

# **INTRODUCTION TO TOURISM**

***TUTOR'S GUIDE***



THE COMMONWEALTH *of* LEARNING  
1285 West Broadway  
Suite 600  
Vancouver, British Columbia  
Canada V6H 3X8  
Telephone: 604 775 8200  
Fax: 604 775 8210  
<http://www.col.org>  
email: [info@col.org](mailto:info@col.org)

NATIONAL INSTITUTE OF TECHNOLOGY  
Private Mail Bag 015  
Port Vila, Vanuatu  
Telephone (678) 22294 & 22295  
Fax: (678) 24825

THE OPEN POLYTECHNIC OF NEW ZEALAND  
Wyndrum Avenue  
Lower Hutt, New Zealand  
Telephone 04 913 5300  
Facsimile 04 913 5308  
<http://www.openpolytechnic.ac.nz>  
Private Bag 31914, Lower Hutt

**Introduction to Tourism** *is a regional Pacific project commissioned by The Commonwealth of Learning.*

*This edition : September 2002*

*Written and designed by :*

***Willie Tapasei and Enny Kalwajin, Vanuatu Institute of Technology and***

***Paul Wightman, Instructional Designer, The Open Polytechnic of New Zealand.***

*Edited by: The Open Polytechnic of New Zealand.*

*Project managed by Jenny Williams, The Open Polytechnic of New Zealand.*

# Contents

## ***The tutor's guide***

Using the tutor's guide

Purpose

Adult learning

Design

Resources

Module 1	What is a tourist?
Module 2	What is tourism? Alternative version with no video.
Module 3	Where do tourists go?
Module 4	Why do they come to my village?
Module 5	Good things from tourists
Module 6	Bad things from tourists
Module 7	Things I need to know about tourists
Module 8	Things I need to do for tourists
Module 9	Eco-tourism
Module 10	Keeping the culture alive
Module 11	Who is involved in tourism in my area?
Module 12	Opportunities for me

# The tutor's guide

## Using the tutor's guide

This Tutor's guide contains teaching material and ideas for local resources, together with suggestions on how to use these, so that you can lead the participants through this course. Parts of the Participants' Workbook have been included in the Tutor's Guide so that you can see it easily. The Tutor's Guide has been written in simple, plain English. The language level is higher than that in the Participants' Workbook, but is still quite low. In many cases, translation into a local language will be required.

## Purpose

The purpose of this course is to assist people to think about tourists, why they come to this country, what they expect and what they are concerned about. It also makes participants think about some of the opportunities as well as good and bad things concerned with tourism.

We hope that this package will help to keep people in their local rural communities, and enable them to maintain a better standard of living.

## Adult learning

Whether or not adults have had much school, they have a great deal of knowledge and skills through their life experience. You should use this when you are teaching adult groups. Adults like to compare what they are learning with their experience. Talking about their experience and feelings is important.

Sometimes they will be shy when you first ask them to join discussions or to talk about themselves. You may need to ask questions or talk about your own experiences to start a discussion. You may also find that letting people talk quietly in groups of two or three people before they talk in front of the whole group is helpful.

Discussions are important for adult learning. Asking questions and looking for solutions to problems are good ways of helping adults to learn. It is more important for adults to learn by working things out for themselves than to have someone teach them. The tutor is a guide rather than a teacher.

Most importantly, make every person feel that their thoughts, feelings, and experiences are important. Then, people will be more confident at taking part in group discussions and activities.

## Design

The course is intended as a basic introduction for people who may not know much about tourists or the way different parts of the tourism business work together in this country. The language, activities and exercises in the workbook are designed for participants with limited formal reading and writing skills.

The course has three parts:

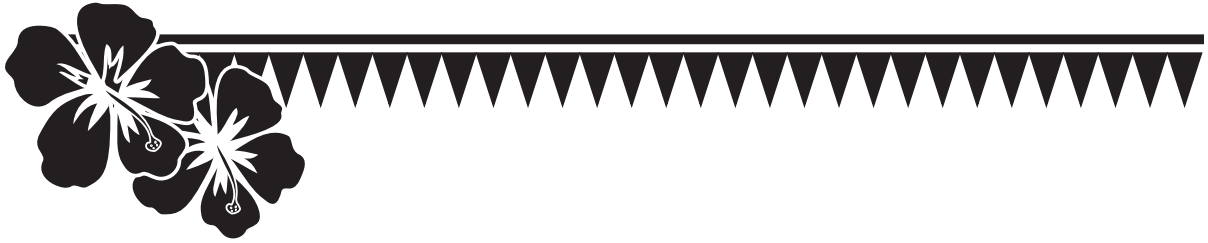
- (1) This Tutors' guide
- (2) Participants' workbook
- (3) Adaptation guide.

## Resources

This Tutors' pack includes a number of resources. These are explained in the 'Modules' Section.

- Audiotapes
- Tourism and travel videos
- Photographs and pictures
- Posters
- Case studies (audio and written)
- Tourist brochures, travel magazines
- Airline magazines

You can also ask some local tourist business people to help you. They may give you local information about their business. Ask if they can come along and talk to your group about their business experiences.



## ***MODULES***



## **Module 1**

### **What is a tourist?**

This module looks at what people are tourists, and some of the reasons they come to this country.

At the end of this module the participants should be able to identify (say or write)

- who is a tourist
- the differences between international and domestic tourists
- some reasons why tourists come to this country.

### **Who is a tourist?**

Ask the participants what they think a tourist is. Get them to think about:

- Friends and relations visiting from overseas, another village or neighbouring island
- An Australian or Canadian or someone from Noumea visiting this country.

### **Discuss this:**

- All the people in the examples in the workbook are travelling, but who is a tourist? Tell the participants to put a tick (✓) next to each person they think is a tourist.

The term *tourist* includes many people. Some come from inside the country, maybe from a different island or village. These are called *domestic* tourists. Other people come from different countries and they are called international tourists. It is important that participants understand this because these two different tourist groups come for different reasons. This course looks mainly at *international* tourists.

## Why do tourists come?

Get the participants to talk about the local photos in the exercise in the workbook.

Each photo shows some reasons that tourists come here. What are the reasons? What is the tourist looking for in each photo?

Now talk about each of the following things the tourist might come for:

- To have a holiday — to be with the family (or to get away from them!)
- To visit friends or family — maybe a special occasion, for example a wedding.
- To work — for example doctors, teachers, volunteers.
- To relax in sun and warm weather.
- To see the culture in this country (the people, villages, dances, carving, weaving, special cultural events).
- To see special attractions, events, sports (volcanos, ship wrecks, tournaments).

### Discuss this:

Give information about the numbers and different types of tourists that visit this country. This may be statistical information from visitor surveys but give the information simply.

For example, to explain a survey that uses percentages (%) you could say:

*If we had a group of 10 tourists (or 50 or whatever),*

- *7 would be Australian, 2 from New Zealand and one from Noumea.*
- *3 would come for business/work, one to see family and the rest on holiday.*
- *6 would be over 45 years old and 2 would be under 10.*

Talk about different sorts of holiday groups, such as

- families
- backpackers (people who stay in cheap hotels)
- honeymooners (people who have just got married)
- tour groups.

## **Resources**

Photographs of things tourists come for and to see.

Tourist magazines and brochures.

Information on tourist numbers, types and age groupings (from survey data but presented simply).

## Module 2

# What is tourism?

In this module we look at many different parts of tourism to this country as seen through the eyes of a tourist.

At the end of this module the participants should be able to identify:

- different types of tourist transport and accommodation
- some of the places and events that the tourist comes to see.

### Discuss this:

Talk with the participants about how tourists get to this country and what the participants think the tourists might want to see and do when they are here.

Play the  
tourism  
video

Play the tourism video.

Explain to the participants that they should look for and tick the things shown in the pictures in their workbooks as they watch the video.

Give the participants time to talk about what they have seen and tick the pictures in their workbooks.

Ask the participants:

What types of transport did you see?

What types of accommodation?

What types of restaurant?

What were the tourists doing?

Discuss what the participants think about what they have seen.

## Resources

Video tape  
Pictures in the workbook

## **Module 2**

# **What is tourism?**

### ***Alternative – use this version if no video is available***

In this module, we look at many different parts of tourism in this country as seen through the eyes of a tourist.

At the end of this module the participants should be able to identify:

- different types of tourist transport and accommodation
- some of the places and events that the tourist comes to see.

