

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

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

**AGRI-FISHERY ARTS**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Agricultural Crops Production (NC I)	320 hours	
2.	Agricultural Crops Production (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
3.	Agricultural Crops Production (NC III)	640 hours	Agricultural Crops Production (NC II)
4.	Animal Health Care Management (NC III)	320 hours	Animal Production (Poultry-Chicken) (NC II) or Animal Production (Ruminants) (NC II) or Animal Production (Swine) (NC II)
5.	Animal Production (Poultry-Chicken) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Animal Production (Large Ruminants) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
7.	Animal Production (Swine) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
8.	Aquaculture (NC II)	640 hours	
9.	Artificial Insemination (Large Ruminants) (NC II)	160 hours	Animal Production (Large Ruminants) (NC II)
10.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production (Swine) (NC II)
11.	Fish Capture (NC II)	640 hours	
12.	Fishing Gear Repair and Maintenance (NC III)	320 hours	
13.	Fish-Products Packaging (NC II)	320 hours	
14.	Fish Wharf Operation (NC I)	160 hours	
15.	Food Processing (NC II)	640 hours	
16.	Horticulture (NC III)	640 hours	Agricultural Crops Production (NC II)
17.	Landscape Installation and Maintenance (NC II)	320 hours	
18.	Organic Agriculture (NC II)	320 hours	
19.	Pest Management (NC II)	320 hours	
20.	Rice Machinery Operations (NC II)	320 hours	
21.	Rubber Processing (NC II)	320 hours	
22.	Rubber Production (NC II)	320 hours	
23.	Slaughtering Operations (Hog/Swine/Pig) (NC II)	160 hours	

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

**HOME ECONOMICS**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Attractions and Theme Parks Operations with Ecotourism (NC II)	160 hours	
2.	Barbering (NC II)	320 hours	
3.	Bartending (NC II)	320 hours	
4.	Beauty/Nail Care (NC II)	160 hours	
5.	Bread and Pastry Production (NC II)	160 hours	
6.	Caregiving (NC II)	640 hours	
7.	Commercial Cooking (NC III)	320 hours	Cookery (NC II)
8.	Cookery (NC II)	320 hours	
9.	Dressmaking (NC II)	320 hours	
10.	Events Management Services (NC III)	320 hours	
11.	Fashion Design (Apparel) (NC III)	640 hours	Dressmaking (NC II) or Tailoring (NC II)
12.	Food and Beverage Services (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
13.	Front Office Services (NC II)	160 hours	
14.	Hairdressing (NC II)	320 hours	
15.	Hairdressing (NC III)	640 hours	Hairdressing (NC II)
16.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
17.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
18.	Handicraft (Needlecraft) (Non-NC)	160 hours	
19.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
20.	Housekeeping (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
21.	Local Guiding Services (NC II)	160 hours	
22.	Tailoring (NC II)	320 hours	
23.	Tourism Promotion Services (NC II)	160 hours	
24.	Travel Services (NC II)	160 hours	
25.	Wellness Massage (NC II)	160 hours	

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

**INDUSTRIAL ARTS**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Automotive Servicing (NC I) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
2.	Automotive Servicing (NC II)	640 hours	Automotive Servicing (NC I)
3.	Carpentry (NC II)	640 hours	
4.	Carpentry (NC III)	320 hours	Carpentry (NC II)
5.	Construction Painting (NC II)	160 hours	
6.	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)	640 hours	
7.	Driving (NC II)	160 hours	
8.	Electrical Installation and Maintenance (NC II)	640 hours	
9.	Electric Power Distribution Line Construction (NC II)	320 hours	Electrical Installation and Maintenance (NC II)
10.	Electronic Products Assembly and Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
11.	Furniture Making (Finishing) (NC II)	640 hours	
12.	Instrumentation and Control Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
13.	Gas Metal Arc Welding (GMAW) (NC II)	320 hours	Shielded Metal Arc Welding (SMAW) (NC II)
14.	Gas Tungsten Arc Welding (GTAW) (NC II)	320 hours	Shielded Metal Arc Welding (GMAW) (NC II)
15.	Machining (NC I)	640 hours	
16.	Machining (NC II)	640 hours	Machining (NC I)
17.	Masonry (NC II)	320 hours	
18.	Mechatronics Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
19.	Motorcycle/Small Engine Servicing (NC II)	320 hours	
20.	Plumbing (NC I)	320 hours	
21.	Plumbing (NC II)	320 hours	Plumbing (NC I)
22.	Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]) Servicing (NC III)	640 hours	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)
23.	Shielded Metal Arc Welding (NC I)	320 hours	
24.	Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
25.	Tile Setting (NC II)	320 hours	
26.	Transmission Line Installation and Maintenance (NC II)	640 hours	Electrical Installation and Maintenance (NC II)

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

**INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Animation (NC II)	320 hours	
2.	Broadband Installation (Fixed Wireless Systems) (NC II)	160 hours	Computer Systems Servicing (NC II)
3.	Computer Programming (.Net Technology) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
4.	Computer Programming (Java) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
5.	Computer Programming (Oracle Database) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Computer Systems Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2007</i>	640 hours	
7.	Contact Center Services (NC II)	320 hours	
8.	Illustration (NC II)	320 hours	
9.	Medical Transcription (NC II)	320 hours	
10.	Technical Drafting (NC II)	320 hours	
11.	Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)	320 hours	Computer Systems Servicing (NC II)
12.	Telecom OSP Installation (Fiber Optic Cable) (NC II)	160 hours	Computer Systems Servicing (NC II)

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

**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.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Key concepts in Attractions and Theme Parks Operations</li> <li>2. Relevance of the course</li> <li>3. Career opportunities</li> </ol>	The learner demonstrates understanding of concepts and theories in Attractions and Theme Parks Operations	The learner independently demonstrates competencies in Attractions and Theme Parks Operations as prescribed in the TESDA Training Regulation.	<ol style="list-style-type: none"> <li>1. Explain the key concepts in Attractions and Theme Parks Operations</li> <li>2. Discuss the relevance of the course</li> <li>3. Explore on opportunities for attractions and theme parks operations as a career</li> </ol>	
<b>QUARTER I</b>				
<b>Lesson 1: INTRODUCE DOMESTIC TOURISM (DE)</b>				
<ol style="list-style-type: none"> <li>1. Physical characteristics of the Philippines <ol style="list-style-type: none"> <li>1.1. Geography</li> <li>1.2. Topography (land form and waters)</li> <li>1.3. Regions in the Philippines</li> <li>1.4. Natural Resources (flora and fauna)</li> <li>1.5. Climate</li> </ol> </li> </ol>	The learner demonstrates understanding of concepts and theories in introducing Domestic Ecotourism.	The learner independently introduces Domestic Ecotourism.	<b>LO1. Get familiar with geographical location and physical characteristics of the Philippines</b> <ol style="list-style-type: none"> <li>1.1 Describe the geographical location and the physical characteristics of the Philippines</li> <li>1.2 Make a comparison among the different land forms and waters found in the Philippines</li> <li>1.3 Enumerate the regional divisions of the Philippines and its provinces</li> <li>1.4 Express appreciation on the different flora and fauna in the community</li> </ol>	<b>TLE_HEPO9-12DEIa-d-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
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			<b>LO2. Express appreciation on domestic tourism</b> 2.1 Discuss the different motivations why people travel 2.2 Differentiate domestic from international tourism 2.3 Discuss the types of domestic tourists in the Philippines. 2.4 Name and describe the different kinds of tourist attractions in the Philippines 2.5 Know the different festivals in the locality	<b>TLE_HEPO9-12DE-Ie-h-2</b>
<b>Lesson 2: DEVELOP AND UPDATE INDUSTRY KNOWLEDGE (IK)</b>				
1. Key Resources of Information on the Industry 1.1. Information sources 1.1.1. Media 1.1.2. Reference books 1.1.3. Libraries 1.1.4. Union 1.1.5. Industry association 1.1.6. Internet 1.1.7. Personal observation 2. Industry Information 2.1. Trade unions, environmental issues and requirements 2.2. Industrial relations issues and major organization 2.3. Career opportunities 2.4. Work ethic required to work in the industry 2.5. Quality assurance	The learner demonstrates understanding of concepts and theories in developing and updating industry knowledge.	The learner independently develops and updates industry knowledge.	<b>LO1. Seek information about the industry</b> 1.1 Identify and access key sources of information on the industry 1.2 Access, apply and share industry information	<b>TLE_HEPO9-12IK-Ii-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
3. Relevant Industry Information 4. Information sources 4.1. Media 4.2. Reference books 4.3. Libraries 4.4. Union 4.5. Industry association 4.6. Legislation that affects the industry			<b>LO2. Update industry knowledge</b> 1.1 Use informal and/or formal research to update general knowledge of the industry 1.2 Share updated and appropriate knowledge with customers and colleagues and incorporate it into day-to-day working activities	<b>TLE_HEPO9-12IK-Ij-2</b>
<b>QUARTER II</b>				
<b>Lesson 3: OBSERVE WORKPLACE HYGIENIC PROCEDURES (HP)</b>				
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.	<b>LO 1. Follow hygiene procedures</b> 1.1 Implement workplace hygiene procedures 1.2 Undertake handling and storing of items in line with standard procedures	<b>TLE_HEPO9-12HP-IIa-1</b>
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			<b>LO 2. Identify and prevent hygiene risks</b> 2.1 Identify potential hygiene risks in line with standard procedures 2.2 Take action to minimize and remove risks within the scope of individual responsibility 2.3 Report hygiene risks beyond the control of individual staff members to the appropriate person for follow up	<b>TLE_HEPO9-12HP-IIa-2</b>
<b>Lesson 4: PERFORM COMPUTER OPERATIONS (CO)</b>				
1. Software for the following tasks: 1.1. Admissions Ticketing 1.2. Online Ticketing 1.3. Access Control at admission or attractions 1.4. Retail Sales in gift shops	The learner demonstrates understanding of concepts and theories in performing computer operations.	The learner independently performs computer operations.	<b>LO1. Plan and prepare for tasks to be undertaken</b> 1.1 Determine the requirements of tasks 1.2 Select appropriate software according to task assigned and required outcome	<b>TLE_HEPO9-12CO-IIb-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
1.5. Food and Beverage sales 1.6. Event Scheduling 1.7. Cashless and Redemption Arcade solutions			1.3 Plan the task and follow procedures to ensure OHS guidelines	
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			<b>LO2. Input data into computer</b> 2.1 Enter data into the computer using appropriate program/application in accordance with the standard procedures 2.2 Check and save the accuracy of information in accordance with standard operating procedures 2.3 Store inputted data in storage media according to requirements 2.4 Perform work within ergonomics guidelines	<b>TLE_HEPO9-12CO-IIb-2</b>
4. Appropriate devices and procedures to transfer files/data 4.1. Programs and applications 4.2. Procedures/techniques in accessing Information			<b>LO3. Access information using computer</b> 3.1 Select correct program/application based on job requirements 3.2 Access program/application containing the required information according to standard procedures	<b>TLE_HEPO9-12CO-IIb-3</b>
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			<b>LO4. Produce output/data using computer system</b> 4.1. Process entered data using appropriate software commands 4.2. Print out data as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3. Transfer files and data between compatible system using computer software, hardware/peripheral devices in accordance with standard operating procedures	<b>TLE_HEPO9-12CO-IIc-4</b>



**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Lesson 5: PERFORM WORKPLACE AND SAFETY PRACTICES (SP)</b>				
1. Workplace safety, security and hygiene systems, processes and operation 1.1. Health, safety and security procedures 1.2. Breaches procedures	The learner demonstrates understanding of concepts and theories in performing workplace and safety practices.	The learner independently performs workplace and safety practices.	<b>LO1. Follow workplace procedures for health, safety and security practices</b> 1.1 Follow correct health, safety and security procedures in line with legislation, regulations and standard procedures 1.2 Identify and report breaches of health, safety and security in line with standard procedures 1.3 Report suspicious behavior or unusual occurrence in line with standard procedure	<b>TLE_HEPO9-12SP-IIId-1</b>
2. Faults, problems and emergency situations in line with standard guidelines 2.1. Emergency procedure 2.2. Personal injuries 2.3. Fire 2.4. Electrocutation 2.5. Natural calamities 2.6. Criminal acts 2.7. Safe personal presentation standard			<b>LO2. Deal with emergency situations</b> 2.1 Recognize emergency and potential emergency situations and take appropriate action within individual’s scope of responsibility 2.2 Follow emergency plan in line with standard procedures 2.3 Seek assistance from colleagues to resolve or respond to emergency situations 2.4 Report details of emergency situations in line with standard procedures	<b>TLE_HEPO9-12SP-IIId-2</b>
3. Safe personal presentation standards. 3.1. Proper use of personal protective equipment 3.2. Waste management 3.3. Pollution control 3.4. Types of pollutants and its effects			<b>LO3. Maintain safe personal presentation standards</b> 3.1 Identify and follow safe personal standards in line with standard requirements	<b>TLE_HEPO9-12SP-IIId-3</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Lesson 6: PROVIDE EFFECTIVE CUSTOMER SERVICES (CS)</b>				
1. Effective verbal and non-verbal communication skills to respond to customer needs 1.1. Personality development and public relations 1.2. Basic oral communication/ writing memos and letters	The learner demonstrates understanding of concepts and theories in providing effective customer services.	The learner independently provides customer services.	<b>LO1. Greet customer</b> 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	<b>TLE_HEPO9-12CS-IIe-1</b>
2. Interpersonal skills 3. Provision of Help Desk 4. Key concepts of identifying and understanding the consumer 5. Consumer Analysis through: 5.1. Observation 5.2. Interviews 5.3. FGD 5.4. Survey 6. Pre and Post conference with the customer to enhance the quality of service			<b>LO2. Identify customer's needs</b> 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	<b>TLE_HEPO9-12CS-IIe-2</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
7. Queries in line with standard procedures 8. Uses of telephone, fax machine, internet, e-mail, and social network sites 9. Telephone and electronic mail ethics 10. Procedures in handling queries			<b>LO3. Handle queries through telephone/mobile phone, fax machine, internet, email and social network sites</b> 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	<b>TLE_HEPO9-12CS-IIf-3</b>
11. Customers' complaints, evaluation and recommendations 12. Guidelines in handling complaints 13. Procedures in responding and resolving complaints 14. Feedback mechanism			<b>LO4. Handle complaints, evaluation and recommendations</b> 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	<b>TLE_HEPO9-12CS-IIf-4</b>
<b>Lesson 7: PROVIDE ON-SITE INFORMATION AND ASSISTANCE (OS)</b>				
1. Role of attractions and theme parks within the tourism industry 2. Information systems within attractions/theme parks 3. Strategies of effective on-site information and assistance	The learner demonstrates understanding of concepts and theories in providing on-site information and assistance.	The learner independently provides on-site information and assistance.	<b>LO1. Access and update attraction/theme park information</b> 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	<b>TLE_HEPO9-12OS-IIg-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			quality of service and standards within the attraction/theme park 1.3 Share information with colleagues to support efficiency of operations	
4. Importance of customer satisfaction and recovery 5. Customer service skills 6. Communication skills Accessibility Standard for Customer Service 7. Health and safety implications in providing information and assistance			<b>LO2. Provide assistance and information</b> 2.1 Identify accurately the information and assistance needed by different customers including those with special needs or disabilities 2.2 Provide required and requested information and assistance to customers 2.3 Consider health and safety requirements and standard customer service when providing information and assistance 2.4 Promote services available to customers within the attraction/theme park	<b>TLE_HEPO9-12OS-IIg-2</b>
8. Sources of customers for an attraction/theme park and the role of attractions/theme parks within the tourism industry. 9. The roles of different departments within an attraction/theme park. 10. Information systems within attractions/theme parks for both customers and staff. 11. Feedback mechanism			<b>LO3. Resolve guest complaints and concerns</b> 3.1 Entertain customer's complaints/concerns whenever they arise 3.2 Identify the cause of customer's dissatisfaction in a courteous manner 3.3 Coordinate cause/source of complaints with concerned department to ensure quick resolution 3.4 Offer possible solutions to complaint while keeping in mind the guest needs 3.5 Come-up with a resolution to ensure customer's satisfaction	<b>TLE_HEPO9-12OS-IIg-3</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3.6 Ensure the service recovery by informing guest of wish to serve them again 3.7 Respond to unexpected or unusual problems or refer it to appropriate personnel in accordance with standard procedures	
<b>Lesson 8: MONITOR ENTRY TO VENUE (EV)</b>				
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.	<b>LO1. Monitor and maintain access to attraction areas</b> 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	<b>TLE_HEPO9-12EV-IIh-1</b>
2. Maximum capacity of the venue being monitored 3. Health and safety implications in the monitoring of entry areas			<b>LO2. Monitor crowds</b> 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	<b>TLE_HEPO9-12EV-IIh-2</b>
<b>Lesson 9: PROVIDE A SITE BRIEFING OR SCRIPTED COMMENTARY (BS)</b>				
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.	<b>LO1. Present information to customers</b> 1.1 Welcome courteously the customers according to standard procedures	<b>TLE_HEPO9-12BS-IIi-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> <li>1.3. guidance on using equipment</li> <li>1.4. emergency procedures</li> <li>1.5. restrictions on talking or making noise in an area</li> <li>2. Emergency procedures for specific events/locations <ul style="list-style-type: none"> <li>2.1. warning about extraneous noise or other unusual activity</li> <li>2.2. change in temperature, e.g. climate controlled facility</li> <li>2.3. special effects on a tour · possible safety restrictions, e.g. if group entering a high risk area</li> </ul> </li> <li>3. Briefing, information session or tour may be: <ul style="list-style-type: none"> <li>3.1. safety briefing</li> <li>3.2. site familiarization tour</li> <li>3.3. shows or entertainment session</li> <li>3.4. ride</li> <li>3.5. demonstration</li> <li>3.6. crowd information session</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>1.2 Provide comprehensive, accurate and relevant information including any special requirements or directions to customers through orientation or scripted commentaries during briefing sessions</li> <li>1.3 Outline health and safety requirements according to standard procedures and specific restrictions</li> <li>1.4 Prepare customer’s appropriately for potential environment changes and situations that may occur</li> <li>1.5 Answer customer questions in a courteous and friendly manner</li> </ul>	
<ul style="list-style-type: none"> <li>4. Basic group presentation techniques, including: <ul style="list-style-type: none"> <li>4.1. voice</li> <li>4.2. projection</li> <li>4.3. body</li> <li>4.4. language</li> <li>4.5. tonal</li> <li>4.6. variety</li> <li>4.7. how to tailor language to meet different group needs</li> </ul> </li> </ul>			<p><b>LO2. Enhance the presentation of information</b></p> <ul style="list-style-type: none"> <li>2.1 Use communication and presentation techniques to enhance customer enjoyment of the experience</li> <li>2.2 Observe personal presentation, appearance and grooming appropriate to the environment</li> </ul>	<p><b>TLE_HEPO9-12BS-III-2</b></p>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
5. Presentation resources may include: 5.1. microphone 5.2. loud speaker 5.3. video presentation 5.4. monitors 5.5. actors presenting a scripted show			2.3 Use positive and welcoming posture, gestures and behavior to enhance the presentation 2.4 Show cultural and social sensitivity during briefing 2.5 Efficiently use of technical presentation resources correctly	
6. Instructions to be given to customer			<b>LO3. Liaise with team members</b> 3.1 Maintain communication and cooperation with other team members/operators to ensure safe and efficient operations 3.2 Give correct and appropriate signals when needed	<b>TLE_HEPO9-12BS-IIj-3</b>
<b>QUARTER III</b>				
<b>Lesson 10: OPERATE A RIDE LOCATION (RL)</b>				
1. Health and safety procedures for specific rides 2. Emergency procedures for specific rides	The learner demonstrates understanding of concepts and theories in operating a ride location.	The learner independently operates a ride location.	<b>LO1. Prepare and inspect ride location</b> 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	<b>TLE_HEPO9-12RL-IIia-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
3. Technical/equipment procedures for specific rides			<b>LO2. Prepare to start the ride cycle</b> 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	<b>TLE_HEPO9-12RL-IIIb-c-2</b>



**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			2.13 Close-down and turn off ride following the standard procedures for the specific ride 2.14 Document close-down according to the manual 2.15 Identify and report any defect or deficiencies immediately to the appropriate supervisor for action 2.16 Check all areas of the ride according to the manual 2.17 Clean location and prepare equipment for the next operation 2.18 Secure the ride location according to standard procedures	
4. Types of documentation and reports to be completed in ride operations 5. Preparing job documentation 5.1. Following instructions <b>5.2. Filling-out forms</b>			<b>LO3. Prepare ride documentation and reports</b> 3.1 Identify issues and events requiring documentation 3.2 Make notations accurately according to standard procedures 3.3 Complete reports and documentation within required timeframe 3.4 Forward reports and documentation to the appropriate department within the required timeframe	<b>TLE_HEPO9-12RL-IIIId-3</b>
<b>Lesson 11: LOAD AND UNLOAD A RIDE (LU)</b>				
1. Health and safety procedures in specific relation to loading and unloading of rides 2. Emergency procedures for specific rides 3. Specific ride instructions 4. Organizational skills and teamwork 5. Safe work practices	The learner demonstrates understanding of concepts and theories in loading and unloading a ride.	The learner independently loads and unloads a ride.	<b>LO1. Load, observe and unload the ride</b> 1.1 Perform loading procedures correctly, safely, and promptly in accordance with the manual 1.2 Load ride to the approved maximum number of persons 1.3 Check riders if they are secured in accordance with the set requirements	<b>TLE_HEPO9-12LU-IIIE-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.4 Advise riders to secure any articles which may become loose while riding 1.5 Treat customers in a courteous and friendly manner during loading 1.6 Check load requirements prior to the start of the ride 1.7 Observe ride in accordance with safety procedures 1.8 Identify quality control issues during the ride and advise immediately the appropriate authority for action 1.9 Unload ride in a courteous and friendly manner once it is fully completed 1.10 Follow correctly, safely and promptly in accordance with standard requirements and procedures 1.11 Complete, process and maintain records and reports accurately in accordance set requirements	
<b>Lesson 12: MAINTAIN SAFETY IN WATER-BASED RIDES (WB)</b>				
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.	<b>LO1. Monitor safety around water</b> 1.1 Monitor status of water-based activity areas continuously to ensure absence of hazards 1.2 Ensure staff replacement when it is necessary to leave the water area 1.3 Keep water areas free from safety hazards at all times 1.4 Monitor customer behavior continuously to ensure compliance with safety requirements, including wearing of safety garments	<b>TLE_HEPO9-12WB-IIIf-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			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	
3. Basic rescue 4. Resuscitation 5. CPR			<b>LO2. Assist and rescue customers</b> 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	<b>TLE_HEPO9-12WB-IIIg-2</b>
6. Emergency care procedures for the standard			<b>LO3. Provide emergency care</b> 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	<b>TLE_HEPO9-12WB-IIIg-3</b>
7. Types of documentation and reports to be completed in emergency situations			<b>LO4. Provide reports on emergencies</b> 4.1. Document emergency situations according to standard procedures 4.2. Provide clear and accurate reports at all times	<b>TLE_HEPO9-12WB-IIIg-4</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Lesson 13: OPERATE A GAME LOCATION (OG)</b>				
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.	<b>LO1. Prepare games location for customers</b> 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	<b>TLE_HEPO9-12OG-IIIh-1</b>
2. Record keeping and documentation procedures for games			<b>LO2. Inspect games prior to opening</b> 2.1 Inspect each game according to standard policy and procedures 2.2 Report faults immediately to a higher authority	<b>TLE_HEPO9-12OG-IIIh-2</b>
3. Knowledge of individual game operations and rules			<b>LO3. Conduct games operations</b> 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	<b>TLE_HEPO9-12OG-IIIi-3</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3.4 Record all prizes given for data analysis according to standard procedures 3.5 Keep location clean at all times 3.6 Monitor crowd size to ensure that maximum numbers are not exceeded 3.7 Monitor customer’s behavior to ensure a safe and pleasant environment for all customers 3.8 Request customers firmly but courteously to change inappropriate behavior 3.9 Request assistance from higher authority or security personnel as appropriate	
4. Health and safety requirements as they apply to games operations			<b>LO4. Clean and maintain games</b> 4.1. Inspect and clean games regularly to ensure safe and smooth function 4.2. Identify game faults 4.3. Make simple repairs with minimum disruption to customers in accordance with manufacturer’s instruction and standard policy 4.4. Report faults immediately to appropriate personnel and declare games “out of order” where necessary 4.5. Close the game location according to standard procedures and manufacturer’s instructions 4.6. Secure resources, equipment and stocks according to standard policy and procedures 4.7. Clean and prepare the area for the next day’s operation	<b>TLE_HEPO9-12OG-IIIj-4</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
5. Types of documentation and reports to be completed			<b>LO5. Complete reports and documentation</b> 5.1. Produce tallied data records and reports according to standard requirements within required timeframe 5.2. Forward reports to the appropriate area within the required timeframe	<b>TLE_HEPO9-12OG-IIIj-5</b>
<b>QUARTER 4</b>				
<b>Lesson 14: PROMOTE AT A GAME LOCATION (PG)</b>				
1. Knowledge of individual game operation 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.	<b>LO1. Make games announcements</b> 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	<b>TLE_HEPO9-12PG-IVa-1</b>
3. Health and safety requirements related to the individual game 4. Security procedures for the games location 5. Communication skills			<b>LO2. Present and conduct games</b> 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	<b>TLE_HEPO9-12PG-IVb-2</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			2.5 Use language appropriate for the customer group 2.6 Ensure personal presentation, appearance and grooming appropriate to the game environment to enhance customer’s experience 2.7 Welcome customers with positive body language 2.8 Show cultural and social sensitivity in presentations to avoid offending customers	
<b>Lesson 15: OPERATE ANIMAL ENCLOSURE/EXHIBIT (AE)</b>				
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.	<b>LO1. Prepare animal enclosure/exhibit for customer</b> 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	<b>TLE_HEPO9-12AE-IVb-1</b>
2. Animal types for the exhibits 3. Animal escape procedures 4. Animal welfare and ethics policies			<b>LO2. Monitor the enclosure/exhibit</b> 2.1 Monitor the number of customers during operation to ensure maximum numbers are not exceeded	<b>TLE_HEPO9-12AE-IVb-2</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
5. Animal feeding procedures			2.2 Monitor customer’s behavior continuously ensuring compliance with safety requirements 2.3 Identify and control dangerous or unsafe behavior promptly to avoid accidents 2.4 Request customers firmly but courteously to change their behavior when it poses a threat to themselves, other customers, animals or staff 2.5 Seek assistance in controlling customer’s behavior from a higher authority or security personnel as appropriate	
6. Health & safety requirements for animal enclosures 7. Basic maintenance routines			<b>LO3. Clean, maintain, and close down enclosure/exhibit</b> 3.1 Remove wastes, feces and weeds from enclosure 3.2 Implement vermin control according to standard procedures 3.3 Dispose materials in accordance with manufacturer’s and/or superior’s instructions 3.4 Clean enclosures (e.g. exhibits, night facilities and food preparation areas) with minimum disruption to animals 3.5 Present enclosure in accordance with requirements of both the animal and the customer 3.6 Secure enclosures according to standard guidelines and requirements for animal species 3.7 Carry out routine maintenance tasks according to instructions of a higher authority	<b>TLE_HEPO9-12AE-IVc-3</b>



**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3.8 Monitor and maintain feeding and watering systems in a safe and working condition 3.9 Carry out tasks with minimum disruption to customers 3.10 Close down the enclosure/exhibit according to standard procedures 3.11 Check the animal's welfare and security making necessary reports to the appropriate authority 3.12 Prepare enclosure/exhibit and all equipment for the next day's operation 3.13 Clean the enclosure/exhibit as instructed 3.14 Secure the enclosure/exhibit	
8. Cleaning procedures in specific relation to animal enclosures			<b>LO4. Use and care for equipment</b> 4.1. Identify and use animal husbandry and general equipment 4.2. Carry out basic cleaning and maintenance procedures on equipment 4.3. Store equipment safely in the designated area	<b>TLE_HEPO9-12AE-IVd-4</b>
9. Types of documentation and reports to be completed			<b>LO5. Complete reports and documentation</b> 5.1. Complete reports and documentation on enclosure/exhibit within the required timeframe 5.2. Forward reports and documentation to the appropriate area within the required timeframe	<b>TLE_HEPO9-12AE-IVd-5</b>
<b>Lesson 16: PROVIDE GENERAL ANIMAL CARE (GA)</b>				
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.	<b>LO1. Feed and water animals</b> 1.1 Clean, disinfect and sterilize food preparation equipment according to company procedures	<b>TLE_HEPO9-12GA-IVe-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.2 Follow instruction and dietary charts for food preparation, portions and distributions 1.3 Feed animals according to standard procedures 1.4 Monitor water supply ensuring appropriate quantity and quality 1.5 Feed and water animals in accordance with animal welfare and ethics policies and health safety procedures 1.6 Involve customer in animal feeding within safety guidelines where possible and appropriate	
2. Chemical types and usage in animal care 3. Quarantine requirements 4. Animal grooming procedures			<b>LO2. Assist with general animal care</b> 2.1 Provide appropriate care according to specific animal type and gender 2.2 Handle and store chemicals used in animal care in a safe and environmentally responsible manner 2.3 Groom animals according to standard and animal welfare and ethics policy 2.4 Recognize common animal behaviors correctly and take appropriate action when necessary 2.5 Follow capture and restraint procedures correctly under supervision 2.6 Request assistance in rearing of young animals from animal specialist when required	<b>TLE_HEPO9-12GA-IVf-2</b>
5. Health & safety requirements relating to the care of animals 6. Signs and symptoms of illness among the animals			<b>LO3. Assist with animal health care</b> 3.1 Carry out disease prevention procedures according to instruction and appropriate quarantine procedures	<b>TLE_HEPO9-12GA-IVf-3</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3.2 Identify pests and toxic substances accurately 3.3 Recognize and report obvious signs of illness promptly according to procedures 3.4 Administer routine treatments under supervision 3.5 Collect samples when required	
7. General knowledge of animal care including disease prevention, routine health care, diseases and pests 8. Capture and restraint procedures 9. Animal behaviors			<b>LO4. Identify and act on potential risks in animal enclosures</b> 4.1. Identify physical/behavior hazards 4.2. Identify risks associated with specific animals 4.3. Conduct day-to-day duties in a manner which minimizes risk in the enclosure 4.4. Report potential risks promptly to a higher authority for immediate action to take place	<b>TLE_HEPO9-12GA-IVf-4</b>
10. Common issues, behavior and events that require written notation 11. Terminology relating to animal care			<b>LO5. Update and maintain animal records</b> 5.1. Identify issues, behavior and events requiring written notation promptly and accurately 5.2. Use correct terminology when making accurate notations on animal records	<b>TLE_HEPO9-12GA-IVf-5</b>
<b>Lesson 17: RESCUE ANIMALS (RA)</b>				
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.	<b>LO1. Identify animals requiring rescue</b> 1.1 Check work area regularly for distressed or escaped animals 1.2 Identify animals that are in distress or require rescue promptly	<b>TLE_HEPO9-12RA-IVg-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
5. Planning the rescue of an animal to avoid any risk of injury to the animal or the rescue team 6. Checking animal enclosure for a distressed animal and evaluating the need for its removal			1.3 Take prompt action when potential risks to customers, animals, self and colleagues occur 1.4 Inform appropriate departments and animal specialists of the situation immediately	
7. Taking part in a rescue with other team members			<b>LO2. Participate in animal rescue</b> 2.1 Carry out rescue procedures within the scope of individual responsibility 2.2 Seek assistance from colleagues and animal specialists as required 2.3 Take the animals to the appropriate location 2.4 Inform customers of rescue progress where appropriate	<b>TLE_HEPO9-12RA-IVh-2</b>
<b>Lesson 18: PROVIDE CUSTOMERS WITH INFORMATION ON ANIMALS (IA)</b>				
1. Knowledge of animals as appropriate to the standard 2. Customer service skills 3. Communication skills	The learner demonstrates understanding of concepts and theories in providing customers with information on animals.	The learner independently provides customers with information on animals.	<b>LO1. Offer information to customers</b> 1.1 Inform/lecture customers about the animals at every opportunity 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	<b>TLE_HEPO9-12IA-IVi-1</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.6 Allow customers to observe and interact with animals in accordance with safety and animal welfare/ethics guidelines 1.7 Invite customers to ask questions to ensure understanding	
4. Delivering information sessions to customers			<b>LO2. Respond to customer questions about animals</b> 2.1 Answer customer questions correctly in a polite, friendly and welcoming manner 2.2 Provide additional information to enhance the customer understanding and experience 2.3 Show examples of real animals to enhance answers 2.4 Seek other source of information. If unable to answer the customer inquiry, the customer is referred to another source	<b>TLE_HEPO9-12IA-IVj-2</b>

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

**GLOSSARY**

<b>Agitate</b>	To irritate; upset; disturb.
<b>Animal Attendant/Carer/Caregiver</b>	Someone who takes care of animals and conducts the maintenance of their cage/s.
<b>Animal enclosure</b>	A structure of bars or wires in which animals are confined; it prevents animals from escaping and protects them from external factors.
<b>Animal exhibit</b>	Zoo; an establishment where animals are kept, studied, bred and displayed to the public.
<b>Barrier</b>	A boundary which prevents movement or access, or protects something from external forces.
<b>Bollard</b>	A short vertical post.
<b>Breach</b>	The act of breaking or failing to observe a law, agreement or code of conduct.
<b>Coin-operated machine</b>	A device which needs coins (money) in order for it to operate.
<b>Combat</b>	Battle; fight.
<b>Commentary</b>	An expression or discussion of opinions about someone or something.
<b>Computerized</b>	5. Digitalized or printed; the use of computer technology.
<b>Consumable</b>	A product or item which is intended to be used up.
<b>(Chain) Couplings</b>	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.
<b>Courtship</b>	The period in a couple's relationship which precedes their engagement and marriage, or the establishment of an agreed relationship.
<b>Customer needs</b>	Problems that customers intend to solve with the purchase of a good or service.
<b>Dangerous or unsafe behavior</b>	A range of actions and mannerisms made by entities which could cause harm to something or somebody.
<b>Emergency</b>	A sudden, serious, unexpected and often dangerous occurrence which needs to be solved urgently.
<b>Employee courtesy</b>	The positive attitude displayed by an employee towards a client or to his/her higher-ups.
<b>Games area</b>	A piece of land in which a form of play or sport is conducted.
<b>Games Operator</b>	A person or company that engages in or runs a gaming business or enterprise.
<b>Games Promoter</b>	A person who is engaged in the furtherance or progress of a particular form of play or sport.
<b>Hygiene</b>	An attitude of or a set of practices performed by a person to maintain or preserve his health.
<b>Internet</b>	A global system of interconnected computer networks which can be used for long range communication, etc.
<b>Interpersonal skills</b>	The ability to interact with other people in a good or proper manner.
<b>Liquor</b>	An alcoholic beverage or drink.
<b>Mount</b>	To organize, stage, prepare or arrange.
<b>Non-verbal communication</b>	.Body language or gestures; the process of communication through wordless cues between people.
<b>Overall structure</b>	The arrangement of and relations between the parts or elements of something, that is seen as a whole or in its entirety.
<b>Pool</b>	A usually artificial container of water intended for swimming.
<b>Protocol</b>	A set of rules which describes how an activity should be performed.
<b>Public address (PA) system</b>	An electronic sound amplification and distribution system which allows a person to address or announce something publicly.
<b>Quality assurance</b>	A way of preventing mistakes or defects in manufactured products and avoiding problems when delivering solutions or services to customers.
<b>Queue</b>	A list of data items, commands, etc., stored so as to be retrievable in a definite order, usually the order of insertion.

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

<b>Restraint/ seatbelt/ harness</b>	Devices used to prevent accidents or injury to a passenger.
<b>Resuscitation</b>	The act of recovery or revival.
<b>Scripted</b>	Written or planned in advance.
<b>Show area</b>	A place for conducting a show or presentation.
<b>Sick animal</b>	An animal that is suffering from or affected with illness.
<b>Signage</b>	Any kind of visual graphic that was created to display information.
<b>Static (in microphones)</b>	Noise produced by interference in the signal of a microphone.
<b>Unload</b>	To discharge.
<b>Venue</b>	A place where a particular activity is/was conducted.
<b>Weather</b>	The current status of the atmosphere.
<b>Work ethic</b>	A value based on diligence and hard work; a belief in the moral benefit of work and its ability to enhance character.
<b>Workers compensation</b>	iThe salary or wage given to workers/laborers as payment for their fulfilled job responsibilities.

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

**Code Book Legend**

**Sample: TLE\_HEPO9-12IA-IVj-54**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Home Economics Attractions and Theme Parks	<b>TLE_HE PO 9-12</b>	Introduce Domestic Tourism	DE
	Grade Level	Grade 9/10/11/12		Develop and Update Industry knowledge	IK
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Provide customers with information on animals	<b>IA</b>	Observe Workplace Hygienic Procedures	HP
				-	Perform Computer Operations
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	<b>IV</b>		Perform Workplace And Safety Practices
	<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week		Week Ten	<b>j</b>
<b>Arabic Number</b>		Competency	Respond to customer questions about animals	<b>54</b>	
	-				Monitor Entry To Venue
-		-	-	-	Provide A Site Briefing Or Scripted Commentary
	-				-
-		-	-	-	
	-				-
-		-	-	-	
	-				-
-		-	-	-	
	-				-
-		-	-	-	
	-				-

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.



**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
 (160 hours)

SAMPLE HOME ECONOMICS CURRICULUM MAP\*\* (as of May 2016)

GRADE 7/8 (EXPLORATORY)			GRADES 9-12			
<b>EXPLORATORY</b>	<b>Beauty/Nail Care (NC II)</b>	<b>2 sems</b>	<b>Wellness Massage (NC II)</b>	<b>2 sems</b>	<b>Hairdressing (NC II)</b>	<b>4 sems</b>
			<b>*Hairdressing (NC III)</b>			<b>8 sems</b>
			<b>Barbering (NC II)</b>	<b>4 sems</b>		
			<b>Dressmaking (NC II)</b>	<b>4 sems</b>	<b>Tailoring (NC II)</b>	<b>4 sems</b>
			<b>*Fashion Design (Apparel) (NC III)</b>			<b>8 sems</b>
			<b>*Caregiving (NC II)</b>			<b>8 sems</b>
			<b>Bartending (NC II)</b>	<b>4 sems</b>	<b>Bread and Pastry Production (NC II)</b>	<b>2 sems</b>
					<b>Food and Beverage Services (NC II)<sup>+</sup></b> <small>updated based on TESDA Training Regulations published December 28, 2013</small>	<b>2 sems</b>
			<b>Cookery (NC II)</b>	<b>4 sems</b>	<b>*Commercial Cooking (NC III)</b>	<b>4 sems</b>
			<b>Front Office Services (NC II)</b>	<b>2 sems</b>	<b>Travel Services (NC II)</b>	<b>2 sems</b>
			<b>Local Guiding Services (NC II)</b>	<b>2 sems</b>	<b>Tourism Promotion Services (NC II)</b>	<b>2 sems</b>
			<b>Housekeeping (NC II)<sup>+</sup></b> <small>updated based on TESDA Training Regulations published December 28, 2013</small>	<b>2 sems</b>	<b>Attractions and Theme Parks (NC II)</b>	<b>2 sems</b>
		<b>Event Management Services (NC III)</b>	<b>4 sems</b>			
		<b>Handicraft (Non-NC) Needlecraft</b>	<b>2 sems</b>	<b>Handicraft (Non-NC) Fashion Accessories, Paper Craft</b>	<b>2 sems</b>	
		<b>Handicraft (Non-NC) Basketry, Macrame</b>	<b>2 sems</b>	<b>Handicraft (Non-NC) Woodcraft, Leathercraft</b>	<b>2 sems</b>	

\* 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.

**\*\*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.**

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**HOME ECONOMICS – ATTRACTIONS AND THEME PARKS OPERATIONS WITH ECOTOURISM (NC II)**  
(160 hours)

**Reference:**

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Attractions and Theme Parks NC II*. Taguig City, Philippines: TESDA, 2012.