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TOURISM LESSON PLANS

# HERITAGE TOURISM

Learning Outcome 2: Responsible and Sustainable Tourism  
Assessment Standard 11.2.4

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# Introduction

This teaching guide has been sponsored by the Department of Environmental Affairs and Tourism (DEAT). It will provide you, the educator, with information and tools to assist and enhance your teaching methods. It is linked to learning outcome 2, assessment standard 11.2.4 of the National Curriculum Statements and will assist you to teach your learners about heritage.

Grade 11 learners should, by now, have an understanding of and be familiar with the term “heritage” and “world heritage site” as this is covered in the Grade 10 curriculum. The Grade 11 curriculum builds on this knowledge and addresses “local heritage”.

**Learning Outcome 2: Responsible and Sustainable Tourism**  
The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.

**Assessment Standard 11.2.4**  
The learner is able to explore local heritage sites and explain why the sites are significant.



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Ndebele Village

By the end of this lesson, your learners will be able to:

Outcome	Outcome is achieved when the learner
1. Identify heritage sites and objects of significance in their community or region	Defines and explains the terms 'cultural', 'natural' and 'mixed cultural and natural' heritage Successfully completes: Learner activities 1 and 2
2. Explore (research) local heritage sites	Successfully completes case study 1 – Exploring (researching) our heritage sites
3. Explain why a site or object is significant	Successfully completes case study 2 – Determining the significance of a heritage site
4. Explain the importance of preserving our heritage.	Successfully completes case study 3 – Protecting and preserving our heritage
5. Demonstrate an understanding of who is responsible for managing our heritage sites	Successfully completes case study 1 – Exploring (researching) our heritage sites

# 1 Heritage in South Africa

In 1999 the Government passed an act called the National Heritage Resource Act (NHRA). We will discuss this Act in further detail later on. The aim of the Act is to: *'promote good management of the National estate and to enable and encourage communities to nurture and conserve their legacy so that it may be bequeathed (given) to future generations. Our heritage is unique and precious and cannot be renewed. It helps us to define our cultural identity and therefore lies at the heart of our spiritual well being and has the power to build our nation. It has the potential to affirm our diverse cultures and in so doing shape our national character.*

*Our heritage celebrates our achievements and contributes to redressing past inequities. It educates, it deepens our understanding of society and encourages us to empathise with the experience of others. It facilitates healing and material and symbolic restitution and it promotes new and previously neglected research into our rich oral traditions and customs.'* (The preamble to the NHRA of 1999).

Can you imagine your local area without heritage? Think about, for example, the places in which you and your learners live. What represents the past, the present and the future? What should be preserved? What could be replaced? What is irreplaceable?

# 2 Identifying local heritage sites

## 2.1 What is heritage?

To recap from Grade 10, heritage is everything of value that we have inherited and wish to preserve for future generations. It is a living legacy that helps us to understand our past, provides context for the present and influences the future.

## 2.2 Different Types of Heritage

There are 3 main kinds of heritage: a) cultural heritage, b) natural heritage, c) mixed cultural and natural heritage sites.

### a) Cultural heritage

Cultural sites represent an important interchange of human values or bear exceptional testimony to a civilisation which is living or has disappeared. The sites may contain some of the elements of history, architecture, archaeology or human (cultural) development. It is important to know that cultural resources are unique and are non-renewable resources that we must pass to the next generation. Cultural heritage is associated with human activity. In your local area you may know of monuments, historical remains, buildings, architecture, etc., that are significant on their own or in a group. All these are regarded as cultural heritage.

An important component of cultural heritage is living heritage. Living heritage means the intangible aspects of inherited culture and may include cultural tradition, oral history, performance

ritual, art and crafts, etc, which are passed on from generation to generation. All of these play an important role in defining our heritage. Historic events and celebrations such as Heritage Day teach us about our living heritage. It is important that learners know that heritage is not static but dynamic.

