

MODULE 11: INTRODUCTION TO TOUR GUIDING

INTRODUCTION

This module is designed to give the student an introduction to tour guiding. Especially here in Africa it is an important role in the tourism industry. It also prepares them for giving commentary and giving directions. In

the first two sessions, we learn more about what it takes to be a tour guide to prepare for the afternoon. The last session gives everyone a chance to practice being a tour guide and happens outside the classroom!

OVERVIEW



Knowledge

- The students know what skills and characteristics are needed for a good tour guide.
- The students realize how important their communication and presentation skills are.



Attitude

- The students feel that they can give commentary on a subject they know.
- The student develop appreciation for tour guides.



Learning Goals

- The students learn what it takes to lead a group and what is involved in being a tour guide.



Skills

- The students are able to find available resources to learn from.
- The students learn some tricks of the trade in tour guiding and learn the importance of leading a group around and having a basic ability of map reading.

Session 11A: What it takes to be a tour guide

Session 11B: Where are we?

Session 11C: Let's take it outside

BEFORE YOU START, YOU NEED...

- Markers and pens
- Flipbooks in place
- Large pieces of paper
- Printed student diaries
- To download the PowerPoint presentations

- Printed supplementary pieces
- Prepare some maps like the example of Uganda (attached)
- A blindfold for session 11c

- Preparation time (40 min)

- Training sessions:
Session A: 120 min
Session B: 110 min
Session C: 90 min



SESSION 11A: What it takes to be a tour guide



Knowledge

- The students know what skills and characteristics are needed for a good tour guide.
- The students realize how important their communication and presentation skills are.



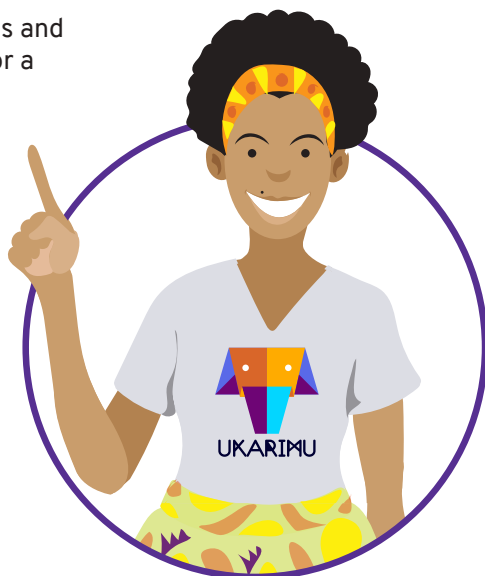
Learning Goals

- The students learn what it takes to lead a group.



Attitude

- The students feel that they can give commentary on a subject they know.



Skills

- The students are able to find available resources to learn from.

AGENDA



Energizer

(15 min)



Exercise:

What makes a great tour guide?
(45 min)



Discussion:

Is tour guiding an easy job?
(30 min)



INSTRUCTIONS

Energizer (15 min)



The energizer team leads an energizer.

Exercise: What makes a great tour guide? (40 min)



FACILITATOR'S NOTE:

This session has a great deal of information. Being a tour guide is a complex job. The students will practice leading a group indoors, but in the afternoon they will take their skills outside.



SAY

- Have you ever seen a mother hen walking with her chicks? She is determined to keep them all together and out of danger. This is very similar to the job of a tour guide.
- A tour guide is a person who leads people through a specific area or region. This can be a country, a city, a historical site or any other tourist attraction. Their role is to provide information about the history, the importance and the culture of a particular place. In some cases the tour guide might also be asked to drive a vehicle.
- Usually the tour is pre-arranged by a tour operator. The tour can be for any length of time. It could be for one hour, one day, a week or even longer. It is the responsibility of the guide to execute the plans that are made in the office and make sure that the tour comes to life. To do this, the tour guide must have certain characteristics. Can you think of what some of these characteristics might be?

