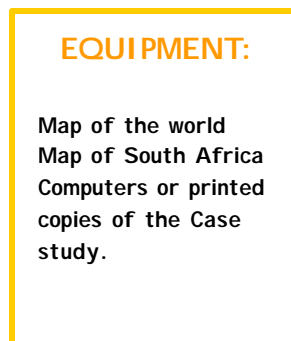
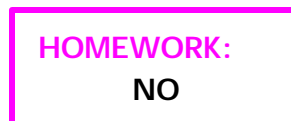
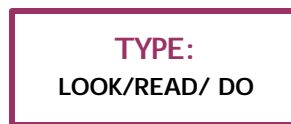


## LEARNER ACTIVITY 1: (Introductory activity)



### SPECIFIC OUTCOMES:

- To give learners an overview of the location and background of South Africa, its provinces and Pella.
- Interpretation of maps and distance tables.

### TEACHER PREPARATION / INVOLVEMENT:

- If no computers are available, teacher has to make copies of Case Study.
- Teacher has to study the content of the Case Study before this activity can be introduced.
- Write "Nelson Mandela" on board. Test learners' knowledge on South Africa.
- Use map of the world to show South Africa's location in relation to the rest of the world.

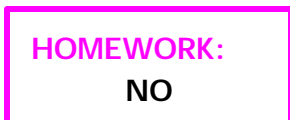
### LEARNER INVOLVEMENT:

- Learners share their knowledge of South Africa.
- Read the case study (Give enough time).
- Each learner has to draw a map of South Africa, indicating all 9 provinces, its capitals, as well as the location of Pella.
- Learners have to work out the distances (in km) to Pella from the following cities:  
Johannesburg  
Cape Town  
Durban  
Bloemfontein  
Port Elizabeth  
East London
- Submit to fellow learners for assessment.

### ASSESSMENT CRITERIA:

- The 9 provinces and their capitals are correctly indicated on the map.
- The distances between Pella and given cities are correctly calculated.

## LEARNER ACTIVITY 2



### SPECIFIC OUTCOMES:

- Collect, sort, analyse information and present information.

### TEACHER PREPARATION / INVOLVEMENT:

- Explain assignment
- Assist where necessary

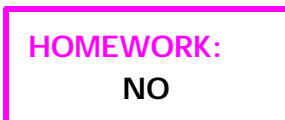
### LEARNER INVOLVEMENT:

- Design a pamphlet which will attract tourists, interested in cultural and natural heritage, to Pella.

### ASSESSMENT CRITERIA:

- I identify all tourist attractions at Pella and Klein Pella.
- Analyse and compare the sites with heritage potential.
- Describe the various heritage attractions.
- Present the facts in the form of an attractive informative pamphlet.

## LEARNER ACTIVITY 3



### SPECIFIC OUTCOMES:

- Understand / define the concept of "Heritage".
- Complete a fax cover sheet correctly.
- Collect and sort relevant information from given text.
- Write a summary.

### TEACHER PREPARATION / INVOLVEMENT:

- Explain "Heritage" (Concept)
- Test learners' knowledge verbally.
- Prepare an e-mail message on a transparency in which a prospective tourist requests information on Pella's Heritage attractions.
- Prepare a fax cover sheet for each learner.
- Show transparency on the OHP.
- Give the instruction to write a fax reply to the tourist with the relevant information.
- Hand out fax cover sheets.

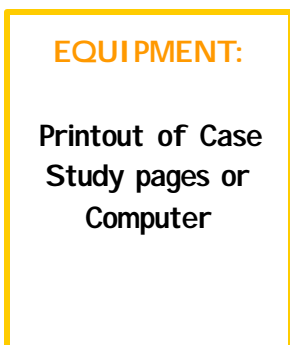
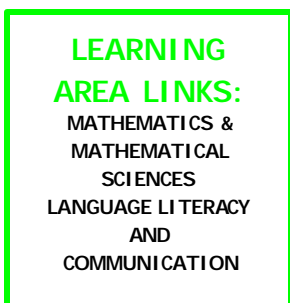
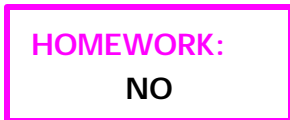
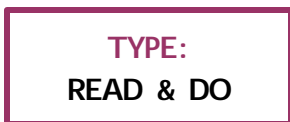
### LEARNER INVOLVEMENT:

- Learner gives a verbal definition of Heritage.
- Complete a fax cover sheet.
- Write a summary of all the heritage attractions at Pella.

### ASSESSMENT CRITERIA:

- Can the learner demonstrate an understanding of the concept of "Heritage"?
- Has the fax cover sheet been completed correctly?
- Has the learner been able to identify the correct heritage attractions in Pella?

## LEARNER ACTIVITY 4



### SPECIFIC OUTCOMES:

- To interpret graphs/statistics

### TEACHER PREPARATION / INVOLVEMENT:

- Prepare a questionnaire and memo (pg 19 – 24)  
(See example attached)

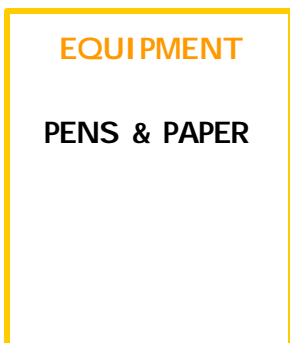
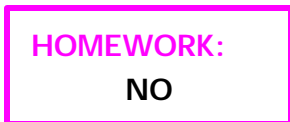
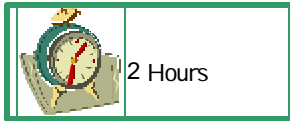
### LEARNER INVOLVEMENT:

- Study pg 19 – 24 of the Case Study
- Complete questionnaire

### ASSESSMENT CRITERIA:

- Interpret graphs correctly
- Analyse and sort information.

## LEARNER ACTIVITY 5



### SPECIFIC OUTCOMES:

- Source information about the Nama culture within a tourism context.

### TEACHER PREPARATION:

- Prepare instructions on OHP.
- Instructions regarding the assignment are given to learners.
- Assessment Criteria.

### LEARNER INVOLVEMENT:

- Instructions: Collect information on the Nama People of Pella in Bushmanland, South Africa.
- Analyse, organise and critically evaluate the resource material.
- Write a structured essay under the following headings:
  - 4.1 The history of the Nama People
  - 4.2 The Nama People
  - 4.3 Dwellings
  - 4.4 Language
  - 4.5 Clothing
  - 4.6 Food
  - 4.7 Music and Dances

Length of Essay : 400 words

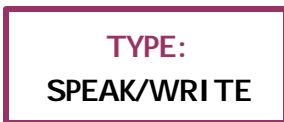
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A list of references must be submitted.

### ASSESSMENT CRITERIA:

- Sources of information required are determined and recorded.
- Research is carried out to gather information on the Nama and their culture.
- Research is recorded in the form of a structured essay.

## LEARNER ACTIVITY 6



### SPECIFIC OUTCOMES:

- To communicate effectively in groups.
- I identify and solve problems.

### TEACHER PREPARATION / INVOLVEMENT:

- Divide class into 5 groups.
- Use the main points on p 25 – 26 under the heading:  
“Factors which restrict the development of heritage tourism at Pella.”  
as a topic of discussion for each group.

### LEARNER INVOLVEMENT:

- Each group must identify a main problem from the given list.
- The possible causes of this problem have to be investigated
- Solutions to solve this problem.

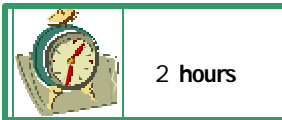
### ASSESSMENT CRITERIA:

- I identify the main problems.
- I investigate possible causes of the problem.
- List possible solutions to overcome the problem.

### HOMEWORK

The group writes a formal letter to the local Tourism Authority, in which they suggest possible solutions to their problems.

## LEARNER ACTIVITY 7



**ACTIVITY  
GROUPS**

**TYPE:  
SPEAK**

**ASSESSMENT:  
NO**

**HOMEWORK:  
NO**

**LEARNING  
AREA LINKS:**

EBMS  
Language, Literacy  
& Communication

**EQUIPMENT**  
Microphone  
Conference -  
room setting

### SPECIFIC OUTCOMES:

- To understand and evaluate the concept of responsibility in the tourism context.
- To communicate effectively in groups.
- Apply basic meeting procedures.

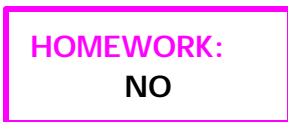
### TEACHER PREPARATION / INVOLVEMENT:

- Teacher appoints two learners to act as representatives from a large hotel group.
- Explain meeting procedures to learners.

### LEARNER INVOLVEMENT:

- Two representatives from a large hotel group are having a meeting with the local inhabitants and community leaders of Pella.
- The two learners, appointed by the teacher, act as representatives from a large hotel group. The rest of the class will form the members of the community and community leaders.
- **PROBLEM:** "A hotel group plans to build a luxury hotel next to the Nama overnight huts in Pella village."
- Evaluate the impact of such a step (in groups).
- Stage a meeting between the representatives of the hotel group and the community leaders.

## LEARNER ACTIVITY 8



### SPECIFIC OUTCOMES:

- To understand the importance of marketing in the development of tourism.
- To acquire hands - on experience in tourism marketing.

### TEACHER PREPARATION / INVOLVEMENT:

- Prepare a transparency with the following statement: "In order to preserve the Nama culture, the only real solution to the problem would be a major boost in Heritage Tourism to that area."
- Divide the class into groups of not more than 6 learners.
- Give guidance where necessary.
- Assess group work.

### LEARNER INVOLVEMENT:

- Plan an aggressive marketing campaign to boost heritage tourism to Pella.
- Discuss various marketing strategies.
- Design a slogan in the form of a bumper sticker, which will attract tourists to Pella.
- Give feedback through class presentations.

### ASSESSMENT CRITERIA:

- Understand the importance of marketing.
- Apply various marketing strategies.
- Develop a complete marketing campaign.
- Design a bumper sticker.
- Present marketing campaign in class.



## Questionnaire for Learner Activity 4

1. List 3 characteristics of visitors to Pella from Gauteng, the Western Cape and Kwa-Zulu Natal. [3]
2. Explain why some of the adventure tourists end up in Pella, although it was not part of their original plans (route)? [2]
3. What is a “Yuppie”? Why would a yuppie want a “different” experience? [3]
4. How can Pella and Klein Pella supply a “different” experience? [3]
5. Why is the Roman Catholic Cathedral at Pella familiar to tourists? [1]
6. **Use the information on the graphs to answer the questions which follow:**
  - 6.1 During which month do most tourists visit Pella? Give two possible reasons for your answer. [3]
  - 6.2 Which accommodation facility is least popular amongst tourists visiting to Pella? [1]
  - 6.3 Which group of tourists spend the least amount of money in Pella? Give one possible reason for your answer. [2]
  - 6.4 What percentage of people who visit Pella annually is over sixty? [1]
  - 6.5 Which group represents a 16% portion of visitors to Pella? [1]

**Total: [20]**

## Memorandum (Learner Activity 4)

1. English Speaking  
White  
Age Group 30-45 [3]
2. Adventure tourists were either on their way to Richtersveld, Kgalagadi Transfrontier Park, 4x4 Route or a River Rafting experience, then they saw the road sign to Pella. [2]
3. It is a young and upcoming professional person. "Yuppies" usually have enough money to afford any experience. Previous experiences might be boring – looking for a new adventure. (To boast about) [3]
4. Only in the Northern Cape in South Africa can a tourist sleep in a Nama hut, experience dances, eat traditional Nama food, etc. [3]
5. Most magazine articles focus on the Cathedral. [1]
- 6.1 September  
Not so warm and it is also flower month in Namaqualand [3]
- 6.2 Hotel  
Business People [2]
- 6.3 There is no opportunity to shop at Pella/nothing usual/extraordinary to buy. [1]
- 6.4 8% [1]
- 6.5 Cultural Tourists [1]

**Total: [20]**