### b) Natural heritage

Natural heritage is a site or object of natural significance. They are areas of land that people value for their natural beauty, or important ecology such as forests, coastal areas and mountains. Our natural heritage comprises the components of the natural environment that have aesthetic, historic, scientific or social significance or other special value for future generations, as well as for the present community. Natural sites must be outstanding examples that show major stages of the earth's history, or contain outstanding natural phenomena or are areas of exceptional natural beauty and aesthetic importance. Flora and fauna are also classified as our natural heritage.

### c) Mixed cultural and natural heritage sites

These are natural places that are associated with human activity and that have cultural significance. A cave, a lake or a hill may be important because it is linked to a particular group's ancestors or past. They contain both the elements of cultural and natural heritage.



Greater St. Lucia Wetland Park – Kwazulu Natal

### 2.3 What constitutes South African heritage?

The National Heritage Resource Act (NHRA) of 1999 protects buildings, rock art, archaeological and palaeontological sites and what it defines as "living heritage", (that is oral history, popular memory and indigenous knowledge systems). The NHRA lists the following as belonging to the South African national estate (in other words they belong to South Africa as a country and may not be removed unless special permission is applied for and granted):

- Places, buildings, structures and equipment of cultural significance;
- Places to which oral traditions are attached or which are associated with living heritage;
- Historical settlements and townscapes;
- Landscapes and natural features of cultural significance;
- Geological sites of scientific or cultural importance;
- Archaeological and palaeontological sites;
- Graves and burial grounds, including:
  - ancestral graves;
  - royal graves and graves of traditional leaders;
  - graves of victims of conflict;
  - graves of individuals designated by the minister by notice in the Gazette;
  - historical graves and cemeteries;

- Sites of significance relating to the history of slavery in South Africa;
- Movable objects, including:
  - objects recovered from the soil or waters of South Africa, including archaeological and palaeontological objects and material, meteorites and rare geological specimens;
  - objects to which oral traditions are attached or which are associated with living heritage;
- ethnographic art and objects;
- military objects;
- objects of decorative or fine art;
- objects of scientific or technological interest; and
- books, records, documents, photographic positives and negatives, graphic, film or video material or sound recordings.



The Reed Dance performed by Swazi Maidens



#### Learner Activity 1: Definitions



##### Teacher guidelines for learner activity 1

Divide learners into groups of 5 and supply each group with a dictionary. Learners should, in their groups, discuss and formulate their own definitions of what is meant by the following terms: 'cultural heritage', 'natural heritage' 'mixed cultural and natural heritage' sites. Each group should present their definitions to the class.

After each group has presented their definition to the class you should facilitate a class discussion with the purpose of obtaining consensus from the class on one definition for each of the three terms. Learners should write down the definition in their workbooks.



Table Mountain – Western Cape



#### Learner Activity 2: Identifying heritage sites



##### Teacher guidelines for learner activity 2

Make copies of learner activity 2 on page 8 and distribute to each learner. Learners should then indicate whether each example is an example of cultural heritage, natural heritage, or mixed cultural and natural heritage.

# 3

## Exploring (researching) heritage sites

### 3.1 Levels of heritage

Heritage sites can be classified according to their public appeal. Once they have been identified, they may be classified as a 1) World Heritage Site, 2) National Heritage Site, 3) Provincial or 4) Local Heritage Site. Before a place is declared a heritage site, there are certain criteria that must be met. These criteria are outlined in the NHRA. If you are interested in finding out more about the criteria that must be met in order to declare a site, we suggest that you obtain a copy of the NHRA No.25 of 1999. The Act will provide you with information about heritage in South Africa and can be downloaded from [www.polity.org.za](http://www.polity.org.za). The latest information and news about heritage tourism and heritage can be found in most newspapers, television, and the internet ([www.sahra.org](http://www.sahra.org), [www.southafrica.net](http://www.southafrica.net) and [www.environment.gov.za](http://www.environment.gov.za)).

#### Categories, grades and examples of heritage sites in South Africa

##### World heritage sites

A world heritage site is an area that is deemed to have outstanding *universal value* and is therefore worthy of protection.

