

Sustainable Tourism in the Middle East

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OVERVIEW OF LESSON:

After identifying a country in the Middle East and the environmental, cultural, and other important impacts caused by tourism, students link these effects to the United Nations Sustainable Development Goal (SDG) or goals that were created to address them. Students will explain the impacts and current solutions in a final product, proposing additional measures to create positive and sustainable tourism.

SUGGESTED GRADE LEVEL(S): Grades 9 through 12, World Language Classes

CORRESPONDING NATIONAL AND/OR STATE OF NORTH CAROLINA STANDARDS:

<https://www.dpi.nc.gov/media/4112/open>

NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.

NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.

NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.

ESSENTIAL QUESTION(S):

What is 'sustainable tourism'?

What is the current issue caused by tourism in the chosen country?

What steps have been taken to alleviate the negative impact tourism is having?

What role do the SDGs play in this situation?

What other options can be included to help create sustainable tourism?

LESSON OBJECTIVES:

1. Students will be able to identify a current event and its effect on the local community and surrounding areas and/or the world at large.
2. Students will be able to see connections between multiple Sustainable Development Goals (SDGs).
3. Students will be able to discover global connectivity and delve into how the chosen country is working to repair the trouble. They will share this information with a global audience.
4. Students will be able to make connections between real-world events and the political, social, economic, and environmental impact.

BACKGROUND INFORMATION FOR THE EDUCATOR or RESOURCES TO EXPLORE FURTHER:

<https://gamethegoals.com/>

<https://sdgs.un.org/>

<https://gng.org/programs/courses/>

<https://unfoundation.org/what-we-do/issues/sustainable-development-goals/u-s-leadership-on-the-sdgs/>

<https://compasseducation.org/grade-5-12-outdoor-education-how-people-use-water-lynda-rolph/>

https://docs.google.com/document/u/0/d/1-8Kv7lMRyM1cXjRC-9C6rIcDv_nsd5JF8T6AE0sQu8U/mobilebasic

<http://www.climate-action.info/>

SPECIFIC STUDENT STRATEGIES & ACTIVITIES:

For each section of the research process, the teacher circulates through the groups, checking their readiness for the next step. Student benchmarks set the expectations and accountability in student friendly language as “I can” statements. A handout with all the “I can” statements is provided to give to students so that they can prepare for these benchmark conversations.

Days 1-2

-Discussion Opener: Ask students if they are familiar with SDGs. Ask students if they have worked with SDGs in other classes. Ask students to define (in their own words), ‘sustainability’, or to provide an example of what they think it means. Ask students about their travel experiences and how they think tourists and tourism negatively impact local areas.

-Have students read: <https://www.nationalgeographic.com/travel/article/what-sustainable-tourism-means>

-Define ‘Sustainable Tourism’ – *The UN World Tourism Organization defines sustainable tourism as "Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities"*

-Overview of SDGs and discussion of tourism, student in-put, have students traveled (where/why)

-Teacher will share resources to introduce multi-faceted impacts on tourism and the economic need of tourism throughout the Middle East. Class will discuss need versus want and cost/impact of tourism to humans, animals, and the environment.

<https://www.gdrc.org/uem/eco-tour/envi/one.html>

<https://www.unep.org/explore-topics/resource-efficiency/what-we-do/responsible-industry/tourism>

<https://www.theworldcounts.com/challenges/consumption/transport-and-tourism/negative-environmental-impacts-of-tourism>

<https://www.nytimes.com/2021/03/07/travel/covid-pandemic-environmental-impact.html>

<https://www.weforum.org/stories/2023/09/middle-east-sustainable-tourism-travel/#:~:text=The%20Middle%20East's%20tourism%20sector,their%20natural%20and%20cultural%20heritage.>

<https://aesg.com/wp-content/uploads/2022/07/Sustainable-tourism-in-the-Middle-East.pdf>

