

Trainer Guide

Work in a socially diverse environment

SITXCOM002A



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Funded under the Workplace English Language and Literacy (WELL) Program by the Australian Government Department of Education, Employment and Workplace Relations.

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ISBN 978-1-922108-07-4

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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

SITXCOM002A Work in a socially diverse environment

Skill	Applications
Reading	Read and understand any workplace equal employment opportunity (EEO) and anti-discrimination policies and plain English information documents produced by government information agencies
Speaking and listening	Basic communication skills to identify and attempt to resolve misunderstandings which may be due to cross cultural issues Consider cultural differences in all verbal and non-verbal communication Use of gestures, sign language, or simple words to overcome language barriers Seek assistance from supervisor or others
Writing	None
Numeracy	None
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 *Australians come from diverse countries*

This is an opportunity to talk about our assumptions and the limitations of what we see in our local area.

Further information about diversity in Australian can be found from the latest census on the Australia Bureau of Statistics website < <http://www.abs.gov.au/>>.

Extension activity: You could help learners access an online gallery of photos to celebrate Australia's diversity: <<http://www.allofus.com.au/gallery/gallery.shtml>>. Or if you are online you can use a data projector to show the photos.

The learners (or you as trainer) should click on a few countries to look at some of the portraits of people who have come to Australia from that country.

The aim of the activity is to actually see images of different groups of Australians with whom learners may not be familiar. It will also help them know where the country of origin is on the world map in relation to Australia.

Activity 2 *How do you identify yourself?*

You could help learners by demonstrating this activity first with your own responses.

The activity can be done individually or in pairs, with one learner interviewing the other and recording the responses.

The purpose of this activity is to understand the concept of culture: to show that we all have different identities; and our culture is part of our identity.

Activity 3 International visitors to Australia (1)

You may need to help learners read graphs. This is an opportunity to point out the importance of tourism for Australia, as 'Holidays' is by far the largest category

Answers:

1. Holidays.
2. Over two and a half million.
3. Education.
4. Just under one and a half million.

Activity 4 International visitors to Australia (2)

You may need to help learners interpret the different bars on the chart. Don't spend too long if it is difficult.

It is enough for learners to identify some interesting facts e.g. that most visitors came from NZ but they spend least per person; that Indian visitors are fewer but spend a lot per person and so on.

Activity 5 Your workplace policies

Learners may need help to access their workplace policies about treating people fairly. Answers will vary according to the workplace.

Assist learners to identify what the policies tell them about how to behave fairly.

If they are not yet in the workplace or not able to access the policies, bring in some sample policies from workplaces you know and point out some key points.

Activity 6 Learn about disability

Have learners read a row of the table, or read it to them and explain it. Then elicit from learners the types of problems a person with that disability might face in a hospitality environment, such as in a hotel, café, restaurant, reception, in a lift, moving luggage, with automatic doors, revolving doors etc.

Also elicit from the learners how they could assist the person with a disability.

Some possible responses are provided in the following table:

Type of disability	What problems might they face in a hospitality environment	How can you assist?
Loss of sight	<ul style="list-style-type: none"> ▪ Reading signs ▪ Finding the way in unfamiliar places ▪ Manoeuvring through spaces such as around chairs and tables in a café 	<p>Identify yourself and others with you.</p> <p>Check to see that the paths they are taking (e.g. from reception to room) are accessible.</p> <p>Offer assistance but wait until it is accepted before going ahead.</p> <p>Don't pet, play with, feed or talk to a guide dog when it is working.</p>
Loss of hearing	<ul style="list-style-type: none"> ▪ Hearing or understanding what people say to them, e.g. instructions, replies to questions ▪ Hearing may be even more difficult in a noisy restaurant 	<p>To get someone's attention, tap them lightly on the shoulder.</p> <p>Speak clearly and face the person so they can lip read.</p> <p>Do not shout.</p> <p>You could write down your message.</p>
Mobility disability	<ul style="list-style-type: none"> ▪ Gripping or holding small objects ▪ Walking or standing for long periods ▪ Moving luggage ▪ Getting in and out of lifts ▪ Getting in and out of vehicles ▪ Going through automatic doors ▪ Walking up stairs ▪ Opening doors ▪ Using public toilets 	<p>Offer assistance but wait until it is accepted before going ahead.</p> <p>Place yourself at the level of person in a wheelchair or on crutches when talking to them.</p> <p>Make sure there are no obstacles in the way of a person's movement.</p> <p>Point out accessible routes, e.g. ramps and lifts.</p> <p>Don't touch a person's equipment without asking.</p>

