

# TEACHER'S NOTES FOR CASE STUDY

## SOUTH AFRICA

### Heritage Tourism

#### Introduction

This case study forms part of an education resource called "Pella's People... a vanishing culture?"

It consists of a case study and classroom activities which examine the Heritage Tourism potential at Pella, Bushmanland, South Africa.

The aims of this resource are to:

- Introduce learners to the concept of Heritage Tourism in South Africa. Make students aware that Heritage is our legacy from the past and that we all have a responsibility to pass it on to future generations.
- Provide background knowledge and understanding of the vanishing culture of the Nama tribe.
- Give learners the opportunity to share their perceptions, views and attitudes towards a different culture and share their own experiences from within their communities.
- Stimulate learners into formulating ideas / action plans to promote Pella as a Heritage Tourism destination, thus increasing sustainable tourism.

#### The case content and the Curriculum

The material in this resource is designed for use by Grade 10 (Level 2) learners in the Travel and Tourism course for secondary schools in the Republic of South Africa.

The classroom activities can contribute to develop the following skills:

- communication and participation
- investigation, interpretation and analysis
- critical thinking
- evaluation and problem solving

The activities also provide links to the following Key Learning Areas:

- Language and Literacy
- Mathematical Science
- Human and Social Sciences
- Arts and Culture
- Economical

### **How to use this resource:**

This resource should be used as a unit of work involving the whole class. It is difficult to give an exact time allocation because of various classroom time tables and school curriculum policies. We recommend a time frame of six weeks, using approximately four hours per week. The case could form a cross-curricula project and the school may decide to dedicate a major part of the school day to the project for a period of time determined by the teacher.

Students should work at the computer in pairs or in groups, up to five, or the teacher may choose to download the information they need. Taking into account individual learners' and group needs, teachers should stipulate a time frame for the initial reading and viewing of the materials.

#### **a. Teacher preparation / Involvement**

Teachers should read the introductory text, preview the case study and be familiar with the classroom activities before undertaking the unit of work.

#### **b. Classroom preparation**

To begin the unit of work, teachers will need to select and use one of the suggested introductory activities. Students should also be encouraged to collect other relevant reference materials to add to the case study.

#### **c. Case study**

The teacher can print out the case study or students can work directly from the screen where resources are available. It is recommended that student take regular breaks to avoid eye strain.

#### **d. Conducting the classroom activities**

Teachers should plan and prepare the activities ahead of time so that students and groups may work independently to complete the case study.

Student may play an active roll in the planning and preparation of activities.

#### **e. Attachments**

Memo for assessment for Learner Activity 6.