**Activity 24: Group work and competition**

Learners work in small group of 3 or 4 to make a list of simple and low cost ways to save water.
Group who can make the longest list at shortest time will be winner.
Summarize learners’ ideas and link to Flip file page:

**Simple and low cost ways to save water**

- Teach and involve all guests and family member to save water
- Put reminder up for homestay guests – in bathroom areas.
- Never leave taps running after use.
- Fix leaking taps, toilet bowls, etc. as soon as possible after problem found
- Consider using low-flush toilets and composting toilets.
- Convert normal toilet to low flush. Place a plastic bottle of water in the tank to displace some of the water used for each flush. Weigh the bottle down with pebbles or sand, if necessary.
- When buying new appliances choose new energy-saving ones like 2-water-level toilet.
- Collect rainwater for daily use, including for watering plants.

### Topic 2: Environment and waste management

**Flip file page 10**

<table>
<thead>
<tr>
<th>Saving electricity</th>
<th>15 minutes</th>
</tr>
</thead>
</table>

#### Teaching Methods and Activities

**Activity 25: Discussion**

Ask learners explain reasons for saving electricity. Main reasons may be:
- Help preserve the environment: The less electricity we use, the less pollution
  - Thermal power: the manufacture of electricity usually results in massive environmental pollution (greenhouse gasses and global warming).
  - Massive hydro power: kill rivers (it’s true in Vietnam, especially in Central and Central Highland), ruin nature scenery and cause climate change.
- Save your money

**Resources**

- A1 papers and markers

**Gift for winner**
Activity 26: Case study (group work):
Ask learners to check the homestay/training room to calculate how much energy all light bulbs may consume in 8 hours.
Compare result if we use Compact fluorescent light bulbs instead

Experience sharing: ask some learners to share their own experiences on simple and low cost ways to save electricity
- Switch lights off when they’re not in use.
- Turn off machines (examples include TV’s, radios, stereos, etc.) when not in use.
- Make use of daylight hours. Make sure that outdoor lighting is turned off during the day.
- Use energy-efficient light bulbs: Use Compact Fluorescent Light bulbs instead of traditional light bulbs because of saving energy.
- Use one large light bulb instead of a few small ones.
- Use light bulbs that are low in wattage in areas of your house where you don’t need bright light.
- Make light work for us: use lamp shade to get the light where we need it.
- Plant trees in the yard because they help shade the house in the summer and keep the house cooler. In winter, trees break the cold winter wind before it reaches the house.
- Use solar (sun) energy or small scale hydro power technology if you can.
Module 3: Safety and security

At the completion of this module learners will be able to:

- List common safety issues.
- State key requirements in basic First Aid.
- Identify steps in emergency procedures.
- Inform guests about safety and security issues including natural risks, hazards in the homestay and security concerns.
- Clean and dress a simple wound; deal with dog bites; treat insect stings and bites; deal with loss of guest belongings.
- Develop the attitude of caring; attention to detail and alertness.
Module 3: Safety and security

Module Introduction (15 minutes)

<table>
<thead>
<tr>
<th>Element</th>
<th>Time</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention getter</td>
<td>5 min</td>
<td>• <strong>Show pictures</strong> on cover page of flip file and ask trainees to identify what are going on</td>
<td>Flip file</td>
</tr>
<tr>
<td>Establish relevance of topic</td>
<td>5 min</td>
<td>• <strong>Discussion</strong>: ask the trainees to identify the hazards or incidents in the pictures. Discuss why it is important for homestay hosts to know how to prevent or deal with these. Ask what the impact is if they do not know how to handle incidents – impact to own business and to the Vietnamese tourism industry.</td>
<td>-</td>
</tr>
</tbody>
</table>
| Establish Prior Learning        | 5 min| • **Discussion**: invite participants to share their prior experiences of security and safety incidents at their homestay house.  
  - What happened?  
  - Could it have been prevented? If so, how?  
  - What was the consequence or impact of the incident? | -                  |

Module Content (1.5 hours)

**Topic 1: Safety and Security (45')**  
Flip file page 1

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: <strong>Flashcards</strong> - What are situations to make the security issues happen? Explain them.</td>
<td>Flash cards, Flip chart or white/black board, Markers</td>
</tr>
<tr>
<td>Ask trainees to choose a card from the flashcard set that show common security incidents. Ask them to explain what the safety risk on the card.</td>
<td></td>
</tr>
</tbody>
</table>
| Activity 2: **Discussion**:  
  - **Ask**: How do we identify the security issues?  
    - Report from guests and witnesses.  
  - **Ask**: What is precaution to take?  
    - Provide a safe for guests to leave valuables  
    - Caution them of any dangers they should be aware of |                               |
| Activity 3: **Discussion** on how to deal with security issues:  
  - **Brainstorming: Dealing with security incidents**:  
    How do homestay operators deal with common security incidents that tourists may face: stolen passport, stolen available items, robbery, personal attack?  
    Ask trainees to exchange experiences and discuss briefly. |                               |
Incident | Action
--- | ---
Stolen passport | Report to the local police office and get the police’s proof of the incident. Advise on the application procedure for a new passport or travel permit. Refer to the handouts for detailed guidelines and working forms.
Stolen valuable items | Report to the local police office and get the police’s proof of the incident, including lost valuable items to make the insurance claim.
Robbery | Report to the local police office and get the police’s proof of the incident, including lost valuable items to make the insurance claim.
Personal attack | If the tourist is injured, deal with the injuries first. Report the incident to the local police office.

**Activity 4: Discussion:** basing on previous brainstorming, show a list (using flip chart or white board) of principle of action in all cases of security problems.

**In all cases:**
- Assist guests as much as possible.
- Calm them down.
- Offer action – inform the authorities at once.
- Find witnesses or evidences to facilitate declaration and inspection by police.
- Ensure that they get the correct documents that they may need for replacing passports, making insurance claims, etc.
- Provide items to help them – e.g. clothes if clothes were stolen, use of a phone, etc.

**Topic 1: Safety and Security (45’)**

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 5: Flashcards - What safety hazards or risks? Explain them. Ask trainees select cards that show common safety incidents. Ask them to explain what they are.</td>
<td>Flip charts or white/black board</td>
</tr>
<tr>
<td>Animals, reptiles or insects: snake bites, insect stings, animal/dog bites or attacks.</td>
<td>Markers</td>
</tr>
<tr>
<td>Homestay design and layout: unintentional hazards in the homestay such as low doorways, steep or unexpected steps, slippery walkway in wet.</td>
<td></td>
</tr>
<tr>
<td>Furniture, fittings and equipment: hazards relating to the items that may be inside the homestay: loose wiring, rough furniture edges, unstable chairs or tables, overloaded electricity sockets</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 6: Discussion** - How do we identify the hazards?
Regular checks using a checklist, feedback from guests, response to accidents or injuries that have happened.
**Topic 1: Safety and Security (45')**

**Preventing safety accidents**

25 minutes

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 7: Poster presentation and group exercise:</strong> ask trainees to work on 4 groups to discuss and prepare a short presentation on how they would prevent safety accidents.</td>
<td></td>
</tr>
<tr>
<td>- Group 1, 2 and 3: Prepare simple signage to brief guests on risk identification and prevention?</td>
<td></td>
</tr>
<tr>
<td>- Group 1:</td>
<td></td>
</tr>
<tr>
<td>o Be careful of playing with pets or animals</td>
<td></td>
</tr>
<tr>
<td>o Do not collect or touch live insects</td>
<td></td>
</tr>
<tr>
<td>o Avoid stepping on brushes, grasslands, puddles</td>
<td></td>
</tr>
<tr>
<td>o Always use mosquito net when sleeping</td>
<td></td>
</tr>
<tr>
<td>- Group 2:</td>
<td></td>
</tr>
<tr>
<td>o Mind your step when climbing up and down the staircase</td>
<td></td>
</tr>
<tr>
<td>o Do not touch electric sockets and wirings</td>
<td></td>
</tr>
<tr>
<td>o Be careful of touching edges and rough surfaces of furniture</td>
<td></td>
</tr>
<tr>
<td>- Group 3:</td>
<td></td>
</tr>
<tr>
<td>o Avoid drinking (much) local alcohols and spirits</td>
<td></td>
</tr>
<tr>
<td>o Deposit valuable items and travel documents in a safe place at homestay</td>
<td></td>
</tr>
<tr>
<td>o Use minimum cash – ATM machines are available in almost provincial towns and some district towns. Major travel service suppliers accept payment by credit cards</td>
<td></td>
</tr>
<tr>
<td>- Group 4: What are on-going maintenance of the homestay?</td>
<td></td>
</tr>
</tbody>
</table>

Conclude by emphasizing:

**On-going maintenance of the homestay and area:**

- Check and repair loose steps in the stairways
- Check and repair balcony railing
- Smooth any chips on the floor, edges and surfaces of wooden furniture
- Replace electric-leak equipment and wirings
- Replace broken lamps or lighting equipment
- Install lights in the public area, especially pathways to the outside toilet
- Install fire extinguishers, especially in the kitchen and living/ sitting areas
- Clear bushes and grasslands
- Remove blockages in the drainage
- Spray herbicides and insecticides around the house

---

**Topic 2: Basic First Aid and emergency response (1 hour)**

**Responding to an emergency**

20 minutes

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 8: Flashcards arrangement:</strong> ask learners to select cards showing emergencies from the given set of cards.</td>
<td></td>
</tr>
</tbody>
</table>

**Some emergency situations:** the following are injuries that need attention. The level of attention will depend on how serious the injury is. Simple injuries can be handled in the homestay; others must be referred to medical help as soon as
possible.
- Heart attack
- Poisoning by foods or snake bite/ insect stings
- Burns
- Electric shock
- Traumatic brain injury due to fall or beating
- Broken limbs

**Activity 9: Flash card arrangement:** ask trainees to arrange given cards to show principle of priority in responding to potential emergencies within homestay.

**Emergency response:**
- Determine the level of danger of the injury
- Secure patient and remove from source of injury: (e.g. cut off electric supply or moving the injured person away from the source of injury
- Ask other people to help
- Call emergency number
- Apply basic first-aid treatment
- Take to doctor or hospital if necessary

**Activity 10:** Ask trainees to share directory of emergency telephone numbers for the local area: at least 2 hotline numbers

---

### Topic 1: Safety and Security (45’)

**Handling common injuries**

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 11: Group exercise and role-play:</strong></td>
<td>Scenario/Notes for each team</td>
</tr>
</tbody>
</table>

Divide the group into 3 teams. Each team prepare 1 short role-play in handling 1 common injury.
- Team 1: Snake bite
- Team 2: Burn
- Team 3: External bleeding

- **Brainstorming:** how to handle the following injuries: dog bite, electrical shock, insect sting/bite, fracture and sprain.

<table>
<thead>
<tr>
<th>Injury</th>
<th>Simple Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snake bite</td>
<td>Do not use any local or traditional remedies. If on a leg or arm, restrict the movement of that leg or arm by putting arm in sling or tying one leg to the other. Remove jewellery on any affected limb. Get victim to doctor – fast!</td>
</tr>
<tr>
<td>Dog bite</td>
<td>Clean the wound with antiseptic, and cover it. Take the victim to doctor for a tetanus injection if they have not had one</td>
</tr>
<tr>
<td>Burn</td>
<td>Remove jewellery. Cool with ice or cold running water. Do not break blisters.</td>
</tr>
<tr>
<td>Topic 1: Safety and Security (45’)</td>
<td>Flip file page 6</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Clean and dressing a wound</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**Teaching Methods and Activities**

<table>
<thead>
<tr>
<th>Activity 12: ID test - identify name and use of different items in a First Aid kit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct ID test on basic contents of first aid kit, then explain and demonstrate each item after the test and explain what it is used for and how. Explain how many of each must be in a basic kit (E.g. 1 pair tweezers, different size adhesive plasters/bandages), but about 12-20 items</td>
</tr>
</tbody>
</table>

- **Experience sharing:** Ask trainees to share their experiences in using these First Aid items

<table>
<thead>
<tr>
<th>Activity 13: Flash card game: steps in cleaning and dressing wounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask for volunteer of 4 trainees. Each holds a flash card on which a name of a step in cleaning and dressing wounds is printed. Ask these trainees stand in a line (at any order) in front of group. Other members of group ask the holders to move until they show a right order of steps.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bandage loosely.</th>
</tr>
</thead>
</table>

**Electrical shock**

Cut off the power as fast as possible; avoid electric transmission to other people; apply cardiopulmonary revival technique (breathing and circulation support by blowing into mouth and pressing on the chest); send the victim to a nearby medical centre only when the heartbeat is restored and the victim can breathe themselves.

**Insect sting/bite**

Remove the sting by scraping it away from the skin with the blade of a knife – do not hold it between fingers to pull it out. Apply antihistamine ointment to the sting or bite site.

**External bleeding**

Using RED three key techniques: Rest – Elevation - Direct pressure

- **Rest:** In all cases, the less movement the wound undergoes, the easier the healing process will be, so rest is advised.

- **Elevation:** elevate the wound above the level of the heart. You should ask the victim to hold their wound as high as possible. You should assist them to do this if necessary, and use furniture or surrounding items to help support them in this position.

- **Direct Pressure:** Placing pressure on the wound in order to stem the flow of blood. This is best done using a dressing, such as a sterile gauze pad (although in an emergency, any material is suitable).

**Sprain/Fracture**

Bandage the sprained area to immobilise it. Elevate the leg if an ankle sprain.
### Activity 14: Individual practice/Role-play

(If time allows): Practice to clean and dress wounds of a guest in homestay environment. The guest has fallen down the path and grazed both knees on the rocks. Grazes are dirty with mud and plant material.

<table>
<thead>
<tr>
<th>A paper note for each trainee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prize</strong> for winner of ID test</td>
</tr>
<tr>
<td>Flash cards of steps in cleaning and dressing wounds</td>
</tr>
</tbody>
</table>

- **Prize** for winner of ID test
- Flash cards of steps in cleaning and dressing wounds
Module 4: Customer service

At the completion of this module learners will be able to:

- Recognise visitor motivations, likes, dislikes and expectations of different types of tourists
- Identify importance of guest welcome; Personal hygiene
- Point out local custom in communicating with guests;
- Conduct smooth basic communication or chatting with guests in daily situations using common verbal and non-verbal languages
- Prepare a home stay to meet the needs of guests
- Apply steps in procedures of: Welcoming guests at arrival; Obtain basic information from guest documents; Show facilities; Finalizing payment and billing
Module 4: Customer service

Module Introduction

<table>
<thead>
<tr>
<th>Element</th>
<th>Time (min.)</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Attention getter               | 5           | **Storytelling:** using news or internet articles drawn from real situations  
Start with a well-planned story of guests who are not welcomed in a proper way and their impression in the local culture and the host family hospitality. Link to hospitality manner in communication of Vietnamese people, especially when they meet foreigner. | 1 page story of real situations that have occurred in Vietnamese homestay |
| Establish relevance of topic    | 10          | **Discussion** based on the real stories read.  
Ask learners to identify impact of the situation on guest feeling, impression and on homestay operations.  
Ask the learners to identify from the story what makes guests happy and what makes them unhappy. Why is this important to understand right from the beginning?  
Link to the picture on Flip File page of welcoming guests. | Flip chart and markers or flip file |
| Establish Prior Learning        | 15          | **Group discussion:** Ask some learners what they do when a guest visit them.  
**Invite** participants to share their prior experiences of preparing to welcome their family guests in traditional way. Link to context of welcoming foreigners. | Flip chart and markers |

Module content:

<table>
<thead>
<tr>
<th>Topic 1: Preparing for your guests</th>
<th>Flip file page 1</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for your guests:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourists motivation and expectation at homestay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Methods and Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1: Brainstorming discussion:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask learners what motivate tourists to go to homestays?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use picture on flip file page No. 1 to explain tourist's motivation when they come to a homestay. It includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discover and enjoy real life and the authentic culture of the local people by meeting people at their own house, talking to them, witnessing hosts' hospitality and getting involved in different activities with family members, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Enjoy local traditional food and drink, music and dance performance and other real experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Get close to nature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Stay temporarily during a trek in clean, acceptable facilities at a cheap</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Group exercise - What tourists may like or expect from a homestay experience (before arrival)?
Divide trainees into 3 groups. Ask groups to discuss and write their ideas on provided blank flip chart paper. Stick groups’ output on wall. Compare ideas of groups.

Summarize the following points:

**Homestay guest likes and expectations:**
- **Authenticity:** Experience the unique Vietnamese culture through villagers’ daily life (including the way in which the homestay is decorated and the construction materials used)
- **Hospitality and warm welcome:** Experience legendary Vietnamese hospitality
- **Cultural exchange:** Learn about the cultural and religious values of Vietnamese people
- **Clean and secure environment:** Hygiene and cleanliness (layout, services, environment); Safety and security (belongings, lives)
- **Home-away-from-home:** Comfort (e.g. comfortable bed, clean toilet and bathroom, hot water)
- **Privacy:** basic privacy in enjoying homestay services together with other tourists and the host family. E.g. light curtain between sleeping places/beds, door or screen at toilet, also give guests time alone.
- **Value for money:** accommodation, food and drink, souvenirs, music/dance performances are priced consistently with the standard provided
- **Unspoilt environment:** The surrounding natural environment is in good condition and unspoilt

---

<table>
<thead>
<tr>
<th>Topic 1: Preparing for your guests</th>
<th>Flip file page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing outside environment to welcome guests</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

**Teaching Methods and Activities**

**Activity 3: Group exercise:**
Trainees work in 3 groups. Each group prepares a short presentation on preparing a good environment outside homestay to welcome guests.

- **Group 1:** Preparing at walkway, entrance, yard and garden
- **Group 2:** Lighting, animal stable
- **Group 3:** Ventilation, toilet and bathroom

**Summarise key points:** Preparation for a good environment outside of homestay

- **Clean and neat / well-arranged general layout**
- **Walkway, entrance, yard, and garden:**
  - Tidy appearance, no bad smells
  - Clothes line in a suitable place
  - Green trees
  - Not thick with bushes
  - Well maintained drainage system
  - Water tank with lid to keep mosquitoes away
- **Garbage bin in a suitable place (preferable with a lid)**
- **Animal stable (if any):**
  - Far away from the house
  - Cleaned daily, especially waste from cattle
  - Kept dry, no standing water
- **Lighting:**
  - Lights available at entrance and public areas (corridor, staircase, yards), in the toilet, bathroom, kitchen and living room
  - Spare flashlight and candles available in case of power failure
- **Good ventilation for fresh air**
- **Toilet and bathroom:**
  - Away from sleeping area. Separate bathing area and toilet preferable
  - Cleaned daily both inside and outside
  - Entrance way is not slippery, free of standing water
  - Toilet has sufficient toilet paper, a rubbish bin, (also a water bucket and water scoop if it is a non-Western toilet)
  - Bathroom has a mirror, coat hangers, soap, hooks or rail for guests face towel, tooth brush holder, (also a clean water bucket and water scoop if there is no fixed shower head on the wall). Remove all hosts family member's clothes, face towels and tooth brushes from the bathroom while guests are in residence.
  - Rubbish bin emptied daily
  - Adequate lighting to see in the dark
  - Curtains, doors or screens for privacy

### Topic 1: Preparing for your guests

**Prepare a good homestay environment for guests – General and Inside**

**Teaching Methods and Activities**

**Activity 4: Group exercise:**
Trainees work in 3 groups. Each group prepares a short presentation on preparing a good environment inside homestay to welcome guests.

