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# LEARNING TRAINING GUIDE FOR TRAINERS FOCUSING ON TOURISTIC INDUSTRY BASICS, INTERNATIONAL SIGN LANGUAGE AND USE OF CREATED GAME-TOOL

104

# TOUR FRIEND

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LES APPRIMEURS

**challedu**  
inclusion | games | education



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# TABLE OF CONTENT

Introduction .....	2
Structure of the lesson plan .....	4
Lesson 1 : Ways of making tourism accessible.....	6
Lesson 2: Workshop (amateurs).....	9
Lesson 3: Workshop (professional).....	11
Lesson 4: Workshop (career).....	13
Lesson 5: Tell me your name.....	15
Lesson 6: Let's get to know each other.....	17
Lesson 7: Be my tourfriend.....	20
Lesson 8: Happy and safe stay.....	23
Lesson 9: Happy traveler.....	26
Lesson 10: Book your hotel.....	29
Lesson 11: Ordering at a restaurant.....	32
Lesson 12: Let's go sightseeing.....	35
Lesson 13: Other main dialogues.....	38
Evaluation Sheet.....	40

# INTRODUCTION

Friendly Redesign of Inclusive Experiences N' Destinations for Deaf people" (TOUR FR(I)END) project aims to empower Deaf and hearing-impaired people' Inclusion and Development of Career opportunities of young people by cultivating the use of International Sign language in the field of tourism through a phygital toolkit and a serious game.

This project is based on an observation: young people (15-24) in Europe are struggling to find a job (15% of them are unemployed) . On the other hand, tourism is accounted in 2018 for 12.7 million persons employed. One of the most significant attempts in tourism is to create products and services that are accessible. However very few efforts have been done in terms of accessibility of Deaf people. The Statista (2015) estimated that 119 million people in the whole of Europe were deaf or hard of hearing. As "Tourism activities of Deaf people" (2013) research reveal the greater barrier deaf people meet, is no Sign language provision. The vast majority of deaf people suggest having the possibility to communicate in sign language during a trip will enhance their accessibility and choice of destination.

FR(I)END proposes an innovative methodology through a phygital toolkit and a serious game, for developing both deaf and hearing young people skills competences and employability, as well as enhancing the accessibility in Tourism.

The project proposes thus:

- To promote social inclusion of Deaf people and accessible tourism.
- To support deaf and hearing young people (18-24) in acquiring and developing basic skills and key competences in the field of accessible tourism.
- To create an innovative phygital toolkit and serious game promoting open education and innovative practices in a digital era.
- To strengthen youth trainers, coaches, career advisors and relevant professional skills.
- To create an innovative and efficient toolkit that youth trainers and relevant professionals can implement to their work.

The guide we propose here is developed under "O4- Learning training guide for trainers focusing on touristic industry basics, international sign language and use of created game-tool" and will introduce you several lesson plans (13) to implement the material we developed. These lesson plans are ready to use and will give you insights on the way and material to organize them.

This guide for people and professionals who would like to welcome or communicate with foreign deaf people offers a first discovery of sign language in the languages of the partnership: French, Greek and Italian. A proposal in International Signs is also available. This initiation cannot replace learning and a training in sign language, but aims to participate in a better understanding of the specificities of these languages and in a better reception of deaf and hard-of-hearing tourists.

The O4 learning guide is innovative in many ways:

- It directly addresses youth trainers to enhance their skills in term of accessible tourism of Deaf people.
- It makes youth trainers Mentors and Ambassadors of accessible tourism for Deaf people.
- It involves approaches and tools specifically addressing learning International signs in relevance to Tourism.
- It directly applies to the development of skills of young people who want to work in the field of tourism and make it accessible.

# STRUCTURE OF THE LESSON PLAN

## 4

Each partner was responsible to create several lesson plans. A common template was followed. In this part, you will discover the structure followed to create the different lesson plans.

Each lesson plan follows this common template:

### •A title

The title is an indication of the lesson content

### •The objectives of the lesson

The objectives are the goals we want to achieve after giving the lesson. The activities developed in each lesson plan are designed to achieve these objectives.

### •The scope of the lesson

The scope of the lesson will cover the duration of the course, what topics will be discussed, where it should be organized (inside/outside/ etc.), how it should be organized (gamified course, “classical” course, etc.) and the background of people to be involved (trainers, educators, tourism professionals, etc.)

### •A suggested number of participants

This number is only indicative. The number you will find in the lesson plans is the number we consider as relevant for the lesson. It could be also a minimum and/or maximum number of participants. Feel free to adapt it regarding the public in front of you.

### •How the participants will be selected

The participants’ profile is important to define in order to select them. Each lesson is addressed to different people. This part develops how the selection procedure will be organized (definition of participants’ profile, where will you find them, will you contact associations, schools, professionals, etc.?)

## •The description of activities

This part develops the different activities the participants will take part to.

It describes how the content will be implemented.

These activities are designed to achieve the objectives set in the part above.

These instructions can allow a certain flexibility and leave a room of maneuver for instructors.

## •The specific materials needed to implement each activity

We determine in this part if the lesson we're developing need to have a specific material (cards, powerpoint, videos, boards, screens, laptops, etc.), how it will be used and what is the added value of this material in the objectives' achievement.

## •Evaluation sheets

At the end of lessons, we've created an evaluation sheet for the trainers and an evaluation sheet for the participants.

These evaluation sheets are designed to improve the material we will develop in this guide, this evaluation sheet will provide useful inputs from the participants and the trainers.

# LESSON 1: Ways of making tourism accessible

## •Objectives of the lesson

The objectives of this lesson will be:

- Have an overview of the tourism in Europe
- Understand what accessible tourism is
- Follow the example of good practices
- Understand and implement what renders tourism accessible

## •The scope of the lesson

Duration: +/- 1 hour

Methodology: Classical presentation (cases presentation) + round tables

Participants: All people who have an interest in tourism (deaf and hearing educators or tourism professionals)

Place: It will be held indoor since we need a kind of PowerPoint presentation.

Trainer: Instructor and if there are DHH people in the audience, we also need interpreters to be sure they can understand the presentation and take part in discussions.

## •A suggested number of participants

As the course is a presentation, the number of participants can be very high like a university auditorium. However, to allow discussion about good practices and methods, we suggest that the relevant number of participants is between 10 and 20.

## •How the participants will be selected

The target group is “all people who have an interest in tourism”. However, to succeed better the participants selection, 2 profiles need to be defined :

- Educators (deaf and hearing)
- Tourism professionals (deaf and hearing)



For educators, “tourism schools” could be a relevant network. In Belgium, for example, there are 2 possibilities: secondary and higher schools.

For tourism professionals, tourism associations like “attractions et tourisme” in Wallonia could be a relevant network because it gathers different tourism professionals in one network.

For both, deaf and DHH associations could be relevant networks, like “Fédération nationale des sourds” in France.

### •The description of activities

The activities will be divided as follow:

#### - **A discussion about European tourism (+/- 10 minutes)**

This discussion will be shaped as a round table with the conception of European tourism and the knowledge regarding European tourism of the participants. Different softwares could be used as icebreakers such as Wooclap. The participants’ ideas are framed by “objective” information coming from the IO2 learning guide (chapter 1). It could frame the discussions and give the possibilities to react to these information.

#### - **Presentation of the place of tourism in Europe (+/-10 minutes)**

It presents how the tourism sector is developed in the European Union. It is shaped as a magistral presentation (ex: PowerPoint) to introduce the different aspects of European tourism. This presentation is a follow-up of the first activity. These two activities could be merged into one. The information available for this activity can be found in the IO2 learning guide (chapter 1 and 2).

#### - **Presentation of accessible tourism initiatives (partner countries and Europe) (+/- 20 minutes)**

The presentation is followed by another one referring to accessible tourism initiatives gathered in IO2 learning guide (chapter 3).The presentation can be twofold regarding the chapter structure (definition of accessible tourism and initiatives for DHH people in tourism). This presentation will allow the discussion of participants in the last part of this lesson.

#### - **A discussion about the definition of accessible tourism and how can we render tourism accessible (+/- 20 minutes)**

Round table regarding participants’ ideas on how render tourism accessible on the basis of the presented initiatives and regarding the definition of accessible tourism.

### The specific materials needed to implement each activity

This lesson is based on material developed in IO2 learning guide (available online). As this lesson contains presentations, the material needed is a laptop, a screen, and a PowerPoint presentation. The lesson is supposed to be implemented in a classroom, thus, there is also a need of chairs and desks for the participants.

## LESSON 2: Workshop: “International Signs in the field of accessible tourism (for amateurs)”

### Objectives of the lesson

The objectives will be to:

- Understand what the tourism careers are.
- Understand the concept of accessible tourism
- Learn the basics of the tourism vocabulary
- Learn the basics of international signs in tourism
- Understand how to render tourism accessible

### The scope of the lesson

Duration: +/- 2 hours

Methodology: Workshops with role plays + classical presentation

Participants: Young people who want to work in the tourism field

Place: The lesson is supposed to be implemented in a classroom, thus, there is also a need of chairs and desks for the participants (for the first part), the second could be held outdoor.

Trainer: Instructor who can introduce the participants to international signs alphabet

### A suggested number of participants

This course is organized as a workshop. As such, the course doesn't need to have a maximum number of participants but it could be relevant to make small groups to allow role play. The relevant number of participants we suggest for these small groups is between 10 and 15.

### How the participants will be selected

The participants' profile is people who are interested in working in the field of tourism, thus, a good way to find this kind of profiles is looking at tourism schools and tourism associations.

## The description of activities

This course will be organized in two main parts:

- A “theoretical” part (no need of small groups)
- A “didactic” part (need of small groups)

The first part will contain different activities as follow:

- **Presentation of the main careers in the tourism field (+/- 15 minutes)**

The presentation starts with the different possibilities for people who wants to work in the tourism field. The IO2 learning guide will help to present all the possibilities we gathered in this project (chapter 2) but the trainer’s experience can also be a valuable input in this presentation.

- **Presentation of the different initiatives to render tourism accessible to DHH people (+/- 15 minutes)**

The presentation follows with a presentation of accessible tourism initiatives gathered in the IO2 learning guide (chapter 3: definition of accessible tourism and initiative) and in the IO1 methodological guide part A (chapter 5). This presentation will allow the discussion of participants in the last part of this lesson.

- **Discussion around these initiatives (+/- 15 minutes)**

This discussion can take the shape of round tables in which participants can make opinions regarding the presented initiatives and also imagine other initiatives in tourism fields regarding their own experience or ideas on that question.

The second part will contain different activities as follow:

- **Presentation of sample dialogues in the field of tourism (+/- 15 minutes)**

This presents mainstream dialogues in tourism situation such as “at the hotel”, “at the restaurant”, etc. These dialogues can be found in the chapter 4 of IO2 learning guide.

- **Presentation of international signs alphabet (+/- 30 minutes)**

The presentation follows with the international signs alphabet. This will help to create tourism situations in which this alphabet is needed. The presentation is composed with the chapters A and B in the IO3 training guide (introduction to international Sign and alphabet of international Sign).

- **Role play with the dialogues in international signs (+/- 30 minutes)**

With all the information presented above (mainstream dialogues and international signs alphabet), role plays are created to use signs alphabet in tourism situations. More information can be found in the [IO3 training guide](#). Small groups (regarding situations) need to be formed to rehearse the dialogues before presenting them in front of the “classroom”. The goal for the other groups is to recognize the dialogue the first group presented like a “Pictionary” game. The group that recognizes the most dialogues “wins”.

## The specific materials needed to implement each activity

The lesson is based on the material developed in IO2 learning guide and IO3 training guide. As this first part of this lesson is a presentation, the material needed is a laptop, a screen, and a presentation (PowerPoint or not).

## LESSON 3: Workshop: “International Signs in the field of accessible tourism (for tourism professionals)”

### Objectives of the lesson

This lesson is for young people who are already working in the tourism sector. The objectives will thus be slightly different:

- Understand the concept of accessible tourism
- Learn the basics of international signs in tourism
- Understand how to render tourism accessible

### The scope of the lesson

Duration: +/- 2h

Methodology: Workshops with role plays + classical presentation

Participants: young people who work in the tourism field

Place: The lesson is supposed to be implemented in a classroom, thus, there is also a need of chairs and desks for the participants (for the first part), the second could be held outdoor.

Trainer: Instructor who can introduce to international signs alphabet

### A suggested number of participants

This course is organized as a workshop. As such, the course doesn't need to have a maximum number of participants but we consider it could be relevant to make small groups to allow play roles. The relevant number of participants we suggest for these small groups is between 10 and 15.

### How the participants will be selected

The participants' profile is people who are interested to work in the field of tourism, thus, a good way to find this kind of profiles is looking at tourism schools and tourism associations.

## The description of activities

This course will be organized in two main parts:

- A “theoretical” part (no need of small groups)
- A “didactic” part (need of small groups)

The first part will contain different activities as follow:

- **Presentation of the different initiatives to render tourism accessible to DHH people (+/- 15 minutes).**

The presentation follows with a presentation of accessible tourism initiatives gathered in the IO2 learning guide (chapter 3) and the IO1 methodological guide (chapter 5).

This presentation will allow the discussion of participants in the last part of this lesson.

- **Discussion around these initiatives (+/- 15 minutes)**

This discussion can take the shape of round tables in which participants can make opinions regarding the presented initiatives and also imagine other initiatives in tourism fields regarding their own experience or ideas on that question.

- **After discussing about these initiatives, each professional will have to think about how they can render the sector in which they work accessible (+/- 30 minutes)**

Because the tourism field is quite vast, the participants don't work necessarily in the same sector. This discussion is thus organized to think about concrete initiative to render the sector they work in more accessible for DHH people.

The second part will contain different activities as follow:

- **Presentation of international signs alphabet (+/- 30 minutes)**

This will help to create tourism situations in which this alphabet is needed. It will be shaped as a classical presentation by a trainer who knows how to use this alphabet.

- **Role play with the dialogues in international signs language (+/- 30 minutes)**

With all the information presented above, role plays are created to use signs alphabet in tourism situations. The participants will form groups of two for the role plays. Each group will have a tourism situation such as “at the hotel” or “at the restaurant”. The trainer will check if the sign dialogue is well executed.

## The specific materials needed to implement each activity

The lesson is based on the material developed in IO2 learning guide and IO3 training guide. As this first part of this lesson is a presentation, the material needed is a laptop, a screen, and a PowerPoint presentation. The lesson is supposed to be implemented in a classroom, thus, there is also a need of chairs and desks for the participants.

## LESSON 4: Workshop: “Why not you in a tourism career ?” (engaging deaf people to learn about careers in tourism and make tourism accessible)

### Objectives of the lesson

The objectives are to:

- Understand the concept of accessible tourism
- Be aware of the possibilities for deaf people to work in the tourism field
- Have knowledge on good practices in accessible tourism
- Learn the basics of tourism vocabulary

### The scope of the lesson

Duration: +/- 2h

Methodology: As it is more a presentation of the possibilities, the course will take the shape of a classical course. However, the vocabulary part will be organized as a role play to give a didactic side to the course.

Participants: DHH people who wants to engage in a tourism career

Place: The lesson is supposed to be implemented in a classroom, thus, there is also a need of chairs and desks for the participants (for the first part), the second could be held outdoor.

Trainer: As this course is organized for DHH people, we also need interpreters or educators who can use sign language to be sure they can understand the presentation and take part to discussions.

### A suggested number of participants

This course is organized as a workshop. As such, the course doesn't need to have a maximum number of participants, but we consider it could be relevant to make small groups to allow role play. The relevant number of participants we suggest for these small groups is between 10 and 15.

### How the participants will be selected

The participants' profile is DHH people who are interested to work in the field of tourism, thus, a good way to find this kind of profiles is looking at DHH people associations.

## The description of activities

This course will be organized in two main parts:

- A “theoretical” part (no need of small groups)
- A “didactic” part (need of small groups)

The first part will contain different activities as follow:

- Presentation of the main careers in the tourism field (+/- 20 minutes)

The presentation starts with the different possibilities for people who wants to work in the tourism field. Information can be found in the IO2 learning guide.

- Presentation of the different initiatives to render tourism accessible to DHH people (+/- 20 minutes)

The presentation follows with a presentation of accessible tourism initiatives gathered in the IO2 learning guide (chapter 3). This presentation will allow the discussion of participants in the last part of this lesson.

- Discussion about these initiatives and their experience as a tourist (+/- 30 minutes)

This discussion will allow participants to discuss their own experiences as tourists and if those were designed to be accessible for DHH people.

The second part will contain different activities as follow:

- Presentation of sample dialogues in the field of tourism (+/- 20 minutes)

This presents mainstream dialogues in tourism situation such as “at the hotel”, “at the restaurant”, etc. These dialogues can be found in the chapter 4 of IO2 learning guide.

- Role play with the dialogues in international signs (+/- 30 minutes)

With all the information presented above, role plays are created to use signs alphabet in tourism situations. Groups of two will be formed for this activity.

## The specific materials needed to implement each activity

The lesson is based on the material developed in IO2 learning guide and IO3 training guide. As this first part of this lesson is a presentation, the material needed is a laptop, a screen, and a PowerPoint presentation. The lesson is supposed to be implemented in a classroom, thus, there is also a need of chairs and desks for the participants.



# LESSON 5: Tell me your name!

## The objectives of the lesson

After learning the International Signs alphabet, the objectives of this lesson are:

- Determine the correct position to spell facing someone
- Learn how to spell proper names
- Read a proper name signed by the person you are talking to

## The scope of the lesson

The main scope of this lesson is to allow students to learn the International Sign alphabet and the construction of proper names through fun activities.

Duration: +/- 45 minutes

Methodology: Game-based learning

Participants: Young people or professionals that already work or want to work in tourism.

Location: Any room. It can be carried out in a classroom or in a place inside a building that suits the participants.

Trainer: International (or local) sign language interpreter.

## A suggested number of participants

Minimum 2, maximum 20

## How the participants will be selected

The selection of the participants will be done in the following steps:

Youth trainers wishing to improve their knowledge and skills in accessible tourism.

Students in professional schools and universities in the field of tourism.

Young people or professionals who work or wish to work in companies related to this sector (e.g. transportation, hotels, restaurants, etc.).

Representatives of accessible tourism for deaf people. Anyone who wants to learn the alphabet and how to spell it in order to introduce themselves to a deaf or hard of hearing person.

## The description of activities

### - **Welcoming-introduction (+/- 5 minutes)**

The trainer welcomes the trainees orally and in sign language. The trainer introduces the title, scope and main objectives of the lesson. This information is also written down and projected on his computer. He will then briefly explain the steps that will follow and the rules to follow. This workshop should of course be conducted in a quiet environment and participants should make as little noise as possible during the game.

### - **Discovering international signs alphabet (+/- 10 minutes)**

In the world of signed language, all words have their own signs to be memorized. To spell a proper name, the deaf and hard of hearing use the dactylogical alphabet, where each letter corresponds to a hand shape. Each participants will write her/his first name on a sheet of paper in capital letters. With the alphabet printed and handed out by the trainer, they will look at the letter-sign correspondences of each letter of their first name and practice spelling it.

### - **Spelling your name (+/- 15 minutes)**

The trainer will create pairs with the participants of the lesson. Each participant will slowly spell out their first name to their partner. The latter will write on a sheet of paper the equivalence of each letter, which will allow to check the good understanding of the first name. Each pair will practice spelling their name in turn until they get it right. As soon as several pairs are successful, the trainer forms new pairs to continue practicing.

### - **Introducing yourself (+/- 7 minutes)**

To help contextualize giving one's first name, the trainer will teach students to say "My name is". Students will practice signing "My name is" and then their first name to each other.

### - **Conclusion (+/- 7 minutes)**

The trainer summarizes the learning outcomes of the lesson and suggests an additional homework assignment. The suggested homework assignment is to practice spelling the names of the people around them and to teach them, in turn, how to do it.

## The specific materials needed to implement each activity

One copy of the International Sign alphabet printed for each participant.  
Laptop/Desktop for the trainer with the lesson's plan.

# LESSON 6: Let's get to know each other

17

## The objectives of the lesson

After learning the main principles of international sign language, the objectives of this lesson are as follows:

- Learn to construct sentences (syntax, use of space and time representation in space, the importance of body expression)
- Learn general vocabulary in international sign
- Learn common phrases in international sign

## The scope of the lesson

The main scope of this lesson is to allow students to learn vocabulary and common phrases in international sign through fun activities.

Duration: +/- 45 minutes

Methodology: Game-based learning

Participants: Young people or professionals that already work or want to work in tourism.

Place: Any room. It can be carried out in a classroom or in a place inside a building that suits the participants.

Trainer: International (or local) sign language interpreter.

## A suggested number of participants

Minimum 2, maximum 20

## How the participants will be selected

The selection of the participants will be done in the following steps:

Youth trainers wishing to improve their knowledge and skills in accessible tourism.

Students in professional schools and universities in the field of tourism.

Young people or professionals who work or wish to work in companies related to this sector (e.g. transportation, hotels, restaurants, etc.).

Representatives of accessible tourism for deaf people. Anyone who wants to learn the alphabet and how to spell it in order to introduce themselves to a deaf or hard of hearing person.

## The description of activities

### - **Welcoming – introduction (+/- 5 minutes)**

The trainer welcomes the trainees orally and in sign language. The trainer introduces the title, scope and main objectives of the lesson. This information is also written down and projected on his computer. He will then briefly explain the steps and the rules to follow. This workshop should of course be conducted in a quiet environment and participants are not allowed to speak or make any sounds in general during the game. They must also not show the video they received to other participants.

### - **Discovering the topics (+/- 5 minutes)**

The trainer will compose groups of 4 students. Each group will deal with a subtopic (where a person comes from; how he/she is doing; etc.) of the main topic. The trainer will send the learners a selection of TOURFRIEND videos (related to the topic of the lesson). These videos are available on YouTube on the project account. Each student will receive the link of one video. Attention: no participant should show the video he or she received.

### - **Interpreting the videos (+/- 15 minutes)**

Participants will have to interpret (sign) the video they received and find their pair in their group. For example:

“- How are you?

- I am fine, thank you.”

Depending on the level of each participant, the practice of the sign may be more difficult and require more time. Participants should practice signing the sentence several times before closing their computers and looking for their pair.

### - **Founding your pair (+/- 5 minutes)**

If a participant couple thinks they have found their pair, they raise their hand and have the trainer check that the pairing is correct.

### - **Discovering another topic (+/- 10 minutes)**

The trainer will send new video links to each group who will have to find their pair again. Depending on the time allotted for the lesson, this may continue for several rounds.

### - **Interpreting basic words and sentences (+/- 5 minutes)**

After this game, the trainer will interpret some basic words or phrases about other dating situations. During this time, the trainer can also further explain sentence structure or reasons for movement in vocabulary. He/she can also point out any important issues regarding the correct interpretation of the sentences.

### - **Conclusion (+/- 5 minutes)**

The trainer summarizes the learning outcomes of the lesson and suggests an additional homework assignment. The suggested homework assignment is to watch all the videos on "Ice breaking" made by TOURFRIEND and to learn to interpret them!

### **The specific materials needed to implement each activity**

Smartphone or tablets for trainees.

Link for the TOURFRIEND's YouTube channel and Internet connexion.

Laptop/Desktop for the trainer with the lesson's plan.

# LESSON 7: "Be my tourfriend!"

20

## The objectives of the lesson

After having learned how to construct sentences, the objectives of this lesson are to:

- Learn vocabulary about tourism
- Apply this vocabulary to international signs
- Understand how to make basic sentences regarding tourism sector and activities

## The scope of the lesson

The main scope of the lesson is for trainees to learn basic vocabulary and phrases for tourism through game-based activities.

