

Europeana Learning Scenario

Title

Enjoying Holidays Sustainably

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Abstract

For many countries, tourism is one of the major economic sources. Many families make a living from tourism, especially in small countries like Malta. Yet, far from the picture-perfect photos that we see on travel guides and websites, there are important environmental concerns: what is the impact of the tourist industry on the environment? Is the environment always respected? Are we draining the natural habitat that attracts tourists in the first place?

Keywords

Environment, sustainability, activism, Sustainable Development Goals

Table of summary

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Subject	Cross-curricular, civic education, environmental education, PSHE, Personal, Social & Career Education
Topic	Sustainable Development
Age of students	14 – 15 years
Preparation time	45-60 minutes, to curate materials, prepare the Web 2.0 links Extra time to correct students work
Teaching time	3- 4 hours (5 to 6 sessions of 40 minutes each)
Online teaching material	<ul style="list-style-type: none"> - Toxic Tourism: The unwelcome impact - YouTube - Sustainable Tourism We Shouldn't Act Soon. We Should Act Now! - YouTube - THE 17 GOALS Sustainable Development (un.org) - fish for tomorrow - Protecting the nocturnal environment for seabirds and beyond! - BirdLife Malta <p>Online tools: https://padlet.com, https://www.mentimeter.com, https://sway.office.com, https://www.zeemaps.com, https://www.canva.com</p>



Offline teaching material	Not applicable
Europeana resources used	<ul style="list-style-type: none"> - Travelling for pleasure: a brief history of tourism Europeana - Small town Europe: the heritage of seven settlements across Europe Europeana - The Human Factor Europeana - Sustainability and Tourism Europeana - Agriturismo in Italy: holidays that preserve rural communities Europeana

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Integration into the curriculum

Although this lesson has been created specifically with the Maltese PSCD Curriculum in mind, (which can be found in the link: [Personal and Social Development - Aims \(gov.mt\)](#) Refer to page 27, Unit 9.6 *Understanding how one can contribute to the well being of society.*) it's been devised with PSHE, psychology and social sciences in mind.

Cross-curricular This lesson could be easily integrated within the English language curriculum, ICT, Social Studies, Civic Education, Citizenship Education, ICT.

It works as extra-curricular activity it can be used through an event at school or else adapted to be part of an eTwinning project or to be adapted for a [Empowering Students and Teachers at WE Schools | WE.org](#) using Microsoft tools.

This learning scenario can be used in parts, according to the students' requirements.

Aim of the lesson

Through this lesson, students are invited to reflect on how as tourists in their own country and other countries themselves, can help sustain the environment; learn about the Sustainable Development Goals and how to implement them in this scenario; explore and learn from different case studies; disseminate what they have learnt within their school and possibly their community.

Outcome of the lesson

Students should be able to demonstrate and disseminate what they have learnt about sustainable development and tourism, be able to debate about sustainable development and the environment come up with practical examples and ideas of how to implement ideas within this context.

Trends

- Project based learning
- Collaborative learning

- Peer learning
- Flipped classroom
- Mobile learning

21st century skills

- Critical Thinking
- Creativity
- Collaboration
- Communication
- Technology literacy

Activities

Name of activity	Procedure	Time
<p>PART 1</p> <p>Tourism isn't just a past time, it has an effect on the world around us.</p>	<p>Why do People travel? An activity to set the background for the lesson.</p> <ul style="list-style-type: none"> - Tell students that on the link given to https://answergarden.ch they have to answer the question: Why do People Travel? <p>Article: Travelling for pleasure: a brief history of tourism Europeana</p> <ul style="list-style-type: none"> - Students read the article from Europeana, to learn more about Tourism in Europe <p>Processing of the above activities: ask students:</p> <ul style="list-style-type: none"> - What if the beaches were dirty, if marine life was dead, if heritage would be left to disintegrate, if natural habitats were replaced with buildings and commercial complexes, would the tourist experience be the same? - How would you feel about it? - <p>Small town Europe: Groupwork:</p> <ul style="list-style-type: none"> - Put students in groups not larger than 3. Students are to read this article Small town Europe: the heritage of seven settlements across Europe Europeana together in their groups. - Tell students to make a list of what they find attractive/charming in the places that they read about. - On https://www.zeemaps.com, students are to pin any other countries on the map, outside the article that they find charming/attractive. <p>Processing:</p> <ul style="list-style-type: none"> - How do you think tourism impacts the life of the local villagers? 	<p>40 minutes</p>

