

CHALLENGING TOURISM

Concept: Tourism

Curriculum: Geography
Travel and tourism
Social studies
Economics

Age range: 9 +

Overview

1. Show pictures and ask what they show
 - Use questioning techniques to identify the key concept is tourist
 - Ask “What is a tourist?”
2. Use challenge techniques to put students in the “Learning Pit”
3. Give students time to define tourist
 - Apply this definition to a curriculum question (dependent on context)
4. Finish with a review of the learning journey and a summary of questions to explore later



Stage 1 – Identify concept

Show the pictures above (or similar)

Use Socratic questioning techniques to identify the theme of tourism or tourist

Suggested Questions

- What do these pictures show?
- What gives you that impression?
- What else do they have in common?
- Please explain why you think that ...
- What alternative explanations are there?

Once the group are focussing their ideas on “tourists” or “tourism” then ask, “What is a tourist?”

Stage 2 – Challenge students’ understanding of concept

Use the challenge techniques to put students into the “Learning Pit”. For example:

Teacher: What is a tourist?

Adam: A tourist is someone who visits other places

Teacher: If I were to visit the bank this afternoon, would that make me a tourist?

Paul: It would if you were to change money into a foreign currency

Teacher: So, every time I change money from one currency to another, am I a tourist?

Rachel: No because you might have been changing money for work reasons

Andrea: A tourist is someone who visits another country for a holiday

Teacher: OK, so if I were to take a holiday in the UK then would I not be a tourist?

Andrea: No, you would be a tourist. OK, so it’s if you visit a place you haven’t been before

Paul: But my family go to Spain every year. Does that mean we’re not tourists when we go to the same place?

Stephen: You go every year? To the same place?!

Paul: Yes, same place, same time, every year

Stephanie: I know! A tourist is someone who goes to any place, except their home, for leisure purposes

Teacher: Excellent answer

Stephanie: Thank you

Teacher: But ... what about the school trip to Alton Towers last term? Were we all tourists then?

Molly: A tourist is someone who goes some place for leisure for at least a few days

Teacher: How many days?

Molly: I don’t know, about seven or more

Paul: But what if you go away for a long weekend? Aren’t you a tourist then?

Deepening the “Pit”

Can I be a “virtual tourist”? In other words, if I visit a place online then am I classed as a tourist?

Do I have to travel to be a tourist?

Do I have to spend money to be a tourist?

Do I have to intend to be a tourist to be a tourist? If yes then are babies incapable of being tourists?

If I visit a place on business then am I a tourist?

Am I a tourist every time I’m on holiday? What if I spend my holiday at home?

What’s the difference between a tourist and a traveller, or are they the same thing?

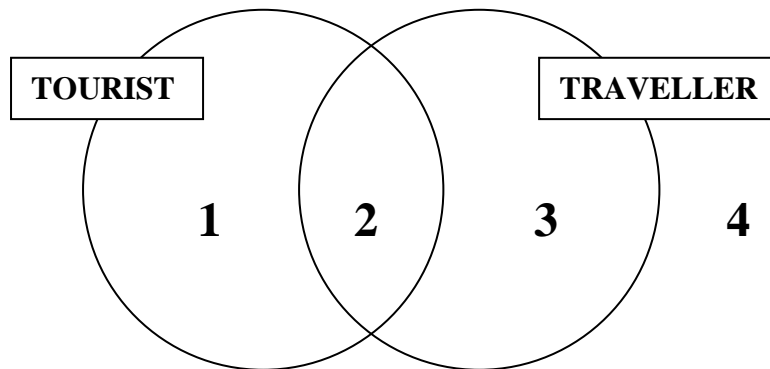
Stage 3 – Construct a Working Definition

Split the class into groups. Have them come up with a definition of a tourist. The following prompts may help:

A Tourist ...	Choose between: Always/Normally/Sometimes/Never	REASON
Travels		
Travels to other countries		
Is on person on holiday		
Visits tourist attractions		
Thinks of themselves as a tourist		
Pays for accommodation		
Takes photographs		
Uses public transport		
Dines Out		
Doesn't work		

Alternative Task - Venn Diagram

Place the 7 pictures into the correct category then think of other examples to go into Areas 1, 2, 3 and 4



Applying the Working Definition

Once a working definition has been agreed by the class, apply this concept to your theme or topic. For example:

- What are the advantages and disadvantages of tourism to Less Economically Developed Countries (LEDC)?
- How could a country encourage more tourists to visit?
- How could a town encourage more tourists?
- Should there be limits placed on the number of tourists visiting national parks?
- Is tourism good for the planet?
- Is tourism good for world economics?
- What do tourists learn about other cultures?

Stage 4 – Consider the Learning Journey

Questions to ask your students to encourage them to reflect on their thinking:

1. What was your initial response when asked what a tourist is?
2. What challenged this idea?
3. What were the best bits/weaknesses of your (first) idea?
4. What thoughts did you have when in the pit?
5. What strategies did you consider?
6. What helped to clarify your thinking?
7. How accurate do you think your working definition of a tourist is?
8. What do you think a tourist is?

Preview

To link this lesson to the next stage of the topic, or to the next lesson, invite the students to think of key questions that they would like to answer.

Here are some examples from 13 year olds (paraphrased for clarity):

- Would the world be a better place if there were no tourists?
- What are the benefits and disadvantages to tourism?
- How do tourists differ from travellers?
- Which country in the world receives the most tourists?
- Which country in the world produces the most tourists?
- How many people are employed in the tourism industry in our country?
- What is the approximately value of tourism to the world economy? Is this possible to identify?

Further examples

In May 2008, a resource site (www.p4c.com) will be launched. The site will feature more than 1,000 concepts for challenge as well as ideas and lesson plans covering all subjects and age groups.

Before this site is launched, we need 1,000 people willing to subscribe to the full service. These first 1,000 subscribers will receive a 20% discount on the service and will be sent a regular resource bulletin with lesson plans such as this one. A Spanish version of the site will be created as soon as the English version is complete.

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