

Sri Lankan Hospitality Industry **PANDEMIC PREPAREDNESS COURSE**



TRAINERS BOOK



Contact Person

Farheen Khurruum - Contract Representative
Scope Global
Level 5, 12 Pirie Street, Adelaide, SA, 5000, Australia
Tel: +61 8 7082 1431
Farheen.Khurruum@scopeglobal.com

Copyright

Copyright of this document remains the property Scope Global Pty Ltd. The contents of this document may not be reproduced in whole or part without the prior express consent of a duly authorised representative from Scope Global Pty Ltd, excepting for the internal use of the client. This document may only be used for the purposes of examination and evaluation with a view to entering into a contract with Scope Global Pty Ltd, for the purposes of carrying out the work, which is the subject matter of this agreement.

No other use whatsoever is to be made of this document or any recommendations, information, matter or thing, without the express permission of Scope Global Pty Ltd.

Version V1.0 (August 2020)



Quality
ISO 9001



FOREWORD



Message from Ms. Dhammika Wijayasinge, Director General, Sri Lanka Tourism Development Authority

The coronavirus pandemic is causing large-scale loss of life and severe human suffering globally. It is the largest public health crisis in the recent past, which has also resulted in a major economic crisis. The travel and hospitality sectors are among the most affected by this crisis.

Being a popular tourist destination, the global outbreak of the COVID 19 is having a severe impact on the tourism sector in Sri Lanka. Small and Medium scale enterprises in the tourism industry could be among the most affected.

Sri Lanka has been highly successful in its efforts to control the spread of COVID-19 and has proven that the country is not just the world's number one travel destination, but also a destination with an excellent healthcare system.

Since the relaxing of the lockdown, hotels are opening up for domestic tourism subjected to a firm guideline on health and safety measures. The country plans to reopen for international tourists during this year. It is necessary that all stakeholders comply with the guidelines and take necessary precautionary measures to ensure safety of international travelers and the citizens. I thank Skills for Inclusive Growth for preparing a pandemic preparedness course for small and medium industry stakeholders in line with our operational guidelines.

We are grateful for the Government of Australia for their generosity towards the wellbeing of the tourism sector in Sri Lanka for more than a decade.

On behalf of the Sri Lanka Tourism Development Authority, I take this opportunity to thank Skills for Inclusive Growth for their invaluable contribution in preparing the course contents and the support rendered to Sri Lanka Tourism to follow the path towards revitalized tourism industry in Sri Lanka.

Ms. Dhammika Wijayasinghe
Director General
Sri Lanka Tourism Development Authority

PREFACE



Thinking and Working in a Pandemic

COVID-19 has created an unprecedented health challenge with governments, donors, NGOs, foundations and the private sector giving priority to the delivery of health and humanitarian assistance and immediate support towards strengthening fragile health systems globally.

The Pandemic is also a profound economic challenge with global and national trade disrupted or halted bringing household businesses to transnational corporations to crisis points with loss of revenue, rising unemployment and increased poverty resulting.

At the Skills for Inclusive Growth Program, an initiative funded by the Australian Government, our priority is to help manage and minimise the detrimental effects of the COVID-19 Pandemic on people, their economic life and their wellbeing through supporting the recovery and resilience of the tourism sector in Sri Lanka.

Tourism provides an opportunity to generate improved incomes for local communities across Sri Lanka by providing quality services and experiences for visitors interested in coming to Sri Lanka. Developing and marketing quality experiences and services is a key means through which visitors can enjoy Sri Lanka and purchase quality experiences, services and products. This revenue can be used to generate local jobs and distribute tourism revenues across the Island.

In working with tourism employers and the Sri Lanka Tourism Development Authority (SLTDA) we have developed a modular training package to support small business to be prepared for the post COVID recovery process to ensure they are able to return to productive enterprise that generates inclusive growth outcomes from a better performing tourism sector in Sri Lanka.

The pandemic provides an opportunity for small business to reshape the ways it has done business and engaged in the visitor economy. Now is the time to define the 'new' normal and reshape tourism services and products for higher value visitors looking for unique and authentic experiences in Sri Lanka. Small businesses dominate the tourism sector but are often overlooked in programs despite being the most likely to provide high value experiences and products for visitors across Sri Lanka.

The future of tourism if it is to achieve government policy objectives for improved local economic development and inclusion requires the integration of small businesses to develop tourism value chains and economic development corridors. It is these small businesses that can employ local communities and ensure gender equity and improved social cohesion. These businesses need support to improve quality, to be adaptive and agile to be able to support the growth and potential from a vibrant visitor economy.

We are very pleased to support the development of this COVID-19 Preparedness training package which provides training materials for Sri Lankans of all languages, has practical enterprise guidelines and workplace protocols which enable small businesses to re-open and improve in compliance with government health and tourism guidelines. The program will be initially rolled out in the East of Sri Lanka in July 2020 and extended to other districts.

To receive more information about the work of the Skills for Inclusive Growth Program please visit our website <https://inclusivegrowth.com.lk/>

Mr. David Ablett
Team Leader
Skills for Inclusive Growth Program

CONTENTS

Foreword	1
Preface	2
Thinking and Working in a Pandemic	2
Contents	4
Welcome Note for Trainers	7
Training Information	10
Introduction and Background to this Course	12
About S4IG	12
The Course	12
Background	13
Activity Timing Schedule	15
Day Two	16
Day Three	17
Day Four	18
Abbreviations	19
Icon Legend	20
Module 1: An Introduction to COVID-19	21
Activity 1: What is COVID-19 and How Much Do You Know About It?	23
Activity 2: How Does COVID-19 Spread?	26
Activity 3: How Can We Control the Spread of COVID-19?	27
Activity 4: Correct or Incorrect?	28
Activity 5: True or False? A Re-cap	30
Activity 6: Reflection	31
Module 2: COVID-19 and the Hospitality Industry	32
Activity 1: What Does COVID-19 Mean for the Hospitality Industry?	34
Activity 2: Consider Your Establishment	36
Activity 3: Understanding and Identifying Risk	37
Activity 4: How Can Risk be Controlled?	38
Activity 5: Re-consider your Establishment, Dealing with High Risk Areas	39

Activity 6: Who is Responsible?	40
Module 3: Working with Guests	42
Activity 1: Putting Yourself in a Guest's Shoes	44
Activity 2: Stages of the Customer's Journey	47
Activity 3: More on the Customer's Journey	48
Activity 4: A Reading Task	52
Activity 5: Consider Your Establishment	52
Activity 6: Reflection	53
Module 4: Working with Guests	54
Activity 1: Review of the Module	56
Activity 2: Catering for Different Guests	58
Activity 3: Role-Play a Problem with a Guest	60
Activity 4: Your Experiences	63
Activity 5: Reflection – What Tips Would You Give?	64
Module 5: Working with Staff	67
Activity 1: Review of the Previous Modules	69
Activity 2: Who Are Your Staff Members?	71
Activity 3: Who Needs to Do What?	73
Activity 4: General Considerations for Your Staff (1)	75
Activity 5: General Considerations For Your Staff (2)	77
Activity 6: Reflection – Think About Your Establishment	80
Module 6: Working with Staff	81
Activity 1: Review – What's the Next Word?	83
Activity 2a: Who's in the Management Team?	84
Activity 2b: What are the Management Team's Duties?	85
Activity 2c: Management Team Duties and Actions	86
Activity 3a: Who are the Rapid Response Team and What Do They Do?	87
Activity 3b: Important Questions for the Rapid Response Team	88

Activity 4: Responding to an Outbreak	89
Activity 5: Reflection – Your Establishment	93
Module 7: Working with Suppliers	94
Activity 1: What Do We Mean by Suppliers?	96
Activity 2: Hazards Introduced by Suppliers and Current Procedures	97
Activity 3: How to Control / Minimize Hazards Brought by Suppliers?	98
Activity 4: Thinking About Your Establishment:	101
Module 8: Working with Service Providers	102
Activity 1: What Do We Mean by Service Providers?	104
Activity 2 : A Recap of General Measures	105
Activity 3 : Transport Providers	106
Activity 4 : What Do I Need to Check Before Tourists Visit a Tourist Site / Attraction?	108
Activity 5 : High Risk Areas and Measures to be Taken	110
Activity 6 : How Do My Operations Need to Change?	112
Activity 7: Do's and Don'ts	113
Activity 8: Reflection	113
Module 9: Working with Tour Operators	114
Activity 1: Who Are Your Customers?	116
Activity 2: Catering for Different Customers	117
Activity 3: Role-Play a Problem With a Customer	119
Activity 4: What Advice Would You Give?	122
Activity 5: Reflection – Consider Your Business	124
Module 10: Summary and Reflection	126
Activity 1: A Tripadvisor Comment – What Went Wrong?	127
Activity 2: Customer Feedback Questionnaires	128
Activity 3: Create Your Own Customer Feedback Questionnaire for COVID-19	129
Activity 4: Try Your Hand at Training	131
Activity 5: Socially Distanced Slap-the-Board	133
Resources	136

WELCOME NOTE FOR TRAINER

Dear Trainer,

This course has been prepared for delivery over a four day training period. There are 10 Modules that when delivered together provide the participant with an awareness of how to manage people and situations in the context of COVID-19.

COVID-19 brings a variety of challenges, and as a trainer you will need to confidently direct your trainees to respect COVID-19 guidelines, along with other participants. You will need to have your own health and safety preparations in place and respect Government and WHO requirements and guidelines.

Before the training session there are a few key considerations you will need to think about and put into action to prevent or reduce the risk of COVID-19.

A week before the training you should

- ☐ Actively monitor COVID-19 updates in the community where you plan to hold the training by checking official sources (refer to Useful Resources below) and:
 - Be aware of any new outbreaks in the area
 - Know if there are any local quarantine areas
 - Have information on local curfews
 - Be aware of any government controls in place
- ☐ If you have any concerns regarding the above you should contact the Health Promotion Bureau or the Ministry of Health and confirm for yourself that the training can proceed as planned (refer to Useful Resources below).
- ☐ Advise participants in advance that if they have any symptoms or feel unwell, they should not attend. The three most common symptoms to look out for are:
 - Fever - body temperature of 37°C or more
 - New cough that cannot be linked to another health condition
 - New or worsening sore throat that cannot be linked to another health condition
 - New shortness of breath that cannot be linked to another health condition
 - Developed complete loss of smell or taste
- ☐ Make sure all organisers, participants, caterers, and visitors at the event provide contact details: mobile telephone number, email, and address where they are staying. State clearly that their details will be shared with local public health authorities if any participant becomes ill in the event of an incident involving confirmed or suspected COVID-19 infection. **Anyone who does not agree to this condition cannot attend the event or meeting.**

☐ Develop and agree a response plan in case someone at the meeting becomes ill with symptoms of COVID-19. This plan should include at least:

- Identification of a room or area where someone who is feeling unwell or has symptoms can be safely isolated.
- Have a plan for how they can be safely transferred from the training session to a health facility.
- Know what to do if a meeting participant, staff member, or service provider tests positive for COVID-19 during or just after the meeting.
- Agree the plan in advance with your partner health care provider or health department.

☐ Pre-order sufficient supplies and materials, including tissues, surgical masks and hand sanitiser for all participants.

Just before the training

You will need to ensure that the following are in place in the training room:

- ☐ Participants' chairs are socially distanced – 1.5 metres between them.
- ☐ Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- ☐ A poster with the course's health and safety rules is prominently displayed.

Refer to the Resources at the back of this book for the minimum COVID-19 signs that need to be displayed in the training venue.

At the start of the training

Ensure that:

- ☐ Bags and other belongings have been left in a designated safe area.
- ☐ Participants are wearing face masks correctly.
- ☐ Build trust. For example, when greeting participants practice ways to say hello without touching.

During the training

- ☐ Display dispensers of alcohol-based hand rub prominently around the venue.
- ☐ Ensure participants remain socially distant (1.5 metres apart)
- ☐ Ensure participants are not sharing pens, notebooks, etc.
- ☐ Participants adhere to the social distancing rules.
- ☐ Open windows and doors whenever possible to make sure the venue is well ventilated.
- ☐ If anyone who starts to feel unwell, follow your preparedness plan or call your Hotline.
- ☐ Thank all participants for their cooperation with the provisions in place.

After the training session

- ☐ **Retain the names and contact details of all participants for at least three months.**
This will help to trace people who may have been exposed to COVID-19 if one or more participants become ill shortly after the event.
- ☐ **If someone at the meeting or event was isolated as a suspected COVID-19 case,**
the organizer should inform participants. They should be advised to monitor themselves for symptoms for 14 days and take their temperature twice a day.
- ☐ **If they develop even a mild cough or low-grade fever (i.e. a temperature of 37°C or more)**
they should stay at home and self-isolate. This means avoiding close contact with other people, including family members. If needed they should call and request to visit a doctor or a clinic.

Useful Resources

- » WHO - Getting your workplace ready for COVID-19
<https://www.who.int/docs/default-source/coronaviruse/advice-for-workplace-clean-19-03-2020.pdf>
- » HPB - Health Promotion Bureau
<https://www.hpb.health.gov.lk/en>
- » EOHFS - Occupational Health Unit (MoH)
<http://eohfs.health.gov.lk/occupational/index.php?lang=en>
- » EPID - Epidemiology Unit (MoH)
<http://www.epid.gov.lk/web/index.php?lang=en>
- » Resources Section - Signs and Posters

It should be clearly noted that in the event of different and/or conflicting guidelines from Sri Lanka Tourism and Ministry of Health, the stricter interpretation will be applicable.

TRAINING INFORMATION

General Information

- » Enclosed here all all the instructions for Modules 1 - 10.
- » At the end of the document you will find the resources for each section.
- » Ensure you have completed the COVID-19 administrative duties above.

Timings

- » We have included a rough time frame for the modules which should help to ensure that you stay on track and are able to cover the modules over the 4 days. Below you will find information on the Activity Timings. We have designed this to support your planning for delivery of the course. We have included some Buffer Time, which accommodates any unexpected activity overruns.
- » Please note that the activity timings are rough indicators for how long an activity should last. If the participants are discussing useful ideas with each other then feel free to extend the time. If they have no further comments or you can see an activity is not working then you should move on.
- » If you have time left at the end of the day you could nominate one or two participants from the group to look at a short activity from the next day's materials. They could then present the activity the next day to the whole group.

Delivery

- » Ensure that activities are participant led as much as possible rather than being too trainer-led. For example, give time for participants to discuss answers to questions in pairs rather than as a whole group with only one person talking.
- » Keep your instructions clear and uncomplicated as levels of English may vary.
- » Use flip charts when appropriate so that activities are visual and not only aural.
- » Do not spend time writing up every answer that participants give as this will waste time.
- » Avoid going through questions or examples one by one, with everybody. Instead, divide the group into pairs and assign them different things to do at the same time.
- » Explain to the trainee what he/she is going to do and why. This will be detailed in Module 1 but you can introduce the different groups of participants (from hotels, homestays and guesthouses) and the reasons they are here today (to receive training on managing COVID-19 and how to implement the SLTDA guidelines so that their businesses can reopen safely.)
- » Hand over Participant Workbook. Provide pencil/pen etc. if necessary.
- » Explain that the workbook is to be used in the training sessions and they can make notes in it. Encourage them to write their full name inside in case any get lost or left behind.
- » Explain to the participants the rules that they need to follow during the training (see points above, i.e. masks, social distancing)

» Discuss other house-keeping issues, e.g. toilets, fire exits, break and lunch-times.

» Give time for the participants to ask any questions related to the training.

Content

» You are the trainer. You can be flexible with the material and can adapt/ extend / omit as you see fit for your participants.

» Know your audience. Find out whether you are dealing with hotel staff or SMEs and tailor the activities to them. For example, if you are dealing with mainly SMEs you may want to spend less time on the Management Team and Rapid Response Team in Module 5 and spend longer on the reflection activity where participants can think about the information in the module and relate it to their own context.

Feedback

» As you go through the modules try to get some feedback from your participants. Give them some time for reflection and suggestions. Ask them what was useful and if there was anything which was unnecessary.

» Most modules also have a reflection as the last activity. Although it is tempting to omit this if you are short of time, please try and cover these as they are an important part of raising awareness of the participants own establishments, procedures and possible risks.

» Please ensure you ask all participants to complete the feedback questionnaire as the final activity so we can capture this data to share how the course can be improved.

We wish you and your trainee every success on the Pandemic Preparedness for the Sri Lanka Hospitality Industry Course!

INTRODUCTION AND BACKGROUND TO THIS COURSE

This course was prepared by Skills for Inclusive Growth (S4IG) to support Sri Lankan hospitality providers adapt their way of working to manage their operations in context of COVID-19. By employing the information outlined in this document and associated training resources, hospitality providers should be well prepared to serve local and foreign tourists (when this restarts), as well as responsibly contribute to keeping the country safe.

About S4IG

Skills for Inclusive Growth (S4IG) is an initiative of the Australian Government in collaboration with the Ministry of Skills Development, Employment and Labour Relations. The S4IG Program delivers skills training to improve the lives of women, men and persons with disabilities in the tourism and hospitality industry in Ampara, Batticaloa, Polonnaruwa and Trincomalee to strengthen the performance of enterprises, improve their quality of services, generating employment and increasing incomes.

The course

The Pandemic Preparedness Course for the Sri Lankan Hospitality Industry has been designed to enable Hospitality and Tourism Operators to confidently demonstrate their compliance with any local and international regulations, and manage guests expectations visiting Sri Lanka during the COVID-19 pandemic.

This training is an initiative of the S4IG Program and the Sri Lanka Tourism Development Authority (SLTDA). The training package has been developed by David Webb Consultants with their skilled professional team, with support from the Institute of Health Policy (IHP), S4IG and the SLTDA. The training package is recognised as providing surety of quality to employers and trainees looking to improve their performance in managing COVID-19 across the tourism value chain.

We gratefully acknowledge the support extended from both government and the private sector towards the development of these training resources and look forward to their widespread implementation across workplaces in Sri Lanka.

COVID-19 will impact different businesses in different ways. These guidelines are meant to help accommodation and hospitality service providers operate as safely as possible under COVID-19. While it is important to follow the hygiene and safety guidelines, providers should adapt the information in this document to suit their individual type and size of business.

This course has been designed to make it easy to understand and use. It is broken down into easy access sections with many examples. Hospitality providers have been asked by the Sri Lankan Government and the SLTDA to implement safety and hygiene measures. The course aims to make those measures easy to understand and apply.

The changes to the way hospitality providers operate are not intended to be onerous. The measures are intended to help providers to operate safely by implementing safety and hygiene practices that serve to protect everyone from COVID-19. Then hospitality providers, from large to small can continue to operate their businesses, while we all learn to live with COVID-19.

This document includes measures for small to large accommodation establishments, hospitality industry suppliers and service providers. Where measures need to be heavily adapted to suit smaller operators, we have included sections and examples for them under the heading 'for homestays'.

Overall, we encourage hospitality operators to have their own plan and mechanisms in place that suit their specific business operations. Please adapt the information in this course and ensure that you have COVID-19 measures in place that are fit for your situation.

Background

Since the COVID-19 virus emerged in China in late 2019, it has spread to almost all countries in the world, causing an unprecedented and global public health and economic crisis. By the end of July 2020, the virus had infected more than 15 million people and killed more than half a million around the world.