Type of disability	What problems might they face in a hospitality environment	How can you assist?
Speech disability	<ul style="list-style-type: none"> ▪ Communicating what they want to say, e.g. ordering meals or asking questions at reception 	<p>Listen attentively and wait for the person to finish. Don't finish sentences for the person.</p> <p>Try to ask questions that need short (yes/no) answers.</p> <p>Do not pretend to understand if you haven't. Repeat what you have understood and then let the person respond.</p> <p>Politely ask a person to repeat a question or message if you don't understand it.</p> <p>If they are using a speech board or other communication device such as an iPad, wait for the person to key in the message before you respond.</p>
Intellectual disability	<ul style="list-style-type: none"> ▪ Communicating what they want to say ▪ Concentrating in unfamiliar surroundings ▪ Difficulty remembering information and solving problems 	<p>If people are accompanied by a carer, talk to the customer, not the carer.</p> <p>Keep your language clear and simple. Do not rush the person or it may confuse them.</p> <p>Be patient. Repeat for understanding if needed.</p>
Mental health problems e.g. anxiety disorders, phobias or depression	<ul style="list-style-type: none"> ▪ Concentrating in unfamiliar surroundings ▪ Restlessness ▪ Anxiety 	<p>Be respectful to the person.</p> <p>Do not assume people with mental health problems are 'stupid'.</p> <p>Respect a person's personal space.</p> <p>Although most mental health problems are not connected with violence, call for help (police, security, or colleagues) if you feel physically threatened or need help.</p>

Extension activity: You can make a difference (DVD)

Watching this DVD could help learners add some extra points to the table in Activity 6.

Activity 7 Signs and symbols

If learners are not in the workplace, they could walk around a local shopping centre or other public building and look for signs which are designed to help people with a disability. If they have cameras on their phones they could take photos to show the group.

Activity 8 Find out about another culture

Note: There is a similar activity in the *SITXCOM001A Work with colleagues and customers* learner workbook. You can do one or the other and use it as assessment evidence for both units .

This activity will help make learners aware of cultural attributes of specific groups that may be visiting Australia and information that may help them develop acceptance and understanding.

If possible, break up learners into small groups or pairs so that all the countries are covered. Learners may need help with basic research skills and recording of information.

The focus is not on finding information for every heading, but on learning something and changing attitudes. You can reduce the number of headings or change the headings to suit the needs of the group.

Have learners share what they find. You could ask learners to compare some aspects of all the countries researched. For example, ask, 'How do you greet people in xxxx? Is that the same as or different from xxxxx?'

Some suggested resources:

- *Cultural sensitivity* booklet, by the University of Newcastle,
<http://www.newcastle.edu.au/Resources/Divisions/Academic/Equity%20and%20Diversity/Documents/cultural_sensitivity_book.pdf>.
- This booklet contains information on the correct ways of behaving when dealing with people from China, India, Japan, Korea, Malaysia, Saudi Arabia and Singapore.
- <<http://www.culturecrossing.net/>>
- <<http://www.buzzle.com/articles/world-cultures-heritage/>>
- <<http://www.everyculture.com/>>
- <<http://www.kwintessential.co.uk/resources/country-profiles.html>>
- <<http://www.intercultures.ca/cil-cai/countryinsights-apercuspays-eng.asp>>

Activity 9 Using your cultural knowledge

Use the information researched for the previous activity to help answer these questions. If there are gaps in learners' information, the trainer can supply responses.

Activity 10 What do we mean by 'respect'?

This kind of disclosure may be challenging to some people, so you should ask for willing volunteers to report to the whole group.

Help learners to discuss the questions in small groups. Help them examine personal experiences of being treated well or badly and translate that into respectful behaviour towards others.

Activity 11 Some ways to show respect

Focus on concrete actions.

Write group suggestions on whiteboard and learners can copy them down.

They may include things like this:

- Be friendly – smile, greet people, offer help or advice, welcome new workmates, help new workmates feel part of the group
- Use polite words e.g. Please and thank you
- Help people when you can see they need it
- Listen to people when they are upset
- Use simple English and speak clearly to people who don't speak English well
- If people cannot understand you, say it again in a different way, be patient
- Don't make fun of people or gossip about them or play practical jokes on them
- Never make insulting remarks about people, even if you think they cannot understand or hear you
- Never make sexist or racist jokes
- Treat people as you would like to be treated
- Don't be critical of people doing things in different ways to you e.g. eating, praying, dressing. Accept differences.

