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TOURISM LESSON PLANS

## AN INTRODUCTION TO TOURISM

Learning Outcome 1: Tourism as an interrelated system  
Assessment standard 10.1.1

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# Introduction

This teaching guide has been sponsored by American Express Travel Services. It will provide you, the educator, with information and tools to assist and enhance your teaching methods. It is linked to learning outcome 1, assessment standard 10.1.1 of the Tourism National Curriculum Statements and will assist you to teach your learners about the nature of the tourism industry as an interrelated system.

Learner activities and case studies are included as part of this lesson plan to help learners better understand the industry. Learners can do these activities individually or collectively. An ideas box at the end of the lesson plan contains practical exercises that encourage tourism practices in the community.

This resource pack is an introduction to the curriculum followed throughout Grade 10 – 12. The knowledge and skills acquired as part of the first outcome are imperative to the learners' progress over the next three years.

## Learning Outcome 1: Tourism as an interrelated system

The learner is able to evaluate the tourism industry as an interrelated system

## Assessment Standard 10.1.1

The learner is able to demonstrate an understanding of:

- The concepts 'tourism' and 'tourist';
- The reasons why people travel;
- The sectors, sub-sectors and role players in the tourism industry; and
- Services and products offered by the sectors and sub-sectors.

## Outcomes

By the end of this lesson, your learners will be able to:

- Explain the concepts 'tourism' and 'tourists';
- Explain the reasons why people travel;
- Identify the sectors, sub-sectors and role-players in the tourism industry;
- Describe the services and products offered by the sectors and sub-sectors.

# 1 Tourism in South Africa

With a population of approximately 41 million and a land area of 1.27 million sq. km (nearly five times the size of the UK), South Africa's resource base for tourism is phenomenal. The country's tourism attractiveness lies in its diversity.

Some of the features which make South Africa an incredibly attractive tourism proposition include: accessible wildlife, varied and impressive scenery, unspoiled wilderness areas, diverse cultures (in particular traditional and township African cultures), generally sunny and hot climate, no 'jet lag' from Europe, a well-developed infrastructure and virtually unlimited opportunities for special interest activities such as whale-watching, wild water rafting, hiking, bird-watching, bush survival, deep-sea fishing, hunting and diving.

In addition, unique archaeological sites and battlefields, the availability of excellent conference and exhibition facilities, a wide range of sporting facilities, good communication and medical services, internationally known attractions (Table Mountain, Cape of Good Hope, Sun City, Kruger National Park, Garden Route, Maputaland) and unrivaled opportunities to visit other regional internationally known attractions (e.g. Victoria Falls and the Okavango Swamps) make South Africa an almost complete tourist destination.

(The Tourism White Paper of 1996).

## Did you know?

- South Africa has become one of the fastest growing tourism destinations in the world and that the tourism industry is one of the fastest growing industries in South Africa.
- In 2003 South Africa welcomed approximately 6,5 million tourists from abroad.
- Tourists spent in the region of R101 billion on travel in South Africa in 2003.
- Approximately 512 000 people are employed in the tourism industry in South Africa.
- In 2003 South Africa experienced an increase in inbound tourism of 4,2%, while global tourism experienced a 2,8% decrease! (From: South African Tourism (SAT) Annual Tourism Report for 2003)

## Contents

This teaching guide is arranged into 5 sections:

- |  |        |
|--|--------|
| 1. Tourism in South Africa                                       | Page 1 |
| 2. What is tourism?  | Page 2 |
| 3. What is a tourist?  | Page 3 |
| 4. Reasons why people travel                                     | Page 4 |
| 6. Sectors, sub-sectors and role players in the tourism industry | Page 6 |



# 2 What is tourism?

Tourism is a huge economic sector that provides all the products and services that tourists need. It includes the way people travel, where they stay, where they eat, the places they visit, the attractions they see, the activities that they engage in whilst away from home, etc.