Duration: +/- 1h

Methodology: Game-based learning

Participants: Young people or professionals that already work or want to work in tourism

Place: it can be implemented in a classroom or a place inside a building that fits the participants

Trainer: International (or local) sign language interpreter

## A suggested number of participants

minimum 2, maximum 20

## How the participants will be selected

The selection of participants will be done through the next steps:

- Communication with schools and universities of tourism, companies in the field of tourism (eg. hotels, transportation, restaurants, etc) for presenting the lesson
- Open form (digital or physical) for registration in the lesson of young people or professionals that already work or want to work in the field of tourism
- Development of groups of participants around 10-20 trainees based on their background. It is proposed young people (eg. students of schools or universities in the field of tourism) to be in another group than professionals already working in the industry.

There are no prerequisites for the participants (no need to have previous experience in signing).

## The description of activities

### **-Welcoming - introduction (+/- 5 minutes)**

The trainer welcomes the trainees in sign language and introduce them the main objectives of the lesson orally (and written projected in a screen from a laptop).

### **-Cards distribution (+/- 5 minutes)**

The trainer asks the trainees to shape 2 lines one parallel to the other. If there is an extra participant s/he will be in the start of both lines. The participants should look to the one side of the room while the first person in each line should look at the other side (if there is an extra person s/he will be the only one looking to the other side). The trainer gives to the first 2 persons in each line the cards with the different tourist places (e.g. restaurant, hotel, etc) from the tourfriend game (either in international signs or local sign language). If the first person is one (extra person) then the trainer gives him/her 2 cards in order to give them to each line after having the first correct answer in the game.

### **-Starting the game (+/- 10 minutes)**

The trainer explains to the participants the rules of the game. S/he says that in the beginning the 1st person in each line will poke the next person in the line. S/he will return to him/her so that they see each other. Then the 1st person will mimic one word of the words in the card based on the image s/he sees while the other should try to understand the word and shout it by looking at the interpretation and the card. When this happens (correctly) the 1st person will give the card to the 2nd person and s/he will poke the next person in the line and give one of the 2 cards. S/he will also select another word to mimic while the other person will try to understand it based on the card.

### **-Ending the game (+/- 10 minutes)**

The game will continue like this until all participants have interpreted a word. The group that wins the game is the one that will finish first. Based on the time the trainer can ask participants to play again 1-2 more times.

### **-Some words to translate (+/- 5 minutes)**

After this game the trainer will interpret some words (of the ones in the card) and they will have to recognise first what s/he is interpreting without looking at the card. This will assess the knowledge gained by participants.

### **-Some main sentences (+/- 10 minutes)**

It will follow a more structured method for letting participants learn 10 main sentences:

How do I get to.... (eg. the hotel)?

-Where is the....(eg. bathroom)?

-You go straight

-You turn left/ right

-After X roads

-Then...

-When is the... (eg. lunch)

-It is at (eg.10:00)

-How much does it cost?

-It costs eg. 10 euros

-The trainer can either interpret the phrases or show some videos from Tourfriend project to the participants.

### **-Playing tabletop game (+/- 10 minutes)**

The trainer will ask the participants to shape 2 teams and play the tabletop game of Tourfriend. It is not needed to finish the game. This is more for their practice.

### **-Conclusion (+/ 5 minutes)**

The trainer sums up the learning outcomes of the lesson and gives some extra work for home. Proposed work for home is to play the game with a friend!

### **The specific materials needed to implement each activity**

-Printed files of the tabletop game of Tourfriend

-4 copies of the cards with the images of interpretation of the game (especially those with words of touristic places)

-laptop to show the videos developed in tourfriend project with the 10 main phrases (if needed).



# LESSON 8: "Happy and safe stay!"

## The objectives of the lesson

The objectives of this lesson are to:

- Learn basic vocabulary for using in a hotel
- Apply this vocabulary to international signs
- Understand how to make basic sentences regarding hotel situations

## The scope of the lesson

The main scope of the lesson is for trainees to learn basic vocabulary and phrases for using in hotel situations through game-based activities.

Duration: 45min

Methodology: Game-based learning

Participants: Young people or professionals that already work or want to work in tourism

Place: it can be implemented in a classroom or a place inside a building that fits the participants

Trainer: International (or local) sign language interpreter

## A suggested number of participants

minimum 2, maximum 20

## How the participants will be selected

The selection of participants will be done through the next steps:

1. Communication with schools and universities of tourism, companies in the field of tourism (eg. hotels, transportation, restaurants, etc) for presenting the lesson
2. Open form (digital or physical) for registration in the lesson of young people or professionals that already work or want to work in the field of tourism
3. Development of groups of participants around 10-20 trainees based on their background. It is proposed young people (eg. students of schools or universities in the field of tourism) to be in another group than professionals already working in the industry.

4. Participants is important to know some basic signing in order to attend (it is better to have participated in the previous lessons of this guide)

### The description of activities

#### **-Welcoming - introduction (+/- 5 minutes)**

The trainer welcomes the trainees in sign language and introduce them the main objectives of the lesson orally (and written projected in a screen from a laptop)

#### **-Watching videos (+/- 5 minutes)**

The trainer sends to the trainees an email (or in a messenger application) a link. This link is the same every 2 participants. If there is an extra person there will be a link shared with 3 persons (exception). Each link shows videos with phrases interpreted in international signs (or local sign language) about "hotel" situations.

#### **-Starting the game (+/- 15 minutes)**

The trainer explains to the participants the rules of the game they will play. S/he says that none participant should show to the other the video s/he has received. All participants will have to interpret (mimic) the video to the other participants and try to find each pair, which means the participant that has the same video.

Note: all participants do so at the same time not one by one. They are free to travel around the classroom and talk through signs in any other participant.

The participants are not allowed to speak or make sounds in general during the game. Neither to show the video they have received to the other participants. If a pair of participants thinks that they found each other they have to raise both the hands and the trainer has to verify that this is correct. This pair wins 5 points. The second team 4, then 3, then 2 and finally the fifth team 1.

The trainer can send new links to the participants after most pairs (or at least the first 5) have found each other. This can continue for any number of rounds (check the time available for the whole lesson). The person or persons that have the most points wins.

#### **-Translating some sentences (+/- 10 minutes)**

After this game the trainer will interpret some basic words or phrases about hotel situations. During this time the trainer can also explain more about the structure of the phrases or the reasons for a movement in the vocabulary. S/he can also point out any important issues regarding the correct interpretation of the phrases.

### **-Conclusion (+/- 5 minutes)**

The trainer sums up the learning outcomes of the lesson and gives some extra work for home. Proposed work for home is to watch all the videos about hotel situations and learn how to interpret them!

### **The specific materials needed to implement each activity**

- Link for the youtube channel of Tourfriend (and specifically hotel section)
- Smart mobile phones of participants or tablets
- Laptop for the trainer
- internet connection

# LESSON 9: "Happy traveler!"

## The objectives of the lesson

The objectives of this lesson are to:

- Learn basic vocabulary for using in transportation
- Apply this vocabulary to international signs (or in local sign language)
- Understand how to make basic sentences regarding transportation

## The scope of the lesson

The main scope of the lesson is for trainees to learn basic vocabulary and phrases for using in transportation through game-based activities.

Duration: 45min

Methodology: Game-based learning

Participants: Young people or professionals that already work or want to work in tourism

Place: it can be implemented in a classroom or a place inside a building that fits the participants

Trainer: International (or local) sign language interpreter

## A suggested number of participants

minimum 2, maximum 20

## How the participants will be selected

The selection of participants will be done through the next steps:

1. Communication with schools and universities of tourism, companies in the field of tourism (eg. hotels, transportation, restaurants, etc) for presenting the lesson
2. Open form (digital or physical) for registration in the lesson of young people or professionals that already work or want to work in the field of tourism
3. Development of groups of participants around 10-20 trainees based on their background. It is proposed young people (eg. students of schools or universities in the field of tourism) to be in another group than professionals already working in the industry.

## The description of activities

### **-Welcoming - introduction (+/- 5 minutes)**

The trainer welcomes the trainees in sign language and introduce them the main objectives of the lesson orally (and written projected in a screen from a laptop)

### **-Discovering the application (+/- 7 minutes)**

The trainer asks the trainees to shape pairs and download the digital application of the tourfriend game in one of their mobile phones (not in both—they will play just with the one). If there is an extra person s/he can be added in a team and shape a group of 3. The trainer also asks the trainees to select the correct settings depending on their local language and the sign language they are learning. Finally s/he asks the participants to skip the first screens, when reaching the screen with the different places to choose on of the following "Taxi", "Station", "Airport" and then skip the screens with the directions etc (by giving the correct answer or clicking next without interpreting anything) and reach at the point of the extra dialogs.

### **-Starting the game (+/- 15 minutes)**

The trainer explains to the participants the rules of the game. S/he says that one person of the pair will play the tourist and the other the tourfriend. So the one will have to interpret, based on the videos on the screen of the mobile, one phrase and the other will have to choose what did s/he say. Then if it is correct s/he will have to interpret a relevant answer and the other person will have to understand.

The game will continue like this until all pairs have concluded a dialogue correctly. If at some point they lose track then they have to choose another place of the 3 choices ("Taxi", "Station", "Airport") and try a new dialogue. If a pair has "won" earlier than the others it can continue with a new dialogue and keep the score. In the end the team with the most points wins.

Note: the same can be done with videos developed in the Tourfriend project in the project's youtube channel. It might be easier for participants that already have youtube in their laptops, pcs or mobile phones to do it. In this case the trainer will have to indicate the section with the transportation dialogues and vocabulary. The only extra point in the case of using the tourfriend game is that there will be a score in the end.

**-Translating extra sentences (+/- 15 minutes)**

After this game the trainer will interpret some words or phrases and the participants will have to recognise first what s/he is interpreting without looking at the videos/game. During this time the trainer can also explain more about the structure of the phrases or the reasons for a movement in the vocabulary. S/he can also point out any important issues regarding the correct interpretation of the phrases.

**-Conclusion (+/- 5 minutes)**

The trainer sums up the learning outcomes of the lesson and gives some extra work for home. Proposed work for home is to do the same exercise like the game in the classroom with a friend!

**The specific materials needed to implement each activity**

- Link of the digital game app of Tourfriend
- Link for the youtube channel of Tourfriend (and specifically transportation section)
- Smart mobile phones of participants or tablets for each group or laptops or pcs.
- internet connection

# LESSON 10: "Book your hotel!"

29

## The objectives of the lesson

The objectives of this lesson are to:

- Learn the basics of tourism vocabulary regarding booking offices situations
- Understand international signs alphabet
- Use this alphabet to construct sentences and dialogues in order to create a role-playing workshop

## The scope of the lesson

The main scope of the lesson is for trainees to learn basic vocabulary and phrases for using in booking a hotel through game-based activities.

Duration: 45min

Methodology: Game-based learning

Participants: Young people or professionals that already work or want to work in tourism

Place: any room, preferably closed space area

Trainer: International (or local) sign language interpreter

## A suggested number of participants

minimum 2, maximum 24

## How the participants will be selected

The selection of participants will be done through the next steps:

1. Any youth trainers to enhance their skills in term of accessible tourism of Deaf people
2. Young people or professionals that already work or want to work in the field of tourism
3. Mentors and Ambassadors of accessible tourism for Deaf people
4. Students of VET schools or universities in the field of tourism
5. It is important for participants to know some basic signing in order to attend (it is better to have participated in the previous lessons 5, 6, 7 of this guide)

## The description of activities

### **-Welcoming - introduction (+/- 5 minutes)**

The trainer welcomes the trainees in sign language and introduce them the title, scope, main objectives of the lesson orally (and written – based on the objectives mentioned above or altered). He/she can collate them with previous lessons of the guide (if previously done). Explains the steps to be undertaken orally and the rules which include: The participants are not allowed to speak or make sounds in general during the game. Neither to show the video they have received to the other participants.

