

Achievement Objectives

- See plan
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Learning Outcomes:

- See plan

Essential Skills

As ticked/Highlighted/Displayed

Communication Skills

- Develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources; o argue a case clearly, logically, and convincingly
- Become competent in using new information and communication technologies

Information Skills

- Identify, locate, gather, store, retrieve, and process information from a range of sources
- Organise, analyse, synthesise, evaluate, and use information
- Present information clearly, logically, concisely, and accurately
- Identify, describe, and interpret different points of view, and distinguish fact from opinion
- Use a range of information-retrieval and information-processing technologies confidently and competently

Problem-solving Skills

- Think critically, creatively, reflectively, and logically
- Exercise imagination, initiative, and flexibility
- Evaluate processes and solutions.

Self-management & Competitive Skills

- Set, evaluate, and achieve realistic personal goal
- Manage time effectively
- Show initiative, commitment, perseverance, courage, and enterprise

Physical Skills

- Develop personal fitness and health through regular exercise, good hygiene, and healthy diet
- Develop locomotor, non-locomotor, and manipulative skills
- Develop basic first aid skills
- Develop specialised skills related to sporting, recreational, and cultural activities
- Learn to use tools and materials efficiently and safely
- Develop relaxation skills

Work and Study Skills

- Work effectively, both independently and in groups
- Build on their own learning experiences, cultural backgrounds, and preferred learning styles
- Develop sound work habits
- Take increasing responsibility for their

own learning and work

- Develop the desire and skills to continue leaning throughout life
- Make career choices on the basis of realistic information and self-appraisal

Key Activities: (Must be done! See Activities section for full outline)

- Promotional Brochure
- Contact with outside agencies
- Everest thinking

Key Concepts

International 7 Domestic Tourism.
We can be proud of what we have to offer visitors
Ways we can make NZ tourist friendly
Tourism has benefits and costs

Key Words

Key Questions

Open:
Closed:

Sources

Primary: People owning business, tourism operations, Tourist board and other local tourism groups.
Secondary: Internet, booklet and my own notes pages

Resources

CCM 0508 364-8669
CHRISTCHURCH CANTERBURY VISITOR CENTRE
Physical Address: Old Post Office Cathedral Square - West
Worcester Street
Christchurch 8001
Phone
(03) 379-9629
CANTERBURYTOURIST TIMES CO LTD
Physical Address: 72 Gloucester Street
Christchurch 8001
Phone
(03) 366-3460
go to in2edu.com (in the search field type tourism and link to this page...

Assessment

See cover plan

Impt Pre-Requisite Skills

- Internet/Research/CD Use

Activity Tracking

Activity	7D	7c	7M
Canter Pro Video			
Intro – look at fascinating graphs!			
Hand out Year overview			
Hand out Rubric Explain Side 1			
Hand out Rubric Explain Side 2			
Select Two activities/Compare			
Look at amazing stats for Tourism			
Spreadsheet statistics as enrichment			
View Everest Video			
Review Everest Notes			
Record Personal Ex			
Write Questions			
Checked Questions			
Write/Send Email/ Phone			
Regions of NZ			
Notes Pg 1			
Notes Pg 2			
Notes Pg 3-4			
Notes Pg 6			
Research Rubric			
Project prog chk 1			
Project Prog chk 2			
Hand in			
Mindmap			
Booklet worksheet			
Thinking Map POV			
Create 30 sec video promo			

Learning Paths/Activities

Activities that require ongoing repetition (i.e. skill building activities):

- Communication skills
- Group sharing skills
- Self-Evaluation

Unit Introduction/Motivation

- **Promotional video.** Talk about our best tourism experiences we've already had. Do a thinking comparison on two experiences from a tourist point of view and a supplier point of view.
- Look into fascinating billions of dollars graphs and visitor information booklet

Other Learning Activities

Group/individual activities

Adjustment for Learning Needs

Interview pupils who are struggle in the research process. In individual research project their rubric will cover only 3 attractions.

Lesson Sequence

Activities with whole class.

Overview: Students will go to in2edu tourism site and be reminded of the regions of New Zealand and how each region tries to market itself.

My Best Tourism Experience. A POV (point of view) worksheet using de bono to fill out from their own personal POV and the operator or person/group who looks after the experience.

Communication Skills Session: Students will work on phone and communication skills by doing role-playing. Students will be paired with a partner and will be given the opportunity to practice a skill and demonstrate to the class.

Phone Experience/Interview Experience

Each class to participate in phone or email contact with parents/friends of family who own/run/are part of a job that directly or indirectly has a tourism component.

Everest Overview. Pupils will look at the impact of tourism in Nepal since Hillary climbed the mountain.

Video of climb is available. Parts will be played.

Sequence of Activities

Ask students to provide some adventure examples of how people use the environment for tourism and adventure. As they provide examples, ask the students to describe how humans use and modify their environment for their own enjoyment. Encourage students to cite local examples as well as national and international ones. Ask students, "Who has responsibility to care for the environment?" The discussion should cover very broad expressions of responsibility such as "everyone" or "the government" to the narrower responsibility of park rangers or the park services, and individuals in their own communities, etc.

The students research Mount Everest using a variety of sources from the library and the Web. They locate the mountain on a map in their textbook or in their atlas. They discover that the mountain spans two countries, Nepal and China. They research the country of Nepal, noting that 4% of Nepal's GDP is from mountaineering and related activities.

Provide students the time to research the topic of human impacts on Mount Everest. Begin by directing students to formulate several questions that will guide their research. Examples are:

Why is Mount Everest an attraction for trekkers and climbers? Consider location and elevation.

What supplies would a climber or trekker need in order to visit Mount Everest?

How would 10,000 people who visit Mount Everest affect the environment on and near the mountain?

The students may complete sections of the research at home, in the school library, and in the classroom. During their research, they should answer the questions they formulated as well as answering the following discussion questions. These questions can be listed on the board or on an overhead transparency with notes made as the research develops about Mount Everest and its environment.

What changes do climbers and trekkers make on the environment of Mount Everest?

Why do these changes occur?

What problems do the changes cause?

Should those changes continue or should they be slowed or stopped?

Who is responsible for managing the impact of visitors to Mount Everest?

Who should pay to protect the environment on and around Mount Everest?

What will happen if there is no plan of action to protect the Mount Everest region in the future?

Instruct the students to take a position to either 1) restrict the use of Mount Everest and reduce the environmental impact; or 2) continue to use the Mount Everest region in the same manner. Have the students select evidence from their research that supports the position they take.

Students to create a thinking map based on their research/ideas.

Pair Research.

Take two different types of attractions from the list provided. Must find another site that summarises the attraction if possible. Obtain info via email/conference. Do a thinking Map Comparison (Inspiration) on them including Costs & Benefits of the particular attraction, history, target audience, examples of persuasive language, features of attraction. Each person to produce their own in the pair.

Individual Research

The focus of the study will be NZ. Students will browse through pamphlets and information and photos presented at the site. They will use the information they find there and on other sites, either listed on the page or that they found using a search engine to gather specific information about that particular region. They will formulate a list of 5 attractions they will study from a class-compiled list of attractions. Initial focus only on two.

They will gather information and photos knowing that they are to prepare a brochure highlighting that region in the next few lessons.

Discussions will guide students to recognize important and notable features of a region.

Using descriptive and persuasive writing to invite readers to visit their region and have language to fit the purpose, i.e. to promote an area.

Brochure to be produced in Word and printed in pdf form to go online.

Features of Rubric for above:

- ❑ A slogan to summarise each attraction
- ❑ Grid comparison of feature (to be decided by class/Year Group)
- ❑ Good use descriptive writing
- ❑ Summary of history
- ❑ Classification of activity- choose one from each different set to appeal to different tourist types
- ❑ 3 Col in Word DTP Set out Landscape
- ❑ Communication with an operator

Finished? Mindmap: Take a mind map on tourism and sort it into sensible relationships as a summary doc/eval

Extension: Further investigate the pink terraces

Further investigate another tourist attraction overseas that you think is of the same type but better than one of the local ones you chose.

Look at the seven wonders

Create a 30 sec iMovie promo of the event incorporating above thinking promoting an attraction.

Tourism Brochure

	Name	Type	Target Audience
Attraction/Event 1			
Attraction/Event 2			

Brochure Content

	Tick when done	Tchr Done
2 Attractions or Events. They must not be of a similar type.		
Features of the attraction/Event have been described in a way to motivate target audience to go. Be able to point out your use of persuasive language		
Use of Red Hat appeals to people		
History of both chosen attractions.. relevant		
Map to locate		
Sensible selection of images that follow copyright rules		
Original Slogans for each of the attractions/events		
Evidence of how the operator runs their business to satisfy their customers		
Information from questions/interview has been incorporated		
Set out of brochure so that text and images flow within the space. Use of shape/colour/contrast/balance.		

Interview Questions

Write 5 questions in pencil that will get you quality information to complete your brochure:

When you have completed your project

1. Answer the Evaluation Questions below
2. Fill out where you are on the rubric

Evaluation Questions

Describe how you tried to motivate your target audience to go to the attraction/Event	
Give an example from your brochure of how you tried to engage the feelings of target audience.	
Evaluate how your interview went and the quality of the information you got.	
Describe something you have done to help the flow of your brochure or the use of shape/contrast.	
Describe a problem you encountered and how you solved it.	

Evaluation Rubric (Put your initials by the statement that matches you)

	1- Beginner	2- Some Understanding	3- Expert
Content in Brochure	Meets most of the content requirements (2 marks)	Meets the content requirements but some are not done to a high level (4 marks)	Meets all content requirements at a high level (10 marks)
 Finding information	Has used 1-2 resources	Has used 3 resources	Found information that focused on theme from resources
 Organising your information	Project is disorganised	Project shows some use of headings and organisation	Project is well organised, uses headings in a logical manner
 Presentation of information	Some thought shown in presentation. Numbers of proofing mistakes	Displays good use of ICT tools and clear presentation. Some proofing mistakes.	Can cut 'n' paste. Use internet. DTP: Columns, text boxes, headings,
 Reviewing your process. Answer to the review questions.	Little reflection on how well you've done.	Shows some insight into self-reflection.	Able to accurately reflect on where they are at. Honest and realistic.
My Effort - how well I did according to the abilities I have.	I did not try too hard	I tried hard on some parts of the projects	I tried very hard and especially tried to work around any difficulties I had.

Track your self:

- I have chosen my places
- I have written my questions
- I have written my interview email/questions
- I have sent my email/ or phoned
- I can get enough information on my chosen topics (books, pamphlets, interviews, internet)
- I have done some good original writing
- I have organised the information into a sensible order
- I have finished my presentation layout
- I have filled out the other sections on this Rubric (Evaluation etc)

TOTAL
/25
%