These rates are driven by the high infectiousness of the virus, comparable to the common cold. A significant number of people with COVID-19 have no symptoms, and most cases in Sri Lanka have been in this category. Yet people without symptoms can still infect other people, and many infections occur this way.

Experts estimate a vaccine may be 12-18 months away. We will have to live with this infectious disease for some time. Until then, international travel and tourism will remain highly restricted. Countries like Sri Lanka, Australia and New Zealand who have been able to prevent continuous spread of the virus face a particular challenge as their first priority will be to prevent the virus coming back into their countries. These countries are likely to maintain stringent border controls, which not only prevents tourists visiting them, but also makes it less likely that their tourists will want to visit Sri Lanka, since they may face quarantine when they return home.

For these reasons, governments in places, such as Australia, New Zealand and Taiwan, have indicated that they will keep their borders closed to international tourists until 2021 to keep their countries safe. Although the Sri Lankan government agencies have previously announced dates for re-opening to foreign tourists, many medical bodies and experts in Sri Lanka have advised against this and the date for re-opening may be delayed further. However, even if this happens, the country should remain safe for local tourists to travel within the country.

For these reasons, hospitality providers in Sri Lanka need support and guidance to effectively manage the COVID-19 challenge, to protect their staff and to provide guests the assurance that their health is being adequately protected.

This training course is based on information from the Sri Lanka Ministry of Health (MoH), SLTDA, and the World Health Organisation (WHO) as well as insights from a range of international sources, including experts, business owners and officials from various governmental and non-governmental bodies, to understand the varying perspectives on COVID-19 related issues.

The SLTDA introduced guidelines for the Tourism Industry on 8 June 2020. The guidelines were written for the purpose of preparing hospitality operators for managing guests who arrive from abroad. The guidelines provide a detailed outline of the procedures and protocols that those in the tourism industry need to implement as suits their specific situation, with additional guidance, bearing in mind the more likely scenario that most of their guests will be local tourists.

Useful Resources

- » Sri Lanka Tourism Development Authority, 2020. Sri Lanka Tourism Operational Guidelines with Health Protocols, Version 1, 08 June 2020. Ministry of Tourism and Aviation.
<https://www.sltda.gov.lk/storage/documents/SLTourism-OperationalGuidelines.pdf>

This course focuses on practical applications of the COVID-19 operational guidelines and is targeted at those working in the hospitality sector. It has been designed to be user friendly.

Below you will find other benefits of the course:

- » This is a guide explaining how to implement the SLTDA guidelines for your business so that it can survive and thrive.
- » With this course, you can check if what you're doing is right with regards to the new regulations. It aims to answer questions specifically related to hospitality businesses.
- » This course will help you understand your guests' concerns relating to COVID-19 and how to keep them informed, safe and happy.
- » This guide will help you get the best out of your staff and make sure they follow the rules for their own safety and that of the guests.
- » This guide will help you ensure that outside contractors and suppliers follow safety rules when they come onto your premises.
- » This guide will help you follow correct procedures to minimise the exposure of guests and staff to the virus, both on-site and when they are outside of the premises.

Preparing successfully for managing COVID-19 focuses on maintaining good health and safety and hygiene and following some basic protocols. This course helps you to address the challenges that COVID-19 brings.

ACTIVITY TIMING SCHEDULE

Trainers Notes Book										
Module	1	2	3	4	5	6	7	8	9	10
Day One										
Day Two										
Day Three										
Day Four										

Start of Day One					
M1	Activity 1	What is COVID-19 and how much do you know about it?	45		
	a)	Warm-up			
	b)	True or False			
	c)	Text			
	d)	What are the symptoms of COVID-19?			
	Activity 2	How does COVID-19 spread?	15		
	Activity 3	How can we control the spread of COVID-19?	15		
	Activity 4	Check your understanding	15	90	
Morning Tea					
	Activity 5	True or False answers	15		
	Activity 6	Reflection	5		
M2	Activity 1	What does COVID-19 mean for the hospitality industry?	40	60	
		Extra Time		30	
End of Morning Session				180	
Lunch Time					
Afternoon Session					
M2	Activity 2	Consider your establishment	25		
	Activity 3	Understanding and Identifying Risk	15		
	Activity 4	How can risk be controlled	15		
	Activity 5	Re-consider Your Establishment, dealing with High Risk areas	15		
	Activity 6	Who is Responsible?	20	90	
Afternoon Tea					
M3	Activity 1	Putting Yourself in a Guest's Shoes	25		
	Activity 2	Stages of the Customer's Journey	10		
	Activity 3	More on the Customer's Journey	30	65	155
		Extra Time		25	
End of Day One				180	

Start of Day Two					
M3	Activity 4	A Reading Task	20		
	Activity 5	Consider Your Establishment	25		
	Activity 6	Reflection	10		
		Appendix 2			
M4	Activity 1	Review of Module 3	25	80	
Morning Tea					
M4	Activity 2	Catering for Different Guests	30		
	Activity 3	Role-play a Problem with a Guest	30		
	Activity 4	Your Experiences	15		
	Activity 5	Reflection – What Tips Would You Give?	20	95	
		Extra Time		5	
End of Morning Session				180	
Lunch Time					
Afternoon Session					
M5	Activity 1	Review of the Previous Modules	20		
	Activity 2	Who are Your Staff Members?	15		
	Activity 3	Who Needs to do What?	30		
	Activity 4	General Considerations for Your Staff (1)	10		
Afternoon Tea			75		
M5	Activity 5	General Considerations for Your Staff (2)	30		
	Activity 6	Reflection – Think About Your Establishment	15		
M6	Activity 1	Review – what's the next word?	10	55	150
		Extra Time		5	
End of Day Two				180	

Start of Day Three					
M6	Activity 2a)	Who's in the Management Team?	5		
	2b)	What are the Management Team's duties?	20		
	2c)	MT duties and actions	15		
	Activity 3a)	Who are the Rapid Response Team and what do they do?	10		
	3b)	Important questions for the Rapid Response Team	20		
	Activity 4	Responding to an outbreak	25	95	
Morning Tea					
M6	Activity 5	Reflection – your establishment	15		
M7	Activity 1	What do we mean by suppliers?	10		
	Activity 2	Current protocols and hazards introduced by suppliers.	40	65	160
		Extra Time		20	
End of Morning Session				180	
Lunch Time					
Afternoon Session					
M7	Activity 3	How to control / minimize hazards brought by suppliers?	40		
	Activity 4	A focus on your establishment: How can these procedures be enacted on your property?	20		
M8	Activity 1	What do we Mean by Tour Operators?	10		
	Activity 2	A Recap of General Measures	15	85	
Afternoon Tea					
M8	Activity 3	Transport Providers	15		
	Activity 4	What do I Need to Check Before Tourists Visit a Tourist Site / Attraction?	25		
	Activity 5	High Risk Areas and Measures to be Taken	20	60	145
		Extra Time		35	
End of Day Three				180	

Start of Day Four					
M8	Activity 6	Preparing for Operations Gap-Fill	15		
	Activity 7	Do's and Don'ts	20		
	Activity 8	Reflection	10		
M9	Activity 1	Who Are Your Customers?	20		
	Activity 2	Catering for Different Customers	30	95	
Morning Tea					
M9	Activity 3	Role-Play a Problem With a Customer	35		
	Activity 4	What Advice Would You Give?	20		
	Activity 5	Reflection – Consider Your Business	15	70	165
		Extra Time		15	
End of Morning Session				180	
Lunch Time					
Afternoon Session					
M10	Activity 1	A Trip Advisor Comment - What Went Wrong?	10		
	Activity 2	Customer Feedback Questionnaires	15		
	Activity 3	Create Your Own Customer Feedback Questionnaire for COVID-19	30		
	Activity 4	Try Your Hand at Training	50	105	
Afternoon Tea					
M10	Activity 5	Socially Distanced Slap-the-Board	15		
		Feedback Questionnaire	15	30	135
		Extra Time		45	
End of Day Four				180	

ABBREVIATIONS

BOH - Back of house

FOH - Front of house

HODs - Head of departments

MoH - Ministry of Health

MT - Management Team

PPE - Personal Protective Equipment

RRT - Rapid Response Team

SLTDA - Sri Lanka Tourism Development Authority

WHO - World Health Organisation

S4IG - Skills for Inclusive Growth

PHI - Public Health Inspector

HACCP - Hazard Analysis and Critical Control Points

MOH - Medical Officer of Health

F&B - Food and Beverage

NIC - National Identity Card

FIT - Free Independent Travellers

COVID-19 - Coronavirus Disease 2019

HPB - Health Promotion Bureau

GM - General Manager

AC - Air conditioning

BMICH - Bandaranaike Memorial International Conference Hall

SLAPCEO - Sri Lanka Association of Professional Conference, Exhibition and Event Organizers

EPID - Epidemiology Unit (MoH)

EOHFS - Occupational Health Unit (MoH)

SMEs - Small to medium enterprises

ICON LEGEND



Hotel



Guesthouse



Homestay



Remember /
don't forget



Reflection



Think about



Staff



Guests



Hand sanitiser



Record



Avoid physical
contact



Avoid touching eyes,
nose, mouth



Transport



Trips / excursions



Suppliers



Gloves



Face mask



Wash hands



Social distancing



Stay home



Cleaning



Elbow sneeze



Contact tracing



Hazards / risks



Avoid sharing food



Time: 1 hour 50 mins

Module 1:

An Introduction to COVID-19



Module Aims: By the end of this module, participants will...

1. Have considered the significance and challenges of the COVID-19 health crisis.
2. Have considered how COVID-19 spreads and measures that can be taken to control the virus.
3. Have discussed some common myths related to COVID-19.

Module 1:

An Introduction to COVID-19



Time: 1 hour 50 mins

Materials Required: Activity 2: enlarged copies of transmission picture (one for each group) and text in cut-up form for each group, glue, Activity 3 answers, Activity 5 posters, Blu tack

Module Aims: By the end of this module, participants will...

1. Have considered the significance and challenges of the COVID-19 health crisis.
2. Have considered how COVID-19 spreads and measures that can be taken to control the virus.
3. Have discussed some common myths related to COVID-19.

Trainers' Health and Safety Checklist:

Before the start of the training session, please ensure that the following are in place in the training room.

- ☐ Participants' chairs are socially distanced – 1.5 metres between them.
- ☐ Participants are wearing face masks.
- ☐ Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- ☐ Participants are using their own stationery and are not sharing pens, notebooks, etc.
- ☐ Bags and other belongings have been left in a designated safe area.
- ☐ A poster with the course's health and safety rules is prominently displayed.

During the meeting:

- ☐ Build trust. For example, when greeting participants practice ways to say hello without touching.
- ☐ Provide contact details or a health hotline number that participants can call for advice or to give information.
- ☐ Display dispensers of alcohol-based hand rub prominently around the venue.
- ☐ Ensure participants remain socially distant. (1.5 metres apart)
- ☐ Open windows and doors whenever possible to make sure the venue is well ventilated.
- ☐ If anyone who starts to feel unwell, follow your preparedness plan or call your hotline.
- ☐ Thank all participants for their cooperation with the provisions in place.

After the meeting:

- ☐ Retain the names and contact details of all participants for at least one month. This will help public health authorities trace people who may have been exposed to COVID-19 if one or more participants become ill shortly after the event.
- ☐ If someone at the meeting or event was isolated as a suspected COVID-19 case, the organiser should inform participants. They should be advised to monitor themselves for symptoms for 14 days and take their temperature twice a day.
- ☐ If they develop even a mild cough or low-grade fever (i.e. a temperature of 37°C or more) they should stay at home and self-isolate. This means avoiding close contact with other people, including family members. They should also call their health care provider or the local public health department, giving them details of their recent travel and symptoms

<https://www.who.int/docs/default-source/coronaviruse/advice-for-workplace-clean-19-03-2020.pdf>

ACTIVITY 01**What is COVID-19 and How Much Do You Know About It?**

Time	45 minutes
Aim	Participants will start to think about COVID-19 to highlight its seriousness and impact upon the majority of countries worldwide and specifically the tourism industry.
Procedure	<p>Activity 1a: Warm-up</p> <ul style="list-style-type: none"> » Ask all participants to write some keywords in their notebook related to COVID-19 and what they know. E.g. contagious, pandemic, wear masks etc. » Pair up participants and get them to share what they understand about COVID-19. (Note to trainer: ensure a safe-distance is kept between participants, explain again if necessary about the 1.5 metre rule) » You can get some quick feedback here but don't comment on anything yet. (5 minutes) <p>Activity 1b: True or False</p> <ul style="list-style-type: none"> » Now ask participants to answer the True or False questions in their work book together with their partner. Again ensure that participants are still socially distancing.

Procedure	<ul style="list-style-type: none"> » Monitor whilst participants are discussing. They don't need to write anything under 'notes' » Get quick feedback on a couple of questions but don't give any answers. Explain that we will come back to these questions later to see if they were correct in their assumptions. Ask participants to close their workbooks. (10 - 15 minutes) <p>Activity 1c: Text</p> <ul style="list-style-type: none"> » Now write the following on the board and ask participants to discuss with their partner what they think they represent (Note: Just listen, no feedback given at this stage) » airport / 2100 / 11/ tourism/ 540,000 / 12 – 18 months / procedures / 195 / 10 » Tell them to now look in their workbooks and try to complete the activity, a gap fill about COVID-19. Participants can discuss with their partner. (15 minutes)
Feedback / Answers	<p>Read out the text, getting participants answers before each gap.</p> <p>Note that this is an introductory activity to get the participants thinking about COVID-19. Therefore, it doesn't matter about incorrect answers.</p> <p>Text: As of the beginning of July 2020, the virus has affected over 195 countries and territories, with more than 10 million confirmed cases and over 540,000 reported deaths.</p> <p>The COVID-19 pandemic brought lock downs/shut-downs in almost all countries and halted many sea and airport operations bringing the entire world to a standstill. Global health experts including the World Health Organisation (WHO), believe that it will be another 12 – 18 months or more before an effective vaccine is found and made available.</p> <p>In Sri Lanka the total number of active cases of COVID-19 as of July 2020 was under 2100 with 11 deaths.</p> <p>The tourism industry is one of the worst affected of all major economic sectors. Given its importance to the national economy of Sri Lanka, it is vital that tourism activities resume at the earliest, by ensuring all necessary health and safety protocols and procedures are in place.</p> <p>Edited from SRI LANKA TOURISM OPERATIONAL GUIDELINES WITH HEALTH PROTOCOLS. VERSION 1 - 08 JUNE 2020 and https://www.worldometers.info/coronavirus/countries-where-coronavirus-has-spread/</p>

**Feedback /
Answers**

- » After the text has been read, ask the participants for feedback, for example was there anything that surprised them about the world-wide or Sri Lankan numbers? Did they know how long it would take for an effective vaccine to be produced?

Activity 1d: What are the Symptoms of COVID-19?

This might have come up in the initial discussion when participants discussed what they knew about COVID-19. If not, let participants share ideas as a group.

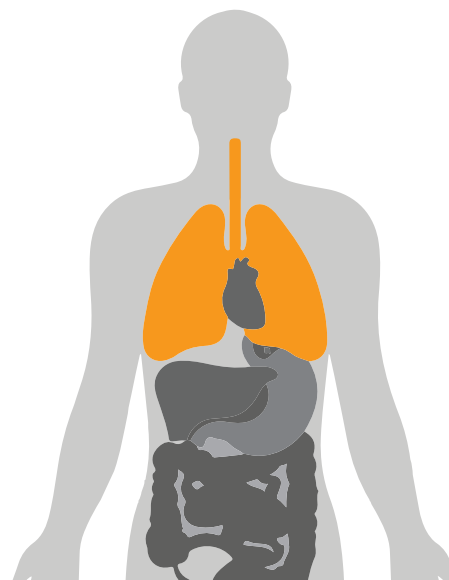
Ask them to look in their workbook to check their understanding.
(No task as this is just a brief overview)

Symptoms**Most common symptoms:**

- Fever
- Fatigue
- Dry cough

Some patients may also have:

- Aches and pains
- Runny nose
- Sore throat
- Shortness of breath
- Diarrhoea



In critical cases. COVID-19 can cause severe pneumonia or a multiple-organ failure and can lead to death.

Notes to be reiterated:

- » **The most common symptoms** of COVID-19 are fever, tiredness, and dry cough. **Some** patients may have aches and pains, nasal congestion, runny nose, sore throat or diarrhea. These symptoms are usually mild and begin gradually.
- » Some people become infected but don't develop any symptoms and don't feel unwell.
- » Around 1 out of every 6 people who gets COVID-19 becomes seriously ill and develops difficulty breathing.
- » Most people recover from the disease without needing special treatment.

(5 minutes)

<https://hpb.health.gov.lk/en/COVID-19>




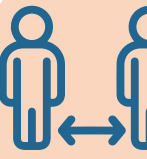

ACTIVITY 02

How Does COVID-19 Spread?

Time	15 minutes
Aim	Participants will identify how COVID-19 spreads and the ways this can be minimised / controlled.
Procedure	<ul style="list-style-type: none"> » Put participants into small groups of 4-5 and ensure that their chairs are set-up so that they can discuss with each other but that they are socially distanced. » Explain that now they have an understanding of what COVID-19 is and the symptoms, they need to know how it is spread before thinking about how to then control / minimise the risks. » Encourage one person to be a reader and another the 'sticker' » Print out enough large copies of the diagram, one for each group (See resources, Activity 2) with blocked out writing. » Give participants the cut-up text below and some glue and ask them to stick into the diagram to show how COVID-19 spreads (ensure the text is fairly large text so all participants can see without being near each other)
Feedback / Answers	<ul style="list-style-type: none"> » Feedback as a group by showing on a slide if possible or one group's correct answers on their sheet. See answer in resources. <p>Image 1 - c Image 2 - e Image 3 - b Image 4 - f Image 5 - a Image 6 - d</p> <p>Summarise that COVID-19:</p> <ul style="list-style-type: none"> » Spreads from person to person. » Droplets can pass from a sick person to other people. » Or onto objects or surfaces which are then touched by others. » Ask participants to now complete the activity in their workbooks.

ACTIVITY 03

How Can We Control the Spread of COVID-19?

Time	15 minutes
Aim	Participants will discuss what measures can be adopted in order to minimise the risk of COVID-19.
Procedure	<ul style="list-style-type: none"> Refer participants to the table in Activity 3 in their workbooks. Explain that the pictures show the most common prevention measures. Ask participants to give a title to each and add a brief description. Once completed ask them to compare/discuss with their partner. Monitor when they are discussing.
Feedback / Answers	<ul style="list-style-type: none"> Get feedback from different pairs. Show completed diagram if possible or read out the advice below. <p>COVID-19 prevention tips</p> <div> <div>  <p>Wash</p> <p>Wash your hands with soap frequently for at least 20 seconds. Use sanitiser.</p> </div> <div>  <p>Cover</p> <p>Use tissues when you cough or sneeze and dispose them immediately, use elbow if a tissue is not available. Wear face masks always.</p> </div> <div>  <p>Avoid</p> <p>Do not touch surfaces and then your mouth, eyes or nose.</p> </div> <div>  <p>Distance</p> <p>Practice social distancing by not shaking hands, hugging, etc.</p> </div> <div>  <p>Isolate</p> <p>Stay home if you become ill and prevent the spread of the illness.</p> </div> </div> <ul style="list-style-type: none"> These are the basic, essential prevention tips. Ask if participants know any others.

Feedback / Answers	<p>Extra suggestions could be:</p> <ul style="list-style-type: none"> ● Avoid crowded places ● If you have symptoms of COVID-19 seek medical care by phoning 1390 or 1999 ● Keep up-to-date on the latest information from verified sources like MoH and WHO hpb.health.gov.lk/covid-19 and https://www.who.int/srilanka/covid-19.
---------------------------	---

ACTIVITY 04

Correct or Incorrect?

Time	15 minutes
Aim	To check that participants understand basic hygiene measures related to COVID-19 by analysing some common practices.
Procedure	<p>» Ask participants to look at Activity 4 in their workbook. Explain that the pictures show common practices related to COVID-19. Participants select whether they are correct or incorrect and if incorrect why and what should be done.</p> <p>Pictures of:</p> <ol style="list-style-type: none"> 1) person wearing mask around their chin 2) 2 people shaking hands 3) people crowding together 4) person wearing mask correctly 5) somebody sneezing into their elbow 6) markers showing people socially distanced 7) people sitting together on a crowded bus, no masks 8) washing a reusable mask each time you use it 9) someone sharing a mask 10) a worker handling food not wearing gloves <p>(10 minutes)</p>

Feedback / Answers	<p>➤ Select different participants to comment on each picture.</p> <ol style="list-style-type: none"> 1) A person wearing a mask around their chin - totally useless, not helping anyone, it should cover their mouth and nose. 2) 2 people shaking hands - to be avoided in this current climate. Q: How can we now greet people? Encouraged to use the Sri Lankan greeting - hands together. 3) People crowding together / a crowded place - to be avoided at all times, stay away. Ensure you are 1.5 metres from another person at all times 4) A person wearing a mask correctly - yes, how is it correct? It covers the nose and mouth and is not loose or wet. 5) Somebody sneezing into their elbow - this is the correct way to do it. Q: Why? Droplets do not come into contact with their hands which do not touch other surfaces/people 6) Markers showing people socially distanced - yes, people are keeping their distance from one another. Q:What is the recommended distance? 1.5 metres is good practice. 7) People sitting together on a crowded bus, no masks - no, people are sitting too close and their mouths and noses are not covered. Avoid getting onto a bus or being anywhere that is too crowded. 8) Washing a reusable mask each time you use it - yes, wash at 60 degrees C or put it somewhere isolated until it can be washed. 9) Someone sharing a mask - no, do not share your masks with other people. Make sure you know which is your mask. 10) A worker handling food not wearing gloves - not advisable. A worker should wash their hands and the exposed portions of their arms for 20 seconds before putting on gloves and before touching any food. (5 minutes) <p>Refer participants to their workbook to see more information on mask and glove procedures.</p>
---------------------------	---

Notes

ACTIVITY 05

True or False? A Re-cap

Time	15 minutes
Aim	To check participants understanding of COVID-19
Procedure	<ul style="list-style-type: none"> ➤ Refer participants back to exercise 1b they completed in their workbook at the beginning of the session (the true or false questions about COVID-19). ➤ See if they would like to change any of their answers. ➤ Participants can check their answers from the posters that are on the walls (See resources). Note to trainer, if you have prepared this activity in advance put the posters facing the wall so participants have to turn the paper over to read the answer. Make sure they are not placed close together. You may want to print two copies of each to avoid crowding. (10 minutes)
Feedback / Answers	<p>Ask participants to return to their seats and go over the answers:</p> <ol style="list-style-type: none"> 1) Coronavirus only affects older people. (F) 2) Eating garlic helps prevent infection. (F) 3) Ultra-violet (UV) lamps should not be used to disinfect hands or other areas of your skin (T) 4) COVID-19 virus can be transmitted in areas with hot and humid climates (T) 5) Being able to hold your breath for 10 seconds or more without coughing or feeling discomfort does not mean you are free from the coronavirus disease (COVID-19) (T) 6) 5G mobile networks spread COVID-19 (F) 7) Cold weather and snow can kill the new coronavirus. (F) 8) Adding pepper to your soup or other meals prevents or cures COVID-19 (F) 9) Most people who get COVID-19 will not recover (F) 10) The prolonged use of masks when properly worn, does not cause CO2 intoxication nor oxygen deficiency (T) (5 minutes) <p>Reference: https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters</p> <ul style="list-style-type: none"> ➤ Ask if there was anything new / surprising for the participants or if they changed their answers from the beginning of the session.

ACTIVITY 06

Reflection

Time	15 minutes
Aim	For participants to consider what they have understood from the session and how it fits into the hospitality industry.
Procedure	<p>Some Questions to ask:</p> <p>» Why are all these safety measures important for us / the hospitality industry? / Why are we here today?</p>
Feedback / Answers	<p>Highlight the fact that:</p> <p>» When working in the hospitality industry you must take health, safety, security and hygiene very seriously because you are responsible for: (elicit if possible these three groups)</p> <ol style="list-style-type: none"> 1) your own health and safety, 2) your colleagues 3) and very importantly, your guests. <p>» Ensuring there is a high standard of hygiene in these groups helps to make the workplace safe for everyone.</p> <p>Note to trainer: explain that the next session will look more closely at the workplace and what changes need to be considered.</p>

Notes



Time: 2 hours 10 mins

Module 2:

COVID-19 and the Hospitality Industry



Module Aims: By the end of this module, participants will...

1. Have developed awareness of the changes that will need to be implemented to manage COVID-19 and how this relates to their own organization.
2. Discussed problems that may arise when introducing these changes and considered solutions to them.
3. Be able to define what constitutes high-risk areas in relation to COVID-19 and how they can minimise these hazards.
4. Have been introduced to Response Teams; what they are and how to implement one.

Module 2:

COVID-19 and the Hospitality Industry



Time: 2 hours 10 mins

Materials Required: Activity 1: 1 set of pictures printed, enlarge to A3 and copy one table for each group, Activity 6: Enlarge to A3 and copy one set for each group. Cut up and put into envelopes for each group, Blu tack.

Module Aims: By the end of this module, participants will...

1. Have developed awareness of the changes that will need to be implemented to manage COVID-19 and how this relates to their own organization.
2. Discussed problems that may arise when introducing these changes and considered solutions to them.
3. Be able to define what constitutes high-risk areas in relation to COVID-19 and how they can minimise these hazards.
4. Have been introduced to Response Teams; what they are and how to implement one.

Trainers' Health and Safety Checklist:

Before the start of the training session, please ensure that the following are in place in the training room.

- ☐ Participants' chairs are socially distanced – 1.5 metres between them.
- ☐ Participants are wearing face masks.
- ☐ Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- ☐ Participants are using their own stationery and are not sharing pens, notebooks, etc.
- ☐ Bags and other belongings have been left in a designated safe area.
- ☐ A poster with the course's health and safety rules is prominently displayed

Notes

ACTIVITY 01

What Does COVID-19 Mean for the Hospitality Industry?

Time	40 minutes
Aim	Participants will be reminded of COVID-19 controls and discuss what it means for the hospitality industry in general and for their establishment specifically.
Procedure	<p>➤ Ask participants what they remember about COVID-19 from the previous session. Try to elicit that:</p> <ul style="list-style-type: none"> ● COVID-19 has no known cure ● A vaccine might be more than 12 – 18 months away ● To prevent COVID-19 from spreading, we all need to follow the prevention tips. <p>➤ Ask participants what they think this means in general for the hospitality industry. The main points to get across here are:</p> <ul style="list-style-type: none"> ● Hospitality operators need to adapt. ● This means changing the way they and their staff do things to meet the new safety requirements. <p>➤ Ask participants who they need to consider when making changes in their establishment.</p> <ul style="list-style-type: none"> ● Staff ● Guests ● Suppliers (Contractors / Deliveries / Security) ● Tour Operators / Service Providers <p>➤ Explain that these workshops are to help to make sure that their workplace is safe, hygienic and ready to reopen to guests and that the training and following workshops will be organized according to the groups above. (5 minutes)</p>

Procedure

- Ask participants what COVID-19 controls they can remember from the first session. Show the pictures below if necessary without the text as a reminder.

COVID-19 prevention tips**Wash**

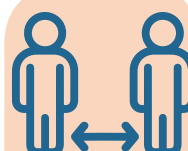
Wash your hands with soap frequently for at least 20 seconds. Use sanitiser.

**Cover**

Use tissues when you cough or sneeze and dispose them immediately, use elbow if a tissue is not available. Wear face masks always.

**Avoid**

Do not touch surfaces and then your mouth, eyes or nose.

**Distance**

Practice social distancing by not shaking hands, hugging, etc.

**Isolate**

Stay home if you become ill and prevent the spread of the illness.

- Ask participants if they can think of any other **general measures** they need to implement?
- Give prompts if stuck, e.g. **cleaning**: Implement appropriate cleaning controls and increase frequency, **record keeping**: Record guest, visitor, supplier and staff details, **information**: Keep informed of new developments from official sources (SLTDA, MoH, local authorities, industry associations) **(5 minutes)**
- Explain that they are going to think about these prevention measures and the groups of people they mainly deal with. How would they expect the procedures to change?
- Put participants into small groups and give each group one piece of A3 paper dealing with a different group of people (see resources). Ask one person from the group to be the writer and make sure they write large and clearly. Enforce social distancing.
- Ask them to add in comments in columns 1 & 2, what was the previous procedure and about what needs to change. You could fold the paper over so they don't look at the 3rd column). **(10 minutes)**
- Once the groups have finished, pin them up on the walls and ask the groups to rotate and read the other groups comments. Ensure people don't bump into each other by suggesting everyone moves clockwise to the next sheet at the same time. **(10 minutes)**

Procedure	<ul style="list-style-type: none"> » Participants read the other 3 groups. Ask them to sit back down.
Feedback / Answers	<ul style="list-style-type: none"> » Ask participants for feedback on interesting / common precautions. » They make notes in their workbook under columns 1 & 2 » Highlight here that there is a lot of overlap between the groups, i.e. things that we have to do for each group (wash hands, cover our mouth and nose etc.). » However there will also be specific requirements for each group and the ways of implementing these controls may vary. » Remind the participants that each training workshop will look at each group in more detail. (10 minutes)

ACTIVITY 02

Consider Your Establishment

Time	25 minutes
Aim	Participants will consider which of the COVID-19 safety precautions covered can be enacted and any extra precautions they may need to take.
Procedure	<ul style="list-style-type: none"> » Ask the participants the following questions: <ul style="list-style-type: none"> • Can all the precautions be enacted? If not, why not? • Is there anything about their establishments that might require different or extra precautions? » Tell them to think about these questions and make notes in their workbook in the 3rd column. (5 minutes) » Put them in (socially distanced) pairs. Each person should have a partner from a different type of establishment where possible. Get them to tell each other the observations they made in the third column. Can they find points of similarity in what they are doing or not doing at their establishments? (10 minutes)
Feedback / Answers	<ul style="list-style-type: none"> » Conduct feedback with the whole group. » Try to find out points of similarity in the participants' reflections. Are there precautions that a lot of the participants' establishments aren't taking but should be taken? If so, what is the problem stopping them? How can this problem be solved? (10 minutes)

ACTIVITY 03

Understanding and Identifying Risk

Time	15 minutes
Aim	For participants to discover which areas in a hotel / guesthouse / homestay are classed as high-risk and the reasons why.
Procedure	<ul style="list-style-type: none"> » Explain to participants that each accommodation establishment should assess the risk levels for all areas of their premises. » Ask the participants to look in their workbook at activity 3 where they will see a list of areas in a hotel / guest house / homestay. With a partner they must decide if the areas are high, medium or low risk and the reason why. (5 minutes)
Feedback / Answers	<ul style="list-style-type: none"> » After you go through the answers (all areas mentioned are classed as high risk) and participants give the reasons why, reiterate that high risk areas are those with increased exposure and increased contact. (5 minutes) » Ask participants: How did you decide the areas were high risk? What questions did you consider to help you decide? It is likely that they thought of the following: <ul style="list-style-type: none"> ● Is the area used by guests and staff? ● Do different guests use the area at the same time? ● Is there space for safe social distancing to be maintained? ● How likely are people to touch or interact with surfaces and objects in the area? <p>Re-iterate that these questions should be asked when thinking about their own establishment and high-risk areas. (5 minutes)</p>

Notes

ACTIVITY 04

How Can Risk be Controlled?

Time	15 minutes
Aim	Participants will think about ways of controlling the hazards in high risk areas for the safety of their staff and guests.
Procedure	<ul style="list-style-type: none"> ➤ Explain that participants already identified high risk areas by considering increased exposure as well as increased contact. They will now think about how to reduce these risks. ➤ Ask participants to look in their workbook at activity 4 where they will see a table with hazards on the left and controls on the right. Explain that the headers have been removed and they must carefully read and put the headers back into the text. (5 minutes) ➤ Ask participants to check/discuss their answers with their partner. (5 minutes)
Feedback / Answers	<ul style="list-style-type: none"> ➤ See table below for answers. You can nominate different participants to answer each part with them reading out the heading to the group. (5 minutes)

What is the main hazard?	How can it be controlled?
Congestion: in tight spaces and high traffic areas	<p>Install floor markers a safe distance apart (9) e.g. at the hotel entrance, outside lifts and other spots where guests queue.</p> <p>Set up one way flows using directional markers (10) to control the movement of people. For example one restaurant door is designated 'entry', one 'exit'. In buildings with two staircases, one is 'up' the other 'down'. This removes the need for people to cross each other.</p>
Exposure, through close contact face to face with other people.	<p>Minimise face to face exposure (4).</p> <p>Stagger restaurant tables so people are not eating in front of each other. This is one of the most high risk activities since face masks are removed. Consider spacing between tables also.</p> <p>Where face to face exposure can't be avoided, such as at the reception desk, ensure staff wear face masks, install sneeze guards / plastic screens (7) to separate staff and guests.</p>

<p>Exposure, through contact with surfaces or objects</p>	<p>Establish a cleaning schedule (14) for each FOH area. High touch items and high risk areas should be sanitised multiple times a day.</p> <p>Train staff (2) thoroughly on the COVID-19 cleaning requirements.</p> <p>Remove unnecessary objects (6) from FOH areas, such as sculptures on tables. Items that cannot easily be cleaned and sanitised should be removed from display/use.</p>
<p>Guests in close physical proximity to each other.</p>	<p>Make physical changes (3) to your establishment so it is easy for guests to maintain a safe distance.</p> <p>Space out tables and chairs 1.5m apart (8). Remove excess furniture. Install signage showing where to sit (or not sit).</p> <p>Encourage pre-booking (12) of common facilities, such as gym and pool.</p> <p>Encourage reservations (13) for dining, so that the restaurant can prepare suitably spaced out tables.</p> <p>Limit how many guests can use shared facilities (1) at one time to a safe number.</p> <p>Use dividers to segregate spaces (11), such as perspex on tables.</p> <p>Use floor markers (5) to ensure guests stand 1.5m apart.</p>

ACTIVITY 05

Re-consider your Establishment, Dealing with High Risk Areas

Time	15 minutes
Aim	Participants will be able to describe how they will prepare for the hazards that high risk areas present
Procedure	<ul style="list-style-type: none"> 🔗 Ask participants to look back at the notes they made in exercise 3 & 4. Will they need to change anything to accommodate high-risk areas? How would they do this? 🔗 Put participants into small groups of 3 or 4 and ask them to discuss the questions above. (10 minutes)
Feedback / Answers	<ul style="list-style-type: none"> 🔗 You can pick up on any interesting or common points that you heard whilst participants were working but you don't need to give feedback on anything in particular since participants are relating the guidelines to their own contexts. If anyone has questions you can open them up to the whole group to try and find solutions. (5 minutes)

ACTIVITY 06

Who is Responsible?

Time	20 minutes
Aim	To introduce participants to the MT and RRT structure so they can learn what it is, why it is important and how to implement one.
Procedure	<p>» Put the following abbreviations on the board: MT and RRT.</p> <p>» Ask participants if they know what these abbreviations stand for (Management Team and Rapid Response Team)</p> <p>» Depending on their responses you can ask what they know about these terms, eg. what they are, who they are made up of and let them explain what they know. For many this will be the first time they have been introduced to the terms.</p> <p>» Explain that the SLTDA requires all accommodation providers to set up two teams as part of their COVID-19 response: The Management Team (MT) and The Rapid Response Team (RRT).</p> <p>» Ask participants what they think is the goal of these teams. (To prevent incidents, effectively manage COVID-19 cases and reduce the risks for all on the premises)</p> <p>Q: Who should join these teams?</p> <p>Individuals should be carefully selected based on their role, seniority, capability and willingness.</p> <p>Explain that the RRT has a team leader (someone representative of higher management, or an individual appointed by the management)</p> <p>Rapid response team members: individuals appointed from each department by the management team and RRT team leader.</p> <p>» Ask participants what they think the RRT does. Gather ideas.</p> <p>» Feedback that the RRT will:</p> <ul style="list-style-type: none"> • Respond to emergencies • Attend training by relevant authorities • Carry out tasks assigned by the management team

Procedure	<ul style="list-style-type: none"> ● Cooperate with all staff to demonstrate, educate and collect data ● Report to the management team on COVID-19 situational updates <p>» The Management Team should be headed by the General Manager (or head of the establishment), and include other higher officials, such as Head of Departments (HODs), Hotel Doctor / On-Call Doctor, RRT Team Leader.</p> <p>» Ask participants what they think the MT does. Gather ideas.</p> <p>» Give the participants the cut-ups (activity 6 in resources) and ask them to match the actions with the duty together with their partner Note to Trainer: make these large enough so that both can read from a distance.</p>
Feedback / Answers	<p>» Monitor while participants complete, helping as necessary. If a group thinks they have finished but have some mistakes you can say there are e.g 3 mistakes but don't tell them which ones.</p> <p>» Get feedback from participants</p> <p>» Answers: 1D, 2F, 3A, 4C, 5G, 6B, 7E</p> <p>» Explain that these are only some of the duties of the MT. Participants should look at the manual for further guidance.</p>

Notes



Time: 2 hours

Module 3:

Working with Guests



Module Aims: By the end of this module, participants will...

1. Have considered the stages and places of the customer's journey in relation to a hotel.
2. Have considered guests' expectations for COVID-19 health and safety precautions at each stage and place in the customer's journey.
3. Have evaluated their own establishments' COVID-19 health and safety precautions at each stage and place in the customer's journey.

Module 3:

Working with Guests



Time: 2 hours

Materials Required: Information panels (Activity 4). Two copies of seven A3-sized panels to be stuck up around the walls of the training room, Blu tack.

Module Aims: By the end of this module, participants will...

1. Have considered the stages and places of the customer's journey in relation to a hotel.
2. Have considered guests' expectations for COVID-19 health and safety precautions at each stage and place in the customer's journey.
3. Have evaluated their own establishments' COVID-19 health and safety precautions at each stage and place in the customer's journey.

Trainers' Health and Safety Checklist:

Before the start of the training session, please ensure that the following are in place in the training room.

- ☐ Participants' chairs are socially distanced – 1.5 metres between them.
- ☐ Participants are wearing face masks.
- ☐ Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- ☐ Participants are using their own stationery and are not sharing pens, notebooks, etc.
- ☐ Bags and other belongings have been left in a designated safe area.
- ☐ A poster with the course's health and safety rules is prominently displayed.

