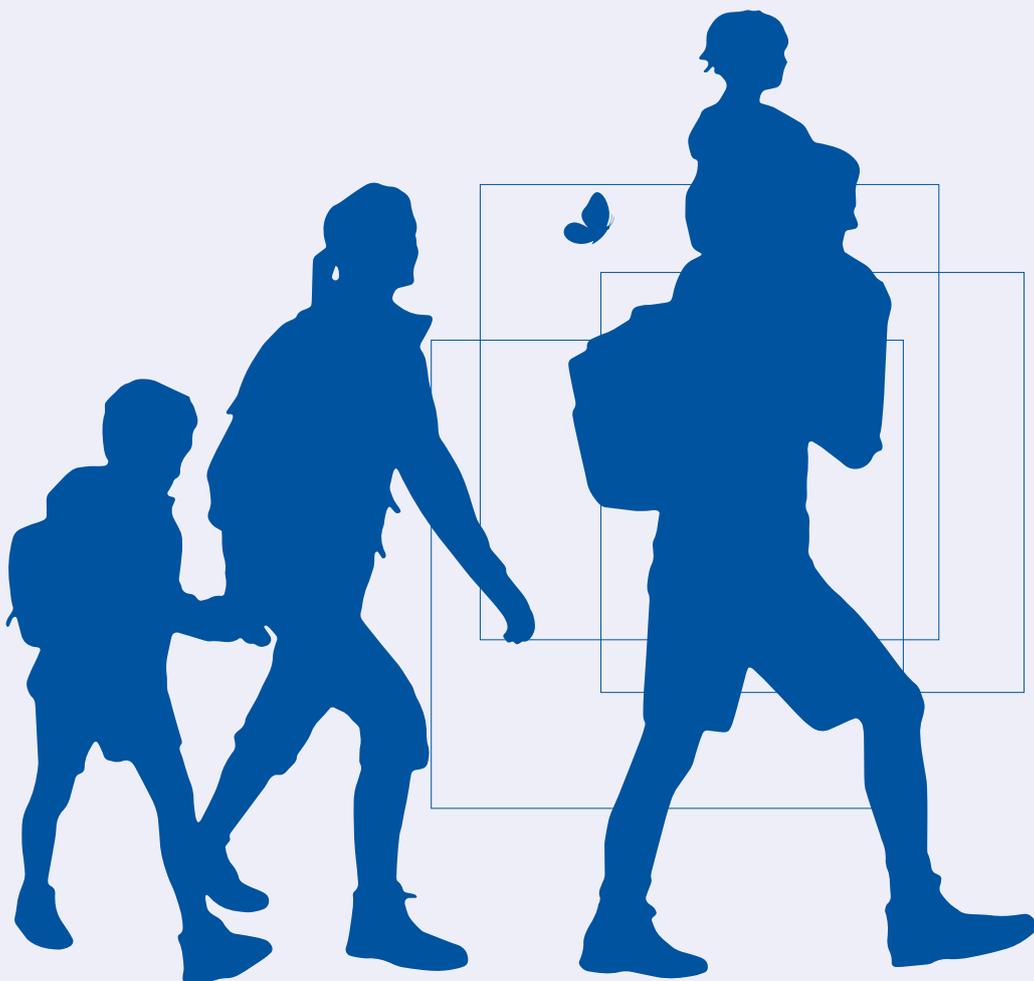




International  
Labour  
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# UNDERSTANDING TOURISTS & TOURISM

GUESTHOUSE OPERATORS TOURISM TRAINING | **MODULE 1**



**TRAINER – RESOURCES 1**

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# TIMETABLE MODULE 1

<b>Day 1</b>	
<b>Session 1 – What is tourism?</b>	<b>1.5 hrs</b>
Break	
<b>Session 2 – Who is involved in tourism?</b>	<b>1.5 hrs</b>
Lunch	
<b>Session 3 – What do tourists need and like?</b>	<b>1.5 hrs</b>
Break	
<b>Session 4 – Different types of tourists</b>	<b>1 hr</b>
Finish	
<b>Day 2</b>	
<b>Session 1 – Likes and dislikes of tourists</b>	<b>1.5 hrs</b>
Break	
<b>Session 2 – Customer service</b>	<b>1.5 hrs</b>
Lunch	
<b>Session 3 – Safety and security</b>	<b>1.5 hrs</b>
Break	
<b>Session 4 – Personal hygiene, Timorese culture</b>	<b>1 hr</b>
Finish	
<b>Day 3</b>	
<b>Session 1 – Communication skills</b>	<b>1.5 hrs</b>
Break	
<b>Session 2 – Handling complaints</b>	<b>1.5 hrs</b>
Lunch	
<b>Session 3 – Tourists and culture</b>	<b>1.5 hrs</b>
Break	
<b>Session 4 – Tourism and the environment</b>	<b>1 hr</b>
Finish	

# LEARNING OUTCOMES

## 1. Understanding tourism and tourists

- 1.1. Have an understanding and appreciation for who tourists are & why they visit.
- 1.2. Know who is involved, and the effects of tourism on our community.