### **-Watching videos (+/- 5 minutes)**

The trainer sends to the trainees a link with the selection of relevant videos created via TOUFRIEND and uploaded in youtube, regarding booking in international sign if it is not covered from previous lessons or local sign language. This link is the same for every 3 participants for over 21 participants or the same for every 2 participants if less than 20 people. It might also depend on the Sign Language level of the trainees, the higher, the less people share the same link, the less the knowledge in Signing the more participants share the same link.

### **-Starting the game (+/- 15 minutes)**

The rules are that none of the participants should show to the other the video s/he has received. All participants will have to interpret (mimic) the video to the other participants and try to find their pair (one who does the same signing)/ the participant that has the same video. Depending on the level of the participants they might need some time to practice the sign, then close their devices and just walk around signing and trying to find their match.

Note: all participants do so at the same time not one by one. They are free to go around the classroom and sign to any other participant.

If a pair of participants believe they have found the other/s that sign the same they have to raise both their hands and the trainer has to verify that this is correct. The first pair/triad wins 5 points. The second 4, then 3, then 2 and finally the fifth team 1, if there are more teams, they also receive 0.5 points when pairing.

### **-Continuing the game (+/- 15 minutes)**

The trainer can send new links to the participants after most pairs (or at least the first 5) have found each other. This can continue for any number of rounds (check the time available for the whole lesson). The person or persons that have the most points wins.



**-Translating basic words (+/- 10 minutes)**

After this game the trainer will interpret some basic words or phrases about other booking situations. During this time the trainer can also explain more about the structure of the phrases or the reasons for a movement in the vocabulary. S/he can also point out any important issues regarding the correct interpretation of the phrases.

**-Conclusion (+/- 5 minutes)**

The trainer sums up the learning outcomes of the lesson and gives some extra work for home. Proposed work for home is to watch all the videos about booking situations and learn how to interpret them!

**The specific materials needed to implement each activity**

- Link for the youtube channel of Tourfriend (and specifically booking section)
- Smart mobile phones for participants or tablets
- Laptop/ desktop for the trainer
- Internet connection

# LESSON 11: "Ordering at a restaurant!"

## The objectives of the lesson

The objectives of this lesson are to:

- Learn basic of tourism vocabulary regarding restaurants situations
- Apply this vocabulary to international signs (or in local sign language)
- Understand how to make basic sentences regarding transportation

## The scope of the lesson

The main scope of the lesson is for trainees to learn basic vocabulary and phrases for using in a restaurant through digital game-based activities.

Duration: 45min

Methodology: Digital game-based learning

Participants: Young people or professionals that already work or want to work in tourism

Place: it can be implemented in any room that has no major external distractions such as noise. Preferably a room with desktops/ laptops

Trainer: International (or local) sign language interpreter

## A suggested number of participants

minimum 2, maximum 20

## How the participants will be selected

The selection of participants will be done through the next steps:

1. Any youth trainers to enhance their skills in term of accessible tourism of Deaf people
2. Young people or professionals that already work or want to work in the field of tourism
3. Mentors and Ambassadors of accessible tourism for Deaf people
4. Students of VET schools or higher educational level in the field of tourism
5. It is important for participants to know some basic signing in order to attend (it is better to have participated in the previous lessons 5, 6, 7 of this guide)

## The description of activities

### **-Welcoming - introduction (+/- 5 minutes)**

The trainer welcomes the trainees in sign language and introduce them the main objectives of the lesson orally (and written projected in a screen from a laptop)

### **-Downloading the application (+/- 5 minutes)**

The trainer asks the trainees to go in pairs and download the digital application of the tourfriend game in one of their mobile phones. If there is an extra person s/he can be added in a team and shape a group of 3. The trainer also asks the trainees to select the correct settings depending on their local language and the sign language they are learning. Finally s/he asks the participants to skip the first screens, skip the screens with the directions etc (by giving the correct answer or clicking next without interpreting anything) and reach at the point of the dialogues about the 'restaurants'.

### **-Starting the game (+/- 15 minutes)**

The trainer explains to the participants the rules of the game. S/he says that one person of the pair will play the DHH tourist and the other the tourfriend. So, the one will have to sign based on the videos on the screen of the mobile one phrase and the other will have to choose what did s/he say. Then if it is correct s/he will have to sign a relevant answer and the other person will try to understand.

The game will continue like this until all pairs have concluded a dialogue correctly. If at some point they lose track then they can try a new dialogue from the same section. If a pair has "won" earlier than the others it can continue with a new dialogue and keep the score. In the end the team with the most points wins.

Note: the same can be done with videos developed in the Tourfriend project in the project's youtube channel. It might be easier for participants that already have youtube in their laptops, pcs or mobile phones to do it. In this case the trainer will have to indicate the section with the 'restaurant' dialogues and vocabulary. The only extra point in the case of using the tourfriend game is that there will be a set score in the end.

### **-Translating some main sentences (+/- 15 minutes)**

After this game the trainer will interpret some words or phrases and the participants will have to recognise first what s/he is Signing without looking at the videos/game. During this time the trainer can also explain more about the structure of the phrases or the reasons for a movement in the vocabulary. S/he can also point out any important issues regarding the correct interpretation of the phrases per se or the general rules when Signing in a language.

### **-Conclusion (+/- 5 minutes)**

The trainer sums up the learning outcomes of the lesson and gives some extra work for home. Proposed work for home is to do the same exercise like the game in the classroom with a friend!

### **The specific materials needed to implement each activity**

- Link of the digital game app of Tourfriend
- Link for the youtube channel of Tourfriend (and specifically restaurant section)
- Smart mobile phones of participants or tablets for each group or laptops or pcs.
- Internet connection

# LESSON 12: Let's go sightseeing!"

35

## The objectives of the lesson

The objectives of this lesson are to:

- Learn the basics of tourism vocabulary regarding sightseeing situations
- Understand international signs alphabet
- Use this alphabet to construct sentences and dialogues in order to create a role-playing workshop

## The scope of the lesson

The main scope of the lesson is for trainees to learn basic vocabulary and phrases for using in sightseeing through game-based activities.

Duration: 1h

Methodology: Game-based learning

Participants: Young people or professionals that already work or want to work in tourism

Place: classroom

Trainer: International (or local) sign language interpreter

## A suggested number of participants

minimum 2, maximum 24

## How the participants will be selected

The selection of participants will be done through the next steps:

1. Any youth trainers to enhance their skills in term of accessible tourism of Deaf people
2. Young people or professionals that already work or want to work in the field of tourism
3. Mentors and Ambassadors of accessible tourism for Deaf people
4. Students of VET schools or higher educational level in the field of tourism
5. It is important for participants to know some basic signing in order to attend (it is better to have participated in the previous lessons 5, 6, 7 of this guide)

## The description of activities

### **-Welcoming - introduction (+/- 5 minutes)**

The trainer welcomes the trainees in sign language and introduce them the title, scope, main objectives of the lesson orally (and written - based on the objectives mentioned above or altered). He/she can collate them with previous lessons of the guide (if previously done). Explains the steps to be undertaken orally.

### **-Watching videos (+/- 20 minutes)**

The trainer divides the class in 4-5 equal groups (depending on the total number of students). Sends to each team the same links with a selection of 5-10 relevant videos created via TOUFRIEND and uploaded in youtube, regarding sightseeing in international sign (depending of the level of the students' familiarisation with SL, it is suggested if they are amateurs to send only the minimum number). In their groups they need to practice the X number of videos and make sure they know all of them very well.

### **-Starting the game (+/- 15 minutes)**

Once the teams feel ready to compete, one of the team members goes in front of the class and starts signing. The trainer makes a draft hanger in the board (blackboard or whiteboard) and choses for each time the leader signs one person from their team to guess the sign. If the person guesses wrong he starts drawing the human on the hanger. Then another person from the team is called by the trainer until they find the correct one. They proceed with the rest of the phrases drawing the same person on hanger. The purpose is not to be hanged whilst finding all of the assigned phrases. The rest of the teams should remain silent or even better have their backs turned when each team is playing so they do not benefit from the practice (this is applicable only to the teams that have not participated yet).

### **-Translating some main sentences (+/- 10 minutes)**

After this game the trainer will interpret some basic words or phrases about other sightseeing. During this time the trainer can also explain more about the structure of the phrases or the reasons for a movement in the vocabulary. S/he can also point out any important issues regarding the correct interpretation of the phrases.

### **-Conclusion (+/- 5 minutes)**

The trainer sums up the learning outcomes of the lesson and gives some extra work for home. Proposed work for home is to watch all the videos about sightseeing and learn how to sign them!

## The specific materials needed to implement each activity

- Link for the youtube channel of Tourfriend (and specifically booking section)
- Smart mobile phones for participants or tablets
- Laptop/ desktop for the trainer
- Internet connection
- Blackboard/ whiteboard
- Markers

# LESSON 13: Other main dialogues

## Objectives of the lesson

Learn the basics of tourism vocabulary regarding relevant tourism situations, different from those related to the previous lessons (museums, shops, etc)

Understand the National Signs alphabet and Language

Use this alphabet to construct sentences and dialogues in order to create a role-playing workshop

## The scope of the lesson

Duration: +/- 60 minutes

Methodology: Magistral presentation and role-plays

Place: Indoor, classroom

Participants: young people who work or want to work in the tourism sector

Trainer: National Sign Language interpreter

## Suggested number of participants

between 8 and 16

## How the participants will be selected

The selection of participants will be done through the next steps:

1. Any youth trainers to enhance their skills in term of accessible tourism of Deaf people
2. Young people or professionals that already work or want to work in the field of tourism
3. Mentors and Ambassadors of accessible tourism for Deaf people
4. Students of VET schools or higher educational level in the field of tourism
5. It is important for participants to know some basic signing in order to attend (it is better to have participated in the previous lessons 5, 6, 7 of this guide)



## The description of activities

### **-Welcoming/introduction (+/- 10 minutes)**

The trainer presents/introduces some relevant dialogues, based on IO2 and IO3. These dialogues are the base of other dialogues of tourism situations we can create such as Museums, Ask for directions, Shops, Historic buildings, etc.

### **-Creating teams (+/- 20 minutes)**

The trainer splits the team in pairs, assigns each pair a specific dialogue and invites them to observe and study the tourism situations.

### **-Interpreting situations (+/- 30 minutes)**

Afterwards, each pair will have to perform its dialogue in Sign Language.

The trainer will help participants during the whole process assist them to use correctly the Sign Language.

## The specific materials needed to implement each activity

IO2 and IO3 guidebooks and their videos, National Sign Language alphabet, smartphones/laptops connected to internet.

# EVALUATION SHEET

This evaluation sheet (for trainers and for participants) was developed to be used as an auto-evaluation tool. The goal for you is to adapt the content developed in this guide to your public regarding your own evaluation (for trainers) and the evaluation of your participants.

## Evaluation sheet for trainers

These questions were conceived to better think about the content as well as the structure of the lesson plan and adapt them (if needed) afterwards.

- Did the lesson meet its learning objectives?
- Was the methodology of the lesson appropriate to the scope of the lesson?
- What were the positives and negatives of the lesson?
- Do you think the participants enjoyed the lesson?
- Was the methodology of the lesson appropriate for the scope of the lesson?
- Did you find it easy to follow the structure of the lesson?
- Which are the 3 key positive points of the lesson?
- Which are the 3 key negative points of the lesson?
- Was the suggested time sufficient?
- Was the suggested material sufficient?
- What would you have changed?
- Do you have any other comments to add?

## Evaluation sheet for participants

These questions were conceived to let your participants better think about the content as well as the structure of the lesson plan and let the trainer adapt them (if needed) afterwards.

-Did you enjoy the lesson?

-Did you learn something new regarding sign language?

- Did you find the activities in the lesson interesting and appropriate to the objectives stated at the beginning of the session?

-Which are the 3 key positive points of the lesson?

-Which are the 3 key negative points of the lesson?

-Do you have any other comments?

-Ask your participants, either individually or with a partner, to respond in writing to a single prompt. Typical prompts include:

-What was, according to you , the most important aspect and why?

-What was, according to you , the most surprising concept and why ?

-What was, according to you , the most difficult part and why ?