##### World heritage sites:

- Greater St. Lucia Wetland Park in Kwazulu Natal
- Robben Island in the Western Cape
- The Cradle of Humankind in Gauteng and North West
- Ukhahlamba / Drakensberg Park in Kwazulu Natal
- Mapungubwe cultural landscape in Limpopo
- Cape floral region (in the Eastern and Western Cape)

The Department of Environmental Affairs and Tourism (DEAT) is ultimately responsible for the management of world heritage sites.

*world*

##### National heritage sites (Grade I sites)

National heritage sites are those places/objects with qualities so exceptional that they are of special *national* significance.

##### Examples of national heritage sites:

- Hector Peterson memorial in Soweto, Gauteng
- Makapane's Valley near Mokopane (Potgietersrus) in Limpopo Province
- Taung Heritage Site in the North West Province
- The site in Hankey (Eastern Cape) where Sarah Bartman was reburied.

These are regarded as Grade I sites and the South African Heritage Authority (SAHRA) is responsible for the identification and management of these sites.

*national*

##### Provincial heritage sites (Grade II sites)

Provincial heritage sites have significance to the people living within a specified province.

##### Examples of provincial heritage sites:

- Hole in the wall – Eastern Cape
- Vredefort Dome – North West Province
- Voortrekker Monument – Gauteng
- Battlefields Route – Kwazulu Natal
- Modjadji Cycad Forest – Limpopo Province
- Pilgrims Rest – Mpumalanga
- Nama Culture – Northern Cape
- Pilanesberg National Park – North West Province
- Table Mountain – Western Cape

These are regarded as Grade II sites and a Provincial Heritage Resource Agency (PHRA) is responsible for the identification and management of these sites.

*provincial*

##### Local heritage site (Grade III sites)

Local heritage encompasses the heritage of all people who live or lived within the boundary of a specified community.

##### These are just a few of many examples of local heritage sites:

- buildings, churches or monuments of cultural significance
- traditional music and dance
- traditional huts/ houses
- trees that have cultural significance to your community
- a grave of someone who was important to your local area (historical or ancestral graves, or those of traditional leaders)
- material remains resulting from human activities which are older than 100 years.
- rock art that was executed by human agency and which is older than 100 years
- features, structures and artefacts associated with military history which is older than 75 years

These are regarded as Grade III sites. Local authorities and municipalities are responsible for the identification and management of these sites.

*local*



## Teacher guidelines

Please refer to page 13 for tips and ideas on how to arrange and manage a site visit to a local heritage site for learners. It is highly recommended that you arrange a class excursion to a local heritage site. Information about local heritage sites and where they are located can be obtained from the local authorities and municipalities as well as provincial heritage authorities.



### Learner activity 3: Case study 1 – Exploring (researching) our heritage sites



#### Teacher guidelines for learner activity 3

Make photocopies of case study 1 on page 9 and 10. Distribute to learners and ask them to answer the questions that follow.

The case study illustrates these concepts:

- Explains what SAHRA is and the role that it plays
- Different categories of heritage in South Africa
- The organisations responsible for identifying and managing the different categories of heritage
- Grading of heritage sites

This case study is linked to outcome 2.

# 4

## Determining the significance of a site

### 4.1 How do you determine the significance of a site or object?

Significance plays a central role in assessing heritage. Any place that is strongly attached to the history of the local community could have heritage significance. It is important to note that not everything is heritage and that what one person regards as heritage might not be part of your heritage. This means that we all have different ideas of what heritage is and that which we must preserve for future generations. Places that are likely to be of significance are those that help in providing an understanding of the past or enrich the present, and which will be of value to future generations. Heritage only has significance to the extent that it benefits people. If people are prevented from experiencing a heritage asset, it can no longer be considered part of their heritage.

SAHRA has developed a set of criteria to determine the significance of a site. According to SAHRA a site is significant if it:

- is important to the community, or pattern of local history;
- possesses uncommon, rare or endangered aspects of the natural or cultural heritage in the community;
- is able to yield important information that will contribute to an understanding of natural or cultural heritage;
- demonstrates a high degree of creative or technical achievement at a particular period;
- has a strong or special association with a particular community or cultural group for social, cultural or spiritual reasons;
- has a strong or special association with the life or work of a person, group or organisation of importance in the history of the local area;

- relates to the history of slavery in the local area; and
- has particular aesthetic characteristics valued by a community or cultural group.