Tourism encompasses a wide array of businesses and activities, including airlines, restaurants, timesharing, travel agencies, hotels, resorts, tour operators, entertainment services, marketing, research, public relations as well as physical planning and development – to mention a few.

Because the tourism industry is so big it is very difficult to arrive at one definition of 'tourism'. Definitions of tourism remain vague and usually need further elaboration and explanation depending on the context in which it is used. Most definitions do however require a stay away from home, as a prerequisite for tourism to take place.

The White Paper on the Development and Promotion of Tourism in South Africa (Government of South Africa Department of Environmental Affairs and Tourism, 1996) defines tourism as:

**"Travel for whatever purpose, that results in one or more nights being spent away from home"**

Many organisations, researchers, scholars and academics have come up with definitions of what tourism is but for the purposes of this document we are going to use the definitions used by the World Tourism Organisation (WTO). The WTO defines tourism as:

**"All the activities of people travelling to and staying in places where they do not normally stay. They should stay at these places for at least 24 hours but not longer than one year."**

## Learner activity 1: What is tourism?

### Teacher guidelines for learner activity 1

Divide the class into groups with five learners per group. Learners should, in their groups, discuss and formulate their own definitions of what they think is meant by the term 'tourism'.

Each group should then be given the opportunity to present their definition of tourism to the class. Once each group has finished presenting their definition to the class, you should facilitate a class discussion with the purpose of obtaining consensus from the class on one definition. Provide the learners with the definition provided by the World Tourism Organisation and ensure that they write this definition down in their workbooks.

**NB:** Remember that learners should not be required to learn verbatim definitions of what tourism is. Even the academics struggle to agree on a definition!! It is important that learners understand the concept of tourism and that it involves travel away from home for more than 24 hours.





### Benefits of tourism

Tourism has many benefits (to the hosting community) and some of these include, but are not limited to the following:

- According to the 'World Tourism Organisation' (WTO), tourism has become one of the world's most important sources of employment.
- Tourism stimulates investment in infrastructure which ultimately improves the living conditions of local people.
- It also provides governments with substantial tax revenues and generates foreign exchange earnings.
- It promotes intercultural understanding and awareness between countries contributing towards peace amongst nations.
- Tourism can improve the standard of living through the income generated from it.
- Tourism can lead to economic and social development.
- Finally, tourism assists job creation in rural areas thus contributing towards economic opportunities for people in rural areas and discourages them from migrating to over-crowded cities.

### Learner activity 2: Travel and Tourism

#### Teacher guidelines for learner activity 2

1. Facilitate a class discussion by asking learners whether they have ever travelled out of their province or out of South Africa. Let them share with the class where they have travelled to, why they travelled, how they got to their destination, where they stayed and what they did during their time away from home.
2. Ask learners to share their dreams of the destinations in the world that they would like to visit one day. Learners should tell you why they would like to travel to this destination, how they will get there, where they will stay and what they would do to keep themselves busy at the dream destination. This can be fun and create a sense of excitement in the class.

## 3 What is a tourist?

The White Paper on the Development and Promotion of Tourism in South Africa (Government of South Africa Department of Environmental Affairs and Tourism, 1996) defines a tourist as follows:

*A tourist is a person who travels away from home, staying away for at least one night.*

The most important aspects that describe a tourist are: reason for travelling; length of stay; and place of origin. It is important for learners to know that not all people who travel are tourists. According to Statistics South Africa, the following are not included in the tourism statistics: members of the armed forces and diplomats, as well as immigrants, border workers and refugees. The later are not included because they plan to live in South Africa.

Tourists have the following characteristics:

- A tourists travels away from home to a destination which he or she is visiting for a particular reason. The person may travel on his or her own or with a group of people.
- A tourist is away from home for a particular length of time, and at the end of that time returns home again.
- A tourist has a particular purpose: for example, to see new places, to relax, to attend a conference or to experience different cultures.
- A tourist usually tries to experience things which he or she does not have at home.

