

FACILITATOR'S HANDBOOK

BARTENDING & COFFEE MAKING



**AMBASSADE
DE FRANCE
EN OUGANDA**

*Liberté
Égalité
Fraternité*



UKARIMU

What is the purpose of this module?

This training module serves as guidance to train young people in Uganda in bartending and coffee making in the tourism & hospitality sector. The module is based on principles of Active Learning.

The training is developed for beginner level trainings but can also serve as a refresher course for people with some experience in tourism & hospitality.

The module can be used in a stand alone training, or combined with other Ukarimu modules that are all freely accessible at www.ukarimuacademy.org.

What does this training module consist of?

THE MODULE CONSISTS OF :

- 1) Pages that guide the trainer on how to implement the different training activities.
- 2) Pages that will be displayed as a presentation during the training. These slides can be edited as you like via PowerPoint or Google Slides.

PREPARATIONS

Training participants

This training is developed for anyone with an interest in bartending and coffee making in the tourism & hospitality. 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 tourism & hospitality professionals with expertise in bartending & coffee making and who have gone through a training of trainers (ToT). Ideally, the lead trainer is supported by a sidekick who helps in coordinating the training.

Training venue

This training needs to be hosted at a venue that has bartending and coffee making equipment. 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 and slides
- Certificates of participation (to be developed by the trainer)
- Trays, openers, glasses, cups, etc.
- Espresso machine
- French Press
- Cocktail making equipment
- Coffee and cocktail ingredients



TRAINING OUTLINE: DAY 1

AGENDA



Introduction, expectation setting, etc.



Qualities and responsibilities of a barista



Quiz: Beverages & Equipment



Customer Service



Professionalism



Decent work



Wrapping Up



Introduction game (20 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 working in tourism & hospitality. Invite all participants to share the answer to this question: "if you were a beverage, which beverage would you be and why?"
4. Afterwards let participants introduce each other to the rest of the group by summarizing what their partner has shared.



Learning goals

1. 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.

Reference Training content Bartending & Coffee Making, page: 2

Expectation setting (20 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. Emphasize 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.
6. Also share your own expectations on the training and provide an overview of how the training will look like.



Learning goals

1. Participants are clear on what they aim to learn and take ownership of their learning goals.
2. Participants realise what they can offer to others and are willing to help each other.





TIP FOR THE FACILITATOR:

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.

Reference Training content Bartending & Coffee Making, page: 2

Deciding on rules (20 min)



STEPS

1. Invite the participants to brainstorm on the rules for the training.
2. Let the participants split up in pairs and discuss with each other for 5 minutes what they consider to be proper rules on timekeeping, how to interact with each other, etc.
3. Ask each pair to mention one of the rules they have come up with. If the group agrees with the rule it will be written on a big sheet of paper. Allow people to come up with alternative suggestions.
4. Make sure people only suggest rules that cover new topics.
5. Also agree on what to do when someone doesn't respect the rule. Suggest something playful, such as singing a song or telling a joke.
6. When everyone (or at least the majority of the group) agrees with the rules, invite one person to sign the paper on behalf of the rest.
7. From now on the rules are in place!



Learning goals

1. The participants agree on the rules of the training and feel ownership over them.

Reference Training content Bartending & Coffee Making, page: 2

Qualities and responsibilities of a barista (90 min)



STEPS

1. Let the participants team up in groups of +/- 5.
2. Give all groups a big sheet of paper and a marker.
3. Half of the groups will focus on the roles and responsibilities of a barista (or bartender). Let them draw the barista and try to picture all of his/her roles and responsibilities.
4. The other groups will focus on the qualities of a good barista. Let them try to draw these qualities, but they may write things as well.
5. After 30 minutes, let each group present their barista. For the sake of efficiency, let them make sure not to repeat what has been mentioned by previous groups.





Learning goals

1. Participants will understand more about the qualities of a perfect barista.



ADDITIONAL MATERIALS

Big sheets of paper & markers.

Reference Training content Bartending & Coffee Making, page: 2

Beverages & Equipment (105 min)



STEPS

1. Collect all relevant beverages, ingredients and equipment and display them one by one. Think of utensils, cocktail ingredients, drinks, etc.
2. Let participants team up in pairs and let them list the name of these items.
3. Ask all pairs to exchange their answers with other pairs, so that they can rate each other's answers.
4. Afterwards, go through all of the correct answers and invite people to elaborate on their uses.
5. You can arrange a prize for the winners, such as a non-alcoholic cocktail.



Learning goals

1. Participants will become more familiar with all relevant beverages and equipment.



ADDITIONAL MATERIALS

Make sure to arrange all materials ahead of the exercise. If you don't have certain key elements at your disposal, you can simple search for photos of them online.

Reference Training content Bartending & Coffee Making, page: 2



What is customer service? (45 min)



STEPS

1. Write down the following questions, each on top of a different flipchart:
 - What is customer service?
 - Why is customer service important?
 - What does good customer service entail?
 - When do you provide customer service?
 - Which kinds of customer service do you already perform in your job?
2. Divide the group in 5 teams. Hand each group one of the flipcharts. Let them answer the question on the flipchart. Let them write down all things that come to mind.
3. After 10 minutes, rotate the groups so that the groups have to answer a different question. Let them add their ideas to what is already on the paper.
4. Repeat this process so that all groups get to see each paper.
5. Close off by inviting every group to give a short summary on what is on their last paper.



Learning goals

1. Participants get an understanding on what customer service is.



ADDITIONAL MATERIALS

Make sure to prepare these papers ahead of the exercise.

Reference Training content Bartending & Coffee Making, page: 2

Professionalism (60 min)



STEPS PART 1

1. Let participants read the tips on professionalism. Let them pick 3 that they believe they are doing well and 3 that they believe they can improve upon. Let them discuss in pairs and ask a few participants to elaborate to the rest of the group.

STEPS PART 2

1. Let the participants divide into 3 teams.
2. Use the 10 scenarios on professionalism, listed in an additional document.
3. Every time when you have read a scenario out loud it is up to the participants to come up with a proper answer to the scenario. They will get 2 minutes to do so and then provide their answers.
4. Pick the best answer for the scenario. Elaborate where necessary. The team with the best answer wins a point. The team with the highest score wins.
5. Arrange a simple prize for the winners.





Learning goals

1. Participants will learn how to act professionally.



ADDITIONAL MATERIALS

Tips on professionalism and professionalism scenarios.

A prize for the winners, such as a bag of sweets or anything else they can easily share with the other groups.

Reference Training content *Bartending & Coffee Making*, page: 3

Decent work and safety (60 min)



STEPS

1. Begin this session by saying that we are going to talk about decent work. Then ask,
 - a. “What does the term decent work mean?”
 - b. Ask a few people, “If you were to give marks, out of 100, to what extent is your job decent?” “Why?”
2. Then the facilitator will present the elements of decent work using the slides and ask the participants to re-assess how decent their job is after seeing the elements shared?
3. Slides on safety and sexual harassment will also be presented here.
4. As a close to the presentation, participants can be asked on how they intend to professionally push their employers to offer them decent jobs.
5. “Let’s zoom into contracts. What is a contract? Of what importance is a contract? How many of us have a contract?”

Show the group an example of a housekeepers contract, and see if they recognize the decent work elements therein. Which ones do they see?

Note to facilitator: close the section with a session on Sexual harassment and how to handle it.



Learning goals

1. Participants will learn about and appreciate decent work. Facilitator to ensure that participants understand their rights VS their responsibilities, so that there is a knowledge balance



ADDITIONAL MATERIALS

Flipchart and markers

Reference Training content *Bartending & Coffee Making*, page: 4 to 7



Wrapping up (30 min)



STEPS

1. Hand out three sticky notes in different colors to each participant.
2. Let them write down on one sticky note with a specific color what they appreciated about the day.
3. Let them write down one thing they learned today on another sticky note.
4. Let them write down one thing that could be improved in the training at the last sticky note.
5. Ask them to place the sticky notes on a flipchart, grouped per color.
6. Invite everyone to walk up to the flipcharts and read the sticky notes.
7. Harvest a few answers in the plenary, 1-3 for each flipchart.



Learning goals

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



ADDITIONAL MATERIALS
None

Reference Training content Bartending & Coffee Making, page: 7

TRAINING OUTLINE: DAY 2

AGENDA



Cleaning, stock keeping
and preparing the bar area



Introduction to coffee



French Press



Espresso Machine



Wrapping Up



Cleaning, stock keeping and preparing the bar area (120 min)



STEPS

1. In this exercise the team will brainstorm on cleaning the bar area, stock keeping and preparing the bar for the next day.
2. Divide the participants into 3 groups. One group will focus on cleaning, another one on stock keeping and the last one on preparations.
3. In their groups, let them prepare 10 tips on their topic they want to share with the other groups. Give them 30 minutes for doing so.
4. Let them present it to each other. After each presentation, the team also needs to give a short demonstration in the bar area of what it looks like.
5. Let them give feedback on each other.



Learning goals

1. Participants will become more familiar with cleaning, stock keeping and preparing the bar area.



ADDITIONAL MATERIALS

Make sure the bar area is available for the participants to do their demonstrations.

Reference Training content Bartending & Coffee Making, page: 8

Introduction to coffee (135 min)



STEPS

1. In this exercise you will give a 40 minute lecture into coffee. Do so with the help of pictures in a presentation.
2. Cover at least the following topics:
 - a. Origins of coffee
 - b. Coffee as a plant
 - c. Coffee as a beverage
 - d. Uganda as a coffee country
 - e. Arabica Coffee and Robusta Coffee
 - f. Different styles of brewing
 - g. Different types of beverages
3. Write all these topics on little papers. Divide the group in 7 (or adjust to the amount of topics).
4. After your presentation, let each group pick a paper randomly and let them also prepare a presentation based on what they just learned.





Learning goals

1. Participants will learn more about coffee as a beverage.



ADDITIONAL MATERIALS

This exercise requires a lot of preparation from the facilitator or guest lecturer. There are various websites that provide good introductions into coffee.

Reference Training content *Bartending & Coffee Making*, page: 8

French Press (60 min)



STEPS

1. Give a demonstration on brewing coffee with the help of a French Press. Explain why you do the things the way they are.
2. Allow 3 volunteers to use the French Press in front of the group as well. Give them feedback while they are doing it.
3. Afterwards, split up the groups in smaller teams and let them all practice with the French Press. Let them taste the coffee as well.



Learning goals

1. Participants will learn how to use a French Press.



ADDITIONAL MATERIALS

Make sure to have various French Presses and coffee, so that everyone can practice. Make sure to be fully skilled in using a French Press yourself, as you may otherwise teach the participants wrongly. Youtube offers plenty of instructional videos.

Reference Training content *Bartending & Coffee Making*, page: 8

Using an Espresso Machine (90 min)



STEPS

1. You will now give a demonstration on how to use an espresso machine, as well as how to make cappuccinos and espressos.
2. Start of with introducing the different elements of the espresso machine and their functions.
3. Continue with demonstrating how to make an espresso and allow a few participants to do so as well. Give feedback while they are doing it. Allow everyone to taste the result.
4. Repeat for cappuccinos.



Learning goals

1. Participants will learn how to use an espresso machine for making cappuccinos and espressos.





ADDITIONAL MATERIALS

Make sure to have a functional espresso machine, coffee and milk, so that you can make cappuccinos and espressos. Make sure to be fully skilled in using an espresso machine yourself, as you may otherwise teach the participants wrongly. Youtube offers plenty of instructional videos.

Reference Training content Bartending & Coffee Making, page: 8

Wrapping up (30 min)



STEPS

1. In a large circle, ask participants to state their 2 most important highlights of the day
2. Encourage participants to applaud one another.



Learning goals

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



ADDITIONAL MATERIALS

None

Reference Training content Bartending & Coffee Making, page: 8



TRAINING OUTLINE: DAY 3

AGENDA



Beer, wine & sodas



Environmental
sustainability and green
jobs



Cocktail making



Assessment



Wrapping Up



Beer, wine & other beverages (90 min)



STEPS

1. Write down the following topics, each on top of a different flipchart:
 - a. Beer
 - b. Wine
 - c. Spirits & liqueurs
 - d. Tea
 - e. Sodas
 - f. Juices
2. Divide the group in 6 teams. Hand each group one of the flipcharts. Let them use the flipchart to brainstorm as much as possible on the topic. How to serve it? What kinds are there? How is it made? Let them write down all things that come to mind.
3. After 10 minutes, rotate the groups so that the groups have to focus on another drink. Let them add their ideas to what is already on the paper.
4. Repeat this process so that all groups get to see each paper.
5. Close off by inviting every group to give a short summary on what is on their last paper.



Learning goals

1. Participants learn more about different kinds of drinks.



ADDITIONAL MATERIALS

Make sure to prepare these papers ahead of the exercise.

Reference Training content *Bartending & Coffee Making*, page: 8 to 9

Environmental sustainability and Green jobs (60 min)



STEPS

1. Introduce the topic of environmental sustainability and ask openly, “What is environmental sustainability?”
2. In groups, ask participants to discuss the following questions in relation to their work environment and present to the group.
 - a. How can we save energy/power? How can we communicate it to our guests?
 - b. How can we save water? How can we communicate it to our guests?
 - c. How can we practically protect our environment in terms of air quality, soil, vegetation etc.? How can we communicate it to our guests?
 - d. What are the bottlenecks to environmental sustainability in the tourism and hospitality sector?



3. Once the groups have shared, the facilitator presents the sustainability and green jobs criteria as a round up of the session and participants can share if and how they practice the elements of the criteria.
4. Participants can also select elements that they will commit to or lobby for and practice when they go back to their place of work.



Learning goals

1. The participants learn about environmental sustainability and get inspiration to push the sustainability agenda at their workplace.



ADDITIONAL MATERIALS

Markers and flipcharts

Reference Training content Bartending & Coffee Making, page: 10

Cocktail Making (105 min)



STEPS

1. Organize a workshop on how to make different cocktails you can choose from this list or add your own.
 - Margarita
 - Martini
 - Mojito
 - Negroni
 - Cosmopolitan
 - Pina Colada
 - Old Fashioned
 - Aperol Spritz
 - Long Island Iced Tea
 - Daiquiri
 - Bloody Mary
2. As a close to this session, you can also encourage participants to explore with various ingredients and create their own cocktails which they can name.



Learning goals

1. Participants will learn how to make various cocktails.



ADDITIONAL MATERIALS

Cocktail shakers, cocktail ingredients and the right glasses.

Reference Training content Bartending & Coffee Making, page: 11



Assessment (150 min)



STEPS

1. Divide the participants into 4 teams.
2. Each team will receive the same list of 5 assignments, listed on the next page.
3. They will get 30 minutes to prepare all of them. They have to complete all the assignments.
4. After that, they will present their assignments to a jury (consisting of facilitators and available experts).
5. After each assignment the jury will rank the teams according to who performed best.
6. After all assignments have been presented, the team with the highest overall score wins a prize!



Learning goals

1. The participants will demonstrate what they learned.



ADDITIONAL MATERIALS

Make sure to have arranged a jury panel and a prize (such as ice cream or candy) beforehand.

Reference Training content Bartending & Coffee Making, page: 11

Closure & graduation (30 min)



STEPS

1. Encourage the participants to think on what they will do with their learning. Will they teach others? Will they come up with a new menu? Will they change improve the way their company makes cappuccinos? Let them come up with a plan that has tangible goals.
2. Invite all participants to have some closing remarks in which they elaborate on what they learned and on their next steps.
3. Hand out certificates and have fun.



Learning goals

1. Participants will have thought about the next steps after the training and have enjoyed the closure of the training.



ADDITIONAL MATERIALS

Certificates of participation, to be developed before the training.

Reference Training content Bartending & Coffee Making, page: 11



THIS MODULE IS DEVELOPED BY...

Lead partner



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

www.ukarimuacademy.org

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