



UKARIMU

ADVENTURE TOURISM UGANDA

Module 4:
**Guiding in
Adventure Tourism**



This module is developed by...



Ukarimu is an initiative that develops open-source training material for the tourism & hospitality industry.

www.ukarimuacademy.org



Adventure Tourism Uganda is a consortium of tourism companies that aims to further professionalise Uganda's adventure tourism sector.

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THE PEARL OF AFRICA



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What is the purpose of this training module?

This training module serves as guidance to train people in Uganda in becoming adventure tourism guides.

It exists of two parts:

- an introduction to the role of the guide in adventure tourism
- suggestions on how to train others on the topic

This module can be used as a stand alone training, or as part of a larger training programme that entails other Adventure Tourism training modules.

Module overview

1. Introduction to Adventure Tourism in Uganda
2. Preparations
3. Safety
- 4. Guiding in Adventure Tourism**
5. Hiking
6. Cycling Tourism
7. Running Tourism
8. Route Development
9. Cultural Tourism
10. Sustainable Tourism

Module 4

Guiding in Adventure Tourism

Content

Necessary skills and traits for tourist guides

On the following two pages, you can find the skills & traits any tourist guides needs to possess, according to the Directorate of Industrial Training (DIT) and the Uganda Safari Guides Association (USAGA).

Generic knowledge & skills

1. Communication skills
2. Linguistic skills
3. Knowledge on fauna and flora
4. Able to administer first aid
5. Able to map out safari routes
6. Knowledge on tourism sites
7. Able to identify and interpret tourists' interests
8. Organisational skills
9. Able to plan and interpret work schedules
10. Knowledge on camping
11. Public relations
12. Decision making skills
13. Problem solving skills
14. Map reading
15. Driving skills
16. Motor vehicle maintenance skills
17. Walking skills
18. Customer care and service skills
19. Hosting skills
20. Interpersonal skills
21. Counseling and guidance skills
22. Analytical skills
23. Networking skills
24. Numeracy and literacy skills
25. Financial management and control
26. Budgeting and financial analysis
27. Product pricing
28. Product knowledge and experience
29. Negotiation skills
30. Safety, health and environment awareness
31. ICT skills
32. Waste disposal and management
33. Tools and equipment usage

Attitudes/ Traits/**Behaviors**

- | | | |
|--------------------|--------------------------------|------------------|
| 1. Self-motivated | 14. Good listener | 27. Respectful |
| 2. Trust worthy | 15. Flexible | 28. Social |
| 3. Honest | 16. Result oriented | 29. Professional |
| 4. Friendly | 17. Sense of humor | 30. Calm |
| 5. Smart | 18. Passionate | 31. Eloquent |
| 6. Tolerant | 19. Cooperative | 32. Confident |
| 7. Hard working | 20. Innovative and
creative | 33. Intelligent |
| 8. Team player | 21. Responsible | 34. Trainable |
| 9. Disciplined | 22. Patient | 35. Reliable |
| 10. Time conscious | 23. Polite | 36. Resilient |
| 11. Committed | 24. Effective | 37. Well groomed |
| 12. Caring | 25. Responsive | 38. Efficient |
| 13. Approachable | 26. Patriotic | 39. Accountable |
| | | 40. Team player |

Tour Guides VS. Site Guides

These overviews do not make a distinction between two types of guides: tour guides vs. site guides:

Tour guides

have generalist knowledge and travel with the tourist from place to place.

Site guides

have specialist knowledge of a specific site and are based near that site.

This distinction is useful to better understand the role of the adventure tourism guides.

Guiding in adventure and cultural tourism

In adventure tourism in Uganda, most guides are site guides. They have specialist knowledge on a specific type of adventure tourism at a specific location, for example:

- A rafting guide in Bujagali
- A hiking guide at the Rwenzori mountains
- A cycling guide at Lake Mburo NP

Skills and traits of adventure tourism guides

Adventure tourism guides need to have expertise on the type of activity they are guiding in.

However: being a good cyclist doesn't make you a good cycling guide. Because next to cycling expertise, a cycling guide also needs guiding skills.

The next few pages provide a general comparison in the type of skills different guides need to possess.

