greentour | Sustainability in Hospitality

Work package 3: Trainers' Toolkit on Green Entrepreneurship and Ecotourism

A3. Lesson Plans with Practical Activities

T.C. İSTANBUL VALİLİĞİ · dot2dot · SUD CONCEPT · Coopérative de consultants | Bureau d'études et de Conseil · Mediacreativa · Co-funded by the European Union

Contents

Abstract

This document compiles a curated collection of Lesson Plans with Practical Activities developed by the Green Tour consortium, designed to enhance green entrepreneurship and ecotourism education.

Five thematic chapters — aligned with the project's Training Content and included in the Guide for Integration and Implementation of Green Entrepreneurship in Classes — provide 20 interactive lesson plans (e.g., case studies, roleplays, debates, interviews etc.) that cover critical topics such as sustainable tourism, business planning, marketing, environmental conservation practices and community engagement, fostering hands-on learning.

Together, these materials offer the opportunity to academicians, teachers and youth workers to seamlessly incorporate green entrepreneurship into classrooms and empower them to cultivate sustainability-driven mindsets and practices in future tourism professionals.

Introduction to Ecotourism and Sustainable Development

Introduction to Ecotourism and Sustainable Development

Introduction

Module:

Involves the below headings to present comprehensive introduction to Ecotourism and Sustainable Development:
1. Ecotourism
2. Negative Environmental Impacts of Tourism
3. What is Sustainable Development?
4. Actionable Tips and Strategies
5. Case Study: From Fairy Chimneys to Ecotourism: CAPPADOCIA
6. Interactive and Hands-on Activity

Topic:

This chapter provides a comprehensive overview of Ecotourism with foundational concepts and principles related to Ecotourism and its relationship to sustainable development. This section is designed to help learners to gain deep knowledge on the following topics and more:
- What ecotourism is
- Key features of ecotourism
- Respecting cultures in ecotourism
- Community engagement
- Benefits and possible threats
- Trends and opportunities now and in the future
- Environmental issues
- What sustainable development is
- Sustainable development goals (SDGs) related to ecotourism
- Actionable tips and strategies
- A case study on 'Cappadocia'
- Interactive and Hands-on Activity named 'Ecotourism Adventure Map'

Objectives:

1. Young learners will understand Ecotourism principles, their importance; how they can be implemented, and the main aims of Ecotourism and Sustainable Development.

2. These activities promise to allow young learners to practice the knowledge they gain through the modules. By applying the practical activities, they will move from knowing to internalizing it, and exercising as a real-life experience which will enhance their green entrepreneur skills.

Activity 1 – Ecotourism Day Trip

Type of Activity: Field-Based Learning

Duration: 4-5 days

Materials Needed:
Internet Access – for searching, planning
First-aid kit – for the actual trip
Digital camera or smartphone – to record the day as photos or videos
Evaluation forms – peer review or self-evaluation
Grade rubric – for the use of teacher/youth worker/academician

Description of the Activity – Instructions:

This activity is to organize an ecotourism day trip to a local or nearby ecotourism destination; if possible, you can put this ecotourism day trip plan into practice with your learner group. The learners will be expected to plan for an ecotourism day trip, using all their knowledge and considering all the factors for sustainability.

Step 1: Preparation- 2/3 days
Learners should research and choose a nearby **ecotourism destination** that offers activities such as hiking, bird watching, kayaking, a visit to a sustainable farm, and more.

The local **environment, ecosystems, and wildlife** should be well-researched and understood in order to educate the visitors during the tour.

They should investigate whether there are any ongoing **conservation projects** at this destination, how the local community participates in tourism, and how tourism contributes to the local economy.

A route map should be documented, including important details about the destination.

Responsibilities for a group leader, guide, and photographer should be distributed among the team members.

Meals and transportation for the tour day should be planned with sustainable options, including reusable water bottles and other vital needs for the destination.

Teams should develop conservation plans needed for the tour group, and create **hand-outs** with Leave No Trace principles, waste management tips, and more.

Lastly, obtaining a first-aid kit and carrying it throughout the trip is crucial.

Interact with the **local people,** and propose them join the tour to inform visitors about the environment.

Step 2 (*optional): Day trip- 1 day
Firstly, schedule the visit during off-peak times to reduce pressure on natural and cultural resources.
Begin the tour with the name and location of the destination, brief information about it, and its importance from an ecotourism perspective.
Discuss sustainable practices, and respect nature and local people just at the beginning of the tour.
Where possible, engage a local person/expert on the tour to share their knowledge of the field.
While on the tour, use storytelling, guided walks, workshops, and educational elements, such as talks on conservation and biodiversity. So, balance enjoyment of the tour and education/awareness of nature you give.
Collect feedback from participants before ending the tour to use feedback for self-evaluation.
During the tour, observe the visitors to determine if there is any need for a route or activity change to adjust future tours; write the self-evaluation as soon as possible after the tour.

- If you cannot realize the tour, prepare your day trip plan and do a self-evaluation with the grade rubric.

Step 3: Evaluation and/or Feedback- 1 hour
After the tour or the day after the tour, the grade rubric will guide the peer evaluation. Also, a discussion on how the tour plan can be improved could be held.

Learning Outcomes:
Learners will apply the knowledge they acquire in Module 1 to real-life situations. They will have the opportunity to practice what they have learned, ensuring that their understanding of ecotourism and sustainable development becomes more lasting and meaningful.

Assessment / Reflection Questions:
The below questions can be used for group discussion, or those who took lessons online can use the questions for self-evaluation.

What steps did you take to minimize the environmental impact during the trip?
- How did you plan to engage participants in conservation efforts, such as wildlife observation without disturbance?
- How did you ensure respectful interaction between tourists and local communities?
- What were the main logistical challenges in planning an ecotourism day trip, and how would you plan for that tour if it were today?
- Were the planned health and safety measures during the trip sufficient, and what additional precautions could be implemented?

- Were the interpretive materials or guides you provided to help participants better understand the environment and culture enough? What else could be done to enrich the tour?
- After planning and realizing the ecotourism day trip, what lessons have you learned about the complexities of balancing all the elements of sustainability during the tour, while guiding the participants?

The grading rubric is located on the next page, for use in the assessment of the whole process of the tour. In addition to instructors, individuals may try to assess themselves objectively to see which skills they need to improve.

Criteria	Excellent (A: 90-100%)	Good (B: 75-89%)	Satisfactory (C: 60-74%)	Needs Improvement (D/F: Below 60%)	Points (100 points total)
Understanding Ecotourism Principles	Demonstrates a comprehensive understanding of ecotourism principles, and effectively applies all the principles.	Understands ecotourism principles and can apply most of them well.	A basic understanding of ecotourism principles may misapply some aspects.	Lack of understanding or misapplication of ecotourism principles.	20
Environmental Sustainability	Strong and creative strategies for minimizing environmental impact were implemented.	Adequate strategies to minimize environmental impact are present.	Limited strategies for minimizing environmental impact.	Unclear and ineffective strategies to minimize environmental impact.	20
Cultural Respect and Community Involvement	Demonstrates thorough understanding of cultural respect and includes detailed plans for community benefit.	Adequate attention to cultural respect and community involvement.	Basic efforts to include cultural respect and community involvement, but lacking detail.	Little attention to cultural respect or community involvement.	10
Trip Logistics	Excellent planning of logistics, with consideration for every detail.	Well-organized trip, but minor areas of improvement.	Basic logistics planning with some major gaps in transportation.	Poorly organized or incomplete logistics planning.	10
Health and Safety Management	Comprehensive safety management plan; well-thought-out health and safety procedures.	An adequate risk management plan: some areas of safety could be better organized.	Minimal or unclear management plan. Not well thought out.	Lack of management plan and safety measures.	10
Educational and Interpretive Components	Creative and effective educational materials; participants strongly learn about conservation.	Clear educational plan and materials; engage participants.	Basic educational materials: some areas lack depth.	No clear educational or interpretive plan.	10
Overall Presentation	A well-organized and clear presentation with thorough detail in all aspects.	Good presentation with some minor missed details.	Adequate presentation: some aspects lack.	Disorganized or poorly presented.	20

GRADE RUBRIC

Activity 2 – Cultural Sensitivity and Sustainable Practices

Type of Activity: Role Playing

Duration: 1-1.5 hours

Materials Needed: Printed Scenario Cards ("Ready to use at the next page.")

Description of the Activity – Instructions:
1. Divide the class into small groups (3-5 students).
2. Let each group pick one scenario card that presents a case involving sensitivity or sustainability challenges. Situation cards require groups to respond appropriately. Thus, groups will need to discuss the situation they picked.
3. After each group discusses and brainstorms their scenario, they will be asked to prepare a role-play.
4. One group member will act as a tour guide, while others take on the roles of tourists or locals.

Learning Outcomes:
- Learners will be able to enhance their problem-solving skills in sustainability contexts to address challenges they might face in real-world practices.
- They will also learn to communicate their messages about waste management, cultural respect, and wildlife preservation respectfully, and persuasively.
- Learners will easily navigate real-world examples where cultural misunderstandings or insensitivity may arise.
- Learners will have experience in how to implement theoretical sustainability principles into practical solutions.
- This activity will help the learners feel more confident in their ability to handle unexpected or challenging situations related to sustainability.
- By the end of the role-playing scenarios, learners should have a much stronger understanding of the importance of interpretive elements of Ecotourism.

Assessment / Reflection Questions:
A large part of the assessment will be held during the activity as peer discussion naturally. The instructor would also join the discussion or add any improvement needed to guide the learners.
The below questions are also ready to use during the assessment.
- How do you think the tourists in your scenario would have felt about your response to the sustainability challenge? What kind of message do you think you conveyed to them about responsible tourism?

- How would you handle situations that involve cultural sensitivity? What steps would you take to educate tourists about respecting local customs or traditions?
- Did you identify any alternative solutions to the problem that could also be effective in maintaining sustainability? If so, what were they?

SCENARIO CARDS FOR ROLE PLAYING

You want to involve the local community in your ecotourism business. How do you ensure their traditions and livelihoods are respected and sustained?

A group of tourists leaves trash behind in a local park. How would you handle the situation and educate tourists about 'Leave No Trace' principles?

While introducing eco-friendly practices like waste management or energy-saving technologies in a local community, you notice some resistance. How do you adapt these practices to fit local customs and beliefs while still maintaining sustainability?

You arrive at a popular natural destination, but the destination is overcrowded, causing environmental damage. What actions would you take to both minimize the negative impacts of tourism and ensure a positive experience for tourists?

A tourist is acting disrespectfully during a visit to a local cultural site. How would you ensure that all the participants are maintaining a positive relationship with the local community?

Tourists have difficulty understanding local customs due to language differences. How would you ensure smooth communication while respecting the local language and traditions?

You visit a local religious site, such as a mosque, temple, or church. visitors need to follow the dress code to respect cultural traditions. How would you encourage compliance while ensuring a positive experience for tourists?

Activity 3 – Interview with A Local or Expert

Type of Activity: Expert Engagement/Interview

Duration: 3-5 days

Materials Needed: Internet access for searching,
Interview recording device
Pen and paper or electronic device for note-taking

Description of the Activity – Instructions:
As per your group dynamic or group size; you can divide the learners into groups or not. You may assign the learners to interview or engage specifically a religious leader, cultural practitioner, experienced ecotourism operator, or mayor of a popular ecotourism destination. 8 to 10 questions will be sufficient for the interviews.
Schedule interviews or engagement sessions with learners. Give learners a flexible schedule to adapt to the availability of the person concerned.
Students are assigned to prepare the questions but give the example questions below to clarify the interviews' aims.

- Can you tell us a bit about your role and your experience working at religious/touristic/cultural sites?
- What advice would you give us to realize when we encounter an unaware of cultural or religious norms?
- What is the most important issue you think that tourists should be aware of at (that destination)?
- What extent do you think ecotourism impacts local communities economically and culturally at (that destination)?

Learning Outcomes:
Learners will develop a comprehensive understanding of sustainability principles from the perspective of locals.
Learners will get a better awareness of the importance of cultural sensitivity.
They will more easily identify the common challenges faced by locals/religious leaders/governance of popular ecotourism destinations. These challenges would guide learners to be more careful about those issues in the future.
Learners will be more aware of the importance of community involvement in ecotourism.

Assessment / Reflection Questions:
The below assessment questions can be used for instructor assessment, self-assessment, or peer reflection.

- What would you do differently if you were to conduct a similar interview this time?

T.C. İSTANBUL VALİLİĞİ

dot2dot

SUD CONCEPT
Coopérative de consultants | Bureau d'études et de Conseil

Mediacreativa

- On a scale of 1-10, how would you rate your understanding of community involvement and/or the importance of respect for the culture before and after the interview?
- Which part of the interview do you think will have the most important impact on your professional life?

Supporting Materials

Documents / Templates:
A written interview with *Kelly Bricker* who is Vice-Chair of the Global Sustainable Tourism Council (GSTC), Professor and Department Chair at the University of Utah, and President of the International Ecotourism Society (TIES), example may guide the learners:
https://sustainability-leaders.com/interview-kelly-bricker/

Activity 4 – A Proposal Preparing for Sustainability

Type of Activity: Problem-Based Learning

Duration: 2-3 hours

Materials Needed: Whiteboard, markers, internet access for case studies, Sustainability and destination/business' presentation (Ready-to-use as linked to supporting materials.)

Description of the Activity – Instructions:
Brief the core principles of sustainability development and tourism-related sustainable development goals. At this stage, take the advantage of the ready presentation linked to the supporting materials. Sustainability can be summarized by explaining its <u>three pillars</u>:

- **Environmental Sustainability:** Relieving the pressure on nature, conserving natural resources, and protecting ecosystems.
- **Economic Sustainability:** Creating sustainable economic opportunities for local communities with fair wages.
- **Social Sustainability:** Preserving cultural heritage, supporting and respecting local traditions/religious culture, and promoting equity and inclusion.

And, present the Sustainable Development Goals; prioritize four of them:
SDG8: DECENT WORK AND ECONOMIC GROWTH
SDG12: RESPONSIBLE CONSUMPTION AND PRODUCTION
SDG15: LIFE ON LAND
SDG 17: PARTNERSHIP FOR THE GOALS

After the presentation, divide the participants into groups and assign each group a specific destination. These destinations will include hotels, popular ecotourism points, and local markets to provide a comprehensive experience for the learners. Instruct each group to research and analyze whether their assigned destination practices sustainability, and to provide examples related to the three pillars of sustainability.

Groups will share their findings and discuss how sustainability can be enhanced in their assigned destination. Sustainability challenges of popular ecotourism fields mostly: waste management, over-resource water usage, local community involvement, or cultural preservation.

Give learners 1-2 hours to search and design a proposal to enhance the sustainability of the destination; when finished let the groups present their proposal to all the groups.

Encourage participants to pursue further studies in sustainable development.

Learning Outcomes:

Participants will gain the ability to evaluate the impacts of tourism on the environment, local culture, and economy of the destination.
This activity will allow the participants to conduct a needs assessment to identify the strengths, weaknesses, opportunities, and threats (SWOT) of a specific ecotourism destination/business.
They will also gain experience writing a clear, compelling proposal that highlights sustainability goals.

Assessment / Reflection Questions:

Use the checklist below to rate the proposal:

Introduction and Objectives (25 points):	Clear description of the destination/business, and objectives linked to sustainability.
Proposed Solutions and Strategies (25 points):	Detailed, creative, and practical solutions, considering local context and challenges.
Research and Data (25 points):	Use of reliable sources for data findings, and references to best practices.
Structure and Organization (25 points):	Easy-to-follow and clear sections.

Supporting Materials

Videos / Media:
https://www.youtube.com/watch?v=0XTBYMfZyrM (Sustainable Development Goals)

Documents / Templates:
Annex 1 ("Preparing a Proposal for Sustainability" presentation)

Conclusion

Key Takeaways:
Learners will acquire knowledge about the fundamentals of ecotourism. Additionally, they will learn about the principles, benefits, and challenges of ecotourism and its role in sustainable development.

Applying the practical activities after "**Module 1: Introduction to Ecotourism and Sustainable Development Goals**", will allow learners to practice the knowledge they gain. They will be encouraged to be green entrepreneurs. Also, realize the importance of community engagement and cultural sensitivity throughout the practical activities thanks to field-based activities.

Because this document gives you thorough, comprehensive activities and contents ready to use, you will easily reach many findings that will enhance the quality of education.

Next Steps:
The next chapter is: "**Module 2: Business Planning and Management in Ecotourism**", going to equip participants with the skills and tools necessary to develop and manage sustainable tourism businesses. Entrepreneurial skills, risk assessment, and financial management will be comprehensively presented.

Business Planning and Management in Ecotourism

Business Planning and Management in Ecotourism

Introduction

Topics:

This chapter covers **sustainable business planning and management in ecotourism**, with a focus on using innovative tools and interactive activities to design, evaluate, and implement eco-friendly business models. Participants will explore key aspects such as site selection, financial planning, stakeholder engagement, and operational strategies to balance ecological preservation with economic viability.

All activities in this module are fully adaptable for online learning. Participants can use digital tools such as Google Earth, Excel Online, and interactive polling platforms to explore ecotourism sites, manage budgets, engage in debates, and design business models virtually. This online format ensures that learners can participate effectively from any location while gaining practical experience in sustainable business planning.

Objectives:

Upon completion of this chapter, young learners will understand how to:
- Recognize the importance of sustainability in all aspects of business planning for ecotourism.
- Understand how to use digital tools and platforms to support market research, site selection, and financial decision-making.
- Analyze the trade-offs between environmental, social, and financial goals in sustainable tourism.

Through the activities in this chapter, young learners will learn how to:
- Apply practical tools like Google Earth, Excel, and Business Model Canvases to design and evaluate sustainable business plans.
- Conduct market research and financial planning using digital platforms and online data.
- Develop critical thinking, collaboration, and communication skills through debates, group work, and presentations.

Activity 1 – Virtual Ecotourism Site Exploration

Type of Activity: Online research & discussion

Duration: 60 minutes

Materials Needed:
- Internet access
- **Google Earth** (https://earth.google.com) or **Google Maps** (https://www.google.com/maps)
- Collaborative tool for group work (e.g., Google Docs, https://docs.google.com)
- Access to tourism or environmental data websites (e.g., Tripadvisor, local tourism boards)

Description of the Activity – Instructions:

- **Set the Context:**

Introduce the activity by presenting a scenario: "You are part of a team tasked with identifying a site for a new ecotourism lodge. The location should balance ecological preservation, cultural authenticity, and economic viability. Your goal is to use online tools to research potential sites and propose one location for your project."

Share guiding questions with the participants:
- What are the natural attractions in the area?
- What is the accessibility of the site?
- Are there existing competitors or complementary businesses nearby?
- What are the potential environmental and cultural sensitivities?

- **Online Exploration**

Divide participants into small groups (3-4 people per group) and provide them with access to **Google Earth** or **Google Maps**. Assign or allow groups to select a region for exploration. Suggestions include:
- Greece's Cyclades Islands (marine and cultural heritage)
- Spain's Sierra Nevada National Park (mountainous ecosystems)

Each group identifies at least **two potential sites** within their region and explores features such as:
- Natural landmarks (e.g., forests, waterfalls, coral reefs)
- Accessibility (roads, nearby towns, airports)
- Current infrastructure (lodging, restaurants, trails)
Groups can take notes on their findings in a collaborative Google Doc or similar platform.

- **Market Research**

Using websites like **Tripadvisor** (https://www.tripadvisor.com), regional tourism board sites, or environmental NGOs, groups conduct basic research to answer:
- Who visits this area? What are the primary tourist demographics?
- What are the existing tourism offerings (e.g., hiking tours, cultural experiences)?
- Are there any documented environmental or cultural challenges in the region?

They add their findings to the shared document, emphasizing potential challenges and opportunities for sustainable development.

- **Group Debrief:**

Each group presents their findings to the class in a discussion or video call. They share:
- Their chosen location and why it was selected over others.
- Key sustainability considerations (e.g., preventing over-tourism, preserving biodiversity).
- How their research informed their decision (e.g., proximity to local communities, environmental risks).

Facilitators can prompt discussion with questions such as:
- How does your chosen site balance accessibility and conservation?
- What strategies might you propose to mitigate environmental or social risks?
- How does the existing tourism infrastructure affect your decision?

Learning Outcomes:
- Develop skills in using online mapping tools for ecotourism site analysis.
- Understand the importance of balancing environmental preservation with accessibility and visitor appeal.
- Gain familiarity with leveraging online resources (tourism platforms, government sites) for market and environmental research.

Assessment / Reflection Questions:
- What were the most important factors in selecting your site, and how did you prioritize them?
- How did online tools (e.g., Google Earth, Tripadvisor) help you uncover information that would otherwise be difficult to access?
- What potential challenges did you identify in your chosen site, and how might you address them?
- How does this virtual research prepare you for on-the-ground assessments?

Activity 2 – Online Budgeting and Eco-Financial Planning

Type of Activity: Problem-based learning

Duration: 60 minutes

Materials Needed:
- Internet-enabled devices (computers/tablets)
- The **Excel** template
- The **Word document** with the Scenario.

Description of the Activity – Instructions:
- **Scenario introduction:** Present a brief story of a new ecotourism lodge aiming to combine profitability with low environmental impact. **Budget construction:** In small teams, participants open the shared Google Sheet & Excel Online file that includes basic categories (e.g., staff wages, waste management, eco-certifications, renewable energy investment). They fill in or adjust line items, considering realistic costs gleaned from online resources (e.g., solar panel cost calculators, and local average wages).
- **Adjustment & analysis:** Teams run "What-If" scenarios using built-in spreadsheet functions, exploring how changes in visitor numbers, energy prices, or loan interest rates affect overall profitability.
- **Group reflection:** Each team explains how they balanced green investments with financial viability, discussing trade-offs or areas requiring external funding (e.g., environmental grants or crowdfunding).- by-step instructions – group formation or role assignment if applicable, etc.)

Learning Outcomes:
- Familiarity with online budgeting tools to integrate sustainability costs and revenues.
- Insight into how different financial variables impact business resilience.
- Improved capacity to justify eco-friendly expenditures for long-term gains.

Assessment / Reflection Questions:
- Which sustainability investments seemed most cost-effective over time?
- How do online calculators or data sources improve budgeting accuracy?
- How might external funding (e.g., government subsidies, and crowdfunding platforms) be leveraged for green projects?

Supporting Materials

Documents / Templates:
- **Excel** template:

https://docs.google.com/document/d/1TkQvcU94YwyTV4BIBKEhfpUkpeB9rvJz/edit?usp=drive_link&ouid=113788910235717108120&rtpof=true&sd=true
- **Word document** Scenario:

https://docs.google.com/document/d/1TkQvcU94YwyTV4BIBKEhfpUkpeB9rvJz/edit?usp=drive_link&ouid=113788910235717108120&rtpof=true&sd=true

Activity 3 – Sustainability Debate

Type of Activity: Debate & real-time polling

Duration: 60 minutes

Materials Needed:
- Online polling platform (e.g., **Mentimeter**, **Slido**, or **Kahoot**)
- A device for each participant with internet access (smartphones, tablets, or laptops)
- Debate scenarios (provided by the facilitator)
- Virtual or in-person debate space (e.g., Zoom breakout rooms or classroom groups)

Description of the Activity – Instructions:

This activity engages participants in an interactive debate on a relevant sustainability issue in ecotourism, enhanced by real-time audience participation through an online polling platform. Participants are divided into two teams—"pro" and "con"—and assigned a topic such as the ones below.

The facilitator begins by introducing the debate topic and explaining the format. Each team is given 10 minutes to prepare their arguments. During preparation, participants can research real-world examples, case studies, or statistics online to support their points. Teams are encouraged to structure their arguments around clear sustainability, economic, and social impact factors.

The debate consists of two rounds: opening statements and rebuttals. In the opening round, each team has 5 minutes to present their main arguments. This is followed by a rebuttal round where teams respond to their opponent's points, clarify their stance, and strengthen their case with additional evidence.

The audience, acting as stakeholders, uses the polling platform to submit questions during the debate. These questions are addressed by the teams as part of their rebuttal, adding a dynamic, real-time interaction. At the end of the debate, the audience votes on which team made the most convincing argument. The poll results are displayed instantly, and the facilitator highlights key takeaways from the audience's feedback.

To conclude, a short debriefing session encourages all participants to reflect on the debate topic, the strengths of the arguments presented, and how these discussions connect to real-world ecotourism challenges. The facilitator leads a discussion on the importance of balancing profitability, sustainability, and stakeholder engagement in decision-making.

Learning Outcomes:

- Develop critical thinking and logical reasoning on sustainability issues.
- Practice collaboration, argumentation, and public speaking.
- Engage with audience input and adapt strategies in real-time.

Assessment / Reflection Questions:

- What arguments were most convincing, and why?
- How did audience feedback shape the direction of the debate?
- How can these insights be applied to real-world sustainability decisions in tourism?

SCENARIOS
Should ecotourism businesses prioritize local community engagement over profitability?
Is achieving eco-certification worth the cost for small tourism businesses?
Should governments provide subsidies for ecotourism businesses adopting green practices?
Should governments or private operators set strict limits on tourist numbers in sensitive ecosystems?
Should ecotourism businesses prioritize investing in green technologies over leveraging local knowledge?
Should all-inclusive ecotourism resorts be banned to protect local economies?
Should ecotourism target high-income travellers to maximize revenue or make sustainability accessible to all?
Should ecotourism ventures focus on attracting local tourists instead of international travellers?

Activity 4 – Green Business Model Canvas

Type of Activity: Group challenge

Duration: 60 minutes

Materials Needed:
- Blank Business Model Canvas template (digital or printable sheet)
- A list of sustainability challenges (provided by the facilitator)
- Markers or pens (if using printed templates)

Description of the Activity – Instructions:
The facilitator introduces the activity by explaining the importance of the Business Model Canvas as a tool for designing and organizing business strategies. Participants are tasked with creating a BMC for a hypothetical ecotourism venture, incorporating solutions to real-world sustainability challenges such as reducing environmental impacts, supporting local communities, and ensuring financial viability.

Setup:
Participants are divided into small groups (4–5 members each) and given a blank Business Model Canvas (either printed or digital). The facilitator presents a scenario: You are starting a new ecotourism venture, and your team must create a business model that integrates sustainability at every level.

The facilitator also provides a list of sustainability challenges that must be addressed, such as:
- Reducing water usage in operations.
- Partnering with local suppliers and communities.
- Incorporating renewable energy sources.
- Offering environmental education programs to guests.

Activity Execution:
Teams work collaboratively to complete their Canvas. They must fill out all sections, including Value Proposition, Key Activities, Customer Segments, Revenue Streams, and Cost Structure while ensuring their solutions align with the provided challenges.

The facilitator monitors progress, offering guidance and encouragement while ensuring groups stay focused. After the allotted time, teams submit their Canvases for review.

Presentation and Feedback:
Each team presents their completed Canvas in a pitch. They explain how they addressed the sustainability challenges and why their business model is both practical and impactful. The facilitator, acting as a judge, evaluates the submissions based on four criteria: completeness, creativity, feasibility, and sustainability impact. Feedback is provided to highlight strengths and areas for improvement.

Wrap-Up Discussion:
After the presentations, the facilitator led a reflection session where participants discussed the most challenging aspects of the activity, the trade-offs they had to make, and the insights gained from designing a green business model under time constraints.

Learning Outcomes:
- Gain hands-on experience in using the Business Model Canvas to plan a sustainable tourism venture.
- Learn how to integrate sustainability principles into business planning practically and innovatively.
- Develop critical thinking, teamwork, and decision-making skills under pressure.

Assessment / Reflection Questions:
- What was the most challenging section of the Canvas to complete, and why?
- How did your team balance sustainability with financial viability in your business plan?
- What innovative ideas did your team generate, and how could they be applied in real-world ecotourism ventures?
- How did working under a time limit affect your decision-making process?

Supporting Materials

Documents / Templates:
BMC: https://docs.google.com/document/d/1rxbQf8x81sOFsVAW6xlFuKhT49ete L6T/edit?usp=drive_link&ouid=113788910235717108120&rtpof=true&sd=true

Conclusion

Key Takeaways:
Through these activities, you have developed a solid understanding of ecotourism and green entrepreneurship. You learned how to strategically select sites using online mapping tools, ensuring a balance between ecological preservation and economic viability. Your skills in financial planning for sustainability were strengthened by using budgeting tools to integrate green investments effectively. Engaging in debates enhanced your critical thinking and ability to defend sustainability-focused decisions, while the Business Model Canvas exercise demonstrated how to incorporate sustainability into every aspect of business planning. These experiences have prepared you to design and manage ecotourism projects that are environmentally responsible, economically sound, and socially beneficial.

