



# Teaching Guide 7

## Tourism

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Healthy and Sustainable Schools Programme 2nd Edition

# Preface

The Healthy and Sustainable Schools Programme is a result of Sazani Associates UK and Sazani Trust Zanzibar's ongoing partnership with the Ministry of Education to improve the quality of education and learning in Zanzibar.

The project is aligned with the Sustainable Development Goals and actively supports teachers and schools in achieving Global Education Target 4.7.

*By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development (UNSD, 2021).*

Focusing on the combined importance of key skills and healthy and sustainable life skills, we have revised and updated our series of fifteen Teaching Guides to support competency based curriculum linked learning.

The teaching materials are suitable for use in the last two years of primary across the transition to the first two years of secondary school.

There are fifteen Teaching Guides in this series, themed around topics that contribute to healthy and sustainable life styles within the context of Zanzibar, as follows:

- 1. Why we need to eat well**
- 2. Getting enough food**
- 3. Keeping food safe and clean**
- 4. Population and health**
- 5. Water**
- 6. Sanitation and waste**
- 7. Tourism**
- 8. Biodiversity**
- 9. Agriculture**
- 10. Fisheries and marine resources**
- 11. Energy**
- 12. Land transport**
- 13. Land use**
- 14. Climate change**
- 15. Participatory action learning**

Each Teaching Guide is themed and contextualized to bring Zanzibar and contrasting localities into a classroom setting and to make learning engaging and relevant to local livelihoods. Activities are gender responsive, participatory and proven to support numeracy, literacy, English language and critical thinking.

For more information please visit our website **[www.sazani.org](http://www.sazani.org)**

## Acknowledgements

This series of fifteen Teaching Guides has been adapted from Sazani Associates HSSP topic books by Rajab S. Ali, Safia M. Abdalla, Mwanawije M. Makame, Patrick Rutledge, Nicola Shone, Joshua Shawe and Rashid O. Shehe, with editorial review by Marilyn James and Dr Cathryn MacCallum. Graphic design and layout by Seven Six Design.

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#### Learning Activities – Tourism

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# 1

## Introduction

The learning content and activities in this Teaching Guide have been designed to be easily integrated across the curriculum. Throughout the resource, knowledge, skills, attitudes, and values are interlinked and are built into all the topic areas addressed.

We have revised and updated our series of fifteen Teaching Guides to support competency-based, curriculum linked learning and development by focusing on the combined importance of key skills including numeracy, literacy, critical thinking and English language for healthy and sustainable lifestyles. The teaching materials are suitable for use in the last two years of primary across the transition to the first two years of secondary school.

There are different methods of displaying this information, through text, tables, diagrams, images and activities. Each activity includes icons to illustrate which curriculum area and which key skills are used as summarized in the tables below.

### Key skills

Numeracy	Literacy	Critical thinking	English language	Creativity
				

Activity / STD V-VI	Maths	English	ICT	Civics	Geography	History	Science	Religion	Arabic
Tourist areas in Zanzibar		X		X	X	X	X		
Tour guides		X		X	X	X	X	X	
Postcards to Wales / Zanzibar		X			X		X		
Impact of tourism debate		X		X	X	X	X		
Ecotourism		X		X	X		X		
Seeking solutions		X		X	X	X	X	X	X
Tourism in the long term				X	X		X		

Activity / Form 1-2	Maths	English	ICT	Civics	Geography	History	Biology	Chemistry	Physics	Religion	Arabic
Tourist areas in Zanzibar		X		X	X	X	X				
Tour guides		X		X	X	X	X	X		X	
Postcards to Wales / Zanzibar		X			X		X				
Impact of tourism debate		X		X	X		X				
Ecotourism		X		X	X		X				
Seeking solutions		X		X	X	X	X	X			
Tourism in the long term				X	X		X				

## 2

## Topic overview

### Key words

**Tourism:** when people travel for pleasure they are called tourists. Tourism is the business of encouraging and supporting tourists.

