**UNIT TITLE: ­­­­­­­­­­Tourism Development**

**YEAR: ­­13 CURRICULUM LEVEL/S: 8 DURATION: 5 weeks**

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| **Introduction** | |
| **Tourism development** is an example of a cultural process that shapes environments. Tourism development refers to the changes that occur in the tourism industry (i.e. accommodation, retail outlets, tourist attractions) over time. It can be growth or decline. It involves the provision or enhancement of facilities to meet the needs of the tourist and the associated impacts. This unit looks at how tourism development has shaped the city of Rotorua, New Zealand. | |
| **Values highlighted in this unit** | **How students will be encouraged to develop the selected value or values during the unit** |
| Excellence – aiming high, persevering ❑ | **Diversity** – There is great cultural diversity in visitors to New Zealand, as well as cultural tourism offered in this country.    **Care for the environment** – Students will learn about the importance of sustainable tourism development. Too much development can destroy the resource that brought tourists here in the first place. |
| Innovation, enquiry and curiosity ❑ |
| Diversity – culture, language, heritage ✓ |
| Respect – for themselves and others ❑ |
| Equity – fairness and social justice❑ |
| Community and participation for the common good ❑ |
| Care for the environment ✓ |
| Integrity – accountability, honesty, acting ethically ❑ |
| **Key competencies highlighted**  **in this unit** | **How students will be encouraged to develop the selected competency or competencies during the unit** |
| Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage ❑ | **Relating to others & Participating and contributing -**   * Relate to others empathetically * Serve others willingly * Connect intentionally   Students will learn why it is important to be hospitable to visitors to New Zealand. |
| Relating to others – listen actively, recognise  different points of view, negotiate, share ideas. ✓ |
| Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member. ✓ |
| Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions. ❑ |
| Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding. ❑ |
| **ACHIEVEMENT OBJECTIVES** | |
| **Level 8**  Students will gain knowledge, skills and experience to:   * Understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations. * Understand how people’s diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make. | |
| **LEARNING OUTCOMES**  **Students will …** | |
| Demonstrate comprehensive understanding of how a cultural process shapes  geographic environment(s) involves:  • providing an insightful analysis of aspects of the cultural process and how they shape the geographic environment(s)  • integrating comprehensive supporting case study evidence.  An insightful analysis includes an analysis of the links between the elements of the cultural process to draw conclusions. | |
| **Resources** | |
| * Internet * Tourism in Development document on the S-Drive * Tourism: Process and Perspectives by David McPherson (textbook) | |
| **Key vocabulary** | |
| * Tourists * Tourist development * Allocentric * Pyschocentric * Free and independent traveller (FIT) * Visiting Friends and relatives (VFR) * Exchange rates * Phenomena * Natural attractions * Cultural attractions * Primary attractions * Secondary attractions * Providers/ operators * Carriers (airlines) * Regulators * Infrastructure * Facilities * Markets * Spatial variations * Temporal variations | |

