



ESTET

**EMBEDDING SUSTAINABILITY SKILLS IN TOURISM
EDUCATION AND TRAINING**

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

MODULE 2. SUSTAINABILITY-RELATED SKILLS AND INSTRUCTIONAL DESIGN APPROACHES

Activity 2: Single-concept learning approach

Type of activity	Group training activity aiming to help participants understand the Single-concept learning approach, its advantages and applications in developing teaching-learning content related to sustainable skills in tourism.
Overview & learning objective	<p>Learning objectives:</p> <ul style="list-style-type: none"> - Acquiring knowledge on Single-concept learning approach - Gaining knowledge how to use the approach to construct teaching-learning content related to sustainable skills in tourism - Learning about the advantages and benefits of using this approach in teaching green skills in tourism
Duration / timing	2 hours
Materials & environment	<p>The session is planned for in-class group work. The excises are developed for work in small groups of 6 people (the number of people per group may vary depending on the total number of participants).</p> <p>It is needed a room with tables that enables the group works.</p> <p>Materials needed to perform the training session are:</p> <ul style="list-style-type: none"> - Multimedia presentation equipment; - Flipchart and markers; - For the tutor: 1 PC/laptop with Internet connection - For the working groups: Preferably 1 PC/laptop with Internet connection per group. Alternatively, participants can use their personal smartphones or tablets. - Prepare copies of Annex 1 and Annex 2 for each group (if the session is performed online send the annex as a file). <p>The training session can be organized and performed online. If the session is planned online, then it is needed a suitable online platform that will allow to complete all training activities and group workp such as Zoom, Skype, Jitsi Meet, etc..</p>
Implementation procedure (instructions / trainers' notes)	<p>I. Instruction (30 minutes)</p> <p>Begin with presentation of the project, yourself (trainers) and give time to participants to present themselves briefly.</p> <p>Give information about the training, its aims and structure – its parts and time frames.</p> <p>Present the theory related to the topic (what is instructional design approach, what is Single-concept learning approach, how it is used and applied in practice).</p> <p>Explain and give details about the practical exercises and tasks. Provide information about the expected results and deliverables and assign the time for the task.</p> <p>II. Implementation process (50 minutes)</p> <ol style="list-style-type: none"> 1. Divide the participants in small groups by any method.

	<p>2. Distribute Annex 1: List of Green skills and Annex 2: Content Card. Each group have to choose 1 skill from the list. In order to avoid overlapping Group 1 chooses from table 1 (Environmental skills), Group 2 chooses from table 2 (Socio-cultural skills), Group 3 chooses from table 3 (Green skills for the Economy). (10 min)</p> <p>3. The teams have to develop a learning content for the sustainable tourism-related skill that they have chosen. Groups can use the guidelines presented in Module 2. In order to gather information, the groups should make a research online. The instructor can guide them with key words, additional information, sources, websites, etc. The table in Annex 2 comprise the main elements (bites) of information that the groups have to find and add. (40 min)</p> <p>III. Debriefing & reflection (40 minutes)</p> <p>Groups present their findings and ideas. They can prepare PowerPoint presentation, use flipchart or just verbally present their content.</p> <p>Discussion during which participants can share their opinion, raise questions and debate regarding their findings and results.</p>
Tips & recommendations for trainers	It is very important that the trainer has the basic knowledge of the single-concept learning approach and how to use it. It is important also to have knowledge of the skills that are included in Annex 1, in order to support the group work when this is necessary.
Variations / possibility for adaptation	There is a possibility to adapt the exercise for blended or entirely online learning session. Additionally, this training can be suited for individual work. Participants can complete the task and submit their results and answers by email.
Handouts & other resources	Provide material on Module 2 to participants prior to the training session.

Annex 1: List of Green skills

Green skills for Environmental protection	Socio-Cultural Skills	Green skills for the Economy
<ul style="list-style-type: none"> • Eco-friendly Transport • Water Managements • Energy Management • Waste Management and 3 R's • Greenhouse Gas Emissions (GHG) • Biodiversity 	<ul style="list-style-type: none"> • Protecting Local Culture • Protecting Local Heritage • Involving Local Communities • Protecting Local Communities • Cultural and Heritage Sites • Collaboration and Partnership skills 	<ul style="list-style-type: none"> • Circular Economy • Sharing Economy • Local Products and Purchasing • Local Hiring • Onsite Recycling

Annex 2: Content Card

Introduction – what is the topic (environmental skills, socio-cultural skills, and green skills for the economy) and what is the connection with tourism. (1-2 sentences)	
Definition of the skill (1-2 sentences)	
Key point 1 – learning content (3-4 sentences/ table/ graph)	
Key point 2 – learning content (3-4 sentences/ table/ graph)	
Conclusion – very brief summary and the most important keywords from the content (1-2 sentences)	
Quiz – write down 3 close-ended questions for evaluation (also, include the possible answers).	

