

MODULE 1: WHAT IS THIS ALL ABOUT?

INTRODUCTION

Welcome to Ukarimu!

Today is the first day of you being a facilitator for the coming 15 modules. Every module starts with an overview and consists of three sessions. Below you can find the learning goals of this module.

In this first module the students learn more about the topic Tourism & Hospitality. But first, they will get to know each other and you a little bit better.

OVERVIEW



Knowledge

- The students know that there is a wide variety of tourism experiences.



Attitude

- The students relate the topic of tourism and hospitality to themselves and open up their mind to job opportunities in tourism and hospitality.



Learning Goals

- The students get a basic understanding of what the industry is all about and what type of jobs exist in the sector.



Skills

- The students are able to present and speak about their own experiences.

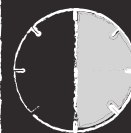
SESSION 1A: Let's go on a tour.

SESSION 1B: Have you ever been a tourist?

SESSION 1C: Is this the right sector for you?

BEFORE YOU START, YOU NEED...

- Markers and pens
- Flipcharts in place
- Large pieces of paper
- Printed student diaries
- To make a ball out of paper/real ball
- To download the supplementary pieces
- To download the videos



- Preparation time (30 min)
- Training time (3 x 90 min)



SESSION 1A: Let's go on a tour



Knowledge

- The students know that there are different categories of jobs in the tourism industry.



Attitude

- The students open up their mind to job opportunities in tourism and hospitality.



Learning Goals

- The students get a basic understanding of what the industry is all about and what type of jobs exist in the sector.



Skills

- The students are able to explain what tourism and hospitality are.

AGENDA



Dividing tasks

(15 min)



Energizer

(15 min)



Video:

What is tourism and hospitality all about?

(40 min)



Exercise:

Quiz yourself

(20 min)



TIP FOR THE FACILITATOR:

To motivate students to give more answers, you can say after a few responses: 'Great input! I want to hear at least 5 more things'.



Dividing tasks (15 min)



SAY:

- *Every session starts the same way. Today is the first day that we are going to do the warming up, so let me explain it well. We will always start with an ENERGIZER to wake up the body and brains. Then we will divide the HOSTING TASKS. Do you know what those are?*
- *To practice important skills for your future job, we will share HOSTING TASKS in the training. I invite you in your course to take responsibility for certain tasks of the program. You can find more information about this in your diary.*
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- *Let me list a few tasks that I invite you to take up. For example:*

ENERGIZER team: *facilitates short energizers at the beginning of the session or after the break.*

COLLECTING team: *after each session they will collect the flipcharts and other training materials and put them visibly on the wall as a memory and living library that will continue to grow over the days.*

ROOM MANAGEMENT team: *they line up chairs and keep the room clean during each break.*

REPORTING team: *at the end of the day this team could do a short, 5-minute wrap-up or summary of the day in a creative way (e.g. a song, poem, drawing).*

- *One or two people for each task is enough.*
- *Who wants to be part of the ENERGIZER team?
.... the COLLECTING team?
.... the ROOM MANAGEMENT team?
.... the REPORTING team
.... any other team?*
- *Let us take a few minutes to prepare ourselves and then we will start with the energizer of the Energizer team.*



Energizer: How much do we have in common?

(20 min)



FACILITATOR'S NOTE:

For the first time the energizer team does not yet have to come up with their own idea.

Help them with an energizer, but let the team explain it to the group.



SAY:

- Please find a partner and make pairs.
- Start a conversation between you in which you find as many things as possible that the two of you have in common. You can talk about favourite food, age, number of siblings and more.



FACILITATOR'S NOTE:

You stop it after 2 min



TIP FOR THE FACILITATOR:

let students mention a few nice ones.



ASK:

- Who had more than 2, 5, 10?
- Now please change partners and repeat it for just 1 min.



ASK:

- And now, who had more than 2, 5, 10?



Video: What is tourism and hospitality (40 min)



In addition to the video, there are some supplementary pieces you can use:

- History to tourism.
- What is tourism?

The students can find this in their diaries as well.



PREPARE:

- Download the video to your laptop or a flash (in case of no or poor internet connection at the training venue). Arrange a screen or TV with sound to make sure the students can see and hear the video.



SAY:

- We will see a video together that will introduce us to the topic of tourism and hospitality.



FACILITATOR'S NOTE:

PAUSE the video every time the video tells you to. That is time for discussion.



Exercise: Quiz yourself (min)



PREPARE:

- Print out the diaries for every student. This is a specially designed work book that they can use and keep. If you do not have access to a printer or a supply of paper, you can also acquire an empty notebook for every student. They will use it as a diary in which they will write down the reflections on their learning. They will add to it throughout the whole training course.

Hand out one diary to each student.



SAY:

- *This is your diary that you will use to capture your learning journey throughout the Ukarimu training. Make sure to keep it clean and tidy. You will add to it throughout your training and have it afterwards as your own manual to remind you what you have learned. This can also help you when you are applying for an internship or a job. You can use this diary to prepare for your interview about what you have learned, how that changed you and what your goals are. We will help you formulate these things so you are ready for any future interviews!*
- *Take out your diary and your pencil and find the quiz. I will read out the questions and you can answer them in your diary.*



ASK:



FACILITATOR'S NOTE:

PAUSE the video every time the video tells you to. That is time for discussion.

1. Which of the following persons is NOT a tourist?

- A. John, a retired Ugandan who has always wanted to see the ocean and is now finally able to do so in Kenya
- B. Jessica, who has lived all her life in Canada but is now visiting her family members in the country of her birth: South Africa
- C. **Alex, who is a taxi driver in the village where he was born and never moves outside**
- D. Patricia, who travels around the world as a writer of a famous travel blog



2. *What are the four main ingredients of tourism?*

- A. **How to get there, where to sleep, what to eat and drink, what activities to do**
- B. Visiting new places, dancing, watching animals and eating good food
- C. Spending money, swimming, meeting new people and having a good time
- D. Going to the best places in Africa, working hard, driving nice cars and learning about new cultures

3. *What are probably the most important things to do in hospitality?*

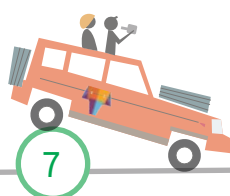
- A. Knowing how to serve a drink correctly and how to distinguish different wines
- B. Being polite and doing everything a customer asks
- C. Having the customers spend as much money as possible, without them knowing it
- D. **Giving the best customer care by being attentive to the needs of the customer and making him/her feel special and comfortable**

4. *Throughout time what has been the most common reasons for travel?*

- A. To buy new shoes.
- B. To buy a new sim card.
- C. **Curiosity and adventure.**
- D. To visit the dentist

5. *How many of all the jobs worldwide have to do with tourism?*

- A. About 1%, or 31 million
- B. About 5% or 156 million,
- C. **About 10% or 313 million**
- D. About 50% or 1,565 billion



SESSION 1B: Have you ever been a tourist?



Knowledge

- The students realize that they have been a tourist themselves.
- The students know that there is a wide variety of tourism experiences.



Attitude

- The students relate the topic of tourism and hospitality to themselves.



Learning Goals

- The students explore their own experiences in the tourism and hospitality industry.



Skills

- The students are able to present and speak about their own experiences.

AGENDA



Energizer

(15 min)



Exercise:

Present your own
experience 1
(20 min)



Exercise:

Present your own
experience 2
(45 min)



Exercise:

Throw the ball
(15 min)



Energizer: Energizer (20 min)



The energizer team leads an energizer. They can find some inspiration in their diary.

Exercise: Present your own experience (20 min)



 **SAY:**

- *I will ask you some questions. If your answer is yes, please stand up.*

 **ASK:**


- *Have you ever been a tourist?*
- *Have you ever met a tourist?*
- *Have you ever been a recipient of hospitality?*
- *Have you ever worked in tourism or hospitality?*

 **SAY:**

- *Without realising it we might all have been a tourist at one time. Perhaps it was when we were visiting family or attending an event or celebration. Perhaps it was when we were having a meal in a restaurant. Think about your experiences and choose one. Prepare a presentation about your experience as a tourist of 1 minute. So keep it short.*

 **ASK:**

- *Has anyone given a presentation before?*

 **FACILITATOR'S NOTE:**
Let 1 or 2 students share.

 **SAY:**

- *Giving a presentation is a valuable skill in any job. But it is not easy. The only way to become a good presenter is by practicing. The first time is scary and it might not go well. That's ok. On the 5th time you will be a pro. So don't worry and let us agree that we do not have to be perfect today.*



- Before we start preparing let us discuss what makes a good presentation.



FACILITATOR'S NOTE:

Let students brainstorm.

Make a list on the board or flip chart.

You can add it if it is not mentioned:

- Prepare well.

- Structure, with a beginning, a middle and an end.

- Use visuals, pictures and examples.

- Use clear and simple language and speak loudly.

- Be aware of your body language and tone of voice.



ASK:

- What was the best presentation you have ever seen? And what made that presentation so good?



TIP FOR THE FACILITATOR:

Discuss a few presentation skills like:

- being audible.
- eye contact.
- engaging your audience.
- confident and comfortable presentation style.
- open body language.

Exercise: Present your own experience 2

(45 min)



SAY:

- Now let us prepare our own presentations individually and remember, it does not have to be perfect.
- Take 15 min to prepare a presentation.
- You can use visuals or objects but you don't have to.
- Just a story with a beginning, middle and end (conclusion) is good enough. Think about:
 - What was the occasion?
 - Describe what you did?
 - With whom were you?
 - What did you like about it?
 - What could be improved?



**TIP FOR THE FACILITATOR:**

Make them feel comfortable by standing close to them and give an applause after every presentation.

After 15 minutes bring the group back together and start the presentations. Have the students come to the front of the class and give their brief presentations.

**SAY:**

- *In the next module we will first dive deeper in some presentation skills and throughout all the modules we will practice more and more with presenting. I can assure you that all of you will get more comfortable and confident in presenting.*

Exercise: Throw the ball (15 min)

**PREPARE:**

Make a ball out of scrap paper or use a real ball.

**SAY:**

- *Please stand in a circle.*

**TIP FOR THE FACILITATOR:**

If your group doesn't know all the names of each other yet: ask them to call the name of the person when they throw the ball to make them practice more.

- *Throw the ball to anyone.*
- *If you catch the ball mention something interesting you have learned from the presentations. Don't repeat anything that was already mentioned. We will continue until no new things are mentioned or come up.*
- *Now we will do another round about what you have learned about giving a good presentation.*



SESSION 1C: Is this the right sector for you?



Knowledge

- The students know the types of job opportunities and careers that are available.



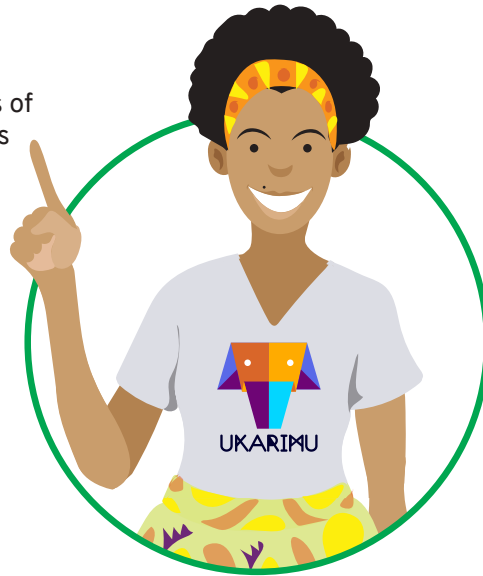
Learning Goals

- The students reflect on the opportunities that the tourism and hospitality industry has to offer.



Attitude

- The students feel optimistic that there are job opportunities within reach.



Skills

- The students are able to reflect on opportunities and envision themselves in them.

AGENDA



Energizer

(15 min)



Video: Who are the people in the industry?

(15 min)



Exercise: The perfect employee

(20 min)



Exercise: Presentations of the perfect employee

(15 min)



Reflection

(15 min)

INTRODUCTION



SAY

- *In this session we are going to continue looking at the different positions in the Tourism and Hospitality industry and what we think makes a good employee. But first let's have our Energizer team lead us in an energizer.*



Energizer (10 min)



The energizer team leads an energizer

Video: Who are the people in the industry? (15 min)



PREPARE:

Download the video to your laptop or a flash (in case of no or poor internet connection at the training venue). Arrange a screen or TV with sound to make sure the students can see and hear the video.



SAY:

- We will first watch a video in which some people from the industry explain what their workdays look like, what their ambitions are, what they like and don't like about working in the sector.



ASK:

- What did you think of the video?
- Did you see or learn something new?

Exercise: The perfect employee (20 min)



PREPARE:

Have large pieces of paper for each team ready with pens/markers.



SAY:

- Let's try to find out what a perfect employee in Tourism and Hospitality looks like.
- Let us first discuss.



TIP FOR THE FACILITATOR:

Try to collect at least 3 answers per question. When you have people in the group that don't speak too much yet, you can ask them closed questions: Do you agree with this? Yes? Cool! (this way you easily make them engage more as you go through the modules).



**ASK:**

- What kind of skills would he or she possess?
- What kind of knowledge would he or she have?
- What kind of attitude would he or she have towards guests or clients?
- Towards colleagues?
- Towards his or her boss?
- What motivates he or she to be a perfect employee every day?
- How does he or she look and present him/herself?

**SAY:**

- Please form small groups and make a drawing of what you think the perfect employee looks like. Give him/her a name, village, hobbies. Write down all the qualities s/he needs to possess, attitudes, skills, knowledge, etc. Try to be as specific as possible and use examples if that helps to illustrate your point.
- You will get 20 min.

**TIP FOR THE FACILITATOR:**

Ask the students to walk to a specific point to present, take a breath when they stand on the point and stand close one step behind to the people that are anxious or uncomfortable with presenting. This gives people more comfort.

Exercise: Presentations of the perfect employee (30 min)

**SAY:**

- Each small group will now present your group's perfect employee to the rest of the group. Every presenter will get 3 minutes to present the list of what makes a perfect employee. Try to make the best of this timeframe, as after 3 minutes strict, you will be stopped. When presenting, be as clear, positive and confident as you can.

**TIP FOR THE FACILITATOR:**

To make sure people end the presentation in 3 minutes, you can do some tricks:

- Tell them you will signal by raising a hand after 2 minutes.
- Stand behind/next to them and get closer when time is almost up. By you walking towards them (or standing up after sitting the first 2 minutes) people tend to end faster.



Reflection (15 min)



SAY:

- *At the end of every module we will reflect on what we have learned. We will do that by writing in our diaries.*
- *We have used our diaries for the quiz already, but now we will use it to reflect.*



ASK:

- *What is the purpose of doing that?*

Thank you! I hope you enjoyed today's module on what tourism and hospitality is all about.



HISTORY OF TOURISM

Long before the creation of the word “tourist”, travel took place for a number of reasons. In the beginning, it was simple. As weather seasons changed, animals migrated and people travelled to survive. They moved on foot because they were limited to fairly small geographical areas. Travel may have remained a localized experience but people by nature were driven by a sense of curiosity. In the search for the unknown, they may have crossed lakes or rivers or even climbed a mountain to satisfy their own sense of adventure and curiosity.

After each new discovery, early travellers may have been filled with wonder and amazement which we can only imagine. We discover that there is a rich history of people and cultures that formed the foundation of tourism. While some cultures were travelling for religious pilgrimages to explore holy places, others set out to discover and conquer new lands. Those who had ships were able to travel farther and could begin to control resources and trade routes. These reasons for travel and the progressive development of world cultures are what have created Tourism as we know it today.

As organized human societies became even more established and spread geographically, there was economic growth and development of better technology. This led to better methods of transportation such as passenger trains, cars, ships and eventually air travel. As a result, markets across the world became more connected and business and leisure became more intertwined. Business travel became a necessity and, due to thriving business, leisure became an advantage. Tourism suppliers such as passenger ships, resorts, spas, restaurants, tour operators and hotels quickly emerged to serve the growing needs of these travellers and the four basic components of Tourism became defined as Transportation (How do I get there?), Accommodation (Where do I stay?), Food and Beverage (What do I eat?) and Activities (What do I do?). Throughout this course we will see how the Tourism Industry continues to grow as individuals create more free time and modes of transportation keep improving. Longer distances can be covered, currencies are more easily exchanged and common languages are spoken. With the advent of the worldwide web the world has become more reachable and open international borders have made global travel more accessible, but with these freedoms come more demands.

Today travellers “tourists” still do travel out of a sense of adventure and curiosity just like the earlier travellers, but we will look at even more reasons why people travel today. With these ever changing needs of tourists today, modern Tourism is exploding with exciting opportunities and you will see if there is a place for you.



WHAT IS TOURISM?

As soon as you leave your home and your village and travel to another village, Kampala or other region of Uganda, you become a TRAVELLER. You will have to rely on someone else for food and a bed (accommodation) and you will have to pay for these services. Tourism is travel for pleasure or business. It is the practice of touring, accommodating and entertaining tourists and the business of operating tours. Tourism may be international or within the traveller's own country.

There are many reasons why you left your home and travelled to another place. Perhaps your sister just had a baby or you have a child in boarding school or you are going to a wedding or a burial or you just want to visit some good friends, but in each case you have to think about 1) How am I going to get there? 2) Where will I sleep where it is safe and dry? 3) Where will I get food? and 4) What am I going to do during my stay? These are the four main components of tourism.

TRANSPORTATION

If people did not move from place to place we would have no need for transportation. Most common transportation can be provided by buses, taxis, private hire taxis, hired car, trains, boats, and airplanes. Each one of these choices creates hundreds of jobs within the Tourism industry. A traveller most likely will take more than one form of transportation during their stay.

ACCOMMODATION

There are several different types of places one can sleep. Most commonly here in Africa we have hotels, lodges, resorts, bed and breakfasts, guesthouses and hostels. There are differences in each of these types of lodging, but more importantly there are hundreds of jobs created in the Tourism industry just in places to stay such as receptionists, cleaners, housekeepers and gardeners.

FOOD AND BEVERAGE

There are hundreds of restaurants. A traveller may get food from a roadside vendor, a local restaurant, a restaurant within a hotel or lodge, a foreign restaurant (Indian, Chinese, German, Eritrean, Ethiopian), a fancy restaurant or a restaurant in a big hotel or lodge, but regardless of where the traveller eats, these establishments are providing hundreds of jobs in the Tourism industry such as cooks, servers, cleaners and bar staff.

ACTIVITIES

There are hundreds of reasons why people travel and depending on why they travelled will determine what types of activities they will do while they are away from their homes. There are national monuments they will visit, historical sites they will visit, sports events they will watch, banquets and events they will attend, cultural shows they will see, gorillas they will trek, game drives they will take and religious places they will visit. Each and every one of these activities creates hundreds of jobs in the tourism industry.

All of the facilities that a tourist will need are under the umbrella of tourism. All of the food that is served, places they stay in, modes of transportation they take and things they will see and do while they are there are all part of what Tourism is. In almost any country in the world Tourism is responsible for either the first, second or third largest income of that country. If done well tourism can provide thousands of jobs for people in that country.

