



# Adventure Tourism

A TOURISM CAREER SAMPLER

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Facilitator Guide

[www.teachingtourism.com](http://www.teachingtourism.com)

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# About Tourism Career Samplers —

*Tourism Career Samplers* are career exploration tools enabling participants to experience careers by working through real situations in the classroom. Skills-based, participant-centered, informative, and interactive, each *Tourism Career Sampler* increases awareness through simulated and experiential learning.

*Tourism Career Samplers* provide an informal, practical introduction to the basics of the entry-level job and help participants make a decision whether to pursue a particular occupation. The job skills in this *Tourism Career Sampler* are based on the Canadian national occupational standards. These are available from your Tourism Education Council. Participants can use these basic skills to obtain a job and/or be well informed for job-shadowing.

## **Who can deliver *Tourism Career Samplers*?**

*Tourism Career Samplers* are best delivered by an experienced tourism teacher or a professional who has both practical skills for this specific *Career Sampler* as well as customer service experience.

## **Where can *Tourism Career Samplers* be delivered?**

All *Tourism Career Samplers* are designed to be delivered in regular classroom settings so the facilitator need not be limited by contrary weather conditions, lack of community resources or low budgets. Imagination and decoration will definitely stimulate further learning. It is more important, however, to focus on 'the learning' than to have the 'perfect' prop.

## **How long does it take to deliver at *Tourism Career Sampler*?**

All *Tourism Career Samplers* work on an 'elastic' time principle. All Samplers can be delivered in 8 hours, and most can be expanded to 20–40 hours. The expansion occurs when the learning is given over to the students. For example, part of the personal file in *Local Tour Guide Tourism Career Sampler* can take 15 minutes with pre-packaged brochures. The same lesson can be expanded to 30 minutes in the local info centre to gather brochures, 60 minutes to sort them into categories, plus travelling time and initial instructions for a total of about 3 hours. *Weigh the allowed time with the value of the learning.*

The choice is yours.



## How do I use the Facilitator Guide?

*Tourism Career Samplers* were designed by and with tourism teachers. They are straightforward teaching and learning programs which follow a 'tried and true' format:

**set up:** classroom, instructor, and participant supply list

**objectives:** learning objectives, completion requirements, completion certificates

**background:** historical context for the particular tourism career

**definitions and roles:** elements of the specific career and related jobs

**scenario:** simulated experiences to aid skill acquisition and career decision making

**evaluation:** assessment of the effectiveness of the learning experience

Your *Tourism Career Sampler Facilitator Guide* is directly aligned to the Participant Workbook. The same graphics and page layout are visible in both the Facilitator Manual and the Participant Workbook. At the top of each page, you will notice the corresponding page number in the Participant Workbook. This reduces page-flipping and allows the facilitator to focus on active classroom learning rather than searching for the overhead icon and appendices as in traditional training manuals.

Information written in **bold** means that the information is for the teacher/facilitator and is not contained in the *Participant Workbook*. The information in regular type is contained in the *Participant Workbook*. All the other information directs and supports you in facilitating your *Tourism Career Sampler*.

*Tourism Career Samplers* are copyrighted and we ask that you honour our years of industry and teaching experience, university degrees in learning theory, and personal financial risks so that you may offer quality, fairly priced tourism education products to your students and save yourself hours upon hours of prep time. By all means copy a graphic if you wish to make a transparency or other visual aid.

Thank you for your support.



# Set up

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## Suggested classroom facilities

- moveable work tables and chairs
- blackboard, white board, or flip chart
- appropriate writing tools
- TV and VCR
- dark cloth to cover window (room needs to become black)

## Instructor supply list

- *QL Adventure Tourism Career Facilitator Guide*
- *QL Adventure Tourism Career Sampler Participant Kits* (one workbook and one completion certificate per participant)
- blankets or drop cloths for tables
- flashlights
- sample first aid kit
- sample emergency kit
- compass
- whistle
- energy bars or trail mix
- plastic spiders, bats
- audio tape of night or nature sounds during breaks (birds, surf)
- smells in film canisters
- water bottle and aluminium pie plate

## Participant supply list

- flashlight
- blanket
- first aid kit supplies
- emergency kit supplies
- whistle



# Objectives

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Advise participants to turn to page 3 in their workbooks.

The *Adventure Tourism Career Sampler* is an informal and interactive series of activities. It is designed to guide participants through a series of experiences which will build up their basic knowledge and skills, and provide insights into the industry. The participants will be better informed about this area of the tourism industry and therefore better able to decide whether to pursue this as a career.

## By the end of the course the participant will be able to:

- describe the evolution of adventure tourism
- describe the variety of roles in adventure tourism
- explain the elements of adventure tourism
- describe the basic rules of safety and risk management
- source information
- plan an outdoor adventure trip
- create and deliver an outdoor adventure activity
- start a personal file/log book and develop a career plan
- outline the career paths available in adventure tourism

## Successful course completion consists of:

- participating in a simulated adventure activity
- participating in an adventure field trip
- telling an interpretive story
- creating a first aid kit
- creating an emergency kit
- creating a log book
- completing the review test

## Upon successful completion, participants will:

- receive a certificate of completion



# Background

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Advise participants to turn to page 4 in their workbooks.

