

# Tour Guide Training

*Module 1: Professionalism*

*Trainer Guide*

## Table of Contents

Introduction .....	3
Course Duration .....	3
Target Audience .....	3
Learning Outcomes .....	3
Resources Required .....	4
Training programme .....	6
Course Introduction .....	7
Module Introduction.....	13
Topic 1: Professional Behaviour.....	13
Topic 2: Responsible Tour Guiding .....	16
Topic 3: Research skills .....	21
Topic 4: Tour Guiding Ethics .....	24
Topic 5: Representing a Brand .....	27

## Introduction

Welcome to Tour Guiding Course – Module 1: Professionalism. The purpose of this guide is to provide you, the trainer, with guidelines about the presentation and learner support requirements for the module. This Trainer’s Guide will enable you to plan, prepare, deliver and evaluate this module.

## Course Duration

This is a 7-hour module.

## Target Audience

The following should attend this course:

- Existing tour guides
- New tour guides

## Learning Outcomes

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

- Demonstrate professional behaviour when working as a tour guide
- Apply Responsible Tourism principles to their work as a tour guide
- Update their knowledge and skills using a range of research methods
- Conduct themselves ethically when working as a tour guide
- Represent the tour operator brand professionally at all time when guiding

## 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.

Resource	Quantity	Remarks	In kit?
<b>GENERAL/ADMINISTRATION</b>			
Trainer Guide			
Attendance Register			
Learner Evaluation Form			
PowerPoint presentation			
Projector			
Media pointer			
Whiteboard or flipchart with paper			
Whiteboard markers			
Permanent markers			
<b>PARTICIPANT STATIONERY: OPTIONAL</b>			
Pens			
Notebooks			
<b>FLASH CARDS AND HAND-OUTS</b>			
Activity 3 Flashcards	1 set		
<b>GENERAL</b>			
Newspapers and magazines for tourism information			
Laos travel guide – e.g. Lonely Planet			

**Preparation Notes:**








Before the training starts, make sure you have the following available, ready and prepared:

1. Make sure you have an internet connection so that you can click through to websites linked to the PowerPoint presentation.
2. Test the links are working
3. Hyperlink the video to your presentation
4. Test that the video link is working
- 5.

**Trainer’s Checklist**

Action		Complete
1.	Go through the presentation, together with this facilitator guide, making sure that you know the content and can teach it.	
2.	Familiarise yourself with the Learner Guide.	
3.	On the day of the training, ensure you have the attendance register and know who is attending. Make sure you have Learner Guides Make sure you have all the necessary hand-outs.	
4.	Prior to the start – set up the classroom and have your Learner Guides available to hand-out. Set up the presentation.	

**Training programme**

<b>Time</b>	<b>Content</b>	<b>Timing</b>
08.00 – 08.30	Opening Ceremony and speeches	30 min
08.30 – 09.40	<b>Welcome</b> <ul style="list-style-type: none"> <li>• Participant attendance register</li> <li>• Introductions</li> <li>• Course overview</li> </ul>  Slides 1 - 9 <b>Module overview and introduction</b> <b>Activity 1:</b> Test Yourself Quiz	50 min
09.40 – 10.00	<b>Topic 1: Professional Behaviour</b>  Slides 10 - 37 <b>Activity 2:</b> Brainstorm: Tourist Expectations	20 min
10.00 – 10.15	<b>Break</b>	
10.15 – 11.05	<b>Topic 1: Professional Behaviour</b> <b>Activity 3:</b> Flashcards: Tour Guide Do's and Don'ts <b>Activity 4:</b> Develop a Code of Conduct	50 min
11.05 – 12.00	<b>Topic 2: Responsible Tourism</b>  Slides: 37 - 75 <b>Activity 5:</b> Community Case Studies	60 min
12.00 - 1300	<b>Lunch Break</b>	
13.00 – 14.00	<b>Topic 3: Research Skills</b>  Slides: 76 - 88 <b>Activity 6: Talking &amp; Listening</b>	45 min (plus some extra catch up time)
14.00 – 15.00	<b>Topic 4: Tour Guide Ethics</b>  Slides: 89 - 103 <b>Activity 7:</b> Ethical Situation case studies <b>Activity 8:</b> Lao Royal Family	60 min
15.00 – 15.15	<b>Break</b>	
15.15 – 16.20	<b>Topic 5: Brand Representation</b>  Slides: 104 - 124 <b>Activity 9:</b> Brand Styles	45 min (plus some extra catch up time)
16.20 – 16.30	<b>Closure:</b>  Slides 125 - 131 <b>Assignment discussion</b>	15 min

## Course Introduction

Training instructions: Course Introduction	Time: 50 min
	Slides: 1 - 9
Teaching Methods	Time and Resources
<p><b>Introductions</b></p> <p>Introduce yourself and your guiding credentials            Explain how you are there to help guides improve their skills – to help and support them to become excellent at their jobs</p> <p>Invite them to introduce themselves:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Brief guiding experience</li> <li>• Their hopes from the course</li> <li>• Their fears about the course</li> </ul> <p>Use the flipchart – draw a line down the middle of a page and write ‘Hopes’ on one side at the top, and write ‘Fears’ on the other side, at the top. Write some key words that reflect their hopes and fears onto the sheet.</p> <p>Reassure them once you have heard their fears!</p>	<p><b>Time: 20 min</b>            (allow each participant 1 minute to introduce themselves) This should therefore take up to 20 min.</p>
<p><b>Why this training?</b></p> <p><b>Explain a background to the course:</b></p> <ul style="list-style-type: none"> <li>○ Tour Guiding standards have been set for tour guides in all the ASEAN countries.</li> <li>○ All guides should work toward being of the same standard and level in the region.</li> <li>○ This training has been based on the ASEAN standards</li> <li>○ Will help to fill some skills gaps identified by tour operators</li> <li>○ Tour Operators have helped develop the materials to ensure that what is learned is what they need guides to know.</li> <li>○ They have also included many things that tourists usually complain about so that this training can help to fill these gaps.</li> </ul> <p>The course is funded by Swisscontact, and developed in association with industry partners, and will the endorsement and support of the DICT.</p>	<p><b>Time: 5 min</b></p>

<b>Training instructions: Course Introduction</b>		<b>Time: 50 min</b>								
		<b>Slides: 1 - 9</b>								
<b>Teaching Methods</b>		<b>Time and Resources</b>								
<p><b>SARA</b></p> <p>They may feel threatened or insulted that you are saying they need to improve their skills, and may be a bit hostile. Explain the SARA process of accepting change, and the stages they will go through. Tell them to expect the following:</p> <table border="1" data-bbox="191 630 1089 919"> <tr> <td style="text-align: center;"><b>S</b></td> <td><b>Shock!</b> At first you really don't like the idea – you may be upset, or even scared of the new idea</td> </tr> <tr> <td style="text-align: center;"><b>A</b></td> <td><b>Anger!</b> You get angry – you want to fight against the idea</td> </tr> <tr> <td style="text-align: center;"><b>R</b></td> <td><b>Rejection!</b> You throw the new idea away, and don't want to have anything to do with it</td> </tr> <tr> <td style="text-align: center;"><b>A</b></td> <td><b>Acceptance!</b> After thinking about it for a while, you realise it may be a good thing after all, and you decide to accept it</td> </tr> </table> <p>Use your own experience as examples to illustrate the SARA process.</p>		<b>S</b>	<b>Shock!</b> At first you really don't like the idea – you may be upset, or even scared of the new idea	<b>A</b>	<b>Anger!</b> You get angry – you want to fight against the idea	<b>R</b>	<b>Rejection!</b> You throw the new idea away, and don't want to have anything to do with it	<b>A</b>	<b>Acceptance!</b> After thinking about it for a while, you realise it may be a good thing after all, and you decide to accept it	
<b>S</b>	<b>Shock!</b> At first you really don't like the idea – you may be upset, or even scared of the new idea									
<b>A</b>	<b>Anger!</b> You get angry – you want to fight against the idea									
<b>R</b>	<b>Rejection!</b> You throw the new idea away, and don't want to have anything to do with it									
<b>A</b>	<b>Acceptance!</b> After thinking about it for a while, you realise it may be a good thing after all, and you decide to accept it									
<p>Present the slide on the overall course content – all the modules, and explain a bit about each one of the modules.</p> <p><b>Module 1: Professionalism</b></p> <ul style="list-style-type: none"> <li>• Demonstrate professional behaviour at all times when working</li> <li>• Practice Responsible Tourism while guiding</li> <li>• Update knowledge and skills needed for tour guiding</li> <li>• Apply ethics in tour guiding situations</li> <li>• Represent international brands according to brand standards</li> </ul> <p><b>Module 2: Building Rapport</b></p> <ul style="list-style-type: none"> <li>• Understand tourists motivations and behaviour</li> <li>• Communicate effectively with tourists</li> <li>• Build rapport with tourists/tour group members</li> <li>• Effectively introduce yourself and others to tour members</li> </ul> <p><b>Module 3: Interpretive Activities</b></p> <ul style="list-style-type: none"> <li>• Explain interpretive guiding</li> <li>• Organise oneself for tour guiding activities</li> <li>• Develop an interpretive guiding activity</li> <li>• Present an interpretive activity</li> </ul>		<b>Time: 5 min</b>								



<b>Training instructions: Course Introduction</b>	<b>Time: 50 min</b>
	<b>Slides: 1 - 9</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<ul style="list-style-type: none"> <li>• Review and revise interpretive activities</li> </ul> <p><b>Module 4: Tour Management</b></p> <ul style="list-style-type: none"> <li>• Prepare for tours, including researching incoming tour group</li> <li>• Conduct pre-departure preparations</li> <li>• Conduct a tour</li> <li>• Finalise a tour</li> <li>• Work within the Law as it applies to tour groups and guiding</li> </ul> <p><b>Module 5: Leadership</b></p> <ul style="list-style-type: none"> <li>• Solve problems and make decisions</li> <li>• Identify and manage risks to tour members</li> <li>• Handle unexpected situations</li> <li>• Handle complaints</li> </ul>	
<p><b>Attention Getter: Activity 1: Test yourself: Quiz! <span style="float: right;">Time: 20 min</span></b></p> <p>Hand out the Good Guiding Test sheets, and allow 10 minutes for the participants to complete them.</p> <p>Once they have finished, read out each question and discuss the answers – which one do they think is the right answer. Check if they are correct. Allow only 10 minutes for the answers and discussions.</p> <p>The reason for the activity is to start the participants thinking about tour guiding skills, and how they do their jobs. Note – this is a fun activity – not an exam!</p> <p>The answers are:</p> <p><b>1. A good guide dresses</b></p> <ul style="list-style-type: none"> <li>b) in the branded clothes provided by the tour operator so that they represent the company, and if these are not provided then</li> <li>c) as he/she does every day so that tourists feel that they are with a real Lao person</li> </ul> <p><b>2. Which statement is true?</b></p> <ul style="list-style-type: none"> <li>b) To be a guide you should have good knowledge of an area’s culture and nature as well as an understanding of how to communicate with tourists.</li> </ul> <p><b>3. A good guide</b></p> <ul style="list-style-type: none"> <li>c) offers to carry his guests bags when they seem tired or if they are older clients</li> </ul>	

<b>Training instructions: Course Introduction</b>	<b>Time: 50 min</b>
	<b>Slides: 1 - 9</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<p><b>4. If a guide does not know an answer to a question he should</b></p> <ul style="list-style-type: none"> <li>c) tell the tourist that he's not sure of the answer to the question and look it up and tell the tourist the answer later</li> </ul> <p><b>5. A good guide</b></p> <ul style="list-style-type: none"> <li>a) Studies and reads new things that he thinks are interesting because the more he knows the better tour guide he will be</li> </ul> <p><b>6. The best reason why someone should become a guide is because</b></p> <ul style="list-style-type: none"> <li>a) They enjoy speaking with tourists, helping people and learning new things</li> </ul> <p><b>7. A good guide should speak</b></p> <ul style="list-style-type: none"> <li>c) when he has something interesting to say or when it is important to communicate something about a site, safety or the tour itinerary</li> </ul> <p><b>8. When leading a group through a village, a good guide should</b></p> <ul style="list-style-type: none"> <li>b) help introduce tourists to villagers and facilitate interactions with villagers in a culturally appropriate manner.</li> </ul> <p><b>9. When greeting tourists, a good guide should</b></p> <ul style="list-style-type: none"> <li>a) shake hands with both the men and women and say 'hello' because foreigners like to shake hands and say 'hello'</li> </ul> <p><b>10. Before leaving on a tour, a good guide</b></p> <ul style="list-style-type: none"> <li>b) reads up on and checks the itinerary and all the activities and commentaries he will have to present of the tour to make sure he knows it all</li> </ul> <p>•</p>	

## Test Your Knowledge: What is a good guide?

### 1. A good guide dresses

- a) in an ethnic costume so that tourists feel that they are with a real Lao person
- b) in the branded clothes provided by the tour operator so that they represent the company
- c) as he/she does everyday so that tourists feel that they are with a real Lao person

### 2. Which statement is true?

- a) All Lao people who speak English fluently are good guides.
- b) To be a guide you should have good knowledge of an area's culture and nature as well as an understanding of how to communicate with tourists.
- c) Lao people who cannot speak English can never be guides.