**Domestic tourism:** when people travel for pleasure within the country that they live in.

**International tourism:** refers to tourism that crosses national borders.

Tourism is the movement of people who travel for leisure and usually involves a stay away from their home. The tourism industry looks after the needs of tourists, helping them travel to new destinations while providing them with things to do and places to stay where they can enjoy themselves and a different pace of life.

### 2.1 Types of tourism

Domestic tourism involves residents of one country only travelling within that country. For example, local Zanzibari's travelling from Zanzibar town to Jozani conservation forest.

International tourism involves people travelling from one country to another for recreational or business purposes. For example, the movement of Sazani Associates UK who travel from Wales to Kilimanjaro (Tanzania).



## Key words

**Economic growth:** refers to the increase in the value of goods and services produced by an economy. It is conventionally measured as the rate of increase in Gross National Product.

**Agriculture:** the entire practice of farming from preparation of the ground, or breeding practices, through to producing products and selling them.

**Hotel:** a place that provides lodging and meals for tourists.

**Climate:** is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years.

**Monuments:** a structure (as a building, stone, or statue) made to keep alive the memory of a person or event.

**Tradition:** the handing down of information, beliefs, or customs from one generation to another.

**World Heritage Site:** are places in the world which are very important from the cultural or natural point of view.

**Foreign exchange rate:** exchange rate, also known as the foreign exchange rate, is how much one currency is worth compared to a different one.

**Infrastructure:** the facilities which support modern human life. Main examples are: water supply, sewage plants, housing, roads, cable networks, food supply facilities, schools, hospitals, airports, community meeting places, business and government buildings, bridges, railways.

**Government revenue:** or National revenue is money received by a government from taxes and non-tax sources to enable it to undertake government expenditures.

**Historical sites:** is an official location where pieces of political, military, cultural, or social history have been preserved due to their cultural heritage value.

**National Park:** an area of countryside, or occasionally sea or fresh water, protected by the state for the enjoyment of the general public or the preservation of wildlife.

**Ecosystem:** a biological community of interacting organisms and their physical environment.

**Migratory wildlife:** is the relatively long-distance movement of individual animals, usually on a seasonal basis.

**Archipelago:** an extensive group of islands.

**Semi-autonomous:** having a degree of, but not complete, self-government.

**Culture:** a pattern of behavior shared by a society, or group of people.

**Consumerism:** a social and economic order that encourages the acquisition of goods and services in ever-increasing amounts.

Tourism in Zanzibar first started in 1965 as a friendship between Zanzibar and the Tanzanian mainland through an organization called Friendship Tourist Burrows. Their main aim was to consolidate friendship between Zanzibari's and Tanzanians. Zanzibar tourism began to flourish in the 1980s and is still a relatively new industry.

In the 1990's, the Government of Zanzibar declared tourism to be the leading driver of economic growth and in recent years, tourism has become the biggest industry, replacing agriculture. There are now 173 tourist hotels in Zanzibar in 2020 compared to 141 hotels in 2011. Most of these hotels are in the northern tip of the Island of Unguja and only 14 in the Island of Pemba.

Information from: <http://www.ipedr.com/vol8/21-S10025.pdf>

The vision of the Government of Zanzibar regarding tourism is 'To become one of the top tourist destinations of the Indian ocean, offering an up market, high quality product across the board within the coming seventeen years.' The number of tourists visiting Zanzibar can be seen in the table:

Year	2009	2017	2018	2019
Number of tourists	134,954	376,242	520,809	538,264

The Zanzibar tourism industry is to a great extent reliant on the Italian economy. The disadvantage of this is that should the Italian economy decline due to external events such as a recession, this will have a negative impact on the tourism industry in Zanzibar as the number of Italian tourists to Zanzibar declines.

### 3.1 Why do tourists come to Tanzania?

Tourists travel to new and exciting destinations, often quite different to their own environment, looking for pure escape from their usual routine and have fun. Many want to enjoy warmer climates whilst some go to the mountains for hiking holidays. Some enjoy game parks or safaris whilst others prefer cultural holidays, spending their time visiting monuments and sites. Many tourists combine at least two of these on a holiday.

