



**ACCESS IT**

**ACCESS-IT**

Innovation for Accessible Tourism  
in Natural and Rural Areas

Project No: 2019-1-PL01-KA202-065140

# Scenarios for practical sessions

**Trainers Toolkit**

**GL3**



Co-funded by the  
Erasmus+ Programme  
of the European Union

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# ACTIVITY 1

## Practical Session: Assess the Guideline Topic 3: Frontal Learning on Guideline 3

<b>Type of activity</b>	<b>Group training activity guided by tutor.</b>
<b>Overview &amp; learning objective</b>	<p>Activity number one is designed as an introductory activity to the content and concepts of guideline number 3, as well as its links to the other guidelines. The activity is based on the frontal lesson methodology.</p> <p>Activity from all 4 scenarios for practical sessions are linked, so we can have a climax in the activity:</p> <ol style="list-style-type: none"> <li>1. Brief Explanations of contents to the group</li> <li>2. Jigsaw/brainstorming to let the group explore the content of the guideline</li> <li>3. Show the universal design and go deeper on guideline 3 content through the vision of video prepared by all the partners.</li> <li>4. Project based learning to practice universal design.</li> </ol> <p><b>Activity:</b></p> <p>The tutor will explain with slides the composition of access it learns content and explain the main concept that are contained in Guideline 3.</p> <p>Main concept of Universal Design and its function during the phases of the Visitor Journey will be briefly introduced to the groups. Explanation and contextualization are needed.</p> <p><b>Learning objectives:</b></p> <p>Acquire basic knowledge on universal design and accessibility:</p> <ul style="list-style-type: none"> <li>• Visitor Journey and accessibility</li> <li>• The universal Design principle</li> <li>• The critical point to improve</li> </ul>
<b>Duration / timing</b>	10 -15 min
<b>Number of participants</b>	15 people (representing different stakeholders)
<b>Materials &amp; environment</b>	The session is designed to be done offline or online. Online: Laptop, Personal Computer. Face to Face: 15 Physical Copies of Guideline 3; projector; 5 tables.
<b>Implementation procedure (instructions / trainers' notes)</b>	The tutor or the trainer will prepare a schematic discourse to introduce the topic of Guideline 3, along with slide or mental maps.
<b>Tips &amp; recommendations for trainers</b>	Tutors must discuss the content of guidelines to introduce and give a context to the groups.
<b>Variations / possibility for adaptation</b>	The activity can be adapted for SMEs, NGOs or governmental entities (or institutions).
<b>Handouts &amp; other resources</b>	Provide mainly material on Guideline 3 to assess the efficiency of the guideline.

## ACTIVITY 2

# Practical Session: Assess the Guideline Topic 3: Jigsaw or brainstorming on guideline 3

<b>Type of activity</b>	<b>Group training activity guided by tutor.</b>
<b>Overview &amp; learning objective</b>	<p>After the introduction to the theme, the group members will read themselves the guideline 3, divided in small groups or one by one. After the reading phase ends, the tutor or the trainers will guide the discussion.</p> <p><b>Activity:</b> The activity is based on discussion and problematization of the topic among the group members. The guideline will be distributed among the groups, the group has to read the entire guideline as a small group or individually.</p> <ul style="list-style-type: none"> <li>• If the group will be divided in small groups, each group will be assigned a particular section to read, in the debrief section all the guideline contents will be rebuilt through the presentation of each group (jigsaw method).</li> <li>• If the reading will be done individually, at the end of the reading the tutor will ask and start the discussion to make insights in the content of guideline and to stimulate discussion on the importance to make a tourism service more accessible, asking the group to help him complete the mental map showed in Activity 1 (brainstorming method).</li> </ul> <p><b>Learning objectives:</b> Acquire knowledge on universal design and accessibility:</p> <ul style="list-style-type: none"> <li>• Visitor Journey and accessibility</li> <li>• The 7 universal design point</li> <li>• The six points to develop accessible tourisms services</li> <li>• The other 4 Guidelines general principles</li> <li>• Monitoring Services and Follow up</li> </ul>
<b>Duration / timing</b>	20-30 min
<b>Number of participants</b>	15 people (representing different stakeholders)
<b>Materials &amp; environment</b>	The session is designed to be done offline or online. Online: Laptop, Personal Computer. Face to Face: 15 Physical Copies of Guideline 3; projector; 5 tables.
<b>Implementation procedure (instructions / trainers' notes)</b>	The tutor or the trainers have to follow and guide the discussion among the members of the group.
<b>Tips &amp; recommendations for trainers</b>	Tutors must facilitate the process of discussion among the group focusing on the thematic of universal design.
<b>Variations / possibility for adaptation</b>	The activity can be adapted for SMEs, NGOs or governmental entities (or institutions).
<b>Handouts &amp; other resources</b>	Provide mainly material on Guideline 3 to assess the efficiency of the guideline.

## ACTIVITY 3

# Practical Session: Assess the Guideline Topic 3: Video Watching and Brainstorm on Design

<b>Type of activity</b>	<b>Group training activity guided by tutor.</b>
<b>Overview &amp; learning objective</b>	<p>After Activity 1 and 2 the group will be more aware of universal designs and accessibility problems. Presenting the video about a good story of accessibility will show practically the vantage of making a more accessible tourism service.</p> <p><b>Activity:</b> The Video from IO2 will be shown to the group. This video has the vantage to visually materialise the content of the guideline, by presenting the output of the universal design approach.</p> <p>After watching the video, the VET trainer of the tutors recalls the importance of the monitoring and the evaluation of the services, then the group individually will assess the video through the online form prepared by ECQ.</p> <p><b>Learning objectives:</b> Awareness of practical results about universal design.</p>
<b>Duration / timing</b>	30-40 min
<b>Number of participants</b>	15 people (representing different stakeholders)
<b>Materials &amp; environment</b>	The session is designed to be done offline or online. Online: Laptop, Personal Computer. Face to Face: 15 Physical Copies of Guideline 3; projector; 5 tables.
<b>Implementation procedure (instructions / trainers' notes)</b>	
<b>Tips &amp; recommendations for trainers</b>	Tutors have to facilitate the process of design with tips and comments when required from the class.
<b>Variations / possibility for adaptation</b>	The activity can be adapted for SMEs, NGOs or governmental entities (or institutions).
<b>Handouts &amp; other resources</b>	Provide mainly material on Guideline 3 to assess the efficiency of the guideline.

## ACTIVITY 4

# Practical Session: Assess the Guideline Topic 3: Project Based Learning

<b>Type of activity</b>	<b>Group training activity guided by tutor.</b>
<b>Overview &amp; learning objective</b>	<p>For better understanding of Guideline 3 regarding Design Offers we choose a final practical session based on Project Based Learning. Involving a group of stakeholders through an activity of design could explain key concepts as feasibility or key action as training and communication, or mostly important follow up and assessment activity of the action.</p> <p><b>Activity:</b></p> <p>Project based learning is the perfect way to understand what design is. Stakeholders can manage to learn the basic concept of how to write a project to design a better touristic offer for people with special needs. A tutor will briefly explain the design activity addressing the Guideline 3 to the class. Then group work can start. Final step of discussion will be to debrief the group work. Main focus: Feasibility and follow up.</p> <p>—</p> <p>Same activity can be done online, if the session is organised online, then participants will complete the activity individually and send their results to the tutor.</p> <p><b>Learning objectives:</b></p> <p>Acquire knowledge and skill in project implementation; social economic framework, work package, follow up.</p> <ol style="list-style-type: none"> <li>1. The student will be introduced to the concepts of design (how to write and implement a project)</li> <li>2. The student will be introduced to the concepts of universal design. To understand how universal design can help improve accessibility of infrastructure and services.</li> <li>3. After the introduction on design and universal design, the student will be introduced to how the evaluation and follow up of the project will be done.</li> </ol>
<b>Duration / timing</b>	1.30 hours (150 minutes)
<b>Number of participants</b>	15 people (representing different stakeholders)
<b>Materials &amp; environment</b>	The session is designed to be done offline or online. Online: Laptop, Personal Computer. Face to Face: 15 Physical Copies of Guideline 3; projector; 5 tables.
<b>Implementation procedure (instructions / trainers' notes)</b>	<p><b>I. Introduction: First Section</b></p> <p>Use Guideline 3 to briefly explain the mechanisms of design. Then explain how to meet the demand and implement an offer for accessible tourism (30 min). Ask the groups to write a feasible project on how to implement a modification in tourism SME following the example of the Guideline 3.</p> <p><b>II. Implementation process:</b></p> <p>Second Section:</p> <p>The class is divided into groups (3 of 5 people, or 5 of 3 people. Each group has to write a project that has to be feasible. The group has to describe a social and economic framework for the project, the action that intends to do, and to set a follow up. Class can also work individually and describe its own real SME's reality. For the group work will be provided a simulated reality (1h.30min)</p> <p><b>III. Debriefing &amp; reflection:</b></p> <p>Third Section:</p> <p>Each group returns the content of the project, and explains to the class the actions that they want to improve. Elements for the evaluation.</p> <p>Good restitution about the work group is:</p> <ol style="list-style-type: none"> <li>1. complete data on the accessibility framework regarding the assigned topic;</li> <li>2. describe the action, work package;</li> <li>3. communication activities;</li> <li>4. Describe a follow up method. Without one of this element is impossible to implement a project, (30min)</li> </ol> <p>Discussion about eventual error committed during the activity, without the comprehension of one of this bullet point project can't be implemented.</p> <p>Last but not least, the main error to focus on is the feasibility.</p>
<b>Tips &amp; recommendations for trainers</b>	Tutors have to facilitate the process of design with tips and comments when required from the class.
<b>Variations / possibility for adaptation</b>	The activity can be adapted for SMEs, NGOs or governmental entities (or institutions).
<b>Handouts &amp; other resources</b>	Provide mainly material on Guideline 3 to assess the efficiency of the guideline.