



ISLAND SCHOOLS



Sustainable tourism



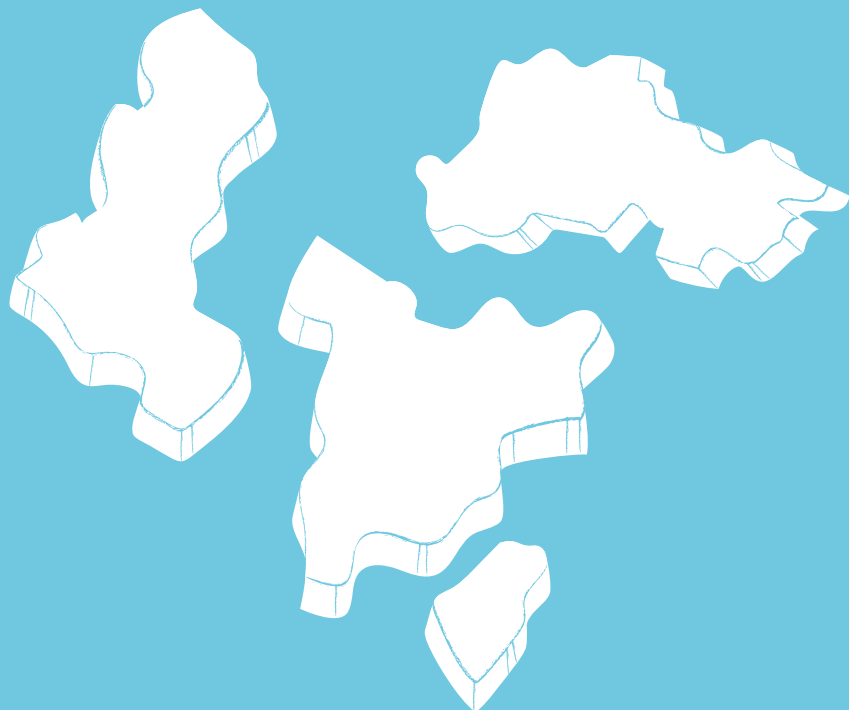
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Contents

| | |
|---|----|
| Overview | 4 |
| Session 1: Introduction | 6 |
| Session 2: Exploring tourism on your island | 12 |
| Session 3: Analysing the data collected. | 15 |
| Session 4: Get to know your partner island | 17 |
| Session 5: Choosing a challenge..... | 20 |
| Session 6: Working together - online | 23 |
| Session 7: Sharing the solution | 26 |
| Session 8: Looking back, looking forward | 30 |
| Resources: | 33 |

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Sustainable Tourism

Session 1: Introduction

In this first week, pupils will be introduced to the topic of sustainable tourism considering the complexities of economic, societal and ecological impact.

Session 3: Analysing the data collected.

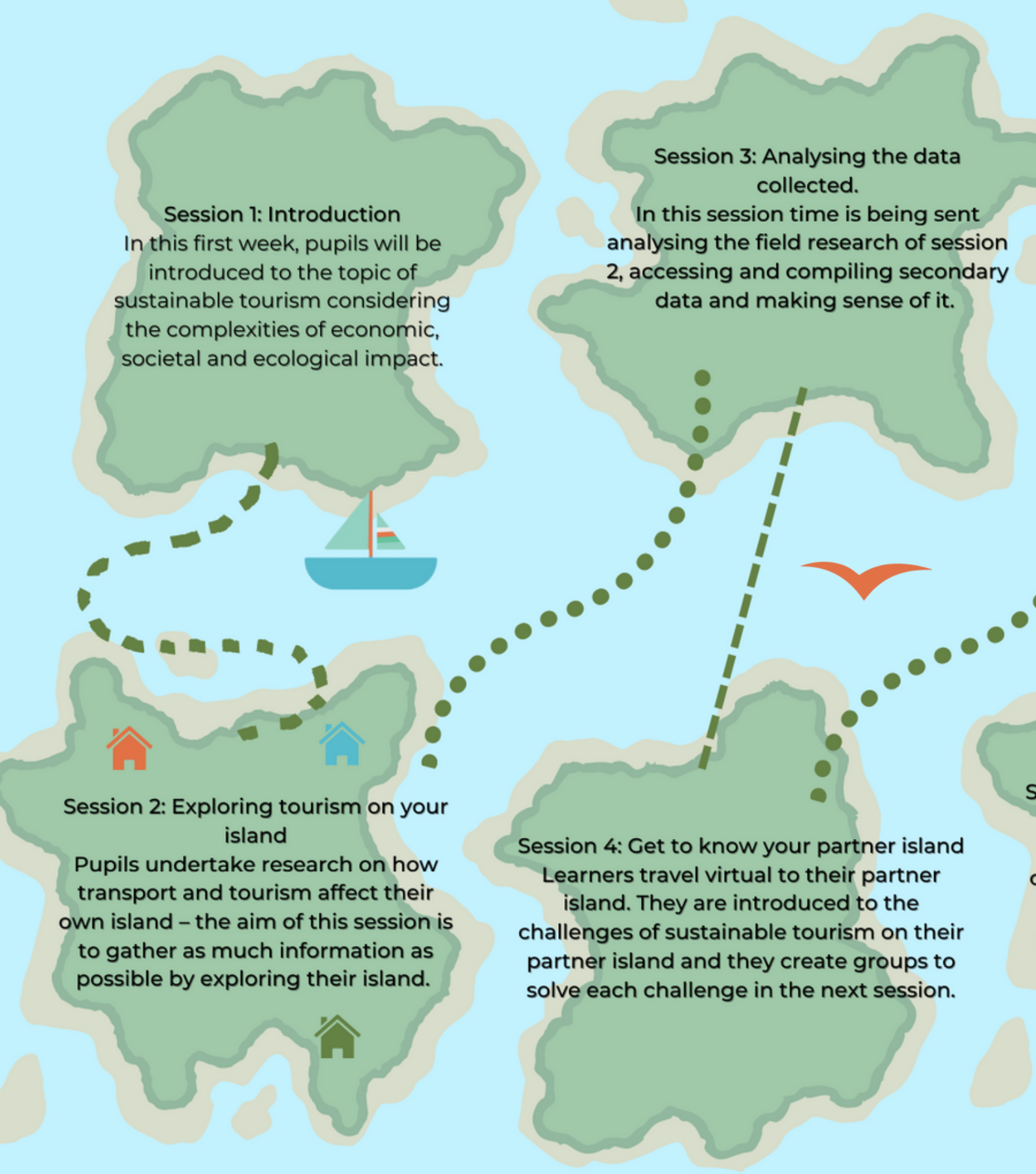
In this session time is being sent analysing the field research of session 2, accessing and compiling secondary data and making sense of it.

Session 2: Exploring tourism on your island

Pupils undertake research on how transport and tourism affect their own island – the aim of this session is to gather as much information as possible by exploring their island.

Session 4: Get to know your partner island

Learners travel virtual to their partner island. They are introduced to the challenges of sustainable tourism on their partner island and they create groups to solve each challenge in the next session.





Session 5: Choosing a challenge.
This time, pupils use the information of previous sessions and brainstorm the main problems their island has regarding tourism. They have a list of problems/challenges, selected a joint challenge with their partner-island school that they then work on together in sessions 6 and 7.



Session 7: Sharing the solution
Pupils share the solutions they've created with each other. This is also the opportunity to share the project more widely with the rest of the school.



Session 6: Working together - online
Pupils work on-line in groups and develop a solution to solve the challenges of sustainable tourism in each island.

Session 8: Looking back, looking forward
In the final session the pupils look back at the past sessions and then look forward, imagining a future scenario for their island. Pupils reflect on the sustainability challenge that has been explored and discuss its global implications in the framework of the Sustainable Development Goals. They do this using the backcasting method, which is explained in more detail below. If you've travelled as part of the programme, this session takes place when you're back on your home island.



Session 1: Introduction

Sustainability challenge: Sustainable Tourism

School type: Mixed age group, approx. 10-16 years

Week/Session number: 1

General description:

In this first week, pupils will be introduced to the topic of sustainable tourism considering the complexities of economic, societal and ecological impact.

Pupils will explore tourism from different angles, according to individuals (myself), the local community, the wider society, the world ...

They will start with the Sustainable Development Goals (SDG) and make clear connections to relevant goals, using videos or websites. Teachers and pupils choose which goals they want to work with.

Sustainable Tourism as a resource. Focus on the relationship between individuals and society, some questions and ideas on this:

- How does tourism affect your island? Positively/negatively, what are the challenges and opportunities?
- Discuss the connections between tourism and the community.
- Discussions between students, create a mind map and connect ideas.

Sustainable Tourism. Look at different types of tourism and how some types are more sustainable than others, e.g. are some types damaging while others are supporting?

Learning outcomes:

Students should be able to:

- Know SDG that relates to the project.
- Define and understand different types of tourism.
- Explain the effects of different types of tourism on individuals and society.
- Explain the effects of tourism on climate, environment and nature.
- Contribute to the discussion on how tourism can be made more sustainable in the future.

Materials needed: (teachers and students select what they think is most relevant to use)

- Access to computer, phone, tablet or another smart device.
- SDG goals: short videos or visit the UN's own SDG website.

<https://www.heimsmarkmidin.is/>

<https://sdgs.un.org/goals>

<https://tourism4sdgs.org/>

- Goals relevant to Sustainable tourism are (integrate the SDG icons 4,6,7,8,11,13,14,15 (link to the description of these goals in the respective language, see below)
- Blog, on-line material, ideas for discussions – below you will find a selection of material that teachers can choose from to get ideas for discussions and tasks:
- The “Good Tourism” Blog: The "Good Tourism" Blog - <https://goodtourismblog.com/>
- What is responsible tourism? Some ideas to discuss in this document: <https://www.icelandtourism.is/verkefni/abyrg-ferdathjonusta/verkfaerakista/>
- PowerPoint presentation from Edward Huijbens (see the additional materials at the end of this teacher pack)
- The Environmental Impacts of Tourism that we all need to know about! - <https://www.youtube.com/watch?v=izSDxMHUo9Q>
- The Social Impacts of Tourism that we all need to know about! - <https://www.youtube.com/watch?v=k34sY-npVg0>
- Economic Impacts of tourism that we all need to know - <https://www.youtube.com/watch?v=nyj8UbOGHr8>

On-line material in Icelandic (considering sustainable tourism and its economic, societal and ecological impact)

- <https://www.vakinn.is/is/gaedakerfi/umhverfi/sjalfbaer-throun> (draw attention to the fact that there are quality standards in tourism and companies are rated on that list. What does a company need to fulfil to be qualified?)
- Official Travel Guide to North Iceland: <https://www.northiceland.is/is/mn>
- Icelandic Tourist Board: <https://www.ferdamalastofa.is/>
- Travel Agency-Lectures on the importance of sustainability in tourism: The need for sustainability and innovation in tourism - [Slides and recording.](#) | Tourism Office
- Arctic Coast Way: <https://www.arcticcoastway.is/is>
- [Sustainable tourism - Benefits for the local community](#)
- [Sustainable tourism for the future](#)

