

Teacher's guide

Introduction

This case study contains an educational resource that:

- Examines a unique geological phenomenon of international significance that needs to be sustainably developed and managed,
- Investigate problems affecting sustainability in the area as well as possible solutions
- Look at the role different key players play in this area.
- Will develop the following skills in learners:
 - * Sourcing information through the Internet, libraries, newspapers, brochures, magazines and publicity organizations.
 - * Improvement of verbal and non-verbal communication skills
 - * Develop a sense of responsibility towards the community and the maintenance of a presentable environment
 - * The ability to make contact with key or relevant personnel in the business world, and develop and present a proposal
 - * Organization of events
 - * Critical thinking
 - * Evaluation and problem solving skills

How to use this guide

The activities have been designed in line with the South African schools curriculum and material is designed for grade 11 learners in the Traveling and Tourism Learning Program. Activities are designed to be flexible – please adapt them, using your own ideas and knowledge

The teachers guide contains the following materials:

Lesson plans:

- Stating the specific outcomes, assessment criteria and aim or objectives
- Explaining teacher activities, learner activities, different types of assessment sheets that can be used and rubrics as well as equipment needed.

Attachments containing:

- Worked out learning activities – Activities/worksheets are to assist educators in using this case study to encourage learners to

learn more about sustainable/responsible tourism. The activities are learner centered and have been compiled in such a manner as to encourage responsible learning through self discovery .

- Assessment sheets with rubrics – to assist educators in assessing learners to determine if the aims / objectives have been met and the outcomes reached.

Hope you will find these educational resources useful

LESSON PLANS

LESSON PLAN: 1 SUSTAINABLE / RESPONSIBLE TOURISM

SUBJECT: TRAVEL & TOURISM GRADE 11

UNIT STANDARD: 3.2 NATIONAL ECO TOURISM

SPECIFIC OUTCOME: To interpret and apply the concept of environmental responsibility at the national level in the tourism context

ASSESSMENT CRITERIA:

We know when the learner is able to:

1. Define the concept of sustainable / responsible tourism
2. Establish and determine the importance of sustainable / responsible tourism on the environment in terms of:

- The physical (wildlife, flora and fauna, biodiversity, ecosystem) environment and
- Cultural (community) environment

AIMS/OBJECTIVES:

- To define the concept of sustainable / responsible tourism
- Demonstrate how the concept of sustainable tourism could be applied to an example (case study)
- Investigate a issue or problem and make recommendations
- Identify stakeholders and determine what each of their roles and interests are.

TEACHER ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT	EQUIPMENT
<ul style="list-style-type: none">• Divide the class in to groups• Provide each group with the first part of a story on sustainable tourism: attachment 1 and a dictionary	One learner read the story to the group and they discuss activity 1.	<ul style="list-style-type: none">• Observe and assess team work	<ul style="list-style-type: none">• Story, dictionary , pen, paper,

<ul style="list-style-type: none"> Facilitate the report back by groups on activity 1: attachment 1 	<ul style="list-style-type: none"> Each group represents their ideas to the class. The groups presentation should include reason. 		
<ul style="list-style-type: none"> Summarize what sustainable/responsible environment practices means. 	<ul style="list-style-type: none"> Write the summary in their workbook 		<ul style="list-style-type: none"> Blackboard / transparency, chalk / pen.
<ul style="list-style-type: none"> Hand out assessment sheet: attachment 2 Move between groups Assist groups. 	<ul style="list-style-type: none"> Group members assess their group work. Discuss problems, they face and think of solutions for problems for future group work. 	<ul style="list-style-type: none"> Group assessment (attachment2). 	<ul style="list-style-type: none"> Group assessment sheet pen and workbook.
<ul style="list-style-type: none"> Hand out the second part of the story - activity 2 - pair work: attachment 3 	<ul style="list-style-type: none"> Learners form pairs and start in the classroom with activity 2. Done in workbook. 		<ul style="list-style-type: none"> story, pen, workbook.

	<ul style="list-style-type: none"> • Finish next periods. 		
<ul style="list-style-type: none"> • Let a few pairs report back. 	<ul style="list-style-type: none"> • Learners make notes of other answers next to their answers. 		
<ul style="list-style-type: none"> • Summarize the following: • how a site can be sustainably developed. • role players involved: <ul style="list-style-type: none"> -national and provincial stakeholders -Landowners -Tour operators -Tourist 	<ul style="list-style-type: none"> • Learners write summary/ make notes in their workbook. 		<ul style="list-style-type: none"> • Blackboard, transparency chalk, pen, script.
<ul style="list-style-type: none"> • Hand out peer assessment form. 	<ul style="list-style-type: none"> • Learners assess each other in the peer assessment. • Paste it into their workbook and discuss the assessment with partner. 	<ul style="list-style-type: none"> • Peer assessment. 	<ul style="list-style-type: none"> • Peer assessment form.

