These are the specializations and their pre-requisites. These lists should be used as reference for curriculum maps.

### AGRI-FISHERY ARTS

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Number of Hours</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agricultural Crops Production (NC I)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>2. Agricultural Crops Production (NC II)</td>
<td>640 hours</td>
<td>Agricultural Crops Production (NC II)</td>
</tr>
<tr>
<td>3. Agricultural Crops Production (NC III)</td>
<td>640 hours</td>
<td>Agricultural Crops Production (NC II)</td>
</tr>
<tr>
<td>4. Animal Health Care Management (NC III)</td>
<td>320 hours</td>
<td>Animal Production (Poultry-Chicken) (NC II) or Animal Production (Ruminants) (NC II) or Animal Production (Swine) (NC II)</td>
</tr>
<tr>
<td>5. Animal Production (Poultry-Chicken) (NC II)</td>
<td>320 hours</td>
<td>Animal Production (Large Ruminants) (NC II)</td>
</tr>
<tr>
<td>6. Animal Production (Large Ruminants) (NC II)</td>
<td>320 hours</td>
<td>Animal Production (Large Ruminants) (NC II)</td>
</tr>
<tr>
<td>7. Animal Production (Swine) (NC II)</td>
<td>320 hours</td>
<td>Animal Production (Large Ruminants) (NC II)</td>
</tr>
<tr>
<td>8. Aquaculture (NC II)</td>
<td>640 hours</td>
<td></td>
</tr>
<tr>
<td>9. Artificial Insemination (Large Ruminants) (NC II)</td>
<td>160 hours</td>
<td>Animal Production (Large Ruminants) (NC II)</td>
</tr>
<tr>
<td>10. Artificial Insemination (Swine) (NC II)</td>
<td>160 hours</td>
<td>Animal Production (Swine) (NC II)</td>
</tr>
<tr>
<td>11. Fish Capture (NC II)</td>
<td>640 hours</td>
<td></td>
</tr>
<tr>
<td>12. Fishing Gear Repair and Maintenance (NC III)</td>
<td>320 hours</td>
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</tr>
<tr>
<td>13. Fish-Products Packaging (NC II)</td>
<td>320 hours</td>
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</tr>
<tr>
<td>14. Fish Wharf Operation (NC I)</td>
<td>160 hours</td>
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</tr>
<tr>
<td>15. Food Processing (NC II)</td>
<td>640 hours</td>
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<tr>
<td>16. Horticulture (NC III)</td>
<td>640 hours</td>
<td>Agricultural Crops Production (NC II)</td>
</tr>
<tr>
<td>17. Landscape Installation and Maintenance (NC II)</td>
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<tr>
<td>18. Organic Agriculture (NC II)</td>
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<tr>
<td>19. Pest Management (NC II)</td>
<td>320 hours</td>
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<tr>
<td>20. Rice Machinery Operations (NC II)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>21. Rubber Processing (NC II)</td>
<td>320 hours</td>
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</tr>
<tr>
<td>22. Rubber Production (NC II)</td>
<td>320 hours</td>
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</tr>
<tr>
<td>23. Slaughtering Operations (Hog/Swine/Pig) (NC II)</td>
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### HOME ECONOMICS

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<tr>
<th>Specialization</th>
<th>Number of Hours</th>
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<tbody>
<tr>
<td>1. Attractions and Theme Parks Operations with Ecotourism (NC II)</td>
<td>160 hours</td>
<td></td>
</tr>
<tr>
<td>2. Barbering (NC II)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>3. Bartending (NC II)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>4. Beauty/Nail Care (NC II)</td>
<td>160 hours</td>
<td></td>
</tr>
<tr>
<td>5. Bread and Pastry Production (NC II)</td>
<td>160 hours</td>
<td></td>
</tr>
<tr>
<td>6. Caregiving (NC II)</td>
<td>640 hours</td>
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</tr>
<tr>
<td>7. Commercial Cooking (NC III)</td>
<td>320 hours</td>
<td>Cookery (NC II)</td>
</tr>
<tr>
<td>8. Cookery (NC II)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>9. Dressmaking (NC II)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>10. Events Management Services (NC III)</td>
<td>320 hours</td>
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<tr>
<td>11. Fashion Design (Apparel) (NC III)</td>
<td>640 hours</td>
<td>Dressmaking (NC II) or Tailoring (NC II)</td>
</tr>
<tr>
<td>12. Food and Beverage Services (NC II)</td>
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</tr>
<tr>
<td>13. Front Office Services (NC II)</td>
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</tr>
<tr>
<td>14. Hairdressing (NC II)</td>
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<tr>
<td>15. Hairdressing (NC III)</td>
<td>640 hours</td>
<td>Hairdressing (NC II)</td>
</tr>
<tr>
<td>16. Handicraft (Basketry, Macrame) (Non-NC)</td>
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</tr>
<tr>
<td>17. Handicraft (Fashion Accessories, Paper Craft) (Non-NC)</td>
<td>160 hours</td>
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</tr>
<tr>
<td>18. Handicraft (Needlecraft) (Non-NC)</td>
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<tr>
<td>19. Handicraft (Woodcraft, Leathercraft) (Non-NC)</td>
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<td></td>
</tr>
<tr>
<td>20. Housekeeping (NC II)</td>
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<td></td>
</tr>
<tr>
<td>21. Local Guiding Services (NC II)</td>
<td>160 hours</td>
<td></td>
</tr>
<tr>
<td>22. Tailoring (NC II)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>23. Tourism Promotion Services (NC II)</td>
<td>160 hours</td>
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<tr>
<td>24. Travel Services (NC II)</td>
<td>160 hours</td>
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</tr>
<tr>
<td>25. Wellness Massage (NC II)</td>
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### INDUSTRIAL ARTS

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<th>Pre-requisite</th>
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<tbody>
<tr>
<td>1. Automotive Servicing (NC I)</td>
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</tr>
<tr>
<td>2. Automotive Servicing (NC II)</td>
<td>640 hours</td>
<td>Automotive Servicing (NC I)</td>
</tr>
<tr>
<td>3. Carpentry (NC II)</td>
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</tr>
<tr>
<td>4. Carpentry (NC III)</td>
<td>320 hours</td>
<td>Carpentry (NC II)</td>
</tr>
<tr>
<td>5. Construction Painting (NC II)</td>
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<tr>
<td>6. Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)</td>
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<tr>
<td>7. Driving (NC II)</td>
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<tr>
<td>8. Electrical Installation and Maintenance (NC II)</td>
<td>640 hours</td>
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</tr>
<tr>
<td>9. Electric Power Distribution Line Construction (NC II)</td>
<td>320 hours</td>
<td>Electrical Installation and Maintenance (NC II)</td>
</tr>
<tr>
<td>10. Electronic Products Assembly and Servicing (NC II)</td>
<td>640 hours</td>
<td></td>
</tr>
<tr>
<td>11. Furniture Making (Finishing) (NC II)</td>
<td>640 hours</td>
<td></td>
</tr>
<tr>
<td>12. Instrumentation and Control Servicing (NC II)</td>
<td>320 hours</td>
<td>Electronic Products Assembly and Servicing (EPAS) (NC II)</td>
</tr>
<tr>
<td>13. Gas Metal Arc Welding (GMAW) (NC II)</td>
<td>320 hours</td>
<td>Shielded Metal Arc Welding (SMAW) (NC II)</td>
</tr>
<tr>
<td>14. Gas Tungsten Arc Welding (GTAW) (NC II)</td>
<td>320 hours</td>
<td>Shielded Metal Arc Welding (GMAW) (NC II)</td>
</tr>
<tr>
<td>15. Machining (NC I)</td>
<td>640 hours</td>
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</tr>
<tr>
<td>16. Machining (NC II)</td>
<td>640 hours</td>
<td>Machining (NC I)</td>
</tr>
<tr>
<td>17. Masonry (NC II)</td>
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<td></td>
</tr>
<tr>
<td>18. Mechatronics Servicing (NC II)</td>
<td>320 hours</td>
<td>Electronic Products Assembly and Servicing (EPAS) (NC II)</td>
</tr>
<tr>
<td>19. Motorcycle/Small Engine Servicing (NC II)</td>
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<tr>
<td>20. Plumbing (NC I)</td>
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<td>21. Plumbing (NC II)</td>
<td>320 hours</td>
<td>Plumbing (NC I)</td>
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<tr>
<td>22. Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]) Servicing (NC III)</td>
<td>640 hours</td>
<td>Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)</td>
</tr>
<tr>
<td>23. Shielded Metal Arc Welding (NC I)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>24. Shielded Metal Arc Welding (NC II)</td>
<td>320 hours</td>
<td>Shielded Metal Arc Welding (NC I)</td>
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<tr>
<td>25. Tile Setting (NC II)</td>
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<tr>
<td>26. Transmission Line Installation and Maintenance (NC II)</td>
<td>640 hours</td>
<td>Electrical Installation and Maintenance (NC II)</td>
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### INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)

