

Trainer Guide
Prepare rooms for guests
SITHACS005B



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What is in this guide?

This *Trainer Guide to Activities* is part of a set of resources to support delivery of 9 units from qualifications in the SIT07 Hospitality Training Package.

The resources have 3 components:

<p>1. Learner Workbook.</p>
<p>2. General Trainer's Guide</p> <p>This single guide contains information to assist trainers to understand:</p> <ul style="list-style-type: none"> ▪ the purpose and design of the resources ▪ strategies for working with learners with lower LLN levels ▪ strategies for working with Indigenous learners ▪ strategies for designing and conducting assessment appropriate to these learner groups and AQF levels.
<p>3. Trainer's Guide to Activities</p> <p>There is one of these for each unit. It contains:</p> <ul style="list-style-type: none"> ▪ a summary of the LLN requirements of that unit ▪ advice on using the Learner Workbook activities for that unit.

This *Trainer Guide to Activities* supports the highlighted unit.

- SITHIND001B Develop and update hospitality industry knowledge
- SITXCOM001A Work with colleagues and customers
- SITXCOM002A Work in a socially diverse environment
- SITXOHS001B Follow health, safety and security procedures
- SITXOHS002A Follow workplace hygiene procedures
- SITHACS005B Prepare rooms for guests
- SITHACS006B Clean premises and equipment
- SITHCCC003B Receive and store kitchen supplies
- SITHCCC004B Clean and maintain kitchen premises

LLN requirements of the unit

SITHACS005B Prepare rooms for guests.

Skill	Applications
Reading	Read schedules and timetables for room servicing Read product labels and product safety instructions
Speaking and listening	Read schedules and timetables for room servicing Read product labels and product safety instructions
Writing	Order trolley supplies Record damaged items
Numeracy	Calculate the dilution of cleaning products Calculating amount of linen needed for a shift
Computer literacy	None
Research	None

Guide to the activities

This guide to the activities provides:

- advice on carrying out an activity where it may not be obvious from the design of the activity itself. When the design of an activity speaks for itself, comments are on possible variations, enhancements or extensions of the activity that would ensure it is useful for learners with lower LLN skills.
- possible answers where this may assist the trainer to understand the intent of the activity.

Activity 1 *Housekeeping tasks*

Make the activity more kinetic by writing the tasks on paper and sticking them around walls.

Put the 'You have to...' items on separate sheets of paper. Divide these among the groups and ask learners to stick them under the matching task.

This might require some negotiation until learners agree.

Activity 2 *Employability skills*

You could put the advertisement up electronically and ask for suggestions from the learners, then highlight the employability skills.

Learners could then copy this into their workbook.

Use the activity as a starter for discussing what employability skills are and why they are important at work.

Activity 3 *Working safely*

Use this activity to get learners to think about the movements they make in each task.

Here are some suggested responses. You could draw the table on a whiteboard and fill in the gaps as learners volunteer ideas, or invite learners to write up their own ideas.

Learners can then copy the responses into their workbooks.

1. Task	2. What movements does the task involve?	3. How can I do these movements safely?
<p>Make beds</p> <ul style="list-style-type: none"> ▪ Move bed ▪ Strip bed ▪ Put on clean linen ▪ Replace bedding ▪ Lift dirty linen and place into bag ▪ Put pillows into pillowcases 	<p><i>Push, bend, stretch, lift, twist</i></p> <p><i>Heavy work</i></p> <p><i>Work low</i></p>	<ul style="list-style-type: none"> ▪ Push bed away from wall, do not pull it ▪ Move around the bed, do not stretch across it ▪ Push bed with my knees ▪ Bend my knees or kneel on floor when working low ▪ Place linen and bedding on chair or spare bed, not on floor ▪ Don't shake anything above shoulder level ▪ When lifting linen make sure the load is manageable, hold items close to your body, never twist
<p>Clean bathroom</p> <ul style="list-style-type: none"> ▪ Clean basin, bath, shower, toilet ▪ Place towels on high shelves ▪ Use chemicals ▪ Polish mirror 	<p><i>Repetitive motions</i></p> <p><i>Stretch, forceful arm movements</i></p> <p><i>Slips, trips and falls</i></p> <p><i>Work high, work low</i></p> <p><i>Awkward reaching, twisting</i></p>	<ul style="list-style-type: none"> ▪ Place chemical bucket under the vanity against the wall to avoid a trip hazard ▪ Kneel or squat to clean toilet and lower half of shower ▪ Hold on to tap handle for balance when coming up ▪ Do not reach above shoulder height.
<p>Vacuum floors</p> <ul style="list-style-type: none"> ▪ Move furniture ▪ Push and pull vacuum cleaner ▪ Stretch into awkward corners 	<p><i>Repetitive motions</i></p> <p><i>Stretch, forceful arm movements</i></p> <p><i>Slips, trips and falls</i></p> <p><i>Heavy work</i></p>	<ul style="list-style-type: none"> ▪ Check for slips and trips hazards ▪ Keep cord behind machine where I will not trip over it ▪ Keep my back straight ▪ When picking up items at floor level bend at the knees and maintain posture
<p>Dust room</p> <ul style="list-style-type: none"> ▪ Repetitive motions 	<p><i>Repetitive motions</i></p> <p><i>Squat, stretch, kneel, twist</i></p> <p><i>Work high, work low</i></p>	<ul style="list-style-type: none"> ▪ Squat or kneel to work low ▪ Move frequently rather than over-reaching ▪ Use extension tools for high work