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| **Opportunities for developing Thinking Skills** | |
| **What aspect of thinking will be focused on?**  E.g. creative thinking, critical thinking, problem solving, divergent thinking, critical literacy, digital literacy etc. |  |
| **Strategies**  *What strategies/tools will students use to develop their thinking skills?*  *What specific resources/activities need to be developed?* |  |
| **Opportunities for collaboration** | |
| **Staff Collaboration**  *What are the opportunities for staff to work together in the preparation and/or delivery of this unit?* | * None as I am the sole Geography teacher |
| **Student Collaboration**  *What opportunities are there for students to work collaboratively?*  *What specific resources/activities need to be developed to support this?* | * Getting unit on Google Drive to enable collaboration. |
| **Opportunities for Differentiation** | |
| **Differentiating for Readiness** | Grouping by Readiness – how “ready” is each student to learn what you are teaching? (IE: Levelling)   * Which students are ready to learn the material? * Which students lack key skills, prior knowledge, and/or necessary attitude? * Which students are more than ready and can handle more? |
| **Differentiating for Learning Style** | Range of activities in the unit to cater for the three main learning styles: visual, auditory, kinaesthetic.  **Visual:**   * Text and/or pictures on paper, posters, satellite images, photographs * Film, Youtube video, DVD, multi-media * Use of colour for highlighting, organizing information, or imagery. * Precis maps and sketches * Graphic organizers and outlining passages * Student created art, images, text, photographs and video.   **Auditory:**   * Books on tape or podcasts. * Peer-assisted reading. * Video, film, or multi-media with accompanying audio. * Music, song, instruments, speaking, rhymes and language games. * Teacher talk.   **Kinesthetic:**   * Using modelling materials such as clay and sculpting materials, paper mache to create models. * Use of sand trays, blue tack, rocks, and puzzles to develop fine motor skills. * Use of field equipment such as GPS, measuring tape, clinometer, compass etc. |
| **Differentiating for Interest** | When differentiating by interest, teachers craft activities that permit students to further explore their own interests and develop new ones.  Tasks promote curiosity, and in turn, learning becomes more appealing.   Content by Interest Some tools to help with this include: I-Search Reports - "Students research a topic of their own choice, learning to find print sources, internet sources, and human resources. Students read for understanding, applying a variety of strategies to paraphrase, record and organize notes from their various sources. They write their report using a report map, then go through the writing process: first draft, revision, second draft, proofreading, and final draft. They then put the report together complete with visual aids, bibliography and footnotes, table of contents and title page."  Interest Groups - used for students to do guided explorations independently. Interest groups should allow students opportunities to learn more about a topic or play around with a concept. Learning experiences are usually directed toward a specific learner interest. Allowing students to ***choose a topic*** can be motivating to them.  Open-ended activities - the types of activities are advocated as a way to allow students who are identified as gifted to work in their own interest areas, in their own learning styles, and at their own ability levels.  Orbital Studies - short term (3-6 weeks) independent investigations that relate to a particular part of the course curriculum. Student choice is a key element of the studies. The student chooses the topic, designs a work plan, defines the final product and negotiates a grading rubric with the teacher. Students are usually required to present results to class. Orbital Studies can be individual or group investigations and hence, provide much flexibility.  In Geography this could involve students choosing a different case study.  Slice of Life - an activity that works well for thematic research projects. Teacher puts an aspect of a given lesson google drive. Students or groups research their "piece of the pie" and report back to the class. (Example: Geography each piece might include topics like processes, patterns, effects on the natural environment, effects on the cultural environment, how people respond etc.)  In practice, students could learn one case study as a class (e.g. Christchurch) and choose their second case study as part of a research project. |
| **eLearning Opportunities** | |
| **Netbook user strategies**  *(Differentiation for mode)*  *What strategies/tools will netbook users use?*  *What specific resources/activities need to be developed?* |  |
| **eLearning strategies**  *What eLearning strategies and activities will all students engage in?*  *What specific resources/activities need to be developed?* | * Youtube Video * Course content on google drive * Google Earth * Geographic Information System (GIS) * QR codes * Internet research |

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| **ASSESSMENT**  **Note: “Assessment” is not synonymous with formal testing** | |
| **Diagnostic**  ***What do they know?***  ***What can they do?*** |  |
| **Formative**  ***Individual and group feedback & feedforward -***  ***What are they learning?***  ***What do they need to learn?*** |  |
| **Summative**  ***What have they learned?***  ***Can the students explain how they learned it? (Opportunities for metacognition and student evaluation of activities.)*** | Practice Examination |

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| **Extension/enrichment activities provided for the following students:** | **Activities provided:** |
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| **Further support provided for the following students:** | **Support provided:** |
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**Teaching and Learning Sequence**

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| **Weeks** | **Learning Outcomes** | **Possible Activities/Strategies** |
| **Week 1** | **How does Tourism Development Operate**  **What are the features/ characteristics that result from Tourism Development process** | In the first few weeks of term one the class should have covered the following concepts that are relevant to the unit:   * CS 3 Change   Newbies read p14-15. All do p26-31.   * CS 9 Environments   Newbies read p48. All do p54-59.   * CS12 Interaction   Newbies read p62-64. All do p75-77.   * CS15 Patterns   Newbies read p80-82. All do p89-91.   * CS 18 Perspectives   Newbies read p94-95. All do p103-105.   * CS21 Processes.   Newbies read p108-109. All do p120-125.   * CS24 Spatial Concepts.   Newbies read p128. All do p136-137.   * CS 27 Sustainability.   Newbies read p140-141. All do p158-162.  Students to copy down the following key terms:   * tourist, phenomena, tourism development,   Teacher explains to students the five main elements of tourism development: Write them on the board. Tourists and markets, Attractions (primary v secondary, natural v cultural), Facilities & infrastructure, Tourism industry, Regulators  Discuss the main psychological types of tourist using Plog's continuum: Pyschocentric vs Allocentric.  Students copy plogs continuum into their books and on it label the following:   * A family travelling from Warkworth to Auckland to see the sights. * A backpacker on a budget travelling to Jerusalem on a pilgrimage. * A son/daughter travelling overseas to meet up with parents in London. They will take a bus tour of Europe- seven countries in ten days. * A TV crew travelling to Mount Ararat in search of Noah’s Ark. * Survey your friends and find out where they would be located on Plog’s continuum.   Students draw up the following table on a MS word document, except with gaps between all the sub headings. Under each sub heading they are to find the relevant information online for Rotorua. This activity could be done as a collaboration on Google DOCS.   |  |  |  | | --- | --- | --- | | TOURISTS | TOURIST ATTRACTIONS | TOURIST FACILITIES and INFRASTRUCTURE | | * Numbers * Origin * Length of Stay * Type (FIT or Package, Allocentric or psychocentric) | * Natural Attractions examples * Cultural attractions examples   (You could include thumbnail images of each attraction) | * Accommodation (type) * Retail * Transport * Services |  |  |  | | --- | --- | | TOURIST OPERATORS | TOURIST REGULATORS | |  | * National * Regional * Local |   Complete the following activities to show Interactions between the elements.   * Activity 9 p111: Draw an ‘elements and interactions’ diagram for tourism at your case study location. * Look at how these elements interact with each other. How are they related? Certain attractions target certain type of tourists, some tourists target certain types of accommodation.   Other suitable activities in the textbook include:  ***Activity 8 p110: Graphing and interpreting Statistics***   * Construct a graph to show the growth in domestic and international visitors at your case study location. Where appropriate, label on it each of the phases of development. Ensure the graphing technique you select is appropriate for the data. * Construct a graph or graphs to show the major markets for visitors to your case study location. Ensure the graphing technique you select is appropriate for the data. * Describe any problems, or potential problems, shown in your graphs. * List FIVE statistics not included in this textbook that would be useful to you in understanding what tourism is like in your case study location. Complete a web search to try to find these statistics. * Explain why international visitors, who represent only 42% of visitors to Rotorua, spend a larger number of visitor nights there than do domestic tourists.     ***Activity 10 p111: Markets Diagram***  Write a brief description, or draw a diagram, of the major tourist markets for your case study location. Look at numbers, seasonality, domestic/international mix, nationality, tourist type, spending patterns.  Activity 11 p111: Tourists and markets analysis   * Outline any risks that your case study location faces, in view of with the types of people who come here, where they come here, where they come from and their spending patterns. * Is seasonality a problem for your case study location? Outline what is being done, or could be done, to overcome this problem. * Construct a table to show the advantages of wanderlust and sunlust tourists in this destination.   **Activity 13 p111-112: Regulators and conflicts**   * Design a diagram to show the key regulators in your case study location. Include the following headings: Name of regulator; Key area(s) of operation (what they do); Key values (what is important to them). * Explain whether there is likely to be any conflict between any of these groups and why it might occur. * Several case study locations have been criticised for their unplanned growth. Write about the ‘growing pains’ of your case study location. (e.g. urban sprawl, traffic congestion, “ugly” development out of keeping with the townscape, pollution, destruction of the natural environment.) * What can regulators do to reduce these effects now and in the future? |