Notes

ACTIVITY 01

Putting Yourself in a Guest's Shoes

Time	25 minutes
Aim	Participants will start to think about the 'customer's journey' in a hotel or guesthouse by imagining what COVID-19 precautions a guest would expect to see in three different parts of a hotel.
Procedure	<ul style="list-style-type: none"> » Get all participants to read the profile of Angela in Activity 1 in their workbooks. » Tell them to look at the three pictures of different parts of a hotel in their workbooks. » What are those parts? Elicit reception, hotel room, swimming pool. (5 minutes) » Given that Angela is from a country that took the COVID-19 virus very seriously, and lived under a COVID-19 curfew, and is in a high-risk group, what COVID-19 precautions would she expect to see? What would she expect the hotel staff to do? Give them a few minutes to think individually. (5 minutes) » Note to Trainer: To make it more relevant for your participants, if most are from guesthouses and homestays then they can discuss the guest room and reception/entrance whilst the hotel participants can discuss the swimming pool. » Get participants to rearrange their chairs so that they can have a group discussion. Make sure there is a space of 1.5 metres between each member of the group. Get them to discuss their ideas. (5 minutes) » Conduct feedback. (10 minutes)
Feedback / Answers	<p>» Elicit the participants' ideas and make notes on the board. The following are examples of things that might be mentioned.</p> <p>Note that this is an introductory activity to get the participants thinking about guest expectations. Therefore, don't try to cover all of the following points, as you won't have time. The participants will receive all this information later on in the session.</p> <p>Reception</p> <ul style="list-style-type: none"> ● Social distancing at the reception desk ● A system whereby only a certain number of guests are checked in at one time ● Chairs arranged in the reception area so that waiting guests are socially distanced

**Feedback /
Answers**

- A contact-tracing register to sign
- A health declaration form to sign
- A temperature check
- A sanitised doormat before the entrance
- Hand sanitiser at the reception desk
- Regular sanitisation of the reception counter-top
- Sanitisation of luggage
- Guests and staff wearing face masks
- No-contact greetings
- Digital check-in rather than hard-copy receipts, physical cash, etc.
- Sanitisation of room keys / cards before they are dispensed

Some Questions to Ask:

- » **Why is digital check-in preferable?** (The more digital it is, the less risk there is of infection via hard-copy receipts, physical cash, etc.)
- » **Who should be wearing face masks at this point?** (Everyone – guests and staff alike.)
- » **How can you facilitate social distancing at the reception desk?** (Have demarcations on the floor.)
- » **How can you reassure her that your hotel is taking the COVID-19 virus seriously?** (Have your health and hygiene precautions listed on a poster that guests can easily see.)
- » **How can you greet her if you are supposed to be socially distancing?** (Use the Sri Lankan 'Ayubowan' greeting.)

Hotel Room / Guest's Room

- » Evidence that the room has been sanitised since the last occupant
- » Evidence that 'high-touch' items in particular have been sanitised
- » Not too many extras or 'decorative' items – the more cluttered the room is with things, the more risk there is of contamination
- » Information about when the room will be serviced

**Feedback /
Answers**

- » A hygiene kit
- » A 'designated basket' for used towels

Some Questions to Ask:

- » **How can you show the guest that the room has been sanitised?**
(Have documentation displayed to show this has been done.)
- » **What parts of the room are 'high-touch'?** (TV remote, light-switches, door handles, kettle, fridge, safe, etc.)
- » **What items might be classified as 'extras' and can be left out of the room?**
(Dental kits, shaving kits, vanity kits, sewing kits, shower caps, combs, stationery, etc. You can tell guests to order these things from the reception if they need them.)
- » **What is the best arrangement for servicing the room?** (This is open to debate. Some hotels are now only servicing rooms when guests request it, while others are offering it every certain number of days.)
- » **What should be in a hygiene kit?** (Hand sanitiser, face masks, wipes.)
- » **How much time should elapse between occupancies of a room?**
(The longer the time, the more comfortable new guests will feel that the room has been properly sanitised. For example, the Heritage and Citylife Hotel Group promise guests that at least 48 hours will elapse between room occupancies.)

Swimming Pool

- » Use of the pool only by hotel guests, not outsiders
- » A limit to the number of people using the pool at any one time
- » Towels picked up from and dropped off at a designated location
- » Sunbeds arranged for social distancing
- » Sunbeds disinfected after use
- » Evidence that the pool is being regularly checked / chlorinated / disinfected
- » Important for the poolside area as well as the pool to be cleaned regularly.

Some Questions to Ask:

- » **In the current situation, should the swimming pool be open at all?** (Again, this is open to debate. For example, the Cinnamon Hotel Group are currently keeping their swimming pools closed in Sri Lanka.)

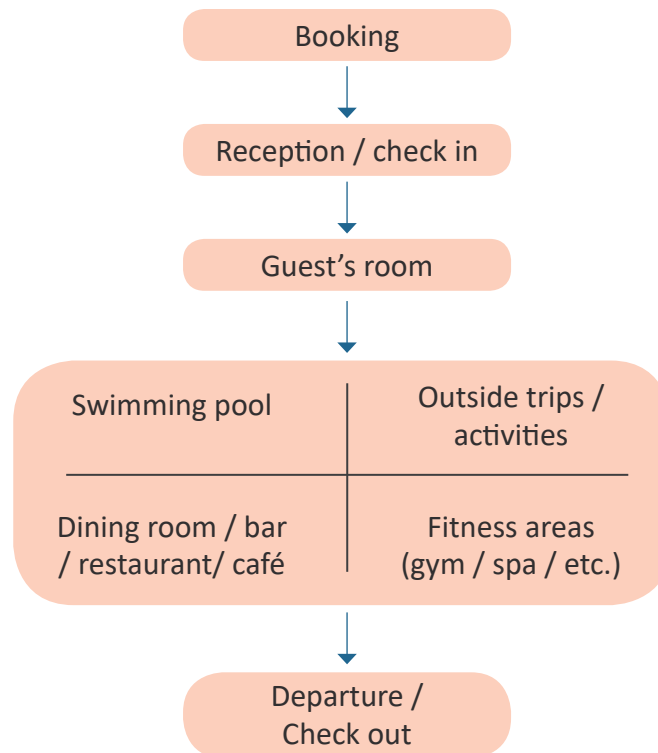
ACTIVITY 02

Stages of the Customer's Journey

Time	10 minutes
Aim	Participants will identify the key stages in the customer's journey at an accommodation establishment.
Procedure	<ul style="list-style-type: none"> ➤ Keep participants in their (socially distanced) groups. ➤ List these three topics on the board, with spaces between them so that other things can be added later <ul style="list-style-type: none"> ● reception / check-in ● guest's room ● swimming pool ➤ Read out and / or write up this simple definition of a customer's journey: "the path of sequential steps and interactions that a customer goes through with a company, product and / or service" (from www.transformation.ai). In the previous activity, they talked about three steps / interactions that feature in the customer's journey when the company / service is a hotel. ➤ Refer them to Activity 2 in their workbooks. Tell them to discuss the diagram of the hotel customer's journey and fill in the blank squares with other stages and places. (5 minutes) ➤ Conduct feedback. (5 minutes)
Feedback / Answers	<p>Participants will probably come with a lot of different and / or overlapping ideas. However, try to elicit the following stages and places, which we will look at in detail later in the session.</p> <ul style="list-style-type: none"> ➤ Booking, i.e. when the guests are looking online, searching for possible hotels, evaluating, deciding and making arrangements. This means looking at hotel websites and travel / booking / advisory websites like booking.com and TripAdvisor. ➤ After check-in at reception and settling into their rooms, the guests will have a choice of things to do: using the swimming pool, using the hotel's fitness areas (e.g. gym, spa, sports facilities, etc.), using the hotel's dining facilities (e.g. the restaurant, dining room, café, bar) and doing activities and making excursions outside the hotel. ➤ Finally, there is the check-out procedure when the guests depart.

**Feedback /
Answers**

Put this completed diagram on the board.

**ACTIVITY 03****More on the Customer's Journey**

Time	30 minutes
Aim	Participants will discuss and make short presentations about the COVID-19 precautions that tourists would expect in the remaining parts of a hotel (as described in the customer's journey).
Procedure	<ul style="list-style-type: none"> Refer participants to the table in Activity 3 in their workbooks. Explain that the eight stages / places of the customer's journey we identified previously are in the first column. In the middle column are the COVID-19 health and safety precautions that a guest like Angela might expect from a hotel for the reception / checking in, in the guests' rooms and at the swimming pool. We discussed these in the opening activity. Elicit what guests might expect at the booking stage – i.e. something on the hotel's website outlining all the COVID-19 health and safety precautions being administered at the hotel. This might be some general information, with a link to a pdf listing all the precautions in detail. (5 minutes)

	<ul style="list-style-type: none"> » Divide the participants into four new groups – again, make sure that everyone is safely, socially distanced. » Assign each group one of the remaining four stages / places: dining room / bar / restaurant / café, fitness areas, outside trips / activities and check-out / departure. Tell them to discuss the COVID-19 health and safety precautions that might be expected for that stage / place. Then write them in the corresponding box in the middle column of the table. » Note to Trainer: Again, to make it more relevant for your participants, allocate different areas for participants from guesthouses and homestays. e.g. They can discuss booking, dining area and outside trips but pools and gyms are likely not relevant for them. Tailor the activity to your participants. » Monitor the groups while they work. If any group finishes early because they had a simpler, less detailed stage / place to discuss, assign them another area to work on. (10 minutes) » Also, stick up the panels for the next activity, Activity 4, on the walls around the training room. » Get one person from each group to stand up and make a short presentation to the whole group about the COVID-19 precautions that they thought of for the stage / place they were assigned. Encourage questions from participants after each presentation. (15 minutes)
Feedback / Answers	<p>The following are things that might come up in the participants' presentations. Again, don't try to cover all of these points, as you won't have time. The participants will receive all this information later on in the session.</p> <p>Dining Room / Restaurant / Café / Bar</p> <ul style="list-style-type: none"> » Where there is queuing, a socially distanced system of queuing is used » Encouraging bookings beforehand, especially for groups » Insisting on bookings for 'walk-in' guests, or restricting the dining facilities to hotel guests only » Restricting the number of people who can sit at tables (though allowances have to be made for families with young children) » Designated tables for long-term guests » Making sure tables are properly socially distanced » Hand sanitisers, wipes, etc., for guests when they enter the facilities » All serving staff wearing face masks

**Feedback /
Answers**

- » Tables and chairs sanitised after use
- » No pre-set cutlery
- » For beverages, no reusable cups
- » Laminated menus that are sanitised after use, or the menu provided on a single large board

Some Questions to Ask:

- » **How wise / feasible is it to have a buffet in the current situation?** (Some hotels are now providing only an 'à la carte' menu, or replacing buffets with 'action cooking stations'.)

Fitness Areas (gyms, spas, sports facilities, etc)

- » Use limited to hotel guests only
- » Requirement for advance booking
- » Equipment arranged to suit social distancing
- » Guests required to bring their own face masks and water bottles
- » Hand sanitisers, wipes, etc., for guests using the areas. Everyone required to sanitise their hands before and after using equipment
- » Equipment / activity areas sanitised after use. Thorough and regular cleaning of areas
- » Towels being picked up from and dropped off at a designated location
- » Sports items (rackets, balls, etc.) dropped off into a designated box afterwards

Outside trips / Activities

- » Make sure that all 'service providers' you work with from outside your establishment follow agreed COVID-19 health and safety guidelines. Think about training for them
- » Ensure all vehicles used are sanitised before and after every trip
- » Impose a limit on the number of passengers carried in vehicles. The number will have to be significantly smaller than what it was before the pandemic
- » Guests must wear face masks when travelling
- » Limit trips and activities to ones where you are sure about the venues' sanitation and believe the risk of infection for guests to be low

<p>Feedback / Answers</p>	<p>Some Questions to Ask:</p> <ul style="list-style-type: none"> » How do you know that the service providers are trustworthy with regard to following COVID-19 safety precautions? (Hopefully, some of them will have received training – on this project, for example!) » What is an advisable capacity for passengers travelling in a vehicle? (Some hotels are restricting the number of passengers in their cars to two. They are promising no more than 50% capacity on bigger vehicles.) » Can you think of trips and activities in your establishments' areas that you would NOT promote in the current COVID-19 situation? Why? <p>Check-out / Departure</p> <ul style="list-style-type: none"> » Keep it digital as much as possible – emailed receipts rather than printed ones, etc. » Social distancing at the reception desk » A system whereby only a certain number of guests are checked out at one time » Hand sanitiser at the reception desk » Regular sanitisation of the reception counter-top » A drop box for room keys and room cards
----------------------------------	--

Notes _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ACTIVITY 04

A Reading Task

Time	20 minutes
Aim	Participants will read the safety precautions promised by an imaginary hotel to find out if there are any ideas they have missed, and will discuss what they think of them.
Procedure	<ul style="list-style-type: none"> ➤ Point out that panels have been stuck up on the walls of the training room. These are pages from a document that a hotel has put on its website, telling prospective guests what COVID-19 precautions the hotel is taking. ➤ Tell the participants to walk around the room and read the precautions. Are there any ideas that weren't mentioned during Activity 1 and Activity 3? If so, they can add them to the middle column of the table in Activity 3. Are there any ideas that they particularly like? Why? ➤ Remind participants to socially distance while they walk around the room and read. Two copies of each panel have stuck up, so no more than two people need to read each panel. (10 minutes) ➤ After all the participants have finished reading and sat down again, conduct feedback. (10 minutes)
Feedback / Answers	Elicit answers from participants. More of the information listed in the feedback sections for Activity 1 and Activity 3 will come up.

ACTIVITY 05

Consider Your Establishment

Time	25 minutes
Aim	Participants will consider which of the COVID-19 safety precautions covered in this session have been enacted at their establishments, and / or can be enacted at them
Procedure	<ul style="list-style-type: none"> ➤ Tell the participants to look again at the table in Activity 3. This time, look at the third column: What is the situation at your establishment just now? ➤ Tell them to consider which of the COVID-19 safety precautions listed in the middle column have been enacted at their own establishments. Can all the precautions be enacted? If not, why not? Also, is there anything about their establishments that might require different or extra precautions.

Procedure	<p>» Tell them to think about these questions and make notes in the third column. (10 minutes)</p> <p>» Put them in (socially distanced) pairs. Each person should have a partner from a different establishment. Get them to tell each other the observations they made in the third column. Can they find points of similarity in what they are doing or not doing at their establishments? (10 minutes)</p> <p>» Conduct feedback with the whole group.</p>
Feedback / Answers	<p>Try to find out points of similarity in the participants' reflections. Are there precautions that a lot of the participants' establishments aren't taking but should be taken? If so, what is the problem stopping them? How can this problem be solved?</p>

ACTIVITY 06

Reflection

Time	10 minutes
Aim	Participants will reflect on the input they received in this training session and identify the points that they found most memorable.
Procedure	<p>» Refer participants to the table in Activity 5 in their workbooks. Tell them to think of and make notes about:</p> <ul style="list-style-type: none"> ● One thing they hadn't known before this training session. ● One thing they knew about but didn't think was important before this training session. However, they have now changed their minds about it. ● One thing they are going to change or do back at their establishments as a result of this training session. (5 minutes) <p>» Put them in (socially distanced) pairs. They tell their partners about the three things they have chosen and why they chose them.</p> <p>» Conduct feedback. (5 minutes)</p>
Feedback / Answers	Elicit some of the participants' choices and why they chose them.

Notes



Time: 2 hours

Module 4:

Working with Guests



Module Aims: By the end of this module, participants will...

1. Have summarised the many specific COVID-19 safety guidelines covered in the previous module with four basic, core guidelines.
2. Have considered the COVID-19-related needs of and possible COVID-19-related problems that might happen with four different types of guests, including two with disabilities. They will have taken part in role-plays that attempt to solve specific problems.
3. Have brainstormed some general tips for dealing with guests in the current COVID-19 situation.

Module 4:

Working with Guests

**Time:** 2 hours

Materials Required: Two sheets of flipchart paper for each group; marker pens; Blu tack; tourist profiles (two copies of each profile); presentation grids (one A3-sized copy for each group); role-play situation cards (one copy of each card).

Module Aims: By the end of this module, participants will...

1. Have summarised the many specific COVID-19 safety guidelines covered in the previous module with four basic, core guidelines.
2. Have considered the COVID-19-related needs of and possible COVID-19-related problems that might happen with four different types of guests, including two with disabilities. They will have taken part in role-plays that attempt to solve specific problems.
3. Have brainstormed some general tips for dealing with guests in the current COVID-19 situation.

Trainers' Health and Safety Checklist:

Before the start of the training session, please ensure that the following are in place in the training room.

- ☐ Participants' chairs are socially distanced – 1.5 metres between them.
- ☐ Participants are wearing face masks.
- ☐ Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- ☐ Participants are using their own stationery and are not sharing pens, notebooks, etc.
- ☐ Bags and other belongings have been left in a designated safe area.
- ☐ A poster with the course's health and safety rules is prominently displayed.

Notes

ACTIVITY 01

Review of the Module

Time	25 minutes
Aim	Participants will revise what was covered in the previous session by summarising the many specific COVID-19 guidelines that came up in that session with a small number of basic, core guidelines.
Procedure	<ul style="list-style-type: none"> » Remind participants of the previous module about working with guests. During that session, they brainstormed, discussed, read up on and made lists of COVID-19 health and safety guidelines. Many guests would expect these guidelines to be in force in different areas of their hotel, guesthouse or homestay and at different stages of their stay there. » Divide the participants into groups. Make sure the members of each group are properly socially distanced. » Tell each group to choose one person who will act as 'secretary'. Remind them that secretaries don't necessarily have to be female! » Give each secretary a sheet of flipchart paper and a marker pen. To set a good example of COVID-19 hygiene, tell the secretaries not to share the pen or paper with anyone else in the group. Only they should write on the flipchart paper the things that the group agrees on. » Ask the participants: What should be shown on the wall of the reception area in your establishment, which guests can see when they enter? Elicit: a sign giving them information about your COVID-19 health and safety guidelines. » Ask them: Why is this important? Elicit these answers: (1) It reassures the guests from the start of their stay that your establishment is serious about taking precautions against COVID-19; and (2) it tells them what guidelines to expect from the start of their stay. In other words, it helps to manage their expectations. » Then ask: Can all the guidelines that came up in the previous session be contained in one sign? Elicit: No. There were too many of them. Even if all those guidelines were squeezed into one sign, few guests would have the time and concentration to read them all. » Tell the groups to think of a few general sentences, summarising all the COVID-19 guidelines from the previous session, that could be written on a reception-wall sign. Set a maximum of four sentences. Tell the secretaries to imagine their flipchart pages are the signs. They should write the sentences on the pages in language that is as clear and brief as possible, and in handwriting that is as large and easy-to-read as possible. (5 minutes)

Procedure	<ul style="list-style-type: none"> » Give the groups time to discuss and decide on their summary sentences and the secretaries time to write them on their pages. » Then get the secretaries to stick the pages up around the walls of the training room. (10 minutes) » Organise a gallery walk. Participants get up, move around and read what other groups have written on their pages. Make sure everyone stays socially distanced. » Conduct feedback. Which group had the simplest but most informative summary sentences? (10 minutes)
Feedback / Answers	<p>There is no single correct way of summarising in four sentences all the specific guidelines that were mentioned in the previous session. The groups' sentences will have both differences and overlaps. However, you can suggest the following as basic priorities when hotels, guesthouses and homestays safeguard against COVID-19:</p> <ul style="list-style-type: none"> ● Social distancing between guests and / or staff. ● Sanitising all surfaces that may be touched by different people. ● Removing items that may be touched by different people to reduce the risk of infection. ● Guests and staff having access to personal protective equipment (PPE) and using them. <p>Therefore, four summary sentences to put on a sign might be:</p> <ul style="list-style-type: none"> ● We will make sure there is a safe distance between people, seating and equipment in all public areas. ● We will regularly clean all surfaces, furniture and equipment that may be touched by different people. ● We will reduce the number of things, like stationery, receipts and hotel-room extras, that may spread COVID-19 infection. ● We will make sure that everyone has access to PPE such as face masks and hand sanitisers and insist that they are used in public areas.

