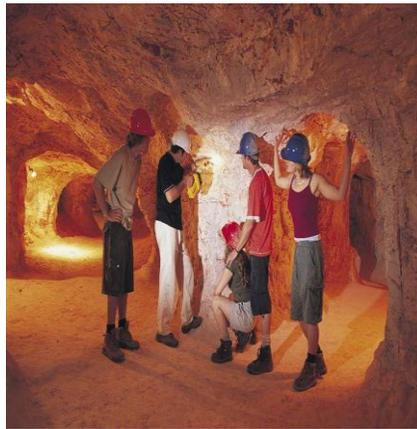


# *Innovation in Tourism...*

*Newly found “gold”*

Ashanti: The Ultimate Experience!



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- learner activities
- Assessment sheets
- Assessment rubrics

## Welcome to the Aldo Papone winning school case study in South Africa

This case study on **Innovation in Tourism** was developed by Wesvalia High School in Klerksdorp (Matlosana), in the North West province of South Africa. The case study on Innovation Tourism on this website won the 2012 GTTP Research Competition in South Africa.

The case study was presented at the GTTP International Student/Teacher Conference held from 16<sup>th</sup> to 20<sup>th</sup> November 2012 in Nice, France. The case writers would like to thank the Global Partners, Aldo Papone Endowment and South African sponsors for this unique and life-changing experience.

### Thank you to the following Global partners:



Thank you for being leaders in the Travel and Tourism industry and for your valuable contribution to Global Travel and Tourism education.

### Thank you to the following Institutions in South-Africa:

- Anglo Gold Ashanti
- Kundisa Trading
- GTTPSA

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## **CASE STUDY: INNOVATION IN TOURISM**

### **Organization of Case Study:**

This is a case study on Innovation in Tourism in the Klerksdorp (Matlosana) area in the North West Region of South Africa. The case study presents some of the features of innovation in tourism. It is organized in the following sub-sections:

- 1.1 Introduction and Problem statement
- 1.2 Mining in South Africa
- 1.3 The challenge that the North West Province faces
- 1.4 Conclusion
- 2. Case study: Innovation in Tourism
  - 2.1 Glossary
  - 2.2 An innovative tourism idea
  - 2.3 SWOT-analysis
  - 2.4 The Orkney Vaal Holiday Resort: The past, the present, the future...
  - 2.5 The impact of this innovative tourism venture on the local community.
  - 2.6 Community participation
  - 2.7 Conclusion
- 3. Teachers' guide and lesson plans

### **1.1 Introduction**

The following case study was conducted in the Klerksdorp (Matlosana) area situated in the North West province of South Africa. South Africa is a land of visual diversity and compelling, unforgettable beauty. All the landmarks, both natural and man-made, tell the story of a country with a fascinating heritage, richly endowed by nature and only partially tamed by man. For the tourist, South Africa offers a dazzling variety of attractions: from sandy beaches to arid bush, from tropical wetlands to spectacular mountain scenery. Whether you wish to laze in the sun, swim, track the Big Five, hike along the coast or in the mountains, see wild flowers in profusion, savour good food and wine or simply take in the history and culture of one of the world's most talked-about societies, South Africa has something special to offer.

The North West Province is one of the most diverse tourism destinations in South Africa. Here you will find some of the finest wildlife reserves, cultural sites, archaeological treasures and entertainment resorts. It is an ideal getaway destination for international visitors seeking a wilderness or cultural experience.

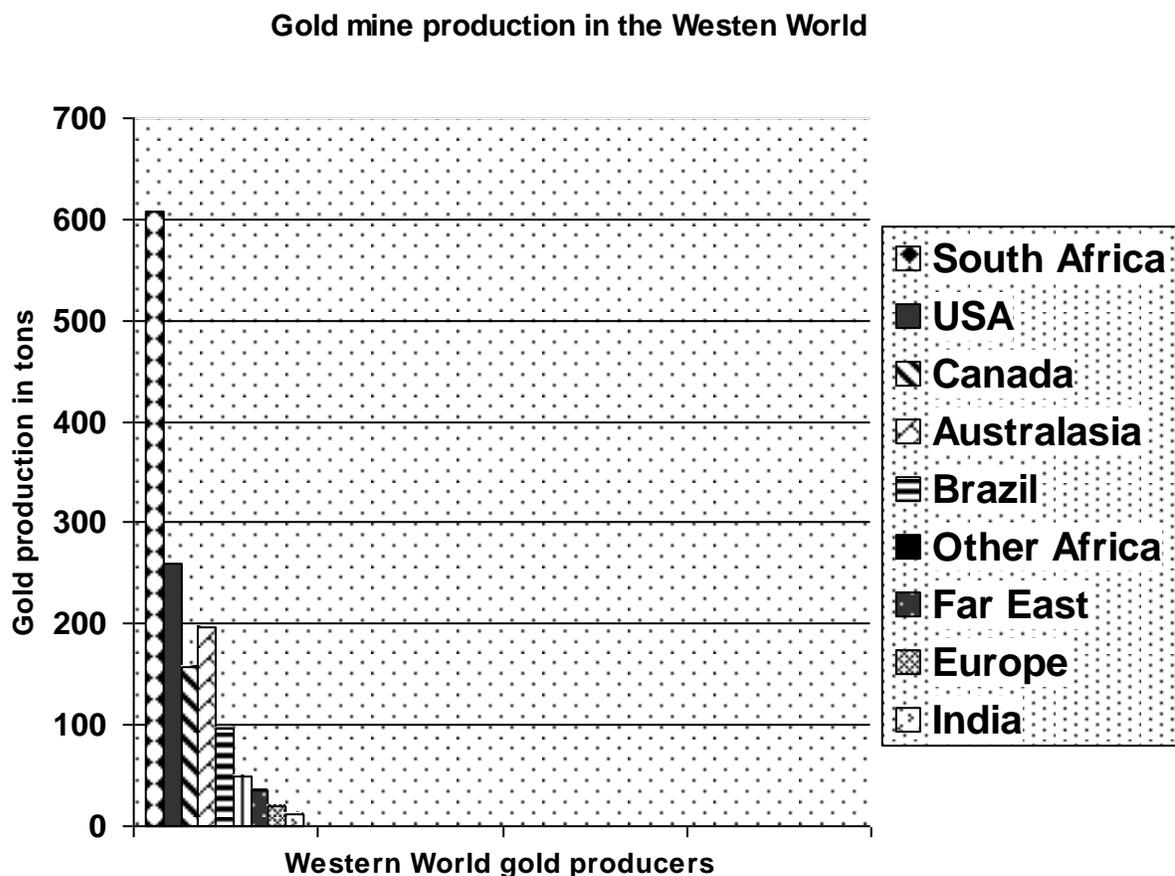
Here travelers can discover the world's oldest tourist route, where travelers have been exploring for over two million years and that is effectively the heritage of every person on the planet. The "Heritage Route", is literally scattered with traces of Iron- and Stone Age settlements and is a unique tourist experience that is unparalleled in its significance and diversity. With its unique icons, such as Magaliesberg and Hartbeespoort Dam, the Pilanesberg National Park, Madikwe Game Reserve, Mafikeng Museum, the Taung Heritage Site, Lesedi Cultural Village and of course the Vredefort Dome - situated in the beautiful outcrops near

Parys in the Free State and Potchefstroom in the North West Province - tourists are offered a combination of experiences.

Tourism is the fastest growing industry in South Africa with the potential to create jobs and address poverty. Tourism depends heavily on the environment, which must be managed in a sustainable manner. This means that tourism development must meet the needs of the present generation, without compromising the ability for future generations to meet their own needs. We must look after our environment, be responsible in the way we go about things so that future generations also have the privilege to enjoy a better quality of life through increased socio-economic benefits and an improved environment. It is all about providing a better life for all. Tourism is a key contributor to employment and economic growth in South Africa. Tourism does not only influence production and employment in the economy, but also improves the so-called "invisible side" of the country's balance of payments. For South Africa, tourism is the second largest earner of foreign exchange, with the number one being the mining industry.

## 1.2 Mining in South Africa

The bar chart depicts South Africa's important role in the production of gold in the western world.



The mining industry in the Klerksdorp surrounding dates back to 1837 when twelve Voortrekker families settled next to the banks of the Schoonspruit River. The discovery of gold

in Johannesburg prompted a local man, Apie Roos, to initiate prospecting in the Klerksdorp area. In 1886 a transport rider took a sample of ore to Johannesburg for comparison with ores found on the central Rand. The sample was assayed in 27 pennyweights, or 46 grams per ton. A man called Leask paid the transport rider five pounds to show him where the gold came from. The result was a gold rush around the village of Klerksdorp. Within a short period there were more than 150 mining companies and syndicates registered in the area. In 1887 a stock exchange was opened but unfortunately the reefs were not rich and the ground was faulted. One by one the mines closed down.

Years later, the Anglo American Corporation took a large area around Klerksdorp under option and started an extensive exploration program. They were about to abandon the investigation when, legend has it, two geologists secretly decided over a few drinks to drill down below the workings of Leask's old gold mine. They struck gold! In 1936 it was granted a mining lease and two shafts were sunk. The start of World War 2 delayed production until 1941. Mining started again in 1948.

Today, Anglo Gold Ashanti is one of the world's largest precious metals producers and the company has grown from strength to strength. The company has an annual attributable gold production of more than 4.3 million ounces of gold and employs some 48 000 people.

### **1.3 The challenge that the North West Province faces**

But, things are changing. Unemployment and poverty are haunting the North West Province following the closure of several mines in the area. This will affect 33 000 households. 62 % of inhabitants living in our area generate an income from mining.