| **Week 2** | **How has Tourism Development operated at different rates in the past, present and future?** | Introduce this learning intention by looking at the temporal variations in tourism development on a global scale so students can understand the big picture. The main factors that have brought about change in the tourism industry are awareness and motivation, accessibility, and affluence.  Factors that stimulate or discourage tourism development can be put into the following categories: Economic, Political, Social and cultural, and Environmental  See Appendix A in the content notes on pages 64-67 of the document “Demonstrate understanding of how a cultural process shapes geographic environments “  You could place the Appendix on Google Drive. Students read the appendix and arrange information into the following table.   |  |  |  | | --- | --- | --- | | **Factors** | **Specific Cause** | **Change** | | Economic |  |  | | Political |  |  | | Social and Cultural |  |  | | Environmental |  |  |   Look at how the process has shown change over time (temporal variations). What are the patterns of each stage? Link it to the four stages of the **Butler model** (early stage, pioneer, mature and saturation). When is the process happening at a fast rate and when at a slower rate? What are the factors causing a change in the operation of the process at these times? What was the trigger that made it move from one stage to another? Think of social, political, environmental, economic, historical, political and technological factors. What factors could cause a change in the future?  **Activity 22 p 113: Causes of Tourism Development**  Design a “Cause and effect” diagram to show the main factors in the increase in tourism at Rotorua.   1. Decide why you think have been the major causes of tourism development and write each of these in a box. 2. Here are some suggestions: more international tourists; more primary attractions; increasing investment by government; development of new or different attractions; increasing domestic tourism; growth of accommodation; increased domestic population; increase in costs; key entrepreneurs. 3. Draw arrows between boxes to show causes and effects. 4. Choose ONE factor and write about its effect on the development of tourism.  |  |  |  | | --- | --- | --- | | **Factors** | **Specific Cause** | **Change** | | Economic |  |  | | Political |  |  | | Social and Cultural |  |  | | Environmental |  |  |   **Activity 21 p113:** **Phase of tourism development Grid**  Copy the grid below onto a sheet of paper. Construct a ”Phases of tourism development” diagram. Reread the “Phase of tourism development “ for Rotorua on pages 94-97, and elect two key events or statements to describe what happened with each element in each phase and complete the grid.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Element** | **Phase One:**  **Before 1886** | **Phase Two:**  **1880 - 1950** | **Phase Three:**  **1950 - 1980** | **Phase Four:**  **1980 - 1986** | **Phase Five:**  **1987 to present** | | Tourist and markets |  |  |  |  |  | | Attractions |  |  |  |  |  | | Facilities/Infrastructure |  |  |  |  |  | | Tourism Industry |  |  |  |  |  | | Regulators |  |  |  |  |  |   Use the statistics on page 42 in the content notes of the document “Demonstrate understanding of how a cultural process shapes geographic environments” to construct **an appropriate graph** to show the growth in domestic and international visitors in Rotorua. Where appropriate, label on it each of the phases of development. |
| **Week 3-4** | **How does Tourism Development act differently in different parts of an environment** | Teacher discusses with students the main spatial patterns that exist in tourism areas: concentration, dispersal, linear. See content notes on page 23 of the document “Demonstrate understanding of how a cultural process shapes geographic environments “  Use a Topographic Map of Rotorua to make a précis map.  Watch video: How to draw a Precis Map from a Topographic Map  <http://youtu.be/mKIIwunIQEc>  Map can be found on: [www.topomap.co.nz](http://www.topomap.co.nz)  On a precis map locate and label:   * The lakes * Rotorua residential and city areas * Main highways and airport * Road to Lake Tarawera * Mount Ngontaha * Mount Tarawera * Waimungu Thermal Valley * Whakarewarewa forest   Watch video: **How to make a Cross Section Graph**  <http://youtu.be/c7gT8gU_pD8>  There is also a map of Mount Ngontaha on page 22 of the document “Demonstrate understanding of how a cultural process shapes geographic environments“ to construct a cross section graph.  **Alternate mapping activities:**   * Use Google Earth to construct a map showing the Spatial Variations of tourist attractions and facilities in Rotorua. Add symbols. Don’t forget to “save places as”. Print out your completed map. * Use the Rotorua District Council’s GIS viewer to capture the coordinates for the various tourist attractions and put them into an excel document. Could then create shape files in a program such as ARCGIS to add the features to your map.   <http://www.rdc.govt.nz/our-services/property-and-rates/GeyserView/Pages/default.aspx>  Your maps could include the following:   * Locate, label and name major settlements areas * Locate and label main infrastructure features (e.g. main roads, airport) * Locate and label main attractions * Locate and label the three largest lakes * Use Map conventions * Annotate your map with notes naming each of the features/locations and identifying the spatial patterns which can be found there. * Learn to redraw your map from memory * Write paragraphs describing the main spatial patterns that can be found (concentration, dispersal, linear/ribbon development, zones, agglomeration, gateways).   