- **Group 1:** Preparing sleeping area
- **Group 2:** Preparing living room
- **Group 3:** Preparing kitchen

**Summarise key points: Preparation for a good environment inside of homestay**

- **Cleanliness:**
  - No dust, no damp
  - Tidy and clean sleeping area
  - Dry and clean clothes, mattress, mosquito net, blankets and pillows
  - Rubbish bin in toilet and near sleeping area
  - Separate cooking area

- **Sleeping area:**
  - Sufficient clean mosquito nets, pillows, blankets, mattresses, slippers etc using local community décor (e.g. embroidery, brocades)
  - Curtain between some sleeping places (if applicable) for guest’s privacy
  - Bedding items are washed often and dry; no bad smell or visible mould
- **Living room area:**
  - Mat, table and chairs
  - Clean, dry and tidy
  - Cleaned daily
  - Clean teapot and cups
  - Rubbish bin in easy to see place

- **Kitchen:**
  - Well ventilated
  - Cooking ash disposed of weekly
  - Bowls, spoons, chopsticks and other eating facilities / tools are clean and kept in dry, ventilated cupboard
  - Clean and well maintained dining table and chairs (if in use)

**Activity 5: Experiment:**
Hang a white paper napkin above the fire/cooking area in the homestay’s kitchen for about 2 hours (or overnight ideally).
Show how colour of the napkin change in comparison with a normal one due to smoke affection.
Explain that if kitchen is not ventilated well smoke will harm our lungs in the same way.

<table>
<thead>
<tr>
<th>Topic 1: Preparing for your guests</th>
<th>Flip file page 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical services offered to guests</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

### Teaching Methods and Activities

<table>
<thead>
<tr>
<th>Activity 6: Flash card game – homestay services</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Provide a blank card to each trainee. Using “thunderstorm” technique, each trainee writes name of a service that they think can be offered to tourists in homestay environment for guest satisfaction and money. Explain that these services must base on satisfying tourists’ motivation and expectation as discussed previously. | • Sufficient blank card for all participants
• Real items collected on site illustrating mentioned services: a mosquito net and a pillow; a can of Coca-Cola; a handicraft product and a musical instrument (if any) |

**Typical services offered to guests at homestay:**
- **Accommodation:** sleeping facilities
- **F&B services:**
  - Food
  - Drinks
- **Souvenirs and handicrafts:** local weaving, agricultural and other (traditional) hand-made products
- **Traditional music/dance performance**
- **Guiding and transport:** Information and assistance on local guiding and transportation services
### Topic 1: Preparing for your guests

**Flip file page**

**Homestay audit - Case study**
- 20 minutes

**Teaching Methods and Activities**

<table>
<thead>
<tr>
<th>Activity 7: Case study - Homestay audit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learners work in pairs; Pairs of delegates should have a look at the homestay where the training is taking place, and look at it against the elements discussed.</td>
</tr>
<tr>
<td>- Presentation of findings: When together again, each pair of delegates can present at least one good or bad thing they observed in the training site.</td>
</tr>
<tr>
<td>- Discussion of learning points gained from the case study. Link to why and how to prepare a good environment for guests.</td>
</tr>
</tbody>
</table>

**Resources**

- Evaluation sheet

### Topic 2: Welcoming your guests

**Flip file page 5**

**Steps in welcoming guests:**
- 10 minutes

**Teaching Methods and Activities**

<table>
<thead>
<tr>
<th>Activity 8: Short discussion: Ask learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is it important to welcome guest warmly and properly?</td>
</tr>
<tr>
<td>Make notes of learner ideas on board/flip chart. Provide further explanation basing on contents that are shown on flip file page</td>
</tr>
</tbody>
</table>

**Activity 9: Identification game:** Show picture on flip file and explain that there are 5 steps in welcoming tourist at a homestay although specific procedure may vary little between regions.

- Ask trainees to create one title for each picture. Make notes of all ideas. Ask trainees for reasons of their naming if necessary. Link to standardised procedure with 5 steps:
  1. Provide a warm, genuine welcome
  2. Show guests where to place luggage
  3. Offer welcome drink (tea or other local drink)
  4. Introduce home stay: where basic services are, family members, etc.
  5. Process guest travel documents

**Resources**

- Flip chart and markers or flip file

### Topic 1: Preparing for your guests

**Flip file page 6**

**Step 1: Provide a warm, genuine welcome**
- 20 minutes

**Teaching Methods and Activities**

<table>
<thead>
<tr>
<th>Activity 10: Demonstrate good practice greeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer illustrates how to welcome guest by standing near the door or entrance, smiling and greeting in English. Shake hands firmly while keeping eye contact to guests. Then show them where to put off footwear and the way to sitting area.</td>
</tr>
</tbody>
</table>

**Resources**

- English vocabulary and simple sentences in greeting guests

**Step 1: Provide a warm, genuine welcome**
- Welcome the guest at the entrance/door of the homestay
- Smile and keep good eye contact
- Provide a greeting in English (if foreigner)
- Give a firm handshake
- Exhibit good personal presentation - use cultural greetings and clothing where appropriate
- Offer to help guests with luggage (if necessary)
- Show guests where to leave their footwear
- Show guests the way to the front door of the home

Activity 11: Practice:
Learner practice in pairs or small group to greet in English. One plays as a host and other as a guest. Change role.

---

**Topic 1: Preparing for your guests**

**Step 2: Show guests where to place luggage**  
15 minutes

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 12: Discussion:</strong> ask learners</td>
<td>• 2-3 backpacks of Trainers/Trainees for practice or illustration</td>
</tr>
<tr>
<td>- Why should hosts arrange a place for guest's luggage?</td>
<td></td>
</tr>
<tr>
<td>- Where guests can put luggage?</td>
<td></td>
</tr>
</tbody>
</table>

Refer to Step 2: Show guests where to place luggage

- Arrange a suitable place for storing luggage
- Show guests where to place their luggage
- Where to put their clothes, toiletries, shoes
- Familiarize guests with the homestay layout, (e.g. location of sleeping area, sitting area) to make them feel being at home
- Avoid cultural misunderstanding

Ask learners to locate a suitable place on the site where training takes place for storing guest luggage.

**Activity 13: Practice:**
Ask to help guests with luggage and ask learners work in pair to show where guests can place their luggage, clothes, toiletries, shoes.
Then ask them to practice showing guests where the sleeping area, sitting area and toilet are

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**Topic 1: Preparing for your guests**

**Step 3: Provide guests welcome drink (tea or other local refreshment)**  
15 minutes

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brainstorming:</strong></td>
<td>• Steps in making local green tea</td>
</tr>
<tr>
<td>Ask learners to think and make a list of drinks which are locally made, cheap, healthy and in season.</td>
<td>• 2 tea sets (each set includes: 6 cups and saucers, 1 pot</td>
</tr>
<tr>
<td>Make notes on a board/flip chart and ask them to identify types of suitable local drinks that can serve for welcome guest purpose</td>
<td></td>
</tr>
</tbody>
</table>
**Activity 14: Demonstrate** how to make and serve tea
   Use English in serving tea. Explain standards in providing a welcome drink:
   - Make welcome drink (e.g. tea) in a traditional way, as local people do
   - Make sure to prepare sufficient necessary tools and cups for all guests
   - Check cleanliness of cups, and other materials before serving guests
   - When serving guests drink, don’t forget to introduce what the drink is, how to drink it as local people do, or provide a short introduction of the drink
   - Optional: serving your guests local fruits

**Activity 15: Role play:**
Divide class into groups of 4 or 5. In each group, turn by turn, one learner act as a host to practice serving refreshment/tea while others play roles of guests or family members.

<table>
<thead>
<tr>
<th>Topic 1: Preparing for your guests</th>
<th>Flip file page 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 4: Introduce home stay</strong></td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**Teaching Methods and Activities**

<table>
<thead>
<tr>
<th>Activity 16: Group exercise:</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees work in 4 groups to prepare a list of what tourist should and should NOT do when they stay in the community and in a homestay. E.g. Do not kiss each other in a public place. In a homestay, do not sit with back facing the alter. etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 17: Demonstration:** Trainer demonstrates **Step 4: Introduce your homestay.**
   - Introduce yourself, using English or asking tour guide for help
   - Introduce your family members
   - Show your hospitality and care of guests: ask about their trip, their health and feeling on the trip
   - Create a friendly relationship: help guests know your family members and feel at home in your family
   - Introduce different functional places in the homestay and where services are
   - Familiarize guests with your homestay layout, be proactive in their daily activities and feel at home
   - Show guests the DOs and DON'Ts in your home and community to avoid cultural misunderstanding

During demonstration, **use provided English words/sentences** in introductions:
   - My name is…..
   - I am the home owner
   - What is your name?
   - There are ... people in my family.
   - This is …

**Explain meaning and context of using these words/sentences**

**Activity 18: Role play:**
Learners work in groups of 4, turn by turn, practice to introduce their homestay, including family members. In each group, there should be at least one “Father”,...
Activity 19: Group exercise: homework
Learners work in group of 5 to write an outline or a short description of their village and home stay. Include a sheet that reflects the rates for, e.g. a room, a double room, a single room, food, drinks, etc.
In the next day of programme (if time allows) or in Module 7, these script will be read out loud for comments from other trainees.

<table>
<thead>
<tr>
<th>Topic 1: Preparing for your guests</th>
<th>Flip file page 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 5: Process guest travel documents</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

### Activity 20: Introduce what to do in Step 5: Process travel documents
- Key information in passport: Guest name and photo, date of birth, nationality, passport number, visa, expiry date
- Fill in guest registration book with information collected from guest’s passport

### Activity 21: Passport Information Group Work – Identify key information in a typical passport
- Show a list of information that may be included in a passport.
- Ask learners to work in 2 small groups to identify which actually appear in a passport.
- Compare answers.
- Show template of a passport to confirm key information about tourist

### Activity 22: Role Play:
Learners work in 2 small groups
Each group is given a passport template.
They collect key information from the “Passport” for filling up the registration book.

- 2 or 3 backpacks/bags, hats etc
- 1 tea set and tray.
- Tea container and tea
- 1 thermos (with hot water)
- 1 template of passport with full fake information
- 1 template of registration book

Topic 1: Preparing for your guests

### Activity 23: Group work and role play
Divide the class into 2 groups. One play role of tourist who are arriving at a homestay. Other plays role of host family.
1 or 2 learners will act as observer(s), taking notes on performance of “host family” for discussion on learning points later
Each group brainstorm in scenario and get preparation.
All 5 steps of welcoming guest are acted out.
Change roles to practice
## Topic 3: Interacting with your guests

### Why is interaction with guests important?
- Create and maintain a friendly environment to make guests feel at home
- Help guests experience your culture and learn about their culture
- Obtain feedback to identify guest needs to offer better services
- Increase opportunities to commercialize your services and products
- Be able to handle complaints and turn a problem into an opportunity

### How should we interact with guests effectively?
- Be friendly: leaves a good impression on guests about your hospitality
- Identify what guests want and need in order to serve them better and on time
- Share stories and help guests discover interesting information about your community, customs and culture
- Inform guests about your services or those offered by the local community, e.g. music or dance performance, souvenirs, etc.
- Always smile and offer your assistance
- Resolve complaints quickly and in full

### Brainstorm:
Ask learners to explain some ideas on how to engage more with guests such as participating in cooking, showing photos.

### Non-verbal communication

#### Activity 25: Demonstrate
- Be friendly but respect guest’s privacy and interpersonal space: Westerners generally preferring to have some space between themselves and others
- Be careful with touching with guests during daily conversation
  - Trainer demonstrate different zone in communication and explain what they may imply
    - Personal zone: from appr. 0.45m to 1.2 m
    - Social zone: from appr. 1.2 m – 4m

#### Activity 26: Game – Guessing gestures
Divide trainees in 3 groups. Each group is asked to discuss and prepare to show/demonstrate some types of gestures that they know in front of other without
explaining its meaning. Other groups guess and speak out what these gestures mean. Winner will be the group who can find exact meaning of the most gestures

**Activity 27: Trainer to demonstrate some** gestures and explain their meanings:
- Explain common meaning of gestures
  - Thumb up: good/OK
  - Thumb down: bad
  - V shape: victory/peace
  - Pointing at someone
  - Call someone closer
  - Wave someone away
  - Thirsty
  - Being cold
  - Being hot
  - Tired
  - Keep silent
  - Good luck
  - Crazy

Trainer emphasizes:
- Eyes and hand gesture in interpersonal communication
  - Europeans find direct eye contact a sign of openness and honesty
  - For many Asians, keep direct eye contact for a long time may be a sign of rudeness. Start conversation by making eye contact and rather look up/down/sideways sometimes afterwards.
- Hand gestures are used frequently in interpersonal communication.

**Activity 28: Audio visual:** “Cow and crocodile communication”:
Explain how we can communicate without words, i.e. with pictures

- **Symbols, sign and pictures**
  - Many symbols, signs and pictures can be understood by all people from many cultures. Using these in a homestay will help provide better guest-host communication
  - Idea of common services offered to clients and their corresponding images:

```
[Image of symbols for food, sleeping, and restroom]
```

**Activity 29: Poster presentation:** create signs
- Demonstrate how to make a sign of “Mind your steps”, “Low ceiling”, “Take off your shoes”, “For sale”
- Homework: draw your homestay sign.
# Topic 3: Interacting with your guests

## Verbal Communication

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Explanation</strong> of what verbal communication is.</td>
<td>•</td>
</tr>
<tr>
<td>- Involves using words and language</td>
<td></td>
</tr>
<tr>
<td>- Clear communication is critical in ensuring the message is understood by the recipient</td>
<td></td>
</tr>
<tr>
<td>- Verbal communication also includes emotions and intonation (the way something is said)</td>
<td></td>
</tr>
<tr>
<td>- Common words and phrases used in hospitality that hosts need to learn</td>
<td></td>
</tr>
<tr>
<td>o Words of welcome</td>
<td></td>
</tr>
<tr>
<td>o Service – food and beverage</td>
<td></td>
</tr>
<tr>
<td>o Accounting</td>
<td></td>
</tr>
<tr>
<td>o Products and any other items offered</td>
<td></td>
</tr>
<tr>
<td>o Farewell</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 30: Discussion</strong>: Ask learners why it is important to listen to your guests.</td>
<td></td>
</tr>
<tr>
<td>It is essential to consider the importance of listening to your guests for various reasons:</td>
<td></td>
</tr>
<tr>
<td>o It gives you a way of getting feedback (positive and negative) about the service provided</td>
<td></td>
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<tr>
<td>o It allows you to address issues and improve your service</td>
<td></td>
</tr>
<tr>
<td>o It shows that you care about them</td>
<td></td>
</tr>
<tr>
<td>• <strong>Pose a question of which barriers can hinder communication and explain</strong></td>
<td></td>
</tr>
<tr>
<td>- Your style and character (rude, polite, shy...)</td>
<td></td>
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<tr>
<td>- Lack of preparation and bad presentation</td>
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<tr>
<td>- Lack of clarity (pronunciation, pitch...)</td>
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<tr>
<td>- The receiver is not ready to receive the information, or is not listening</td>
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<tr>
<td>- Information overload</td>
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<tr>
<td>- Distractions (something happening next to you, such as the sound of a loud television or of children playing)</td>
<td></td>
</tr>
<tr>
<td>- Make a list of challenges for verbal communication</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 31: Practice</strong>: learner work in pairs to practise basic common English sentences</td>
<td></td>
</tr>
<tr>
<td>- Good morning</td>
<td></td>
</tr>
<tr>
<td>- Welcome to my homestay</td>
<td></td>
</tr>
<tr>
<td>- Nice to meet you</td>
<td></td>
</tr>
<tr>
<td>- Thank you</td>
<td></td>
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<tr>
<td>- May I see the menu</td>
<td></td>
</tr>
<tr>
<td>- Would you like something to drink</td>
<td></td>
</tr>
<tr>
<td>- One bottle of water</td>
<td></td>
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<tr>
<td>- What time would you like breakfast?</td>
<td></td>
</tr>
<tr>
<td>- What is your passport number?</td>
<td></td>
</tr>
<tr>
<td>- How many people in your group?</td>
<td></td>
</tr>
</tbody>
</table>

**Hand-out and practice: Communication Tool**

Give each participant a set of laminated communication strips.
Explain that they work by lining up different word on the different strips. Show some examples.
Ask them to use their strips and make up the following communications from tourists:
- I want to go swimming
- I don’t like spicy
- I am vegetarian
- I have a stomach ache

Working with the tool, see what other sentences they can come up with.

### Topic 3: Interacting with your guests

<table>
<thead>
<tr>
<th>Handling guest’s complaint</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td><strong>Activity 32: Demonstration:</strong></td>
<td>• Scenarios of complain situation</td>
</tr>
<tr>
<td></td>
<td>Trainer explain how to perform steps in handling complaints</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Role play:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learners work in 4 groups. Each group has 2 tasks:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- As tourists: Prepare scenario of a complaint situation. Decide who will perform as actors/actress. As instruction by Trainer, pass the group’s scenario to other group to help them get ready for role play.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- As homestay operator: prepare to handle one complaint situation raised by another group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tip: suggestion of guest complaints</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guest complain on leaking water tap in bathroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guest complain on too hot/cold weather</td>
<td></td>
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<tr>
<td></td>
<td>- Guest complain on dirty toilet and bad smell from pillows and blankets</td>
<td></td>
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<tr>
<td></td>
<td>- Guest complains on lost belongings (e.g. passport, camera, etc.)</td>
<td></td>
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<tr>
<td></td>
<td>- Someone in host family keep looking at guests or glance at them</td>
<td></td>
</tr>
</tbody>
</table>

### Topic 4: Farewelling your guests

<table>
<thead>
<tr>
<th>Guest departure</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td><strong>Activity 33: Ask learners:</strong></td>
<td>• Template of Receipt book, guest book, sample momentous, business card template</td>
</tr>
<tr>
<td></td>
<td>Why is it important to bid a good farewell to your guests?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The last contact the guest has with your homestay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Last impressions last!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- It is the last chance you have to rectify any problems that may have occurred during the guest’s stay and it is the final opportunity to ensure that the guest will return to your home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What needs to be done when guests leave?</td>
<td></td>
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<tr>
<td></td>
<td>Make notes of learners answers</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 34: Demonstrations** of steps in farewelling guest with accompanying explanation

**Steps in farewelling guests:**
- Check guest bill or Guest Account logbook
Check information of all services that guests used and sum up total charges they are to pay
- Guest should have the opportunity to check the statement and ask for clarification (if any)
  Ask the tour leader/guide to help if necessary
  Have all supporting information available upon the request of the tour leader/guide
- Finalise payment
- Thank the guests for their stay. Give them your homestay business card
  Use the guest’s name
  Keep eye contact and smile
- Offer guest luggage assistance. Carry bags to the entrance
- Complete guest book

Activity 35: Problem based learning: work in group of 3 or 4 to finalizing guest payment. Calculate charges for a guest who stay 1 night, use 1 breakfast and one bottle of beer, and buy a souvenir.