- Zanzibar offers a warm climate with sunny spells throughout the day. It also has an attractive landscape with its caves, white sandy beaches and clear sea and tropical vegetation. Even the name, Zanzibar, evokes an array of sentiments and has been described as a place that is exotic and has a range of biodiversity.
- Zanzibar offers a vibrant and rich culture and tradition, that include customs and norms such as wearing style khangas and dancing to traditional music e.g., taarab.
- Zanzibar is the home to famous prehistoric site Stone Town. The town has the oldest buildings of the whole East African Coast dating from 19th century, portraying the cosmopolitan society based on its architecture and culture. The site is famed by its buildings such as Museum of Beit el Ajaib, People's Palace Museum, Former Slave Market Site, the Old (Arab) Fort, the Hamamni Baths, St. Joseph Catholic Church, Peace Memorial Museum etc. The town has now become a World Heritage Site under UNESCO since 2000, this helps increase Zanzibar's profile and image.
- Tourists also seek outdoor adventures, sporting activities such as scuba diving, snorkeling, deep-sea fishing, big-game fishing, catch-and-release, dolphin watching and others.

### 3.2 Importance of tourism in Zanzibar

- Source of employment as some locals are employed in the tourism industry as guides and many live on the revenue made from selling traditional Zanzibari clothes and carvings.
- Source of foreign exchange as it improves the country's infrastructure especially in the areas where tourist attractions are situated e.g., roads and water transports.
- Promotes international relations between countries for encouraging economic, social, and political well-being.
- Source of government revenue.
- Encourages conservation of wildlife and protection of historical sites.

### 3.3 Tourist attractions in Tanzania



#### Tanzania Mainland: Mount Kilimanjaro

Kilimanjaro is Africa's highest peak (5,895 m) and Tanzania's most iconic image. Mount Kilimanjaro, unlike other parks in northern Tanzania, is not visited for the wildlife but for the chance to stand in awe of this beautiful snow-capped mountain and, for many, to climb to the summit. Mount Kilimanjaro can be climbed at any time, although the best period is from late June to October, during the dry season. Kilimanjaro, a World Heritage Site, was formed over 1 million years ago by volcanic movement along the Rift Valley. Three volcanic cones – Shira, Kibo, and Mawenzi – came to be about 750,000 years ago. The highest point is Uhuru Peak on Kibo, which is one of the Seven Summits of the world.





## Serengeti National Park

Serengeti National Park is a Tanzanian national park in the Serengeti ecosystem in the Mara and Simiyu regions. It is famous for 250,000 zebra and for its numerous Nile crocodiles. It is the most famous for the annual wildebeest migration, but you can also see the Big Five here, and nearly 500 species of birds have been recorded on the Serengeti. As the second largest national park in Tanzania. The best months for wildlife viewing in Serengeti National Park are between December and June. The wet season is from March to May, with the coldest period from June to October.



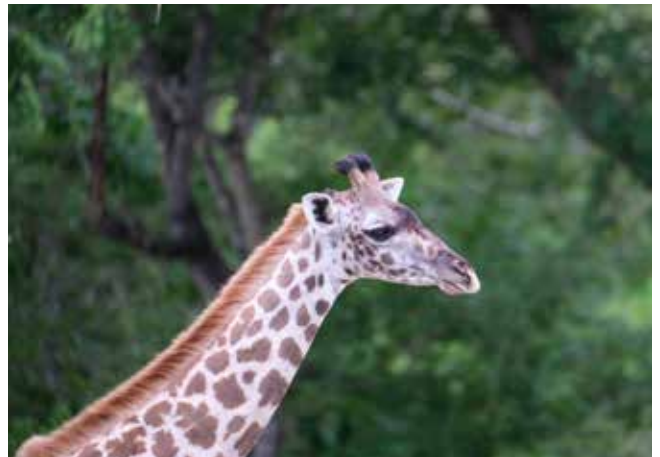
## Ngorongoro National Park

The Ngorongoro Conservation Area (Protected site) is a conservation area located between the Serengeti and Lake Manyara, the Ngorongoro Conservation Area is home to the famous volcanic Ngorongoro Crater and is one of Tanzania's most popular wildlife viewing areas. This huge volcanic crater has a permanent supply of water, which draws thousands of animals which stay in this area rather than migrating. Thousands of animals can be seen on the crater floor, including lions, elephants, rhinos, Thomson's gazelles, and buffaloes, but wildebeests and zebras account for over half of the animals that call the Ngorongoro Crater home.



## Lake Manyara National Park

Lake Manyara National Park is comprised of forest, woodland, grasslands, and swamps. Two-thirds of the park is covered by water. Lake Manyara is host to thousands of flamingos, at certain times of a year, as well as other diverse bird life. The highlight of Lake Manyara Park is the large population of elephants, tree-climbing lions, and hippos, which can be observed at a much closer range than in other parks. This park is also home to the largest concentration of baboons in the world.



## Selous Game Reserve

The Selous Game Reserve is one of the largest faunal reserves of the world, located in the south of Tanzania. The reserve covers a total area of 54,600 km<sup>2</sup> and has additional buffer zones. Within the reserve no permanent human habitation or permanent structures are permitted. Some of the typical animals of the savanna can be found in this park in larger numbers than in any other African game reserve or national park.





## Tarangire National Park

Tarangire National Park established in 1970. It is best visited in the dry season from July to September when the animals gather along the river. During the dry season, Tarangire National Park has one of the highest concentrations of migratory wildlife. Wildebeest, zebra, buffalo, impala, gazelle, hartebeest, and eland crowd the lagoons. The park is also known for its large population of elephants, and the baobab trees that dot the grassy landscape.



## Amboni Caves

The Amboni Caves are the most extensive limestone caves in East Africa. They are located 8 km north of Tanga City in Tanzania off the Tanga-Mombasa road. It covers an area of 234 km<sup>2</sup>. According to researchers the area was under water some 20 million years ago. There are altogether ten caves but only one is used for guided tours.



## Mafia Island

Mafia Island (“Chole Shamba”) is an island and district in Tanzania. The island is part of the Zanzibar Archipelago, but has never been included in the semi-autonomous region of Zanzibar which is politically separate. Mafia Island forms its own district, one of the six in the Pwani Region which also includes parts of the mainland.

### 3.4 Impacts of tourism

Positive impacts of tourism	Negative impacts of tourism
Creation of local job opportunities.	Child labour.
Development of infrastructure and construction industry, improvements in transport e.g. roads, airports.	Lots of waste created; need for new landfills and litter. Increased air pollution, habitats destroyed. Increased use of pesticides, more land required, loss of natural areas.
Diversification of economic systems in a country.	Countries' economies are becoming highly dependent on tourism.
Creates demand for locally produced goods and food.	Consumerism accelerated, rise in product prices and higher energy consumption.
Government can raise money from tax and other levies.	International tourist providers outcompeting locals and not contributing to Zanzibar economy.
Protection and conservation of wildlife practice.	Environmental degradation and destabilization of ecosystems and habitats for animals such as turtles.
Bringing people together irrespective of colour, religion or race because people understand different cultures.	Destruction of local culture, cultural conflicts and cultural erosion, loss of cultural identity e.g. in music, dress, drunkenness, crime, violence.

### Key words

**Seaside resort:** is a resort town or resort village, or resort hotel, located on the coast.

**Natural assets:** are assets of the natural environment. These consist of biological assets (produced or wild), land and water areas with their ecosystems, subsoil assets and air.

**Motorway:** a dual-carriageway road designed for fast traffic, with relatively few places for joining or leaving.

**Disposable income:** income remaining after deduction of taxes and social security charges, available to be spent or saved as one wishes.

**Eco-tourism:** tourism directed towards exotic, often threatened, natural environments, intended to support conservation efforts and observe wildlife.

**Environmental protection:** is the practice of protecting the natural environment by individuals, organizations and governments.

**Site of Special Scientific Interest:** is a formal conservation designation. Usually, it describes an area that's of particular interest to science due to the rare species of fauna or flora it contains – or even important geological or physiological features that may lie in its boundaries.