## 4 Reasons why people travel

There are a number of reasons why people travel but the WTO lists 8 main reasons for travel (refer to case study 1: learner activity 3 on page 4).

### Learner activity 3: What are tourists and why do people travel?

#### Teacher guidelines for learner activity 3.

Make photocopies of learner activity 3 – case study 1 on page 6 and 7 and distribute to each learner. Learners should read the extract and answer the questions that follow.



## 5 Sectors and sub-sectors in the tourism industry and their services

It is important that learners are constantly reminded that tourism involves the following: tourists, attractions, accommodation and catering, transport, the host community, entertainment and government. This forms the core of the tourism industry. There are other aspects such as banks, information services and construction companies which are regarded as support services; these and others will be discussed in more detail later. Tourism is a sector that impacts on a wide range of industries and consists of many different components which are all interconnected and dependant on one another. Each of the different sectors of the tourism industry supplies a variety of services and products which are all aimed at ensuring that the needs of the tourist are met.

### What is a Product?

A product is something tangible which one is able to touch and feel. Often it is something which a tourist can buy and take away with them. This could be food, souvenirs, postcards, etc. Accommodation is usually considered a product.

### What is a service?

A service on the other hand is intangible. You are unable to take it home with you and it cannot be kept for later use, touched or seen. Think for example about taking a flight from Johannesburg to Cape Town. Once you have travelled on an aircraft from Johannesburg to Cape Town the service is over. You cannot take it away with you. You are only left with the memory of the flight. It is therefore very important that people working in the tourism industry are trained to offer their customers a good service. If customers experience bad service they will not want to make use of the service in the future.

As already mentioned, the tourism industry is enormous and it is impossible to discuss all the sub-sectors and role players here. Some of the main ones will be dealt with here but it is important that educators explain to learners that the tourism industry is vast and that a wide variety of businesses are indirectly linked and impact on the tourism industry as a whole. The tourism industry in South Africa can be divided into 5 main sectors. These are:

### 5.1 Travel

Travel forms the link between place of residence and the destination. Tourism is about being somewhere. This implies that without transport there would be no tourism. A tourist must travel away from his normal home and workplace. This means that tourists need to 'travel' and will need some form of transport to get to their destination. Destinations cannot develop successfully without efficient transport links to the generating markets. Transportation can be defined as the means to reach the destination and also the means of movement at the destination.

The travel sector includes all types of transport and there are various modes of transport a tourist can choose from. They can travel by air, rail, road in a car or a bus or on a boat or a ship. The provision of transport infrastructure and services by the host community or the destination is very important. International tourism is primarily dependant upon the maintenance of airport terminals and harbours while domestic tourism is mostly dependant on a good road and rail system.

### 5.2 Hospitality

Hospitality refers to the sector of the tourism industry that provides food and shelter to the tourist. As tourists stay away from home for at least 24 hours, they need to sleep somewhere and eat something. This sector comprises two parts: accommodation and catering (food and beverage services).

**Accommodation** – This sector of the tourism industry is an important and critical component of the tourism product because tourists need overnight facilities that offer a wide range of accommodation to tourists, depending of their budgets and preferences. A destination should strive to provide security, comfort, friendly service, and a welcoming attitude. There is a growing need for and emergence of bed & breakfasts and hotels in South Africa. It is important that learners are reminded that accommodation establishments are more than a place to sleep. Some tourists prefer to stay with friends or relatives, thus avoiding the accommodation expenses normally incurred when sleeping away from home.

Accommodation can either be *serviced accommodation* (includes those establishments that have staff on the premises to provide services of varying nature, such as meals, room service and bar service, e.g. hotels, motels, guest houses, farmhouses, lodges, bed & breakfast establishments, etc.) or *self-catered accommodation* (provides sleeping accommodation and does not include any personal services. This includes camping sites, caravans, game farms, resorts, chalets, time-sharing, etc. However, some of the establishments use a combination of the two.

**Food and beverage** – Food and beverage is also referred to as catering. Catering normally forms part of the accommodation industry (depending on the location), and it is a core aspect of the tourism industry. Catering includes the quality of food, the quality of service and the way the food is presented, the atmosphere, the staff, their friendliness, and so on. Food and beverage can be divided into many different segments including commercial establishments (restaurants, lodges, banquet and catering services, fast foods, cafeterias, kiosks, clubs, hotels, guest houses, B&Bs) and institutional food service (schools, colleges, hospitals, and military food service).

### 5.3 Attractions

Attractions represent a wide variety of physical settings and establishments that provide the pull for tourists to visit a particular area. An attraction can be regarded as something unusual or interesting to see or do. Attractions remain the backbone of the tourism industry and without them there would be little need for accommodation or any of the other tourism related services. Attractions are in most cases the reason why people travel. Tourism attractions and facilities must have the necessary equipment, be accessible and ensure that information about the attraction is available.

continued on pg 5

There are 3 main types of attractions:

(i) **Man-made attractions** – these are attractions that are designed specifically to attract tourists, e.g. Sun City. These are attractions that have been created by the intervention of man. They include sports events, casinos, theme parks, monuments, entertainment centres, cathedrals, etc.

(ii) **Natural attractions** – are all those attractions that have their origin in the physical environment. In a nutshell, natural attractions are areas of land that people value for their natural beauty such as forests, coastal areas, mountains, fauna and flora.

(iii) **Cultural attractions** – are all those attractions relating to the history, customs, language, heritage, religion, science, art, administration, politics and way of life of a particular community.

In South Africa we are very lucky as we have an abundance of all 3 types of attractions. It is important, however, that we continue to develop and promote new attractions all the time. If we do this we will ensure that tourists continue to return to South Africa time and time again to experience the different tourist attractions that we have to offer.



#### 5.4 Intermediaries

Intermediaries are the link between consumers and producers; they are points of distribution for producers and are a way of access for tourists. The two main intermediaries in the tourism industry are the tour operators (wholesalers) and travel agents (retailers).

**Tour operators** – The role of the tour operators is to package and sell tours. The tour operator buys certain components of the tourism package, such as accommodation, transport, entertainment, meals and other services in large volumes and combines these into a package or a single tour. These inclusive tours can be sold directly to customers or through travel agents. They are able to negotiate fares because they buy in bulk. The role of the tour operator is supplemented and supported by travel agents who are responsible for selling many of the products packaged by tour operators.

**Travel agents** – A travel agent can be regarded as the final link between the industry and the tourist. Travel agents act on behalf of the producer or a principal (airline, hotel or tour operator). A travel agent sells services from the principal to the tourist (consumer) and receives a commission on each sale in return. They serve as information centres where prospective tourists can obtain information about their travel plans and secondly, they provide a distribution point where principals can sell their products to final consumers.

In short, the travel agent does the following; advises clients on travel companies, carriers and travel facilities, makes reservations and travel arrangements, plans itineraries, computes airline and other fares for clients, issues travel tickets and vouchers and corresponds with clients and principals.

#### 5.5 Auxiliary or support services

Before leaving home people plan and arrange their trip. They may make use of travel magazines, timetables, brochures and other resources to collect information. They will also need to ensure that their passports and visas are in order.

All these are grouped together as auxiliary services. These are the services that help and support the tourist while planning and travelling. These auxiliary services have to be there in order for the other sectors of the tourism industry to be able to do business.

There are many support services in the tourism industry. For the purpose of this lesson plan, only those that have close links with the tourist industry are covered. We have already seen that in order to encourage tourism to a particular area, attractions need to exist.

However, the attraction alone is not going to attract tourists to an area. The attractions need to be developed and promoted. This is where the government and private sector begin to play a critical role.

Examples of auxiliary services include: souvenir shops, restaurants, manufacturers of goods for the tourist trade, informal business services, banks, airports, consulates/embassies, travel trade press, travel brochures, travel manuals, timetables, travel insurance, foreign exchange, etc. Support services can be divided into private and public sector.

*It is important to note that all the sectors, sub-sectors and role players are interrelated and dependant upon one another. It is easy to sometimes forget about some of the sectors that indirectly depend upon tourism. Think for example about the construction industry that is needed to build hotels for tourists to stay in. What about the agricultural sector? Farmers need to supply fruit, vegetables and meat to the hotels. Fishermen also sell their produce to hotels. People with interior decorating skills are needed to decorate the hotels and furniture is needed to furnish the hotel. If you think about it, it is almost impossible to list all the different sectors that play a role in the tourism industry.*



#### Learner activity 3: Case Study 1 – What are tourists and why do people travel?

Read the case study below and answer the questions that follow.

A group of students at a University in the Western Cape are conducting research into the reasons why people travel. They know that there are many reasons why people travel and many different forms of tourism. This includes, but is not limited to, the following: adventure tourism, agri-tourism, eco-tourism, cultural tourism, heritage tourism, health tourism, sports tourism, sex tourism, drug tourism, gambling tourism, space tourism, religious tourism, business tourism and leisure or holiday tourism.

The students also know that tourists can be classified as follows:

- **International tourists:** those people visiting a country other than their usual place of residence for no longer than 1 year, e.g. a South African tourist travelling to Europe. International tourists can be further classified into:
  - **Inbound tourists:** non-residents travelling to a given country, e.g. German tourists travelling to South Africa and;
  - **Outbound tourists:** residents travelling to another country, e.g. South African tourists that travelling to Kenya.
- **Domestic tourists:** residents of a country travelling within their own country, e.g. a person living in Gauteng visiting family in Mpumalanga.
- **Excursionists:** persons not spending a night in a visited area or destination. They are, in essence, day visitors and thus not tourists. For example, a businessman who stays in Rustenburg but has to travel to Johannesburg for the day to do business is an excursionist.

The students decide, however, that they should write to the World Tourism Organisation (WTO) and find out more about the reasons why people travel. The WTO has its head-office in Madrid, Spain, and serves as a global forum for tourism policy issues and a practical source of tourism know-how. The WTO invites the students to visit their offices in Spain and the students make their arrangements to conduct interviews with people who work for the WTO.

The WTO informs the students that people travel for all sorts of reasons but they list the following as the eight *main* reasons why people travel:

**Holidays** – Many people travel away from their home to rest, relax and rejuvenate as part of a holiday. In South Africa, December is a very popular month for people to take a holiday. Many businesses close in December and people travel from their normal place of residences to other parts of the country for a holiday.

**Business reasons** – Many professional people travel for business purposes. Many companies send their employees to other parts of South Africa or even overseas to do work. Business travellers travel on behalf of the company and represent the company in meetings.

**Visit friends and relatives (VFR)** – Many people do not live in the same town, city or country as their friends and/or family and as such need to travel to other parts of the country or world just to spend time with their friends and/or family.

**Health** – Some people travel to destinations or places where they will obtain health-related benefits. Mineral spas such as Warmbaths (Belabela) attract many visitors every year and they promote the health and wellbeing of people.

**Religion** – Many religious sites attract both domestic and international tourists. Zionists travel to Moria near Polokwane and Jewish people travel to Jerusalem in Israel. People go to these places for their spiritual reasons.

**Studies** – Many people (students) travel to places where they will study and learn in a structured and formal programme. Academics travel for the purposes of doing research abroad or within the country.

**Sport** – Nowadays sport is attracting lots of tourists. Tourists can either watch (spectators) or take part in sport such as soccer, rugby, golf, tennis, mountain climbing, sailing and other activities, e.g. the Springbok rugby team travelling to Australia to play rugby or South African athletes travelling to participate in the Olympics. The 2010 Soccer World Cup is expected to attract thousands of spectators from all over the world who will visit South Africa especially to watch their teams play.

**MICE (Meetings, Incentives, Conferences and Events)** – MICE tourism refers to the tourist market travelling to attend meetings, conferences or exhibitions, or participate in an incentive or business reward trip. MICE tourism is growing internationally at a high rate. MICE tourism can be segmented into: (i) **meetings**, (ii) **incentives**, e.g. a holiday to a particular destination that is paid for by the company as a reward for hard work, (iii) **conferences** – can be used as a forum for information exchange amongst associations and companies, e.g. 2002 World Summit on Sustainable Development which was held in Johannesburg, and (iv) **events and exhibitions**, e.g. the tourism Indaba in Durban is a exhibition because tourism businesses gather to exhibit their businesses to international travel buyers.

Learner activity 3: Case Study 1 – continued pg7



# 6 Role players in the tourism industry

Some of the major role players in the tourism industry are:

**ASATA – Association of South African Travel Agents** is the official association that represents travel agents and tour operators in South Africa.

**DBSA – Development Bank of South Africa** plays an important role in mobilising, providing and targeting finance and development assistance in supporting tourism development in Southern Africa.

**DEAT – Department of Environmental Affairs and Tourism.** Their aim is to lead environmental management and tourism in the interest of sustainable development. Each province has its own tourism authority which oversees tourism development and marketing of the province.

**FEDHASA – Federated Hospitality Association of South Africa** is the official representative organisation of the hospitality industry in South Africa. It is the umbrella association for hotels, restaurants, conference centres, caterers, self-catering accommodation, B&B's and guesthouses, clubs, taverns, shebeens and service providers to the hospitality industry.

**IATA – International Air Transport Association** brings together approximately 265 airlines.

**SAT – South African Tourism** is a body that markets South Africa internationally and domestically as a preferred tourist destination, for sustainable economic and social empowerment of all South Africans and to make tourism the leading economic sector in South Africa.

**SATSA – Southern African Tourism Services Association** is a non-profit member-driven organisation representing the major players and principals, including airlines, coach operators, tour operators, accommodation establishments, vehicle hire companies, attractions, conference organisers and related marketing organisations.

**STATS SA – Statistics South Africa** is the national statistics board of South Africa. It aims to inform socio-economic development with accessible quality information through better statistics, better access to information and better management.



**TBCSA – Tourism Business Council of South Africa** is an umbrella body representing all aspects of tourism. Its aim is to ensure that the business sector is comprehensively, cohesively and effectively represented at national and provincial government levels.

**THETA – Tourism Hospitality, Sport and Education Training Authority**, is the SETA established under the Skills Development Act (No 97 of 1998). A SETA's main function is to contribute to the raising of skills to promote the development of employees and potential employees in the sector.

**WTO – World Tourism Organisation** is the global government organisation in the field of travel and tourism. It serves as a global forum for tourism policy issues and a practical source of tourism know-how.

**WTTC – World Travel & Tourism Council** is a membership organisation representing the leaders of the global travel and tourism industry, working with governments to raise awareness about tourism. It is the only body representing the private sector in all parts of the travel and tourism industry world-wide.

## Ideas Box

### Teaching Ideas and Learner Activities

#### Exhibition of posters and collages

Organise an exhibition of the learners' products to enhance tourism awareness. The exhibition can, for example, be in the school's media centre, in the entrance hall, or even at a public venue like a community library.

This activity will be particularly useful when teaching learners about the reasons why people travel. Ask learners to collect pictures from magazines, newspapers and old brochures that depict the reasons why people travel. The learners can also use postcards, entrance tickets to attractions, boarding passes, etc.

The variety of reasons included in the poster or collage, the use of colour, the variety of items used and creativity can be part of the assessment criteria for this activity.

Let learners write captions and/or paragraphs on each of the pictures to explain the reason for travel demonstrated in each picture. Encourage learners to be creative. One can organise a class competition to ensure that learners remain interested and motivated.

#### Interviews

Learners can interview people who have been tourists. Let them find out why the person travelled, where they travelled to and also explain why the specific destination was chosen. If learners interview tourists, it will be necessary to assist learners in compiling an appropriate questionnaire.

The questions have to be structured in such a way that the learner will learn about the different reasons people travel so that the interview does not end up being just a conversation about a travel experience. Suggested questions for the questionnaire are:

Have you travelled for **business** purposes before? Where did you travel to? How did you get there and where did you stay? What specifically did you do there while on the business trip conference? Have you travelled for **leisure/holiday** purposes before? Where did you travel to? How did you get there and where did you stay? What specifically did you do there while on holiday? Have you travelled to **visit friends and relatives** (VFR) before? etc.

The questionnaire should be written or typed out with open spaces where learners should make notes during the interview. Always ensure that learners do not visit the people with tourism experience without an appointment and without the consent of parents. It is imperative that learners will only be expected to interview people who are easily accessible and where it is safe for learners to go. You can solve this problem by inviting the people to class, rather than have learners travel to them. Assist learners to compile appropriate questionnaires to interview people about their perceptions of what tourism is.

#### Design a brochure

Learners could compile a brochure of their own area. Let them specifically focus on the sectors of the tourism industry. This will encourage learners to take a critical look at their own communities in terms of the tourism activities and gaps. Let learners include photographs; develop an idea for a possible day trip, and include addresses and telephone numbers and a slogan that can assist in the marketing of your area.

#### Guest speakers and experienced travellers

Ask somebody from the business community to talk to the class about the different reasons why people travel and the different types of tourists. You can ask guests to visit your classroom to tell learners about the industry and about personal travel experiences. You can invite people who have attended conferences or other big events, people who have had leisure travel experience, and representatives from industry, e.g. a tourist guide to tell learners about the industry and career or entrepreneurial opportunities. It is very important to brief the visitors beforehand to ensure that appropriate information is included in the talks.

#### Practical exposure

Nothing replaces experience as a learning opportunity. Arrange a trip to a local hotel, guest house, airport, harbour, attraction, etc. Learners also enjoy watching videos: show them specific industry-based videos such as SAT marketing videos, home videos of people's travel experiences or even movies that have elements of tourism in them (e.g. trains, planes and automobiles).





## Lesson Planning: Tourism as an Interrelated System

The following lesson plan provides guidelines on how to deliver lessons on *Tourism as an Interrelated System*. It is not a lesson plan for one lesson in itself. Plan each individual lesson yourself, but use this as a guideline. Use the suggested activities where you can.

DATE		SUBJECT	Travel and Tourism
EDUCATOR		GRADE	10
ACTIVITY		TOPIC	Tourism as an Interrelated System
CRITICAL OUTCOMES	<b>LEARNING OUTCOME: 1</b> The learner is able to evaluate the tourism industry as an interrelated system.		
DEVELOPMENTAL OUTCOMES			
PRE-KNOWLEDGE:	<b>ASSESSMENT STANDARD: 10.1.1</b> The learner must demonstrate an understanding of: The concepts 'tourism' and 'tourist'; The reasons why people travel The sectors, sub-sectors and role players in the tourism industry; and Services and products offered by the sectors, sub-sectors and role players.		
	<b>KEY CONTENT:</b> <ul style="list-style-type: none"> <li>• Tourism in South Africa</li> <li>• What is tourism?</li> <li>• What is a tourist?</li> <li>• Types of tourists</li> <li>• Reasons why people travel</li> <li>• Sectors, sub-sectors and role-players in the tourism industry</li> </ul>		

Educator Activities	Learner Activities	Resources (LSM)	Assessment Strategies	Time
1. Facilitate	<ul style="list-style-type: none"> <li>• Class activities</li> <li>• Group work</li> <li>• Feedback</li> </ul>	Stationery and chalk board.	Observation	40 min
2. Duplicate and distribute copies of case studies. Read the case study and clarify learners' understanding.	Read and discuss case studies.	Copier and copies.	Assessment rubric	80 min (40 min x 2)
3. Copy information on transparencies for overhead projector or on chalk board. Read the case study and clarify Learners' understanding.	Read and discuss case studies.	Transparencies, overhead projector, chalk board, appropriate pens.	Assessment rubric	40 min
4. Make old magazines, newspapers and brochures available.	Search for appropriate illustrations and make a poster or collage.	Old magazines, newspapers and brochures, scissors.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assessment rubric</li> </ul>	80 min (40 min x 2)
5. Assessment	Demonstrate learning through performance and feedback.	Assessment sheet, rubric, mark sheet.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assessment rubric</li> <li>• Test</li> </ul>	Continuous during session