On-line material in Dutch (considering sustainable tourism and its economic, societal and ecological impact)

- News on sustainability in Dutch tourism: <https://www.nritmedia.nl/topic/?topicsid=19>
- Agenda Conscious Destinations: <https://www.celth.nl/agenda-bewuste-bestemmingen>
- <https://www.nritmedia.nl/kennisbank/44924/gaan-we-nog-steeds-te-ver/>
- Towards a sustainable Netherlands: <https://www.youtube.com/watch?v=mhv9lkeicvo>
- Five tips for sustainable travel: <https://www.youtube.com/watch?v=0-AlqZ1DYkc>
- NBTC | Vision on tourism | perspective 2030: <https://www.youtube.com/watch?v=fKVdHIKsPS4>
- Many more tourists in NL: these are the consequences: https://www.youtube.com/watch?v=yxnv0C8_s9k

On-line material in Greek (considering sustainable tourism and its economic, societal and ecological impact)

- The key to creating sustainable tourism in Greece <https://www.kathimerini.gr/economy/562060483/to-kleidi-gia-ti-dimioyrgia-viosimoy-toyrismoy-stin-ellada/>
- Achieving sustainable tourism in Greece <https://news.b2green.gr/25424/%CE%B5%CF%80%CE%B9%CF%84%CF%85%CE%B3%CF%87%CE%AC%CE%BD%CE%BF%CE%BD%CF%84%CE%B1%CF%82-%CF%84%CE%BF-%CE%B2%CE%B9%CF%8E%CF%83%CE%B9%CE%BC%CE%BF-%CF%84%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CF%8C-%CF%83>
- Conditions for Sustainable Tourism Development https://www.oikologos.gr/index.php?option=com_content&view=article&id=235&Itemid=196

SDG goals relevant to Sustainable tourism

- Goal 4 – Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
 - Target 4.7: By 2030 ensure all learners acquire 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.
- [4.7 Menntun fyrir alla](#) - Icelandic
- [4.7 Ποιοτική εκπαίδευση](#) - Greek

- Goal 6 – Clean water and sanitation: Ensure availability and sustainable management of water and sanitation for all
 - Target 6.3: By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.
 - Target 6.4: By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity.
- 6.3 og 6.4 Hreint vatn og hreinlætisaðstaða- Icelandic
- 6.3 6.4 Καθαρό νερό & αποχέτευση - Greek

- Goal 7 – Affordable and clean energy: Ensure access to affordable, reliable, sustainable and modern energy for all.
 - Target 7.2: By 2030, increase substantially the share of renewable energy in the global energy mix.
- 7.2 Sjálfbær orka - Icelandic
- 7.2 Φθηνή & καθαρή ενέργεια - Greek

- Goal 8 – Decent work and economic growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
 - Target 8.8: Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
 - Target 8.9: By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products.
- 8.8 og 8.9 Góð atvinna og hagvöxtur – Icelandic
- 8.8 8.9 Αξιοπρεπής εργασία & οικονομική ανάπτυξη - Greek

- Goal 11 – Sustainable cities and communities: Make cities and human settlements inclusive, safe, resilient and sustainable.
 - Target 11.2: By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.
 - Target 11.4: Strengthen efforts to protect and safeguard the world's cultural and natural heritage.

- Target 11.6: By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management.
- [11.2, 11.4 og 11.6 Sjálfbærar borgir og samfélög](#) – Icelandic
- [11.2, 11.4, 11.6 Βιώσιμες πόλεις & κοινότητες](#) - Greek

- Goal 13 -Climat Action: Take urgent action to combat climate change and its impacts.
 - Target 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
- [13.3 Aðgerðir í loftslagsmálum](#) - Icelandic
- [13.3 Δράση για το κλίμα](#) - Greek

- Goal 14 – Live below water: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
 - Target 14.1: By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution
- [14.1 Líf í vatni](#) -Icelandic
- [14.1 Ζωή στο νερό](#) - Greek

- Goal 15 – Life on land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
 - Target 15.1: By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
- [15.1 Líf á landi](#) - Icelandic
- [15.1 Ζωή στη στεριά](#) - Greek

Structure and activities:

Teachers introduces the Sustainable Developmental Goals (SDG) and make clear connections to relevant goals listed above, making use of videos or websites.

- Students in small groups choose to work with two or three goals using computers/ phones.
- Discussion between students, on the relations between individuals, society and tourism and the goals. Why do we need these goals? What do they call for? What is the meaning of the goals? To whom do they apply?

- Groups introduce the goals they worked on for the rest of the students and teachers. Later this week following work on their assignments they could introduce their work for more people, even recorded their presentations.

Introduction from Edward Huijbens, an Icelandic/Dutch geographer, scholar of tourism, professor and chair of Wageningen University cultural geography research group.

- He had videorecorded a 13 minutes PowerPoint presentation where he discusses the future of tourism with climate change. This will serve as an intro/opening for the work in coming weeks.
- When students have watched the presentation, Edward is willing to have a short online chat with them discussing the topic further. If the schools wish to have this chat they have to contact Edward (edward.huijbens@wur.nl) as soon as possible for planning a suitable time.

The Sustainable tourism. Teachers and students discuss the work ahead and focus on the relationship between individuals, society and sustainable tourism.

- Make a KVL/KWL assignment about the sustainable tourism (Kann – vill vita– hef lært: See Icelandic guidelines; <https://menntastefna.is/tool/kvl-kennsluadferdin/> English: [KWL - The Teacher Toolkit](#))
- How do individuals and society depend on tourism and how does the tourism depend on individuals and society?
- Discussion between students, create a mind map and connect ideas.
- Discuss the connections between humans/individuals and the tourism.

Tourism. Provide basic information on tourism in general.

- Think about and list up different kind of tourism.
- What kind of tourism do I have in nearest surrounding and in the island? How is my life related to tourism?
- What is the economic, societal and ecological impact of tourism on your Island.
- What kind of tourism is sustainable?
- What can I do to have a positive impact on sustainable tourism?
- Students visit the websites and look for videos on sustainable tourism and report on what they see and hear. Make a summary of the site or a video.

Output/wrap-up, feedback and assessment:

The visible outcomes of students' work that can be used to assess their learning will vary according to the goals and topics they choose, but they might be in various forms such as, posters, concept maps, videos or PowerPoint presentations.

They, however, should be made to address authentic audience such as people/parents/local government who might be invited to come and listen and give feedback. Even if audience from the local community are not invited students could nevertheless present their products to each other and be given roles as listeners to give feedback (to ask questions, probe for meaning etc).



Session 2: Exploring tourism on your island

Sustainability challenge: Sustainable tourism

School type: Mixed age group

Week number: 2

General description:

The lesson plan of this session is closely connected to the lesson plan of session 3. This session outlines a period of research and data collection. The following session sees time being spent analysing this information and making sense of this in preparation for presentations in Session 4.

Pupils undertake research on how transport and tourism affect their own island – the aim of this session is to gather as much information as possible by exploring their island. They'll be sorting and refining this information in the subsequent session.

Learning outcomes:

Students should be able to:

At the end of these 2 weeks, pupils are able to conduct field research in their local area

Materials needed:

- Blanc postcards. Some postcards that are currently being sold on the island.
- RICEPOTS Survey: Map of local area, RICEPOTS key (resources 2), clipboard, colouring pencils
- Car Registration Plate Survey: Tally Sheet (resource 3).
- A Year in the Life: A year in the life worksheet (resources 4).
- Online word cloud generator such as <https://www.freewordcloudgenerator.com/>

Materials needed: (teachers and students select what they think is most relevant to use)

Structure and activities:

Warm Up:

Building upon last week, ask learners to design a postcard that represents their island to the outside world. What do they think are the most important features of their island that other people should know about? Once each student has created a postcard, introduce some postcards that are currently being sold on the island. Are they similar or different to the ones that the learners have made? This will introduce the concept that sometimes tourists see places differently to the people that live there.

Data gathering:

Students will collect data in various ways on their island. Please ensure you conduct the necessary risk assessments and gain the relevant permissions to leave the school grounds. The following is a set of activities you could do:

RICEPOTS Survey

- Learners walk through their local area with a blank map of the area. On their map, they annotate what the purpose/use of each building is using the RICEPOTS key (resource one). Once this has been completed, colour code your map. Buildings associated with tourism should be coloured in one colour. Buildings associated with local residents should be coloured in a different colour. What percentage of the map is for local people?

Car Registration Plate Survey

- Car registration plates can be a good way to identify where someone has travelled from. The flag on the plate can be an international visitor. Some plates may have letters or numbers associated with parts of the mainland. Keep a tally as you go through the area

Interviewing a tour guide

- If your island has a local tour guide, you can interview them about their role. What is the busiest time of the year? Where do their clients come from? How many kms do they drive for each tour?

A year in the life

- Using the 'Year in the Life' worksheet, choose a profession found on the island (restaurant manager, a teacher, a nurse, etc). Decide jointly with your partner school on which professions you will choose. Fill out the worksheet detailing the main roles, responsibilities and tasks associated with that profession at different times of the year.

Supermarket Sweep

- Visit your local supermarket with a pre-prepared list of fruits, vegetables and other foods. Check the label to see where they come from. Create a list of this information. Next, analyse the menus of local restaurants and cafes. Perhaps ask the chefs where they source their ingredients from. Are there any differences between the origins of a meal that a tourist or local person may have?

Adjective Hunt

- While conducting your research, ask the people you encounter to choose an adjective they would use to describe the island. Using an online word cloud generator of your choice, create two word clouds – one with adjectives suggested by local people and a second with adjectives suggested by tourists. Are there any differences or similarities between these word clouds? Why does the class think this is the case?

Feedback and wrap-up:

After completing their data gathering, learners reflect and evaluate upon the process. This can be achieved by answering the following prompt questions:
What technique do you think was the best? Why?
What technique do you think was the most difficult to do? Why?

In the next session (session 3), pupils will focus on sorting and refining the research and data collection, collecting secondary data and analysing all the data collected making sense of it. These reflections can be shared with your partner school in session 4.

Session 3: Analysing the data collected.

Sustainability challenge: Sustainable tourism

School type: Mixed age group

Week number: 3

General description:

Following the island exploration the pupils executed in session 2, pupils will focus on sorting and refining the research and data collection as well as collecting secondary data. In this session time is being sent analysing this information and making sense of this in preparation for presentations in session 4.

Learning outcomes:

At the end of this week, pupils are able to:

- Access secondary data relating to their island
- Compile the data they have gathered in the former session
- Describe the information they have gathered
- Explain their findings

Materials needed:

- The research data collected by the pupils in session 2 such as the completed RICEPOTS Surveys (resource 2), the completed Car Registration Plate Survey (resource 3), the interviews with the tour guide, the completed 'Year in the Life' worksheets (resource 4), the wordclouds, etc.
- Computer or smart device to access Secondary Data.
- Transparent paper/ grease proof paper/ tracing paper.
- Story planning template "The week the tourists didn't come" (resource 5)

Structure and activities:

Time will be spent compiling and analysing the information gathered in the former session. Learners should work towards making sense of the information and begin to think of ways how they can communicate this information with their partner school in session 4.

After that they will look for secondary data that relates to the field research they did.

- Download weather data for your area for a particular year.
- Download/access tourist numbers for your island/region for a particular year.
- Timetables for the Ferry, Plane, Bus or other transport networks.

The next step is compiling the secondary information.

- Learners should create either line graphs or bar charts to display their secondary data such as: A graph that shows average monthly rainfall, A graph that shows average monthly temperatures, A graph that shows average monthly tourist numbers, A graph that shows average number of ferry crossings/bus journeys, etc. per month.
- It may be fun to draw these graphs on transparent paper/ grease proof paper/ tracing paper to allow them to be overlaid upon each other. This will help identify patterns in the data.

To consolidate understanding of the impact that tourism has on your island, encourage learners to write a short story entitled 'The week the tourists didn't come' (resource 5). This piece of writing can explore topics like: why didn't the tourists come to the island; what was the island like without tourists; what were the positive impacts of having no tourists for a week; what were the negative impacts of having no tourists for a week; etc.

Feedback and wrap-up:

After completing their data gathering, learners reflect and evaluate upon the process. This can be achieved by answering the following prompt questions:

After analysing the data collected in session 2 think about: If you were to do this again, what would you choose to do differently?

Do you think your results would be different if we gathered information at a different time of year? A different time of day? Give reasons for your answers.

These reflections can be shared with your partner school in session 4.

Session 4: Get to know your partner island

Sustainability challenge: Sustainable tourism

School type: Mixed age group

Week number: 4

General description:

Learners travel virtual to their partner island. They are introduced to the challenges of sustainable tourism on their partner island and they create groups to solve each challenge in the next session.

Learning outcomes:

At the end of this session, learners are able to:

- Identify the features of tourism on their partner island
- Acknowledge the similarities and differences between the tourism industries for each island and the reasons for these differences.
- Communicate in English with pupils from different countries.
- Collaborate with peers in an international and intercultural setting.

Materials needed:

- Laptop with stable connection and a camera
- Zoom/MS Teams/Google Meet/etc
- Powerpoint/Keynotes/etc



Structure and activities:

Preparation:

Prior to this session, learners should decide upon how they would like to share the information they have gathered in the previous session with their partner island. This can be done through a powerpoint, a video (vlog), a show and tell, posters/collages, etc. This aspects should be student lead and they will already be familiar with this process from their series of lessons on Ocean Plastics.

The presentation may cover the following themes:

- When do tourists visit the island?
- Why do tourists come to the island?
- How do tourists come to the island?
- How do tourists impact the island? (issues and benefits)
- What impact does tourism have on me? (personal stories and experiences)
- How does the island impact the people that visit it?
- When I go on holidays, where do I go?

Teachers from both schools should agree on the date and time of the presentations to allow for ample time for learners to prepare and practice their presentations. These presentations may be saved to a shared drive (OneDrive, GoogleDrive, Dropbox, etc) to allow for learners to revisit this material while they work on their chosen challenge.

The Presentations:

In a predetermined manner, students will deliver their presentations to their partner school via a video call. The school that went second for the Ocean Plastics presentations should go first this time.

After the presentations:

After the presentations, the teacher makes mixed groups of students for future work. These can be the same groups used in Ocean Plastics or different groups if the teacher wishes.

Once a medium for communication has been decided upon, an ice breaker should be used to get the conversation started e.g. 'If we were to get ice-cream together on our next visit, what three flavours would you pick?'

Feedback and wrap-up:

At this point of the session, learners should be familiar with the tourism industry of their partner island. This can be established through regular questioning, formative assessment strategies and the use of plenaries. The use of these is open to teacher discretion.

Week 5 is assessed by the confidence the pupils have about their knowledge about the other island. The pupils reflect on their presentations and the presentations of the fellow island.



Session 5: Choosing a challenge.

Sustainability challenge: Sustainable tourism

School type: Mixed age group

Week number: 5

General description:

This time, pupils use the information of previous sessions and brainstorm the main problems their island has regarding tourism. They have a list of problems/challenges, selected a joint challenge with their partner-island school that they then work on together in sessions 6 and 7.

Learning outcomes:

At the end of this week, pupils can:

- List and compare the different challenges identified in the former sessions.
- Find common problems that connect the two partner island schools.
- Select a challenge that impacts both partner island schools.
- Describe the selected challenge in English.

Materials needed:

- Resource 6 Challenge comparison template.
- Free online poll-app (e.g. Doodle)

Structure and activities:

Identifying own sustainable tourism challenges

Pupils list the challenges identified during the session 2 and analysed during session 3. This will result in a list of sustainable tourism challenges, for instance: 'Tourists pollute the island because they do not feel committed to the island'. 'Tourists travel to the island by plane which is much more polluting than the ferry'. 'Restaurants and café's use plastics that pollute the island'.

Identifying the partner island schools tourism challenges

Based on the presentation of the partner school pupils in the former session, the pupils list the challenges of the partner school, for instance: 'Restaurants and café's use plastics that pollute the island'. 'Tourists travel by car on the island which is very polluting'. 'Insufficient awareness among the tourism industry of the Sustainable Development Goals'.

Compare and select a joint challenge.

Pupils compare the island challenges and decide which specific challenge they share and select one to focus on. Which is the most Important challenge for the island? Which of the challenges can obtain a more innovative solution? Which of the challenges can have the most impactful solution on the island? Pupils may use the Challenge ranking template (resource 6) to get to their decision.

If there is more than one joint challenge, the pupils can use a free online poll-app (e.g. Doodle) to decide together with the pupils from their partner island which challenge they will work on in the next weeks.

Description of the challenge

Pupils will use the information gathered in the Sustainable Tourism Challenge Ranking template to describe the challenge they selected in more detail and in English. At the next session pupils will work together on the solution to the challenge.

Feedback and wrap-up:

At the end of the week, pupils present their selected challenge – they can choose to do this in English to practice and be prepared to show their work to their partner school in session 6.



Session 6: Working together - online

Sustainability challenge: Sustainable tourism

School type: Mixed age group

Week number: 6

General description:

Pupils work on-line in groups and develop a solution to solve the challenges of sustainable tourism in each island. They work in groups formed by students from both schools and find creative solutions for the challenge.

Students will identify a bunch of solutions, explaining why they think these solutions would fit the island, including the local community. Students will evaluate each solution with the guidance of their teacher/facilitator and they will try to think of ways of implementing it.

Learning outcomes:

At the end of this week, pupils are able to:

- Evaluate the resources/material collected
- Perform brainstorming activities
- Organise ideas and propose solutions
- Identify which solution fits their island the most
- Negotiate and discuss with peers.
- Respect the democratic process in the framework of which a final decision has been made
- Strengthen their soft skills, such as critical thinking, problem solving, creativity and collaboration, empathy (students put themselves in their peers' shoes)

Materials needed:

- Laptop with a stable connection and a camera
- Zoom/MS Teams/Google Meet/etc.
- PowerPoint/Keynote/etc.
- Ice-breaker games
- Brainstorming canvas
- A presentation template for sharing their ideas to the partner island's peers, maybe in Miro (a collaboration tool to share information in virtual boards)

Structure and activities:

01. Preparation:

Students have been doing research on the topic and they will share this information through a ppt presentation or a brief video to their peers from the partner school.

The facilitators, one per school (could be 2 students assigned by their teachers) are distributing tasks

- Some students will start preparing the video
- Some students will prepare an engaging presentation template

Students meet and create a good atmosphere for working. It is important to create a safe space for the students to communicate and share their own ideas confidently. Teachers can use a game as an ice-breaker for the group:

Option 1: Facilitator asks repeatedly to switch on and off the camera if they agree with each affirmation. For example, "Switch on the camera if you play a musical instrument", "Switch on the camera if you hiked last weekend",....

Option 2: Teacher prepares an engaging activity in Miro. For example, a map of an island where they have to write in stickers their names and also things they like to do on the island . After they have to connect with lines the different stickers, creating a chaotic map of interactions.

02. Brainstorming:

Each group uses between 45-60 min to brainstorm solutions for the challenge. The main steps for the brainstorming activity are:

1. Open brainstorming: Each group proposes as many solutions as possible. It is not time to judge them, the more ideas the better. It is an individual activity, but it must be transparent for the rest of the group, using a collaborative board (mural, miro or Padlet Tools) or a shared file (google drive or similar).

2. Teamstorming: Students together create new ideas. The facilitator provides some guidelines in order not to waste

- Impersonate: Imagine you are another person and ask the participants to answer the challenge as this person would do. You can use different examples: your major, your mother, Ghandi, Greta Thunberg,...

- Collaborate: Ask to exaggerate, combine, reverse ideas of the other participants.
- Exchange: Ask one group to brainstorm the other ones. You have fresh ideas from other people in the module.

03. Organizing the ideas:

The students organise the ideas using a matrix with two axes: innovation and feasibility. The ideas could be clustered in possible and emergent solutions. They all meet again and present their final draft, while the rest of the team is listening and paying attention to the final result and they debate in order to conclude. Mentimeter Tool can be used for the debate.

04. Value proposition

The students end the session by selecting their solution among the different clusters identified in the process.

Additionally, they build a solution. “Building a solution” doesn’t per se indicate a physical thing. Students can work on an ad campaign, present a prototype of a machine they created, or make a film talking about how a community can solve the problem.

Feedback and wrap-up:

After preparing all these, students present a preliminary work to the rest of the class, including their teachers. They prepare for the final event where they will present the results in public. They can collect feedback and resolve any vague aspects.

Teachers can reflect on creativity and collective work. They can reflect on how complicated it is to create collaborative solutions.

Session 7: Sharing the solution

Sustainability challenge: Sustainable tourism

School type: Mixed age group

Week number: 7

General description:

Pupils share the solutions they've created with each other. This is also the opportunity to share the project more widely with the rest of the school.

This time pupils involve the school community; they start with a short presentation with what they have achieved the past learning weeks and they are seeking for possible solutions to the challenges identified so far. They have brainstorming sessions and debates, they vote and their teacher/facilitator is supporting them on not to lose track. They try not to focus on local ideas to the challenges set and they search on the internet for potential solutions coming from other island communities.

Pupils from the partner island will evaluate each solution with the guidance of their teacher/facilitator and they will try to think of ways of implementing it.

Learning outcomes:

At the end of this week, pupils will be able to...