<p>Mop floors</p> <ul style="list-style-type: none"> ▪ Move heavy bucket ▪ Mopping 	<p><i>Repetitive motions</i></p> <p><i>Stretch, forceful arm movements</i></p> <p><i>Lift heavy object</i></p> <p><i>Slips, trips and falls</i></p>	<ul style="list-style-type: none"> ▪ Check for slips and trips hazards ▪ Half fill mop bucket ▪ Keep my back straight
<p>Clean kitchen area</p> <ul style="list-style-type: none"> ▪ Clean mini bar fridge ▪ Clean benches 	<p><i>Bend, stretch, twist</i></p> <p><i>Repetitive motions</i></p> <p><i>Work low</i></p>	<ul style="list-style-type: none"> ▪ Take care around light and electrical switches ▪ Squat or kneel to clean fridge, do not bend
<p>Move trolley</p>	<p><i>Push, pull, bend, stretch, twist</i></p> <p><i>Heavy work, forceful arm movements</i></p> <p><i>Trips or falls</i></p>	<ul style="list-style-type: none"> ▪ Always push the trolley, never pull ▪ If the trolley is stuck, never lift it – get help ▪ Squat or kneel to reach low items – never bend my back ▪ I must be able to see over the top of your trolley
<p>Restock trolley</p> <ul style="list-style-type: none"> ▪ Squat, kneel to reach low shelves in storeroom ▪ Reach for bundles of linen from store ▪ Lift clean linen on trolley 	<p><i>Push, pull, bend, stretch</i></p> <p><i>Heavy work</i></p> <p><i>Work low</i></p>	<p>See safe work procedure later in the section.</p>

Activity 4 Melissa's housekeeping worksheet

This is an activity in reading schedules or timetables.

Explain the Status key first.

To help learners complete this activity, you could put the worksheet up electronically and highlight the areas where they will find the information.

When checking answers, go around the pairs asking learners to contribute. Treat all responses with respect, modelling good classroom behaviour for learners.

Activity 5 Workplace housekeeping worksheet

This activity will be workplace specific.

If learners are not yet in a workplace, you could bring a worksheet from another hotel so learners can compare them.

Activity 6 What's on the trolley

Learners may not know the names of the items, or call them by different names. This is an opportunity to familiarise them with industry terminology.

Alternative activity: Take a picture of a workplace cleaning trolleys and use this for the activity.

Activity 7 The cleaning bucket

As for Activity 6.

Activity 8 How much linen?

This is an activity in basic maths needed in housekeeping.

If pairs are having difficulty, take the opportunity to assist them individually while the rest of the group is occupied.

When checking answers, explain the working slowly and write it up on the whiteboard.

Answers are supplied below:

Type of linen	Which cabins? How many people?	Melissa needs ...
Single fitted bottom sheets	Cabin 4 only = 1 bed	2
Single flat top sheets	Cabin 4 only = 1 bed	2
Queen fitted bottom sheets	Cabins 4, 5 & 6 = 3 beds	3
Queen flat top sheets	Cabins 4, 5 & 6 = 3 beds	3
Pillow cases (2 per person)	Cabin 5 & 6 = 8 people plus extra pillow Cabin 4	16 plus 1 = 17
Towels (1 per person)	Cabins 4, 5 & 6 = 3 cabins x 4 people	12
Bath mats (2 per cabin)	Cabins 4, 5 & 6 = 3 cabins x 2 mats	6

Type of linen	Which cabins? How many people?	Melissa needs ...
Hand towels (1 per person)	Cabins 4, 5 & 6 = 3 cabins x 4 people	12
Tea towels (2 per cabin)	Cabins, 4, 5 & 6 = 3 cabins x 2 tea towels	6
Face washers (1 per person)	Cabins 4, 5 & 6 = 3 cabins x 4 people	12

Activity 9 Cleaning supplies and room supplies

Learners need to access a storeroom for this activity. They can work individually or in pairs.

Activity 10 Trolley safety rules

To make the activity more engaging, have a trolley present and demonstrate some of the safety rules. Discuss learners' ideas and suggest others as required to fill gaps or stimulate discussion.

Draw up a grid on the whiteboard and fill the gaps as learners make suggestions. Learners can then copy this into their workbooks.

Alternative activities:

- Discuss one rule at a time as a whole group
- Divide into smaller groups and give each small group one or two rules to think about. Then return to the group to share ideas.

Activity 11 More trolley safety

Encourage learners to think about any other trolley safety points.

Possible answers include:

- Don't load wet items over clean linen where they can drip onto clean items
- Keep dirty linen & clean linen separate
- Don't put your drink bottles or food containers on the trolley.

Activity 12 Clean and restock your trolley

This information will be workplace specific.

If learners are not in the workplace, you could show them a checklist for restocking a trolley.

Activity 13 Ordering supplies

If some learners need extra practice, you could copy the form and substitute different items.

Activity 14 Mark's housekeeping worksheet

If learners need support with this activity, you could put the worksheet up electronically and highlight the areas where they will find the information.

You may have to review the Status key with learners.

Activity 15 Accessing rooms

These questions require problem-solving skills.

Read out the problem to the group and ask for ideas about what should be done. Discuss the pros and cons of various suggestions, aiming for the group to come to a consensus in the end.

Ideally, you would display the procedure electronically so you could highlight the sections where the answers can be found.

Activity 16 Your workplace procedure

This activity is workplace specific.

Activity 17 Key control

See Activity 15.

Extension activity: The learners role play this activity in pairs. It can be difficult to refuse a guest request so some practice in this can be useful.

Activity 18 Making beds

See Activity 15.

Activity 19 Bed making procedure

See Activity 15. Suggested answers are below.

1. Stripping sheets from bed
2. Inspecting bedding and mattress for staining
3. Moving bed correctly by pushing with knee
4. Turning top of sheet over quilt, doona or blanket at bed head end
5. Putting plumped-up pillow in pillowcases
6. Positioning top sheet, correct side up (check hem), top edge at bed head
7. Putting bedspread in position.

Activity 20 Guidelines for cleaning rooms

This is a problem solving activity. The answers are not in the procedures. Encourage learners to think about the reasons why they do these tasks in this way.

Activity 21 Cleaning a vacant dirty room

See Activity 15. This is a problem solving activity, applying procedures to a situation. The activity will also familiarise learners with the tasks involved in cleaning rooms.

Remind learners to look at both procedures for cleaning rooms to answer these questions.

Activity 22 Cleaning bathrooms

See Activity 15. This is a problem solving activity, applying procedures to a situation. The activity will also familiarise learners with the tasks involved in cleaning bathrooms.

Activity 23 Cleaning products and equipment

You can ask learners to fill this in while in their workplace or simply to remember what they have seen. They can do the activity in pairs, small groups or (if they are all in the same workplace) as a whole group.

Activity 24 Diluting cleaning products

- a. $20 \text{ mls} \times 10 = 200 \text{ mls}$
- b. 10 caps of detergent

This is a simple calculation learners may have to do. If they need extra practice, you can develop other questions based on this model.

Activity 25 Signs of pests

Elicit responses from learners and writ them briefly and clearly on the whiteboard, so learners can copy down the answers.

Some possible answers follow.

- a. What are some possible signs that pests may be in a room?

Droppings, spots on walls and surfaces, eggs and cocoons

Customer reports seeing or hearing them

Dead animal/insects in room

Nibble marks on food left out

Animal/insect noises

Customer reports skin irritation or bites

Blood spots.

- b. What should Mark do if he sees ants on the bench in a cabin kitchenette at The Gums?

Use only a small amount of eco-friendly insect spray.

Wear gloves and a mask.

Report to supervisor for further pest control action.

Activity 26 Pest control procedures

Answers will be workplace specific.

Activity 27 Unusual or suspicious items or activity

See Activity 15. This is a problem solving activity.

Activity 28 Security in your workplace

Answers will be workplace specific.

Activity 29 Lost property

See Activity 15. This is a problem solving activity, applying procedures to a situation.

Q. 4 is an activity in form filling. Go through the sections of the form first, reading the headings and asking learners what needs to go in each section.

Alternative activities:

- Help learners individually if needed
- Display a blank form electronically and complete the form as learners give you the information. They can then copy the writing into their workbooks.

Activity 30 An environmentally friendly workplace

The language in the questionnaire should be familiar to learners at this point, but the activity should not be threatening to learners. You may choose to read each question aloud to the group and discuss the answers before everyone marks an answer.

The objective of the activity is to:

- pull together the strategies for minimising harm to the environment scattered through the workbook, and discuss them together
- recycle and reinforce the knowledge
- practise the language.

Extension activities:

- Use the completed questionnaire to identify which actions workers can take as an individual and which ones are dependent on management policies.
- Organise someone from the workplace to talk to learners about strategies to reduce the environmental impacts of cleaning products and processes.
- Learners could make posters promoting ways for cleaners to help the environment, such as turning off equipment when not being used and not wasting water.

Activity 31 Hazardous substances in your workplace

Answers will be workplace specific.

Further resources

Bed making process

<<http://www.youtube.com/watch?v=cgInC05llrY&feature=related>>

'Ultra clean' housekeeping

<<http://www.youtube.com/watch?v=orhCpT7H-lo&feature=related>>

How to find bed bugs in hotels

<<http://www.youtube.com/watch?v=UHcc5xbSo9g>>

Sustainability Toolkit – Hospitality

An introductory guide to basic sustainability principles, practices and actions that hospitality businesses can use to help manage their costs and climate change impacts.

<<http://www.nswbusinesschamber.com.au/NSWBC/media/Misc/Policy%20Documents/Sustainability-Toolkit-Hospitality.pdf>>