“Classic” Safari Driver Guides

Reasonable importance	High importance
<ul style="list-style-type: none">● Physical fitness● Explaining culture● Language skills● Human-human conflict management (problem solving)	<ul style="list-style-type: none">● Spotting and identifying flora & fauna● Human-wildlife conflict management● Driving● Car mechanics● Driving● First aid● Survival / bushcraft skills ● Communication● Storytelling● Reliability● Customer Service● Interpersonal skills● Curiosity

Adventure Guides

Reasonable importance	High importance
<ul style="list-style-type: none">● Spotting and identifying flora & fauna● Language skills● First aid● Human-human conflict management (problem solving)● Human-wildlife conflict management	<ul style="list-style-type: none">● Expert knowledge on specific activity● Physical fitness● First aid● Survival/bushcraft skills ● Communication● Storytelling● Reliability● Customer Service● Interpersonal skills● Curiosity

Cultural Site Guides

Reasonable importance	High importance
<ul style="list-style-type: none">● Spotting and identifying flora & fauna● Physical fitness● First aid	<ul style="list-style-type: none">● Interpreting and explaining human behaviour, traditions, cultural items, stories, etc.● Language skills● Human-human conflict management ● Communication● Storytelling● Reliability● Customer Service● Interpersonal skills● Curiosity

Briefings

A great briefing is a great start of the activity! It is very important to plan time for briefings as they allow visitors to ask questions and to receive all the necessary information. Briefings prepare visitors for their unique experience. You provide them with information on what to look out for, as this will enable them to enjoy their experience even more.

Typically, a briefing takes place at the beginning of the trip, but you can also cut it into smaller pieces to make sure you do not overwhelm the visitors with information. Make sure to give the information at a moment that is relevant.

If necessary, explain any behaviour codes: is it ok to take photos everywhere?
What to do when coming across wildlife? Where to dispose waste?

Briefings

Make sure to emphasize the need for safety and what role you and your visitors will have to play to ensure the safety of everyone. This is particularly important in activities that include physical or high adrenaline activities, extreme weather conditions, difficult traffic conditions and encounters with potentially dangerous wildlife. In these cases, handing out a waiver - a document clients sign to confirm they understand the risks associated with the activity - is useful.

Not all information is relevant to all audiences. Consider who you are talking to and assess their previous experience. This is important for the sake of safety but also in making sure that you do not bore your visitors with information that is irrelevant to them.

How to structure a briefing

Opening

If you have not done so already, welcome the visitors in such a way that you make a good first impression and that you have their attention.

Purpose

Explain shortly why you are giving the briefing.

Main Body

Provide information on the activity: What can visitors expect? What should they look out for? How should they behave respectfully? How can the activity be done safely? This information should be concise, factual, clear and easy to understand.

Conclusion

Summarize what you have just mentioned and ask if there are any questions. Make sure to wish your visitors a great experience.

How to structure a briefing

Do not forget to keep it:

- Short** Preferably no more than 3 minutes
- Clear** Clear purpose, easy to follow, no jargon
- Concise** Well edited, not too wordy
- Reliable** Information is accurate
- Professional** Make visitors feel safe and respected
- Enthusiastic** Bring across the fun aspect of it all

10 Storytelling Tips

1. Know your audience

Make sure you find out who your audience is, through informal chit chat. Ask your audience whether they have been in your region before. Ask them what they have been doing earlier in the week. Ask them how they found out about your company. Do they have any specific interests? This helps you to create a connection with your audience, but it will also allow you to adapt your story so that it becomes more relevant to your audience.

2. Pick the right moment

Pick the right moment to tell your story. As a guide, your stories should complement the experiences of your audience, so tell your story at the right moment: preferably at a moment when your story will help your audience to understand what they are hearing, seeing, smelling, tasting or feeling. Don't tell anything in advance, but spread it out across the activity.

3. Authentic but juicy!

It's pretty simple: don't make up things but tell the truth! Just be honest. Of course you can add a bit of juiciness to your story and ask yourself the question: would you like to listen to this story yourself?

4. Structure it well

Make sure your stories are well-structured. For example, make sure you introduce the topic by starting with something that gets the attention of your audience. This could be a question, a joke, a fun fact, etc. Make sure the central parts give a proper explanation and conclude with something that generates some responses.

10 Storytelling Tips

5. Make it interactive

Try to turn your story into a conversation, rather than a lecture. Sometimes your audience might have some interesting things to say as well. Your audience will appreciate it if they feel they are listened to as well, and if their questions are taken serious.

6. Examples and anecdotes

Come up with examples to illustrate your story. Often, personal anecdotes will do the job for you. Just make sure it does not feel like you're showing off.

7. Explain the why

As people can usually see for themselves, it is often not important to mention WHAT is happening. However, you need to help your audience interpret what is happening by explaining WHY something is happening.

10 Storytelling Tips

8. Make use of humor

Humor can obviously help turn something into a fun experience. Don't act like a stand-up comedian, but do allow a healthy dose of humor and excitement to enter your story.

9. Respect the opinions of your audience

Your view of the world may not be the same as those of others. As you might come into contact with visitors from many different countries and cultures, it is important to be tolerant and respectful towards other views. Keep a professional distance if necessary: don't end up in a discussion in which you offend your audience.

10. Know when to stop talking

The art of not saying anything is often underappreciated as many guides like to hear themselves talking. By talking all the time, you might bore your audience.

Guiding in Adventure Tourism

Further reading

The Adventure Travel Guide Standard (2021) is developed by ATTA and is freely downloadable at [their website](#).

Module 4

Guiding in Adventure Tourism

Training Outline

Preparations

Training participants

This training is accessible to anyone with an interest in adventure tourism. Commitment to the training should be among the recruitment criteria. As this training is written in English, basic literacy and understanding of English are important (although it can also be translated into other languages).

Trainers

The trainers are preferably experts in tourism with some experience with active learning methodologies. Ideally, the trainer is supported by a sidekick who helps in coordinating the training.

Training venue

This training can be hosted at a range of training venues. It is helpful however, to do so near a place where actual adventure tourism activities can take place, as this will allow for these activities to be part of the training. To support active learning, choose a spacious venue where people can move around and work in small groups. Ideally your venue also has some outdoor space to host energizers and/or exercises.

Training materials

- Flipcharts, sticky notes, writing equipment
- Projector (especially when showing videos)
- Hiking gear

1-Day Training Outline

Time	Activity
8:30-9:00	<i>Arrival of participants & preparation of venue</i>
9:00-9:45	Introduction, expectation setting, etc.
9:45-10:45	Guiding in adventure tourism
10:45-11:00	<i>Tea break</i>
11:00-12:00	Q&A with experienced adventure tourism guide
12:00-13:30	Briefings
13:30-14:15	<i>Lunch</i>
14:15-15:15	Storytelling
15:15-16:45	Practice Tour
16:45-17:00	Closure

Introduction Game (30 min.)

Steps

- 1) Let the participants team up in pairs
- 2) Give them 2x4 minutes to interview each other
- 3) Let them find out each other's names and experience with going on an adventure. Invite all participants to share the answer to this question: **"Which person has guided you in your career?"**
- 4) Afterwards let participants introduce each other to the rest of the group by summarizing what their partner has shared.

Learning goals

Participants will be more familiar with each other.

Additional materials

It is best to do this activity in a big open space. Take the group outside if possible.

Expectation setting (15 min.)

Steps

- 1) Place the participants in an open circle, in front of a flipchart. Provide everyone with 3 sticky notes.
- 2) Let them reflect for 3 minutes on what they aim to learn during the training and what they can teach others.
- 3) Let them write down their learning goals on the sticky notes and invite them to place the sticky notes on the flipchart. (1 note = 1 learning goal)
- 4) Go through their answers and explain whether each expectation is realistic and reflect on what they can offer each other.
- 5) Emphasise that they should also take their own responsibility in ensuring that they actually learn what they have mentioned. Also emphasize that peer-to-peer learning can be very effective.

Learning goals

Participants are clear on what they aim to learn and take ownership of their learning goals.

Participants realise what they can offer to others and are willing to help each other.

Additional materials

- Sticky notes

Tip: when sharing the learning goals, start with one goal of a participant, read it out loud and ask other participants if they have the same or a similar goal. Harvest and cluster similar answers so you create an overview of different learning themes emerging from the group.

Guiding in Adventure Tourism (60 min.)

Steps

- 1) Divide the participants into three groups. Let them brainstorm for about 15 minutes on the qualities that an adventure tourism guide needs to possess (skills, knowledge, personality traits, etc.).
- 2) Let them present their findings to each other. Make sure that whatever has been said does not get repeated by other groups.
- 3) Afterwards, give the first few pages of the content part of this module as a hand-out to the participants.
- 4) Instruct them to read the list and to pick something they find very important, pick something that wasn't listed before, pick something they wish to improve upon.
- 5) Let them discuss in pairs. Afterwards, let a few pairs share their findings. Clarify any item on the list that was unclear.

Learning goals

Participants get an understanding of the qualities that adventure tourism guides need to possess.

Additional materials

- The information of the content part of this module needs to be printed for all participants. At this part of the day, only hand out the pages on qualities and traits. The information on briefings and storytelling will be handed out later.

Q&A with Adventure Tourism Guide (60 min.)

Preparations

Arrange an experienced adventure tourism guide for a Q&A session. Ask the guide to bring (or share via email) 3-5 photos that explain his/her job. For the rest the guide does not need to prepare anything.

Steps

- 1) Prior to the arrival of the guide, explain to the group that there will be a Q&A session with a professional adventure tourism guide and that this is the moment to ask relevant questions.
- 2) Let the participants brainstorm to come up with a list of 10 questions they would like to ask to the guide. You can refer to the list of skills and traits as starting point. Write the questions on a flipchart. If they struggle with formulating relevant questions, you can use the questions at the next page as suggestions.

- 3) Lead the Q&A session with the guide. Let the guide introduce him/herself with the use of the 5 photos.
- 4) Afterwards, let the participants ask the questions to the expert.

Learning goals

The participants learn more about what it is to be an adventure tourism guide.

Tip: if the guide is available, invite him/her over for the rest of the day as his/her expertise can really be beneficial.

Suggested questions for Q&A session

This is a list of possible questions that could be asked to the guide during the Q&A session.

- 1) What do you like most about your job?
- 2) What differentiates a good adventure tourism guide from a bad one?
- 3) What do you know now, but wish to have known when you started your job?
- 4) What do you do to ensure safety during an activity?
- 5) Did you ever have dissatisfied clients? What happened and what did you learn from it?
- 6) How do you find out what your clients want / like?
- 7) How do you ensure your storytelling is accurate?
- 8) Did you ever experience an emergency situation? What did you do? What did you learn from it?
- 9) Is there anything about your job that you don't like?
- 10) How do you make sure that you receive feedback from clients? What do you do with the feedback?
- 11) How do you give your briefings?
- 12) Do you ever go on an adventure tourism activity yourself as a client? How is that for you?

Briefings (90 min.)

Steps

- 1) Use the information on the content part of this module to give a 15-minute introduction on what a good briefing consists of.
- 2) Ask volunteers to read out the briefing examples on the next pages. Ask the group to respond on whether they believe these briefings are good or not. Let them refer to what they had learned about briefings in your introduction.
- 3) Divide the participants into groups of 3. Let them practice briefings in their groups. One person gets to give the briefing, whereas the other two act as tourists and will provide feedback afterwards.
- 4) After about 20 minutes, ask the participants about their experiences. Invite a few volunteers to practice their briefings in front of the whole group.

Learning goals

Participants learn how to do a good briefing.

Additional materials

- The information on briefings located at the content part of this module needs to be printed and handed out to all participants.

Briefing Examples

Catherine

“Good morning members.... This is the Kalangala Fishing Experience. It is very good. We will be doing the fishing. We will catch Tilapia, maybe Nile Perch. You will see birds. We will catch the fish. It takes long but it is nice. You need to know how to swim as the waters are very dangerous: a crocodile ate a villager 2 months ago. We were very sad. Let’s go. But first you pay.”

Key: This is not a professional briefing as it doesn't make the tourist feel welcome and safe.

Briefing Examples

James

“Hello, I go by the name of James and today I will take you on a Baboon Experience. Here in this park we have many baboons and I can tell you: they are very intelligent. In this 2-hour experience we will teach you about the lives of baboons: what they eat, how they live together and how they deal with predators. But did you know that baboons prey on small animals as well? Let us now move to the site where they are often located during this time of the day. For now, make sure not to do anything stupid and enjoy the day.”

Key: Whereas the briefing starts off ok, there are also mistakes made regarding safety: what does “don’t do anything stupid” mean? So this briefing is not very clear on how the tourists should behave.

Briefing Examples

Sarah

“Good morning everyone, welcome to the Dance Dance Dance Jinja! You can call me Sarah and I will be taking you on a very exciting adventure today! As you may know, Uganda is home to very many different tribes that all have their unique cultures: we have the Basoga, the Baganda, the Acholi, the Banyankole, the Bachiga, the Iteso, the Bagisu, the Batooro, the Lugbara, the Banyoro, the Japadhola, the Karimojong and so, so many more. Here in Jinja, all those tribes are represented. The interesting thing is: they all have their own traditional dances. Today, you will get to learn the traditional dances of 4 of them: the Basoga, the Bagisu, the Karimojong and the Acholi. We will do so by visiting 4 different dancing schools! We will move from place to place using a boda-boda and I would request you to wear one of our helmets. At each of them we will also have some drinks and traditional snacks. Before we get ready and put on our dancing clothes, let us first hear all of your names and why you wanted to join today! Also, feel free to ask any questions throughout the day, as I would love to answer them!”

Key: this is a very good briefing as it is clear that Jay-Jay is really passionate about the activity and is very welcoming. Perhaps he should have been a bit clear on how long the day will take, but for the rest it is very good.

Briefing Examples

Richard

Biai bo? Ejokuna! Welcome to Ejokuna Cultural Adventures. My name is Erokot Richard and I will be your guide for today! I hope you will be just as excited as myself as I always feel very proud when I get a chance to meet people from all over the world and introduce them to the Iteso culture. By the end of today you will have learned how to greet each other respectfully in our local language, you will have learned about the history of my people, have prepared and eaten our local food called Atapa and for those of you who like to drink alcohol, you can try the local brew called Ajono. On top of that, you will learn how to sing our songs and how to dance like a real Itesot! By around 20:00 h we will be finished, but of course you are very welcome to stay longer. Feel free to reach out to me in case you have any questions as I am very happy to answer them. Let us move to the next hut where we will introduce a nice game to get to know each other and find out what you would like to learn about today!

Key: this is a very good briefing. Richard is welcoming to the tourists and is clear on what can be expected.

Storytelling (60 min.)

Steps

- 1) Introduce the topic of storytelling with the use of the 10 tips on storytelling.
- 2) For each of the tips, ask a different participant to read it out loud. Ask that participants for her opinion, or to give an example.
- 3) After all tips have been read out, it is now time to practice. Let all participants pick a topic that is relevant and that they know something about. For example, good topics include “Mt Elgon”, “Mountain biking” or “the Acholi language”. Give them 10 minutes to prepare a story of about 2-3 minutes on that topic.
- 4) Divide the participants into groups of 4. Let them practice with storytelling. Each time one of the participants gets to tell a story and the other participants give constructive feedback, with the 10 tips in mind.

- Conclude the activity by asking a few participants for what they have learned from this exercise

Learning goals

Participants learn how to do storytelling

Additional materials

- The 10 tips on storytelling (located at the content part of this module) needs to be printed and handed out to all participants.

Practice tour (90 min.)

Steps

- 1) It is now time to practice all of today's learnings on a field activity. Divide the participants into groups of about 5 people and let them go on a tour around the training venue.
- 2) Each participant gets to be the guide for 10 minutes. The rest will act as tourists and make observations. After 10 minutes, there will be 2 minutes of feedback sharing, after which roles will be rotated.
- 3) During the feedback session, the guide will first get to reflect on his/her experiences, after which the tourists/observers will get to do so.
- 4) Let the participants practice briefings and storytelling, while going on a tour in and around the training venue.
- 5) Emphasize the importance of being back on time, so that the training day can be closed off collectively.
- 6) Back in class, ask each group to share what they learned during the experience.

Learning goals

Participants will gain experience on guiding.

Closure (15 min.)

Steps

- 1) Divide the participants into four groups. Let each group brainstorm on the following questions:
 - a) What did they learn during the training?
 - b) What could be improved on the training?
 - c) How will their next steps be in applying what they learned?
 - d) How can they support each other after the training?
- 2) Let them discuss for a few minutes.
- 3) Invite all groups to briefly share their findings.

Learning goals

The participants learn to reflect on the training and their own learning process.

Additional materials

- None