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EMBEDDING SUSTAINABILITY SKILLS IN TOURISM EDUCATION AND TRAINING

Project No. : 2020-1-PL01-KA202-081845

Erasmus+

MODULE 2. SUSTAINABILITY-RELATED SKILLS AND INSTRUCTIONAL DESIGN APPROACHES	
Activity 1 – Actions speak louder than words	
Type of activity	**Active learning / Learning by doing**
Overview & learning objective	Teachers play a vital role in preparing students to meet future challenges. But as the old saying goes, "Actions speak louder than words." Leading a sustainable lifestyle and sharing your journey with students will be one of the most powerful ways you can inspire a new generation of sustainable tourism stewards and leaders. The main learning objective of this activity is the Knowledge of instructional design approaches suitable for teaching green skills and the Awareness of sustainability-related (green) skills required in the tourism sector.
Duration / timing	2 hours
Materials & environment	
Implementation procedure (instructions / trainers' notes)	I. Instruction II. Implementation process III. Debriefing & reflection **1st activity 30 min** For this activity, we suggest involving participants in 3 groups. After reading the paragraph 2.1 Overview of sustainability skills in the tourism sector of Module 2, Sustainability-related skills and Instructional design approaches, define the following concepts: - Existing green skills in current curricula; - Forgotten green skills. Following this methodology: Two paperboards will be spread on the room with the above-mentioned concepts (one concept per paper). Now read the **Next Tourism Generation** (pp.74-75, provided in the resources section) and, after a short brainstorming with the rest of the participants in your group, reflect on the differences you found. **2nd activity 15 min** Peer learning: After 15 minutes, the groups will be invited to form a big circle, and to bring the paper boards to the centre. They will be invited to share what has risen during the discussions, and the debriefing about the definitions should come up. **3rd activity 10 min** It is suggested to work individually. True Or False Take our 10-question quiz!

1. Tourism can produce both positive and negative impacts on the environment and on the society and culture of a destination area. (True)
2. The Carrying capacity of a destination is fixed and cannot be changed. (False)
3. Encouraging sustainable tourism development is a good example of the application of the societal marketing approach in tourism. (True)
4. One of the principles of sustainable tourism development is to improve the quality of life of the host community. (True)
5. Ecotourism is concerned both with the natural environment and the culture of local peoples. (True)
6. Eco-tourism holds that Visitors should rely on local lodging, transportation, and locally made products. (False)
7. A majority of the eco-tourism destinations are found in developing countries. (True)
8. Whereas geo-tourists are crazy about wildlife and charismatic megafauna and travel the world to see the most incredible animal migrations, eco-tourists are concerned with the local people and insist that they remain completely unchanged by visitors. (False)
9. It is the responsibility of either the business owner, manager or supervisor to set and lead staff on the business procedures and objectives in regards to achieving a sustainable workplace. (True)

4th activity 20 min
It is suggested to start to work individually.

GSTC Criteria are the result of a worldwide effort to develop a common language about sustainability in tourism. They are arranged in four pillars: (A) Sustainable management; (B) Socioeconomic impacts; (C) Cultural impacts; and (D) Environmental impacts.

How can you replicate them in your local context?

Please share with the others the reflections that emerged during this activity.

5th activity 30 min
Form small working groups: choose a project you know well and analyse it according to *ISO standards 21401* (from pp.13, paragraph 5.1, to pp.16, paragraph 7.4 included, provided in the resources section).
Then, please answer to the following questions:
- What good practices does it provide?
- How does it differ from the standards?

6th activity 15 min
After brainstorming with other groups on good practices, define an action plan that identifies the local stakeholders who may be involved in and what actions they should take.

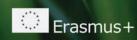|	
Tips & recommendations for trainers	- Beware of Student Overload. This feeling can disrupt the learning process. - Peer Engagement and Support. Engaging students in group discussions allows for the moments of problem-solving, debate, analysis, teamwork, and reflection. - Well-designed active learning can be both engaging and contribute to significant learning. - Embrace Interdisciplinarity. A critical and thorough understanding of issues related to environmental sustainability necessarily involves contributions from a wide variety of disciplines throughout the natural sciences, social sciences, and humanities.
Variations / possibility for adaptation	
Handouts & other resources	- Next Tourism Generation - ISO 21401 - First edition 2018-12, Tourism and related services — Sustainability management system for accommodation establishments — Requirements

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