

# **FACILITATORS GUIDE**

## **TOURISM**

### **ABET 4 / NQF 1**



**COMPILED BY: RONELL GERMISHUYS**  
**EDITED BY: LINDA VENTER**

# Table of contents

<b>MODULE</b>	<b>ITEM</b>	<b>Page</b>
	Purpose of Facilitators Guide .....	2
	Suggestions to the trainer .....	3
	Introduction .....	8
Module 1	Understanding the Tourism Industry .....	9
	Unit 1 .....	11
	Unit 2 .....	14
	Unit 3 .....	17
	Unit 4 .....	21
	Unit 5 .....	25
Module 2	Role-players in the Tourism Industry .....	27
	Unit 1 .....	28
	Unit 2 .....	37
Module 3	Relationship between Tourism and the local community .....	41
	Unit 1 .....	42
	Unit 2 .....	47
	Unit 3 .....	51
	Unit 4 .....	53
Module 4	Tourist Product and Knowledge .....	57
	Unit 1 .....	58
	Unit 2 .....	58
	Unit 3 .....	63
	Unit 4 .....	65
	Glossary of terms .....	67
	Addenda 1 - DEAT .....	78+

## **PURPOSE OF THE FACILITATOR'S GUIDE**

As a conscious approach to personalize the communication, this guide addresses the Facilitator in the first person. This approach makes communication direct and engages the Facilitator in a dialogue with the guide.

This guide is not meant to be a blow-by-blow tool for every detail of the training activity. Instead, it is meant as a **guide** to ensure that important considerations to be made by the facilitator are kept in mind when preparing for training, in the training itself, and in the review of the progress of training.

Any tool is as good as the person who uses it. It is proposed that facilitators take time to familiarize themselves with the contents of the training manual and the training guide. This will ensure that the participants get the best of the facilitators' expertise, experience and knowledge. The guide does not attempt to suggest levels of readiness for the facilitator.

Facilitators should use their own styles to ensure complete comfort with the materials and the program. Where appropriate, introduce anecdotes to assist understanding and improve interaction at any point in the process. This cannot be done without sufficient preparation, consider especially its appropriateness at the chosen time. The guide does not provide assistance in this regard.

In the same vein, facilitators should draw as much as possible from their own experience to make the interaction with the participants as exciting as possible. The facilitator should try more creative ways of interaction rather than mimic what they have previously been exposed to. In this way, they could make learning a new and unique experience for both themselves and the participants.

## **SUGGESTIONS TO THE TRAINER ON THE FACILITATION OF EACH OF THE MODULES**

**It is important that you read through the introduction to understand fully how the modules are structured.**

### **Group Participation**

The whole process of training should be interactive and you should ensure that your learners are actively engaged at all times. Remember an important principle: adults learn more readily by “doing’ / applying / experiencing.

### **Group Assignments**

In order to make the learning more interactive, it is suggested that different methods of dividing learners into groups be found. A suggested plan is included to make it possible to divide the same group in various ways, and avoid having the same participants landing in the same discussion groups each time group activities are required. In addition to using this manner of dividing the groups, it is advisable that the different groups on a rotation basis select a different group leader, scribe and reporting person, to give everyone an opportunity to play a different role.

### **Activities**

Examples of practical activities are given for each unit. However, some activities could be changed to suit the learning environment and as a facilitator you should feel free to do so.

### **Assessment**

#### **Formative assessment:**

- Questioning: written and oral
- Observations
- Questionnaires and reports
- Simulation and role-play
- Case studies and assignments
- Research

- **Portfolio building**

A collection of evidence is compiled to prove the competence of the learner. A portfolio may contain assignments for learning support materials provided to the learner from newspapers, magazines, brochures and other sources to enhance explanations of the basic materials and to expand knowledge of the topic. This portfolio is a record of the learner's process of learning, and should include samples, records of observations and screening tests.

The portfolio is assessed for:

- neatness and layout,
- articles which expand the learner's knowledge on the content of the unit,
- learner interpretation of knowledge on the content of the unit,
- learner experience,
- learner effort to apply knowledge to a practical situation.

Assessment should be done at regular intervals as well as at the end of the period of study. It must be offered in an integrated way. Therefore, it is envisaged that the learners may work on more than one standard at the same time.

### **Summative Assessment**

A summative assessment in the form of an examination paper, or oral examination, will be set by the ETQA.

The examination paper or oral assessment done will be evaluated at the end of the programme to test level of competence and facilitate integration.

### **Assessment process**

Refer to ABET Assessment Action Plan for details of Assessment Processes and Appeal Procedures required for ABET4/NQF1

The process involves the following stages at a learning site level:

**(a) Evidence of the assessment of the learner:**

- The learner should produce sufficient evidence of achieving all specific outcomes of each unit standard.
- This evidence should initially be assessed for competence by the facilitator.
- The learner is to provide additional evidence for specific outcomes in cases where competence is not demonstrated.
- This evidence to be incorporated into the portfolio and must serve as evidence of achievement of specific outcomes.
- The learner should complete and be competent in all the unit standards, including work experience, by the end of the level.
- Once the facilitator determines that the candidate has demonstrated competence in a particular unit standard, the portfolio should be submitted to a registered assessor for external moderation [where possible and applicable]

**(b) Internal moderation**

As facilitator, you should do internal moderation of portfolios at regular intervals.

**(c) External moderation**

Moderation teams consisting of the Provincial Education officials and Industry experts will perform the external moderation until registered assessors are in place.

**Guidelines on work experience**

The purpose of a qualification as spelt out in SAQA regulations, is to equip the learners with sufficient competencies with regard to knowledge, skills and attitudes and to make a meaningful contribution to society. It should also provide for lifelong learning and development of entrepreneurial skills.

It is suggested that the learners themselves should:

- identify areas of interest,
- approach the employer for possible work placement,
- formulate this work placement offer into a contract, with the assistance of the facilitator if required,
- the objective of the work placement should be clearly spell out,
- the necessary documentation should be kept, as stated in the relevant unit standards.

## **Notes to Facilitator**

Throughout the guide, there are notes included to guide the facilitator. These notes are written in *Italics* for ease of identification.

Remember that the following assessment methods may be used in addition to suggested methods in this guide:

- questioning
- work plans
- simulations and / or role plays
- case studies
- research
- other acceptable and available methods

Let us start with this guide and give you a basic introduction to tourism, then continue with the unit standards and specific outcomes for each module.

# INTRODUCTION

At the end of 1999 SADC (South African Development Community) Conference, held in October 1999 at the Victoria Falls in Zimbabwe, tourism was described as ‘a powerful instrument for job creation and the alleviation of poverty’

Tourism offers a potential means to combat unemployment, which currently affects one in three South Africans, and it is for this reason that every effort should be made to develop all aspects of the tourism industry.

Tourism is often seen as a miracle cure for South Africa’s economic problems – with the extra money foreign visitors bring into our country, it is likely to make a difference to the poverty, experienced by people. Everybody involved in travel and tourism in South Africa, has a very important responsibility – they will largely determine whether tourists would want to return to S.A country.



# Module 1

## Understanding the Tourism Industry

### *Note to Facilitator*

*As mentioned earlier, it is important that you follow your own ideas and teaching methods – the information below should only be seen as an additional guide to facilitate learning.*

### **Module Structure**

This module is delivered in **FIVE UNITS**, each of which responds to a set of Specific Outcomes.

### **Module Outcomes**

By the end of this module, the learner will be able to do the following:

- Understand the Tourism Industry, give a definition of tourism and identify the tourism sectors
- Discuss the links between the tourism sectors and how these impact on tourism in the local community.
- Categorise the types of tourists and their motivation for travel.
- Identify types of tourists, their motivation for travel and collating tourist information from a range of sources.
- Analyse the function of transport within their local community.

# Module 1

This module consists of **5 units**. Each unit has a specific focus, defined by the specific outcome prescribed for it.

In this guide, we will supply you with additional practical activities to do with your learners. It is important to remember that as a facilitator you may change the activities to suit your needs and learning environment. These are simply suggested ideas and guidelines to follow.

## *Notes to the facilitator*

*Learners should build a portfolio of evidence to prove that they have met all the outcomes set in this programme.*

*We would suggest that the learners use an arch lever file – and subdivide it into topics / sections related to the units.*

*Section 1      Understanding the Tourism Industry*

*Section 2      Role Players in the Tourism Industry*

*Section 3      Relationship between Tourism and the local community*

*Section 4      Map work.*

*As learners complete any practical assignments or worksheets, they must file them in the specific section. This will show all the evidence of learning and research throughout their learning.*

## **Unit 1      Elements and sectors of the Tourism Industry**

This unit deals with the elements and sectors of tourism.