Next Steps:
Building on this foundation, the next chapter, "Marketing and Promotion in Ecotourism," will guide you in effectively promoting your ecotourism ventures. You will learn strategies to reach your target audience while maintaining ethical standards and transparency, ensuring that your marketing efforts support sustainable tourism goals. This progression will not only deepen your understanding but also prepare you to take actionable steps toward launching and managing your own sustainable tourism projects.

Marketing and Promotion in Ecotourism

Marketing and Promotion in Ecotourism

Introduction

General Objectives

1. Equip participants with knowledge of sustainable tourism principles, focusing on environmental conservation, cultural heritage preservation, and responsible economic development.
2. Enhance participants' ability to design, implement, and evaluate eco-tourism marketing campaigns that effectively communicate sustainability practices and avoid greenwashing.
3. Encourage critical analysis of tourism marketing strategies while developing skills to engage diverse stakeholders in promoting sustainable tourism.
4. Prepare participants to use digital marketing platforms and storytelling techniques to raise awareness and drive sustainable tourism initiatives.
5. Enable participants to create frameworks for evaluating the effectiveness of marketing campaigns, using data-driven insights to refine strategies.

Specific Objectives

1. Identify key principles of sustainable tourism, including minimizing environmental impact and supporting local communities.
2. Recognize the risks of greenwashing and strategies to promote authentic sustainability in tourism marketing.
3. Design eco-tourism marketing campaigns that incorporate sustainability messages and ethical tourism practices.
4. Apply stakeholder mapping techniques to understand the roles and influences of different actors in sustainable tourism.
5. Develop compelling narratives that promote eco-friendly destinations while engaging diverse audiences emotionally.
6. Utilize storytelling techniques to highlight local cultures, environmental conservation, and community involvement.
7. Create digital marketing strategies using social media platforms, influencers, and content marketing to promote sustainable tourism.
8. Select appropriate key performance indicators (KPIs) to measure the success of digital campaigns.
9. Develop frameworks to evaluate the effectiveness of marketing strategies in promoting sustainability.
10. Analyze real-world case studies of successful and failed eco-tourism campaigns to identify best practices and lessons learned.

Activity 1 – Creating an Eco-tourism Marketing Campaign

Type of Activity: Project-based study

Duration: 90 minutes

Materials Needed: Flipchart, markers, laptops/tablets, handouts with information about greenwashing and sustainability marketing practices, internet connection

Description of the Activity – Instructions:
1. Divide the group into small teams (3-5 people per group).
2. Provide each group with a brief about a fictional ecotourism company looking to promote their new sustainable travel experiences.
3. Each group will create a marketing campaign that aligns with sustainability and avoids greenwashing. They will need to incorporate elements such as ethical tourism practices, environmental messages, and transparency in their materials.
4. After designing the campaign, each group will present their strategy and marketing materials to the whole class.
5. Facilitator provides feedback on each presentation, discussing how they incorporated sustainable marketing practices and avoided greenwashing.

Learning Outcomes:
1. Develop skills in creating sustainable marketing campaigns for ecotourism businesses.
2. Understand how to integrate environmental and cultural considerations into marketing messages.
3. Critically evaluate marketing strategies to avoid greenwashing.

Assessment / Reflection Questions:
1. How does your marketing campaign balance between appealing to tourists and promoting sustainability?
2. What strategies did you use to ensure your campaign is transparent and avoids greenwashing?
3. How can you apply this approach to real-world tourism marketing?

- **Local Example: Passadiços do Paiva in Arouca**, Portugal. This eco-tourism attraction successfully markets sustainability through its natural walking paths while preserving biodiversity.
    - https://passadicosdopaiva.pt/
    - https://justcome.pt/en/tours/paiva-walkways-guided-tour/

- **Case of Failure**: Contrast with the **Algarve Overdevelopment Issue,** where tourism marketing overlooked sustainability, leading to environmental degradation.
    - https://www.researchgate.net/publication/234139546_Praia_da_Rocha_Algarve_Portugal_um_paradigma_da_antropizacao_do_litoral

Materials:

- https://www.bsr.org/reports/Understanding%20_Preventing_Greenwash.pdf
- https://www.gov.uk/government/publications/green-claims-code-making-environmental-claims
- https://ecolife.com/travel/portugal/ecotourism-in-portugal/
- https://www.youtube.com/watch?v=6pDy4niYFS8 (What is Greenwashing and How to Avoid It | Omnia Ahmed | THRIVE Research)

Activity 2 – Eco-tourism Stakeholder Mapping

Type of Activity: Case Study

Duration: 75 minutes

Materials Needed: Flipchart, sticky notes, markers, handouts with examples of tourism stakeholders.

Description of the Activity – Instructions:
1. Present a case study of a small ecotourism destination, highlighting its stakeholders (local businesses, government, NGOs, tourists, and residents).
2. In groups, participants will map out the stakeholders involved in promoting sustainable tourism in the case study area.
3. Each group will use sticky notes to identify the roles, interests, and impacts of each stakeholder.
4. The groups will then present their maps and discuss the relationships between stakeholders and how these could influence marketing strategies.
5. Finally, groups will propose a plan to involve all stakeholders in a sustainable tourism initiative

Learning Outcomes:
1. Develop a deeper understanding of stakeholder engagement in ecotourism.
2. Learn how to map stakeholders and assess their roles in promoting sustainability.
3. Gain insight into how stakeholder dynamics influence marketing and tourism development.

Assessment / Reflection Questions:
1. How can you involve stakeholders in creating authentic and sustainable tourism experiences?
2. What challenges might arise when trying to balance the interests of different stakeholders?
3. How can effective stakeholder communication enhance ecotourism marketing?

Local Case Study: Peneda-Gerês National Park, focusing on balancing conservation efforts with tourism. Stakeholders include local municipalities, environmental NGOs, and rural tourism businesses.

- https://natural.pt/protected-areas/parque-nacional-peneda-geres?locale=en
- https://www.researchgate.net/publication/364156249_Tourism_in_protected_areas_the_exemple_of_Peneda-Geres_National_Park_Portugal

- https://miro.com/blog/stakeholder-mapping/
- https://www.projectmanager.com/blog/stakeholder-mapping-guide

Activity 3 – Storytelling for Sustainable Tourism

Type of Activity: Role play

Duration: 60 minutes

Materials Needed: Flipchart, markers, sample stories about sustainable tourism destinations, handouts with storytelling tips

Description of the Activity – Instructions:
1. Provide participants with different sustainable tourism scenarios (e.g., a local community working together to preserve a heritage site, or a business adopting renewable energy practices).
2. Participants will take on roles as community leaders, tourists, or business owners and act out a storytelling session where they promote the destination or business.
3. They will need to integrate key sustainable practices into their stories while also engaging their audience emotionally.
4. After the role play, the group will discuss the effectiveness of different storytelling approaches and how emotions can be used to promote sustainability.

Learning Outcomes:
1. Understand how storytelling can be used to promote sustainability in tourism.
2. Develop skills in crafting compelling, authentic narratives.
3. Learn how to balance educational content with emotional engagement in marketing.

Assessment / Reflection Questions:
1. How can storytelling help raise awareness about sustainability in tourism?
2. What types of emotional appeals worked best in your storytelling session?
3. How would you adjust your story to reach different types of audiences?