Notes

ACTIVITY 02

Catering for Different Guests

Time	30 minutes
Aim	Participants will consider the needs of and possible issues with different types of guests who may visit their establishments during the current COVID-19 situation.
Procedure	<ul style="list-style-type: none"> » Rearrange participants into four new socially distanced groups. » Remind the groups that in the earlier session they did an activity based on the expectations of one guest, Angie. She was an older, cautious holidaymaker. She expected a strict system of COVID-19 guidelines to be in place at the establishment where she was staying and she would happily follow those guidelines. However, different people go on holiday. They have different needs in normal situations and will have different needs in the current COVID-19 situation. Because of COVID-19, different types of problems may arise with those guests too. » In each group, give one person one of the guest profiles from the resources. Tell him or her to read out the profile to the rest of the group. This will give them the names and ages of the guests, why they have come on holiday to Sri Lanka, what they hope to do in Sri Lanka, and what their worries are about COVID-19 while they in Sri Lanka. (5 minutes) » Then tell each group to nominate a secretary and give each secretary a copy of the presentation grid from Resources. Follow the same COVID-19 rules as in Activity 1, so that only the secretary can write on the grid. » Tell the secretaries to make notes in the columns of the grid, based on what they think are the normal needs of these guests, how COVID-19 might affect those needs, and possible COVID-19-related problems that might arise for the guests. They should do this after group discussions. Warn them that, later on, each group will give a short presentation based on what they have decided about their assigned guest or guests. » Note to Trainer: To make it more relevant for your participants, if most are from guesthouses and homestays you could omit the scenario with Charlie at the bar and get them to focus on the other scenarios. Tailor the activity to your participants. » Then let them discuss and fill in the grids. (10 minutes) » Get each group to nominate a speaker. Each speaker has a few minutes to tell the whole group of participants: (1) about their guests; and (2) about what they thought their normal needs, COVID-19-related needs and potential problems might be while on holiday in Sri Lanka. Invite other groups to ask questions after each presentation. (15 minutes)

Feedback / Answers	<p>Tell the presenters not to cover every note they made in every square in the grid. They should pick out their most interesting and important thoughts and observations, and share those with the other participants.</p> <p>Some Questions to Ask:</p> <ul style="list-style-type: none"> » With Charlie, what would potential problems be, not only for himself but for other people? (He might disregard his establishment's COVID-19 guidelines, especially with social distancing.) Where might this be a particular issue? (In the bar area, where after a few alcoholic drinks people may become less cautious.) » With the Weeraratnas, what might be a problem in public areas? (If the parents don't control the children, they may run about and break social distancing rules, which may prompt complaints from other guests.) What do staff need to remember with groups of guests like this, which include young children? (They need to curb their instincts to play with the children. Instead, they need to maintain a distance from them. In fact, Sri Lanka's Ministry of Tourism COVID-19 guidelines forbid physical contact between staff and young children.) » With the Chandrasiris, how can you make sure he knows the COVID-19 guidelines if he is unable to see them? (Simply tell and / or show him. Remember, he has his wife with him, who is accustomed to explaining written information to him. However, this raises the issue of what you will do if her English isn't high-level enough to understand the guidelines in English. Has your establishment a way of giving the guidelines to her in basic English? And another point – does your establishment have COVID-19 health-and-safety guidelines in braille?) » With Carla, Joe and Lena, will the tour operators your establishment works with be able to accommodate Carla's social mobility issues? (Remember that COVID-19 guidelines suggest vehicles carry passengers at 50% of normal capacity. How will a wheelchair affect that?) Also, will the tourist attractions they visit be able to accommodate someone with mobility issues in the current COVID-19 situation? » Generally, when each presentation identifies a possible problem for the guests, ask the question: "How might you solve that problem?"
---------------------------	---

Notes

ACTIVITY 03

Role-Play a Problem with a Guest

Time	30 minutes
Aim	Participants will imagine problem scenarios with the guests they considered in Activity 2 and act out role-plays where they aim at resolutions of the problems.
Procedure	<ul style="list-style-type: none"> » Give a new copy of a guest profile from Activity 2 to a group that didn't have it before. Make sure that the two groups who didn't discuss the Chandrasiris and Carla, Joe and Lena in Activity 2 get their profiles to work with in this activity. This means that every group will have considered a guest with a disability during Activities 2 and 3. » Again, get one person in each group to read out the profile to the rest of the group. They say the names and ages of the guests, why they have come on holiday to Sri Lanka, what they hope to do in Sri Lanka, and what their worries are about COVID-19 while they are in Sri Lanka. (5 minutes) » Then give another member of each group the role-play situation card from Resources that corresponds to that guest or guests. Tell him or her to read out the situation to the rest of the group. » Tell each group to pick members to act the roles of the characters mentioned on the role-play card – guests and staff-members. Act the situation out in front of the rest of the group. Guests should try to be as angry as possible. The staff-members should try as much as possible to find an acceptable solution to the problem. Make sure that while enacting the role-play, the group-members remain socially distanced. » When the role-play is finished, the groups should stage them again with different group-members acting in different roles. (10 minutes) » Get each group to demonstrate their role-play in front of the other groups. After each demonstration, invite the other participants to ask questions or make comments. (15 minutes)
Feedback / Answers	<p>Comment on and ask questions about each role-play demonstration afterwards. Get the other participants to comment and ask questions too.</p> <p>Some questions to Ask about the 'Charlie' Role-Play:</p> <ul style="list-style-type: none"> » What should the senior bar-staff member be aiming for? (To make the other guest feel satisfied that their complaint has been addressed, but without humiliating Charlie in front of everyone else in the bar.)

**Feedback /
Answers**

- » **Why is the bar a 'danger area' for people breaking social distancing rules?** (Because people become more careless as they drink more alcohol.)
- » **What is an important COVID-19 precaution for a bar?** (Not to serve guests across the bar-counter but have them sitting at tables and provide waiter service. This probably caused the problem for Charlie. If he and other guests had been sitting at the bar counter, it would have been easier for them to talk.)
- » **Could this be a common problem?** (It's likely. Some guests may have had long and unhappy lockdown experiences in their home countries. Now that they are on holiday, they may believe that 'it's all over'. They may behave as they did before the COVID-19 pandemic.)
- » **What might be a way to avoid problems like this?** (Make it clear to guests what the guidelines are about social distancing as soon as they book into your establishment. In other words, manage their expectations from the start.)

Some Questions to Ask about the 'Weeraratnas' Role-Play:

- » **Who's at fault here?** (The waiter's at fault because it says in the Ministry of Tourism guidelines that staff shouldn't make physical contact with guests' children. However, at the same time, the Weeraratnas seem to have let their children wander around the restaurant. The duty manager should ask them to exert more parental control over their children. This is endangering social distancing rules as well.)
- » **Could this be a common problem?** (Before COVID-19, a lot of Sri Lankan hotels seemed to be very family-friendly and child-friendly and often staff would play with the guests' children. However, this has to change in the current situation.)
- » **What would the best outcome be for the duty manager?** (To apologise to the Weeraratnas; to make sure the waiter knows why he behaved wrongly, even if he only tried to be friendly, and doesn't do it again; and to diplomatically ask the Weeraratnas to exert more parental control over their children.)

Some Questions to Ask about the 'Chandrasiris' Role-Play:

- » **What's the basic problem?** (The hotel has COVID-19 health and safety precautions in place, but not enough has been done to make Mr Chandrasiri aware of them.)
- » **What would really help a visually impaired person in this situation?** (A staff-member could lead Mr Chandrasiri around the public areas and show him where the hand sanitisers, tissues, etc., are. Often, once visually impaired guests are shown where things are, they know how to find them in future.)

Notes

ACTIVITY 04

Your Experiences

Time	15 minutes
Aim	Participants will discuss real problems they had with guests, which were successfully and unsuccessfully resolved, and then consider what would have happened in the current COVID-19 situation.
Procedure	<ul style="list-style-type: none"> » Rearrange participants into (socially distanced) pairs. » Tell them to think of a time when they had a problem with a guest that they think they handled well, so that the problem was solved to everyone's satisfaction. What did they do successfully to solve it? » Also, tell them to think of another time when they had a problem that they didn't think they handled well. As a result, the problem wasn't really solved and people were left feeling dissatisfied. What could they have done differently? » Tell the pairs to tell their two stories to each other. (5 minutes) » Then tell them to think – would their stories have been different with the COVID-19 health and safety guidelines in force? » Get them to discuss how the current COVID-19 situation might have affected their stories of problems with guests. (5 minutes) » Conduct feedback. (5 minutes)
Feedback / Answers	<ul style="list-style-type: none"> » Elicit from the participants a few stories that would have happened differently because of COVID-19 health and safety guidelines. For example, a guest's complaint about an establishment's cleanliness might not happen now because the new guidelines mean much more cleaning is going on. Or a complaint about children running about in a public area might not happen now because of social distancing guidelines. » Ask the participants if they think the COVID-19 health and safety guidelines will cause more or fewer complaints from guests.

Notes

ACTIVITY 05

Reflection – What Tips Would You Give?

Time	20 minutes
Aim	Participants will reflect on the discussions and role-plays that were done in this session and brainstorm some general tips for dealing with guests in the current COVID-19 situation.
Procedure	<ul style="list-style-type: none"> » Arrange participants into new groups. Again, make sure the members of each group are socially distanced. » Again, tell each group to choose one person who will act as 'secretary'. » Give each secretary a sheet of flipchart paper and a marker pen and tell them not to share the pen or paper with anyone else in the group. Only the secretary should write down on the flipchart paper what the group agrees on. » Ask the participants to brainstorm useful tips for dealing with guests during the current COVID-19 situation. » Suggest that they arrange their tips on the flipchart paper in the form of a mind-map. To demonstrate, start to draw a mind-map on the board. Elicit one tip and write it on the mind-map. For example: <div data-bbox="652 1399 1407 1709" data-label="Diagram"> <pre> graph LR A([Useful tips for dealing with guests]) A --> B1[] A --> B2[] A --> B3[] A --> B4[] A --> B5[] A --> B6[] B1 --- C1[Manage guests' expectations from the start] </pre> </div> » Start them working. (5 minutes) » When they have finished, get them to stick their mind-maps up around the training room. Let them do a gallery walk and look at the other groups' tips. Maintain social distancing while they do this. (10 minutes) » Conduct feedback. (5 minutes)

**Feedback /
Answers**

Elicit which tips they thought were best. Ask them which of the tips apply to dealing with customers generally, and which apply to the current COVID-19 situation in particular.

Many of these tips will apply to dealing with guests generally. For example:

- Identify potential problems before they arise.
- Manage guest expectations at the start of the stay.
- When customers complain, stay calm, avoid arguing, listen and try not to interrupt.
- Show sympathy and empathy when there are problems.
- Be aware of your voice tone and body language.
- Let guests talk when there are problems. Often, they'll tell you what the solution to the problem is.
- When there are problems, always follow up on what happens afterwards.

With guests with physical disabilities, like Mr Chandrasiri and Carla, some tips might be:

- » Think about the facilities you have provided for guests with physical disabilities. Will they need special treatment because of COVID-19? For example, information about the establishment in braille may be touched a lot and will need to be disinfected regularly.
- » Establish what special needs the guest might have when they check in. Even if the guest has a partner with him or her, ask him or her directly. Also, find out if they need any special help or treatment because of COVID-19.
- » Show a visually impaired guest where facilities are, including the ones that have been put in as COVID-19 precautions. It is important they know where things are. (For that reason, try to provide them with a regular table in the restaurant area.)
- » With visually impaired guests, tell them what you are doing as you serve or attend to them.
- » For visually impaired guests, have you got hotel information – including information on COVID-19 precautions – in braille? These will be touched a lot, so they need to be disinfected regularly.
- » Even if service providers and tourist operators are trained in COVID-19 safety precautions, have they also been trained to deal with guests with disabilities? Check.

Feedback / Answers	<p>To ensure guests follow COVID-19 guidelines, some tips might be:</p> <ul style="list-style-type: none">⌘ Again, make sure guests know what those guidelines are from the start of their stay. That way, they'll know what to expect (and know what is expected of their behaviour). Manage expectations in other words.⌘ Again, identify potential problems before they arise, for example, guests who look like they might ignore guidelines.⌘ If problems arise, check the guidelines to determine who – guests or staff or both – are 'in the wrong'.⌘ Sympathise with the fact that the guests may have spent a lot of money and travelled a long way for their holidays, but now face restrictions on their freedom and enjoyment because of COVID-19 guidelines.⌘ At the same time, politely empathise that the guidelines are in force for the guests' own safety.⌘ Make sure your staff are consistent in following the COVID-19 health and safety guidelines. If they see staff breaking the guidelines, they will either complain or break them too!
-------------------------------	---

Notes



Time: 2 hours

Module 5:

Working with Staff



Module Aims: By the end of this module, participants will...

1. Have reviewed some content of the previous Working with Guest modules.
2. Have discussed COVID-19 health and safety measures recommended by the Sri Lanka Tourism Operational Guidelines, which apply to staff-members working in different departments of an establishment.
3. Have discussed COVID-19 health and safety measures recommended by the Sri Lanka Tourism Operational Guidelines, which apply to staff-members of an establishment generally.

Module 5:

Working with Staff

**Time:** 2 hours

Materials Required: Sets of review questions (one set for each group, questions on cut-up strips of paper); sheets of paper; sets of cards with measures recommended for specific hotel departments by the Sri Lanka Tourism Operational Guidelines (one set for each group of four people, one card for each group-member); A3 sized copies of extracts with measures recommended for staff generally by the Sri Lanka Tourism Operational Guidelines (one extract for each group, each extract folded so that only the top two guidelines are visible).

Module Aims: By the end of this module, participants will...

1. Have reviewed some content of the previous Working with Guest modules.
2. Have discussed COVID-19 health and safety measures recommended by the Sri Lanka Tourism Operational Guidelines, which apply to staff-members working in different departments of an establishment.
3. Have discussed COVID-19 health and safety measures recommended by the Sri Lanka Tourism Operational Guidelines, which apply to staff-members of an establishment generally.

Trainers' Health and Safety Checklist:

Before the start of the training session, please ensure that the following are in place in the training room.

- ☐ Participants' chairs are socially distanced – 1.5 metres between them.
- ☐ Participants are wearing face masks.
- ☐ Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- ☐ Participants are using their own stationery and are not sharing pens, notebooks, etc.
- ☐ Bags and other belongings have been left in a designated safe area.
- ☐ A poster with the course's health and safety rules is prominently displayed.

Note for Trainer: This module deals with staff members and their different roles. Smaller establishments with limited staff may not find this module relevant to their needs, however they should still be aware of the guidelines. You may want to reduce some of these activities and focus on what is relevant for your audience. Please read this module **carefully** and decide what would work best for your participants.

ACTIVITY 01

Review of the Previous Modules

Time	20 minutes
Aim	Participants will take part in an activity that starts the session kinaesthetically and makes them think back over the content of the Working with Guests modules.
Procedure	<ul style="list-style-type: none"> » Put the participants into groups. Make sure the groups are socially distanced. » Tell the groups to pick one person to be a secretary. (Remind them that a secretary doesn't have to be female.) Give the secretary a sheet of paper to write answers on. Make sure he or she has a pen. » Also, tell the groups to pick a second person to be a courier. The courier will collect and bring back questions that the group has to answer. » Place a chair a short distance (maybe three metres) away from each group. Make sure that the chairs are positioned so that there is no danger of people from different groups bumping into one another as they go to and from them. » On the seat of each chair, lay out six questions from the Resources. These questions should be on six strips of paper. » Then organise a race between the groups. Follow these rules: <ol style="list-style-type: none"> 1) The courier must go to the chair, pick up one question and bring it back to the group as quickly as possible. 2) The whole group must decide on an answer to the question. 3) The secretary must write down the answer on the sheet of paper. 4) The courier must bring the question back to the chair and collect another question for the group to answer. 5) During the race, there must always be at least five questions on each group's chair. 6) The first group to have six answers correctly written on the sheet of paper is the winner. 7) They should keep socially distanced while they take part in the race. <p>(5 minutes)</p>

Procedure	<ul style="list-style-type: none"> » If a group says they have finished, look at their answer sheet. If there is one or more incorrect answers, tell the group's courier to collect the corresponding questions again. The group needs to answer them again, correctly. » Make sure that the final winner is the group with six correct answers. (10 minutes) » Afterwards, go through the answers with all the participants. (5 minutes)
Feedback / Answers	<p>Suggested answers to the questions:</p> <ul style="list-style-type: none"> » What is the common name for the sequence of steps and interactions that a customer goes through with a company or a service? (The customer's journey.) » What might a customer looking for a hotel or guesthouse room expect to see at the booking stage, regarding COVID-19? (A list of the hotel's COVID-19 health and safety guidelines on the establishment's website.) » Name three COVID-19 health and safety measures you would expect to see at the entrance to a hotel or guesthouse (before the reception desk). (Any of these things: sanitised doormat, contact-tracing register, health declaration forms, temperature check, hand sanitiser, sanitisation of luggage...) » Name three things in a guest's room that are 'high touch' and need to be sanitised regularly. (Any of these things: door handles, light and power switches, TV remotes, kettles, fridges, safes...) » In a hotel vehicle or tour vehicle, what is the recommended maximum capacity for passengers because of COVID-19? (50%) » Why is it better to have a digital check-in and check-out because of COVID-19? (Because it involves fewer physical things like receipts, printouts, cash, cards, etc., that might spread COVID-19 because different people touch them.)

Notes

ACTIVITY 02

Who Are Your Staff Members?

Time	15 minutes
Aim	Participants will list the different departments of a hotel or guesthouse, in which staff-members perform different duties, and then consider how the COVID-19 situation requires those staff-members to perform their duties differently.
Procedure	<ul style="list-style-type: none"> » Tell the participants to remain in the same groups. » Tell the secretaries in the groups to turn over the sheet of paper used in Activity 1. They should write their groups' ideas on the back of it. » Tell the groups to brainstorm. What are all the different departments, using different members of staff, in a hotel or guesthouse? They should give their ideas to your groups' secretaries, who will write them down as a list. (5 minutes) » From the groups, elicit the different departments the groups have thought of and write them on the board. (5 minutes) » Tell the participants to study the departments written on the board and think about the following questions. In each department, members of staff perform different duties. How will COVID-19 affect those duties? What will have to be done differently? What extra duties will they have to do? How will these COVID-19 duties differ across the departments? (5 minutes)
Feedback / Answers	<p>» There is no fixed set of departments for a hotel or guesthouse, or homestay. Larger establishments may have many departments. Smaller establishments may have only a few departments (and each of them may do the jobs of several departments in a large establishment). However, here are some suggestions from websites dealing with the hotel industry.</p> <p>The site setupmyhotel.com (at https://setupmyhotel.com/train-my-hotel-staff/securityandloss/765-departments-that-make-a-hotel.html) suggests eleven departments, which are:</p> <ul style="list-style-type: none"> ● Front office ● Housekeeping ● Food and beverage service ● Kitchen ● Engineering and maintenance ● Accounts ● Security ● Human resources

Notes

[illegible]

ACTIVITY 03

Who Needs to Do What?

Time	30 minutes
Aim	Participants will consider specific measures recommended by the Sri Lanka Tourism Operational Guidelines. They will decide which department will have responsibility for implementing them and how they will change or add to the existing duties of the staff in those departments.
Procedure	<ul style="list-style-type: none"> ➤ Rearrange the participants into new groups, of four people each. Make sure they remain socially distanced. ➤ Have sets of cards from Resources ready. There should be one set for each group and there should be one card in each set for each member of the group. ➤ Place one set of cards in the centre of each group. Tell the group members to pick up one card each. Make sure only two people touch each card, a trainer and a group-member. ➤ Tell the participants that each card contains three measures recommended to stop the spread of COVID-19 in the 'accommodation sector', i.e. hotels, guesthouses and homestays. These measures are listed in the new Sri Lanka Tourism Operational Guidelines. ➤ Firstly, each participant should read his or her card and think about these questions. (5 minutes) <ol style="list-style-type: none"> 1) Which hotel department (or departments) is responsible for implementing each measure? 2) What should the staff in that department do to implement it? ➤ Then tell the participants to work in pairs. Tell each other the measures on their cards, tell them the departments that they think are involved and tell them what different / additional duties need to be carried out by staff in those departments to implement the measures. Tell their partners if they agree with their ideas. (5 minutes) ➤ Then work in their groups of four. Again, tell the other group-members the measures on their cards and their ideas for who should implement them and how they should be implemented. They should talk about 12 measures in total. (10 minutes) ➤ Conduct feedback. Read out each measure and elicit which department or departments is responsible for it and how the staff-members in the department or departments should implement it. (10 minutes)

Feedback / Answers	<p>Again, participants from different establishments will suggest different departments. Also, they may differ in how they think it will affect the duties of those departments' staff. Here are some suggested answers along with some possible follow-up questions.</p> <ul style="list-style-type: none"> » All luggage must be disinfected... (Concierge / security / porters. It means they have an additional duty to do. You might ask: "Will this make the security procedures with luggage of newly-arrived guests more complicated?") » Arrange check-in and check-out procedures... in such a manner that 1.5 metre safe physical distancing is maintained... (Front office / reception. It means front-office staff will need to pay more attention to where guests are standing in the reception area. You might ask, "Would signs or demarcations on the floor help?") » While handling credit cards, cash or any other documents given by the guests including passports, after each transaction hand sanitisation should be carried out. If possible, let the guest swipe their own credit / debit card or enable use of online transactions... (Front office / reception. If check-in and check-out aren't already digital, establishments might need to use new systems and equipment.) » Disinfect all portable devices such as remote controls, telephone handsets... (Housekeeping / Rooms / Accommodation. It means that staff will have to do more cleaning. You might ask, "How can you disinfect something like a TV remote control without risking damaging it?" Answer – have the remote sealed in clear plastic, so that you're only disinfecting the outside of the plastic.) » All surfaces... should be disinfected before the closure and locking of the restaurant. (Food and beverage / Restaurant. If such cleaning measures aren't already in place, it obviously means more duties for the staff.) » Appoint dedicated staff to serve each item in the buffet and strictly avoid guests handling any spoons / tongs. (Food and beverage / Restaurant. This changes how traditional buffets work and means establishments may need more staff on duty when their buffets are open. You might ask, "Is it a good idea to have a buffet at all during the current COVID-19 situation?") » Ensure the availability of an automatic glass washer in the bar to wash all glasses... No glasses should be manually washed... (Food and beverage / Restaurant / Bar. This may mean more work for bar-staff, e.g. physically carrying glasses to the nearest automatic glass washer if the bar doesn't have one installed.) » Drinks should not be served to guests across the counter, but served only at the seats to ensure guests do not congregate at the bar counter. (Food and beverage / Restaurant / Bar. Again, it means more work for bar-staff who could normally just serve some guests across the counter.)
---------------------------	---

Feedback / Answers	<p>» Guests should wash hands with soap and then sanitise with alcohol solution (70% alcohol) after using the toilet. (Rooms / Amenities / Housekeeping / Maintenance. It is easy enough to provide soap and hand sanitiser in toilets. However, you might ask, "How can you be sure that every guest does this after using the toilet?")</p> <p>» Clean all laundry baskets and trolleys as well as tables and shelving, if available, and disinfect them. (Rooms / Housekeeping / Maintenance / Laundry. Again, if this isn't already done, it will mean more work for the staff. You might want to ask, "How often do you think staff should do this?")</p> <p>» All staff handling soiled linen should wear face masks and regularly practice hand sanitisation. Wearing disposable gloves is recommended. (Rooms / Housekeeping / Maintenance / Laundry. It means the staff have to wear PPE and make sure their hands are regularly cleaned. You might ask, "How do you make sure that the staff are doing this?")</p> <p>Note to Trainer: References to suggested answers from SLTDA Operational Guides with Health Protocols - Version 1 - 8 June 2020</p>
--------------------	--

Notes

ACTIVITY 04

General Considerations for Your Staff (1)

Time	10 minutes
Aim	Participants will revise general hygiene requirements for staff-members in the current COVID-19 situation.
Procedure	<p>» Keep participants in the same four groups.</p> <p>» Tell them to look at Activity 4 in their coursebooks. They have eight sentence-prompts, i.e. the first one, two or three words in a sentence. The complete sentences are about general hygiene in the current COVID-19 situation.</p> <p>» Elicit the rest of the sentence from sentence-prompt 1. "Wash..." Hopefully, someone will suggest, "...your hands." If necessary, ask follow-up questions: "How often?" ("Regularly" or "Often.") "With what?" ("Soap" or "Sanitiser.") "For how long?" ("20 seconds at least.") Read out the full guideline: "Wash your hands often with soap for at least 20 seconds"</p>

Procedure	<p>🔗 Tell them to discuss the other 7 sentence-prompts in their groups. How do they think each sentence will end? (5 minutes)</p> <ol style="list-style-type: none"> 1) Wash... 2) Sneeze into... 3) Avoid touching... 4) Use hand... 5) Avoid close... 6) Clean and disinfect... 7) Practice... 8) Stay at... <p>🔗 Read out the sentence-endings in random order. The groups call out the correct number of the sentence-prompt that it finishes.</p> <p>ccc "...sanitiser." (4)</p> <ul style="list-style-type: none"> ● "...contact with anyone who is sick." (5) ● "...home if you become ill." (8) ● "...your hands." (1) ● "...your eyes, nose and mouth." (3) ● "...social distancing." (7) ● "...tissues or your elbow." (2) ● "...frequently touched objects and surfaces." (6)
Feedback / Answers	<p>The general hygiene guidelines for COVID-19 are as follows:</p> <ol style="list-style-type: none"> 1) Wash your hands often with soap for at least 20 seconds 2) Sneeze into tissues or your elbow, not your hands! Dispose of used tissues in appropriate bins immediately. 3) Avoid touching your eyes nose and mouth 4) Use hand sanitiser 5) Avoid close contact with someone who is sick

Feedback / Answers	<p>6) Clean and disinfect frequently touched objects and surfaces regularly</p> <p>7) Practice social distancing</p> <p>8) Stay home if you become ill and prevent the spread of illness</p> <p>Point out that these guidelines are for members of the general public, not just hotel and guesthouse staff. Therefore, they should be common knowledge among staff at any accommodation establishment.</p>
--------------------	--

ACTIVITY 05

General Considerations For Your Staff (2)

Note for Trainer: This next activity focuses on staff so may not be as relevant for smaller establishments. If this is the case, you may want to reduce this activity and spend more time on Activity 6 where participants reflect and consider their own establishments.

Time	30 minutes
Aim	Participants will consider in-depth general guidelines for staff hygiene and COVID-19 safety recommended by the Sri Lanka Tourism Operational Guidelines. They will do so by devising and answering questions based on them.
Procedure	<ul style="list-style-type: none"> ➤ Tell the participants that we are going to look at general guidelines for hygiene and COVID-19 safety, which apply specifically to hotel and guesthouse staff. They are for all staff-members, no matter what department they work in, and again they come from the Sri Lanka Tourism Operational Guidelines. ➤ Rearrange the participants into four groups. Make sure the group members are socially distanced. ➤ Tell them that we are going to do this activity in the format of a quiz. ➤ Ask two questions: <ol style="list-style-type: none"> 1) When staff-members come to work each day, how many entrances in the hotel or guesthouse building should they use? 2) You should have an up-to-date list of information about all your staff-members. What sort of information should this be? ➤ Elicit answers from the groups. If you get different answers, write the different answers on the board.

Procedure	<ul style="list-style-type: none"> » Give each group one A3-sized extract of the Sri Lanka Tourism Operational Guidelines from Resources. Make sure each group receives a different extract. » Make sure that each extract is folded over, so that only the top two guidelines (4.3.24.1 and 4.3.24.2) are visible. » Position each folded extract in the middle of each group, so that everyone can read it without having to touch it. » Tell them to find the real answers to the questions from the top two guidelines. Elicit the answers: <ol style="list-style-type: none"> 1) One entrance. (Because it makes it easier to monitor the staff as they come into the premises.) 2) Contact information and / or telephone numbers. (5 minutes) » Tell one person in each group to unfold the extract. On the lower part of each extract they will find five more general guidelines from the Sri Lanka Tourism Operational Guidelines. » Tell each group to make two more questions, based on the information in the other five guidelines. One group-member should be a secretary and write their two questions down on the extract-pages. » Monitor (at a distance) and make sure the groups are writing coherent, comprehensible and answer-able questions. (10 minutes) » Each group has a letter A, B, C or D written on their extract. That letter is the name of their group. Write A, B, C and D on the board. » Get each group, in turn, to read aloud one of their questions to the other three groups. Which of the other three groups can be first to give a correct answer to the question? » Give the first group to answer each question correctly a point on the board, next to their letter. » Continue, until all four groups have asked all eight questions. Find out which group has the most points on the board and congratulate them on winning the quiz. (10 minutes) » Comment on any interesting points that came up during this activity. (5 minutes)
------------------	---

Notes

**Feedback /
Answers**

While the questions and answers that come up in this activity are decided on by the participants, make sure that the groups devise coherent and comprehensible questions. Also, make sure they are questions that can realistically be answered! Some examples of possible questions might be:

Group A

- » **What should you check when your staff reports for duty?** (Their temperature, their respiration.)
- » **A staff-member should be put in isolation if their temperature is above what level?** (37 degrees.)
- » **Can staff reporting for duty bring additional clothing with them?** (No.)
- » **Can staff reporting for duty come from lockdown areas?** (No.)

Group B

- » **Where should staff-members go directly after entering the premises?** (To the staff accommodation or staff locker-room. 'Staffroom' would be an acceptable answer too.)
- » **What must be worn after staff-members take a shower?** (Fresh uniforms and / or disinfected shoes.)
- » **What should be provided for clothing worn by resident staff?** (A laundry / laundry facilities.)

Group C

- » **Where should resident staff keep their footwear?** (Outside their accommodation area / in a rack.)
- » **How many times a day should the staff washrooms be cleaned, at least?** (Three.)
- » **What should you do regularly with the staff lockers?** (Sanitise / disinfect / clean them.)
- » **Every day, what should you do with uniforms, dusters and wiping cloths?** (Replace them.)

Group D

- » **What should you have at convenient locations for staff-members while they perform their duties?** (Handwashing / hand sanitisation facilities.)
- » **Tell me something that staff-members must not share.** (Mobile phones, food, beverages, cigarettes, pens, pencils or personal grooming items like combs or brushes.)

Feedback / Answers	<p>» How much is a safe physical distance between staff members? (1.5 metres.)</p> <p>» Can staff-members play games like chess in the staffroom? (No.)</p> <p>If groups are struggling to devise questions, you might suggest some of the above questions to them while you monitor.</p>
---------------------------	---

ACTIVITY 06

Reflection – Think About Your Establishment

Time	15 minutes
Aim	Participants will reflect on how easily (or not) the staff guidelines discussed today could be applied to their own establishments.
Procedure	<p>» Tell the participants to think back on all the COVID-19 health and safety guidelines for hotel and guesthouse staff that have been covered in this session. We have looked at guidelines for staff in particular departments and at guidelines for staff generally.</p> <p>» Tell them to think of:</p> <ol style="list-style-type: none"> 1) Two guidelines for staff mentioned in this session that would be easy to implement at their establishments or have been implemented already at their establishments. 2) Two guidelines for staff mentioned in this session that would be difficult to implement at their establishments – but should be implemented at their establishments. Why? (5 minutes) <p>» Tell them to work in (socially distanced) pairs. Each pair should consist of two people from two different types of establishments.</p> <p>» Tell them to tell their answers to instructions 1 and 2 to their partners. Listen to what their partners say and ask questions if necessary. (5 minutes)</p> <p>» Conduct feedback. (5 minutes)</p>
Feedback / Answers	Elicit any interesting points that came up in the pair discussion. Which guidelines for staff would be easiest to implement? Which would be more difficult to implement? Why?



Time: 2 hours

Module 6:

Working with Staff



Module Aims: By the end of this module, participants will...

1. Have discussed and analysed the roles and duties of the Management Team in more detail.
2. Have discussed and analysed what the Rapid Response Team needs to do in a situation where a guest or staff-member might be COVID-19 positive.

Module 6:

Working with Staff

**Time:** 2 hours

Materials Required: Sheets of paper; Blu tack; question-sheets from Resources (one A3-sized question-sheet for each group).

Module Aims: By the end of this module, participants will...

1. Have discussed and analysed the roles and duties of the Management Team in more detail.
2. Have discussed and analysed what the Rapid Response Team needs to do in a situation where a guest or staff-member might be COVID-19 positive.

Trainers' Health and Safety Checklist:

Before the start of the training session, please ensure that the following are in place in the training room.

- ☐ Participants' chairs are socially distanced – 1.5 metres between them.
- ☐ Participants are wearing face masks.
- ☐ Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- ☐ Participants are using their own stationery and are not sharing pens, notebooks, etc.
- ☐ Bags and other belongings have been left in a designated safe area.
- ☐ A poster with the course's health and safety rules is prominently displayed.

Notes

ACTIVITY 01

Review – What's the Next Word?

Time	10 minutes
Aim	Participants will review the eight general COVID-19 guidelines for the public whilst being 'warmed up' for the session ahead.
Procedure	<ul style="list-style-type: none"> » Put the participants into groups. Assign each group a letter, A, B, C, D, etc., and write the letters on the board. » Tell them to open their coursebooks at the first page of Module 6. » Tell them to quickly read the text in the box on that page, with the eight general COVID-19 guidelines for the public. They have half-a-minute. » After half-a-minute has passed, tell the participants to close their coursebooks again. Tell them they can't open them during the next activity. » Read the text in the box aloud. Warn them that at certain points you will suddenly stop reading. The participants have to shout out the next word in the text. » The first person to shout out the correct next word wins one point for his or her group. As the activity proceeds, mark the scores on the board next to each group's letter. » Read the text, with these suggested pauses. The word to be shouted out is in bold: <p>These guidelines are for members of the general public, not just for staff at accommodation establishments.</p> <ol style="list-style-type: none"> 1) Wash your hands often with... soap for at least... 20 seconds. 2) Sneeze into... tissues or your elbow, not your hands! Dispose of used tissues in appropriate bins... immediately. 3) Avoid touching your eyes... nose and mouth. 4) Use hand sanitiser. 5) Avoid... close contact with someone who is sick. 6) Clean and disinfect frequently... touched objects and surfaces regularly. 7) Practice... social distancing.

Procedure	<p>8) Stay home if you become ill and prevent the... spread of illness.</p> <p>» Afterward, total up each group's scores on the board. Who has the most points? Congratulate the winning team.</p>
Feedback / Answers	<p>» The suggested next words are: soap / 20 / tissues / immediately / nose / close / touched / social / spread.</p> <p>» Note that this activity requires a reasonably good command of English. If the participants' levels of English are varied, make sure that the better English-speakers are spread evenly among the groups.</p>

ACTIVITY 02

Activity 2a: Who's in the Management Team?

Note for Trainer: The next sections look at Management Teams and Rapid Response Teams which the SLTDA advises on setting up. Although smaller establishments with limited staff may not be able to implement a full RRT, they should still be aware of their responsibilities and the guidelines and think about how it would work in their context. You may therefore want to reduce some of these activities and spend longer on Activity 5, a reflection which can be related to their own establishment.

Time	5 minutes
Aim	Participants will revise what they heard about the Management Teams recommended by the Sri Lanka Tourism Development Authority in Module 2, starting with their personnel.
Procedure	<p>» Remind participants that during Module 2, we talked about how each accommodation establishment needs a Management Team (MT) to deal with the current COVID-19 situation.</p> <p>» Arrange the participants into six, small new groups. Again, make sure everyone is socially distanced.</p> <p>» Give them a question to discuss. Can they remember who should be in the MT?</p> <p>» Elicit their answers.</p>
Feedback / Answers	» Elicit from the participants that the MT should be headed by the General Manager or head of the accommodation establishment. In addition, the MT should contain higher-up officials or staff-members, such as heads of departments, the establishment's doctor or on-call doctor, and whoever is head of its Rapid Response Team.

Activity 2b: What are the Management Team's Duties?

Time	20 minutes
Aim	Participants will define the duties of the MT and try to recall / envision the actions that are needed to fulfil those duties successfully.
Procedure	<ul style="list-style-type: none"> ➤ Keep the participants in the same six groups. ➤ Remind the participants that during Module 2, they also did an activity that matched the MT's duties with groups of actions. The duties are the MT's general responsibilities. The actions are the specific things the MT has to do to fulfil those duties. Firstly, we'll talk about the duties. ➤ Tell them to look at Activity 2b in their coursebooks. They'll see two lists. The seven duties of the MT are on the left. Definitions of each duty are on the right. ➤ Tell them to discuss the task in groups and match the duties with the correct definitions. Point out that one duty and definition have already been matched as an example. ➤ Elicit the answers to the matching task. ➤ Then assign each group one of these duties: implement, instruct, mobilise, supervise, record, communicate. ➤ Tell them to look again at Activity 2b in their coursebooks. They'll find a box with a description of the actions that an MT needs to do to fulfil the duty 'train'. ➤ Give one person in each group a sheet of paper. Tell the person to write their assigned duty at the top of the sheet. ➤ The groups should discuss what their assigned duty requires the MT to do. The group-member with the paper should make some notes on it about the actions they think are needed to fulfil the duty. Remember – this all relates to COVID-19. ➤ Then get the groups to stick their sheets of paper up on the walls of the training room. In groups, participants should walk around the room, read what is written on the sheets of paper, and discuss the actions that other groups have suggested for their duties. Do they agree? ➤ At the same time, remind participants to socially distance as they walk around. ➤ Elicit some comments from the participants about what they have read on the other sheets of paper.

Feedback / Answers	<p>Answers to the matching task:</p> <ul style="list-style-type: none"> » Implement - Put something, e.g. a plan, into place and get it started. » Instruct - Tell people to carry out new actions and keep them informed about a situation. » Mobilise - Bring resources, e.g., money into use for a particular purpose. » Supervise - Direct someone's work and monitor how they are doing it. » Record - Put information or evidence down in writing, which can be referred to later. » Communicate - Pass information onto or exchange information with somebody. <p>For the discussion of what the MT's duties entail, tell them they will see the actions recommended by the Sri Lanka Tourism Development Authority in the next activity.</p>
---------------------------	---

Activity 2c: Management Team Duties and Actions

Time	15 minutes
Aim	Participants will consider the actions that are needed to fulfil the MT's duties. These are the actions officially recommended by the Sri Lanka Tourism Development Authority.
Procedure	<ul style="list-style-type: none"> » Tell the participants to remain in their groups. » Tell them to look at Activity 2c in their coursebooks. This contains a diagram created by the Sri Lanka Tourism Development Authority. It shows the duties of an accommodation establishment's MT and the actions needed to fulfil those duties successfully. » Point out that some sentences are missing from the 'actions' part of the diagram. The missing sentences are listed below it. » Tell them to discuss the gapped diagram and missing sentences in their groups. Can they match the letter of each missing sentence with the number of each gap in the diagram? » Conduct feedback. Also check if there is any information in the diagram that they don't understand.
Feedback / Answers	<p>1-F 2-G 3-C 4-A or D 5-A or D 6-B 7-E</p> <p>As the language in the diagram is quite complex and bureaucratic, be ready to explain it in simpler language for the participants.</p>

ACTIVITY 03

Activity 3a: Who are the Rapid Response Team and What Do They Do?

Time	10 minutes
Aim	Participants will consider the make-up and responsibilities of a Rapid Response Team (RRT)
Procedure	<ul style="list-style-type: none"> » Assign each participant a letter, A or B. » Tell the participants to look at the questions in Activity 3a in their coursebooks. If they have been assigned A, they consider the answer to question A. If assigned B, they consider the answer to question B. Give them a minute to think. » Put them in pairs. Make sure each 'A' participant is paired off with a 'B' participant. » Tell them to share their answers with their partners. After hearing their partner's answers, they can add any ideas of their own. » Conduct feedback.
Feedback / Answers	<ul style="list-style-type: none"> » In answer to A, the RRT leader should be a representative of higher management, or an individual appointed by the management team to lead the RRT. RRT members should be individuals appointed from each department by the Management Team. » In answer to B, the RRT will: <ul style="list-style-type: none"> ● Respond to emergencies. ● Attend training by relevant authorities. ● Carry out tasks assigned by the management team. ● Cooperate with all staff to demonstrate, educate and collect data. ● Report to the management team on COVID-19 situational updates.

Notes

Activity 3b: Important Questions for the Rapid Response Team

Time	20 minutes
Aim	Participants will discuss four questions about what an RRT member should do during an emergency.
Procedure	<ul style="list-style-type: none"> ➤ Get each pair to join with another pair, so that the participants are in new groups of four. Make sure the groups' members are socially distanced. ➤ Assign each member of each group new letters, A, B, C or D. ➤ Tell them to imagine they are members of a Rapid Response Team (RRT). ➤ Tell them to look at the four questions in Activity 3b of their coursebooks. For a few minutes, think about the answer to the question that corresponds to their letter. ➤ Then get them to share their answers with the other members of their groups. They should add any ideas of their own to the other participants' answers. ➤ Conduct feedback.
Feedback / Answers	<ul style="list-style-type: none"> ➤ Explain that the next activity will provide answers to questions B and C. Just now, go over possible answers to questions A and D. ● A. How do I identify someone showing possibly positive for COVID-19? The only way to confirm if someone is positive or negative for COVID-19 is to perform a specialised viral test. Fever, dry cough, and tiredness are the most common symptoms of COVID-19. Other symptoms include nasal congestion, headache, sore throat, aches, pains, loss of taste or smell, conjunctivitis, skin rashes, or discolouration of fingers or toes. The most salient symptoms to look out for are a cough and body temperature of more than 37° C. ● D. Who do I have to inform in case there is a COVID-19 positive person? It is necessary to inform the Public Health Inspector (PHI) of the area as per regulations if you suspect a guest or a staff member is positive. ➤ If you have an RRT, the medical doctor on the team should also be informed. It may be necessary to inform other guests and employees who may have come in contact with the person and ask them to self-isolate as well. If you're part of a larger organisation, it may be necessary to inform your superiors. However, do not speak about these incidents to anyone else or gossip, to avoid creating panic and to protect confidentiality of the COVID-positive person.

ACTIVITY 04

Responding to an Outbreak

Time	25 minutes
Aim	Participants will consider in detail what actions the RRT should take if a person in the establishment is potentially infected with COVID-19 and share their ideas.
Procedure	<ul style="list-style-type: none"> » Tell the participants that this activity will deal with questions B and C, i.e. about what to do during a potential COVID-19 outbreak at your establishment. » Tell them to stay in their groups. » Tell each group to pick one person to be a secretary. » Give each secretary a question-sheet from Resources. There are five question-sheets and hopefully there will be five groups, so each group should receive a different question-sheet. They deal with potentially infected guests and members of staff, minimising the spread of infection, disinfecting areas and transporting infected people. » Tell the groups to discuss the questions on their sheets and decide on answers to them. The secretaries should write the answers on the sheet. » Then tell the groups to pick another person who will take part in a role-play. » Arrange six chairs at the front of the training room. Make sure they are socially distanced. Sit on one chair and get the representatives from the five groups to sit on the other five chairs. They should bring their completed question-sheets with them. Tell the rest of the participants to listen carefully. Do they agree with what they hear? » Set the scene. You are the manager of a hotel and the other five people are members of your RRT. You have just received some worrying news and you need information and advice from the RRT. Begin the role-play: <p>“Okay, one of our guests, Mr Fernando, has developed a continuous cough and a high temperature – well above 37 degrees. I’m really worried we have a COVID-19 case in our hotel. I need you guys to tell me what to do...”</p> <p>Proceed by asking different members of the RRT questions. For example:</p> <p>About the guest: “How do we make sure he doesn’t infect anyone?” “We’ll have to check his symptoms again. What should the person checking him wear?” “Who do I tell about this?” “Should I write something down?” “Should I take him to the hospital right now?”</p>

Procedure	<p>About the staff: “What happens if the staff who’ve been in contact with him start to show symptoms? What should I do?” “What happens if the symptoms appear at home?” “What happens if the symptoms appear at work?” “Do I tell anyone about my sick staff?” “Do I write anything down about them?” “Should I take them to hospital right away if they become sick?”</p> <p>About the spread of infection: “Where do I put Mr Fernando?” “If staff show symptoms at work, where do I put them?” “What do I say to them?” “How are they going to eat and drink?” “How do we keep checking their symptoms?”</p> <p>About the infected area: “How do I seal off Mr Fernando’s room?” “That room’s full of linen – sheets, blankets, towels. What do we do with them?” “He’s got a lot of books with him. What do we do with all those books?” “Afterwards, what about the furniture in that room?” “What about the surfaces in the room?”</p> <p>About transporting the guest: “And if we are told to take Mr Fernando to hospital – who goes with him?” “Do we have to arrange the vehicle in any way?” “What does the driver wear? What does Mr Fernando wear?” “What do we do with the vehicle afterwards?”</p> <ul style="list-style-type: none"> ➤ Alternatively, if you think the participants are not up to doing a role-play, have each group deliver a short presentation based on their questions and answers instead. Each group should pick someone to deliver the presentation. After he or she has finished speaking, encourage the other participants to ask questions or comment on them. ➤ Give some general feedback on the role-play or presentations. 												
Feedback / Answers	<ul style="list-style-type: none"> ➤ Tell the participants that all the recommended answers to these questions are in the appendix to this module in their coursebooks. ➤ However, if a group suggests actions that are clearly wrong or inappropriate, you can refer to the following guidelines and correct them during feedback. <table border="1" data-bbox="427 1571 1509 2090"> <thead> <tr> <th colspan="2">What to do if a guest is potentially positive</th></tr> </thead> <tbody> <tr> <td>What should I do first of all?</td><td>Wear the necessary PPE and screen the guest for possible symptoms.</td></tr> <tr> <td>Should I record (i.e.) write down anything? What? Where?</td><td>Wear the necessary PPE and screen the guest for possible symptoms.</td></tr> <tr> <td>What should I do to minimise contact?</td><td>Request the guest to isolate him / herself in their room</td></tr> <tr> <td>Who should I inform?</td><td>Inform the PHI (and RRT doctor).</td></tr> <tr> <td>Should I transport the guest to hospital?</td><td>Initiate transport only on the advice of the PHI.</td></tr> </tbody> </table>	What to do if a guest is potentially positive		What should I do first of all?	Wear the necessary PPE and screen the guest for possible symptoms.	Should I record (i.e.) write down anything? What? Where?	Wear the necessary PPE and screen the guest for possible symptoms.	What should I do to minimise contact?	Request the guest to isolate him / herself in their room	Who should I inform?	Inform the PHI (and RRT doctor).	Should I transport the guest to hospital?	Initiate transport only on the advice of the PHI.
What to do if a guest is potentially positive													
What should I do first of all?	Wear the necessary PPE and screen the guest for possible symptoms.												
Should I record (i.e.) write down anything? What? Where?	Wear the necessary PPE and screen the guest for possible symptoms.												
What should I do to minimise contact?	Request the guest to isolate him / herself in their room												
Who should I inform?	Inform the PHI (and RRT doctor).												
Should I transport the guest to hospital?	Initiate transport only on the advice of the PHI.												

**Feedback /
Answers****What to do if a member of staff is potentially positive**

What do I tell the staff-member if he / she notices symptoms at home?	Ask him / her to self-quarantine for 14 days. Ask him / her to refrain from coming to work.
What do I do if the staff-member shows possible symptoms at work?	Move him / her to a designated isolation zone.
What should I do while I screen the staff-member?	Wear the necessary PPE and screen the employee for possible symptoms.
Should I record (i.e.) write down anything? What? Where?	Record the incident in writing in the log-book of actions.
Who should I inform?	Inform the PHI (and RRT doctor).
Should I transport the staff-member to hospital?	Initiate transport only on the advice of the PHI.

How to minimise the spread of infection

What should I do with a possibly infected guest to minimise contact?	Request the guest to isolate him/herself in their room.
What should I do with a possibly infected staff-member to minimise contact?	Move him / her to a designated isolation zone.
What do I tell the possibly infected person?	Inform the person politely to follow the procedure.
What service should the possibly infected person receive while he or she is in isolation?	A designated member from the staff should meet the guest / employee's requirements (food, water, medication etc.).
How should the possibly infected person be monitored while he / she is in isolation?	A designated member from the staff should conduct routine checks on temperature and symptoms and document these until the person is medically cleared.

Notes

Feedback / Answers	How to close and disinfect an area that has potentially been infected	
	How do I seal off the area?	<p>There should be demarcation of the area as a restricted area using tape.</p> <p>Security should be assigned to prevent any guest entering the area.</p>
	What do I do with washable linen and books in the area?	<p>Transport the linen in biohazard disposable bags to the place where they should be destroyed.</p> <p>Burn and destroy any books.</p> <p>Follow any other instructions given by the PHI.</p>
	What do I do with furniture in the area?	Wash all items (chairs, tables, beds, coffee tables) using spray sanitiser.
	What do I do with surfaces (including the floor) in the area?	Wash surfaces and use spray sanitiser. Generally, sanitise all items.
	How to transport an infected person	
	Who travels with the infected person?	Only the driver will be permitted to go along with the person.
	What should the driver wear?	Wear PPE.
	How should the vehicle be organised?	<p>There should be a screen between the passenger and driver.</p> <p>Remove seats and keep only one seat</p>
	What should the infected person wear?	Wear a disposable face mask, disposable gloves and a disposable gown
	What should be done after the infected person is delivered?	There should be thorough washing of the vehicle with disinfectant.

Notes

ACTIVITY 05

Reflection – Your Establishment

Time	15 minutes
Aim	Participants will discuss the situations of their own establishments regarding MTs, RRTs and how they would handle a COVID-19 outbreak.
Procedure	<ul style="list-style-type: none"> ➤ Tell the participants to work individually for a few minutes. ➤ Tell them to read the four questions in the box in Activity 5 in their coursebooks. Think about the answers to these questions with regard to the establishments they work at. ➤ Then put the participants into pairs. Make sure each participant is with a participant from a different establishment. ➤ They should tell their answers to the above questions to their partners and answer any questions. Also, they should listen to their partner's answers and ask him or her questions too. ➤ Conduct feedback.
Feedback / Answers	Ask the participants if they heard any interesting information about their fellow participants' establishments. What was it?

Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The word "Notes" is written in blue at the top left corner. There are 21 horizontal lines in total, evenly spaced across the page.



Time: 1 hour 50 minutes

Module 7:

Working with Suppliers



Module Aims: By the end of this module, participants will...

1. Have considered the main health and safety precautions suppliers need to follow.
2. Have considered the hazards which introduce risks and how they can eliminate, minimise or control COVID-19 health and safety risks brought about by external parties.
3. Have evaluated their own establishments' COVID-19 health and safety precautions at each stage and place in the supplier's journey.

Module 7:

Working with Suppliers



Time: 1 hour 50 minutes

Materials Required: A3 copies of Activity 2 (one scenario for each group), A3 copies of Activity 3 (one scenario for each group)

Module Aims: By the end of this module, participants will...

1. Have considered the main health and safety precautions suppliers need to follow.
2. Have considered the hazards which introduce risks and how they can eliminate, minimise or control COVID-19 health and safety risks brought about by external parties.
3. Have evaluated their own establishments' COVID-19 health and safety precautions at each stage and place in the supplier's journey.

Trainers' Health and Safety Checklist:

Before the start of the training session, please ensure that the following are in place in the training room.

- ☐ Participants' chairs are socially distanced – 1.5 metres between them.
- ☐ Participants are wearing face masks.
- ☐ Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- ☐ Participants are using their own stationery and are not sharing pens, notebooks, etc.
- ☐ Bags and other belongings have been left in a designated safe area.
- ☐ A poster with the course's health and safety rules is prominently displayed.

Notes

ACTIVITY 01

What Do We Mean by Suppliers?

Time	10 minutes
Aim	Participants will start to think about who the term 'suppliers' refers to and the dealings they have with people coming to their property.
Procedure	<ul style="list-style-type: none"> ➤ Ask participants to look at activity 1 in their workbook. They should brainstorm and write down all the different people who come to their property for business purposes/ to provide a service. You can start them off with an example or elicit a response, e.g. drivers. ➤ Participants complete a mind map or write a list. ➤ Ask participants to share ideas with their partner (socially distanced)
Feedback / Answers	<ul style="list-style-type: none"> ➤ We think of suppliers as: <ul style="list-style-type: none"> ● Drivers, ● Any External Contractors, ● Casual Workers, ● Tradespeople ● Grounds people ● Security / gatehouse ● Visiting masseuses / yoga instructors ➤ Participants may have come up with more detailed responses, e.g. air con supplier, electrician etc which can be grouped under the one heading 'tradespeople' <p>Follow-up questions:</p> <p>Why is it important to think about this part of your organisation?</p> <p>Outside vendors are needed to keep a hotel / guesthouse / homestay up and running, e.g. deliveries of food and goods are needed daily, and drivers will bring guests. It is therefore vital that we think about this group of people and ensure our premises are secure and hygienic for the health and safety of ourselves, internal staff, guests and those who supply goods and services to us.</p>

Feedback / Answers	<p>Do guests have any contact with this group of people? Why is this relevant?</p> <p>Guests will certainly have contact with security / gatehouse as soon as they arrive on the property. They may also see other suppliers such as grounds people and external contractors working onsite. And they may have contact with visiting spa personnel, yoga instructors etc.</p> <p>It is therefore important to look at this group of individuals as there may be possible risks and hazards which need to be controlled.</p>
---------------------------	--

ACTIVITY 02

Hazards Introduced by Suppliers and Current Procedures

Time	40 minutes
Aim	Participants will start to think about the different ways that hazards are introduced when suppliers are on the premises. They will consider different scenarios and interactions and identify the main risks of each.
Procedure	<ul style="list-style-type: none"> ➤ Put participants into 4 different groups, ensuring a mix of hotel, guesthouse and homestay in each group when possible, (depending on numbers you can double up the activity so there are not too many people in each group). Remember to keep them socially distant from each other. ➤ Allocate a reader, a scribe and a speaker. Give each group a different scenario (there are 4). The reader should read out the scenario to the group and participants share information as to what happens now, what the current procedure is. The scribe writes this down. They then list all the possible hazards that this could bring. ➤ Start them off with an example or two, e.g. the air con service man enters the building and is not wearing a mask and is not temperature checked. He does not have to sign in. He uses the elevator (touching surfaces).....etc (15 minutes) <p>Once the groups have finished, the speaker presents to the whole group. Participants can add notes to their own workbook (Activity 2) (20 minutes)</p> <p>Scenarios:</p> <p>a) A driver drops off guests at the front of the establishment. He needs to enter the premises to use the washrooms and he would like to use the café /restaurant to have lunch. He picks up another group of departing guests and leaves the premises.</p>

Procedure	<p>b) A delivery of fresh fruit and vegetables arrives by truck onto a small property. They enter the building and walk through to the kitchen area with the delivery. They use the washrooms before they leave.</p> <p>c) A gardener is working on your property. He arrives by local bus everyday. He greets all guests, talks to many and plays with small children. He has access to all buildings and washroom facilities.</p> <p>d) An air con needs servicing and a repair man comes onto the property. He goes up to the guest room (using stairs or elevator) and fixes the air con. He has contact with the reception staff and possibly the guest in the room.</p>
Feedback / Answers	<p>Feedback can be given when groups present their scenarios. Encourage other groups to comment. (5 minutes)</p> <p>General point to reiterate is:</p> <p>That although many of the suggestions will be similar, all suppliers bring hazards / risks into the establishment which could potentially harm them, their staff and their guests.</p>

Notes

ACTIVITY 03

How to Control / Minimize Hazards Brought by Suppliers?

Time	40 minutes
Aim	Participants will think about ways they can eliminate, minimise or control COVID-19 health and safety risks brought about by external parties.
Procedure	<p>➡ Put participants into different groups (3 – 4 per group max), and ask them to look at the hazards they have just noted in the last exercise.</p> <p>➡ Ask them to discuss these with their group and think about ways that these hazards can be minimised. Participants make notes in their workbook on each scenario. Note for Trainer: start some groups off on different scenarios in case time does not allow each group to do all 4 scenarios, this way all will be covered.</p>

<p>Procedure</p>	<p>Scenario 1</p> <ol style="list-style-type: none"> 1) A driver drops off guests at the front of the establishment. 2) He enters the premises to use the washrooms. 3) He uses the café /restaurant to have lunch. 4) He picks up another group of departing guests and leaves the premises. <p>Scenario 2</p> <ol style="list-style-type: none"> 1) A delivery of fresh fruit and vegetables arrives by truck onto a small property. 2) They enter the building and walk through to the kitchen area with the delivery. 3) They use the washrooms before they leave. <p>Scenario 3</p> <ol style="list-style-type: none"> 1) A gardener is working on your property. He arrives by local bus everyday. 2) He greets all guests, talks to many and plays with small children. 3) He has access to all buildings and washroom facilities. <p>Scenario 4</p> <ol style="list-style-type: none"> 1) An air con needs servicing and a repair man comes onto the property. 2) He goes up to the guest room (using stairs or elevator). 3) He fixes the air con in the guest room. 4) He has contact with the reception staff/owner and possibly the guest in the room. (15 minutes)
<p>Feedback / Answers</p>	<ul style="list-style-type: none"> ➤ Ask different groups for ideas related to each section. Encourage participants to add these ideas to their workbooks if they did not have certain points, or have time to complete a scenario. (roughly 5 minutes per group) ➤ Many of the points will be repeated in each section but this will highlight how important it is to ensure all suppliers are dealt with correctly to minimise hazards as much as possible.

General points to add during feedback:

- 1) You should decide which suppliers are allowed inside premises. **(necessary suppliers only)**
- 2) It is recommended to **maintain social distancing** and **follow safety measures** when working with suppliers allowed inside premises, e.g. perform a temperature check, check for respiratory symptoms. Provide hand sanitiser at entry/exit point and provide disposable gloves for staff members at entry/exit point.
- 3) It is necessary to **maintain a registry and records** of all suppliers allowed inside the premises (name, address, NIC number and vehicle number, time of arrival/departure)
- 4) **Security personnel** should be authorised to implement these procedures.

Specific Scenarios:**Scenario 1:**

- » At the screening point not only the driver but also the details of the guest or the name of the group should be recorded.

Scenario 2: Specific for deliveries

- » If accepting goods then it is best practice to inform suppliers of the procedure beforehand. e.g. where to go, who to give to and how the package should be delivered
- » Any goods brought in by suppliers, if not fully sealed, should not be accepted unless total decontamination is possible.
- » The goods receiving area should be washed, cleaned and disinfected after each delivery.
- » Dry goods, fish and meat should be brought in covered containers.
- » All staff should practice hand washing and sanitising after handling every delivery and/or after receiving different types of items.
- » Single person contacts (reduce the number of people interacting)

All scenarios:

- » Ensure that physical distancing is maintained in washrooms at all times

ACTIVITY 04

Thinking About Your Establishment:

Time	20 minutes
Aim	Participants will evaluate their own establishments' COVID-19 health and safety precautions at each stage and place in the supplier's journey.
Procedure	<ul style="list-style-type: none"> » Ask participants to think about their own establishment and changes they need to make based on the information they have looked at in today's session. Ask them to make notes in their workbook. (5 minutes) » As they think about changes to be made they probably thought about some problems. Ask them to write each problem down. (5 minutes) » With a partner, talk through these problems and work together to find a solution to each one. (5 minutes)
Feedback / Answers	<ul style="list-style-type: none"> » Monitor whilst working. » Once completed find out if there were any problems that still don't have a solution, bring to the group as a whole. » There is no right or wrong here as different establishments may have different problems. The goal here is for participants to work together and find solutions that will work for them. (5 minutes)

Notes _____

[illegible]



Time: 2 hours 10 minutes

Module 8:

Working with Service Providers



Module Aims: By the end of this module, participants will...

1. Understood who the term 'Service Provider' refers to and have considered the COVID-19-related problems that might occur with different types of Service Provider.
2. Brainstormed some general tips for working with Service Providers in the current COVID-19 situation and how to implement controls so that tourists are safe.
3. Learnt how Service Providers can carry out their duties responsibly and safely when operating under COVID-19 conditions.

Module 8:

Working with Service Providers

**Time:** 2 hours 10 minutes

Materials Required: Enlarged and cut up copies of Activity 2 placed in envelopes for each group, Blank A3 sheets of paper (Activity 4), Activity 4 cut-up and placed into separate envelopes for each group, Activity 4 enlarged for the answers, large sticks of glue for each group, Blu tack, Enlarged copies of Activity 5 (one for each group to work on), Activity 7 enlarged (one for each group).

Module Aims: By the end of this module, participants will...

1. Understood who the term 'Service Provider' refers to and have considered the COVID-19-related problems that might occur with different types of Service Provider.
2. Brainstormed some general tips for working with Service Providers in the current COVID-19 situation and how to implement controls so that tourists are safe.
3. Learnt how Service Providers can carry out their duties responsibly and safely when operating under COVID-19 conditions.

Trainers' Health and Safety Checklist:

Before the start of the training session, please ensure that the following are in place in the training room.

- ☐ Participants' chairs are socially distanced – 1.5 metres between them.
- ☐ Participants are wearing face masks.
- ☐ Hand sanitiser, tissues, paper towels, additional face masks and disposal bins are available.
- ☐ Participants are using their own stationery and are not sharing pens, notebooks, etc.
- ☐ Bags and other belongings have been left in a designated safe area.
- ☐ A poster with the course's health and safety rules is prominently displayed.

Notes

ACTIVITY 01

What Do We Mean by Service Providers?

Time	10 minutes
Aim	Participants will think about who the term Service Providers refer to and the dealings they have with these groups.
Procedure	<p>» Ask participants to look at activity 1 in their workbook. They should brainstorm and write down all the different people who work under this heading. Elicit one idea as an example, e.g. tour guide is probably the most obvious one.</p> <p>» Ask participants to share ideas with their partner (socially distanced)</p>
Feedback / Answers	<p>» We think of Service Providers as:</p> <ul style="list-style-type: none"> • Tour guides • Taxis, rented vehicle companies and drivers • Spa, wellness and Ayurveda treatment facilities • Yoga classes, surf schools and other fitness activities <p>Ask the participants the follow-up questions below:</p> <p>1) Why is it important to think about this part of your organisation?</p> <p>A: Guests at an establishment are likely to join some sort of activity whether on the premises or off the premises. This introduces greater COVID-19 risks so it is therefore vital that we think about this group of people and ensure we follow the correct procedures for the health and safety of ourselves, staff and guests.</p> <p>2) How can we communicate these procedures when guests come from different countries, speak different languages and have different expectations?</p> <p>A: Posters can help to explain these regulations in picture form.</p> <p>3) What should the posters display?</p> <p>A: What tourists need to do and measures they need to take when outside their accommodation, on a day trip or taking part in an activity, e.g. health and hygiene precautions.</p>

Feedback / Answers	<p>4) Where can they best be displayed?</p> <p>A: In places tourists will easily see them, for example:</p> <ul style="list-style-type: none"> ● At the entrance to the building ● By the reception desk ● In seating areas where tourists wait ● In restrooms, on doors and above the sink ● In vehicles, on the back of the driver's seat.
--------------------	---

ACTIVITY 02

A Recap of General Measures

Time	15 minutes
Aim	To review the basic precautions that all businesses now need to take in relation to COVID-19
Procedure	<ul style="list-style-type: none"> ➤ Put participants into small groups of 3 (max 4). Ensure that they close their workbooks. ➤ Give them the 4 headings: Hygiene, Operations, Social Distancing and Cleaning (see resources). Explain that they will be given statements and they should put them under the correct heading. Note for Trainer: ensure social distancing between participants so you might want to have large copies or allocate certain people to read the statements out to their group. ➤ If the groups (or certain groups) are struggling, after 5 minutes you could tell them how many statements are under each section. (Hygiene - 7, Operations - 6, Social Distancing - 4 and Cleaning - 4) (10 minutes)
Feedback / Answers	<ul style="list-style-type: none"> ➤ Ask participants to check the answers in their workbook and compare with what they put. ➤ Get feedback on any interesting points that came up. ➤ Certain statements could go under different headings, e.g. avoiding handshakes is under 'Operations' but it could also fit under 'Social Distancing'. The important thing is that participants are discussing and thinking about what general measures need to be implemented. (5 minutes)

ACTIVITY 03

Transport Providers

Time	15 minutes						
Aim	To gain an understanding of the measures that transport providers must follow before, during and after a journey to ensure the safety of crew and clients.						
Procedure	<ul style="list-style-type: none">» Ask participants if they can think of any measures that transport providers need to follow related to COVID-19. Examples might be: 50 % capacity, all staff and guests adhering to health and safety procedures.» Ask participants to look at Activity 3 in their workbook. They will see 2 tables. The first table shows words taken from the 2nd table which explains the measures transport providers need to follow before, during and after a journey. Participants should read through and add in the missing words from the 1st table. (5 minutes)» Ask participants to check answers with their partner (socially distanced) (5 minutes)						
Feedback / Answers	<ul style="list-style-type: none">» Read out the sentences and participants can shout out the answers. Note to trainer: you don't need to read everything, just the main parts. (5 minutes) <p>Answers:</p> <table><tr><th>Before the journey</th><th>During the journey</th><th>After the journey</th></tr><tr><td>Ensure an adequate supply of hand sanitiser and masks inside the vehicle. Stock a digital thermometer to check tourists' temperature if required.</td><td>The recommended 1.5m safe physical distance between seated passengers should be maintained at all times If a family is travelling together, this requirement may be relaxed but 1.5m should be maintained between different groups.</td><td>At the end of the journey (or the day, for a multi-day tour), the vehicle should be properly cleaned, washed and the interior sanitised using disinfectant liquid. Pay particular attention to the high touch areas.</td></tr></table>	Before the journey	During the journey	After the journey	Ensure an adequate supply of hand sanitiser and masks inside the vehicle. Stock a digital thermometer to check tourists' temperature if required.	The recommended 1.5m safe physical distance between seated passengers should be maintained at all times If a family is travelling together, this requirement may be relaxed but 1.5m should be maintained between different groups.	At the end of the journey (or the day, for a multi-day tour), the vehicle should be properly cleaned, washed and the interior sanitised using disinfectant liquid. Pay particular attention to the high touch areas.
Before the journey	During the journey	After the journey					
Ensure an adequate supply of hand sanitiser and masks inside the vehicle. Stock a digital thermometer to check tourists' temperature if required.	The recommended 1.5m safe physical distance between seated passengers should be maintained at all times If a family is travelling together, this requirement may be relaxed but 1.5m should be maintained between different groups.	At the end of the journey (or the day, for a multi-day tour), the vehicle should be properly cleaned, washed and the interior sanitised using disinfectant liquid. Pay particular attention to the high touch areas.					

Feedback / Answers	<p>Thoroughly clean the vehicle inside and out.</p> <p>Disinfect high-touch areas including: seats, handles, interior door panels, windows, locks, exterior door handles, drink holders, poles etc.</p>	<p>The driver/staff should communicate health promotional and responsible behaviour of tourist messages by audio and / or video, in the tourist's language if possible.</p>	<p>It is recommended that the driver and crew bathe before proceeding to the driver's quarters or on to any other activity.</p>
	<p>Ensure that the driver and staff are in good health. It is recommended to have them complete and sign a declaration form to say they have no symptoms of COVID-19 (sneezing, coughing, fever, stomach ache, diarrhea etc.)</p>	<p>After each stop on the tour, touch points within the vehicle should be cleaned, including:</p> <ul style="list-style-type: none"> ● Internal door panels ● External door handles ● Window latches ● Locks ● Drinks holders <p>Sufficient time should be allowed for tourists to embark and disembark while maintaining 1.5m safe distancing.</p>	<p>Keep detailed records of the tourists and the journey, including any stop-offs, for at least 21 days. This is for contact tracing purposes.</p>
	<p>Check the temperature of the driver and staff.</p>	<p>Avoid stop-overs at uncertified shops, restaurants, sites, shopping malls etc.</p>	
	<p>Disinfect driver, crew and tourist footwear before entering the vehicle</p>	<p>The vehicle driver and staff should not consume liquor and/or smoke during the journey</p>	
	<p>Display _____ with recommended responsible behaviour for tourists and health advice.</p>	<p>If a tourist shows COVID-19 related symptoms during the journey, follow the recommended _____ and _____ of the MOOH.</p>	

ACTIVITY 04

What Do I Need to Check Before Tourists Visit a Tourist Site / Attraction?

Time	25 minutes
Aim	To get participants thinking about measures that need to be taken before, during and after tourists visit a tourist attraction or site.
Procedure	<ul style="list-style-type: none"> » Ask participants to close their workbooks. » Put participants into small groups and designate each group a colour. Stick up a sheet of A3 paper on the wall for each group (you could add a colour so the groups know which paper is theirs) Each paper should have the headings: Before / During / After. Put corresponding coloured statements (see resources) for each group at the other end of the room on a chair or table. Alternatively just cut-up and place into an envelope on the chair. » Explain that each group needs to race against the other groups to put the statements under the correct heading. Do one example together by reading out the statement 'Check that the site is open' Q: Is that before, during or after the visit? A: Before. Demonstrate sticking the statement under the 'before' heading on the sheet of A3 paper. » Explain that only one person from their team can be standing at any time and they must take it in turns. » The group who finishes first with all the correct answers is the winner. Explain that fastest finishers may not necessarily be the winners if they have mistakes! (20 minutes)
Feedback / Answers	<ul style="list-style-type: none"> » One person from each group receives a handout with the answers on and reads to the group who tick off their correct answers. Point awarded for each correct answer and tallied at the end. (5 minutes)

Notes

Feedback /
Answers

» Answers:

Before visiting	During the visit	After the visit
<p>Check that the site is open.</p> <p>Check that the site is adhering to the guidelines and regulations set out. Check the website and/ or call to find out.</p> <p>Check for changes in opening times, or for tourist-only visiting times.</p>	<p>Wear masks and other appropriate PPE.</p> <p>Temperatures will be checked on arrival and footwear will be disinfected.</p> <p>Wear the sticker provided (or retain the QR code) after completing the disinfection procedures.</p>	<p>Bring any trash with you when leaving the site. The disposal of trash at sites is highly discouraged.</p> <p>Used masks and tissues should be stored in airtight or zip-lock bags and disposed of safely.</p>
<p>Pre-book tickets. Most sites are only allowed to accept pre-booked visitors.</p>	<p>Change into a fresh face mask when entering the site. Dispose of the old mask safely.</p>	<p>Wash hands with soap, disinfect footwear, and disinfect all belongings (e.g. bags) before leaving.</p>
<p>Ensure the transport arranged meets the MoH guidelines.</p>	<p>Carry personal zip-lock or airtight trash bags to dispose of used face masks and tissues etc.</p>	<p>Keep a record of the sites visited, any stop offs, and tourists and staff on the trip for at least 21 days, for contact tracing purposes.</p>
<p>Check availability of F&B outlets. If none are available, tourists should bring their own food and beverages in sealed containers where appropriate.</p>	<p>Follow any and all site instructions on hygiene and safety measures.</p> <p>Regularly wash and/or sanitise hands.</p>	
	<p>Maintain safe social distancing of 1.5m at all times.</p>	

ACTIVITY 05

High Risk Areas and Measures to be Taken

Time	20 minutes
Aim	To allow participants to think about 3 different Service Providers, what their main risks are and how to minimise those risks.
Procedure	<p>➤ Put participants into 3 groups. Note to trainer: if you have a large group then you can have 2 groups working on the same Service Provider.</p> <p>➤ Allocate each group a different category of Service Provider:</p> <ul style="list-style-type: none"> ● Spa / wellness ● Surf School ● Yoga centre. <p>➤ Each group must think about the high risk areas for each category and how they can minimise that risk. Give them the enlarged copy of the activity (see resources).</p> <p>➤ You can start them off by eliciting an example which applies to each group, e.g Reception and areas where clients gather. If they are really stuck for ideas then give them the other areas (treatment room / storage areas /inside the studio and washrooms/changing area)</p> <p>➤ Get participants to think about how they can minimise that risk.</p> <p>➤ Ask them to think of a few more examples and note them down. (10 minutes)</p>
Feedback / Answers	<p>One person from each group reads out their ideas to the whole group. Other participants make notes in their workbook as they are listening.</p> <p>Reception and areas where clients gather:</p> <p>Practice social distancing. How? Rearrange and remove furniture so that clients can maintain a safe social distance when seated / waiting.</p> <p>Space out sunbeds / yoga mats to a safe social distance of 1.5m Yoga: Encourage ventilation with open doors and windows. Limit the number of students per class to a safe level.</p>

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. On the far left edge, there is a small, dark blue tab-like shape extending slightly from the main body of the paper. This tab contains the word "Notes" written in a clean, sans-serif font.

ACTIVITY 06

How Do My Operations Need to Change?

Time	15 minutes
Aim	To gain an understanding of how 3 different Service Providers can prepare for operations in the context of COVID-19.
Procedure	<ul style="list-style-type: none"> » Ask participants to look at activity 6 in their workbook. » Ask them to read the text and complete the gaps with the words from the table below the text. » Ask them to check their answers with a partner (10 minutes)
Feedback / Answers	<ul style="list-style-type: none"> » Read out the text pausing before each gap so participants can shout out the correct word. <p>Preparing for operations:</p> <ul style="list-style-type: none"> » Try to accept pre-bookings and conduct treatments by appointment only, to assist with social distancing. » Encourage contactless and smart payment methods and card payments rather than cash. » Provide adequate hand sanitising facilities for staff and clients, and place them in easy to access locations including the entrance, staff areas and in client waiting areas. Remember that on the beach hand washing facilities may not be available so hand sanitising facilities is very important. » Limit the number of staff and students for surfing and yoga to maintain safe social distancing. For yoga, encourage one-on-one lessons rather than group classes. For group classes yoga mats should be spaced 1.5m apart. This may mean you need to reduce the number of students per class. » Maintain a clear record of clients and the relevant therapists/instructors for tracking purposes. Keep the records for at least 21 days. (5 minutes)

Notes

ACTIVITY 07

Do's and Don'ts

Time	20 minutes
Aim	To continue thinking about the client's journey with a Service Provider, from arrival to during the activity/treatment.
Procedure	<ul style="list-style-type: none"> » Keep participants in the same groups and ask them to come up with a list of do's and don'ts for when a client arrives and during treatment / activity. » Give each group an enlarged copy from the resources section. Each group should work on a different Service Provider. (10 minutes)
Feedback / Answers	<ul style="list-style-type: none"> » Ask one person from each group to read out their ideas. » Ask other participants to make notes in their workbook for the other sections as they are listening. (10 minutes)

ACTIVITY 08

Reflection

Time	10 minutes
Aim	Participants will reflect on the input they received in this training session and identify the points that they found most memorable.
Procedure	<ul style="list-style-type: none"> » Refer participants to the table in Activity 8 in their workbooks. Tell them to think of and make notes about... <ul style="list-style-type: none"> ● One thing they hadn't known before this training session. ● One thing they knew about but didn't think was important before this training session. However, they have now changed their minds about it. ● One thing they are going to change or do as a result of this training session. (5 minutes) » Put them in (socially distanced) pairs. They tell their partners about the three things they have chosen and why they chose them.
Feedback / Answers	<ul style="list-style-type: none"> » Elicit some of the participants' choices and why they chose them. (5 minutes)