No company is safe from economic uncertainties.

During the last year the average US dollar gold price declined. Weak prices, combined with increasing production costs in real terms, as steadily declining average grades of ore are mined at even deeper levels, mean that the profitability of some South African gold mines is being squeezed. If a mine does not produce enough gold to cover its running cost, they need to lay off workers and cut on production. This has a major impact on the surrounding communities which are dependant on the mine for income and survival.

### **1.4 Conclusion**

Something needs to be done. One should start focusing on a new form of income using existing infrastructure. Using existing mining infrastructure to promote tourism to the region is one such way.

## **2. Case study: Innovation in Tourism**

The case study focuses on the development of Innovative Tourism activities within the existing infrastructure of mines that closed down due to the current economic situation in South Africa. Before one starts, it is necessary to look at terminology that is going to be used in this case study.

## 2.1 Glossary

| WORD        | EXPLANATION  |
|-------------|--|
| Tourist     | A person travelling away from home for a period longer than 24 hours, but shorter than one year. He/she uses some form of transport, has a purpose for traveling and experiences something different than at home. While away, he/she makes use of accommodation and spends money in the host community.   |
| Innovation  | Innovation is the creation of something new. Innovation brings new ideas, services and products to the marketplace which increases the value of the product or the tourism experience. It provides sustainable economic, social and environmental advantages for the local community and is the key to transforming the tourism industry to maximize its potential. Innovation entails multi-level cooperation and dialogue among various key role players to promote innovation in tourism. |
| Community   | An urban or rural area consisting of a few or many thousands of people visited by the tourist.   |
| Sustainable | The use of resources in such a way that it satisfies the current generation's needs, but also satisfies the needs of generations to come.  |
| Boma        | Open-air braai area.   |
| Kampong     | Accommodation of mine workers.   |
| Sangoma     | A traditional healer.  |
| UBUNTU      | An African approach meaning "people comes first". Goodwill.  |

## 2.2 An innovative tourism idea

Tourism is a booming industry and is becoming one of the most viable industries in the world. It is probably fair to say that tourism has undergone strong changes moving towards creating new wealth through innovation. The industry being in metamorphosis is undergoing rapid and radical change. New technology, more experienced consumers, global economic restructuring and environmental limits to growth are only some of the challenges facing the industry.

Tourism product owners must realize that innovation is the key to transforming the tourism industry to maximize its potential and that they need to be innovative in order to make tourism a sustainable income generator. Over the past couple of years, the term *innovation* has increasingly been used to describe the development behavior of tourism enterprises, destinations and the tourism sector.

The term "**innovation**" is derived from the Latin word "innovatio" which means the creation and implementation of something new. From a tourism point of view it can be introduced as the generation of new or improved tourism products, new production processes, development of a new tourism market, development of new supply markets or reorganisation and restructuring of a tourism business. It brings new ideas, services and products to the marketplace.

Innovation can occur across a wide range of areas, from financial management to process management and product development, as well as in the delivery of the experience and development of a brand or marketing channels. Without innovation, business management cannot reach sustainable growth and development.

Product owners should be creative in order to create new wealth through innovation in a competitive tourism environment.

Being innovative holds a number of benefits for all role players involved.

- Innovation that is profitable in a competitive market will increase the value of the product and the tourism experience.
- It will attract tourists, encourage visitors to stay longer, spend money, tell others and assure return visits.
- It will also raise profits and increase customer value and customers will be satisfied.
- The tourism industry encompasses many different areas, so it also creates jobs in many different areas.
- It will bring more money to the country, the province and local community
- It offers a good alternative to some more destructive industries for generating income both in national and private arenas.
- With tourism, comes hotels, restaurants, car rental agencies, tour companies, service stations, souvenir shops, sports equipment rentals, and much more. All of these create many different levels of employment or people in a given community and set the multiplier effect in working.
- In many rural or remote places the introduction and development of tourism give local people an opportunity for economic-, entrepreneurial- and educational growth that would not otherwise be available.
- It gives both the tourist and the local community a chance to experience other cultures, which broadens understanding and mutual respect.
- If properly used, income generated by innovative tourism can be tremendously beneficial to our country and our local community. Tourism-generated income can be used on a national and local level to better education, improve infrastructure, fund conservation efforts, and to promote more responsible and sustainable tourism practices.

As described in the profile, the North West Province is highly dependant on mining and agriculture. Sixty-two percent of all inhabitants in the area generate an income from mining. With the change in the mining industry, mines are closing down - resulting in unemployment and poverty. The closure or retrenchment of workers will affect 33 000 households. During the last year the average US dollar gold price declined. Weak prices, combined with increasing production costs, as steadily declining average grades of ore are mined at even- deeper levels, mean that the profitability of some South African gold mines is being squeezed. If a mine does not produce enough gold to cover its running cost, they need to lay off workers and cut on production. This has a major impact on the surrounding communities which are dependant on the mine for income and survival.

After doing a SWOT analysis it was within the mining industry that we saw the opportunity to use existing infrastructure for tourism. This is what the SWOT analysis revealed:

### **2.3 SWOT-analysis**

Every city, town, village and rural area has something special that will attract tourists. One should examine the area and its resources to determine what can be used for tourism and to determine how the community can be involved. In a SWOT-analysis (Strengths, Weaknesses, Opportunities & Threats) of Klerksdorp and its surrounding areas' tourism potential, we came to the following conclusion:

Strengths

- Accessibility: On the N12 (Johannesburg to Cape Town).
- Training: People are already trained in mine safety.
- Existing infrastructure.
- Extraordinary but unknown mine culture.
- Malaria free area.
- Variety of other activities in the surrounding area.
- Involvement of local community

Weaknesses

- Administrative red tape.
- Huge global company.
- Unknown to the public.

Opportunities

- Entrepreneurial opportunities e.g. souvenirs.
- Using existing skills (mining) and re-training workers to become guides.
- Using existing, but closed-down facilities.
- Lure domestic and international tourists.
- New, funky and extraordinary activities.
- Marketing on the internet.

Threats

- Strict legislation can prevent this project from becoming a reality.
- Investors could be wary of a new unproven concept.
- Competitors.
- Political change and instability.
- Exchange rates. If the ZAR strengthens against foreign currency, inbound tourist will be less resulting in less money coming into the area.
- People patterns and behavior.
- Unforeseen natural catastrophes.

The SWOT analysis revealed that it was possible to use existing mine infrastructure for tourism related activities. The following innovation activities are part of our development.

**2.4 The Orkney Vaal Holiday Resort: The past, the present, the future...**

In an era where tourism is dominated by requests for tailored experiences, product owners play a key role in providing adequate products and services to tourists by responding to their most specific requirements. The tourist business that we identified in our region is the Orkney Vaal Holiday Resort, situated on the banks of the Vaal River and adjacent to the resort, the Ashanti Gold Mine as well as the mine's game farm.

With a little bit of "out of the box" innovative thinking we are of the opinion that these existing products can be changed into a world-class product, offering visitors a once in a lifetime experience. A few years ago the Orkney Vaal Holiday Resort was a profitable resort and people from all over the country visited this resort. Nowadays few people visit this resort. With the mine being the number one employer in the area, the changes in the economic status have resulted in job cuts of the local community. On the premises we found

conference-, team building- and kitchen facilities and there is a large boma. The resort currently has a few chalets and caravan sites. There is a swimming pool, a launch site for boats and braai areas but the problem is that it is rarely used. With the resort giving easy access to the Vaal River and considering that it's situated next to a game farm and gold mine where some of the facilities not in use can be transformed into tourism activities, this product makes it an ideal innovative tourism product and destination.

With the Ashanti Gold Mine situated close to this resort and being part of our innovative plan to stimulate tourism in our community, the mine is going to play an important role in our innovation plan. That is why we suggest a name change and rename it to *Ashanti: the Ultimate Experience*. As mentioned earlier, the mining industry is going through an economically difficult time resulting in lay-offs, decrease in production, etc. Currently an area of the mine is not in use and according to mine management could be used to generate an income from tourism. They are also of the opinion that "mine tourism" is a possibility and tourists will have the opportunity to visit a gold mine to see how a gold mine works. Mine management also agrees that there are enough resources available to put together a mine museum and as a form of job creation, tourists can go on an underground educational tour. Furthermore (if carefully planned and managed) unused facilities on the mine's premises can be used for innovative tourism activities. These innovative activities include:

- going 3 km underground in a cage that travels at 12 m per second
- canoeing or snorkeling 3km underground in canals that are on average 2, 5 m deep, 3 m wide and up to 1km long
- tunnel crawling: temperatures can rise to between 27 – 38 ° C. Being in small enclosures at this temperature surely gets the adrenalin rushing
- abseiling or cable swinging from a mine shaft. This activity starts 45 m above the ground.
- paintball takes up a whole new meaning if it's played between mine rubble
- rock climbing, abseiling, cable slides using mineshafts
- 4x4 trails, mountain bike trails, go-cart racing, quad biking on the mine dumps. This is a real driver's challenge
- experiencing local Tswana culture. With the majority of the mine workers being part of the Tswana culture, tourists will have the opportunity to experience the local Tswana culture when they visit a traditional Tswana village. During the village tour they can experience traditional food and brewed beer, Tswana dances, story telling, visit a curio shop for unique cultural artefacts or meet a real Sangoma (a traditional healer) to find out what the future holds
- an interactive experience learning how to perform a traditional gumboot dance

Phase two of our innovation project entails the development of the Ashanti Game farm adjacent to the mine. Statistics from SA Tourism's website indicate that a large percentage of tourists visit South Africa to explore our culture, wildlife and natural beauty.

- Keeping this in mind, we suggest that the game farm be transformed to cater for conference tourism and team building facilities. Doing so, the question of seasonality can be addressed and an income can be generated throughout the year.
- The boma can be used to offer tourists a unique African experience of entertaining and braaing, where tourists can have the opportunity to sample different types of game being prepared on the braai while traditional dancers and singers from the local community entertain them under the starlit North Western sky. At dawn or sunset, tourists can be

treated to a guided game walk or drive where they will learn more about grass-eating antelope in the reserve as well as sustainable and responsible tourism practices.

- With accommodation being one of the primary needs of tourists, we suggest (depending on the need) either modern log cabins or tented accommodation for tourists seeking a more luxurious experience. For those seeking a unique adventure the empty “kampongs” at the mine can be converted into a more affordable, unique form of accommodation, or being located next to the Vaal River, the use of houseboats is also a possibility.
- We also suggest that the resort on the banks of the Vaal River be upgraded, offering tourists a variety of activities. Some innovative activities include speed boat rides for adrenaline junkies who seek high speed thrills, water skiing, white river rafting, and a big raft for sunset cruises, work functions, birthday parties and other celebrations.
- Because of technology and globalization, the tourism market is constantly evolving and as part of innovation we believe that product owners should also have a fresh and innovative approach when it comes to marketing. A new website must be created to share and celebrate exceptional visitor experiences.

## **2.5 The impact of this innovative tourism venture on the local community.**

It is important to remember that an innovation oriented tourism policy must be developed to generate and implement these new ideas, products and services to the market. This means the adoption of a holistic approach where all stakeholders work together. If correctly developed and managed, our innovative product will have a positive impact on the community and will:

- enhance the current tourism product
- lead to a better customer experience and generate more income
- stimulate development in the area
- conserve mine traditions and culture, like gumboot dancing
- create greater awareness about our natural resources and how to sustainably use them
- economically empower the local underprivileged and disadvantaged community
- address poverty
- create and promote cultural pride
- create a feeling of UBUNTU (goodwill) and tourism awareness
- create new job opportunities
- stimulate the establishment of local tourism enterprises
- improve living standards
- generate local tax revenue that in turn can be used to improve local infrastructure
- teach employees new skills
- target a new market in tourism, i.e. teenagers
- educate tourists through responsible innovation activities.

Whether one likes to hear it or not, tourism can also have a negative impact on the community.

- traditional cultures can be influenced by tourist activities
- more tourists bring more traffic, pollution and stress on the infrastructure
- uncontrolled number of tourists may lead to the deterioration of the area
- economic benefits to the local community may be limited if people from outside the area are employed.

## **2.6 Community participation**

The community plays a very important role in tourism. Not only should they be committed to environmentally sustainable tourism practices, but also be aware of the importance of tourism as a source of economic wealth, social-cultural peace, prosperity and a better life for all South Africans. The community should:

- create a tourist friendly environment
- protect the culture and environment of their community so that tourists will have a true and honest travel experience
- be trained as guides, safety personnel, or work in related areas such as administration, food, preparation, accommodation, retailing etc.
- become entrepreneurs.

## **2.7 Conclusion**

Bob Proctor once said: "All of the great achievers of the past have been visionary figures. They were men and women who projected into the future. They thought of what could be, rather than what already was and then moved themselves into action, to bring these things to fruition". We believe that our innovation is a great "could be". We developed a tourism product that, if it could be put into action, can bring prosperity to many people's lives.

### 3. **Teacher's Guide**

#### 3.1 **Introduction**

This teacher's guide is based on a case study on Innovation Tourism conducted in the North West Province of South Africa. It contains educational resources that will assist learners to:

- Examine a unique concept of tourism of international significance that needs to be sustainable developed and managed,
- Investigate innovation in tourism
- Develop a new innovative tourism product
- Explain the impact of tourism on a community
- Look at community involvement in a tourism product

#### 3.2 **The case study will develop the following skills:**

- Source information through the Internet, libraries, newspapers, brochures, magazines and publicity organizations.
- Improve verbal and non-verbal communication skills.
- Develop a sense of responsibility towards the community and the maintenance of a sustainable environment.
- The ability to network with and develop relationships with business people.
- Develop and present a proposal.
- Organization.
- Critical thinking.
- Evaluation and problem solving.

#### 3.3 **How to use this guide**

The activities have been designed in line with the South African schools curriculum and material is designed for Grade 11 learners in the Tourism Learning Program. Activities are designed to be flexible - please adapt them, using your own ideas and knowledge. The teachers' guide contains the following materials:

□ Lesson plans:

- Stating the specific outcomes, assessment criteria and aims and objectives.
- Teacher activities, learner activities, different types of assessment sheets that can be used, rubrics and equipment needed.

□ Attachments contain:

- Learning activities - Activities/worksheets are to assist educators in using this case study to encourage learners to learn more about Innovation in Tourism. The activities are learner centered and have been compiled in such a manner as to encourage responsible learning through self discovery.
- Assessment sheets with rubrics - to assist educators in assessing learners to determine whether the aims/objectives have been met and the outcomes reached.

We hope you will find these educational resources useful.

## LESSON PLANS

### LESSON PLAN: Unit standard 11.5

#### SUBJECT: TRAVEL & TOURISM GRADE 11

**SPECIFIC OUTCOME:** To interpret and apply the concept of innovation in tourism at national level in the tourism context covering responsible and sustainable tourism development.

**ASSESSMENT CRITERIA:**

We know the learner has achieved the specific outcome and objectives when he/she is able to:

1. Define related concepts.
2. Identify opportunities within the community for new tourism products.
3. Establish and determine the importance of innovation in tourism products that are sustainable in terms of the physical and cultural (community) environment.

**AIMS/OBJECTIVES:**

To define the concept of innovation in tourism or travel.

To identify aspects associated with innovative tourism products.

To identify core characteristics of an innovative tourism product.

To demonstrate how the concept of innovation in tourism could be applied within a community.

To do a SWOT analysis in the learner's own town/province.

To investigate the possibility of innovation in tourism in the learner's own town/province.

To investigate and make recommendations for transforming existing infrastructure into a viable sustainable innovative tourism product.

To determine the advantages and disadvantages that it could have on the community.

To identify stakeholders that must be involved and determine what their role and responsibilities are.

| TEACHER ACTIVITIES   | LEARNER ACTIVITIES  | ASSESSMENT  | RESOURCES                                     |
|--|---|---|---|
| Divide the class into groups and provide each group with worksheet 1 ( <i>attachment 1</i> ) and a dictionary. | One learner reads the worksheet to the group and they discuss activity 1. | Observe and assess team work.<br>Baseline/<br>preknowledge. | Worksheet, dictionary, pen, paper, magazines. |
| Facilitate the report back by groups on worksheet 1 ( <i>attachment1</i> ) on the black/white board.           | Each group represents their answers, pictures & activities to the class.  |   | Black/white board,                            |

|  |   |                              |  |
|--|---|------------------------------|--|
| <p><u>Summarize group answers</u></p> <p><u>Cover the following terminology in summary:</u> sustainable, responsible, innovation, tourism, tourism product,</p> <p>Identify aspects of innovation tourism products.</p> <p>Identify core characteristics of an innovative tourism product.</p>   | <p>Write the summary from the black/white board in their workbook.</p>  |                              | <p>Black/white board, workbooks, pen.</p>          |
| <p>Assess learners' workbooks (<i>attachment 4</i>).</p> <p>Hand out workbooks. Facilitate report back</p>   | <p>Learners make notes of other answers next to their answers.</p>  | <p>Formative assessment.</p> | <p>Workbook, pen.</p>                              |
| <p><u>Summarize the following in the case study:</u><br/> SWOT analysis in the learner's own town/province.<br/> Investigate the possibility of an innovative tourism product in learner's own town/province.<br/> Demonstrate how the concept of innovation in tourism could be applied in an area.<br/> Investigate and make recommendations for transforming existing infrastructure into a viable innovative tourism product.<br/> Identify stakeholders and determine what each of their roles and interests are. Role players include:<br/> -National and provincial stakeholders<br/> - Community<br/> -Tour operators<br/> -Tourists</p> | <p>Learners write summary/make notes in their workbook.</p> <p>Correct their answers.</p>   |                              | <p>Black/white board, pen, script.</p>             |
| <p>Hand out peer assessment form. (<i>attachment 5</i>)</p>  | <p>Learners assess each other using the Peer Assessment Rubric. Paste it into their workbooks and discuss the assessment with their partners.</p> | <p>Peer assessment.</p>      | <p>Peer assessment form, pen, glue ,workbook.</p>  |
| <p>At the end of the unit, hand out a self assessment sheet: (<i>attachment 6</i>)</p>   | <p>Learner assesses him /herself and paste the assessment form into workbook.</p>   | <p>Self assessment.</p>      | <p>Self assessment sheet, pen, glue, workbook.</p> |

# ATTACHMENTS

## ATTACHMENT 1 - Group activity

### Activity 1.

1.1 Look up the following words in the dictionary:

1.1.1 Sustainable

1.1.2 Responsible

1.1.3 Innovation

1.1.4 Tourist

1.1.5 Tourism

1.1.6 Tourism product

1.2 Use magazines, the internet, brochures and newspapers to collect/cut out activities and words which you associate with the concept **innovation** and paste them into your workbook.

Study the following pictures:



1.2.1 Motivate why the pictures illustrate innovation in tourism?

1.2.2 Why can this activity be seen as innovation?

1.2.3 Describe the feeling that you think the person in picture 1 is experiencing?

1.2.4 Would you participate in the activities as shown in these pictures? Motivate your answer.

**ATTACHMENT 2** - Group assessment

Group: \_\_\_\_\_

Group leader: \_\_\_\_\_

Group members: 1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

Learner reporting back: \_\_\_\_\_

Theme: \_\_\_\_\_

\_\_\_\_\_

| <b>Criteria</b>  | <b>:)</b> | <b>: </b> | <b>:(</b> |
|--|-----------|-----------|-----------|
| 1. All the group members understood the task and knew what they had to do. |           |           |           |
| 2. Each group member had a chance to participate.                          |           |           |           |
| 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 to the problems.                     |           |           |           |
| 9. Our group leader could summarise our answers efficiently.               |           |           |           |
| 10. Group members encouraged and praised one another during the task.      |           |           |           |

### **ATTACHMENT 3** - Peer activity

#### **Worksheet 2.**

#### **Outcomes:**

- Investigate the possibility of an innovative tourism product in the learner's own town or area.
- Investigate and make recommendations for transforming existing infrastructure into a viable innovative tourism product.
- Do a SWOT analysis of the learner's own town/province.
- Identify stakeholders and determine what each of their roles and interests are.

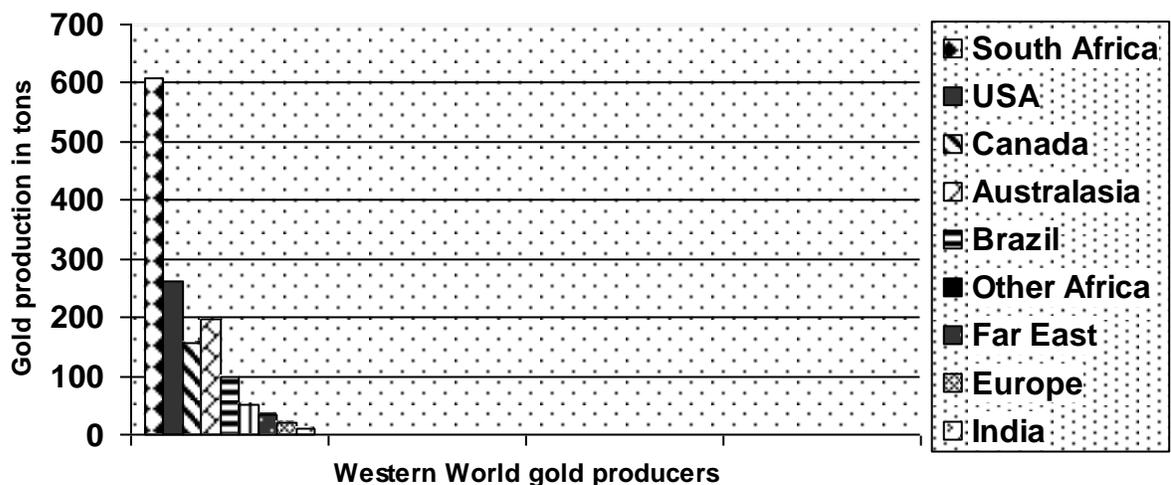
#### **Activities**

Read the following passage and answer the questions that follow.

Tourism is the fastest growing industry in South Africa with the potential to create jobs and address poverty. Tourism depends heavily on the environment, which must be managed in a sustainable manner. We must be responsible in the way we go about things so that future generations also have the privilege to enjoy a better quality of life through increased socio-economic benefits and an improved environment. It is all about providing a better life for all. Tourism is a key contributor to employment and economic growth in South Africa. Tourism does not only influence production and employment in the economy, but also improves the so-called "invisible side" of the country's balance of payments. To South Africa, tourism is the second largest earner of foreign exchange, with the number one being the mining industry.

The bar chart shows South Africa's major role in the production of gold in the western world.

**Gold mine production in the Western World**



The mining industry in the Klerksdorp surroundings dates back to 1837 when twelve Voortrekker families settled next to the banks of the Schoonspruit River. The discovery of gold in Johannesburg prompted a local man, Apie Roos, to initiate prospecting in the Klerksdorp area.

In 1886 a transport rider took a sample of ore to Johannesburg for comparison with ores found on the central Rand. The sample was assayed in 27 pennyweights, or 46 grams per ton. A man called Leask paid the transport rider five pounds to show him where the gold came from.

The result was a gold rush around the village of Klerksdorp. Within a short period there were more than 150 mining companies and syndicates registered in the area. In 1887 a stock exchange was opened, but unfortunately the reefs were not rich and the ground was faulted. One by one the mines closed down.

