pro.ed
EDUCATION SOLUTIONS

Anti-tourist graffiti in Barcelona, Spain

TOURIST: YOUR LUXURY TRIP MY DAILY MISERY
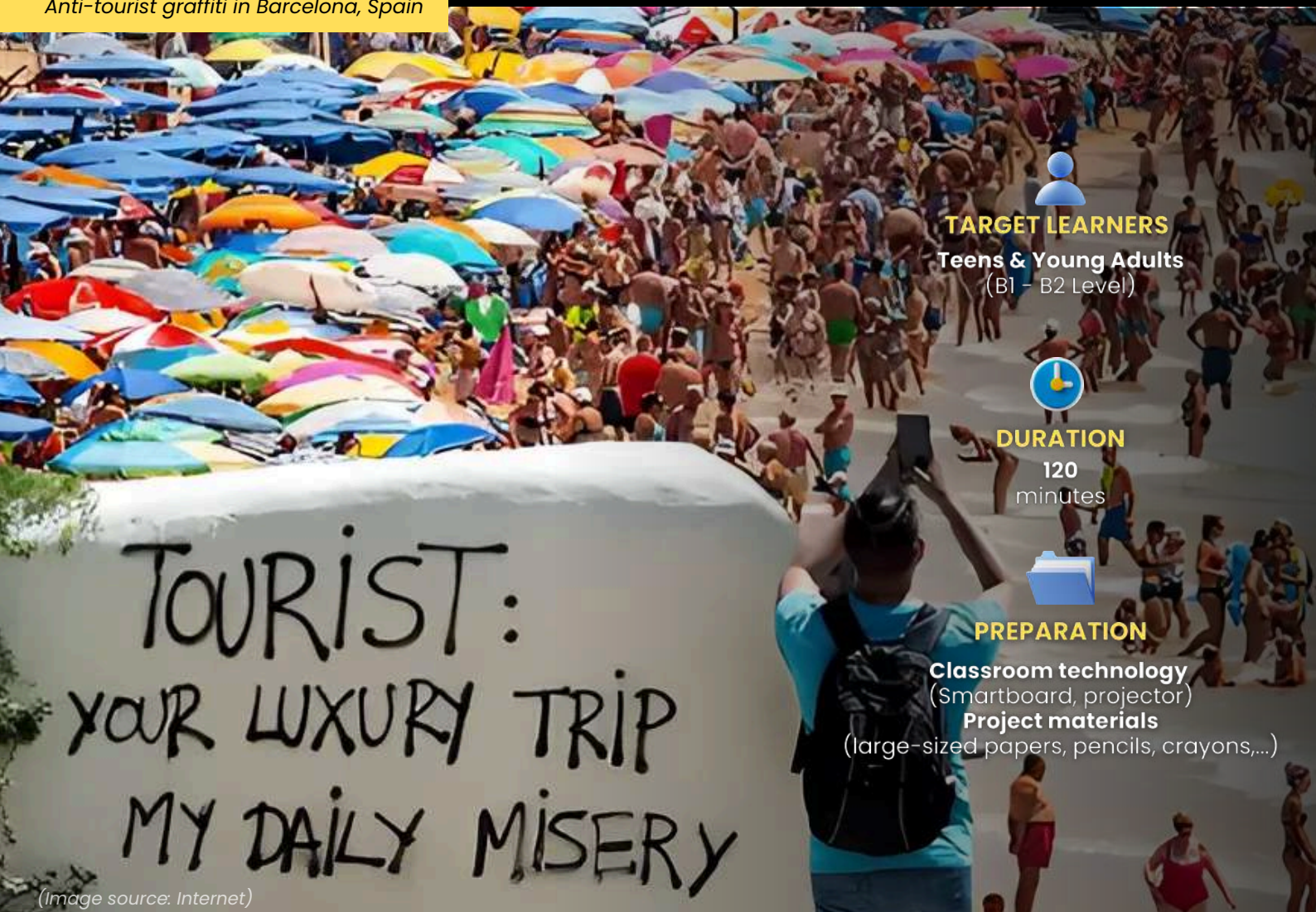
(Image source: Internet)

TARGET LEARNERS
Teens & Young Adults
(B1 – B2 Level)

DURATION
120
minutes

PREPARATION
Classroom technology
(Smartboard, projector)
Project materials
(large-sized papers, pencils, crayons,...)

WHEN TRAVEL HURTS

WHY IS OVERTOURISM A PROBLEM?

Lesson Goals

Social Knowledge

- Understand the concept and impact of overtourism, as well as the factors causing it.
- Understand the status and negative effects of overtourism in some countries and the actions that governments are taking.
- Develop creative and actionable projects to mitigate overtourism.

Language Competencies

- Use persuasive language and vocabulary related to tourism and sustainability.
- Practice and develop communication, critical thinking, problem solving, and presentation skills.

1 Engage
15 minutes

This stage encourages students to explore their travel preferences and the impacts of tourism through discussions and competitive activities, promoting critical thinking about destinations and challenges.

Suggested teacher's activities

Exercise A: Top Three Travel Destinations

A1. Pose the question: "Do you enjoy traveling?" and ask them to come up with their top 3 destinations they want to visit. Use the **Word Cloud featured from Mentimeter** to gather and highlight students' top choices.

A2. Have students identify the top destinations chosen by the class and discuss the common reasons and factors for preferring these places to travel.

- Highlight the main reasons and factors shared by the students.

Click or scan

Exercise B: Travel Word Race Game

B1. Write the word "tourism" on the board. Divide the class into teams and explain that they will compete to come up with words related to "tourism." The team with the most answers wins.

- Have them take turns going to the board to write related words, with each member writing only one word at a time. Assign a time limit for the game and ask prompting questions to encourage students to give negative words about tourism.

B2. Afterward, have the class identify the negative words and discuss examples of how tourism can cause problems. Highlight the main ideas discussed and identify the group with the most words.

Answer key

A. *(Students' answers vary.)*

B. *(Students' answers vary.)*

2 Explore
20 minutes

This stage aims to enhance students' grasp of overtourism through image analysis, discussions, and evaluating the pros and cons of large tourist crowds, promoting critical thinking and teamwork.

Suggested teacher's activities

Exercise A: Picture This!

- Have students look at the images depicting overcrowded tourist destinations. Ask them to share their thoughts on the images, whether they know/ have been to these places, and how they feel about them, then discuss the questions on their worksheets.
- Encourage them to think about the main factors that attract large numbers of tourists to some destinations while others remain less popular.
- Highlight the common ideas shared by the students.

Exercise B: Let's vote!

- Hold a class poll for students to vote on whether they believe tourist crowds bring more joy or chaos. (Optional: Use the poll maker in Mentimeter to collect the votes.)
- Use prompt questions like: "Is overtourism a good sign?" to help them define the term "overtourism" again.
- Define the most popular option chosen by the class and have some students explain their choices.
- Conduct a short debate by inviting some students from other options to express their ideas.
- Collect and highlight their main points.

Exercise C: Overtourism - Benefits and drawbacks
- Have students work in groups to list the benefits and drawbacks of large numbers of tourists. Remind them to consider the affected elements, such as the country, environment, residents, etc.
- Provide guided questions or prompts to support students as needed.
- Have the groups share and compare their answers.
- Identify the main points and have students explain them.

Answer key

A.

Possible answers:

a. (Students' answers vary.)

b. Some reasons why certain destinations attract large numbers of tourists: iconic attractions, diverse cultures, natural beauty, major events, affordability, social media influence, food and cuisine, favorable climate, etc.

c. Overtourism is when too many tourists visit a place, causing problems to the environment, and negative effects on local communities.

B. (Students' answers vary.)

C. (Students' answers vary.)

Possible answers:

- *Benefits: Boosts the country's economy, creates jobs, promotes cultural exchange, and increases investments in community development and public services, etc.*
- *Drawbacks: Leads to overcrowding, causes environmental damage, increases living costs, erodes local culture, and strains infrastructure, noise pollution, etc.*

3 Explain
40 minutes

This stage helps students develop critical thinking and persuasive skills while collaborating to generate solutions for overtourism, enhancing their understanding of the issue through discussions, and vocabulary practice.

Suggested teacher's activities

Exercise A: Think and Debate: Agree or Disagree?
- Have the students read the statements about overtourism, which are partially factual but not entirely accurate. Ask them to express whether they agree or disagree with each statement.
- Divide the class into 3 groups. Assign 1 statement for each group.
- Encourage students to use the prompt questions to spark ideas, and develop additional sub-questions to provide further support.
- Have the group take turns presenting their statements and arguments while allowing the other group to ask questions.

Exercise B:
B1. Reading for gist
- Review some skimming techniques before students do their task.
- Have students read or skim the article about places around the world facing overtourism, its serious effects, and some ways that governments have been implementing.
- Instruct them to choose the correct main idea for the article.
- Have students explain their answers, give feedback, and check their comprehension.

B2. Reading and matching
- Have students reread the article and fill in the blanks with the correct phrases by writing the correct number i-iv.
- Have some random students share and explain their answers.

B3. Three key points
- Have students read the text again and remember three things from the reading.
- Ask them to share these things with their classmates.
- Have them discuss any similarities or differences to dive deep into the understanding of the text.

Exercise C: Vocabulary practice
- Have students go through the words in the box and scan for them in the reading text.
- Have them read each sentence carefully and fill in the blank with an appropriate word.
- Have them share their answers with their friends and explain their choices.
- Conduct the pronunciation drill as a class, followed by individual checks.
- Provide feedback and corrections as needed.

Exercise D: Big question: Why is overtourism a problem?
- Pose the question, "Why is overtourism a problem?" and encourage students to freely share their opinions.
- Provide guided questions or prompts to support students when needed.
- Highlight the main ideas shared by the students.

Answer key

A. *(Students' answers vary.)*

Possible answers for disagree groups:
- *Statement 1: While social media can definitely make places more popular, it's not the only reason. Other things like cheap flights, good weather, and interesting attractions also play a big role. Think about Paris. It's been a popular tourist spot for hundreds of years, even before social media was a thing.*
- *Statement 2: While tourism can have negative impacts, it often brings significant economic benefits to local communities, creating jobs, improving infrastructure, and preserving cultural heritage. In places like Bali or Thailand, tourism has helped many people get out of poverty and improve their lives.*
- *Statement 3: While some locals in tourist areas complain about too many visitors, many others depend on tourism for their jobs. In Barcelona, people have protested against the crowds, asking for fewer tourists and stricter rules for renting apartments. Even so, tourism is still very important to the city's economy, helping many people find work and experience different cultures.*

B. *The correct main idea is (b).*

The incorrect parts of the other statements are:

(a): "...how government measures have <u>successfully</u> resolved the issues."

(c): "...how residents <u>have adapted</u> to the growing number of visitors."

B2.

(1) iii

(2) iv

(3) ii

(4) i

B3. *(Students' answers vary.)*

C.

1. *influx*
2. *allure*
3. *rental*
4. *infrastructure*
5. *commercialized*
6. *intervention*
7. *overwhelmed*
8. *renowned*

D. *(Students' answers vary.)*

Possible answers:
- *Environmental damage: Overcrowding can cause pollution, destroy habitats, and deplete natural resources.*
- *Cultural erosion: High levels of tourism can result in the loss of local traditions and customs.*
- *Economic inequality: The economic benefits of tourism are often unevenly shared, leading to inequality.*
- *Social unrest: Overcrowding and tourists being perceived as disruptive can create social tensions and conflicts.*
- *Loss of authenticity: Excessive development and commercialization can diminish the unique identity of a destination.*
- *Negative impact on local communities: Overtourism can strain local resources, increase living costs, and displace residents.*
- *Unsustainable practices: Many tourism-related activities are unsustainable and contribute to climate change and environmental harm.*
- *Reduced quality of experience: Overcrowding and commercialization can lower the quality of the tourist experience.*

This stage encourages students to collaborate on innovative projects tackling overtourism, fostering creativity and critical thinking through peer presentations and discussions to deepen their understanding of effective solutions.

Suggested teacher's activities

Exercise A: Overtourism - Government and traveler perspectives

A1.
- Divide the class into 2 equal groups: "Governments" and "Travelers"
- Ask them to read the requirement of their role and brainstorm their ideas based on their role.

A2.
- After the brainstorming session, form different groups. Each group includes students from both "Governments" and "Travelers".
- Have them work together to build a plan to reduce the negative impacts of overtourism on the local community, using their ideas brainstormed in exercise A1.
- Remind students to use the useful language in the box.

A3.
- Ask some groups to present their plans.
- Facilitate a class discussion on how effective the plans are, using the questions suggested. Prompt students to share their thoughts and assess the practicality of solutions to evaluate their ideas and engage with classmates.
- Summarize the key points discussed, and have students vote for the best plan.

Exercise B: Homework assignment
- Pose the question: "As young people, what project do you think would work to help reduce overtourism?". Have them propose projects aimed at mitigating the effects of overtourism. They can use their own plans from exercise A above.
- Use the questions provided to prompt them as they plan their projects.
- Assign this task as homework and remind students that their projects should provide detailed information on the problems they want to focus on, the goals of their projects, the methods they will use to address the problem, and the specific steps they need to take to make their projects practical.
- Note that students only need to come up with ideas and demonstrate the details of their concepts; they don't have to provide a real product like an app.
- Refer to the project ideas in the Answer Key for inspiration. These examples are meant to spark creativity; groups should develop their own unique ideas. Offer extra guidance if students need help generating concepts.

Follow-up optional activity for the next class - Gallery walk:
- Have the groups display their work in different corners of the classroom. Ask each group to nominate a representative to present their work on the template.
- Allow the other members of the groups to visit the displays, listen to the presentations, and vote for the best project. Observe the presentations and encourage students to provide more details about their projects, as well as to ask questions.

Answer key

A. (*Students' answers vary.*)
Possible answers:
Government:
- *Set limits on the number of tourists allowed in sensitive areas or during peak seasons to prevent overcrowding.*
- *Offer discounts or incentives for travelers booking trips during the shoulder season, the period between peak and off-peak travel times when destinations experience fewer tourists and lower prices (e.g., 20% off hotel rates during the off-peak months).*
- *Expand and promote public transportation options, like electric buses or shuttles, to reduce reliance on cars in tourist-heavy areas (e.g., free shuttle services in major cities).*

- *Develop educational programs and materials at tourist sites that inform visitors about the importance of preserving natural and cultural resources (e.g., signs explaining local wildlife protection).*
- *Develop programs that require businesses to demonstrate a commitment to sustainable tourism practices, such as eco-tours, wildlife conservation, cultural preservation, or local sourcing.*

Traveler.
- *Plan trips to popular destinations during weekdays instead of weekends to avoid large crowds (e.g., visiting museums on a Tuesday instead of Saturday).*
- *Follow the "Leave No Trace" principles when visiting natural sites, ensuring to carry out all trash and minimize disturbances to wildlife.*
- *Book accommodations near public transportation hubs to reduce the need for rental cars and choose eco-friendly transport options, like electric bike rentals.*
- *Use social media to promote lesser-known destinations rather than overcrowded tourist spots.*
- *Leave reviews highlighting eco-friendly practices of businesses or recommend off-peak times for visiting popular sites to encourage others to travel responsibly.*
- *Bring reusable water bottles, bags, and containers to reduce single-use plastic waste during trips, helping to lessen environmental impact.*

A2. *(Students' answers vary.)*   **A3.** *(Students' answers vary.)*

B. *(Students' answers vary.)*

Possible project ideas:
- *Creating videos or speeches to promote lesser-known destinations, highlighting their unique attractions.*
- *Developing a proposal for a fictional government or organization that outlines strategies to effectively combat overtourism in real-world scenarios.*
- *Design a website or social media page where travelers can leave comments about their experiences and recommendations for sustainable practices.*
- *Design posters and social media content that highlight ways to travel sustainably, such as respecting local cultures and choosing less crowded destinations.*
- *Create promotional materials for eco-friendly tours and activities in their area that encourage responsible visitor behavior.*

5 Evaluate
15 minutes

This stage prompts students to reflect on their learning, solidifying key concepts from the lesson and fostering personal commitments to responsible travel through self-assessment and reflective writing.

Suggested teacher's activities

Exercise A:
- Have students to reflect on the lesson and complete a checklist based on what they have learned in the lesson.

Exercise B:
- Have students engage in reflective thinking by writing a 100-word paragraph on how they will commit to traveling responsibly in the future, encouraging them to share specific actions they will take.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson.

Answer key

A.
(Students' answers vary.)

B.
(Students' answers vary.)