

MODULE 10: TOURIST HIGHLIGHTS

INTRODUCTION

Today we will focus on the tourist highlights in this country and we will dive into where we can find those activities. It is important to do a little bit of research about your own country for this module. Some activities have examples of Uganda in it. You can use these as inspiration.

After the first two sessions, we take it to the streets. We are going to go out into the field to talk to both locals and tourists. Make sure to brief the students about going out after the first session!

OVERVIEW



Knowledge

- The students are able to identify important geographical features in the country and different tourist highlights in the country.



Attitude

- The students appreciate the value of knowledge about their own country and are proud of what their region has to offer.



Learning Goals

- The students are aware of the different tourist highlights in their area and are able to differentiate which places have tourist potential.



Skills

- The students improve listening and teamwork skills when making collective decisions.
- The students learn how to read a map.
- The students learn how to relate to people/tourists in its region.

Session 10A: Locating the highlights in your country

Session 10B: What your region has to offer!

Session 10C: Take it to the streets

BEFORE YOU START, YOU NEED...

- Markers and pens
- Large pieces of paper
- Flipcharts in place.
- To draw the outline of your country and prepare the map with accurate activities (see attached for an example).



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



SESSION 10A: Locating the highlights in your country



Knowledge

- The students know how to identify the important geographical features in the country, including the largest cities in the country.
- The students know how to identify the tourist highlights in the country.



Attitude

- The students appreciate the value of knowledge about their own country.
- The students are comfortable working as a part of a team while listening and making decisions together.



Learning Goals

- The students are able to locate the most important geographic highlights, tourist highlights and other points of interest in their country.
- The students improve their knowledge about tourism in their country.



Skills

- The students improve listening and teamwork skills when making collective decisions.
- The students learn map reading skills.

AGENDA



Energizer

(15 min)



Exercise: Mapping

(35 min)



Exercise: Comparing maps

(20 min)



Discussion: What makes a tourist highlight? (15 min)



PREPARE:

- Make groups of 5/6 students. Each group needs a large piece of paper and marking pens.



SAY:

- *It is important for each of you to know the geography, highlights and points of interest in your country. You may be asked by tourists to recommend areas to which they can travel, places where they can stay and eat and places of interest. They may be interested in birds, cultures, historical sites or adventure spots. This session is designed to help you identify places in your country where travellers may want to go for different reasons. Try to be creative and think outside the box. The more you know about your country the more suggestions you can give to tourists! But first let's have an energizer.*



INSTRUCTIONS

Energizer (15 min)



The energizer team leads an energizer.

Exercise: Mapping (35 min)



PREPARE:

- For each group, draw the outline of your country as accurately as possible on a big sheet of paper and make sure the map has all the locations in the right place, similar to the one attached at the end of this module. Be aware that this is the map of Uganda!



TIP FOR THE FACILITATOR:

See supplementary piece about how to find information about your own country!



SAY:

- It is important to know why tourists come to your country and to which places they like to go. In this exercise, we are going to test the knowledge you have about the tourist attractions in your country. Please split up into groups of five. Each team will receive a big sheet of paper. I will read you a list and as teams you will have to locate the most important big cities, geographic highlights, tourist highlights and other points of interest in the country. Then I will ask you to indicate what you think are the best places for specific types of tourism.*



FACILITATOR'S NOTE:

These questions don't have one right answer, as it is more a matter of opinion.

Read out loud the list of locations below. Give the teams about 20 seconds to write the location on the map. They may discuss with each other. If necessary, mention the location a few times. When (most of) the teams are ready, proceed to the next one.

- | | | |
|---|--|--|
| <ul style="list-style-type: none">Lake VictoriaLake KyogaLake EdwardLake AlbertSsese IslandsRiver Nile | <ul style="list-style-type: none">KampalaEntebbeJinjaGuluMbararaMasakaMbaleAruaKisoroMorotoFort PortalKaseseSoroti | <ul style="list-style-type: none">The EquatorRwenzori MountainsMt Elgon
Murchison Falls NPQueen Elizabeth NPKidepo Valley NPKibale Forest NPLake Mburo NPBwindi NP |
|---|--|--|



**SAY:**

- This last category consists of the best places to see or do particular things.

Where is the best place to:		
	Spot gorillas	Bwindi or Mgahinga NP, both near Kisoro
	Spot chimpanzees	Kibale Forest NP and several other parks in West Uganda
	Spot birds	Various answers are possible: Kibale, Queen Elizabeth NP, Murchison Falls, Mabamba Swamp, Lake Bunyonyi
	Spot savanna animals like elephants and lions	Queen Elizabeth NP, Murchison Falls NP, Kidepo Valley NP
	Take a hike up a mountain	Rwenzori, Virungas, Mt. Elgon
	Experience wild water rafting	Bujagali Falls on the Nile near Jinja
	Take a crater lake walk	Near Fort Portal
	Where the River Nile passes at its narrowest point	Murchison Falls
	Enjoy nightlife	Kampala, Mbale, or any large town



Exercise: Let's compare (20 min)



When finished, provide a few more minutes so that they can make adjustments. Then collect all of the maps and place them next to each other, including the right one that you prepared. Together with the students briefly compare the places and provide some background on some of the locations.



TIP FOR THE FACILITATOR:

Hang the different maps on the wall so everyone can take a few minutes to see all of them.



SAY:

- *Let's compare your maps and see what you think. Be aware that these questions don't have one right answer, as it is a matter of opinion.*



FACILITATOR'S NOTE:

In the end, you can choose which team made the best map and invite the group to applaud for the winning team.

Discussion: What makes a tourist highlight? (20 min)



Engage the students in a discussion on what makes a place interesting to tourists. You can have them look at guide books. Some examples are:

- Lonely Planet;
- Bradt our rough guid;
- Shoestring travels.



TIP FOR THE FACILITATOR:

See the facilitator guide about different ways of leading a discussion for some inspiration.



SESSION 10B: What your region has to offer!



Knowledge

- The students are familiar with tourism highlights in the region.
- The students know how to decide whether a place is interesting for tourists.



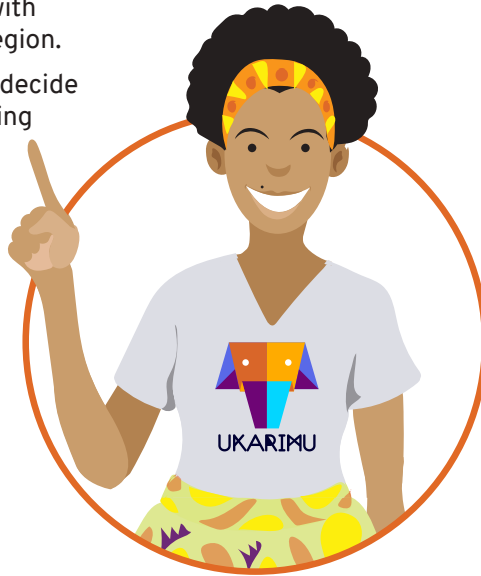
Learning Goals

- The students are aware of the different tourist highlights in his/her area and are able to critically reflect upon them
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Attitude

- The students see the value of their country and are proud of what their region has to offer.



Skills

- The students improve teamwork and collective decision-making skills.
- The students are able to differentiate places for tourists.

AGENDA



Energizer

(15 min)



Exercise:

Mapping

(45 min)



Exercise:

Presenting the top-5

(30 min)



INSTRUCTIONS

Energizer (15 min)



The energizer team leads an energizer.

Exercise: Mapping your region (45 min)



INTRODUCTION

This session helps the student to identify distinctive places within their own region. Such places are often overlooked. It may be a religious site, a famous building or just a general place of interest that they pass every day. It is important for students to take pride in their regions and be able to identify these highlights for tourists.



SAY:

- *Sometimes the best places to see and things to do are right next door! There may be a church that you pass every day when you go to the market or a site that has historical meaning that is within your own town, city or region. In this exercise we will explore the tourist highlights in the area. We will try to come up with a list that includes both the obvious ones as well as hidden gems. Perhaps we can identify places that really deserve more attention! The list includes categories of natural highlights, historical and cultural sites, as well as good hotels, restaurants, nightclubs, etc. In the end, we will make a ranking of these sites: which place has the highest potential for tourists?*



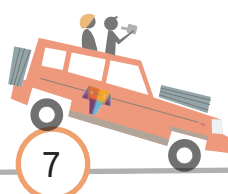
PREPARE:

- Get a large sheet of paper or a drawing board.



SAY:

- *Together I want you to decide what you consider as your region. It could be your city, your district or an even wider area. I want you to come up with a list of places with tourist potential. I want you to try to list at least 15 places and try to think outside the box and think about places that may not be so obvious.*
- *Now I want you to break into groups of 4. I want each team to decide what you believe are the top-5 most interesting places to tourists. You have 10 minutes for this.*



Exercise: Presenting the top-5 (30 min)



SAY:

- Now I want a representative from each group to present what your group thinks are the top 5 places.



FACILITATOR'S NOTE:

Write each top-5 on the paper and assign points to them: the no. 1 gets 5 points, the no. 2 gets 4 points, the no. 3 gets 3 points, the no. 4 gets 2 points, the no. 5 gets 1 point. After each team has presented, add up the points and make a ranking of which highlight receives the most points.



ASK:

- Do you agree with the outcome?
- What did you learn from this exercise?



FACILITATOR'S NOTE:

Answers can be about the different interests of people and the fact that that is normal, especially in tourism. Every tourist wants to get something else out of the same travel. Make sure you know their expectations and interests so you can take them into account.



FACILITATOR'S TIP:

Ask how it went in the groups. Did they agree immediately? Did people have different opinions and interests? It will be the same when working with different tourists.



SESSION 10C: Take it to the streets



Knowledge

- The students recognize what sites are cultural, historical or useful for tourism.



Learning Goals

- The students see their region in a different light and differentiate which places have tourism potential. This is the opportunity to engage with tourists in the region to see what interests people.



Attitude

- The students appreciate what is around its region.
- The students recognize interesting places which makes them proud.
- The students dare to talk to strangers.



Skills

- The students learn how to relate to people/tourists in its region.
- The students learn how to ask questions to tourists to gain information.

AGENDA



Exercise:
Field visit
(50 min)



Discussion:
What did you discover?
(30 min)



Reflection
(10 min)



TIP FOR THE FACILITATOR:

This session won't start with an energizer because the first exercise is already energizing!



INSTRUCTIONS

Exercise: Field visit (50 min)



SAY:

- In the past two sessions you have learned to identify tourism highlights in your country and your region. Now it is time to see what other people think. We are going to go out into the field to talk to both locals and tourists. You want to be open minded as someone may agree or disagree with your choices. Consider this a fact finding trip. You may learn that there is something in your area that you overlooked. I want you to break into teams of 3 or 4. We will go out for 40 minutes. I want you to talk to both tourists and locals. Ask them and take notes on what they consider tourism highlights in your area. Please be respectful and remember:*
- Ask people politely if you can ask them a few questions.*



SMILE!



Listen well



Take good notes.



Ask at least 5 different people; try to include locals as well as tourists.

Ask if they have seen some of the things you listed on your map.



FACILITATOR'S NOTE:

- When dividing the groups, make sure they are mixed in terms of gender.*
- Monitor the groups and be strict on timekeeping!*
- Help the groups in deciding where they should go.*

Discussion: What did you discover? (30 min)



When the group returns ask them what they discovered. Ask each team if they still agree with the lists they made for the maps. Did they find any new places? What were the most interesting responses they got from their interviews?

Reflection (10 min)



SAY:

- We have learned a lot today. Why don't you spend some time reflecting in your journals?*



