AOHT Geography for Tourism

Lesson 1

Course Introduction

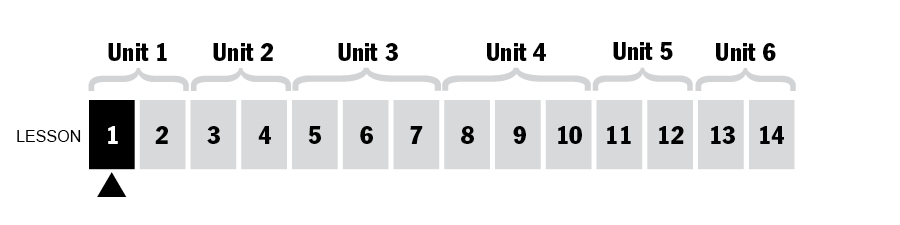
This introductory lesson exposes students to some of the key terms and areas of knowledge that they will be studying throughout this course. Students learn about the importance of geography in the hospitality and tourism industry and about the skills they will develop in order to work in the international arena.

Students probe their personal conceptions about geography for tourism by judging the accuracy of a variety of statements. They acquire a sense of the course objectives by looking at examples of culminating projects created by previous students, who provided tourist information about a specific world destination. Students also set up two course tools: a general taxonomy of key terms in geography for tourism, and a notebook that they will use throughout the course.

Advance Preparation

* Prior to Class Period 1, print copies of Teacher Resource 1.1, Example: Culminating Project Portfolio (separate pdf file), so you can distribute a copy to each student on the first day of class
* Determine how you would like students to set up notebooks for this course. We recommend you have them keep their notes and course materials in a digital portfolio, a three-ring binder, or a spiral-bound notebook.
* Review the Summary of Annual Course Updates (also included in the Course Planning Tools section), which describes significant changes to the course since the previous year.

This lesson is expected to take 2 class periods.[[1]](#footnote-1)\*



Lesson Framework

Learning Objectives

Each student will:

* Infer the skills and knowledge about geography for tourism needed to be successful in an authentic project
* Identify general geography for tourism terms with which to build a taxonomy

Academic Standards

* None

Assessment

* None

Prerequisites

* A basic understanding of physical and human geography (i.e., the ability to read maps, globes, etc.)

Instructional Materials

Teacher Resources

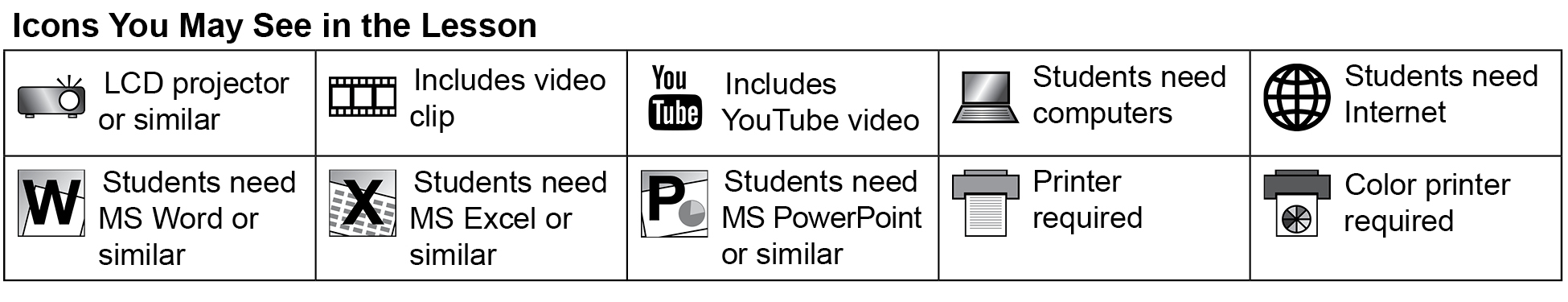
* Teacher Resource 1.1, Example: Culminating Project Portfolio (separate PDF file)
* Teacher Resource 1.2, Answer Key: Geography for Tourism Anticipation Guide
* Teacher Resource 1.3, Notebook: Table of Contents (separate Word file)
* Teacher Resource 1.4, Key Vocabulary: Course Introduction

Student Resources

* Student Resource 1.1, Anticipation Guide: Geography for Tourism
* Student Resource 1.2, Taxonomy: Geography for Tourism Terms

Equipment and Supplies

* One notebook per student for taking notes and holding assignments and handouts (options include three-ring binder, spiral-bound notebook, computer-based folder)
* Artifacts of culminating projects from previous years (photos, portfolios, or video presentations)
* LCD projector or computer equipment necessary to view culminating projects from previous years
* Blackboard, whiteboard, or flip chart
* Chart paper



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 40 | Presentation: Example of the Geography for Tourism Culminating Project  This activity introduces students to the Geography for Tourism course by giving students a chance to see examples of the culminating project they will be creating. It also focuses on the following college and career skill:  Developing awareness of one’s own abilities and performance  Start the class by giving the students some overall background on the culminating project. The driving question for the project is, “What information can we present to attract tourists to our destination and help them plan their trip?” Explain that the students are working for a travel website that wants to expand its offerings to include new areas of the world for travelers to explore. They will work in groups to develop materials that explain the physical characteristics, history, culture, and attractions of a specific region. They will compile a portfolio of materials that could be used to create a travel website.  Tell the students that you are going to show them examples from a portfolio of documents created to encourage travelers to visit Lithuania. Divide the class into groups of three or four students and distribute Teacher Resource 1.1, Example: Culminating Project Portfolio (separate PDF file). It includes examples of three of the products students will produce for their culminating projects.  Ask the students to go through the examples once to get an overall sense of the project materials. Emphasize to students that these are only parts of a whole project; their own will look different because it will be complete.  Then ask them to go through the examples again, but this time have students look for the skills and knowledge they need to learn in order to produce a successful culminating project. Instruct them to write down answers to this question as they are reviewing the examples:  What do you think you need to know about geography, and what skills would you need to have, in order to complete a project like this?  Tell students to work with a neighbor to answer this question. If students are unsure of how to get started, suggest some of the following:  Strong written skills  Creativity  Eye for detail  Ask volunteers to share what they wrote, and then list their ideas on the board. As an option, make two lists: one for kinds of knowledge and one for skills needed. Work with the class to whittle down the list to the 10 or so most important skills and/or areas of knowledge that the students believe would be needed for this course. Have them explain their reasons for including each skill or knowledge area.  Write the 10 or so items on chart paper and post the chart on the class wall. Return to this list during the course to evaluate their initial expectations. You can also have the class check off skills and areas of knowledge as they encounter them throughout the course.  Ask students to share any final observations about the examples they just reviewed. Here are some possible questions you might ask:  Does the work fit your idea of what a professional working in this field would do? If so, how?  What strengths and knowledge do you have that would help in work like this?  What challenges would you have to overcome to do work like this?  In the last unit of the course, you will focus more closely on the skills and areas of knowledge that are important for the careers they are interested in pursuing. |
| 2 | 10 | Anticipation Guide: Geography for Tourism  In this activity, students build on prior knowledge as they begin to engage with some of the topics covered in this course.  Have students read the directions for Student Resource 1.1, Anticipation Guide: Geography for Tourism. Answer their questions about the directions. Explain that it is not important to figure out what an expert would think is the “right” answer but rather to share what they think. Model what you mean by doing the first statement aloud with students.  Next, have students complete the first two sections—“My guess” and “My reason”—for each statement of the resource. At the end of class, collect this resource and let students know you’ll be reviewing it together in the next class period. Note: If there isn’t enough class time to complete these, you may have students do so for homework. Just be clear that students should not use any reference materials to find the “right” answers for these statements—it’s really about what each student thinks on his or her own.  Review the students’ responses before the next class period to get a sense of their prior knowledge for this course. |
|  |  | CLASS PERIOD 2 |
| 3 | 15 | Review: Geography for Tourism Anticipation Guide  Students practice sharing their opinions and listening to their classmates’ perspectives as they review the anticipation guide they completed in the previous class period.  Pair students with a neighbor. Return Student Resource 1.1, Anticipation Guide: Geography for Tourism to students and tell them to compare their responses and discuss their reasoning. Then, with the whole class, ask a couple of students to share their reasoning for each statement. Note the areas where students are in agreement and disagreement. Use Teacher Resource 1.2, Answer Key: Geography for Tourism Anticipation Guide, to tell students how most professionals would respond to these statements, but point out that some are open to interpretation. Also note that they will be learning a lot more about each of these topics throughout the course. Tell students to write down what they learned during this discussion in the “I learned” section of the resource.  This anticipation guide will be inserted into each student’s course notebook, which students will prepare in the next activity. |
| 4 | 15 | Preparation: Course Notebook  If appropriate for the type of notebook you want your students to keep, prior to class print enough copies of Teacher Resource 1.3, Notebook: Table of Contents (separate Word file), so that all students have a couple of pages to place in the beginning of their notebook.  To begin this activity, advise students that they will be required to keep a notebook with their work for this course. Make sure students understand that their notebook is a place where they will save important work and is one of the key components for the course. Tell students they will need to bring their notebook to every class and will use it to keep many kinds of work in, including:  Notes  Guides and other resources  Worksheets and other assignments  Reflections  Project plans  Explain to students how to organize their notebooks in a way that works for your class. Whatever notebook structure you choose, make sure it provides students with the following:  An orderly way of keeping notes, reflections, project work, and so forth for each lesson so that they can reference their work when necessary.  A place to insert student resource pages such as reference sheets, note-taking tools, graphic organizers, and other materials that they complete during each lesson.  A means of setting up a table of contents so that they can find a page when they need it. One option is to give each student a couple of copies of Teacher Resource 1.3, Notebook: Table of Contents (separate Word file), and ask them to insert the pages at the beginning of their notebook.  When students are clear on how to set up their notebook and have created a table of contents, ask them to insert their anticipation guide as the first entry in their notebook. Tell students that they need to keep all of the handouts they receive in this course, and to keep track of them via the table of contents, because they will refer back to many of them and use them for other assignments.  Another important tool that students will keep in their notebook is a taxonomy. They will complete the taxonomy in the next activity. |
| 5 | 20 | Taxonomy: General Course Terms  As they develop a taxonomy during the first unit of this course, students discover more of what they already know about customer service and create a place to store new terms.  Ask for a show of hands to see which students remember how to create a taxonomy from developing one in a previous AOHT course. Next, ask for a volunteer to explain how taxonomies work for new students and for students who have forgotten. Supplement the student’s explanation as necessary to make the process of developing a taxonomy clear.  Next, ask students to look at Student Resource 1.2, Taxonomy: Geography for Tourism Terms.  Direct the class to begin independently by thinking of terms that relate to geography. An example is the term *map.* Students will write *map* next to the letter *M*. Allow students to work for about five minutes, adding as many terms as they can think of that relate directly to geography. They may write more than one term for each letter; however, they should not worry about finding a term for every letter.  Now organize students in pairs. Ask them to collaborate by sharing terms in order to build their taxonomies. For example, if one student has written *map* and the other has not, the second student would add *map* to his or her taxonomy.  After five minutes, ask students to leave their taxonomy on their desk and walk around the room to view each other’s taxonomies. Ask students to collect words from their peers to bring back to their own taxonomy.  Give students a couple of minutes to add the terms they collected to their taxonomy, and then complete the activity with a short discussion. Call on as many pairs as time allows, asking them to share some of the terms that were easy to come up with and some of the terms from peers that were new to them.  Tell students to insert the taxonomy into their notebook after the anticipation guide, and to follow any instructions you provided for numbering pages and adding entries to the table of contents. Inform them that from now on, they will be in charge of remembering to add resources to their notebook and to keep the table of contents up to date.  This taxonomy can be used as time allows and as appropriate until the end of Unit 1. Have students continue to add relevant vocabulary terms they encounter. This taxonomy should become a solid list of basic terminology that will serve as a resource for future assignments. Adding to the taxonomy will not be explicitly suggested in the lesson plans, so please incorporate this activity at your discretion. |

Extensions

Enrichment

* Ask students to explore the eTurboNews website ([www.eturbonews.com/](http://www.eturbonews.com/)) to learn the latest developments in the international tourism industry. What are important skills and training required in this field? What is the job outlook for this field? What further information would students like to know?
* Ask students to visit the websites of major news outlets such as the *New York Times* ([www.nytimes.com/](http://www.nytimes.com/)), *USA Today* (<http://www.usatoday.com>), or CNN (<http://www.cnn.com>) and use these site’s search capabilities to locate stories about the domestic and international tourism industry. Each news outlet has a special travel section. What appear to be the hot trends in terms of destinations, travel-related jobs, and types of tourism?

1. [↑](#footnote-ref-1)