### Learner activity 4: Case study 2 – Determining the significance of a heritage site



#### Teacher guidelines for learner activity 4

Divide learners into groups of 5. Make photocopies of case study 2 (on page 11) and distribute to each group of learners. Ask learners to read the case study and discuss it in their groups. Learners should then work on their own to answer the question that follows.

Learners should be encouraged to provide examples from their own understanding of what heritage means, and of heritage sites in their vicinity. This should give them an opportunity to apply knowledge about heritage and explain why they consider the examples they have offered, as significant. The important point here is that heritage has a strong subjective content, which means that certain sites might be interpreted as heritage sites to some people, while totally different sites might be mentioned by others. This exercise is also important to develop an understanding and sensitivity amongst learners towards the different context of heritage and respect for the different perceptions about it in a culturally diverse country such as South Africa.

This activity illustrates the concept of significance and is linked to outcome 3.

# 5

## Who manages our heritage sites?

In order to understand how a site is declared a local heritage site and gains this status, we need to first understand the legislation and organisations in South Africa that govern and manage heritage sites.

### 5.1 Legislation governing heritage in South Africa

Firstly there is the National Heritage Resources Act (NHRA), No. 25 of 1999 which aims to promote good management of the national estate, and to enable and encourage communities to nurture and conserve their legacy so that it may be passed on to future generations.

### 5.2 Organisations governing heritage in South Africa

DEAT is responsible for the management of world heritage sites, although they may choose to outsource this to different agencies for the development and management of the site.

There is a three-tier system for heritage resource management. This is illustrated in the table below:

#### National – the South African Heritage Resource Agency (SAHRA) Grade 1 sites

SAHRA is a statutory organisation established under the National Heritage Resources Act, No 25 of 1999, as the national administrative body responsible for the protection of South Africa's cultural heritage. SAHRA records the heritage resources of the national estate.

The matters of SAHRA are under the control, management and direction of a council consisting of the chief executive officer of SAHRA and nine members representing the provinces of South Africa, who are appointed by the Minister of Arts and Culture. SAHRA has an office in each province and you are encouraged to contact them if you require any further information about heritage sites in your province.

National heritage sites are known as Grade I sites

#### Provincial – Provincial Heritage Resource Authority (PHRA) Grade II sites

The PHRAs are responsible for the compilation and maintenance of the heritage register within the province. Each province has a PHRA that has powers to protect and manage certain categories of heritage resources. The PHRAs must identify places/sites that are significant in the context of the province, and then declare them provincial heritage sites.

Provincial heritage sites are known as Grade II sites

#### Local – Heritage resource authorities and municipalities Grade III sites

Local authorities and municipalities are responsible for the identification and management of these sites.

Local heritage sites are known as Grade III sites.



Ndebele Woman

# 6

## Process of registering a local heritage site

Prior to declaring a site as a local heritage site a range of criteria from archaeological, historical to social aspects have to be evaluated. Any person wanting to declare a property or site a local heritage site must submit a nomination with a motivation to the Provincial Heritage Resource Authorities (PHRA) or local authority that will then start the process. The process of declaring a property as a heritage site requires consensus from different authorities such as the PHRA, conservation bodies and the local municipality. The procedure strives to find approval of the owner of the property and the general public. The local community, the municipality, individuals and PHRA can all identify local heritage sites of significance.

It is important to note that heritage declaration starts at a community level. This means that if a site is important to the community it can be declared a local heritage site, thereafter the community can propose that it be declared a provincial, national or even world heritage site according to its significance. Once a site has been declared a local heritage site, the provincial review committee can do further research and if they feel that it has provincial significance they can then declare it a provincial heritage site.

# 7 Preserving our heritage sites



Pilgrims Rest – Mpumalanga

## Principles of sustainable tourism development include:

- Tourism should be initiated with the help of broad-based community-inputs and the community should maintain control of tourism development.
- Tourism should provide quality employment to its community residents and a linkage between the local businesses and tourism should be established.
- A code of practice should be established for tourism at all levels – national, regional, and local based on internationally accepted standards.
- Guidelines for tourism operations, impact assessment, monitoring of cumulative impacts, and limits to acceptable change should be established.
- Education and training programmes to improve and manage heritage and natural resources should be established.

Protecting and conserving a place of local heritage is beneficial to the whole community. Our South African heritage sets us apart from other people and allows us to identify ourselves from other nations. Our heritage gives a feeling of belonging and pride of place.

Heritage sites are irreplaceable and precious, therefore they must be conserved for present and future generations. In order to ensure that our heritage sites are protected and preserved for the next generation it is important that we manage them responsibly. This poses a challenge. On the one hand we want tourists to visit our heritage sites but on the other hand we want to ensure that the tourists look after the heritage sites so that the next generation can also enjoy them.

This means that we need to engage in sustainable tourism practices. We need to ensure that the needs of present tourists and host regions are met while at the same time protecting and enhancing the site so that the next generation can also enjoy it. We need to create an awareness about the importance of preserving our heritage, and each one of us must become an active participant and take responsibility for protecting our heritage. If we ignore our responsibility in this regard, our heritage will become a perishable commodity.



### Learner Activity 5: Case study 3 – Protecting and preserving our heritage



#### Teacher guidelines for learner activity 5

Make photocopies of case study 3 on page 12 and distribute to learners. Learners should answer the questions that follow.

This case study illustrates these concepts:

- Legislation aimed at protecting our heritage
- Significance of heritage
- Preservation and protection of our heritage

This case study is linked to outcome 4.



Hole in the wall – Eastern Cape

# 8 Heritage Day

Heritage Day is celebrated each year in South Africa on the 24th of September; this day is set aside for the celebration of the rich cultural and natural diversity of our country. Heritage Day recognises the significant historical sites, events and periods that represent the people, culture and traditions of this country. Heritage Day's significance rests in recognising aspects of South African culture which are both tangible and intangible e.g. our historical inheritance, language, food, traditions, rituals, etc. There are events that are organised each year which are powerful agents for fostering reconciliation and promoting a South African identity and the notion that diversity is a national asset. As part of upholding the unity of the rainbow nation, the government determines a theme for each year's celebrations.



## Ideas Box

- Pioneer in your community – Every community has its pioneers. Who were your community's pioneers? This is a good topic for research at your local library and a great way to teach learners about their local heritage. Learn the names of the first settlers. Visit the local cemetery to find names and dates. Your local museum is likely to be a good source of information. This can be expanded into a project that can be used year after year.
- Get learners to interview grandparents or others who have memories of the early settlements of their communities. Have an older person visit your class and tell learners about life in the community 50 years ago. It's possible to find people who have been to war, or those who went to exile during apartheid, etc. What was it like? What effect did it have on them? Find people who remember what it was like in your hometown a generation ago. Fostering communication between the generations is an excellent educational project and can benefit both the learners and those being interviewed.
- Have learners organise themselves into groups to create a poster about heritage in their local community or province. You must guide learners to ensure that the resulting posters comprise a quality presentation: colourful, large enough to see from a distance and clearly labelled. Each group should present the poster to the class.
- Divide the class into 2 groups and ask group 1 to make a list of the advantages of tourism for a local heritage site. Ask group 2 to make a list of threats caused by tourism to local heritage sites. Invite one learner from each group to present the group's findings. After each group has presented, facilitate a class discussion about how to reduce threats to heritage places.
- Car stickers – Everyone likes to read bumper stickers, but what types of stickers would educate people about their local heritage? Have learners put their ideas on paper cut to the size of typical bumper stickers. After the exercise, display the bumper stickers around the room.
- If it is possible contact your local municipality or heritage authority and ask them to provide you with a list of heritage sites in the local area. While it is recognised that class excursions are difficult and costly to arrange it must be stressed that the importance of a class visit to a local heritage site cannot be over emphasised. If a class excursion is impossible to arrange then invite somebody from the local municipality who is responsible for local heritage sites in the area to come in and talk to the class about the site/s and the reason that it has been declared a local heritage site.