The Industrial Revolution brought wealth and leisure time to many more people in Europe and North America. Travel for reasons other than trade, exploration and science became more readily available through better transportation networks of **roads and railways**, and through the use of mechanized forms of transportation such as:

**steamships**

**trains**

**buses**

**blimps**

**street cars**

**cars**

Travel also became faster and more comfortable.

In the mid 19th century it became fashionable for Europeans to travel to the Swiss Alps, Austria and northern Italy.

The study of **science and nature** (particularly wild alpine plants), and **watercolour painting** became very popular.

There was a great deal of interest in the healthful aspects of

**mountain environment**

**fresh air**

**clean water**

**exercise in the form of hiking**



Shepherds and other locals were employed in the summer as guides, as these first tourists sought to get out of the valleys and up onto the mountains and glaciers. Thus **mountaineering** as a sport or recreation developed, using local guides, as their clients sought to go higher, and as some demanded to “conquer” the mighty peaks.



Guiding for hunters has a longer and more diverse history, but this developed quickly as a part of adventure tourism at this time also as **trophy hunting** gained popularity in the wealthy classes.

Adventure tourism remained available only to the **rich** until the latter half of the 20th century.



# Local jobs

Advise participants to turn to page 7 in their workbooks.

Adventure tourism occurs in many different settings, environments and activities. This exercise will help students to discover the wide variety of opportunities available in this area of work.

Here we will briefly investigate those people who have direct contact with the clients and who will interact in adventure tourism. These are the people who make the experience happen.

- Tour operator and owner
- Park ranger, warden, and park attendants
- Facilities and equipment rentals operator
- Interpreter and naturalist
- Adventure guide

Divide the class into groups, with three or four in each group. Discover job opportunities in your local community. Check out Yellow Pages, Chamber of Commerce, and local Tourism Info Centres. Who would they work for? Where would they work? List actual names of local companies.

Tour operator	
Park ranger/warden/attendant	
Facilities operator	
Equipment rental	
Interpreter/naturalist	
Adventure guide	





# The scenario

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*Advise participants to turn to page 12 in their workbooks.*

You are the class rep, and your classmates want to try an adventure tourism experience.

The class chooses a one hour caving trip in a local park named Wildside Caves on 31 October.

You will lead your group through the:

- organization
- preparations
- experience
- review of your first caving experience



# Creating an emergency kit

Advise participants to turn to page 20 in their workbooks.

Place empty jar and plastic baggie in front of class... what should be put in each?  
Prepare in a marmalade/jam jar with plastic lid. Wrap can in duct tape.

In a marmalade/jam jar

- **fire starter kit (matches and striker, lighter, starter fuel)**
- **flashlight**
- **spare flashlight batteries**
- **cord (50 meters)**
- **knife or razor blade**
- **zip lock bags**
- **candle**
- **aluminium foil**
- **flagging tape**
- **waterproof marker pen**
- **dental floss or fishing line**
- **needle**
- **duct tape wrapped around can**
- **emergency foods such as boiled candy, chocolate bars**
- **water purification tablets**
- **toilet paper**
- **bouillon cube**
- **tea bags**

In a plastic baggie

- **foil tarp**
- **3 large orange garbage/leaf bags**
- **compass**
- **map**



# During the trip

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*Advise participants to turn to page 21 in their workbooks.*

## **The scenario unfolds**

You and your group are now at the entrance to the Wildside Caves.

The interpreter/caving guide is waiting for you.

Everyone has come prepared, forms have been signed.

The interpreter checks the forms, asks to see everyone's equipment.

The interpreter outlines what the group will be doing during the caving experience.



# Classroom set up

Please note: the following five pages are not included in the Participant workbooks.

Ask participants to take a break so you can set up the room.

Due to class sizes, budget restrictions, and time constraints, we will re-create a cave in your classroom. This is actually a great deal of fun and participants frequently really “get into it” once they understand the concept. This is a really effective technique for simulating the “real thing”. Go a bit crazy...be creative.

Cover any windows.

Arrange moveable tables to form a cave, ensuring:

**Chimney:** tall, narrow, vertical entrance so participants will have to squееееееze into class

**Tunnel:** low tunnel so they will have to crawl and may bump their heads

**Letter slot:** medium height surface so they slide across table top two students stretch blanket across the length of the two tables

**Amphitheatre:** wide open space for awareness raising and stationary activities

Drape blankets over edges of tables and chairs.

Simulate water dripping and bat wings fluttering very quietly.



# Log book evaluation grid

Name															
Descriptive (5 marks)															
Plausible, believable, referenced (5 marks)															
Thorough (5 marks)															
Detail (5 marks)															
Reflective, relates to standards (5 marks)															
Total (25 marks)															



Sooooo.....

**Do you want  
to pursue a job in  
adventure tourism?**

**Why?**

Remember a “no” answer is as useful as a “yes” answer during career exploration