FACILITATOR'S NOTE:

Let students discuss a bit and write down what they say on a flipchart.

These are some examples of answers:

- | | |
|---|----------------------|
| - Friendly and approachable - smiles a lot! | - Observant |
| - Presentable - excellent personal hygiene | - Patient |
| - Prepared | - Helpful |
| - Knowledgeable | - Resourceful |
| - Informative and clear | - Respectful |
| | - Honest and ethical |
| | - Punctual |



- *Most importantly, like the mother hen, the tour guide is responsible for the safety and welfare of the entire group at all times. You could be leading a group of 2-25 people all at once. People are curious and wonder away or get distracted and go off in another direction. They also get tired so it is your responsibility to keep them together and make sure they are happy. Also, the most important job of a tour guide is to provide information. If you are in a room it is easy to capture everyone's attention, but if the group is outside it is much more difficult to give a presentation – which is called a 'commentary'. Therefore, a guide must know how to find good information on what they are touring.*
- *These are some questions you could be asked by tourists. Remember that they have travelled a long way and are curious about where they are and your way of life.*



TIP FOR THE FACILITATOR:

Ask two students to help you write these questions on a flipchart while you read them out loud.

- What are some of the most important birds in the region?
- How would I greet someone in your local language?
- What is the height of that mountain over there?
- How do I bargain for a basket at the market?
- What is the local history of this place?
- Are there any poisonous snakes in the area?
- What kinds of wildlife are in this area?
- Do you have a museum and what is in it?
- Where is the nearest ATM machine?
- What do elephants eat?
- Who is the first leader of the local people?
- Which restaurant has the best food?
- Does that restaurant serve vegetarian food?
- Does anyone famous come from this place?
- What are some of the medicinal use of local plants?
- Is it safe to drink the water?
- Are there special skills that are used in your area?
- *As you can see, the questions are very different. As much as one person can't know everything, it is the job of a tour guide to know as much as possible about the area they are in.*
- *I want you to break into groups of 5. I want each group to come up with 5 questions that a tourist might ask about who and where you are. Decide who will be the presenter of your group. Then each group will get up and walk around the room for a short distance. Then you will stop and one person (a tourist) in the group will ask one of the questions. Whoever is the one to answer that question (the leader) will turn to the group and tell where to get the answer from. Which resource can be used to find the answer? Then walk another short distance and another person will turn and become the leader and tell where to find the answer to the second question.*
- *For those of you who are seated I want you to observe the group and make notes of how they act. Watch very carefully how the group is standing, reacting, listening.*





FACILITATOR'S NOTE:

Some examples of resources are: Wikipedia, library, guide books, your own experience, elderly people, google maps, tourist information points. This exercise is not about having the correct answer, but knowing where to find the answers!

Discussion: Is being a tour guide an easy job? (30 min)



FACILITATOR'S NOTE:

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

Some of the questions to be discussed are:

- How did you feel with several people walking behind you?
- Were you aware of where everyone was?
- Did anyone stumble or trip over a chair?
- Were the questions answered clearly with a lot of information?
- How was the group standing? Did anyone look tired or bored or thirsty?
- Did anyone ask questions of the leader?
- Could everyone understand what the leader was saying?
- Did anyone use any customer service skills?

We will get more practice with this, this afternoon!



SESSION 11B: Where are we?



Knowledge

- The students know about the difference between giving good directions and bad ones.



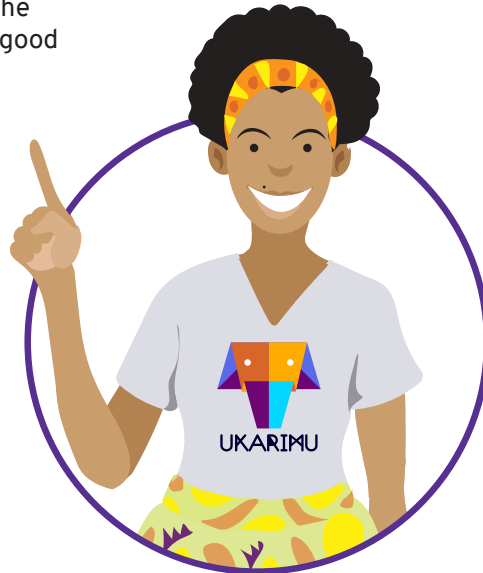
Learning Goals

- The students become aware of the importance of good directions.



Attitude

- The students are helpful and precise.



Skills

- The students are able to give precise directions and have a basic ability of map reading.

AGENDA



Energizer

(10 min)



Presentation:

(10 min)



Exercise:
Direction
games

(30 min)



Exercise:
Map reading

(30 min)



Reflection :

(10 min)



INSTRUCTIONS

Energizer (10 min)



The energizer team leads an energizer.

Presentation: Different styles of giving directions (10 min)



SAY:

- As a tour guide it is important to know how you can navigate and give directions. You need to tell people where they can find something. It may be a nice restaurant but it could also be a group of elephants in a national park that was just spotted by a different guide. Often, when you ask people about the location of a place you don't know, they say "ah, it is just near! Just walk to that side!" ... and that is it. In the end, you get lost, because the instructions were unclear. So in this session we are going to practice with giving directions that are really helpful.



FACILITATOR'S NOTE:

Present the presentation that is included on different styles of giving directions. During the presentation, ask the students whether they can provide the directions in both styles: one using landmarks and the other using exact numbers.

Stop where the presentation says "Direction Games".

Exercise: Direction games (30 min)



FACILITATOR'S NOTE:

Prepare:

Bring a blindfold (a clean towel or scarf)

Bring ten empty pieces of paper and markers

Bring one or more examples of maps to show to the students

SAY

- We will do two games to get in the mood of giving directions.



STEP BY STEP (10 MIN)



SAY:

- *I want two students to come in front of the group. One of you is blindfolded (with a towel or scarf), the other one guides / protects. An object of our choice will be put somewhere in the room / place. The rest of you are going to give a direction one by one in order to have the blindfolded student find the object. For example: “one step to the left, two steps to the right”. The second student, the guard, is here to make sure the blind student doesn’t hurt him or herself. Let’s start!*

PLACES IN TOWN (20 MIN)



SAY:

- *I will give you ten empty pieces of paper and some markers. Please write down a place on each of the papers. Places like the supermarket, the post office, a restaurant, a pharmacy, a health center or anything else you can think of.*



FACILITATOR’S NOTE:

Walk around to support the citizens.



TIP FOR THE FACILITATOR:

Ask two students to help you write these questions on a flipchart while you read them out loud.

- *We are going to start a little roleplay in pairs:*
 - One student is the visitor and one is the citizen giving directions.
 - The visitor asks the citizen: “excuse me, where is the...?” (one of the places).
 - The citizen will guide the person in words (don’t join during the walk).
 - The visitor actually walks exactly how the citizen explains.
 - Take turn and do it 3 or 4 times



SAY:

- *Now let’s go back to the PowerPoint presentation, I have a few slides left to show you on map reading.*



FACILITATOR’S NOTE:

Make sure the students really understand the idea of a map, as after this they will practice reading one. If you have maps to show, let the students look at them for a while.



Exercise: Map reading (30 min)



FACILITATOR'S NOTE:

Prepare

Make sure every student will receive a printed copy of the map of Gulu or a place from your own country.



SAY:

- Please form groups of 3. Let's see if you can answer some questions. Here is a printed copy of the map of Gulu (or any other place). Study it and answer the following question:



ASK:

1. How do you get from 'TAKS Art Center' to 'Gulu University'?
2. Do you think tourists could easily walk from 'The Dove's Nest Hotel' to 'Buganda Pub'? How long would it take?
3. Can you direct a tourist from 'Buganda Pub' to the market?
4. If you go from 'Gulu Total Petrol Station' in the direction of the 'International Medical Center', what is the name of the second street you will pass?



FACILITATOR'S NOTE:

Give them 15 minutes to do so. After that, go through the correct answers:

1. If you leave 'TAKS Art Center', go right until you pass 'Gulu Churchill Courts', then go right. Take the second road to the left. Follow this road for about 24 minutes' walk until you see the university on your left hand side.
2. It is a bit far for most people, so only if they like to walk they should do it. Otherwise you can help them find a boda-boda or taxi. It is about 2,3 km or a 30 minutes' walk.
3. When leaving the pub, go left and take the second street to the right. Take the third street to the left and you'll find the market.
4. 'Acholi Road'.

Reflection (10 min)



SAY:

- After this session we will go outside, so let us take a quiet moment for ourselves reflecting on what we have learnt.



SESSION 11C: Let's take it outside



Knowledge

- The students know how difficult it is to be a tour guide outside.



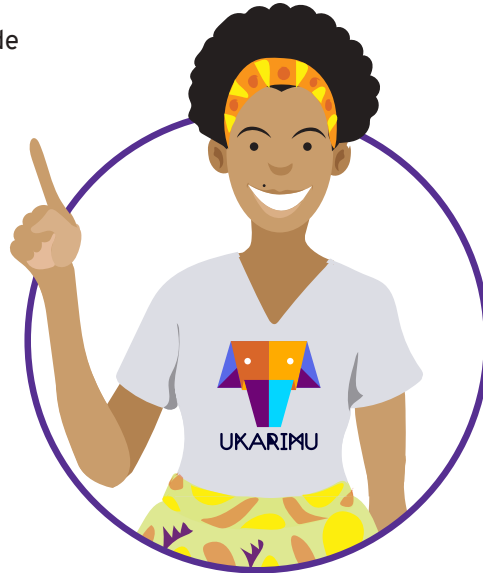
Learning Goals

- This session gives the students the opportunity to get out of the classroom and experience what it is like to be a tour leader outside.



Attitude

- The student develop appreciation for tour guides.



Skills

- The students learn some tricks of the trade in tour guiding and learn the importance of leading a group around.

AGENDA



Exercise:
Let's take a tour

(60 min)



Discussion:
Is a guide like a mother hen?

(30 min)



INSTRUCTIONS

Exercise: Let's take a tour (60 min)



FACILITATOR'S NOTE:

This is a chance for the group to be outside. Take them to an area such as a market or a place where they can walk around and be tourists.

Work out how much time each person has (depending on group size) and make sure they rotate to give everyone a chance.



SAY:

- Now we are going to put into practice what we have learned. I want you to break into 3 groups. Each of you will have a chance to be the tour leader for a few minutes and the rest of you are tourists.
- Keep in mind some of the following:
 1. When you are talking about something make sure you are talking to the group and not to what you are talking about.
 2. Make sure you keep the group together.
 3. Make sure that everyone feels included.
 4. Make sure the group is safe at all times.
 5. Don't forget to greet the group when you start as tour leader and thank them when you have finished.
 6. Be sure to answer all of the questions you are asked.
- Please keep time and make sure that everyone gets a chance to lead the group. I want the tourists to ask good questions! Remember: you have traveled far to come here and this is an exotic place. Even a fruit at the market looks different and interesting!

Discussion: Is a guide like a mother hen? (15 min)



SAY:

- Now I want us to discuss together how the experience outside was. Some questions to ask the students:
 1. How did they like being responsible for 5-6 people?
 2. Was everyone safe?
 3. Did the tourists try to trick the guide (sometimes this happens)?
 4. How did the tourists feel in a group? Like cattle?
 5. Did the tour guide make the path safe for the tourists? (remove any obstacles in the way, point out any puddles or slippery mud)
 6. Were the questions answered clearly?
 7. Do you think tour guiding is an easy job?
 8. Did you feel like a mother hen taking care of her chicks?



HISTORY OF TOUR GUIDES

Oddly enough, Tour Guiding is one of the oldest professions known to humankind and dates back as far as 3000 B.C.! You will remember that in previous modules we talked about the history of travel and reasons why people travel. As far back as 3000 B.C. there were great societies called Ancient Empires. These were great empires of the Persians, Assyrians and Egyptians. They were intelligent and curious (which was the main reason for travel even back then) and they travelled in an organized fashion. Of course they didn't always know where they were going so they needed guides along the way. Remember it wasn't easy to travel back then as there were no hotels or restaurants so they moved in large groups and had to take all of their provisions with them. The Greeks and the Romans were the most adventurous at the time and the first name for a tour guide was the Greek word "proxenos" meaning "public guest". It was his job to lead the group and explain the surroundings so even then they had to be knowledgeable! The Romans were warriors and moved from Italy all the way up to what we now call Great Britain. They would send out guides who would pave the way for the soldiers and tell them of any dangers ahead.

The time after the fall of the Roman Empire was called the Middle Ages or the Dark Ages. Remember we talked about Religious Pilgrimages which were very common at this time. However, many individuals or small groups that were travelling were exposed to robberies so they would hire guides to keep them out of danger. They were referred to as pathfinders and protectors that would provide safe passage to pilgrims through many countries. These guides also had to speak different languages and know where to find safe accommodation so their job was not easy, but they were paid well.

In later years, known as the Renaissance, there was a shift of tourism from religious pilgrimages to educational ones. Men of great intellect wanted to travel from Britain to Italy to learn the ways of the great Romans. We talked in our History of Tourism of the time when modernization came into play, such as trains and ships which gave people more time for intellectual studies and travel. They had to travel through France, Germany, Austria and Switzerland to reach their final destination of Italy. This became a highly significant time in the creation of Tourism and the route became known as the grand tour. Even today the most popular European countries to which people travel are France, Germany and Italy.

It was the young men of the upper class that traveled on the grand tour and because these journeys were taken for educational reasons, the individuals or groups were assigned Tutors who acted as guides. These were often men of the clergy, teachers, historians and writers. These guides were also expected to know the ways of foreign lands, different languages to communicate and who were the right people to meet for social advancement of the scholar. It was at this time that travel became more for personal interests and social standing than for need and, because it was primarily for the wealthy they had the money to hire private guides. Because of these travellers and the repeated route that they took between Britain and Italy some of the grandest hotels were built. Because Great Britain is an island great steamships such as the Queen Mary (1936) and the Titanic (1912) were built. Trains were perfected and leisure travel as we know it today was born.

In 1841 it was a man named Thomas Cook who organized the first "tour" of 540 people who travelled by train as a group for a political rally. The cost of the trip included transportation and food and they travelled for 11 miles. It was the first time an organized tour was advertised to the public. In the 1850's it was Thomas Cook who offered group arrangements for The Grand Tour which is still in existence today. In 1847 Thomas Cook and his sons published the first tourist handbooks for different European countries, hence the first guide books. Tour guides were a very important part of the tours and it became a highly sought after profession. Thomas Cook trained his guides and England was one of the first countries to regulate their guides. Therefore English guides are regarded as having the highest standards in the world however they are surpassed only by the guides in Israel! Israel has the world's best trained and most highly respected guides in the world and therefore the highest paid.



In the 19th century leisure travel was in full swing. More and more people wanted to travel and explore the world so they looked for guides to not only show them the way, but educate them as well. Women and children were not expected, or allowed, to travel alone so servants or relatives were hired to travel with them as companions (well, at least they got a free trip). More sophisticated Travellers were looking for experts who could translate and interpret different cultures so the role of the professional tour guide, as we know today, was created.