Materials:
- https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story
- https://blog.rotavicentina.com/en/the-landscape-we-choose-new-video-rota-vicentina/
- https://journals.sagepub.com/doi/10.1177/10963480241251450
- https://skift.com/2024/11/21/how-spanish-destinations-balance-tourism-growth-and-sustainability/

- https://skift.com/2024/12/19/after-overtourism-pivoting-from-traveler-shaming-to-systemic-solutions/
- https://www.youtube.com/watch?v=we6VG3kdkOA

Activity 4 – Digital Marketing for Eco-friendly Destinations

Type of Activity: Problem-based study

Duration: 90 minutes

Materials Needed: Laptops/tablets, internet connection, handouts on digital marketing tools, social media examples

Description of the Activity – Instructions:
1. Provide participants with a scenario of a local eco-tourism business looking to promote their services using social media platforms.
2. In small groups, participants will develop a digital marketing strategy, including creating content for social media (Instagram posts, Facebook ads, etc.), and choosing appropriate tools (e.g., hashtags, blogs, influencers) to reach their target audience.
3. Each group will present their digital marketing plan, including key performance indicators (KPIs) and ways to measure success.
4. The class will give feedback on each plan and discuss the potential impact of digital marketing on sustainable tourism.

Learning Outcomes:
1. Learn how to use digital marketing tools to promote eco-friendly destinations.
2. Understand how to select appropriate platforms and content for promoting sustainability.
3. Develop strategies to measure the effectiveness of digital campaigns in the context of sustainable tourism.

Assessment / Reflection Questions:
1. What factors did you consider when selecting digital platforms and content for eco-tourism marketing?
2. How can digital marketing amplify the impact of sustainable tourism initiatives?
3. What are the challenges in measuring the effectiveness of digital marketing for sustainability?

Materials:
- **Successful Campaign Example**: Visit Portugal's "Can't Skip Portugal" campaign effectively used digital platforms to promote both cultural and sustainable tourism. - https://www.visitportugal.com/en/node/384747
- **Failed Campaign Example**: "Lisbon: Cool Capital" campaign struggled due to overtourism issues, missing the mark on sustainability messaging.
- https://english.elpais.com/international/2024-05-29/lisbon-a-city-dying-from-its-own-success.html
- https://www.youtube.com/watch?v=TSozk-gJj-8

- https://www.youtube.com/watch?v=1YdYqtrt0MU
- https://www.youtube.com/watch?v=TW7riBVkyKE (Part 1)
- https://www.youtube.com/watch?v=3u_ngZxUrZc (Part 2)

Evaluating the Effectiveness of Digital Campaigns

Key Metrics to Measure Impact:
- Engagement Metrics: Likes, shares, comments, click-through rates (CTR).
- Sustainability Awareness Surveys: Post-campaign surveys to measure changes in public awareness of sustainability.
- Conversion Rates: Bookings or inquiries for eco-tourism packages.
- Environmental Impact: Reduction in resource use, carbon footprint analysis tied to tourism activities.

Evaluation Tools: Google Analytics for digital performance tracking; Surveys and feedback forms targeted at tourists and stakeholders.

Reflection Questions:
- How can data from digital campaigns be used to refine sustainability strategies?
- What KPIs are most relevant for assessing eco-tourism campaign success?

Conclusion

Key Takeaways:

1. It's essential to teach young people how to spot authentic sustainability practices in tourism marketing, rather than falling for greenwashing. By understanding the importance of transparency in communication, they can develop trust with their future customers or participants in any ecotourism initiatives.

2. Encourage students to recognize that successful ecotourism campaigns depend on collaboration with local communities. Young people will learn that promoting a destination isn't just about selling a product, but about integrating local voices and ensuring the tourism benefits both visitors and the local population.

3. Teaching students how to tell compelling, truthful stories about ecotourism experiences can help them connect emotionally with audiences. Storytelling allows them to communicate not only the beauty of a place but also the importance of sustainability, making it an essential skill in the ecotourism sector.

4. Digital platforms like social media, blogs, and websites are crucial in spreading messages about sustainability. Encourage students to explore these tools, helping them understand how digital marketing can be used ethically and effectively to promote eco-friendly destinations and practices.

5. As future marketers, young people should know that it's important to assess the impact of their marketing efforts. By collecting feedback and using analytics, they can refine their strategies to ensure they are truly contributing to the goals of sustainability and responsible tourism.

Environmental Conservation and Practices

Environmental Conservation and Sustainable Practices

Introduction

Topic:
Sustainability and Green Entrepreneurship in Tourism

Objectives:

- Objective 1: Young learners will understand the key concepts of sustainability, environmental sustainability, and environmental conservation, with a focus on their application in tourism and entrepreneurship.

- Objective 2: Learners will develop critical thinking and analytical skills through activities such as debates, case studies, and project proposals, enabling them to evaluate sustainability challenges and solutions in tourism.

- Objective 3: Learners will gain skills in project planning and incorporating sustainability practices into business models and tourism initiatives.

Activity 1 – Reflecting on sustainable tourism and hotel responsibility

Type of Activity: Debate

Duration: 45 minutes

Materials needed: Computer, internet access, and flipchart for notetaking (if necessary).

Description of the activity – instructions:

Begin by introducing the topic of sustainable tourism and show the TEDx video by Sean Nino, titled *"Why Sustainable Hotels Can Be Profit-Friendly"*, where he explains how hotels can reduce their environmental impact and why it's both possible and profitable for them to do so.

After the video, divide the class into two groups (Group 1 will argue that hotels must take responsibility for their environmental impact while Group 2 will argue that responsibility will remain with the consumer (tourists) as they are the ones making travel decisions). Each group will have 10 minutes to prepare their arguments. Encourage them to use the information from the TEDx video and any additional knowledge they have about sustainable tourism. Before starting the debate, each group will have 5 minutes to present their arguments.

After the debate (15 minutes), ask questions like:
- Do you think hotels can truly reduce their environmental impact? If yes, how?
- What role do consumers play in supporting these practices?
- Do you consider yourselves sustainable tourists? Why yes/not?

To do this activity online, share the TEDx video via a video conferencing platform, then split participants into two groups using other rooms for debate preparation. Afterwards, they'll come back to the main room for each group to present their arguments, followed by a discussion using chat or a shared document.

Learning Outcomes:

- Critical thinking and teamwork
- Deepen knowledge of challenges and opportunities in sustainable tourism (over-tourism, conservation, environmental footprint) through
- Learn what it looks like when the hotels step up and commit to taking responsibility for their environmental footprint (TEDx Talk)
- Understand the role of tourists in reducing environmental impact

Assessment / Reflection Questions:

- How can the principles of green entrepreneurship be applied to the tourism industry, specifically to hotels, based on the insights from debate and TEDx Talk?
- How does the debate activity connect to the broader **Sustainable Development Goals (SDGs)**, particularly SDG 12 (Responsible Consumption and Production) and SDG 8 (Decent Work and Economic Growth)?
- In your opinion, what is the biggest challenge facing the tourism industry when it comes to adopting sustainable practices, and how can green entrepreneurs help overcome this challenge?

Activity 2 – Be a green entrepreneur!