<table>
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<th>Number</th>
<th>Specialization</th>
<th>Number of Hours</th>
<th>Pre-requisite</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Animation (NC II)</td>
<td>320 hours</td>
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</tr>
<tr>
<td>2.</td>
<td>Broadband Installation (Fixed Wireless Systems) (NC II)</td>
<td>160 hours</td>
<td>Computer Systems Servicing (NC II)</td>
</tr>
<tr>
<td>3.</td>
<td>Computer Programming (.Net Technology) (NC III)</td>
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<tr>
<td>4.</td>
<td>Computer Programming (Java) (NC III)</td>
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<tr>
<td>5.</td>
<td>Computer Programming (Oracle Database) (NC III)</td>
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</tr>
<tr>
<td>6.</td>
<td>Computer Systems Servicing (NC II)</td>
<td>640 hours</td>
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</tr>
<tr>
<td>7.</td>
<td>Contact Center Services (NC II)</td>
<td>320 hours</td>
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</tr>
<tr>
<td>8.</td>
<td>Illustration (NC II)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Medical Transcription (NC II)</td>
<td>320 hours</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Technical Drafting (NC II)</td>
<td>320 hours</td>
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</tr>
<tr>
<td>11.</td>
<td>Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)</td>
<td>320 hours</td>
<td>Computer Systems Servicing (NC II)</td>
</tr>
<tr>
<td>12.</td>
<td>Telecom OSP Installation (Fiber Optic Cable) (NC II)</td>
<td>160 hours</td>
<td>Computer Systems Servicing (NC II)</td>
</tr>
</tbody>
</table>
Course Description:

This curriculum guide on Attractions and Theme Parks Operations with Ecotourism that leads to National Certificate Level II (NC II) is designed for high school students to develop knowledge, skills and attitudes to perform the task on attractions and theme parks operations with ecotourism. It covers core competencies that a person must achieve to promote, prepare, operate and close down rides, games and animal exhibits in attractions and theme parks. It includes competencies on attractions and theme park activities such as: providing on-site information and assistance, monitoring entry to venue, providing a site briefing or commentary, and operating rides, games and animal exhibits. It also includes competencies about computer operations and occupational health and safety procedures. The preliminaries of this specialization course includes the following: 1) Explain core concepts in tour guiding services; 2) Discuss the relevance of the course 3) Explore on opportunities for a Tour Guide as a career.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>CONTENT STANDARD</th>
<th>PERFORMANCE STANDARD</th>
<th>LEARNING COMPETENCIES</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Key concepts in Attractions and Theme Parks Operations</td>
<td>The learner demonstrates understanding of concepts and theories in Attractions and Theme Parks Operations</td>
<td>The learner independently demonstrates competencies in Attractions and Theme Parks Operations as prescribed in the TESDA Training Regulation.</td>
<td>1. Explain the key concepts in Attractions and Theme Parks Operations 2. Discuss the relevance of the course 3. Explore on opportunities for attractions and theme parks operations as a career</td>
<td></td>
</tr>
<tr>
<td>2. Relevance of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Career opportunities</td>
<td></td>
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</tr>
</tbody>
</table>

**QUARTER I**

**Lesson 1: INTRODUCE DOMESTIC TOURISM (DE)**

| 1. Physical characteristics of the Philippines | The learner demonstrates understanding of concepts and theories in introducing Domestic Ecotourism. | The learner independently introduces Domestic Ecotourism. | LO1. Get familiar with geographical location and physical characteristics of the Philippines 1.1 Describe the geographical location and the physical characteristics of the Philippines 1.2 Make a comparison among the different land forms and waters found in the Philippines 1.3 Enumerate the regional divisions of the Philippines and its provinces 1.4 Express appreciation on the different flora and fauna in the community | TLE_HEPO9-12DEIa-d-1 |
| 1.1 Geography | | | | |
| 1.2 Topography (land form and waters) | | | | |
| 1.3 Regions in the Philippines | | | | |
| 1.4 Natural Resources (flora and fauna) | | | | |
| 1.5 Climate | | | | |
### CONTENT

<table>
<thead>
<tr>
<th>HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(160 hours)</td>
</tr>
</tbody>
</table>

2. Introduction to Domestic Tourism  
   2.1. Domestic vs International Tourism  
3. Types of domestic tourists in the Philippines  
4. Kinds of Tourist Attractions  
   4.1. Natural  
   4.2. Historical  
   4.3. Cultural  
   4.4. Man-made  
   4.5. Special Interest  
   4.6. Festivals

### CONTENT STANDARD

<table>
<thead>
<tr>
<th>CONTENT</th>
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<tbody>
<tr>
<td>Introduction to Domestic Tourism</td>
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<tr>
<td>Domestic vs International Tourism</td>
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<tr>
<td>Types of domestic tourists in the Philippines</td>
<td></td>
</tr>
<tr>
<td>Kinds of Tourist Attractions</td>
<td></td>
</tr>
<tr>
<td>Natural</td>
<td></td>
</tr>
<tr>
<td>Historical</td>
<td></td>
</tr>
<tr>
<td>Cultural</td>
<td></td>
</tr>
<tr>
<td>Man-made</td>
<td></td>
</tr>
<tr>
<td>Special Interest</td>
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<td>Festivals</td>
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### PERFORMANCE STANDARD

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<th>LEARNING COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>LO2. Express appreciation on domestic tourism</td>
<td></td>
</tr>
<tr>
<td>2.1 Discuss the different motivations why people travel</td>
<td></td>
</tr>
<tr>
<td>2.2 Differentiate domestic from international tourism</td>
<td></td>
</tr>
<tr>
<td>2.3 Discuss the types of domestic tourists in the Philippines.</td>
<td></td>
</tr>
<tr>
<td>2.4 Name and describe the different kinds of tourist attractions in the Philippines</td>
<td></td>
</tr>
<tr>
<td>2.5 Know the different festivals in the locality</td>
<td></td>
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### LESSON 2: DEVELOP AND UPDATE INDUSTRY KNOWLEDGE (IK)

<table>
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<th>LESSON 2: DEVELOP AND UPDATE INDUSTRY KNOWLEDGE (IK)</th>
<th>CODE</th>
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</thead>
<tbody>
<tr>
<td>1. Key Resources of Information on the Industry</td>
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</tr>
<tr>
<td>1.1. Information sources</td>
<td></td>
</tr>
<tr>
<td>1.1.1. Media</td>
<td></td>
</tr>
<tr>
<td>1.1.2. Reference books</td>
<td></td>
</tr>
<tr>
<td>1.1.3. Libraries</td>
<td></td>
</tr>
<tr>
<td>1.1.4. Union</td>
<td></td>
</tr>
<tr>
<td>1.1.5. Industry association</td>
<td></td>
</tr>
<tr>
<td>1.1.6. Internet</td>
<td></td>
</tr>
<tr>
<td>1.1.7. Personal observation</td>
<td></td>
</tr>
<tr>
<td>2. Industry Information</td>
<td></td>
</tr>
<tr>
<td>2.1. Trade unions, environmental issues and requirements</td>
<td></td>
</tr>
<tr>
<td>2.2. Industrial relations issues and major organization</td>
<td></td>
</tr>
<tr>
<td>2.3. Career opportunities</td>
<td></td>
</tr>
<tr>
<td>2.4. Work ethic required to work in the industry</td>
<td></td>
</tr>
<tr>
<td>2.5. Quality assurance</td>
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</tbody>
</table>

The learner demonstrates understanding of concepts and theories in developing and updating industry knowledge.  

The learner independently develops and updates industry knowledge.  

<table>
<thead>
<tr>
<th>LEARNING COMPETENCIES</th>
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<tbody>
<tr>
<td>LO1. Seek information about the industry</td>
<td></td>
</tr>
<tr>
<td>1.1 Identify and access key sources of information on the industry</td>
<td></td>
</tr>
<tr>
<td>1.2 Access, apply and share industry information</td>
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<table>
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<th>LESSON 2: DEVELOP AND UPDATE INDUSTRY KNOWLEDGE (IK)</th>
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<td>TLE_HEPO9-12DE-Ie-h-2</td>
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<td>CONTENT STANDARD</td>
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<td>---------</td>
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<tr>
<td>3. Relevant Industry Information</td>
<td></td>
</tr>
<tr>
<td>4. Information sources</td>
<td></td>
</tr>
<tr>
<td>4.1. Media</td>
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</tr>
<tr>
<td>4.2. Reference books</td>
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</tr>
<tr>
<td>4.3. Libraries</td>
<td></td>
</tr>
<tr>
<td>4.4. Union</td>
<td></td>
</tr>
<tr>
<td>4.5. Industry association</td>
<td></td>
</tr>
<tr>
<td>4.6. Legislation that affects the industry</td>
<td></td>
</tr>
</tbody>
</table>

**QUARTER II**

**Lesson 3: OBSERVE WORKPLACE HYGIENIC PROCEDURES (HP)**

1. Personal Grooming and Hygiene
   1.1. Proper hand washing
   1.2. Regular bathing
   1.3. Appropriate and clean clothing
   1.4. Cleaning and sanitizing procedures
   1.5. Personal hygiene

The learner demonstrates understanding of concepts and theories in observing workplace hygienic procedures.

The learner independently observes workplace hygienic procedures.

LO 1. Follow hygiene procedures
   1. Implement workplace hygiene procedures
   2. Undertake handling and storing of items in line with standard procedures

<table>
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<tbody>
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<td>TLE_HEPO9-12HP-IIa-1</td>
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</tbody>
</table>

2. Safe and Hygienic Handling, Storage and Disposal of Food, Beverages and Materials
   2.1. Proper food handling and storage
   2.2. Correct work practices
   2.3. Ecological waste management
   2.4. Personal hygiene
   2.5. Organic pest control
   2.6. Principles of HACCP

The learner demonstrates understanding of concepts and theories in performing computer operations.

The learner independently performs computer operations.

LO 1. Plan and prepare for tasks to be undertaken
   1. Determine the requirements of tasks
   2. Select appropriate software according to task assigned and required outcome

<table>
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<tr>
<td>CONTENT</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>1.5. Food and Beverage sales 1.6. Event Scheduling 1.7. Cashless and Redemption Arcade solutions</td>
</tr>
<tr>
<td>2. Appropriate software according to task requirement 2.1. Basic ergonomics of keyboard and computer use 2.2. Standard operating procedures in entering and saving data into the computer 2.3. Storage media 3. Ergonomic guidelines</td>
</tr>
<tr>
<td>4. Appropriate devices and procedures to transfer files/data 4.1. Programs and applications 4.2. Procedures/techniques in accessing Information</td>
</tr>
<tr>
<td>5. Accurate and complete data according to the requirements 5.1. Software commands 5.2. Operation and use of peripheral devices 5.3. Procedures in transferring files/data</td>
</tr>
<tr>
<td>Lesson 5: PERFORM WORKPLACE AND SAFETY PRACTICES (SP)</td>
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<td><strong>CONTENT STANDARD</strong></td>
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<tr>
<td><strong>LEARNING COMPETENCIES</strong></td>
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<tr>
<td><strong>CODE</strong></td>
</tr>
<tr>
<td><strong>1.</strong> Workplace safety, security and hygiene systems, processes and operation</td>
</tr>
<tr>
<td>1.1. Health, safety and security procedures</td>
</tr>
<tr>
<td>1.2. Breaches procedures</td>
</tr>
<tr>
<td>The learner demonstrates understanding of concepts and theories in performing workplace and safety practices.</td>
</tr>
<tr>
<td>The learner independently performs workplace and safety practices.</td>
</tr>
<tr>
<td>LO1. Follow workplace procedures for health, safety and security practices</td>
</tr>
<tr>
<td>1.1. Follow correct health, safety and security procedures in line with legislation, regulations and standard procedures</td>
</tr>
<tr>
<td>1.2. Identify and report breaches of health, safety and security in line with standard procedures</td>
</tr>
<tr>
<td>1.3. Report suspicious behavior or unusual occurrence in line with standard procedure</td>
</tr>
<tr>
<td>TLE_HEPO9-12SP-IId-1</td>
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<tr>
<td><strong>2.</strong> Faults, problems and emergency situations in line with standard guidelines</td>
</tr>
<tr>
<td>2.1. Emergency procedure</td>
</tr>
<tr>
<td>2.2. Personal injuries</td>
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<td>2.3. Fire</td>
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<td>2.4. Electrocution</td>
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<tr>
<td>2.5. Natural calamities</td>
</tr>
<tr>
<td>2.6. Criminal acts</td>
</tr>
<tr>
<td>2.7. Safe personal presentation standard</td>
</tr>
<tr>
<td>LO2. Deal with emergency situations</td>
</tr>
<tr>
<td>2.1. Recognize emergency and potential emergency situations and take appropriate action within individual’s scope of responsibility</td>
</tr>
<tr>
<td>2.2. Follow emergency plan in line with standard procedures</td>
</tr>
<tr>
<td>2.3. Seek assistance from colleagues to resolve or respond to emergency situations</td>
</tr>
<tr>
<td>2.4. Report details of emergency situations in line with standard procedures</td>
</tr>
<tr>
<td>TLE_HEPO9-12SP-IId-2</td>
</tr>
<tr>
<td><strong>3.</strong> Safe personal presentation standards.</td>
</tr>
<tr>
<td>3.1. Proper use of personal protective equipment</td>
</tr>
<tr>
<td>3.2. Waste management</td>
</tr>
<tr>
<td>3.3. Pollution control</td>
</tr>
<tr>
<td>3.4. Types of pollutants and its effects</td>
</tr>
<tr>
<td>LO3. Maintain safe personal presentation standards</td>
</tr>
<tr>
<td>3.1. Identify and follow safe personal standards in line with standard requirements</td>
</tr>
<tr>
<td>TLE_HEPO9-12SP-IId-3</td>
</tr>
</tbody>
</table>
# K to 12 Track Home Economics – Attractions and Theme Parks Operations with Ecotourism (NC II)

