



## Activity

Helping you develop the **Global Dimension** across the **curriculum**

# 19 Tourism and sustainability

## Activity description

This activity aims to raise awareness of the impacts of tourism on a country and to encourage students to design their own sustainable holiday experience of Kenya.

## Aims

- To discuss the benefits and adverse impacts of tourism.
- To raise awareness of the advantages of sustainable tourism.

## What you need?

- True and False quiz
- Access to the internet and PowerPoint for all pupils
- 'Explore Kenya' worksheet in activity 1

- To use ICT to create a PowerPoint presentation to persuade tourists to plan and book sustainable holidays.

## Curriculum links

- Citizenship KS3 and KS4:
  - 1.2 Rights and responsibilities
  - 2.1 Critical thinking and enquiry
- Geography KS3:
  - 1.1 Place
  - 1.7 Cultural understanding and diversity
  - 2.4 Geographical communication
- ICT KS3 and KS4:
  - 1.1 Capability
  - 1.5 Critical evaluation
  - 2.1 Finding information
  - 2.2 Developing ideas

Further details of how this activity meets requirements of the new Secondary Curriculum appear on the Curriculum Links table. For subjects outside the

## GLOBAL DIMENSION

Underlying the concept of a global dimension to the curriculum are **eight key concepts**.

This activity covers the following seven:



**Citizenship** – gaining the knowledge, skills and understanding necessary to become informed, active and responsible global citizens.



**Social Justice** – understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.



**Sustainable Development** – understanding the need to maintain and improve the quality of life now without damaging our planet for future generations.



**Diversity** – understanding and respecting differences and relating these to our common humanity.



**Values and Perceptions** – developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.



**Interdependence** – understanding how people, places and environments are all inextricably interrelated and that events have repercussions on a global scale.



**Human Rights** – knowing about human rights and understanding their breadth and universality.

The other key concept which can be explored using other Makutano Junction activities is:

### Conflict Resolution

Find out more: [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

statutory curriculum, check your own exam board for their requirements. For general information on the Global Dimension across the curriculum, see [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

## What you do

- 1 In pairs decide on which of the statements about tourism in Kenya are true and which are false.  
  
Use the statements as a class to draw up a list of benefits and problems of tourism. Refer to 'Explore Kenya' worksheet in activity 10 (Soap and stereotypes) for an outline of tourism issues in Kenya.
- 2 Changes in infrastructure can also have an adverse effect on a community. Watch series 6 episode 12 of Makutano Junction. Ask the pupils to note down how the community reacts to the prospect of a new road being built through their village?
- 3 Discuss the reactions of the residents of Makutano Junction, could the situation have been dealt with better? Displacement is a common impact of tourism and often the local people are evicted from their homes without warning or compensation.
- 4 Tourism has many benefits for a country if it is sustainable. Look at the definition of sustainable tourism by Stephen Williams:
  - i) Ensure that renewable resources are not consumed at a rate that is faster than rates of natural replacement.
  - ii) Maintain biological diversity.
  - iii) Recognise and value the aesthetic appeal of environments.
  - iv) Follow ethical principles that respect local cultures, livelihoods and customs.
  - v) Involve and consult local people in development processes.
  - vi) Promote equity in the distribution of both the economic costs and the benefits of the activity amongst tourism developers and hosts.

6 Look at the Youtube clip of a stereotypical promotion of Kenya as a tourist resort. [www.kenyatourism.org](http://www.kenyatourism.org). Is there an alternative view of Kenya that the students could depict in their own sustainable tourist holiday? Ask pupils to use their understanding of Kenyan life from what they have seen of Makutano Junction as well as other research, to create a PowerPoint presentation to persuade and inspire tourists to plan a sustainable holiday.

### Variations/additions

- Read about the experiences of individual hotel workers in Kenyan resorts.

<http://www.tourismconcern.org.uk/index.php?page=album>. Use the information to invent an interview with a Kenyan employee in the tourist trade.

- Draw up a sustainable holiday for your own location.

### Follow-up/research questions

- Find out in detail what the issues are for popular holiday locations.

<http://www.tourismconcern.org.uk/index.php?page=the-issues>

- Research sustainable tourism and find a case study for the UK and Kenya.

### TAKE ACTION

- Challenge views of holiday makers that don't take into consideration the effects their visit is having on a community and economy.
- Write to travel agents asking them how their company is supporting the environment and local communities that it sends its clients to.
- Think critically about the repercussions of a tourist visit you may have planned. How could you make changes to it so that it has more of a sustainable impact?

### TAKE ACTION



- Challenge views of holiday makers that don't take into consideration the effects their visit is having on a community and economy.
- Write to travel agents asking them how their company is supporting the environment and local communities that it sends its clients to.
- Think critically about the repercussions of a tourist visit you may have planned. How could you make changes to it so that it has more of a sustainable impact?

### Useful resources

[www.tourismconcern.org.uk](http://www.tourismconcern.org.uk)

<http://www.maasairoyaladventures.com/mercindigenous.htm>

[www.kenyatourism.org](http://www.kenyatourism.org)

[www.cleanslate.ndo.co.uk/tourism.htm](http://www.cleanslate.ndo.co.uk/tourism.htm)