



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
CURRICULUM FET PROGRAMMES
TERM 4 LESSON PLANS
TOURISM – GRADE 10

FOREWORD

The following Grade 10, 11 and 12 Lesson Plans were developed by Subject Advisors during May 2009. Teachers are requested to look at them, modify them where necessary to suit their contexts and resources. It must be remembered that Lesson Plans are working documents, and any comments to improve the lesson plans in this document will be appreciated. Teachers are urged to use this document with the following departmental policy documents: Subject Statement; LPG 2008; SAG 2008; Examination Guidelines 2009 and Provincial CASS Policy / Guidelines.

Lesson planning is the duty of each and every individual teacher but it helps when teachers sometimes plan together as a group. This interaction not only helps teachers to understand how to apply the Learning Outcomes (LOs) and Assessment Standards (ASs) but also builds up the confidence of the teachers in handling the content using new teaching strategies.

It must please be noted that in order to help teachers who teach across grades and subjects, an attempt has been made to **standardize lesson plan templates** and thus the new template might not resemble the templates used in each subject during the NCS training. However, all the essential elements of a lesson plan have been retained. This change has been made to assist teachers and lighten their administrative load.

Please note that these lesson plans are to be used only as a guide to complete the requirements of the Curriculum Statements and the work schedules and teachers are encouraged to develop their own learner activities to supplement and /or substitute some of the activities given here (depending on the school environment, number and type of learners in your class, the resources available to your learners, etc).

Do not forget to build in the tasks for the Programme of Assessment into your Lesson Plans.

Strengthen your efforts by supporting each other in clusters and share ideas. Good Luck with your endeavors to improve Teaching, Learning and Assessment.

SUBJECT: TOURISM

GRADE: 10 LESSON PLAN 1 TERM 4

TIME: 8 Hours

CONTENT:

Effective teamwork as a means to achieve common goals.

BASELINE ASSESSMENT:

Effectiveness of working together in games, class groups, workers in community services etc.

LEARNING OUTCOME 1: Tourism as an interrelated system.		LEARNING OUTCOME 2: Responsible and sustainable tourism.		LEARNING OUTCOME 3: Tourism Geography, Attractions and Travel Trends.		LEARNING OUTCOME 4: Customer care and communication.	
<i>The learner is able to evaluate the tourism industry as an interrelated system.</i>		<i>The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.</i>		<i>The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events/occurrences have on a destination.</i>		<i>The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team</i>	
10.1.1 Demonstrate an understanding of : <ul style="list-style-type: none">▪ The concepts 'Tourism ' and 'tourist'▪ The reasons why people travel,		10.2.1 Demonstrate an understanding of the concepts 'environment', 'eco-tourism', and 'sustainable and responsible tourism'		10.3.1. Apply map reading skills to identify and locate physical features, borders, land marks and so on for use in a tourism context.		10.4.1 Demonstrate an understanding of the impact of perception on effective communication and business profitability.	

<ul style="list-style-type: none"> ▪ The sectors, sub-sectors and the role players in the tourism industry (eg role players in the tourism distribution channel, support services, marketing agencies, policy makers) ▪ Services and product offered by the sectors and sub-sectors 							
10.1.2 Identify the different types of tourists and match their needs with the services and products provided by each of the sectors and sub-sectors		10.2.2 Examine the role of the community in protecting the environment.		10.3.2 Interpret distance tables to determine distances between South Africa's major cities.		10.4.2 Recognise what comprises service and explain the importance and value of providing quality service.	
10.1.3 Source information on job and career opportunities available in the tourism sectors, sub-sectors and related services.		10.2.3 Demonstrate an understanding of the concepts 'heritage' and 'world heritage site'		10.3.3 Investigate and discuss South Africa's role in terms of supporting tourism in the SADC region.		10.4.3 Identify factors that constitute a team within the learning environment, and explain the need for effective teamwork to achieve goals.	✓
				10.3.4 Analyse and report on tourism arrival statistics to determine : <ul style="list-style-type: none"> ▪ Foreign market share; ▪ Length of stay in each province; ▪ Average expenditure per 		10.4.4 Determine the various types of equipment and technology used to communicate in a business environment.	

				tourist.		
				10.3.5 Discuss the value that foreign exchange adds to an economy		
				10.3.6 Demonstrate an understanding of the concepts 'global event', 'political situations' and 'unforeseen occurrences'.		
TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED		
Asks learners to recap from their Grade9/10 study of Life Orientation what the term 'Team' and 'Teamwork' means.	Learners respond to the teacher's questions.	Textbooks	<ul style="list-style-type: none"> ▪ Case Studies ▪ Class discussion/debate/talk show ▪ Analysis of TV teamwork shows –small group discussions. 			
From the responses of learners the teacher defines the terms "Team" and "Teamwork and writes them on the board.	Listen and write down points.	Guest lecturer				
Refers to the 'Learning environment' of the classroom and asks learners to mention factors constituting a team in their learning environment.	Learners mention different contributing factors constituting a team in their learning environment.					
Unpacks relevant content for effective teamwork and what a team has to set in order to succeed.(Roles and	Learners write down notes and ask questions for clarity					

responsibilities of team members and objectives set to achieve team goals)				
Asks learners about challenges that can be faced by a team, thus affecting its functionality.(Group dynamics/ fragmentation of teams for a variety of reasons	Learners respond by providing examples of group dynamics.			
Divides learners into groups/teams and allocates task teams				
From their responsibilities the teacher requests for inter group evaluation of responsibility and to evaluate on possible reasons for fragmentation of teams.	Learners from break away groups to receive responsibilities from their teacher.			
Homework : Definition of terms Team, Teamwork.				
Enrichment / expanded opportunities: Visit industry /Tourism Sectors to view teamwork.				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: TOURISM

GRADE: 10

LESSON PLAN 2

TERM 4

TIME: 8 Hours

CONTENT:

Impact of perception on effective communication and business profitability.

LEARNING OUTCOME 1: Tourism as an interrelated system.		LEARNING OUTCOME 2: Responsible and sustainable tourism.		LEARNING OUTCOME 3: Tourism Geography, Attractions and Travel Trends.		LEARNING OUTCOME 4: Customer care and communication.	
<i>The learner is able to evaluate the tourism industry as an interrelated system.</i>		<i>The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.</i>		<i>The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events/occurrences have on a destination.</i>		<i>The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team.</i>	
10.1.1 Demonstrate an understanding of : <ul style="list-style-type: none">▪ The concepts 'Tourism ' and 'tourist'▪ The reasons why people travel,▪ The sectors, sub-sectors and the role players in the tourism industry (e.g. role players in the tourism distribution channel, support		10.2.1 Demonstrate an understanding of the concepts 'environment', 'eco-tourism', and 'sustainable and responsible tourism'		10.3.1. Apply map reading skills to identify and locate physical features, borders, and land marks and so on for use in a tourism context.		10.4.1 Demonstrate an understanding of the impact of perception on effective communication and business profitability.	✓

<p>services, marketing agencies, policy makers)</p> <ul style="list-style-type: none"> Services and product offered by the sectors and sub-sectors 						
10.1.2 Identify the different types of tourists and match their needs with the services and products provided by each of the sectors and sub-sectors		10.2.2 Examine the role of the community in protecting the environment.		10.3.2 Interpret distance tables to determine distances between South Africa's major cities.		10.4.2 Recognise what comprises service and explain the importance and value of providing quality service.
10.1.3 Source information on job and career opportunities available in the tourism sectors, sub-sectors and related services.		10.2.3 Demonstrate an understanding of the concepts 'heritage' and 'world heritage site'		10.3.3 Investigate and discuss South Africa's role in terms of supporting tourism in the SADC region.		10.4.3 Identify factors that constitute a team within the learning environment, and explain the need for effective teamwork to achieve goals.
				<p>10.3.4 Analyse and report on tourism arrival statistics to determine :</p> <ul style="list-style-type: none"> Foreign market share; Length of stay in each province; Average expenditure per tourist. 		10.4.4 Determine the various types of equipment and technology used to communicate in a business environment.
				10.3.5 Discuss the value that foreign exchange adds to an economy		

		10.3.6 Demonstrate an understanding of the concepts 'global event', 'political situations' and 'unforeseen occurrences'.		
TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Refers learners to their break-away groups in the previous lesson and asks them about the effect of different attitudes and personalities of group members in teamwork	<ul style="list-style-type: none"> Learners respond by mentioning the positive and negative attitudes of up members towards achievement of the task 	Textbooks	<ul style="list-style-type: none"> Dictionary search Case studies Role play 	
Unpacks the term 'perception' by explaining what perception is.	<ul style="list-style-type: none"> Listen and write down important points. 	Textbooks		
Discusses the influence of preconceived perception on effective communication Ask learners to give examples of their experience on how preconceived perceptions affect communication	<ul style="list-style-type: none"> Listen effectively and give examples if they have. <p>Respond by giving different examples of their experiences.</p>			
Explains what stereotyping or labelling of people is and the relationship between stereotyping and perception.	<ul style="list-style-type: none"> Listen and some learners cite cases where people have been labelled 	Textbook		

Discusses the concept 'effective communication', and, with examples, explains why it is essential for good customer relations	<ul style="list-style-type: none"> ▪ Listen and contribute by giving their examples to show understanding 	Literature on communication		
Discusses the impact of perception / labeling/ stereotyping on business profitability giving examples to clarify the points.	<ul style="list-style-type: none"> ▪ Listen and engage in a discussion 			
Homework: As determined by the teacher.				
Enrichment /Expanded opportunities :				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD /SMT

DATE

SUBJECT: TOURISM

GRADE: 10

LESSON PLAN 3

TERM 4

TIME: 8 Hours

CONTENT:

Job and career opportunities in tourism

BASELINE ASSESSMENT

- Tourism sectors and sub-sectors and the services they render.
- Entrepreneurial opportunities in community

LEARNING OUTCOME 1: Tourism as an interrelated system.		LEARNING OUTCOME 2: Responsible and sustainable tourism.		LEARNING OUTCOME 3: Tourism Geography, Attractions and Travel Trends.		LEARNING OUTCOME 4: Customer care and communication.	
<i>The learner is able to evaluate the tourism industry as an interrelated system.</i>		<i>The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.</i>		<i>The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events/occurrences have on a destination.</i>		<i>The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team.</i>	
10.1.1 Demonstrate an understanding of : <ul style="list-style-type: none">▪ The concepts 'Tourism ' and 'tourist'▪ The reasons why people travel,▪ The sectors, sub-sectors		10.2.1 Demonstrate an understanding of the concepts 'environment', 'eco-tourism', and 'sustainable and responsible tourism'		10.3.1. Apply map reading skills to identify and locate physical features, borders, and land marks and so on for use in a tourism context.		10.4.1 Demonstrate an understanding of the impact of perception on effective communication and business profitability.	✓

<p>and the role players in the tourism industry (e.g. role players in the tourism distribution channel, support services, marketing agencies, policy makers)</p> <ul style="list-style-type: none"> ▪ Services and product offered by the sectors and sub-sectors 						
10.1.2 Identify the different types of tourists and match their needs with the services and products provided by each of the sectors and sub-sectors		10.2.2 Examine the role of the community in protecting the environment.		10.3.2 Interpret distance tables to determine distances between South Africa's major cities.		10.4.2 Recognize what comprises service and explain the importance and value of providing quality service.
10.1.3 Source information on job and career opportunities available in the tourism sectors, sub-sectors and related services.		10.2.3 Demonstrate an understanding of the concepts 'heritage' and 'world heritage site'		10.3.3 Investigate and discuss South Africa's role in terms of supporting tourism in the SADC region.		10.4.3 Identify factors that constitute a team within the learning environment, and explain the need for effective teamwork to achieve goals.
				<p>10.3.4 Analyse and report on tourism arrival statistics to determine :</p> <ul style="list-style-type: none"> ▪ Foreign market share; ▪ Length of stay in each province; ▪ Average expenditure per tourist. 		10.4.4 Determine the various types of equipment and technology used to communicate in a business environment.

			10.3.5 Discuss the value that foreign exchange adds to an economy		
			10.3.6 Demonstrate an understanding of the concepts 'global event', 'political situations' and 'unforeseen occurrences'.		
TEACHER ACTIVITIES		LEARNERS ACTIVITIES		RESOURCES	ASSESSMENT
<p>1. Asks learners about types of qualifications available in tourism</p> <p>From learners responses, the teacher mentions the various qualifications in tourism</p>		<ul style="list-style-type: none"> ▪ Respond by mentioning various qualifications they know of. ▪ Listen attentively 		<ul style="list-style-type: none"> ▪ Text books 	<ul style="list-style-type: none"> ▪ Analyse advertisements for filling of vacant posts. ▪ Case studies.
<p>2. Informs learners about job and career opportunities in different tourism sectors and sub-sectors</p>		<ul style="list-style-type: none"> ▪ Learners write down the various job and career opportunities. 		<ul style="list-style-type: none"> ▪ Career sections of newspapers and magazines ▪ Career exhibitions 	
<p>3. Cites examples of entrepreneurial opportunities and refers learners to the internet and DEAT for more information.</p>		<ul style="list-style-type: none"> ▪ Learners write examples of opportunities and interact with the internet for more information. 		<ul style="list-style-type: none"> ▪ Visit websites 	
HOMEWORK:					
ENRICHMENT / EXPANDED OPPORTUNITIES:					

REFLECTIONS:

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE