Introduction to Digital Marketing for Tour Operators in Uganda

Facilitation Guide

CBI Ministry of Foreign Affairs

UKARIMU

DigiTourism East Africa

bonfire

EyeOpenerWorks

Asili FORTUNE

Introduction

This Digital Marketing Training Curriculum is an open-source curriculum developed to support Ugandan tour operators in improving their digital marketing. Anyone with an interest in training tour operators in Uganda can access these materials for free. This curriculum was developed in 2021, 2022 and 2023 by a consortium of digital marketing experts[1] on behalf of CBI[2].

Curriculum

How to access the different materials

The whole curriculum and all additional training resources can be downloaded from www.ukarimuacademy.org. You can download various versions of the curriculum: you can download it all at once, but you can also download individual files. In addition, you can download both branded and unbranded versions of the resources in various file extensions (.pdf, .ppt, etc.).

How to use the curriculum

This curriculum is developed to assist trainers with considerable digital marketing expertise in training tour operator staff. The curriculum is based on principles of active learning, which means that the training is very practical and requires engagement from all participants.

The focus is both on the key decision maker within the company as well as the implementer of digital marketing activities To have a successful training it is crucial that both agree that digital marketing should be taken seriously. The decision maker is only required to be present at the beginning of the training, but needs to be consulted after the training by the implementer, to agree on the way forward.

The curriculum consists of a number of resources. The core curriculum consists of 8 separate modules, presented as PowerPoint presentations. These are presented in a logical order, which means that modules often build on the learnings from previous ones. Nevertheless, modules can also be implemented individually.

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[2] The Center for the Promotion of Imports from Developing Countries (CBI) is part of the Netherlands Enterprise Agency (RVO). The intellectual ownership for this curriculum lies with CBI. Training providers may implement trainings that make use of this curriculum on a commercial basis. They may also brand the curriculum as theirs. However, it is not allowed to claim authorship over this curriculum. As the curriculum focuses on topics that evolve quickly, the developers of the curriculum do not guarantee the applicability and relevance of the curriculum.

Overview of training modules

Below is an overview of the training modules that form the core of this curriculum.

No.	Name & Content
1.	**Digital Marketing Foundations** This module forms the foundation of every digital marketing activity and strategy for a Tour Operator. It briefly covers the importance of Digital Marketing in the tourism industry, and introduces two concepts that will be used throughout all modules in this course: ● The AIDA sales model ● Online Customer Personas
2.	**Branding for Digital Success** This module introduces participants to the importance of creating and maintaining a professional brand, when marketing a tour operator business online. It encourages participants to think about the meaning behind the emotional connection travellers form with tour operators, and how branding can help build a relationship with market segments. ● Why social media is important for tour operators ● Best practices for using Facebook, Instagram and Youtube
3.	**Digital Marketing Toolkit:** **Your Website** This module covers best practices for planning and developing a professional and user-friendly tour operator website. The module encourages participants to think about websites as a sales tool, rather than simply an online information source. Key topics covered: ● Navigation and Usability ● How to approach website budgets ● Mobility and Speed ● How to make a strong first impression ● Live Chat and Messaging
4.	**Digital Marketing Toolkit:** **Social Media Marketing** This module offers a basic introduction to three of the most wide-used social media channels for Tour Operators to include in their marketing efforts. Key topics covered:

	● Why social media is important for tour operators ● Best practices for using Facebook, Instagram and Youtube
5.	**Digital Marketing Toolkit:** **SEO and Blogging** This module covers the basics of Search Engine Optimization for Tour Operators, and how blogging can improve a website's ranking, and reach the right visitors. Because SEO is a technical process, and should be measured over time, the content helps to develop a basic understanding of what SEO is, and the things a tour operator will need to consider before hiring an SEO consultant. Key topics covered: ● An explanation of SERPs (Search engine result pages - the page Google shows when a travellers makes a search query) ● How search engines work ● How blogging can be used to target travellers through search engines, early in the customer journey
6.	**Digital Marketing Toolkit:** **Reviews and Online Booking Platforms (OTAs)** This module introduces participants to the importance of online reviews (and how they influence the reputation of a tour operator business), and how Online Travel Agency (OTA) websites can generate online business. Key topics covered: ● The value of online reviews, and how to respond to them ● The pros and cons of being listed on OTAs, and how to optimize your listing
7.	**Digital Marketing Toolkit:** **Email Marketing** This module explores Email as a marketing channel for tour operators. In an age of social media, live messaging and artificial intelligence, email is often seen as an irrelevant marketing channel. However, when used properly, it could still be one of the most powerful tools in a tour operator's strategy. Key topics covered: ● Why Email marketing is still relevant ● Best practices for email marketing ● Getting started with Email Marketing
8.	**Practical Technical Skills (Using Technologies like Zoom)** This module covers essential technical skills for tour operator Managers and staff. It also offers introductory skills for participating in virtual training and workshop sessions through Zoom. Key topics covered:

	• Cloud sharing and backups • Password Managers and VPN • Zoom Basics

In addition to the core modules (above), there are various additional resources:

Overview of additional resources and how to use them

Name	How to use it
Training Slides and Notes	The training slides offer practical training material to be used during the training sessions. Most slides include facilitator notes (in the speaker notes) and talking points and angles to consider. It is important to note that you're encouraged to personalise the slides using your own examples and experience.
Facilitation Guide	The Facilitation Guide helps facilitators to understand more about the background of the curriculum and how to use it. It also provides general facilitation tips.
Pre-Training Intake Form	The Pre-Training Intake Form is a Google Forms document that is to be filled in by participants prior to the training and helps the facilitator to prepare well in order to meet the specific needs of each participant.
Digital Marketing Planning	The Digital Marketing Planning document helps participants to capture their learnings during the training. It also forms the basis for a concrete action plan that will be developed further back at the workplace.
Video for Business Owners	This video targets tour operators on why participating in the digital marketing training is in their interest.

Case Studies	There are two case studies added to this curriculum. Both will help you to understand some of the key decisions other tourism companies have made to develop a successful digital marketing strategy.
Feedback Form	This feedback form will enable a facilitator to understand how the participants of the training valued it and what elements could be improved.

How each module is structured

Each module starts with an overview of where the module fits within the larger picture. The overview provided in the slides is based on the assumption that every module will be covered. This means that you will have to change the slides if you only train a selection of the modules.

The module also provides clarity on what the purpose of the module is and what the participants will learn in the module. These are divided into sections labeled: 'knowledge' (what information, ideas, thought-processes and theory participants will leave with) and 'skills' (practical abilities to complete certain tasks).

Facilitator Notes in Slides

Most slides include facilitator notes (in the speaker notes) and talking points and angles to consider. This will help you as a facilitator to implement the curriculum effectively. In order to prepare well, make sure to go through both the modules and facilitator notes several times before the training and make sure you understand what is meant by each element.

Where relevant, references are made to the examples and screen shots used in the slides. It is important to note that you're encouraged to personalise the slides using your own examples and experience.

At the end of each module there is an assignment followed by a window of a few minutes to address any relevant, unanswered questions.

How to tailor the training structure to the needs of your training participants

Different companies face different challenges in terms of digital marketing. While this curriculum will help to provide a solid basis for a digital marketing strategy for any tour operator, some modules might be specifically useful for the companies you are dealing with, whereas others might be less relevant. That is why you can opt to only focus on certain modules. This table may help you to decide which modules to focus on:

