

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus for Tourism and Conservation

Subject stream: Social and Cultural Studies



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



Curriculum Elements for Tourism and Conservation – an everyday subject

Subject description

The Senior Secondary School (SSS) Tourism and Conservation curriculum provides an introduction to tourism aimed at conserving natural resources while benefiting the local people. It will also expose students to the tools and strategies that can be used to develop and implement plans for efficiently attracting and accommodating the "ecotourist," with a sustainable approach to using natural resources.

Rationale for the Inclusion of Tourism and the Environment in the Senior Secondary School curriculum

- Tourism and conservation is an important subject in the senior secondary school curriculum in that it enables students to have an understanding of the tourism industry with an emphasis on ecotourism as well as stimulating interest in entrepreneurship and investment in the tourism industry
- It promotes knowledge about the festivals and cultural heritages in Sierra Leone
- It builds students' knowledge base about the tourism industry in Sierra Leone, its regulations and policies as well as the challenges faced by the industry in the country
- It enables students to develop an appreciation of ecotourism resources and how they can be harnessed for the nation's development.

General Learning Outcomes

At the end of the course, students will be able to:

- Describe basic tourism concepts
- Explain the socio-economic importance of tourism to the nation's development
- Discuss the various types and forms of tourism
- Describe the various festivals and cultural heritages of the country
- Identify and discuss the roles of private and public agencies in tourism
- Discuss business and entrepreneurial skills in tourism
- Discuss sustainable tourism practices
- Discuss the concept of ecotourism and the process in developing an ecotourism product.

Content (Topic/Themes)

The proposed curriculum explores the following broad range of themes:

- Introduction to and importance of tourism; Festivals and cultural heritage



- Tourism marketing; Marketing tools in tourism; Business and entrepreneurial skills in tourism
- Identification of public and private agencies in tourism
- Components of ecotourism; the ecotourism market; developing an ecotourism concept
- Community based ecotourism; managing the impacts of tourism on the local environment and culture

Outline structure of the syllabus over the 3-year Senior Secondary cycle

	SSS 1	SSS 2	SSS 3
Term 1	<ul style="list-style-type: none"> ▪ Introduction to and importance of tourism ▪ National festivals and heritage 	<ul style="list-style-type: none"> ▪ Tourism marketing <ul style="list-style-type: none"> ○ Marketing tools in tourism 	<ul style="list-style-type: none"> ▪ Components of ecotourism
Term 2	<ul style="list-style-type: none"> ▪ Business and entrepreneurial skills in tourism <ul style="list-style-type: none"> ○ Reasons for travel ○ Travel agency business ○ Tour operating business 	<ul style="list-style-type: none"> ▪ Entrepreneurship in tourism <ul style="list-style-type: none"> ○ Service delivery in tourism ○ Skills acquisition 	<ul style="list-style-type: none"> ▪ The ecotourism market ▪ Community-based ecotourism
Term 3	<ul style="list-style-type: none"> ▪ Support groups in the travel business <ul style="list-style-type: none"> ▪ Identification and roles of public agencies in tourism ▪ Identification and roles of private agencies in tourism 	<ul style="list-style-type: none"> ▪ Concept of ecotourism ▪ Natural ecotourism resources 	<ul style="list-style-type: none"> ▪ Managing the impacts of tourism on the local environment and culture ▪ Developing an ecotourism product





Teaching syllabus

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Introduction to and importance of tourism <ul style="list-style-type: none"> ▪ Meaning of tourism ▪ Definitions i.e. tourist, visitor, tour, recreation, hospitality, etc. ▪ Scope and history of tourism ▪ Forms i.e. inbound, out-bound, international, long or short haul, business, eco/environmental, cultural ▪ Components i.e. attraction, accessibility, amenities ▪ Tourist attractions i.e. natural - parks, beaches, landforms; manmade sites - museums, palaces, monuments: socio cultural - historical monuments, sports, carnivals, festivals ▪ Importance of tourism i.e. economic, social, developmental ▪ Protection and management of tourism resources 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define tourism ▪ Discuss the scope and history of tourism ▪ Describe the forms of tourism ▪ List and explain the various tourist attraction sites ▪ Discuss the importance of tourism ▪ Explain how tourism resources can be managed and protected 	<ul style="list-style-type: none"> ▪ Draw out learners existing knowledge through question and answer sessions (Q&A) e.g. What do you understand by the term tourism, recreation, hospitality? Who is a tourist? What is the difference between a traveler and a tourist? ▪ Lead discussions, listing key information e.g. What is a tourist attraction site? List five natural and manmade tourist sites. ▪ Group work e.g. present Youtube videos on basic tourism concepts, divide learners into small groups to brainstorm on forms, types and importance of tourism, tourist resources and how they can be protected and managed. Groups present a summary of their findings. ▪ Summarise key points in the lesson for learners to note. 	<ul style="list-style-type: none"> ▪ Short videos on tourism concepts on YouTube ▪ Course Guidebook 	<p>Short answer questions (SAQs) for oral and/or written assessments, e.g.:</p> <ul style="list-style-type: none"> ▪ Define tourism ▪ What is the difference between a tourist and a traveler ▪ List the forms of tourism ▪ List the importance of tourism
National festivals and heritage <ul style="list-style-type: none"> ▪ Lantern parade ▪ Tangains festival 	<ul style="list-style-type: none"> ▪ Explain the importance of 	<ul style="list-style-type: none"> ▪ Deliver a Power point presentation with pictures on the festivals and cultural heritages of Sierra Leone 	<ul style="list-style-type: none"> ▪ Short YouTube videos on the cultural heritage 	<ul style="list-style-type: none"> ▪ Group presentation,



<ul style="list-style-type: none"> ▪ Madegn festival ▪ Kiln Sierra Leone marathon ▪ Masquerade festival (paddle, sande, poro initiation etc) ▪ Ballanta music festival ▪ Cultural heritages in Sierra Leone e.g. cultural dances of the Mendes, Temnes, Limba, Ojeh Society ▪ Museums and monuments ▪ Art galleries ▪ Historic sites (Bunce Island, Old FBC building, railway museum etc 	<p>national festivals and heritages</p> <ul style="list-style-type: none"> ▪ Describe the festivals and heritages in Sierra Leone ▪ Explain the history of some sites such as Bunce Island, etc. 	<ul style="list-style-type: none"> ▪ Organise field trip to some of the historic sites and monuments in the country 	<p>and festivals of Sierra Leone</p> <ul style="list-style-type: none"> ▪ Course guidebook 	<p>e.g. on festivals in Sierra Leone</p> <ul style="list-style-type: none"> ▪ Oral and/or written assessments, e.g.:report from the field trip
<p>Business and Entrepreneurial skills in tourism: Reasons for travel</p> <ul style="list-style-type: none"> ▪ holidays ▪ economic factors (business or shopping, conferences/meetings, Trade Fares/Exhibitions ▪ social factors (religious, sports, self-esteem, education, aesthetics) 	<ul style="list-style-type: none"> ▪ Explain the various reasons for travelling 	<ul style="list-style-type: none"> ▪ Use a poster showing the broad categories and subcategories for travelling, supported by pictures and discussion for better understanding 	<ul style="list-style-type: none"> ▪ Course guidebook ▪ Youtube video on reasons for travelling 	<ul style="list-style-type: none"> ▪ SAQs for oral and/or written assessments, e.g.: What are the reasons for travel?
<p>Travel Agency Business</p> <ul style="list-style-type: none"> ▪ What is a travel agency /agent? ▪ Qualities of a travel agent (resourcefulness, marketing skills, honesty/integrity, good 	<ul style="list-style-type: none"> ▪ Define what/who a travel agent is, together with their roles 	<ul style="list-style-type: none"> ▪ Organise a field visit to a travel agent. ▪ Lead a group brainstorming and presentation session on being a travel agent 	<ul style="list-style-type: none"> ▪ Course guidebook ▪ Youtube video 	<ul style="list-style-type: none"> ▪ Practical assessment of the role play ▪ Oral and/or written assessments,



<p>communication skills, timeliness, good understanding of ICT, creativity)</p> <ul style="list-style-type: none"> Functions of a travel agent (reservation, ticketing, visa procurement, foreign exchange, etc. 	<ul style="list-style-type: none"> Describe the key qualities of a travel agent. 	<ul style="list-style-type: none"> Organise a role play, with students playing travel agency roles providing services to a client who wants to travel from Freetown to New York.. 		<p>e.g. report from the field trip</p>
<ul style="list-style-type: none"> Tour operating business What is a tour operator? Qualities of tour operator (good public relations, honesty, good ICT knowledge, good marketing skills, innovative drive, strong financial standing) Functions of a tour operator (executive, marketing and packaging skills) 	<ul style="list-style-type: none"> Define who/ what a tour operator is Discuss the qualities and functions of a tour operator 	<ul style="list-style-type: none"> Navigate from the known to the unknown through Q&A sessions e.g. Who is s tour operator? What are the qualities of a tour operator? What are their functions? Give a detailed explanation of the tour operating business, with local and international case studies, supported by pictures and discussion for better understanding. 	<ul style="list-style-type: none"> Course guidebook Youtube videos on the tour operation business 	<ul style="list-style-type: none"> SAQs for oral and/or written assessments, e.g. What is a tour operator/agent? List five qualities of a tour operator? Describe the fiunctions of a tour operator?
<p>Support groups in travel business</p> <ul style="list-style-type: none"> Financial support (insurance, banking, foreign exchange bureau) Transport facilities/car hire services Souvenir shops e.g local crafts 	<ul style="list-style-type: none"> Define travel business Describe the various components that make up a successful travel business 	<ul style="list-style-type: none"> Navigate from the known to the unknown through Q&A sessions e.g. Give examples of travel businesses in Sierra Leone? What support groups form a successful travel business? Field visit to some support travel agencies such as souvenir/local craft shops, transport agency, foreign exchange bureau, etc. 	<ul style="list-style-type: none"> Course guidebooks YouTube videos of travel business support groups. 	<ul style="list-style-type: none"> Report from field visit



<ul style="list-style-type: none"> ▪ Accommodation/ hotel and catering services ▪ Health services ▪ Security services 				
<p>Identification and roles of public agencies in tourism</p> <ul style="list-style-type: none"> • Ministry of Tourism and cultural affairs • National Tourist Board (NTB) • Monuments and Relics Commission • Sierra Leone Museum • Sierra Leone Railway Museum • Sierra Leone International Theatre Institute • Sierra Leone National Dance Troupe • National Protected Area Authority • Ministry of Technical and Higher Education • Environment Protection Agency • Ministry of Finance and Economic Development 	<ul style="list-style-type: none"> ▪ Identify key public agencies and MDAs involved in tourism ▪ Describe the roles and functions of these public agencies in the tourism sector 	<ul style="list-style-type: none"> ▪ Deliver and discuss a Power point presentation on the various public agencies involved in the tourism sector. ▪ Organise field visits to some public agencies e.g Ministry of Tourism, NTB, Monuments and Relics Commission etc. Discuss their contributions to the tourism sector. 	<ul style="list-style-type: none"> ▪ Course guidebook ▪ YouTube videos ▪ Resources from the Ministry of Tourism and NTB websites 	<ul style="list-style-type: none"> ▪ Presentation on field visit ▪ SAQs for oral/written assessments e.g. Name five public agencies involved in tourism. What contribution do they make?
<p>Identification and roles of private agencies in tourism</p> <ul style="list-style-type: none"> ▪ Sierra Leone Association of Hotel and Tourism Professionals (SLAHTOP) 	<ul style="list-style-type: none"> ▪ Identify key private agencies involved in the tourism sector 	<ul style="list-style-type: none"> ▪ Deliver and discuss presentation on some private agencies involved in tourism ▪ Organise a field visit to private tourism groups such as visit Sierra 	<ul style="list-style-type: none"> ▪ Course guidebook ▪ YouTube video on the Tacugama sanctuary 	<ul style="list-style-type: none"> ▪ Presentation on field visit