### 3. A good guide

- a) never carries his guests bags because all tourists want to do everything themselves
- b) always carries his guests bags because no tourist wants to carry his own bag
- c) offers to carry his guests bags when they seem tired or if they are older clients

### 4. If a guide does not know an answer to a question he should

- a) tell the tourist that he's not sure of the answer to the question and look it up and tell the tourist the answer later
- b) give an answer anyhow because he should not let the tourists think that he does not know the answer
- c) ignore the tourist and pretend that he did not hear the question

### 5. A good guide

- a) Never needs to study because he should know everything
- b) Studies and reads new things that he thinks are interesting because the more he knows the better tour guide he will be
- c) Only studies English because English is the only thing that he needs to know

### 6. The best reason why someone should become a guide is because

- a) They enjoy speaking with tourists, helping people and learning new things
- b) They want to make a lot of money
- c) They want to meet a tourist and get sponsored to go work in the a foreign country

### 7. A good guide should speak

- a) all the time because tourists pay for him to speak
- b) only when tourists ask him questions
- c) when he has something interesting to say or when it is important to communicate something about a site, safety or the tour itinerary

**8. When leading a group through a village, a good guide should**

- a) let the tourists do anything they want because they paid for their trip
- b) help introduce tourists to villagers and facilitate interactions with villagers in a culturally appropriate manner.
- c) not let the tourist go near the villagers because the village is not safe for foreigners

**9. When greeting tourists, a good guide should**

- a) shake hands with both the men and women and say 'hello' because foreigners like to shake hands and say 'hello'
- b) not shake hands or exchange greetings because he does not want to do the wrong thing
- c) should 'nop' and say 'sabaidee' according to Lao custom

**10. Before leaving on a tour, a good guide**

- a) does not need to prepare anything for a tour because he already knows everything he need to know
- b) reads up on and checks the itinerary and all the activities and commentaries he will have to present of the tour to make sure he knows it all
- c) invites his best friend to come along on the tour with him – after all there are only 2 people on the tour and there is plenty of space

**Scoring?**

3 points for every correct answer

0 – 10: you need to learn more about tour guiding to improve your skills

11 – 20: you know a good few things, but can definitely improve

21 – 30: you have a great idea about guiding, and will probably learn a few new things to make you even better at you job!

## Module Introduction

Training instructions: Module Introduction	Time: 2 min
	Slides: 4
Teaching Methods	Time and Resources
Present Slide 4 and briefly explain the content of the module: <ul style="list-style-type: none"> <li>• Topic 1: Professional Behaviour</li> <li>• Topic 2: Responsible Tourism</li> <li>• Topic 3: Research Skills</li> <li>• Topic 4: Tour Guiding Ethics</li> <li>• Topic 5: Brand Representation</li> </ul>	Time: 2 min

## Topic 1: Professional Behaviour

Training Content: Topic 1: Professional behaviour
1.1. Introduction: Importance of professional behaviour 1.2. General behaviour <ul style="list-style-type: none"> <li>• General behaviour</li> <li>• Vehicle etiquette</li> <li>• Eating, drinking and smoking</li> <li>• General manners</li> <li>• Cell phones</li> <li>• Work and private life</li> </ul>

Training instructions: Topic 1: Professional behaviour	Time: 70 min
	Slides: 10 - 37
Teaching Methods	Time and Resources
<b>Introduction: Importance of Professional Behaviour</b>  Explain with Slide 5 how big tourism is in the world, and that tourists travel all over. They can therefore compare tour guiding standards from country to country. They have high expectations of the tour guide	<b>Time: 10 min</b> <ul style="list-style-type: none"> <li>• Flipchart, paper, markers</li> </ul>
<b>Activity 2: Brainstorm: Tourist Expectations:</b>	<b>Time: 5 min</b>

<b>Training instructions: Topic 1: Professional behaviour</b>		<b>Time: 70 min</b>			
<b>Teaching Methods</b>		<b>Slides: 10 - 37</b>			
		<b>Time and Resources</b>			
<p>1. Show the activity slide – and ask what it is that a tourist expects from a guide.</p> <p>2. This is a brainstorm – it is a fast activity! Allow quick answers from the participants, call out their names and ask different participants to give their ideas.</p> <p>3. Write the answers that come from the participants on the flipchart.</p> <p><b>Answers should include things like:</b></p> <ul style="list-style-type: none"> <li>○ Good behaviour and manners</li> <li>○ Knowledge to provide info and answer questions</li> <li>○ Dress neatly and good hygiene</li> <li>○ Professionalism</li> <li>○ Ensure safety of tourists, etc.</li> </ul> <p>Go to the next slide and see what the list of Tour Guide competencies reveals.</p>					
<p><b>Before starting with the next slide, run the flashcard activity to get them to start thinking about tour guide behaviour.</b></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>Activity 3: Flashcards: Do’s and Don’ts about Behaviour</b>  <b>Time: 10 min</b></p> <ol style="list-style-type: none"> <li>1. Hand the flashcards out to the participants.</li> <li>2. Ask them to read their cards and identify if the action is something that: <ul style="list-style-type: none"> <li>❖ guides should do on tour</li> <li>❖ guides should not do on tour.</li> </ul> </li> <li>3. Each ‘category’ can stand on a different side of the room, and hold their cards up in front of themselves.</li> <li>4. Once they have done this, ask them each to read their card out loud to check that they are in the right place. If not, then discuss the ones that are in the wrong category, and why they should be in the other one.</li> <li>5. The answers are:</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Do’s</th> <th style="width: 50%; text-align: center;">Don’ts</th> </tr> </thead> <tbody> <tr> <td>Count the number of pax</td> <td>Give medicines to your guests</td> </tr> </tbody> </table> </div>	Do’s	Don’ts	Count the number of pax	Give medicines to your guests	<p><b>Time: 10 min</b></p> <ul style="list-style-type: none"> <li>• Flashcards</li> </ul>
Do’s	Don’ts				
Count the number of pax	Give medicines to your guests				

