

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Travel and Tourism
Advanced Level**

Scheme of Work

5262
Ecotourism
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

www.xtremepapers.net

Introduction

Nb. The following resources should be read alongside the syllabus and the Advanced Level Tutor support Guide.

Ecotourism (5262) is an optional module of the Advanced Level Syllabus for the Cambridge International Diploma in Travel and Tourism offered by CIE. The module is divided into four main Assessment Objectives.

A Understanding Ecotourism

- to understand and explain the objectives of ecotourism
- to investigate the roles of organisations in raising awareness and responding to ecotourism issues

B Tourism Contribution

- investigate the ways in which tourism can contribute to, and focus attention on, environmental issues
- investigate the ways in which tourism can contribute and focus attention on social/culture issues

C Ecotourism Projects in Action

- identify and describe global, national and local ecotourism projects
- demonstrate understanding of the effectiveness and management of ecotourism projects

D Future Trends and Prospects

- identify and analyse the effectiveness of future trends in ecotourism
- demonstrate knowledge of future prospects for ecotourism

Method of delivery

The course has been divided up into 60 one-hour sessions, which include class teaching, group work, research assignments and the recommendation of rural visits and visits to travel exhibitions.

Class teaching has included both 'brainstorming sessions', formal input and class discussions. It has been assumed that after each of these the students will either make their own notes from the resources suggested or be given printed 'hand-outs' that have been prepared by the staff. At certain points suggestions have been also made for 'homeworks'.

Throughout the teaching of this module, there has been a concentration on the students developing the skills of conducting research and completing assignments. Revision will be required prior to the multi-choice test paper and supplementary essay questions being undertaken. The aforementioned are the methods of assessment for this module.

OVERALL PLANNING TABLE FOR ECOTOURISM MODULE

| Assessment Objective | (a) | (b) | | | | Total Time |
|----------------------|------|-----|--|--|--|------------|
| A1 | 3 | | | | | 3 |
| A2 | *11 | *11 | | | | 11 |
| Assignment | | | | | | 2 |
| B1 | *a-e | a-e | | | | 12 |
| B2 | *a-e | a-e | | | | |
| Assignment | | | | | | 3 |
| C1 | 7 | | | | | 7 |
| Assignment | | | | | | 2 |
| C2 | 3 | 2 | | | | 5 |
| Assignment | | | | | | 1 |
| D1 | 3 | 3 | | | | 6 |
| D2 | 4 | 4 | | | | 8 |
| Total | | | | | | 60 |

A2 and B1 and B2 have similar ranges and topics. Therefore it is suggested that the exercises and sessions plans devised cross-reference with the knowledge and skills criteria as defined in the syllabus.

Scheme of Work

Section A: Understanding ecotourism

Assessment Objective A1: Understand and explain the objectives of ecotourism

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|---|---|--|
| Session Plan One | | | |
| <ul style="list-style-type: none"> to understand what is meant by the term ecotourism | <ul style="list-style-type: none"> teacher-led session to establish that the term ecotourism of mass tourism is understood and to discuss the importance of controlling such an issue. Teacher may relate to the Rio Principles and the Quebec Summit report (see text and website recommendations) to establish the importance of ecotourism and related issues invite students own ideas and perceptions of ecotourism formal tutor input on one selected area where ecotourism has had an impact. World wide destinations and areas should be encouraged throughout the module introduce the activity for session plan three - to provide information on an area where ecotourism is evident | <ul style="list-style-type: none"> a pre-printed handout devised by the tutor identifying <ol style="list-style-type: none"> the definition of ecotourism one example, indicating major points website: obtain key ecotourism terms (resource list). The Quebec Summit report (May 2002). Tutors may wish to provide photocopies extracts of the report for the group text: J. Croall - Preserve or Destroy pp22-23 tutor may wish to select different areas and students are allocated an area from a pre-prepared list | <ul style="list-style-type: none"> students to take notes throughout the session and ensure understanding of ecotourism terms homework: to research individually, one different area where ecotourism is evident. Required for session plan three. i.e. safari park, rain forest, trekking. Local examples may be used if appropriate |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|---|--|--|
| Session Plan Two | | | |
| <ul style="list-style-type: none"> to understand the difference between ecotourism and nature-based travel | <ul style="list-style-type: none"> brain storming session to establish the difference, followed by a class discussion students are to be encouraged to give examples throughout the session question and answer session: <ol style="list-style-type: none"> 1) how have holiday trends altered in the past ten years? 2) why has the trend for nature-based travel increased over the past decade? How may this impact on ecotourism? | <ul style="list-style-type: none"> text: Hall and Page - The Geography of Tourism and Recreation p170 text - The Wilderness Concept pp218-219 special interest tour brochures and resource list of ecotourism terms, as indicated in session plan one | <ul style="list-style-type: none"> students to take notes throughout the session |
| Session Plan Three | | | |
| <ul style="list-style-type: none"> to compare two areas where ecotourism is evident | <ul style="list-style-type: none"> group investigations by students to give feedback to the group on their findings. Followed by class room discussion on common features, ecotourism resources and endemism | <ul style="list-style-type: none"> tutor devised observation checklist to record students findings and circulate to the rest of the group as supplementary notes | <ul style="list-style-type: none"> students to have prepared the information for dissemination to the group |