<ul style="list-style-type: none"> ▪ Hotel workers Association ▪ IPC Travel ▪ Tour Guide Association ▪ Tacugama Chimpanzee sanctuary ▪ Visit Sierra Leone 	<ul style="list-style-type: none"> ▪ Explain the importance of these groups in the tourism industry 	<p>Leone, Tacugama chimpanzee sanctuary and IPC travel</p>	<ul style="list-style-type: none"> ▪ Resources from the Tacugama sanctuary and Visit Sierra Leone websites 	
<p>Tourism marketing</p> <ul style="list-style-type: none"> ▪ Definition ▪ Tourism marketing strategies (segmentation, mass marketing, niche marketing) 	<ul style="list-style-type: none"> ▪ Define marketing in tourism ▪ Explain tourism marketing strategies. 	<ul style="list-style-type: none"> ▪ Deliver and discuss a presentation on the various tourism marketing strategies ▪ Organise small group brainstorming session to develop a tourism marketing strategy for the local area, based on that for Sierra Leone. 	<ul style="list-style-type: none"> ▪ Course guidebook ▪ www.Acorntourism.co.uk Sierra Leone National Tourism Marketing Strategy and Rebranding 	<ul style="list-style-type: none"> ▪ Group presentation on a tourism marketing strategy
<p>Marketing tools in tourism</p> <ul style="list-style-type: none"> ▪ Electronic media (radio, TV) ▪ Print media (newspapers, magazines, journals, publications) ▪ Fairs and exhibitions (local fairs, international fairs) ▪ E-tourism (internet services, e-banking, e-reservation, electronic billboard) 	<ul style="list-style-type: none"> ▪ Identify and discuss the various marketing tools in tourism 	<ul style="list-style-type: none"> ▪ Deliver and discuss a Powerpoint presentation showing tourism marketing tools, with audio visuals to aid better understanding. 	<ul style="list-style-type: none"> ▪ Course guidebook ▪ Tourism sites on YouTube, to analyse which tools have been used 	<ul style="list-style-type: none"> ▪ Presentation on marketing tools used in tourism.
<p>Entrepreneurship in tourism</p> <ul style="list-style-type: none"> ▪ Meaning of entrepreneurship ▪ Meaning of cottage industries ▪ Examples of cottage industry (Leather works, ceramics and 	<p>At the end of the topic, students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship 	<ul style="list-style-type: none"> ▪ Organise field trips to local industries such as gara tie-dying, country cloth weaving, pottery, painting and sculpture etc. where 	<ul style="list-style-type: none"> ▪ Course guidebooks ▪ YouTube videos on cottage industries. 	<ul style="list-style-type: none"> ▪ Presentations on findings from field work and discussions on



<p>pottery, gara tie dyeing, country cloth weaving etc)</p> <ul style="list-style-type: none"> Items produced in cottage industries 	<ul style="list-style-type: none"> Define cottage industries Identify and describe some cottage industries Identify items produced in cottage industries 	<p>students will observe how some of the items are produced.</p> <ul style="list-style-type: none"> Organise group discussions on how these industries are marketed. 		<p>marketing the local industries.</p>
<p>Service delivery in tourism</p> <ul style="list-style-type: none"> Meaning of service delivery in the tourism industry Service delivery roles in tourism (tour guides, ticket retailers, cooks, waiters, photographers, dancers, drivers, game guards, reservation officers). 	<ul style="list-style-type: none"> Define service delivery Identify and discuss the essential services needed in the tourism industry 	<ul style="list-style-type: none"> List the service delivery roles in tourism Ask the students to describe how each of these contributes to the overall experience of the tourist. Allow the students to discuss in groups how they would plan to host a group of ten tourists for a day. 	<ul style="list-style-type: none"> Course guidebook 	<ul style="list-style-type: none"> Presentations on the group tasks.
<p>Skills acquisition</p> <ul style="list-style-type: none"> Definition of skills Skill acquisition centres (The Hotel and Tourism Training Institute: HTTI) 	<ul style="list-style-type: none"> Discuss the function and role of HTTI towards skills acquisition in the tourism industry. 	<ul style="list-style-type: none"> Deliver information and discuss HTTI and its role in providing skilled labour in the tourism industry. Support students to review the courses provided. 	<ul style="list-style-type: none"> Course guidebook Institute website 	<ul style="list-style-type: none"> Report on the courses offered by HTTI.
<p>The concept of Ecotourism</p> <ul style="list-style-type: none"> Definition of ecotourism Quebec Declaration on Ecotourism Ecotourism and related sub-divisions of tourism (agro- 	<ul style="list-style-type: none"> Define ecotourism Identify and describe its sub divisions 	<ul style="list-style-type: none"> Show YouTube videos about ecotourism and its importance and present a summary for the students to discuss in small groups. 	<ul style="list-style-type: none"> Course guidebook YouTube videos Information about local ecotourism enterprises 	<ul style="list-style-type: none"> Written assessment on the role of ecotourism in sustainable development.



<p>tourism, eco-lodging, eco-treks, community development)</p> <ul style="list-style-type: none"> Importance of ecotourism Characteristics of ecotourism The role of ecotourism in sustainable development Negative impacts of ecotourism 	<ul style="list-style-type: none"> Discuss its importance Explain its characteristics Discuss its role in sustainable development Explain its negative impacts. 	<ul style="list-style-type: none"> Ask them to provide information of any ecotourism projects they know of. Summarise and give more details for better understanding. 		
<p>Natural Ecotourism Resources</p> <ul style="list-style-type: none"> National Parks Natural monument/features Forest reserves Wilderness area Protected landscape/seascape etc 	<ul style="list-style-type: none"> Identify and describe the natural ecotourism resources such as forest reserves, natural parks, etc 	<ul style="list-style-type: none"> Navigate from the known to the unknown by asking what students already know about ecotourism resources. List and discuss information explaining various natural ecotourism resources, giving examples, including pictures for clearer understanding Field trip to a forest reserve or national park 	<ul style="list-style-type: none"> YouTube videos and other publicity information about natural resources 	<ul style="list-style-type: none"> SAQs for oral and/or written assessments, e.g. What are natural ecotourism resources? List 5 ecotourism resources? Report on the field trip.
<p>Components of ecotourism</p> <ul style="list-style-type: none"> Ecotourism and the environment Conservation ecotourism and protected areas Ecotourism and economic benefits Ecotourism and social benefits Ecotourism and the local community 	<ul style="list-style-type: none"> Describe relationship between ecotourism and the environment Explain the economic and social benefits of ecotourism. 	<ul style="list-style-type: none"> Deliver information on the components of ecotourism, for discussion. Summarise this information for the students. 		<ul style="list-style-type: none"> SAQs for oral and/or written assessments, e.g. List two economic and two social benefits of ecotourism. What is a protected area?



<ul style="list-style-type: none"> Ecotourism and education. 				
<p>The Ecotourism Market</p> <ul style="list-style-type: none"> Ecotourists and their key interests in a vacation Understanding the market players-from travel agents to local guides Keeping travellers enthusiastic and interested Education and interpretation skills Training of guides. 	<ul style="list-style-type: none"> Describe the key things ecotourists look for in a vacation Discuss the key stakeholders in the ecotourism market Education and interpretation skills for staff in the ecotourism business. 	<ul style="list-style-type: none"> Provide information about the main stakeholders in the ecotourism market. Organise small group brainstorming activities on what tourists expect from ecotourism and why they choose it. List the necessary education and interpretation skills for staff, and discuss how they can enhance the travellers' experience. Organise role plays on how an ecotourism provider (students to choose the type) would maintain travellers' interest and enthusiasm. Provide information on the training of guides. 	<ul style="list-style-type: none"> Course guidebooks Tourist Guidebooks and ecotourism enterprises' publicity material. 	<p>Level and quality of participation in brainstorming and role plays.</p>
<p>Community-based ecotourism</p> <ul style="list-style-type: none"> Developing grass roots ecotourism projects Monitoring the success and impacts of community-based ecotourism 	<p>At the end of the topic, students will be able to:</p> <ul style="list-style-type: none"> Describe how grass roots ecotourism projects can be developed Explain how the success and impact of community can be monitored. 	<ul style="list-style-type: none"> Organise a field trip to a community-based ecotourism site, providing a framework for students to monitor the project. Summarise learning from the visit and the discussion, adding additional information if necessary. 	<ul style="list-style-type: none"> Course guidebook 	<ul style="list-style-type: none"> Report on the field visit, listing two successes and one possible negative impact of the project.



<p>Managing the impacts of tourism on the local environment and culture</p> <ul style="list-style-type: none"> Long-term community participation procedures Evaluating the capacity of a destination 	<ul style="list-style-type: none"> Describe long term participation in ecotourism Evaluate the capacity of a destination 	<ul style="list-style-type: none"> Lead a discussion about what impact tourism can have on a local community and environment, looking at the successes identified in the last topic and how they could be further strengthened, as well as how any negative impacts could be managed and improved. Summarise this learning, adding additional information if necessary 	<ul style="list-style-type: none"> Course guidebook 	<p>Level and quality of the students' participation in the discussion,</p>
<p>Developing an ecotourism product</p> <ul style="list-style-type: none"> Identifying products Developing partnerships Tapping into local knowledge Incorporating research Developing policies and guidelines Educating and marketing Knowledge, skills, attitude and commitment of ecotourism service provider 	<ul style="list-style-type: none"> Identify ecotourism products Explain how partnerships can be established in ecotourism Understand how local knowledge can be utilized for ecotourism. 	<ul style="list-style-type: none"> Ask the students to pretend they are going to open an ecotourism business. Agree what type it will be! Hold a brief class brainstorm on what they would need to consider, in order to make their business a success. Compare their thoughts with the components listed in the first column. Discuss how partnerships can be developed and local knowledge can be used, to develop an ecotourism project. 	<ul style="list-style-type: none"> Course guidebooks 	<p>Written assessments on how to develop an ecotourism project, including developing partnerships using local knowledge.</p>