Activity 36: Role play in groups: guests departure
  Practice all steps in Farewelling guests in group of 3 or 4:
  - 1 group play role of tourist who are leaving
  - Another group play role of the host family
  - 2 observers: take notes of “host family” performance for discussion on learning points later
  - Change roles to practice
Module 5: Maximizing sales

At the completion of this module learners will be able to:

- Identify what extra services tourists may want to purchase and potential items for sale at their homestay
- State attributes of a good sale person at homestay environment to increase revenue
- Differentiate 3 popular selling techniques
- Designing a price list in a simple but effective way
- Set up a display table with provided techniques for snacks and souvenirs
- Clearly communicate what extra items are for sale, including snacks and souvenirs, short local tours etc., and their costs using Basic English words and sentences used in selling situations.
- Practice attitude of being customer focused and sales orientated.
Module 5: Maximizing sales

Module Introduction (30 minutes)

<table>
<thead>
<tr>
<th>Element</th>
<th>Time (mins)</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention getter</td>
<td>5</td>
<td>• Show participants some pictures of sample tables displaying souvenir items for sale, snack menu and price list, local tour brochures designed in both unprofessional and professional manner and ask if they know sale stuffs in the pictures and which one they prefer.</td>
<td>Pictures of souvenir tables, snack menu and tour brochure.</td>
</tr>
<tr>
<td>Establish relevance of topic</td>
<td>15</td>
<td>• Ask participants how they think about the link between impression of tourists and possibilities to promote sale. Explain to them that they will learn to earn extra income in this module.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduce main topics covered in the module:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Potential items for sale: during staying in homestay guests have additional needs for consumption of additional products and services such as snacks, drinks and souvenir items beside accommodation services. Providing those services would help increase income for the homestay owner significantly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Designing a price list: helps tell guests what is available for sale. Includes item name, unit quantity and unit price. Use the standard templates to design a price list.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Setting up the display table: items for sale and the price list are put up on a display table which is arranged nicely and easily accessible to guests.</td>
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<tr>
<td></td>
<td></td>
<td>- Communicate to guests: homestay operators inform and invite guests to buy their items in various ways including signs, tour guide support, or directly introducing them to guests.</td>
<td></td>
</tr>
<tr>
<td>Establish Prior Learning</td>
<td>10</td>
<td>• Conduct a sample tour: based on the map produced above, develop a 90 minute tour that can be used for visitors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion: invite participants to share their prior experiences of how they make additional income at their homestay house.</td>
<td>- Souvenir items</td>
</tr>
</tbody>
</table>
Module Content:

**Topic 1: Snack, beverage & souvenir sales (2.5 hours)**

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm: ask the participants:</td>
<td>Brochure of available products and services for sale at homestay</td>
</tr>
<tr>
<td>• What souvenir items and snack foods and drinks do they have locally?</td>
<td>Flashcards</td>
</tr>
<tr>
<td><strong>Activity 1: Flash card matching:</strong></td>
<td>Prepared table with blank columns</td>
</tr>
<tr>
<td>Explain and show trainees a prepared table with 5 blank columns, namely Snacks, Drinks, Toiletries, Souvenirs. Services. Using blue tack, trainees have into stick provided flash cards of sale items to appropriate columns of categories. Summarize that basic needs of guests in homestays may include:</td>
<td>Blue tack</td>
</tr>
<tr>
<td>- <strong>Snacks:</strong> snacks such as nuts, crisps, crackers, biscuits, candy, chocolates, local fruits (both fresh and dried)</td>
<td></td>
</tr>
<tr>
<td>- <strong>Drinks:</strong> water, beer, soft drinks in cans or bottles, tea, coffee. Cigarettes and alcohol (wine) should be limited to avoid unexpected problems (drunk, disturbing or even fighting with local people).</td>
<td></td>
</tr>
<tr>
<td>- <strong>Toiletries:</strong> towel, razor, shampoo and soap, toothpaste and toothbrush, washing powder, toilet paper.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Souvenirs:</strong> handicraft items, dried fruits, fishes or meats, other specialties including varieties of local rice wine bottled nicely (popular with backpackers!)</td>
<td></td>
</tr>
<tr>
<td>- <strong>Services:</strong> laundry</td>
<td></td>
</tr>
<tr>
<td><strong>Tip:</strong> Think about who your guests are. If you know you have a group of backpackers stocking up on beer and snacks might be good. If you have families with children maybe nuts and chocolate will sell better.</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 2: Flash card matching: How to source the supplies?</strong></td>
<td></td>
</tr>
<tr>
<td>Show trainees the 2nd prepared table with 4 blank columns, namely Local trader; Local market or shop in the town; Homemade items; Craft makers. Using blue tack, trainees have to move provided flash cards of sale items that are used in the 1st table above to appropriate columns in the 2nd table. Summarize how to source the supplies:</td>
<td></td>
</tr>
<tr>
<td>- Local traders</td>
<td></td>
</tr>
<tr>
<td>- Local markets or shops in the town</td>
<td></td>
</tr>
<tr>
<td>- Homemade items</td>
<td></td>
</tr>
<tr>
<td>- Craft makers</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 3: Discussion: on managing payments</strong></td>
<td></td>
</tr>
<tr>
<td>There are different strategies for taking payments for items on sale as normally it is not possible for someone to be at the display table at all times:</td>
<td></td>
</tr>
<tr>
<td>1. Have a tin for guests to deposit their money with a sign saying “Please deposit your money here”</td>
<td></td>
</tr>
<tr>
<td>2. Have a sheet of paper with lines on it divided into columns with the</td>
<td></td>
</tr>
</tbody>
</table>
List the answers from learners and summarize. Provide further information on methods of managing guest payment for the additional services they used.

<table>
<thead>
<tr>
<th>Topic 1: Snack, beverage &amp; souvenir sales (2.5 hours)</th>
<th>Flip file page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design menu and price list</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 4: Discussion: what are main contents of a price list?</td>
<td>Sample menu designs and templates</td>
</tr>
<tr>
<td>- Name of the item</td>
<td></td>
</tr>
<tr>
<td>- Unit quantity</td>
<td></td>
</tr>
<tr>
<td>- Unit price</td>
<td></td>
</tr>
<tr>
<td>- Cost</td>
<td></td>
</tr>
<tr>
<td><strong>Brainstorming:</strong> how the design of a price list should be?</td>
<td></td>
</tr>
<tr>
<td>- The pricelist should be attractive, neat and clean</td>
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</tr>
<tr>
<td>- If no English is used, small pictures can be drawn or stuck on the list to indicate which items are which for foreigners. Even labels from packets can be used to stick on to the list.</td>
<td></td>
</tr>
<tr>
<td>- Similar items should be grouped together- all snacks together, all drinks together, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Tips:</strong></td>
<td></td>
</tr>
<tr>
<td>- Don’t forget when pricing to include a percentage for profit!</td>
<td></td>
</tr>
<tr>
<td>- Don’t forget to include a message about how you want the guest to pay</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 5: Individual practice:** Participants design and develop price list/menus for putting up in their own homestay. These must clearly show prices for drinks, snacks and souvenirs available for sale, and must be based on the template provided. Organise a “Homestay Price list Exhibition” and select the best one. Award a prize, i.e. a small gift, for the winner.

<table>
<thead>
<tr>
<th>Topic 1: Snack, beverage &amp; souvenir sales (2.5 hours)</th>
<th>Flip file page 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up display table</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 6: Analyse the flip file picture and make recommendations for improvement</td>
<td>Tables, Items for sale, Menu with a price list</td>
</tr>
<tr>
<td><strong>Activity 7: Demonstration:</strong></td>
<td></td>
</tr>
<tr>
<td>Trainers demonstrate how to set up an attractive table display of snack foods and other items for sale to guests.</td>
<td></td>
</tr>
<tr>
<td>During demonstration, trainer explains key points that include:</td>
<td></td>
</tr>
<tr>
<td><strong>Location of the displaying table:</strong></td>
<td></td>
</tr>
<tr>
<td>- Sitting/ living area in the homestay</td>
<td></td>
</tr>
<tr>
<td>- Easy to see/ find</td>
<td></td>
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<tr>
<td>- Conveniently accessible by guests</td>
<td></td>
</tr>
</tbody>
</table>
- Adequate lighting
- Easy to change, remove and refill the items

**Displaying items:**
- All items for sale (mentioned above)
- The menu (for foods and drinks items)
- The price list
- Table cloths: use an attractive table cloth if items are displayed on a table.
  - Keep the cloth clean
- Lighting
- Payment collection tin (if necessary)

**Arrangement of the items:**
- Be creative – decorate the table. Put items in traditional baskets, bowls or on small stands.
- Tall items in the back
- Grouping by types of items (as mentioned above)
- Tidy and clean
- Price tags/ list in the front of the items
- The prices can be marked individually on the items with price labels instead of a price list.

---

**Topic 1: Snack, beverage & souvenir sales (2.5 hours)**

**Communicate to guests**

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 8: Role play:</strong></td>
<td></td>
</tr>
<tr>
<td>Participants are asked to act out as a seller in a guest interaction scene involving selling items to guests. If training takes place at a homestay, guest speaker/real tourists may be involved. Role play scenario is as follows:</td>
<td>Table with available items for sale Flip chart and A1 paper Markers</td>
</tr>
<tr>
<td>- <strong>Guest:</strong> wants to buy drinking water, then asks about some kind of dried fruits that are on “On sale” display table. Next, the guest asks to by some local salted pork that is hung over the traditional cook of the family. He/she explains that he/she tasted that salted pork dish last meal and found it delicious.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Homestay Operator:</strong> sell items to guest with saying price and explanation of dried foods items. Try to encourage the guest to buy to increase revenue as much as possible.</td>
<td></td>
</tr>
</tbody>
</table>

**Tips: Common words in retail sales:**
- Q. What is this?  A. It is a…[name of product]
- Q. Where does it come from? A. It comes from…[name of village / place]
- Q. What is it made from? (if it is locally produced) A. It is made from…[name of material]
- Q. It is for eating? A. Yes, you can eat it. A. No, this is a souvenir item for you to bring home.
- Q. How much does it cost? A. It costs…[amount in VND]
**Trainer observes and provides feedback** on the selling skills: Trainers help generate discussion on what was good or could be improved.

**Activity 9: Identification of selling attributes**

Basing on previous role play, trainer explains that having good selling skill can increase sale and earn more revenue for the homestay. Trainer asks the participants to identify some attributes of good sale person and write them down on the flip chart or board. This activity will enable the trainees to identify some attributes of good sale person. The attributes of good sale person may include:

- Self-confident in talking to guests: keep eye contact when talking with guests, speak loud, clear and simple
- Persuasiveness: you are the one who know best about this product for sale and guests are really in need to buy it.
- Self-motivating
- Good listening skill
- Building strong relationship and a good rapport with guests: invite guests nicely, demonstrate craft making process, say “thank you” even if guests refuse to buy

---

**Topic 1: Snack, beverage & souvenir sales (2.5 hours)**  
**Selling techniques**  
**Flip file page 5**  
**45 minutes**

**Teaching Methods and Activities**

Explain to the participants that they want to sell products and get more income they should practise good selling techniques.

Start by explaining that there are a few ways in which they can persuade their guests to spend more money. These are selling skills. We can do this in different ways:

- Using descriptive language to make something sound really appeal to encourage guests to buy. However, it depends also on your English skills.
- Suggesting additional items to order or buy: an extra dish, drink, local speciality, snack to take with them, etc.
- Selling a slightly more expensive product than the one the guest initially wanted – like a private room instead of a shared room.

**Activity 10: Group exercise**

- Sometime guests do not know what they want. It is the responsibility of homestay operators to suggest something for them.
- This exercise will enable the participants to recommend something to their indecisive guests.
- Divide group into 3 teams. In each team, one trainee plays as a guest and another as a homestay operator. Other member in the team is observers. The homestay operator suggests his homestay services to his/her guest by using several suggestive techniques including descriptive language in a specific and appealing way.
- Trainer asks the whole team if they have some more idea to better suggest to the guest.
Activity 11: Group exercise
- Trainer explains to learners that making an add-on sale or trying to sell more to the original order could increase more revenue. This exercise will enable them to identify some techniques to make an add-on sale.
- Trainer asks trainees to work in group of 5. Two are guests, one is a homestay operator and two are observers.
- The homestay operator tries to sell something more in addition to the guest's original order. For example, meals may be followed by dessert, which in turn goes along with coffee or tea. Night accommodation may be followed by a music show or a local short tour, which in turn goes along with transport and souvenir, etc.
- Observers take notes of the situation and provide feedback after the practice.
- Change roles to ensure trainees can play role of a homestay operator.
- Trainer finishes the flip file by concluding that an add-on sale or selling extra products or service is important skill that every homestay operator should master and practice frequently.

Activity 12: Pair work
- Explain that up-selling or selling more expensive products or services than the one is originally ordered is important skill to increase more sale. This exercise will enable the trainees to up-sell their service in a professional way.
- Trainer asks trainees to work in pairs. One is a guest, one is a homestay operator.
- The guest orders an alcohol drink and the homestay operator suggests a better homemade wine that costs little higher.
- Change roles to ensure trainees can play role of a homestay operator.
- Trainer concludes that up-selling is important selling skill because our guest is happy with better products and the establishment earns more money.

Topic 2: Village tours and other services (1 hours)
Map a village tour routes
Teaching Methods and Activities
Activity 13: Visual session: Trainer to prepare a sheet of A0 paper with a basic map of the village in advance. Some delegates or a tourism office may help with this.

With input from the delegates, populate the map with icons depicting things that may be useful or attractive to guests. Use a different colour to insert these onto the map. Examples include pagodas, temples, viewpoints, village school, community house, shops, markets, post office, etc. On the map, in a specific colour draw a series of small arrows or lines that will show possible tour routes in the village area.

- Emphasize key information concerning mapping a village tour:
  What are interesting things to see in the village area?

Resources
- Map of the community, A0 papers, illustration icons, black pencils, colour markers, adhesive tape.
- Tour map
- Tour escort
- Streams and lakes
- Birds
- Animals
- Terraced rice fields
- Village school
- Community house
- Shops
- Markets
- Temples
- Pagoda, etc.

What are interesting things to do in the village area?
- Hiking / Trekking
- Bird or wild animal watching
- Participating in working on terraced rice fields
- Visit to local schools, markets or cultural monuments
- Cultural shows in community house
- Learn handicraft production techniques

What are interesting activities for guests to do around the home?
- Join us to prepare dinner / lunch
- Learn how to sew a traditional item of clothing or embroidery
- Join us and go fishing
- Learn how to shoot a traditional bow and arrow, use a sling shot, etc
- Come and see how we plough a field with a buffalo
- Come and help us plant / harvest rice

Activity 14: Discussion on interpretative information provided to visitors about the homestay and village area.

Activity 15: Group exercise - Mock tour:
Based on the map produced above, groups of people from the same village or region develop a 30 minute tour that can be used for visitors. Each group assigns a tour escort who lead the group and provide some interpretations at a village attraction. Take the participants on the tour (time permitting). Hold a feedback session at the end of tour.
Module 6: Managing money

At the completion of this module learners will be able to:

- Identify the importance of record keeping
- List elements of cost: food, labour, utilities, etc.
- State principles of costing and pricing
- Undertake basic book keeping tasks including record-keeping and pricing of products and services
- Calculate the cost and the price of a product or service to offer guests
- Summarize guest accounts/bills
Module 6: Managing money

Module Introduction

<table>
<thead>
<tr>
<th>Element</th>
<th>Time (min.)</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention getter</td>
<td>5</td>
<td>• <strong>Icebreaker</strong> discussion&lt;br&gt;Problem based learning: How much should I charge a tourist in&lt;br&gt;the following cases:&lt;br&gt;  - 2 guests stay in homestay for 1 night. They had 2 breakfasts and drank a Coca Cola, 1 beer.&lt;br&gt;  - They also bought a traditional hat as a souvenir.</td>
<td>Flip chart and markers or flip file</td>
</tr>
<tr>
<td>Establish relevance of topic</td>
<td>5</td>
<td>• <strong>Discuss</strong> why it is important to learn this module&lt;br&gt;Ask the learners to identify reasons of getting a good system of book-keeping&lt;br&gt;Why is this important to understand right from the beginning?&lt;br&gt;List these important learning points on the flipchart and put it on the wall:&lt;br&gt;Explain key learning objectives and topics covered in this module:&lt;br&gt;  - Principles of costing and pricing, book-keeping/accounting&lt;br&gt;  - Simple way of keeping records of income and expenses.&lt;br&gt;  - How to calculate the cost and the price of a product or service offered to guests calculate guest accounts/bills and process guest payments.</td>
<td></td>
</tr>
<tr>
<td>Establish Prior Learning</td>
<td>15</td>
<td><strong>Group discussion</strong>: Ask some learners what they do to calculate correctly guest charges if guests stay for more than one night&lt;br&gt;&lt;br&gt;<strong>Lead-in</strong> to topic Simple costing</td>
<td>Flip chart and markers</td>
</tr>
</tbody>
</table>

Module content:

**Topic 1: Simple costing**

<table>
<thead>
<tr>
<th>Why do book-keeping?</th>
<th>Flip file page 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 1: Discussion</strong> - Importance of book-keeping and its tasks&lt;br&gt;  • Show picture on flip file page. Explain that it is about book-keeping.&lt;br&gt;  • Ask learners: what do they think book-keeping is about?&lt;br&gt;    Explain a simple definition of book-keeping and that it is essential in homestay operation&lt;br&gt;  • Discussion: Importance of book-keeping&lt;br&gt;  Ask some learners how importance the book-keeping is in homestay operation. Make notes of responses on flip chart or board then link to contents of flip file page: Why is book-keeping important for your business?&lt;br&gt;    - Record transactions.&lt;br&gt;    - Understand and keep track of your income and expenses&lt;br&gt;    - Know your financial status – are you making money or losing money?</td>
<td>• A Guest Account/Bill notebook of picture on flip file&lt;br&gt;• Flip chart and markers</td>
</tr>
</tbody>
</table>
- Control business costs and prevent financial losses
- Make the right decisions, e.g. expanding your homestay, knowing how much income is available for personal use, pricing goods and services etc
- Show records to a bank to prove that you can repay a loan if you want to borrow money to expand your business

Further discussion on main tasks of book-keeping:
- Record-keeping / accounting
- Costing and pricing
- Making calculations and decisions
Give examples to illustrate each task.