<b>Training instructions: Topic 1: Professional behaviour</b>		<b>Time: 70 min</b>
		<b>Slides: 10 - 37</b>
<b>Teaching Methods</b>		<b>Time and Resources</b>
Understand about allergies	Take pax to shops where you have arranged good commission	
Give your cell phone number to clients	Argue with a guest	
Take business and emergency calls	Sleep in the vehicle while travelling	
Be on time	Text or talk on a cell phone if you are driving	
Ensure all guests have their food before you start to eat	Chew gum	
Open and close doors for pax	Drink alcohol during working hours	
Prepare properly for each tour	Take your own photos while on tour	
addresses clients by name	Bring friends or family along on the tour	
<p><b>Behaviour Guidelines</b></p> <p>Go through the behaviour guidelines with the participants – emphasising that this behaviour list had inputs from the tour operators, and some things were specifically identified as problems, especially things like separating work and personal life.</p> <p><b>Food Allergies:</b></p> <ul style="list-style-type: none"> <li>• Stop in the middle of the behaviour guidelines to explain about allergies.</li> <li>• Ask the participants if they have had anyone on a tour with allergies – what allergies, and how did they handle it.</li> </ul>		<p><b>Time: 15 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>
<p><b>Work is Work!</b></p> <ul style="list-style-type: none"> <li>• Separate work and private life: not bringing family members, doing personal shopping, personal phone calls: work is work!</li> </ul>		<p><b>Time: 5 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>
<p><b>Codes of Conduct</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept, and that guides all over the world have a set of rules that they abide by for professional tour guiding.</li> <li>2. Click on the link to the WFTGA Code of Guiding Practice to show what the world association of tour guides thinks guides should do.</li> </ol> <p>Now, let’s develop one for Lao tour guides – with short, simple points on it.</p>		<p><b>Time: 30 min</b></p> <ul style="list-style-type: none"> <li>• Flipchart paper and markers for each group</li> </ul>

<b>Training instructions: Topic 1: Professional behaviour</b>	
	<b>Time: 70 min</b>
	<b>Slides: 10 - 37</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<p><b>Activity 4: Code of Conduct</b> <span style="float: right;"><b>Time: 20 min</b></span></p> <p>Working in small groups, participants must discuss the key things that they would include in a 10 point Code of Conduct for Tour Guides</p> <p>Each group to present their points to the class.</p> <p>Things you should make sure are in there include:</p> <ol style="list-style-type: none"> <li>1. To provide a <b>professional service</b> to visitors,</li> <li>2. Keep visitors <b>safe</b></li> <li>3. Only present what is <b>true</b></li> <li>4. Act fairly and with <b>no discrimination</b> to all visitors</li> <li>5. <b>Represent my country</b> and the culture of the Laos people</li> <li>6. <b>Welcome</b> visitors</li> <li>7. Be <b>punctual</b></li> <li>8. <b>Represent my employer</b> professionally</li> </ol>	

## Topic 2: Responsible Tour Guiding

<b>Training Content: Topic 2: Responsible Tour Guiding</b>
<p>2.2 The environment:</p> <ul style="list-style-type: none"> <li>• Problems</li> <li>• Do's and don'ts for the tour guide and his/her tourists</li> </ul> <p>2.3 The people</p> <p>2.3.1 Cultural host</p> <p>2.3.2 Need to respect local culture</p> <p>2.3.3 Ways to demonstrate respect for local culture</p> <p>2.4 The Economy</p>



<b>Training instructions: Topic 2: Responsible Tour Guiding</b>	
	<b>Time: 60 min</b>
	<b>Slides: 38 - 75</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<ol style="list-style-type: none"> <li><b>1. Introduction:</b> Show the photos taken at Vat Phu,</li> <li><b>2. Read aloud</b> the comments that go with the photos, and the comments made by tourists on TripAdvisor.</li> <li><b>3. Explain</b> that these tourists come from very different parts of the world (USA, Italy, Australia), but they all have the same complaint and views.</li> <li><b>4. Emphasise</b> the issues that Western people have with litter.</li> <li><b>5. Explain</b> how this is a very different perspective to ours in Laos – we see things differently because of our different culture and upbringing.</li> </ol> <p><b>NOTE:</b> we know that this was a specific time after the Vat Phu festival so it was ‘special circumstances’ – but the learning from these photos is about how Western tourists think, and how they see issues like this!</p>	<b>Time: 5 min</b> <ul style="list-style-type: none"> <li>• Slides</li> </ul>
<ol style="list-style-type: none"> <li><b>1. Explain</b> the basic concept of Responsible Tourism and that it consists of 3 elements: <ul style="list-style-type: none"> <li>• The Environment</li> <li>• The People in the host community</li> <li>• The Economy</li> </ul> </li> <li><b>2. Explain</b> that tourists are becoming more and more aware of Responsible Tourism, and want their guides to behave in a Responsible way when guiding.</li> <li><b>3. Explain</b> that tourists have high expectations in this regard, especially tourists from Europe.</li> </ol>	<b>Time: 5 min</b> <ul style="list-style-type: none"> <li>• Slide</li> </ul>
<p><b>Environmental Responsibility:</b></p> <ol style="list-style-type: none"> <li><b>1. Emphasise the Key Message:</b> <i>Protect the earth and everything that lives on it so that we can continue to live safely and comfortably on the planet</i></li> <li><b>2. Show</b> the short video on Global Warming and Climate Change</li> <li><b>3. Briefly explain</b> the main environmental issues that people are very</li> </ol>	<b>Time: 15 min</b> <ul style="list-style-type: none"> <li>• Video Clip (6 minutes)</li> </ul>

<b>Training instructions: Topic 2: Responsible Tour Guiding</b>	<b>Time: 60 min</b>
	<b>Slides: 38 - 75</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<p>concerned about:</p> <ul style="list-style-type: none"> <li>• Global warming</li> <li>• Climate Change</li> <li>• Water conservation</li> <li>• Biodiversity</li> <li>• Waste management</li> </ul> <p>4. <b>Suggest</b> that guests use refillable water bottles instead of dozens of plastic water bottles.</p> <p>5. Go through the <b>Do’s and Don’ts</b> for tours and tourists to respect and protect the environment.</p> <p>6. <b>Show</b> the slides with the key messages that guides should advise their tourists. You can do this in Lao language as the text is in both English and Lao on the slides.</p>	
<p><b>Social and Cultural Responsibility</b></p> <ol style="list-style-type: none"> <li>1. <b>Tell the key messages:</b> <ul style="list-style-type: none"> <li>• Respect and protect local cultures and people</li> <li>• Help them where possible in a positive way</li> </ul> </li> <li>2. Mention the interesting case of the tourists in Malaysia being arrested for taking nude photos on top of a mountain in Borneo. (article on the next page)</li> <li>3. Discuss the responsibility of being a ‘Cultural Host’ to tourists.</li> <li>4. Go through the <b>Do’s and Don’ts</b> for tours and tourists to respect and protect culture and people.</li> <li>5. <b>Discuss</b> the issue of visiting schools and orphanages. Many tourists want to do this, but if they do, they must do it in a responsible way: <ul style="list-style-type: none"> <li>• Not arrive unannounced</li> <li>• Not simply hand out items and treats – rather give these to an elder or senior person (chief) to hand out so that everybody gets something.</li> <li>• If a tourist wants to make a contribution, rather do this through</li> </ul> </li> </ol>	<p><b>Time: 30 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>

<b>Training instructions: Topic 2: Responsible Tour Guiding</b>		<b>Time: 60 min</b>				
		<b>Slides: 38 - 75</b>				
<b>Teaching Methods</b>		<b>Time and Resources</b>				
<p>an existing NGO or project that knows the needs and supports that are available in the area.</p> <p>6. <b>Show</b> the slides with the key messages that guides should advise their tourists. You can do this in Lao language as the text is in both English and Lao on the slides.</p>						
<table border="1"> <thead> <tr> <th><b>Activity 5: Community Case Studies</b></th> <th><b>Time: 20 min</b></th> </tr> </thead> <tbody> <tr> <td colspan="2"> <p>1. <b>Give</b> each group just 1 case study to do: e.g. Groups 1 and 3 get Story 1, and Groups 2 and 4 get Story 2.</p> <p>2. <b>Ask</b> one group for the answer to the first question, then get others to comment or add to the ideas</p> <p>3. <b>Ask</b> another group for the answer to the second questions, and so on.</p> <p>4. <b>Tell</b> them what the recommended responses should be from the answers given below.</p> </td> </tr> </tbody> </table>		<b>Activity 5: Community Case Studies</b>	<b>Time: 20 min</b>	<p>1. <b>Give</b> each group just 1 case study to do: e.g. Groups 1 and 3 get Story 1, and Groups 2 and 4 get Story 2.</p> <p>2. <b>Ask</b> one group for the answer to the first question, then get others to comment or add to the ideas</p> <p>3. <b>Ask</b> another group for the answer to the second questions, and so on.</p> <p>4. <b>Tell</b> them what the recommended responses should be from the answers given below.</p>		
<b>Activity 5: Community Case Studies</b>	<b>Time: 20 min</b>					
<p>1. <b>Give</b> each group just 1 case study to do: e.g. Groups 1 and 3 get Story 1, and Groups 2 and 4 get Story 2.</p> <p>2. <b>Ask</b> one group for the answer to the first question, then get others to comment or add to the ideas</p> <p>3. <b>Ask</b> another group for the answer to the second questions, and so on.</p> <p>4. <b>Tell</b> them what the recommended responses should be from the answers given below.</p>						
<p><b>Story 1: Computers for the village</b></p> <p>On one tour, a tourist decided that he wanted to help a village that they had visited on the tour. He decided to donate 3 computers to the village. The guide helped him to find and buy the computers and give them to the village. Unfortunately no one in the village knew how to use the computers, or how to look after them if there were any computer problems, so they were never used, and the village did not get any benefit from the generous act.</p> <ol style="list-style-type: none"> <li>1. What was the issue?</li> <li>2. What could the guide rather have done?</li> </ol> <p><b>Answer:</b> Guide should have contacted tour operator management, which would have encouraged pax to redirect money elsewhere.</p> <p><b>Story 2: Helping the village school</b></p> <p>One day, as a tour guide was travelling through a village with some tourists, he decided to do stop at a village school so that his tourists could hand out sweets/candy, pens and books to the school children. They walked into the school while classes were taking place, and went into the classroom and handed things out. This disrupted the class and the teacher. The children also</p>						

<b>Training instructions: Topic 2: Responsible Tour Guiding</b>	<b>Time: 60 min</b>
	<b>Slides: 38 - 75</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<p>got an impression that tourists are like heroes and come and hand over nice things to them. They therefore think that all tourists should do that.</p> <ol style="list-style-type: none"> <li>1. What was the issue?</li> <li>2. What could the guide rather have suggested the tourists do?</li> </ol> <p><b>Answer:</b> Best to give materials to a responsible village elder, away from the school, for later distribution.</p>	
<p><b>Economic Responsibility</b></p> <ol style="list-style-type: none"> <li>1. <b>Key Message:</b> Spend money on local goods and services to create economic benefit to local people</li> <li>2. Go through the <b>Do's and Don'ts</b> for tours and tourists to support the local economy and spread economic benefits.</li> <li>3. Go through the picture slides</li> <li>4. Tell them the story below and make the connection between tourists not behaving within the culture – and the consequences that they had to deal with.</li> <li>5. Show the slides with the key messages that guides should advise their tourists. You can do this in Lao language as the text is in both English and Lao on the slides.</li> </ol>	<p><b>Time: 10 min</b></p>

### **Example of Cultural Misbehaviour**

#### **Tourist arrested for naked stunt on mountain**

A British tourist has been detained in Malaysia for posing naked on the top of Mount Kinabalu along with nine other backpackers just days before a devastating earthquake killed 18 climbers and left others stranded on its slopes.

Authorities in Sabah on the island of Borneo where the mountain is located claim that the group who stripped at the summit caused the quake by angering the 'spirits' with their antics

Southampton University graduate Eleanor Hawkins was arrested on Tuesday at Tawau airport as she was trying to fly from Borneo to Kuala Lumpur.

Three others, two Canadians and a Dutchman, were also detained after handing themselves into police on the island.

A third Canadian, Emil Kaminski, who is thought to be the ringleader, was arrested on Wednesday. The other members of the group are still being hunted by Malaysian authorities.

Hawkins, aged 24, and the other detainees face obscenity charges which carry a possible sentence of three months in prison.

A local elder in Sabah has also called for them to be fined 10 head of buffalo, to be sacrificed to appease the mountain spirits.

Climbing activities on Mount Kinabalu have been suspended for three weeks following the earthquake.

Thursday, June 11, 2015:

[http://www.travelmole.com/news\\_feature.php?news\\_id=2017085&c=setreg&region=2](http://www.travelmole.com/news_feature.php?news_id=2017085&c=setreg&region=2)

### Topic 3: Research skills

<b>Training Content: Topic 3: Research Skills</b>
3.1 Methods of updating guiding knowledge 3.1.1 Talking and listening 3.1.2 Reading 3.1.3 Field research 3.1.4 Monitoring Media and Current events 3.1.5 Other activities to upskill yourself as a guide

<b>Training instructions: Topic 3: Research Skills</b>	<b>Time: 45 min</b>
<b>Teaching Methods</b>	<b>Slides: 76 - 88</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<b>1. Start by asking the question on the slide:</b>  <b>2. Ask the question:</b> “Why update your knowledge and skills?”, and get answers from the participants. <b>3. Listen</b> to the answers, and make sure that the point comes out: “in order to be good guides, you have to be constantly learning and growing and improving your knowledge; also, events change, and you need to keep up with things, especially current events.	<b>Time: 3 min</b>
<b>Research methods:</b>	<b>Time: 2 min</b>

<b>Training instructions: Topic 3: Research Skills</b>	<b>Time: 45 min</b>
	<b>Slides: 76 - 88</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<p>Explain that research does not have to be formal or expensive – they can do their own research in their own time, using resources that are available to them – like their phones or computers.</p>	<ul style="list-style-type: none"> <li>• Slides</li> </ul>
<p>Briefly run through the slide that shows the different research methods and sources: each one will be done in more depth.</p> <p><b>Research sources:</b></p> <ul style="list-style-type: none"> <li>○ Internet (how to use the internet for research, e.g. Wiki,</li> <li>○ People: colleagues, employers, specialists, academic sources,</li> <li>○ Organisations: UNESCO,</li> <li>○ Private sector: tour operators and wholesalers, venue and attraction operators,</li> <li>○ Literature ( ), travel guides (books), history books, media articles, brochures, destination and site publications,</li> <li>○ Government or government agencies or authorities.</li> </ul>	<p><b>Time: 3 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>
<p><b>Talking and Listening:</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Activity 6: Talking and listening</b> <span style="float: right;"><b>Time: 15 min</b></span></p> <p>In groups:</p> <ol style="list-style-type: none"> <li>1. Draw up a list of topics that you talk about when you are guiding</li> <li>2. List the people who can help you learn more about these topics</li> </ol> <p><b>Facilitate feedback:</b></p> <ol style="list-style-type: none"> <li>1. Give participants 5 – 7 minutes to draw up their lists.</li> <li>2. Use the flipchart – draw a line down the middle of the page with ‘Topic’ and ‘Person’ at the top of the columns.</li> <li>3. Ask each group for ONE topic, and write these up on the flipchart.</li> <li>4. Ask if there are more ideas for topics, and write these up.</li> <li>5. Next ask who they can ask for more information – and write these in the column opposite the topic.</li> <li>6. They should report back with answers like:</li> </ol> </div>	<p><b>Time: 15 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>

<b>Training instructions: Topic 3: Research Skills</b>		<b>Time: 45 min</b>
<b>Teaching Methods</b>		<b>Slides: 76 - 88</b>
<b>Time and Resources</b>		
<b>Topic</b>	<b>Who (example)</b>	
History	History professor	
Geography		
Religion	Monks	
Architecture		
Food	Chef, family, mother, wife, etc	
Nature	Department of Forestry	
Music		
Crafts	Crafter	
Agriculture	Coffee farmers, tea farmers, etc	
Demographics and stats		
Sites and attractions		
<p><b>Tip:</b> If they are stuck, ask them who the experts are on things like environment, birds, animals, culture, music, food, local architecture, etc.</p>		
<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Discuss the sources of information from reading.</li> <li>2. Click on the link to the Vat Phu website as an example of information on the internet.</li> <li>3. <b>Stress</b> that many tourists use the Internet a lot and can source information very quickly. Guides therefore have to get more and better information that the tourists can easily find. We need to be better and add more value than Google or Wikipedia.</li> </ol>		<p><b>Time: 10 min</b></p> <ul style="list-style-type: none"> <li>• Examples of things to read – e.g. travel guides</li> </ul>
<p><b>Field Research:</b></p> <ol style="list-style-type: none"> <li>1. Explain that this means going to sites and finding information at these sites. Asking questions, interviewing people, learning as much as you can at a site – from. E.g. specialist guides.</li> </ol>		<p><b>Time: 2 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>
<p><b>Media:</b></p> <ol style="list-style-type: none"> <li>1. <b>Show</b> the types of media that can be used to stay current, especially those from Pakse.</li> <li>2. <b>Show</b> other examples, and point out articles that would be interesting to guides from e.g. in-flight magazines. For example, a calendar of events “What’s Happening this month” page, etc.</li> </ol>		<p><b>Time: 5 min</b></p> <ul style="list-style-type: none"> <li>• Samples of newspapers: e.g. Vientiane Mai, Vientiane Times</li> <li>• Laos Air in-flight mag</li> </ul>
<p><b>Discuss other activities that can update knowledge and skills:</b></p>		<p><b>Time: 5 min</b></p>

<b>Training instructions: Topic 3: Research Skills</b>	
	<b>Time: 45 min</b>
	<b>Slides: 76 - 88</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<ul style="list-style-type: none"> <li>○ Attending seminars and training</li> <li>○ Attending fam trips arranged by DMCs</li> <li>○ Joining a professional guides association if there is one</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>● Anything that provides examples of these activities – e.g. advertisement for a training programme, etc.</li> </ul>

### Topic 4: Tour Guiding Ethics

<b>Training Content: Topic 4: Tour guiding ethics</b>	
<p>4.1 Work ethic</p> <ul style="list-style-type: none"> <li>● Good/bad</li> <li>● Ethical challenges</li> </ul> <p>4.2 Business ethics</p> <ul style="list-style-type: none"> <li>● Importance of ethical business decisions</li> <li>● Rewards of ethics</li> <li>● Consequences of unethical behaviour</li> </ul> <p>4.3 Tour guiding ethics</p> <ul style="list-style-type: none"> <li>● Content</li> <li>● Behaviour</li> <li>● Tour management               <ul style="list-style-type: none"> <li>● Need for ethical conduct</li> </ul> </li> </ul>	

<b>Training instructions: Topic 4: Tour Guiding Ethics</b>	
	<b>Time: 60 min</b>
	<b>Slides: 89 - 103</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<ol style="list-style-type: none"> <li>1. Ask participants if they know what 'ethics' are?</li> <li>2. <b>Introduce</b> the concept of 'Ethics' and tell them how important these are in tour guiding.</li> <li>3. <b>Remember</b>, guides represent the country to foreign tourists! What we do will influence how tourists see our country.</li> </ol> <p><i>Moral principles, standards of conduct, or set of values governing proper behaviour in the workplace</i></p> <ol style="list-style-type: none"> <li>4. <b>Explain</b> the difference between</li> </ol>	<p><b>Time: 10 min</b></p> <ul style="list-style-type: none"> <li>● Slides</li> </ul>