## 2. Hospitality and customer service skills

- 2.1. Understand and demonstrate what is meant by delivering a warm and hospitable welcome and farewell to guests.
- 2.2. Understand and demonstrate what is meant by delivering warm and hospitable service to guests.
- 2.3. Understand the importance of attitudes, personal presentation and hygiene when dealing with guests/tourists.

## 3. Communication skills, handling complaints and culture

- 3.1. Understand the importance of communication in tourism.
- 3.2. Use effective Non verbal and verbal methods of communication to communicate with tourists / guests.
- 3.3. Understand how to handle customer complaints effectively.
- 3.4. Be able to identify elements of local culture that will enhance a guest's / tourists experience.

## 4. Safety, security and the environment

- 4.1. Understand safety and security risks to tourists / guests and staff.
- 4.2. Identify ways to eliminate and reduce risks to tourists / guests and staff
- 4.3. Understand environmental issues within tourism and Timor-Leste.
- 4.4. Identify ways to eliminate and reduce environmental issues within tourism and Timor-Leste.

# HOW TO USE THIS TRAINING PACKAGE

Welcome to the Guesthouse Operators Tourism Training package. This training program has been designed to be used by training professionals to deliver skills-based tourism training in remote parts of Timor-Leste.

## The training program

The training program consists of three modules. Each module is centered on a different theme, and builds on the skills and knowledge of the previous modules. The modules are:

- **Module 1:** Understanding tourists and tourism
- **Module 2:** Food hygiene and preparation
- **Module 3:** Managing reception and housekeeping

## Course resources

Each module contains all the resources required to deliver the training course. For each module you will find:

- **A course timetable:** a suggested format for how the training could be delivered, which matches the layout of the lesson plans. If you wish to locate individual sessions, you will find it's easiest to consult the course timetable.
- **Learning outcomes:** these have been numbered and themed for your reference. The learning outcome numbers match the references in the lesson plans.
- **Lesson plans:** sessions are grouped into days based on the course timetable. Each day has a lesson plan detailing how each session should be delivered, suggested timing, and the resources required. Timings can be adjusted to suit the strengths of your training group.
- **Activity guide:** lesson plans refer to numbered activities. You can consult the activity cards for each day to find out how activities are delivered. Any handouts, questions or game cards mentioned in the lesson plans can be found in the related activity card.
- **Participant manual:** participant manuals have been designed to provide participants with a take away resource that they can continue to refer to, and share with others in their community. You will also find that some activities will refer to corresponding sections of the participant manual. Each lesson plan refers to the relevant section of the participant manual that the trainer should read to prepare for the lesson. A separate trainer manual has not been provided. All required material can be found in the participant manual.

## Learning outcomes

Learning outcomes are numbered for your quick and easy reference. If you are not delivering a training package in its entirety, you can use these numbers to identify the sessions you need to conduct in order to achieve your training goals. These outcomes will also help you to understand the level of understanding that participants should have achieved by the completion of the session or the day.

## Lesson plans

All sessions within each lesson plan are assigned a difficulty rating from 1 to 3.



**Difficulty level 1:** a level 1 session focuses on a general topic that should not be difficult for a qualified professional trainer to understand. A trainer does not need a specialist skillset to be able to understand, prepare and deliver this session effectively.



**Difficulty level 2:** a level 2 session will require substantial reading, preparation and practice for any professional trainer. A trainer does not necessarily need a specialist skillset to be able to understand, prepare and deliver this session effectively, though it would be an advantage. If this session is being delivered by a trainer that does not hold a hospitality or tourism qualification, significant background reading, preparation and practice is recommended prior to delivering this session.



**Difficulty level 3:** a level 3 session should only be delivered by a trainer with professional tourism or hospitality qualifications, preferably with management experience. The material in this session is of a technical nature, and may at times be difficult for participants to understand, and difficult for trainers to explain. Level 3 sessions often require advanced mathematic skills, and require trainers to be able to make accurate calculations on their feet throughout the session. A suitably qualified trainer should spend time practicing the delivery of level 3 sessions.

## Activities

You will notice that each activity in each lesson plan has been assigned an individual reference number. This is to make it easy for you to locate the matching activity description in the activity guide. The activity reference number tells you the day, session and place within the session of any given activity. For example, an activity with the reference **1.2.3** would be delivered on **day 1**, **session 2**, and the **third activity** within that session.

Activities have all been assigned quick references so you can easily see if they are small group, pair, individual or large group exercises.



Lesson plan

# DAY 1

## TOPICS COVERED

What is tourism, who is involved in the tourism industry, who are our tourists, tourists in Timor-Leste, what do tourists need and like.

## LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 1.1. Have an understanding and appreciation for who tourists are and why they visit.
- 1.2. Know who is involved, and the effects of tourism on our community.