<https://www.sgi.gov.sa/about-mgi>

<https://humansofglobe.com/growing-sustainability-in-middle-east/>

<https://www.forbesmiddleeast.com/lists/the-middle-east-s-sustainable-100/>

<https://www.atlanticcouncil.org/in-depth-research-reports/report/an-energy-and-sustainability-road-map-for-the-middle-east/>

<https://www.weforum.org/publications/prioritizing-sustainability-in-mena-mapping-critical-environmental-issues-for-regional-businesses/>

<https://www.travelandtourworld.com/news/article/saudi-arabias-vision-2030-paves-the-way-for-sustainable-tourism-with-eco-friendly-destinations-environmental-conservation-and-cultural-preservation/>

<https://www.agbi.com/tourism/2023/07/sustainable-tourism-the-new-priority-for-middle-east/>

<https://digitalcommons.dartmouth.edu/cgi/viewcontent.cgi?article=1020&context=dujpew>

<https://www.unwto.org/regional-office-for-the-middle-east>

<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099061624052057630/p1790251c8bbf90771b95c1b1d97df28915>

<https://www.unwto.org/middle-east>

<https://www.travelandtourworld.com/news/article/north-africa-leads-sustainable-tourism-efforts-menas-strong-commitment-to-eco-conscious-travel-amid-climate-pressure-and-rising-global-demand/>

<https://www.middleeasttravel.net/post/five-sustainable-trends-to-look-out-for-in-the-middle-east-s-travel-sector>

<https://www.ecomena.org/ecotourism-in-middle-east/>

<https://www.aljazeera.com/tag/sustainability/>

<https://www.aljazeera.com/opinions/2024/8/22/we-need-urgent-climate-action-in-conflict-zones>

<https://www.aljazeera.com/news/2021/11/10/morocco-leads-the-fight-against-climate-change-in-the-middle-east>

<https://www.aljazeera.com/news/2023/5/23/middle-east-countries-face-extreme-heat-risk-study-finds>

<https://www.aljazeera.com/program/the-stream/2024/3/5/how-is-palestine-connected-to-the-climate-justice-movement>

<https://carnegieendowment.org/research/2024/04/the-looming-climate-and-water-crisis-in-the-middle-east-and-north-africa?lang=en>

<https://features.csis.org/surviving-scarcity-water-and-the-future-of-the-middle-east/>

<https://mecouncil.org/publication/water-diplomacy-how-to-prevent-water-wars-in-the-mena-region/>

<https://oxfordpoliticalreview.com/2023/06/24/the-weaponization-of-water-water-politics-in-the-middle-east/>

<https://www.csis.org/programs/middle-east-program/major-projects/middle-east-transformation-initiative/water-and-future>

- Teacher assigns groups (scaffold by ability level; differentiate based on product interest and learning style)
- Students choose location and tourism sector to focus on.

Day 3

The teacher circulates through the groups to check progress and for signs of readiness to move to the next step of the research process.

- Students will research their chosen country and tourism impacts (*pollution, overcrowding, habitat loss, financial gain versus loss, political obstacles, etc.*).
- Students will research SDG(s) and make connections between goals and problems.

Student Benchmark: When the research team can pose a researchable question on a local or regional issue and can explain its significance to the global community, they are ready to move forward.

Day 4-5

- Students will focus on problems and solutions, citing multiple, reputable sources to support their researchable question.
- Students will include local perspectives, as well as tourist perspectives in their research.
- Students will provide multiple points of impact that tourism has on local environs, both negative and positive (if applicable).

Student Benchmark: When students select and use multiple international and domestic sources to identify relevant evidence that addresses a global question, they are ready to move forward.

Student Benchmark: When students can explain the perspectives of other people, groups, or individuals as distinct from one's own perspective and can identify and describe how perspectives affect how people interpret and respond to situations, events, issues, or phenomena, they are ready to move forward.

Student Benchmark: When students can assess options and plan actions based on evidence and the perceived potential for impact, they are ready to move forward.

