

Lesson plan – Week 3

Aims

The lesson aims to explore the reasons why people travel and the main categories used to classify the purposes of different types of tourism.

SB = Student Book

AS = Activity Sheet

E = Extension for Stretch and support

This is a 120 minute lesson.

Learning outcomes for this lesson:

- All students will be able to list the three main reasons why people travel: leisure, business, visiting friends and relatives.
- All students will be able to describe at least one example for each reason for travel.
- Most students will be able to identify a range of other reasons why people travel.
- Some students will be able to draw conclusions that reasons for travel may fall into many different categories.

Timing/ Content	Tutor activity	Learner activity	Resources	Individualised activity/ differentiation	PLTS	Functional skills
20 mins	Introduce starter activity – reasons for travel.	Learners to discuss and brainstorm all the different reasons for making a journey, considering their responses from Week 1 and 2. Learners to complete A-Z activity sheet.	AS1 (from Week 1) AS2	Students can be grouped by ability with different targets set for number of responses.	Creative thinkers – learners will need to think creatively to complete the activity sheet in full.	English – Speaking and listening (through small group and whole class discussion).
20	Draw themes from the starter activity. Introduce the categories of leisure, business and visiting friends and relatives (VFR).	Paired activity – learners to take notes and categorise starter activity responses into the three main categories.	AS2 PPT1 Interactive whiteboard	Learners can work in pairs to support this activity.		
15	Introduction to other common reasons for travel (medical, sports, dark, faith tourism).	Learners to discuss and identify different types of travel and tourism.	PPT1 Interactive whiteboard			

Timing/ Content	Tutor activity	Learner activity	Resources	Individualised activity/ differentiation	PLTS	Functional skills
45	Introduce research task – tourism types.	Small group work – learners to work in small groups to briefly research a type of tourism and its main components (e.g. health, education, sport). Each group to create a brief presentation of the findings to share with the group.	ICT access Student book Flipchart paper Pens Interactive whiteboard	Learners can be grouped by ability and given a 'tourism type' with the appropriate challenge, for example 'Dark Tourism' for the most able.	Team workers – learners to work in small groups to effectively complete the research and presentation task. Decisions to be made regarding skills in the group and prioritisation.	ICT – Find and select information (internet research). ICT – Develop, present and communicate information (small presentation of information found). English – Writing (communicating information via presentation).
10	Formative assessment exercise – linking scenarios with reasons.	Learners to complete worksheet to link scenarios provided to main reasons for travel.	AS3 Pens			English – Reading (read and understand the worksheet instructions).
10	Summary and conclusion	Learners to answer questions on session content.	PPT1 Whiteboard	Most able learners may be able to summarise the session to the rest of the group.		



AS1

Time for travel

There are many different reasons why we might make a journey, visit a destination or travel to other countries.

Individually, think about journeys that you, your friends or family have made in the last year.

Record in the table below:

- where the journey was to
- the person or people travelling
- their reasons for each journey.

Where was the visit to?	Who was travelling?	What was the reason for the journey?
E.g. Manchester	E.g. Me and my cousin Mel	E.g. To visit our friend Jack



AS2

Types of tourism

Read each of the travel and tourism scenarios below and match it to one of the main types of tourism.

Domestic**Outbound****Inbound**

A Japanese doctor who travels from Tokyo to attend a medical conference in London.

A group of A-Level students from Newcastle who take a two week cycling holiday in the Highlands.

An elderly couple from Lancashire who take a short break on the Isle of Man.

A family of five from Norfolk who take a ferry to France for a two week camping holiday.

A gap-year student who travels around the world over 12 months.

A group of Canadian tourists who fly to London and then tour the UK by coach for four weeks.

A group of girls on a 'hen weekend' to Amsterdam.

**AS3**

Reasons for travel

In pairs or small groups, think of as many different reasons why people travel, and write down a reason for each letter of the alphabet in the table below.

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	



AS4

Travel motivations

Read each of the travel and tourism scenarios below and match it to one of the main types of tourism.

Leisure**Business****VFR**

An Indian manufacturer who travels to Birmingham for an exhibition.

A group of university students who take a two week package holiday to Ibiza.

An elderly couple from Suffolk who travel to visit their grandchildren in Spain.

A mother and daughter from Manchester travelling to the Lake District for a spa weekend.

A Welsh Member of Parliament travelling to Brussels for five days.

Two teenagers who take the train to see their old school friends in Leeds.

A group of 12 men travelling to Latvia on a 'stag-weekend'.

Take it further:

Now consider whether these scenarios are domestic, outbound or inbound tourism.

Domestic**Outbound****Inbound**

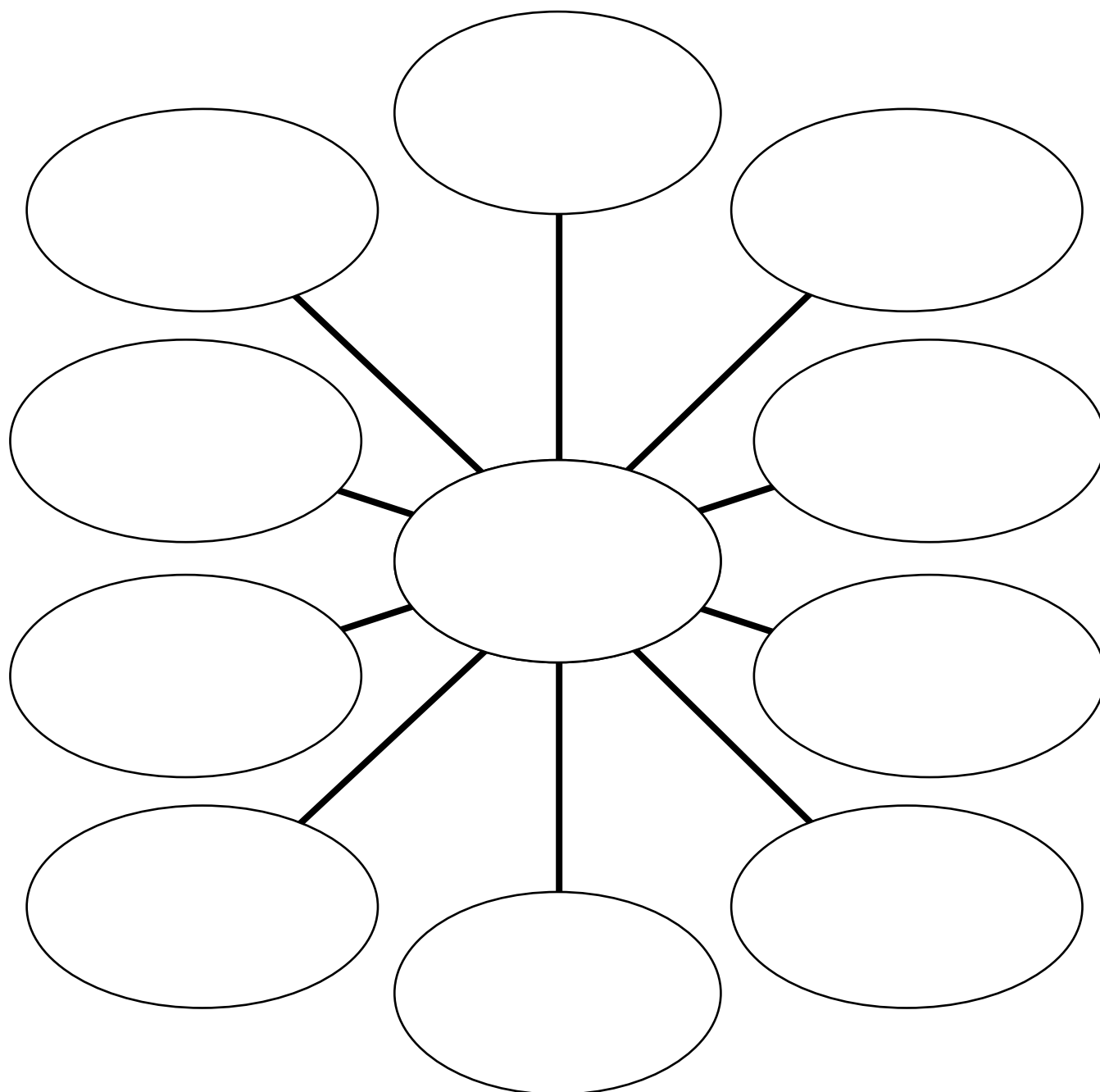


AS5

Travel and tourism jobs

Tourism makes a major contribution to the UK economy and creates many different jobs in the travel and tourism sector.

With a partner, discuss all the different job roles that you can think of which are related to the travel and tourism sector. Record your findings in the diagram below.



Take it further:

Individually, choose one of the job roles from the diagram above. Use the internet, newspapers and other available resources to research your chosen job role and find out the average wage for someone working in that role.



AS6

Key facts and figures

Research Activity

In pairs or small groups, carry out internet research to find out the most up-to-date statistics on UK tourism numbers and spending.

Domestic tourism

Number of tourism trips taken in the UK	
Total spending	

Inbound tourism

Number of overseas tourists coming to the UK	
Total spending	

Outbound tourism

Number of UK tourists taking trips abroad	
Total spending	

The following websites may help you:

www.statistics.gov.uk

www.tourismtrade.org.uk



AS7

Workspace activity

The Tourist Information Centre

'Enjoy England', part of Visit Britain, is responsible for promoting England's attractions to its domestic and inbound visitors. Essential to the aims and objectives of Enjoy England is the work of **Tourist Information Centres**.

Tourist Information Centres (TICs), sometimes called Visitor Information Centres, offer the tourist or visitor essential practical information and advice about a particular town, city, or area. This information can include how to get there, how to get around, what to see and do and where to stay.

There are currently 560 TICs operating throughout England, all independently run and staffed by local people, ready to deal with a range of enquiries.

TICs act as an information point for:

- accommodation
- attractions
- eating and drinking
- entertainment
- maps and guides
- shopping
- transport.

TICs offer a range of products and services to the tourist including

- accommodation bookings
- ticket sales for local concerts, shows and events
- sale of souvenirs, books and maps;
- transport information and transport ticket booking.

Activity

Make a visit to your local Tourist Information Centre (or carry out research) to find out:

- the aims and objectives of the TIC.
- about the different products and services they offer to tourists.
- which organisations the TIC works with. Identify which of these are domestic, inbound and outbound organisations. Are these from the public or private sector?
- what the benefits of these working relationships are to the TIC.
- how many visitors the Centre deals with each year. Do they have any statistics on the contribution these visitors make to the local economy?

Take it further:

Are there any organisations the TIC is not working with that you feel would be useful partners? Why?