



Republic of Rwanda
Ministry of Education



RQF LEVEL 5



TOURISM

TORTI502

Providing Tourism information and Advice

TRAINER'S MANUAL

April, 2025

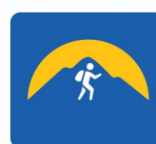


Republic of Rwanda
Ministry of Education



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TVET BOARD

PROVIDE TOURISM INFORMATION AND ADVICE



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Original published version: April, 2025.

ACKNOWLEDGEMENTS

Rwanda TVET Board (RTB) would like to recognize all parties who contributed to the development of the Trainer's and trainee's manuals for the TVET Certificate V in Building Tourism for the module: **"TORTI502- Providing Tourism information and Advice"**.

Thanks to the EU for financial support and Ubukerarugendo Imbere Project for technical support on the implementation of this project.

We also wish to acknowledge all trainers, technicians and practitioners for their contribution to this project.

The management of Rwanda TVET Board appreciates the efforts of its staff who coordinated this project.

Finally, RTB would like to extend its profound gratitude to the MCT Global team that technically led the entire assignment.

This training manual was developed:



Under Rwanda TVET Board (RTB) guiding policies and directives



Under European Union financing



Under Ubukerarugendo Imbere Project implementation, technical support and guidance

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TABLE OF CONTENT

AUTHOR’S NOTE PAGE (COPYRIGHT)	i
ACKNOWLEDGEMENTS	ii
LIST OF ABBREVIATIONS AND ACRONYMS	vi
INTRODUCTION	1
LEARNING OUTCOME 1: Collect tourism information	3
Topic 1.1: Identification of tourism scope in Rwanda	7
Topic 1.2: Sources of tourism information	10
Topic 1.3: Gather tourism information	14
Topic 1.4: Analyse tourism information	18
LEARNING OUTCOME 2: DELIVER TOURISM INFORMATION	24
Topic 2.2: Channels of delivering information	31
Topic 2.3: Interpret tourism information	35
LEARNING OUTCOME 3: PROVIDE PERSONALIZED ADVICE	41
Topic 3.1: Traveller’s interests	44
Topic 3.2: Select tour package components	48
Topic 3.3: Tour package components suppliers	52
Topic 3.4: Tailor a tour package	55
Topic 3.5: Advise the traveller about the tour package	59
Topic 3.6: Confirmation of the tour package	63
Topic 3.7: Assist traveller with booking arrangements	67
Topic 3.8: Traveler’s feedback	71
REFERENCES	83

LIST OF ABBREVIATIONS AND ACRONYMS

CBET: Competence Based Education and Training

DMA: Destination Management Area

RQF: Rwanda Qualification Framework

RTB: Rwanda TVET Board

TVET: Technical and Vocational Education and Training

INTRODUCTION

This trainer manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Providing Tourism information and Advice**. Students undertaking this module shall be exposed with practical activities that will develop and nurture their competences, the writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing enough practical opportunities reflecting real life situations.

The trainer manual is subdivided into Learning outcomes, each outcome has got various topics, you will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge, and attitudes about the unit.

The trainer manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

This manual will give you tips, methodologies, and techniques about how to facilitate students to undertake different activities as proposed in their trainee manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify strength, weaknesses, and areas for improvements.

Remind them to read point to remember section which provide the overall key points and take ways of the unit.

PROVIDING TOURISM INFORMATION AND ADVICE

Learning Outcomes	Learning Hours	Learning Outcomes/topics
1. Collect tourism information	18	1.1. Identification of the tourism scope
		1.2. Determine sources of information
		1.3. Gathering tourism information
		1.4. Analysing tourism information
2. Deliver tourism information	15	2.1. Selection of informational resources/materials
		2.2. Selecting the channel of delivering information
		2.3. Interpretation of tourism information
3. Provide personalized advice	27	3.1. Identification of traveller's interests
		3.2. Selection of the tour package components
		3.3. Determining tour components suppliers
		3.4. Tailoring a tour package
		3.5. Advising the traveller about tour package
		3.6. The tour package confirmation
		3.7. Assisting traveller with booking arrangements
		3.8. Gathering traveller's feedback

LEARNING OUTCOME 1: COLLECT TOURISM INFORMATION



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss on:
 - a. What the illustration show?
 - b. What they think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **Provide Tourism information and Advice**. They will cover the Description of Rwanda geographical features.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe of tourism scope	1. Determine the sources of tourism information	1. Be specific in describing the scope of tourism
2. Differentiate sources of tourism information	2. Distinguish sources of tourism information	2. Be sincere in distinguishing sources of tourism
3. Explain ways of gathering tourism information	3. Gather tourism information	3. Be objective in gathering tourism information
4. Analyse tourism information	4. Interpret tourism information	5. Be honest in analysing tourism information



Steps:



Discovery activity



Task 1

Instructions to the scenario.

Individually or in group, ask students to read the scenario under Task 1 and answer to the provided questions related to collecting tourism information by identification of tourism scope, determining the sources of information, gathering information and effectively analysing tourism information.

1. Ask trainee to discuss on the following questions:
 - a. Give the meaning of the following terms:
 - i. Scope

- ii. Scope of tourism
- b. Identify the components of tourism information scopes
- c. List the types of tourism
- d. Explain each of the types of tourism
- e. List the forms of tourism
- f. Describe each of the forms of tourism
- g. Identify the types of tourists
- h. What are the sources of tourism information used for collecting information that can convince the group of tourists?
- i. Illustrate the steps to go through when gathering tourism information to be availed for the visitors?
- j. Explain the techniques used to gather tourism information
- k. Clarify the factors considered when gathering tourism information
- l. Demonstrate the approach used to analyze the gathered tourism information?
- m. Explain the steps to go while analyzing tourism information
- n. Explain the methods used to analyze the tourism information and introduce the
Topic 1.1: **Scope of tourism in Rwanda**

Topic 1.1: Identification of tourism scope in Rwanda

	Objectives: By the end of the topic, trainees will be able to: a. Introduce the concepts of Tourism scope in Rwanda b. Describe the types of tourism c. Distinguish the forms of tourism d. Describe the types of tourists
	Time Required: 4 hours.
	Learning Methodology: Role-play, small group work, group discussion, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Gather some documentaries on tourism scope ☐ Avail some the necessary documents for the session
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking

✓ Communication: encourage every group member to participate in discussions and/or oral presentations	
	Prerequisites: ▶ Develop tourism promotional materials ▶ Prepare tour packages

Activity 1: Problem-Solving

Task 2

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 2 in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 3: Questions on tourism scope

With your support ask trainees to discuss on the questions related to the scope of tourism under task 3 in their trainee manual.

1. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
2. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
4. After the sharing session, refer students to Key Facts 1.1. and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 4: determine the scope of tourism information in Rwanda

Ask trainees to read carefully the scenario in under task 4 in their manuals and determine the scope of tourism that they'll present to the class. Use the following checklist to check the trainee performance:



Checklist:

Indicator and elements to check	Yes(Y) or No(N)	Observation
The scope of information to provide to hikers is well identified:		
1. Concepts regarding scope of tourism are explained: - the meaning of the term: "Scope of tourism" is provided - the components of tourism information scopes are identified		
2. Types of tourism are described		
3. Forms of tourism are explained		
4. Types of tourists are identified		

Topic 1.2: Sources of tourism information

	Objectives: By the end of the topic, trainees will be able to: - Classify the types of tourism information basing on the context and purpose - Identify the types of tourism information per their classes - Differentiate the sources of tourism information with vivid examples
	Time Required: 4 hours.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Expose different materials in the school workshop ☐ Get ready with trainee groups to avoid waste of time

Cross Cutting Issues:

- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:



- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 5: determining the sources of information

Instructions to the trainer:

Ask trainees, to read the **scenario 1: Assessment of market needs** and answer Individually or in group, the questions under **Topic 1.2, Activity 1: Problem-Solving, Task 5** in their trainee manuals based on the personal knowledge. Follow the steps below:



Steps:

1. Give clear instructions to trainees on the task to be done, on any tools/materials and on duration to perform the task.
2. Monitor the activity using an appropriate method such as individual work, pairs or small groups, and trainees read the Scenario in their trainee manuals and answer to the questions on **Topic 1.2 , Activity 1: Problem-Solving , Task 5** in their trainee manual.
3. After answering the questions, guide trainees to present and share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations and plenary sessions.
4. *Encourage other trainees to give their contributions and feedback during the presentations. Responses can be displayed where trainees can refer to them during the session.*
5. After the plenary session, orient trainees to read carefully **Key Facts 1.2** in their trainee manual,
6. Read the key facts together while comparing with their presented responses.
7. Answer any questions that trainees might have, as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 6:

Ask trainee to refer to the key facts and discuss the statements on **Task 6**

1. During the task, trainee should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
2. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behaviour changes should be handled during this activity.

- Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
- After the sharing session, refer students to **Key Facts 1.2.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 7: trainee's field visit

Ask trainees to visit the nearest travel agency or tour operator company to observe and to ask some questions about the sources of tourism information they use through the following questions:

- What are the sources of information do you use?
- Which do you prefer the most?
- Why does this one is the most preferred?

Note that here the student will record and interpret the provided information and be presented

Use the checklist below to check the trainee's performance

Indicator and elements to check	Yes(Y) or No(N)	Observation
The sources of information used are well recorded:		
1. The sources of information used by the company were recorded		
2. The class where the used sources of information used by the company were mentioned		
3. The mentioned classes of used sources of tourism information were described		
4. The sources of tourism information preferences of the company are interpreted		

Topic 1.3: Gather tourism information

	Objectives: By the end of the topic, trainees will be able to: - State the steps of gathering tourism information - Describe the techniques of gathering tourism information - Provide the factors to consider when gathering tourism information
	Time Required: 5 hours
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Avail necessary materials that can provide tourism information ☐ Contact some institutions for field visits
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking

✓ Communication: encourage every group member to participate in discussions and/or oral presentations	
	Prerequisites: ▶ Develop tourism promotional materials ▶ Develop tour packages

Activity 1: Problem-Solving



Task 8: questions on gathering tourism information

Instructions to the trainer:

Ask trainees, to read the **scenario 1: Assessment of market needs** and answer Individually or in group, the questions under **Topic 1.3, Activity 1: Problem-Solving, Task 8** in their trainee manuals based on the personal knowledge. Follow the steps below:



Steps:

1. Give clear instructions to trainees on the task to be done, on any tools/materials and on duration to perform the task.
2. Monitor the activity using an appropriate method such as individual work, pairs or small groups, and trainees read the Scenario in their trainee manuals and answer to the questions on **Topic 1.3, Activity 1: Problem-Solving, Task 8** in their trainee manual.
3. After answering the questions, guide trainees to present and share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations and plenary sessions.
4. *Encourage other trainees to give their contributions and feedback during the presentations. Responses can be displayed where trainees can refer to them during the session.*

5. After the plenary session, orient trainees to read carefully **Key Facts 1.3** in their trainee manual,
6. Read the key facts together while comparing with their presented responses.
7. Answer any questions that trainees might have, as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 9: questions on gathering information

Ask trainee to refer to the key facts and discuss the statements on **Task 9**

1. During the task, trainee should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
2. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
4. After the sharing session, refer students to **Key Facts 1.3.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 10: pair work on gathering tourism information

Ask trainees: to form a group of two then go in the school workshop and use the available resources to gather information on accommodation in kigali sit together in the workshop, make research and produce a report containing the information gathered. Use the **checklist below:**

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: types of tourism are properly determined			
	Domestic tourism is explained			
	International tourism is explained			
	Indicator 3: forms of tourism are properly determined			
	Purpose of trip is identified			
	Alternative Forms are identified			
2	Indicator 1: Scope is well determined			
	National tourism is defined			
	International tourism is defined			
	Indicator 2: forms of tourism are distinguished			
	Forms of tourism explained			
3	Indicator 1: instructions are properly followed			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			

Topic 1.4: Analyse tourism information

	Objectives: By the end of the topic, trainees will be able to: - Determine the steps to analyse tourism information - Describe the methods of analysing tourism information - Verify the veracity of the tourism information
	Time Required: 5 hours.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Set the sitting plan correctly ☐ Get all equipment and material ready
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.

- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 11: determining the sources of information

Instructions to the trainer:

Ask trainees, to read the **scenario 1: Assessment of market needs** and answer Individually or in group, the questions under **Topic 1.4, Activity 1: Problem-Solving, Task 11** in their trainee manuals based on the personal knowledge. Follow the steps below:



Steps:

1. Give clear instructions to trainees on the task to be done, on any tools/materials and on duration to perform the task.
2. Monitor the activity using an appropriate method such as individual work, pairs or small groups, and trainees read the Scenario in their trainee manuals and answer to the questions on **Topic 1.1, Activity 1: Problem-Solving , Task 11** in their trainee manual.
3. After answering the questions, guide trainees to present and share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations and plenary sessions.
4. *Encourage other trainees to give their contributions and feedback during the presentations. Responses can be displayed where trainees can refer to them during the session.*

5. After the plenary session, orient trainees to read carefully **Key Facts 1.4** in their trainee manual,
6. Read the key facts together while comparing with their presented responses.
7. Answer any questions that trainees might have, as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 12

Ask trainee to refer to the key facts and discuss the questions under **Task 12** in their trainee manuals

1. During the task, trainee should be given a degree of independence to apply the knowledge and skills acquired in activity 2. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
2. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behaviour changes should be handled during this activity.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
4. After the sharing session, refer students to **Key Facts 1.4.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 13: trainee's field visit

Ask trainees to visit the nearest travel agency or tour operator company and to observe. Use the checklist below to measure their performance.

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: tourism information is properly analyzed			
	Steps are followed			
	Methods are applied			
2	Indicator 1: tourism information is properly analyzed			
	Tourism Information is availed			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools, equipment and materials are submitted			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			



Formative Assessment

1. Differentiate:

- Types of tourism
- Forms of tourism

R/ ***forms are about where the travel happens in relation to the traveler's usual residence, while types are about why the travel happens.***

2. Explain the following types of tourism:

- International tourism
- Domestic tourism

R/

- ***International Tourism: When people visit a foreign country, it is referred to as International Tourism.***
- ***domestic tourism: The tourism activity of the people within their own country***

3. Differentiate between inbound and Outbound tourism

R/

- ***Inbound Tourism: This refers to tourists of outside origin entering a particular country.***
- ***Outbound Tourism: This refers to tourists traveling from the country of their origin to another country.***

4. Identify the source to which RDB is classified:

- a. Online travel agency
- b. Magazines
- c. Travel agency and tour operator
- d. Government tourism offices
- e. No correct answer

R/ ***d.***

5. True or false qualitative method is based on opinions and motivations

R/ ***true***



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Points to Remember

These are the key learning points from all activities in this learning outcome.

When collecting tourism information, it's crucial to gather data that provides a comprehensive overview of the destination.

The following are the guidelines;

- **Define goals,**
- **Identify relevant data sources,**
- **data quality and accuracy,**
- **data Analysis and interpretation.**

By following these guidelines, you can collect valuable tourism information that will help you make informed decisions and improve your destination's appeal to visitors.

LEARNING OUTCOME 2: DELIVER TOURISM INFORMATION



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss on:
 - a. What the illustration show?
 - b. What they think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **Provide Tourism information and Advice**. They will cover the Description of Rwanda geographical features.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe informational resources	1. Select informational resources	1. Be clear when describing informational details
2. Determine channels of delivering information	2. Determine channels of delivering information	2. Be open minded when determining the channels of delivering information
3. Describe tourism information	3. Interpret tourism information	3. Be professional when interpreting tourism information



Discovery activity



Task 14

Instructions to the trainer:

Ask trainees, to read and answer Individually or in group, the questions under **Discovery activity of Unit 2 Task 14** in their trainee manual.



Steps:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home, work experience or workplace experiences about Describing tour package details. Let trainees discuss the questions **under task 14 in their Trainee's Manuals**. *Make sure instructions are understood, all the trainees are actively participating, and necessary materials/tools are given.*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
3. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. After this activity, Introduce the Topic 2.1: informational resources

Topic 2.1: Informational resources/material

	Objectives: By the end of the topic, trainees will be able to: a. Introduce the concept of informational resources b. Describe the factors to consider in selecting informational materials c. Differentiate the types of tourism informational materials
	Time Required: 5 hours.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed:

Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.



Preparation:

- ☐ Expose different materials in the school workshop
- ☐ Get ready with trainee groups to avoid waste of time



Cross Cutting Issues:

- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 15:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the illustration and answer the questions provided under **task 15** in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer students to **Key facts 2.1 and** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 16

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **task 16** in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to **Key Facts 2.1.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 17:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainees' manuals task 17 and make a report of the task. *Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used*
2. Tell trainees to read carefully the scenario and answer on the questions under task 17 then present in front of the class.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: tourism informational resources are selected			
	Government boards are identified			
	OTAs are identified			
	Travel blogs are identified			

	Travel magazines are identified			
2	Indicator 1: information resources are well selected			
	Information resources are used			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools, equipment and materials			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			

Topic 2.2: Channels of delivering information

	Objectives: By the end of the topic, trainees will be able to: - Define the channels of delivering information - Describe the channels of delivering information - Distinguish the mediums of delivering tourism information
	Time Required: 5 hours
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Avail necessary materials that can provide tourism information ☐ Contact some institutions for field visits

Cross Cutting Issues:



- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 18:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the illustration and answer the questions provided under **task 18** in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class.

Write their responses for reference. Encourage all trainees to give their views.

3. After the sharing session, refer trainees to **Key facts 2.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity2: Guided Practice



Task 19:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **task 19** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to **Key Facts 2.2.** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 20:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainees' manuals task 20 and make a

report of the task. *Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used*

2. Tell trainees to read carefully the scenario and answer on the questions under **task 20**
3. Here this activity requires trainees to work in pairs and independently, but will be evaluated individually, with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: channels are properly selected			
	Offline channels are identified			
	Online channels are identified			
	Techniques are selected			
2	Indicator 1: information is properly delivered			
	Offline channels are used			
	Online channels are utilized			
	Techniques are applied			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools equipment and materials are submitted			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			

Topic 2.3: Interpret tourism information

	Objectives: By the end of the topic, trainees will be able to: - Introduce the notion of tourism information interpretation - Describe the techniques to interpret information - Determine the tips for interpretation of tourism information
	Time Required: 5 hours.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Set the sitting plan correctly ☐ Get all equipment and material ready
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.

- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 21:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the illustration and answer the questions provided under task 21 in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 2.3 and** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity2: Guided Practice



Task 22:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under task 22 in their trainee's manuals.

Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used

2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 2. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 2.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity3: Application



Task 23:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the illustration provided in the trainees' manuals **task 23** and answer the questions of the task. *Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used*
2. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: techniques to interpret techniques are well applied			
	Personal interpretation techniques selected			
	Thematic interpretation techniques identified			
	Verbal interpretation techniques are identified			
	Media based interpretation techniques are determined			
2	Indicator 1: interpretation is successfully done.			
	Personal interpretation techniques applied			
	Thematic interpretation techniques applied			
	Verbal interpretation techniques are applied			
	Media based interpretation techniques are applied			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools, equipment and materials are submitted			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			



Formative Assessment

1. What are the tourism information interpretation techniques you know?

R/

- ***Personal interpretation***
- ***Thematic interpretation***
- ***Verbal interpretation***
- ***Media based interpretation***

2. Select the efficient channel to provide information

R/

- ***Offline channel***
- ***Online channel***
- ***Emerging channels***

3. What are the tools to deliver tourism information?

R/

- ***Tourism offices***
- ***Brochures and pamphlets***
- ***Maps***
- ***Travel guides***
- ***Websites***
- ***Mobile apps***
- ***Social media***
- ***VR an AR***
- ***OTAs***
- ***Review platforms***

4. Choose the correct answer:

- a. Offline channel is a technique to deliver information
- b. Travel agency is not a source of tourism information
- c. Target audience is a factor to consider when selecting informational resources
- d. No correct answer

R/ c

5. Differentiate between offline channel and online channel

R/

- ***An offline channel refers to a method of communication or distribution that does not rely on the internet or digital technologies while An online channel refers to a method of communication or distribution that relies on the internet and digital technologies.***



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Points to Remember

These are the key learning points from all activities in this learning outcome.

To deliver exceptional tourism information, you must:

- **Know your destination:** Understand its history, culture, attractions, and practicalities.
- **Communicate effectively:** Speak clearly, listen actively, and adapt your communication style to different audiences.

LEARNING OUTCOME 3: PROVIDE PERSONALIZED ADVICE



Learning outcome 3: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss on:
 - a. What the illustration show?
 - b. What they think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **Provide Tourism information and Advice**. They will cover the Description of Rwanda geographical features.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe travellers' interests	1. Determine traveller's interests	1. Be Curious in determining traveller's interests
2. Describe the tour package components	2. Establish the tour package components	2. Be knowledgeable in describing the tour package components
3. Determine tour components suppliers	3. Select the tour components suppliers	3. Be professional in determining tour components suppliers
4. Tailor the tour package	4. Combine the tour package	4. Have a Keen eye to details when tailoring tour package
5. Advertise tour package	5. Advertise the tour package	5. Be honest when advertising tour package



Steps:



Discovery activity



Task 24: tell trainee to answer to the questions in their manual.

Topic 3.1: Traveller's interests

	Objectives: By the end of the topic, trainees will be able to: - Introduce the travellers interests - Distinguish the types of travellers - Apply the techniques of determining travellers interests
	Time Required: 5 hours
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Avail necessary materials that can provide tourism information ☐ Contact some institutions for field visits
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.

- ✓ **Peace and value education:** discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 25:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the illustration and answer the questions provided under **task 25** in their trainee's manuals. *Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 3.1 and** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity2: Guided Practice



Task 26: questions

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 26** in their trainee's manuals.
2. *Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used*
3. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
6. After the sharing session, refer trainees to **Key Facts 3.1.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 27:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainees' manuals **task 27** and make a report of the task. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.*

2. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
3. Use the checklist below:

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: Travellers are well grouped			
	Types of travellers are identified			
	Budget travellers are identified			
	Activity-based travellers are identified			
2	Indicator 1: tourist interest are well determined			
	Foodies are determined			
	Adventure travellers are determined			
	Culture travellers are determined			
	Religious are determined			
	Relaxation lovers are determined			
	Experienced seekers are determined			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools, equipment and materials are arranged			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			

Topic 3.2: Select tour package components

	Objectives: By the end of the topic, trainees will be able to: - Describe the components of tour package - Determine the travellers request - Provide the factors to consider when selecting tour package components
	Time Required: 5 hours.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Set the sitting plan correctly ☐ Get all equipment and material ready
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.

- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 28: determining

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 28** in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 3.2** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity2: Guided Practice



Task 29

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 29** in their trainee's manuals.
Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used

2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to **Key Facts 3.2.** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity3: Application



Task 30:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainees' manuals **task 30** and make a report of the task. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. This activity requires trainee to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
	Indicator 2: tour package components are properly selected			
	Transportation is properly selected			
	Accommodation is properly selected			
	Alternative Forms are identified			
	Additional services are selected			
2	Indicator 1: tour package components are effectively conformed			
	Hotels is chosen			
	Transportation mean is determined			
	Activities are confirmed			
	Additional services are confirmed			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools, equipment and materials are selected			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			

Topic 3.3: Tour package components suppliers

	Objectives: By the end of the topic, trainees will be able to: - Introduce the concepts of tour package components suppliers - Describe the types of tourism suppliers - Give the criteria for selecting tour components suppliers
	Time Required: 4 hours.
	Learning Methodology: Role-play, small group work, group discussion, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Gather some documentaries on tourism scope ☐ Avail some the necessary documents for the session
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Develop tourism promotional materials
- ▶ Prepare tour packages



Activity 1: Problem-Solving



Task 31:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 31** in their trainee's manuals.

Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 3.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity2: Guided Practice



Task 32: Questions

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 32** in their trainee's manuals.

Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used

2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.

- During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
- Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
- After the sharing session, refer trainees to **Key Facts 3.3.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 33:

- Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainees' manuals **task 33** and make a report of the task. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
- This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
- Use the checklist below to evaluate the trainee's performance:

No	Indicator	Yes(y) No(N)	or	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected				
	Tools are selected				
	Materials are selected				
	Indicator 2: supplier of tour package components are properly determined				
	Attractions suppliers are determined				
	Entertainments suppliers are determined				
	Travel companies are determined				

No	Indicator	Yes(y) No(N)	or	Score Y/NE	Points
	Accommodation providers are determined				
2	Indicator 1: tour package suppliers are effectively confirmed				
	Transporters are confirmed				
	Accommodations are confirmed is defined				
	Entertainment providers are confirmed				
	Attraction providers are confirmed				
4	Indicator 1: workplace is safely maintained				
	Hazard are identified				
	Safety equipment are placed				
5	Indicator 1: workplace hygiene is well maintained				
	PPE are used				
	Safety measures are respected				

Topic 3.4: Tailor a tour package

Objectives:  By the end of the topic, trainees will be able to: a. Introduce the tailoring tour package b. Determine the tips for tailoring a tour package c. Describe the characteristics of tailored tour package	
	Time Required: 4 hours.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Expose different materials in the school workshop

- ❑ Get ready with trainee groups to avoid waste of time

Cross Cutting Issues:

- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:



- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 34:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 34** in their trainee's manuals.

Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 3.4** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity2:Guided Practice



Task 35

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 35** in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to **Key Facts 3.4.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.

Activity3: Application



Task 36:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainees' manuals **task 36** and make a report of the task. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. This activity requires students to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: the understand of client's is properly done			
	Client's budget is defined			
	Demography of client's is determined			
	Indicator 3: Itinerary is correctly customized			
	Unique experience are identified			
	Add-on options are given			
2	Indicator 1: the tour package is properly tailored			
	Tour package is personalized			
	Indicator 2: forms of tourism are distinguished			
	Forms of tourism explained			
3	Indicator 1: instructions are properly followed			
	Time is respected			

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
	Tools, equipment and materials are submitted			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			

Topic 3.5: Advise the traveller about the tour package

	Objectives: By the end of the topic, trainees will be able to: - Determine the basics to advise travellers - Describe the techniques to advise travellers - Provide accurate advice to travellers
	Time Required: 5 hours
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Avail necessary materials that can provide tourism information ☐ Contact some institutions for field visits

Cross Cutting Issues:

- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 37:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 37** in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 3.5** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity2: Guided Practice



Task 38:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 38** in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to **Key Facts 3.5.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 39:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the work on field in the trainees' manuals **task 39** and make a report of the task. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: tour linery is properly advised			
	Activities are advised			
	Transportation is advised			
	Accommodation is advised			
2	Indicator 1: tour itinerary is properly done			
	Itinerary is customized			
	Flexibility is considered			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools, equipment and materials are submitted			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			

Topic 3.6: Confirmation of the tour package

	Objectives: By the end of the topic, trainees will be able to: - Determine the steps to confirm tour packages - Describe the tips to confirm a tour package - Provide the tour package confirmation details
	Time Required: 4 hours.
	Learning Methodology: Role-play, small group work, group discussion, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Gather some documentaries on tourism scope ☐ Avail some the necessary documents for the session
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking

✓ Communication: encourage every group member to participate in discussions and/or oral presentations	
	Prerequisites:
	▶ Develop tourism promotional materials
	▶ Prepare tour packages

Activity 1: Problem-Solving



Task 40:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 40** in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 3.6** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity2: Guided Practice



Task 41:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 41** in their trainee's manuals. *Make sure instructions are*

understood, all the trainees are actively participating and necessary materials/tools are provided and being used

2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to **Key Facts 3.6.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 42:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the trainees' manuals **task 42** and make a report of the task. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. This activity requires trainees to in group of two with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations.

Your role is to set clear instructions, methodology and timeframe for submitting the report.

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: tour package components are confirmed			
	Accommodation type is identified			
	Vehicle Type is determined			
	Attractions are identified			
	Food and beverages are determined			
	Ancillary services are considered			
	Alternative Forms are identified			
2	Indicator 1: tour package components are effectively confirmed			
	Accommodation type is confirmed			
	Vehicle Type is confirmed			
	Attractions are confirmed			
	Food and beverages are confirmed			
	Ancillary services are confirmed			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools, equipment and materials are submitted			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			

Topic 3.7: Assist traveller with booking arrangements

	Objectives: By the end of the topic, trainees will be able to: - Identify the way of assisting tourists in reserving services - Describe the steps involved in booking - Issue the confirmation documents to travellers
	Time Required: 4 hours.
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Expose different materials in the school workshop ☐ Get ready with trainee groups to avoid waste of time
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations

**Prerequisites:**

- ▶ Develop tourism promotional materials
- ▶ Develop tour packages

**Activity 1: Problem-Solving****Task 43:**

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 43** in their trainee's manuals.
Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 3.7** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.

**Activity2: Guided Practice****Task 44**

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 44** in their trainee's manuals.

Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used

2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to **Key Facts 3.7** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity3: Application



Task 45:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the work provided in the trainees' manuals **task 45** and make a report of the task. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations.
Your role is to set clear instructions, methodology and timeframe for submitting the report.

Use the **checklist** below to evaluate the trainee's performance:

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Tools are selected			
	Materials are selected			
	Indicator 2: Traveller is properly assisted			
	Suppliers contact is shared			
	Suppliers address is provided			
	Indicator 3: suppliers services are properly booked			
	Accommodation type is booked			
	Vehicle Type is booked			
	Attractions are booked			
	Food and beverages are cbooked			
	Ancillary services are booked			
2	Indicator 1: the guest is properly assisted			
	Tour package components are booked			
	Necessary information is provided			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools, equipment and materials are submitted			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			

Topic 3.8: Traveller's feedback

	Objectives: By the end of the topic, trainees will be able to: - Define traveller's feedback - Describe the steps of gathering traveller's feedback - Describe the techniques to handle complaints
	Time Required: 5 hours
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Avail necessary materials that can provide tourism information ☐ Contact some institutions for field visits
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behaviour such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ▶ Develop tourism promotional materials
- ▶ Develop tour packages



Activity 1: Problem-Solving



Task 46:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under **task 46** in their trainee's manuals.

Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 3.8** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity2: Guided Practice



Task 47:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under **task 47** in their trainee's manuals.

Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used

2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to **Key Facts 3.8.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 48:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees answer the questions provided in the trainees' manuals **task 48** and make a report of the task.

Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used

2. This activity requires trainees to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

No	Indicator	Yes(y) or No(N)	Score Y/NE	Points
1	Indicator 1: Tools, Equipment and materials are properly selected			
	Feedback process is planned			
	Feedback tools are designed			
	During the trip feedback are collected			
	After trip feedback are requested			
	Indicator 2: feedback gathering steps are followed			
	Feedback process is planned			
	Feedback tools are designed			
	During the trip feedback are collected			
	After trip feedback are requested			
	Feedback process is planned			
2	Indicator 1: feedback is properly collected			
	Complaints are handled			
	Recommendations are formulated			
3	Indicator 1: instructions are properly followed			
	Time is respected			
	Tools, equipment and materials are submitted			
4	Indicator 1: workplace is safely maintained			
	Hazard are identified			
	Safety equipment are placed			
5	Indicator 1: workplace hygiene is well maintained			
	PPE are used			
	Safety measures are respected			



Formative Assessment

1. List down the types of travelers by:

i. Their budget

R/

- **Budget travellers**
- **Backpackers**
- **Luxury travellers**
- **Mid budget**

2. What do you understand by:

i. Digital nomads

R/ ***Digital nomads: Digital nomads are people who are not tied to one location.***

3. True or false travel insurance is a component of tour package

R/ ***true***

4. Choose the correct answer:

- a. Map is a visual aid that may be used while advising visitors
- b. A tour package comprises only intangible products
- c. A tour package comprises only tangible products
- d. Tour package does not comprise intangible products

R/ ***a.***

5. Give the 3 tips you can use to assist travellers in booking arrangements

6. Give tour package confirmation tips.

R/

- ✓ ***Communicate clearly with the tour operator:*** Ask any questions or concerns you may have.
- ✓ ***Review all documentation carefully:*** Ensure accuracy and completeness.
- ✓ ***Keep copies of all documents:*** Both physical and digital copies.

- ✓ **Consider travel insurance:** Protect yourself against unforeseen circumstances.
- ✓ **Pack accordingly:** Prepare for the climate, activities, and any specific requirements.

