

Clyde Waterfront Education curriculum resources

Lesson/project idea

'Tourism and Leisure'

<p>Title</p> <p>Holidays, then and now</p>	<p>Curricular area</p> <p>Social Studies</p>	<p>Age group</p> <p>Upper Primary</p> <p>Time allocation</p> <p>4 hours</p>
<p>Lesson/project focus</p> <p>Lesson: Holidays in the early 20th and early 21st centuries</p> <p>Project: Planning a trip '<i>Doon the Watter</i>' in 1908 and promoting a similar trip in 2008</p>	<p>Cross curricular links</p> <p>Expressive Arts Language Mathematics Health and Wellbeing Technologies</p>	<p>Cross cutting themes</p> <p>Curriculum for Excellence; Enterprise in Education; Assessment is for Learning; 4-15 National Priorities; ICT; Study Skills; Citizenship; Personal and Social Development; Sustainable Development</p>
<p>Short description</p> <p>Pupils will work in teams to plan a holiday '<i>Doon the Watter</i>' around 1908 and contrast that by creating a marketing campaign for one in 2008.</p>		
<p>Description</p> <p>Through developing an understanding of people's holiday habits in the local area during the time of the boom in shipbuilding on the Clyde in the late 19th/early 20th century, pupils will work in teams to plan a holiday '<i>Doon the Watter</i>' around that time. By considering health and safety issues in the shipyards and in current workplaces, pupils will discuss why people need a break from work and why they might choose to go away from home for a holiday. Pupils will compare health and safety in the early 20th and 21st centuries, and consider factors affecting different holiday choices then and now, including the budget available to the average family for a holiday. After considering the impact of global tourism on the environment, pupils will design a leaflet and/or website promoting holiday <i>Doon the Watter</i> to current families.</p>		
<p>Aims of learning</p> <ul style="list-style-type: none"> • To meet the learning objectives of the lesson topic i.e. to compare and contrast holidays in the early 20th and early 21st centuries • To develop knowledge and understanding of health and safety concerns in the workplace, in the context of the shipyards and comparing these with current practices • To develop an appreciation of changing patterns of work, leisure and tourism over time • To develop knowledge and understanding of the industrial history of the local area • To develop knowledge and understanding of leisure opportunities in the local area, historically and now • To develop awareness of issues surrounding global tourism, e.g., pollution, global warming, 		

sustainable development

- To develop an enterprising attitude in pupils by encouraging them to consider what might make holidays nearer home more appealing to local families, and to present these ideas in the form of a promotional leaflet and/or website
- To meet the aims of the capacities of a Curriculum for Excellence, in particular to develop responsible citizens and effective contributors

Outcomes of learning

Pupils will:

- Enhance their knowledge of the nature and uses of the River Clyde by putting their learning into real context
- Develop knowledge and understanding of health and safety issues in the workplace, how these have changed since the early 20th century, how legislation impacts on modern workplaces, and why breaks from work and holidays are necessary for people's health and wellbeing
- Develop an appreciation of the considerations citizens face when planning a holiday, such as budget, time constraints and environmental impact
- Develop enterprising skills in promoting their local area for holidays, taking into consideration people's needs and wants from a holiday
- Behave as confident individuals when conducting market research among friends, family and teachers to inform the content of their holiday leaflets and/or websites
- Develop the skills required to be effective contributors when working in groups with classmates, participating in decision-making, timekeeping, recording and reporting;
- Develop respect for others and for the environment
- Develop an understanding of the impact of global tourism on the environment

Resources for research

- Doon the Watter CD-ROM by Peter Hillis and Drew Calderhead, University of Strathclyde
- Local area tourist board websites for the Clyde Valley and Argyll & Bute:
<http://www.seeglasgow.com/>
- <http://www.visitscottishheartlands.com>

Resources for project

- Images of holidaymakers in the late 19th/early 20th centuries
- Timetables for trips Doon the Watter
- Advertising material for hotels and guesthouses in the early 20th and early 21st centuries
- Access to computers and printers for word processing and leaflet and/or website design
- Notebooks or flipchart paper and pens.
- Current holiday brochures for popular destinations
- Information sheet on the Imperial money system
- Worksheet on the Imperial money system

Relevance to curriculum

- Supports ACfE and Social Studies outcomes
- Links to the Mathematics curriculum through developing an understanding of the Imperial money system and converting from the Imperial to Decimal money system
- Links to the Mathematics curriculum by requiring pupils to calculate a budget for a holiday and to work out what needs to be budgeted for in a family holiday Doon the Watter in the early 20th and 21st centuries, and abroad in the early 21st century
- Links to the Languages curriculum as children write the content for a leaflet and/or website promoting holidays Doon the Watter
- Links to the Technologies curriculum in developing the ICT skills required to undertake internet research into holiday opportunities in the West of Scotland, in word processing and

in creating webpages

- Links to the Health and Wellbeing curriculum as pupils consider the necessity of taking a break from work, and health and safety issues in the workplace
- Links to the Expressive Arts curriculum in designing the promotional leaflet and/or website

How to develop an *enterprising* lesson

Developing confident individuals

How will you put this into a *real* context for pupils to learn?

- Pupils will have been studying the shipbuilding industry on Clydeside in the 19th, 20th and 21st centuries, comparing and contrasting the industry then and now, including the decline in the number of shipyards, and the working conditions in the yards then and now, including health and safety, time off work, and average salary
- Pupils will discuss and research why people need a break from school and work, and the impact it can have on one's health and wellbeing if sufficient breaks or holidays are not taken
- Pupils will research among their peers and families where people choose to go on holiday in the early 21st century, average annual salaries, and the cost of holidays to one or two popular holiday destinations
- Pupils will discuss the impact on the environment of global tourism, and develop ideas on holidays people could take which would minimise environmental impact. This will include discussion of renewable resources and transport options
- