



Republic of Zambia

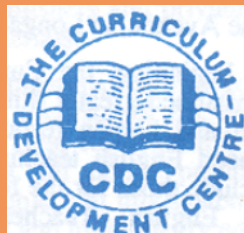
Ministry of Education

TRAVEL AND TOURISM

TEACHING MODULE

FORM 1

TERM 1



Developed by the Curriculum Development Centre

Lusaka

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Republic of Zambia

Ministry of Education

Directorate of Curriculum Development

The Curriculum Development Centre

TEACHING MODULE

FORM 1

TERM 1

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Preface

The **Travel and Tourism Competence Based Teaching Module** has been developed in response to the introduction of the **Competence-Based Curriculum (CBC)**, a transformative initiative aimed at enhancing education quality and relevance.

This teaching module is designed to support teachers in effectively delivering **Travel and Tourism** lessons under the new curriculum. Its primary objectives are to; bridge the gap created by the absence of approved textbooks and equip teachers with practical skills and assessments tailored to learners' needs and levels

As the Ministry of Education, we acknowledge the challenges associated with transitioning to a new curriculum. Consequently, this module reflects our commitment to providing teachers with structured guidance, suggested activities, and formative and summative assessments aligned with the CBC's objectives.

While this module serves as a foundational resource, we encourage teachers to supplement it with their own research and innovations to address potential gaps during implementation. The suggested activities and assessments are designed to foster practical and critical thinking skills in learners, ensuring relevance and adaptability across diverse school contexts.

Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and explore alternative approaches when necessary. We hope this module will empower teachers to navigate the new competence-based curriculum with confidence, inspiring and equipping learners with essential competencies, knowledge, skills, and attitudes.

Joel Kamoko (Mr.)

Permanent Secretary- Educational Services

MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

We would like to express our deepest appreciation to all the dedicated **Travel and Tourism** teachers, lecturers from Colleges of Education and Universities, Subject Associations, and Cooperating Partners whose unwavering commitment and invaluable expertise have shaped this module. Your passion for nurturing young minds, your innovative teaching methods, and your tireless efforts to promote the Tourism education have been instrumental in the development of this comprehensive guide.

We also extend our gratitude to the ZEEP and ZEPH staff and contributors who have provided essential support and resources throughout this project. Thank you for your dedication to fostering a healthier future for our learners.

We also acknowledge the dedication and hard work of the staff at the Curriculum Development Centre (CDC), whose tireless efforts ensured the successful completion of the development process of the module.

Thank you all for your contributions.

Charles Ndakala (Dr.)
Director - Curriculum Development
MINISTRY OF EDUCATION

Module Icons

Icons used in the module are as follows :



Summary



Terminology



Assessment



Tips



Activity



Discussion

Introduction

This **Travel and Tourism Competence Based Teachers' Module** is a learners' gateway to exploring one of the most dynamic and ever-evolving industries globally. The subject of Travel and tourism is not just about visiting new places; it encompasses the excitement of discovering diverse cultures, the excitement of adventure, and the joy of creating unforgettable memories.

Throughout this module, teachers will delve into the core principles of travel and tourism, learning about various destinations, the history of travel, and the essential skills needed to navigate this industry. They will explore the impact of tourism on economies, cultures, and environments, and understand the importance of sustainable travel practices. Practical activities and real-world examples will help learners apply theoretical knowledge, making the concepts more relatable and easier to grasp.

This module aims to build learners' competences in the field of travel and tourism, equipping them with the skills to plan and manage travel experiences, understand customer needs, and provide excellent service. They will gain insight into the details of the tourism industry, from tour planning and hospitality management to marketing and customer relations. Additionally, they will learn the importance of cultural sensitivity, ethical practices, and environmental stewardship, all crucial elements in promoting responsible tourism.

This teaching module has equally integrated some cross cutting issues such as financial education, entrepreneurship, environmental health, and waste management.

The learners of Travel and Tourism will develop a deeper appreciation for the art of travel and the important role it plays in connecting people and places. Their newfound knowledge will empower them to pursue a career in travel and tourism with confidence and enthusiasm, making them not just learners, but future leaders in the industry.

Topic :1.1 Introduction to Travel and Tourism Industry

Introduction

This topic invites you to help learners to explore the dynamic journey of Zambia's tourism industry, from its historical roots to its present landscape. Learners will examine the key aspects such as the historical foundation of tourism in Zambia, the evolution of captivating tourist attractions, the innovative concept of tourist packages, and the exciting rise of modern tourism.

Furthermore, this topic encourages learners to discover the diverse and rewarding career pathways within the tourism industry. Learners will gain insights into promising job and business opportunities in sectors such as travel services, transportation, lodging, and the vibrant world of food and beverage services.

Recognizing that tourism is a cornerstone of Zambia's economic growth and cultural preservation, this topic aims to empower learners with a deeper understanding of its historical significance. By exploring the past, learners will appreciate its contribution to national development and equip them with the valuable knowledge and skills necessary to actively participate in and shape the future of this dynamic industry.

General Competence(s)

Learners should: Acquire the following General Competence(s):

Analytical Thinking: -Analyse Career Development in the Tourism industry

-Analyse attraction centres

Critical Thinking: -Interpret the history of tourism in Zambia

-Explore forms of tourism in Zambia

Communication: -Demonstrate effective communication between service providers and tourists.

Hook:

Ask learners “Picture this: you are walking along the majestic Zambezi River, the roar of Victoria Falls echoing in your ears as the setting sun casts a golden tone over the savanna. The rich aroma of a traditional Zambian meal fills the air while you dance to the rhythmic beats of the drum”. Through this module, we will get on an exciting journey into the world of travel and tourism, discovering how Zambia's unique cultural and natural wonders can transform a simple trip into an unforgettable adventure. Are you ready to explore the magic of our beautiful nation? Let's get started!



Key Terms

- **Tourism:** This refers to the activities of people traveling to and staying in places outside their usual environment for leisure, business, or other purposes. It encompasses the entire travel experience, from planning and booking to the actual trip and return.
- **Industry:** In the context of tourism, it signifies the businesses and organizations involved in providing goods and services to tourists. This includes hotels, restaurants, transportation companies, travel agencies, tour operators, and many more.
- **History:** This explores the past of tourism in Zambia, from its early beginnings to its current state. It examines how historical events, figures, and developments have shaped the tourism industry in the country.
- **Evolution:** Highlights the changes and transformations that have occurred within the tourism industry in Zambia over time. This includes shifts in travel trends, the emergence of new technologies, and the adaptation of the industry to changing circumstances.

- **Attractions:** These are the places and activities that draw tourists to a destination. In Zambia, major attractions include national parks, wildlife reserves, historical sites, cultural villages, and adventure activities like white-water rafting.
- **Packages:** These are pre-arranged travel arrangements that combine various travel components, such as flights, accommodation, transportation, meals, and activities, at a discounted price.
- **Modern:** This refers to contemporary trends, technologies, and practices within the tourism industry. It encompasses aspects like online travel booking, social media marketing, ecotourism, and the use of technology to enhance the tourist experience.
- **Career:** This emphasizes the various job opportunities and professional development paths available within the tourism industry. These can include roles in hotels, restaurants, travel agencies, tour guiding, transportation, and many other areas.
- **Itinerary:** This is a detailed plan or schedule of activities, events, travel arrangement, typically outlining the sequence of events, destinations, and time allocation for a specific period.

Sub Topic: 1.1.1 Travel and Tourism in Zambia

This subtopic will help you take your learners through an exciting journey into Zambia's tourism history, from its simple beginnings during colonial times to the growing industry it is today. Learners will explore the important events that have helped shape tourism in Zambia.

Specific Competences: Learners should:

- 1.1.1.1 Interpret the history of Tourism in Zambia
- 1.1.1.2 Explore forms of Tourism
- 1.1.1.3 Analyse career development in the Tourism industry

Specific Competences: 1.1.1.1 Interpret the history of Tourism in Zambia

Learning Activities:

Activity1: Explaining key concepts in travel and tourism (*travel, tourism, tourist, excursionist-domestic and international; hosts, guests, tour operators, tour guides, attractions, destinations, hospitality, accommodation, transportation, leisure, recreation ...*)

Learning Environment set-up

This activity can be done indoors and outdoors



Discussion

- Begin by asking **some guiding questions** like:
 - Have you ever travelled to another town or country?
 - What comes to your mind when you hear the words "travel" and "tourism"?
 - Who do you think a tourist is?
- Display **pictures** or **videos** showing different types of tourists and tourism activities in Zambia.



Activity (Interactive Learning)

- **Pair Work:** Give learners different travel-related scenarios and ask them to classify if the person is a **tourist, excursionist, host, or guest**.
- **Role Play:** Ask some **learners** to act as tourists and others as hosts (hotel receptionist, safari guide, local vendor, etc.).
- Have learners discuss and share examples of domestic and international tourist in Zambia.



Content Tips:

KEY Concepts: Use simple definitions and examples relevant to Zambia:

- **Travel** - Moving from one place to another (e.g., visiting Victoria Falls).

- **Tourism** - Activities people engage in when they travel for leisure, business, or education.
- **Tourist** - A person who travels away from home for at least 24 hours for leisure, business, or other reasons.
- **Excursionist/Day tripper** - A person who visits a place for less than 24 hours (e.g., a day trip to Livingstone).
- **Domestic Tourist** - A Zambian travelling within Zambia (e.g., a Lusaka resident visiting Mfuwe National Park).
- **International Tourist** - A person from another country visiting Zambia (e.g., a Zimbabwean visiting South Luangwa National Park).
- **Hosts** - People who provide services to tourists (e.g., hotel workers, tour guides).
- **Guests** – Traveller who engages into sleeping accommodation and uses other services of the host.

