

## Eco tourism

### A Comparative Study of Local, National and Global Tourist Locations

**Further Education Level 2 and Level 3 – ages 16+**  
NCFE Diploma in Travel and Tourism

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## Specialist knowledge for teachers

This resource will explore the social and environmental impact of four eco-tourism destinations, the Wellbeing Farm, Eden Project Morecambe, Penzance Plastic Free Town and Bwindi National Park, Uganda. It will consider how tourism destinations can both damage and enhance locations in terms of social and environmental issues.

Key knowledge and concepts:

- What is a stakeholder? Human and non-human stakeholders
- Responsible tourism: positive and negative impacts of tourism
- Understanding of the impact of carbon, particularly from tourist activities such as flying and from the learners' own carbon footprints – to include basic understanding of voluntary carbon offsetting (VCO)

The module will emphasise the importance of location in terms of how tourist destinations evolve through the life-cycle of a resort (Butler, 1980). The resources online demonstrate this process and allow students to position their case study locations within this framework.

The module will focus on how tourism impacts not just on human communities, but on localities and non-human species and ecosystems. Students will explore how this impact is critical in evaluating whether tourism is beneficial or is contributing to environmental degradation.

The teaching and learning experiences will ensure that potential environmental anxiety is addressed through positive messages of how learners are empowered to make a difference, both as tourists and also as employees of the tourism industry.

The module will cover four locations, which expand from local to global. Teachers will need to familiarise themselves with the locations and the eco-tourist approaches, however, the pedagogical approach is built on the learner as researcher and so they will provide much of the context themselves.



# Examples in practice – Traveling by plane

## Activity 1

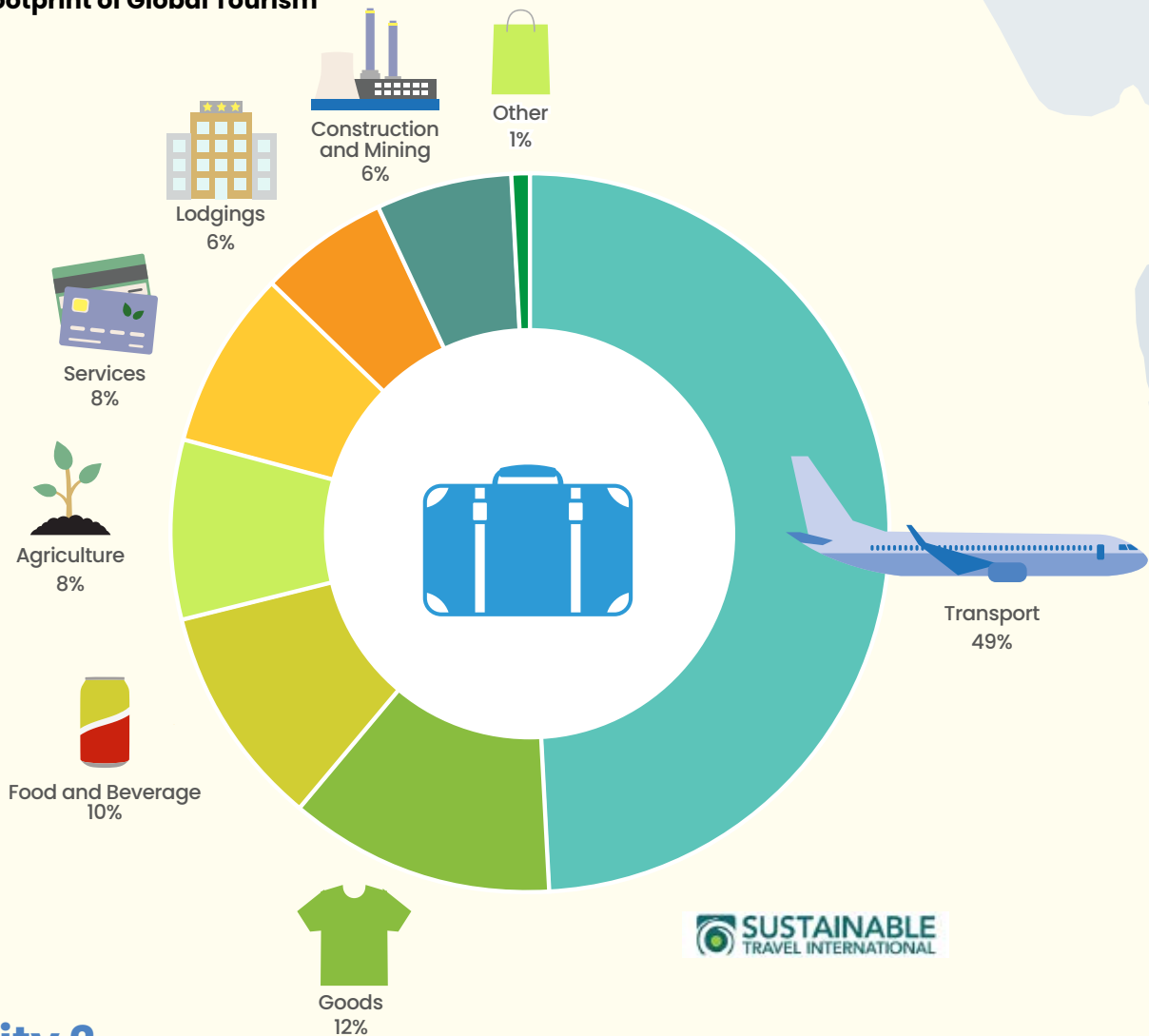
Flights produce a high carbon footprint, and one flight can easily produce as much carbon as heating and lighting your home for a year or driving a small car for the year. For example, taking a flight from Manchester to Rome produces 1.77 tonnes of CO<sub>2</sub>.



### The carbon footprint of global tourism worksheet

Carbon dioxide is the most damaging of green-house gases which cause climate change. Tourism produces about 8-10% of global Carbon Dioxide emissions, and you can see below that transport causes most of this, with the vast majority coming from travel by plane.

### Carbon Footprint of Global Tourism



## Activity 2

Go to [Carbon Footprint Calculator](#) and using the flights, bus and rail tabs work out the best way to travel from Manchester to London whilst producing the lowest emissions. It is 200 miles by road or train. The emissions of a small car have been included for you.

	Flight	Bus	National rail	Car
Manchester to London				0.04

## Activity 3

To visit Bwindi Impenetrable forest, you will travel to Entebbe airport. How far is this? \_\_\_\_\_

Now go back to the [Carbon Footprint Calculator](#) and work out the CO<sub>2</sub> emissions for the flight.

Flight	tonnes of CO <sub>2</sub>
Manchester – Uganda (EBB airport) – economy	2.70
London – Kampala	2.60
Manchester – Uganda (EBB airport) – first class	10.79

One way to address these emissions is Voluntary Carbon Offsetting (VCO). Find out what this means and briefly describe it here

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Go to the airport website [Manchester Airport Carbon Offset Program](#). How much would it cost to offset the flight?

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So tourism transport particularly by plane produces high levels of CO<sub>2</sub>.

VCOs are helpful, but do not solve the problem of producing the emissions in the first place. It would take an acre of forest a year to absorb the same amount of CO<sub>2</sub> emissions of a one-way flight from London to New York. That's about the same amount of emissions that the average person in Zimbabwe generates over an entire year. Visit Sustainable Air Travel ([mossy.earth](#)) and pick what you think are the 2 best ways of reducing emissions.

1 \_\_\_\_\_

2 \_\_\_\_\_

## Curriculum aims and objectives

Further Education Level 2 and Level 3 – ages 16+

### Learning outcomes

**NCFE Level 2 Diploma in Travel and Tourism:** Unit 11 Impact of travel and tourism provision on a host community

- 1: Understand travel and tourism provision on a host community.
- 2: Assess the extent of the impact of travel and tourism on a host community.

**NCFE Level 3 Diploma in Travel and Tourism:** Unit 19 Responsible tourism

- 1: Understand Responsible Tourism.
- 2: Examine strategies used to manage responsible tourism in destinations.
- 3: Explain how stakeholders contribute to responsible tourism.

### Head

Learners will have an in-depth knowledge of 4 attractions and be able to discuss different stakeholders, their roles and their impact.

### Heart

Learners will develop an understanding of their own roles within the tourism industry, developing the values they wish to promote and uphold, and identify how their own behaviours impact on the environment.

### Hands

The resource will include independent research, critical thinking (at L3) and writing for different audiences through magazine articles, web-pages and interviewing.



## Adaptations to extend impact

The main concepts could be applied to any location to include local, national and global sites. As the approach is research based, it lends itself to changing locations and contexts.

The main concept of human and non-human stakeholders and the positive or negative impact of human activity could be applied to other disciplines and topics, for example in construction considering the impact of a new estate and planning permission, who and what would be impacted by this and how could the construction company make a positive impact to the existing community.

Chemistry/biology: case studies changing from non-organic to organic farming practices – what might the impact be on local ecosystems. Including the chemical composition of nearby water sources, rivers and the reduction of algae bloom.



1. Introduction to Wellbeing Farm



2. Eden Project Morecambe



3. Plastic Free Penzance



4. Bwindi National Park Uganda