**Homework:** Learners can complete their posters or collages. They should bring illustrations, articles and artefacts to class.

### Expanded opportunities:

1. Learners could exhibit the practical work (posters or collages) at school, public library, etc.
2. Invite guest speakers to class.
3. Learners can compile a questionnaire as part of a research project on tourism products and services.

### Special needs:

1. Identify learners with reading and writing barriers, visual or audio barriers as well as learners with physical barriers. Assessment should be adapted to take learners into account.
2. Identify special needs at school. Some schools do not have the necessary facilities to apply the activities the way a teacher would like to. Apply your problem solving skills to improve such shortcomings in your classroom, e.g. use the chalk board instead of an overhead projector.

### Assessment Rubric

OUTCOMES	Inadequate LEVEL 1 (0 – 29%)	Partial LEVEL 2 (30% – 39%)	Adequate LEVEL 3 (40% – 49%)	Satisfactory LEVEL 4 (50% – 59%)	Meritorious LEVEL 5 (60 – 79%)	Outstanding LEVEL 6 (80 – 100%)
1. The learner is able to explain the meaning of the concepts 'tourism' and 'tourist'.	The learner does not know the concepts 'tourism' and 'tourist'.	The learner is able to provide a limited explanation of what the concepts mean but needs a lot of assistance.	The learner is able to provide a limited explanation of what the concepts mean but needs some assistance.	The learner is able to provide a limited explanation of what the concepts 'tourism' and 'tourist' mean with limited assistance.	The learner is able to provide a complete explanation of what the concepts 'tourism' and 'tourist' mean without assistance.	The learner is able to provide a complete explanation of what the concepts 'tourism' and 'tourist' mean and is able to discuss the definitions.
2. The learner is able to explain the reasons why people travel.	The learner is unable to explain the reasons why people travel.	The learner is able to provide a limited explanation of the reasons why people travel but needs a lot of assistance.	The learner is able to provide a limited explanation of the reasons why people travel but needs some assistance.	The learner is able to explain the reasons why people travel with limited assistance.	The learner is able to explain the reasons why people travel without assistance.	The learner is able to explain and discuss the reasons why people travel without assistance.
3. The learner is able to identify the sectors, sub-sectors and role players in the tourism industry.	The learner is unable to identify the sectors, sub-sectors and role-players in the industry.	The learner is able to identify the sectors, sub-sectors and role-players in the industry with a lot of assistance.	The learner is able to identify the sectors, sub-sectors and role-players in the industry with some assistance.	The learner is able to identify the sectors, sub-sectors and role-players in the industry with limited assistance.	The learner is able to identify and provide examples of the sectors, sub-sectors and role-players without assistance.	The learner is able to identify, compare and provide examples of the sectors, sub-sectors and role-players in the industry.
4. The learner is able to describe the services and products offered by the sectors, sub-sectors and role players.	The learner is unable to describe the services and products offered by the different sectors, sub-sectors and role players.	The learner is able to describe some services and products offered by the different sectors, sub-sectors and role players with a lot of assistance.	The learner is able to describe some services and products offered by the different sectors, sub-sectors and role players with some assistance.	The learner is able to describe some services and products offered by the different sectors, sub-sectors and role players with limited assistance.	The learner is able to describe a variety of services and products offered by the different sectors, sub-sectors and role players without assistance.	The learner is able to describe a variety of services and products offered by the different sectors, sub-sectors and role players without assistance.



**Travel Services**