Name of activity	Procedure	Time
	<ul style="list-style-type: none"> - What advantages/disadvantages do the local people have, from tourism? <p>Do you think that looking at the positives outshine the negatives, or are the negatives impactful too?</p>	
<p>PART 2:</p> <p>Although tourism provides a living for many people, some of its negative effects might be counter-productive</p>	<ul style="list-style-type: none"> - Present this article The Human Factor Europeana to the students and the video Sustainable Tourism We Shouldn't Act Soon. We Should Act Now! - YouTube <p>Class Activity:</p> <ul style="list-style-type: none"> - Divide the classroom into 2 groups: 1. Journalists 2. Activists. The journalists have to write a report about the videos and articles shown, the activists have to write queries that they would like to ask the journalists. - (optional additional task) students may be asked to write an open letter about the detriments of tourism on the environment to educate the general public) <p>Processing:</p> <ul style="list-style-type: none"> - What are the concerns raised in this article & video? - Who is to blame for the damage being done? - What can be done for the damage to be reversed/stopped? 	40 minutes
<p>PART 3:</p> <p>Tangible local examples</p> <p>SDGs guide us in protecting our environment.</p>	<p><u>SDGS FLIPPED CLASSROOM ACTIVITY</u></p> <p>Old & New Photos</p> <ul style="list-style-type: none"> - Prior to the second lesson, ask them to look up an old photo of a tourist attraction near to their home. They should then take a new photo or present a recent one of that same place. <p>Learning about SDGs</p> <ul style="list-style-type: none"> - Tell students to watch the quick video about SDGs What is sustainable development? - YouTube and read about the SDGs on this link here: THE 17 GOALS Sustainable Development (un.org) - On https://padlet.com , tell the students to share, which SDGs would help sustainable tourism and why. 	NA Task for HW
<p>PART 4:</p> <p>Groupwork</p>	<p><u>CONTINUATION FROM ASSIGNMENT</u></p>	40 - 80 minutes

Name of activity	Procedure	Time
<p>Learning to implement SDGs and think critically.</p>	<ul style="list-style-type: none"> - Put students in groups of 4. - In each group, students are to pool the photos that they found, share them and compare the difference between the photos they found. - Students are to focus on the photo pairs of the places that along the years got worse in terms of environment. - Students are then asked to look at the SDGs that they put up on https://padlet.com to discuss in their group how the actions of the SDGs chosen could help the situations they have at hand focusing on how the general public can contribute to this. This work is to be recorded using https://sway.office.com/ or an online presentation. <p>Presentations</p> <ul style="list-style-type: none"> - A rapporteur from each group, presents this work to the rest of the class. - Students give feedback on each other's work. 	<p>(depends on class size)</p>
<p>PART 5:</p> <p>People are actually becoming aware and starting to take action.</p> <p>Learning from different scenarios.</p>	<p>The Human Factor</p> <ul style="list-style-type: none"> - Tell students to read the following article before The Human Factor Europeana as an introduction to the next topic. On http://menti.com/, students brainstorm ideas taken from the article in short phrases. <p>Processing:</p> <ul style="list-style-type: none"> - How do you think these ideas help tourism be more environmentally friendly? Do you think this is enough? What else could be done? <p>Case Studies: Put students in 3 different groups, giving each a case study to discuss the following:</p> <ol style="list-style-type: none"> 1. Protecting the Nocturnal Environment: Protecting the nocturnal environment for seabirds and beyond! - BirdLife Malta As foreign and local tourists flock to villages by the sea, light pollution becomes an issue. 2. Villages by the sea, especially in summer see a surge of locals and foreign tourists to eat more fish. Check this video 25 Nautical Miles - YouTube and also this initiative QUICKFISH PRINT HOME VERSION.pdf - Google Drive to help people order and source sustainable fish 3. Check this article Agriturismo in Italy: holidays that preserve rural communities Europeana how agriturismo helps preserve local rural communities. 	<p>80 minutes</p>

Name of activity	Procedure	Time
	<ul style="list-style-type: none"> - The groups rotate, so that each group would have accessed the materials and gained insights. - Each group writes a short report about what they have discovered. - Each group, then is made responsible of a case study, getting all the reports of that case study. Students put all the information into one report so that one final report per case study is presented to the class. 	
PART 6: Wrapping it up & disseminating student's work	Final assignment & dissemination: <ul style="list-style-type: none"> - Using https://www.canva.com, students create posters about what they have learnt, which will be later presented during a school special assembly & displayed in the school foyer for students, teachers and visitors to see and learn from. Posters can also be disseminated on school social media as well as on educational news-portals. 	HW & 40 minutes for presentation.

Assessment

Continuous & formative assessment: the processing questions help the teacher to check whether the students have understood or not throughout the lesson. These questions might also be adapted to lead on the students to understand the concepts.

Assessments through the presentations, reports and posters: helps the students reflect before they present their final work, especially if that work is going to be presented outside the classroom. It's also a way of helping the students foster self-confidence in bigger school projects.

***** AFTER IMPLEMENTATION *****

Student feedback

Monitored Peer-feedback: helps students learn from each other, without the direct intervention of the teacher, hence makes learning safer and more effective.

Teacher's remarks

Lesson can be delivered: **in class** using Interactive Whiteboard and computer along with tablets, **online** using Microsoft Teams or a similar learning platform and also in **blended learning** format.

From my experience, it's best to plan ahead in one's scheme of work, when implementing the scenario since it takes quite some lesson time. With some classes it's great to implement all of this scenarios, with others might be tweaked /shortened and adapted accordingly.

Students were already familiar with the Creative Commons license, some of the Web 2.0 tools, before implementing this scenario. Students were also briefed about Europeana, and how they could use it in other projects.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