Teacher discusses with students the **reasons for the spatial patterns** that exist in tourism areas: concentration, dispersal, linear. See content notes on page 24-29 of the document “Demonstrate understanding of how a cultural process shapes geographic environments “  Teacher selects some appropriate activities for students to complete from the textbook:  **Activity 27 p114: Spatial patterns mind map**  Construct a mind map to show major spatial patterns of tourism phenomena at your case study location:   * Title in centre (Spatial patterns of tourism phenomena at Rotorua) * Second level information: different types of spatial pattern. E.g. linear * Third level information: types of phenomena which are arranged in each type of pattern. E.g. retail outlets * Fourth level information: specific examples of where these phenomena occur. * Fifth level information: an explanation of the pattern (e.g. retail outlets spread along roads to sell to high volumes of tourist traffic.   **Activity 28 p114: Spatial patterns analysis**   1. Write paragraphs to explain how tourism creates a concentration of geographic phenomena in your case study location. Use examples to justify your answer. 2. Explain what you think the main reason is for dispersal of tourism phenomena in your case study location. 3. Choose the ONE element which, in your opinion, has had the most impact on the way in which tourism phenomena are arranged in your case study location. Justify your answer.   **Activity 29 p115: Spatial patterns diagram**   1. Copy the table below into your books. 2. Complete the table using material from the ‘Spatial patterns in Rotorua p102-104. 3. Cut the table into individual segments and mix them all up. 4. Swap them with a partner, who has to rearrange the segments in the correct order. 5. Combine the best parts of each other’s work into a summary for your notes.   **Essay practice activity**  Comprehensively analyse the spatial variations found in the operation of your chosen  cultural process in your New Zealand setting.  Notes: Explain the location and the formation of the main spatial patterns in Rotorua.  You must mention Concentration, Linear and Dispersal.  STRUCTURE  Intro Paragraph 1 (P1)  BODY  Tourism development has led to range of unique spatial patterns within the Rotorua  region. There are 6 main spatial patterns in Rotorua; Axial (P2), Concentration (P3),  Cluster (P4), Linear (P5), Dispersal (P6), Grid Pattern (P7). I will discuss and analyse  each spatial pattern.  CONCLUSION (P8)  Remember where possible include labelled diagrams (for this Q you should also be able  to draw to labelled diagrams showing how tourism development has changed) |
| **Week 5** | **How has Tourism Development shaped/ influenced the geographic environment both in terms of the cultural and natural environment** | Explain to students the difference between economic, social and environmental impacts. They must also know that some impacts are positive while others are negative.  (See content notes on page 49-57 of the document “Demonstrate understanding of how a cultural process shapes geographic environments “)  **Activities:**  **Activity #32, p115: Impacts Diagram**  Construct a diagram to show the range of impacts produced by tourism in Rotorua.   1. Use the following categories: economic, social and cultural, environmental. 2. Sort your list into positive and negative effects and make sure you are able to justify your reasoning. 3. Impacts create issues when different groups, with different values, want different things. Which impacts have created the most significant issues in your case study location? Why?   **Activity #33 p115: Impacts Analysis**   1. Who, in your view, most benefits from tourism in Rotorua? Justify your answer. 2. If you could significantly alter just one element in the process to improve tourism: 3. Which element would you change? 4. In what way would you change it? 5. What do you think would be the effects of the change on the other elements? 6. Why do you think your idea hasn’t yet been tried?   **Activity #35 p115 SWOT Analysis**  A SWOT analysis highlights Strengths, Weaknesses, Opportunities and Threats (See Figure 3.16 for an example of how you could organise such an analysis).  Design a SWOT analysis for Rotorua.  **Skills activities:**  **Watch Video:** How to make a multi-line graph using two scales  <http://www.youtube.com/edit?o=U&ns=1&feature=vm&video_id=viD-WVEK_s0>  Use tourism arrivals and receipts statistics from page 59 of the document “Demonstrate understanding of how a cultural process shapes geographic environments“ to construct a multi axes graph using two scales.  **Watch Video:** How to make an axes graph  [**http://youtu.be/8yNIz3lQ4js**](http://youtu.be/8yNIz3lQ4js)  Use the statistics on page 61 of the document “Demonstrate understanding of how a cultural process shapes geographic environments” to construct an axes graph.  **Watch video: How to make a located bar graph.**  [**http://youtu.be/6uwlofz8WEU**](http://youtu.be/6uwlofz8WEU)  Use the statistics on page 62 of the document “Demonstrate understanding of how a cultural process shapes geographic environments” to construct a **Located Bar Graph.** |

**Teacher reflection and evaluation:**

What impact did my teaching have on student learning?

What evidence do I have?

What do the students still need to learn/do/practise/understand?

What will I change/adapt to improve this unit?