### **Discuss this:**

Talk with the participants generally about how tourists get to this country and what they think the tourist might want to see and do when they are here.

Use tourism brochures and posters to show the different types of:

- transport used by tourists to get to this country — plane, ship, train, taxi, bus and so on
- accommodation available — resort, hotel, backpackers, bungalows
- restaurant/eating place — hotel, café, restaurant, McDonalds/takeaway, supermarket/village shop.

Use the brochures to show the sort of things that tourists expect to find and do while they are here (beaches, swimming, places of interest, shopping and so on).

Ask the participants to tick the things shown in the pictures in their workbooks as you talk about and show them the brochures.

## **Resources**

Tourism brochures, posters and other promotional material or advertisements.

Pictures in the participants' workbooks.

## **Module 3**

# **Where do tourists go?**

This module makes the participants think about the main tourist places in this country.

At the end of this module, the participants should be able to give the location of the main

- places of interest for tourists
- tourist accommodation and facilities.

### **Discuss this:**

Discuss generally where tourists go in this country. Use the different types of transport, accommodation and eating places in Module 2 as a starting point.

Use a large map of **the whole country** and get the participants to find the main:

- towns/villages
- airports
- docks/ferries
- resorts/beaches
- scenic areas (waterfalls, mountains and so on)
- cultural centres
- hotels and other accommodation
- other tourist attractions.

Get the participants to do the exercise in their workbook, linking the pictures to the places on the country map.

Now do the same exercise with a map of **the participants' island**.

Give them each a map of the island and get them to talk about and show the places of interest for tourists:

- towns/ villages
- cultural areas (dancing, custom villages)
- beautiful areas (waterfalls, mountains etc)
- resorts/beaches
- main hotels and other accommodation
- other tourist attractions.

## **Resources**

Large country map for wall or floor.

Large Island map (and a small copy for each participant).

Information about the locations of main tourist destinations for the country and the participants' island.

## **Module 4**

# ***Why do they come to my village?***

This module asks the participants to think about the reasons tourists come to their own village or local area.

At the end of this module the participants should be able to identify

- places of interest for tourists in the village or local area
- tourist accommodation and facilities in the village or local area.

### **Discuss this:**

Talk with the participants about why they think tourists may come to the village. You can use ideas and pictures from previous modules.

Talk about:

- village life
- scenery
- tradition/culture
- arts/crafts
- recreational activities — diving, bushwalking etc
- work — volunteers, doctors, teachers
- shopping
- accommodation
- food
- others.

Get participants to talk about the pictures in their workbook. Ask them to tick those that they have in the village and name others that are not shown.

## Resources

This depends on the actual location and attractions in the local area.

You will need:

- information about the village/location attractions (you could find this material yourself, or get the information with the help of the participants)
- map of the village/locality

## Module 5

# Good things from tourists

This module is about how the participants and the country can benefit from tourism.

At the end of this module the participants should be able to identify good things that they can get from being involved with the local tourism industry.

Note that Module 6 will explore the *bad* things from tourists.

### Discuss this:

Ask the participants to talk together about some of the good things that they can get from tourism.

Audio tape  
of  
interviews

Play the tape giving stories of how other places have gained from tourists.

Join in the discussion and make sure that the group talks about these topics (and others, too!):

- Work — employment
- Income — money
- Education — learning new things
- New cultures — getting to know new peoples and ways
- New development — new things happening in the village.

Use the pictures in the workbook and give or show examples of how these things have happened in other places.

### Resources

Examples of good things happening in other places in this country.

Examples of training courses available.

Audio or video interview tape.

## Module 6

### ***Bad things from tourists***

This module is about how the participants and the country can be badly affected by tourism.

At the end of this module the participants should be able to identify bad things that can affect their way of life and culture.

**Note** that Module 5 explored the *good* things from tourists. Modules 10 and 11 look at some problems for the environment and the culture.

#### **Discuss this:**

Ask the participants to talk together about some of the bad things that can happen from tourism.

Play the tape of the interview, which has stories of how places have been affected by tourists.

Audio tape  
of  
interview

Join in the discussion and make sure that the group talks about these topics (and others, too!):

- Work — exploited— little money for lots of work
- Noisy strangers — spoiling our village and private places
- New cultures — other cultures replacing ours  
— music, dress, eating places, kids.
- New development - village lifestyle and environment damaged.

Use the pictures in the workbook and give or show examples of how these have happened in other places.

#### **Resources**

Examples of bad things happening in other places in this country.

Audio interview tape.

## **Module 7**

# ***Things I need to know about tourists***

This module is to help the participants understand that there are differences in the way that tourists and the people of our country do some things.

It also explains that there are many things a tourist may not understand or know about our country and our peoples.

At the end of this module the participants should be able to identify

- differences between our ways and the tourists ways
- some common things that tourists often do not understand.

## **Our ways and tourist ways**

### **Discuss**

Talk to the participants about people being different. Introduce the idea that people have different ways of doing things. For example:

- People from Efate have different customs and culture from those on Tanna or Vanua Lava.
- So do people from Australia or Europe. But these people also have different weather and buildings and clothes that affect the way they do things. They may also have different religions or beliefs.

Show some examples of different places/climates/clothes

# Things tourists do not understand

## Discuss

Get the participants to talk about things they think a tourist would not understand. Join in the discussion and make sure they talk about the following:

- our languages
- our customs — family, village, culture, taboo sites, animals
- our money!
- our driving!
- our eye contact
- our gestures, signs and body language.

Talk about what can happen because of these differences.

Get the participants to role-play (act) some misunderstandings between local people and tourists, especially because of different gestures and eye contacts, so they can see what happens and what it feels like. Have some fun with this section!

What mistakes could they make if they suddenly landed in .....Sweden or..... Brazil? Would they know what to expect?

Play audio or video tape of tourist and local.

Play the audio/video tape of a tourist talking about what they expected to see when they came to this country.

Play the tape of a local person talking about what they think about tourists.

Get the participants to work in groups to complete the photo matching exercise in the workbook. Encourage them to discuss what they are doing.

## Resources

Some pictures of people in other countries — for example: cities, rush hour/crowded streets, people in warm clothes, types of houses (inside and outside).

Posters, pictures or written examples about the things a tourist may not understand.

Audio/video tapes of a tourist talking about what they expected and of a local talking about tourists.

## **Module 8**

# ***Things I need to take care of for tourists***

This module helps the participants understand that there are some things in our country that are not safe for tourists.

It also helps participants understand that some of these things are OK for most of our people but are not safe for tourists.

At the end of this module the participants should be able to identify

- food and water problems for tourists
- other health problems for tourists
- safety and security problems for tourists.

## **Food and water**

### **Discuss this:**

Talk about things that tourists may be used to —

- different customs relating to toilets and bathrooms
- different personal hygiene (hygiene is being clean)
- different water and food.

Talk with the participants about how these may be different and explain why the tourist may be affected and worried about them.

Briefly and simply explain about bugs in the water and the earth.

- Locals are used to them from birth and have no problems.
- Tourist may easily get very sick or embarrassed.
- The participants may have the same sort of problems if they visit the tourists' country.

Stress the need for participants to be careful of these things with tourists' food and water - and to warn them if the food or water may not be safe.

Get the students to complete the first exercise in their workbooks. Help them if they need help.

## **Other health problems**

### **Discuss this:**

- Sun — tourists often burn easily and yet they take off clothes and lie in it. They should use hats and sun block and stay more in the shade but they don't always do this.
- Insect bites can cause itching and swelling to people not used to them. Some can be very serious. Most tourists will use insect repellent cream or spray to keep insects away. They will also need good screens on doors and windows if this is possible. Malaria caused through mosquito bites is a big danger.
- Poisonous plants or animals. Tourists probably don't know much about these.

Get the students to finish the second exercise in their workbooks. Help them if they need help.

## **Security**

### **Discuss this:**

- places and times that tourists should stay away from
- valuables
- people who can be trusted
- help/assistance.

## **Resources**

Posters, pictures and materials to illustrate the ideas — especially the water, food, health, hygiene topics. Such material will probably exist already as part of other courses. Remember that this course's needs are very simple and basic.

You could also use pictures in the workbook exercises.

## **Module 9**

# **Eco-tourism**

This module helps the participants understand that many tourists come to this country to see it in its natural state and that they need to look after their local area and village.

At the end of this module the participants should be able to identify

- some common things they do that can damage their environment
- things that tourists would not like to see.

## **Tourists come to see this country as it is**

### **Discuss**

Talk with participants about the way their village looks, the waterfront and woods/forest in its natural state.

Explain that many tourists come to this country to visit places like this and see them **'in the natural state'** and **'unspoiled'**.

Show examples from brochures and posters of islands/villages/places in a clean, unspoiled and natural state. Explain that this is why many people come here — because they live in big towns with buildings and industries that are not at all like this.

Show examples of places like Sydney, New York, Paris, Tokyo.

## Ways that we can easily destroy the way our environment looks

### Discuss

Talk with the participants about what they think is damaging their village environment.

Some examples might be

- clearing more land than is needed
- felling (cutting down) all the trees to make souvenirs
- damage to the reef
- litter/rubbish/old buildings and car wrecks
- bad advertising signs
- wrong type of buildings.

## What should we do to limit this damage?

### Discuss

Talk with participants about the things they can do to stop or avoid damage in their area.

Play  
audio or  
video  
tape

Play the tape with comments about things that should not be done.

Talk with participants about the tape and what they thought about the ideas. Ask if they can think of others.

Talk about the worldwide ideas about preservation and conservation (saving the land, air, water, plants and animals). We should be a part of this.

Get participants to do the exercise in the workbook where they identify things that eco-tourists would like to see, and those they would not like see.

## **Resources**

Posters and tourist brochures showing clean and ‘unspoiled’ places in this country that tourists expect to see and enjoy.

Material showing examples of the poor environment in which many tourists live.

Pictures showing bad examples of local places.

Audio/video tape of clips talking about things to avoid.

## **Module 10**

# ***Keeping the culture alive***

This module helps participants understand that tourists come to see our culture but that this can cause some problems for the culture itself.

At the end of this module the participants should be able to identify

- some ways to keep to the culture alive
- parts of their culture they should not share with tourists.

## **Ways to keep the culture alive**

Talk with the participants about what parts of their culture they are happy to share with tourists.

Ask them to think about dances, ceremonies, singing, art, carving, weaving and so on. Ask which of these they think that tourist would like to see.

Talk with the participants and explain that most tourists want to see the real dances or other activities rather than a show or something not done properly. Explain clearly that to keep the culture alive they should perform dances, activities or artwork properly and according to tradition — or don't do it at all.

## **Protecting the culture**

Ask the participants if there are some activities and custom ceremonies that are sacred and that visitors or tourists are not allowed to see. Talk about these.

Ask participants to finish the two exercises in the workbook about things they can share and things they shouldn't share.

## **Resources**

Information about local traditional ways and cultural activities.

## **Module 11**

# ***Who is involved in tourism in my area?***

This module gives the participants information and contacts for people in their area who are already involved in tourism.

At the end of this module the participants will have information about the main local

- tour operators
- tourism businesses
- transport companies
- associations and networks.

## **Local tourism people**

### **Discuss**

Ask the participants to work in groups and talk about who they already know that is involved in tourism.

Ask:

- who are these people?
- how can we contact them?

Share this information between the groups.

Give information about regional and local tourism operators and businesses, networks and how to contact them. Use local timetables, brochures, newsletters, trading posts and the like.

Explain how associations and networks can be useful to the participants.

The discussion could cover things such as:

<b><u>Village</u></b>	<b><u>Country</u></b>
Farmers	Restaurants
Womens associations	Hotels
Youth/ cultural groups	Shops (and duty free)
Church	Car hire
Families	Tour operators
Chiefs	Post office
Local tour guides	Banks

Get the participants to finish the chart in their workbook AND/OR give out the main information to participants on separate sheets.

## **Resources**

Brochures, timetables, contacts for people and associations and networks in the local area.

Information about regional and national tourism operators.

## **Module 12**

# ***Opportunities for me***

This final module summarises the material in all the earlier modules and asks participants to think about interesting ideas from the course that might be opportunities for them.

At the end of this module the participants should be able to identify some local tourism opportunities for them to be involved in.

### **Discuss**

Remind participants of the main things they looked at in each module.

Use the pictures in the workbook as reminders of each module.

Ask the participants if they have seen anything in the modules that they would be interested in doing — or would like more information.

Such as

- tour guide
- place for tourists to stay — or eat
- fishing
- growing fruit/vegetables
- many others.

Explain about other courses that might help them to think about a business and remind them of any local contacts that came from Module 11.