7. During the review of the itinerary what are the most important elements to confirm?

R/

- **Thoroughly examine the itinerary:** Ensure it aligns with your travel preferences, interests, and pace.
- **Check for activities, destinations, and durations:** Verify if they match your expectations.
- **Inquire about any optional activities or add-ons:** If interested, confirm availability and pricing.

8. Match the items in Column A with their correct descriptions in Column B.

Correct Matching Answer Key:	Column A	Column B
1 → e	1. Credit card	a. Daily plan of activities and travel
2 → c	2. Cancellation policy	b. Interests and needs of the traveler
3 → a	3. Tour itinerary	c. Terms and conditions
4 → f	4. Travel insurance	d. Total cost of the tour including services
5 → d	5. Package price	e. Payment mode
6 → b	6. Customer preferences	f. Protection against travel risks



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Points to Remember

These are the key learning points from all activities in this learning outcome.

To provide personalized advice the following points should be considered:

- **Local Knowledge and Expertise:**
 - Stay up-to-date on local attractions, events, and current conditions.
 - Share insider tips and hidden gems.
 - Be knowledgeable about transportation options, safety precautions, and emergency procedures.
- **Tailored Recommendations:**
 - Use the information gathered to provide specific and relevant suggestions.
 - Consider factors like interests, budget, time constraints, and desired pace.
 - Offer a variety of options to cater to different preferences.

Integrated/Summative assessment

Integrated situation

Kabuye is a tourism information centre located in Gisenyi sector, Rubavu district of Rwanda. The centre has received a group of 12 travellers from Kenya, who want to know about the tourism products and services

offered to tourists as they don't have a piece of information about the features of Rwanda tourism industry

while they are interested in getting tourism experience of the destination.

The centre hires you as a competent person to provide tourism information and advice.

you are required to:

1. Collect tourism information
2. Deliver tourism information
3. Provide personalised advice

Resources

Tools	▪ Websites, Tourism software, Google maps
Equipment	▪ Binocular, Computer, Radio call, Telescope, Recorder
Materials/ Consumables	▪ Laser pointer, Guide books , Maps, Magazines, Flipchart paper

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. COLLECT TOURISM INFORMATION (20%)	The scope is properly identified as per the company's target market	Types of tourism are well identified			3
		Forms of tourism are well determined			3
		Types of tourism activities are properly identified			2

	Sources of information are properly determined as per tourism policy	Sources of information are correctly determined			2
	Information is accurately gathered according to the tourism industry	Techniques of gathering tourism information are properly applied			2
		Factors considered when gathering tourism			2

		Information are properly aligned			
	Information is effectively analysed according to data analysis methods	Ways of analysing tourism Information are well determined			2
		Methods of analysing tourism information are properly applied			2
2. DELIVER TOURISM INFORMATION	Informational materials are effectively availed as per the traveller's request	Characteristics of informational materials are effectively identified			5
		Types of informational materials are properly identified			5
		Factors to consider when selecting Informational materials are well identified			5
	Channels of delivering information are properly used according to the company's target market	Types of channels of delivering information are properly selected			5
		Tools to deliver tourism information are effectively used			5
	Information is correctly interpreted as per the traveller's request	Methods to interpret product information are properly applied			5

3. PROVIDE PERSONALISED ADVICE(50 %)	Traveller's interests are correctly identified regarding to traveller's needs	Types of travellers are properly identified			5
		Techniques of identifying Traveller's interests and needs are well determined			5
	The components of the tour package are properly selected based on traveller's request	Components of tour package are well determined			5
		Types of travellers' request are well identified			2
		Factors of selecting the components of the tour package are properly considered.			2
	Suppliers of tour components are effectively determined according to traveller's needs	Types of tourism suppliers are well identified			3
No	The tour package is properly tailored as per travellers preference	Characteristics of tailored tour package are properly identified			3
		Types of tour package are well determined			5
	The traveller is correctly advised to the tour package as per components availability	Basics to advise traveller are well described			5

	The tour package is effectively confirmed in accordance with traveller's request	Steps to confirm tour package are effectively followed			5
	The traveller is properly assisted in booking with suppliers	Steps involved in booking/reservation are properly followed			5
	Traveller feedback is effectively gathered according to company policies	Ways of gathering feedback are properly applied			5
		Techniques to handle complaints are effectively applied			5
Total marks					
Percentage Weightage		100%			
Minimum Passing line % (Aggregate): 70%					

REFERENCES

1. Dr. Babasaheb, Principles & practice of tourism, Open University, Alan Hickman 2015, TM_Access and interpret product information_290415, Melbourne 3000 Victoria, www.asean.org.
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3. Alan Hickman 2015, TM_Promote Products and Services to Customers_290415, Melbourne 3000 Victoria, www.asean.org.
4. <https://tourismnotes.com/travel-tourism/>

