

PROVIDE VISITOR INFORMATION



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PUBLICATION NOTES

BHP Billiton Iron Ore is proud to support Greening Australia to provide valuable conservation and land management training to communities throughout the Pilbara through the Indigenous Training Program.

This Learning Guide series has been developed as part of our partnership of the program.

Gavin Price, Head of Environment, BHP Billiton Iron Ore

Greening Australia is proud to produce and provide the comprehensive suite of new ALEP Learning Guides. The guides are compatible with the new horticulture and conservation industries training package and suited to developing skills in Indigenous communities within remote areas of the country where employment opportunities are limited. We would like to thank BHPBIO for their generous support in the development of the guides.

Brendan Foran, National CEO Greening Australia

The second series of ALEP Guides is aligned with a number of units of competence from the *Training Package AHC10 – Agriculture, Horticulture and Conservation and Land Management* (Release 8.0). The units selected are frequently used within Certificates I to III in Horticulture and Conservation and Land Management. As such they cover, where possible, the elements, performance criteria and required skills and knowledge of each unit.

The principal goal of these resources is to support the learning process; the learning activities may complement a trainer's assessment plan. The intent is that they will be used in an interactive manner with learners rather than as self-paced study guides. The structure and sequence have been designed to follow the logical steps of the practical tasks wherever possible. Concepts are introduced and then consolidated with discussion and/or practical activities.

The writers consider that these guides can provide a sound technical foundation but also strongly encourage trainers to complement the guides with additional, authentic resources from relevant industry texts and websites. The guides can be used in part or in their entirety but should always be linked to practical activities to strengthen the teaching and learning.

Genuine consideration was given to the level of language used in the guides. The goal has been to find a balance between simplifying the language to an accessible level and ensuring that the vocational concepts are addressed. The writers contend that with appropriate support these texts can provide an opportunity for students to strengthen their language, literacy and numeracy skills, which may be required for pathway progression.

A number of Aboriginal people have been involved in developing this ALEP Guide, which is considered suitable for use within a program based on Aboriginal pedagogies.

INTRODUCTION

Welcome to *Provide visitor information*. This learning guide covers information about meeting visitors as part of your work and helping them with their visit by providing them with information about the local area and facilities.

This unit has a strong focus on communication. It could logically be delivered in a holistic manner with the unit *Participate in workplace communication*.

RESOURCES REQUIRED

To complete this training you will need access to information about the local area. This could be printed or online, for example:

- Brochures and maps
- Tourism websites
- Field guides
- Notes about flora and fauna
- Information guides about fishing

LEARNING ACTIVITIES

There are five kinds of activities to complete.

These activities may go toward your final assessment.

SECTION	ACTIVITY	SATISFACTORY (Y/N)	DATE
DISCUSSION ACTIVITIES			
1.3	Information of interest to visitors		
1.3	Information you read for your job		
2.1	Scenarios 1, 2 and 3		
2.1	What equipment and experience do your visitors need?		
2.2	Promote local services		
WORKBOOK ACTIVITIES			
1.2	Who are your visitors?		
RESEARCH ACTIVITIES			
2.3	Speaking comfortably		
PRACTICAL ACTIVITIES			
2.5	Role-play sharing information		
2.5	Practice providing information		
2.5	Observe a local tour guide		
PROJECTS			
1.3	Project 1 – develop a portfolio		
2.5	Project 2 – provide relevant information		



1

FIND INFORMATION



In order to keep your knowledge up to date and learn new things about your region, you need to think about the kind of information people are interested in and where you can find it.

1.1 INFORMATION TOPICS

The kind of information visitors need depends on the location and the kind of things people do in that region. Here are some things visitors might want to learn more about.

Services and facilities

- ATM
- Fuel
- Groceries
- Shops
- Drinking water
- Internet
- Mobile reception
- Rubbish disposal
- Mechanical repairs
- Post office
- Public toilet
- Church
- Meeting or training room

Services for tourists

- Gallery
- Visitor centre
- Café
- Gift shop
- Accommodation

Information about natural areas

- Tracks, roads
- Directions
- Fishing
- Camping
- Rock art sites
- Swimming places

- General history of local area
- Plant and animal information
- Cultural information

Restrictions

- Particular laws: local, environmental or heritage
- Areas not to be visited
- Dogs and pets
- Use of firearms
- Fishing bag limits
- Speed limit



1.2 VISITORS

It is useful to think about why visitors come to your region. They might be:

- Touring the area because they are on holidays
- Travelling for work
- Visiting family or friends

The kind of information they want can be different depending on the purpose of their visit.



WORKBOOK ACTIVITY

List the kinds of information visitors to your area might want. Use the list from *Section 1.1* and add others that you think of.

TOURISTS	WORKERS	FAMILY AND FRIENDS



1.3 GET INFORMATION

When visitors ask for information, sometimes you will know it already and other times you will need to find it. There is no problem with needing to find information. Knowing where to find it will make your job easier.

In this unit you will need to:

- Learn some common information
- Learn about the attractions in your area
- Keep up to date with information
- Learn where to find other information

You can do all these things by listening, reading and exploring.

LISTENING

There are a range of people you can listen to in order to learn new information and stay up to date.

You probably listen all the time to **family and community members** talking about what's going on in your region. Sometimes elders like to talk about the old days. Listening to their stories allows you to learn about history and culture. You can ask questions to find out information you need for work.

Listening to **colleagues** will happen informally during the work day. It can also happen formally in a team meeting, where anyone with new information can update the group. Following are some examples of useful information to share.

- The Council has said a site is now closed to the public
- The salmon are running
- A fire on a neighbour's property has blocked a track
- The waterhole has dried out and is no good for swimming
- Migratory birds are visiting or leaving

Listening to the **radio** can update you about local events, services and other situations. For example:

- The circus is visiting town
- The mechanic now fixes tyres
- The roads are flooded
- Tide times

Watching **TV and films** about your region can help you learn more about news, events, the natural environment and history.

If you have a tour operator in your area, it is a good idea to go on a familiarisation tour with them. This means you will learn more about the area and you can also promote their tour to visitors you speak to.

Visitors to the region might have news about track conditions, fishing, waterholes or many other things. Talking with visitors can help you keep up to date about areas you can't always check on yourself.

NOTE

A colleague is someone you work with, one of your work mates.





DISCUSSION ACTIVITY

What have you heard recently that would be useful information to share with visitors to your region?



READING

Reading is an important way to learn information to share with visitors. Some reading materials might be okay to read on your own, but other material you might read in a team meeting. Examples of reading materials are:

- Brochures, pamphlets or posters
- Interpretive signs
- Publications from an Aboriginal corporation or language centre
- Internet sites for weather and roads
- Books such as field guides
- Magazines
- Newsletters and newspapers
- Reports from your local department of parks and wildlife
- Reports from surveys
- Indigenous Protected Area management plans



DISCUSSION ACTIVITY

What information do you usually read as part of your job that might be interesting to visitors?



PROJECT 1 – DEVELOP A PORTFOLIO

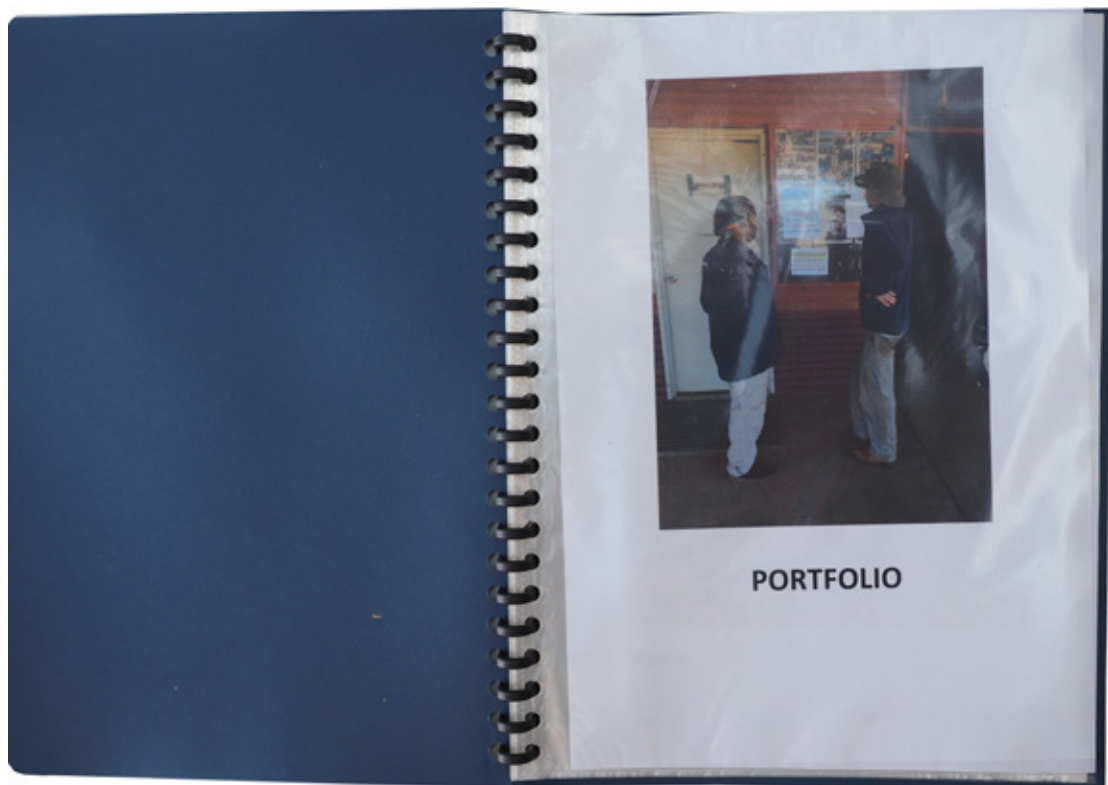
It will be helpful in your role to have a portfolio of information about your region. During this project you will collect information and store it in a folder so you can access it again later on.

Everyone in the group will present their portfolio to the others. This way you will all be able to share information.

As you find new information you can add it to your portfolio.

The kinds of things you can put in your portfolio are:

- A map showing places of interest and roads or tracks
 - Brochures or pamphlets about local places of interest
 - Brochures or pamphlets about local products and/or services
 - A list of useful websites
 - A list of local facilities and/or useful phone numbers
 - A list of local plants with their language, common and/or scientific names
 - A list of local animals with their language, common and/or scientific names
 - Any reports or newspaper articles about the region
- ... any other ideas?



Emergency Contacts

Police
Ambulance
Fire

000

Clinic 9192 6110

Emergency smartphone app from
Google Play store and Apple App

Useful Websites

Weather, www.bom.gov.au
Roads, www.mainroads.wa.gov.au
SES, www.ses-wa.asn.au
Fire + Emergency, www.dfes.wa.gov.au
Parks + Wildlife, www.dpaw.wa.gov.au

Contacts

General Store	6161 4990
Council Office	6162 7311
School	6161 0322
Mechanic	6162 9971
Tele Centre	6163 4000
St Marks Church	6161 9833
Christian Centre	6161 8401
Patsy's Caravan Park	6161 3942

2

PROVIDE INFORMATION



When giving information to a visitor, it is important to think about that person's needs and abilities. Speaking with visitors is also a chance to promote any local services or products you think might be of interest.

2.1 PROVIDE INFORMATION & ASSISTANCE

There are two important things to think about when providing information to visitors.

1. What kind of information do they need?
2. What is the best way to give them that information?

You will find out the answer to these questions by listening, asking questions and observing.

This will help you to meet the diverse needs of visitors in terms of:

- Safety
- Culture
- Ability
- Language

Visitors don't always know what to ask for. If you chat with them a while you can then think about the kind of information that might be useful to them.

One thing to think about is the visitors' safety and abilities. This is especially true when suggesting places to visit.

When you live in a remote region and regularly travel on rough tracks, it is easy to forget that some people do not have your experience. Before suggesting a remote place to visit, it is good to check on the visitors' experience and the recovery gear they have with them.





DISCUSSION ACTIVITY

Read the scenario below. When you have finished, have a group discussion about the kinds of things the rangers might have asked in order to learn about the visitors' needs.

SCENARIO 1

A group of Aboriginal rangers are doing weed management work at a bore in a remote area. A vehicle drives up and stops. The driver winds down the window to say hello. Both the driver and passenger speak English with an accent.

The rangers take a break and yarn with them a while. They find out the visitors are from Germany and are travelling around Australia for a year. They are really interested in birdwatching.

One of the rangers, Eratio, was involved in a fauna survey a year ago. He remembers seeing an endangered species of bird at a waterhole not too far away. He tells them about this and they are very interested. He sketches a rough map to show them how to get there from the road.

Another ranger, Onlaron, notices one of the front tyres of the visitors' vehicle is damaged. He suggests they change it before going to the waterhole and offers to help. He also lets them know they can buy a new tyre from the mechanic in the community.



DISCUSSION ACTIVITY

Discuss the places visitors might go to in your region. What sort of equipment and experience do they need to ensure their safety?



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DISCUSSION ACTIVITY

People with disability have the right to choose what they want to do. You can best help them by giving detailed and accurate information. They are then able to make a decision about what will suit them.

Read the following scenario and discuss whether you think Randall did the right thing.

SCENARIO 2

Randall is working in the garden outside the council office. A vehicle pulls up and an elderly couple get out and approach him. He notices one of them is using a walking stick. They ask him if there are any nice places to visit nearby.

He knows about a few places but some of the walks are quite long and a bit difficult. He wonders if the person with the walking stick will be able to do some of the walks.

He explains the walks he knows about and tells the visitors about the length and difficulty of each walk. He also suggests they take some drinking water with them.

He lets them know that his cousin runs a walking tour business. She offers guided walks and provides information about the local plants along the way.





DISCUSSION ACTIVITY

Read the scenario below and then discuss some reasons why printed information can be a good way to give out information.

SCENARIO 3

A ranger group is responsible for maintaining a cultural site. They find that visitors sometimes don't respect the place; they leave rubbish and drive in the bushland nearby.

The rangers decide they want to provide some information for visitors about the site. They think this will help visitors understand how they should behave there.

The rangers only visit the site once or twice a week, so they think it is best to provide the information in a brochure at the local shop.

They write the information in plain English so it isn't difficult to read. The brochure explains a bit about the story of the place and also ways to show respect. The brochure also has information about the kind of local souvenirs the shop sells.

They know that many people who visit are from overseas, so the rangers have the information translated into several other languages. They think this will:

- Make the visitors feel welcome
- Ensure most people understand how to respect the site.

Printed information, written clearly and simply, is a good way to give information for a few reasons. It is:

- Good for people from other language backgrounds
- Accessible for people who are deaf
- An opportunity to promote local services
- Good to hang on to so you don't have to remember everything





2.2 PROMOTE LOCAL SERVICES

When people visit your region it can be good for local businesses. Recommending services will help your community. Services might include:

- Shops
- Art galleries
- Accommodation
- Tours

Local business can be an important way to bring money into your community and provide jobs for people.

In each of the three scenarios you have discussed, the local people gave further information about local services. In this way they were helping their local businesses attract new customers.

- Onlaron promoted the tyre change service at the mechanic
- Randall promoted his cousin's tour guide service
- The ranger group promoted the local souvenirs at the shop



DISCUSSION ACTIVITY

What services are there in your local area?



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2.3 SPEAKING COMFORTABLY

You might not need to be a tour guide in your job, but it will be useful to feel comfortable speaking with visitors. It might help to remember that visitors to your region will generally want to listen to you and learn from you.

It can take time and practice to feel comfortable speaking with people you don't know. The main thing is to be friendly and polite. Nobody expects you to know everything. You can speak about the things you know and let visitors know where they can learn more about the things you don't know.

Cultural differences can affect the way we speak and act. What is polite in one culture can seem rude in another culture. Watch the body language of the person you are speaking with and notice if they seem okay or not. You can adapt your style to suit them.

Watching other people who are comfortable providing information can help you get ideas about:

- The kinds of things to talk about
- The way to speak with visitors



RESEARCH ACTIVITY

Watch a few different video clips at the Tourism Australia website. These will show you some Aboriginal people giving information about their region.

www.tourism.australia.com/aboriginal/aboriginal-video-gallery.aspx

When you have watched some of the video clips, have a conversation with your group about:

- The kinds of things they talked about
- The way they spoke with the visitors



2.4 RECEIVE FEEDBACK

When you have finished providing information to a visitor, you can check if they:

- Understand what you have said
- Have any other questions.

The questions you ask will depend on the visitor's interests and the kind of information you have given. Here are some things you might ask.

- "Would you like me to go over any of that again?"
- "Is there anything else I can help you with?"
- "Is there anything else you need?"
- "Do you have enough water with you for the trip?"

Your workplace might also be conducting a survey to find out how visitors to your region feel about things. This might be done:

- On a form
- On the internet

When you have finished helping a visitor, you might ask:

- "Do you mind giving me some feedback on our region?"
- "Can I ask you to take a short survey about our service?"
- "Would you be happy going to our website and taking the survey?"

2.5 GIVE FEEDBACK

You may also want to give suggestions to your workplace about ways you can all provide a better service to visitors in the region.

You can do this by:

- Using a suggestion box
- Talking with your supervisor or colleagues

Feeling okay to speak up about ways to make things better is an important aspect of team work. You need to be able to give feedback in a positive and respectful way.



PRACTICAL ACTIVITY

Use role-play to practice sharing information about the following topics with your work mates. One person will play the visitor; they will need to ask a few questions. The other person will provide the information relevant to your region.

The goal is for everyone to practise answering a range of questions in a friendly and polite way. You need to practise giving a good level of detail, not just a few words.

The visitors want to find out about:

- Camping areas where they can take their dog
- Birdwatching in the region
- Where to buy fuel
- Safe places to swim
- Where to get medical assistance and supplies
- Aboriginal history and culture in the region
- What it is like living where you do
- Rock art sites in the region





PRACTICAL ACTIVITY

Practise providing information to some 'volunteer' visitors. Choose a topic you are interested in and know about. Invite the visitors to ask you questions.

You might find some volunteers at the school or at a campground or caravan park.

When you have finished, the members of your work team can give each other feedback. Talk about what you did well and what you can do better next time.



PRACTICAL ACTIVITY

Work with your trainer or supervisor to arrange to go on some familiarisation tours with local tour guides. These people might be from your community or in another place. You can observe them working with real visitors. Pay attention to the things they talk about and the way they speak.

Think about how you can learn from them to help you get stronger at speaking with visitors.



PROJECT 2 – PROVIDE RELEVANT INFORMATION

In this project you need to show that you can provide relevant information to a variety of visitors in a friendly and courteous way.

You need to work out what each visitor needs to know about your area and give them the information at the appropriate level of detail. Some visitors will only need brief information; others will need more. The information you give should contribute to each visitor's enjoyment and safety.

You can use the information you gathered in your portfolio to help find the information you need.

Finally, you will get feedback from visitors to make sure the information covers everything they need to know.

Depending on your workplace, you can choose to do project A, B or C.

PROJECT A

This project is designed for workplaces where you only provide information to visitors every now and then.

You will need to talk to your assessor about the information you have provided to visitors over time. You might also collect photos/video and feedback sheets or make notes about what you did and said to assist the visitors.

OR

PROJECT B

This project is designed for workplaces where you provide information to visitors almost every day.

Your assessor will observe you at work providing visitor information. They may also ask you some questions about how you do your job.

OR

PROJECT C

This project is designed for workplaces where there is no opportunity to provide information to visitors.

Your assessor will arrange at least two simulated experiences where you will have the chance to interact with several people who will ask questions about your region.



NOTES

A series of horizontal dotted lines for taking notes.



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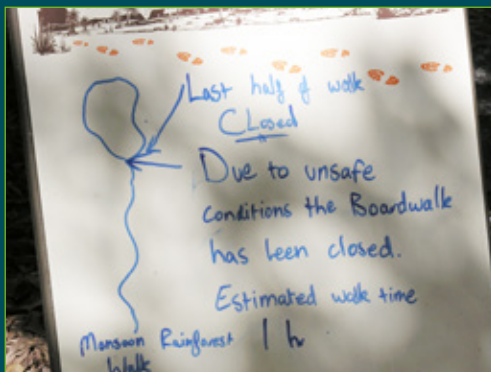
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ALEP

Aboriginal Landcare Education Program



PROVIDE VISITOR INFORMATION

This learning guide covers information about meeting visitors in the course of your work and helping them with their visit by providing them with information about the local area and facilities.

Topics include:

- FIND INFORMATION
- PROVIDE INFORMATION
- PROMOTE LOCAL SERVICES
- GIVE AND RECEIVE FEEDBACK

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