



Introduction

The aim of this web site is to provide teachers with a means of

- delivering up to date material.
- using local examples.
- covering a wide range of geographical themes.
- integrating ICT with good classroom practice.
- examining the themes with a sustainable focus.
- applying the differentiated tasks according to ability.

What is Education for Sustainable Development?

“Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.”

(Panel for Education for Sustainable Development, 14 September 1998)

How to use site

The site is designed to allow teachers to integrate the material on the web site into their classroom practice. The material is available in a variety of formats to allow as wide a range of flexibility as possible. The material is available on CD-ROM, and on the Internet. The material can be accessed ‘live’ or downloaded to a single or cached computer.

The material covered within each section is sequential. However the individual topics of each theme may be examined separately. Initially each section is placed in a spatial context and then the relevant geographical themes are explored through a wide range of resources, with tasks and activities throughout. Within each section there is direct reference to the sustainable nature of the area in question. Each section has a terminal task in which the overriding themes are explored. Each section of the site has a Scheme of Work. This outlines the main Teacher activities, as well as pupil activities and links to other sites.

Therefore a wide range of approaches may be adopted when using the site.

- The material may be followed through from beginning to end in a linear fashion, using the tasks within the site and worksheets provided on the teachers’ site.
- Separate areas may be examined as part of a wider unit of work, as exemplar, or applicable tasks.
- Individual pieces of information may be lifted for use with KS3 students or older, or even to address different themes, or different subjects.
- Tasks may be set based on research from the material presented.



The aims of this section are that students will

- have an appreciation of the impact that tourism can have on a variety of areas.
- understand the importance of tourism for Northern Ireland.
- realise that tourism has to be developed in a sustainable manner both within Northern Ireland and beyond.

Learning Outcomes

By the end of this section the students will be able to

- Identify the various factors that have led to the growth of tourism worldwide.
- Recognise that tourism can bring advantages as well as major problems to an area.
- Appreciate that tourists to NI come from a wide range of places, and that these tourists bring significant economic benefits to the region.
- Appreciate that Northern Ireland has a wide range and variety of tourist attractions.
- Identify various tourist attractions in Fermanagh.
- Recognise that climate influences the type of tourism found within a region.
- Recognise that Fermanagh offers a wide range of tourist activities.
- Realise the significance of the Marble Arch Caves as a tourist attraction within Fermanagh.
- Understand how caves in a limestone region are formed – using the Marble Arch Caves as an example.
- Recognise that other activities may have a detrimental impact on tourism.
- Appreciate that informed decisions regarding the sustainable nature of the MAC as a tourist destination have to be made.



Scheme of Work - Tourism

Activity - exercise within the site. Individual / Group-work.
Worksheet - PDF printable downloadable file.
Differentiated - depending on ability, age range, differentiation can be upward or downward.

Topic titles	Learning outcomes	Teaching activities	Pupil activities	Further activities [Differentiation U - upwards D - downwards]
<ul style="list-style-type: none"> Introduction 	<ul style="list-style-type: none"> Identify the various factors that have lead to the growth of tourism worldwide. 	<ul style="list-style-type: none"> Definition of tourism and its growth since the 1950's. Outline the different types of tourist destination. 	<ul style="list-style-type: none"> Group-work Discussion of experiences of tourism, destinations, type, duration of trips/holidays etc. Investigate/recognition of images and text material. 	<ul style="list-style-type: none"> Worksheet A [D] Match the image to country and type of holiday.
<ul style="list-style-type: none"> Introduction - Sustainable tourism 	<ul style="list-style-type: none"> Recognise that tourism can bring advantages as well as major problems to an area. 	<ul style="list-style-type: none"> Outline some of the positive and negative factors that tourism brings to a country/ region. Explanation of the nature of sustainable tourism in a variety of contexts. (Terms - green tourism, eco-tourism). 	<ul style="list-style-type: none"> Group-work Investigate text material. Discuss definition of sustainability in context of tourism. 	<ul style="list-style-type: none"> Worksheet B[U][D]. Discuss/complete activity describing negative effects of tourism as shown by the images. Suggestions of what could be done to prevent this happening.
<ul style="list-style-type: none"> Arrivals 	<ul style="list-style-type: none"> Appreciate that tourists to NI come from a wide range of places, and that these tourists bring significant economic benefits to the region. 	<ul style="list-style-type: none"> Outline of the contribution tourism makes to the NI economy. Discussion of the table showing where the visitors to NI tourist attractions come from. 	<ul style="list-style-type: none"> Individual/ group-work Investigation of text material and images, discussion of significance of figures and means by which visitors arrive to NI. Activity Proportional flow diagram/map. 	<ul style="list-style-type: none"> Worksheet C [U][D]. Complete the proportional chart similar to the one available online. Further explanation of what the map illustrates.
<ul style="list-style-type: none"> Destinations 	<ul style="list-style-type: none"> Appreciate that Northern Ireland has a wide range of tourist attractions. 	<ul style="list-style-type: none"> Location of and categorisation of the main tourist destinations in NI. 	<ul style="list-style-type: none"> Individual/ Group-work Locating the variety of attractions, reading the text material, recognising attractions visited - local attractions and discussion of each factoid. Activity Drag and drop the attractions to the map. 	<ul style="list-style-type: none"> Worksheet D [U][D] Reinforcing activity, complete the map of NI, shading county, locating attraction and completing table.



Scheme of Work - Tourism Continued

Activity - exercise within the site. Individual / Group-work.
Worksheet - PDF printable downloadable file.
Differentiated - depending on ability, age range, differentiation can be upward or downward.

Topic titles	Learning outcomes	Teaching activities	Pupil activities	Further activities [Differentiation U - upwards D - downwards]
<ul style="list-style-type: none"> Fermanagh Destinations 	<ul style="list-style-type: none"> Identify various tourist attractions in Fermanagh. 	<ul style="list-style-type: none"> Location of Co. Fermanagh in relation to the rest of NI. Location of, and categorisation of the main tourist attractions in Fermanagh. 	<ul style="list-style-type: none"> Individual/ Group-work Investigation of the variety of attractions in Co. Fermanagh through text, map and photographs. Activity Drag and drop the attraction to the correct place on the map. 	<ul style="list-style-type: none"> E[D] Locate the main features of Fermanagh on the map. Where would you like to visit and why?
<ul style="list-style-type: none"> Fermanagh Climate 	<ul style="list-style-type: none"> Recognise that climate influences the type of tourism found within a region. 	<ul style="list-style-type: none"> Discussion of the climate in relation to activities available. Contrasted to the type of sun shine and beach holidays. 	<ul style="list-style-type: none"> Activity Group-work/ individual complete graphs through answering activity. Discuss differences with graph for Palma Majorca. 	<ul style="list-style-type: none"> Worksheet F [U][D] Draw and label temp/rainfall graph. Label and colour code using the techniques outlined. Describe as appropriate.
<ul style="list-style-type: none"> Fermanagh activities - sustainability report. 	<ul style="list-style-type: none"> Recognise that Fermanagh offers a wide range of tourist activities. 	<ul style="list-style-type: none"> Considering the sustainable aspect of the activities available. 	<ul style="list-style-type: none"> Group-work/ Individual Investigation and discussion of the range of activities, through text and photographs. Discussion of experiences in relation to the activities outlined. Activity completion of report for the sustainable development of two activities. 	<ul style="list-style-type: none"> Group-work Further research into activities available. Completion of research project, using information from site, and further research travel agents, tourist attractions, NITB, outdoor education centres.
<ul style="list-style-type: none"> Marble Arch Caves - case study 	<ul style="list-style-type: none"> Realise the significance of the Marble Arch Caves as a tourist attraction within Fermanagh. 	<ul style="list-style-type: none"> Case study - Marble Arch Caves General outline of where the caves are. Investigation of the features of the tour of the caves - the tourist experience. 	<ul style="list-style-type: none"> Group-work Investigate the text, photographs and images to build up an understanding of the MAC area. 	<ul style="list-style-type: none"> [D][U] What is a tour of the MAC like? Describe the features that you see on a tour.



Scheme of Work - Tourism Continued

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<ul style="list-style-type: none"> Marble Arch Caves - formation 	<ul style="list-style-type: none"> Understand how caves in a limestone region are formed - using the Marble Arch Caves as an example. 	<ul style="list-style-type: none"> How were the MAC formed? Presentation of the formation of limestone rock, and the main geological processes that resulted in the formation of the caves. 	<ul style="list-style-type: none"> Individual/ group-work Investigation of the text and diagrams showing the main cave forming processes, and limestone features. Identification of the features on block diagrams. 	<ul style="list-style-type: none"> Worksheet G [U][D] Completion of the passage explaining how caves were formed. Labelling of block diagram showing main limestone/landscape features.
<ul style="list-style-type: none"> Restoration of Cuilcagh 	<ul style="list-style-type: none"> Recognise that other activities may have a detrimental impact on tourism. 	<ul style="list-style-type: none"> Restoration of Cuilcagh Outline of the need for restoring the peat cutting area on Cuilcagh Mountain, and the associated impact on the water levels through the MAC. 	<ul style="list-style-type: none"> Activity group-work What would happen if... the peat was removed in increasing quantities from Cuilcagh Mountain. Discussion/ presentation of the significance to the caves of the management of the Cuilcagh area. 	<ul style="list-style-type: none"> [U][D] You are a conservationist. Outline what the reasons were for the restoration work on Cuilcagh Mountain.
<ul style="list-style-type: none"> Marble Arch Caves - Sustainability report 	<ul style="list-style-type: none"> Appreciate that informed decisions regarding the sustainable nature of the MAC as a tourist destination have to be made. 	<ul style="list-style-type: none"> Decision time Investigate the issues surrounding the sustainable nature of the MAC. 	<ul style="list-style-type: none"> Individual/ Group-work discuss the text files behind the different issues. Refer back to previous information throughout the site. 	<ul style="list-style-type: none"> [U][D] Individual/ Group-work Using evidence gathered from the site, complete a report outlining main findings on whether the MAC is a sustainable tourist attraction or not.