### **Elements and sectors of the tourism industry**

- Define the term tourism
- Identify the three sectors of the tourism industry and the applicable sector in the community
- Supply local and national examples of each sector

### **Learning/Activity Outcomes**

At the end of this unit the learner will be able to give an appropriate definition of tourism, identify the three sectors of the tourism industry and identify the applicable tourism sector(s) within the local community, for example

- defining tourism,
- identifying the tourism sectors in the community,
- compiling a portfolio on sectors in the community,
- grouping local or national examples from each sector and arrange them from micro to macro.

### **Possible practical activities for this unit:**



## Activity 1

Method: Group work

Divide the learners into groups – possibly 4 learners per group.

Firstly, let them discuss and record their own definitions of tourism. Then let them record the formal definitions you supply them from textbooks.

You may use discussion methods to lead to the 3 sectors in the tourism industry, and let them offer and record examples of all 3 sectors in their own communities, other local communities and then on a national level.

The third stage of introduction would be to get them to explain the micro to macro examples of all 3 sectors, for example the bus or taxi industry.

Now be more specific and use group work, each group developing their own information. The first task would be that each group must compile a portfolio on the accommodation sector in the community.

**Instruction:** Compile a portfolio of evidence on examples of the accommodation establishments in the local community. The portfolio could be a file, a folder, a concertina file or a box file and should have:

1. Different types of accommodation establishments in the area, for example:
  - ◆ Hotels
  - ◆ B&B's
  - ◆ Guesthouses
  - ◆ Camping facilities
  - ◆ Game lodges
  - ◆ Any other form of home stays
2. Listing services offered by each accommodation type.
3. Supplying prices for the accommodation services.

Each group should have evidence showing the accommodation type, which includes:

- ◆ Brochures obtained from the specific accommodation establishment.
- ◆ Address and contact details of each of the examples.
- ◆ Services available at the various accommodation establishments.
- ◆ Price(s) the tourist will pay for services in different seasons.



## Activity 2

Method: Group work, research



Divide the learners into three groups.

Group 1 - representing transport in the local community.

Group 2 - representing accommodation sector in the local community.

Group 3 - representing services sector in the local community.

Each group should research one of the role-players in the community.

### For example:

- ◆ The transport group will identify all the types of transport used in the community – where to obtain tickets, the costs, etc.
- ◆ The accommodation sector will do the same by listing all the types in the community and state the contact numbers for each type. .
- ◆ The services sector will supply a list of all the retail travel agents, inbound and outbound wholesalers and all supporting services used by tourists.
- ◆ These sectors could be listed, neatly typed up and distributed amongst all learners.

**Please note** – whenever you divide the learners into groups – ensure that they know exactly what they must do, who is to report back and clearly identify a group leader. Whenever you do group-work, you have to rotate the members so that learners interact and get to know each other. (This activity will continue in activity 5)

## Unit 2 The impact of tourism in the community

This unit deals with the links and impacts of tourism sectors in the local community.

### Impact of tourism sectors on the community

- List advantages of the sectors.
- List disadvantages of the sectors.

### Learning/Activity Outcomes

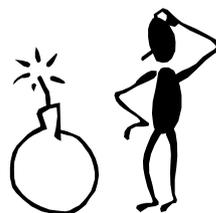
At the end of this unit the learner will be able to describe the links and impacts of the tourism sectors on the local community, for example:

- Listing the advantages of the tourism sectors on the local community.
- Listing the disadvantages of the tourism sectors on the local community.

### Possible practical activities for this unit:

#### Activity 3

Method: Group discussion



Discuss the impact of tourism sectors on the delivery of tourism in the local community. In the discussions, learners mention the positive effects of man-made and natural tourist attractions in the area. They elaborate on the impact that availability of transport has on tourist attraction as well as the infrastructure at facilities. They should also mention the role that the wholesaler plays in the tourism sectors.

**OR**



#### **Activity 4**

Method: Field trip and report back

It is important the learners know their community – one of the ways to do this is through a field trip. Learners should list the positive effects of tourism sectors in a community, however, they can also list the negative effects that the tourism sector has on a community. These positive and negative effects of tourism sectors should be proven by examples and experiences gained on the field trip.

As a facilitator, you can divide the learners into groups and send them to different areas and facilities. Remember to organise the groups beforehand and that they know who must do the report back after the field trip. The group should compile a short written report on their findings, and from there the group leader should give a short oral feed back.



#### **Activity 5**

Method: Group work and group discussions

This activity continues from the research done in Activity 2. Let each group representing one of the tourism sectors, state the advantages and disadvantages of the tourism sectors on a community.

**For example:**

- ◆ The transport group identified all the types of transport used in the community, now they should elaborate on the frequent use, how effective it is and give the advantages and disadvantages this sector could have on tourism.
  
- ◆ The accommodation sector will do the same by stating the advantages and disadvantages thereof on a community.
  
- ◆ The services sector will also investigate the advantages and disadvantages of this sector on tourism,

The report back in this activity may be done orally, which should lead to a general discussion between the learners in the class room situation.

Learners should be encouraged to express their own ideas and opinions and this should be an open and honest discussion. .

## Unit 3      **Types of tourists and reason for travel**

The unit deals with the different types of tourists and their motivation for travel to the local community.

### **Types of tourists**

- Define the term “tourist”
- Identify and describe the types of tourist
- List reasons for travel

### **Learning/Activity Outcomes**

At the end of this unit the learner will be able to categorise types of tourists and state their motivation for travel, for example:

- Defining the term tourist.
- Identifying and describing the different types of tourists.
- Listing and explaining why people travel.

### **Possible practical activities for this unit**



#### **Activity 6**

Method: Observation and feedback

Location: Petrol station in the local community

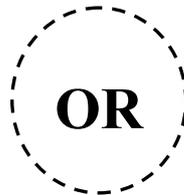
The learner must ask permission from the petrol station manager to conduct the following observation during a holiday season or weekend. Plan on spending three hours, observing customers.

Each learner should make his/her own record sheet for the observation.

Make notes on the following:

- Types of vehicles at the petrol station (cars, 4x4's, busses, taxis, bakkies, motorcycles, etc.)
- Number of passengers per vehicle (2, 4, more)
- Dress of the travellers. (casual, sporty, fancy, etc.)
- Other remarks such as the contents of the vehicle e.g. cushions in the windows, picnic baskets and food, trailers, roof racks etc.
- Gender
- Race
- Any other interesting aspects regarding the profile of the tourist.

The learner should compile a short report and categorise the types of tourists that visited the petrol station during the three hours of observation. Now let them draw conclusions as to which tourist types visited the community the most and also give reasons for these statements. The learner should motivate / prove conclusions made.



### **Activity 7**

Method: Questionnaire and feedback

Duration: 4 weeks



Give a structured questionnaire to the learners to research the reasons why tourists used the accommodation establishments and visited attractions in the local area. The learners undertake to distribute the questionnaires themselves and therefore have to make an appointment with the manager or owner of the accommodation establishment and ask if

the guests may complete the questionnaire while checking-out. If it is possible, the questionnaire could also be placed in the guests' rooms, to complete at their leisure. As a facilitator, you have to guide them in compiling the questionnaire.

Important aspects to keep in mind:

- The questionnaire must be types and neatly set out.
- Spelling and grammar must be checked in advance, assist where necessary
- Ask short questions, leave spaces to tick appropriate answers.

At the end of each week, the learners should return to the accommodation establishments to collect all the completed questionnaires.

From this feedback they need to write a report, stating the type of tourist that visited their chosen establishment during the week, and the reasons why the tourists were there.

The report may be presented in written or oral form. A class / group report could be compiled by summarizing all the outcomes of each learner.

**On the following page you will find an example of possible questions for the questionnaire**

*Example of a questionnaire*

***Kindly complete this questionnaire by  
circling the appropriate answers.***

***This will greatly assist us in offering an even  
better service!***

Gender

- Male
- Female

Reason for visit

- Leisure
- Business

Type of tourist

- Individual tourist
- Part of a group
- Excursionist

Nationality

- SA Citizen
  - Other (state which country)
- 

Have you visited tourist attractions in the area?

- No
  - Yes (state which one you visited)
- 

***Thank you for your support and feed back***

## Unit 4 Sources of tourist information

This unit deals with the different sources of tourist information that are available to advise tourists, according to their needs.

### Sources of information

- Access different sources of information
- Interpret different sources of information

### Learning/Activity Outcomes

At the end of this unit the learner will be able to use different sources of information in order to advise tourists according to their needs, for example,

- Sourcing tourism information according to specific client needs.