- **Tour Guides** - Professionals who provide information, guidance, and assistance to tourists at attractions and destinations. They enhance the travel experience by explaining historical, cultural, and natural aspects of a place.
- **Attractions** - Places or activities that draw tourists to visit a destination. These can be natural (e.g., waterfalls, national parks) or man-made (e.g., museums, monuments, theme parks).
- **Destinations** - Locations that tourists visit for leisure, business, or cultural experiences. A destination can be a city, country, or specific place known for tourism.
- **Hospitality** -The friendly and welcoming treatment of guests or tourists, including services provided by hotels, restaurants, and other businesses that cater to travelers.
- **Accommodation** - Lodging or places where tourists stay during their trip, such as hotels, lodges, guesthouses, resorts, hostels, and camping sites.
- **Transportation** - The means of moving people from one place to another, including air (planes), land (buses, trains, taxis, rental cars), and water (boats, ferries, cruises).
- **Leisure** - Free time when people relax and enjoy activities of their choice, such as traveling, sightseeing, and entertainment.
- **Recreation** - Activities that people do for enjoyment and relaxation, such as hiking, swimming, boating, and visiting amusement parks.

- **Tour Operators** - Companies or individuals who organize and sell travel packages that include transportation, accommodation, and activities for tourists. They create planned trips and may work with travel agencies.

Use a **chart or flashcards** with these terms and definitions.



Discussion

Engagement Activity:

- Ask learners:
 - "What comes to mind when you think of tourism?"
 - "Have you ever visited any tourist attraction in Zambia? Where?"
- Show images of Zambia's top tourist attractions (Victoria Falls, South Luangwa, Lower Zambezi, etc.)
- Explain that tourism has evolved over time, from early explorers to the modern tourism industry.



Activity

- **Group Work:** Divide the class into groups. Each group researches and presents one aspect:
 - Early history of tourism in Zambia.
 - National parks and their importance.
 - Zambia's top tourist attractions.
 - Types of tourism packages in Zambia.
 - Modern tourism trends.
- **Role Play:** One group act as **tourists**, another as **tour guides** explaining Zambia's attractions.
- **Quiz Game:** Ask learners quick questions on Zambia's tourism history and attractions.

Teaching and Learning Materials: Historical maps, photos of tourist attractions, a timeline chart.

Activity 2: Interpreting the history of tourism in Zambia (*historical revolution of tourism, historical background of Zambia's tourism, Zambia's tourist attractions, tourist packages, modern tourism...*)

Learning Environment set-up

This activity can be done indoors and outdoors



Activity: (Field Visits)

Practical Engagement

- Visit historical tourism sites near your locality such as water Falls, National Park, and historical museums or any other sites available.
- Interview tourism experts, historians, and local tour operators.

Interactive Activities

- **Group Work:** Divide the class into groups. Each group researches and presents one aspect:
 1. Early history of tourism in Zambia.
 2. National parks and their importance.
 3. Zambia's top tourist attractions.
 4. Types of tourism packages in Zambia.
 5. Modern tourism trends.
- **Role Play:** One group act as **tourists**, another as **tour guides** explaining Zambia's attractions.
- Learners present their findings and receive feedback



Content Tips:

- **Historical Evolution of Tourism in Zambia**
 - Tourism in **early times** (hunters, explorers like David Livingstone).
 - Colonial era: Game reserves and national parks established.
 - Post-independence: Growth of local tourism.
 - Modern tourism: Development of lodges, hotels, adventure tourism, and eco-tourism.

- **Historical Background of Zambia's Tourism**
 - Zambia's tourism started with wildlife conservation.
 - Establishment of **national parks and game reserves** (South Luangwa, Kafue, Lower Zambezi, etc.).
 - Growth of **adventure tourism** (bungee jumping, white-water rafting).
 - Role of **traditional ceremonies** (e.g., Kuomboka, Nc'wala) in attracting tourists.

- **Zambia's Tourist Attractions**
 - Natural attractions: National parks, waterfalls, lakes, rivers. (give examples including the local ones found in your area e.g Victoria Falls, Chishimba falls...)
 - Cultural attractions: Traditional ceremonies, historical sites (e.g Mukuni Village, Choma Museum).
 - Man-made attractions: Hotels, lodges, safari camps.

- **Tourist Packages**
 - Adventure tourism (bungee jumping, safaris, white-water rafting...)
 - Cultural tourism (visiting traditional ceremonies, museums...)
 - Eco-tourism (national parks, birdwatching, nature walks...)
 - Luxury tourism (five-star lodges, cruises on the Zambezi River...)

- **Modern Tourism Trends in Zambia**
 - Increased use of social media and online bookings.
 - Sustainable tourism (wildlife conservation, eco-lodges).
 - Domestic tourism promotion by the government.
 - Event-based tourism (festivals, sports events, Mosi Day of Thunder).

Teaching and Learning Materials: books, journals, and online resources about Zambia's tourism industry.

Activity 3: Researching Historical Sites in Zambia

Learning Environment set-up

This activity can be done indoors and outdoors



Activity

Research Project:

- Assign learner to research a specific historical site in Zambia, such as Victoria Falls, the Livingstone Museum, or the Mwenemutapa Kingdom ruins.
- Have learners create a presentation or poster showcasing their findings, including the site's history, significance, and cultural impact.

Task 1: Other suggested Historical Sites in Zambia

To guide learners, suggest key sites such as:

- Victoria Falls (Mosi-oa-Tunya) – A UNESCO World Heritage Site.
- Livingstone Museum – The oldest and largest museum in Zambia.
- Shiwang'andu (Shiwa Ng'andu Estate) – A colonial-era mansion with historical significance.
- Mwela Rock Paintings – Prehistoric rock art near Kasama.
- Nsalu Cave Paintings – Ancient rock art in the Central Province.
- Fort Monze – A colonial military fort.
- Niamkolo Church – One of the oldest churches in Zambia.
- Ing'ombe Ilede – An ancient trade site near the Zambezi River.
- Kalambo Falls – A site of early human settlement.
- Chilenje House 394 – Where Zambia's first president, Kenneth Kaunda, lived before independence.

Research Process

Learners should:

- Use books, articles, and the internet for research.
- Interview teachers, parents, or community elders who may have historical knowledge.
- Watch documentaries or visit local museums if possible.

Key Information to Gather: For each site, learners should find out:

- **Location:** Where is it found?
- **Historical Background:** When and why was it established?
- **Significance:** Why is it important in Zambian history?
- **Key Events or Figures:** Any famous people or events linked to it?
- **Current Status:** Is it still in use, a tourist attraction, or preserved as a heritage site?

Presentation of Findings:

Learners can present their research through:

- A written report (1-2 pages per site).
- A poster or chart with pictures and key facts.
- A class presentation (oral or PowerPoint).
- A creative project, such as a model of a historical site.



Content Tips:

Historical Sites in Zambia

- Zambia is home to numerous historical sites that offer insights into the country's past, from ancient civilizations to colonial rule and independence struggles.
- These sites serve as valuable cultural and historical records, attracting tourists and researchers while preserving Zambia's heritage.
- Research on these sites involves archaeology, anthropology, and history to understand their significance and impact on Zambian identity.

Key Historical Sites in Zambia

1. Victoria Falls: Known locally as *Mosi-oa-Tunya* ("The Smoke That Thunders"), Victoria Falls is one of the largest and most famous waterfalls in the world. It is located on the Zambezi River, forming the border between Zambia and Zimbabwe.

- **Significance:**

- Declared a UNESCO World Heritage Site in 1989.
- Explored by Europeans in 1855 (by Scottish explorer David Livingstone)
- Holds cultural significance for the indigenous Tonga people, who considered it a sacred site.
- A major natural attraction that boosts Zambia's tourism industry.

- **Research Aspects:**

- Geological formation and hydrology of the falls.
- Cultural beliefs and myths associated with the falls.
- Impact of tourism and conservation efforts.

2. Shiwa Ng'andu: A colonial-era estate built by British settler Sir Stewart Gore-Browne in the early 20th century, located in Muchinga Province.

- **Significance:**

- Represents British colonial history and architecture in Zambia.
- Played a role in Zambia's independence movement, as Gore-Browne was an advocate for African self-rule.
- The estate remains a family-run historical site and guest lodge.

- **Research Aspects:**

- Colonial influence on Zambian architecture and land ownership.
- Role of Gore-Browne in Zambia's early political developments.
- Conservation of colonial-era estates and their relevance today.

3. Nsingo Battle Site: Located in Eastern Zambia, this site marks the 1898 resistance led by Nsingo, a Ngoni chief, against British colonial forces.

- **Significance:**

- Symbolizes Zambia's resistance against European colonization.
- Part of the broader history of Ngoni warriors who migrated from South Africa.
- Recognized as an important site for studying African military resistance strategies.

- **Research Aspects:**

- The impact of colonial invasions on indigenous resistance movements.
- Oral histories and traditions surrounding Chief Nsingo.
- The role of the Ngoni people in shaping Zambian identity.

4. Ing'ombe Ilede: An ancient archaeological site located near the Zambezi River in Southern Zambia, known for its rich trade history.

- **Significance:**

- Dates back to around the 7th century AD.
- Evidence of trade with Arab and Portuguese merchants, indicating pre-colonial trade networks.
- Excavations have uncovered gold, copper, ivory, and imported glass beads.

- **Research Aspects:**

- Pre-colonial trade and economic systems in Zambia.
- The cultural and social organization of early Zambian civilizations.
- Methods of archaeological excavation and preservation.

5. Livingstone Museum: Zambia's oldest and largest museum, located in Livingstone. It was established in 1934 and houses extensive collections of artifacts.

- **Significance:**

- Displays exhibits on pre-colonial, colonial, and post-colonial history.
- Holds some of David Livingstone's original belongings, including his journals.
- Features sections on ethnography, archaeology, and natural history.

- **Research Aspects:**

- The role of museums in preserving Zambia's history and culture.
- The representation of colonial history in modern Zambia.
- Conservation of artifacts and ethical considerations in museum curation.

6. Chirundu Fossil Forest: Located in Southern Zambia, this site contains fossilized trees estimated to be over 150 million years old.

- **Significance:**

- One of Africa's most significant paleontological sites.
- Provides evidence of prehistoric ecosystems and climate changes.
- Protected as a national heritage site.

- **Research Aspects:**

- Fossilization processes and prehistoric environments.
- The importance of paleontology in understanding Zambia's natural history.
- Conservation strategies for fossil sites.

7. Nachikufu Cave: is one of Zambia's most significant prehistoric sites, located in Mpika District, Muchinga Province. The cave holds evidence of early human habitation dating back thousands of years and provides insights into the lifestyles of Stone Age and Iron Age communities.

- **Significance**

- Excavations at Nachikufu Cave have revealed evidence of Stone Age and Iron Age human activity.
- Evidence of Early Farming and Domestication; Archaeologists found remains of seeds and bones of domesticated animals, showing the transition from hunting-gathering to early farming.
- Cultural and Spiritual Importance; The rock paintings suggest the cave may have been used for rituals, storytelling, or spiritual practices.

- **Research Studies**

- **Excavations** at Nachikufu Cave have been carried out by both Zambian and international archaeologists.
- Studies show a **continuum of human occupation** from the Middle Stone Age (about 30,000 years ago) to the Iron Age (about 2,000 years ago).

Note: add more sites

Summary

- Zambia’s historical sites provide valuable insights into the nation’s past, from prehistoric times to the colonial era and independence movements.
- Research on these sites helps in preserving cultural heritage, promoting tourism, and educating future generations about Zambia’s rich history.
- Through archaeological, anthropological, and historical studies, these sites continue to reveal new information about the country’s development and interactions with the world.

Expected Standard: History of tourism in Zambia interpreted correctly



Assessment

Practical Demonstration

- Learners perform a **Tour Guide Role-Play** where they act as tour guides, explaining a selected Zambian tourist attraction to a group (classmates acting as tourists).
- Choose a tourist attraction/historical site.
- Research its significance and visitor experience.
- Deliver a **5–10 minutes guided tour** (can be virtual or classroom-based).
- Engage the audience with storytelling and factual details

Written Assignment

Learners to write a 2-3 page research report on a selected historical site in Zambia.

- Describe the site's historical background.
- Explain its role in tourism development.
- Discuss its importance to Zambia’s economy and cultural heritage.
- Identify challenges and suggest improvements for tourism
- Field Trip
- Visit a local tourist attraction or historical site.
- Write a report on its tourism significance and visitor experience.

Note: Assess on clarity, content accuracy, and presentation skills

Specific competence:1.1.1.2 Explore forms of tourism.

Learning activities:

Activity1: Researching on forms and types of tourism: **Types** (domestic tourism, international tourism, inbound tourism, outbound tourism); **Forms of Tourism** (Leisure/holiday tourism, business tourism [trade, meeting, incentive travel, convention and exhibition], cultural tourism, ecotourism...).

Learning Environment set-up

This activity can be done indoors or outdoors



Discussion

- **Brainstorming Session:** Ask learners:
 - "Have you or someone you know ever traveled to another place for fun, work, or learning?"
 - "What was the purpose of the trip?"
 - "Do you think all tourists travel for the same reasons?"
- Take note of learners' responses and categorize them under different types of tourism.
- Introduce the concept of **Tourism** and explain that it involves travel for various reasons.



Activity

Researching on Types and Forms of Tourism

Divide learners into small groups and assign each group one of the following:

Types of Tourism: Domestic, International, Inbound, Outbound.

Forms of Tourism: Leisure/Holiday, Business, Cultural, Ecotourism.

- Each group will use textbooks, teacher-prepared notes, or internet sources (if available) to research their assigned topic.
- Groups will prepare short explanations with examples.

Group Presentations

- Each group presents their findings
- The teacher summarizes and clarifies key points, adding real-life examples from Zambia and beyond.



Content Tips:

Tourism refers to the movement of people from one place to another for leisure, business, or other purposes, usually for a short period.

Types of Tourism

- **Domestic Tourism** – When people travel within their own country for tourism purposes. e.g. family from Lusaka visiting Victoria Falls in Livingstone.
- **International Tourism** – When people travel to a different country for tourism purposes. e.g. tourist from South Africa visiting Zambia.
- **Inbound Tourism** – When tourists from other countries visit a particular country. e.g. a German tourist visiting Zambia.
- **Outbound Tourism** – When people from a country travel to another country for tourism. e.g. Zambian traveling to Dubai for a holiday.

Forms of Tourism

- **Leisure/Holiday Tourism** – Travel for relaxation and enjoyment. Example: Going to the beach, safari trips, adventure tourism.
- **Business Tourism** – Travel for work-related purposes such as trade, meetings, or conferences.

- *Trade tourism* – Attending business exhibitions.
 - *Meeting tourism* – Traveling for official work meetings.
 - *Incentive travel* – Company-sponsored trips for employees as rewards.
 - *Convention and Exhibition tourism* – Attending international expos and fairs.
- **Cultural Tourism** – Travel to experience different cultures, traditions, and historical sites.
Example: Visiting museums, historical landmarks, traditional ceremonies (e.g., the Kuomboka Ceremony in Zambia).
 - **Ecotourism** – Travel that focuses on natural environments and conservation efforts.
 - Example: Visiting game parks, nature reserves, bird-watching in national parks.

Importance of Tourism

- Creates employment opportunities.
- Generates income for the country.
- Promotes cultural exchange and understanding.
- Encourages environmental conservation.



Class discussion

- Ask learners to give examples of how tourism happens in Zambia.
- Discuss why people choose different types/forms of tourism.
- Compare tourism activities in urban and rural areas.



Content Tips

Examples of How Tourism Happens in Zambia

Encourage the learners to share examples of tourism activities they have observed or experienced in Zambia, such as:

- *Wildlife tourism* (e.g., visiting South Luangwa or Kafue National Park...)

- **Cultural tourism** (e.g., attending the Kuomboka or Nc’wala traditional ceremonies...)
- **Adventure tourism** (e.g., bungee jumping or white-water rafting in Livingstone)
- **Eco-tourism** (e.g., birdwatching in Bangweulu Wetlands, hiking)
- **Business tourism** (e.g., meetings, workshops, conferences in Lusaka or Livingstone)

Why People Choose Different Types and Forms of Tourism

- **Interests and preferences** – Some tourists enjoy wildlife, while others prefer cultural experiences.
- **Budget** – Luxury tourists may prefer resorts, while backpackers look for affordable options.
- **Purpose of travel** – Business travelers visit cities for meetings, while leisure tourists seek relaxation.
- **Accessibility** – Some tourists prefer urban attractions due to good infrastructure, while others seek remote adventure.
- **Environmental awareness** – Some travelers choose eco-tourism to support conservation efforts.

Tourism Activities in Urban and Rural Areas

- **Urban Tourism Activities** (e.g., Lusaka, Livingstone, Ndola)
 - **Business tourism** (conferences, trade fairs)
 - **Historical sites** (Freedom Statue, National Museum)
 - **Shopping and entertainment** (malls, restaurants)
 - **Adventure tourism** (Victoria Falls, helicopter rides)
- **Rural Tourism Activities** (e.g., national parks, villages)
 - Safari and wildlife viewing
 - Cultural heritage visits (traditional ceremonies, village stays)
 - Eco-tourism (hiking, nature reserves)
 - Agro-tourism (farm visits, tea and coffee plantations)

- **Key Differences:**

- Urban tourism is more developed with modern infrastructure, while rural tourism is nature-based.
- Rural tourism often involves cultural immersion, while urban tourism is more business-oriented.
- Accessibility is easier in urban areas compared to remote rural destinations.

Expected Standard: Forms of tourism explored accordingly

Activity2: Investigating the Importance of Tourism (Economic, cultural exchange, environmental...)



Discussion

- Ask learners: *"Why do people travel for tourism?"* and *"How does tourism benefit a country?"*
 - Let learners discuss in pairs and share their ideas.
 - Take note key points (e.g., jobs, income, culture, environment).
- Explain that this topic will focus on investigating these benefits in detail.



Activity

Group Investigation

- Divide the class into groups:
 - **Task 1:** Economic Importance of Tourism
 - **Task 2:** Cultural Exchange in Tourism
 - **Task 3:** Environmental Impact of Tourism

- Research & Discussion

Each group to research their assigned topic using:

- Textbooks
- Posters/charts prepared by the teacher
- Discussions with classmates
- Internet (if available)
- Documentaries/videos

- Presentation

- Each group presents their findings.
- The teacher summarizes and clarifies key points after each presentation.

Teaching and Learning Materials: maps, globes, diagrams, flow charts, pictures.



Discussion

Class Discussion:

- Why is tourism important to Zambia's economy?
- How does tourism help people learn about different cultures?
- How Can tourism affect the environment positively?



Content Tip:

Importance of Tourism

Economic Importance

- Creates employment opportunities in hotels, transport, and tour services.
- Generates income through foreign exchange.
- Supports local businesses by increasing demand for goods and services.

- Encourages infrastructure development (roads, airports, communication).

Social and Cultural Importance

- Promotes cultural exchange and understanding among different communities.
- Helps preserve cultural heritage and traditional practices.

Enhances national pride by showcasing local traditions and landmarks.

Environmental Importance

- Supports conservation efforts for wildlife and natural resources.
- Encourages sustainable tourism practices like eco-tourism.
- Raises awareness about environmental protection.

Political and Educational Importance

- Strengthens international relations through tourism exchanges.
- Provides learning opportunities about history, geography, and different cultures.

Expected Standards: Forms of tourism explored accordingly

Specific Competences: 1.1.1.3 Analyse Career Development in the Tourism Industry

Learning activities:



Discussing Job/Business Opportunities;

- **Brainstorming Activity:**
 - Ask learners: “*What do you think are some jobs in the tourism industry?*”
 - Take note of their responses.
 - Briefly introduce the tourism industry as a major employer worldwide.



Activity

Activity 1: Group Discussion on Job/Business Opportunities

- Divide the class into small groups – Assign each group one of the following tourism sectors:
 - Tour and Travel Services
 - Travel and Transportation
 - Lodging (Hotels & Accommodation)
 - Food and Beverage Services

- **Group Task:**
 - Each group should research/discuss the jobs in their assigned sector.
 - Identify **careers** in their sector.
 - Discuss **roles, responsibilities, and required skills** for each career.

- **Presentation:**
 - Each group presents their findings to the class.
 - The teacher summarizes and clarifies any misconceptions.



Activity

Field Tour Execution (On-Site Activities)

Suggested Locations for the tour:

- **A Hotel or Lodge** – for lodging and food & beverage careers.
- **An Airport or Bus Station** – for travel and transportation careers.
- **A Tourist Attraction** (e.g., museum, national park, cultural site) – for tour and travel services careers.
- **A Restaurant or Café** – for hospitality and customer service roles.

Activity Structure on Site:

- Real-World Observation:
 - Learners interact with professionals in each setting.

- Take notes on how real employees perform their duties.
- Question & Answer Session with Industry Professionals:
 - Learners ask workers about their jobs, required skills, and challenges.

Post-Tour Reflection & Discussion (Back in the Classroom)

- Written Report or Presentation:
 - Learners write a report or create a short presentation on their field experience, highlighting a career that interests them.



Content Tips:

Job/Business Opportunities

Tour and Travel Services

- Tour Guide – Leads tourists and provides information about attractions.
- Travel Consultant – Advises clients on destinations, itineraries, and travel plans.
- Travel Agent – Books flights, accommodations, and packages for travelers.
- Meeting/Event Planner – Organizes conferences, corporate events, and tourism-related meetings.
- Tour Operator – Designs and sells tour packages.
- Heritage Site Manager – Oversees cultural or historical sites.
- Tourism Entrepreneur – Owns and manages travel-related businesses such as safari companies.
- Eco-Tourism Guide – Leads nature and wildlife tours, promoting sustainable tourism.

Travel and Transportation

- Airline Pilot – Flies passengers and cargo.

- Flight Attendant – Ensures passenger safety and comfort on flights.
- Cruise Ship Crew (Captain, Deck Officer, Steward, Chef, Entertainer) – Works on cruise ships.
- Cabin Crew Supervisor – Oversees airline cabin staff.
- Ticketing and Reservation Officer – Handles flight or transport ticket sales.
- Chauffeur/Limousine Driver – Drives VIP clients.
- Car Rental Agent – Manages car rental bookings and customer service.
- Railway Services Manager – Oversees train travel and passenger services.
- Logistics Manager – Handles transportation of tourism-related goods.

Lodging (Hotels, Resorts, Lodges, Guest Houses,)

- Receptionist – Welcomes guests and handles bookings.
- Concierge – Assists guests with local activities, reservations, and recommendations.
- Housekeeper – Cleans and maintains guest rooms.
- Hotel Manager – Oversees hotel operations and staff.
- Front Desk Supervisor – Manages the front office team.
- Bellhop/Porter – Assists guests with luggage.
- Resort Animator/Entertainment Coordinator – Organizes guest activities.
- Room Service Attendant – Delivers food and beverages to guest rooms.
- Laundry Services Manager – Handles hotel linen and guest laundry.

Food and Beverage Services

- Waiter/Waitress – Serves food and drinks to customers.
- Chef – Prepares meals and manages kitchen staff.
- Bartender – Mixes and serves beverages.
- Restaurant Manager – Supervises restaurant operations.
- Catering Manager – Plans and organizes catering services for events.
- Pastry Chef/Baker – Specializes in baking and desserts.
- Sommelier (Wine Steward) – Advises on and serves wine.
- Barista – Specializes in coffee and espresso beverages.
- Food Vendor (Street Food Business) – Sells food in tourism areas.

- Food Safety Inspector – Ensures food quality and safety standards

Teaching and Learning Materials: Tourism career guides, magazines, infographics, pictures, audio recording.

Expected Standards: Career Development in the Tourism industry analysed accordingly



Assessment:

- **Project Based Task**
 - Research and create a timeline of the major events in the history of tourism in **Zambia, from pre-colonial times to the present day.**
 - Imagine you are a tourism developer in Zambia in the 1960s. Create a plan for developing tourism in the country, including infrastructure, attractions
- **Practical Demonstration**
 - Learners show case and demonstrate a tourist guide, providing information on historical sites and attractions in Zambia.
- **Written Assessment**
 - Write an essay on evolution of Tourism in Zambia
 - Case study on the development of Victoria fall as a tourist attraction
 - Question and answer exercise
 - Class discussion (evaluate learners' participation)
 - Quizzes



Summary

- Early tourism development in Zambia, including colonial-era tourism.
- Growth of tourism in Zambia since the 1990s.
- Types of tourism, including leisure, business, and adventure tourism.

- Types of travel and tourism products, including accommodations, transportation, and attractions.
- Career development include tour operator, travel agent, tour guide, events coordinator, transport manager.

Sub Topic: 1.1.2 Travel and Tourism elements

Introduction

The travel and tourism industry are a complex and multifaceted sector that encompasses a wide range of components and stakeholders. At its core, the industry is about providing experiences and services to travelers, whether they are visiting a new destination for leisure, business, or other purposes. To understand the travel and tourism industry, it's essential to break it down into its key elements, which include:

In this subtopic learners will delve into each of these elements, exploring their characteristics, relationships, and roles in the travel and tourism industry. By understanding these fundamental components, you'll gain a deeper appreciation for the complexity and diversity of the industry, as well as the many career opportunities and challenges that it presents.

Specific Competence: 1.1.2.1 Demonstrate understanding of travel and tourism elements

Learning Activity:

Learning Environment set-up

This activity can be done indoors and outdoors

Activity1: Discussing the core elements in travel and tourism (*destination, attraction, accommodation, transportation, food and beverage event...*)



Activity

Activity 1: Discussing Core Elements in Travel and Tourism

discuss the key components that make up the travel and tourism industry.

Step 1: Introduction to Travel and Tourism Elements

Begin by asking learners:

"What do you think are the most important things needed for tourism to happen?"

- Take note of the response from the learners
- Mention that travel and tourism rely on **five core elements**:
- Destination, Attractions, Accommodation, Transportation, Food & Beverage, Events & Activities

Step 2: Group Discussion

- Divide learners into small groups.
- Assign each group one element to discuss.
- Each group should discuss their element and provide real-life examples from Zambia and beyond.

Presentation:

- Each group presents their assignment to the class and receives feedback
- Teacher summarizes and clears the misconceptions



Content Tips:

Elements in Travel and Tourism

- Travel and tourism refer to the movement of people from one place to another for leisure, business, or other purposes. The industry involves various services and infrastructure that facilitate travel experiences.

Core Elements in Travel and Tourism

The travel and tourism industry is built upon five core elements, which ensure a smooth travel experience. These elements are:

1. **Transportation:** Transportation is a crucial component that enables people to move from one place to another. It includes different modes:

Air Transport – Airlines and chartered flights

Land Transport – Buses, trains, taxis, and rental cars, Bikes, bicycles.

Water Transport – Cruises, ferries, and boats.

Specialty Transport – Cable cars, bicycles, and animal-drawn transport.

Importance of Transportation in Tourism:

- Provides accessibility to tourism destinations.
- Determines the ease and comfort of travel.
- Influences the cost of travel.

2. Accommodation: Accommodation refers to the place where tourists stay during their trip. It varies in type and standard, depending on the needs and budget of travelers.

Types of Accommodation:

Hotels – Ranges from budget to luxury hotels.

Motels – Roadside lodgings for travelers.

Resorts – Leisure-focused facilities with entertainment and activities.

Lodges and Guesthouses – Smaller, often family-run accommodations.

Hostels and Camping Sites – Budget-friendly options.

Role of Accommodation in Tourism:

- Provides comfort and security for travelers.
- Contributes to the tourism experience.
- Generates employment and revenue for the economy.

3. Attractions: Tourist attractions are places or events that draw visitors. They are the main reasons why people travel to specific destinations.

Types of Attractions:

Natural Attractions – National parks, waterfalls, beaches (e.g., Victoria Falls, Great Barrier Reef).

Cultural Attractions – Museums, historical sites, festivals (e.g., UNESCO Heritage Sites, Carnivals).

Built Attractions – Theme parks, skyscrapers, monuments (e.g., Disneyland, Eiffel Tower).

Events and Festivals – Music concerts, sporting events, religious gatherings.

Importance of Attractions:

- Boosts local and international tourism.
- Preserves culture and history.
- Generates income for local communities and governments.

4. Tour Operators and Travel Agencies

Tour operators and travel agencies are intermediaries that assist in planning and booking travel services.

Roles of Tour Operators:

- Design and package travel itineraries.
- Offer guided tours.
- Provide transportation and accommodation arrangements.

Roles of Travel Agencies:

- Book flights, hotels, and car rentals.
- Provide travel advice and visa assistance.
- Sell travel insurance.

5. Tourism Services and Hospitality: Tourism services refer to the support services that enhance a traveler's experience.

Examples of Tourism Services:

- *Hospitality Services* – Restaurants, catering, and customer care.
- *Banking and Currency Exchange* – Forex services for international travelers.
- *Safety and Security Services* – Immigration, police, and emergency assistance.
- *Entertainment and Leisure* – Shopping centers, nightclubs, casinos, theaters.

Importance of Tourism Services:

- Ensures customer satisfaction.
- Provides necessary support for travelers.
- Enhances the tourism experience.



Summary

- The core elements of travel and tourism work together to create a seamless and enjoyable experience for travelers.
- A successful tourism destination ensures that transportation, accommodation, attractions, tour services, and hospitality are well-coordinated to meet the needs of visitors.

Teaching and Learning Materials: Books, maps, pictures, journals, internet (if available)



Assessment Criteria

Knowledge and Understanding

- **Content Accuracy:** Learners demonstrate accurate knowledge of the key components of the travel and tourism industry.
- **Terminology:** Correct usage of industry-specific terms and concepts.
- **Comprehension:** Ability to explain the roles and functions of different components within the industry (e.g., transportation, accommodation, attractions).

Research and Analysis

- **Depth of Research:** Quality and depth of research conducted on various components of the industry.
- **Use of Sources:** Effective use of multiple sources to gather information.
- **Analysis:** Ability to analyse and draw conclusions about the interrelationships between different components.

Presentation and Communication

- **Clarity:** Information is presented in a clear, organized, and logical manner.

- **Engagement:** Use of engaging and creative methods to present information (e.g., posters, presentations, role-plays).
- **Visual Aids:** Effective use of visual aids (e.g., brochures, slides) to enhance the presentation.

Critical Thinking and Problem-Solving

- **Critical Analysis:** Ability to critically analyse challenges and opportunities within the travel and tourism industry.
- **Problem-Solving:** Proposing viable solutions to industry-related problems.
- **Innovative Thinking:** Demonstration of innovative ideas and approaches to improve the industry.

Collaboration and Teamwork

- **Team Participation:** Active participation and contribution to group activities.
- **Cooperation:** Ability to work cooperatively and respectfully with peers.
- **Role Fulfillment:** Fulfillment of assigned roles and responsibilities within group projects.

Cultural Awareness

- **Cultural Sensitivity:** Understanding and respect for cultural diversity within the travel and tourism industry.
- **Cultural Representation:** Accurate and respectful representation of different cultures in presentations and projects.

Activity 2: Identifying the competitive components of tourism: (*Five 'A's: Accessibility, Accommodation, Attractions, Activities, Amenities,*)

Learning Environment set-up

This activity can be done indoors or outdoors



Activity (Brainstorming)

Ask learners: “*What do you think makes a place attractive for tourists?*”

Take note of the responses. Guide learners towards identifying aspects related to accessibility attractions, accommodation, amenities, and activities.

Introduce the Five ‘A’s of tourism:

- Attractions
- Accessibility
- Accommodation
- Amenities
- Activities

Group Work – Exploring the Five ‘A’s

Activity: (E.g. Case Study Analysis)

Divide the class into small groups, assigning each group one of the ‘A’s.

- Each group to research or brainstorm examples of their assigned component using local tourism sites (e.g., Water Falls, National Parks, National Museum ...) *Note:* try to identify and use sites within your locality.
- Each group presents their findings to the class.

Teacher clears the misconception and consolidates on the findings (use *content tips* below).



Content Tips:

Competitive Components of Tourism (The Five ‘A’s)

Tourism is a major industry that attracts visitors (local and international) to different destinations.

A place becomes a successful tourist destination when it has the right components to meet visitors’ needs. The **Five ‘A’s of Tourism** are the key factors that make a destination attractive and competitive. These are:

1. Attractions: Attractions are the main reasons why tourists visit a place. They can be:

Natural Attractions – Mountains, waterfalls, beaches, wildlife, lakes, forests. (*e.g., Victoria Falls in Zambia*)

Cultural Attractions – Historical sites, museums, traditions, festivals. (*e.g., Kuomboka Ceremony in Zambia*)

Man-made Attractions – Theme parks, skyscrapers, shopping malls, entertainment centers. (*e.g., Kariba dam, Mukuni Big 5 Safari*)

Why Attractions are Important

- They bring tourists, boosting the local economy.
- They create job opportunities for locals.
- They help preserve culture and nature.

2. Accessibility: Accessibility refers to how easy it is for tourists to reach a destination. It includes:

- **Transport modes** – Roads, railways, airports, ports.
- **Forms of transport** – Buses, taxis, trains, motor bikes, bicycles, boats
- **Travel documents** – Passports, visas, permits.

Examples of Accessibility in Zambia:

- **Air travel** – e.g. Kenneth Kaunda International Airport (Lusaka).
- **Road network** – e.g. The Great North Road connecting major cities.
- **Rail transport** – e.g. Zambia Railways for domestic and international travel.

3. Accommodation: Accommodation is where tourists stay during their visit. It can be:

- **Hotels** – High-end comfort and services (*e.g., Royal Livingstone Hotel*).
- **Lodges and resorts** – Located in natural environments (*e.g., Mfuwe Lodge in South Luangwa National Park*).

Budget accommodations – Guesthouses, hostels, campsites.

Why Accommodation is Important?

- It provides comfort and security for tourists.
- It affects the overall experience of visitors.
- It creates jobs in the hospitality industry.

4. Amenities: Amenities are the essential services and facilities available to tourists. They include:

Food & drink – Restaurants, cafés, local food stalls.

Healthcare – Hospitals, clinics, pharmacies.

Banking services – Automated teller machines ATMs, mobile money, money exchange services (bureau).

Security – Police stations, emergency services.

Shopping malls

Communication services- internet

Examples of Amenities in Zambia:

Shopping malls – Jacaranda Mall (Ndola), Levy Junction Mall (Lusaka).

Medical facilities – Kabwe Mine Hospital, University Teaching Hospital (UTH).

Dining options – Traditional Zambian food restaurants.

NOTE: Encourage Learners to discuss Amenities found in your locality

5. Activities: are things that tourists can do for fun and adventure. These can be:

Wildlife safaris – Watching animals in their natural habitat (*e.g., South Luangwa National Park*).

Water-based activities – Boat cruises, fishing, rafting (*e.g., on the Zambezi River*).

Cultural experiences – Traditional dances, craft-making, village tours.

Adventure sports – Bungee jumping, hiking, zip-lining.

Why Activities are Important;

- They make the trip exciting and memorable.
- They help tourists engage with the local culture and environment.

- They encourage longer stays, benefiting the economy



Activity

Practical Application – Mapping Tourism Components

Activity: Tourism Map Challenge

For example;

- Provide learners with a blank map of Zambia.
- Ask learners to identify and label at least one example of each ‘A’ within the country;
- *Attraction:* Victoria Falls
- *Accessibility:* Kenneth Kaunda International Airport
- *Accommodation:* Royal Livingstone Hotel
- *Amenities:* Shopping malls in Lusaka

Activities: Safari at South Luangwa National Park

NOTE: use the local examples found in your locality



Assessment

Practical Demonstration

Learners to design and create a poster/brochure on a destination of their choice with information about the destination's attraction, accommodation, amenities, accessibility and activities.

Written Assessment

- Essay questions interpreting the history of Travel and Tourism.
- Written exercise on core elements of Travel and Tourism
- Quiz on the forms of Tourism
- Short answers on 5A's of Tourism

Expected Standard

- Travel and tourism elements demonstrated appropriately

Activity 3: Describing skills needed in the tourism industry: *Interpersonal skills* (communication, teamwork, cultural sensitivity...); *Intra-personal skills* (self-awareness, adaptability, self-management...).

Learning Environment set-up

This activity can be done indoors or outdoors



Activity: Think-Pair-Share

Ask learners: “Imagine you are working in a hotel or tour company. What skills do you think you would need to be successful?”

- Have them discuss in pairs and share their answers.

Take note of their responses and introduce the two broad categories of skills:

Interpersonal Skills (Skills for working with others)

Intrapersonal Skills (Skills for managing oneself)



Discussion

Use real-life tourism industry scenarios to explain each skill.

1. Interpersonal Skills (*Working with others effectively*)

- **Communication:** Clear speaking, listening, and writing (e.g., helping tourists with directions).

- **Teamwork:** Collaborating with colleagues in hotels, airlines, or tour companies.
- **Cultural Sensitivity:** Understanding different customs and traditions to serve tourists better.
- **Customer Service:** Being friendly and helpful to ensure customer satisfaction.

Activity: Role-Playing

- Have two learners act as a tourist and a tour guide.
- Let them practice good and poor communication, then discuss what worked best.

2. Intrapersonal Skills (*Managing oneself effectively*)

- **Self-Awareness:** Understanding personal strengths and weaknesses in tourism roles.
- **Adaptability:** Being flexible when plans change (e.g., flight delays or weather disruptions).
- **Self-Management:** Being responsible and professional at work.

Activity: Problem-Solving Scenario

Present a situation: “*A tourist’s flight is canceled, and they are upset. How should a travel agent handle this?*”. (Note: localize the scenario)

Let learners discuss solutions in small groups.



Assessment Criteria:

Exit Ticket: learners *Write down one interpersonal and one intrapersonal skill you need to improve and why.*

Activity 4: Practicing planning a tourism itinerary (travel plan) based on specific types of tourism

Learning Environment set-up

This activity can be done indoors or outdoors



Activity: Brainstorming

Ask: “If you had visitors coming to your town, what interesting places would you take them to?”

Take note of the responses and introduce different types of tourism:

- **Cultural Tourism:** Visiting historical and cultural sites (e.g., museums, heritage sites).
- **Eco-Tourism:** Nature-based travel (e.g., national parks, safaris, conservation areas).
- **Adventure Tourism:** Exciting activities (e.g., bungee jumping, white-water rafting).
- **Religious Tourism:** Traveling to religious sites for spiritual reasons.
- **Medical Tourism:** Travelling to another place for medical treatment or wellness therapies.

Discuss why planning is important for a smooth tourist experience.

Group Work – Planning the Itinerary

Activity: Itinerary Development

- Form groups of 3-5 learners
- Assign each group a type of tourism (e.g., Cultural Tourism in Lusaka, Eco-Tourism in Livingstone)

Each group creates a 3-day itinerary, covering:

- **Day 1:** Arrival, welcome activity, accommodation, meal arrangements.
- **Day 2:** Main activities, transport, meals, accommodation.
- **Day 3:** Final activities, shopping time, departure.

Groups must include:

- **Transport** (e.g., bus, train, car rental).
- **Accommodation** (e.g., hotels, lodges, guesthouses).
- **Meals** (e.g., restaurants, traditional food experiences).
- **Tourist activities** (e.g., guided tours, local crafts, nature walks).

Presentation:

- Each group presents their itinerary to the class
- Each group receives feedback on their itinerary.

Ask: “*What challenges did you face in planning?*”

Discuss how tourism itineraries impact the economy and local businesses.



Content Tips:

Importance of Planning for a Smooth Tourist Experience

- Planning is an essential part of tourism as it ensures a hassle-free and enjoyable trip.
- Proper planning helps tourists avoid problems and make the most of their experience.

Below are some reasons why planning is important for a smooth tourist experience:

1. Ensures Proper Budgeting

- Helps tourists determine how much money they need for transport, accommodation, food, and activities.
- Prevents overspending and financial stress.
- Allows tourists to take advantage of discounts and promotions.

Example: A traveler visiting Livingstone can plan their expenses for hotels, safari tours, and meals to avoid running out of money.

2. Saves Time

- Planning helps tourists use their time effectively by scheduling activities in advance.
- Reduces time wasted looking for transport, accommodation, or attractions.

Example: A tourist planning a three-day trip to Lusaka can schedule visits to the Lusaka National Museum and Munda Wanga Wildlife Park without last-minute confusion.

3. Ensures Availability of Services

- Booking flights, hotels, and tourist attractions in advance guarantees availability.
- Avoids disappointment due to fully booked accommodations or attractions.

Example: A tourist who books a room at the Royal Livingstone Hotel early will not struggle to find accommodation upon arrival.

4. Enhances Safety and Security

- Helps tourists research safe destinations and avoid risky areas.
- Ensures that necessary vaccinations, travel insurance, and emergency contacts are in place.

Example: Before visiting a wildlife park, tourists can check safety guidelines for interacting with animals.

5. Allows for a Better Experience

- Tourists can plan activities that match their interests, such as cultural tourism, adventure tourism, or eco-tourism.
- Helps in selecting the best restaurants, sightseeing locations, and entertainment options.

Example: A nature lover can plan a trip to Kafue National Park for game drives and birdwatching instead of visiting places that don't interest them.

6. Helps in Understanding Local Culture and Laws

- Tourists can research and respect the traditions and customs of the place they are visiting.
- Prevents misunderstandings or legal issues.

Example: A visitor to Zambia should know that shaking hands is a common greeting and that littering is against the law.

7. Ensures a Balanced Itinerary

- Helps tourists avoid overloading their schedule or leaving too much free time.
- Creates a mix of relaxation and adventure for a fulfilling trip.

Example: A three-day itinerary in Livingstone can include:

- **Day 1:** Visit Victoria Falls and do a sunset boat cruise.
- **Day 2:** Safari in Mosi-oa-Tunya National Park.
- **Day 3:** Relax at the hotel and buy souvenirs before departure.

Teaching and Learning Materials: maps, pictures, journals, travel equipment like backpacks, worksheets, charts, maps videos and images.

Expected Standards: Travel and tourism elements demonstrated appropriately



Assessment Criteria:

Peer Review:

- Groups exchange itineraries and provide feedback on clarity, organization, and creativity.

Self-Reflection Questions:

- What was the most challenging part of planning the itinerary?
- How does this itinerary meet the needs of tourists?
- What improvements would you make next time?

Teacher Observation Checklist:

- Were all group members engaged in planning?
- Did students effectively incorporate tourism concepts?
- Was the itinerary practical and realistic?



Summary

- Travel and tourism consist of key elements that work together to create a complete tourism experience. These elements include:

- **Transportation** – Enables movement of tourists via air, road, rail, and water.
- **Accommodation** – Provides lodging options such as hotels, lodges, and guesthouses.
- **Attractions** – The main reasons for travel, including natural, cultural, and man-made attractions.
- **Travel Agencies and Tour Operators** – Assist in organizing and booking travel plans.
- **Tourism Services and Infrastructure** – Includes financial services, hospitality, security, and road networks that support tourism activities.
- **Understanding these elements helps in:**
 - Planning effective tourism itineraries.
 - Enhancing tourist experiences.
 - Promoting sustainable tourism practices

TOPIC:1.2 TOURIST

Introduction

As the world becomes increasingly interconnected, tourism has become a significant aspect of modern life, with millions of people traveling to new destinations every year. While tourism can bring numerous benefits, including cultural exchange, economic growth, and personal enrichment, it also poses challenges and responsibilities for travelers. To ensure that tourism is a positive and respectful experience for both visitors and local communities, it's essential for tourists to adopt a code of behavior that promotes responsible and sustainable travel practices. This code of behavior is based on a set of principles and guidelines that encourage tourists to respect local cultures, traditions, and environments, while also minimizing their impact on the destinations they visit.

General Competence(s)

Learners should: Acquire the following General Competence(s):

- **Emotional Intelligence** - Practice responsible travel behavior
- **Communication** - Demonstrate effective communication between service providers and tourists.
- **Environmental Sustainability** - Practice waste reduction strategies and implementing waste management systems at tourism destinations.
- **Financial Literacy**- Enhance business operations, personal finances and travel

experiences.

Hook:

Ask *"Imagine stepping into a bustling marketplace in a new destination (in a local or foreign country), surrounded by new sights, sounds, and scents. Would you know how to greet the locals? What if your usual habits were considered rude in this culture? As exciting as travel can be, being a responsible tourist means more than just taking pictures—it's about respecting the people, places, and traditions that make each destination unique."*

Key terms

- **Traveller:** A person who moves from one place to another, whether for work, leisure, or other purposes.
- **Tourist:** A person who travels primarily for leisure, recreation, or sightseeing.
- **Backpacker:** A budget-conscious traveler who carries a backpack and often explores destinations independently.
- **Adventure Seeker:** A tourist who seeks thrilling and challenging experiences, such as extreme sports or exploring remote locations.
- **Tour Operator:** A person or company that plans, organizes, and sells travel packages or guided tours.
- **Attraction:** A site, activity, or landmark that draws tourists due to its cultural, historical, natural, or recreational significance.
- **Itinerary:** A detailed plan or schedule outlining the activities, destinations, and timeline of a trip.

Sub Topic: 1.2.1 Tourists' codes of behaviour

Introduction

Responsible tourism is about respecting the places we visit and the people who live there. The Tourist Code of Behavior provides guidelines for traveling responsibly and sustainably, ensuring a positive impact on destinations and local communities. By following these principles, tourists can have a safe and enjoyable trip while preserving cultural and natural heritage for future generations. This topic will cover expected behaviors in different cultural and tourism settings, the importance of respecting local traditions, travel risks and how to reduce them, and considerations for tourists with special needs.

Specific competences: 1.2.1.1 Practice Responsible Travel Behaviour

Learning Activities:

Activity1: Brainstorming behaviours expected in different cultural and tourist settings (dressing modestly, greeting people respectfully, being polite ...)

Learning Environment set-up

This activity can be done indoors or outdoors



Activity

Brainstorming Session:

- Discuss behaviors expected in different cultural and tourist settings (e.g., dressing modestly, greeting people respectfully, being polite).
- Create a list of do's and don'ts for responsible tourism.

Group Discussion:

- discuss the importance of respecting local cultures and traditions.
- Share examples of cultural misunderstandings and how to avoid them.

Risk Awareness Exercise:

- Identify common travel risks (crime, financial loss, health issues, personal security).
- Suggest practical ways to minimize these risks.

Case Study Analysis:

- Examine real-life scenarios of tourists who failed to follow responsible behavior.
- Discuss the consequences and lessons learned.

Special Needs Consideration:

- Research and present travel challenges faced by elderly travelers, pregnant women, children, and people with disabilities.
- Suggest solutions to make travel more inclusive and comfortable for them.

Teaching Learning materials:

Video Clips or Skits, Real-Life Artifacts, Printed Cultural Norms Cards, Digital Tools, Handouts/Worksheet, Visual Aids...

Activity2: Explaining the significance of respecting local cultures and traditions.

Learning Environment set-up

This activity can be done indoors or outdoors



Activity

Taks1: Cultural Immersion Tour (Field Trip or Virtual Tour)

- Visit a local cultural site, museum, or traditional village.
- Observe and document cultural norms, customs, and traditions.
- Afterwards, learners present what they learned and how tourists should behave respectfully.

Task 2: Cultural Dress and Etiquette Simulation

- Learn appropriate dress codes and behaviors in different cultures.
- learners dress up according to traditional clothing from different cultures.
- Demonstrate cultural greetings, gestures, and customs.
- Discuss how misunderstanding dress codes or etiquette can affect tourism experiences.

Task 3: Cultural Food Tasting and Table Manners Workshop

- learners sample foods from different cultures
- Learn proper table manners and dining customs (e.g., eating with hands, using chopsticks, avoiding food waste)
- Discuss why respecting food traditions is important in tourism.

Teaching and Learning Materials Needed:

Food samples, dining etiquette guide, Field trip arrangement, notebooks. Traditional clothing samples, videos of cultural greetings.



Content Tips:

Significance of Respecting Local Cultures and Traditions

Respecting local cultures and traditions is an essential part of responsible tourism.

What is Culture and Tradition?

- *Culture* refers to the way of life of a group of people, including their language, food, clothing, customs, and values.
- *Tradition* is the passing down of customs and beliefs from one generation to another.

- Different cultures have unique ways of greeting, dressing, eating, and celebrating.

Importance of Respecting Local Cultures and Traditions

- Promotes Mutual Understanding and Respect
- Helps tourists and locals build positive relationships.
- Reduces misunderstandings and conflicts caused by cultural differences.
- Enhances the Tourist Experience
- Allows tourists to learn and appreciate new perspectives.
- Encourages deeper engagement with the local community.
- Preserves Cultural Heritage
- Protects traditions from being lost or altered due to globalization.
- Encourages communities to continue their unique cultural practices.
- Supports Ethical and Sustainable Tourism
- Ensures tourism benefits locals without harming their way of life.
- Prevents exploitation or disrespect of sacred customs and sites.
- Builds a Positive Image of Tourists
- Respectful tourists are welcomed and treated with kindness.
- Leaves a good impression, making future tourists more accepted.

Ways to Respect Local Cultures and Traditions

- Learn About the Culture before Traveling
- Research local customs, laws, and etiquette.
- Understand appropriate greetings, dress codes, and dining manners.
- Dress Modestly and Appropriately
- Follow dress codes, especially in religious or conservative areas.
- Wear culturally appropriate attire when visiting sacred sites.
- Use Local Language Basics
- Learn simple phrases like "hello," "thank you," and "please."
- Show effort in communicating with locals.
- Respect Religious and Social Practices

- Follow rules in places of worship (e.g., removing shoes, covering the head).
- Avoid interrupting or disrespecting religious ceremonies.
- Be Mindful of Photography
- Ask for permission before taking photos of people or sacred sites.
- Avoid disrespectful selfies or inappropriate poses at cultural landmarks.
- Follow Local Dining Etiquette
- Eat with hands, chopsticks or cutlery where required.
- Avoid wasting food and respect meal-sharing traditions.
- Support Local Businesses and Artisans
- Buy authentic handicrafts and souvenirs.
- Avoid supporting industries that exploit local cultures (e.g., unethical wildlife tourism).

Consequences of Disrespecting Local Cultures

- **Offending the Local Community** – Can lead to conflicts or unfriendliness.
- **Legal Consequences** – Some actions (e.g., wearing inappropriate clothing in religious places) may be punishable by law.
- **Negative Tourist Reputation** – Disrespectful tourists may cause future visitors to be treated with suspicion.
- **Cultural Erosion** – Ignoring traditions can lead to the loss of unique cultural practices over time.

Activity 3: Discussing the risks and concerns while traveling and how to reduce them (*crime, financial risk, health concerns, personal security...*)

Learning Environment set-up

This activity can be done indoors or outdoors

Learning activities:

Travel Risks in Different Destinations



Activity

- Provide scenarios of travelers facing different risks (e.g., a tourist getting scammed, losing money, experiencing food poisoning, or encountering a natural disaster).
- Divide learners into groups and assign each scenario
- Each group identifies risks and suggests preventive measures and solutions.
- Groups present their findings to the class for discussion.

Role-Playing: Dealing with Travel Risks

Assign roles:

- tourists, police officers, travel agents, hotel staff, etc.
- Give different travel risk scenarios (e.g., a tourist gets robbed, falls ill, or faces an emergency).
- learners act out how they would handle the situation.
- Discuss best practices for prevention and resolution.



Content Tips:

Risks and Concerns While Traveling and How to Reduce Them

Travelling comes with potential risks and concerns that can affect a traveler's safety, well-being, and overall experience. Understanding these risks and knowing how to minimize them ensures a smooth and enjoyable journey.

Crime and Personal Security

Common Crimes Against Tourists:

- Pickpocketing and bag snatching
- Scams and fraud (fake tour guides, overpriced taxis, counterfeit goods)
- Identity theft and cybercrime
- Assault or robbery
- kidnapping

How to Reduce Crime Risks:

- Avoid displaying valuables (expensive jewelry, gadgets, large sums of money).
- Use a money belt or secure bag with anti-theft features.
- Be cautious of strangers offering unsolicited help or deals.
- Research common scams in your destination.
- Stay in well-lit, populated areas, especially at night.
- Keep copies of important documents (passport, ID, emergency contacts).

Financial Risks

Common Financial Risks:

- Losing money, credit cards, or travel documents
- Overspending or exceeding budget
- Unexpected costs (emergency medical bills, flight cancellations, baggage loss)

How to Reduce Financial Risks:

- Carry multiple forms of payment (cash, debit/credit cards, mobile payments).
- Store emergency cash in different places (not all in one wallet).
- Set a daily budget to control expenses.
- Use travel insurance to cover unexpected expenses.
- Avoid using public Wi-Fi for online banking or transactions.

Health Concerns

Common Health Issues While Traveling:

- Food poisoning and waterborne diseases
- Infectious diseases (malaria, dengue, flu, COVID-19)

- Allergies or reactions to unfamiliar foods and climates
- Fatigue or jet lag

How to Reduce Health Risks:

- Get necessary vaccinations before traveling.
- Drink bottled or purified water and eat at reputable restaurants.
- Carry a basic first aid kit with essential medications.
- Wear appropriate clothing and use insect repellent in high-risk areas.
- Maintain good hygiene (wash hands, use sanitizer, avoid touching face).
- Have health insurance or travel insurance with medical coverage.

Travel Logistics and Transportation Risks

Common Issues:

- Missing flights, trains, or buses
- Lost luggage or important travel documents
- Getting lost in an unfamiliar place
- Unsafe or unreliable transport options

How to Reduce Travel Logistics Risks:

- Plan and book accommodations and transport in advance.
- Arrive early at airports, train stations, or bus stops.
- Keep digital and physical copies of important travel documents.
- Use navigation apps and offline maps.
- Choose reputable transportation services (licensed taxis, registered car rentals).

Emergency Situations and Natural Disasters

Common Risks:

- Political instability or protests
- Natural disasters (earthquakes, floods, hurricanes, wild fire)
- Terrorist attacks

How to Reduce Risks:

- Stay informed about the destination's political and weather conditions.
- Register with the embassy or local authorities if staying for an extended period.
- Learn emergency contacts (police, hospital, embassy).
- Follow local authorities' safety instructions in case of emergencies.

Summary

- Traveling can be a wonderful experience, but it is important to be aware of potential risks and take necessary precautions.
- By planning ahead, staying alert, and making informed decisions, tourists can minimize risks and enjoy a safe and fulfilling journey.
- Responsible travelers prioritize their security and well-being while respecting local laws and cultures

Activity4: Discussing tourists with special needs: (*elderly travelers, pregnant women, children and infants, differently abled individuals*)

Learning Environment set-up

This activity can be done indoors or outdoors

Activity:

Task 1: Group Work

- In small groups, learners discuss potential challenges and present solutions.
- Provide different case scenarios (e.g., an elderly couple visiting a mountainous region, a pregnant woman on a long-haul flight, a family traveling with an infant).
- Groups share findings with the class for further discussion.

Activity:

Task 2: Design an Inclusive Travel Brochure (Encourage critical thinking on accessible tourism)

Have learners design a travel brochure for a destination, ensuring it caters to elderly travelers, pregnant women, and families with young children.

They must include:

- Special services (e.g., wheelchair access, baby-changing stations).
- Safe and comfortable travel recommendations.
- Nearby healthcare facilities.
- Groups present their brochures to the class.

Task 3: **Guest Speaker / Virtual Interview (Real-World Learning)**

Activity: Learn from industry professionals.

- Invite a **travel agency representative, hotel manager, or tourism accessibility expert** to discuss how the industry accommodates special needs travelers.
- Learners prepare questions in advance and engage in a Question and answer session.
- If a live speaker is not available, watch a documentary or interview about accessible tourism.



Content Tips:

Discussing Tourists with Special Needs

Elderly Travelers: Elderly tourists often require extra assistance to ensure a comfortable and safe experience during their travels. They may face mobility issues, health concerns, and require additional attention in terms of services and facilities. **Key Considerations:**

- **Mobility Assistance:** Provide wheelchair access, ramps, and elevators in all accommodations, transport, and attractions.

- **Health & Safety:** Ensure easy access to medical services, clear signage, and staff trained in handling medical emergencies.
- **Accommodation:** Rooms should be spacious and equipped with features like grab bars, low-height beds, and non-slip flooring.
- **Transportation:** Special arrangements, like priority seating and assistance at airports or train stations, are crucial.
- **Communication:** Ensure information is available in a clear, easy-to-read format (e.g., large fonts, simple instructions).
- **Leisure Activities:** Offer relaxing, slower-paced activities, avoiding over-scheduling.
- **Pregnant Women:** Pregnant women may need accommodations and services that cater to their physical condition and changing needs during travel. *Key Considerations:*
- **Comfort:** Ensure comfortable seating arrangements, frequent rest stops, and easy access to amenities.
- **Medical Support:** Provide information about nearby medical centers or clinics that cater to obstetric care.
- **Healthy Food Options:** Ensure availability of nutritious food options with the option to avoid certain foods (e.g., unpasteurized cheeses, seafood).
- **Transportation:** Offer extra assistance and prioritize their comfort during transportation (e.g., cushioned seats, less crowded vehicles).
- **Accommodation:** Ensure beds and bathrooms are easily accessible, and there are extra provisions like pillows for comfort.
- **Children and Infants:** Families traveling with children and infants require special attention to safety, entertainment, and comfort needs. *Key Considerations:*
- **Child-Friendly Facilities:** Provide facilities such as cribs, high chairs, play areas, and baby-sitting services.
- **Safety Measures:** Ensure child-proofing in accommodations (e.g., safety locks, sharp corner covers). The staff should be trained in child safety.
- **Transportation Needs:** Strollers, booster seats, and child-friendly car services should be available.
- **Entertainment:** Organize activities and attractions suited for various age groups (e.g., kid-friendly tours, theme parks).

- **Dining:** Ensure availability of children's menus, high chairs, and options for picky eaters. Staff should be patient with children.
- **Health and First Aid:** Ensure easy access to child-friendly medical services and emergency care.
- **Traveling with Infants:**
- **Packing Essentials:** Ensure that families can bring baby essentials such as baby formula, diapers, baby food, and medications.
- **Infant Care:** Provide changing tables, quiet areas for feeding, and assistance for parents traveling with infants.

General Tips for All Special Needs Tourists

- **Communication:** Ensure staff are trained to communicate effectively with tourists with special needs. This could include training in sign language, sensitivity training, and the ability to assist those with hearing or visual impairments.
- **Accessible Booking Systems:** Use online booking platforms and systems that are accessible to people with visual or motor impairments.
- **Inclusive Marketing:** Ensure marketing materials are inclusive, showcasing the accessibility of services for tourists with special needs.

Activity 5: Researching on the Tourist's Codes of behaviour: (respect local culture, respect human right, environmental responsibility...).

Learning Environment set-up

This activity can be done indoors or outdoors

Learning Activities



Activity

- **Role-Playing:** Have learners role-play scenarios where they need to demonstrate respect for local culture, human rights, or environmental responsibility. Afterward, discuss the actions taken and their impact.
- **Research Project:** Assign learners to research a tourism destination and evaluate its approach to sustainable and ethical tourism practices. They can present their findings and suggest improvements

Activity Ideas:

- **Case Study:** Examine a tourism destination that is struggling with over-tourism and environmental degradation. Discuss how tourists can help mitigate these issues by following the codes of behavior.
- **Group Project:** Have learners create a responsible travel guide for a specific destination, incorporating all of the ethical codes of behavior discussed in the lesson. They can present this guide to the class

Activity 6: Researching the Tourist’s Codes of Behaviour

Learning Environment set-up

This activity can be done indoors or outdoors

Activity: learners to explore the ethical codes of behavior that tourists are expected to follow while traveling



Content Tips:

Tourist’s Codes of Behaviour

Respect for Local Culture

This helps preserve the identity, traditions, and values of the host community while fostering goodwill between tourists and locals. **Key Considerations:**

- **Understanding Local Customs:** Tourists should take time to learn about the cultural practices, traditions, and social norms of the region they are visiting, such as dress codes, greetings, and table manners.
- **Cultural Sensitivity:** Avoid behaviors that may be offensive to local customs or traditions, such as inappropriate dressing or taking photographs of sacred or private ceremonies without permission.
- **Participating Respectfully:** Tourists should be respectful when participating in cultural events or ceremonies, ensuring they are not disruptive or disrespectful to the significance of these practices.
- **Language and Communication:** Learn basic phrases in the local language, if possible, and communicate with respect and patience, especially when there is a language barrier.
- **Supporting Local Culture:** Engage in cultural experiences that respect and promote local arts, crafts, and traditions, and avoid exploitative practices such as supporting illegal or unethical cultural tourism (e.g., visiting areas with human trafficking or forced labor).

Respect for Human Rights

Human rights are an essential part of ethical tourism, and tourists should ensure that their activities do not infringe upon the rights and dignity of individuals or groups within the host community.

Key Considerations:

- **Avoid Exploitative Tourism Practices:** Tourists should refrain from engaging in activities that promote exploitation or abuse of vulnerable populations, such as child labor, forced labor, or tourism that perpetuates human trafficking.
- **Respect for the Dignity of All People:** Treat all individuals, regardless of their race, gender, age, or socio-economic status, with respect and fairness. This includes respecting the privacy and personal space of local people.
- **Supporting Ethical Tourism Businesses:** Choose accommodations, tour operators, and other tourism services that adhere to ethical standards and promote human rights. This includes businesses that advocate for fair wages, non-discrimination, and equality.
- **Awareness of Social Issues:** Be aware of human rights issues in the region being visited, such as poverty, inequality, or displacement, and avoid behaviors that might contribute to the perpetuation of these issues (e.g., buying goods from exploitative sources).

Environmental Responsibility

Tourism has the potential to impact the environment negatively, and tourists are responsible for minimizing their environmental footprint. **Key Considerations:**

- **Reducing Waste:** Tourists should avoid littering and reduce waste by using reusable bags, water bottles, and eco-friendly products. Ensure proper disposal of waste, especially in natural or remote areas.
- **Conserving Resources:** Be mindful of water and energy consumption, particularly in areas where resources are scarce. Turn off lights and electronic devices when not in use and be conscious of water usage in regions facing drought.
- **Respecting Natural Environments:** Stay on designated paths in natural reserves or national parks, avoid disturbing wildlife, and refrain from picking plants or collecting rocks and other natural items.
- **Supporting Sustainable Businesses:** Choose accommodations, restaurants, and activities that are committed to sustainable and eco-friendly practices, such as those that use renewable energy, conserve water, or support wildlife conservation.
- **Carbon Footprint:** Tourists should try to minimize their carbon footprint by considering eco-friendly travel options, such as taking trains or buses over flights, using public transport, or choosing destinations closer to home.

Promoting Responsible Tourism

Tourists should act as ambassadors for responsible tourism by setting an example of ethical behavior. They can also encourage others to follow similar codes of conduct and respect. **Key Considerations:**

- **Educating Fellow Tourists:** Encourage other travelers to adopt respectful behaviors, particularly in areas where tourism is a key driver of the local economy. Provide guidance on how to respect local culture and the environment.

- **Sustainable Souvenirs:** Avoid purchasing souvenirs made from endangered species or those that promote environmental damage, such as coral, ivory, or products made from protected wildlife.
- **Volunteering and Giving Back:** Support tourism initiatives that benefit the local community, such as volunteering for conservation projects or donating to local charities that promote human rights and sustainable development.
- **Respecting Local Laws and Regulations:** Tourists should always respect local laws, including rules about smoking, alcohol consumption, or behavior in sacred places. Ignoring these laws can damage the reputation of the destination and cause harm to local communities.

Expected Standards: Responsible travel behaviour practiced correctly



Assessment

During the Activity:

- **Group Participation and Contribution:** Observe and take notes on each learners' level of engagement and contribution to the group discussions during the brainstorming sessions.
- **Peer Feedback:** After each group presents their findings, allow learners to give **constructive feedback** on each other's ideas and perspectives.
- **Observation Checklist:** Use a checklist to assess the learners' understanding of key concepts (e.g., cultural expectations, respect for local traditions, tourist behavior) during their discussions.

After the Activity:

- **Written Reflection or Report:** Ask students to write a **short reflection or report** summarizing what they learned. They should include:
 - Key behaviors expected in different cultural settings (e.g., dress code, greetings, politeness).

- The importance of respecting local cultures and traditions.
 - Risks and concerns while traveling, and strategies for minimizing them.
 - The significance of the Tourist's Codes of behavior (e.g., respect for human rights, environmental responsibility).
 - Considerations for tourists with special needs (e.g., elderly, children, pregnant women).
- **Class Presentation/Discussion:** Evaluate how well learners can present and explain their group's findings to the class. Focus on their ability to articulate cultural norms, explain tourist behavior codes, and provide solutions for managing travel risks.

Written Assessment

- Essay questions on the following;
 - Significance of respecting local cultures and traditions.
 - Risks and concerns while traveling and how to reduce them
- Written exercise from all the activities covered
- Quiz on the Tourist's Codes of behaviour



Summary

- Promoting responsible tourism involves tourists taking personal responsibility for their actions and ensuring their behavior positively impacts the environment, local culture, and the community.
- It is important for tourism stakeholders, including governments, businesses, and tour operators, to provide the necessary information and support to encourage tourists to follow ethical guidelines.

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