To find out the heritage sites in your area visit [www.sati.web.za](http://www.sati.web.za)



### Case studies and learner activities (These should be photocopied and distributed to learners.)

#### Learner activity 2: Identifying heritage

Below are some examples of heritage. Are you able to identify which are examples of cultural heritage, which are examples of natural heritage and which are examples of mixed cultural and natural heritage? Write your answers in the table provided. An indaba tree; cultural ritual tradition and oral history; historical structures; buildings graves and burial grounds; a lake with ancestral spirits; unspoilt natural environment; archaeological sites and material; scenic parks and geological features; flora and fauna; a cave with rock art or fossils and natural formations; traditional dance and music; and coasts and deserts.

Cultural heritage	Mixed cultural and natural heritage	Natural heritage
Example: Archaeological sites and material		







## Teacher guidelines for site visits

(This section has been adapted from the National Department of Education's tourism learning programme guidelines).

### Preparing for the site visit:

- Liaise with educators from as many disciplines, for example *history, geography, language and art*. The history educator could provide information about the site throughout the ages, the geography educator could point out special features about the site's location and its geographical features, the language educator could provide special texts (literary, poetic, dramatic), the art educator could invite learners to draw pictures or produce scale models of the site. The tourism educator could acquaint educators with possible threats to the site.
- Prepare a before and after questionnaire in order to measure the change in learners' knowledge, attitudes, skills and behaviour about the site and its conservation. Learner activity sheets could be prepared for completion during the site visit; materials and equipment needed for the visit, for example writing and drawing paper, cameras and pencils. If a video recorder is available, the visit could be taped and a video programme produced to be shown afterwards to learners, parents and others.
- Prepare learners for special types of activities, such as recreating the past, telling stories and legends about the site or making drawings of it.
- Plan the work that learners will be asked to do as follow-up to their visit.

### The site visit:

- Educators should make provision for a variety of activities during the site visit, for example *making drawings or taking photos, carrying out interviews with site guides or personnel or among the learners themselves, preparing an individual learner's journal of the visit, producing a video*. The educator should also allow time for the learners to enjoy the site and for rest and recreation.

### Follow-up to the site visit:

The follow-up to the visit is just as important as the preparations, to allow learners to assimilate their experience and to share it with others. Suggestions for follow-up include:

- Discuss with your learners what they saw and learned, including what they liked most and least
- Propose a new research project to learners, such as how to improve the site to promote tourism while protecting it, examine possible threats to the site and eventual solutions, make proposals for young guides to help with tourist management.
- Invite learners to make paintings or sculptures based on their sketches and drawings, and exhibit their work.
- Encourage learners to develop photographs taken during the visit and set up an exhibition where learners or parents could select several of the best heritage pictures, provide small gifts for the winners.
- Invite learners to write an article on their visit for a school and/or a local/national newspaper.
- Ask learners to propose other site visits.

### General

Educators could make the visit an unforgettable experience for learners by inviting them to dress in traditional clothing, bring ancient or traditional music with them or a musical instrument or by inviting a special guest as surprise for the learners. Some sites may have an education officer who can assist the educator in planning the visit. Where educational material has already been produced about the site, it can be used to prepare learners prior to the visit. The practical information an educator needs includes: the price of admission, opening and closing hours, permission to take photographs, availability of food or snacks, souvenir shops, rest rooms, first aid, whether all the learners can be accommodated at the same time, or if they should be divided into groups.



Cultural Village



Robben Island – Western Cape

## Answers to case studies and learner activities

### Learner activity 1: Definitions

Please note that verbatim definitions are not required. Learners are encouraged to formulate their own definitions of the three terms. Refer to page 2 of this booklet for information on cultural, natural and mixed cultural and natural heritage.

### Learner activity 2: Identifying heritage

Cultural heritage	Mixed cultural and natural heritage	Natural heritage
Historical structures, buildings, graves and burial grounds	A lake with ancestral spirits	Unspoilt natural environment
Cultural ritual, tradition and oral history	A cave with rock art or fossils and natural formations	Scenic parks and geological features
Traditional dance and music	An indaba tree	Flora and fauna
Archaeological sites and material		Coasts and deserts

### Learner activity 3: Exploring our heritage

1. Heritage tourists
2. South African Heritage Resource Agency
3. SAHRA is a statutory organisation responsible for the protection of South Africa's cultural heritage. The role of SAHRA is to:
  - Promote good government and empower civil society to nurture and conserve their heritage
  - Introduce a framework for the identification, assessment and management of the heritage resources of South Africa.
  - Protect heritage resources of *national* significance
4. World heritage, national heritage, provincial heritage and local heritage

### 5. The 6 South African World Heritage Sites

Site	Date Declared	Province	Type
Greater St. Lucia Wetland Park	1999	Kwazulu Natal	Natural
Robben Island	1999	Western Cape	Cultural
The Cradle of Humankind	1999	Gauteng & North West	Cultural
Ukhahlamba / Drakensberg Park	2000	Kwazulu Natal	Mixed cultural & natural
Mapungubwe Cultural Landscape	2003	Limpopo	Cultural
Cape Floral Region	2004	Eastern & Western Cape	Natural

6.
  - Hector Peterson memorial in Gauteng (Soweto) pays tribute to the students who fought against Bantu education, which culminated in the 1976 Soweto student uprising – an event that changed the course of history
  - Makapane's Valley near Mokopane (Potgietersrus) in Limpopo province preserves a unique record of hominid habitation and evolution dating back 3.3 million years. The valley has oral traditions on the inhabitants extending back to the mid 17th century and also has great significance for historical archaeology.
  - Taung Heritage Site in North West is a site dedicated to the discovery of the skull belonging to an early hominid, named "Australopithecus africanus" meaning the "southern ape of Africa".
  - The site in Hankey (Eastern Cape) where Sarah Bartman was reburied. Sarah Bartman was a South African woman who was exhibited in European capitals from about 1810 until her death in Paris in 1815. (see also case study 2)

continued on page 15





## Lesson Planning for Heritage Tourism

**Note:** The following provides guidance on planning to deliver lessons on Heritage Tourism, and is not a lesson plan for one lesson in itself. Plan each lesson yourself, but use this as a guideline and use the activities that we have suggested where you can.

DATE		SUBJECT	Tourism
EDUCATOR		GRADE	11
ACTIVITY		TOPIC	Heritage
CRITICAL OUTCOMES	LEARNING OUTCOME: 2		
DEVELOPMENTAL OUTCOMES	The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.		
PRE-KNOWLEDGE:	ASSESSMENT STANDARD: 11.2.4 The learner is able to explore local heritage sites of significance and explain why the sites are significant.		
• Learning Outcome 2	KEY CONTENT:		
• Assessment Standard 10.2.4	<ul style="list-style-type: none"> <li>Basic research on various heritage sites in SA</li> <li>Evaluate information to determine the significance of a site</li> <li>Formulate suggestions to protect and preserve our heritage</li> </ul>		

Educator Activities	Learner Activities	Resources (LSM)	Assessment Strategies	Time
Facilitate and observe.	Class Quiz on Grade 10 work. Learners work in groups to formulate their own questions.	Paper, pens, school board to record scores of groups.	Observation	15 mins
Duplicate and distribute copies of case studies. Read through the case studies with learner's guide and assist learners to answer the questions.	Read and interpret case studies and answer questions.	Copies of case studies, pens and paper.	Assessment rubric	240 mins (40 min x 6)
Facilitate research on heritage sites in South Africa. Make research material available to learners where necessary.	Do research and deliver a presentation to class on heritage.	Newspapers, magazines, internet, radio, television.	Assessment rubric	240 min (40 min x 6)
Arrange a class excursion to a local heritage site. Gather information about the site, prepare a worksheet, learner activities and evaluation questionnaires	Access information about the site, participate in activities, record observations, report on activities, complete evaluation sheet.	Pens, clipboards, pencils, drawing paper, cameras, video cameras, activity sheets.	Observation	
Facilitate a role play situation class		Costumes, props, tape recorders, video cameras.	Observation	80 min (40min x 2)
<b>Homework:</b> Start a heritage museum at your school and encourage learners to bring pictures, articles and artefacts to school that can be displayed in the class.				
<b>Expanded opportunities:</b> <ol style="list-style-type: none"> <li>Learners could report on various careers available within the heritage sector.</li> <li>Learners could exhibit practical work (photographs, paintings, sculptures and essays of heritage sites) that they completed. Host an open day at the school and invite parents, learners, educators and members of the community.</li> <li>Contact your municipality and inform them that learners are engaging in research about heritage. Learners could serve as volunteers at heritage celebrations that take place in the area, especially on heritage day.</li> </ol>				
<b>Special needs:</b> <ol style="list-style-type: none"> <li>Identify learners with reading and writing barriers, severe visual or audio barriers as well as learners with physical barriers. Assessment tasks should be adapted to take these learners needs into account.</li> </ol>				

### Assessment Rubric

OUTCOMES	Inadequate LEVEL 1 (0 – 29%)	Partial LEVEL 2 (30% – 39%)	Adequate LEVEL 3 (40% – 49%)	Satisfactory LEVEL 4 (50% – 59%)	Meritorious LEVEL 5 (60 – 79%)	Outstanding LEVEL 6 (80 – 100%)
1. The learner is able to identify heritage sites and objects of significance in their community or region.	The learner is unable to identify any heritage sites or objects of significance.	The learner identifies some heritage sites but only under close supervision.	The learner identifies heritage sites but needs some supervision.	The learner identifies heritage sites.	The learner identifies a range of heritage sites and displays some independent thinking.	The learner identifies a wide range of heritage sites and demonstrates critical thinking that goes beyond the classroom
2. The learner is able to explore (research) local heritage sites.	is unable, even under close supervision, to access information on heritage sites.	Accesses some information on heritage sites but only under close supervision.	Accesses information on heritage sights with some supervision.	Accesses and investigates information on heritage sites with no supervision.	Independently accesses and investigates information on heritage sites from a range of sources.	Independently accesses information on heritage sites from a wide range and variety of sources.
3. The learner is able to explain why a site or object is significant.	The learner is unable to explain why a site is significant.	The learner is able to provide a limited explanation of why a site is significant but needs a lot of assistance.	The learner is able to provide an explanation of why a site is significant but needs some assistance.	The learner is able to provide an explanation of why a site is significant with limited assistance.	The learner is able to provide an explanation of why a site is significant and requires no assistance.	The learner is able to provide a comprehensive explanation of why a site is significant and it is clear that the learner has accessed information about significance from a wide range of sources.
4. The learner is able to explain the importance of preserving our heritage.	The learner is unable to provide any reasons as to why we should preserve our heritage.	The learner is able to provide a limited explanation of the importance of preserving our heritage but needs a lot of assistance.	The learner is able to provide an explanation of why it is important that we preserve our heritage but needs some assistance.	The learner is able to provide an explanation of why it is important that we preserve our heritage and the learner only requires a limited amount of assistance. The learner also provides a basic explanation of how the site can be preserved and protected.	The learner is able to provide an explanation of why it is important that we preserve our heritage and requires no assistance. The learner also provides some recommendations as to how the site can be preserved and protected.	The learner is able to provide a comprehensive explanation of why it is important that we preserve our heritage. The learner accesses information from a wide range of sources and makes recommendations as to how the site can be preserved and protected.
5. The learner is able to demonstrate an understanding of who is responsible for managing our heritage sites.	The learner displays no knowledge of the organisations responsible for the management of our heritage sites.	The learner demonstrates a limited knowledge of the organisations responsible for the management of our heritage sites.	The learner demonstrates a basic knowledge of the organisations responsible for the management of our heritage sites but needs assistance in doing so.	The learner is able to explain which organisations are responsible for the management of our heritage sites.	The learner is able to explain which organisations are responsible for the management of our heritage sites and is also able to provide a few examples.	The learner is able to explain which organisations are responsible for the management of our heritage sites and is also able to provide examples for each category.