### *Notes to the facilitator*

*As facilitator you should aim at establishing good working relationships with the local travel agents and wholesalers. They are valuable sources of information for your learners. Invite them to the class in the beginning of the learning period and introduce them to your learners. Let them feel important, they are the role models and prospective employers of your learners.*

*Ask travel agents for brochures and pamphlets they may have available for your learners. Students may use these brochures for additional information in their portfolios.*

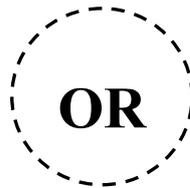
## Possible practical activities for this unit



### Activity 8

Method: Field trip and class discussions

Learners must know where to source for tourist information. It is important that you accompany them on a field trip to the local information centre. On this trip they make lists of all the different types of tourist information available in the information centre. A class discussion could follow where the learners give input on information, which could be added to the information centre.



### Activity 9

Method: Electronic media

Most public libraries have access to electronic facilities, usually at a nominal cost. As a facilitator you should demonstrate these methods to the learners to enable them to access tourist information.



## Activity 10

Method: Written requests

Learners may draft a letter and request tourist information centres to send them information regarding the specific province, for example a learner may write a letter to Cape Town Publicity Association to obtain information on the Wine-routes in the area.

As a facilitator you can contact the SATOUR offices in Rivonia and obtain a list of all the publicity associations with locations and contact details.



## Activity 11

Method: Group work, research and report back

Divide the learners into groups, not more than 4 learners per group. Supply each group with a specific tourist profile, visiting your area for 6 nights (7 days). The learners must source specific accommodation, restaurants, recreational and cultural activities for tourists in that community.

### Examples of specific tourist profiles:

- An elderly couple, interested in nature conservation
- A typical family – 2 adults and 2 children, the children are in primary school.
- A honeymoon couple
- School leavers – 2 girls and 2 boys – in separate accommodation
- An adventurous couple – enjoying out-door activities and hiking

All groups have a limited budget and prefer standard accommodation. They require breakfast at the establishment and would like you to make recommendations for venues for lunch and supper.

**Instruction to the learners:**

Source the information needed for each of the tourist profiles visiting in the community.

**Learners' report should have the following information:**

- Heading
- Suitable accommodation – including the services at the establishment and prices per person
- Recreational or cultural activities in the community
- Tourist attractions in the community
- List of restaurants, contact numbers

This report should be typed or neatly written out – each group must then present the information to the class. Evidence of the sectors must accompany the report.

A discussion on the methods of sourcing could be very useful at this point. Allow the learners to discuss the following topics:

- Name the sources you thought most useful.
- How much time did you spend and save with each method?
- List the most timesaving methods you would try to use in future.
- List sources you have not yet tried but thought useful in the discussion.
- Build up a source of references to be tried at a later stage.

## Unit 5 Transport

This unit deals with the function of transport in the local community.

### **Modes of transport**

- Identify the different modes of transport.
- Categorise these modes by referring to cost, quality and most appropriate form.
- Evaluate modes of transport.

### **Learning/Activity Outcomes**

At the end of this unit the learner will be able to analyse the function of tourism in the local community by using the following methods, for example:

- Researching the different modes of transport operating in the community.
- Listing the categories of transport by referring to the quality, cost and most appropriate form.
- Stating the advantages and disadvantages of transport.
- Evaluate transport mode within the community with special reference to disable people.

### **Possible practical activities for this unit**

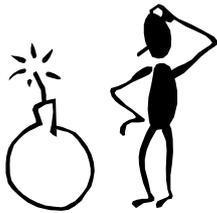
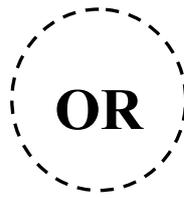


#### **Activity 12**

Method: observation and feed back - group work is also applicable.

Plan on spending 2 hours at a local shopping mall and determine the most frequent type of commuting that is used.

Learners may make observations at the town entrance to determine which forms of transport are most commonly used. From these observations, they should give feedback on their conclusions.



### Activity 13

Method: class discussion

After learners have observed modes of transport in the community, have a class discussion on the advantages and disadvantages of transport in your community. Learners must look at the state of the roads – tar, gravel, potholes in the roads, width, road marking, traffic signs, directions, and the effects these would have on road safety in general, and also the accessibility to tourist destinations in the area.

Learners should investigate the accessibility of modes of transport for disabled and elderly people in the community.

# Module 2

## Role players in the Tourism Industry

### Note to Facilitator

It is important that you follow your own ideas and teaching methods – the information below should only be seen as a suggested additional guide to facilitate learning.

*All practical activities, research, written reports and worksheets must be filed in the specific sections of the portfolio.*

### Module Structure

This module is delivered in **THREE UNITS**, each of which responds to a set of Specific Outcomes.

### Module Outcomes

By the end of this module, the learner will be able to do the following:

- Identify national role players in the tourism industry and their functions with reference to the world of work.
- Identify the provincial role players in the tourism industry and their functions with reference to the world of work.
- Identify local role players in the tourism industry and their functions with reference to the world of work.
- List and select career opportunities within the local environment and /or tourism ventures. .

## Module 2

This module is made up of **2 units**. Each unit has a specific focus, defined by the specific outcome prescribed for it.

In this guide, we will supply you with additional practical activities to do with your learners. It is important to remember that as a facilitator you may change the activities to suit your needs and learning environment. These are only additional ideas and guidelines to follow.

### **Unit 1      National and Provincial role players in the Tourism Industry**

The unit deals with the national and provincial role players in the tourism industry,

#### **National and provincial role players**

- Identify the role players
- Discuss their roles
- Identify career opportunities

### **Learning/Activity Outcomes**

At the end of this unit the learner will be able to identify and understand role players and their function in selecting career paths in the tourism industry, for example:

- Identifying national and provincial role players.
- Discussing the role of the various organisations.

#### ***Notes to the facilitator***

*Legislation is needed to create and maintain order and exists in all societies in all countries. In the unit standard, the range indicates that the learners must be able to identify and discuss only three national and provincial role players' form the list.*

*However, it is important that as a facilitator you know the role and responsibilities of all the national role players.*

*Below you will find a short discussion of the role players.*

### ***DEAT (Department of Environmental Affairs and Tourism)***

*The DEAT, in Pretoria, is the central governmental authority controlling tourism. In 1996, after discussions and consultation with interested parties and stakeholders, this department issued a White Paper on tourism in South Africa, titled: The Development and Promotion of Tourism in South Africa. This document spells out policies and strategies necessary for the development of tourism in South Africa. You may contact the department to forward a copy to you or you can obtain a copy from the library in your area.*

*The National Government, through the DEAT, has five key functions in the development and promotion of the tourism industry:*

- 1. Facilitation and implementation of policies. The state has identified a number of priority areas, which include the establishment of a safe political and economic environment for the development of tourism and the maintenance of law and order for all residents of, and visitors to, South Africa.*
- 2. Co-ordinate the tourism development plans and actions of all interested parties.*
- 3. Plan and make policies on national, regional and local levels to promote tourism.*
- 4. Regulate and monitor the existing strategies and plans for tourism development.*
- 5. Develop promotion of tourism, which will include all tourism destinations, communities and major tourism projects.*

## ***Provincial Department of Tourism***

*Government monitoring and development of tourism is both a provincial and national function. Each of the nine provinces of South Africa's is a tourism board or organisation and it is expected that ultimately these bodies will be the drivers of the tourism industry. Each province will develop the organisational structure of the provincial bodies, which will be statutory bodies.*

*The structure of bodies will:*

- *Reflect the structure of the national body as closely as possible*
- *Assist community organisation in their own structures in order to have access to greater representation.*

*Therefore, their focus will be on the development of Tourism within a specific province. The main function of these offices are to develop and promote tourism within the province in accordance with the requirements of DEAT. Provincial tourism departments are located in the provincial capitals.*

*You may invite a guest speaker from this department to talk to the learners on their role and responsibilities.*

*For more information on DEAT and provincial offices you may contact the department directly at:*

*The Chief Executive Officer  
DEAT  
Private Bag X447  
Pretoria*

## ***THETA (Tourism Hospitality and Sport Education and Training Authority)***

*Tourism Hospitality and Sport Education Training Authority was officially established on 1 April 2000 after a process that included the merger of HITB (Hospitality Industry Training Board) and TETASA(Travel Industry Education Training Authority of South Africa), the union of various diverse sub-sectors of the tourism industry and the preparation of involved business and skills plans. THETA received official sanction by the Department of Labour on 20 March 2000.*

*THETA is the Sector Education and Training Authority (SETA) established under the Skills Development act (No 97 of 1998) (Skills Act) for the Tourism, Hospitality and Sport Economic Sector.*

*The establishment of THETA was proposed by a broad coalition of employer, employee, government and associated organisations in the tourism and hospitality sector, co-ordinated by the DEAT, HITB and TETASA. These bodies came together as the tourism training Advisory Committee (TTAC) under the chair of DEAT. The draft constitution and business plans were prepared under its auspices and DEAT lodged the application to establish THETA with the Department of Labour.*

### *Objectives of THETA*

- *To develop skills of workers in the sector*
- *To increase the levels of investment in education and training in the tourism and hospitality sector*
- *To encourage employers in the sector to train their employees, provide opportunities for work experience and employ new staff.*
- *To encourage workers to participate in learnerships and other training programmes.*
- *To improve the employment prospects of disadvantaged people*
- *To ensure the quality of education workplaces*
- *To assist work seekers to find work and employers to find qualified employees.*

- *To encourage providers to deliver education and training in and for the sector workplaces.*
- *To co-operate with the South Africa Qualifications Authority (SAQA)*

### ***SATOUR (South African Tourism Organisation)***

*Both DEAT and SATOUR are government institutions that oversee tourism development and marketing in South Africa. SATOUR also receives operating funds from other sources. SATOUR is presently constituted in terms of the South African Tourism Act, No 72 of 1993.*

*Satour's vision is to "competitively market South Africa internationally as a preferred tourist destination, for the sustainable economic and social empowerment of all South Africans, and to make tourism the leading economic sector in South Africa. Satour is a statutory body (created by an act of parliament), partly government funded but driven by the private sector.*

*Satour's mission and function is the marketing of the South African tourism potential overseas and includes:*

- *Achieving an increase in international visitor arrivals*
- *Increasing export earnings (by "selling" South Africa overseas)*
- *Providing help to the provinces in marketing themselves*
- *Spreading the tourist visitors over the whole of South Africa*
- *Promoting a national tourism culture and environmental awareness*
- *Developing and promoting a unique African experience*
- *Offering the visitor a quality experience*
- *Working closely with other role-players in the tourism industry*
- *Promoting the whole of southern Africa as a tourist hub*
- *Co-ordinating tourist information, research and statistics for the industry nationally*

*The marketing is driven through:*

- *Video and brochure campaigns, presentations, promotions and exhibitions*
- *Information supplied to tourists through the information offices*
- *Assisting developing entrepreneurs and investors in South African tourism.*
- *Promoting the benefits of tourism to the community*
- *Collecting relevant tourism information which local businesses can use in developing their tourism product.*
- *Supporting regional tourism promoting bodies.*

### ***IATA (International Air Transport Association)***

*IATA promotes safe, regular and economic air transport.*

### ***ASATA (Association of South Africa's Travel Agents)***

*Negotiates on behalf of its members (Retail Travel Agents, Wholesalers, Travel Partners) with government and principals (providers) to ensure the best possible deals for its members*

### ***WHO (World Health Organisation)***

*This organisation prepares information on infectious diseases and spreads this information worldwide.*

### ***SADC (Southern African Development Corporation)***

*This organisation focuses on the development of tourism in the Southern African states and combines efforts such as marketing and educational developments.*

## ***SA Tourism Institute***

*SATI was formed recently and will focus on many projects. The main focus for the current year is the development of trainers in the tourism and hospitality sectors. This organisation also mainly functions on foreign donor money.*

### ***Other Tourism Associations***

<b><i>Acronym</i></b>	<b><i>Organisation</i></b>	<b><i>Representation / function</i></b>
<i>ANTOSA</i>	<i>Ass of National Tourism offices in SA`</i>	<i>A communication forum for national tourism offices in SA</i>
<i>CAA</i>	<i>Civil Aviation Ass</i>	<i>Promotes and protects commercial interests in civil aviation in Africa, south of the equator.</i>
<i>FEDHASA</i>	<i>Federated Hospitality Ass of SA</i>	<i>Represents the interests of hotel, restaurant, liquor, selfcatering, accommodation and catering industry</i>
<i>HAASA</i>	<i>Home accommodation Ass of SA</i>	<i>Represents B&amp;B's situated in private homes</i>
<i>OCAO</i>	<i>International Civil Aviation Organisation</i>	<i>Ensures the safe, orderly growth of international aviation.</i>
<i>ICRA</i>	<i>Independent Car Rental Ass</i>	<i>Co-ordinates the smaller car rental companies.</i>
<i>PHASA</i>	<i>Professional Hunters ass of SA</i>	<i>Represents the professional hunting industry in SA</i>
<i>RETOSA</i>	<i>Regional tourism Organisation of SA</i>	<i>Represents regional tourism in SA</i>
<i>SAACI</i>	<i>Southern African Ass for the Conference Industry</i>	<i>Improve and promote marketing of conferences and congresses in SA</i>
<i>SACCC</i>	<i>South African Caravan and Camping Council</i>	<i>Represents the caravan and camping industry.</i>

<b><i>Acronym</i></b>	<b><i>Organisation</i></b>	<b><i>Representation / function</i></b>
<i>SAPTO</i>	<i>South African Publicity and Tourism Marketing Ass.</i>	<i>Represents all the publicity associations</i>
<i>SAARTG</i>	<i>SA's Ass of Registered Tour Guides</i>	<i>Represents the interests of professional tour guides</i>
<i>SATSA</i>	<i>Southern African Tour and Safari Ass</i>	<i>To maintain the highest possible standard of tour operating.</i>
<i>TLC</i>	<i>Tourism Liaison Council</i>	<i>Umbrella council to co-ordinate views of all tourism bodies in SA.</i>
<i>UFTAA</i>	<i>Universal Federation of Travel Agents Ass</i>	<i>Represents the interests of all travel agents throughout the world</i>
<i>WTO</i>	<i>World Tourism Organisation</i>	<i>Represents all governmental and official tourist interests in the world.</i>

### ***Other legislation***

*Other tourism legislation that you should have access to, and also have available to learners is:*

- *The White Paper on tourism of 1996 and the GEAR document supporting the White Paper.*
- *Provincial tourism legislation*
- *The Higher Education Act 101 of 1997 – impacts on institutions of Higher Learning, which offer tourism education.*
- *The Further Education Act of 1999 – impacts on schools offering tourism as a subject.*
- *The South African Qualifications Authority Act 58 of 1995 – affects all educational institutions offering tourism education*
- *The Basic Conditions of Employment Act 75 of 1997 – impacts on all employment, including that in the tourism industry*

- *The Unemployment Insurance Act 30 of 1996 – provides for a fund, which will support all workers, including those in the tourism industry who lose their jobs.*
- *The Occupational Health and Safety Act 85 of 1993 – provides for safe working conditions in the workplace.*
- *The Skills Development Act 97 of 1998 – provides for skills training of all workers, including employees in the tourism industry.*
- *The Manpower Training Act of 1981 – allows various industries to train employees. The Hospitalities Industries Training Scheme R899 or 1997 publishes training details under the Manpower Training Act of 1981.*

*This is a sample of recent legislation. There are far too many pieces of legislation to list here but you should consult the local provincial department of Tourism about other laws affecting tourism in your community.*

## Possible practical activity for this unit:



### Activity 14

Method: Field trip and class discussions

Introduce the learners to the various national and provincial role players. They have to identify them in their community and state the role that this organization plays within the community. Learners must collect reading material on each national role-player in their community. This reading material could be added to the portfolio.

## Unit 2 Local role players in the Tourism Industry

This unit deals with the local role players in the tourism industry.

### Local role players

- Identify the role players.
- Discuss their roles.
- Identify employment opportunities.

## Learning/Activity Outcomes

At the end of this unit the learner will be able to identify and understand local role players and their function in selecting career paths in the tourism industry, for example:

- Identifying local role players.
- Discussing the role of the various organisations.
- Identifying career opportunities.

## ***Notes to the facilitator***

*You could do this unit in conjunction with the previous unit. You can now add the career opportunities – learners should research and list entrepreneurial opportunities within the community rather than working for an employer.*

*Possible opportunities are:*

- *Coach host or hostess*
- *Ground staff (air, road or sea)*
- *Information officers*
- *Tourist guides (historical, cultural or general) – also called a field guide*
- *Transport operator*
- *Air hostess or host*
- *Conference facilitator or organiser*
- *Conference venue owner*
- *Cultural establishment marketer and/or owner*
- *Car hire (reception or dispatch)*
- *Front office reception (accommodation, restaurants, transport, information centres)*
- *Guesthouse (reception, supervision or owner, housekeeping and foodservice)*
- *Shebeen (ownership, management, marketing, supervision or service)*
- *Tourist Office*
- *Curio or craft maker*
- *Sport instructor or administrator*
- *Eco-tourism ranger*
- *Travel agency or wholesaler.*
- *Provincial tourism departmental offices*

*Learners will be able to identify, remember and create more career opportunities.  
Successful employees in the tourism industry should have the following attributes:*

- *you have to enjoy working with people,*
- *have good organisational skills,*
- *an aptitude for figures*
- *a knowledge of English*
- *a knowledge of cultural, historical and geographical aspects of tourist destinations and attractions in South Africa so that you can inform, guide or advise visitors.*

### **Activity 15**



Method: Reading

Learners must collect newspaper clippings on the activities of the various tourism organisations active in the community.

A notice board should be kept and learners must give feedback on the articles that they collected. Learners must be made aware of the importance of reading and sourcing for this information.

Sources:

Local newspapers, provincial and national newspapers, magazines

**OR**



## Activity 16

Method: individual research

Learners must research a career opportunity in their local community – a career which offers a service and fills a gap in the market. This opportunity must be money driven and should be a realistic and feasible opportunity.

# Module 3

## Relationship between Tourism and the Local Community

### *Note to Facilitator*

*It is important that you follow your own ideas and teaching methods – the information below should only be seen as an additional guide to facilitate learning.*

*All practical activities, research, written reports and worksheets must be filed in the specific sections of the portfolio.*

### **Module Structure**

This module is delivered in **FOUR UNITS**, each of which responds to a set of Specific Outcomes.

### **Module Outcomes**

By the end of this module, the learner will be able to do the following:

- Identify and list the ways in which tourism impacts on social, political, economic and environmental issues in the community.
- Discuss the ways in which a community can promote or discourage tourism development.
- Identify the legal issues and explain the ethical issues relating to tourism
- Explain how cultural diversity affects tourism positively and negatively.

## Module 3

This module is made up of **4 units**. Each unit has a specific focus, defined by the specific outcome prescribed for it.

In this guide, we will supply you with additional practical activities to do with your learners. It is important to remember that as a facilitator you may change the activities to suit your needs and the learning environment. These are only suggested additional ideas and guidelines to follow.

### **Unit 1      Impact of tourism on the community**

This unit deals with the impact of tourism on the community.

#### **Impact of tourism**

- Discuss and describe the impact of tourism on social, political, economic and environmental issues
- Research the negativity of tourism on the community.

### **Learning/Activity Outcomes**

At the end of this unit the learner will be able to identify and list the ways in which tourism impact on social, political, economic and environmental issues in the community, for example:

- Discussing and describing the effects on tourism on the community.
- Researching and comparing the negativity of tourism on the community.



## Activity 17

Method: Group work, individual assignments, or class discussion.

Let the learners identify the community's best features. Find things that visitors might want to see or do in the community.

For example: the community is close to a beach, game park or monument that attracts visitors.

If the features are existing features, let them research:

- The effect that tourism has on the community by using a specific facility as an example.
- Possibility to increase tourism – which will lead to an upgrade of the existing facility.

If the learners identified a site that is not yet a tourist facility, let them research:

- The effect that tourism will have on the community if the site is developed.
- Action plans to develop the site into a tourist facility.

Learners must give feedback on their findings. The feedback could be oral or in the form of a short report.

### *Notes to the facilitator*

*Remember: a report is a well-structured written document based on facts, aimed at providing useful information to enable the reader to make certain decisions.*

*A report consists of five sections:*

**1. Terms of reference**

- *Name of the person who requested the report*
- *Name of the person or group responsible for the draft of the report.*
- *Date to be completed*
- *Topic*

**1. Procedures followed**

*This section includes the procedures followed to gain information on the topic of the report.*

**2. Findings**

*The findings are the results of the investigation, concentrating on giving facts only.*

**3. Conclusion**

*Is a generalization of the situation or a very brief summary of the facts in one paragraph.*

**4. Recommendation**

*This is the solution to the findings – these are not decisions but recommendations and should be formulated as such.*

**6. Signature of the person who compiled the report and the date.**

*An example of a report is given on the next page.*

# Report

To: Tourism Lecturer  
Date: 15 March 2001  
From: Group C – compiled by Tony Lekota  
Topic: New Tourism site in the dry riverbed

We were instructed to research the possibility of a tourism site in our community. We consulted with 5 travel agencies and 2 tour wholesalers on the tourist activities in our community. After consultations, we listed the activities and realised that there is a shortage of facilities for our youth. We made a list of possible activities and then we circulated the ideas amongst 25 % of the grade 10 pupils.

Our findings are as follows:

- We do need a tourist facility in the community where the youth can discover their culture and experience the way their ancestors lived.

Our conclusion is as follows:

- The ideal location is a site close to the riverbed.
- The owner of the property is a member of the town council and would like to see the entire proposal before contributing to this venue.
- This business venture will have a positive contribution within the community and will therefore increase productivity and job opportunities in the community

Our recommendations are:

- That as a group we draft a proposal and submit it to the landowner.
- That we continue our investigation in the venture to establish the amount of capital needed to start this project.
- That we make a list of possible investors to contribute to this project.

*Tony Lekota*

OR



### Activity 18

Method: Reading, feedback and group discussion

Learners use the local newspaper and collect articles on issues in the community that will have a negative effect on tourism. Feedback on these articles must be given and learners must suggest methods and ways to convert the negative issues into positive issues.



### Activity 19



Method: Debate

Divide the learners into two groups

The groups will choose a spokesperson and as a group they will help this person to prepare for his/her opening speech. This speech must be based on facts from the community. After the opening speeches by the two candidates, the floor will be open for each learner to contribute to the debate.

The facilitator must evaluate the debate. You will have to keep score of the correct facts, the way the teams are conducting and contributing to the debate.

A reward should be given to the winning group – something in the form a field trip.

Possible topics to use:

1. Tourism has a positive effect on the community.  
Tourism has a negative effect on the community.
2. Political and cultural views have an impact on tourism in the community.  
Political and cultural views have nothing to do with tourism in the community.
3. Tourism increases employment possibilities and decreases crime.  
Tourism does not create employment but increases crime.

## Unit 2 Tourism development in the community

The unit deals with the development possibilities in the community.

### Tourism development in the community

- Research the attitude of the members of the community towards tourism.
- List ways to promote positive attitudes to tourism awareness in the community.
- Evaluate and report on tourism resources in the community.
- Explain existing safety and security measures and suggest ways of improvement.

### Learning/Activity Outcomes

At the end of this unit the learner will be able to discuss ways in which a community can promote or discourage tourism development, for example

- Researching the attitude of the members of the community towards tourism.
- Listing ways to promote positive attitudes to tourism awareness in the community
- Evaluating and reporting on tourism resources in the community.
- Explaining the existing safety and security measures and suggest ways of improvement.



### Activity 20

Method: Group work – structured questionnaire – individual research and feedback.

Topic: attitude of community towards tourism.

Divide the learners into groups, and assist them to compile a structured questionnaire to do research, regarding the topic, in the community. As a group, they compile the questionnaire, type it and neatly lay it out, and individually they have to do the research. Each learner should ask feedback from 20 members of the community. They can ask their neighbours, shop owners and workers, teachers and scholars, petrol stations staff, etc.

***Notes to the facilitator:***

*Below you will find examples of questions to ask on the questionnaire, note, that the questionnaire must be very neat and without any spelling mistakes. You may also add questions that you know are applicable to your community.*

*It is always a good idea to ask the learners which questions they would like to ask – and then simply add more*

*Remember the following when drafting a questionnaire*

- *It must be easy to complete the form, ask simple yes or no questions which only need to be ticked;*
- *Ask only a few questions – be straight to the point.*
- *Ask the permission of the interviewee before asking questions.*
- *Supply the interviewee with a pen or pencil.*

## **Questionnaire**

***Please tick the appropriate answer***

	<b>Yes</b>	<b>No</b>
1. Do you think that tourists have a positive effect on our community?		
2. Do you think we have enough tourism awareness activities in our community?		
3. Would you like to see more tourism development in our area?		
4. Do you think that our community is safe enough to increase tourism activities?		
5. Do you think that tourism can create employment for many of our youth in our community?		

***Thank you for your input and time!***

Learners should draw a conclusion from the feedback of the questionnaire. The feedback (Written or oral) and suggestions to change the negative into positive should be given.

**OR**

## Activity 21

Method: Group work – advertising

Topic: Tourism awareness



Divide learners into groups – each group must target a shopping centre and promote tourism awareness there. An appropriate slogan can be prepared on A5 cardboard and then put up at the local shops, in the school and shopping center, with the necessary permission of the managers concerned.

- Don't litter – it kills tourism
- Keep our community clean!
- Take care – preserve it for the future generation

Use these groups to make a complete list of the tourist attractions in the community. Rate them out of 10.

Discuss whether the safety and security measures presently in use, are sufficient to encourage tourism. How can these measures be improved?

## Unit 3      Legislation in relation to Tourism

This unit deals with development possibilities in the community.

### Legislation in relation to tourism

- Name and explain the purpose of relevant tourism legislation
- Discuss the rights and responsibilities of the tourism worker
- Discuss the rights and responsibilities of the tourist.

### Learning/Activity Outcomes

At the end of this unit the learner will be able to discuss ways in which a community can promote or discourage tourism development, for example

- Researching the attitude of the members of the community towards tourism.
- Listing ways to promote positive attitudes to tourism awareness in the community.
- Evaluating and reporting on tourism resources in the community.
- Explaining the existing safety and security measures and suggest ways for improvement.

### *Notes to the facilitator:*

*You have to read through the following legislation documentation before attempting this section. It gives you a more detailed background on legislation and the position of the tourism industry in relation to the policies set by the National Government.*

- *Tourism Act 1993*
- *1996 Tourism White Paper and GEAR document*
- *the Provincial Tourism Act*

*You can obtain these Acts free of charge from the Provincial Tourism Office.*



## Activity 22

Method: Field trip

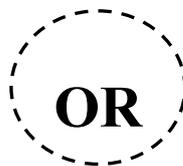
Arrange with a tourist attraction in your area or province to educate the learners on the responsibilities of the tourist towards the attraction, as well as the establishment's responsibility towards the tourist. The site manager will deal with the group and show them all the facilities. The learners must observe and look at different forms of information (pamphlets, boards, notice boards, etc). The learner will experience that legislation in tourism is extremely important to facilitate the continued existence of that tourist attraction.

At the facility you could request different workers – such as ground staff, administrative personnel, chefs, housekeepers, etc. to explain their duties and responsibilities to the learners.

### *Notes to the facilitator*

*It is important that you arrange with the manager, and other staff involved, at the tourist attraction beforehand and explains the purpose of the field trip.*

*Supply the manager with exact instructions on the purpose of the visit.*



## Activity 23

Method: Guest speaker



Invite a guest speaker from the Department of Labour in your Province to speak to the learners on the legislation applicable to tourism. Learners should make notes on the content of his / her speech and a report should be added to the portfolio.

## Unit 4 Cultural Diversity

This unit deals with cultural diversity in the South Africa, with special reference to the community.

### **Cultural diversity**

- Define the term culture and explain cultural diversity
- Identify and record five examples of how local culture impacts on tourism.
- Identify cultural differences in South Africa with special emphasis on the local community.
- Explain various cultures of tourists.
- Debate various cultural issues.

### **Learning/Activity Outcomes**

At the end of this unit the learner will be able to explain how cultural diversity affects tourism positively or negatively within the community, for example:

- Explain the term cultural diversity and define the term “culture”.
- Identify and give examples of how culture impacts on tourism in the community.
- Identify and give examples of how the cultural background of the tourists impacts on the community.

### ***Notes to the facilitator***

*Culture refers to the accepted pattern of behaviour or “the way of life” of a specific group of people, which has been learned and handed down from one generation to another; it consists of norms, mores, beliefs, values, ideas, customs, attitudes and symbols which are shared to varying degrees by the members of that society.*

*(Abey and Andrew (1990:41)*

- *Norms: are the recognised standards of behaviour within a society and they are translated into mores: the manners and morals of that society, e.g. the way of dressing for a wedding.*
- *Beliefs: are not necessarily religious beliefs, but broad statements that reflect people's assessments, preferences and awareness. E.g. some people are conserving wildlife where others are vaguely aware that certain animals are endangered species.*
- *Values: are the specific culture's judgement of what is good or bad.*
- *Ideas and customs: are the habits performed by cultural groups, e.g. to shake hands or to bow when you greet.*
- *Attitudes: are the ways of responding to an idea or object. It is what a certain culture believes in and feels for. E.g. if a war was to start in a certain country, SA citizens who are affiliated to that country, would feel obliged to defend their country and be loyal to their beliefs.*
- *Symbols: are the specific objects that draw people into a common culture, e.g. language and a country's national flag.*



### **Activity 24**

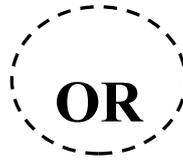
Method: Reading, group work and role-play.

South Africa is a country of many cultures. In the your group of learners, various cultures will be represented.

Let the learners form groups according to their cultural backgrounds. They then introduce their cultures to the rest of the class.

They introduce their culture by explaining the following: norms, mores, beliefs, values, ideas, customs, attitudes and symbols.

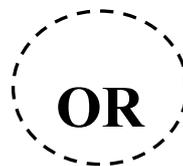
On the day of the presentation they should to be dressed in traditional outfits where possible and also bring a traditional dish and recipe to class.



#### Activity 25

Method: Field trip

Organise a field trip to a cultural village in your community.



#### Activity 26

Method: Research and group discussion

The facilitator makes the following statement:

#### True/False

**People of the same cultural background have the same holiday needs and flock together.**

Learners should research this statement by interviewing people of the same culture. The most difficult task is to identify families with the same culture. Make a suggestion to the learners to start at different churches, clubs, sports clubs, interest groups etc.

Assist them in drafting a structured questionnaire. You may use questions such as:

- What is your nationality?
- What is your ethnic background?
- To which church, club, sports club do you belong?
- Would you explain your cultural background to us?
- What do you feel is special about your particular culture?

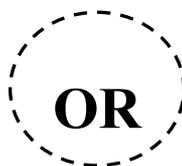
These are VERY SENSITIVE ISSUES and you must assist the learners in the preparation stage, correct and change where necessary. The questions must be presented with great diplomacy. Always TELL THE PERSON WHAT YOU ARE GOING TO ASK THEM and ASK THEIR PERMISSION TO CONTINUE.

It is usually very useful to explain to people WHY you need this information, perhaps they will offer to talk to the learners in person!

The group should reach conclusions – and state the influences a specific cultural attitude has on tourism development in the community.

The learners should see that you develop or maintain tourist attractions in the community because there is a definite need and it requires continued support – and that if the community does not support the tourist attraction, it will not be a success.

**An important fact to mention is that for every 8 tourists, a new job opportunity is created! So welcome the tourists!**



#### **Activity 27**

Method: collection of evidence

Collect cuttings from newspapers, magazines etc on various cultures, cultural festivals and let the learners have discussions.

# Module 4

## Tourist Product and Knowledge

### *Note to Facilitator*

*It is important that you follow your own ideas and teaching methods – the information below should only be seen as a suggested additional guide to facilitate learning.*

*All practical activities, research, written reports and worksheets must be filed in the specific section of the portfolio.*

### **Module Structure**

This module is delivered in **FOUR UNITS**, each of which responds to a set of Specific Outcomes.

### **Module Outcomes**

By the end of this module, the learner will be able to do the following:

- Identify and describe areas of tourist destinations, attractions and events in the local, provincial and national context.
- Demonstrate the ability to match destinations, attractions and events with a specific tourist profile.
- Demonstrate the ability to use a variety of maps effectively to facilitate tourism activity.
- Design promotional materials to promote tourism with the local community.

## Module 4

This module is made up of **4 units**. Each unit has a specific focus, defined by the specific outcome[s] prescribed for it.

In this guide, we will supply you with additional practical activities for your learners. It is important to remember that as a facilitator you may change the activities to suit your needs and the learning environment. These are only suggested additional ideas and guidelines to follow.

### **Unit 1 and Unit 2 Tourist destinations, attractions and events in South Africa applied to a tourist profile.**

These unit deals with tourist destinations, attractions and events in South Africa and to match them in your community according to a specific tourist profile.

#### **Tourist Destinations**

- List national provincial and local tourist destinations and events in promotion tourism within South Africa.
- Identify own community within a provincial, national and global context.
- Match them according to a specific profile

### **Learning/Activity Outcomes**

At the end of this unit the learner will be able to identify and describe areas of tourist destinations, attractions and events as well at the community in the local, provincial and national context, for example:

- List national, provincial and local tourist destinations and events, which promote tourism within South Africa.
- Evaluate the importance of these destinations, attractions and events, which promote tourism.
- Identify their own community within a provincial, national and global context.

### ***Notes to the facilitator***

*It is important that you obtain videos on the 9 provinces in South Africa. The learners should make a list of all the tourist destinations in each province.*

*Sources to use in this unit:*

- *SATOUR a world in one country – this booklet may be purchased from SATOUR – contact them at the head office. Tel: (011) 778 8000*
- *A good atlas – e.g. New secondary School Atlas for South Africa – Shuter – Shuter Tel - (011) 792 8363)*
- *Videos – on all the 9 provinces – you can order them from Tekweni Productions Tel (031) 81 1034*
- *Brochures compiled by major tour operators in South Africa e.g. Springbok Atlas. Tel. (021) 460 4700.*
- *Street maps of the local town or area.*



### **Activity 28**

Method:      Worksheet

Topic: My Province.

Use an atlas to answer the following questions.

Detach this worksheet and place it in the portfolio.

## Get to know your province.

Draw a map of South Africa and its nine provinces. Indicate the province where you live by shading it. Write the name of your province as well as the capital city on your map.

1.1 Describe the types of climate occurring in your province. (3)

---

---

---

1.2 Identify the main types of natural vegetation found in your province. (3)

---

---

---

1.3 Find the name of one major river and one dam in your province. (2)

---

---

---

1.4 Name two types of food crops grown in your province. (2)

---

---

---

1.5 Name two types of cash crops grown in your province. (2)

---

---

---

1.6 Name two types of livestock raised in your province. (2)

---

---

---

1.7 Give the names of two types of minerals mined in your province. (2)

---

---

---

1.8 Name four types of industries in your province. (2)

---

---

---

1.9 What is the population density of your province? (1)

---

---

---

1.10 Who is the premier of your province? (1)

---

**TOTAL 20**

***Remember:***

*There are no fixed answers to these questions – it depends on the province in which you reside.*

## Activity 29                      Worksheet

Topic: Provinces in South Africa. Use an atlas to answer the following questions.

The names of the 9 provinces are in the top row. Match the places of interest with the province. E.g. Robben Island is classified within the boundaries of the Western Cape. Put an X in the block where the province and place of interest is located. (30)

	Western Cape	Mpum a- langa	KwaZulu Natal	Gauteng	Northern Province	Free State	Northern Cape	North West	Eastern Cape.
Robben Island	<b>X</b>								
Gold Reef City									
Addo Elephant Park									
Howick Waterfall									
Cango Caves									
Gariiep Dam									
Durban									
Taung									
Hoedspruit									
Table Mountain									
Diamond Fields									
Pilgrim's Rest									
Soweto									
Sun City									
Garden Route									
Grahamstown									
Union Building									
Kimberley									
Castle of Good Hope									
Holiday Coast									
God's Window									
Golden Gate Highlands									
Bushveld Region									
Namaqualand									
De Wildt Cheetah Res. centre									
Kruger National Park									
Voortrekker Monument									
Shakaland									
Kalahari Gemsbok Park									
Bourke's Luck									

## Unit 3 Map Work

This unit deals with map work.

### Map work

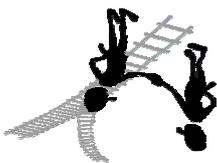
- Locate and identify features, destinations, attractions and routes on provincial, national and world maps.
- Give clear directions to tourists using maps of the local area
- Identify and plan routes.

### Learning/Activity Outcomes

At the end of this unit the learner will be able to demonstrate an ability to use a variety of maps effectively to facilitate tourism, for example:

- Identify features, destinations, attractions and routes on provincial, national and world maps.
- Give clear directions to a tourist using maps of the local area.
- Identify and plan routes to and from a local community.

### Activity 30

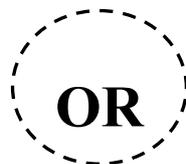


Method: Role-play

Topic: Map work involving the local town

Use role-play map work about the local town to give directions to a tourist.

One learner needs to give directions and the other learner is the tourist. The “tourist” would like directions to get from one point to the next. The learner giving the directions, must inform the “tourist” clearly about the correct route – they may even draw it on paper and supply the correct street names. Then they change roles and select a new set of instructions.



## Activity 31

Method: Role-play and simulation

Create a scenario where the one learner is a tourist with specific needs, and the other learner is to advise the tourist about where to go and what to do in the community. The advisor needs to fulfill the needs of the tourist, and supply a map to get from the accommodation to specified attractions.



## Unit 4      **Tourism Promotional Material**

This unit deals with promotional material used to promote tourism products. .

### **Tourism promotional material**

- Plan and select appropriate marketing materials and media to promote tourism.
- Design and compile promotion material to promote local tourism within the community.

### **Learning/Activity Outcomes**

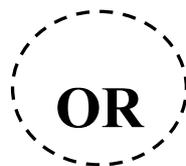
At the end of this unit the learner will be able to design promotional materials to promote tourism within the local community, for example:

- Plan and select appropriate marketing materials and media to promote local tourism.
- Design and compile information to promote local tourism within the community.

### **Activity 32**

Method:      Individual work

Let the learners collect brochures, pamphlets, notices, newspaper clippings and adverts on tourist attractions and destinations in the province. The learners must then compare the advertisements and decide which one is the most effective advert. It is a useful exercise to let the learners recommend changes to an existing advertisement. Keep in mind that the learners do not criticize only – they have to recommend changes to the advertisements as well.



## Activity 33



Method: Group work

Divide the learners into groups – they have done research on tourism possibilities within the local community in Activity 21. Now each group should have the opportunity to introduce this facility to the other learners.

The group must design the promotional material – show examples such as

- Pamphlets
- Notice for the notice board
- Advertisement to be placed in the local newspaper
- A5 Placard.

### *Notes to the facilitator*

*The advertisements must be done on the AIDA – principle. This means that it must be:*

- *Attractive – the advert must draw the attention of the reader and get him / her to focus on the advert, therefore it should be colourful and extremely neatly done.*
- *Interest – it must draw the interest of the reader to read the advert again, to ensure they didn't miss anything.*
- *Desire – it must create a desire within the reader to actually visit the attraction.*
- *Action – it must lead the reader to the action of actually visiting the tourist attraction.*

\*\*\*\*\*

# Glossary

<b>Academic:</b>	Associated with studies at schools of learning.
<b>Accommodation:</b>	A hotel, guesthouse, holiday resort or any other place where a tourist will overnight.
<b>Agriculture:</b>	Farming.
<b>Air charter:</b>	Renting an aeroplane for your own specific use.
<b>Aquarium:</b>	A building where different species of fish and sea life is studied.
<b>Body language:</b>	Non-verbal communication by means of your body.
<b>Brochures:</b>	Information in the form of a colourful description of the place of interest, accommodation or nature reserve.
<b>Budget:</b>	The amount of money the traveller is planning to spend on the trip.
<b>Business class:</b>	Associated with air travel - normally more luxurious than economy class.
<b>Carriers:</b>	Airlines, trains, coaches, mini-buses, etc.
<b>Chalet:</b>	A holiday cottage.
<b>Classified hotel:</b>	A hotel, which has complied with certain international standards. An unclassified hotel does not need to offer the same facilities as a classified hotel.

<b>Cruise ship:</b>	A ship carrying passengers, not products, on a holiday.
<b>Coach:</b>	A luxury bus.
<b>Collision:</b>	An accident - normally two vehicles colliding with each other.
<b>Commission:</b>	An amount of money paid to a travel agent for selling a package tour on behalf of the tour operator.
<b>Congestion:</b>	Very busy and slow traffic.
<b>Constitution:</b>	The most important law of the country whereby all other laws are structured.
<b>Continent:</b>	A large landmass.
<b>Convenient:</b>	A place, form of transport, or accommodation that suits the needs of the tourist.
<b>Corbelled houses:</b>	Houses with roofs of a combination of stone and mud. The roofs were dome-shaped.
<b>Cost-effective:</b>	Large numbers of people can be moved at a relatively low cost.
<b>Cottage:</b>	Refer to “flatlet”.
<b>Courier:</b>	A person who normally accompanies a tour group to ensure that all travel arrangements and accommodation has been properly organised.
<b>Curios:</b>	Usually small articles sold to tourists.

<b>Customs:</b>	Traditions, habits of people in a particular area or country.
<b>Cycad:</b>	A rare plant species that is in danger of disappearing completely.
<b>Deciduous fruit:</b>	Fruit such as peaches, pears, apples, and apricots.
<b>Demographic:</b>	The science studying populations of counties.
<b>Destination:</b>	The end of the journey, where the tourist will spend time, i.e. a place of interest, a game reserve, a holiday resort or a city or town.
<b>Dripstone formations:</b>	Formations such as stalagmites and stalactites, which develop largely in limestone caves over many hundreds of years.
<b>Domestic:</b>	This word refers to the local tourists and tourism industry, i.e. South African tourists, travelling in South Africa to various destinations in South Africa.
<b>Economic:</b>	All the commercial and trade activities of a country.
<b>Economy class:</b>	The cheapest rate for air travel.
<b>Economical:</b>	Something which is affordable.
<b>Eco-systems:</b>	A natural environment, which includes the interdependence of plant, insect, bird and animal species. If one of these is removed, the system will change, and perhaps be destroyed.

<b>Eco-tourism:</b>	Tourism where the natural environment or natural eco-system plays an important part in the reason for the visit to that area, i.e. a birdwatcher will want to see birds in their natural environment.
<b>Eco-tourists:</b>	People who like to take part in eco-tourism activities such as bird watching, mountain biking, hiking and camping.
<b>Environment:</b>	The natural or living surroundings of people, animals, birds and plants. It is normally associated with natural eco-systems.
<b>Environment conservation:</b>	Refer to nature conservation.
<b>Erosion:</b>	The removal of valuable soil due to the over-use of the land through over-grazing or drought.
<b>Extinct:</b>	A plant, animal or insect is extinct when there are no more pairs that can breed to regenerate the species.
<b>Fauna:</b>	Animal life.
<b>Ferrie:</b>	A boat or ship travelling a short distance over water, almost like a “water bus”.
<b>First class:</b>	Associated with air travel - very luxurious.
<b>Five star hotel:</b>	The highest rating that can be given to a hotel (refer to “classified hotel”).

<b>Flatlet:</b>	A self-catering unit that consists of a bedroom, kitchen and bathroom. It is often linked to a private home, or is on the same property as the private home.
<b>Flora:</b>	Plant life.
<b>Game farm:</b>	A farm where wild animals are bred to place them back into nature.
<b>Game lodge:</b>	Areas where visitors can view or even hunt game.
<b>Game reserve:</b>	Refer to nature reserve.
<b>Geography:</b>	The science of studying the earth and its structures.
<b>Gorge:</b>	Deep rocky valley.
<b>Heritage:</b>	People's culture, their history and their customs are what they have been handed down from their parents, grandparents and communities. It can also refer to a natural environment.
<b>Hiker:</b>	A person who will try to travel as cheaply as possible by asking for lifts from local people. A hiker can also be a person who enjoys walking along nature trails.
<b>Hinterland:</b>	Associated with land lying far away from the coast.
<b>Holiday resort:</b>	Normally a holiday area which includes everything a tourist may need such as accommodation, recreational facilities such as a swimming pool and even a shop.

<b>Homelands:</b>	An area given to ethnic groups under the former government.
<b>Hunting:</b>	A popular sport where the tourist stalks, and kills game such as kudu, eland or buffalo.
<b>Immigrants:</b>	People who have settled in other countries from where they were born.
<b>Incentive:</b>	A small gift or article that will encourage the customer to buy your service or product from you.
<b>Incoming travel:</b>	This is normally associated with tourists coming from countries outside South Africa, who want to visit sites and resorts in South Africa.
<b>Indigenous forests:</b>	Plants and trees that naturally grow in that area, as opposed to trees from other countries or other regions. Trees like pines and eucalyptus are not indigenous to South Africa.
<b>Infra-structure:</b>	Roads, railways and harbours. It can also refer to holiday homes, caravan parks, etc. In other words, anything that makes it possible and convenient for a tourist to visit.
<b>International:</b>	Tourist who come from countries outside South Africa's borders, are part of the international tourism industry.
<b>Information bureau:</b>	An office or centre where information about the tourist attractions in that region is available.
<b>Itinerary:</b>	A travel plan worked out for the tourist.

<b>Khoi-Khoi:</b>	Also known as Hottentots. They were farmers, but also hunted and gathered wild vegetables.
<b>Khoi-San:</b>	Related to the San, they hunted and gathered wild vegetables.
<b>Lagoon:</b>	A small lake, cut off from the ocean by a sandbank.
<b>Landlocked:</b>	A province or city or country that is completely cut off from the sea.
<b>Leisure activities:</b>	Any activity undertaken by a person for relaxation and recreation.
<b>Man-made structures:</b>	Any building, bridge, road or dam that was built by people.
<b>Map symbols:</b>	Pictures on a map to indicate man-made or natural features.
<b>Motorcoach:</b>	Refer to coach.
<b>Museum:</b>	A building or site where articles of long ago are kept and maintained. Museums can also include open-air museums.
<b>National:</b>	Inside the South African borders. Tourists from our country, who travel inside our own country, are part of the national tourism industry.
<b>National Park:</b>	A nature reserve run by officials of the State. This area belongs to the State.
<b>Nature conservation:</b>	The preservation of a natural environment/ecosystem.

<b>Nature reserve:</b>	A piece of land set aside to preserve and conserve the wild life found in that area. It can range from rare insects, such as butterflies, to game, such as elephants.
<b>Natural resources:</b>	Our oceans, rivers, mountains, game, plant and bird species.
<b>Ocean liner:</b>	A ship carrying passengers or cargo (products).
<b>Outgoing travel:</b>	This refers to South African tourists who wish to visit countries outside of our borders.
<b>Package tour:</b>	A tour, which includes all the transport, accommodation and even the arrangements for sightseeing in a “package”.
<b>Parasailing:</b>	A sport where a person hangs by a parachute while he/she is being drawn by a boat.
<b>Passage:</b>	A ticket for transport on a train, aeroplane or ship.
<b>Passenger:</b>	A person travelling by bus/coach, train, aeroplane or ship.
<b>Places of interest:</b>	Any tourist attraction, e.g. museums, battlefields, game reserves, forests, etc.
<b>Pollution:</b>	A natural environment with a fragile eco-system cannot absorb too many changes. If one type of substance becomes too much to be absorbed in the environment, causing harm to the eco-system, then we talk about pollution.
<b>Porter:</b>	A person who carries suitcases, usually at a hotel, station or airport.

<b>Portfolio:</b>	A collection of articles, papers and brochures.
<b>Private motorcar:</b>	A vehicle, which belongs to the person who is using it.
<b>Product:</b>	An article produced to be sold.
<b>Public transport:</b>	Transport normally provided by the State.
<b>Recreation:</b>	An activity undertaken for the enjoyment and relaxation of the person.
<b>Rented motorcar:</b>	A vehicle that is rented from a car hire company, e.g. Avis.
<b>San:</b>	Also known as Bushmen. The San people who still had the traditions and way of life of Stone Age people. They moved around hunting game, which was their main source of food.
<b>Service Industry:</b>	Customers pay for a service rendered by a service provider rather than buying an object.
<b>Shoestring budget:</b>	A traveller with the minimum amount of money to spend.
<b>Sightseeing:</b>	An activity where tourists visit the local tourist attractions - they are visiting the local sites.
<b>Sincerity:</b>	Honesty and openness.
<b>Social:</b>	The interaction of people within a given group.
<b>Street vendor:</b>	A person who sells small articles in small informal shops along roads, or close to holiday resorts.

<b>Subtropical fruit:</b>	Fruit such as oranges, nectarines, lemons and grapefruit.
<b>Superior:</b>	Better than someone else.
<b>Terminate and agreement:</b>	End an agreement.
<b>Timber plantations:</b>	Trees grown for their wood to be used in the paper and pulp industries.
<b>Time-table:</b>	A schedule according to which aeroplanes, trains and public transport will depart and arrive at their destinations.
<b>Tourism:</b>	An industry where people from a different region or country visit an area for recreational, sports, educational or business reasons.
<b>Tourist attraction:</b>	Any site, building or natural environment that may be of interest to a tourist.
<b>Tour operator:</b>	An organisation which buys separate elements of a tour and which combines these elements to form a “package” which includes all the arrangements, transport and accommodation that a tourist may want.
<b>Tourism products:</b>	Places of interest, tourist attractions, accommodation and even the transport that a tourist will make use of.
<b>Trade agreements:</b>	Agreements between two countries to assist and support each other’s importing and exporting products.

<b>Traffic jam:</b>	A situation where traffic is unable to move in any direction due to an accident or other hold-up.
<b>Transport:</b>	Any form of transport that can be used by tourists, e.g. road, rail, air or water transport.
<b>Travel agent:</b>	They sell tours which has been put together by a tour operator (refer to Tour Operator)
<b>Urban settlement:</b>	A city or town.
<b>Vegetation:</b>	Trees, grass and other plants that naturally grow in an area.
<b>Victorian:</b>	An era in history that was named after Queen Victoria, the British queen of that time.
<b>Voyage:</b>	A trip - normally associated with travelling on an ocean by ship.
<b>Wilderness area:</b>	An area not necessarily set-aside for nature conservation, but which may contain special eco-systems.

\*\*\*\*\*