ECO-TOURISM LESSON PLAN

**Target Students:**

The syllabus was designed for an English for Occupational Purposes (EOP) course in a Canadian community college. The course name is ‘English for the Travel Industry’. The 15 students are in their twenties, and are from South America, the Middle East and Eastern Europe. Their English is at a high intermediate level, which was a requirement for admission to the program.

**Context:**

The classroom has state-of-the-art technology, and all students bring their laptops to class. A needs analysis had been done on the first day to give the instructor an idea of the students’ specific interests and goals, if they had any previous experience in the travel industry in their home countries, and what sectors they were familiar with. In the first class, the students were asked to write a short response about why they chose the program, the purpose of which was to help the instructor determine areas of grammar weakness, so as to tailor the grammar focus to those needs. The class runs for twelve weeks and meets four hours a day, five times a week. The content is broken down into four units: General Travel & Tourism, Eco-Tourism, Adventure Travel, and Voluntourism/Educational Travel. This lesson plan is for the first week of the Eco-Tourism component. The objective is to introduce the topic, to ensure students have a thorough understanding of what constitutes eco-tourism and sustainable tourism, and learn the vocabulary associated with it. Subsequent lessons will focus on specific examples of “green” resorts and practices, and will have students doing online research and reporting back. This lesson plan constitutes an entire class, less two 15-minute breaks.

**Final Objective:**

To give students sufficient knowledge about eco-tourism and associated terminology that they could confidently discuss options with future clients, recognize what does and does not constitute eco-tourism, increase their awareness of its benefits and limitations, and know how to source suitable resorts and activities.

**Enabling Objectives:**

- Students will comprehend and produce the following 15 new vocabulary items and collocations: environmental conservation/sustainable development/environmental impact/green-washing/play by the book/pristine/habitat/ethical/endangered species/rainforest/infrastructure/flora and fauna/wildlife/recreational/trinket
- Students will search internet for eco-friendly resorts
- Students will engage in exchange of ideas about the topic
- Students will listen to a documentary and demonstrate that they have comprehended it.
Materials:

- Internet access (already in classroom)
- SMART board (already in classroom)
- Laptops (one per student)
- 15 copies of article from “FreshJuice” magazine on being a responsible tourist
- 15 copies of “Eco-Tourism” article
- 15 copies of eco-tourism vocabulary handout
- 15 copies of Eco-tourism in Bolivia comprehension questions
- 15 copies of Galapagos General Information
Lesson Plan

1. **Warm-up** (15 mins)
   Ask Ss what comes to mind when they think of eco-tourism. What kinds of activities do they associate with it? What areas of the world are most actively engaged in this kind of tourism?

   T writes vocabulary on the board: environmental conservation, sustainable development, environmental impact, hiking, camping, rainforest/jungle walking, bird-watching etc.

   **Purpose:**
   To elicit vocabulary associated with the subject and to get Ss thinking about the topic.

2. **Reading activity** (45 mins)
   Ss will read the attached article from Fresh Juice magazine.

   **Pre-reading:**
   Ask Ss what they personally could do to minimize their environmental impact when travelling, whether locally or abroad.

   **Purpose:**
   To elicit language and prepare Ss for reading and predicting what they might encounter in the article.

   **Post-reading:**
   Vocabulary: “green-washing”, “play by the book”, unscrupulous, certification, ethically, habitat, pristine, trinket, knick-knacks, handicraft, confiscated. Have Ss note down new words on their vocabulary sheets.

   **Purpose:**
   To learn idioms such as “play by the book”, “green-washing” and to make a note of new words that have been encountered.

   **Transition:**
   Now that we have considered responsible travel practices, we are going to have an in-depth look at the positive and negative impacts of ecotourism. Let’s visit [http://www.untamedpath.com/Ecotourism/what_is_ecotourism.html](http://www.untamedpath.com/Ecotourism/what_is_ecotourism.html) to look at the definitions of both ecotourism and sustainable tourism (attached). T writes vocabulary on the board: welfare, inhibit, awareness, resources.

   **Purpose:** This is a warm-up for the next reading activity. It gives Ss an understanding of the differences in terms between ecotourism and sustainable tourism, and what does and does not constitute both practices.
3. **Reading Activity (60 mins)**

Ss will read the attached article “Creating Ecotourism Product”. Article has been shortened and adapted for purposes of the lesson. Ss complete fill-in activity (see attached).

**Pre-reading:**

Ask Ss to write down five things they know about ecotourism and five things they would like to know.

**Purpose:**

To get Ss engaged with the topic and focused on the content they are about to encounter.

**Post-reading discussion:**

T suggests that the article presents an idealized view on the benefits of ecotourism. Ask Ss if they think that local communities always benefit in the way that the article suggests. Do they agree that ecotourism preserves heritage and culture? What are some of the negative impacts of eco-tourism? What did they learn from what they read?

Have Ss note down new words on their vocabulary sheets.

**Purpose:**

To ensure that Ss have grasped the main points of the article and can reiterate some of them in their own words, to engage Ss in discussion, to ensure Ss comprehend related vocabulary.

**Transition:**

Now that we have read about the goals of eco-tourism, we are going to listen to a real-life story about how an eco-tourism project has benefited a community in Bolivia.

4. **Listening Activity: (30 mins)**

T plays documentary prepared for the United Nations on ecotourism in Bolivia (running time: 3.5 mins). [http://www.youtube.com/watch?v=hZEsvmf7Aas](http://www.youtube.com/watch?v=hZEsvmf7Aas). Ss answer comprehension questions (see attached).

**Purpose:**

To practise listening comprehension for gist as well as selective listening for facts.

**Transition:**

Now that we are familiar with the concept of ecotourism, and what constitutes sustainable development, we are going to do our own research to identify successful projects.

5. **Internet research activity (60 mins)**

Ss will work in pairs to research the internet for an innovative eco-lodge and give a 2-minute presentation on an eco-destination that they would like to visit.

**Purpose:**

To navigate websites to pinpoint information. Group work in a communicative task using authentic material. To agree on findings and verbally present ideas in a coherent manner.

*Developed by Marianne Rowland*
6. **Wrap-up (5 mins)**
   Congratulate Ss on their hard work. Distribute *Galapagos General Information* and ask Ss to skim read for next class.