- explore new ideas/solutions
- evaluate the resources/material collected
- categorise those resources according to the social, financial and sustainable impact
- identify which solution fits their partner island the most
- exploit the benefits of debate and voting and express their opinion by using arguments and defend their perspective
- strengthen their soft skills, such as critical thinking, problem solving, creativity and collaboration, empathy (pupils put themselves in their peers' shoes)

Materials needed:

- A customised table based on Resource 6, meaning *
- a presentation template for sharing their ideas to the partner island's peers and to the local community
- Digital tools such as Mentimeter, in order to prove the participatory aspect of this process and engage as much pupils as possible or Quizizz, in order to prove themselves to locals that they had done serious research and know a lot of things regarding Sustainable tourism on the island

Structure and activities:

Session 1. The facilitator (could be a student assigned by the teacher, like in a flipped classroom) is also distributing tasks

- Some pupils will search on the internet and work on the SDGs but in a local level
- Some pupils will start preparing content for Mentimeter (debate questions) and for the Quizzes (questions on SDGs in general and how familiar locals are with SDGs)
- Some pupils will prepare a simulation game/role play, pretending to be entrepreneurs that wish to invest on the island. The local community should be able to negotiate things and develop some critical thoughts regarding this investment.

Session 2. They all meet and brief the rest of the team with what they have done so far. The teacher provides some guidelines and suggests some corrective actions in order not to lose time and work on concrete results. Rehearsals are starting and the role play is on.

Session 3. They all meet again and present their final material, while the rest of the team is pretending to be the partner island's pupils and debate on the results.

Session 4. They invite the local community in order to check their results and then they prepare themselves to present the results to their peers from the other island.

Feedback and wrap-up:

Feedback is collected not only from the local community but from the peer school as well. Most of the findings are very interesting and they prove the importance of having a dialogue with various stakeholders, such as the local authorities, the private sector, external investors etc. Pupils learn to utilise these findings and move a step further, like re-adopt their solutions or customise those for the benefit of the most people involved.

This big experience should engage many local people in order to share the potential of youngsters bringing awareness on sustainable tourism.

After preparing all these, pupils present their work to the rest of the school, both pupils and teachers, so as to collect feedback and resolve any vague aspects. Also, it would be highly recommended that in addition to teachers and pupils, other people could attend the session, so that it becomes a moment of celebration for the pupils. This could be a session with the mayor or something along those lines, obviously done in a child friendly manner.



Session 8: Looking back, looking forward

Sustainability challenge: Sustainable tourism

School type: Mixed age group

Week number: 8

General description:

In the final session the pupils look back at the past sessions and then look forward, imagining a future scenario for their island. They do this using the backcasting method, which is explained in more detail below. If you've travelled as part of the programme, this session takes place when you're back on your home island.

Learning outcomes:

At the end of this session, pupils are able to:

- Reflect on the work they've done over the past sessions, thinking about what went well and what didn't go quite so well.
- Imagine future scenarios for their island and make the first steps in thinking about how to reach that scenario.

Materials needed:

Materials needed:

- Paper and pens
- Art supplies
- Printer and computer for photos
- Whatever you have to hand

Structure and activities:

Looking back

The first part of the lesson is a group discussion looking back at the past sessions and talking about pupils' impressions. What have they learnt? What did they like? Do they look at their own island differently? How was it working with children from another island? What was it like to share their ideas with other islanders?

To conclude this discussion, pupils can create something which they can hang up in the school as a reminder of the programme. This is particularly nice to do if you've travelled or hosted as part of the project. For example, a poster or a photo collage.

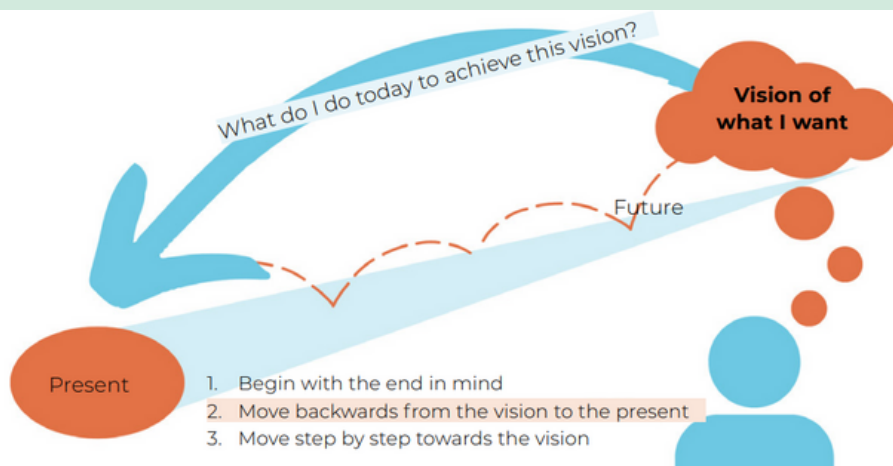
Looking forward

The pupils have learnt a lot about sustainability and about their island. They've also come into contact with another island and learnt about how things work there. To get the discussion flowing, ask the pupils about the similarities and differences between the two islands. What did they like more about the other island? What is better on there island?

Now it's time to start backcasting. Backcasting is a method used in future studies whereby you imagine a dream scenario in the future (for example 10, 20 or 30 years in the future) and then work backwards to think about how you could get there. In our case, we'll be imagining how we want our island to be in the future. If your group worked well with the SDGs, you can bring them up again as an example – the SDGs describe what we'd like our world to be like in 2030 and how we can work to get there. Either as a whole class or in smaller groups, depending on size, ask the pupils to imagine how their island should be in 20 years.

A nice way of doing this visually is to draw a map of the island which can be added to. At the start of the process there are no ideas too crazy for the future. Once there are a number of ideas generated, start asking questions which bring in more ideas of sustainable development. Who lives on the island in 20 years? What do they do for work? What's it like to be a child on the future island? How is the natural environment on the future island? How would animals experience the future island? How do you travel to and from the future island? Are there any plastics on the future island? If so, what are they used for? If not, what are they using instead?

Try to reach a consensus on what the future island is like. If you've been working with multiple groups, bring their ideas together into one future island that the whole group is excited about. Then choose the idea the group is most excited about. How is that different from the island now? What would have to change to make that idea happen? And, based on the previous session, who on their island could help them make it happen? To conclude this discussion, finalise the map of the future island as a poster with a timeline of how to reach the future island. This will return next year in the second year of the Island Schools programme, so hang it up or keep it safe!



Feedback and wrap-up:

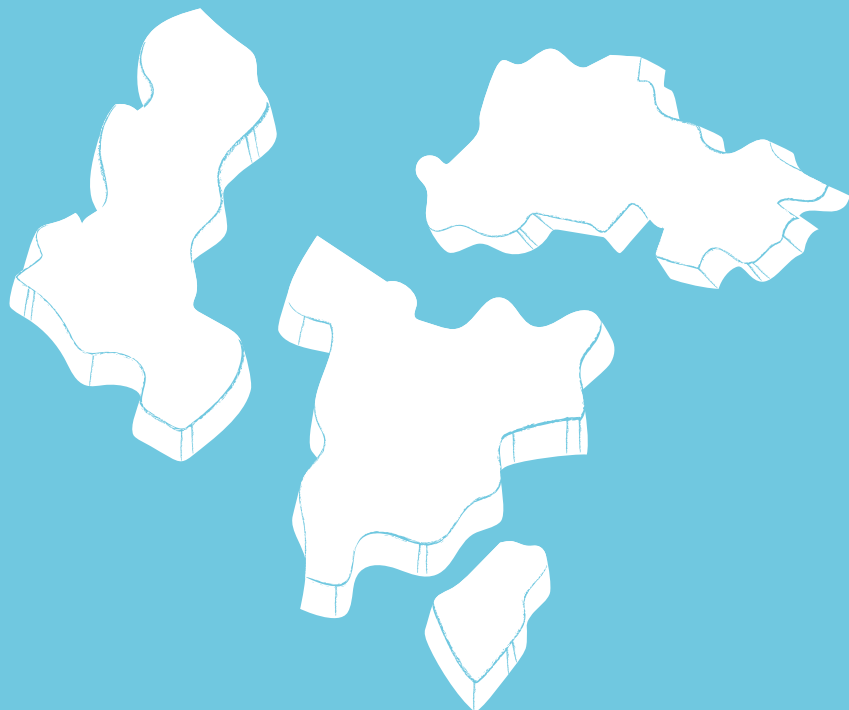
To wrap up the lesson, ask the pupils how they felt working during the project?. Was it difficult to imagine a more sustainable island? Are there things from their partner island that they included in this future island?

As an optional extension, preferably as an additional session, you can work with the partner school to present the future islands to one another digitally. You can also have a live vote (using a video calling service plus, for example, Mentimeter) to decide which learnings they have achieved during the program and recommendations for the following participants





RESOURCES



Resource 1: Video The Future of Tourism with Climate Change



<https://youtu.be/kQF3z1cbB34>

Resource 2: RICEPOTS SURVEY

| | | |
|----------|-----------------|--|
| R | Residential | Houses, flats |
| I | Industrial | Factories, warehouses, storage units |
| C | Comercial | Supermarkets, shops, offices, businesses |
| E | Entertainment | Cinemas, theatre, café, restaurants, hotels, bars, leisure centres |
| P | Public Building | Schools, libraries, community centres |
| O | Open Space | Parks, squares, public gardens |
| T | Transport | Ferry terminal, bus station |
| S | Services | Medical centre, police station, fire station |

Resource 3: Tally Sheet

| Local Registration | Registration from the mainland | International Registration |
|---------------------------|---------------------------------------|-----------------------------------|
| | | |

Resource 4: A Year in the Life

Presentation

SPRING

Roles:

SUMMER

Roles:

AUTUMN

Roles:

WINTER

Roles:

Resource 5: Story planning "The week the tourists didn't come"

Introduction or Opening

Where is it set? Who are the characters

Build-up

Tell us more about the character and setting

Conflict or Problem

What goes wrong?

Solution

How are things fixed or sorted out?

Closing or Ending

What has changed?
What has been learned?

Resource 6. Sustainable Tourism Challenge Ranking template.

| | Challenge 1 | Challenge 2 | Challenge 3 |
|--|-------------|-------------|-------------|
| Economic impact What is the economic impact of the challenge? Do people earn a living with the challenge? Does it create jobs and income for the island community? | | | |
| Social Impact What is the impact of the challenge on the community? What do the people who live on the island think about the challenge? | | | |
| Sustainability impact How does the challenge affect the environment? The wildlife? | | | |
| Solution brainstorm What are your first ideas for a possible solution? Does it also take the social and economic impact into account? | | | |

Resource 6. Sustainable Tourism Solution Ranking template.

| | Solution 1 | Solution 2 | Solution 3 |
|---|-------------------|-------------------|-------------------|
| Economic impact What is the economic impact of the solution selected? Will people be benefit from this particular solution or not? Does this solution offer job opportunities and income to the island community? | | | |
| Social Impact What is the impact of this solution on the local community? What do locals think about this solution proposed? | | | |
| Social Impact What is the impact of this solution on the local community? What do locals think about this solution proposed? | | | |
| Brainstorm for presenting some concrete solutions What are the arguments you are going to use in order to convince the local community about your solution? Have you thought of all the parameters? | | | |