Day 6-7

- Students will compile key points from their research to create a final product of their choice that will include:
- Tourism Location and Overview of tourism impact
- SDG(s) related to Problem
- Actions Taken to Address Issue(s)
- Student Suggestions on how to effect change to create sustainable tourism

Guided Question: What new solution(s) do you propose to help address the problem you have identified in your chosen country? How attainable is your solution? What additional impact (financial, environmental, other) will your solution have?

Student Benchmark: When students select and apply appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals, as well as answer the guided question they are ready to present their project.

Day 8-9

Students present to a Global Audience

PERFORMANCE OUTCOME	I CAN STATEMENT
DAY 3 Poses a researchable question on a local or regional issue and explains its significance to the global community.	I can pose researchable questions on a local or regional issue. This means my questions are about important issues. This also means the questions I create can be addressed by researching a specific issue. I can also explain why my question is significant to the global community. This means I can describe why my question and issue are important to many different people
DAY 4-5 Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a local/regional question.	I can select and use multiple international and domestic sources to identify evidence that addresses a local/regional question. This means I can choose sources from different countries to examine a global question.
DAY 4-5 Explains the perspectives of other people, groups, or individuals as distinct from one's own perspective. Identifies and describes how perspectives affect how people interpret and respond to situations, events, issues, or phenomena.	I can explain the perspective of others. This means I can describe a perspective that is different than my own. I can identify and describe how perspective affects how someone will respond to something. This means I can explain how having different perspectives affects the way people view the world.
DAY 5 Assesses options and plans actions based on evidence and the perceived potential for impact.	I can assess the options for action based on evidence. This means I can think about what I've learned to help me decide on a possible plan. I can also plan actions based on evidence and perceived potential for impact. This means I can support my plan with evidence. It also means I can support my plan by describing the potential for success
DAY 6-7 Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals	I can select and use resources to communicate effectively. This means I understand which technology or media will best help me communicate with a specific person. I can also select and use resources to collaborate effectively. This means I understand which technology or media will best help me collaborate with a specific person.

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Poses Significant Researchable Question – SDG and Current Issue	Poses a question on a local or regional issue and identifies its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and explains its significance to the global community.	Poses a specific researchable question on a local, regional, and/or global issue, and explains its significance to the global community.
Analyze, Integrate, & Evaluate Sources	Provides an accurate summary of evidence from sources that are relevant to a global question.	Analyzes and integrates evidence from sources to develop a response to a global question; demonstrates understanding of the issue.	Analyzes and integrates evidence from sources to develop a well-supported response to a global question; demonstrates an informed understanding of the issue.	Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question; demonstrates thorough understanding of the issue.
Explain Perspective & Cultural Interactions	Identifies perspectives of others and how perspectives affect the way different people react to a situation, event, issue, or phenomenon	Summarizes perspectives of others and how perspectives affect how different people react to a situation, event, issue, or phenomenon	Explains perspectives of their own and others. Identifies and describes how perspectives affect how people interpret and respond to a situation, event, issue, or phenomenon.	Explains how perspectives influence human interactions, affecting peoples' understandings of a situation, event, issue, or phenomenon.
Use of Technology & Media	Applies provided resources, such as technology and media, to communicate with individuals from a background different from one's own	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with individuals from a background different from one's own.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate effectively with diverse individuals and groups.
Identify Opportunities for personal or collaborative action	Identifies a specific need for improvement of a situation, event, issue, or phenomenon, and a plausible personal response.	Participates in collaborative opportunities for action to address a situation, event, issue, or phenomenon.	Identifies opportunities for personal or collaborative action to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.	Identifies and creates opportunities for personal or collaborative action to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.
Act Creatively and Responsibly	Describes a plausible plan to act individually or collaboratively, in response to a local, regional, or global situation, in a way that is intended to improve the situation.	Acts individually or collaboratively, in response to a local, regional, or global situation, in a way that is appropriate and intended to improve the situation.	Acts individually or collaboratively to execute a plan that is culturally appropriate, and is likely to lead to improvement of a local, regional, or global situation; assesses the merit of the action	Acts individually or collaboratively to execute a plan that is culturally responsive, innovative, and strongly likely to improve a local, regional, and/ or global situation; assesses the impact of the action.