



PROVINCE OF THE EASTERN CAPE EDUCATION

DIRECTORATE: CURRICULUM FET PROGRAMMES LESSON PLANS - TERM 4 TOURISM – GRADE 12

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: 12

LESSON PLAN 1

TERM 4

TIME: 4 Hours (Week 1)

CONTENT:

- Impact of global current affairs and recent political situations on tourism trends
- Current affairs and recent political situations and their impact on tourism

BASELINE ASSESSMENT;

- Learners are to reflect on any current global affairs e.g. swine flu, Air France crash in the Atlantic ocean.
- Learners are to reflect on the impact of the above to tourism.

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>	
12.1.1 Evaluate and report on the impact that the provision of service excellence has on economic growth and community development in the		12.2.1 Evaluate environmental, social and economic factors impacting on sustainable and responsible tourism		12.3.1 Demonstrate an understanding of time zones and daylight saving time and describe the impact that this has on travel		12.4.1 Describe the relevant aspects and cultural needs of tourists who visit South Africa.	

country, and make recommendations for improvement.		development.		planning and traveling.			
12.1.2 Discuss government's strategy with regard to redressing past imbalances in tourism participation.		12.2.2 Investigate and report on strategies that are in place globally to protect the environment.		12.3.2 Source information and develop a tour plan to match different tourist profiles.		12.4.2 Describe ways and recommend alternative methods to obtain customer feedback, and analyse findings to confirm customer satisfaction.	
12.1.3 Investigate and report on the working conditions, opportunities for further development and code of conduct in a chosen field.		12.2.3 Explore available and possible local tourism products that have the potential to develop into a unique tourism venture, and suggest ways to market these.		12.3.3 Access information to advise tourists traveling between countries about the following – health and safety, travel entry documents and regulations, customs requirements.		12.4.3 Understand own contribution towards achieving service excellence and develop different strategies to achieve and maintain quality service.	
		12.3.4 Explain how diversity and heritage are used to market and promote inbound and domestic tourism.		12.3.4 Discuss the role of SA Tourism in marketing South Africa and the importance of maintaining a balance between new and existing markets.		12.4.4 Review the effectiveness of own participation in the team and report on how teamwork supports delivery of quality service.	
				12.3.5 Apply numeracy skills to convert major foreign currencies into South African rand and vice versa.		12.4.5 Apply available technology to communicate.	
				12.3.6 Research current affairs and recent political situations on a global scale and evaluate the impact these have on tourism	✓		

			trends.			
TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED		
Gives learners a research task in pairs on global current affairs and recent political situations.	In pairs they research on the global current affairs and recent political situations.	Internet, newspapers	What: Global current affairs Who: Teacher Form: Research task Tool: Assessment grid			
Facilitates report back by pairs and assesses the learners.	Report back in class on their pair research task.					
<p>Gives the learners the following extract:</p> <p>Kicking off to soccer success (DD, 9 June 2009)</p> <p>The 2010 “curtain raiser” Confederations Cup starts on Sunday at four refurbished stadiums. Our engineering and construction industries deserve our praise and thanks for their part in what will hopefully become Africa’s showpiece sporting event.</p> <p>No surprise, then, that at least 89</p>	Read the extract and answer the question based on it.	Newspaper article	What: Current affairs Who: Peer Form: Worksheet Tool: memo			

<p>percent of South Africans believe the World Cup will benefit the country, according to the latest African Response's 2010 Barometer.</p> <ol style="list-style-type: none"> 1. Explain why Confederations Cup has been referred to as a "curtain raiser". 2. Discuss briefly the contribution of Confederations Cup to the country. 3. World cup will be hosted in 2010, discuss the impact of the world cup on SA tourism trends. 				
Consolidates impact of current affairs and recent political situations on any country with reference to SA.	Learners are taking notes.			
<p>Refers current affairs to events that may have a short or long term, direct or indirect impact on tourism.</p> <p>The teacher will source an article on floods that could result in a water shortage, outbreak of diseases (Swine Flu), damage to infrastructure (affecting accessibility) and their impact on Tourism. Questions related from the article will be asked.</p>	<p>Discuss current affairs and their impact on Tourism.</p> <p>Learners read the article and answer the questions that follow on positive and negative impact on Tourism.</p>	Articles and extracts on current affairs and its impact on tourism	Case study on current affairs	
Homework: As determined by the teacher.				

