

PROVIDE VISITOR INFORMATION



CONTENTS

INTRODUCTION	1
1. FIND INFORMATION	2
2. PROVIDE INFORMATION	8

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		



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

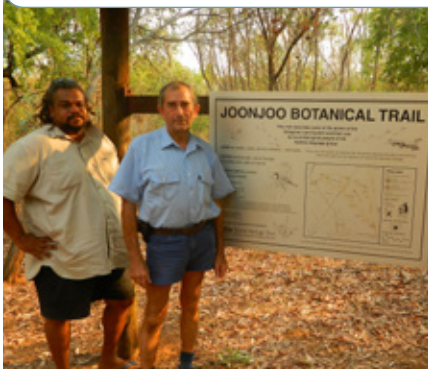
List the kinds of information visitors to your area might want. Use the list from *Section 1.1* and add others that you think of.

TOURISTS	WORKERS	FAMILY AND FRIENDS



NOTE

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



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.



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?