

## Clyde Waterfront Education curriculum resources

### Lesson/project idea

#### 'Tourism & Leisure'

<b>Title</b>	<b>Curricular area</b>	<b>Age group</b>
Development of Glasgow – tourism leaflet	Social Studies	Lower Secondary
<b>Lesson/project focus</b>	<b>Cross curricular links</b>	<b>Cross cutting themes</b>
<p><b>Lesson:</b> Tourism S1 Development of Glasgow</p> <p><b>Project:</b> Design and make a leaflet on tourism for Clyde area</p>		Enterprise in Education; Assessment is for Learning; ICT; Citizenship; Personal and Social Dev; Learning Outdoors
<b>Short description</b>		
Project in travel and tourism to design a tourism information leaflet.		
<b>Description</b>		
This lesson will develop the learner's knowledge and understanding of the development of Clyde area over time. It will also address what young tourists are looking for when they come here.		
<b>Aims of learning</b>		
<ul style="list-style-type: none"> <li>To meet learning objectives of lesson topic by building on existing knowledge of Glasgow area</li> <li>Gain purposeful understanding by putting learning into real context through the open bus tour of city centre of Glasgow</li> <li>Incorporating ICT and citizenship into the learning experience of the learners</li> </ul>		
<b>Broad Outcomes of learning</b>		
<ul style="list-style-type: none"> <li>Subject knowledge changes in the city of Glasgow gained and enhanced</li> <li>Enterprising skills enhanced – application of knowledge in a real situation by researching the topic on their own and using information to produce a leaflet</li> <li>Develop employability skills by planning the leaflet based on what a young tourist would want to know; sourcing information and analysing needs; lay out in a suitable format; communicating/contributing to their group task</li> <li>Confidence of working independently from teacher-led lessons demonstrated through the research and the production of the leaflet</li> <li>Learners take responsibility for their learning through making decisions about what is included in their leaflet and what they think other people would like to know about Glasgow</li> <li>Learners have developed enterprising skills identified as 4 capacities of CfE: <ul style="list-style-type: none"> <li>- confident individuals as their work will be supported by the group while having individual input</li> <li>- successful learners because they get first hand experience at investigating the topic</li> </ul> </li> </ul>		

- effective contributors by being part of a team
- responsible citizens through deciding what a tourist from another country would like to see

## CfE Experiences and Outcomes

Learning in the social studies will enable the learner to:

- develop an understanding of the history, heritage and culture of Scotland, and an appreciation of the local and national heritage within the world
- broaden understanding of the world by learning about human activities and achievements in the past and present
- develop understanding of the learner's own values, beliefs and cultures and those of others
- develop understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers

### People and the environment

Learners can:

- assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.
- develop the understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area.
- explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned.
- having explored the local area, present information on different places to live, work and relax and interesting places to visit.
- can investigate the main features of weather and climate, discussing the impact on living things.
- interpret information from different types of maps and begin to locate key features within Scotland, UK, Europe or the wider world.

### Resources

- Glasgow city sightseeing tour
- Computers
- Class booklets and information sheets
- <http://www.clydewaterfronteducation.co.uk/tourismleisure.aspx>
- <http://www.travelforkids.com/FuntoDo/Scotland/glasgow.htm>

### Resources for project

- Team building ideas to encourage learners to work together on a project
- Paper
- Glue
- Scissors

### Relevance to curriculum

Supports CfE Social Studies

## How to develop an *enterprising* lesson

### Developing confident individuals

#### How will you provide a *real* context for learning?

- Learners put their learning into a real context by forming a group to decide on the elements for inclusion in a marketing leaflet for promoting Glasgow
- Teams will replicate a real life situation by going on the open bus tour previously
- Partners in learning: make contacts with business and community groups who can offer other leaflets on tourism in Glasgow
- Look at the jobs that are linked to this task in a real context and the group divide them up themselves
- Action and participation activity: learners work to complete the leaflet in a class having completed the back ground research previously
- Audience: Work will form a presentation of knowledge to the other groups showing what they have done and how this information/knowledge is useful in the context of real life

### Developing responsible citizens

#### How will you give *responsibility* to learners for their learning?

- Independent learning was demonstrated through research of the topic by each learner and collation of information from a range of sources
- Learners took responsibility for this learning completing extra work outside class if necessary
- Learners made decisions about what information a young tourist would like from Glasgow
- Learners had a choice about what to include and methods of presentation
- Learners co-operated in the task by sharing with their peers in a team by working together and presenting the leaflet at the end
- Learners had control over how they organised themselves to complete their task by picking a team leader and organising tasks
- Learners solved problems by questioning, researching or discussion among the group

### Developing effective contributors

#### How will you develop *relationships*?

- Learners worked together to create the leaflet and team bonding to get to know each other
- Learners were encouraged to work in a team with others through dividing up the tasks so everyone contributed
- Learners took on roles in a team as discussed in the group
- Internal and external partners in learning were Glasgow sightseeing tour and the tourist information office
- Learners contributing and communicating was shown by the good level of team work and the quality of the finished product. It was also monitored throughout the task by the teacher

### Developing successful learners

#### How will you *reflect* on this learning?

- Test k/u knowledge at end of unit (learning outcomes for lesson) by getting the learners to present their finished product to the class and through questioning
- Reflect: Time can be built in at specific stages to review how they are getting on in their task and make changes if necessary e.g. when researching as there is so much information available
- Assessment: topic is included in the end of unit assessment
- Record evidence for EIE and CfE (see above boxes for ideas) by displaying the leaflets in a prominent place
- Identify skills that have been developed and ones that require more work such as researching

on the internet

- The impact of using this approach to learning was shown by learners enjoyment of the lesson and the quality of leaflets

### Developing lifelong and employability skills

**How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?**

- Employers/business engagement:
  - invite someone from another country in to inform the learners what they would like to see
  - tourist rep to discuss what visitors are interested in
  - marketing specialist to outline considerations for brochure design
  - printing company to give advice on printing/costs/spec/etc
- All of above could provide - information/talks/advice/judging and commentating on results
- Local community
- People who can give information on how tourism has changed in this area and opportunities for us as tourists

**Is there an opportunity to highlight career opportunities?**

- Working with the businesses above will highlight opportunities to possible career options such as computer graphics, tourist reps, printers, advertisers
- Career information can be included in worksheets while learners are working through them e.g. on jobs related to tourism
- Careers adviser can also be asked to make an input to the lesson at any time
- At subject option choice time, learners will be more aware of how Geography knowledge can impact on careers profiled

### Reviewing the process

**If this is a lesson idea, how could you involve other curricular areas?**

#### **Social Studies**

Geography – routes, transport, tourism, econothe

History – routes, transport, changes in Glasgow

Modern Studies – links between different areas of the city

#### **Art and Design**

Craft and Design – production methods: artwork on the leaflet

#### **Computing**

Graphic Design: create the leaflet on the computer

#### **Literacy**

English: level of English used for someone from a foreign country

**Could it be incorporated into an activity/project with a higher profile (for example, presentation, competition, production of materials, event)?**

- Presentation to next year S1 learners to show them what is expected from them in subject area
- Judged by other school staff e.g. enterprise officer, subject teachers as above
- Competition judged by travel and tourism personnel from colleges and business
- Provide leaflet for an actual brief for a local visitor attraction

## Brief outline of plan

Sequence	Input and content	Teacher activity	Learner activity
1	<p>Introduction of topic</p> <p>Establish the outcomes of learning</p> <p>Give background information on development of Glasgow</p>	<p>Introduce lesson on development of Glasgow by asking:</p> <ul style="list-style-type: none"> <li>• What they know about Glasgow in the past?</li> <li>• Build on existing knowledge</li> <li>• What are the main tourist sites in Glasgow?</li> <li>• Where do we find them?</li> <li>• How can we find out which is the best?</li> </ul>	<ol style="list-style-type: none"> <li>1. Learners orally give information as to their knowledge of Glasgow. A spider diagram is completed to show this information</li> <li>2. Learners complete work sheets on the development of Glasgow and tourist sites</li> <li>3. At the end learners go back to their spider diagram and add on any now information they have about Glasgow</li> </ol>
2	<p>Go into more detail about the development of Glasgow and changes over time</p> <p>Select some tourist sites the learners may wish to include</p> <p>Show learners where they can gain information</p>	<p>Introduce lesson on tourism in Glasgow by asking:</p> <ul style="list-style-type: none"> <li>• What different types of tourism attractions there are?</li> <li>• Where can we find this info about these sites?</li> <li>• Can you get information from other sources by yourself?</li> <li>• How could we work together and with others to source this info?</li> </ul>	<ol style="list-style-type: none"> <li>1. Investigate the different tourist sites Using the knowledge they now have, research the sites as to which ones give the best information. Link with computing dept on internet research</li> <li>2. Links to outside agencies. Learners could make contact and organise a visit to sites or could be visited by an agency</li> </ol>
3	<p>Go on the open bus tour of Glasgow</p> <p>Visit the tourist office to gain leaflets and information from outside sources</p>	<ul style="list-style-type: none"> <li>• Learners go on the bus tour and are introduced to a tourist guide that can give them information on the features of Glasgow</li> <li>• Teachers in a supervisory role</li> </ul>	<ol style="list-style-type: none"> <li>1. Learners go on the bus tour. They also get information from an outside source as to tourism. Learners take their own notes and information leaflets as they take responsibility for their own learning</li> </ol>

	Complete the leaflet	<ul style="list-style-type: none"> <li>• Observe the groups as they work together to complete the task</li> <li>• Give assistance where necessary</li> </ul>	2. All decisions must be made by the group with some support provided by staff. Learners to complete the leaflet in the 6 <sup>th</sup> period
4	Presentation of the leaflet and questioning by the other learners	<ul style="list-style-type: none"> <li>• Introduce presenting task by explaining how the leaflets will be tested</li> <li>• Organise the evaluation of the project with learners deciding on how it should be done</li> <li>• Peers/teachers to attend a presentation session and judge</li> <li>• Self and peer evaluation should be promoted. A list of new skills gained should be organised with also a list of skills that the learner needs to develop</li> </ul>	<p>1. Organise to present their results to peers. This will be the format for judging and feedback. Winning leaflets to be displayed on the geography notice boards. Others to be displayed on the walls</p> <p>2. Learners should also focus on personal learning and achievements as well as how they will progress their learning</p>