Type of Activity: Project

Duration: 1 hour

Materials needed: Flipchart, markers, laptops/tables with internet access, examples of sustainable businesses (Handout 1)

Description of the activity – instructions:

Begin by introducing the concept of green entrepreneurship and its significance in the hospitality industry. Provide a list of the following sustainable initiatives:
- https://goodhotel.co/ - Good Hotel (Accommodation)
- https://betterplaces.nl/ - Better Places (Tour operators)
- https://azurmendi.restaurant/ - Azurmendi (Restaurant)
- https://zermatt.swiss – Zermatt (Ski Resort)

Divide the class into small groups (3-4 people). Each group will create a proposal for a green tourism or hospitality business, incorporating sustainable practices inspired by the examples provided. The proposal should include the following:
- **Business name, mission statement, sustainable practices: target market, and the projected environmental impact.**

After 30 minutes of brainstorming and proposal development, each group will present their business idea to the class. Each presentation should last 5-7 minutes and include a discussion of the sustainable practices and their impact.

To do this activity online, introduce the concept of green entrepreneurship and share with them the different examples via a video conferencing platform. Divide the class into small groups using break-out rooms, where each group will develop a proposal for a green tourism or hospitality business. They'll create a business name, mission statement, sustainable practices, target market, and projected environmental impact. After 30 minutes, each group will present their proposal in the main room. Participants can use shared documents or slides for their presentations.

Learning Outcomes:
- Understanding green entrepreneurship and how to integrate sustainability into their business aspirations
- Skills in project/business planning, collaboration and communication
- Best practices of sustainable businesses

Assessment / Reflection Questions:

- How did the proposed businesses inspire your proposal? What sustainable practices from these examples did you find most impactful and why?
- What challenges do tourism businesses face when trying to adopt these practices, and how can they overcome them?
- After completing this activity, how do you think the tourism industry could evolve to be more sustainable in the next 10 years? What role do green entrepreneurs play in this evolution?

Activity 3 – Global sustainability challenges

Type of Activity: Brainstorming

Duration: 45 minutes

Materials needed: Laptop/computer with internet access, whiteboard, post-it notes

Description of the activity – instructions:

First, present a list of global sustainability challenges (e.g., over-tourism, pollution, climate change, loss of biodiversity, making last-minute decisions, and cultural integrity). Then, work in small groups to brainstorm solutions to these challenges, focusing on how tourism can sustainably address these issues.

Have each group write their solutions on Post-it notes and stick them on the whiteboard. After all solutions are posted, review them and discuss which ideas could be realistically implemented and why. This activity can also be done digitally through Mural or Google Jamboard.

To do this activity online, present the global sustainability challenges via video conferencing, then divide the class into small groups in rooms to brainstorm solutions. Groups will write their ideas on virtual Post-it notes using tools like Mural or Google Jamboard. Then, review and share with all the ideas in the main room.

Learning Outcomes:
- Develop problem-solving and creative thinking skills.
- Understand the global sustainability challenges faced by the tourism industry.
- Learn how tourism can be a tool for addressing environmental and social issues.

Assessment / Reflection Questions:
- Can you identify any entrepreneurial opportunities within the solutions you brainstormed? For example, how could a tourism business adopt these ideas to create a sustainable product or service?
- Were there any solutions or ideas that you found particularly innovative or inspiring? How might these ideas change the way you think about tourism and sustainability?
- How can you, as a future professional in the tourism industry, contribute to addressing sustainability challenges?

Activity 4 – Creating a marketing campaign

Type of Activity: Project

Duration: 1 hour

Materials needed: Laptops/tablets for research, access to the internet, markers, flipchart

Description of the activity – instructions:

Individually or by groups, assign each a specific sustainable tourism destination or business (e.g., eco-lodges, wildlife conservation parks, or green hotels). Then, ask them to create a marketing campaign that promotes the destination or business.

The campaign should include a slogan, social media posts, brochures, and a website layout. Each student/group should also include information on the sustainable practices of the business or destination (e.g., renewable energy, waste reduction, conservation efforts). After 30 minutes, each student/group will present their marketing campaign to the class.

To do this activity online, assign each student or group a sustainable tourism destination or business. They will use their laptops or tablets for research and create a marketing campaign, including a slogan, social media posts, brochures, and a website layout. Tools like Canva or Google Slides can be used for designing these materials. Then, each group or individual will present their campaign via video conferencing.

Learning Outcomes:
- Understand how sustainable tourism businesses can market their eco-friendly practices.
- Develop creativity and communication skills by creating promotional materials.
- Learn how to align marketing strategies with sustainability values.

Assessment / Reflection Questions:
- How did you ensure that your marketing campaign accurately reflects the sustainable practices of your self-created destination or business?
- How can marketing campaigns like the one you created help raise awareness about the importance of sustainable tourism?
- How can tourism businesses use marketing to educate consumers on the environmental and social benefits of sustainable travel?

Supporting Materials

Videos / Media:
[TEDx video by Sean Nino](#)

Conclusion

In this chapter, you can find 4 activities to work on the intersection of sustainability and entrepreneurship within the tourism industry. Learners will explore concepts such as environmental conservation, sustainable tourism, and the role of green entrepreneurship in promoting responsible practices. Through activities like debates, project proposals, and brainstorming, learners will have the opportunity to develop critical thinking and problem-solving skills, gaining a deeper understanding of the challenges and opportunities in sustainable tourism. Additionally, they will see how businesses can adopt sustainable practices to reduce their environmental footprint and create positive social and environmental impacts.

The importance of integrating sustainability into business models is continuously emphasized throughout the practical activities, with examples highlighting how green entrepreneurs are transforming the tourism industry. The chapter also stressed the role of tourists in supporting these practices and how marketing and awareness campaigns can contribute to a more sustainable future for the industry.

Leadership and Community Engagement

Leadership and Community Engagement

Introduction

Topic:

Leadership in Ecotourism
Community Engagement in Ecotourism
Sustainable Tourism
Participatory Design in Ecotourism

Objectives:

Upon completion of this chapter, young learners will understand:

- the principles of sustainable tourism and the balance between environmental protection, resources and culture.
- the significance of community participation in creating sustainable tourism projects.
- how one can apply sustainable practices that will benefit the community and the environment.

Though the activities in this chapter, young learners will develop:

- cooperation and collaboration skills through group work and collaborative methods.
- communication and presentation skills to effectively share ideas and plans among a variety of people.
- practical skills to plan and implement strategies, set goals, identify stakeholders and develop action plans.

Activity 1 – Leadership in Ecotourism: Learning from Success Stories

Type of Activity: Case study analysis and role-play

Duration: 90 minutes

Materials Needed:
1. Posters and pencils for group work and brainstorming activities
2. Notebooks for taking notes
3. Pre-selected case studies of successful ecotourism organizations (examples from different contexts)
4. Brief profile sheets/documents of each organization.
5. Supplementary material:
   o Case studies in Ecotourism worldwide

Description of the Activity – Instructions:
1. **Introduction and Case Study Distribution:** Present 3-4 different ecotourism organizations as examples (e.g. La Vélomaritime in France, Arcturos in Greece, Portugal Farm Experiences, Turkey Tour Organizer, Bahía de Santander in Spain). Participants will form small groups and each group will analyze one organization.

2. **Case Study Analysis:** Each group will closely examine their chosen organization, focusing on:
   o Leadership approach and vision
   o Community engagement strategies
   o Environmental conservation methods
   o Stakeholder collaboration
   o Challenges overcome
   o Success factors

3. **Leadership Interview Simulation:** Each group will prepare a number of questions based on their analysis for the organization they have chosen. One member will take the role of the organization's leader and the other members will be the interviewers. Examples of possible questions for the interview are listed below:

- What challenges did you face when initially establishing your organization?
- How did you manage to engage the local community?
- What was your vision in the very beginning and how has that vision evolved over time?
- What advice would you give to a young person who wishes to start an ecotourism initiative of their own?
- How do you manage conflicts among various stakeholders?

4. **Sharing insights:** Each group will present the key leadership lessons they have learned. Participating groups will compare the different approaches they have discovered across the different organizations.

Learning Outcomes:
- Participants will identify key leadership attributes and their impact on sustainable practices.
- They will develop skills in critical thinking, communication and interviewing.
- Participants will understand the importance of leadership in driving community and environmental initiatives.

Reflection Questions:
1. Which leadership qualities are essential for an ecotourism project to be successful?
2. In your opinion, can the leadership styles exhibited by "X" organization be utilized in the development of other ecotourism projects?
3. How can leaders engage local communities for active involvement in ecotourism projects?

Activity 2 – Community Engagement in Ecotourism

Type of Activity: Role play

Duration: 60 minutes

Materials Needed:
1. Role description cards (detailing character background, interests and concerns)
2. Flip charts and markers
3. Supplementary materials:
   - Article: [Community Involvement in Environmental Protection as a Key to Successful Environmental Projects](#), [The European market potential for ecotourism](#),
   - Examples from other countries: [EcoTourism Europe](#), [Costa Rica](#), [Kenya](#)

Description of the Activity – Instructions:

Role-Playing Exercise:
- Participants will assume various roles such as local resident, ecotourism business owner or tourist, using role description cards that outline their perspectives, challenges and priorities.

Role Description Cards:
1. **Ecotourism Business Owner:**
   - **Background:** You are a business owner who runs an ecotourism enterprise. Your business thrives on promoting sustainable tourism and protecting wildlife.
   - **Objectives:**
     - Educate local people about how your business promotes environmental protection and the well-being of the community as a whole.
   - **Challenges:**
     - Communicating the benefits of sustainable tourism.
     - Balancing business interests with environmental and social needs.

2. **Locals:**
   - **Background:** You are a local resident who does not believe in new ecotourism initiatives in your community.
   - **Objectives:**
     - Understand the impact of a new tourism approach on your daily life and your community.
     - Express concerns about the potential negative impacts on your local life and culture.

- Find out how this project is truly beneficial to the community, not just the business world.
  - o **Challenges:**
    - Overcoming skepticism.
    - Ensuring that the community's voice is heard.

3. **Visitors:**
   - o **Background:** You are a tourist who has experienced, and therefore, seen the positive impact of ecotourism initiatives in other countries.
   - o **Objectives:**
     - Share your personal experiences from other countries.
     - Inspire locals to see the long-term benefits.
   - o **Challenges:**
     - Overcoming local resistance to change.
     - Communicating the benefits of ecotourism in a simple and persuasive manner.

Learning outcomes:
- Understanding the significance of involving the community for the success and sustainability of an ecotourism initiative.
- Improved communication, collaboration and problem-solving skills.

Reflection Questions:
1. What challenges do we face in engaging with diverse communities?
2. What do people think about implementing environmental protection plans?
3. What innovative tools can we use to increase community engagement?

Activity 3 – Sustainable Tourism Review

Type of Activity: Discussion and Debate

Duration: 75 minutes

Materials Needed:
- Discussion with background information like articles for brainstorming and group planning, videos showing the positive and negative aspects of tourism in nature and culture and statistics / infographics about sustainable tourism
  - Article: Positive and Negative Impacts of Tourism on Culture: A Critical Review of Examples from the Contemporary Literature
  - Statistics: Sustainable tourism worldwide - statistics & facts
  - Infographic: Sustainable Tourism: Collective Responsibility of Providers, Travelers, and Goverenments
  - Sustainable Tourism | IUCN
  - Video: Green Travel and Sustainable Travel Practices

Description of the Activity – Instructions:
1. **Divide and Conquer:** Divide the participants into two groups. Each group will present a different perspective.
2. **Scenario Planning:** The two groups will receive cards with some basic and background information in order to expand their imagination and go deeper into the discussion.
3. **First card – Benefits**
   Reduces air pollution.
   Protects natural heritage and biodiversity.
   Supports the local economy by using local products and services.
   Promotes traditional culture.
   Improves the standard of living of the population.
   Creates new jobs.
   Second card – Disadvantages
   Cost of infrastructure and advanced technology.
   Increase in travel costs due to sustainability.
   Difficulty in changing the habits and practices of tourists and the industry.
   Lack of education and knowledge about sustainable practices.
   Challenges local communities to manage natural resources.
   The quality of the tourism experience can deteriorate if not properly managed.

Learning Outcomes:
- Understanding the principles of sustainable tourism
- Discussing the balance between environmental, economic and cultural priorities

- Developing skills in critical thinking and group discussion
- Gaining practical insights into sustainable development in tourism

Reflection Questions:
- How does this activity relate to green entrepreneurship and sustainable development in tourism?
- How can the outcomes of this activity be applied in the tourism sector?
- What insights did you gain from working on this activity?

Activity 4 – Co-Creating a Mini Ecotourism Initiative

Type of Activity: Workshop

Duration: 120 minutes

Materials Needed:
- Flip charts and markers
- Worksheet template for planning
- Local area map and/or information sheet

Description of the Activity – Instructions:
1. **Introduction and group formation:** Divide the workshop participants into small groups of 4-5 people. Assign specific roles within each group (local resident, environmentalist, tourism operator, business owner). Present a specific local challenge to the groups (e.g. "create a tourism activity that showcases the nature of the area and benefits the local community")
2. **Research implementation:** Ask the above groups to review the provided map/information sheet about the area and list all local natural and cultural assets.
3. **Initiative design:** Upon completion of the research stage, all members of each group will work together to create a simple ecotourism initiative. They will have to democratically decide on the name of the initiative, provide a description of the activity (what visitors will do) and explain the basic implementation steps. The groups will also have to present their plan for the benefit of the local community, and list all environmental protection measures.
4. **Presentation and feedback:** Each group will present their initiative, with the rest of the groups providing constructive feedback. The workshop facilitator will highlight all best practices.

Learning Outcomes:
- Gaining hands-on experience with participatory design.
- Understanding the importance of stakeholder engagement in project design.
- Developing teamwork skills.

Assessment / Reflection Questions:
- What did you learn about balancing different stakeholder interests?
- How did your group ensure both environmental protection and community benefits?
- What was the most challenging part of the design process?

Conclusion

Key Takeaways:
Successful ecotourism initiatives require strong leadership combined with genuine community engagement, stakeholder involvement and participatory planning. These activities demonstrate the feasibility of balancing environmental protection with economic benefits and cultural preservation through collaborative approaches and sustainable practices.

Next Steps:
You are now ready to take your comprehensive understanding of ecotourism - from business planning to community engagement - and put into practice. You can start by connecting with local tourism networks, becoming part of already existing projects in sustainability, or developing your own green tourism initiative. The field of ecotourism needs passionate leaders who can turn knowledge into real action!

greentour

2023-2-FR02-KA220-YOU-000-185429

SUD CONCEPT

Coopérative de consultants | Bureau d'études et de Conseil

contextos

Mediacreativa

dot2dot

T.C. İSTANBUL VALİLİĞİ

**Co-funded by
the European Union**