

ATTACHMENT 1 – Group activity

Masiki and Shongile are living and farming on their own small piece of land. The past year the drought caused all the crops to die and both men had to sell their cows to get money to stay alive. Shongile realized that the money he got for the cows would not last for ever and so he set off to the nearest town to look for work. He was lucky and was employed. Masiki on the other hand stayed at home and did not worry about the day to come. But after a few months Masiki's money was finished, the electricity was cut because he could not pay the bill anymore. It was winter so Masiki cut down the trees on his land for firewood and when he got hungry, he slaughtered one of his chickens.

Shongile on the other hand used the money to pay his electricity bill, buy himself some warm clothes, food, bought two new cows and started a vegetable garden. One Saturday when Shongile came back from work, he went to visit Masiki to tell him that there is a job for Masiki as well. He was shocked when he saw Masiki's land. There was nothing left. Only bare land!!

He found Masiki sitting on the ground outside his small house, looking old and tired. When he told Masiki about the job, Masiki was glad. He got another chance to improve his quality of life.

Activity 1.

1. Look up the following words in the dictionary: * sustainable * responsible
2. Who do you think was the most responsible and used his resources in a sustainable manner? Motivate your answer
3. Why do you think it is important to use resources in a sustainable / responsible way?

ATTACHMENT 2 - Group assessment

Group: _____ Group leader: _____

Group members: 1. _____ 3. _____ 5. _____
 2. _____ 4. _____ 6. _____

Learner reporting back: _____

Theme: _____

Tick

Criteria	:)	:	:(
1. All the group members understood the task and knew what they had to do.			
2. Each group member had a chance to talk.			
3. Each group member wanted to participate			
4. Group members gave one another a chance to explain their opinions			
5. Group members respected one another's opinion.			
6. The group could work quietly.			
7. Group members concentrated on the task			
8. Group could give solutions / answers for the problems.			
9. Our group leader could summarize our answers.			
10. Group members encourage and praised one another during the task.			
Assessment rubric Mark: 0 - 2 :) = not achieved 3 - 4 :) = need work 5 - 6 :) = partly achieved 7 - 8 :) = achieved 9 - 10 :) = achieved beyond			

ATTACHMENT 3 – Peer activity

The story continues ...

A few months later while Shongile was working in his vegetable garden, he came across a strange looking bone. He contacted the local museum, which after investigation found it was a fossil dinosaur skeleton. Suddenly Shongile's farm was a tourist attraction and everybody wanted to see this old skeleton.

Activity 2.

1. Who do you think would like to visit the dinosaur site on Shongile's farm?
2. How can Shongile's use this tourist attraction in a sustainable / responsible manner?
3. You are appointed to help Shongile develop this tourist attraction
 - 3.1 What will you need?
 - 3.2 What needs to be done?
 - 3.3 Who needs to be involved in this project?
 - 3.4 What problems do you foresee?
 - 3.5 Make recommendations for the problems you foresee

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ATTACHMENT 4 – Peer assessment form

Before you start:

- Be sensitive and respect each other' s feelings.
- Be honest
- Evaluate your partners work and do not compare it with your own

Name of learner you evaluate: _____

Evaluated by: _____ Date: _____

Activity: _____

Question	Yes	No
1. Where you partner positive about the activity?		
2. Did your partner participate in the activity?		
3. Was the work evenly separated		
4. Did your partner encourage you and praise you for your good work?		
5. Was the activity completed in the given time?		

6. What do you think was good about your partners work?

7. On which area(s) can your partner improve?

8. Did you enjoy evaluating your partner' s work?

9. Did you learn something when evaluating your partner' s work?

10. In your opinion: Did your partner accomplish the work? Cross your answer

eg. I think Susan

Achieved	Partly achieved	Not achieved
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The work

I think _____

Achieved	Partly achieved	Not achieved
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The work

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ATTACHMENT 5. – Work sheet on sustainable tourism in the Vredefort Dome,
In the North West province of South Africa.

Activity 3 – Individual class and homework.

Read through case study on sustainable tourism in the Vredefort Dome and do the following activities.

1. Draw a map of South Africa with its nine provinces. Name the province and color the North West province in.
2. Plot the Vredefort dome area on the map.
3. State why the Vredefort Dome is such a unique:
 - a) physical area (wildlife, fauna, flora, biodiversity and eco-system)
 - b) cultural area.
4. Taking the physical and cultural environment into account,
 - a) What types of tourism do you think will visit the dome?
 - b) What does the physical and cultural environment has to offer to the tourist?
5. Explain why we need to:
 - a) manage the physical environment of the Vredefort Dome in a sustainable manner
 - b) manage the cultural environment of the Vredefort Dome in a sustainable manner
 - c) manage tourism to the Vredefort Dome in a sustainable manner.
6. Redraw the table in your workbook. Study the case study and complete the table.
eg.

Problems affecting sustainability in the Vredefort Dome	What causes the problem?	Recommendations / Solutions.
AIDS	People living in the area are not educated on the dangers of unprotected sex.	Education campaign on HIV / AIDS.

7. a) Identify the key role players / stakeholders in the Dome
b) Establish in what way these role players are involved.
8. The Vredefort Dome is in the stage of being declared as World Heritage Site by the United Nations Educational, Scientific and Cultural Organization's Committee (UNESCO).
 - 8.1 Define the term World Heritage Site.
 - 8.2 Explain how the declarations as a World Heritage Site will have an impact on the a) environment, b) communities, in the area and c) on tourism.
 - 8.3 Design a slogan for the " Vredefort Dome as World Heritage Site" campaign.

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ATTACHMENT 6

Activity 4 – Group work

Use the universal problem allocated to your group and compile a project covering the following components. Use the example to guide you while you are busy with your project.

1) Define the problem eg.

What is poverty?

There are many levels of poverty and wealth. If you have 'enough', but are surrounded by people with 'lots', it is possible to feel very poor indeed. In a community where everyone has just enough, and shares anything extra, you can feel very well off. These judgements are subjective, based on individual perceptions of what is 'enough' to live on, and influenced by surroundings, culture and expectations. Many have tried to divine more precisely what living in 'poverty' in the 21st century means. Most definitions agree that poverty means living in circumstances where individuals do not have access to some or all of the following:

- * adequate daily food
- * clean water and sanitation,
- * education at least to primary level.
- * basic healthcare
- * basic, adequate housing.

Worsened by famine and wars, the figures for the numbers of people living in poverty worldwide have stagnated. Ten years from the Earth Summit in Rio in 1992, when poverty was highlighted as needing urgent action, there are still 1.3 billion people in the world living on less than US \$ 1 per day

2) How can poverty be reduced and who are involved? eg.

How can poverty be reduced and who are involved?

This is a massive challenge, and will be made only by many valuable, smaller, local and national initiatives alongside international efforts. The emphasis needs to be on ensuring long – term improvements, rather than supplying emergency aid. This means tackling the causes of poverty itself, which can be achieved only through sustainable development. Many governments have now made the linkages between poverty by addressing environmental problem areas.

Different problems worsen poverty in different countries and regions, and so different solutions need to be found for rural or urban, veld or grassland, forest or farmland. What is vital is that individuals, committees and governments make a sustainable environment their priority in all their actions and policies.

3) Why must the problem be addressed? eg.

Why must poverty be reduced?

The degradation of the environment is a global phenomenon but its impact is felt particularly by the poor:

“When people’s survival is at stake, they are forced to farm on marginal soils, to reduce fallow periods, to cut vital forests, to overstock fragile lands and over fish rivers, lakes and coastal waters”

Some say the way to help the environment is to alleviate poverty. A healthy environment doesn’t always make for reduced poverty in the short term, but long term, human needs can only be met from a healthy environment. At the moment, rich countries are thriving at the expense of poorer countries’ environmental duration. If the poverty is not reduced, a healthy environment will not be possible – for anyone

4) Design and launce a campaign that takes action against the problem eg.

TAKE ACTION AGAINST POVERTY!

AIM: This activity explores the idea of poverty and riches. The activity focuses on feelings and impressions. The emphasis is on looking at poverty as a global problem to which there are solutions, not making judgements about individuals.

The Campaign

This should be a creative exploration, based on what learners have found.

- Include poetry, drawings, collage and other artwork, based on what changes have taken place and how these changes make people feel, what they can see now / what they would have seen / experienced in the past.
- The exploration could develop into a play or presentation to your school or wider community.

'Dear Mr./s Minister' – The group writes a letter to an important politician or minister, perhaps even head of state.

The letter should explain the work they have done, and the feelings explored about poverty and unemployment and the local and global effects learners are aware of, and should ask the politician what s/he is planning to do about it. Remember to ask for a reply!

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ATTACHMENT 7

Assessment Rubric for Sustainable / Responsible Tourism Grade11 Assignment.

Criteria	Level 1 1 – 4	Level 2 5 – 6	Level 3 7 – 8	Level 4 9 – 10	Score
The learners provide a clear and concise definition of what the problem is.	The definition is poorly formulated or not formulated at all and there is no coherence	There is some attempt to provide a definition but the definition is not original. The definition has clearly been taken from an existing source.	The definition is clearly formulated and well stated. There is some evidence of original thought.	The definition is formulated and brilliantly stated. The definition is original and it is evident that learners have an in-depth understanding of the concept.	
The learners provide evidence that they have investigated what caused the problem or issue and what its effects are	There is little or no evidence that the problem or issue has been investigated. (Reading or interviews). No reference is made to what caused the problem nor the issue or problem are.	There is some evidence that the issue or problem has been investigated. (Reading or interviews). The causes of the problem and what its effect are , are presented in a confusing and illogical manner	There is clear evidence that the issue or problem has been investigated. (Reading or interviews). The causes of the issue or problem and what its effects are, are clearly articulated and presented. It is evident that the learners have a good understanding of the issue. The learners were able to sort, arrange and present the information logically although some of the information was not entirely relevant.	There is clear evidence that the issue or problem has been investigated. (Reading or interviews). The causes of the issue or problem and what its effects are, are brilliantly articulated and presented. It is evident that the learners were able to sort, arrange and present the information logically and only appropriate information was selected	
				The learners	

<p>identify who the stakeholders are - (business, Government, the community and the environment) and briefly discuss what each stakeholders roles and interests are.</p>	<p>no reference to who the stakeholders are.</p>	<p>identify who the stakeholders are and attempt to explain what each stakeholders roles and interests are. The explanation provided however is somewhat confusing and at a superficial level.</p>	<p>identify who the stakeholders are and provide a good explanation of what each stakeholders role and interests are. The explanation is clear and concise.</p>	<p>identify all the stakeholders and articulate brilliantly exactly what each of the stakeholders roles and interests are. It is evident that learners have an in-depth understanding of exactly who the stakeholders and of the complexities surrounding the roles and responsibilities of each stakeholder.</p>	
<p>The learners have no realistic action plan or recommendations for improvement of the situation.</p>	<p>Little or no recommendations are made</p>	<p>Limited or unrealistic recommendations for improvement are made and there is insufficient evidence to ensure that the recommendations will be effective.</p>	<p>Recommendations for improvement are made which will make a partial contribution towards solving the problem.</p>	<p>Logical and comprehensive recommendations for improvement are made. The learners display a good understanding of how the issue or problem could be successfully resolved.</p>	

Total mark

40

ATTACHMENT 8

Self assessment

Tick your answer here

I Can	:)	:	:(
1. Explain what sustainable tourism mean			
2. Determine the importance of sustainable tourism on a physical environment.			
3. Determine the importance of sustainable tourism on a cultural environment			
4. Give my opinion on sustainable tourism when we do group work.			
5. Explain why a site must be sustainable developed and managed			
6. Identify different role players involved in a area that needs to be preserved.			
7. Determine what each of the role players roles and interests are.			
8. Identify problems affecting sustainable tourism in a area			
9. Investigate a particular issue or problem affecting sustainable tourism.			
10. Give realistic recommendations to improve / address these problems.			

ASSESSMENT RUBRIC.

0 – 1 :)	2 – 3 :)	4 – 6 :)	7 – 8 :)	9 – 10 :)
not achieved	partly achieved	Achieved	achieved beyond	excellent achieved