**European Commission Habitats Directive:** ensures the conservation of a wide range of rare, threatened or endemic animal and plant species.

Pembrokeshire is a county situated in the south west of Wales. Tourism in Pembroke dates from the 18th century, but really boomed in the 19th century as beautiful Welsh seaside resorts such as Tenby attracted tourists to take advantage of the mild climate and healing properties of seawater.

In addition to Pembrokeshire's natural assets which many tourists cited as the main reason for their visit to the area, several factors have contributed to its growing popularity among visitors:

- ➊ Increased accessibility to areas of beautiful countryside via the M4 motorway and the second Severn crossing.
- ➋ Increased car ownership has allowed people greater freedom and flexibility in where they can get to, and what to take with them.
- ➌ Higher disposable incomes have led to an increase frequency in holidays.
- ➍ People are more interested in heritage and the environment.
- ➎ Better clothing and equipment mean that it is possible to participate in outdoor activities all year round.
- ➏ Government initiatives have increased the number of attractions in the countryside.
- ➐ An increase in the number of elderly people, who enjoy an active lifestyle.

Given the growth in tourism in the past decade, there is now an acknowledged need to identify and address this economic growth on the natural resources and its impact on the environment, which attracts the visitors in the first place.

## 4.1 Growth of tourism in Wales

Tourism is now the single largest contributor (in terms of £ gross value added) to the local economy, displacing the economic importance of traditional, land-based industries, such as agriculture / forestry.

## 4.2 Conservation and management of the environment

A range of government and non-government organisations contribute to the management of eco-tourism in Pembrokeshire by balancing protection of the environment with the economic benefits of new tourist developments. Pembrokeshire's diverse, and relatively unspoilt, coast and countryside has led to the establishment of several designated areas within which there is some level of environmental protection.

The most important of these is the Pembrokeshire Coast National Park (case study) but in addition there are several national natures reserves (Skomer Island, Grossholm and Ramsey Islands, Stackpole, Pengeli Forest and Pentre Ifan Woods) the waters around Skomer and the Marloes Peninsula make up one of only two marine nature reserves in Britain and are internationally recognised for their wildlife. There are several Sites of Special Scientific Interest (SSIs), several of which have nationally important biological and geological feature e.g., the coastline from freshwater east to Skrinkle haven. The Pembrokeshire Islands and Milford haven waterway are also a candidate special area of conservation under the European habitats and species directive.

### 4.3 Case study: Pembrokeshire Coast National Park



The Pembrokeshire Coast National Park is one of the 11 national Parks in England and Wales, established under the provision of the National Parks and access to the Countryside Act in 1949. National Parks were established to guarantee that a fragile and valuable location has a guardian to protect its natural distinction for present and future generations.

The National Park authority balances the encroachment and over-development while sustaining the park's appeal to visitors. As the foundation of Pembrokeshire's tourism economy, the National Park status is also a valuable signal to time pressed travelers that this is a place deserving a visit – somewhere to enjoy the natural beauty, wildlife, and cultural heritage of the area.

## Key words

**Hygiene:** conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.

**Chlorine:** the chemical element chlorine is a gas with a strong, distinctive smell. It is poisonous to humans, but in small amounts it is used to make drinking water and water in swimming pools safe to use.

**Europeans:** a native or resident of Europe.

For many years the focus for tourism in Zanzibar and around the world has been in generating income for economic development and creating employment. In 2019, the tourism sector employed directly from the government around 33,000 people and in indirectly 60,000 people are employed within the sector.

Study the table below related to tourism in Zanzibar in 2005. What do these figures indicate about the importance of tourism in the economy?

Description	Facts
International tourists	538,264
Tourist nights	752,658
Tourist's expenditure (in us dollars)	\$166
Number of accommodations	608
Number of rooms	10,670
Number of beds	17,325
Tour operators	392
Diving centers	49
Tour guides	550
Restaurants	90
Tourism employment (direct)	33,000
Tourism employment (indirect)	60,000
Average annual tourism growth rate (%)	3.4
Percentage of tourism in Zanzibar foreign direct investments	60%

Source: Zanzibar Commission for Tourism 2020.

## 5.1 Tourism and resource use

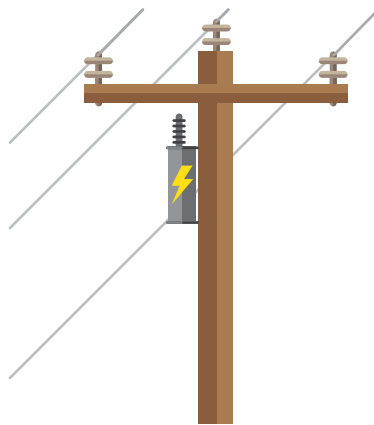
Tourists are known to use up a greater number of resources than the local population in many parts of the world where tourism is the most important activity.

### Did you know?

- In Nepal for example, trekkers use three times more firewood than the locals.
- A golf course in Thailand uses as much water as 60,000 villagers!

Zanzibar has a population of approximately 1,000,000 and receives more than 170,000 tourists a year. Think of all the things tourists will need while on holiday. Compare these to what locals need and use. Can we meet everyone's needs? In Zanzibar, hotels spend a lot of money on energy and water bills each year. Tourists use up several local resources while on holiday. These include:

- **Water** – an average tourist uses much more water in one day than a local person does. What do they need so much water for? Tourists visiting hot and humid tropical countries shower more frequently during the day. Many expect clean towels and bed linen every day. Food preparation and general hygiene around the hotels requires a lot of water, so does keeping the lawns and gardens green. Swimming pools must be filled up on a regular basis and chlorine added to purify the water.
- **Energy** – the high temperatures and humidity are often unbearable for many Europeans who form the bulk of our tourists. Consequently, hotels must provide air-conditioning in most rooms to ensure the comfort of clients. These systems may be left running for hours and therefore use up a lot of energy.
- **Food** – a wide range of items feature on the menu of hotels each day. What percentage of the food is grown locally? How much of the food prepared is consumed in any one day? What happens to leftover food?



Local authorities and many hotel owners are now more concerned about the state of the environment and about keeping it attractive and healthy enough so that this maintains the inflow of tourists.



### Key words

**Indigenous people:** are the first people who lived in any region, and not later immigrants.

**Fragile state:** is a country characterised by weak state capacity or weak state legitimacy leaving citizens vulnerable to a range of shocks.

**Limited resources:** the quantities of available labor, capital, land and entrepreneurship used for the production of goods and services are finite.

**Investment:** the act of putting out money in order to gain a profit.

**Visitors center:** is a physical location that provides tourist information to visitors.

**Zero-carbon accommodation:** accommodation with a very high energy efficiency rating.

Ecotourism is a sub-branch of sustainable tourism that focuses on conserving the natural, historical, and cultural heritage and relaying information about Zanzibar heritage to visitors. Ecotourism also involves the local, indigenous people in the planning, development and operational aspects of ecotourism activities as well as sharing the benefit from such activities. Today ecotourism accounts for 20% of all international travel.

Ecotourism is important for Zanzibar because it is a fragile country with limited resources and ecotourism has the potential to generate employment with little investment required.

A good example of an ecotourism project in Zanzibar is the Chumbe Island Coral Park, which manages and conserves the unique marine and terrestrial ecosystems. The park was established in 1998 to manage the Chumbe Island reef sanctuary and the forest reserve and provide educational information to visitors. It includes a visitor's centre and an eco-lodge, which is a zero-carbon accommodation for tourists to stay. For recreation, tourists can engage in swimming, snorkeling and underwater photography. The park does not allow fishing, thus conserving the marine terrestrial life.



Chumbe Island Coral Park.

**The rule when travelling  
in natural areas:**

**“Take nothing  
but photographs  
and leave nothing  
but footprints.”**

# 7

## What we have learned:

- Tourism is one of the largest income generators in Zanzibar increasing demands on the environment.
- Tourists do not have to travel from outside of your country, even within the country you can be a tourist.
- Tourists use many resources in the host country.
- We need to find ways to minimise the damage caused by the rapid growth of tourism in Zanzibar.
- Ecotourism reflects greater awareness of the need to use natural resources wisely whilst benefiting local communities.

Knowledge and skills	Attitudes and values
Resources used by tourists; appreciate the impact of tourism on resources available; analyse and interpret statistics.	Appreciate that resources are finite; be responsible in sharing resources; finding solutions / alternatives to environmental problems.

# 8

## Learning activities

### How How How activity

Refer to the **How How How activity** detailed in the “Participatory Action Learning” book to help the student explore different ideas and concepts and challenge each other’s points of view.

# Activity 1: Tourist areas in Zanzibar



## Resources required:

- ▶ Large piece of paper (one per group)
- ▶ Pens and pencils
- ▶ Please note – this may be done as a discussion piece without paper

## Set up:

Prepare the below questions, these can be written on the board, put on worksheets or handed out as question cards:

1. Where do we live? Each group to think of the names of places in Zanzibar that they think a visitor would like to see.
2. What are these areas like?
3. Can these areas be grouped together as beaches / buildings / wildlife / national parks etc.?
4. Why are these places attractive to visitors?
5. How can we look after these places so that they are not destroyed?

## Activity:

- ▶ Place learners into groups.
- ▶ Ask learners to write down their answers to the questions after discussing each question as a group.

## Review:

The following questions or points may be used to review the activity:

- ▶ Each group can feedback their answers to the rest of the class, where another group has already given the same example learners can demonstrate any additional points their group had.

## Activity 2: Tour guides



### Resources required:

- ▶ List of tourist attractions in mainland Tanzania and Zanzibar

### Set up:

Prepare a list of tourist attractions in mainland Tanzania and Zanzibar, these may include:

- ▶ National Parks.
- ▶ Safari tours.
- ▶ Mountains.
- ▶ Beaches.
- ▶ Historical buildings.

OPTIONAL – A reward can be prepared for the best advert.

### Activity:

- ▶ Divide the class into groups of 5 – 10 learners.
- ▶ Give each group a tourist attraction.
- ▶ Ask the group to act out an advert for their tourist attraction.
- ▶ Learners should assign roles for themselves that they would expect to exist at the tourist attraction, for example:
  - ▶ National Park Ranger.
  - ▶ Beach Tour Guide.
  - ▶ Beach Life Guard.
  - ▶ Tour Boat Captain.
  - ▶ Safari Guide.
- ▶ Learner's advert should cover how they would welcome tourists, how they would give them a tour and what the tourists would do at the attraction.

### Review:

The following questions or points may be used to review the activity:

- ▶ The class can vote on which advert attracted them the most and a reward given to the group.
- ▶ Learners can produce in groups a leaflet promoting their tourist attraction.

## Activity 3: Postcards to Wales / Zanzibar



### Resources required:

- ▶ Small pieces of paper / postcards (please note this can be done as a paired partner stand up presentation, without paper)
- ▶ Pens and pencils

### Set up:

Provide each learner with a small piece of paper and a pen.

### Activity:

- ▶ Each learner can select a place in Zanzibar that tourists like to visit.
- ▶ Learners should write a postcard to a pupil in Wales describing the location and state why they think it would be a good place to visit.

### Review:

The following questions or points may be used to review the activity:

- ▶ Learners can trade postcards between each other and then write a response from the perspective of a pupil in Wales.

## Activity 4: The impact of tourism debate



### Resources required:

- Impacts of tourism – page 11

### Set up:

Hand out or display the table on page 11 that details the impacts of tourism.

### Activity:

- Divide the class into two teams, if teams are too large then some learners can form a “Panel of the debate” and judge the outcome.
- One team will explore the advantages of tourism and argue the point that it is good for Zanzibar.
- The other team will explore the disadvantages of tourism and argue the point that it is bad for Zanzibar.
- Give the two teams 10 minutes to collect their points ready for the debate.
- Sit the teams opposite each other and begin the debate.
- The panel should invite one argument at a time from each team and give the opposing team a chance to counter argue the other teams.
- The panel can award points after each argument and counter argument to each team (points to go to the more convincing argument).
- The teacher can keep score on the board, with the most points winning the debate!

Please note this activity can also be done as mini debates with the teacher circulating.

### Review:

The following questions or points may be used to review the activity:

- The panel can summarise the debate and provide feedback to both teams about how persuasive their arguments were. The panel could also suggest any points that they have considered but were not spoken about.

## Activity 5: Ecotourism



### Resources required:

- ▶ Paper
- ▶ Pens and pencils

### Set up:

Copy or display the below table on to the board which presents 3 examples of tourist activities that involve taking tourists into nature:

Tourist activity	Conventional tourism approach	Ecotourism approach
Dolphin / whale / shark watching	Try to get as many tourists as close as possible with the best view. Bait (chum) used to guarantee sightings.	Shutting off engines within a good distance of the animals and limit noise.
Safari	When animals sighted all safari guides informed and as many tourists as possible brought to see the animal.	Limited number of vehicles allowed at any animal sighting.
Diving / snorkelling	Tourists are taken to coral reefs at any time with no limit to the number of divers allowed in an area.	Tourists given briefings not to touch coral or fish. Limited numbers of divers allowed at any one time.

## Activity:

- Ask learners to observe the table on the board and explain that conventional tourism focusses on fulfilling the desires of the tourist for maximum profit without concern to the impact on the environment and local people, whereas ecotourism is concerned about the conservation of nature and the well-being of the local people.
- Place learners into groups and assign the groups a tourist activity that involves taking tourists into nature (these can be new activities or use the examples in the table).
- Ask learners to draw the table.
- Ask learners to list as many conventional tourism approaches they can think of for their activity? Learners can look at the examples in the table for inspiration.
- Remind learners that conventional tourism focuses on fulfilling the desires of the tourist for maximum profit as the primary goal while remaining neutral to other considerations such as impact on the environment.
- Ask each group to come up with ideas of how to adapt their ideas for conventional tourist approaches to be more eco-friendly and sustainable, therefore taking an ecotourism approach to the activity.
- Have learners present their ideas back to the rest of the class.

## Review:

The following questions or points may be used to review the activity:

- Is taking an ecotourism approach important? Why?
- Are there any disadvantages to taking an ecotourism approach?



## Activity 6: Seeking solutions



### Resources required:

- ▶ Paper
- ▶ Pens and pencils

### Set up:

Refer to “Section 4 – Tourism in Pembrokeshire”.

### Activity:

- ▶ Hand out copies, display on the board or have learners read out “Section 4 – Tourism in Pembrokeshire”.
- ▶ Ask learners to write down their answers to the following questions:
  - ▶ Why have increased numbers of tourists been travelling to Pembrokeshire?
  - ▶ What have government and non-government organisations done to contribute to an eco-tourism approach in Pembrokeshire?
- ▶ Ensure learners have had reasonable amount of time to write down their answers.
- ▶ Once learners have all written their answers place them into groups.
- ▶ In their groups learners can trade their written answers and add anything the other learners have missed.
- ▶ Learners can then answer the following questions collaboratively:
  - ▶ Are there any ecotourism approaches used in Pembrokeshire that could be used in Zanzibar?
  - ▶ Are there any ecotourism approaches used in Zanzibar that could be use in Pembrokeshire?

### Review:

The following questions or points may be used to review the activity:

- ▶ After learners have discussed their answers have each group feedback their ideas to the rest of the class. Write some of the answers on the board.

## Activity 7: Tourism in the long term



### Resources required:

- ▶ Paper
- ▶ Pens and pencils

### Set up:

Use the table showing tourism figures on page 14 and write it out on the board (or photocopy and hand out).

### Activity:

- ▶ Place learners into pairs
- ▶ Ask learners to consider what the graph shows them?
- ▶ Ask learners to come up with questions for their partner based off the table.
- ▶ Learners can ask each other their questions and attempt to answer them.
- ▶ The teacher can then go round the pairs and ask them to share their questions and answers with the rest of the class.

### Review:

The following questions or points may be used to review the activity:

- ▶ What do you think will happen to the tourist figures by 2025?
- ▶ What implications will this have for the environment?



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