LESSON PLAN 2: SUSTAINABLE / RESPONSIBLE TOURISM

SUBJECT: TRAVEL & TOURISM GRADE 11

UNIT STANDARD: 3.2 NATIONAL ECO TOURISM

SPECIFIC OUTCOME: To interpret and apply the concept of environmental responsibility at national level in the tourism context

ASSESSMENT CRITERIA:

We know when the learner is able to:

- 1.) Define the concept sustainable / responsible tourism
- 2.) Establish and determine the importance of sustainable / responsible tourism on the environment in terms of:
 - The physical (wildlife, flora, fauna, biodiversity, ecosystem) environment and
 - The cultural (community) environment.
- 3.) Apply the principles of sustainable / Responsible tourism to an example in the learners own province.

AIMS/OBJECTIVES:

- To define the concept of sustainable / responsible tourism
- Demonstrate how the concept of sustainable tourism could be applied to an example in learners own town/province (case study)
- Investigate an issue or problem within the learner's own town/province and make recommendations for improvement.
- Identify stakeholders and determine what each of their roles and interests are.

TEACHER ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT	EQUIPMENT
<ul style="list-style-type: none">• Make copies of the <u>case study</u> on sustainable and responsible tourism at the			<ul style="list-style-type: none">• Copied case study's• Pen scripts

<p>Vredefort Dome in the North West province of South-Africa.</p>			
<ul style="list-style-type: none"> • Hand case study out to learners 	<ul style="list-style-type: none"> • Individual work. • Read case study and do activity 3: attachment 5 • Start in class and complete at home. (need ± 3 hours) 		<ul style="list-style-type: none"> • scripts, pen, activity sheet
<ul style="list-style-type: none"> • Assess learners work to allocate a mark out of 20 	<ul style="list-style-type: none"> • Hand workbook in for assessment 	<ul style="list-style-type: none"> • Formative 	<ul style="list-style-type: none"> • Red marker, pen, stickers for good work

LESSON PLAN 3 SUSTAINABLE / RESPONSIBLE TOURISM

SUBJECT: TRAVEL & TOURISM GRADE 11

UNIT STANDARD: 3.2 NATIONAL ECO TOURISM

SPECIFIC OUTCOME: To interpret and apply the concept of environmental responsibility at the national level in the tourism context

ASSESSMENT CRITERIA:

We know when the learner is able to:

1. Define the concept sustainable / responsible tourism
2. Establish and determine the importance of sustainable / responsible tourism on the environment in terms of:

- The physical (wildlife, flora and fauna, biodiversity, ecosystem) environment and
- Cultural (community) environment

AIMS/OBJECTIVES:

- To define the concept of sustainable / responsible tourism
- Demonstrate how the concept of sustainable tourism could be applied to an example (case study)
- Investigate a issue or problem and make recommendations
- Identify stakeholders and determine what each of their roles and interests are.

TEACHER ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT	EQUIPMENT
<ul style="list-style-type: none">• Divide learners into groups and assign a group leader.			
<ul style="list-style-type: none">• Take the problems (water pollution, Alien plants infestation,	<ul style="list-style-type: none">• Learners must tackle this universal problem by doing a project		<ul style="list-style-type: none">• Paper, pen.

<p>soil erosion, poverty and unemployment, crime, infrastructure, lack of training and education, noise pollution, poaching, HIV/AIDS and litter) affecting sustainable tourism in the Vredefort Dome and allocate one problem to a group.</p>	<p>covering the following component: * what the problem is? * How can it be reduced? * Why it must be addressed? * Design and launch a campaign that takes action against the problem.</p>		
<ul style="list-style-type: none"> • Hand out activity 4: attachment 6 group work. • Assist learner while they are busy with the campaign. 	<ul style="list-style-type: none"> • Group leader divides the work between members. (need ± 1 week) 		<ul style="list-style-type: none"> • Activity sheet 4: attachment 6 pen, paper
<ul style="list-style-type: none"> • Organize a display at school and in the community . eg. at the local library. 	<ul style="list-style-type: none"> • Learners launch campaign 		<ul style="list-style-type: none"> • Place to launch the campaign eg. school hall / library etc.
<ul style="list-style-type: none"> • Evaluate the project: mark out of 40 		<ul style="list-style-type: none"> • Formative 	<ul style="list-style-type: none"> • Red maker pen assessment rubric: Attachment 7

<ul style="list-style-type: none">• At the end of the unit, hand out a self assessment sheet: Attachment 8	<ul style="list-style-type: none">• Learner assesses him /herself and paste the assessment form into their script.	<ul style="list-style-type: none">• Self assessment	<ul style="list-style-type: none">• Self assessment sheet pen, glue, scrip.
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