AOHT Geography for Tourism

Lesson 2

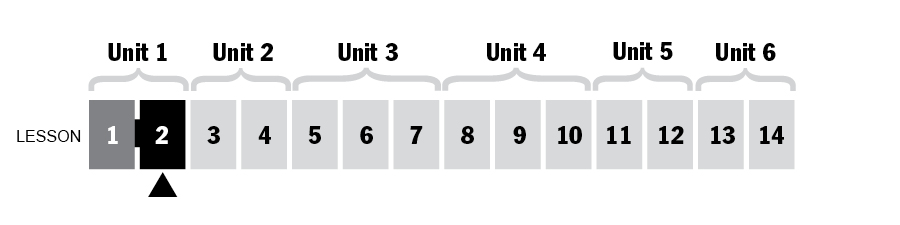
What Is Travel Geography?

This lesson introduces students to the concept of travel geography. Students think about the types of questions people may have when traveling to a foreign country. They consider how those questions reflect the key elements of travel geography. Students read about travel geography and consider how an understanding of this subject can be useful in many different professional positions within the hospitality industry.

Advance Preparation

Gather materials describing the responsibilities of the following hospitality and tourism jobs: travel agent, travel writer, hotel location scout, caterer and event planner, adventure travel guide, cruise line planner, hotel front desk, hotel sales manager, concierge, tourism office specialist, Convention and Visitors Bureau (CVB) director, and so on. See Lesson Step 4 for more information.

This lesson is expected to take 2 class periods.



Lesson Framework

Objectives

Each student will:

* Identify the elements of travel geography\*
* Predict how travel geography is used in the hospitality industry
* Characterize the importance of travel geography in a specific career path

\*This is one of the 16 key learning objectives assessed by the NAFTrack Certification end-of-course exam for this course.

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy (Common Career Technical Core, Hospitality and Tourism cluster, HT-2)
* Apply information about time zones, seasons and domestic and international maps to create or enhance travel (Common Career Technical Core, Hospitality and Tourism cluster)
* Analyze cultural diversity factors to enhance travel planning (Common Career Technical Core, Hospitality and Tourism cluster)
* Use common travel and tourism terminology used to communicate within the industry (Common Career Technical Core, Hospitality and Tourism cluster)
* Explain how physical or human characteristics interact to create a place by giving it meaning and significance (National Geographic Standards, 2nd ed. 4.2.A)
* Explain differences in the human imprints on the physical environment of different cultures (National Geographic Standards, 2nd ed., 10.2.B)
* Identify and explain the causes and processes of change in the geographic characteristics and spatial organization of places, regions, and environments over time (National Geographic Standards, 2nd ed, 17.2.A)
* Explain and evaluate the influences of the geographic context on current events and issues to make informed decisions and predictions about the future (National Geographic Standards, 2nd ed., 18.1.A)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| Written profile of a hospitality career that uses travel geography (Student Resource 2.3) | Assessment Criteria: Geography in the Workplace Profile (Teacher Resource 2.1) |

Prerequisite

* Familiarity with common hospitality careers

Instructional Materials

Teacher Resources

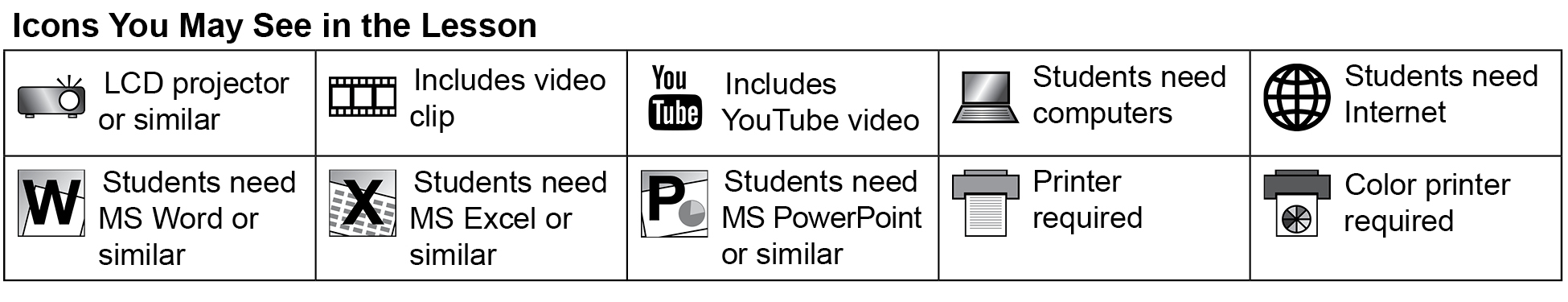
* Teacher Resource 2.1, Assessment Criteria: Geography in the Workplace Profile
* Teacher Resource 2.2, Key Vocabulary: What Is Travel Geography?

Student Resources

* Student Resource 2.1, Notes: Travel Geography
* Student Resource 2.2, Reading: What Is Travel Geography?
* Student Resource 2.3, Assignment: Geography in the Workplace

Equipment and Supplies

* Blackboard, whiteboard, or flip chart
* Research materials on hospitality and tourism jobs
* Computer with Internet access (one for each pair of students) (optional)



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 25 | List, Group: What Do You Need to Know?  Students use a hypothetical scenario to help them understand the elements of travel geography and identify some of the ways in which geography matters to travelers. This activity focuses on the following college and career skill:  Working effectively with a diversity of individuals and perspectives  Post the following question on the board or a sheet of chart paper:  Your mom announces that she needs to lead a work project in a foreign country for a few months, which means that you will spend your whole summer vacation there with her. What do you want to know about the country that will be your new temporary home?  Ask students to think about the question and then make a list in their notebook of the things they might want to know. You may wish to use the following examples to get them started:  What language do people speak there?  What are famous landmarks or places to visit in that country?  What is school like there?  What do people do for fun there?  How do people dress there?  What is the weather like there?  After a few minutes, encourage students to compare their list with their classmates’ and gather other ideas. Call on student volunteers to share their thoughts and start making lists under the headers “Physical geography” and “Human geography.” After modeling where to place the first few suggestions, ask the volunteer to tell you which category their suggestion belongs in.  Explain that the students’ questions represent two sides of the same coin: what people want to know before they travel to a new place, and what they want to discover about the new place once they arrive. All of these questions pertain either to the land itself—its weather and its climate—or to the people who live in that land. Tell students that in the next activity they will discover how these two perspectives capture the essence of travel geography. |
| 2 | 25 | Reading: What Is Travel Geography?  Students learn about the elements of travel geography and begin to evaluate how travel geography plays a role in the hospitality industry.  Review Student Resource 2.1, Notes: Travel Geography, with the students. Ask students to read Student Resource 2.2, Reading: What Is Travel Geography? Instruct students to complete the notes as they read.  Let students know that if they do not complete the reading and notes in class, they will need to finish the activity for homework. Tell students that they will review the answers at the start of the next class period. |
|  |  | CLASS PERIOD 2 |
| 3 | 15 | Reading Review: What Is Travel Geography?  Students compare their notes to make sure they fully understand the elements of travel geography.  Divide the class into small groups of three or four and ask students to compare their answers on Student Resource 2.1. Give students a few minutes to discuss. Then invite each group to share their response to one of the questions, or to ask a question about something they found confusing.  Work together as a class to create a “best answer” for each of the questions and clarify any misunderstandings students have. Jot down key points on chart paper or on the board. Invite students to amend their notes if they hear something that they want to include. Let students know that they will continue to use this information in the next activity, which will ask them to think about how a specific career in the hospitality industry requires knowledge of travel geography. |
| 4 | 25 | Assignment: Geography in the Workplace  Students use their understanding of what travel geography is to consider its role in a variety of different careers in the hospitality industry. This activity focuses on the following college and career skill:  Demonstrating the ability to write effectively  Review Student Resource 2.3, Assignment: Geography in the Workplace. Explain that students need to select one of the people described on the resource and then write a brief piece (two or three paragraphs) explaining how that person’s job requires knowledge of travel geography.  Tell students that before they begin writing, they will study an example profile. Place students in pairs. Ask them to read the profile of the executive for a cruise line. Tell them to keep the six components of travel geography in mind as they read, and to jot a note in the margin every time they think a sentence describes one of the six elements. For example, the profile discusses physical location and characteristics when it explains why knowing the size of each port is important. After a few minutes, ask different pairs to say how the example addresses one of these elements. Each time, ask if the rest of the class concurs or if they have a different idea. Use this discussion to clear up any confusion.  Next, review the assessment criteria at the end of the resource as a class. Call on a volunteer to read each criterion aloud; then invite other volunteers to explain that criterion in their own words. Use this opportunity to correct any misunderstandings.  Ask students to choose a description (or assign one to them) and use Student Resource 2.3 to organize their thoughts about how the six elements of travel geography apply to that job. If they feel as if they need to know more about the job of the person in the profile in order to write the assignment effectively, direct them to any research materials you have prepared. Alternatively, let them look up information online.  When students have completed their brainstorming and/or research, ask them to begin writing the assignment in class. Let students know that they will need to finish the assignment for homework. When the assignment is complete, collect and assess using Teacher Resource 2.1, Assessment Criteria: Geography in the Workplace Profile. |
| 5 | 10 | Discussion: Geography in the Workplace  Students compare their ideas about the role of geography in the hospitality and tourism profession.  Ask students to raise their hands if they chose the first description (the travel agent). Call on one or two students to explain one way in which geography is a part of that job. Repeat this process with each of the other jobs listed.  Let students know that they will continue to learn about the ways geography affects the hospitality industry throughout the rest of this course. |

Extensions

Enrichment

* Have students bring closure to the vocabulary taxonomy they started in Lesson 1. Instruct students to spend five minutes adding any new terms that they have not yet included. Next, have students do a gallery walk to collect more terms from their classmates. Conduct a brief class review and discussion on the additions they made. Conclude by reminding students that they now have a resource for future assignments that will help them to remember and use new terminology.
* Invite people to visit the class who hold one or more of the jobs mentioned in this lesson (for example, a travel agent, a travel writer, a hotel developer). Ask them to explain the importance of travel geography in this career and to describe their job in detail. A NAF academy advisory board member might be able to help find this guest speaker. If the speaker cannot visit the class in person, consider holding a videoconference with the speaker.