Enrichment/Expanded Opportunities: The teacher sources another relevant extract and set questions based on it.
Teacher Reflections:

SIGNATURES:

_____	_____	_____	_____
TEACHER	DATE	HOD / SMT	DATE

SUBJECT: TOURISM GRADE: 12 LESSON PLAN 2 TERM 4 TIME: 8 Hours (Week 2-3)							
CONTENT: Teamwork <ul style="list-style-type: none"> Individual participation in teamwork. Teamwork and service delivery. BASELINE ASSESSMENT: Asks learners about their understanding of what a team comprises.							
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>	
12.1.1 Evaluate and report on the impact that the provision of service excellence has on economic growth and community development in the country, and makes		12.2.1 Evaluate environmental, social and economic factors impacting on sustainable and responsible tourism development.		12.3.1 Demonstrate an understanding of time zones and daylight saving time and describe the impact that this has on travel planning and traveling.		12.4.1 Describe the relevant aspects and cultural needs of tourists who visit South Africa.	

recommendations for improvement.						
12.1.2 Discuss government's strategy with regard to redressing past imbalances in tourism participation.		12.2.2 Investigate and report on strategies that are in place globally to protect the environment.		12.3.2 Source information and develop a tour plan to match different tourist profiles.		12.4.2 Describe ways and recommend alternative methods to obtain customer feedback, and analyse findings to confirm customer satisfaction.
12.1.3 Investigate and report on the working conditions, opportunities for further development and code of conduct in a chosen field.		12.2.3 Explore available and possible local tourism products that have the potential to develop into a unique tourism venture, and suggest ways to market these.		12.3.3 Access information to advise tourists traveling between countries about the following – health and safety, travel entry documents and regulations, customs requirements.		12.4.3 Understand own contribution towards achieving service excellence and develop different strategies to achieve and maintain quality service.
		12.3.4 Explain how diversity and heritage are used to market and promote inbound and domestic tourism.		12.3.4 Discuss the role of SA Tourism in marketing South Africa and the importance of maintaining a balance between new and existing markets.		12.4.4 Review the effectiveness of own participation in the team and report on how teamwork supports delivery of quality service. ✓
				12.3.5 Apply numeracy skills to convert major foreign currencies into South African rand and vice versa.		12.4.5 Apply available technology to communicate.
				12.3.6 Research current affairs and recent political situations on a global scale and evaluate the impact these have on tourism trends.		

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Divides learners in groups to work through a task in which one will work as an individual to evaluate own participation in a team.	Group each other and allocate roles each will play.			
-Task – Role play different scenarios 1. Group 1 – Running a reception area in a hotel/school. 2. Group 2 – Waiters work together as a team to serve guests. 3. Group 3 – Tour operator and a tour guide are welcoming tourists and explain to them about places of interest in that area. 4. Group 4 – Kitchen Brigade working as a team. (more scenarios can be formulated)	Perform various scenarios in class, and changing roles to play.	Learners Clothing Telephone/cellphone		
Gives learners a self assessment form so as to evaluate each others contribution in the team tasks they	Do self assessment by filling in the		What: own contribution in	

performed in class. Facilitates learners' reflections report back.	form provided to them. Reflect on what each felt his/her contribution was towards effectiveness of a team reflecting on their own strengths and weaknesses.		a team Who: Self-assessment Form: Self evaluation Tool: Evaluation form	
Consolidates what was happening in class by putting an emphasis on how strengths in a team environment support the achievement of goals and quality service.	Record down the teacher's contributions as notes and refer to textbooks.	Textbooks		
Homework: Plan for their scenarios role play by looking for other resources to use.				
Enrichment/Expanded Opportunities: Showing them a DVD in class that showcases teamwork in the tourism industry/hospitality industry.				
Teacher Reflections:				

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE