



PROVINCE OF THE EASTERN CAPE EDUCATION

DIRECTORATE: CURRICULUM FET PROGRAMMES LESSON PLANS TERM 4 TOURISM – GRADE 11

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: 11 LESSON PLAN 1 TERM 4 TIME: 4 Hours

CONTENT:

- Correct procedures when dealing with customer complaints both verbal and written.
- The importance of dealing with complaints promptly.
- Exchange constructive criticism and handle criticism in a mature manner.

BASELINE ASSESSMENT:

Learners are asked about service excellence and its relation to dealing with complaints.

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>	
11.1.1 Analyse the interdependence and interrelationship between the sectors, sub-sectors and role players, and their impact on		11.2.1 Evaluate the environmental components present in the local community that are indicative of tourism potential.		11.3.1 Explain why specific attractions and/or physical features are regarded as icons and determine their location globally.		11.4.1 Demonstrate ways to interact effectively in a diverse environment to ensure customer satisfaction.	

service delivery.						
11.1.2 Discuss ways of promoting domestic tourism and making tourism accessible to all South Africans for the benefit of the whole country.		11.2.2 Draft an implementation plan to upgrade and maintain the local environment.		11.3.2 Determines the transport services that operate between South Africa's cities and gateways, and interpret transport timetables and schedules.		11.4.2 Describe the correct procedures to follow when dealing with different types of customer complaints. ✓
11.1.3 Investigate and identify the knowledge, skills, values and attitudes required to function successfully within the tourism industry.		11.2.3 Investigate and evaluate available infrastructure and businesses in the local community to support visitors to the area, and make recommendations for improvement.		11.3.3 Analyse, evaluate and report on each SADC country as a tourist destination in terms of: <ul style="list-style-type: none"> • Accessibility • Infrastructure • Main attractions and/or tourist activities. 		11.4.3 Demonstrate a variety of strategies to present a professional image in a variety of tourism contexts.
		11.2.4 Explore local heritage sites of significance and explain why the sites are significant.		11.3.4 Determine the reasons why tourists visit each province and suggest ways of marketing a new tourist development in the region.		11.4.4 Function as a member of a team in order to achieve team goals.
				11.3.5 Examine the buying power of the South African rand in relation to other currencies and its effect on tourism.		11.4.5 Select the most appropriate method to communicate in a variety of contexts.
				11.3.6 Explain the benefits of hosting a global event within a tourism context.		

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Divides learners to groups and facilitate discussion on correct procedures to follow when dealing with customer complaints.	Discuss in groups on different procedures to follow when dealing with complaints and report back.	Books and handouts on customer service	Class discussion	
Scaffolds the procedures to deal with customer complaints by filling gaps from learner discussion.	Write down notes as the teacher fill up gap	Letters in newspaper articles		
Provides learners with a case study to illustrate customer complaints.	Read and interact with the case study by answering questions based on it.	Case studies	Case study	
Homework: As determined by the teacher.				
Enrichment/Expanded Opportunities: More newspaper articles talking about customer complaints.				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: TOURISM GRADE: 11 LESSON PLAN 2 TERM 4 TIME: 4 Hours

CONTENT:

- Term- professional image
- Presenting a professional image (personal – employees and colleagues, company).
- Factors influencing the image which a company projects.
- Strategies to present a professional image in a variety of tourism contexts.
- How to maintain a professional image.

BASELINE ASSESSMENT;

- Understanding impact of own image in a business.

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>	
11.1.1 Analyse the interdependence and interrelationship between the sectors, sub-sectors and role		11.2.1 Evaluate the environmental components present in the local community that are indicative of tourism		11.3.1 Explain why specific attractions and/or physical features are regarded as icons and determine their location		11.4.1 Demonstrate ways to interact effectively in a diverse environment to ensure customer	

players, and their impact on service delivery.		potential.		globally.		satisfaction.	
11.1.2 Discuss ways of promoting domestic tourism and making tourism accessible to all South Africans for the benefit of the whole country.		11.2.2 Draft an implementation plan to upgrade and maintain the local environment.		11.3.2 Determines the transport services that operate between South Africa's cities and gateways, and interpret transport timetables and schedules.		11.4.2 Describe the correct procedures to follow when dealing with different types of customer complaints.	
11.1.3 Investigate and identify the knowledge, skills, values and attitudes required to function successfully within the tourism industry.		11.2.3 Investigate and evaluate available infrastructure and businesses in the local community to support visitors to the area, and make recommendations for improvement.		11.3.3 Analyse, evaluate and report on each SADC country as a tourist destination in terms of: <ul style="list-style-type: none"> • Accessibility • Infrastructure • Main attractions and/or tourist activities. 		11.4.3 Demonstrate a variety of strategies to present a professional image in a variety of tourism contexts.	✓
		11.2.4 Explore local heritage sites of significance and explain why the sites are significant.		11.3.4 Determine the reasons why tourists visit each province and suggest ways of marketing a new tourist development in the region.		11.4.4 Function as a member of a team in order to achieve team goals.	
				11.3.5 Examine the buying power of the South African rand in relation to other currencies and its effect on tourism.		11.4.5 Select the most appropriate method to communicate in a variety of contexts.	
				11.3.6 Explain the benefits of hosting a global event within a tourism context.			

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Asks learners the impact of own image on any business.	Respond by citing their own understanding of how own image may impacts on own image.			
Explains the key concepts <ul style="list-style-type: none"> • image • professional image • personal presentation • corporate image 	Write down notes as the teacher explains and ask for clarities whenever they do not understand any of these concepts.	Textbook		
Shows illustrations of various images and ask learners to observe these images at the same time identify what each image is all about.	Interact with images indicating professionalism and non-professionalism in the pictures.	Pictures – showing personal images (uniform), company logos, letterheads, business cards, etc.		
Unpacks factors influencing professional image in a variety of tourism contexts and how to maintain a professional image.	Take down notes	Uniform, stationery, policies and procedures.		
Homework: As determined by the teacher.				
Enrichment/Expanded Opportunities: Show learners more examples of professional image.				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: TOURISM GRADE: 11 LESSON PLAN 3 TERM 4 TIME: 4 Hours

CONTENT:

- Reasons for teamwork.
- Stages in group behavior.
- Challenge for group members to find their place in the team.
- Rules and procedures for successful teamwork.

BASELINE ASSESSMENT:

Identification of key roles in a team

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<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>	
11.1.1 Analyse the interdependence and interrelationship between the sectors, sub-sectors and role players, and their impact on		11.2.1 Evaluate the environmental components present in the local community that are indicative of tourism potential.		11.3.1 Explain why specific attractions and/or physical features are regarded as icons and determine their location globally.		11.4.1 Demonstrate ways to interact effectively in a diverse environment to ensure customer satisfaction.	

service delivery.						
11.1.2 Discuss ways of promoting domestic tourism and making tourism accessible to all South Africans for the benefit of the whole country.		11.2.2 Draft an implementation plan to upgrade and maintain the local environment.		11.3.2 Determines the transport services that operate between South Africa's cities and gateways, and interpret transport timetables and schedules.		11.4.2 Describe the correct procedures to follow when dealing with different types of customer complaints.
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				11.3.5 Examine the buying power of the South African rand in relation to other currencies and its effect on tourism.		11.4.5 Select the most appropriate method to communicate in a variety of contexts.
				11.3.6 Explain the benefits of hosting a global event within a tourism context.		

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Ask learners questions on specific roles and responsibilities of each team.	Whole class responds to questions asked.	Textbooks		
Teacher divides learners into groups.	Learners interact with the questionnaires. Group leader report to the whole class. The class interacts with reports.	Textbooks Books on teamwork and team building		
Create a set of group assessment questions based on (a) Reasons for teamwork. (b) Challenges for group members.	Respond by answering the questions.	Worksheet	Peer assessment Worksheet Rubric	
Unpacks for the learners' rules and procedures for successful teamwork.	Write down notes on points shared by the teacher.	Textbook		
Homework: As determined by the teacher.				
Enrichment/Expanded Opportunities: Arranges a teamwork session with the learners.				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: TOURISM GRADE: 11 LESSON PLAN 4 TERM 4 TIME: 8 Hours

CONTENT:

- Communication
- Verbal communication
- Non-verbal communication
- Written communication
- Use of correct equipment and technology

BASELINE ASSESSMENT;

Identification of equipment that is used in the tourism industry.

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11.1.1 Analyse the interdependence and interrelationship between the sectors, sub-sectors and role		11.2.1 Evaluate the environmental components present in the local community that are		11.3.1 Explain why specific attractions and/or physical features are regarded as icons and determine their location		11.4.1 Demonstrate ways to interact effectively in a diverse environment to ensure customer	

players, and their impact on service delivery.		indicative of tourism potential.		globally.		satisfaction.	
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				11.3.5 Examine the buying power of the South African rand in relation to other currencies and its effect on tourism.		11.4.5 Select the most appropriate method to communicate in a variety of contexts.	✓
				11.3.6 Explain the benefits of hosting a global event within a tourism context.			

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Asks learners about various equipment used in the tourism industry.	Respond by providing various equipment used in the tourism industry.			
Provides learners with magazines and instruct them to cut pictures showing various communication -verbal, non-verbal and ask them to tabulate their findings in a table.	Cut pictures and tabulate their responses on the table.	Pictures of various equipment		
Unpacks verbal, non-verbal, written communication to learners.	Write down notes on kinds of communication.	Note books Handouts		
Shows learners various templates for written communication and other forms of communication e.g. video conferencing.	Interact with examples and even observing how video conferencing is done.	Memorandums, fax copy, business letters, reports, Cellphones for video conferencing		
Plays a DVD in class showcasing use of various equipment and technology in the tourism industry, and ask learners questions based on the DVD.	Watch the DVD and interact with it when the teacher ask questions from them based on the	DVD, DVD player, computer & data projector.		
Homework: As determined by the teacher.				
Enrichment/Expanded Opportunities: Learners observe the use of various technological equipment in the school office or any business they can have access to.				
Teacher Reflections:				

SIGNATURES: _____

TEACHER

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