<b>SESSION 1</b>	<b>What is tourism?</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</b>



### ACTIVITY 1.1.1 – People bingo

#### Instructions

- Trainers introduce the people bingo activity, used as a bit of an ice-breaker to encourage participants to get to know the other participants.
- Using the questions on the handout from the activities.
- Record participants names if they answer yes.
- The aim is to be the first to complete all boxes.
- The objective is to get all of the participants talking to each other.



#### Resources

- People bingo cards / pens / participant nametags / prize

#### Learning outcomes

- N/A

### DISCUSSION 1.1.1 – Compiling expectations

#### Instructions

- Participants record their expectations for the module / course.
- Trainer read out expectations and discuss if necessary.



#### Resources

- Sticky notes / pens

#### Learning outcomes

- N/A

### DISCUSSION 1.1.2 – What is tourism?

#### Instructions

- Trainer asks participants to share any ideas they already have about what tourism is and what it means. Trainer records key points on the whiteboard.
- Trainer introduces concept of tourism and its definition, followed by what is meant by the tourism industry.
- Trainer then to focus on explaining what is involved in tourism and the tourism industry, focusing on the three key elements:
  - Infrastructure
  - Services
  - Resources



**Resources**

- Whiteboard / markers

**Learning outcomes**

- 1.1

**ACTIVITY 1.1.2 – Elements of tourism****Instructions**

- Divide participants into 3 groups.
- Allocate one element to each group – Resources, Infrastructure and Services.
- Participants to think of elements of Tourism that exist in their district and in Timor-Leste and record their ideas on the butcher's paper provided.
- When they have finished, each group to present and discuss ideas.
- Trainer to summarise and ensure main points covered.

**Resources**

- Flipcharts / markers / whiteboard / cards / pictures

**Learning outcomes**

- 1.1

<b>SESSION 2</b>	<b>Who is involved in tourism and the tourism industry?</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>1.3, 1.4, 1.5, 1.8</b>



### DISCUSSION 1.2.1 – Who is involved in tourism?

#### Instructions

- Trainer to lead a discussion with participants focusing the question: Who in your community is involved in making tourism successful?
- Trainer to introduce and discuss the idea of how the tourism industry works together to provide a good experience to the tourists that visit an area.
- Provide examples such as:
  - Transport
  - Accommodation
  - Activities
  - Services



#### Resources

- Whiteboard / markers / pictures

#### Learning outcomes

- 1.2

### ACTIVITY 1.2.1 – Tourism industry working together

#### Instructions

- The aim of the activity is for participants to work together to identify who in their community will help to make tourism successful.
- Divide participants into 4 groups:
  - Each group will be allocated one of the 4 topics (transport, accommodation, services, activities).
  - Each group to discuss the current situation in their district and then think about future possibilities.
  - Groups record their ideas on the flipcharts provided.
- When they have finished, each group presents their thoughts / discussion to the rest of the participants.



#### Resources

- Whiteboard / markers / flipcharts / cards (transport, accommodation, services, activities)

#### Learning outcomes

- 1.2

## DISCUSSION 1.2.2 – Positive and negative social effects of tourism

### Instructions

- Trainer to introduce topic.
- “When we have tourism there are good things and bad (positive & negative) things that will happen within your district, we need to be aware of these and manage them carefully”.
- Also tourism will have effects on our environment (which we will look at on Day 3).
- Participants can share key ideas and experiences, trainer to record their key points on the whiteboard.



### Resources

- Whiteboard / flipchart / blu tack / tape / activity cards

### Learning outcomes

- 1.2

## ACTIVITY 1.2.2 – Positive and negative social effects of tourism

### Instructions

- Divide participants into Small groups (4/5 participants).
- Distribute the activity cards with statements about tourism effects.
- Groups to choose which statements are positive and which are negative.
- Selected participants from all the groups stick cards on Whiteboard or Flipchart paper – which has been divided into positive and negative.
- Trainer to summarize with class discussion regarding positive and negative social effects of Tourism.

**Note:** some effects can be both positive and negative.

### Resources

- Activity cards / whiteboard / markers / blu tak / tape

### Learning outcomes

- 1.1, 1.2



## DISCUSSION 1.2.3 – Responsible tourism

### Instructions

- Trainer to lead a discussion with participants on the concept of responsible tourism, focusing on the question:
  - What is you hope for tourism in Timor-Leste?
- Trainer to ask participants:
  - Who are tourists?



- Participants to share their ideas, trainer to record key points on the whiteboard.
- Introduce and discuss the WTO definition of tourists:  
*“People travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes.”*

### Resources

- Whiteboard / markers

### Learning outcomes

- 1.1, 1.2

## DISCUSSION 1.2.3 – Where do our tourists come from?

### Instructions

- Trainer to introduce and explain:
  - Tourists come from all over the world.
  - Some key tourism statistics.
  - What domestic tourism is.
- Participants to share their ideas and experiences.
- Trainer to introduce and discuss travel times to get to Timor from overseas:
  - Europe 3-4 days
  - Australia/NZ 2days
  - 2 days or longer from most other places.
- What does this mean for us:
  - Guests are tired when they arrive at your location.
  - Discuss difficulties of travelling in Timor-Leste.
- Divide class into small groups (4/5 participants), to discuss their ideas and experiences of where the tourists that visit them come from, and how they get to their destination. What are their challenges? Each group to present and discuss ideas.
- Trainer to summarize key points on the whiteboard.



### Resources

- Whiteboard / markers / flipchart / world map / Timor map / pictures / photos

### Learning outcomes

- 1.1, 1.2

<b>SESSION 3</b>	<b>What do our tourists need and like?</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>1.12, 1.13</b>



**DISCUSSION 1.3.1 – What is your image of Timor-Leste?**

**Instructions**

- Trainer to ask participants:
  - What do people from other countries think of / know about Timor-Leste?
- Discuss:
  - Travel advisory when visiting TL Health advice / vaccinations
  - Thorn tree / Lonely Planet forum
  - It might be quite different to what Timorese know.
- Trainer to ensure discussion covers common foreign ideas about Timor and its history:
  - Wars – fight for Independence, Army, Indonesia / World War 2
  - Poverty
  - UN presence
  - Resources – coffee, oil & gas
  - People – Ramos Horta, Xanana Gusmao
  - Films – Beatriz’s War, Balibo
  - Weather – hot tropical climate, wet season
  - Health risks – Dengue, Malaria



**Resources**

- Whiteboard / markers / pictures / photos

**Learning outcomes**

- 1.1, 1.2

**DISCUSSION 1.3.2 – Why do tourists come to Timor-Leste?**

**Instructions**

- Trainer to ask participants:
  - Why do you think tourists visit Timor-Leste?
- Record key ideas on the whiteboard and discuss.
- Trainer to hand out pictures (Cape York vs Areia Branca in Dili) and ask participants where they think the picture was taken?
- Emphasizing natural beauty of Timor, and a valuable resource.



**Resources**

- Whiteboard / markers / pictures

**Learning outcomes**

- 1.2

## DISCUSSION 1.3.3 – What do tourists need?

### Instructions

- Trainer introduces and explains that a need is something that a tourist must have (essential) for tourism to work and for tourists to be happy.
- Now:
  - Divide participants into two (2) groups.
  - Brainstorm this question (5 mins).
  - Groups present back their key ideas.
- Trainer to summarize participants ideas, and ensure discussion covers:
  - Accommodation
  - Hygienic food
  - Water
  - Good transportation facilities
  - Communication facilities (telephone and the Internet)
  - Safety and security
  - Activities and attractions
  - Information about the destination (your property, your village and your district)



**Note:** some of these needs cannot be controlled / provided by tourism providers.

### Resources

- Whiteboard / markers / flipcharts

### Learning outcomes

- 1.1, 1.2

## ACTIVITY 1.3.2 – What do tourists like?

### Instructions

- Divide participants into 9 small groups (2/3 participants per group).
- Give each group a card with a different “like”.
- Each group to explain to all participants what their “like” is and how this can be provided to a tourist visiting their district / village.
- Trainer to summarize and add “they like to feel welcome, & food and drink is an important part of any travel experience”.



### Resources

- Whiteboard / markers / pictures

### Learning outcomes

- 1.1, 1.2

<b>SESSION 4</b>	<b>Different types of tourists</b>
<b>Duration</b>	<b>1 hr</b>
<b>Participant manual</b>	<b>1.10</b>



**ACTIVITY 1.4.1 – Develop ideas for different types of tourists**

**Instructions**

- Groups develop ideas / recommendations for their specific tourist type.
- Divide class into four groups.
- Give each group a tourist type card:
  - Older couple from Australia
  - Group of 5 backpackers from Europe
  - Family with 2 children from Australia
  - Young adventurous / fit couple from England
- Each group to prepare and present their ideas to the other groups.
- Trainer to summarize and discuss the idea “We need to offer tourists an experience”.



**Resources**

- Tourist cards / whiteboard / markers / flipcharts

**Learning outcomes**

- 1.1, 1.2

**DISCUSSION 1.4.1 – Summary**

**Instructions**

- Trainers to invite participants to share some thoughts on the key ideas and concepts they have learnt today, and ask any other questions they might have.
- Discuss expectations of arrival times for the following day, and conduct any needed closing activities (prayers, clean-up, transport arrangements home).



**Resources**

- Whiteboard / markers

**Learning outcomes**

- N/A



Lesson plan

# DAY 2

## TOPICS COVERED

Likes and dislikes of tourists, customer service, safety and security, personal hygiene, Timorese culture.

## LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 2.1. Understand and demonstrate what is meant by delivering a warm and hospitable welcome and farewell to guests.
- 2.2. Understand and demonstrate what is meant by delivering warm and hospitable service to guests.
- 2.3. Understand the importance of attitudes, personal presentation and hygiene when dealing with guests/tourists.
- 3.4. Be able to identify elements of local culture that will enhance a guest's / tourists experience.
- 4.1. Understand safety and security risks to tourists / guests and staff.
- 4.2. Identify ways to eliminate and reduce risks to tourists / guests and staff.

<b>SESSION 1</b>	<b>Likes and dislikes of tourists</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>1.13</b>



## DISCUSSION 2.1.1 – Likes and dislikes of tourists

### Instructions

- Trainer to place/write the key concepts of likes and dislikes on the whiteboard.
- Trainer to facilitate a discussion on each of the concepts and how they will affect the experience of someone staying in guesthouse:
  - Value
  - Location
  - Rooms
  - Cleanliness
  - Service
- Trainer to explain what each concept means. Participants to share their ideas and experiences of what tourists like and dislike on each topic.



### Resources

- Whiteboard / markers / topic list

### Learning outcomes

- 2.1, 2.2

## DISCUSSION 2.1.2 – How do tourists hear about your destination?

### Instructions

- Trainer to ask participants:
  - How do tourists hear about your destination?
- Explain and discuss:
  - Importance of a Guests experience.
  - Word of mouth impact on your business.
- Participants to share their ideas and experiences. Trainer to record key points on the whiteboard.



### Resources

- Whiteboard / markers

### Learning outcomes

- 2.3

### ACTIVITY 2.1.1 – Tourist experiences

#### Instructions

- Trainer to distribute the trip advisor extracts. Explain what trip advisor is, and then each group read through the experiences of the tourists.
- Ask them to work together to answer:
  - What do tourists like and dislike?
  - Why should we care what the feedback from our guests is?
  - What could be done by staff to improve customer feedback?
  - How can staff deal with problems?
- Each group to record their answers on the flipcharts provided and present back to the group.



#### Resources

- Whiteboard / markers / trip advisor reviews / flipcharts

#### Learning outcomes

- 2.3

### ACTIVITY 2.1.2 – Charades

#### Instructions

- Divide participants into pairs – each pair to choose one card.
- Give participants 5mins to work with their partner to prepare how they will act out the tip on their card. Explain they cannot use words, only actions.
- Each pair to demonstrate the action on their card.
- The rest of the participants must guess what is going on.
- Trainer to summarize these tips for hospitality and good service attitudes.
- Ensure all tips are demonstrated (give groups 2 cards if necessary).



#### Resources

- Markers / whiteboard / tips cards ×18

#### Learning outcomes

- 2.3

### DISCUSSION 2.1.3 – Why is it important to provide good services to tourists?

#### Instructions

- Trainer to facilitate a discussion with participants on:
  - Why is it important to provide better services to tourists?
- Ensure the key concepts are discussed including the flow on effects of more money in the community, return business, job opportunities and industry etc.



## **Resources**

- Markers / whiteboard

## **Learning outcomes**

- 2.1, 2.2
-

<b>SESSION 2</b>	<b>Customer service</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>4.1, 4.2, 4.3, 4.4, 4.5</b>



**DISCUSSION 2.2.1 – How can we make sure our guests feel welcome?**

**Instructions**

- Trainer to facilitate a discussion with participants on the following:
  - How do we make guests/tourists feel welcome and acknowledge their arrival in your district and at your accommodation?
  - Think about how you welcome friends and family to your home
- Participants to share their ideas and experiences, trainer to record key points on the whiteboard.
- Trainer to explain that this understanding of the things we do to make sure our guests and visitors always feel welcome is the core of good hospitality. Now ask participants:
  - How do you look after your guests / visitors (be hospitable)?
  - What else can you do to be hospitable?
- Participants to share ideas and discuss.



**Resources**

- Whiteboard / markers

**Learning outcomes**

- 2.1, 2.2

**DISCUSSION 2.2.2 – Guest orientation**

**Instructions**

- Trainer to introduce the concept of customer orientation and what it means.
- Discuss what it means in terms of:
  - Communication
  - Attitude and ethics
  - Physical appearance
- Introduce and discuss what this means for customer satisfaction, and how this will affect return business to your guesthouse.
- Participants to share their own ideas and experiences.



**Resources**

- Whiteboard / markers

**Learning outcomes**

- 2.1, 2.2

## ACTIVITY 2.2.1 – Guest requirements

### Instructions

- Divide participants into 5 groups
  - Give each group one of the topic cards (information, advice, assistance, reliable product/service, safety/security).
  - Groups to work together to decide what their guests need in terms of the topic they have been given.
- Each group to present their ideas back to the class.



### Resources

- Topic cards / whiteboard / markers / flipcharts

### Learning outcomes

- 2.3

## ACTIVITY 2.2.2 – Customer service statements

### Instructions

- Divide participants into groups of 3-4 people per group.
- Hand out cards to each group & then circulate and help groups.
- Groups need to decide which statement fits under which category (Communication do, Attitude and ethics I do, Physical appearance I do, I do not do).
- Give participants time to complete the activity, and then ask for volunteers to explain which cards they have put under each topic and why.
- Trainer to summarize the discussion.



### Resources

- Markers / whiteboard / activity cards

### Learning outcomes

- 2.3

## DISCUSSION 2.2.3 – What is quality service?

### Instructions

- Divide participants into 2 groups:
  - Give the groups 5mins to discuss and summarize their ideas together.
  - Each group to present their feedback and ideas to the other group.
- Trainer to summarize the session.



### Resources

- Markers / whiteboard / flipcharts

### Learning outcomes

- 2.1, 2.2

<b>SESSION 3</b>	<b>Safety and Security</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7</b>



**DISCUSSION 2.3.1 – What is safety?**

**Instructions**

- Trainer to ask participants to brainstorm together what is meant by the term ‘safety’.
- Trainer to lead the discussion and record key ideas and concepts on the whiteboard.
- Agree a simple definition of safety (e.g. protected from harm) and write this on the whiteboard.
- Introduce the four key areas of safety:
  - Hazards
  - Natural dangers
  - Animals and insects
  - Fire



**Resources**

- Whiteboard / markers

**Learning outcomes**

- 4.1

**DISCUSSION 2.3.2 – Safety and tourism**

**Instructions**

- Trainer to facilitate a short brainstorm with participants on following question:
  - What are the safety issues associated with tourism?
- Record key ideas on the whiteboard and summarize.
- Now ask participants to identify together what some of the main safety issues may be for each of the following:
  - Guesthouses
  - Restaurants
  - Tour guides
- Summarize key ideas.



**Resources**

- Whiteboard / markets

**Learning outcomes**

- 4.1

## DISCUSSION 2.3.3 – Identify safety concerns/hazards

### Instructions

- Ask participants to brainstorm together to develop some lists of the safety concerns in the hospitality and tourism industry. Consider the following topics:
- Give each group 1 topic:
  - Hazards
  - Natural dangers
  - Animals and insects
  - Fire
- Trainer to summarize.
- Ask participants:
  - How do you prevent potential hazards around your village, in your guesthouse / premises?
  - Are you aware of natural disasters (earthquakes, storms, floods)?



### Resources

- Whiteboard / markers

### Learning outcomes

- 4.1, 4.2

## DISCUSSION 2.3.4 – Safety and security for guests

### Instructions

- Trainer to facilitate a discussion with participants:
  - How can we make sure that guests and tourists visiting our area are safe?
  - Is there anything that we need to change to make this happen?
- Trainer to facilitate discussion and record key ideas on the whiteboard.



### Resources

- Markers / whiteboard

### Learning outcomes

- 4.2

## ACTIVITY 2.3.1 – Emergency contacts

### Instructions

- Divide participants into groups of 3-4.
- They need to create a list of the emergency contacts they would need to contact in different kinds of emergencies (fire, medical, crime).



- Who would they contact?
- How would they do this?
- What is the contact number?
- Encourage all participants to keep a record of this list so it can be used in the case of an emergency.

#### Resources

- Markers / whiteboard / flipcharts

#### Learning outcomes

- 4.2

### DISCUSSION 2.3.5 – Safety overview



#### Instructions

- Provide participants with an overview of the things we need to do in order to be conscious of and work safely in the tourism and hospitality industry.

#### Resources

- Markers / whiteboard

#### Learning outcomes

- 4.2

<b>SESSION 4</b>	<b>Personal hygiene, Timorese culture</b>
<b>Duration</b>	<b>1 hr</b>
<b>Participant manual</b>	<b>4.6, 2.1, 2.2, 2.3</b>



## DISCUSSION 2.4.1 – Personal hygiene and presentation

### Instructions

- Trainer to introduce and explain what is meant by personal hygiene and presentation.
- Then ask participants:
  - Why is this important to our guests?
  - If we do not have good personal hygiene and presentation, what will our guests think?
  - Why?
- Trainer to record key ideas on the whiteboard and facilitate the discussion.



### Resources

- Whiteboard / markers

### Learning outcomes

- 2.3

## DISCUSSION 2.4.2 – What is authentic Timorese culture?

### Instructions

- Ask participants:
  - What are examples of Timorese culture?
  - How would we explain them to someone who had not experienced them before?
- Record key points on the whiteboard.



### Resources

- Whiteboard / markets

### Learning outcomes

- 3.4

## ACTIVITY 2.4.1 – Authentic versus non-authentic experiences



### Instructions

- Trainer to introduce and discuss what is meant by authentic and non-authentic experiences of culture.

- Divide participants into groups:
- Each group to work together to brainstorm some authentic Timorese experiences for tourists that visit their area.
- Write down ideas and some basic descriptions of how this would work.
- Present back and discuss

### Resources

- Whiteboard / markers / flipcharts

### Learning outcomes

- 3.4

## Wrap up the day

### Instructions

- Participants to write down and commit to one thing they are going to do differently from now on in order to deliver better service to their guests.
- Commitment cards are posted on the wall.
- Ensure participants have written actions that are specific, and do not relate to products (not meals, extra rooms etc.).
- Closing, transport arrangements etc.



### Resources

- Sticky notes / markers / flipcharts

### Learning outcomes

- 2.1, 2.2, 2.3



Lesson plan

# DAY 3

## TOPICS COVERED

Communication skills, handling complaints, body language, culture.

## LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 3.1.** Understand the importance of communication in tourism.
- 3.2.** Use effective Non verbal and verbal methods of communication to communicate with tourists / guests.
- 3.3.** Understand how to handle customer complaints effectively.
- 4.3.** Understand environmental issues within tourism and Timor-Leste.
- 4.4.** Identify ways to eliminate and reduce environmental issues within tourism and Timor-Leste.

<b>SESSION 1</b>	<b>Communication skills</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</b>



## INTRODUCTION – Review of yesterday and introduction to today

### Instructions

- In small groups (4 / 5 participants) discuss what you felt was the most important thing/s you learned yesterday (Day 2).
- Write the points on a piece of Flipchart paper & then trainers review / discuss.
- Present points back to the class.
- Trainer to summarize and then introduce the topics that will be covered today.



### Resources

- Flipcharts / markers

### Learning outcomes

- N/A

## DISCUSSION 3.1.1 – What is communication?

### Instructions

- Ask participants:
  1. What is communication?
  2. Why is communication important?
  3. What are the different types of communication?
- Participants to brainstorm answers to their question.
- Trainer to summarize participants feedback & explain what communication means, what the different types of communication are.



### Resources

- Whiteboard / markers / flipcharts / question cards

### Learning outcomes

- 3.1

## DISCUSSION 3.1.2 – The importance of communication

### Instructions

- Trainer to facilitate a discussion with participants on the following question:
  - Why is communication important when operating a guesthouse or tourism business?



- Record key points on the whiteboard.

### Resources

- Activity instructions / paper / pens / whiteboard / markers

### Learning outcomes

- 3.1

## ACTIVITY 3.1.1 – Chinese whispers

### Instructions

- “Maun John will come to Maubisse on Friday, he would like 2 rooms for 2 nights”.
- Divide the group into 2 and form 2 lines.
- Trainers ask participants:
  - What did we do?
  - Why was it difficult
  - What do you understand after having done it?



### Resources

- Paper / pens / whiteboard / markers

### Learning outcomes

- 3.1

## ACTIVITY 3.1.2 – Verbal communication characteristics

### Instructions

- Participants stand in a circle and trainer demonstrates good and bad techniques for verbal communication, focusing on:
  - Volume
  - Tone
  - Pace



### Resources

- Markers / whiteboard

### Learning outcomes

- 3.2

## DISCUSSION 3.1.3 – What is non-verbal communication?

### Instructions

- Now we have covered what we need to know about verbal communication, trainer to introduce and discuss the concept of non-verbal communication:
  - What do we mean by non-verbal communication?
  - What can it tell us and why is it important?



- Brainstorm activity with participants. Record key points on the whiteboard.

#### Resources

- Markers / whiteboard

#### Learning outcomes

- 3.2

### ACTIVITY 3.1.3 – Charades: guesthouse owner or guest?

#### Instructions

- Divide participants into 2 groups.
- Each group receives a set of statements, and needs to decide whether these are statements that would be used by the guesthouse owner or by the guest.
- Participants to choose a statement each and act in out in charades. Participants need to guess which statement it is.



#### Resources

- Markers / whiteboard / sticky notes / activity cards

#### Learning outcomes

- 3.2

### DISCUSSION 3.1.4 – What is body language?

#### Instructions

- Trainer to introduce the concept of body language and what it means.
- Participants to discuss their understanding and experience of body language.
- Trainer to record key points on the whiteboard.



#### Resources

- Markers / whiteboard

#### Learning outcomes

- 3.2

<b>SESSION 2</b>	<b>Handling complaints</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>3.7, 3.8</b>



**ACTIVITY 3.2.1 – Your life story in 60 seconds**

**Instructions**

- Divide participants into pairs:
  - One person tells the other as much as they can about their life in 60 seconds while the other person listens.
  - Then swap.
  - The listener cannot ask questions or interrupt.
- Ask participants:
  - Was their partner listening when they were speaking? How did they know?
  - When you were listening, what was the body language you noticed in your partner?
  - What did you think it meant?
- Discuss what are the verbal and non-verbal cues that tell us that someone else is listening/interested both for the listener and the speaker.



**Resources**

- Stopwatch / watch / flipcharts / markers

**Learning outcomes**

- 3.2

**ACTIVITY 3.2.2 – Gestures**

**Instructions**

- Divide participants into small groups (3-4 participants).
- Trainers ask participants:
  - Practice these gestures.
  - Can you identify any of these symbols?
  - What do they mean?
  - What other gestures do they know and what do they mean?
- Trainer summarizes:
  - Gestures can help where verbal communication is difficult.
  - Be careful with gestures as they can mean different things in different cultures / countries (e.g. crossing fingers for luck).



**Resources**

- Whiteboard / markers / activity cards

**Learning outcomes**

- 3.2

## DISCUSSION 3.2.1 – Handling complaints

### Instructions

- Trainer to introduce and discuss the steps for handling complaints.
- Ask participants to share their experiences of times when they have had to handle complaints:
  - What happened?
  - Why did it happen?
  - How was it resolved?
- Discuss the common kinds of problems and complaints that can happen with our guests.



### Resources

- Whiteboard / markers

### Learning outcomes

- 3.3

## ACTIVITY 3.2.3 – Handling complaints role-play

### Instructions

- Divide participants into groups – 3 participants per group.
- Explain instructions & give each group a scenario .
- Each group needs to read and understand the scenario, then act out the complaint, demonstrating a good way to handle it, and also a bad way to handle it.
- Each group presents their role-play and the outcome is discussed.
- Trainer to record key points on the whiteboard.



### Resources

- Markers / whiteboard / activity scenarios

### Learning outcomes

- 3.3

<b>SESSION 3</b>	<b>Tourists and culture</b>
<b>Duration</b>	<b>1.5 hrs</b>
<b>Participant manual</b>	<b>2.1, 2.4, 2.5, 2.6</b>



**ACTIVITY 3.3.1 – Cultural word hunt**

**Instructions**

- Cut out & stick words (18) around the training venue.
- Divide participants into small groups – 3-4 participants per group.
- Groups go out and hunt for the words – let them know there are 18 words in total.
- Groups come back & share the words they have found.
- Trainer to get participants to talk about what the words mean & give examples & then trainer summarizes.
- Participants to discuss together:
  - What is culture?
  - “It is all things that are common to a group of people”.



**Resources**

- Activity words (18) / whiteboard / markers

**Learning outcomes**

- 3.4

**DISCUSSION 3.3.1 – Our culture**

**Instructions**

- Ask participants the following questions:
  - What is common to the people of your district?
  - What is common to the people of Timor-Leste?
- Compare and discuss their answers.
- Trainer to summarize key points on the whiteboard.



**Resources**

- Whiteboard / markers / flipcharts

**Learning outcomes**

- 3.4

**ACTIVITY 3.3.2 – Dos and don'ts for tourists**

**Instructions**

- Divide participants into 4 groups:
  - Give each group 1 handout.
  - Groups to read handout & discuss the dos and don'ts.
  - Do we agree with some/all? Why or why not?



- Using the handouts as an example, the groups now need to work together to come up with their own set of examples for tourists of Timor-Leste.
- Each group records their ideas on the flipcharts provided and then presents back to the group.
- Discuss common themes and ideas.

#### **Resources**

- Activity handouts / whiteboard / markers

#### **Learning outcomes**

- 3.4

### **DISCUSSION 3.3.2 – How can we respect other cultures?**

#### **Instructions**

- This is a general brainstorming discussion with participants.
- Participants to share their ideas of how we can appreciate and respect other cultures that are different to our own.
- What are some examples?
- Trainer to record key ideas on the whiteboard.



#### **Resources**

- Markers / whiteboard

#### **Learning outcomes**

- 3.4

<b>SESSION 4</b>	<b>Tourism and the environment</b>
<b>Duration</b>	<b>1 hr</b>
<b>Participant manual</b>	<b>6.1, 6.2, 6.3, 6.4, 6.5, 6.6</b>



**ACTIVITY 3.4.1 – What is the environment?**

**Instructions**

- Distribute sticky notes to each participant. Participants answer two questions/tasks (write on Sticky notes):
  - What is the environment?
  - Think of examples of the Natural Environment.
- Trainer asks participants to share their ideas & then trainer summarizes.
- Trainer to share and explain the definition; The environment is everything that is around us.
- The natural environment is trees, sea, rivers, lakes, mountains etc.
- The environment can be modified by people – through cultivation (farming), construction of cities and houses, the cutting or planting of trees, fires.



**Resources**

- Whiteboard / markers / flipcharts / sticky notes

**Learning outcomes**

- 4.3

**ACTIVITY 3.4.2 – Guess the waste lifespan**

**Instructions**

- Divide participants into 4 groups.
- Trainer shows an item of rubbish to the participants.
- Participants try choose the correct card for how long it takes to degrade.
- Ask participants to share their thoughts. Trainer to summarizes – some things can be very harmful to the environment and take a long time to degrade.



**Resources**

- Activity cards / whiteboard / markers

**Learning outcomes**

- 4.3, 4.4

## DISCUSSION 3.4.2 – The environment and tourism

### Instructions

- Divide participants into groups (3-4 per group) and ask them to work together to answer the following questions:
  - Why is the environment important?
  - What happens if we do not look after the natural environment?
  - If the natural environment is destroyed, what will this mean for tourism?
- Participants record their answers on the flipcharts provided and then present back.
- Trainer to summarize the key ideas presented. Discuss the importance of looking after the environment.
- We cannot live without **the environment** because we depend on it for:
  - Food
  - Water
  - Air
  - Energy (fuel-wood, the sun...)
  - All kinds of environmental services – flood control and oxygen production by trees, carbon capture, pest control by birds, natural degradation and assimilation of waste.



### Resources

- Whiteboard / markers / flipcharts

### Learning outcomes

- 4.4





Author: **Jocelyn Condon**  
Graphic design: **Wide Vision**  
Illustrator: **Gibrael Dias Soares Carcho**

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