Context	Suggestion
If the key decision maker has only a very limited understanding of digital marketing…	Make sure the key decision maker is convinced of the necessity for a successful digital marketing strategy, using the information package for business owners. After that, make sure to put sufficient time in the module on digital marketing foundations with both decision maker and implementer participating.
If the decision maker or digital marketing implementer has limited IT skills…	Make sure to find out what the level of their IT skills is. If you believe they have the potential to improve their skills, focus on relatively simple activities such as posting on Facebook (module 4), sending emails (module 7), or using Zoom (module 8). Leave out content that is too difficult for them. If you believe that their IT skills are unlikely to improve in the short run, limit yourself to the digital marketing foundations (module 1) and suggest they start working with someone having sufficient digital skills.
If the necessity for digital marketing is clear for the business owner, but it is not clear who is responsible for implementing digital marketing activities…	Help the business owner to identify the right person to implement the activities. You may want to invite several team members to the training and use the occasion for the business owner to find out who would be the best candidate to take on the

	responsibilities.
If the digital marketing strategy is clear, but the implementers do not know how to use different platforms successfully…	Focus on the modules that introduce the different platforms. Emphasize not only *how* to use them but also *why* you would use certain platforms.
If the implementers understand how the platforms use but don't know what to post or communicate…	Make sure that both decision maker and digital marketing implementer are present at least for the first two modules, as this will help them to enter a conversation about what it is the decision maker wants the company to communicate.
If the company mostly works *Business to Business* (B2B) instead of *Business to Consumer* (B2C)…	For companies with a B2B focus digital marketing is equally important. In each module specific attention is given to what tour operators may want to consider if they have a B2B focus.

How to prepare well for the training

Market the training well
When you organize a training, make sure to market it well. This will - obviously - help you to attract the right participants, but by doing so you also practice what you preach! What good is a digital marketing training if the trainer does not market it well?

Get to learn more about the participants
Send out the pre-intake form, to learn more about your participants. Read their answers carefully and adapt the training content to their specific needs.

Be clear on what is expected of the participating companies
Make sure that it is clear what is expected of the participating companies. Be aware of the different responsibilities different people at the company may have. For example, the business owner may not fully participate in the training but it is crucial to have him/her involved. Make sure the business owner is fully aware of what the training participants will learn and are supposed to do before, during and after the training.

Make sure the venue is ready
Make sure the venue is fully prepared for hosting the training. This means that practicalities such as meals, room setting and the availability of WiFi and electricity needs to be in place.

General Facilitation Tips

Master the content

As a facilitator you lead and guide participants in their learning process. That is impossible if you don't master the content yourself. Take time to read the curriculum, discuss with your co-facilitator and stick to the content. Don't talk nonsense!

Plan carefully

Make sure you and other facilitators know exactly when and what to do, instead of being unclear and creating chaos. One person is in charge; the others assist and support. Check all technical aspects of training delivery *before* you start a session, not *during* the session. This will save you a lot of frustration and time. Important: make sure you have a back-up plan in case there is a power shortage or any other complicating factor.

Prepare well

Make sure:

- that the room adheres to health & safety SOPs;
- tables and chairs are organized neatly. Generally for this training, a U-shape works better than rows of tables, as this will increase the interactiveness;
- to have registration lists ready (if necessary);
- to have masking tape ready, as this can be used for name tags. Other name tags are fine as well;
- to have flipcharts ready as well as markers that work, so that you can easily make notes;
- that the room you are using has a steady power supply, sockets and extensions;
- your projector or video screen works properly;
- books and pens are ready (or communicate that participants should bring it;
- there is a water dispenser and glasses (as we need to get rid of single use plastics!);
- it is clear how to access WiFi (if the training requires it).

Keep time

Time is a valuable resource. Set a good example when it comes to timekeeping: how can you expect students to respect it if you don't do it yourself? Make sure you know the programme and stick to the time-table as much as possible. Of course you can be flexible when needed, but avoid late evening sessions or mixing up the programme. Use a phone or watch to keep track of time and ask your co-facilitator to warn you when necessary.

Be a team

You and your colleagues are a team. Make sure you prepare together, divide tasks, have each other's back and help each other when needed. Sometimes the situation requires you to do things that are not part of your job description. Deal with it. Together you can make it work!

Acknowledgement of success & failure

Acknowledge success, even the smallest, at all times. Ask 'what worked' and inspire participants to build on that. This positive energy serves as fuel for progress and continuation, especially for people who experience low self-esteem. Equally important is to acknowledge failure, however big. It is crucial that people release the pressure from time to time and feel free to express any irritation, frustration, etc. Only then there is space for the ultimate question: "What did you learn from this?"

Be transparent

Be as transparent with others as you expect them to be with you. Share openly and create common ground for new behavior.

One-on-one coaching or feedback

Whenever you see personal growth possible for someone, ask yourself if coaching or feedback will be more effective in a group or in a more personal one-on-one setting. For those who experience feedback often as critique, choose the last option (in a break or after class). In this more intimate setting it is often easier to establish mutual trust and openness. Be specific in your feedback by using concrete examples and (if possible) begin with a compliment.

Eye contact

There's a saying "Eyes are the windows of the soul". Looking people in the eye regularly is crucial for involving them actively in what you are saying. In many cultures this is not common, especially not between men and women. But try and see the difference it makes.

Body language

Some theories state that this accounts for over 50% of the communication. Use your body as an instrument and be yourself. As with tone of voice it is the variation that makes people attentive. Feel free to move around the room and try not to turn your back to the audience too much.

Tone of voice

Make sure you vary your tone of voice (loud or soft, high or low) when you speak. Listening to a monotone voice usually makes people lose focus and become sleepy.

Precise and concise

Some theories state that the content of your message accounts for less than 10% of the communication. So make it short and powerful, instead of losing yourself in too many details and stories that people won't be able to remember.

Bring in your personal experience

To grab people's attention it is important they can relate to what you say. Sharing a personal experience increases the authenticity of what you are saying and can inspire them to share their own experiences. Instead of talking about abstract theories or concepts, a personal experience connects an activity with real life. Talk about your own business, about your successes and your own learning curve. But don't brag or show off about your successes, as this will only increase the distance between you and the students.

Ask a lot of questions

Maybe the most effective way to grab people's attention effectively is to ask questions. Most activities in this manual are drowned in questions. For some reason people like solving problems, so engage them by asking powerful questions. Be interactive!

Big group - make it small

When working with a big group, it is often only a few participants that actively participate. Others might be too shy or simply do not get the chance to talk. In order to include everyone, split the group into smaller ones.

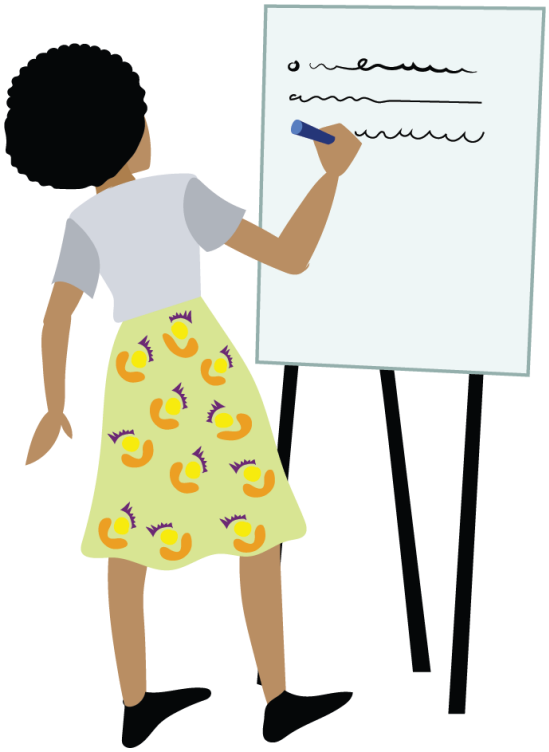
Facilitating Group Discussions

Allow disagreements

Agreeing to disagree can be a healthy situation. It would be a waste of time to make sure that everyone always agrees with each other. Respect, though, is important. Emphasize that it is important to respect each other's opinions as long as they do not harm others.

Make notes of learning points

If participants mention things that are particularly important to the larger audience, make sure you write them down on a flipchart, as this will help to move the discussion in the right direction.



Involve everyone

Especially in bigger groups, it often tends to be the same people that do most of the talking during a discussion. At these moments it can be a good idea to deliberately involve those that have been quiet so far. Maybe they were not paying attention. Maybe they were too shy not to open up. Maybe they didn't consider their own opinion as interesting as others'. In such cases it can help if a facilitator shows that their input is appreciated as much as others'. That is why it can sometimes be instrumental to break the group into smaller ones, as this may reduce the barriers to speak out.

Steer in the right direction

You'll often want to organize discussions to facilitate peer-to-peer learning. As such, you use discussions to get to a certain learning point. However, if you feel like a discussion is not going in the right direction you can use rhetorical questions to steer the discussion to the right direction: "Jane, you mentioned you didn't like the font. What is it about the font that you don't like?" and "Ah, so for you a playful font does not align with the emotions the brand is supposed to communicate. Why is that a problem?"

Keep Focus

Discussions should have a start and an end. As a facilitator, it is your responsibility to make sure that the discussion is of added value to the people in the group. If a discussion keeps dragging on, you might want to put an end to it and invite some people to continue the conversation in their own free time.

Feedback & Mentoring

As a facilitator, your role often is more about coaching and mentoring than to teach. This means that ultimately the students are responsible for their own learning process but that you should do whatever you can to aid that process. Here are a few tips:

Don’t take charge of the solution

When students have a problem, guide them in getting to the right solution. Instead of you trying to solve the situation by telling them what to do, ask them questions! “What do you think would be the best solution?”Or “What can you do to improve the situation?”

Give constructive feedback

Do not just tell students to stop doing something or tell them they are not performing. Instead, explain to them why you believe something is not working well. Steer them in the right direction in overcoming the issue.

Reflect

When a student has come to you for help and you have tried to come up with a solution together, always ask him/her whether this has helped or not. Sometimes it might turn out you have been trying to solve the wrong problem! Students may not always be fully aware of what the issue is themselves and so it is important to discover the underlying problems together.

Receiving Negative Feedback

As a facilitator you may also receive negative feedback. For example, the training might not have been what the participants hoped it would be. They may believe you did not do your job well. They might disagree with the content. Whether you agree with the feedback or not, you need to respond professionally. This means that you should welcome the feedback and evaluate it as doing so allows you to learn from it. Don’t take negative feedback personally and remember that you can never fully satisfy everyone, but that you should at least do your best to do so.

Icebreakers & Energizers

Icebreakers are short games or exercises to make sure that people become more familiar with each other. Energizers are short games or exercises used to make sure the group of participants regains their energy and focus after listening for too long. Although icebreakers typically take place before a training session and energizers during the session, specific games and exercises could act as both.

Next to the purposes described above, icebreakers and energizers may also have additional purposes:

- As they are often a bit uncomfortable or awkward, they can make people open up and leave whatever occupies their attention behind, as a sort of rite of passage.
- They raise the sense of team spirit, which is particularly important in cases where participants might consider each other to be competition.
- They can help to introduce a topic or include a lesson to be learned. In such cases it is worth asking the group why they believe you included this very exercise.
- It makes you as a facilitator more approachable if you participate fully.

For some inspiration, see a list of icebreakers and energizers below.

List of Icebreakers & Energizers

Icebreakers:

Hello, it's me!

Purpose:
This exercise is an effective way to emphasize the need for full commitment and also serves as a name game. This exercise is particularly useful in trainings with tourism professionals as it stresses the point that tourists will typically copy your levels of energy.

Instructions:

1) Take the group to a place where they can form a big circle, preferably outside. Once they are in a circle, mention that you are going to play a name game. As a facilitator you are part of the group and will have to give the right example.
2) One person will start by saying energetically "Hello, it's me, [NAME]!" and does so while making a body movement or gesture such as jumping in the air. His/her neighbor will say "Yes, I can see, [SAME NAME]!" and will copy the movement or gesture. After that, he/she will turn around and do the same to his/her neighbor: energetically saying "Hello, it's me, [NAME]!", while making a new movement or gesture. Then that neighbor will say "Yes, I can see, [SAME NAME]!" while making that movement or gesture. Continue the routine around the circle until it reaches the first person again.
3) After the first round, ask some people how much of their energy they had put into it: 50%? 70%? Now ask the group to do the same routine again but ask everybody to add an extra 25% of energy on top of it. Do it until the whole round is finished.

4) Finally, ask everyone to do it one more time, while giving all the energy they can. Let them move to the middle of the group individually in turns, after which the whole group will respond to what the individual started with, so the whole group will say "Yes, we can see, [NAME]" and mimic the individual's gesture. Instead of doing it in a circle, introduce what is called the "popcorn method": if someone feels hot, they pop. Meaning that whoever feels like it's his or her turn, is free to take it. This way participants will not wait and zone out until they know their turn will be soon.
5) After this turn, ask the participants how they liked it. Also, ask the participants why they believe this exercise was included. Probably they will mention that it was included to learn each other's names, or that it was included for team building. Both of them are correct. But there is a third reason as well: it shows that people tend to mimic the energy levels of the people they interact with. So if they want to make sure their customers are happy and excited, they have to make sure they also have a positive, happy spirit!

Right or Wrong?

Purpose:
This exercise helps to introduce each other and to get a sense of other people's backgrounds.

Instructions:
1) Ask the group to split up in pairs and let them talk to each other for about 6 minutes.
2) Let them discuss the following topics: their professional background as well as a fun fact about themselves. Make sure they make notes.
3) Afterwards, let them introduce each other to the group by making 2 correct and 1 incorrect statements about their peer.
4) Let the group vote for the statement they think is incorrect.
5) Afterwards, allow each participant to give a short explanation of the 3 statements made about them.

Along the axis

Purpose:
This exercise will help to introduce both the topic of the training as well as the participants themselves.

Instructions:
1) Explain that you are going to read out statements and that depending on their answer, they will individually have to move to one side of the room.

2) Explain that one side of the room is for people that fully agree with the statement. The other side is for people who fully disagree with the statement. Participants may also choose a middle position if they neither fully agree or disagree.
3) Introduce statements such as "I consider myself an expert in digital marketing", "I think I will work in tourism 20 years from now." or "Paying for advertisements is a waste of money." Feel free to come up with any statement.
4) After each statement, ask some participants to explain why they moved to their particular position in the room.

Energizers:

Mimicking

Purpose:
This exercise shows how messages often get distorted when passed from one person to another.

Instructions:
1) Ask the participants to stand in a queue, facing each other's backs.
2) Ask one participant to come up with a somewhat complicated gesture, such as "doing the dishes and struggling to remove the stains from a particular plate" or "reading reviews and getting annoyed at a negative review, taking the time to reflect on it, and deciding that you are going to write a professional response."
3) Let the participant show this gesture to the last in the queue without talking or making sounds, and he/she will have to mimic this and show it to the person in front of him/her.
4) Let the chain do its work. Everyone who had their turn can step out the queue and observe how the gesture gets distorted from one person to another.
5) Afterwards, ask a few people what they believe the initial gesture was. Let the first person explain the gesture.
6) Ask the group what they think the deeper meaning is. Explain that messages often get distorted which is why it is good to sometimes get back to the original source. It's also good to check with colleagues once in a while whether you all communicate the same message about your company.

Knot Game

Purpose:
This exercise emphasizes the need for effective communication and proper teamwork.

Instructions:

1. Divide the group into teams of 7 to 10 students each. Let them all stand very close to each other and let each student hold the hands of 2 different students. Let them try to make a very complicated knot of hands.
2. Then, while they keep holding the same hands, let them untie the knot until they end up in a circle. Teamwork will help them overcome it. The group that first unties the knot wins the game.
3. Afterwards, let them reflect on their teamwork.

Chair Fight

Purpose:
This game shows that sometimes people might consider each other as competitors, whereas if people have different goals, it is still worthwhile to explore whether you can both achieve your goals by working together.

Instructions:

1) Divide the class into 3 groups. Take each group aside and give them instructions.
2) One group has to make sure that all chairs are put into a circle. Another group has to make sure that all chairs are placed upside down. The final group has to make sure that all chairs are placed into a specific corner.
3) Let them play the game for about 3 minutes. It will probably be chaotic as the teams almost start fighting for chairs.
4) Ask the students to sit down and ask a few to reflect on what happened. Ask them what they learned.
5) Most often, the students will not realize they could have actually worked together. If they had understood each other's goals, they could all have achieved their goals, by placing the chairs upside down in a circle in one of the corners. The bottom line is: sometimes people think they are competing as they don't have the same goals. But quite often they can actually help each other in achieving their goals by collaborating. For example, if you have a tour operator who focuses on birding, it would be good to have relationships with car rental companies, for example, because you are not really competitors and may be able to refer clients to each other.

Marshmallow Challenge

Purpose:
The Marshmallow Challenge is a game that teaches valuable lessons about creativity, innovation and teamwork. It is a bit different from the other exercises listed as it takes far longer. It's mostly used as an exercise for entrepreneurs, but could be nice for hospitality students as well. It is also a great way to make people realize why Active Learning is of added value to training. The idea is to split up in small groups who will build a free-standing structure tower with a marshmallow on top. Whoever is able to place their marshmallow highest after 18 minutes will win the game.

Instructions:

1. Divide the group in small teams of 3-5 people. Make sure each team is (roughly) the same size. (In case anyone has ever played this game before, ask him/her to not join, as it will spoil the fun. Give this person a role of observer or assistant instead.)
2. Give each team 20 spaghetti sticks, 1 yard (= +/- 90 cm) of string, 1 yard of masking tape, 1 marshmallow and access to scissors.
3. Each team will get exactly 18 minutes to build the tallest free-standing structure, using only the items provided. They should place the marshmallow on top. At the end of the 18 minutes, you will measure whose marshmallow is placed highest. At that point, the structure should stand on its own, so no help is allowed to prevent its collapse.
4. Any team disobeying the rules is disqualified. Make sure everyone understands the rules.
5. Start the game. Walk around the room and observe progress. Encourage the teams if needed. Countdown the time out loud at specific intervals. You can call when it's halfway through (9 minutes), 5 minutes, 3 minutes, a minute, and a final 15 seconds countdown.
6. After 18 minutes, measure the height of the marshmallow from the bottom of the structure. Call out the heights as you measure. Find the winner and make sure the whole group applauds them.
7. Facilitate a reflective session by asking members of each group to explain how their experience was. Ask some to reflect on the strategy they chose, some on how they worked together as a team and others on how it felt when their structure collapsed or when they ran out of time.
8. After that, share some general observations.
9. Mention that the Marshmallow Challenge is a famous exercise that thousands of people from all over the world have participated in, ranging from small children to CEOs of big companies.
10. Generally, children tend to be better at this than adults. Why? Because adults often tend to spend too much time overthinking and agreeing on the right approach. Children, however, tend to experiment from the start: they will test things out and learn from these experiences. They will find out that marshmallows tend to be too heavy for the spaghetti sticks and will come up with alternatives, whereas adults often assume it will be ok and will stick to their ideas. After they find out that their assumptions are incorrect, they will run out of time.
11. Ask the group what they learned from it. Emphasize that as entrepreneurs it is also crucial to test out things: to see if clients are interested in a new product or activity, before you have spent all your money on making it possible. Also mention that the Marshmallow Challenge is a prime example of Active Learning: you could have told the group to test things out as an entrepreneur, but why not let them experience why it is important!