Extension activity – Poster: Choose three points from the list which you think would be useful in your workplace. Make a poster to highlight these points, with an emphasis on how to communicate with international guests.

Activity 12 The benefits of respecting others

This activity is a quick way of reinforcing that showing respect is both the right thing to do and practical. Here are suggested responses.

If I am respectful of others:	What do you think?
Customers will feel like they matter.	Yes
People will boss me around.	No
The workplace will be fairer.	Yes
I will be obeying the law.	Yes
I will be following workplace policy.	Yes
I will get more tips.	Maybe!!!
People will respect me in return.	Yes
Going to work will be more enjoyable.	Yes
I'll get better shifts.	No

Activity 13 Fact or stereotype

Working through this sheet together should help learners understand what a stereotype actually is and how it limits our understanding of others.

Activity 14 Communicating with people from other cultures

Refer to the guidelines on the previous pages of the learner workbook. Some suggested answers are below.

Story	Which guidelines would help?
<p>Gerry works in a team with Trinh but she rarely makes eye contact with him. Gerry thinks that Trinh is being rude and not interested in what he is saying.</p> <p>In Trinh's culture it is not polite to make eye contact. She is not being rude. She is interested in what Gerry is saying</p>	<p>Ask people respectfully about their culture.</p> <p>Be aware of non-verbal communication.</p>
<p>Teena was organising a party but she was not sure about inviting Leila. Leila is a Muslim and Teena thought Muslim girls couldn't go out on their own or be in places where there was alcohol.</p> <p>Actually, Leila loves barbeques, drives her own car and goes out a lot. She does not drink alcohol but she does not have a problem with others drinking alcohol.</p>	<p>Don't stereotype.</p> <p>Ask people respectfully about their culture.</p>
<p>An Indian guest in the hotel spoke English but did not understand Australian accents. He did not understand Michael listing the specials on the menu, so Michael spoke really slowly. The guest felt insulted and said he was 'not stupid'.</p>	<p>Speak clearly and concisely.</p> <p>Don't speak too slowly.</p> <p>Check for understanding.</p>
<p>James was taking an order in the restaurant but he wasn't quite sure what the customer was saying because she had a very strong accent.</p> <p>He politely asked her if she could repeat the order. He then checked with her that he had got it right.</p>	<p>Check for understanding.</p> <p>Non-verbal communication</p>
<p>Pete wanted to know which of the Indonesian customers wanted the chocolate dessert. He pointed his finger at each of them and asked, 'You chocolate?', 'You chocolate?'</p> <p>His customers seemed upset. He did not realise that pointing a finger is considered very rude in Indonesian culture. Indonesians use their thumb to point.</p>	<p>Non-verbal communication</p> <p>Know about other cultures.</p>

Activity 15 Learn a foreign language

Make this activity fun. You can use the internet to get the correct pronunciation, or use learners in the group or people on staff who speak another language to help. Learners can practise with each other.

Suggestion 1:

If you have people from different language groups, ask them to teach the rest of the group some simple words. Some examples are:

- Hello
- Good bye
- Please
- Thank you
- Numbers 1 – 10
- Days of the week.

Suggestion 2:

Choose a main visitor group and learn the words above in that language. For example, if a main visitor group was mainland Chinese, you could teach them:

Hello	nǐ hǎo
Good bye	zài jiàn
Please	qǐng nǐ
Thank you	xiè xiè
Numbers 1–10	yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí
Days of the week (Monday – Sunday)	xīngqīyī, xīngqīèr, xīngqīsān, xīngqīsì, xīngqīwǔ, xīngqīliù, xīngqītīān

Suggestion 3:

Teach learners how to greet people in a number of different languages.

Chinese (Mandarin)	nǐ hǎo
French	bonjour
German	guten tag
Italian	buongiorno
Japanese	konnichi wa
Malaysian/Indonesian	selamat pagi
Spanish	buenos días
Arabic	márhaban

Activity 16 Overcoming language barriers

This activity is to build awareness of strategies for overcoming language barriers.

Question 1

What things should Jenny do to help communication?

Listen carefully	Yes
Speak slowly and clearly	No, the guests do not speak any English.
Speak loudly	No
Show the registration form and hold out a pen	Yes, but make sure they can read the form or have someone who can assist
Find a Chinese-speaking colleague to translate	Yes

Question 2

What things should Fred do to help communication?

Give her some gloves and use gestures to indicate the chemical is dangerous	Yes
Ask the supervisor to explain she needs to wear gloves	Yes
Speak loudly	No
Speak slowly and clearly	Yes, but not too slowly or it may seem insulting
Draw a picture of her wearing gloves	Yes

Question 3

What things should Shaun do to help communication?

Draw a small map	Yes
Show them the map on Google maps or his phone	Yes and print it if possible
Speak slowly and clearly	Yes, but not too slowly or it may seem insulting
Learn basic German	If you have a lot of German guests, you could learn some basic German. But that won't help Shaun right now.
Use sign language to indicate right, left and so on	Yes

Activity 17 Practise communicating

This activity uses the scenario cards in Appendix 2.

The activity may be challenging for some learners. You could demonstrate yourself with a confident learner, or ask two confident learners to demonstrate. But don't put people under pressure to do this.

Put the learners into pairs. Each pair takes a matching pair of cards. They read their own card and don't see their partner's card.

Ask them to role play the situation. When they feel comfortable with that conversation, they can take another pair of cards.

Alternative activity: You could make your own cards with situations which better reflect the types of communication your learners will need to do. In hospitality, workers may need to:

- meet, greet and farewell customers – at different times of the day, and to different types of customers e.g. men, women, children, business people
- provide simple directions – to the restaurant, bar, swimming pool, different floors, various rooms, local/common landmarks and tourist attractions
- give simple instructions – on how to use telephones, how to operate/use in-room and venue facilities
- answer simple enquiries – questions relating to availability of rooms, goods and services, local conditions
- prepare for, serve and assist customers – front office receptionist, room attendant, food and beverage waiter or a bar attendant
- describe goods and services – a food waiter should be able to describe tastes, smells, ingredients, cooking styles, portion sizes and so on.

Activity 18 Help from outside organisations

You might need to help the learners access these websites and to navigate around them.

You could use websites of organisations similar to these in your local area, state or territory.

You could pair up learners so that those who are more experienced with computers could help others who are not so confident. You could give each pair one website and ask them to share with the group what they found out.

Note: Websites change, so check them before you ask the learners to do this activity.

Activity 19 Getting outside help

Learners should look back at the information on outside groups and decide where they think they could get advice or help. Sample answers are given below. You might need to help learners with this activity.

The situation	Where could they get advice or help?
1. Wattle Park Hotel is hosting a conference. They knew many of the people attending would have vision disabilities.	They could contact the Government agencies e.g. State Government Department of Health and disability advocacy groups to get advice on the needs of people with vision disabilities.
2. A mining camp catering service wants to employ more Indigenous people.	They could contact the local Land Council to talk about the best ways to communicate when recruiting new staff.
3. Wattle Park Hotel noticed that they were getting more visitors from Indonesia.	They could contact the local university language department to get help with learning basic Indonesian and to translate their signs into Indonesian. They could contact the Indonesian Embassy to find out about the needs of Indonesian visitors.
4. Wattle Park Hotel is renovating some of the guest rooms and wants to make them more accessible to people who use wheelchairs.	They could contact the disability services in their state or territory to get advice on the needs of people with mobility issues, e.g. Queensland Aged and Disability Advocacy (QADA) Inc. Australian Network on Disability may provide information.
5. A Malaysian guest at Wattle Park Hotel calls reception in the middle of the night – she is upset but does not speak enough English to explain what her problem is.	They could contact TIS National which is available 24 hours a day, seven days a week for any person or organisation in Australia requiring interpreting services. It provides immediate telephone interpreting services, as well as pre-booked telephone and on-site interpreting.

Activity 20 Possible cultural misunderstandings between colleagues

Refer learners to *Guidelines for communicating with people from other cultures* from the previous section to help with this activity. They can also use information they found out when they researched another culture.

Activity 21 What should I do?

Learners should be encouraged to contact their supervisor if they cannot deal with a misunderstanding.

Sample answers are given below.

Story 1: Early for the bus	
Refer the customers to your supervisor?	Yes, if you feel you can't handle the situation yourself, apologise and say you will get your supervisor to explain what has happened.
Something else?	Apologise and then if you feel confident to do so, explain the difference in talking about the time in Australia.
Story 2: Food customs	
Refer the customers to your supervisor?	Yes, if you feel you cannot handle the situation yourself, apologise and say you will get your supervisor to explain what has happened.
Something else?	Apologise and then, if you feel confident to do so, explain that you had forgotten that there was bacon in the dish. Offer to take it away immediately and replace it with something vegetarian. Ask your supervisor if there is any arrangement not to charge them for the meal because of the mistake.
Story 3: Aussie Chinese	
Refer the customer to your supervisor?	No, this is not really necessary, it is a small mistake.
Something else?	No, this is not necessary.
Story 4: Japanese bath	
Refer the customers to your supervisor?	Yes.
Something else?	If you feel confident to do so, apologise and explain that Australian bathrooms are not the same as Japanese bathrooms. Japanese bathrooms usually have a drain so people can shower outside the bath before soaking and relaxing in the hot bath tub. Tell your supervisor about the flooding problem as someone in housekeeping or maintenance will need to clean up. You may also need to fill in a report form.

Appendix 1 – Useful resources

Disability resources

You Can Make a Difference to Customer Relations for People with Disabilities in the Hospitality, Tourism, Retail and Entertainment Industries training DVD

The Disability Services Commission, Western Australia

<http://www.disability.wa.gov.au/aud/planningbetteraccess/disabilityawareness.html?s=304143818>

This 15-minute DVD has been developed to assist agencies in the hospitality, tourism, retail and entertainment industries to improve customer service for people with disabilities. It covers five areas:

- quality customer service
- introduction to customers with disabilities
- disability legislation and legal requirements
- communicating with customers with disabilities
- customer service tips for people with different abilities.

This resource was developed in consultation with Universities, TAFE colleges and private training providers, and is endorsed by peak business associations from the hospitality, tourism, retail and entertainment industries.

The DVD can be ordered online at

http://www.disability.wa.gov.au/aud/accesspublications/access_resource_order.html

Appendix 2 – Role play cards for Activity 17

<p>Customer 1</p> <p>You are from China and can speak only a little English.</p> <p>You ask for directions to the restaurant.</p>	<p>Customer 2</p> <p>You want to know directions to the local tourist attraction. You have a small child with you and you haven't got a car.</p>	<p>Employee 3</p> <p>You have a new team member from Korea. She can speak English but has trouble understanding the Australian accent.</p> <p>Your supervisor has asked you to show her the procedure for vacuuming the floor of the reception area.</p>
<p>Employee 1</p> <p>A person from China who can speak only a little English asks directions to the restaurant.</p> <p>Give the directions clearly and simply, using hand gestures.</p>	<p>Employee 2</p> <p>Someone with a small child has asked for directions to a local tourist attraction. They don't have a car.</p> <p>Give directions to the tourist attraction (choose something interesting in your town) and give directions about the easiest way to get there.</p>	<p>New employee 3</p> <p>You are a Korean student and you have just started a holiday job at the hotel. You can speak English but you are having trouble with the Australian accent.</p> <p>Your team mate is going to explain one of your jobs to you.</p>

<p>Customer 4</p> <p>You are from Malaysia. You are Muslim and don't eat pork, ham or bacon.</p> <p>You need to know what is in the sandwiches for sale in the café.</p>	<p>Customer 5</p> <p>You are from Germany, and want to know what the weather will be today.</p> <p>You can speak a little English, but you don't know the word for umbrella.</p>	<p>Customer 6</p> <p>You are from Saudi Arabia, and don't drink alcohol. However, you want to socialise with other people in the bar.</p> <p>You need to know what drinks there are without alcohol.</p>
<p>Employee 4</p> <p>A person from Malaysia needs to know what is in the sandwiches in the café, as he does not eat pork.</p> <p>Point out some sandwiches which do not include pork, ham or bacon, such as the egg sandwich, and the cheese and tomato sandwich.</p>	<p>Employee 5</p> <p>A customer from Germany wants some information from you. He can speak a little English. You might need to use gestures or drawings to explain things to him.</p>	<p>Employee 6</p> <p>A man from Saudi Arabia comes into the bar. He wants to know what drinks are available that do not have alcohol.</p> <p>Describe some soft drinks or non-alcoholic cocktails to him.</p>