<table>
<thead>
<tr>
<th>Topic 1: Simple costing</th>
<th>Flip file page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording expenses and income</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Teaching Methods and Activities</td>
<td>Resources</td>
</tr>
</tbody>
</table>

**Activity 2: Individual work:**

Provide each learner a template of Expenses and Income of a typical homestay. There are 2 columns in the template: One part is labelled with Incomes, other with Costs.

Ask each learner to make a list of expenses and income of a typical homestay in suitable columns.

Using blue tack or adhesive tape to stick all learner's paper on board/wall.

Ask all learners to go around to read and compare ideas

Summarize income and costs of a homestay: key information includes:

<table>
<thead>
<tr>
<th>Cáckoản Thu</th>
<th>Cáckoản Chi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>Expenses</td>
</tr>
<tr>
<td>- What generates income for a homestay?</td>
<td>- What costs the homestay money?</td>
</tr>
<tr>
<td>- Accommodation</td>
<td>- These are called expenses,</td>
</tr>
<tr>
<td>- Meals and snacks</td>
<td>- All money spent on items for the homestay such as:</td>
</tr>
<tr>
<td>- Drinks</td>
<td>o Ingredients for meals</td>
</tr>
<tr>
<td>- Souvenirs</td>
<td>o Drinks</td>
</tr>
<tr>
<td>- Cultural performances</td>
<td>o Water</td>
</tr>
<tr>
<td>- Local tours</td>
<td>o Power</td>
</tr>
<tr>
<td>- Sales of some types of wastes: e.g: soft drink used cans, ...</td>
<td>o Labour</td>
</tr>
</tbody>
</table>

**Activity 3: Discuss** on principles of simple book-keeping:

- Use a template or notebook divided into two sides, one to note expenses and the other for income
- At the end of month: add both sides, and subtract your total expenses from total income to calculate the difference
- The difference should be positive; otherwise, you are running at a loss
Activity 4: Provide templates to each learner with a list of monthly income and expenses on which to explain how to use.

For the month of ...........

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>15/12/20xx</td>
<td>15/12/20xx</td>
</tr>
<tr>
<td>Particulars</td>
<td>Particulars</td>
</tr>
<tr>
<td>Amount</td>
<td>Amount</td>
</tr>
</tbody>
</table>

TOTAL:  
BALANCE:

Topic 1: Simple costing
Principles of costing

Teaching Methods and Activities

Resources

General principle of costing:
Selling price is a combination of 2 main elements: Input cost and profit

• Setting your selling price: there are various methods you can use:
  - Set your own prices based on your calculated input costs
  - Keep your prices similar to prices offered by other homestays in your area (unless your products or services are of a better quality)
  - Different prices for different options - private room will be more expensive than a shared room.
  - Follow the selling price that is calculated and agreed by community tourism management board with homestay operators in the village or advised by local tourism authority.

Activity 5: Flash card matching: What common elements must be included in the price of your services or products?
Trainees select and put provided cards into appropriate positions, i.e. under “All input costs” or “Profit”

- **Raw materials or ingredients**: used to produce products or the price of buying items from other makers/providers
- **Labour**: Even if you are not paying any salaries or wages, your own time is a cost that should be considered
- **Transport**: If you had to pay to travel to the market to buy the food, or pay for it to be delivered from outside of your village
- **Utilities**: Energy/power (how much electricity, straw, gas, wood was needed etc.), water
- **Depreciation**: of furniture (i.e., how much value does the furniture lose every year: initial cost divided by the number of years before it will have to be replaced), linen, tools that are used to produce items or conduct a cultural show etc.
- **Hire or rental** (if any): of venue, performance costume or musical instruments

Flip file page 3
30 minutes

Flashcards include:
- Raw materials or ingredients
- Labour
- Transport Utilities
- Depreciation
- Hire or rental
- Community fee
- Other costs
- Profit
- **Community fee**: how much you are to contribute to the local community
- **Other costs**: depending on products or services provided, e.g.:
  - Guest amenities (if provided, e.g.: soap, water, candle, toilet paper, etc)
  - Cleaning materials (e.g. detergent, cleaning tools - allocate a small financial amount per guest)
  - Laundry: linen and towels
  - Refreshments or snacks for the performers (if any)
  - Entrance fees to tourist sites (if any)
  - Meals and drinks during the tour (if included)
- **Profit**: Varies according to factors such as market demand, product positioning etc

### Topic 1: Simple costing

<table>
<thead>
<tr>
<th>Pricing homestay core services</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 30 minutes                    |                                 | • Flash cards  
|                               |                                 | • A0 or A1 paper  
|                               |                                 | • Markers       |

**Activity 6: Experience sharing:**
Ask some trainees to share how much the community agrees to charge a tourist for a night accommodation?

- Explain 2 common popular ways to calculate the price of accommodation in homestay context.
  - Confirm that for pricing accommodation they should go with market price, that is set by community tourism board.
  - If necessary, using a Price Puzzle to introduce principle in calculating the price of a homestay night by assembling the components of a pie puzzle

A blank 4-sided shape/rectangle for a ‘bed’ concept showing different elements of a selling price of accommodation. (This chart will be filled up with the name of elements later)

**Activity 7: Ask trainees** how they price a guest meal.

**Show flip file page** to explain principle in pricing guest meals:
- Food cost (main foodstuff): 50% (half) of the selling price; other costs and profit: 50% of selling point.
- Go with the same or similar rate to competitors.
**Activity 8: Group exercise**: Calculate the selling price for a meal typically available at a homestay

Ask the group to choose a local typical food/dish that they can offer tourists, e.g. chicken, grilled pork, fish etc.

Divide group into 3 teams

Basing on local market price, each team calculate the selling price of the foods

**Topic 1: Simple costing**

<table>
<thead>
<tr>
<th>Pricing additional products/services</th>
<th>Flip file page 5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 9: Flash card matching</strong>: by selecting appropriate provided cards trainees identify what element should be included in pricing additional products/services</td>
<td>• A0 or A1 paper</td>
</tr>
<tr>
<td>• Show flip file page to compare with group answers and for illustration of “formula”. Emphasize rate of profit, and proportion of different elements.</td>
<td>• Markers</td>
</tr>
<tr>
<td>1. <strong>Pricing imported snacks and drinks</strong></td>
<td>• Adhesive tape</td>
</tr>
<tr>
<td>• Selling price is 130% of the purchase price of item.</td>
<td></td>
</tr>
</tbody>
</table>

- **Purchase price of item**
  - (1)

- **Sale person, stocking, transport, other costs + Profit**
  - (1) X 30%

- **Selling price**

2. **Pricing handicrafts and souvenirs**

- For bought in products:

- **Purchase price of item**
  - (1)

- **Sale person, stocking, transport, other costs + Profit**
  - (1) X 30%

- **Selling price**

- For products you make by yourselves:

- **Raw materials + Man-days fee**
  - (1)

- **Sale person, stocking, transport, other costs + Profit**
  - (1) X 30%

- **Selling price**

**Tip**: labour cost for sale person and for man-days fee (a fixed amount of day/item) to make the products. This cost is calculated at a set amount per hour – such as 10.000 VND per hour, or per day – such as 80.000 VND per day.
3. Pricing cultural performances:

| Man-day fee + Venue rental + Transport + Others (if any) | = | Selling price |

Tip: Labour cost is calculated by half a day charge for a show of 1 to 2 hours.

4. Pricing local tours

- Selling price is 130% of the total input costs

| Man-day fee + Transport + Entrance fee (if any) + Refreshments (if any) (1) | Profit (1) x 30% | = | Selling price |

Activity 10: Group exercise: build up 4 teams.
- Each team chooses one of the following scenarios and works on calculation of how much a homestay owner would charge a guest or a tour operator to provide:
  - A bottle of beer, a can of Coca-Cola and a snack
  - An bought-in souvenir and a hand-made handicraft
  - A cultural performance
  - A local tour
- Further discussion on anything that is missing from the calculation.

---

### Topic 2: Guest accounts

<table>
<thead>
<tr>
<th>Flip file page 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping guests’ accounts</td>
</tr>
<tr>
<td>20 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 11: Role play: solving problems when a guest pay bill and find some items incorrect.</td>
</tr>
<tr>
<td>Invite a volunteer who plays role of Homestay operator. Trainer plays role of Guests.</td>
</tr>
<tr>
<td>Scenario: The situation happens in the morning, before guests departure.</td>
</tr>
<tr>
<td>- Guest: you want to pay. Last night, you bought 2 cans of beer and a small bottle of water.</td>
</tr>
<tr>
<td>- Homestay operator: you show the guest your Guest Account Notebook. In the book, the guest wrote him/herself that he/she used 3 cans of beer and a big bottle of water.</td>
</tr>
<tr>
<td>- Ask learners what the reasons of these problems are and how to prevent it happen</td>
</tr>
<tr>
<td>- Discuss the need of having a good book-keeping system</td>
</tr>
<tr>
<td>- Show a page of Guest account notebook on the flip file page</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>A list of services or products that a guest has used</td>
</tr>
<tr>
<td>Role play cards</td>
</tr>
<tr>
<td>Handout of template</td>
</tr>
</tbody>
</table>
Activity 12: Demonstrate and explain the Guest account notebook system of recording guest consumption

- **Handout** template for Guest Account Notebook. Demonstrate how to **record guests’ accounts and preparing bills**
  - Use a Guest account notebook template and invoice template (provided in the hand-out and flip file page)
  - Write down in a notebook what every guest orders or uses as soon as possible when it happens. Use this to prepare the bill.
  - Write into the notebook clearly
  - Keep the notebook neat and in a clean state

Activity 13: Individual exercise: fill in Guest Account Notebook using information in a provided list of services or products that a guest has used

### Topic 2: Guest accounts

<table>
<thead>
<tr>
<th>Preparing the bill</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 minutes</td>
</tr>
</tbody>
</table>

#### Teaching Methods and Activities

- **Introduce key steps** in preparing a bill using flip file page
  - Be familiar with columns in the bill and how to input information
  - Confirm time of guest departure: Ask the guests (or tour guide, if he/she can help you with better communication) their exact time of departure the previous evening
  - Prepare bills ready a few minutes before time of guest departure
  - Produce guest bill at the time of departure
  - Ask guests to check the bill. Ask the guests if they need a collective bill or individual bills

#### Activity 14: Demonstration and group exercise:

Show “Guest Bill” that is printed on flip file page.
### GUEST BILL

Name of Guest or Group /Tên (đoàn) khách: __________________________

Tour Guide/Hướng dẫn viên: __________________________

Arrival Date/Ngày đến: ________________

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Unit</th>
<th>Quantity</th>
<th>Unit price (VND)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accommodation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bottles water</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Music show</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Handicraft scarf</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Beers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Tea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

With inputs of all trainees, fill up cells in the blank guest bill on the flip file page with erasable markers (and clean afterward).

---

**Topic 2: Guest accounts**

**Processing payment**

Flip file page 8

**30 minutes**

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 15:</strong> Demonstrate: how to communicate with guest at payment stage</td>
<td>• Scenario of processing payment</td>
</tr>
<tr>
<td>• Discuss: steps in processing payment:</td>
<td></td>
</tr>
<tr>
<td><strong>Key steps to processing payment:</strong></td>
<td></td>
</tr>
<tr>
<td>- Prepare guest bill</td>
<td></td>
</tr>
<tr>
<td>- Check the bill to ensure all information is written neatly, correctly and clearly to see</td>
<td></td>
</tr>
<tr>
<td>- Calculate total charges and inform guest how much they have to pay</td>
<td></td>
</tr>
<tr>
<td>- Say: “Your bill is .... Vietnam Dong/dollars”</td>
<td></td>
</tr>
<tr>
<td>- Give bill to guest.</td>
<td></td>
</tr>
<tr>
<td>- Say: “Here is your bill”.</td>
<td></td>
</tr>
<tr>
<td>- Ask guest to check the bill</td>
<td></td>
</tr>
<tr>
<td>- Explain and clarify any guest questions</td>
<td></td>
</tr>
<tr>
<td>- Use Guest Account Notebook as a supporting document if necessary</td>
<td></td>
</tr>
<tr>
<td>- Ask Tour Guide to help if needed</td>
<td></td>
</tr>
<tr>
<td>- Receive guest payment. Count it carefully in front of guest.</td>
<td></td>
</tr>
<tr>
<td>- Return change (if any) to the guest</td>
<td></td>
</tr>
</tbody>
</table>
- Thank guest for using your services

**Activity 16: Role play: processing guest payment**

  Ask a volunteer to play as a homestay operator.
  Trainer or another volunteer plays role of guest. In this case scenario is explained to the learner in advance
  Role play the scenario
  Ask learners to play in pairs to do it again.
Module 7: Low cost marketing and promotion

At the completion of this module learners will be able to:

- Identify key concept of low cost marketing approaches and home stay unique selling point/s
- Name type of partnerships available
- List typical sections in a service agreement
- Conduct a sales call to a tour operator and host a visit by a tour operator
- Use basic English words and sentences used in marketing situations
Module 7: Low cost marketing and promotion

Module Introduction (30 minutes)

<table>
<thead>
<tr>
<th>Element</th>
<th>Time</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Attention getter</td>
<td>5 min</td>
<td>• Show participants some pictures of business name cards, guest books and other marketing brochures designed in both unprofessional and professional manner and ask if they know the stuff and which one they prefer.</td>
<td>Pictures of business name cards, guest books and other marketing brochures.</td>
</tr>
</tbody>
</table>
| Establish relevance of topic    | 15 min| • Ask participants to think about the impression of tourists and possibilities to promote sale. Explain to them this is the low-cost way of marketing products and services at homestay to potential partners and customers that would then decide the ability of getting their business. • Introduce key points of the module: **Potential business partnerships:** - Partner intermediaries: travel agencies, tourist information centres, local associations or neighbouring homestays or villages. - Work on a service agreement. **Give a sale call to a local travel agency:** - Inform their partner travel agencies about new products and services. - Personal greetings; - Introducing yourself; - Expressing gratitude; - Stating the purpose of your call; - Scheduling a meeting; - Thank you and follow-up. **Host familiarization visits:** - Introduce new products and services - Refresh knowledge of existing products and services - Welcoming delegates; - Showing products and services; - Discussion on products features and pricing; - Formalization of a service agreement. **Evaluate marketing materials:** - Business cards, guest books or signs. - Evaluation criteria: adequacy of information, eye-catching designs, convenience for reproduction. **Prepare simple marketing materials:** - Based on provided templates - Customization of the logo and name of the
### Homestay Operation Course

**Module 7: Low cost marketing and promotion**

#### Establish Prior Learning

| 10 min | Discussion: invite participants to share their prior experiences of low-cost marketing actions at their homestay house. |

- Name of the contact person
- Contact details
- Space for writing comments/testimonials
- Name and contact details of the guest
- Address of the homestay, telephone number, email and website

#### Module Content (3.5 hours)

<table>
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<tr>
<th>Topic 1: Developing partnerships (1.5 hours)</th>
<th>Flip file page 1</th>
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</thead>
<tbody>
<tr>
<td>Potential business partnerships</td>
<td>30 minutes</td>
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</tbody>
</table>

**Teaching Methods and Activities**

**Brainstorm:** ask the participants:
- Who are currently sending tourists to their homestay?
- How did they know and make them partner?

**Activity 1: Partner Puzzle:** given a set of cards each showing a different tourism business, arrange them in the correct order of how or where they connect to the homestay

**Confirm that Potential business partners may be:**
- Travel agencies
- Tourist information centres
- Local associations such as travel agency/tour operator clubs, hotel associations, tour guide clubs, youth union, women union, etc.
- Neighbouring homestays or villages

**Activity 2: Discussion on roles of the partner:**
- Promote products and services to traveller markets
- Attract tourists
- Send tourists to homestays

**Activity 3: Discussion - service agreements**

**Ask trainees:** What are their service agreements?

**List** the answers from learners and summarize. Provide further information on types of business partners, promotional techniques and a good service agreement.

**Activity 4: Flash card arrangement:** put main content of a service agreement in right order:
- Representatives of the homestay and the business partner
- Main roles and duties of each party

**Resources**
- Service agreement templates
- Flash (puzzle) card
- Implementation of the contract
- Place, date and signature/stamp of each parties
- Annex 1: Description of homestay products and services; Booking and reservation conditions.
- Annex 2: Prices and commissions; Payment terms and conditions.

<table>
<thead>
<tr>
<th>Topic 1: Developing partnerships (1.5 hours)</th>
<th>Flip file page 2</th>
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</thead>
<tbody>
<tr>
<td>Give a sale call to local travel agency</td>
<td>30 minutes</td>
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</table>

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 5: Discussion: Sale calls are cheapest and quite effective way of marketing that can be made occasionally or periodically either by homestay operators or the community tourism management board to inform and update partner travel agencies on homestay products and services for sale.</td>
<td></td>
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<tr>
<td>Steps involved are:</td>
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</tr>
<tr>
<td>1. Develop a professional greeting:</td>
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<tr>
<td>- Don't just say hello and jump into the telephone presentation, allow the other party to participate.</td>
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<tr>
<td>- Greeting should be on the side of formality.</td>
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<tr>
<td>- Begin with Mr., Mrs. or Ms, &quot;Good morning&quot; or &quot;Good evening&quot;</td>
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</tr>
<tr>
<td>2. Introduce yourself and your company:</td>
<td></td>
</tr>
<tr>
<td>- &quot;My name is ... We're a local homestay in the X village&quot;</td>
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<tr>
<td>- Don't get too specific yet. Don't mention your product.</td>
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<tr>
<td>3. Express gratitude:</td>
<td></td>
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<tr>
<td>- &quot;Thank you for taking my call&quot;.</td>
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<tr>
<td>- &quot;This will only involve a moment of your time so you can get back to your busy schedule&quot;.</td>
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<tr>
<td>4. State the purpose of your call with a question:</td>
<td></td>
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<tr>
<td>- &quot;If we can show you a new interesting homestay business opportunity in my village to improve the quality of your local tours at a lower cost, would you be interested to know more?&quot;</td>
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<tr>
<td>- Ready to start selling by telling them more information;</td>
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<tr>
<td>- Or scheduling to meet this person to give a solid presentation.</td>
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<tr>
<td>5. Schedule a meeting:</td>
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<tr>
<td>- Use the alternate-of-choice questioning strategy to take control of getting the appointment.</td>
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<tr>
<td>- Offer two times of the meeting</td>
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<tr>
<td>6. Thank them and reconfirm the date, time and location of the appointment.</td>
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<tr>
<td>7. Give your contact information this way: &quot;If anything else comes to mind that I should be aware of prior to our meeting, please contact me at 0912120860&quot;</td>
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<tr>
<td>8. Follow up:</td>
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</table>
**Activity 6: Role play:** Participants do a role play of giving sales call with a tour operator.

**Activity 7: Demonstration** of their entire hosting familiarization tour by the trainer (with sample tour activities such as check-in and check-out).

- **Emphasize key points:**
  The best way of selling “intangible” homestay services is to offer partner travel agencies a chance to experience real homestay services by familiarization tours in which homestay operators would serve staffs of travel agencies like their actual tourists.

**Welcoming delegates:**
- Meet and greet delegates at a rendezvous location, possibly at the village gate.
- Guide them to the homestay by the easiest, most beautiful and shortest route; help to carry/transport their luggage.
- Accommodate delegates at homestay
- Introduce the purpose and the visiting programme

**Provide the actual homestay products and services:**
- Serve delegates the same homestay products and services provided to tourists at the best quality
- Apart from the facilities, travel agents value highly tidiness (e.g. orderly and neat in appearance), cleanliness and hygiene of a homestay and like to know the operators are professional.

**Discussion on products features and pricing:**
- Hold a debriefing meeting at the end
- Ask delegates for their feedback on the service quality and any necessary improvement
- Explain the price of the homestay products and services
- Discuss the commissions offered to the partner travel agencies

**Formalization of a service agreement:**
- Agree on the provided services and their quality
- Clarify booking and reservation procedures, payment terms and conditions
- Formalize the contract if possible
- Hand in the contract, reservation forms, other marketing materials.

**Activity 8: Role play:** Participants do a role play of hosting a visit by a tour operator.
### Topic 2: Repeat visitation, referrals and new markets (2 hours)  
Flip file page 4

<table>
<thead>
<tr>
<th>Simple and low cost marketing materials</th>
<th>20 minutes</th>
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</thead>
</table>

#### Activity 9: Introduce 3 simple marketing materials
- **Business cards**: to distribute to guests and business partners
- **Guest books**: to leave guests’ comments and testimonials when they stay in the homestay as well as their contact details for future sale promotion
- **Signs**: a wooden/ bamboo/ rattan or plastic board with name, contact details and main services of homestay to get attention of walk-in customers. It is normally hung in front of the homestay house or place in a nearby public area/ road junctions to guide visitors to the homestay.

- Emphasize that they are made at low cost
- Show illustration

#### Activity 10: Discussion on different elements of the marketing materials

### Topic 2: Repeat visitation, referrals and new markets (2 hours)  
Flip file page 5

<table>
<thead>
<tr>
<th>Elements of good marketing materials</th>
<th>40 minutes</th>
</tr>
</thead>
</table>

#### Activity 11: Presentation: Trainer gives presentation on low cost marketing techniques using flash cards showing pictures of different types of low cost marketing strategies and demonstrating the importance of a strong name, signage, online – through associations, tourism authorities etc.

#### Activity 12: Group exercise:
Participants divided into groups of 4. Give each group a bundle of marketing brochures and materials from a range of different tourism products. Together the group must critically look at each one and compare them. They must write up a list of criteria for which to evaluate them, and present what they think is the best one, and why. After this, present the elements of good marketing materials, as delegates can see how they match to the criteria that they have selected.

- **Brainstorm** on how best to customize the sample marketing materials in the local context

### Topic 2: Repeat visitation, referrals and new markets (2 hours)  
Flip file page 6

<table>
<thead>
<tr>
<th>Prepare simple marketing materials</th>
<th>60 minutes</th>
</tr>
</thead>
</table>

#### Activity 13: Presentation: Trainer explains different features of sample marketing materials on the learner page, the templates and steps to make it.

- **Demonstration**: Trainer demonstrates how to prepare a business card using template provided. Follow the steps:
  - Customize the logo and name of the homestay
  - Add name of the contact person
  - Add contact details (address, telephone, email, website, Skype/ YM)
  - On the backside, list all provided services

| Business card and guestbook templates | Blank books or A4 papers; 4 sheets for each learner Wooden boards and materials Paint (white colour) or chalk |
### Activity 14: Individual exercise: Prepare a business card
Each learner prepares a simple business card for their homestay basing on template provided. Trainer organizes a show, provide feedback.

### Activity 15: Demonstration on preparing a guest book:
Trainer demonstrates how to prepare a guest book. Follow the steps:
- Customize the logo and name of the homestay on the front cover
- Customize the cover letter to offer guests with a pleasant greeting, acknowledge the gratitude of the homestay owner as well as to invite guests leave their comment in a polite manner.
- Create spaces/ boxes for writing comments/ testimonials on the inside pages
- Add boxes for writing name and the contact details of the guest
- Provide a little background on the homestay, the village, culture, etc.
- Inform the guest about a few of the rules of the house (e.g. meal time, situation with hot water, plus any other matters the guest might need to know in order to have a pleasant stay).

### Activity 16: Individual exercise: Prepare the guestbook
Each learner prepares a simple Guest Book for their homestay. Trainer goes around and provides feedback or further instructions.

- **Demonstration**: Trainer demonstrates how to prepare a homestay sign, using material provided. Follow the steps:
  - Prepare the wooden board
  - Develop and draw a logo and name of the homestay on the board
  - Add the address, telephone number, email
  - Hang up the sign

### Activity 17: Group exercise: Prepare the signs
Participants break into homestay business groups and prepare simple promotional materials such as business card, guestbook based on template provided. Trainer shows best practice examples.

**Remember**: Keep participants informed about the time as it is not likely to be enough. They can finish their work at home.
Module 8: Housekeeping service

At the completion of this module learners will be able to:

- State importance of maintaining good housekeeping in homestay environment not only in sleeping area but also in bathroom, toilet and outside areas.
- List types of linen and bedding, cleaning tools
- Prepare necessary tools for cleaning and clean different surfaces using appropriate cleaning equipment;
- Explain sequence of cleaning procedures in sleeping area, bathroom and toilet, general areas and apply correctly daily.
- Make beds for guest or clear then properly before and after bed time.
- Service a private guest room if it is provided to guests.
- Apply attitude of strictly follow the steps, attention to detail and maintain a high standard of cleanliness
## Module 8: Housekeeping service

### Module Introduction

<table>
<thead>
<tr>
<th>Element</th>
<th>Time (min.)</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
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</table>
| Attention getter                  | 5           | **Story telling:** use some TripAdvisor reports on housekeeping in homestays in Vietnam. This will help the participants to understand what guests are looking for, and what makes them upset. Ensure the content includes issues like mould, dirty toilets, rubbish lying around, etc. Some ideas can be picked up from: [http://www.google.co.za/#hl=en&tbo=d&sclient=psy-ab&q=tripadvisor+homestay+vietnam+housekeeping+dirty+mould&oq=tripadvisor+homestay+vietnam+housekeeping+dirty&mold&gs_l=serp.3...21016.24126.1.24575.14.14.0.0.0.4.856.4855.0225.0.0j2j2j1.13.0.les%3B..0.0...1c.1.3.psy-ab.OOh1MrurmTY&fp=1&bav=on.2,or.r_gc.r_pw.r_qf.&cad=b](http://www.google.co.za/#hl=en&tbo=d&sclient=psy-ab&q=tripadvisor+homestay+vietnam+housekeeping+dirty+mould&oq=tripadvisor+homestay+vietnam+housekeeping+dirty&mold&gs_l=serp.3...21016.24126.1.24575.14.14.0.0.0.4.856.4855.0225.0.0j2j2j1.13.0.les%3B..0.0...1c.1.3.psy-ab.OOh1MrurmTY&fp=1&bav=on.2,or.r_gc.r_pw.r_qf.&cad=b)  
**Discuss which tasks housekeeping covers?**  
- Maintain hygiene, sanitation and safety homestay  
- Present a clean and welcoming homestay to guest  
- Increase the satisfaction of guest, and your income  |
| Establish relevance of topic       | 10          | **Discuss why housekeeping is important?**  
- Ask learners if they are tourists, what they expect from a homestay in term of cleanliness  
- Ask learners how tourists may feel if they arrive at a dirty homestay. Link the importance of housekeeping service to guest satisfaction  
- Ask learner why we need to provide good and safe housekeeping service to guest  
- List all the importance learning point to flip chart and put on the wall  
- Confirm that guest like clean and comfortable accommodation with clean linen, clean toilet and bath room and clean surrounding  
- Cleanliness of guest room is top one, homestay is home stay from home (second house of guest), guest expect they receive cleanliness same as their house and friendly of people around them make them fell at their home  |
| Importance of learning the module  |             | Flip chart and markers or flip file  
Story from suggested link  |

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Trainer Guide
Homestay Operation Course
Module 8: Housekeeping service
### Key contents that will be covered in the module

- **Explain** why housekeeping is importance to learn
  Tell them the benefit if they understand clearly procedures of cleaning and follow the sequent and time table of cleaning: we never miss any surface that is not clean and never miss any guest belonging, achieve hygiene and cleanliness required, guest have good impression on homestay operation
- **Using flip file pictures to introduce overview of key contents that will be covered in the module**
  - Topic 1: Servicing sleeping area
  - Topic 2: Servicing bath room and toilet
  - Topic 3: Servicing general areas and non-routine

<table>
<thead>
<tr>
<th>Establish Prior Learning</th>
<th>15</th>
<th>Group discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ask learner to share their own experiences of preparing their home for their visitors; link the importance of cleanliness, hygiene, safety to guest.</td>
</tr>
</tbody>
</table>

**Module content:**

<table>
<thead>
<tr>
<th>Topic 1: Introduction to Housekeeping</th>
<th>Flip file page 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of housekeeping</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Discussion of housekeeping and its areas of works in homestay environment</td>
<td>Flip file picture</td>
</tr>
<tr>
<td><strong>Ask learners:</strong> What is housekeeping?</td>
<td>Flash card (for English word) or write on white/black board</td>
</tr>
<tr>
<td>- It is the activity of cleaning and maintaining a clean, comfortable and safe house.</td>
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<tr>
<td><strong>Identification:</strong> show pictures on flip file page. Ask learners to identify areas of housekeeping service</td>
<td></td>
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</tbody>
</table>

The main areas included in the housekeeping service are:

- **Guest rooms or sleeping area:** area for guests to sleep in a homestay.
  - In Northern mountainous region: the central room on a stilt houses (no private bedroom)
  - Central region: the central room on a Long house or Guol house.
  - Mekong Delta: private bedroom (in wooden garden houses) with or without attached bathroom and toilet.

- **Bathrooms and toilets**
- **Dining areas**
- **Sitting rooms**
- **Outside** the homestay: walkway, garden,

**Activity 2: Discussion:** importance of housekeeping
Ask trainees: Why is housekeeping important?
**List** all ideas collected from learners on flip chart or board. Emphasize:
• Guests like clean and comfortable accommodation with clean linen, clean toilets and bathrooms and clean surroundings.
• Maintain hygiene, sanitation and safety in homestay.
• Present a clean and welcoming homestay to guests.
• Increase the satisfaction of guests, and your income.

**Activity 3: ID test:** cleaning tools
Ask learners to identify different cleaning tools and material shown.

**Typical cleaning tools, cleaning material**
- Broom
- Soft brush
- Mop
- Water bucket
- Cloth: dry and damp
- Sponge
- Cleaning agents

Ask trainees: Have they used these items before? Ask trainees to share their experiences and explain the use of each item. Get all learner share their experiences.

**Activity 4: Demonstration:** trainer provide a demonstration for each task of sweeping, mopping and dusting. Ask learners to observe carefully.

**Sweeping**
1. Use broom or soft brush
2. Start from the corner at the end then sweep toward to the main door
3. Use dust pan to collect the dust and throw it into rubbish bag/bin

**Mopping/sweeping**
1. Dip the mop head or clean cloth into (clean) water.
2. Twist the mop head to remove excess water. Use your hand if necessary.
3. Start at one side of cleaning area.
   Use the “eight movement” technique to clean from end corner toward main door
4. Move to other side to mop. Overlap your mop strokes by about 20 cm
5. Wash the mop or cloth after about 10 m²
6. The finished surface should be clean, dry and shiny.

**Dusting**
1. Start from main door, go clockwise
2. Dust table and chairs (if applicable)
3. Dust window and window frames
4. Dust bed bases and bed legs (if applicable).
5. The finished surface should be clean and free of dust

**Tips on cleaning**
- Always wear gloves while using cleaning chemical and clearing rubbish.
- Be careful with blood stains, needles and razors
- Make sure no cigarette burning before clear the ashtray
- Check for guest valuable belongings. Make sure not to drop them into dust bin.
- Always throw rubbish in to designated rubbish bins

**Activity 5: Group practice:** then they will divided in 03 groups to practise
Team up 03 groups
- Group1: practice sweeping
- Group 2: practice dusting
- Group 3: Practise mopping.
- Change the roles and practice again

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<table>
<thead>
<tr>
<th>Topic 1: Introduction to Housekeeping</th>
<th>Flip file page 3</th>
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</thead>
<tbody>
<tr>
<td>Making bed</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Teaching Methods and Activities</td>
<td>Resources</td>
</tr>
</tbody>
</table>

**Activity 6: Brainstorming:** Ask learner to share their own experiences in making bed
- Show flip file picture of makeup bed in home stay with labels to all the different elements including: sheet, pillow, pillow case, blanket, duvet, duvet cover, mosquito net, mattress and explain the propose of each item
- Trainer tells learner the tip to provide service for Westerners.
  Emphazise that it is important to try to provide Westerner who are single with their own mosquito net (not putting 02 beds under a double mosquito net)

**Activity 7: Flash cards sequence:** ask trainees to arrange cards to show procedure of making bed:

1. **Laying mattress:**
   - Strip soiled linen if fixed beds are in use. In case of movable mattresses, skip this step.
   - Sweep and mop the floor before laying mattresses.

2. **Laying clean bed sheets** over the mattress:
   - A normal or a corner fitted bed sheet may be used
   - Check linen for cleanliness, not holes or tears, etc
   - Tuck in the sheet firmly along the foot of the mattress.

3. **Laying blankets/duvets:** along one side or at the end of the bed/mattress

4. **Covering and placing pillows:**
   - Change a new pillow case for a new guest.
   - Put a pillow cover sheet on top
   - Put a pillow evenly at top end of the bed or on the folded blanket

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5. Hanging mosquito nets:
   - Hang the net firmly to stable hooks that are fixed on walls or another string.
   - If guest does not use the net immediately, fold it tidily to the top.

Activity 8: Demonstration: how to lay bed sheets, how to set up blanket, set up pillows and hang up mosquito net.
   - Ask learner to observe carefully
   - Show trainees how to tuck the sheet and mitre a corner; how to use thick mattress that is covered by a bed sheet with rubber band at all edge; how a completed bed with mosquito net hung up is.

Activity 9: Group practice: Trainees are divided in 03 groups to practise
   - Set up 3 group to practice making bed
   - Each person in group practice making bed follow trainer’s guide
   - Trainer observe and give comment at the end

Activity 10: Brainstorming:
   - Ask learners what they should do to clear up guest’s bed in the morning.
   - Ask learners when else they should change bed linen

   • Trainer tells learner when they need to change the linen
   - When it dirty, wet, blood stain or soiled in any way
   - Guest have left your homestay
   - You are preparing for new guests
   - Guest stay over 5 days

Activity 11: Group discussion - ask trainees to decide right steps in procedure of clearing sleeping area.

   Trainer takes notes and summarize the following order:
   1. Remove mosquito net: Tidy up mosquito net or fold it neatly.
   2. Check for guest belongings on the bed and place them on the table
   3. Fold the blanket or duvet: and place on a chair or a clean surface,
   4. Strip the bed: remove bed sheets, pillow case one by one and place them into the soiled-linen bag

   Ensure guest’s clothing or belonging is not being rolled into bed sheet and taken away together with soiled linen.

Change the linen when:
   • It is dirty, wet, blood stained or soiled in any way
   • Guests have left your homestay
   • You are preparing for new guests
   • Guest stays over 5 days
5. **Fold the mattress** or lift it away to clean underneath
6. **Store clean bedding items** into designated area that is out of guest sight (preferably).

**Activity 12: Demonstration:** fold blanket, strip the bed (Tidy up mosquito net or fold it neatly, check guest belonging, fold the blanket or duvet, trip the bed )
   Explain after removing a mosquito net, or folding a blanket put it back on mattress for hygiene reasons
   Trainer remind learner to ensure guest’s clothing or belonging is not being rolled in to bed sheet and taken away together with soiled linen.

**Activity 13: Practice in pairs:** trainees practice in pair to do following tasks.
   Others to observe and give feedback later.
   - Remove mosquito net ( tidy it up or fold it neatly)
   - Check for guest belonging ( if found place them on the table)
   - Fold the blanket or duvet ( place them in clean area)
   - Strip the bed ( remove bed sheet, pillow case one by one and place them in soiled- linen bag)
   - Fold the mattress or lift it to cleaning underneath ( if applicable)
   - Store clean bedding items in to designated area that is out of guest sight (preferably)

**Activity 14: Demonstrate** steps in serving a guest room in right order
1. Enter the room
2. Air the room by opening doors, curtains and windows
3. Tie up or remove the mosquito net
4. Collect the rubbish
5. Make the bed:
   - Use same linen if guest is staying.
   - Use fresh linen in the following cases:
     o Guest has left
     o Guest stays longer than 7days
     o The linen is wet, dirty, blood stained.
6. Dust the room: using a damp cloth, work from one side to the other, from top down
7. Cleaning the bed room floor: using damp cloth or damp mop
8. Make the last check of the bed

**Activity 15: Individual practice:** one by one practice servicing a guest room follow flow chart step servicing a bed room

- **Observation Check:** Practice "seeing things through the eyes of the guest". What is guest's impression?
### Topic 2: Servicing bathroom and toilet

<table>
<thead>
<tr>
<th>Cleaning a toilet</th>
<th>Flip file page 6</th>
<th>45 minutes</th>
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</table>

**Teaching Methods and Activities**

**Activity 16: Opening discussion**: Using the flip file picture, ask delegates where to start cleaning the toilet room, what steps are needed, in what order and why?

**Activity 17: Flash card game**: matching cards which show steps in cleaning a toilet in right order, that are:
1. Enter the toilet
2. Ventilate the toilet: Open the window (if any).
3. Flush the toilet or pour a bucket of water into toilet seat to check it is working normally.
4. Remove soiled towels and any rubbish
5. Clean the toilet room: Clean from up to down positions
   - Clean toilet bowl/seat
   - Clean the floor
6. Check quantity of toilet paper and replace if finished
7. Dry the floor (with a dry cloth or leave it air dry).
8. Final check the toilet. It must be clean, dry, free of dust or dirt.
9. Close the door before you leave.

**Activity 18: Demonstrate**: how to clean a bathroom

**Activity 19: Individual practice**: each trainee practice servicing a bathroom

- **Guest View**: Practise “seeing things through the eyes of the guest”.

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<table>
<thead>
<tr>
<th>Cleaning a bath room</th>
<th>Flip file page 7</th>
<th>45 minutes</th>
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</table>

**Teaching Methods and Activities**

**Activity 20: Brainstorming and Group work**: Show flip file picture of the dirty and messy bathroom.
   - Ask learners identify what is wrong in the picture shown in flip file page
   - Ask learner what they usually do at their home.
   - Make notes of learner ideas on board/flip chart

**Activity 21: Group discussion**: what is order of steps in cleaning a bathroom?
Conclude with the following procedure:

**Cleaning the bathroom wall and floor**
1. Sweep bathroom floor
2. Make the wall and floor wet
3. Start cleaning from end corner toward to the bath room door using sponge (for wall) or hand brush (for floor) and general purpose cleaner
4. Rinse the wall and floor again with clean water
5. Dry the wall and floor or leave to air dry
6. In case of cement floor: using the bamboo broom to get rid of water

**Resources**
- A homestay toilet room
- Trainee illustration
- Flip file picture
- Cleaning tool set

---

**Resources**
- A homestay bathroom
- Cleaning tool set
7. Clean and dry any rails or hanging hooks on the bathroom wall

**Tip:**
- The wall and floor must be clean, dry and free of dirt marks, no smears of soap and no cleaning detergent remain.
- Clean and dry your cleaning equipment after being used.

**Cleaning the mirror and other accessories (if provided):**
1. Spray glass cleaner to a dry cloth or use a damp clean cloth.
2. Wiping from left to right and top to bottom.
3. Polish the mirror by soft, dry cloth or old newspaper until it is clean, dry and free of spots, marks or smudges.
4. For stubborn marks, spray general purpose chemical on and use a sponge to scrub it before rinsing with clean water. Repeat until clean.
5. Use sponge with cleaning agent (e.g., Sunlight) to clean water scoop and other accessories. Put cleaned items upside down on a clean cloth.

**Cleaning the shower (if provided):** from top to bottom. Check that the shower water is running freely and downward.

**Activity 22: Demonstration:** how to clean the bathroom

**Activity 23: Practice:** how to clean a bathroom

---

**Topic 2: Servicing bathroom and toilet**

<table>
<thead>
<tr>
<th>Clean a hand basin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flip file page 8</strong></td>
</tr>
<tr>
<td><strong>45 minutes</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming: Ask learner what they usually do at their home. Make notes of learner ideas on board/flip chart</td>
</tr>
<tr>
<td>Show flip file picture of a host family member (in local clothes) doing following:</td>
</tr>
<tr>
<td>- Cleaning the basin with sponge and chemical</td>
</tr>
<tr>
<td>- Take out the basin stopper</td>
</tr>
</tbody>
</table>

**Activity 24: Demonstrate:** clean a hand basin (in a bathroom or toilet) using the following sequence:
1. Prepare cleaning tools.
2. Remove all moveable items from the vanity top.
3. Clean the soap dish, vanity top, taps and basin using a sponge and general-purpose cleaner.
4. Clean the lower part of the tap and the vanity top surface, around the taps. Remove all dirt, soap stains and water build-up.
5. Check the stopper, removing any hair, rubbish...etc...
6. Rinse the vanity top, tap, soap dish and basin thoroughly with water.
7. Dry with a cleaning cloth. Wipe all chrome parts to make them shiny.
8. After cleaning is completed, keep the stopper open. Put soap on the soap dish.
9. To clean the vanities counter and the wall surround.
10. Use dry clean cloth to clean the basin tap, basin and basin counter.

**After cleaning the hand basin** must be clean, free of soap, toothpaste and water marks. The drain must be clean and the taps are not dripping.

**Activity 25: Practice:** learners work in 3 teams to clean a hand basin

<table>
<thead>
<tr>
<th>Topic 3: Servicing general areas &amp; non-routine cleaning (1.5 hours)</th>
<th>Flip file page 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authentic Décor</strong></td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td><strong>Resources</strong></td>
</tr>
</tbody>
</table>

**Activity 26: Discussion:**
Ask some learners how they decorate inside a Homestay to make it a welcoming environment
Make notes of learner ideas on board/flip chart

- **Explain what is authentic Décor:**
  - Provide seating arrangements (tables, chairs) using local material, e.g. stone or wood.
  - Decorate the bedrooms and living rooms using:
    - Pictures of local places, scenes, characters, attractions;
    - Local handicrafts, brocade, handmade weaving cloth
    - Traditional items/musical instruments.
    - Items of bright local traditional clothing or implements hung on the wall as displays”
  - Shiny plastic material, objects related to religion (Catholicism, Hinduism, Buddhism) or politics should be restricted to private areas rather than being placed in guestrooms.

**Tip:** Westerners do not like “clutter” as it is considered messy. Remove and store any items that are not needed by the guest and return after they have departed.

**Activity 27: Case study:** “homestay audit” to identify what to be improved to make the homestay a welcoming and inviting environment.

Trainees work in 2 teams. In one team, nominate “1 secretary” to take notes what they find during the homestay audit.

<table>
<thead>
<tr>
<th>Topic 3: Servicing general areas &amp; non-routine cleaning (1.5 hours)</th>
<th>Flip file page 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non- Routine cleaning</strong></td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td><strong>Resources</strong></td>
</tr>
</tbody>
</table>

**Activity 28: Discussion:**
Ask some learners:
What non-routine cleaning are needed in a homestay,
When must this be done?
Make notes of learner ideas on board/flip chart

Flip chart paper
Markers
Emphasize general tasks that need to be done weekly, monthly or every 3 months, including:

- Every week:
  - Damp dust pictures, furniture, tables, display cases, walls, mirrors, cupboard, shelf, ceiling lights, switches and door frames
  - Clean the hallways and stairs
- Clear away any cobwebs under the roof, on the windows and all around the house every month or as often as you notice them.
- Wash pillows and blankets every 3 months
- Rooms should be always clean, fresh smell and free of cobwebs
- Put mattresses in the sun to air.

**Activity 29: Group exercise** - develop a schedule to do non-routine cleaning in your homestay.

<table>
<thead>
<tr>
<th>Topic 3: Servicing general areas &amp; non-routine cleaning (1.5 hours)</th>
<th>Flip file page 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning outdoor areas</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

**Teaching Methods and Activities**

**Activity 30: Game:**

Trainer introduce to learner they having a game, divided in to 02 group, each group have 3’ minutes to work as a team.

Ask each team to list down all out door thing need to be clean to the flip chart, group having most items will win

**Summarize what to do to clean outdoor areas:**

- Pick up any rubbish or litter.
- Clear away any animal droppings.
- Sweep the area every day
- Clean the walk way to the house, steps at entrance every week or as often as needed
- Remove dead leaves and debris (every week or as often as needed)
- Clean drainage system, clearing mud (every month)
- Place outdoor furniture neatly.
- Set up at least one rubbish bin (with lid or cover) near your house, at a public place. Empty the bin frequently to prevent rats, mice or other pests
- Transform any open land into an inviting garden by planting flowers, trees, grass, vegetables.

**Resources**

Flip chart paper
Markers
Module 9: Food and beverage service

At the completion of this module learners will be able to:

- Identify importance of hygiene and cleanliness in serving guests with food and beverages, likes and dislikes of guests;
- List typical types of foods and drinks of local area
- Name necessary tools/items needed for serving breakfast, lunch and dinner
- Apply basic methods of cleaning for commonly used kitchenware and utensils
- Explain food and drink service sequence
- Describe basically about local ingredients in dishes (especially famous foods)
- Clean the dining area including crockery, glassware, cutlery and chopsticks etc; set up the dining place for meals.
- Prepare and serve meals in family style reflective of local culture; clear meals
- Prepare and serve guests with drinks (canned, bottled, juice, etc);
# Module 9: Food and beverage service

## Module Introduction

<table>
<thead>
<tr>
<th>Element</th>
<th>Time (min.)</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Attention getter         | 5           | • **Poster presentation:**  
Divide the group into 3 teams.  
Each team develop a poster about service that a homestay can offer to guests.  
When each group presents, discuss with them;  
- Why food and beverage services are included in their poster.  
- What it is about.  
- What are the benefits they can earn from this service | Flip chart and markers or flip file  
Wax or pastel crayons or drawing materials |
| Establish relevance of topic | 5           | • **Discuss** why it is important to learn this module:  
- Prepare and provide F&B service to guests properly including setup table in eye catching style, maintain hygiene standards etc.  
- Get guests’ satisfaction on homestay services  
- Encourage guests to come back  
- Learn how to make different types of drinks to sell and get more income. Emphasize that profit margin from selling drinks may even better than providing accommodation service.  
• Introduce the map of module content using flip file page  
**Preparing the eating area**  
- Cleaning your eating area  
- Cleaning kitchenware  
**Serving meals**  
- Setup and serving breakfast  
- Setup and serving lunch and dinner  
**Serving drinks**  
- Serving can or bottled drink  
- Serving fruit juice and other local traditional drinks | Flip chart and markers or flip file |
| Establish Prior Learning | 15          | • **Group discussion:**  
Ask some learners how often they clean kitchenware  
Ask learners to share their experiences on how they serve visitors with foods and drinks | Flip chart and markers |
Module content:

**Topic 1: Preparing the Dining Area**

<table>
<thead>
<tr>
<th>Preparing to serve meals</th>
<th>Flip file page 1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Methods and Activities</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

**Activity 1: Problem based learning:**

**Scenario:**
- Prepare a table surface which is oily or sticky. There are many used paper napkin and leftover bones on floor under the table (these are often happening in Vietnam rural areas).
- Invite a trainee to sit in the table as a guest of a homestay at meal time.
- Trainer acts as a host, offer the guest with a dirty spoon or bowl or chopsticks.
- Ask the “guest” and other trainees what are their feeling if they are the guest in this situation and how to avoid it happened.

**Activity 2: Discussion** on importance of hygiene and cleanliness at eating area and tools.

**Why is it important to clean the eating area?**
- Old food left lying in the dining area will attract pests like flies, ants and rodents
- Dirty eating areas cause a risk for health and hygiene – food residues can harbor food poisoning bacteria that can make you or your guests sick
- The eating area must be neat, clean and organized to be appealing to guests.
- All eating tools/items are checked, clean and is close at hand for serving guests quickly
- Provide a good impression of your homestay standards and a better image of your service

**Activity 3: Further discussion** on when should cleaning be carried out

Ask trainee: **When should we clean eating area?**
- **Before meals**: no dust or dirt on eating surfaces
- **After meals**: no spilled food or drink on eating surfaces
- **When anything spills**
- **Between meals** – properly wash and/or sweep floors, walls, windows

Make notes of learners answers on flip chart to compare with content on flip file page

**Activity 4: Group exercise:** Ask learners to work in 4 groups.
- 2 groups make a list of tasks to clean an eating place before meal time
- 2 others work on how to clean eating area after meal time.
- Hang groups' answers on walls, using adhesive tape.
- Compare results. Summarize key points:
How to clean your eating area

1. **Before meal time or between meals**
   - Clean the ceiling, walls (including decoration) and floor
   - Sweep floor or wipe the table surface
   - Lay the eating surface (floor or table) with clean mats, cloths and condiment items
   - If in used, wipe chopsticks and spoon holder, paper napkin box; wipe salt and pepper or condiment containers, sugar bowls, etc. Make sure they are free of dust and dirt.
   - Check glassware and chinaware before you use them to make sure that they have no chips, cracks or signs of wear, smears or fingerprints. Check cleanliness by holding the glass up to the light.

2. **After meal time**
   - After all guests finish the meal, clear all plates, cups and glasses
   - Remove any leftover foods and rubbish
   - Remove dirty mat, cloths and other table coverings (if using a table)
   - Sweep eating floor or wipe the table surface, using lemon or washing liquid to clean greasy or sticky surfaces.
   - Move the chairs, stools or floor cushions and sweep underneath the table. Wipe the floor if it is used as an eating place.
   - Wipe any salt and pepper or condiment containers, sugar bowls, etc.
   - Place furniture neatly

### Topic 1: Preparing the Dining Area

**Cleaning kitchenware**

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 5: ID test:</strong> Items that may be used when serving foods and drinks to foreign guests such as:</td>
<td>• A set of kitchenware</td>
</tr>
<tr>
<td>- Bowls (big and small)</td>
<td>• A cover cloth</td>
</tr>
<tr>
<td>- Platters</td>
<td>• A table</td>
</tr>
<tr>
<td>- Chopsticks</td>
<td>• An Answer sheet</td>
</tr>
<tr>
<td>- Spoons</td>
<td>• Gift for winner</td>
</tr>
<tr>
<td>- Knives and forks (if they are in use)</td>
<td></td>
</tr>
<tr>
<td>- Glass or cup</td>
<td></td>
</tr>
<tr>
<td>- Chili or Chili sauce small plate</td>
<td></td>
</tr>
<tr>
<td>- Fish sauce bowl</td>
<td></td>
</tr>
</tbody>
</table>

Put a set of kitchenware on a table. Each item has a label with a number on it. Cover the table by a large piece of cloth.

Ask learner’s come to the table, look at items. They can touch or hold it in hands.

Give them 5 minutes to identify and write down each item (next to its number) that can be used to serve food and drinks to foreigners

Person to get the most items correct will be winner.

**Activity 6: Discussion:** Some learners to share how they clean eating tools at
Emphasize: How to clean kitchenware
- Use rubber gloves during cleaning process to protect your hands
- Wash all the eating tools after use
- Scrape all leftover foods to a bin with a tight fitting lid. This food can be used for feeding domestic animals
- Rinse the items depending on how dirty they are
- Wash all bowls, plates and dishes in clean water and with dishwashing liquid. Incase no dishwashing liquid is used, use rice vinegar and clean water instead.
- Use a nylon bristle brush or an scouring pad, as appropriate, to remove hard food.
- Bamboo or wooden chopsticks can be cleaned by dipping into the liquid mixture of clean water and lemon peel for 5-8 minutes.
- Put all dishes in a rack or basket and leave them to air dry. Do not put this basket on ground. Dry with a clean cloth before storing.
- Wipe items with clean cloth before use. Make sure utensils and glassware are free of marks, smudges, fingerprints, bits of food, etc.

Remember: glassware and crockery are fragile, so take care when handling then, as replacing broken items due to careless handling and storage causes unnecessary expense.

Activity 7: Group practice:
Ask learners to work in groups of 4 to clean kitchenware that can be found in a homestay at training site.
Trainer observes their performance and gives feedback or instructions when necessary.

• Alternatively if there is a lunch provided during the training period it could be integrated into this.

<table>
<thead>
<tr>
<th>Topic 2: Serving Meals</th>
<th>Flip file page 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Breakfast</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Teaching Methods and Activities</td>
<td>Resources</td>
</tr>
<tr>
<td><strong>Brainstorming</strong>: Foods that can be offered to guests for breakfast. Make notes of answers on flip chart</td>
<td>3 sets of kitchenware that is used for serving breakfast</td>
</tr>
</tbody>
</table>

Activity 8: Demonstrate: Setting up and serving breakfast
Trainer demonstrates. Learners observe
- **Check the eating area.** Ensure it is clean; using a large enough mat (if setup on floor) for all guests or use old newspaper, fresh banana leaves, local fabric or any other traditional materials as table cloth (if setup on table)
- **Prepare the necessary kitchenware:** Sufficient (big) bowls (for Pho or noodle soup), under plates, chopsticks, sauce bowl, chili sauce and other
condiments
- **Lay the eating area**: arrange the following items in the middle of the eating area
  - a bowl of chili sauce, 1 bowl of garlic vinegar sauce and other condiments
  - a clean glass containing clean folded paper napkins
  - a small vase of local seasonal flower
- **Give the eating area a final check.** Make sure all items are present and clean.
- **Straighten chairs / floor cushions if necessary**
- **Serve food**
  - Place one under plate for each guest
  - Place chopsticks on the under plate, at right rim, running vertically along the under plate
  - Use a tray to carry foods to the eating area
  - Put the food on each under plate, at the centre
  - Bid the guest an enjoyable breakfast.

**Activity 9: Role play in groups of 4:** Setting up and serving breakfast

---

### Topic 2: Serving Meals

<table>
<thead>
<tr>
<th>Setting up for lunch and dinner</th>
<th>Flip file page 5</th>
<th>20 minutes</th>
</tr>
</thead>
</table>

#### Teaching Methods and Activities

<table>
<thead>
<tr>
<th>Activity 10: Discussion</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Cleaning and setting up the eating area:</strong></td>
<td>- 3 sets of kitchenware for lunch or dinner</td>
</tr>
<tr>
<td>- Clean floor: sweep or wet mopping then wait until dry</td>
<td></td>
</tr>
<tr>
<td>- Use a clean mat to cover floor (if guests seat on floor) and floor cushions</td>
<td></td>
</tr>
<tr>
<td>- If meals will be served on a table, clean table surface. Ensure the table and chairs are stable and clean.</td>
<td></td>
</tr>
<tr>
<td>- Use a clean cloth, some old newspaper, fresh banana leaves or any other traditional materials as “table cloth”, if appropriate</td>
<td></td>
</tr>
<tr>
<td>- <strong>Prepare a local tray for serving foods:</strong></td>
<td>- Paper dishes/foods: 3 dishes for each team</td>
</tr>
<tr>
<td>- Prepare for each guest 1 rice bowl, 1 pair of chopsticks, 1 spoon.</td>
<td></td>
</tr>
<tr>
<td>- Prepare a simple menu by writing name of foods (in English) on a blank template. If possible, ask tour guide to explain which dishes are served to promote local culture to guests.</td>
<td></td>
</tr>
<tr>
<td>- Arrange one appropriately folded paper napkin in or on rice bowl. Alternatively, put one high ball or tumbler glass which is filled with some paper folded napkins at centre of the table.</td>
<td></td>
</tr>
<tr>
<td>- Another option is to wrap chopsticks or folk and knife (if used) by paper napkin.</td>
<td></td>
</tr>
<tr>
<td>- Arrange all foods on the tray. Make your arrangement eye-catching. Traditionally, a fish sauce bowl is set up at central position and other dishes are laid around it.</td>
<td></td>
</tr>
<tr>
<td>- Put bowls, chopsticks and spoons on the tray. If possible, arrange bowls in circle at outside rim of the tray.</td>
<td></td>
</tr>
</tbody>
</table>
Check that all items are present, clean and safely arranged on tray before serving.

**Activity 11: Game:**
Ask 3 groups to compete to set up a table (using paper dishes/foods). Give them 10 minutes to perform the task. Provide a prize to the winner based upon correct layout, cleanliness, attractiveness.

---

**Topic 2: Serving Meals**

**Flip file page 6**

**Serving lunch and dinner**

**20 minutes**

**Teaching Methods and Activities**

**Activity 12: Demonstration:** How to serve lunch and dinner

* Trained demonstrates procedure of serving lunch or dinner step by step
  * Invite and escort guests to the eating place which is already set up.
  * Offer and serve drinks first, before the meal is served

- **Serve food:**
  * Place dishes on the table or tray. Some dishes can be arranged on the table/tray before seating guests.
  * Try to serve guests in the group at the same time: guests like eating together, not separately.
  * Good manners often dictate that guests do not start eating until everyone has something on their plate.
  * If necessary and appropriate, ask the tour leader/guide to help explain each dish.
  * Offer guests to serve themselves or each other.
  * Bid the guest an enjoyable meal.

- **During the meal:**
  * Discreetly observe the progress and anticipate guests’ needs: offer salt, sauce, paper napkins, chopsticks or cutlery, water, etc, if needed.
  * Serve new dishes if they are on your menu. Warn guests if a plate is hot.
  * Attend to drinks: Offer if guests need more drink. Top up drinks if appropriate.
  * Do not disturb guests while they are eating: do not stare at them or ask lots of questions, do not interrupt them if they are in conversation, do not crowd guests or be over-friendly.
  * Smile, be pleasant and friendly while providing food and beverage services.

- **Clearing the eating area:**
  * Keep eyes on your guests’ meal to see if guests have finished their meal.
  * Do not clear if a guest is still chewing.
  * Confirm with guests if you can clear the table.
  * Clear dishes quietly – don’t clash them together. Take plates, one by one, with one hand and stack on tray.
  * If you don’t have a tray, don’t carry too many dishes at once in case something falls.

---

**Resources**

- 2 sets of kitchenware for lunch or dinner
- Paper dishes/foods: 3 dishes for each team
- If there is still food in bowls and plates, carry these out separately and don’t stack them into or on top of each other.
  - Collect all the utensils together and hold them so that they do not fall as you take things away
  - Take the tray of dirty dishes to the washing area.
- **Offer** a hot drink (such as tea) and dessert.

**Activity 13: Role play: Serving lunch and/or dinner**

Divide group in to 2 teams. One team is “guest”, other is “host family”
Each member of teams role plays serving lunch
Change roles, each member of teams role plays serving dinner

<table>
<thead>
<tr>
<th>Topic 3: Serving Drinks</th>
<th>Flip file page 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving drinks</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td><strong>Resources</strong></td>
</tr>
</tbody>
</table>
| **Activity 14: Poster presentation**: types of drinks that homestay operators can offer guests | • Flip chart and markers and flip file
  • Adhesive tape.
  • 2 Long drink glass
  • 2 lemon
  • 1 knife
  • 2 spoons
  • Sugar
  • 4 tea bags
  • 4 glasses for tea
  • 4 sachets of instant coffee
  • Audio-Visual equipment: laptop, beamer, speaker (if applicable)
  • Flashcards |
  Divide group into 3 teams. Ask each team create a poster to promote drinks that they want to sell at homestay. Hang posters on wall and allow time for teams to present their ideas and all to discuss.

**Types of drinks:**
- **Canned drinks**
  - Non-alcoholic: Coca Cola, Pepsi, Twister, No1, …
  - Alcoholic: beer
- **Bottled drinks**:
  - Non-alcoholic: Coca Cola, Pepsi, Twister, …
  - Alcoholic: beer, wine, spirits (whisky, other spirits such as gin, vodka)
- **Fruit juice**: lemonade, orange juice, grapefruit juice, watermelon juice, etc.
- **Local traditional drinks**: home-made wine, refreshment, etc…

**Activity 15: Flash card matching**: steps in serving drinks

Ask learners to arranges provided cards to show steps to follow when serving drinks, including:
- **Select glass**
  - Glass must be clean (no marks, smears, fingerprints) with no chips or cracks
  - Choose suitable glass for different types of drinks (e.g. for fruit juice or for coffee)
  - Offer ice cubes and straw
- **Select can or bottle of drinks from designated place or make fruit juice and bring to guests**
- **Give drinks to guest** or put in on table in front of guest. Open the drinks for the guests, or provide guests with a bottle opener (in case of serving bottled drinks)
- **Bid the guest an enjoyable drink** by saying: Enjoy your “name of drink”.
- **Remove empty bottles and cans** regularly from the table
### Activity 16: Demonstrate
Trainer demonstrate how prepare drinks (lemonade, tea, instant coffee)
During the demonstration, discuss further with learners on hygiene issues (clean drinks equipment, good quality fruit for ingredients, etc… using bottled water for ice, etc.)

### Activity 17: Demonstrate: serving drinks
Trainer demonstrate how to serve drinks (lemonade/tea/coffee)
Ask teams to practice

### Activity 18: Video based presentation (if applicable) or demonstrate: making black coffee and tea
Module 10: Food preparation

At the completion of this module learners will be able to:

- Identify differences between Asian and Western palettes and importance of providing authentic cuisine to tourists
- Name types of foods, specially local traditional and famous foods, that can be provided to tourists
- Explain importance of personal hygiene, of selecting good food, how to choose and store foods safely
- Analyse risk factors for food preparation and cross contamination
- Identify appropriate dishes to serve for breakfast, lunches and dinners, basic meal preparation processes / methods and their requirements; Types and quantities of ingredients required to make the dishes; How to present the dish effectively; Equipment required to prepare each dish
- Practice good personal hygiene and food hygiene techniques in food preparation context.
- Plan menus that will appeal to guests and be able to cook the right quantities of food for the number of guests.
- Select good ingredients; chose the right quantity to the demand and the menu; prepare each type of fresh or dry food.
- Cook safe, tasty dishes for guests, in the right quantity; Use equipment and tools for each processing method
- Practice attitude of attention to detail, focus on quality, aware of tastes / flavours.
Module 10: Food Preparation

Module Introduction:

<table>
<thead>
<tr>
<th>Module 10: Food Preparation</th>
<th>Time (min.)</th>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention getter</td>
<td>5 minutes</td>
<td>Show a video clips about feeling of tourists on Vietnamese foods (e.g. eating half hatched duck, pig's blood with intestine, etc.) Alternative if audio visual support is not available: Storytelling using provided internet articles drawn from real situation (assessable at the provided link)</td>
<td><a href="http://afamily.vn/xem-an-choi/10-mon-an-viet-nam-tro-thanh-kinh-di-voi-du-khach-quoc-te-201205221239762.chn">http://afamily.vn/xem-an-choi/10-mon-an-viet-nam-tro-thanh-kinh-di-voi-du-khach-quoc-te-201205221239762.chn</a></td>
</tr>
<tr>
<td>Establish relevance of topic</td>
<td>5 minutes</td>
<td>Discussion based on video clip watched or stories read – ask learners to discuss why it is important for homestay hosts to know the local food. Ask what the impact of good expression if homestay hosts can experience impressed the food at their location – impact to the village’s business and to the Vietnamese tourism industry.</td>
<td></td>
</tr>
<tr>
<td>Establish Prior Learning</td>
<td>10 minutes</td>
<td>Discussion: invite participants to share their prior experiences of local food they have had at their homestay. Name of local food? How was the food? Their impressions? Introduce main contents of the module using flip file page</td>
<td></td>
</tr>
</tbody>
</table>

Module Content:

<table>
<thead>
<tr>
<th>Topic 1: The Homestay Culinary Experience</th>
<th>Flip file page 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The homestay culinary experience</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**Teaching Methods and Activities**

<table>
<thead>
<tr>
<th>Activity 1: Discussion – guests’ culinary experience</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brainstorm:</strong> 10 minutes</td>
<td></td>
</tr>
<tr>
<td>Popular local food in the village which should be served to the visitors</td>
<td></td>
</tr>
<tr>
<td>What types of local dishes those tourists might like that display the best of local cuisine?</td>
<td></td>
</tr>
<tr>
<td><strong>Ask learners:</strong> Why food is an important part of the homestay experience?</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion:</strong> Why is it importance of providing local foods to guests?</td>
<td></td>
</tr>
<tr>
<td><strong>Link to tourist culinary motivations and expectations of homestays</strong></td>
<td></td>
</tr>
<tr>
<td>- Culture is an important part of tourism – and food is an important part of culture</td>
<td></td>
</tr>
<tr>
<td>- Eating local food is part of the local cultural experience and therefore is part of a tourism experience.</td>
<td></td>
</tr>
</tbody>
</table>
- Many tourists want to eat food that they will never be able to get anywhere else – this is an exciting and interesting experience!
- Some tourists are interested to learn about different types of cooking techniques or flavours / flavour combinations
- We must make sure we provide healthy, safe, interesting and appropriate dishes to foreign guests.

**Explain:** The local dishes always inflect the local culture of the residents. Through these dishes, tourists have more ideas about the value of the residents and cultures. So these dishes need the good standards of health, hygiene and the attraction

**Activity 2: Ask learners:** What makes a dish or meal ‘authentic’?

They are the dishes made of the local foods, cooked by the local simply traditional equipment, served with local specific drinks. It means that the eating tourists can drink corn or kudzu wine and use chopsticks or hands to take the very traditional foods such as fresh spring rolls, boiled chicken, grilled skewer pork. In the houses on stilts while sitting on woody floor, tourists are enjoying foods served in local style.

**Key points include:**
- Local ingredients, recipes, cooking methods and dishes presentation
- Serving food traditionally using traditional utensils and dishes
- Serving with traditional accompaniments and drinks
- Eating in the traditional way – e.g. with chopsticks, spoons or even hands
- Seating may or may not be traditional – some foreign tourists may battle to sit on the floor, so may need to sit on benches or chairs

<table>
<thead>
<tr>
<th>Topic 1: The Homestay Culinary Experience</th>
<th>Flip file page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding culinary cultural differences</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Teaching Methods and Activities</td>
<td>Resources</td>
</tr>
<tr>
<td>Activity 3: Storytelling: bad food experiences in homestay of tourists (e.g. eating “Thang co” – hot pot with horse intestine, which is a famous traditional food of mountainous people. Suggested internet link to find story: <a href="http://www.tapchiamthuc.vn/mon-ong-viet-nam/762-thang-co.html">http://www.tapchiamthuc.vn/mon-ong-viet-nam/762-thang-co.html</a></td>
<td>Story from suggested internet link</td>
</tr>
<tr>
<td>Flip file pictures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 4: Discussion – culinary influences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask learners:</strong> What are the local foods?</td>
<td></td>
</tr>
<tr>
<td>- Food that can be grown or caught in mountain regions, coastal areas, plains or forests</td>
<td></td>
</tr>
<tr>
<td>- Food that can be grown in wet, dry, hot, or cold</td>
<td></td>
</tr>
</tbody>
</table>

**Explain culinary influences:**
People from different countries generally eat food that is particular to their culture. Traditionally cuisine is a product of the food that can be grown or caught in an area as determined by:

- **Local geography** – food that can be grown or caught in mountain regions, coastal areas, the desert, plains, or forests
- **Local climate** – food that can be grown in wet, dry, hot, or cold climates
- **Historical outside influences** – food that has been introduced due to historical migrations of people into the region (e.g. Chinese brining hotpot style cooking to Vietnam), international trade (e.g. spices being brought to Europe from Asia)
- **Upbringing** – what our parents fed us is what we are conditioned to like (and conversely what they didn’t feed us is what we are conditioned not to like)

**Activity 5: Group work:** The differences between Asian and Western cuisine and palate.
Identification of dishes observed to be the most popular and unpopular with guests and matching the type of food with the type of guest.
Divide learners into 4 groups of 5:
- **Group 1, 3:** List the similarities
- **Group 2, 4:** List the differences
Ask learners show their discussion results on A1 size paper. Trainer compares results of groups and link to flip file page

**Explain about common Asian likes but Western dislikes in cuisine:**

<table>
<thead>
<tr>
<th>What?</th>
<th>Cause of Western dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fat kept on meat</td>
<td>Taught fat is unhealthy</td>
</tr>
<tr>
<td>Meat kept on bones</td>
<td>Bones seen as hard to eat and eating with hands is considered dirty unless it is “fast food”</td>
</tr>
<tr>
<td>Spicy food</td>
<td>Chilli is not widely used in Western cooking – but is growing in popularity</td>
</tr>
<tr>
<td>A lot of oil</td>
<td>Seen as fatty / unhealthy, unappetising</td>
</tr>
<tr>
<td>Internal organs (e.g. intestine, lung, heart, kidney) or blood</td>
<td>Not widely used in Western cooking</td>
</tr>
<tr>
<td>Charismatic animals, e.g. pets (horse, cat, dog etc)</td>
<td>Seen as “friends” of humans and therefore should not be eaten</td>
</tr>
<tr>
<td>“Dirty” or dangerous animals (e.g. rats, snakes, frog, insects, bats / flying fox)</td>
<td>Seen as carrying disease (even though this is sometimes incorrect) and thus not to be eaten</td>
</tr>
<tr>
<td>No wildlife meats</td>
<td>Awareness and consciousness of environmental protection</td>
</tr>
<tr>
<td>MSG (Mono Sodium Glutamate)</td>
<td>Some get allergic reactions (high blood pressure, cannot sleep)</td>
</tr>
</tbody>
</table>

**Topic 2: food knowledge (2 hours)**

**Selecting good food**

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 6: Picture show:</strong> Picture of a market with local products and people selecting and buying food at the market</td>
<td>Flip file pictures English words</td>
</tr>
</tbody>
</table>
Homestay menus are based on ingredients that can be bought in local markets or grown at home.
- Menus do not usually include items with wheat or dairy items
- Main products are poultry, games, fish, shrimp, fruit and vegetables.
- Herbs: green herbs like mint or coriander can usually be bought locally or grown.
- Spices: these are dried, and are scarcer. Spices used will be those that are locally available, including chilli, pepper, salt
- Some ingredients may be brought from the town or brought to by tourist guide (if necessary).

Activity 7: Discussion – good foods

- **Brainstorming**: Why selects best food?
  Explain: It is the reason that the best food would ensure the safety and well-being of guests. So the best food plays an important role of serving the best impossible meals to the tourists.

- **Brainstorming**: What is a good food?
  - **Safe**: food that is fresh stored properly and has no spoilage, pest activity or any signs of damage. Food that is therefore hygienic and will not make anyone sick.
  - **Quality**: best quality possible – e.g. meat from younger animals, ripe not over ripe fruit, vegetables that are not old and woody
  - **Nutritious**: Good food means a wide variety of fresh foods including – fruit, vegetables, grains, lean meats, fish, poultry and eggs. Each type of food group different nutrients which is why they should all be included in meals. Fresh food has the best nutrition value.

Activity 8: Flashcard game: English names of food items

- Prepare flashcards with pictures of various food items like fish, chicken, carrots, rice, tomato, egg, etc. on them. The English and Vietnamese can be on the reverse side.
- Divide group into 2 teams. Allow each team 5 minutes to learn English name of foods.
- After “learning meaning” time. Place all the cards face up on the floor in between them with the pictures showing.
- Trainer must number each person in each team. Then trainer runs a competition.
- Call out, “No 3, find the chicken, No 6, find the eggs”, etc – using the English words. The team with the most cards at the end wins.

### Topic 2: Food knowledge (2 hours)

<table>
<thead>
<tr>
<th>Select and store food</th>
<th>Flip file page 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**Teaching Methods and Activities**

**Activity 9: Brainstorming discussion**

**Ask learners**: How to select best food?
Identify criteria for selecting good food – name a food product and explain how to identify if it is fresh or not
- **Colour:**  colour must be appropriate to the type of food – fish should be white not grey, meat should be a light red, not dark, green vegetables must not be going yellow
- **Smell:**  must smell fresh, not off, especially meat or seafood
- **Freshness:**
  - Meat:  healthy pink colour, no dark or dried patches, no slime or green-ish bits, no excess blood
  - Fish:  bright eye, pink gills, firm flesh, no off odours
  - Poultry:  fresh smell, no faeces, no feathers, no excess blood
  - Fruit and vegetables:  firm flesh, no bruising, not wilted, no insect damage
  - Tofu:  Fresh tofu, light colour

- **Condition:**  the food must be in good condition – no bruises, dry patches, insect stings or pest damage, sealed properly if in containers,
- **Use-by date:**  any date stamped items should be bought and used before the date has expired)

### Activity 10: Group Discussion:
Ask learners to work in 3 teams. Each team work on criteria for selecting some types of foods.
- Team 1:  Criteria for selecting meat and seafood
- Team 2:  Criteria for selecting vegetable and dry foodstuff

Comment on results and link to flip file page content.

<table>
<thead>
<tr>
<th>Topic 2: food knowledge (2 hours)</th>
<th>Flip file page 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Storing Food Safely</strong></td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Activity 11: Discussion:</strong></td>
<td>Paper A0, pen</td>
</tr>
<tr>
<td>Show flip file picture:  what are the points of concern?</td>
<td></td>
</tr>
</tbody>
</table>

**Link to: What are the concerns of storing foods at homestay?**  It may include:
- Cooking in homestay has some difficulties with refrigeration for fresh food like meat, poultry seafood. The market supplying with food is far from villages, therefore, main means of transport for food is motorbike.
- What should be done to solve difficulties in storing foods?
  - Get the food home as fast as possible
  - Store the food quickly and properly as soon as you get home
  - Few dishes on the menu
  - Buy food only when guests book to stay and are intending to eat with the family
  - Grow your own herbs and fragrant roots in the garden so that these are available fresh.
  - Keep some animals like pigs, hens, ducks, for your own meat, eggs, chicken.

**General principles:**
- Store in clean, closed containers
- Keep cooked food above raw food
- Keep different types of food separate
- Keep uncooked fresh foods as cold as possible
- Store food off the floor away from animals, pests and damp.
- Cover foods with a clean cloth or store in a traditional wooden food safe. In remote villages, fresh foodstuff like beef or pork, and beer or canned drinks are wrapped carefully in plastic bags and put under cool water such as streams or water tanks
- Avoid “left-overs” from cooked & uncooked food that will not store well by knowing how many people you are cooking for (including men, women and children) and portioning accordingly

Activity 12: Group exercise:
- Group 1: Ways to store the food well: Meats and seafood
- Group 2: Ways to store the food well: Vegetables and dry food

Comment on group answers.

Emphasize key points in storage of different types of foods:
1. **Meat, chicken and fish**: Closed containers, cool place, if not refrigerated, use on the same day. In the event of keeping dishes for many hours before serving, dishes can be marinated or half cooked, and then cooked as needed.
2. **Vegetables**: Root vegetables must be stored away from other foods as they carry bacteria from the soil. Other vegetables should be washed in clean water before use. Root vegetables can be stored in 3-5 days, other vegetables can be stored for only 1-2 days.
3. **Fruit**: Fruit can be stored in 1-3 days, should not be tightly covered to avoid damage.
4. **Rice**: Closed containers, off the floor to prevent pest damage and damp
5. **Spices**: Closed containers, separate different types of spices to avoid losing specific aroma.
6. **Cooked food**: Cooked food is only stored within a day.

Check foods before cooking them. Do not use them if they are not at good or required quality, and rather make something else for your guests.

### Topic 3: Good personal & food hygiene (2 hours)

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Activity 13: Discussion: Why practice good personal hygiene principles? Make notes of learner answers on flip chart and compare with flip file page contents | Picture Marker
A1 flip chart paper/white board |

Personal hygiene

- Food handlers have to practice very careful hygiene when preparing food for guests. This will prevent food from getting contaminated from yourself, to the food, to the guests.
- Personal hygiene has already been discussed in Module 2, but there are additional things that are important for food handlers:
Good personal hygiene can prevent food poisoning

- Tourists normally live in clean surroundings and live hygienically. They are therefore more sensitive to bacteria and may get ill more quickly.
- Consequences of poor hygiene:
  - Tourists will not stay at your homestay (usually tourists eat where they stay)
  - Tourists may leave negative comments on the Internet (on Trip Advisor, Lonely Planet...),
  - Tour guides may not bring more tourists to you.
  - Fewer tourists = less income.

Activity 14: Demonstrate: using liquid food colouring, dip your fingers and palms into the colouring then touch a few other surfaces – shake hands with the trainee/s and notice how the colour transfers from your hands to other surfaces and other people. Explain that this is how bacteria get spread.

Cross contamination demonstration

Activity 15: Group discussion: What are Dos and DON’Ts in keeping personal hygiene when dealing with foods?
- Wear clean clothes or a clean apron when making food
- Wash your hands:
  - After using the toilet
  - Before working with food
  - After working with raw meat, fish, poultry or other animal products
  - After smoking
  - After blowing your nose or scratching or touching any part of your body – even hair
  - After touching animals
  - After working outside
- Cover any injuries or wounds on your hands with waterproof dressing
- Never cough or sneeze over food – turn to the side and cough and sneeze away from the food
- Keep hair tied up and away from the face
- Don’t wear any excessive jewellery that may catch bits of food
- Keep nails short and clean so no food gets stuck under the nails
  - So not work with food if you are sick with a cold, upset stomach or other illness.
  - Do not cook barefoot – hot food or dropped utensils can hurt your feet

Activity 16: Demonstration of hand washing

Ask learners: how do you wash your hands properly?

Flip file picture show: The procedures of washing hands

Demonstration: Trainer provides a demonstration of how to wash hands, following the diagrams in the flip file – all delegates to follow and practice.

Activity 17: Individual practice: Ask learners to wash their hands, following the proper technique as explained on the poster (there is no need for actual soap or water, just demonstrate the technique in the air and ask everyone to follow).
### Topic 3: Good personal & food hygiene (2 hours)

#### Food hygiene

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 18: food poisoning</strong></td>
<td>A1 flip chart paper/white board</td>
</tr>
</tbody>
</table>

- **Ask trainees:**
  - Why practicing food hygiene important?
  - What might be consequence of not keeping food hygiene?

- **Discussion: food poisoning**
  Ask learners (and let them share their responses, and add as necessary)...  
  - Have you ever been sick because of food?  
  - What is food poisoning?  
  - It is true that there are specific kinds of bacteria on foods when people get sick from eating it?  
  - What are the symptoms of food poisoning?  
  - What are the causes of food poisoning?

<table>
<thead>
<tr>
<th>Food Poisoning</th>
<th>is when people get sick from eating food that has specific kinds of bacterial on it. These bacteria cause vomiting, fever, stomach cramps and diarrhoea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Hygiene</td>
<td>Looking after food carefully so that it does not get contaminated with bacteria and cause food poisoning.</td>
</tr>
</tbody>
</table>

#### Activity 19: Discussion of principles in keeping food hygiene

Ask some trainees what should be on mind to keep food hygiene.  
Link these answer to contents shown on flip file page.

<table>
<thead>
<tr>
<th>Principles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prevent cross contamination</strong></td>
<td>Wash hands after touching raw foods or dirty items, after using toilet etc.</td>
</tr>
<tr>
<td><strong>Keep food cold</strong></td>
<td>Keep out of sun; keep in container not over 3-5 hours.</td>
</tr>
<tr>
<td><strong>Keep food covered</strong></td>
<td>Use covered containers like bows and boxes.</td>
</tr>
<tr>
<td><strong>Heat food quickly</strong></td>
<td>Use microwave oven or heater (in the Central or the South), cookers (in ethnic minority homestays)</td>
</tr>
<tr>
<td><strong>Manage waste</strong></td>
<td>See principles on next page</td>
</tr>
<tr>
<td><strong>Wash food</strong></td>
<td>Wash fruits and vegetables in clean water -</td>
</tr>
<tr>
<td><strong>Store food separately</strong></td>
<td>Store fresh and cooked foods apart</td>
</tr>
<tr>
<td></td>
<td>Don’t let blood from meat, chicken or fish get onto any cooked foods.</td>
</tr>
<tr>
<td></td>
<td>Store cooked food above raw food so that raw food does not drip into cooked food and contaminate it</td>
</tr>
<tr>
<td><strong>Manage children and pests</strong></td>
<td>Keep out of children reach, hang on food container (avoid eating by dogs) or carefully cover food container (avoid eating by cats or mice)</td>
</tr>
<tr>
<td><strong>Use food quickly</strong></td>
<td>Not keep fresh food more than a day if not kept cold</td>
</tr>
</tbody>
</table>
Food utensils and container  Must be cleaned, especially after working with raw meat, poultry or fish

Activity 20: Group exercise: Find out the source of contamination when we cook and sever food

Topic 3: Good personal & food hygiene (2 hours)  Flip file page 8
General Kitchen hygiene  45 minutes

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Explain to trainees</strong> that practicing kitchen hygiene will help prevent food poisoning</td>
<td>A1 flip chart paper/white board Markers</td>
</tr>
</tbody>
</table>

Activity 21: Group exercise – Kitchen hygiene
Trainees work in 3 groups to discuss on given issues.
- Group 1: How do we keep kitchen clean generally?
- Group 2: What should be done when cleaning dishes and cooking utensils and equipment
- Group 3: How do we deal with kitchen waste?

Answer may include:

**General kitchen cleaning:**
- Keep the kitchen tidy – put all things away where they belong.
- Sweep the kitchen area and wash the floor every day.
- Wash the counters, shelves, cupboards and food storage areas regularly and check them to make sure they are clean

**Clean dishes and cooking utensils and equipment**
- Clean cooking equipment as soon as possible after using it to prevent flies, cockroaches and other pest finding it.
- Clean dishes and utensils thoroughly using proper equipment: a sponge, brush, and detergent.
- Dishes and utensils should be rinsed with clean water to remove the soap.
- Dishes and utensils should be dried properly before being stored and used: dry them in the sun, in a clean place, or using a CLEAN cloth.

**Kitchen waste**
- Put kitchen waste not appropriate to farm animals or pets into a container with a tight fitting lid
- Empty the waste container once or twice a day to stop pests and flies and bad smells
- Keep your waste container clean – wash it every time you empty it.
- Further discussion of groups answer:

Emphasize that in keeping kitchen hygiene the handling of kitchen waste is very important
Ask learners and facilitate a discussion on:
- What are the types of kitchen waste?
  - Leftovers of vegetables and foods
  - Leftovers of dishes
- What problems are related to kitchen waste?
  - Hygiene
  - Food poisoning

- How do you handle kitchen waste?
  - Container
  - Clean and clear
  - Sweep

**Topic 4: Menu planning**

<table>
<thead>
<tr>
<th>Importance of menu planning</th>
<th>60 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 22: Discussion: what is a menu?</td>
<td>Menus</td>
</tr>
<tr>
<td>Menu is a list of food and beverage items available for guests to choose from. Emphasize that in the homestay situation, the menu simply refers to the range of dishes available for a meal service such as breakfast, lunch or dinner.</td>
<td>A4 paper and plastic sleeves</td>
</tr>
<tr>
<td>Activity 23: Group discussion:</td>
<td>Colour pens</td>
</tr>
<tr>
<td>- What is menu planning?</td>
<td></td>
</tr>
<tr>
<td>- Why is it important for cook in homestay to do menu planning?</td>
<td></td>
</tr>
<tr>
<td>- Why should price be presented in menu?</td>
<td></td>
</tr>
</tbody>
</table>

Refer to flip file page: menu planning is good for the homestay cook to:
- Understand ingredients needed to be purchased for cooking / food preparation and from where
- Know the time required to prepare the food
- Arrange the equipment needed to prepare the food
- Organise the people needed to prepare the food
- Budget the money needed to purchase the food
- Calculate how much the food costs and if this is properly covered in the room rate or in the price of the meal.

Also emphasize the followings:
- To provide information about food and prices.
- To provide variety and sell the food available to guests: help guests know clearer what is available in home stay and ask for it.
- To communicate with guests who do not speak the local language.
- To know what foodstuff to buy and store

**Planning what meals to serve your guests**

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 24: Group discussion: What should we consider when deciding what to serve guests? Main points include:</td>
<td>Menu demo</td>
</tr>
<tr>
<td>- Meal time - breakfast, midday or evening meal?</td>
<td>Picture</td>
</tr>
<tr>
<td>- Local specialties - what local specialties or ingredients should be</td>
<td>Video</td>
</tr>
</tbody>
</table>

Also:
- A4 paper and plastic sleeves
### Module 10: Food preparation

- **Existing options** - what would the family normally be eating – should you make more of this or something else? Make some more dishes of different items?
- **Seasonality** - what time of year? The season will dictate type of food to cook, as well as ingredients available
- **Number of guests**: how many guests and how much to cook
- **How many dishes**: and what should these be? What goes with what?
- **Equipment**: what equipment is available to cook with – this will influence the types of dishes you can make.
- **Cost**: have you worked out how much you can spend on food, per guest to ensure a profit
- **Type of guests**: where are your guests from? Are there any children? What are their needs and likes?
- **Food mix / complimentary foods**: ensure a good balance of meat / vegetable dishes, hot / cold dishes, spicy / normal dishes etc.

### Activity 25: Group exercise:
Participants break into groups and asked to identify core seasons of the year within their homestay region, the main raw food products available during each season, and the main types of meals that are often cooked at that time.

### Activity 26: Group exercise: menu development
Trainees work in teams to prepare a menu including breakfast (2 options), lunch (4 options), and dinner (6 options) for each of the main seasons based upon the principles that were imparted.

Trainers then provide feedback on the menus based on this discussion:
- Which items do you want to keep on your menu?
- Which items do you want to remove from your menu? Why?
- Which items would you like to sell more of? Why?
- How could you sell more of them?

### Topic 5: Cooking class 1: breakfast (3 hours)
**Prepare breakfast: Western Breakfast**

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 27: Discussion</strong> – Western breakfast</td>
<td>Breakfast recipes A1 flip chart paper/white board Marker</td>
</tr>
<tr>
<td><strong>Brainstorming:</strong> Name of some typical dishes for breakfast</td>
<td>Flip file</td>
</tr>
<tr>
<td>- <strong>Introduce Western Breakfast</strong>: very specific items are eaten at breakfast – and only at breakfast:</td>
<td>Kitchen with equipment</td>
</tr>
<tr>
<td>- <strong>Cereals and porridge</strong> – make of wheat, corn or rice, eaten hot or cold, usually with milk</td>
<td></td>
</tr>
<tr>
<td>- <strong>Fruit</strong>: usually fresh, or dried and stewed, or canned as a last alternative</td>
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<tr>
<td>- <strong>Dairy</strong>: often yoghurt – flavoured with fruit or plain</td>
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<tr>
<td>- <strong>Hot breakfast</strong>: eggs (fried, scrambled, poached, boiled, omelette),</td>
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</tbody>
</table>
bacon, tomato, mushrooms served with toast

- **Bread items**: toast (toasted bread) or pastries (e.g. croissant) with butter and jam
- **Drinks**: fruit juice (cold) or tea or coffee (hot) usually served with milk and sugar.

---

**Topic 5: Cooking class 1: breakfast (3 hours)**

Prepare breakfast: **Vietnamese Breakfast**

30 minutes

<table>
<thead>
<tr>
<th>Teaching Methods and Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 28: Vietnamese breakfast</td>
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</tr>
</tbody>
</table>
- **Introduce Vietnamese breakfast**:
  - **Soups**: rice or soya noodles with beef, chicken ...
  - **Rice porridge**: with chicken, fish ....
  - **Rice based dishes**: stuffed pancake, sticky rice cake, rice cake ...
  - **Rice dishes**: steamed sticky rice, steamed sticky green rice ...
  - **Egg dishes**: boiled eggs, omelettes ...
  - **“Pho” or rice noodles**: noodles with hot beef or chicken soup
  - **Instant noodles**: ready-made dried noodles in packs and put in hot water when serving

- **Typically Vietnamese breakfast cuisine has two types of dishes**:
  - **Dishes with stock**: using stock, rice noodle, glass noodle, beef meat, chicken meat, fish meat, herbs. Serving with lemon, fresh chilli, fish sauce, chilli sauce, garlic slice; e.g. chicken noodle soup, beef noodle soup, glass noodle soup with fish, glass noodle soup with eel etc.
  - **Dishes without stock**: prepared from rice, some of cakes, e.g. steamed rolled rice pancake, steamed glutinous rice, glutinous rice cake etc.

**Activity 29: Role play**: What is offered to Western tourists if they are not comfortable with Vietnamese breakfast dishes?

Trainer role plays as tourists who don’t want to have Vietnamese breakfast dishes. Ask a trainee to role play as a homestay operator to solve the problem. Other trainees can help by giving some hints or suggestions.

Introduce the following alternatives:

- Fresh fruit
- Eggs: fried with very little oil; omelettes with filling like mushrooms and a little chopped tofu mixed with the mushrooms
- Fresh tomato with the egg
- Any bread such as baguette
- Rice porridge
- Pancake (rice)
- Stuffed rice pancakes
## Topic 5: Cooking class 1: breakfast (3 hours)

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<tr>
<th>Prepare breakfast: Practical Session</th>
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<tbody>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td>120 minutes</td>
</tr>
<tr>
<td><strong>Activity 30: Practice session</strong></td>
<td></td>
</tr>
<tr>
<td>making breakfast dishes</td>
<td></td>
</tr>
<tr>
<td>- Group discussion: dishes to prepare.</td>
<td></td>
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<tr>
<td>- Trainer can see the provided list of suggested dishes for further information.</td>
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</tr>
<tr>
<td>- Provide trainees with handouts of recipe and cooking instructions.</td>
<td></td>
</tr>
<tr>
<td>- Trainees prepare raw material, ingredients, tools and equipments required for each dish?</td>
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</tr>
<tr>
<td>- Trainer demonstrates steps to cook breakfast. During demonstration, trainer explains the methods, principles and standards of cooking.</td>
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</tr>
<tr>
<td>- Group or Individual practice: Trainees are divided into each team to practice the sample menu again. The trainer walks around, observes trainee’s performance and gives comments and further instructions to help maintain standards.</td>
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</tr>
<tr>
<td>- Tasting: trainees taste cooked breakfast and provide comments in comparison with trainer’s instructions.</td>
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<tr>
<td>- Trainer provides feedback on the dish, shows the true and the false of each dish, how to present the dishes effectively etc. and other learning points.</td>
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</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Breakfast recipe</td>
<td>Kitchen with equipment</td>
</tr>
</tbody>
</table>

## Topic 6: Cooking class 2: lunch and dinner (3 hours)

<table>
<thead>
<tr>
<th>Lunch and dinner</th>
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</thead>
<tbody>
<tr>
<td><strong>Teaching Methods and Activities</strong></td>
<td>30 minutes</td>
</tr>
<tr>
<td><strong>Activity 31: Brainstorming</strong></td>
<td></td>
</tr>
<tr>
<td>What are differences between Asian and Western lunch and dinner?</td>
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</tbody>
</table>

### Western eating pattern:
- **Lunch:** midday meal is usually lighter than evening meal. It can consist of various dishes like:
  - **Sandwiches:** bread with filling like egg, cheese, meat, salad
  - **Salads:** with various ingredients like green leaves, tomato, cucumber, carrot, etc., often with a starch added, and sometimes with a protein like tuna fish, hard cooked egg, etc.
  - **Soups:** various soups – vegetable, chicken or meat
  - **Light dishes:** such as pasta (type of egg wheat noodle) with sauces such as milk, cheese, meat.

- **Dinner:** this is the main meal and traditionally is eaten at night. Western main meals are called “square meals” as they consist of 4 elements: a protein (meat, chicken or fish) with 1 starch e.g. potatoes, rice or pasta and 2 vegetables – 1 green and 1 orange in colour:

### Vietnamese lunch and dinner:
- **Soup:** Chicken soup with mushroom, minced beef soup with vegetables, sweet and soup fish soup …
- **Rice:** Steamed rice with meat and vegetables, steamed coconut rice, fried rice with sausages and egg, fried rice with beef and sour pickle …

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>List of Asian and Western dishes</td>
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</table>
Noodle dish: Fried egg noodle with beef and vegetables, fried egg noodle with seafood, fried glass noodle with chicken,
Meat dish: Grilled chicken leg with lemon leaf, Grilled pork with chilli and lemongrass, deep fried fish in sweet and sour sauce, sautéed beef with leek and celery,

Activity 32: Discussion: What should be considered when cooking for Westerners?
- Remember the guidelines that are discussed at the beginning of the module – not too much oil, etc.
- The process of serving, the decoration of tools, dishes and the quantity of dishes
- Westerners usually like to have vegetables or a vegetable dish with their meals. E.g.: morning glory, adding vegetables such as carrots, green peppers, etc. to their other dishes
- Provide a lighter meal at midday, and a bigger/heavier meal in the evening
- Taking a western dish and adding local ingredients or flavours, e.g. fried pork in local honey, French fries using fried banana / other local root vegetables, chicken with Vietnamese salad (of local herbs and vegetables in Vietnamese style dressing of fish sauce / vinegar / sugar, etc)

Popular Asian and Western dishes served at homestay

Activity 33: Group exercise: discuss on popular Asian and Western dishes served at homestay
- Group 1: List some Asian dishes in groups of soup, rice, noodle and meat dishes
- Group 2: List some Western dishes in groups of sandwiches, salads, soups and light dishes
- Group 3: What kinds of dishes do foreign tourists like best?

Topic 5: Cooking class 1: breakfast (3 hours)
Prepare Lunches and Dinners: Practical Session 180 minutes

<table>
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<tr>
<td>Activity 34: Practical session: making dishes for lunch or dinner</td>
<td>Lunch and dinner Recipe</td>
</tr>
<tr>
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<td><strong>Note</strong> for organisers/trainers:</td>
<td>the food cooked during the practical can be eaten for lunch – saving on meal costs. Also they can practice serving and presenting food during these meal sessions.</td>
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</table>