Years later, the Anglo American Corporation took a large area around Klerksdorp under option and started an extensive exploration program. They were about to abandon the investigation when, legend has it, two geologists, secretly decided over a few drinks to drill down below the workings of Leask's old gold mine. They struck gold! In 1936 it was granted a mining lease and two shafts were sunk. The start of World War 2 delayed production until 1941. Mining started again in 1948.

Today, Anglo Gold Ashanti is one of the world's largest precious metals producers. The company has grown from strength to strength. It has an annual attributable gold production of more than 4.3 million ounces of gold and the company employs some 48 000 people. But, things are changing. Unemployment and poverty are haunting the North West Province following the closure of several mines in the area. This will affect 33 000 households. 62% of all inhabitants generate an income from mining. No company is safe from economic uncertainties. During the last year the average US dollar gold price declined. Weak prices, combined with increasing production cost in real terms, as steadily declining average grades of ore are mined at even deeper levels, mean that the profitability of some South African gold mines is being squeezed. If a mine does not produce enough gold to cover its running costs, they need to lay off workers and cut on production. This has a major impact on the surrounding communities who are dependent on the mine for an income.

## Questions

2.1 Explain why the mining industry is so important to the Klerksdorp area.

- 2.2 Explain the impact that the lay-offs and closure of the mines will have on local communities.
- 2.3 How can the infrastructure of a mine be used for tourism? (Focus on the core components of tourism: accommodation, transport, catering, activities etc.)
- 2.4 Identify the advantages that tourism will have for the local community?
- 2.5 Can tourism have a negative impact on the community? Motivate your answer.
- 2.6 Do a SWOT-analysis of the area described in the profile. Identify the **S**trengths, **W**eaknesses, **O**pportunities & **T**hreats that can influence the development of a tourism product in the existing mine infrastructure.
- 2.7 You are appointed to develop Innovative activities within a mining area.
  - 2.7.1 What will you need?
  - 2.7.2 Who are the stakeholders?
  - 2.7.3 What problems do you foresee?
  - 2.7.4 Make recommendations for the problems you foresee.
  - 2.7.5 Design ways to market the product to teenagers from all over South Africa.
  - 2.7.6 Design a logo and slogan for your product.

| <b>Criteria</b>  | <b>Level 1<br/>1 - 4</b>   | <b>Level 2<br/>5 - 6</b>   | <b>Level 3<br/>7 - 8</b>   | <b>Level 4<br/>9 - 10</b>   | <b>Score</b> |
|--|--|--|--|---|--------------|
| 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 what the issue or problems 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 identify who the stakeholders are - (business, government, the community) and briefly discuss what each stakeholder's role and interests are. | There is little or no reference to who the stakeholders are.   | The learners identify who the stakeholders are and attempt to explain what each stakeholder's role and interests are. The explanation provided however is somewhat confusing and at a superficial level. | The learners identify who the stakeholders are and provide a good explanation of what each stakeholder's role and interests are. The explanation is clear and concise.   | The learners identify all the stakeholders and articulate brilliantly exactly what each of the stakeholder's roles and interests are. It is evident that learners have an in-depth understanding of exactly who the stakeholders are and of the complexities surrounding the roles and responsibilities of each stakeholder.                              |              |
| The learners have a realistic action plan or recommendations for improvement of the situation.   | Little or no recommendations are made  | Limited or unrealistic recommendations for improvement are made and there is insufficient evidence to ensure that the recommendations will effective.  | Recommendations for improvement are made which will make a partial contribution towards solving the problem.   | Logical and comprehensive recommendations for improvement are made. The learners display a good understanding of how the issue or problem could be successfully resolved.   |              |

**ATTACHMENT 5** - Peer assessment form

Before you start:

- Be sensitive and respect each other’s feelings.
- Be honest.
- Evaluate your partner’s work and do not compare it to your own

Name of learner you evaluate: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_  
 \_\_\_\_\_

**Tick your answer here**

| <b>Question</b>  | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|
| 1. Was your partner positive about the activity?                     |            |           |
| 2. Did your partner participate in the activity?                     |            |           |
| 3. Was the work evenly divided and shared?                           |            |           |
| 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 partner’s work?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Did you learn something while evaluating your partner’s work?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**ATTACHMENT 6****Self assessment****Tick your answer here**

| <b>I Can</b>  | <b>:)</b>                | <b>: </b>                | <b>:(</b>                |
|---|--------------------------|--------------------------|--------------------------|
| 1. Explain what innovation in tourism entails.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Determine the advantages of innovation in tourism.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Determine the importance of tourism to a community.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Give my opinion on innovation in tourism when we do group work.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Explain why an innovative tourism product must be sustainably developed and managed.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Identify different role players involved in the development and management of an innovative tourism product. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Determine what each of the role players' roles and interests are.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Identify problems affecting Innovative tourism in an area.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Investigate a particular issue or problem affecting innovation in tourism.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Give realistic recommendations to improve / address these problems.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |