**Upskilling Rural**

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| ***Module Title:*** | **Employability in Rural Tourism Entrepreneurship – part 1** | | | | |
| ***Session n. 1*** |  | | | | |
| ***Duration*** | *1 h* | | | | |
| ***Delivery method*** | Blended ☒ | Face to face □ | | Online learning □ | Distance learning (Learning Platform) □ |
| Time: | | Time: | Time: |
| Notes on the choice:  \**The trainer will choose the course delivery method taking into account the interest of students, location, the available teaching space and resources, social situation, etc.* | | | | |
| ***Intended learning outcomes:*** | * Explore the local and regional nature. * Achieve farm-to table experience. * Provide examples of eco-friendly practices. | | | | |
| ***Session Details:*** | **Lesson Item:** | | **Method(s) and instructions for trainers:** | | **Required Resource(s):** |
| **Introduction** | | The tutor will briefly introduce the topic and the objectives of the lesson. The exemplary exercises are proposed below.   * *Interactive Discussion*: the tutor begins with a group discussion where participants share their personal experiences of local flora and fauna they have encountered. The tutor encourages storytelling to make the session engaging. * *Visual Aids*: the students use images, videos, or slideshows of local flora and fauna to stimulate memory and discussion. The students can identify and talk about the species they recognise. * *Field Observation*: If feasible, the tutor organises a short field trip to a local natural area where the students can observe and identify flora and fauna in their natural habitats. | | * PC/ Laptop & Video * Conferencing platforms (Zoom, Teams or ClickMeeting) – for online lessons * Paper, pens, post-it – for face-to-face sessions * Images, videos, slideshows |
| Activity 1**:** | | After the introductory exercise, here there is the example of how to lead the Activity related to the recognition of birds.   * *Guided Bird Watching*: the tutor organises a bird-watching session in a local natural area. The tutor provides binoculars and bird field guides to help participants observe and identify different bird species. * *Photo and Audio Identification*: the tutor uses a slideshow of bird photographs and audio recordings of bird calls. The tutor asks students to match the images and sounds to the correct bird species. | | * PC/ Laptop & Video * Projector – for face-to-face sessions * Images, videos, slideshows * Micro-credential “Employability in Rural Tourism Entrepreneurship – part 1” PowerPoint. |
| Post-Activity Discussion | | At the end of the lesson the tutor will discuss the following aspects:   * *Challenges and Solutions*: to talk about any challenges faced during the bird-watching activity or identification process and explore solutions or tips for overcoming these obstacles in future endeavours. * *Ecological Importance*: to highlight the ecological roles of the birds observed and their importance in local ecosystems, fostering a deeper appreciation for biodiversity. * *Tourism Potential*: to brainstorm ways to incorporate bird watching and bird-related activities into rural tourism offerings, discussing how these can enhance the tourist experience and support local conservation efforts. | |  |
| ***Evaluation methods*** | Informal non-formal evaluation | | The tutor will divide the participants in 2 groups (random selection). The tutor conducts regular group discussions where participants can share their thoughts, feedback, and experiences. The tutor uses these discussions to assess comprehension, participation, and the application of concepts. | | |
| ***Didactic materials*** | Face to face: PowerPoint presentation, paper, pens, projector, videos, images. | | | | |
| Distance learning – PowerPoint presentation, videos, images. | | | | |
| ***Additional notes and tips for trainers***  The tutor has to engage the participants in all times. It is important to always keep attention and motivation high. The use of digital tools or other resources depends on the delivery method chosen and on the characteristics of the participants of the classroom. It is important therefore to understand well the classroom in order to adapt the method of training. | | | | | |