## CONTENT

**Lesson 6: PROVIDE EFFECTIVE CUSTOMER SERVICES (CS)**

<table>
<thead>
<tr>
<th>1. Effective verbal and non-verbal communication skills to respond to customer needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Personality development and public relations</td>
</tr>
<tr>
<td>1.2. Basic oral communication/ writing memos and letters</td>
</tr>
<tr>
<td>The learner demonstrates understanding of concepts and theories in providing effective customer services.</td>
</tr>
<tr>
<td>The learner independently provides customer services.</td>
</tr>
<tr>
<td><strong>LO1. Greet customer</strong></td>
</tr>
<tr>
<td>1.1 Greet guests in line with standard procedure</td>
</tr>
<tr>
<td>1.2 Use verbal and non-verbal communication appropriate to the given situation</td>
</tr>
<tr>
<td>1.3 Observe verbal and non-verbal communication of customer in responding</td>
</tr>
<tr>
<td>1.4 Demonstrate sensitivity to cultural and social differences</td>
</tr>
<tr>
<td><strong>LO2. Identify customer’s needs</strong></td>
</tr>
<tr>
<td>2.1 Use appropriate interpersonal skills to ensure that customer needs are accurately identified.</td>
</tr>
<tr>
<td>2.2 Assess customer’s needs for urgency so that priority for service delivery can be identified</td>
</tr>
<tr>
<td>2.3 Provide customers with information</td>
</tr>
<tr>
<td>2.4 Identify personal limitation in addressing customer needs and seek assistance from the higher authority</td>
</tr>
<tr>
<td>2.5 Attend promptly and efficiently to the customer’s needs in line with standard procedures</td>
</tr>
<tr>
<td>2.6 Maintain appropriate rapport with customer to enable high quality service delivery</td>
</tr>
<tr>
<td>2.7 Take opportunity to enhance the quality of service and products wherever possible</td>
</tr>
</tbody>
</table>

**CONTENT STANDARD**

- The learner demonstrates understanding of concepts and theories in providing effective customer services.

**PERFORMANCE STANDARD**

- The learner independently provides customer services.

**LEARNING COMPETENCIES**

- **LO1. Greet customer**
  - 1.1 Greet guests in line with standard procedure
  - 1.2 Use verbal and non-verbal communication appropriate to the given situation
  - 1.3 Observe verbal and non-verbal communication of customer in responding
  - 1.4 Demonstrate sensitivity to cultural and social differences

- **LO2. Identify customer’s needs**
  - 2.1 Use appropriate interpersonal skills to ensure that customer needs are accurately identified.
  - 2.2 Assess customer’s needs for urgency so that priority for service delivery can be identified
  - 2.3 Provide customers with information
  - 2.4 Identify personal limitation in addressing customer needs and seek assistance from the higher authority
  - 2.5 Attend promptly and efficiently to the customer’s needs in line with standard procedures
  - 2.6 Maintain appropriate rapport with customer to enable high quality service delivery
  - 2.7 Take opportunity to enhance the quality of service and products wherever possible

**CODE**

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- **TLE_HEPO9-12CS-IIe-2**
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<tr>
<td>7. Queries in line with standard procedures</td>
<td></td>
<td></td>
<td>LO3. Handle queries through telephone/mobile phone, fax machine, internet, email and social network sites 3.1 Use telephone/cell phone, computer, fax machine, internet efficiently to determine customer requirements 3.2 Record queries/information in line with standard procedures 3.3 Act upon queries promptly and efficiently in line with standard procedures</td>
<td>TLE_HEPO9-12CS-IIf-3</td>
</tr>
<tr>
<td>8. Uses of telephone, fax machine, internet, e-mail, and social network sites</td>
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<td>9. Telephone and electronic mail ethics</td>
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<tr>
<td>10. Procedures in handling queries</td>
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<tr>
<td>11. Customers’ complaints, evaluation and recommendations</td>
<td></td>
<td></td>
<td>LO4. Handle complaints, evaluation and recommendations 4.1 Greet guests with a smile and eye-to-eye contact 4.2 Take the responsibility for resolving the complaint within the limit of responsibility 4.3 Establish and agree with the customer, the nature and details of complaint 4.4 Take appropriate action to resolve the complaint to the customer satisfaction wherever possible</td>
<td>TLE_HEPO9-12CS-IIf-4</td>
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<tr>
<td>12. Guidelines in handling complaints</td>
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<tr>
<td>13. Procedures in responding and resolving complaints</td>
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<tr>
<td>14. Feedback mechanism</td>
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**Lesson 7: PROVIDE ON-SITE INFORMATION AND ASSISTANCE (OS)**

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<th>LEARNING COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>1. Role of attractions and theme parks within the tourism industry</td>
<td>The learner demonstrates understanding of concepts and theories in providing on-site information and assistance.</td>
<td></td>
<td>LO1. Access and update attraction/theme park information 1.1 Access and update information in accordance with standard procedures and systems 1.2 Incorporate information into day-to-day working activities to support</td>
<td>TLE_HEPO9-12OS-IIf-1</td>
</tr>
<tr>
<td>2. Information systems within attractions/theme parks</td>
<td></td>
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<tr>
<td>3. Strategies of effective on-site information and assistance</td>
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</table>

*LO – Learning Outcome*
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<th>PERFORMANCE STANDARD</th>
<th>LEARNING COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>4. Importance of customer satisfaction and recovery</td>
<td></td>
<td></td>
<td>LO2. Provide assistance and information</td>
<td>TLE_HEPO9-12OS-IIg-2</td>
</tr>
<tr>
<td>5. Customer service skills</td>
<td></td>
<td></td>
<td>2.1 Identify accurately the information and assistance needed by different customers including those with special needs or disabilities</td>
<td></td>
</tr>
<tr>
<td>6. Communication skills</td>
<td></td>
<td></td>
<td>2.2 Provide required and requested information and assistance to customers</td>
<td></td>
</tr>
<tr>
<td>Accessibility Standard for Customer Service</td>
<td></td>
<td></td>
<td>2.3 Consider health and safety requirements and standard customer service when providing information and assistance</td>
<td></td>
</tr>
<tr>
<td>7. Health and safety implications in providing information and assistance</td>
<td></td>
<td></td>
<td>2.4 Promote services available to customers within the attraction/theme park</td>
<td></td>
</tr>
<tr>
<td>8. Sources of customers for an attraction/theme park and the role of attractions/theme parks within the tourism industry.</td>
<td></td>
<td></td>
<td>LO3. Resolve guest complaints and concerns</td>
<td>TLE_HEPO9-12OS-IIg-3</td>
</tr>
<tr>
<td>9. The roles of different departments within an attraction/theme park.</td>
<td></td>
<td></td>
<td>3.1 Entertain customer’s complaints/concerns whenever they arise</td>
<td></td>
</tr>
<tr>
<td>10. Information systems within attractions/theme parks for both customers and staff.</td>
<td></td>
<td></td>
<td>3.2 Identify the cause of customer’s dissatisfaction in a courteous manner</td>
<td></td>
</tr>
<tr>
<td>11. Feedback mechanism</td>
<td></td>
<td></td>
<td>3.3 Coordinate cause/source of complaints with concerned department to ensure quick resolution</td>
<td></td>
</tr>
</tbody>
</table>

*LO – Learning Outcome
## Lesson 8: Monitor Entry to Venue (EV)

1. **Procedures for monitoring of entry areas as appropriate to the standard**
   - The learner demonstrates understanding of concepts and theories in monitoring entry to venue.
   - The learner independently monitors entry to venue.
   - **LO1. Monitor and maintain access to attraction areas**
   - 1.1 Check all items associated with access to and safe operation of the area before the operation
   - 1.2 Control types of entry and access to entry areas according to workplace procedures complying with specific regulations and parameters at all times
   - 1.3 Check areas regularly for cleanliness, safety and customer’s comfort
   - **LO2. Monitor crowds**
   - 2.1 Determine the maximum number of customers that the area can accommodate to ensure safety and convenience
   - 2.2 Monitor the crowd size to ensure that the maximum limit is not exceeded
   - 2.3 Monitor crowd behavior and report promptly to the appropriate personnel or security person

2. **Maximum capacity of the venue being monitored**

3. **Health and safety implications in the monitoring of entry areas**

## Lesson 9: Provide a Site Briefing or Scripted Commentary (BS)

1. **Health and safety requirements for specific events/locations**
   - 1.1 dress restrictions
   - 1.2 areas that are off-limits
   - The learner demonstrates understanding of concepts and theories in providing a site briefing or scripted commentary.
   - The learner independently provides a site briefing or scripted commentary.
   - **LO1. Present information to customers**
   - 1.1 Welcome courteously the customers according to standard procedures
### CONTENT

<table>
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<tr>
<th>CONTENT</th>
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<th>PERFORMANCE STANDARD</th>
<th>LEARNING COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>1.3. guidance on using equipment</td>
<td>1.2 Provide comprehensive, accurate and relevant information including any special requirements or directions to customers through orientation or scripted commentaries during briefing sessions</td>
<td>1.2 Provide comprehensive, accurate and relevant information including any special requirements or directions to customers through orientation or scripted commentaries during briefing sessions</td>
<td>1.2 Provide comprehensive, accurate and relevant information including any special requirements or directions to customers through orientation or scripted commentaries during briefing sessions</td>
<td>TLE_HEPO9-12BS-III-2</td>
</tr>
<tr>
<td>1.4. emergency procedures</td>
<td>1.3 Outline health and safety requirements according to standard procedures and specific restrictions</td>
<td>1.3 Outline health and safety requirements according to standard procedures and specific restrictions</td>
<td>1.3 Outline health and safety requirements according to standard procedures and specific restrictions</td>
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</tr>
<tr>
<td>1.5. restrictions on talking or making noise in an area</td>
<td>1.4 Prepare customer’s appropriately for potential environment changes and situations that may occur</td>
<td>1.4 Prepare customer’s appropriately for potential environment changes and situations that may occur</td>
<td>1.4 Prepare customer’s appropriately for potential environment changes and situations that may occur</td>
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</tr>
<tr>
<td>2. Emergency procedures for specific events/locations</td>
<td>1.5 Answer customer questions in a courteous and friendly manner</td>
<td>1.5 Answer customer questions in a courteous and friendly manner</td>
<td>1.5 Answer customer questions in a courteous and friendly manner</td>
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<tr>
<td>2.1. warning about extraneous noise or other unusual activity</td>
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<td>2.2. change in temperature, e.g. climate controlled facility</td>
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<td>2.3. special effects on a tour · possible safety restrictions, e.g. if group entering a high risk area</td>
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<tr>
<td>3. Briefing, information session or tour may be:</td>
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<tr>
<td>3.1. safety briefing</td>
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<td>3.2. site familiarization tour</td>
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<td>3.3. shows or entertainment session</td>
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<td>3.4. ride</td>
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<td>3.5. demonstration</td>
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<td>3.6. crowd information session</td>
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<td>4. Basic group presentation techniques, including:</td>
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<td>4.1. voice</td>
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<td>4.2. projection</td>
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<td>4.3. body</td>
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<td>4.4. language</td>
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<td>4.5. tonal</td>
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<td>4.6. variety</td>
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<td>4.7. how to tailor language to meet different group needs</td>
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<td>5.</td>
<td>Presentation resources may include:</td>
<td></td>
<td>2.3 Use positive and welcoming posture, gestures and behavior to enhance the presentation</td>
<td>TLE_HEPO9-12BS-IIJ-3</td>
</tr>
<tr>
<td></td>
<td>5.1. microphone</td>
<td></td>
<td>2.4 Show cultural and social sensitivity during briefing</td>
<td></td>
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<tr>
<td></td>
<td>5.2. loud speaker</td>
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<td>2.5 Efficiently use of technical presentation resources correctly</td>
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<td></td>
<td>5.3. video presentation</td>
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<td></td>
<td>5.4. monitors</td>
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<td></td>
<td>5.5. actors presenting a scripted show</td>
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<tr>
<td>6.</td>
<td>Instructions to be given to customer</td>
<td></td>
<td>LO3. Liaise with team members</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3.1 Maintain communication and cooperation with other team members/operators to ensure safe and efficient operations</td>
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<td></td>
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<td></td>
<td>3.2 Give correct and appropriate signals when needed</td>
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</table>

**QUARTER III**

**Lesson 10: OPERATE A RIDE LOCATION (RL)**

1. Health and safety procedures for specific rides
2. Emergency procedures for specific rides

**CONTENT**
The learner demonstrates understanding of concepts and theories in operating a ride location.

**PERFORMANCE STANDARD**
The learner independently operates a ride location.

**LEARNING COMPETENCIES**
LO1. Prepare and inspect ride location
- 1.1 Inspect the ride in accordance with an approved checklist
- 1.2 Inspect location prior to arrival of customers
- 1.3 Check ride equipment in the ride location to ensure readiness for operation
- 1.4 Check cleanliness and standard of presentation and promptly take remedial action where appropriate
- 1.5 Check general supplies for quantity and quality
- 1.6 Order supplies according to standard requirement procedures
- 1.7 Report immediately all discrepancies or irregularities to the teacher/trainer

**CODE**
TLE_HEPO9-12RL-IIIa-1

*LO – Learning Outcome*
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<tbody>
<tr>
<td>3. Technical/equipment procedures for specific rides</td>
<td></td>
<td></td>
<td>LO2. Prepare to start the ride cycle</td>
<td>TLE_HEPO9-12RL-IIIb-c-2</td>
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</tbody>
</table>

2.1 Check loading procedures according to the ride manual prior to commencement of the ride
2.2 Maintain communication with the ride loader to ensure that the ride commences safely
2.3 Perform ride procedures correctly, promptly and safely in accordance with the requirements and procedures
2.4 Operate the ride (device) in accordance with specifications and guidelines
2.5 Monitor machine continuously during the operation of the ride
2.6 Monitor the ride at all times
2.7 Take any required action in response to observations made during the ride, and ensure the conformance of the actions to standard safety procedures
2.8 Carry out emergency procedures strictly according to ride manual and specific ride procedures
2.9 Treat customers in a friendly and courteous manner throughout the ride
2.10 Identify quality control issues and problems during the ride and advise the appropriate supervisor for action
2.11 Acknowledge and record turnover and/or delivery of valuables by appropriate personnel
2.12 Commence close-down procedures when all customers have left the ride location
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<tr>
<td>4. Types of documentation and reports to be completed in ride operations</td>
<td></td>
<td></td>
<td>LO3. Prepare ride documentation and reports</td>
<td>TLE_HEPO9-12RL-IIIId-3</td>
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<tr>
<td>5. Preparing job documentation</td>
<td></td>
<td></td>
<td>3.1 Identify issues and events requiring documentation</td>
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<tr>
<td>5.1. Following instructions</td>
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<td>3.2 Make notations accurately according to standard procedures</td>
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<tr>
<td>5.2. Filling-out forms</td>
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<td>3.3 Complete reports and documentation within required timeframe</td>
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<td></td>
<td>3.4 Forward reports and documentation to the appropriate department within the required timeframe</td>
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<tr>
<td>Lesson 11: LOAD AND UNLOAD A RIDE (LU)</td>
<td></td>
<td></td>
<td>LO1. Load, observe and unload the ride</td>
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<tr>
<td>1. Health and safety procedures in specific relation to loading and unloading of rides</td>
<td></td>
<td></td>
<td>1.1 Perform loading procedures correctly, safely, and promptly in accordance with the manual</td>
<td>TLE_HEPO9-12LU-IIIe-1</td>
</tr>
<tr>
<td>2. Emergency procedures for specific rides</td>
<td></td>
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<td>1.2 Load ride to the approved maximum number of persons</td>
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<td>3. Specific ride instructions</td>
<td></td>
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<td>1.3 Check riders if they are secured in accordance with the set requirements</td>
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<td>4. Organizational skills and teamwork</td>
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<tr>
<td>5. Safe work practices</td>
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<tr>
<td>The learner demonstrates understanding of concepts and theories in loading and unloading a ride.</td>
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<td>The learner independently loads and unloads a ride.</td>
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<td>LO1. Monitor safety around water</td>
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<td>1.</td>
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<td>1.1 Monitor status of water-based activity areas continuously to ensure absence of hazards</td>
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<td>1.2 Ensure staff replacement when it is necessary to leave the water area</td>
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<td>1.3 Keep water areas free from safety hazards at all times</td>
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<td>1.4 Monitor customer behavior continuously to ensure compliance with safety requirements, including wearing of safety garments</td>
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</table>

**Lesson 12: MAINTAIN SAFETY IN WATER-BASED RIDES (WB)**

1. Technical/equipment procedures for specific rides
2. Health, safety and emergency procedures for specific rides/activities

The learner demonstrates understanding of concepts and theories in maintaining safety in water-based rides.

The learner independently maintains safety in water-based rides.
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</table>
| 3. Basic rescue  
4. Resuscitation  
5. CPR | | | | |
| 6. Emergency care procedures for the standard | | | | |
| 7. Types of documentation and reports to be completed in emergency situations | | | | |
| | | 1.5 Identify and control dangerous and unsafe behavior promptly  
1.6 Caution customers firmly but courteously when their behavior poses a threat to themselves, to other customers or to the staff  
1.7 Seek assistance in controlling customer behavior from a higher authority or security personnel as appropriate | | |
| | | LO2. Assist and rescue customers  
2.1 Identify persons in distress or in danger promptly  
2.2 Carry out assistance or rescue as required  
2.3 Use equipment correctly according to manufacturer’s instructions | TLE_HEPO9-12WB-IIIg-2 |
| | | LO3. Provide emergency care  
3.1 Recognize and assess emergency situations quickly and correctly  
3.2 Implement emergency action according to standard procedures  
3.3 Apply emergency care techniques  
3.4 Seek assistance from emergency services / colleagues/customers where appropriate | TLE_HEPO9-12WB-IIIg-3 |
| | | LO4. Provide reports on emergencies  
4.1 Document emergency situations according to standard procedures  
4.2 Provide clear and accurate reports at all times | TLE_HEPO9-12WB-IIIg-4 |
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<tbody>
<tr>
<td>Lesson 13: OPERATE A GAME LOCATION (OG)</td>
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</tbody>
</table>
| 1. Security procedures in specific relation to games operations | The learner demonstrates understanding of concepts and theories in operating a game location. | The learner independently operates a game location. | LO1. Prepare games location for customers  
1.1 Prepare and check games location for cleanliness, safety and security according to standard policy and procedures  
1.2 Secure cash fund and required forms and documents according to standard procedures  
1.3 Check and prepare equipment for operation according to manufacturer's instructions and/or standard procedures  
1.4 Check signage to ensure that it is clearly and correctly displayed  
1.5 Check stocks of prizes and other supplies to ensure sufficiency  
1.6 Display prizes to attract customers  
1.7 Record number of stock items with accuracy  
1.8 Order additional supplies where appropriate | TLE_HEPO9-120G-IIIh-1 |
| 2. Record keeping and documentation procedures for games | | | LO2. Inspect games prior to opening  
2.1 Inspect each game according to standard policy and procedures  
2.2 Report faults immediately to a higher authority | TLE_HEPO9-120G-IIIh-2 |
| 3. Knowledge of individual game operations and rules | | | LO3. Conduct games operations  
3.1 Enforce rules and regulations strictly during games  
3.2 Answer customer’s questions on games correctly  
3.3 Accept payment for participation in the game | TLE_HEPO9-120G-IIIi-3 |
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<tbody>
<tr>
<td>4. Health and safety requirements as they apply to games operations</td>
<td></td>
<td>3.4 Record all prizes given for data analysis according to standard procedures&lt;br&gt;3.5 Keep location clean at all times&lt;br&gt;3.6 Monitor crowd size to ensure that maximum numbers are not exceeded&lt;br&gt;3.7 Monitor customer’s behavior to ensure a safe and pleasant environment for all customers&lt;br&gt;3.8 Request customers firmly but courteously to change inappropriate behavior&lt;br&gt;3.9 Request assistance from higher authority or security personnel as appropriate</td>
<td>LO4. Clean and maintain games&lt;br&gt;4.1 Inspect and clean games regularly to ensure safe and smooth function&lt;br&gt;4.2 Identify game faults&lt;br&gt;4.3 Make simple repairs with minimum disruption to customers in accordance with manufacturer’s instruction and standard policy&lt;br&gt;4.4 Report faults immediately to appropriate personnel and declare games “out of order” where necessary&lt;br&gt;4.5 Close the game location according to standard procedures and manufacturer’s instructions&lt;br&gt;4.6 Secure resources, equipment and stocks according to standard policy and procedures&lt;br&gt;4.7 Clean and prepare the area for the next day’s operation</td>
<td>TLE_HEPO9-12OG-IIIj-4</td>
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<td>5. Types of documentation and reports to be completed</td>
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<td>LO5. Complete reports and documentation</td>
<td>TLE_HEPO9-12OG-IIIj-5</td>
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<td></td>
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<td></td>
<td>5.1. Produce tallied data records and reports according to standard requirements within required timeframe</td>
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<td>5.2. Forward reports to the appropriate area within the required timeframe</td>
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**QUARTER 4**  
**Lesson 14: PROMOTE AT A GAME LOCATION (PG)**

1. Knowledge of individual game operation  
   The learner demonstrates understanding of concepts and theories in promoting at a game location.  
   The learner independently promotes at a game location.  
   **LO1. Make games announcements**  
   1.1 Use communication system and equipment  
   1.2 Make clear and concise announcements to avoid confusing customers  
   1.3 Give information about the games accurately to prepare the customers  
   1.4 Present information in an entertaining manner  
   1.5 Encourage customers to participate in the games by including key sales points and promotional offers  
   **TLE_HEPO9-12PG-IVa-1**

2. Communication skills  
   The learner demonstrates understanding of concepts and theories in promoting at a game location.  
   The learner independently promotes at a game location.  
   **LO2. Present and conduct games**  
   2.1 Present and conduct games in a lively and entertaining manner  
   2.2 Use promotional techniques to enhance customer enjoyment of the games  
   2.3 Encourage player and crowd participation for a complete customer experience  
   2.4 Employ humor appropriate to the customer group for added enjoyment  
   **TLE_HEPO9-12PG-IVb-2**
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<tr>
<td>2.5 Use language appropriate for the customer group</td>
<td>2.6 Ensure personal presentation, appearance and grooming appropriate to the game environment to enhance customer’s experience</td>
<td>2.7 Welcome customers with positive body language</td>
<td>2.8 Show cultural and social sensitivity in presentations to avoid offending customers</td>
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</table>

**Lesson 15: OPERATE ANIMAL ENCLOSURE/EXHIBIT (AE)**

1. Procedures for animal husbandry and general enclosure equipment
   - The learner demonstrates understanding of concepts and theories in operating animal enclosure/exhibit.
   - The learner independently operates animal enclosure/exhibit.
   - **LO1. Prepare animal enclosure/exhibit for customer**
     - 1.1 Rectify and act upon problems concerning animal welfare according to legislative requirements
     - 1.2 Inspect enclosure/exhibit prior to the arrival of customers according to standard procedures
     - 1.3 Post signs for temporary closures to ensure minimum customer inconvenience
     - 1.4 Prepare equipment for the day’s activities in a timely manner
     - 1.5 Check area for cleanliness and safety according to standard procedures
     - 1.6 Check supplies for quantity and quality
     - 1.7 Order supplies according to standard procedures

2. Animal types for the exhibits
3. Animal escape procedures
4. Animal welfare and ethics policies

- **LO2. Monitor the enclosure/exhibit**
  - 2.1 Monitor the number of customers during operation to ensure maximum numbers are not exceeded

*TLE_HEPO9-12AE-IVb-1

*TLE_HEPO9-12AE-IVb-2

*LO – Learning Outcome
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<tr>
<td>5. Animal feeding procedures</td>
<td></td>
<td></td>
<td>2.2 Monitor customer’s behavior continuously ensuring compliance with safety requirements</td>
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<td>2.3 Identify and control dangerous or unsafe behavior promptly to avoid accidents</td>
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<td>2.4 Request customers firmly but courteously to change their behavior when it poses a threat to themselves, other customers, animals or staff</td>
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<td></td>
<td>2.5 Seek assistance in controlling customer’s behavior from a higher authority or security personnel as appropriate</td>
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<tr>
<td>6. Health &amp; safety requirements for animal enclosures</td>
<td></td>
<td></td>
<td>LO3. Clean, maintain, and close down enclosure/exhibit</td>
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<tr>
<td>7. Basic maintenance routines</td>
<td></td>
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<td>3.1 Remove wastes, feces and weeds from enclosure</td>
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<td></td>
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<td>3.2 Implement vermin control according to standard procedures</td>
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<td>3.3 Dispose materials in accordance with manufacturer's and/or superior's instructions</td>
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<td>3.4 Clean enclosures (e.g. exhibits, night facilities and food preparation areas) with minimum disruption to animals</td>
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<td>3.5 Present enclosure in accordance with requirements of both the animal and the customer</td>
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<td>3.6 Secure enclosures according to standard guidelines and requirements for animal species</td>
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<td>3.7 Carry out routine maintenance tasks according to instructions of a higher authority</td>
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<tbody>
<tr>
<td>8. Cleaning procedures in specific relation to animal enclosures</td>
<td></td>
<td></td>
<td>3.8 Monitor and maintain feeding and watering systems in a safe and working condition</td>
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<td>3.9 Carry out tasks with minimum disruption to customers</td>
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<td>3.10 Close down the enclosure/exhibit according to standard procedures</td>
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<td>3.11 Check the animal’s welfare and security making necessary reports to the appropriate authority</td>
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<td>3.12 Prepare enclosure/exhibit and all equipment for the next day’s operation</td>
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<td>3.13 Clean the enclosure/exhibit as instructed</td>
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<td>3.14 Secure the enclosure/exhibit</td>
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<tr>
<td>9. Types of documentation and reports to be completed</td>
<td></td>
<td></td>
<td>4.1 Identify and use animal husbandry and general equipment</td>
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<td></td>
<td>4.2 Carry out basic cleaning and maintenance procedures on equipment</td>
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<td>4.3 Store equipment safely in the designated area</td>
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**Lesson 16: PROVIDE GENERAL ANIMAL CARE (GA)**

1. Feeding and watering procedures
   - The learner demonstrates understanding of concepts and theories in providing general animal care.
   - The learner independently provides general animal care.
   - LO1. Feed and water animals
     1.1 Clean, disinfect and sterilize food preparation equipment according to company procedures
     TLE.HEPO9-12GA-IVe-1
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.2 Follow instruction and dietary charts for food preparation, portions and distributions</td>
<td>LO2. Assist with general animal care</td>
<td>TLE_HEPO9-12GA-IVf-2</td>
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<td></td>
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<td>1.3 Feed animals according to standard procedures</td>
<td>2.1 Provide appropriate care according to specific animal type and gender</td>
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<td>1.4 Monitor water supply ensuring appropriate quantity and quality</td>
<td>2.2 Handle and store chemicals used in animal care in a safe and environmentally responsible manner</td>
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<td></td>
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<td>1.5 Feed and water animals in accordance with animal welfare and ethics policies and health safety procedures</td>
<td>2.3 Groom animals according to standard and animal welfare and ethics policy</td>
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<td></td>
<td></td>
<td>1.6 Involve customer in animal feeding within safety guidelines where possible and appropriate</td>
<td>2.4 Recognize common animal behaviors correctly and take appropriate action when necessary</td>
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<td>2.5 Follow capture and restraint procedures correctly under supervision</td>
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<td>2.6 Request assistance in rearing of young animals from animal specialist when required</td>
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<td>2.</td>
<td>Chemical types and usage in animal care</td>
<td>LO3. Assist with animal health care</td>
<td>TLE_HEPO9-12GA-IVf-3</td>
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<td>3.</td>
<td>Quarantine requirements</td>
<td>3.1 Carry out disease prevention procedures according to instruction and appropriate quarantine procedures</td>
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<td>4.</td>
<td>Animal grooming procedures</td>
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<td>5.</td>
<td>Health &amp; safety requirements relating to the care of animals</td>
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<td>6.</td>
<td>Signs and symptoms of illness among the animals</td>
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<tr>
<td>7.</td>
<td>General knowledge of animal care including disease prevention, routine health care, diseases and pests</td>
<td></td>
<td>LO4. Identify and act on potential risks in animal enclosures</td>
<td>TLE_HEPO9-12GA-IVf-4</td>
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<td>8.</td>
<td>Capture and restraint procedures</td>
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<td>9.</td>
<td>Animal behaviors</td>
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<td>TLE_HEPO9-12RA-IVg-1</td>
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<td>10.</td>
<td>Common issues, behavior and events that require written notation</td>
<td>LO5. Update and maintain animal records</td>
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<td>11.</td>
<td>Terminology relating to animal care</td>
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### Lesson 17: RESCUE ANIMALS (RA)

1. Animal types for exhibits
2. Animal escape/rescue procedures
3. Animal welfare and ethics policies
4. Health & safety requirements

The learner demonstrates understanding of concepts and theories in rescuing animals. The learner independently rescues animals.

LO1. Identify animals requiring rescue
1.1 Check work area regularly for distressed or escaped animals
1.2 Identify animals that are in distress or require rescue promptly
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<tbody>
<tr>
<td>5. Planning the rescue of an animal to avoid any risk of injury to the animal or the rescue team</td>
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<td>1.3 Take prompt action when potential risks to customers, animals, self and colleagues occur</td>
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<tr>
<td>6. Checking animal enclosure for a distressed animal and evaluating the need for its removal</td>
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<td>1.4 Inform appropriate departments and animal specialists of the situation immediately</td>
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<td>7. Taking part in a rescue with other team members</td>
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<td>LO2. Participate in animal rescue</td>
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<td></td>
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<td>2.1 Carry out rescue procedures within the scope of individual responsibility</td>
<td>TLE_HEPO9-12RA-IVh-2</td>
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<td></td>
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<td>2.2 Seek assistance from colleagues and animal specialists as required</td>
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<td>2.3 Take the animals to the appropriate location</td>
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<td></td>
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<td>2.4 Inform customers of rescue progress where appropriate</td>
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### Lesson 18: PROVIDE CUSTOMERS WITH INFORMATION ON ANIMALS (IA)

<p>| 1. Knowledge of animals as appropriate to the standard | The learner demonstrates understanding of concepts and theories in providing customers with information on animals. | The learner independently provides customers with information on animals. | LO1. Offer information to customers |
| 2. Customer service skills |  |  | 1.1 Inform/lecture customers about the animals at every opportunity |
| 3. Communication skills |  |  | 1.2 Conduct customer interaction in a polite, friendly and welcoming manner |
| |  |  | 1.3 Offer current and accurate information at every opportunity, making use of resources if possible |
| |  |  | 1.4 Provide appropriate level and complexity of information to meet the customer's needs |
| |  |  | 1.5 Use actual animals in demonstration when appropriate and within safety and animal welfare/ethics guidelines |
| |  |  | TLE_HEPO9-12IA-IVi-1 |</p>
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<tr>
<td>4. Delivering information sessions to customers</td>
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<tr>
<td><strong>LO2. Respond to customer questions about animals</strong></td>
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<tr>
<td>2.1 Answer customer questions correctly in a polite, friendly and welcoming manner</td>
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<td>2.2 Provide additional information to enhance the customer understanding and experience</td>
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<td>2.3 Show examples of real animals to enhance answers</td>
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<td>2.4 Seek other source of information. If unable to answer the customer inquiry, the customer is referred to another source</td>
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*LO – Learning Outcome*
GLOSSARY

Agitate  To irritate; upset; disturb.
Animal Attendant/Carer/Caregiver  Someone who takes care of animals and conducts the maintenance of their cage/s.
Animal enclosure  A structure of bars or wires in which animals are confined; it prevents animals from escaping and protects them from external factors.
Animal exhibit  Zoo; an establishment where animals are kept, studied, bred and displayed to the public.
Barrier  A boundary which prevents movement or access, or protects something from external forces.
Bollard  A short vertical post.
Breach  The act of breaking or failing to observe a law, agreement or code of conduct.
Coin-operated machine  A device which needs coins (money) in order for it to operate.
Combat  Battle; fight.
Commentary  An expression or discussion of opinions about someone or something.
Computerized  5. Digitalized or printed; the use of computer technology.
Consumable  A product or item which is intended to be used up.
(Chain) Couplings  A device that is utilized as a means of connecting one or more sections or lengths of chain; or connecting a length of chain to an object.
Courtship  The period in a couple's relationship which precedes their engagement and marriage, or the establishment of an agreed relationship.
Customer needs  Problems that customers intend to solve with the purchase of a good or service.
Dangerous or unsafe behavior  A range of actions and mannerisms made by entities which could cause harm to something or somebody.
Emergency  A sudden, serious, unexpected and often dangerous occurrence which needs to be solved urgently.
Employee courtesy  The positive attitude displayed by an employee towards a client or to his/her higher-ups.
Games area  A piece of land in which a form of play or sport is conducted.
Games Operator  A person or company that engages in or runs a gaming business or enterprise.
Games Promoter  A person who is engaged in the furtherance or progress of a particular form of play or sport.
Hygiene  An attitude of or a set of practices performed by a person to maintain or preserve his health.
Internet  A global system of interconnected computer networks which can be used for long range communication, etc.
Interpersonal skills  The ability to interact with other people in a good or proper manner.
Liquor  An alcoholic beverage or drink.
Mount  To organize, stage, prepare or arrange.
Non-verbal communication  Body language or gestures; the process of communication through wordless cues between people.
Overall structure  The arrangement of and relations between the parts or elements of something, that is seen as a whole or in its entirety.
Pool  A usually artificial container of water intended for swimming.
Protocol  A set of rules which describes how an activity should be performed.
Public address (PA) system  An electronic sound amplification and distribution system which allows a person to address or announce something publicly.
Quality assurance  A way of preventing mistakes or defects in manufactured products and avoiding problems when delivering solutions or services to customers.
Queue  A list of data items, commands, etc., stored so as to be retrievable in a definite order, usually the order of insertion.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restraint/ seatbelt/ harness</td>
<td>Devices used to prevent accidents or injury to a passenger.</td>
</tr>
<tr>
<td>Resuscitation</td>
<td>The act of recovery or revival.</td>
</tr>
<tr>
<td>Scripted</td>
<td>Written or planned in advance.</td>
</tr>
<tr>
<td>Show area</td>
<td>A place for conducting a show or presentation.</td>
</tr>
<tr>
<td>Sick animal</td>
<td>An animal that is suffering from or affected with illness.</td>
</tr>
<tr>
<td>Signage</td>
<td>Any kind of visual graphic that was created to display information.</td>
</tr>
<tr>
<td>Static (in microphones)</td>
<td>Noise produced by interference in the signal of a microphone.</td>
</tr>
<tr>
<td>Unload</td>
<td>To discharge.</td>
</tr>
<tr>
<td>Venue</td>
<td>A place where a particular activity is/was conducted.</td>
</tr>
<tr>
<td>Weather</td>
<td>The current status of the atmosphere.</td>
</tr>
<tr>
<td>Work ethic</td>
<td>A value based on diligence and hard work; a belief in the moral benefit of work and its ability to enhance character.</td>
</tr>
<tr>
<td>Workers compensation</td>
<td>The salary or wage given to workers/laborers as payment for their fulfilled job responsibilities.</td>
</tr>
</tbody>
</table>
Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.

Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per Home Economics specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.
### SAMPLE HOME ECONOMICS CURRICULUM MAP** (as of May 2016)

<table>
<thead>
<tr>
<th>Grade 7/8 (Exploratory)</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty/Nail Care (NC II)</td>
<td>Wellness Massage (NC II)</td>
</tr>
<tr>
<td>2 sems</td>
<td>2 sems</td>
</tr>
<tr>
<td>*Hairdressing (NC III)</td>
<td></td>
</tr>
<tr>
<td>Barbering (NC II)</td>
<td></td>
</tr>
<tr>
<td>Dressmaking (NC II)</td>
<td></td>
</tr>
<tr>
<td>*Fashion Design (Apparel) (NC III)</td>
<td>8 sems</td>
</tr>
<tr>
<td>*Caregiving (NC II)</td>
<td></td>
</tr>
<tr>
<td>Bartending (NC II)</td>
<td>Bread and Pastry Production (NC II)</td>
</tr>
<tr>
<td>4 sems</td>
<td>2 sems</td>
</tr>
<tr>
<td>Cookery (NC II)</td>
<td>*Commercial Cooking (NC III)</td>
</tr>
<tr>
<td>4 sems</td>
<td></td>
</tr>
<tr>
<td>Front Office Services (NC II)</td>
<td>Travel Services (NC II)</td>
</tr>
<tr>
<td>2 sems</td>
<td>2 sems</td>
</tr>
<tr>
<td>Housekeeping (NC II)*</td>
<td>Attractions and Theme Parks (NC II)</td>
</tr>
<tr>
<td>updated based on TESDA Training Regulations published December 28, 2013</td>
<td>2 sems</td>
</tr>
<tr>
<td>2 sems</td>
<td></td>
</tr>
<tr>
<td>Handicraft (Non-NC)</td>
<td>Handicraft (Non-NC)</td>
</tr>
<tr>
<td>Needlecraft</td>
<td>Fashion, Accessories, Paper Craft</td>
</tr>
<tr>
<td>2 sems</td>
<td>2 sems</td>
</tr>
<tr>
<td>*This is just a sample. Schools make their own curriculum maps considering the specializations to be offered. Subjects may be taken up at any point during Grades 9-12.</td>
<td></td>
</tr>
</tbody>
</table>

* Please note that these subjects have pre-requisites mentioned in the CG.
+ CG updated based on new Training Regulations of TESDA.

Other specializations with no pre-requisites may be taken up during these semesters.
Reference: