
Local Guide Training Course

Trainer Guide

Contributions:

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

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Introduction

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

Goal of this Course

By the end of the training courses the learners will have good knowledge of his/her tourist destination and basic practical skills to conduct local excursion tour guiding professionally, reflecting high standards of tour guiding, customer service and operational best practice in order to enhance income opportunities for existing local guides and access to job for new entrants.

Course Duration

This is an seven day course. Training will take place 6 hours a day, excluding course opening and closing, tea breaks or any other unscheduled activities in class.

This programme is designed for a maximum of 25 delegates learners.

Target Audience

The following target beneficiaries should attend this course:

- Existing local tourist guides in Ha Giang, Sapa, TT-Hue and Hoi An. Target: Youth (male and female) and men. Trainees from ethnic minority group generally don't have very high literacy, but some have good English and tour conducting skills
- New entrants – young people.
- Local guides in other tourist destination in Vietnam

Learning Outcomes

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

- Explain the tourism industry and why people travel;
- Know his/her tourist destination focusing on natural and cultural attractions, ethnic, local tradition and lifestyles and available tourism services;
- Deliver quality local tour guiding service to tourists;
- Conduct tours within hygiene and safety principles and practices to the satisfaction of guests.

Resources Required

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

- **Facilities:** training room, laptop, beamer and projector, microphones and speakers.
 - **Equipment:** first-aid kit, hand washing basins, etc.
 - **Additional teaching resources:** Trainer's guide, training manual for learners, A0 paper, markers, colour paper, scissors, adhesive tape, video clips.
 - **Trainer Toolkits:** must develop these themselves based on their local area: travel information tool kit for each destination which include: tourist maps, directory of tourism attractions and description. List of major hotels, home-stay and contact details, addresses and phone contacts of banks, post office, emergency lines. A package of tour guide travel documents and forms.
 - **Participants' preparation:** the participants are required to prepare at least a verbal presentation about one local tourist attraction in order to practice in the days 5 and 7.
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Training programme

Timing	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
08:00 – 09:30	7:30: Opening and course introduction 8:00: Module 1: Understanding Tourism - Module introduction (30') - Topic 1: The tourism system	Module 2: Communicating with tourists Topic 1: Building Rapport	Module 3: Tour guiding process and skills Topic 1: Identify tourism infrastructure and services in your destination	Module 3: (cont.) Topic 4: Receiving Tourists Module 3: (cont.) Topic 5: Guiding Tourists	Module 4: Safety and security Topic 1: Visitor health	Module 5: Leading a Cultural or Historical Tour - Debriefing: On-site practise the history tour - Guest speaker about local history and cultural attractions.	On-site practice leading a nature-based tour and debriefing
TEA BREAK							
10:00 – 11:30	Module 1: (cont.) Topic 1: The tourism system (cont.) Topic 2: Who are tourists? (1h)	Module 2: (cont.) Topic 2: Communicating with tourists	Module 3: (cont.) Topic 2: Develop an engaging tour plan	Module 3: (cont.) Topic 5: Guiding Tourists	Module 4: (cont.) Topic 2: Visitor safety	Module 6: Leading a Nature-based Tour Topic 1: Planning a nature-based tour.	On-site practice leading a nature-based tour and debriefing

Timing	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
LUNCH							
13:00 – 14:30	Module 1: (cont.) Topic 3: Why tourists visit Vietnam	Module 2: (cont.) Topic 3: Cross cultural communication	Module 3: (cont.) Topic 3: Preparation for work 2.1: Personal hygiene and appearance	Module 3: (cont.) Topic 5: Guiding Tourists Topic 6: Tour Closing	Module 5: Leading a Cultural or Historical Tour Topic 1: Learning the cultures of your destination	Module 6: Leading a Nature-based Tour: Topic 1: Planning a nature - based tour	On-site practice leading a nature-based tour and debriefing
TEA BREAK							
15:00 – 16:30	Module 1: (cont.) Topic 4: What is tour guiding?	Module 2: (cont.) Topic 4: Handling complaints	Module 3: (cont.) Topic 3: Preparation for work 2.2: Tour Preparation	Module 3: (cont.) Topic 6: Tour Closing	Module 5: Leading a Cultural or Historical Tour Topic 1: Learning the cultures of your destination. On-site practice in leading a cultural tour in	Module 6: Leading a Nature-based Tour • Guest speaker about local natural attractions • Topic 2: Practise leading a	• Post course evaluation • Closing and certificate award

Timing	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
					local area	nature-based tour (Plan for the whole day onsite - practise (30’)	

Training course opening

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

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

Training course opening

Element	Time	Teaching Methods and Activities	Resources
Opening ceremony		Welcome and opening remarks by representatives of HITT programme, local partners and organisers	
Introduction of trainers and trainees		- Trainers and trainees write their given names in a A4 paper that is already folded in 4 and pyramid shaped - All participants put the written name “board” on the desk - Introduction starts with demonstration of trainer - Trainer throws a ball to one of the trainees. Ask that trainer to introduce him/herself briefly. Introduction should include: - Name of trainee - Experiences in leading local tours - Expectation from the course. Trainer takes notes and write trainees’ expectation on white board/flipchart paper - Ask the trainee throw the ball to whom he/she want to introduce - Repeat steps of introduction till all participants introduce	Markers Colour paper A small ball or the like (tennis ball, apple, etc.)
Introduction of training course objectives and schedule		- Introduce the course objective. Link to trainees’ expectation. Explain which expectation can be covered and which is not. - Introduce the title of the 6 modules that will be discussed in the course and when they will take place.	Markers Colour paper Flip chart or white board A1 size paper -
Fill in Registration forms		Assist participants to complete the HITT Beneficiary Registration forms	Registration forms for all beneficiaries

Module 1: Understanding tourism

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

- Identify different components of the tourism system and services offered by actors in the tourism cycle.
- Define tourists and understand their needs and motivations to go to a destination.
- Describe different types of tour guides.
- Explain roles and responsibilities of local tour guides.

Module 1: Understanding tourism

Module Introduction (30 minutes)

(This should be done with only the **Slide 1** of the Module facing the delegates)

Module 1: Understanding Tourism	Time	Teaching Methods and Activities	Resources
1. Attention getter	10 min	• Scene setter: Trainer arrives dressed as a tourist, and goes from delegate to delegate asking what they are offering in terms of tour products in order to choose between them. Trainer makes a big show of comparing options, considering them, rejecting some, etc.	Travel gears such as backpack, camera, hat, sunglasses, walking shoes and stick, etc.
2. Establish relevance of topic	10 min	• Discussion why it is important for local guide to understand who are tourists, why and how they get to Vietnam and the village and their desires and needs when coming to a village and go on a tour. Explain their roles in serving tourists and thus contributing to the tourism industry in Vietnam.	-
3. Establish Prior Learning	10 min	• Discussion: invite participants to share their prior experiences of what a local guide have to do. • Explain and show the Slide 2 of main topics covered in the module.	-

Module Content (5.5 hours)

Topic 1: The tourism system (1.5 hours)	Slide 4
Definition of tourism	10 minutes
Teaching Methods	Resources
• Ask learners... ○ What is tourism? • List their answers. • Explain what tourism is based on the Slide 4: Activities connected with: - Trips taken by people outside their habitual residences; - Aimed at satisfying their needs for sightseeing, study, leisure or	Flipchart, A1 paper, markers; adhesive tape, blue tack.

- recreation;
- In a certain period of time.
(Vietnam Tourism Law, 2005)

Emphasize key points in the definition including: location, duration and purpose of the trip.

• **Ask learners...**

- Why tourism is important?

Explain in brief that tourism can provide huge benefits to the destination:

- *Income and job generation:* local people can participate in various positions in the tourism industry such as operator of homestay facilities, on-site (local) tour guide and narrator, cook, porter, motorbike taxi driver, handicraft maker and street vendor, etc. Those jobs are able to provide them with a rewarding income ranging from dozens to hundreds of dollars a month depending seasonality or level of occupational skills. Although those are generally part-time or seasonal jobs, some are regular or fulltime such as homestay operator or professional local tour guide working for local travel agencies.
- *Developing local economy:* tourism will not only provide direct job and income to participants in tourism businesses but also benefit other stakeholders who can provide indirect goods and services such as construction workers, suppliers to hotels and restaurants (like farmers or groceries), toll fee collection staffs, and so on. It is estimated that one direct tourism job can create two indirect jobs in supporting sectors. Therefore tourism revenue will contribute to generating income for other sectors such as agriculture or construction, and thus create a wider local economic impacts (so called revenue multiplier) in the destination.
- *Contribution to cultural preservation:* culture is a valuable asset of the tourism industry because it provides great attractions to visitors coming to discover. Tourists would like to see and experience only well preserve traditional cultural features of the destination, thus make local people understand cultural values and motivate them to preserve them. In addition, tourism can also provide direct fund from revenue as well as indirect funds from Government expenditures or international organisations' assistance project for conservation.
- *Raising awareness on environmental values and conservation:* tourism can also make local people understand values of natural resources and environment. Awareness raising campaigns and activities are promoted in order to gain public interest and contribute to natural conservation.

Topic 1: The tourism system (1.5 hours)	Slide 5
Why provide best services to tourists?	05 minutes
Teaching Methods	Resources
Brainstorming: Why provide best services to tourists? Explain reasons for having best services based on the Slide 5: 1. <i>Happier tourists</i>: best services make people happy and as a result they are willing to pay more, stay longer and most important create returned tourists. 2. <i>Repeat business</i>: local people can sell more and make a higher and sustainable profit when they have a chance to work with returned customers. 3. <i>Word of mouth</i>: when a person is happy they tell 2 people. When they are disappointed they tell 10 people. Nowadays word of mouth becomes the most direct, cheapest and strongest communication channel to spread out information about a tourist destination and <i>facility to the public including prospect customers</i>. 4. <i>Increased income</i>: tourists will pay for value which they can get from provided services by local people. The higher the service quality, the more income opportunities the local people could have. 5. <i>Secured job</i>: when a destination can maintain a tourist market, it can secure employment for local people. When a single person or local business can help destination maintain its customers, it generally requires local people to work together and provide good services and hospitality to the customers in the destination. 6. <i>Good reputation for village</i>: a good image of the local people and destination will be created when people together provide good services in the destination. Tourists will perceive reputation of a village when they experience a single service as well as hospitality, safety and security in the destination as a whole. Emphasize the direct link of best services to benefit of local community	Flipchart, A1 paper, markers; adhesive tape, blue tack.

Topic 1: The tourism system (1.5 hours)	Slide 6 – 9
Benefits of tourism? Negative impacts of tourism	10 minutes
Teaching Methods	Resources
Activity 1. Impacts of tourism: • Learners work in 4 groups to create poster ○ Group 1, 2: benefit of tourism ○ Group 3, 4: negative impacts of tourism • Make a “poster show”. Ask learner to explain their posters. • Summarize benefits and negative impacts of tourism based on Slide 7 – 9:	Flipchart, A1 paper, markers; adhesive tape, blue tack, crayons.

Benefits of tourism	Negative impacts of tourism	
1. Increased income 2. Create opportunity for employment and job 3. Improved government services 4. Improved living standards 5. Enhanced cultural exchange opportunity and community pride.	1. Trash & pollution 2. Lose natural beauty 3. Begging 4. Safety & Security 5. Loss of wildlife 6. Change in culture 7. Loss of valuable artefacts 8. Disturb villagers	
Ask some trainees share real experiences in context of local site.		

Topic 1: The tourism system (1.5 hours)	Slide 10
Tourism industry	05 minutes
Teaching Methods	Resources
Discussion: What does tourism industry provide? Explain services and facilities (in brief) as shown on the Slide 10: - <i>Transport:</i> carrying tourists from/ to their original departure place to/ from the visiting destination by different transportation means such as airplane, coach, car, motorbike taxi, boat, train. - <i>Accommodation:</i> a place with adequate amenities and services to help tourists stay overnight in the destination in a comfortable manner, including hotel, guest house, hostel, homestay house, camp, or villa. - <i>Tour guiding:</i> taking tourists to see and learn about local attractions. Tour guiding service could also include arrangement of local services or group management. Explain tourism and its different components/ elements using pictures.	- Flipchart, A1 paper, markers; adhesive tape, blue tack. - Pictures of key tourism in Vietnam - Pictures of key tourism infrastructures, facilities and services

Topic 1: The tourism system (1.5 hours)	Slide 11 – 12
Elements of tourism and the tourism industry	20 minutes
Teaching Methods	Resources
Introduce 3 element groups of tourism based on the Slide 11. Show Slide 12. - <i>Attractions:</i> things to see and to do in the destination which motivate tourists to come - <i>Public services:</i> infrastructures and things normally provided by the Government which help to deliver good tourist services - <i>Industry services:</i> things normally provided by tourism businesses, serving tourists in the destination	- Flipchart, A1 paper, markers; adhesive tape, blue tack. - Flash cards of name of each element of tourism industry

Activity 2. • Tourism elements: ask learners to work in 3 groups. Give each group at least 6 cards. On each card is name of an element of tourism industry • Ask group to discuss in 5 minutes and identify which group of elements their “tourism element” belong to. • Draw a triangle on flip chart of black/white board. One by one representatives of each group stick their card to suitable angle of the drawn triangle.	(at least 18 cards in 3 groups)
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Topic 1: The tourism system (1.5 hours)	Slide 13 – 14
The Tourism Cycle	20 minutes
Teaching Methods	Resources
Show picture of Vietnam map and some different supplier icons on it on the Slide 13. Activity 3. Actors in the tourism cycle: Participants shown flash cards with images of the key actors (travel intermediaries and service suppliers) in the tourism cycle (e.g. tour operators, transport providers, accommodation etc) Ask to place in the right sequence in the guest’s travelling route from their home country to the destination (village). Evaluate the result of the game and correct it if anything wrong. Further explain role of each travel intermediaries in the tourism cycle: - <i>Transport providers:</i> bring tourists to the destination/ village and take them around - <i>Accommodation providers:</i> provide a place to stay overnight in the destination/ village. Those people usually play a role of coordinator of provision of tourist services in villages. - <i>Local guides:</i> People, who take tourists around the destination, show them interesting attractions and give interpretation. - <i>Travel agencies:</i> people who assemble all tourist services in a package tour which makes tourists convenient and cost saving when planning and undertaking travel to the destination/ village. Discussion: - What do these icons represent to? - What is main purpose of these businesses? - What is the role of each business in the chain? - How do tourists use these services?	- Flipchart, A1 paper, markers; adhesive tape, blue tack. - Flash cards of travel intermediaries and suppliers.

Link learner's answer to contents of slide 13 .	
Introduce English words. - Hotel - Restaurant - Bus - Flight - Train - Tour guide	

Topic 1: The tourism system (1.5 hours)	Slide 15
Key actors in a tourism cycle	10 minutes
Teaching Methods	Resources
Explain what does it means by “key actors” – ones who provide most essential/ basic/ indispensable travel services. Ask learners: Who are key actors in the tourism cycle? 1. <i>Transport:</i> tourist must use at least one (more than one generally) type of transport to get to/ from and travel around the destination. 2. <i>Attractions:</i> cultural, natural or recreational attractions are the main reason for paying the visit to the destination. When the destination does not have a significant attraction for visitors, they would not come. 3. <i>Accommodation:</i> when tourists come to a destination, they must find a place to stay overnight. Generally accommodation facilities have to provide comfortable and safe lodging service. 4. <i>Food & Beverage:</i> people have to eat and drink. This is particular true when they are taking vacation and looking for delicious and authentic local foods. 5. <i>Other key actors?</i> Ask delegates to provide other key actors that involve in tourism cycle?	Flipchart, A1 paper, markers; adhesive tape, blue tack.

Topic 2: Who are tourists (1 hours)	Slide 17
Who are tourists?	10 minutes
Teaching Methods	Resources
Brainstorm: ask the learners: Who are the tourists? List the answers from learners and summarize. Introduce a definition of tourists and refer to the slide 17: <i>Tourist</i> means “a person who travels for either tourism or for other purposes combined with tourism, except for those who go to study, work or practice their professions to get paid at the places of destination” (Vietnam Tourism Law, 2005).	Flipchart, A1 paper, markers; adhesive tape, blue tack.

Topic 2: Who are tourists (1 hours)	Slide 18 – 19
Identify Tourists	15 minutes
Teaching Methods	Resources
Activity 4: Identify Tourists: Ask trainees to share their real experiences. Others decide if these people are tourists. Link their answer to the Slide 19: - Leisure related purposes: holiday or visiting friends and relatives - Business related purposes: general businesses or MICE (Meeting, Incentive Travel, Conference and Exhibition)	Flipchart, A1 paper, markers; adhesive tape, blue tack

Topic 2: Who are tourists (1 hours)	Slide 20
Where do tourists come from?	10 minutes
Teaching Methods	Resources
Ask learners: • Where do tourists come from? • When do tourists travel to their village? Explain the term “domestic tourist”, “international tourist” and source markets to Vietnam based on the world map and factsheet of Vietnam tourism statistics: ➔ <i>Domestic tourists:</i> Vietnamese people traveling within the country. ➔ <i>International tourists:</i> foreigners and overseas Vietnamese, except those who are working in Vietnam, traveling within Vietnam.	Flipchart, A1 paper, markers; adhesive tape, blue tack Factsheet of international tourists by nationalities A world map with flag of each country

Topic 2: Who are tourists (1 hours)	Slide 21 – 23
What do tourists need?	15 minutes
Teaching Methods	Resources
Activity 5. Brainstorming: Tourist needs Ask learners: What do a tourist(s) need for his/her/their trip? Trainer list down answers on flipchart. Launch whole class discussion and link to illustration on slide 22, 23: ○ A place to stay ○ Transport ○ Food and drink ○ Things to see and do ○ Access to facilities: bank, electricity, ect ○ Communication: Internet, post to send postcards, ect ○ Safety and security: to feel that they are not in any danger, ect	Flipchart, A1 paper, markers; adhesive tape, blue tack

Topic 3: Why tourists visit Vietnam? (1.5 hour)	Slide 24
Why do tourists come to Vietnam?	20 minutes
Teaching Methods	Resources
Video show: show a short video clip about a tourism destination in Vietnam. Brainstorm: Ask learners: Why tourists come to Vietnam? Write their answer on the white board and further explain.	Video clip about a tourism destination Speakers, power Flipchart, A1 paper, markers; adhesive tape, blue tack

Topic 3: Why tourists visit Vietnam? (1.5 hour)	Slide 25 – 26
How do tourists learn about tourism in Vietnam	20 minutes
Teaching Methods	Resources
Activity 6. Learning about Viet Nam: • Ask learners to work in 3 groups to create posters that illustrate how tourists learn about Vietnam tourism. • Ask learners to choose which method is suitable and has a better impact? Ask them to give reasons. • Link answers to the Slide 26: ○ <i>Internet:</i> the most popular, fastest and cheapest way to search information about a destination. Two most popular channels include websites and online travel forums such as Trip Advisor where past visitors will tell others what they experienced and thought about the destination. ○ <i>Travel agents:</i> there are various travel agents (usually located in the town centres or along busy streets) where tourists come to find out practical information about the visiting destinations. They could often make booking of travel services through the agents. ○ <i>Word of mouth:</i> the past tourists will pass on advice and information about a destination with other future visitors in various ways: face to face, post in online travel forums like Trip Advisor. They could also like, vote or rate the travel experiences they had with the destination which could eventually persuade or discourage the others to come. ○ <i>Newspapers and books:</i> Some famous travel guide books like Lonely Planet provide reliable travel information to visitors. A single business or destination could have better business if they are mentioned/ written positively in the publications. ○ <i>TV, radio and others:</i> commercial TV and airing like CNN Travel, National Geographic could provide exhilarating knowledge and information about a destination through audio – visual communication postages/ clips. Remarkably there are	A1 size paper. Flipchart, A1 paper, markers; adhesive tape, blue tack 1 page story from internet about a real tourist who looked for information about Vietnam/ local destination.

growing number of promotional video clips made by tourists or unprofessional producers who like travel and film-making. These real-life broadcasts are often published in free channels such as You Tube and able to reach hundreds of millions of audiences.	
Story telling: tell a real story on Internet of a tourist looking for information about Vietnam before their trip.	

Topic 3: Why tourists visit Vietnam? (1.5 hour)	Slide 27
How do tourists get to Vietnam and to our village?	10 minutes
Teaching Methods	Resources
Brainstorm: ask the learners: - How do they get to Vietnam and to their village? List the answers from learners and summarize. Show pictures of different transportation service suppliers and explain how they work with tourists: <i>Airplane/ cruise ship:</i> travel from/ to a destination in a long distance (hundreds to thousands of km) <i>Coaches/ trains:</i> inter-province travel (tens to hundreds of km). Coach is also used as local transportation <i>Taxi/ Motorbike/ Cycle:</i> local travel within a destination	Flipchart, A1 paper, markers; adhesive tape, blue tack Pictures of different transportation service suppliers.

Topic 3: Why tourists visit Vietnam? (1.5 hour)	Slide 28 – 38
What do tourists like to do in Vietnam?	40 minutes
Teaching Methods	Resources
Brainstorm: ask the learners: - Why do tourists travel to Vietnam and their village? List the answers from learners and summarize. Link their answers to Slide 28: - Authentic, exciting, natural and cultural experiences. - Explore and discover beautiful landscape - Practice outdoor and adventure sports - Admire and experience Vietnam's diverse culture - Interact with the country's people and learn about different lifestyles. - Experience flora and fauna in its national parks - Pilgrimage. Show Slide 29: Activity 7. Research and presentation about different tourist destinations in Vietnam: - Put up a large map of Vietnam.	Large Vietnam tourist map. Brochures about some famous tourist destinations (at least 3 destinations). Flipchart, A1 paper, markers; adhesive tape, blue tack

- Divide delegates into 3 groups.
- Set up a tourist group (8 – 12 members)
- Tourism areas/destinations can be allocated by each team drawing the name of a destination written on folded pieces of paper.
- Each group must use the paper resources (brochures, guidebooks, etc.) provided in the class to research an allocated tourist area, and in 3 minutes;
- Delegates could draw posters if there is time.
- Present a persuasive sales pitch on why a tourist should visit that area (highlighting the historical, natural and cultural attractions in the area.)
- The tourists must vote where they would most like to visit in Vietnam, based on the sales pitches. They only have one vote.

Explain the tourist activities shown on **slides 30 – 38:**

- Get to know local people: most of tourists like to talk with local people and get to know each other
- Trekking: Tourist like walking around the village to enjoy village life and trek to hill or mountains, especially young and middle age tourists (20-55 year old)
- Boating on beautiful rivers: All tourist like boating as this activity is interesting and relaxing.
- Enjoy local cuisine: Tourist like eating local food and drink, but need pay attention to suit their eating habits (such as less bone, not so spicy, no monosodium glutamate...) and ensure food safety.
- Sightseeing: Generally, tourists like going around to visit cultural and natural attractions and get to know the destination.
- Buying local handcrafts: Tourists like to observe handicraft processing and buy fine art products for personal use or for souvenir, gifts...
- Cycling: Young and middle age tourists like cycling to tourism attractions and to country side
- Taking photos: All tourist like taking photos of landscape, people and place they visit
- Visiting temples: Visit temples make tourist understand more about traditional culture and religion.
- Attending festivals: Provide opportunity for tourists to learn local culture and exchange
- Visit caves & waterfalls: This can be a part of natural tour
- Learning about local agriculture: Help tourists to understand agricultural
- Seeing birds & wildlife: This can be a part of nature based tour or eco tour in the national park or a natural setting
- Visit to main attractions, heritage sites and natural attractions: These are key activities of tourists to explore the culture and nature of the place where they visit

○ Going to events: Some tourists go to the destination for workshop/conference purpose, but also combine with sightseeing and other tourism activities.	
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Topic 4: What is tour guiding? (1.5 hour)		Slide 40 – 41
Tour Escort vs. Local Guide		20 minutes
Teaching Methods		Resources
Activity 8. Tour escort vs. local guide: • Trainer plays role as a Tour Escort who comes to the village with some tourists (checking homestay, accommodate guests, preparing meals with the house owner, etc.) • Then Trainer plays role as a Local Guide who lead a tour group to a nature/culture tour (leading the tour, providing interpretation, etc.). • Ask learners to work in 5 groups. Ask each group to write on A1 size paper what are differences between these 2 types of Tour Guide. • Link answers to the Slide 41:		Travel gears such as backpack, walking shoes and stick, etc. Flipchart, A1 paper, markers; adhesive tape, blue tack
Tour escort • Bring tourists to the village • Translate English (if necessary) • Give general information • Manage the itinerary • Make sure that guests are satisfied • Take care of expenses • Take care of injuries/illnesses • Coordinate activities • Market tours	Local guide • Receive tourists in the village • Translate local languages • Share local knowledge about villages, culture and nature • Show major sites to tourists • Help tour escort manage guests • Help tour escort with injuries/illnesses • Help the provincial guide with activities in the village or forest.	

Topic 4: What is tour guiding? (1.5 hour)		Slide 42
Types of Guides		15 minutes
Teaching Methods		Resources
Picture presentation: show picture of different Tour Guides on slide 42 . Brainstorm what type of Tour Guide they are. Ask trainees the difference of these types in general. Trainer present PPT slides to provide information on types of guides and their roles: 1. <i>On-site Guide</i> : people giving interpretation in a specific attraction 2. <i>Local Guide</i>: people who work with the group in a specific destination		Pics on slide. Flipchart, A1 paper, markers; adhesive tape, blue tack

3. <i>Regional Guide</i>: people who escort the group in a specific region 4. <i>National Guide</i>: people who guide the group throughout the country 5. <i>Specialized Guide (culture/ history/ nature)</i>: people giving interpretation based specific area of knowledge/ expertise 6. <i>Tour Escort / Tour Manager / Tour Operator</i>: people who conduct the tour on behalf of a travel agency but do not give interpretation	
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Topic 4: What is tour guiding? (1.5 hour)	Slide 43 – 44
General roles of tour guides	30 minutes
Teaching Methods	Resources
Activity 9. Roles of different types of tour guide: Ask learners work in 5 groups of 4-5. Discuss on roles of each of type of Tour Guide: - Group 1: On-site Guide (providing interpretation at a specific attraction) - Group 2: Local Guide (guiding a local tour in the destination) - Group 3: National Guide (guiding tours throughout the country) - Group 4: Specialized Guide (providing interpretation on different themes such as culture/ history/ nature) - Group 5: Tour Escort / Tour Manager / Tour Operator (group management and problem solving). Each group present results. Trainer conclude and explain roles, functions of different types of Tour Guide based on Slide 44: - Manage and supervise the itinerary - Conduct the tour according to itinerary - Impart local information while on the tour - Provide practical information. Ask the learner: how to become the local tour guide?	Flipchart, A1 paper, markers; adhesive tape, blue tack

Topic 4: What is tour guiding? (1.5 hour)	Slide 45 – 47
Main responsibilities of local tour guide	25 minutes
Teaching Methods	Resources
Activity 10. Main responsibilities of local tour guide Card game: - Learners work in 3 teams - Each team is given a set of 6-8 cards - Each team discuss and decide what the main responsibilities of a local guide should be. Write on each card a responsibility. - Teams exchange their cards. The team who receives cards choose the	Colored blank cards (at least 24) Flipchart, A1 paper, markers; adhesive tape, blue tack

responsibilities that they agree and stick these cards on wall/board/flip chard.

5. Compare results with those in the **Slide 46, 47**. Ask teams to clarify any differences.
- Lead a group and show the way
 - Introduce tourists & tour escort (if any) to your village & family
 - Help tourists & escort guides to understand your culture
 - Help tourists & tour escorts to see wildlife in your local area
 - Show local plants and medicinal plants that you use and anything other things in the forest
 - Show tourists your fields and show them how you plant rice and other crops
 - Help carry heavy equipment that tourists cannot carry.
 - Help prepare your favorite local food for tourists
 - Help tourists and make the tour safe
 - Protect culture – show tourists how to behave in your village
 - Protect wildlife & environment.

Module 2: Communicating with tourists

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

- Know how to build good rapport with tourists
- Explain types and process of communication
- Practice effective verbal communication
- Recognise differences in communicating with Asian and Western tourists
- Understand why tourists make complaints
- Apply HEAT procedures to handle common tourists complaints

Module 2: Communicating with tourists

Module Introduction (30 minutes)

(This should be done with only the **Slide 1** of the module facing the delegates)

Module 2: Communicating with tourists	Time	Teaching Methods and Activities	Resources
1. Attention getter	15 min	Activity 1. Chinese whispers game: - Divide the group into 2 and form 2 lines. - The trainer whispers a message to the first person in each line. The message is passed down the line until the last player relates the message to the entire group. - Errors typically accumulate in the retellings, so the statement made by the last player differs significantly – and often amusingly – from the one uttered by the first. - Ask trainees what is a learning point from the game. Share ideas in the whole group.	Example of a message: “This morning, the scheduled activity to visit Ba Kieu Temple will be cancelled due to heavy rain. Car will come to pick you up at your hotel to go to Thang Long Water Puppet Theatre”.
2. Establish relevance of topic	5 min	Discussion why it is important for local guide to practice good communication with tourists	-
3. Establish Prior Learning	10 min	Discussion: invite participants to share their real experiences or problems in communicating with foreigners. - Explain and show the Slide 2 of main topics covered in the module	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Module Content (5.5 hours)

Topic 1: Building rapport (1 hour)	Slide 4
What is rapport?	5 minutes
Teaching Methods	Resources
- Ask learners... What is rapport? - List their answers. - Explain that rapport is a good relationship between a local guide and his/her guests. Emphasize 2 ways impact of keeping rapport with tourists	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 1: Building rapport (1 hour)	Slide 5
Why is building rapport with tourists important?	5 minutes
Teaching Methods	Resources
Brainstorming: - Ask learners to explain why building rapport with tourists important - List their answers on board or flip chart. Refer to content of slide 5. - Give your examples or ask learners to add examples to illustrate ideas: <i>Create friendly environment:</i> using warm smiles, keeping eye contact or shaking hand firmly are good examples of good rapport building techniques. <i>Foster cultural experience:</i> show tourists real, authentic cultural features of your destination. <i>Identify guest needs easier:</i> If tourists have good impressions with local people, they will find it more comfortable to tell them what they are looking for when coming to the destination. <i>Increase opportunities for exchange:</i> It is very nice to encourage tourists to tell local people their interesting cultures and compare cross-cultural differences. <i>Ease the complaints handling process:</i> If people are happy, they are easy to forget and forgive mistakes and problems happening during the trip.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 1: Building rapport (1 hour)	Slide 6
How to build rapport with tourists?	5 minutes
Teaching Methods	Resources
Brainstorming: - How to build rapport with tourists? - List their answers on board or flip chart. Refer to content of slide 6: <i>Be friendly:</i> using warm smiles, keeping eye contact or shaking hand firmly are good examples of good rapport building techniques. <i>Identify what guests want and need:</i> using past experiences of the local people; making observations to try understanding tourists' needs and wants; openly talk and ask tourists if local people could help them. <i>Share stories and interesting information:</i> open to talk to tourists and give them interesting stories of the destination, especially those related to their traditional cultures or natural environment. <i>Inform of services:</i> tell tourists your available services in the destination such as lodging, tour escort or traditional foods and drinks. <i>Always smile and offer assistance:</i> this show friendliness and caring to guests <i>Resolve complaints quickly and in full:</i> never ignore inquiries	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

from tourists. Be patient to listen to tourists when they make complaints, try to understand the root of the problem and deal with them completely.	
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Topic 1: Building rapport (1 hour)	Slide 7 – 8
How to put “building rapport” into practice?	15 minutes
Teaching Methods	Resources
Brainstorming: • How to put “building rapport” into practice • Make notes of answers on white/black board of flip chart paper. • Link the answer to the Slide 7: ○ Imparting information about yourself at initial welcome ○ Introduction before a tour starts ○ Take chance to talk to tourists Show slide 8: Activity 2. Building rapport: Individual exercise: ask all trainees stand up and go around the class room, meet any one they like, try to do a stroke with that person (shaking hands, greeting, giving praise, patting shoulder etc.) Feedback what he/she likes and dislikes from that communication	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 1: Building rapport (1 hour)	Slide 9 – 12				
DOs and DON'Ts in building rapport	15 minutes				
Teaching Methods	Resources				
Show slide 9: Activity 3: Dos and Don'ts of Building Rapport Instructions to participants • Divide into 4 groups. • Each group will get a set of flashcards, read each flashcard carefully • Discuss the action and decide if it is something that a Local Guide SHOULD do or SHOULD NOT do when building rapport with tourists • Separate the cards into these two categories Check their understanding by referring to content of slide 10, 11, 12. Trainer compares and summarizes ideas: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">DOs</th><th style="width: 50%;">DONTs</th></tr> </thead> <tbody> <tr> <td> • Dress well and suitably • Smile • Make eye contact • Sincere greeting & handshake • Use the person's name • Speak loudly enough • Remember name and faces • Listen carefully and interpret tourists questions or needs • Self confident. </td><td> • Speak too softly or loudly • Be sales-like • Appear to beg • Ignore tourists • Rude to tourist • Be shy </td></tr> </tbody> </table>	DOs	DONTs	• Dress well and suitably • Smile • Make eye contact • Sincere greeting & handshake • Use the person's name • Speak loudly enough • Remember name and faces • Listen carefully and interpret tourists questions or needs • Self confident.	• Speak too softly or loudly • Be sales-like • Appear to beg • Ignore tourists • Rude to tourist • Be shy	Flashcards on Dos and Don'ts of Building Rapport Flipchart, A1 size paper, markers, adhesive tape, blue tack.
DOs	DONTs				
• Dress well and suitably • Smile • Make eye contact • Sincere greeting & handshake • Use the person's name • Speak loudly enough • Remember name and faces • Listen carefully and interpret tourists questions or needs • Self confident.	• Speak too softly or loudly • Be sales-like • Appear to beg • Ignore tourists • Rude to tourist • Be shy				

Topic 1: Building rapport (1 hour)	Slide 13 – 14
Good topics of conversation	15 minutes
Teaching Methods	Resources
Ask learner: How should we start a conversation with tourists? Show slide 13: Activity 4. Start a conversation: - Trainer role play some ways, both good and bad, to start a conversation. Ask learners if they are tourists, which way can be interesting for them. Link answers to the Slide 14: - Show interest in a person's back ground: people are usually comfortable to talk about their favorite topics related to their educational/ life background. Make sure that you will talk about what people want to talk to you, not what you insist talking to people. - Impart your own story: use your own story where possible to teach people especially interesting features of the local destination. - Connections through geography: find similar things between your destination and tourist's resident environment to evoke interesting associations and experiences.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 2: Communicating with tourists (2 hours)	Slide 16
What is communication?	5 minutes
Teaching Methods	Resources
Ask learners... - What is communication? - When does it start and complete? List their answers. Explain what communication means using picture on slide. - Emphasize the 2 ways of exchanging information: - Process of exchanging thoughts, messages, or information - Complete once the receiver understand the sender's message.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 2: Communicating with tourists (2 hours)	Slide 17
Communication process	10 minutes
Teaching Methods	Resources
Show picture on slide and explain it shows a communication process. Ask learners to look at the picture to describe: - Who is involved in the process? - How the process is going on? Further explanation: Communication can not only happen face to face but occur across vast distances, in time and space: by letter, radio, television, phone, fax, the Internet, ect.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 2: Communicating with tourists (2 hours)	Slide 18
Why communication is important?	10 minutes
Teaching Methods	Resources
Brainstorm: why communication is important to: ○ Tourists ○ Local Guide ○ Others Make notes of answers and link to Slide 18: 1. Understanding each other 2. Offer/sell services to tourists 3. Avoids frustration 4. Create a good environment 5. Meet information needs of tourists.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 2: Communicating with tourists (2 hours)	Slide 19 – 20
Most common ways to communicate	15 minutes
Teaching Methods	Resources
Show slide 19: Activity 5: Common ways to communicate • Ask learners to work in group of 5 to design a poster of most common ways to communicate with tourists • Organise a “Poster exhibition”. Trainer gives comments and summarization • Award prize for the winning team • Link answers to Slide 20: ○ <i>Speaking:</i> verbal communication to convey your expressions to tourists ○ <i>Body language:</i> using your appearance and signs to illustrate an expression to tourists ○ <i>Writing:</i> using simple and short words/ phrases to tell people ○ <i>Visual image:</i> using graphs to express a communication message	Flipchart, A1 size paper, markers, adhesive tape, blue tack, crayons Prizes for winners (5 prizes or 1 to share)

Topic 2: Communicating with tourists (2 hours)	Slide 21
Types of communication	5 minutes
Teaching Methods	Resources
• Show the pictures in slide 21 and the chart. • Explain the classification of communication: ○ Verbal: using simple English ○ Non-verbal: gesture, symbols, pictures, signs • For 2 main types of communication, ask learners to give examples	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 2: Communicating with tourists (2 hours)	Slide 22
Non-verbal Communication	15 minutes
Teaching Methods	Resources
- Ask learner what is the non-verbal communication - Ask them what common form of non-verbal communication is. Refer to pictures on slide 22: Shops No fire OK Closed/ Open attitudes - Role play: Trainer role-plays a form of non-verbal communication without saying what it is. Learners guess what form it is.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 2: Communicating with tourists (2 hours)	Slide 23
Gesture	5 minutes
Teaching Methods	Resources
- Explain meaning of a gesture: - Recognised all over the world - Portray a feeling - Signal a kind of message. - Show picture. Ask learners what of the gesture they know: - Finger up: OK - Finger down: check bill	Pictures on PPT slides

Topic 2: Communicating with tourists (2 hours)	Slide 24 – 25
What does it mean?	10 minutes
Teaching Methods	Resources
Show slide 24: Activity 6. Meaning of gestures : - Group exercise: learners discuss in 3 groups to find meaning of each gesture which is shown on slide 24. - Trainer compares with the Slide 25. - Angry - Bad - OK - Cold - Come - I love you - Go - Good - Happy - Hot - You or me - Ill	Flipchart, A1 size paper, markers, adhesive tape, blue tack. Pictures on PPT slides

Topic 2: Communicating with tourists (2 hours)	Slide 26
Maps, symbols and pictures, regulating information flow	5 minutes
Teaching Methods	Resources
- Brainstorming: ask learner what are other form of non-verbal communication? - List their answers on the flipchart. - Link to answers on the Slide 26: - Maps: Sapa tourism attractions and tour routes - Symbols: no water - Pictures: ethnic minority, festival	Pictures on PPT slides

Topic 2: Communicating with tourists (2 hours)	Slide 27 – 30
Which ones do you know?	15 minutes
Teaching Methods	Resources
Show slide 27: Activity 7. Meaning of signs: - Show pictures of signs on 3 slides - Allow learners 7 minutes to think of their meaning - Exchange idea - Alternative: print slide as hand-out. Provide this hand-out to each learner. - If possible, bring and use some real signs: - No littering - Close the tap after use - No photo - No eating - No smoking - No sound - Dustbin - Information - B&B - WC - Be careful animal - Restaurant - Medical service - Homestay service - Snack and drink - Shower - No fire - No entrance - Regulations in Bu doup – Nui Ba national park	Pictures on PPT slides Pics of some signs in tour guiding as handout. Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 2: Communicating with tourists (2 hours)	Slide 31
Verbal communication	5 minutes
Teaching Methods	Resources
Brainstorming: ask learners What is the verbal communication?	Pictures on PPT slides

- What is its important in our society? - What does it convey? - Link the answer to the slide 31: - o Involves using: ▪ words and language ▪ Emotions and intonation - o How to communicate is critical - o Ensure the message is understood by the recipient.	
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Topic 2: Communicating with tourists (2 hours)	Slide 32
Importance of listening to your guests	5 minutes
Teaching Methods	Resources
Discussion: - What is different between hearing and listening? - Why is it important to listen to tourist? Make notes of answers: - Only listening helps understand what people say - If people understand, they can have feedback and remember it then.	Pictures on PPT slides

Topic 2: Communicating with tourists (2 hours)	Slide 33 – 34
Barriers to effective communication	10 minutes
Teaching Methods	Resources
Show slide 33: Activity 8. Communication barriers: • Work in 3 groups • Each group lists barriers to effective communication • Put up posters of the barriers • Link to the slide 34: - o Your style and character - o Lack of preparation and bad presentation - o Lack of clarity - o The receiver is not ready to receive the information - o Information overload - o Distractions e.g. noise	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 2: Communicating with tourists (2 hours)	Slide 35 – 36
Ways to overcome barriers	10 minutes
Teaching Methods	Resources
• Present Slide 35: - o Physical: try to use face-to-face communication frequently - o Perceptual: recognise we have different values - o Emotional: try to build trust - o Cultural: recognize we have different culture - o Language: body language, gestures	Flipchart, A1 size paper, markers, adhesive tape, blue tack. Incentive prizes

Topic 3: Cross cultural communication (1 hour)	Slide 37
Cover slide	10 minutes
Teaching Methods	Resources
Activity 9. OK gesture: • Trainer role play as picture shown on Topic cover slide 36. • Ask learners to give some explanation of the gesture. • Explain the meaning of the same gesture to tourists from different nationalities: ○ <i>Australia</i> - Usually means "zero" rather than OK, not common. ○ <i>Canada</i> - OK, alright, good. You can use it to signify approval. ○ <i>China</i> - The OK sign is not used. ○ <i>France</i> - Zero, null. ○ <i>Finland</i> - military conscripts use the sign to signal that they have zero days left in the military service on their last day of the national service. ○ <i>Germany</i> - Job well done or grave insult, depends on region ○ <i>Greece</i> - OK (rarely used). ○ <i>Ireland</i> - OK. ○ <i>Italy</i> - OK. ○ <i>Japan</i> - The general meaning is money, for young people it means OK. ○ <i>New Zealand</i> - It's regarded as a cheesy way of saying OK. Not much used. ○ <i>Russia</i> - Many people would understand this as OK, but they don't use this sign. ○ <i>Spain</i> - OK. ○ <i>Sweden</i> - OK. ○ <i>Turkey</i> - Homosexual. ○ <i>United Kingdom</i> - OK. ○ <i>Venezuela</i> - Homosexual. ○ <i>USA</i> - OK, alright, good. You can use it to signify approval. • Explain it is one concern of cross culture communication. • Hand in the handouts 1 – Meaning of the OK hand gesture around the world.	Flipchart, A1 size paper, markers, adhesive tape, blue tack. Handouts: common non verbal communication gestures and signs

Topic 3: Cross cultural communication (1 hour)	Slide 38
Asian and Western	10 minutes
Teaching Methods	Resources
• Show picture on slide 37. • Explain it shows communication character of people in Asia and Western. • Ask learner to explain meaning of picture: ○ Westerner: straight forward in communication ○ Middle Eastern: spiritual, procedural communication style	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

○ Eastern: circular, moving around, indirect, wandering, roaming • Emphasize importance of interpersonal space and eye contact in communicating with tourists	
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Topic 3: Cross cultural communication (1 hour)		Slide 39
Discussion: DO's and DON'T of different cultures		10 minutes
Teaching Methods		Resources
Activity 10. DO's and DON'Ts: Class debate: • Divide into 2 teams, namely DO's and DON'Ts • Topics to prepare and present: ○ Team 1: It is polite when tourists kiss each other in public? ○ Team 2: Why tourists should not kiss each other in public? • Each group gets 5 minutes to prepare, and 5 minutes to present their case. • Explain the difference from Asian and Western view:		Flipchart, A1 size paper, markers, adhesive tape, blue tack.
Asian	Western	
Indicate joy or love between lovers	Indicate joy, love or being part of a greeting	
From one's lips to lips of another person	From one's lips to lips or other body parts such as cheek, head, hand of another person	
In a secret place	In a secret or public place	

Topic 3: Cross cultural communication (1 hour)		Slide 40 – 42
If a guest does something you find offensive ... and if you do something that the guest finds offensive ...		10 minutes
Teaching Methods		Resources
Show slide 39: Activity 11. dealing with offensive situations: • Brainstorming or sharing personal experience: ○ Things guests do that and you find offensive, ect. ○ Things you do that guests finds offensive, ect • Trainer summarize ideas and link to contents on slide 40, 41: ○ If a guest does something you find offensive ...: ▪ Brief tourists in advance about the local culture and norms ▪ If a tourist does something strange, quietly explain your view ▪ Be tolerant and do not get angry ▪ Take preventive measures for next time ○ If you do something that the guest finds offensive ... ▪ Discuss the matter with the guest ▪ Explain your culture, and that you apologize ▪ Try to prevent this from happening again		Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 3: Cross cultural communication (1 hour)	Slide 43
Mitigating Cross-cultural Misunderstandings	20 minutes
Teaching Methods	Resources
Activity 12: dealing with cross-cultural incidents Problem solving: • Work in 3 groups with the allocated problem as follows: ○ Group 1: situation 1 ○ Group 2: situation 4 ○ Group 3: situation 7 • Trainer gives each group an incident card. • Each group present their answers. Encourage groups to role play their situation if possible. • Other groups give comments.	Flipchart, A1 size paper, markers, adhesive tape, blue tack. Cards with cross-cultural incidents.

Topic 4: Handling complaints? (1.5 hour)	Slide 45
Why tourists complain?	15 minutes
Teaching Methods	Resources
• Ask learner: Why tourists make a complaint? • Make notes of answers and link to Slide 45: ○ <i>Wrong information:</i> tourists pay you because they expect to hear interesting and relevant information about local attractions. Therefore you have to provide the expected information; they would make complaint otherwise. ○ <i>Poor service:</i> local tour guides are expected to facilitate conducting the tour by arranging local travel services such as booking homestay, taking care of tourists, etc. If they do not understand local suppliers in full, they may choose unreliable and low standard services which make tourists unhappy and complaint. ○ <i>Tour unsatisfactory:</i> there are various reasons making tourists unsatisfied during the tour such as unplanned change in tour activities and services (in a down grading manner), ignoring tourist's requests, unfriendly attitude of local people. ○ <i>Overcharged:</i> although tour price must be transparent and agreed with tourists before the tour, tourists may be aware that they are overcharged when they meet other fellow travellers in the destination. When this situation happens, most of tourists will feel so bad and make lots of complaints. ○ <i>Other reasons?</i> Ask delegates to suggest other reasons for having complaints?	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 4: Handling complaints? (1.5 hour)	Slide 46
What tourists needs when they complain?	5 minutes
Teaching Methods	Resources
• Discussion: what do tourists need when they complain? • List learners' answer and add others if necessary. • Link the answer to the Slide 45: ○ Needs as individuals: ▪ To be heard ▪ To be understood ▪ To be respected ○ Needs relating to the complaint: ▪ To have their concern dealt ▪ To be given what they have been denied ▪ To have action taken	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 4: Handling complaints? (1.5 hour)	Slide 47
Did you know?	5 minutes
Teaching Methods	Resources
Share additional information as shown in slide to help learners see how important solving complaints in a proper way is: 1. Only 4% of dissatisfied customers complain. 2. 96% leave without saying a word. 3. Of the 96% who leave, most will never return 4. A typical dissatisfied customer will tell 8 to 10 people 5. A satisfied complainer will tell 5 people 6. If solved, 7 out of 10 complaining customers will do business again with you 7. It takes 12 positive service incidents to make up for one negative incident.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 4: Handling complaints? (1.5 hour)	Slide 48
Handle complaints with HEAT	10 minutes
Teaching Methods	Resources
• Ask learner: How should we handle a complaint? • Make notes of answers • Introduce HEAT procedure: what and how to do. • Further explanation about standards we should follow in handling complains: ○ <i>Hear the customer out:</i> You need to hear carefully to get the whole picture of the situation, not just isolated bits and pieces. Make sure you understand the root causing complaints, perhaps by linking together pieces of information from the story the tourists are telling you. With proper concentration, it becomes easier to understand your customer.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

○ <i>Empathize</i> – “I understand how you feel”: you need to show tourists that you really care for their feeling and emotion. By doing so, you will be able to validate your perceived knowledge of the problem before taking the next steps in solving problem. ○ <i>Apologize</i> – “I’m sorry this happened”: firstly you must realize that you have done something that make tourists unhappy, and thus take responsibility to correct the situation. Then you need to offer an apology for making this happened and ask for forgiveness from tourists. Whenever possible, take corrective actions because actions, as it said, speak louder than words. ○ <i>Troubleshoot</i> – “Let’s see what we can do to fix the problem.”: identification or diagnosis of “trouble” you have with tourists caused by a failure of some kind. If you can help tourists solve the problem in full, just do it right away. If you could not deal with the entire problem, you may need to transform it into other problem for which solution exist or break down a large, complex problem into smaller, solvable problems.	
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Topic 4: Handling complaints? (1.5 hour)	Slide 49
Express Empathy to Customers	10 minutes
Teaching Methods	Resources
• Ask learners: How can we express empathy to tourists. • Explain that when making complaint, tourists may get angry or upset. Our attitude and empathy to their problem is a key in handling complaints: ○ I can see why you feel that way ○ I see what you mean ○ That must be very upsetting. ○ I understand how frustrating this must be. ○ I’m sorry about this.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 4: Handling complaints? (1.5 hour)	Slide 50
Solving problems	45 minutes
Teaching Methods	Resources
Activity 13. Handling complaint using HEAT procedure: • Work in 4 groups • Each group is given a scenario on flashcard • Each group prepare to role play one scenario of handling complaints • Other groups take notes and give feedback basing on HEAT procedure. • Trainer summarizes and provides feedback on learning points from group performance.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Module 3: Tour guiding process and skills

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

- Know how to develop an engaging tour plan.
- Understand personal hygiene and keep hygiene before work.
- Describe what items and documents need to prepare before tour.
- Introduce themselves when meeting tourists for the first time.
- Manage the group when conducting tour.
- Make presentation to tourists.

Module 3: Tour guiding process and skills

Module Introduction (30 minutes)

(This should be done with only the **Slide 1** of the module facing the delegates)

Module3: Tour guiding process and skills	Time	Teaching Methods and Activities	Resources
1. Attention getter	10 min	• Role play: Trainer arrives dressed as a local guide, greeting and introduce to all learners. Ask each learner where are they from and what do they hope to receive when choosing visit your destination. Thanks all and tell them let's start the trip with you.	Tour guide gears such as backpack, travel documents, camera, hat, sunglasses, walking shoes and flag, etc.
2. Establish relevance of topic	5 min	• Discussion why it is important for local guide to understand types tourist attractions and services, how to stand in front of groups, how to make an interesting presentation. Explain the important role of local guide in serving tourists and thus contributing to the tourism industry in Vietnam.	-
3. Establish Prior Learning	15 min	• Discussion: Invite learners to share their prior experiences of working at local guide and their guiding skills needs to conducts a trip. ○ Greeting tourists ○ First impression ○ Trip timing ○ Presentation ○ Tips and feedback	Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Module Content (11 hours & 30 minutes)

Topic 1: Identify tourism attractions and services available in your destination (60 min.)	Slide 4 – 7
Local tourism attractions	20 minutes
Teaching Methods	Resources
Show slide 4: Activity 1. Identify local tourism attraction: • Show a short video clip of a local tourism destination.	Flipchart, A1 size paper, markers,

- **Ask** the learners:
 - What tourist attractions available in the local tourism destination?
- **List** the answers from learners and summarize. Provide further information on types of attractions based on the **Slide 5 & 6**:

Natural attractions	Historical and cultural attractions
❖ Landscapes ❖ Mountains ❖ Forests ❖ Lakes and rivers ❖ Beaches and sea ❖ Special flora species ❖ Special fauna species.	❖ Houses ❖ Museums ❖ Temples and pagodas ❖ Parks ❖ Music and performance ❖ Foods ❖ Clothes ❖ Festivals ❖ Local markets.

- **Tell** them which key attractions tourists are interested in their destinations/regions (see examples in the **Slide 7**):
 - Ma pi leng pass (Ha Giang)
 - Cham island (Hoi An)
 - Japanese bridge (Hoi An)
 - Bac Ha market (Lao Cai)
 - Others???

adhesive tape,
 blue tack.

Topic 1: Identify tourism attractions and services available in your destination (60 min.)	Slide 8
Local Government services	10 minutes
Teaching Methods	Resources
Brainstorm: ask the learners: • What public services provided by Government in order to support tourism development in the local tourism destination? List the answers from learners and summarize. Provide further information of key tourism related Government services by showing texts on the Slide 8: ○ Transport (Road, Train, Airport, Harbour...) ○ Energy (Electricity, Water supply, Fuel, ...) ○ Communication (Telephone, mobiphone, internet) ○ Banks/ ATM ○ Health care (Hospital, clinic) ○ Police ○ Embassy offices.	PPT Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 1: Identify tourism attractions and services available in your destination (60 min.)	Slide 9
Key tourism services	10 minutes
Teaching Methods	Resources
Tell the learners: - List the key tourism services in their destination Summarize their answer. Provide further information of key tourism service that are the basic needs of tourist (text appear on slide 9): - Hotels - Restaurants - Entertainment facilities - Tour and travel facilities - Shopping facilities - Fitness and spa facilities	PPT Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 1: Identify tourism attractions and services available in your destination (60 min.)	Slide 10
Reading tourism map	20 minutes
Teaching Methods	Resources
Activity 2: interpret key tourist map symbols - Hand out flashcards with map symbols to participants. - Each participant who has a card must show and describe it to the group and suggest what it is. - Trainer to guide and correct where needed. Practical session: Provide all learners with the same copy of local tourist map. Explain how to read a tourist map base on key points on slide 11: - Direction: S, N, E, W; NW; NE; SE; SW - Scale - Symbols - Distance - Tourism elements - Itinerary - Travelling time - Attractions - Services and activities - Stop over points Teach some English terms: north, south, east, west, mountain, river, temple, valley, water fall, kilometer, near, far, long, short Activity 3: Map work Work in pair (7 minutes):	Map symbol flashcards PPT; local tourist map with local tour routes, attractions and services; Marker, pen. Handout: Local tourist map

- Identify key places tourists will want to do (e.g. attractions such as museums, temples, parks, etc.) - Identify places suitable for tourists to eat and sleep. - Locate tourism services such as banks/ATMs, post offices, embassies - Estimate the time to travel between two points the facilitator stipulates. Helping all pairs by facilitating process Make short comment on the resulted itinerary.	
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Topic 2: Develop an engaging tour plan (90 min.)	Slide 14
Identify local tourism products	10 minutes
Teaching Methods	Resources
Explain: What are tourism services and tourism products and how do it relate to an engaging tour based on Slide 14: - Tourist service means the provision of services in travel, transportation, accommodation, meals and drinks, entertainment, information, guidance and other services to satisfy the needs of tourists. - Tourist product means a combination of necessary services provided in order to meet the needs of tourists during a trip. - Attractions - Activities - Accommodation services - Restaurants - Package tour and travel services.	PPT

Topic 2: Develop an engaging tour plan (90 min.)	Slide 15
Tour planning principle: Adding activities	15 minutes
Teaching Methods	Resources
Brainstorming: Which interesting activities in your destination should be added in tour plan such as: Shopping, local performance or local market. Tell them in case adding activities to tour itinerary, we should concern about: activities time, weather affected, tourist cultural conflict ... etc. Teach some English terms: Tour, programme, view, craft, stop, eat, drink, washrooms	PPT Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 2: Develop an engaging tour plan (90 min.)	Slide 16 – 17
Tour planning principle: Finding stops	30 minutes
Teaching Methods	Resources
Ask learners what happen if you visit for about 3 hours (only visit and listen to tour guide' presentation) with any stop?	PPT, incentive prize

Show slide 16: Explain why do we need finding stop(s) in any tour programme • <i>Basic needs of tourist:</i> rest, drink and toilet • <i>Other demand:</i> Viewing, curiousness Note that one experience guide know exactly where is the best places for stopping in each itinerary Show slide 17: Activity 4: Develop an engaging tour Work in group of 4-5 people: write up or map an existing tour. Add at least four additional options or stops to their tour to enrich the tourist experience. Offer a reward for the most creative idea to stimulate innovation and to ensure that they all do not offer the same things, especially in the same area.	Flipchart, A1 size paper, markers, adhesive tape, blue tack.
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Topic 2: Develop an engaging tour plan (90 min.)	Slide 18 – 19
Tour planning principle: Design itinerary	35 minutes
Teaching Methods	Resources
Show slide 18: Explain tour planning principles: 1. Timing 2. Distance 3. What to see 4. Where to eat Present a sample tour itinerary in the local tourism destination. Show slide 19: Activity 5: Design tour itinerary Work in group of five: Using the local tourist map (as per the Topic 1) and design a tour itinerary for a day trip of one day one night: • Select which main attractions/ sight to visit • How long is the good timing for an itinerary: start and finish time, lunch time, site visiting time, walking, trekking time, stop over time, ect.? • How far is the suitable distance for a trip by car, by foot relate to timing? • Select suitable options to eat on the tour • Present by learners and comments by trainer	PPT A sample tour itinerary in the local destination Small rewards: Pens/ notebook Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 3: Preparation for work (3h)	Slide 20 – 22
Topic content	5 minutes
Teaching Methods	Resources
Emphasize good preparation will lead to success Key content of preparation for work consist of: • Personal hygiene and appearance • Tour preparation	PPT

Topic 3: Preparation for work (3h)	Slide 23 – 24
The importance of personal H&A	15 minutes
Teaching Methods	Resources
Show slide 23: Activity 5. dirty and clean hands: • Show learners a picture of a dirty hand, then another clean hand and ask who they would prefer to work with. • Discuss how dirty hands would undermine their work. Explain the important of practising personal hygiene: ○ Protect your health ○ Prevent infections ○ No trouble to tourists ○ Make confident ○ Look professionally	Pics of a dirty hand, a clean hand PPT

Topic 3: Preparation for work (3h)	Slide 25
Personal hygiene: principles	25 minutes
Teaching Methods	Resources
Brainstorming: Ask learners what the main principles of personal hygiene are and how to practice that. Summarize and explain key principles that the guide must do ○ Take a shower or bath every day ○ Tidy hair: Wash your hair (use shampoo) frequently, comb your hair ○ Wash your hand with soap after eating, smoking and using bathroom ○ Short nail/ no nail polish ○ Brush your teeth after every meal ○ Wash your clothes frequently ○ Change your clothes every 1 or 2 days ○ Keep your shoes clean and polish ○ Using deodorant Teach some English terms: Soap, toothpaste, toothbrush, shower, wash, towel, bath, deodorant, comb, nail cutter	PPT Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 3: Preparation for work (3h)	Slide 26
Hand washing steps	15 minutes
Teaching Methods	Resources
Show slide 2: Show learners a picture of hand washing process and explain: - Step 1: Wet your hand - Step 2: Use liquid soap - Step 3: Lather and scrub in 20 seconds	PPT Facilities: clean water, soap, tissue/ towel,

- Step 4: Rinse in 10 seconds - Step 5: Dry your hand - Step 6: Turn off tap Attentions: do not forget to wash: between your fingers, under your nails, the tops of your hands Trainer demonstrate hand washing process first	washing basin/ bow
Topic 3: Preparation for work (3h)	Slide 27 - 28
Looking professional: your clothes	40 minutes
Teaching Methods	Resources
Discussion: How importance of guide appearance? How to wear clothes to meet professional appearance? Show slide 27: Summarize and suggest of local guide should be: - o What to wear: Appropriate, comfortable, authentic... etc - o How to wear: Close buttons and zips, lace shoes, tuck in shirts, etc... - o Condition of clothes: ▪ Clean ▪ Neat ▪ Good condition – no holes, tears, stains ,.... Etc. Show slide 28: Activity 6: Practice personal hygiene Learners practice hand washing and they have to explain which steps they are practicing and reason why. Also give everyone 5 minutes to prepare their appearance and ask their pier to check and help them if necessary.	PPT Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 3: Preparation for work (3h)	Slide 29-30
Tour preparation: the importance	5 minutes
Teaching Methods	Resources
Storytelling about a guide who forget bring his personal documents (ID card and tour guide license) when taking a group on a tour and how trouble does he have to solve. Show slide 29: Draw the importance of tour preparation: <i>“If we fail to plan, we plan to fail!”</i>	Pre-determined situation.

Topic 3: Preparation for work (3h)	Slide 31 – 33
Tour preparation: itinerary	20 minutes
Teaching Methods	Resources
Ask a delegate to sort cards according to logical steps in tour preparation. Compare with those in Slide 31 and correct it if necessary.	PPT. Cards of steps in

Teach some English terms: Passport, permit, ticket, tour plan, programme, itinerary, etc Show slide 32: Activity 7. Tour preparation works: • Divide delegates into small groups (3); trainer provides each group an example of an itinerary. • Ask each group to interpret the itinerary and explain what they have to do to prepare for that trip itinerary. Summarize and further explain associated with slide 33: • Check the date and timing of the trip • Finding out the best visiting route base on itinerary: the most direct, shortest, faster way to visit all main attractions in the map within a given time frame. • Understanding major attractions and services and activities mentioned in itinerary.	tour preparation Same copies of example itinerary Flipchart, A1 size paper, markers, adhesive tape, blue tack.
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Topic 3: Preparation for work (3h)	Slide 34
Checking attraction information	15 minutes
Teaching Methods	Resources
Discussion: Does a guide need to check information of attraction that mentioned in tour itinerary? How to check it? • Opening and closing time • Timeline of site's activities • Background information (check in official website/ directly call/ Brochure/ Colleagues)	PPT, example of description of local attractions including time and on-site activities. Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 3: Preparation for work (3h)	Slide 35 – 37
Checking travel documents and essential items	25 minutes
Teaching Methods	Resources
Brainstorm: what information/ documents of tourists local guide should have: e.g. list of guests with full name, nationality, passport no; and tour program. When this is needed. Demonstration: how to keep essential documents & information for the tour in a folder. Show slide 35: Activity 8. ID test: travel documents and items Place some travel document and items that local guides need to take with them for work on a table (about 10 -15 things). Numbered the items and cover them by a while cloth. Then ask all learners come to the table. They	An example folder that keeps key travel documents Flipchart, A1 size paper, markers, adhesive tape, blue tack. A folder containing all key travel documents

can see and touch all items and then fill in their ID test sheet name of each item and what it be used for. Each right answer gets one mark. Winner will have a price. Show slide 36: Trainer summarize, explain and give your input: ○ Tour programme ○ Tickets ○ Service confirmation vouchers ○ Directory of service suppliers ○ Travel permits ○ Group list ○ Welcome sign ○ Rooming list ○ ID card/ Passport ○ Cash Show slide 37 on items that local guides need to bring with them for work. All documents and essential items are needed latest 1 day before tour. Also clarify that this list can be shorter for local guide at specific community tourism site. For example, local guide should have letter from travel company, attached with itinerary and list of tourist group with their passport number and essential tools for the tours such as torches, first aid kit, ect.	listed in the next column. Backpack, camera, sunglasses, flag, sleeping bag..etc. in a covered pack/ box. Handout: Sheet of ID test
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Topic 4: Receiving Tourists (60 min.)	Slide 38 – 40
Importance of the “first impression”	15 minutes
Teaching Methods	Resources
Show slide 38: Activity 9. Brainstorming “First Impressions”: Ask loaners: What is first impression? What is the importance of the “first impression” an how to make an attractive first impression? Trainer list down answers and discuss. Show slide 39: Summarize, trainer’s input and further explain: • First impression decides more than 90% of whole impression and opinions • A guide should make first impression by: ○ Punctuality ○ Hygiene and neat appearance ○ Polite and natural standing ○ Friendly smile ○ Eye contact to everyone ○ Greeting warmly	PPT; Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 4: Receiving Tourists (60 min.)	Slide 41
Public speaking	15 minutes
Teaching Methods	Resources
Demonstration: Trainer should make a sample of short public speaking introduction. Discussion: Ask learner about how should a guide when standing in front of group and public speaking? Show slide 41: List the answers, explain and suggest a guide should: • Speak loudly and clearly • Use intonation and inflection • Smile • Eye contact • None-verbal communication • Involve your audience	PPT; sample guiding script of a local attraction to deliver a talk in public about it. Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 4: Receiving Tourists (60 min.)	Slide 42 – 46
The first meet introduction	30 minutes
Teaching Methods	Resources
Show slide 42: Activity 10. First meet introduction: • Showing VTOS clip (created by EU funded HRD in Tourism Project) – tour guiding video about self- introduction of tour guide when they first meet their client. • Group discussion: Discuss what a local guide should talk with guests when they first meet? What are essential attitudes? Summarize and trainer input by slide 43. The key points of first meeting introduction include: ○ Greeting ○ Introduce yourself ○ Briefing itinerary ○ Key elements of tour ○ Regulation and safety issues ○ Remind what to bring Explain more detail base on slide 44 and 45: ○ Itinerary: where to go – show them the best visiting routes ○ Tour elements: attractions - things should not do in some attractions such as pagodas or sacred sites ○ Tour elements: Activities – do not forget to enjoy interesting life activities of local residents ○ Tour elements: Foods – Do not drink too much local alcohol and be careful with strange local foods ○ What to bring: hat, sunglasses, water, camera, etc.	PPT and video clip about self-introduction and pre tour departure information (VTOS – tour guiding) Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Remind learner of their attitude for first meet introduction: ○ Enthusiastic ○ Friendly ○ Humorous Show slide 46: Activity 11: Introduction exercise: Divided into 2 groups. Ask each group choose one or two delegates to standing in front of participants and introducing themselves and itinerary in both Vietnamese and English (with the groups tailor introduction).	
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Topic 5: Guiding Tourists (195 min.)		Slide 47 – 50
Choose position for guide and group		30 minutes
Teaching Methods		Resources
Discussion: Ask learners where do they stand and their guest stand when visiting an attraction?		PPT; Flipchart, A1 size paper, markers, adhesive tape, blue tack.
Summarize and comments on the answers based on Slide 47 and 48:		
Where the group should stand?	Where the guide should stand?	
○ Best view to observe sights ○ Safety ○ Under shade/ roof to avoid direct sunlight or rain ○ No trouble to other groups ○ Not being noisy ○ Suitable distance to the object	○ Not in front of the object ○ Stand next to object ○ Facing to group ○ Group can listen to	
Show slide 49: Activity 12. Identify a suitable location: • Trainer demonstrates standing position of the tour guide and the group in front of a sample tourist attraction in the training room. • Delegates then practice while trainer coaches and comments on it.		

Topic 5: Guiding Tourists (195 min.)		Slide 51 – 53
Making presentation		90 minutes
Teaching Methods		Resources
Discussion: Ask learners how do they introduce guiding information of one object or site/attraction base on their experience? (3 persons) Summarize and comments on the answers Show slide 51: Activity 13. Making presentation: • Trainer demonstrates a presentation about a local attraction. • Audiences make comment. Present the suggested skills when making introduction (slide 52):		PPT. Flipchart, A1 size paper, markers, adhesive tape, blue tack. A6 paper and ball pens (1.0 mm). Handout samples of good scripts of local attractions

• Balanced information: Comparing between site to site; between part to part of presentation (start, content/ development conclusion). Try to make in good balance to make sure not so short but not too long for guest to listen. • Guiding script/ story teller technique: prepare a small notepad (A6 size: 4.13” x 5.83”) with some bullet points of the main content of the presentation (preferable less than 10 bullet points). Guide can refer to it when making presentation. • Emphasize unique: There isn’t any impression with a normal presentation. Try to find the most interesting point of each site/object/attractions to emphasize to tourists (architecture; culture, religion, poem, story..etc). It will keep tourists remembering longer and more attractive. • Involve audiences: Guiding tourist is not talking alone. It must be the interactive activities. Get tourists attention and involvement by asking them about their prior experiences, their opinions... ect about the object/site/attraction. • Giving your comments: The presentation contents will be more value if you not only introduce but also give the comments. Your comments when guiding is also tell your guiding style. Show slide 53: Activity 14. Script interpretation: • Participants work in pair and each prepare a guided script for one attraction. • Invite 2 pairs to demonstrate presentation using the guiding script.	
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Topic 5: Guiding Tourists (195 min.)	Slide 54 – 55
Using a microphone (Note: Trainer do decide to teach or don’t teach this content based on needs assessment of local guides and local tourism site)	45 minutes
Teaching Methods	Resources
Explain the importance of using a microphone which is one useful supporting equipment for a guide: - Turn up the tone/ voice of the guide – especially useful when giving interpretation in an outdoor environment - People can recognise the guide and collaborate (i.e. giving the way, not asking ticket, easy to follow when walking, etc.) - Look more professional Ask some learners how have they used a microphone? Summarize and suggest technical using skills (slide 54). ○ Check if the microphone is on ○ Get a good grip ○ Speak in calm and steady tone ○ Direct the micro/ loudspeaker downward ○ Turn microphone together with your head	PPT, handhold microphone, headset microphone, loudspeaker Flipchart, A1 size paper, markers, adhesive tape, blue tack.

○ Check your audibility ○ Do not read the texts from pages Show slide 55: Activity 15. Checking microphone: • Trainer demonstrates how to use handhold/ headset microphone. • Ask some participants to practice checking and using microphone.	
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Topic 5: Guiding Tourists (195 min.)	Slide 56 – 57
Keeping tourist together	30 minutes
Teaching Methods	Resources
Show slide 56: Activity 16. Group management: • Brainstorming: Ask learners following questions: ○ What happen if a guide can't keep his tourists together on trip? ○ Why tourists sometime don't want to follow group? ○ How to keep group together? • List their answer on flip chart and discuss. Summarize and further explain to learners based on Slide 57: ○ Tourists may be lost or accident ○ Tourist find tired, thirsty or curious ○ Remember below techniques: ▪ Make regulation first: Do not leave group without telling to guide. Provide guide's phone number...ect ▪ Check guests whenever moving ▪ Clear and loud voice for concentrating guests ▪ Using flag	PPT, tour guide flag Flipchart, A1 size paper, markers, adhesive tape, blue tack.

Topic 6: Tour Closing (105 min.)	Slide 58-59
Tour closing steps	15 minutes
Teaching Methods	Resources
Brainstorming: What steps a guide has to do for closing tour? Show slide 58: Summarize and introduce steps as following: - Start farewell statement - Debrief the tour - Collect the feedbacks - Remind double check before leaving - Thank you & say goodbye tourist - Reporting	Flipchart; A1 paper; marker, adhesive tape; blue tack.

Topic 6: Tour Closing (105 min.)	Slide 60 – 63
Feedback	45 minutes
Teaching Methods	Resources
Show slide 60: Activity 17. Demonstration of feedback: • Trainer demonstrate a feedback questions and rating methods using the standard form: ○ Itinerary design ○ Service ○ Local guide ○ General comments (excellent, good, average, poor/ icons using) • Remind/keep tourist informed about logistics and saying goodbye. Show slide 61 and explain feedback's rating method: ○ Itinerary designing: does it allow tourists to visit expected attractions in the best tour route? ○ Services: Service quality? Availability? Cost? ○ Local guide: Friendly? Knowledgeable? Helpful? ○ General comments: Satisfied? Things to improve? Brainstorm: How to obtain feedback subtly? Summarize and further input with trainer suggestions based on Slide 62: ○ Smartly start conversation (e.g. so what did you think about the waterfall / lunch today? etc). ○ Make group exciting ○ Explain of feedback needs ○ Ask tourist fill in feedback form Show slide 63: Activity 18. Asking for tourist feedback: ○ Work in pair ○ Practice asking tourist to give feedback.	PPT, tour feedback form Flipchart; A1 paper; marker, adhesive tape; blue tack. Handout: a simple feedback format for the tour

Topic 6: Tour Closing (105 min.)	Slide 64
Accept tourist' tip	15 minutes
Teaching Methods	Resources
Emphasize that the tips is often non-compulsive in Vietnam and the tips is so sensitive and may cause bad feedback for tour guide. Show slide 63 and tell a guide should: ○ Never suggest for the tips ○ Accept tips graciously even small value/money ○ Always say thanks for tourist' tips	PPT

Topic 6: Tour Closing (105 min.)	Slide 65
Tour reporting	30 minutes
Teaching Methods	Resources
Brainstorm: How many things the guide must report to company after tour? Show slide 64: Summarize and explain following kind of reports the guide have to do: ○ Basic verbal reporting ○ Writing a technical report ○ Writing a customer report ○ Giving back travel items ○ Associated costs claiming Demonstration of basic verbal reporting to company. Practice verbal reporting in pairs.	PPT. Tour report form. Flipchart; A1 paper; marker, adhesive tape; blue tack.

Module 4: Safety and security

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

- Know how to identify common health and safety risks.
- Explain how to prevent common health risks and accidents.
- Explain sick guest's health situation to a doctor.
- Understand how to respond to an emergency
- Clean and dress a wound.

Module 4: Safety and security

Module Introduction (30 minutes)

(This should be done with only the **Slide 1** of the module facing the delegates)

Module 4: Safety and security	Time	Teaching Methods and Activities	Resources
1. Attention getter	10 min	• Role play: Trainer arrives dressed as a tourist and fall down suddenly to ground floor. Ask learners help to stand up, aid to the seat and ask if anybody has first-aid kit for helping of dressing the wound in the leg	Backpack, hat
2. Establish relevance of topic	05 min	• Discussion: why it is important to learn this module • Introduce the map of module content using slide # 2	-
3. Establish Prior Learning	15 min	• Ask learners how often do their tourist have problem with food hygiene and have they ever deal with guest's accident situation?	-

Module Content (2 hours& 30 minutes)

Topic 1: Visitor health (60 min.)	Slide 4 – 6
Common health risks	10 minutes
Teaching Methods	Resources
Brainstorm: Ask the learners what are the common health risks to tourist when they travel in Vietnam or in your destination? What causes of these? Show slide 4: Summarize the answers, explain and input with slide instruction: ○ Food and water safety ○ Malaria and dengue ○ Stomach-ache/ Diarrhoea ○ Allergies ○ Dehydration ○ Sun protection ○ Insect bites Show learners some example of common health risks in Vietnam through some pictures in slide # 5 and #6: ○ Mosquito bite: may cause malaria and dengue	PPT. Flipchart; A1 paper; marker; adhesive tape.

○ Strange local food: may cause stomach-ache/ Allergies ○ Snake bite: When trekking in forests ○ Sunstroke: when travelling under hot weather ○ Dehydration: when having stomach-ache and/or when travelling under hot weather Teach some English terms: ○ Malaria ○ Dengue ○ Stomach-ache ○ Allergies ○ Dehydration	
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Topic 1: Visitor health (60 min.)	Slide 7 – 10
Prevent common health risks	15 minutes
Teaching Methods	Resources
Show slide 7: Activity 1: Discussion on common diseases Small group discussion: Divide into three groups and discuss how to prevent common diseases, e.g. malaria and dengue, stomach-ache/ diarrhoea and allergies Show slide 8 – 10: Summarize and further explain how to prevent: • Malaria and Dengue ○ Always use mosquito net when sleeping ○ Use mosquito repellents when travelling to forests, mountains, lakes, rivers ○ Drain or cover standing water • Stomach-ache/ Diarrhoea: ○ Don't drink tap or unsafe water ○ Don't eat unhygienic foods on the streets ○ Be careful when you advise tourist try local strange foods or drinks • Allergies: keep tourist who are allergic away from allergy sources: ○ Pets ○ Flora ○ Insects ○ Foods e.g. nuts ○ Drinks ○ Dust	PPT. Flipchart; A1 paper; marker; adhesive tape.

Topic 1: Visitor health (60 min.)	Slide 11 – 12
Explain a sick guest's health situation to a doctor	25 minutes
Teaching Methods	Resources
Show slide 11: Introduce to learner how to explain a sick guest's health situation to a doctor as following contents: ○ Guest's medical history (if capable) ○ Reason, situation that caused guest illness ○ Time since guest have been sick up to present ○ Actions or first-aid or medicine have been applied ○ How far guest's reaction	PPT. Flipchart; A1 paper; marker; adhesive tape. Doctor's dress (blouse, hat), stethoscope.

Topic 1: Visitor health (60 min.)	Slide 13
Physical capability of guests	10 minutes
Teaching Methods	Resources
Discussion: How do a guide know the physical capability of guest? What do it relate to tourist health? Show slide 12: Summarize and explain the importance of tourist physical capability and identify it by key elements: ○ Gender ○ Ages ○ Appearance ○ Medical history Be aware that tour itinerary perhaps be changed base on guest physical capability to avoid health problem in tour.	PPT. Flipchart; A1 paper; marker; adhesive tape.

Topic 2: Visitor safety (90 min.)	Slide 15
Identify common safety issues for tourists	10 minutes
Teaching Methods	Resources
Brainstorm: Ask learner what are the common safety issues for tourist in Vietnam. Show slide 14: Summarize list of answering, explain and input: ○ Traffic accidents ○ Dog and animal bites ○ Insect stings (mosquito, flea, leech, bee, etc.) ○ Falls ○ Theft, robbery, personal attack	PPT. Flipchart; A1 paper; marker; adhesive tape.

Topic 2: Visitor safety (90 min.)	Slide 16 – 18
Prevent common accidents	15 minutes
Teaching Methods	Resources
Show slide 15: Activity 2: Group discussion on preventing common accidents Discuss in groups how to prevent common accidents, e.g. traffic; falls Show slide 16: Activity 3: Flashcard activity Hand out flashcards to the pairs of participants. They must read their flashcards and decide if it poses a health risk or not, and tell the class about it. Show slide 17: Summarize the answers, explain the guide must alert tourist to any possible safety risks that they may encounter when receiving tourist: ○ Pets or animals ○ Do not collect or touch live insects ○ Pay attention when crossing the road ○ Wearing suitable shoes and clothes for excursions ○ Deposit valuable items and travel documents in a safe place at the hotel ○ Avoid go out alone at night ○ Carry minimum cash. Teach some English terms: ○ Theft ○ Robbery ○ Safety box ○ Accidents ○ Falls	PPT. Flipchart; A1 paper; marker; adhesive tape. Flashcards

Topic 2: Visitor safety (90 min.)	Slide 19 – 20
Responding to an emergency	15 minutes
Teaching Methods	Resources
Brainstorming: Which situations are defined as emergency? How to respond to that emergency situation? Show slide 18: Summarize and further input of indentify emergency: <i>Emergency are defined as occurrences that threaten visitor safety such as:</i> ○ Heart attack ○ Poisoning by foods or snake bite/ insect stings ○ Burns ○ Electric shock ○ Traumatic brain injury due to fall or beating ○ Broken limbs	PPT. Flipchart; A1 paper; marker; adhesive tape.

Show slide 19: Tell them of principle to respond base on following steps: ○ Determine the level of danger of the injury ○ Secure patient and remove from injury sources ○ Ask other people to help ○ Call emergency number ○ Apply basic first-aid treatment ○ Take to doctor or hospital if necessary.	
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Topic 2: Visitor safety (90 min.)	Slide 21 – 24
Clean and dress a wound	50 minutes
Teaching Methods	Resources
Show slide 20: Activity 4: ID test - identify necessary items available in the first kit - Place all first aid items in a table and numbered each item - Provide each learner an ID test sheet with columns on number of item, name of item and use - Ask learners come to the table and identify name and use of each item - Check answers. Learner who has most answer right will get a prize Trainer shows Slide 21 on First aid item. Brainstorming: Why should a guide have to know how to clean and dress a wound? Summarize and further explain That is basic first-aid skill but very important because tourists wounded by accident is very common on tour and the guide have to deal with that. Show slide 22 and 23: Show 4 steps to clean and dress a wound (on slide): ○ Getting clean water and first aid materials together ○ Washing hands ○ Cleaning wound ○ Covering wound with plaster or bandage Practice: helping tourists to clean and dress a wound: arms and legs	PPT. Flipchart; A1 paper; marker; adhesive tape. First aid kit Bow of clean water Importance contact number: Police (113), emergency (114) and local medical healthcare... etc. Handout: - ID test sheet - Basic steps to clean and dress a wound - Address common safety and security issues - Emergency numbers: communal health station, district hospital, ambulance; communal and district police stations...

Module 5: Leading a cultural or historical tour

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

- Differentiate touchable and untouchable cultural attractions.
- Explain historical and cultural interpretation techniques.
- Understand how develop an engaging historical and cultural tour.
- Practice historical and cultural tour conducting skills.

Module 5: Leading cultural and historical tour

Module Introduction (15 minutes)

(This should be done with only the Slide 1 of the module facing the delegates)

Module 5: Leading a cultural or historical tour	Time	Teaching Methods and Activities	Resources
1. Attention getter	5 min	• Story telling: tell the participants a story of a good H'mong ethnic tour guide who possesses a best knowledge of local cultural attractions, particularly those related to her village and ethnic groups. She has been able to have lots of good friends who are her client and helped introduce her to many other tourists. She is now successfully the best famous ethnic minority tour guide in Sa Pa.	Well prepared story
2. Establish relevance of topic	5 min	• Discussion why it is important for local guide to understand key cultural and historical attractions and effective methods to interpret them	-
3. Establish Prior Learning	5 min	• Discussion: invite participants to share their prior knowledge of cultural and historical attractions and relevant guiding skills. • Explain and show the slide 2 of main topics covered in the module	-

Module Content (4 hours 15 minutes)

Topic 1: Learning the culture and history of your destination	Slide 4
What is cultural heritage tour guiding?	5 minutes
Teaching Methods	Resources
Ask learners... ○ What is heritage and what is heritage guiding? List their answers. Explain Cultural heritage is the legacy of physical artifacts (cultural property) and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations. Cultural heritage includes tangible culture	Flip chart , markers, adhesive tape, blue tack

(such as buildings, monuments, landscapes, books, works of art, and artifacts), intangible culture (such as folklore, traditions, language, and knowledge), and natural heritage (including culturally significant landscapes, and biodiversity) (UNESCO). Cultural tourism means a type of tourism that is based on the national cultural identity with the participation of local communities in order to preserve and bring into full play their traditional cultural values. Herewith characteristics of a cultural or historical tours: 1. Interpretation, communication, interaction 2. Man-made or man-influenced phenomena 3. Understanding and appreciation 4. Visitors' experience and enjoyment. Emphasize key points in the definition including: interpretation, man-made phenomenon, understanding and appreciation of sites, visitor experience and enjoyment.	
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Topic 1: Learning the culture and history of your destination	Slide 5 – 7
Tangible cultural attractions	15 minutes
Teaching Methods	Resources
Explain briefly types of tangible cultural and historical attractions based on Slide 5, 6: - Museum: Ho chi Minh museum, Vietnam ethnology museum... - Traditional houses: Ruong house, stilt house of ethnic minority groups,... - Monuments - Temples and pagodas: Thien Mu Pagoda, Huong Pagoda, Hon Chen Temple... - Churches/ Cathedrals: Phat Diem church,... - Historical vestiges: Vinh Moc tunnel, Cu chi tunnel... - Architectural works - Food - Crafts - Dress Show a short video clip about Vietnam (or a specific destination) cultural and historical tourism attractions. Show Slide 7: Activity 1: Identify tangible cultural and historical attractions in your destination Group work 1: divide the group into 4 team of 6-7 persons - Group 1, 3: list all built heritage (buildings, monuments, architectural works, etc.) available in the destination. Prepare a short description of those attractions.	Flip chart , Markers, Adhesive tape, blue tack Video clip of local cultural tourism attractions (source from marketing materials of the Dept of tourism marketing of VNAT or a destination, You tube and Internet)

- Group 2, 4: list other tangible cultural and historical tourism attractions (foods, crafts and dress, etc.) available in the destination. Prepare a short description of those attractions on a poster and put them on the whiteboard for later use in the on-site practical session.	
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Topic 1: Learning the culture and history of your destination	Slide 8 – 10
Intangible cultural and historical attractions	5 minutes
Teaching Methods	Resources
Explain briefly types of intangible cultural attractions based on Slide 8, 9: - Ethnicity - Religions - Rituals, customs and traditions - Arts (Music, songs and dances) - Ceremonies - Festivals - Lifestyles - Interesting economic activities/ livelihoods Explain briefly about intangible historical attractions based on Slide 10: - History of places - Stories, legends - Historical people - Important events	Flip chart , markers, adhesive tape, blue tack

Topic 1: Learning the culture and history of your destination	Slide 11
Intangible cultural and historical attractions	15 minutes
Teaching Methods	Resources
Activity 2: Identify intangible cultural and historical attractions Group work 2: - Divide the group into 4 team of 6-7 persons - Group 1, 3: list all ethnic groups, religions rituals, ceremonies, festivals, customs, and lifestyles performance arts available in the destination. Prepare a short description of those attractions. - Group 2, 4 : list all intangible historical attractions such as stories, legends, historical persons, important events of the destination and short description about them - Prepare a short description of those attractions on a poster and put them on the whiteboard for later use in the on-site practical session.	Flip chart , markers, adhesive tape, blue tack

Topic 1: Learning the culture and history of your destination	Slide 12
Must-know information about historical and cultural attractions	10 minutes
Teaching Methods	Resources
Discussion: What do tourists need to know about tangible cultural and historical attractions?	Flip chart , Markers,

- Location - Name - History of formation and development - Person who found/ constructed the cultural attraction - Area - Scale - Style - Architectural and artistic values - Ranking/ certification - Aesthetic and usage values - Performance venue and techniques - Production raw materials and technique Emphasize values of the attraction. Give examples. Each group finalize their prepared descriptions of cultural attractions based on the types of must-know information.	Adhesive tape, Blu tack
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Topic 1: Learning the culture and history of your destination	Slide 13
Historical and cultural interpretation principles	10 minutes
Teaching Methods	Resources
Brainstorming: What are cultural and historical interpretation principles? 1. Accessible: pay attention and approach all group members to make sure they could hear you clearly. Speak loud enough and talk to everyone in the group. 2. Understandable: make content of your talk close to the audience's background. Avoid using slang language, local language or technical jargon. 3. Reliable information: use published/ validated sources of information to develop your presentation. Do not exaggerate the story. 4. Provide context: tell tour participants relevant information about the destination, the village, the local community and environment in which the tourist attractions are originated. 5. Make it authentic: tell tourists real cultural and historical stories about your own family, village or monuments which you know best. 6. Make it suitable to the audience: provide information required by tourists. It is your sensitivity to observe and learn information needs of tourists. 7. Keep it simple and clear: make presentation short and straight to the information needs required by tourists. Emphasize authenticity, reliability Give examples.	Flip chart , Markers, Adhesive tape, Blue tack

Topic 1: Learning the culture and history of your destination	Slide 14
Tips for good on-site tour guiding	10 minutes
Teaching Methods	Resources
Explain tips for good on-site tour guiding: 1. Start your introduction after your clients all gathered in front of you. This is to avoid people missing your major points. Also, it saves your efforts to repeat same information. You may raise your voice a bit higher to catch the attention of all. 2. Slow... down... when... you... talk. Many guides speak WAY too fast. Take your time. Pause. Make your words count. 3. Less is more when speaking to a group for a long period of time. The group will be getting tired so short but well made + clear commentary will be favoured. 4. Plan what not to share with your guests. If you only have few minutes with your audience, you should spend more time deciding what you don't plan to share, than what you plan to share. This is critical because you need to be really clear on the things that don't belong, so that you don't lose your audience along the way. 5. Leave room for others: you have a lot of information but until you quiet down and figure out who is in your audience, you won't know which info may be best to share. So sometimes a little preliminary investigation could go a long way – but that will only happen if you're quiet, avoid keeping on talking, non-stop, leaving no room to learn anything. 6. One important part of narrating to people is to not overwhelm them with facts and figures. Dates are important to know, but it is not interesting for people to listen to lists of dates. Rather make it more interesting by formulating a story around it.	Flip chart , markers, adhesive tape, blue tack

Topic 1: Learning the culture and history of your destination	Slide 15
An engaging cultural and or historical tour	10 minutes
Teaching Methods	Resources
Explain the diagram on preparing an engaging cultural tour in Slide 15: • Route identification: - Starting and ending points: tours usually take place on a route with the starting and ending points where the local guide will meet the group for the first time and bid farewell for them. - Main locations in the trip: along the route, there are several things to see and do as well as travel services provided by local people. These locations can include stopover places for resting or taking photo. • Key cultural and historical attractions: - Both tangible and intangible ones - Determining required time for visiting each attractions: time allocated	Flip chart , Markers, Adhesive tape, Blu tack

to each attractions depends on how interesting, how large and how far from others it is. Generally tourists give more priority to experience main attractions before going to see others. • Main activities: - Watching, taking photo, storytelling - Resting and listening to interpretation and so on • Write guiding scripts for main attractions: - Opening: start the story by telling name of the attraction and general introduction. - Development: provide the main information about the attractions - Closing: underline the most important learning points and relevance. • Group management: - Leading the group on the way: finding and showing the way, keep movement of the group around the visiting destination - Selecting standing/ sitting locations: it is large enough to accommodate the group and allow them to see the attraction clearly - Time allocation and management - Group gathering techniques: counting participants, using group's hat/sign, using flag, making appointment. - Dealing with distractions and the unexpected	
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Topic 1: Learning the culture and history of your destination	Slide 16
An engaging cultural and or historical tour	15 minutes
Teaching Methods	Resources
Activity 3: prepare an engaging cultural tour Group work: divide the group into 4 team of 6-7 persons Prepare an engaging cultural and historical tour in the local area on a poster and put them on the whiteboard for later use in the on-site practical session.	Flip chart , Markers, Adhesive tape, Blu tack

Topic 2: Practice leading a cultural and historical tour (3 h)	Slide 18
On-site practical and feedback session	85 minutes
Teaching Methods	Resources
Take participants on a cultural and historical route and practice guiding skills. Feedback on site. Provide feedback the next morning.	Group assignment sheet and task division

Start on morning of Day 5. If there is still any content to cover from the previous day, do it first thing in the morning, after the debriefing from the practice session the afternoon before.

Topic 1: Learning the culture and history of your destination	Slide 17
Guest speaker	60 minutes
Teaching Methods	Resources
Invite a cultural and historical expert to come and talk with participants about local cultural and historical attractions. Guest lecture followed by plenary discussion. Briefing to the guest speaker must include: - <i>Purpose of talk</i>: providing most essential knowledge about local cultural and historical tourism attractions, focusing on things close to the participants background and conveniently accessible by tourists. - <i>Profile of trainee</i> (including any prior knowledge of the topic), literacy, etc.: refer to the participant list - <i>Content that should be covered</i>: tangible and intangible local cultural and historical attractions - <i>Resources or examples</i> to bring along e.g. photos, brochures, rocks, etc.	Hands-out of the lecture (PPT slides, lecture notes) Expert on local culture and history Participant list Examples of local cultural attractions e.g. photos, brochures, rocks, etc. Flip chart , markers, adhesive tape, blue tack

Module 6: Leading a natural tour

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

- Explain what is natural tour guiding.
- Understand how learn about natural history and environment.
- Practice briefing a natural tour to group.
- Develop an engaging natural tour.
- Practice leading a natural tour.

Module 6: Leading natural tour

Module Introduction (15 minutes)

(This should be done with only the Slide 1 of the module facing the delegates)

Module 6: Leading a natural tour	Time	Teaching Methods and Activities	Resources
1. Attention getter	5 min	ID test: trainer comes with a medicinal plant/ branch of tree/ flower on hand and ask if any participant know what is it and how it can be used by human. Tell participants tourists are willing to pay hundreds of USD to come and learn this knowledge on a natural tour that would eventually benefit local people and environment.	A medicinal plant/ branch of tree/ flower (at least 5 – 6 items). Trainer researches these items carefully in advance.
2. Establish relevance of topic	5 min	Discussion why it is important for local guide to understand key natural attractions and effective methods to interpret them	-
3. Establish Prior Learning	5 min	Discussion: invite participants to share their prior knowledge of natural attractions and relevant guiding skills. - Explain and show slides of main topics covered in the module	-

Module Content (7 hours 45 minutes)

Topic 1: Planning a nature based tour	Slide 3
What is nature tour guiding?	5 minutes
Teaching Methods	Resources
Ask learners: Do you know - What is natural tourism? Ecotourism? - What is natural tour guiding? List their answers. Explain <i>natural tourism</i> is a type of tourism that is based on nature. <i>Eco tourism</i> is a type of natural tourism that connected with the local identity and with the participation of local communities for the sake of sustainable development. Natural tour guiding is:	Flip chart, markers, adhesive tape, blu tack

- Escort visitors to visit a natural attraction(s). - Provide information, interpretation and insight about the trail that they are going and attractions along the trail. - Educate visitors - Protect natural resources - Ensure tourists' safety - Manage logistics. Emphasize key points in the definition including: escort visitors, interpretation, facilitate understanding and appreciation of sites.	
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Topic 1: Planning a nature based tour (165 min.)			Slide 4 – 5
How to learn more about nature			10 minutes
Teaching Methods			Resources
Explain there are two categories of natural based attractions: - Geographical aesthetic and landscapes attraction: Phong Nha Ke Bang cave, Ma Pi Leng pass, rice terrace... - Bio-ecological attraction: specific species of flora and fauna: bird, butterfly, elephant, apricot flower, old tree... Activity: audiences work in group to identify natural attractions in your destination/village and describe them briefly. Explain that audience can search following resource to learn about different types and sources of nature related knowledge:			Flip chart, markers, adhesive tape, blue tack
What to learn?	Learning resources in Vietnam	Global learning resources	
Forests	Handbook: MARD (2006), Natural forest ecosystems of Vietnam, Hanoi, available at: http://www.vietnamforestry.org.vn/libraryfolder/He%20sinh%20thai%20rung%20tu%20nhien%20Viet%20Nam.pdf	Not relevant	
Plants	Vietnam forest biological portal: Plants http://www.vncreatures.net/tracuu.php?loai=2	Wildlife field guide at eNature.com (Trees, native plants and wildflowers) at: http://www.	

		enature.com/fieldguides/	
Animals	Nguyen Xuan Dang (chief editor, 2009), A practical guide for quick identification of some wild animals protected by Vietnamese laws and CITES, TRAFFIC SEA, available at http://thuviensinhhoc.com/ebook/sinh-hoc/2211-nhan-dang-nhanh-mot-so-loai-dong-vat-hoang-da.html	Wildlife field guide at eNature.com (Mammals) at: http://www.enature.com/fieldguides/	
Birds	Birdlife International Vietnam Programme (http://www.birdlifeindochina.org/): Book 1: “Chim Viet Nam” (2000), Book 2: Expedition Field Guide Techniques, available from BirdLife International Vietnam Programme.		
Butterflies	Vietnam forest biological portal: Classis “Buterflies” with 404 species: http://www.vncreatures.net/kqtracuu.php?ID=1&tenloai=&Submit=Tra+c%E1%BB%A9u&type=nhom&ch=&loai=3&radio=V	Butterlies Website: http://butterflywebsite.com/index.htm	
Insects	Vietnam forest biological portal: Insects http://www.vncreatures.net/tracuu.php?loai=3	Wildlife field guide at eNature.com (Insects) at http://www.enature.com/fieldguides/	
Oceans	Textbook: Typical marine ecosystems, HCMC agro-forestry university, available at: www2.hcmuaf.edu.vn/data/nguyenvantrai/CHUONG%202.pdf	Interactive diagram to learn about life in the sea, available at: http://www.sciencelearn.org.nz/Contexts/Life-in-the-	

		<u>Sea/Sci-</u> <u>Media/Ani</u> <u>mations-</u> <u>and-</u> <u>Interactives/</u> <u>Marine-</u> <u>ecosystem</u>	
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Topic 1: Planning a nature based tour (165 min.)	Slide 6
Natural history	10 minutes
Teaching Methods	Resources
Ask learners... ○ What were the local natural environment like in the past, including mountains, forests, natural features and special flora and fauna species? Why did they disappear? List their answers. Trainer help tell them the natural history of the destination based on relevant historical brochures or books where needed.	Flip chart, markers, adhesive tape, blue tack Brochures/ books about local natural history

Topic 1: Planning a nature based tour (165 min.)	Slide 7
Information sharing technique	20 minutes
Teaching Methods	Resources
Explain on how to use five senses in give interpretation on natural attractions and environment. Provide an example for each sense. - Taste: taste herbs, flora species to recognise it (with instruction and strict supervision) - Hearing: listen to the guide or the sound of nature - Sight: see natural attractions by eyes - Smell: smell foods or natural environment - Touch: touch natural objects to guess what is it (with instruction and strict supervision)	Flip chart, markers, adhesive tape, blue tack

Topic 1: Planning a nature based tour (165 min.)	Slide 8
Brief tourists	15 minutes
Teaching Methods	Resources
Activity 1. Demonstration on briefing tourists Trainer demonstrate a briefing of a short local natural tour to a group of tourists (role play) on: 1. What to bring 2. Difficulty level of the trails 3. Fitness 4. Safety instructions 5. Main places of interest along the trails 6. Travelling time and key deadlines 7. Contact details of the escort and relevant people Invite 1 – 2 participants to practice briefing. Trainer gives comment.	PPT

Topic 1: Planning a nature based tour (165 min.)	Slide 9 – 10
Supplies to carry with you	15 minutes
Teaching Methods	Resources
Activity 2 – ID test on supplies - Put sample travel items in a covered box and ask participants to touch and take them out. - Tell what the item is and how it is used for. Trainer explain how to use that item when travelling in natural environment: - First aid kit: dealing with emergencies. Learned in the Module 4. - Torch: find ways or object in the dark (evening or night time, in caves, etc.) - Water bottle: keep drinking water during the tour, especially hot water.	Sample items (first-aids, torch, water bottle, cigar lighter, rob, knives, etc.). A container/ box covered by a scarf/textile.

Topic 1: Planning a nature based tour	Slide 11 – 26
Characteristics of natural attractions and environment in the local area	60 minutes
Teaching Methods	Resources
Guest speaker: invite a specialist with background in biology to deliver an engaging and interesting talk on the local natural attractions and environment.	Hands-out of the presentation.

Topic 1: Planning a nature based tour	Slide 27 – 28
An engaging natural tour	30 minutes
Teaching Methods	Resources
Trainer explain briefly preparation of an engaging natural tour based on Slide 27: Route identification: - Starting and ending points: tours usually take place on a route with the starting and ending points where the local guide will meet the group for the first time and bid farewell for them. - Main locations in the trip: along the route, there are several things to see and do as well as travel services provided by local people. These locations can include stopover places for resting or taking photo. Key natural attractions: - Both accessible and inaccessible ones - Determining required time for visiting each attractions: time allocated to each attractions depends on how interesting, how large and how far from others it is. Generally tourists give more priority to experience main attractions before going to see others. Main activities:	Flip chart, markers, adhesive tape, blue tack

- Watching, taking photo, storytelling - Resting and listening to interpretation and so on • Write guiding scripts for main attractions: - Opening: start the story by telling name of the attraction and general introduction. - Development: provide the main information about the attractions - Closing: underline the most important learning points and relevance. • Group management: - Leading the group on the way: finding and showing the way, keep movement of the group around the visiting destination - Selecting standing/ sitting locations: it is large enough to accommodate the group and allow them to see the attraction clearly - Time allocation and management - Group gathering techniques: counting participants, using group's hat/ sign, using flag, making appointment. - Dealing with distractions and the unexpected Activity 3. Prepare an engaging natural tour: Group work: - Divide the group into 4 team of 6-7 persons - Prepare an engaging natural tour in the local area (same with 4 group). - Groups make presentation and comparison.	
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Topic 2: Practice leading a natural tour (3 h)	Slide 29
Conduct a practical natural tour	4h45
Teaching Methods	Resources
The group goes on a nature-based tour of the local area, with each participant having an opportunity to be the tour guide and speak about a natural heritage using the skills they have learned about guiding. The other participants play the role of tourists and must behave like typical tourists (e.g. asking questions). At the end peer feedback is provided to assess the success points of the tour and where improvements could be made.	• Hand out of basic interpretive information of natural tourism attractions the destination. • Guide books, site guide books, information and maps of local natural attractions.