Assessment Objective A2: Investigate the role of ecotourism organisations

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|---|---|--|
| Session Plan Four | | | |
| <ul style="list-style-type: none"> to discuss the objectives and activities of The International Ecotourism Society and other related organisations | <ul style="list-style-type: none"> tutor input on TIES (The International Ecotourism Society) and other related organisations. Importance of such world wide organisations and the involvement of different nations students, where appropriate, should be given the opportunity of considering the locality in which the course is being delivered. It may be that local organisations and projects can be studied | <ul style="list-style-type: none"> website: TIES (see resource list) | <ul style="list-style-type: none"> notes should be taken throughout the session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|---|---|-------|
| Session Plan Five | | | |
| <ul style="list-style-type: none"> • to identify how planning for environmental conservation should be addressed | <ul style="list-style-type: none"> • using an established tourist long haul destination i.e. Kenya. Identify how tourism is being controlled and what impact there has been on the area <ul style="list-style-type: none"> a) nature restoration b) environmental surveillance c) nature protection d) aspects of environmental legislation e) identify which organisation/s may be involved in the planning and controlled development of this destination • if appropriate, exercises based on activity in the local region/s may be used | <ul style="list-style-type: none"> • Quebec Summit Report (May 2002) • long haul travel brochures • National Tourism office of the chosen destination • text: Case studies - Seychelles and United States - J. Croall Preserve or Destroy pp28-29 and pp44-45 | |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|--|---|
| Session Plan Six | | | |
| <ul style="list-style-type: none"> • to investigate the benefits of eco-friendly design • to give a short presentation on findings | <ul style="list-style-type: none"> • tutor-led discussion of environmental management of building projects. To include <ol style="list-style-type: none"> a) handling of building and construction b) handling of waste c) noise, vibration and the impact on humans d) impact on small animal and inset life e) damage on existing buildings f) historically unstable earth - earthquakes and flood areas | <ul style="list-style-type: none"> • text - World Travel Atlas - Columbus Press pp62 and 65 diagrams and maps | <ul style="list-style-type: none"> • teacher may wish to prepare pre-printed maps as handouts and use of discussion, also for to maximise question and answer during the session |
| Session Plan Seven | | | |
| <ul style="list-style-type: none"> • to investigate the benefits of eco-friendly design • to give a short presentation on findings | <ul style="list-style-type: none"> • as above | | |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|---|---|--|
| Session Plan Eight | | | |
| <ul style="list-style-type: none"> to understand what is meant by the term stakeholder | <ul style="list-style-type: none"> teacher input with prepared examples of stakeholders and multi-stakeholders. The students would benefit from examples being given i.e. government agency involvement, world organisations, voluntary groups and private organisations | <ul style="list-style-type: none"> refer to ecotourism terms list (session plan one) | <ul style="list-style-type: none"> notes to be taken throughout the session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|---|--|--|
| Session Plan Nine | | | |
| <ul style="list-style-type: none"> to discuss and identify how ecotourism policies may be improved world wide students to work in small groups/pairs. To investigate and provide an example of how their selected area is addressing ecotourism issues | <ul style="list-style-type: none"> tutor-led class discussion with prepared examples of a selected area, local areas may be suitable for investigation purposes, which could demonstrate where the participation of indigenous people/local people is lacking. Some sensitive issues which may related to development of land by a government or private company consider the social impact and also the under developed countries who are substantial tourism receivers. Natural zones and political borders may be addressed and also how nations may agree an holistic approach tutor to assign small working groups to work together on the set task | <ul style="list-style-type: none"> text: Tourism in Action – Stanley Thomas pp214-215 tutor prepared task sheet indicating topics may be used as a guideline | <ul style="list-style-type: none"> students should take notes throughout the session it is expected that this exercise will continue into the next session |
| Session Plan Ten | | | |
| <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> as above | | |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|--|--|
| Session Plan Eleven | | | |
| <ul style="list-style-type: none"> to present findings on how their selected area is addressing ecotourism issues | <ul style="list-style-type: none"> teacher explains the good and bad points of the assessment completed assessment may be <ol style="list-style-type: none"> formal presentation display prepared leaflet/handouts working group written report | <ul style="list-style-type: none"> tutor may prepare an observation sheet identifying general headings and blank space for written overall comment/s on the group's performance | <ul style="list-style-type: none"> useful to tutor to observe, communication skills and working with others |
| Session Plan Twelve | | | |
| <ul style="list-style-type: none"> to understand and discuss the transboundary management approach | <ul style="list-style-type: none"> tutor input with examples of trans-national policies - easier movement of peoples i.e. C.I.S. and relaxed restrictions. A holistic approach – governments working together. Provide adequate and appropriate funding for projects. A local case study of such a project could be beneficial if appropriate. Examples of transboundary approaches should be given to the students question and answer session to follow input to clarify understanding | <ul style="list-style-type: none"> report from Quebec Summit (May 2002). Tutors may wish to select extracts and copy for the students | <ul style="list-style-type: none"> students to take notes throughout the session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|--|--|---|
| Session Plan Thirteen | | | |
| <ul style="list-style-type: none"> • to understand and give examples of environmental conservation | <ul style="list-style-type: none"> • tutor input to explain the term and give an example of good practice • brainstorm each of the following headings <ul style="list-style-type: none"> a) visitor management b) promoting awareness of conservation c) transport issues d) natural resources - water e) waste management - it is suggested that these topics are based on the example given by the tutor | <ul style="list-style-type: none"> • pre-printed gapped handout giving the headings only provided by the tutor for completion by the students | <ul style="list-style-type: none"> • students to complete handout and make supplementary notes |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|---|--|--|
| Session Plan Fourteen | | | |
| <ul style="list-style-type: none"> to examine how waste is managed | <ul style="list-style-type: none"> class discussion on waste management of tourist identified tourist areas <ul style="list-style-type: none"> how is this managed? does wildlife suffer? does marine life suffer? how is human life affected? what are the long-term effects? tutor may choose to group students together to brainstorm ideas and present findings informally to the group. The answers should be recorded for revision purposes | <ul style="list-style-type: none"> website: http://www.ecotourism.org/ if study periods are not timetabled, the tutor may wish to extend the exercise for two weeks | <ul style="list-style-type: none"> study periods: students are encouraged to visit the ecotourism website and gather additional detail on the management of waste |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|--|---|
| Session Plan Fifteen | | | |
| <ul style="list-style-type: none"> to introduce the main points of the assignment | <ul style="list-style-type: none"> open class discussion - question and answer session, as to how the students may best achieve this assignment. The assignment could be a written report based on as previous research and findings. An example of assessment could be to write a report on 'The Impact on the Environment of Waste Management'. The basis could be that of growth in tourism to the selected area/destination/country | <ul style="list-style-type: none"> tutor prepared pre-printed assignment, indicating resource guidance if appropriate | <ul style="list-style-type: none"> ensure that all students understand the assignment and what is required of them |
| Session Plan Sixteen | | | |
| <ul style="list-style-type: none"> to start planning the assignment | <ul style="list-style-type: none"> class discussion and one-to-one if necessary to establish an action plan for completion of the assignment students commence their personal action plans | <ul style="list-style-type: none"> prepared assignment and possibly gapped action plan for completion tutor may wish to allow time for the students to visit travel shops in order to gather a selection of brochure | <ul style="list-style-type: none"> support and guidance is likely to ensure achievement of all the goals set homework: encourage students to access tourist office websites to gather information on special interest, rural and safari holidays |

Section B: Tourism Contribution

Assessment Objective B1: Investigate the ways in which tourism can contribute to, and focus attention on, environmental issues

Assessment Objective B2: Investigate the ways in which tourism can contribute and focus attention on social/cultural issues

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|---|---|
| Session Plan Seventeen | | | |
| <ul style="list-style-type: none"> to study a variety of world wide areas | <ul style="list-style-type: none"> tutor to explain and give examples of areas where there is positive evidence of good tourism management, where the environment and impact of tourism has been considered, e.g. some areas of Majorca, Menorca, Portugal, Barbados and Lanzarote if appropriate, tutors may be able to make this relevant to the location where the course is being delivered class discussion on the positive points | <ul style="list-style-type: none"> selected tourist office publications and information posted on their individual websites students own findings from visiting website and tourist office publications | <ul style="list-style-type: none"> supplementary note taking may be required by the students |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|---|---|--|
| Session Plan Eighteen | | | |
| <ul style="list-style-type: none"> to discuss the impact of cities and tourism | <ul style="list-style-type: none"> tutor-led question and answer session. To indicate and give examples of how cities may positively and negatively be a part of ecotourism; i.e. pollution - air travel, waste management, building noise and vibration. Example cities such as Hong Kong, Los Angeles and London | <ul style="list-style-type: none"> text: Hall and Page – Geography and Recreation of Tourism – Case Study – London Urban Parks p153 | <ul style="list-style-type: none"> students would benefit from a case study to provide evidence of the impact on a city |
| Session Plan Nineteen | | | |
| <ul style="list-style-type: none"> to carry out a study between a city and an area of natural beauty | <ul style="list-style-type: none"> tutor to introduce the task and explain. Student may select a city i.e. Nairobi and also the game reserves where the tourist is likely to visit what may be the effect on a city with the arrival of mass tourism? what may be the cultural impact on the area? case studies may be selected to promote discussion and questions | <ul style="list-style-type: none"> tutor may choose to provide a list of cities and A.O.N.B. (Areas of Natural Beauty) for the students to study a short presentation is to follow in session plan 20 text: Global Tourism - Kenward & Whittington Case Study USA - pp106-107, Australia pp108-109 | <ul style="list-style-type: none"> support and guidance will be required on the main points |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|--|---|--|
| Session Plan Twenty | | | |
| <ul style="list-style-type: none"> to research for the study | <ul style="list-style-type: none"> tutors to reinforce key concepts resulting from session plan 19 and subsequent questions (as above) students to produce a bullet point summary (1 side of A4) on their findings. The A4 handout should be photocopies and circulated to the group members | <ul style="list-style-type: none"> the Internet and students access to the suggested resource book list | <ul style="list-style-type: none"> tutor may choose for students to work in pairs/small groups |
| Session Plan Twenty One | | | |
| <ul style="list-style-type: none"> to present findings to the group | <ul style="list-style-type: none"> tutor to explain the good and bad points of the assessment completed | <ul style="list-style-type: none"> tutor may choose to prepare an observation sheet to make written comments on student's findings | <ul style="list-style-type: none"> useful to see students development in personal skills, communication and also team working |
| Session Plan Twenty Two | | | |
| <ul style="list-style-type: none"> to examine the impact of economic and development opportunities | <ul style="list-style-type: none"> during the input, emphasis by the tutor should be placed on clarifying sustainable development and the impact on the environment examples should be given during the session | <ul style="list-style-type: none"> text: R. Doswell – Tourism pp29-30 and pp158-9 a gapped handout could be prepared by the tutor | <ul style="list-style-type: none"> students to take notes throughout the session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|--|---|---|
| Session Plan Twenty Three | | | |
| <ul style="list-style-type: none"> to study how sustained ecotourism may be achieved | <ul style="list-style-type: none"> tutor may explain about tourism policies from a variety of destinations. A suggestion would be to make a comparison of the tourism services between a traditional sea, sand and sun tourist destination and that of an eco-traveller in relation to ecotourism | <ul style="list-style-type: none"> tutor prepared handout, summarising main topics of discussion | <ul style="list-style-type: none"> students to make supplementary notes throughout the session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|---|--|
| Session Plan Twenty Four | | | |
| <ul style="list-style-type: none"> to prepare for a class task and exercise: the development of an island | <ul style="list-style-type: none"> suggested exercise: an imaginary island with a forest area, similar in size to Barbados. Select a location. At present the only tourism to the island is the occasional cruise ship port of call (the Greek Island of Santorini is a live example). Tourism is planned to escalate and major tour operators have expressed an interest in offering traditional holidays in the future brain storming session <ol style="list-style-type: none"> what are the implications? what infrastructure is needed what are the implications for the environment, local culture and people the purpose of this exercise to make students aware that tourism does not just happen. Discussion with reference infrastructure and effects on the community, environment and culture are vital | <ul style="list-style-type: none"> handout – giving an outline of the island. Indicating mountainous regions, natural rivers, settlements and the location of the port. Finally the location of the island | <ul style="list-style-type: none"> in the preparation for the task, tutor may wish to consider the airport, which at the moment is a small area with one small runway |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|---|--|-------|
| Session Plan Twenty Five | | | |
| <ul style="list-style-type: none"> to work on the class exercise | <ul style="list-style-type: none"> tutor to assign students into small groups. Tutor is offer support and guidance to students. Select a spokesperson for each group to give feedback | <ul style="list-style-type: none"> pre-prepared and printed task sheet | |
| Session Plan Twenty Six | | | |
| <ul style="list-style-type: none"> the present the findings of the island development | <ul style="list-style-type: none"> students to give class presentation. Tutor may wish to video the presentations, if video resources available. Evidence could be cross-referenced with key skills. i.e. communication or working with others tutor to give feedback of good and bad points on the assessment completed recorded on an observation checklist | <ul style="list-style-type: none"> tutor to prepare checklist of areas expected to be covered | |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|--|---|
| Session Plan Twenty Seven | | | |
| <ul style="list-style-type: none"> to examine mass tourism of the area selected | <ul style="list-style-type: none"> an example of class work could be a case study based on visitor statistics to a chosen area class discussion, explanation from the tutor and question and answer from students, to establish how the growth in tourism and the projected increases will affect issues relating to ecotourism in the area selected i.e. environmental and cultural issues samples of visitor statistics should be used by the tutor it is possible that text available referring to statistics could outdated, therefore, the Internet may prove more up-to-date | <ul style="list-style-type: none"> Internet: http://www.gov.bw/tourism/index_f.html Any area where A.O.N.B and wildlife inhabit could be selected for the exercise. Photocopy website downloads. In addition any supplementary information obtained from the relevant tourist board offices. Keynote reports and statistics are available on the website | <ul style="list-style-type: none"> students to take notes throughout the session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|--|---|---|
| Session Plan Twenty Eight | | | |
| <ul style="list-style-type: none"> to understand the extent of the ecotourism problems | <ul style="list-style-type: none"> using selected case studies (J Croall) as examples. Discussion points <ol style="list-style-type: none"> common problems good practice financial aspects funding and grants addressing e.g. heritage, national parks, forestry commissions, wildlife parks, areas of natural beauty, public open spaces. Local examples may be appropriate | <ul style="list-style-type: none"> text: J. Croall, Preserve or Destroy Chapter 5. Limiting the Damage case histories and summaries of a selection of projects tutor prepared handouts Internet: http://www.iucn.org/wssd/ World Summit – Sustainable development | <ul style="list-style-type: none"> students to take notes throughout the session |
| Session Plan Twenty Nine | | | |
| <ul style="list-style-type: none"> to introduce the assignment | <ul style="list-style-type: none"> assignment suggestion. To individually prepare an A5 folded leaflet on a selected destination/area, indicating the visitor numbers, accommodation availability, access to nature reserves, forest areas and national parks. The emphasis should be made within the text in the leaflet, how this area is addressing the Eco-tourist a project in the locality could be examined | <ul style="list-style-type: none"> prepared pre-printed assignment resource list indicating a selection of websites, and publications | <ul style="list-style-type: none"> previous class notes |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|--|---|
| Session Plan Thirty | | | |
| <ul style="list-style-type: none"> to undertake assignment planning | <ul style="list-style-type: none"> students to work on action plans for the assessment and discuss ideas with the tutor | <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> to offer support and guidance and maybe to give ideas on the location |
| Session Plan Thirty One | | | |
| <ul style="list-style-type: none"> to carry out research for the assignment | <ul style="list-style-type: none"> to undertake research with tutor guidance | <ul style="list-style-type: none"> as above | |

Section C: Ecotourism projects in action

Assessment Objective C1: Identify and describe global, national and local ecotourism projects

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|--|---|
| Session Plan Thirty Two | | | |
| <ul style="list-style-type: none"> to introduce the concept of marketing ecotourism | <ul style="list-style-type: none"> tutor input: on <ul style="list-style-type: none"> a) how are ecotourism services marketed? b) how are ecotourism products marketed? tutor may select small group research tasks of choose to give feedback to the group, on questions a) and b) tutor input and example, followed with question and answer <ul style="list-style-type: none"> c) how do the stakeholder/s attract support for projects? tutor to encourage question and answer of all three questions to ensure student understanding | <ul style="list-style-type: none"> key ecotourism terms for the full explanation of ecotourism services and products tutor may wish to gather a selection of special interest brochures for use in class over the next two weeks | <ul style="list-style-type: none"> students to make supplementary notes throughout the session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|---|---|--|
| Session Plan Thirty Three | | | |
| <ul style="list-style-type: none"> to study how stakeholders may take an active part in the negotiation and setting up of projects | <ul style="list-style-type: none"> tutor input: how do/could governments, organisations and charities become part of the marketing for eco-travellers to an area? what projects, initiatives and funding opportunities could assist in the promotion and development of an area it is suggested that the tutor prepares several examples of projects whereby one or more of the above has been involved. It may be appropriate to use local examples | <ul style="list-style-type: none"> tutor may choose to prepare a work sheet to be completed with the prepared examples website may be accessed through T.I.E.S. own home page http://www.ecoplant.com/ | <ul style="list-style-type: none"> homework: research into a range of different ecotourism and tourism organisations who are actively taking a part in a project or initiative linked directly with an area or country wide operation. Provide two examples it is expected that this exercise will continue into the next session |
| Session Plan Thirty Four | | | |
| <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> as above | |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|---|---|
| Session Plan Thirty Five | | | |
| <ul style="list-style-type: none"> to produce a summary of the activity for ecotourism related organisations | <ul style="list-style-type: none"> students to prepare a summary of each example. Briefly explaining about the organisations, charity or voluntary group and outline the activity and involvement it is possible that the students may be able to give an example in their own area | <ul style="list-style-type: none"> tutor may wish to collate the information and circulate copies of the examples to the group | |
| Session Plan Thirty Six | | | |
| <ul style="list-style-type: none"> to give a class presentation on the findings (session 35) | <ul style="list-style-type: none"> students to present their information informally tutor to comments on the outcomes | | |
| Session Plan Thirty Seven | | | |
| <ul style="list-style-type: none"> to discuss financial incentives that could be implemented to support developing infrastructure and rural tourism | <ul style="list-style-type: none"> tutor-led session: suggested input into government involvement and other stakeholders and multistakeholders, with reference to grants, loans, taxes and charges, laws and licences this sessions should include examples of stakeholders, such as world wide hotel chains | <ul style="list-style-type: none"> text: Hall and Page - The Geography of Tourism and Recreation pp261-2 | <ul style="list-style-type: none"> students to take notes throughout the session it is expected that this will continue into the next session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|---|---|-------|
| Session Plan Thirty Eight | | | |
| <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> as above | |
| Session Plan Thirty Nine | | | |
| <ul style="list-style-type: none"> to introduce the assignment | <ul style="list-style-type: none"> as an assignment suggestion, the tutor may wish to build upon research already undertaken in sessions 33 and 34 with reference to the current marketing of ecotourism. Students may produce a short written report under pre determined headings for the assessment | <ul style="list-style-type: none"> previous class notes and handouts and research evidence already completed | |
| Session Plan Forty | | | |
| <ul style="list-style-type: none"> to produce action plan for the assignment and carry out research | <ul style="list-style-type: none"> tutor to offer support and guidance to students in the planning for the report | <ul style="list-style-type: none"> as above | |

Assessment Objective C2: Demonstrate understanding of the effectiveness and management of ecotourism projects

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|---|---|---|
| Session Plan Forty One | | | |
| <ul style="list-style-type: none"> to understand sustained development of ecotourism | <ul style="list-style-type: none"> tutor-led session - what measures need to be in place which are achievable for destinations/countries? brainstorm ideas from the group - what needs to be measured? i.e. visitor numbers, waste, building development | <ul style="list-style-type: none"> text: Hall and Page - Geography of Tourism and Recreation pp261-3 monitoring and evaluation key terms of ecotourism: as before, regarding ecoservices and ecoproducts | <ul style="list-style-type: none"> students to take notes throughout the session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|--|--|
| Session Plan Forty Two | | | |
| <ul style="list-style-type: none"> to examine the impact of economic and environmental indicators | <ul style="list-style-type: none"> tutor may select a long haul area/destination that is receiving a large proportion of tourists. Statistics may be researched to give an indication of popularity i.e. Cancun, Mexico. Question: What external implications could affect the tourist/eco-traveller? i.e. currency fluctuations, terrorist activities, natural disaster, cost of oil, conflict and war how would the influences of <ol style="list-style-type: none"> currency fluctuations terrorist activities natural disaster conflict and war - affect the tourist and the tourism receiving areas? | <ul style="list-style-type: none"> http://www.geocities.com/mountainconservers/Tanzania_mountains.html a worksheet for each of the headings i.e. currency fluctuations, could be prepared by the tutor | <ul style="list-style-type: none"> homework: students to research and prepare information on one area in e.g. Australasia, Asia, USA, North America, where there is evidence of external environmental impact library resources are recommended to undertake the research |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|-----------|--|
| Session Plan Forty Three | | | |
| <ul style="list-style-type: none"> to examine the findings of the homework task | <ul style="list-style-type: none"> students to informally feedback findings to the rest of the group on the homework task set in session 42 tutor to make comment on their findings - tutor may wish to produce a summary of findings as a handout for the following week | | |
| Session Plan Forty Four | | | |
| <ul style="list-style-type: none"> to discuss recovery plans for the areas selected in last week's task | <ul style="list-style-type: none"> tutor should prepare examples of external influences to back-up students findings. A case study or local issue may add value and understanding to the exercise open informal class discussion. Using the examples provided by the students to discuss how the area/destination has attempted to recover the tourist | | <ul style="list-style-type: none"> students to make supplementary notes |

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|--|---|-------|
| Session Plan Forty Five | | | |
| <ul style="list-style-type: none"> to introduce the assignment | <ul style="list-style-type: none"> to introduce the main points of the assignment a suggestion may be to build on the information gathered in the previous three weeks and ask for a written report to be produced alternatively, a case study such as Conservation and the Maasai in Kenya could be used. This is a lengthy case study which reports on two large classes of policy failure. Should this case study be selected the students would require further input and class time from the tutor in order to ask questions and fully understand the case study. This is an excellent example of policy failure, however a localised case study may be appropriate | <ul style="list-style-type: none"> pre-printed assignment sample of case study www.environmentalaction.net/Kenya-policyfailure | |
| Session Plan Forty Six | | | |
| <ul style="list-style-type: none"> to produce an action plan for assignment and carry out research | <ul style="list-style-type: none"> tutor to offer support and guidance | <ul style="list-style-type: none"> pre-printed assessments and resource list | |

Section D: Future trends and prospects

Assessment Objective D1: Identify and analyse the effectiveness of future trends in ecotourism

| Learning objectives | Classroom Ideas | Resources | Notes |
|---|---|---|--|
| Session Plan Forty Seven | | | |
| <ul style="list-style-type: none"> to identify how the private sector has become involved in ecotourism | <ul style="list-style-type: none"> tutor-led session giving examples of world wide awards for tourism, preservation, conservation or specialist initiatives and projects tutor to give examples of world wide awards | <ul style="list-style-type: none"> examples available from the World Conservation Union - the Green Web and the website of Voluntary Initiatives for Sustainable Tourism | |
| Session Plan Forty Eight | | | |
| <ul style="list-style-type: none"> to investigate a variety of private sector organisations and visit their websites | <ul style="list-style-type: none"> to expand the variety of organisation, examples could be used of large retail food suppliers and distributors, all of which are required to abide by environmental policies. Tutor may wish to prepare samples for class discussion tutor to record which student in researching which company | <ul style="list-style-type: none"> websites of chosen companies | <ul style="list-style-type: none"> homework: students to research other companies i.e. Texaco, Shell and BP or other selected petroleum companies and return with the information for the next session |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|---|---|---|
| Session Plan Forty Nine | | | |
| <ul style="list-style-type: none"> to discuss findings of the companies chosen regarding environmental policies | <ul style="list-style-type: none"> class discussion plus question and answer on homework task tutor to prepare alternative company examples other than those researched by the students | <ul style="list-style-type: none"> it would be useful to produce a summary and photocopy the information and circulate as a handout for future reference | <ul style="list-style-type: none"> students to take supplementary notes |
| Session Plan Fifty | | | |
| <ul style="list-style-type: none"> to identify tour operators offering education holidays | <ul style="list-style-type: none"> tutor-led session to give an overview of the range of educational holidays available | <ul style="list-style-type: none"> travel trade press journals, brochures, Internet and retail agents | <ul style="list-style-type: none"> it may be useful for students to refer back to notes from session 32 |
| Session Plan Fifty One | | | |
| <ul style="list-style-type: none"> to analyse the management of visitor numbers | <ul style="list-style-type: none"> class discussion with examples of visitor numbers to the most popular attractions in the country of study | <ul style="list-style-type: none"> own tourist offices | <ul style="list-style-type: none"> homework: students to research entry prices/charges for the attractions selected if open spaces - how is the tourist alerted to care towards the environment? |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|---|---|-------|
| Session Plan Fifty Two | | | |
| <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> teacher-led discussion on the provision of controls in National Parks and tourist's awareness of ecotourism or lack of it. World wide as well as localised examples could be used, in order to ensure that the students understand the global nature and impact | <ul style="list-style-type: none"> maps, areas of natural beauty, National Parks, heritage, religious and archaeological sites | |

Assessment Objective D2: Demonstrate knowledge of future prospects for ecotourism

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|---|--|
| Session Plan Fifty Three | | | |
| <ul style="list-style-type: none"> to discuss how joint promotions may prove successful | <ul style="list-style-type: none"> tutor-led session to explain how stakeholders and multi stakeholders could work together effectively to examine some examples of good practice | <ul style="list-style-type: none"> examples of government involvement: i.e. TIES, United Nations and recommendation from the summit reports (Rio and Quebec as previously referred to) | <ul style="list-style-type: none"> it is expected that this will continue into the next session |
| Session Plan Fifty Four | | | |
| <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> as above | | |
| Session Plan Fifty Five | | | |
| <ul style="list-style-type: none"> to address issues relating to world health | <ul style="list-style-type: none"> tutor-led class discussion. World Health Organisation - their aim and objectives. Discuss also the control and eradication of disease. Discuss endemic areas of disease in countries and how the World Health Organisation has responded to health needs when travelling | <ul style="list-style-type: none"> world atlas - maps identifying religions, cultures, and disease | |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|---|---|
| Session Plan Fifty Six | | | |
| <ul style="list-style-type: none"> to explore how best to retain individual cultures, language and habits | <ul style="list-style-type: none"> prepared tutor examples and class discussion of good practice whereby culture, language and habit is being protected i.e. Aboriginal Tourism | <ul style="list-style-type: none"> Australia tourist office and website also www.atfc.ca/ATTC/tourism.htm AB. Tourism definitions | <ul style="list-style-type: none"> it is expected that this will continue into the next session homework: students to do own research on other examples for use in class session next week |
| Session Plan Fifty Seven | | | |
| <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> as above | <ul style="list-style-type: none"> as above | |
| Session Plan Fifty Eight | | | |
| <ul style="list-style-type: none"> to give feedback to the group on findings of good practice for protecting cultures | <ul style="list-style-type: none"> students to give class presentation on their findings tutor to comment on good points and to question where appropriate | | |
| Session Plan Fifty Nine | | | |
| <ul style="list-style-type: none"> to discuss the provision of ecotourism for the future | <ul style="list-style-type: none"> class discussion with reference to the recommendations made in ecotourism summits. The tutor may view the recommendations in the report | <ul style="list-style-type: none"> five years after Rio (summary report) - access via the TIES site Quebec report (May 2002) www.earthsummitwatch.org/ | <ul style="list-style-type: none"> homework: students to prepare their own comments and views for The Way Forward - session 60 |

| Learning objectives | Classroom Ideas | Resources | Notes |
|--|--|--|-------|
| Session Plan Sixty | | | |
| <ul style="list-style-type: none"> to discuss and evaluate the recommendations made by conference | <ul style="list-style-type: none"> class debate - The Way Forward. The tutor may wish to prepare an agenda for the order of issues. Tutors could include strategies for tourism development in the locality | <ul style="list-style-type: none"> reports as above and previous websites recommended throughout the module | |

Resources

Travel Trade Publications:

Travel Trade Gazette
Counter Weekly

Printed Materials:

Before beginning the course – it would be advisable to build up a staff library of resources of material downloaded from the Internet, holiday brochures and material from travel agents and tour operators relating to special interest, nature and safari type holidays. Reports from meetings and summits, conference papers and weekly broadsheet newspaper travel reports are also useful.

Books

Throughout the module text specific is recommended. The addition of the following is also recommended.

Columbus Press

- World Travel Dictionary
- World Tourist Attractions
- World Travel Atlas
- World Travel Guide

S. Medlik, Managing Tourism, Butterworth Heinemann

Roger Doswell, Tourism, Butterworth Heinemann

Leonard J. Lickorish, Developing Tourism Destinations – Policies and Perspectives, Longman

J. Croall, Preserve or Destroy, Calouste Gulbenkian Foundation

Hall and Page, The Geography of Tourism and Recreation, Routledge

Kenward and Whittington, Global Tourism Development, Hodder and Stoughton

Internet

The website addresses of many sites have been identified within the module. Suggested starting point would be www.ecotourism.org/

Visits

It is recommended that visits are made to Travel and Holiday exhibitions where possible. In addition visits to local museums, Town Hall - Tourism Department and local areas of natural beauty.