<b>Training instructions: Topic 4: Tour Guiding Ethics</b>		<b>Time: 60 min</b>
<b>Teaching Methods</b>		<b>Slides: 89 - 103</b>
		<b>Time and Resources</b>
<ul style="list-style-type: none"> <li>• Work ethic: giving fair work for what you get paid</li> <li>• Business ethics: being honest in the way you do business</li> </ul> <p>5. Go through the elements, benefits and consequences of ethical and unethical behaviour.</p>	<p><b>Ethics in Tour Guiding</b> Discuss that tour guiding ethics can be evident in three elements:</p> <ul style="list-style-type: none"> <li>• <b>Content:</b> What you say</li> <li>• <b>Behaviour:</b> How you act</li> <li>• <b>Tour Management:</b> What you organise</li> </ul>	<p><b>Time: 25 min</b></p> <ul style="list-style-type: none"> <li>• Flipchart, paper and markers</li> </ul>
<p><b>Activity 7: Ethical situations for tour guides</b> <span style="float: right;"><b>Time: 20 min</b></span></p> <ol style="list-style-type: none"> <li>1. Tell the participants to read the 2 case studies, then working in small groups, answer the questions that follow.</li> <li>2. Ask feedback from only one group per situation, and get the other groups to comment and discuss their options.</li> <li>3. Tell them what the real and accepted behaviour in such situation is, from the answers given under each case study below.</li> </ol>	<p>Case Studies</p>	
<p><b>Story 1: Work and Family</b> A tour operator booked a private boat trip for a tourist couple as part of their tour itinerary. When they were about to leave, a whole family of Laos people boarded the boat. The captain of the boat had put his whole family on the boat to go to a funeral, thinking, since the boat is almost empty (just two clients) there is enough space, and going to a funeral is very important in Lao culture. The tourists, who were expecting, and had paid for a private boat, made a complaint to the tour operator, and the tour operator had to pay them their money back for the boat trip. This led to a financial loss for the tour operator, and this damaged their reputation. The captain did not really understand why he would have to compensate at all. The tour guide also did not inform the tour operator of this incident at the time.</p> <p>1. What should the tour guide have done?</p> <p><b>Answer:</b> In such cases the tour guide needs to do something immediately:</p>		

<b>Training instructions: Topic 4: Tour Guiding Ethics</b>	<b>Time: 60 min</b>
	<b>Slides: 89 - 103</b>
<b>Teaching Methods</b>	<b>Time and Resources</b>
<p>1. First speak to the boat captain and explain that other people are not allowed on the boat as it is a private booked boat, and ask him to remove the family members and</p> <p>2. inform the operations department about the problem immediately. Work is work, and <i>pacta sunt servanda</i> (agreements must be kept).</p> <p><b>Story 2: Ethics and Commissions</b></p> <p>Once, while on a tour, the local guide and driver decided to change the shopping stops that had been planned for the tour. While in the vehicle, they talked to each other in Lao language about where to take pax for shopping stops so that the guide and driver could get better commissions on sales of goods to the clients.</p> <p>What they did not know, was that one of the clients in the back of the vehicle could understand the Lao language, and therefore understood everything that they were saying. The tourist made a big complaint to the tour operator.</p> <p>1. What should the guide and driver have done?</p> <p>2. What were the consequences for the tour operator?</p> <p><b>Answer:</b> they should not be making plans like that. If the guide is very clear about the itinerary at the morning briefing with the tourists, then changes like this cannot be made. The tour operator received an angry complaint from the tourists – this incident damaged their reputation and credibility in the market.</p>	
<p><b>Activity 8: What happened to the Lao Royal Family?</b></p> <p>In groups, prepare a 3 minute story on what happened to the Lao Royal Family and present it to the rest of the class.</p> <p><b>Facilitation:</b></p> <ol style="list-style-type: none"> <li>1. Allow each group 5 minutes to discuss, then 3 min tell the story</li> <li>2. Once all groups have talked, compare: Does everyone have the same story?</li> <li>3. What does this mean for guiding? Tourists will hear a different story wherever they go. Is your story a true reflection of the facts? Where can you research the real facts?</li> <li>4. Conclude by telling them they must tell the truth to the best of their knowledge.</li> </ol>	<p><b>Time: 20 min</b></p>

## Topic 5: Representing a Brand

Training Content: Topic 5: Representing a brand
5.1 Distribution channels

Training instructions: Topic 5: Representing a brand	Time: 45
Teaching Methods	Slides: 104 - 124
Teaching Methods	Time and Resources
<p><b>What is a Brand??</b></p> <ol style="list-style-type: none"> <li>1. Present the slide and ask “What is a Brand”</li> <li>2. Capture their key words on the flipchart – words like ‘logo, picture, name’, etc.</li> <li>3. It is important that participants first understand what a brand is so that they can make the connection to how they represent their employer’s brand to their clients.</li> <li>4. Explain the <b>definition of a ‘brand’</b> then show the slide with the examples of well-known brand logos. Ask participants to guess which brand each symbol represents.</li> <li>5. Using the slides, show how brands use the various elements of logo, colour, taglines, etc. to become famous.</li> <li>6. Emphasise that companies spend millions on building their brand recognition – show the top 10 brands in the world and see if the participants recognise them all. Note the VALUE of these brands</li> </ol>	<p><b>Time: 5 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> <li>• Flipchart</li> </ul>
<p><b>International distribution in the tourism industry</b></p> <ol style="list-style-type: none"> <li>1. Start with overview of the distribution system: explain that overseas travel companies contract local travel companies to run their tours for them.</li> <li>2. Guides must realise that although they are employed by a local company, they represent the international brand when guiding tourists.</li> <li>3. Show the distribution system using the Insider Journeys and Travel Indochina as an example.</li> <li>4. Ask the questions on the slides: <ul style="list-style-type: none"> <li>• Which brand is the customer buying</li> </ul> </li> </ol>	<p><b>Time: 10 min</b></p> <ul style="list-style-type: none"> <li>• Slides</li> </ul>

<b>Training instructions: Topic 5: Representing a brand</b>		<b>Time: 45</b>							
<b>Teaching Methods</b>		<b>Slides: 104 - 124</b>							
		<b>Time and Resources</b>							
<ul style="list-style-type: none"> <li>Who do you work for? Is it the local tour company or the foreign brand?</li> </ul> <p>5. <b>Explain:</b></p> <ul style="list-style-type: none"> <li>The role and responsibilities of the local company – the DMC – Destination Management Company</li> <li>The role and responsibilities of the international brand company</li> </ul> <p>6. <b>Explain</b> and emphasise that guides must represent international client brands to their specified brand standards.</p>									
<p><b>Activity 9: Brand Styles</b> <span style="float: right;"><b>Time: 20 min</b></span></p> <ul style="list-style-type: none"> <li>Working in small groups, identify the travel brands that you work for in Laos.</li> <li>What is the special style of these brands? What makes them different from other tour operators?</li> <li>What do you think about when you hear or see that brand name?</li> <li>What makes them different from others?</li> </ul> <p><b>Facilitation tips:</b></p> <ol style="list-style-type: none"> <li>Using the flipchart, ask groups to call out names of tour companies operating in Laos.</li> <li>Writ these up on the flipchart.</li> <li>Ask them what is special about the first one, the second and so on: write these next to the names.</li> <li>Help the participants to understand that each brand is different and appeals to a different market. That is their <b>BRAND</b></li> <li>You may have a range of different answers, including, for example: Green Discovery, Overseas Adventure Travel, etc. Some ideas include:</li> </ol> <table border="1" data-bbox="204 1686 1078 1879"> <thead> <tr> <th>Operator</th> <th>Style and market</th> </tr> </thead> <tbody> <tr> <td>OAT: Overseas Adventure Travel</td> <td>Classic tour for over 60ties Soft adventure, 100% American</td> </tr> <tr> <td>Explore</td> <td>2 – 3 star level, British, quite independent</td> </tr> </tbody> </table>		Operator	Style and market	OAT: Overseas Adventure Travel	Classic tour for over 60ties Soft adventure, 100% American	Explore	2 – 3 star level, British, quite independent		
Operator	Style and market								
OAT: Overseas Adventure Travel	Classic tour for over 60ties Soft adventure, 100% American								
Explore	2 – 3 star level, British, quite independent								

<b>Training instructions: Topic 5: Representing a brand</b>		<b>Time: 45</b>
		<b>Slides: 104 - 124</b>
<b>Teaching Methods</b>		<b>Time and Resources</b>
Travel Indochina	FIT, Small group, full board, often couples or families	
Exo Travel	FIT, soft adventure, classic tours	
Green Discovery	Youth, mostly backpackers, hard adventure: ziplining, kayaking, etc	
G Adventure	Budget tours	
Journey Within	High end luxury, honeymooners, small group.	
<b>Implications for Tour Guides:</b>  Discuss the implications for the guide = <b>this is very important!</b> They must follow the procedures and requirements of the international travel brand!		<b>Time: 5 min</b> <ul style="list-style-type: none"> <li>Slides</li> </ul>

<b>Training instructions: Module Closure</b>		<b>Time: 10 min</b>
		<b>Slides: 125 - 131</b>
<b>Teaching Methods</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>Ask if there are any outstanding questions</li> <li>Present the slide of the module content and remind them what we covered today</li> <li>Announce the starting time the following day for Module 2: Building Rapport.</li> <li>Discuss the Course Assignment on an Interpretive Activity (instructions below)</li> </ul> <p>Close the session with thanks and a reminder that:</p> <p>The next Module is <b>Module 2: Building Rapport</b> – where we will have a lot of fun learning how to build really good relationships with our tour members, by learning more about them and their own cultures and expectations..</p> <p><b>Remind participants to do further research for their assignment!</b></p>		

### Training instructions: Course Assignment

Ask if there are any outstanding questions

#### Explain the course assignment to the participants:

- Each must choose a topic that they will develop and deliver an interpretive activity on on the last day of the programme. **Examples:** river life, religious festival, coffee tour, handcraft making, etc.
- They have 2 days to do research on their topic – in the evenings after the course.
- They will learn more about interpretive activities in Module 3, then they will have 2 evenings to develop an activity
- They will deliver to their classmates, and involve them as participants.
- They will be negatively judged if they go over 10 minutes – remember that tours run to strict times so they cannot be longer.

The presented activity will be ‘judged’ by all the course participants and they will all provide feedback to each other as part of the course learning.

#### Choose the Assignment Topic

While still in class, everyone must choose the topic that they are going to do research on, and submit their chosen topic to you.

**This is important!!! They must not leave until they have done this – otherwise it must be given to you first thing the next morning.**

Make sure that they clearly understand the Assignment and the steps for the assignment

- **1:** Choose a topic
- **2:** Research the topic
- **3:** Select an Interpretive Activity method to present that topic to tourists
- **4:** Develop and prepare the Interpretive Activity – using the Planning sheet
- **5:** Present the activity in class on Day 5

Make it clear they must come and deliver THAT ACTIVITY in class on the last day of the course – otherwise they will not get there certificate!

#### Topics to choose from:

- Fishing methods on the Mekong

### Training instructions: Course Assignment

- River Life
- Coffee: from tree to cup
- A day in the life of a monk
- The Rocket Festival
- Musical instruments
- Market tour
- Mango paper
- Birds in Champasak
- Other ones they may select

### Assignment

Each participant has to research, develop and deliver an interpretive activity that includes the following:

1. A topic that is new or not very familiar to you
2. An overview of the tourist profile you will deliver it to (this is included in the template)
3. A planning template – completed and handed in to the trainer (can be hand-written or typed)
4. An interpretive guiding method
5. A script
6. Some props and resources
7. Delivery of the activity

#### The activity must:

- Be no longer than 10 minutes long.
- Be aimed to include at least 4 – 6 people, if not more
- Follow the hints, tips and guidelines given in the training
- Be delivered in English
- Be fun and interesting for the participants!

Explain the evaluation sheet to them: this is what you are looking for:

## Assignment Presentation Evaluation Sheet

<b>Name</b>	
<b>Topic</b>	
<b>Activity type (e.g. demonstration)</b>	
<b>Planning template</b>	
<b>Tour group/audience profile</b>	
<b>Duration of activity: (timing)</b>	
<b>Evidence of research and 'new' content</b>	
<b>Short self-introduction</b>	
<b>Use of props and resources</b>	
<b>Include other people</b>	
<b>Fun and interaction/enjoyment of participants</b>	
<b>Feedback from other participants</b>	
<b>General comments and feedback:</b> (e.g. voice, eye contact, confidence, language, etc.)	