SUSTAINABLE TOURISM AT THE RAILWAY

TRAIN OF THOUGHTS

📊 LEVEL

Year 11

Geography Unit 2 Tourism: Issues and Challenges

📖 ACTIVITY DESCRIPTION

The study of tourism at local, regional, and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. There is an interconnection between places tourists originate from and their destinations, through the development of communication and transport infrastructure, employment, cultural preservation and acculturation.

Different types of tourism can be found at various locations across the world with key characteristics distinguishing the domestic and international tourism market and different characteristics across ethical tourism, adventure tourism, cultural tourism, and all other forms. Tourist destinations and organisations, such as Puffing Billy Railway, will collate this data to inform their future endeavours, marketing, and financial decisions.

In pairs or small groups students will research two types of tourism, cultural tourism and adventure tourism, factors influencing one of these types of tourism at two locations and interpret, sort, and represent this data in a multimedia presentation to their peers.

💡 THEME

Area of Study 1 – Characteristics of Tourism

Area of Study 2 – Impact or tourism: issues and challenges

💻 MATERIALS REQUIRED

• "Train of Thoughts" worksheet

• "Train of Thoughts" task description

• Presentation rubric (for students)

• Electronic devices with access to the internet

• Microsoft PowerPoint or access to other multimedia/presentation programs

📋 INSTRUCTIONS

1. As a whole group activity introduce the concept of tourism – local, domestic and international. Show students examples of each.

2. Show students pictures of tourism destinations. As a group have students classify them as local, domestic, or international. Discuss.

3. Discuss domestic, inbound, and outbound tourism. Show students examples of each. Get them to classify them.

4. Discuss different types of tourism. Using the previous examples get students to classify the type of tourism they are seeing.
   – focus on Cultural Tourism – discuss positive and negatives to the area.
   – focus on Adventure Tourism – discuss positive and negatives to the area.

PART A – INFORMATION GATHERING

1. Distribute "Train of Thoughts" worksheet and "Train of Thoughts" task description. Ask students to complete the worksheet using the information they learnt from the class discussion. Students are to use the "Train of Thoughts" task description for the next activity.

2. Split students into pairs or groups (teacher's choice).

3. Ask students to research, locate and evaluate either two Adventure Tourism Destinations in Australia **or** two Cultural Tourism Destinations in Australia. The aim of this task is to provide students with the skills to research, evaluate and market various tourism destinations in Australia.

Give students time to research online the differences between the two destinations. Students will need to take note of where they are finding this information and if the sources are reputable.

PART B – PRESENTATION OF FINDINGS

Teachers to allocate an appropriate amount of time to Part A. Once Part A is complete students will present their findings in a multimedia presentation. Teachers and students can use the attached Rubric to provide feedback and assessment of student's presentations on their chosen tourism destinations.

EXTENSION: Once this activity is complete students can start to develop a list of questions they would like to ask visitors at tourism destinations. This can prepare them for their visit to Puffing Billy Railway.

✅ SUGGESTIONS FOR ASSESSMENT

Ability to follow step by step guided instructions and successfully interpret secondary data to construct a map of Puffing Billy Railway.

🔍 BACKGROUND INFORMATION

According to the United Nations World Tourism Organisation (UNWTO), tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours, but not more than one consecutive year. These people may travel to countries or places outside their usual environment for personal or business/professional purposes. The scale of tourist movements since the 1950s and its predicted growth has had, and continues to have, a significant impact on local, regional and natural environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

There are three basic forms of Tourism: Domestic Tourism, Inbound Tourism, and Outbound Tourism.
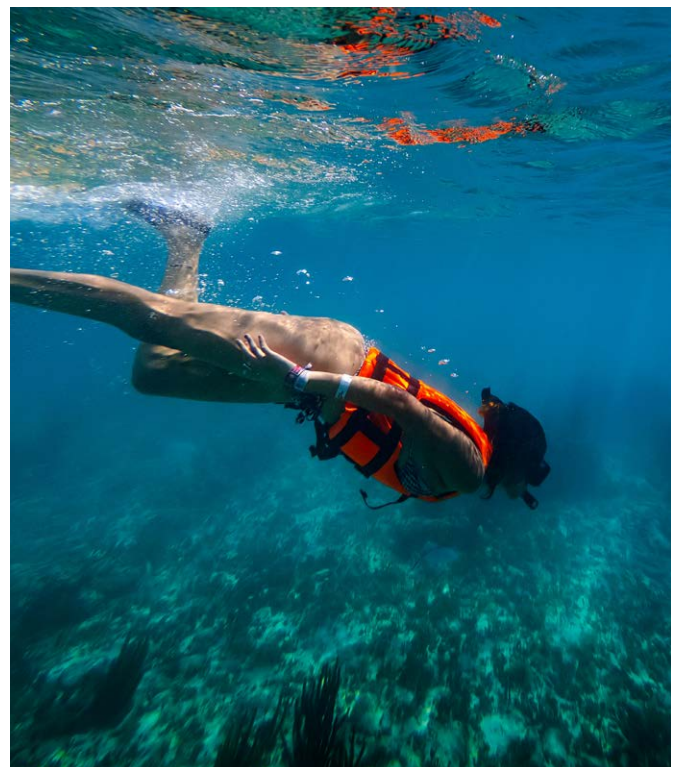
Domestic tourism refers to activities of a visitor within their country of residence and outside of their home (e.g. An Australian visiting other places in Australia).

Inbound tourism refers to the activities of a visitor from outside of their country of residence (e.g. a Spaniard visiting Australia).

Outbound tourism refers to the activities of a resident visitor outside of their country of residence (e.g. an Australian visiting an overseas country).

What is the difference between Inbound and Domestic Tourism? Domestic tourism currently accounts for approximately 65% of all tourism in Australia. International visitors make up the remaining 35%. International tourists usually travel for longer and spend more money than domestic travellers – hence the appeal!

TYPES OF TOURISM

The tourism industry is a collection of diverse service industries, supplying the services demanded by the consumers (the tourists). Included in the industry are: travel agents, banking services, insurance services, luggage suppliers, taxi/bus/car hire, tour guides, accommodation, shops, laundry/dry cleaning, etc.

There are multiple types of tourism. Some of which are listed below.

Types of Tourism:
• Group/Package tours
• Adventure Tourism
• Medical Tourism
• Sports Tourism
• Agricultural
• Educational Tourism
• Ecotourism
• Sex Tourism
• Cultural Tourism
• Extreme Sports
• Religious Tourism
• Dark Tourism

You can find out more about the different types of tourism, including examples, at various websites including:

https://guides.loc.gov/tourism-and-travel/ecotourism

https://www.tourism.australia.com/en/insights/industry-sectors.html

https://tourismnotes.com/adventure-tourism/

CULTURAL TOURISM

According to the definition adopted by the UNWTO (The World Tourism Organisation) General Assembly, at its 22nd session (2017), Cultural Tourism implies "A type of tourism activity in which the visitor's essential motivation is to learn, discover, experience, and consume the tangible and intangible cultural attractions/products in a tourism destination. These attractions/products relate to a set of distinctive material, intellectual, spiritual, and emotional features of a society that encompasses arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries and the living cultures with their lifestyles, value systems, beliefs and traditions".

ADVENTURE TOURISM

Adventure tourism is tourism that involves any kind of activity or adventure. It especially relates to those that involve risk, or requires extensive planning. The Adventure Travel Trade Association defines it as "A tourist activity that includes physical activity, cultural exchange, or activities in nature."

Meanwhile, Sung et al describe it as: "The sum of the phenomena and relationships arising from the interactions of adventure touristic activities with the natural environment away from the participant's usual place of residence area and containing elements of risk in which the outcome is influenced by the participation, setting, and the organizer of the tourist's experience." HH Sung is an academic who has researched this branch of tourism in great detail.

◤ CURRICULUM LINKS

Geography Skills

Source and data assessment

• Reflect on the validity and reliability of data and information and their sources.

Social surveys and interviews

• Consider sample size, location/s of surveying and times and durations of surveying in design of survey and analysis of results.

• Design and construct survey questionnaires or interview questions for a given purpose.

WORKSHEET – TRAIN OF THOUGHTS

What is Adventure Tourism?

What is Cultural Tourism?

In groups or pairs, research, locate and evaluate either two Adventure Tourism Destinations in Australia **or** two Cultural Tourism Destinations in Australia. Research online the differences between the two destinations.

What two destinations will you choose?

Destination 1:

Destination 2:

Present your research to your peers in a multimedia presentation. The aim of this presentation is to inform your classmates about the two destinations and highlight the differences and effective strategies the two destinations use to attract tourists.

Use the "Train of Thoughts" task description to confirm you have included all relevant information.

TRAIN OF THOUGHTS – TASK DESCRIPTION

For this task, students will work in groups or pairs to research and analyse TWO adventure Tourism **or** TWO cultural tourism destinations in Australia. Their selected destinations will reflect the ideas examined in the unit, Tourism – Train of Thoughts. Each group will then give a multimodal presentation to their peers that demonstrates their understanding of this module through their research and analysis of these destinations.

Students are to use their research to prepare and deliver a speech and accompanying digital media presentation. The presentation must be 8 – 10 minutes and should include the following:

- An introduction to their chosen type of tourism. Either Adventure Tourism or Cultural Tourism.

- A short overview of their two tourism destinations including a detailed explanation of location, transport, costs and accessibility for both the domestic and international tourism market.

- An outline of the experiences/activities/partnerships/events being offered at each site.

- Reviews of the destination by local, national and global visitors. Can you identify any common trends or patterns in the feedback about each location? (List where you got the reviews from).

- Outline their marketing strategies e.g. Social media, website, etc.

- What are the positive and negatives of each destination?

    - Economic

    - Social

    - Political

    - Environmental

    - Cultural

- Impact of covid on the daily running of each destination.

- Explanation of and reflection on their research methodologies.

- A personal reflection on what they have learned through the process of researching and preparing for their presentation.

The digital media presentation component of this task may take the form of a PowerPoint presentation, a Google Slides presentation, a Prezi, a Wiki, a vlog, a short film, or any other form negotiated with the classroom teacher. The presentation files and a transcript of the speech must be submitted on the due date.

Students will also be required to submit a resource list for the class that outlines the websites where they examined their research.

TRAIN OF THOUGHTS (PEER ASSESSMENT RUBRIC)

STUDENTS NAMES:

Tourism Research Project Topic (circle the topic):   Adventure Tourism / Cultural Tourism

CATEGORY	EXCELLENT (9/10 PTS)	VERY GOOD (7/8 PTS)	SATISFACTORY (5/6 PTS)	POOR (3/4 PTS)	TOTAL
Originality of entire presentation	Presentation shows considerable originality and inventiveness	Presentation shows some originality and inventiveness.	Presentation shows an attempt at originality and inventiveness on a few slides	Presentation is a rehash of other people's ideas and/or graphic. Very little original thought	
Effectiveness	Presentation includes all material needed to gain a comfortable understanding of the topic	Presentation includes most materials needed to gain a comfortable understanding of the topic, but lacks a few key details	Presentation is missing more than two key details required to allow for a comfortable understanding of the topic	Presentation is lacking many key details and is inaccurate in some parts	
Sequencing of information	Information is organised in a clear logical way. Students able to effectively follow information provided	Information is mostly organised in a clear logical way. Students able to follow information	Information is sometimes organised in a clear logical way. Students can grasp some information	Information is not organised clearly or logically. Students unable to follow information provided	
Knowledge with understanding	Provides comprehensive information with a careful use of the correct terms and shows a sound grasp and understanding of the destination	Outlines relevant information using appropriate terms and develops a sound understanding of the two destinations	Describes information in simple terms and shows a tentative grasp and understanding of the two destinations	Shows little knowledge and understanding of the two destinations	
Conclusion and evaluation	Students state superficial conclusions showing tenuous links to presented outcomes	States tentative conclusions linked to the original outcomes. Some judgements are substantiate by the evidence and information collected. Simple evaluations of the investigation are outlined	Directly relates to original outcomes in reaching conclusions. Makes a critical appraisal of the assignment and may recognise limitations and difficulties to each destination without reaching definite conclusions	Lists some pros and cons to each destination with no substantial evidence	

CATEGORY	EXCELLENT (9/10 PTS)	VERY GOOD (7/8 PTS)	SATISFACTORY (5/6 PTS)	POOR (3/4 PTS)	TOTAL
Delivery	The group holds attention of the entire audience with use of direct eye contact, seldom looking at notes. Students speak with fluctuations in volume and infection to maintain audience interest and to emphasise key points	The groups is consistent is use of direct eye contact with audience, but they still return to notes. Students Speak with satisfactory variation of volume and inflection	Students display minimal eye contact with audience, while reading mostly from the notes. Students Speak in uneven volume with little or no inflection	Students hold no eye contact with audience, as entire report is read from notes. Students Speak in low volume and/ or monotonous tone, which causes audience to disengage	
Enthusiasm/ Audience awareness	Demonstrates strong enthusiasm about topic during entire presentation. Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	Shows some enthusiastic feelings about topic. Students raise audience understanding and awareness of most points	Students show little or mixed feelings about the topic being presented. Students raise audience understanding and knowledge of some points	Students show no interest in topic presented. Students fail to increase audience understanding of knowledge of topic	
Preparedness/ Participation/ group dynamics	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed	Slight domination of one presenter. Members helped each other. Very well prepared	Significant controlling by some members with one minimally contribution. Primarily prepared but with some dependence on just reading off notes	Unbalance presentation or tension resulting from over-helping. Multiple group members did not participate. Evident lack of preparation and rehearsal. Dependence on notes	