




Presentation activities


Title	1. Presentation activity
Description	This exercise will be carried out using the powerpoint included in the annexes. In it we will work on concepts such as what is ecotourism and its characteristics, how to develop ecotourism, some interesting initiatives, dangerous species (site specific), a real example and what we can do.
Spaces	Regular classroom
Time	50 min.
Resources	A projector or screen
Groups	All class together
Anex	https://www.canva.com/design/DAFg2Guvj7s/ZB-mqXj8S_CH5xh9doEyuO/edit?utm_content=DAFg2Guvj7s&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Cross-cutting themes	<ul style="list-style-type: none"> - Sustainability - Social responsibility - Climate change - Audiovisual communication
Evaluation	Initial: this activity will not be assessed as it aims to introduce ecotourism to the class and is an introductory activity.


Title	2. Tourism vs Ecotourism								
Description	<p>In this activity we will work on the problems of tourism (such as pollution...) and reflect on them. Students will then make a comparison between ecotourism and tourism (like the table in the annex). The students will have guiding questions such as: What is the main problem of tourism? How can it be tackled? This activity will be corrected as a group in the classroom.</p>								
Spaces	Conventional classroom								
Time	1 class, and if it is needed 2								
Resources	Sheets of paper, pens, pens, pens and computers for consulting information								
Groups	Small group, 4-5 students								
Anex	<p style="text-align: center;">Ecotourism VS Sustainable Tourism Comparison Chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #00b050; color: white;">Ecotourism</th> <th style="background-color: #808080; color: white;">Sustainable Tourism</th> </tr> </thead> <tbody> <tr> <td style="background-color: #00b050; color: white;">Ecotourism is about visiting natural attractions and doing so in a responsible and sustainable fashion.</td> <td style="background-color: #808080; color: white;">It refers to a complete tourism experience encompassing the social, economic, and environmental aspects of tourism development.</td> </tr> <tr> <td style="background-color: #00b050; color: white;">Ecotourism focuses specifically on the place travelers or tourists visit and what they can do to benefit the people who live there.</td> <td style="background-color: #808080; color: white;">Sustainable tourism is about what a traveler does to reduce their impact on the planet as a whole.</td> </tr> <tr> <td style="background-color: #00b050; color: white;">It is about traveling to natural areas while admiring the nature/wildlife as well as the traditional cultures prevailing in these areas.</td> <td style="background-color: #808080; color: white;">Sustainable tourism is about providing authentic tourist experiences while respecting the place, its people, and their culture.</td> </tr> </tbody> </table> <p style="text-align: right; font-size: small;"></p>	Ecotourism	Sustainable Tourism	Ecotourism is about visiting natural attractions and doing so in a responsible and sustainable fashion.	It refers to a complete tourism experience encompassing the social, economic, and environmental aspects of tourism development.	Ecotourism focuses specifically on the place travelers or tourists visit and what they can do to benefit the people who live there.	Sustainable tourism is about what a traveler does to reduce their impact on the planet as a whole.	It is about traveling to natural areas while admiring the nature/wildlife as well as the traditional cultures prevailing in these areas.	Sustainable tourism is about providing authentic tourist experiences while respecting the place, its people, and their culture.
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Cross-cutting themes	<ul style="list-style-type: none"> - Sustainable development - Environmental stewardship - Ethical dimension - Communication and collaboration 								
Evaluation	<p>All work from this point onwards will form part of a continuous assessment culminating in the final paper. It should be noted that this is problem-based learning, in this case tourism.</p>								

Development activities


Title	3. Explore activity
Description	<p>This activity, as its name suggests, will allow students to discover and investigate the space set aside for this activity. The boundaries will be clearly marked and the students already have the information on dangerous species (given in the presentation activity).</p> <p>Students will be provided with a blank map of the area, and should mark interesting places, plants or scents in the form of a drawing on the map.</p>
Spaces	A delimited and secure area of Kogelberg Biosphere Reserve, South Africa
Time	A full school day
Resources	Blank map, felt-tip pen, compass and notebook
Groups	Small group, 4-5 students
Anex	
Cross-cutting themes	<ul style="list-style-type: none"> - Biodiversity - Environmental awareness - Conservation - Exploration
Evaluation	The evaluation of this activity will be continuous, culminating in the final project.


Title	4. Environmental treasure hunt
Description	The next activity is a treasure hunt, in which the students, following some clues, will have to photograph different places and species. In this way they will explore more deeply the richness of this territory and then they will be able to plan the final activity.
Spaces	A delimited and secure area of Kogelberg Biosphere Reserve, South Africa
Time	A full school day
Resources	At least one camera and one magnifying glass per group, clues, notebook, pen and compass.
Groups	Small group, 4-5 students
Anex	
Cross-cutting themes	<ul style="list-style-type: none"> - Biodiversity - Environmental sustainability - Environmental education - Efficient resource usage
Evaluation	The evaluation of this activity will be continuous, culminating in the final project.

Title	5. Sustainable garden design
Description	<p>This activity consists of designing a sustainable garden. In order to do this, the students must have previously researched about native plants and their possible use. Then, in groups they will design how to use these plants as food.</p> <p>Once they have done this, they will design the garden, either by drawing or digitally.</p>
Spaces	Conventional classroom
Time	2 sessions of 50 minutes
Resources	Digital resources to consult information, one computer per group, paper, pens and markers.
Groups	Small group, 4-5 students
Anex	
Cross-cutting themes	-
Evaluation	The evaluation of this activity will be continuous, culminating in the final project.

Title	6. Recycling workshop
Description	In this activity, students should look for ways to reduce non-biodegradable waste. In addition, as homework for the next day students should bring something that they have made themselves with their non-biodegradable waste from home. In this way we encourage their creativity and encourage ways of reusing plastics and other waste.
Spaces	Conventional classroom
Time	1 class. 50 minutes
Resources	One computer for each group
Groups	Small group, 4-5 students
Anex	
Cross-cutting themes	<ul style="list-style-type: none"> - Waste management - Innovation and creativity - Consumer choices - Responsible consumption
Evaluation	The evaluation of this activity will be continuous, culminating in the final project.

Summary activities

Title	7. Ecotourism guide
Description	In this activity you will use everything you have already worked on in previous activities. In groups they should plan an excursion for the whole class, explaining how they would organize ecotourism in that area. Each group will have 1 hour and a half to present their proposal, the rest of the groups will act as tourists.
Spaces	A delimited and secure area of Kogelberg Biosphere Reserve, South Africa
Time	A full school day, where each group will present for 1.5 hours.
Resources	All necessary resources will be requested one week in advance in order to be provided.
Groups	Small group of 4-5 students will be the guides and the rest of the class together with the tourists.
Anex	
Cross-cutting themes	<ul style="list-style-type: none"> - Safety - Outdoor skills - Physical activity - Cultural appreciation
Evaluation	The evaluation of this final activity will consist of a co-evaluation (among the members of the group), a self-evaluation of the group and a hetero evaluation by the teacher.

Title	8. Visual board
Description	In this activity, each group has to capture on a visual board everything they have learnt during this experience. This activity will encourage the creativity of the students as there will be no detailed indications of what they have to do, allowing for originality and self-expressiveness.
Spaces	Conventional classroom
Time	1 class. 50 minutes
Resources	A variety of material resources, cardboard, coloured paper sheets, stickers, printing, etc.
Groups	Small group, 4-5 students
Anex	
Cross-cutting themes	<ul style="list-style-type: none"> - Organization and communication - time management - Progress tracking - Visualization of goals and objectives
Evaluation	Auto Evaluation, co-evaluation and hetero evaluation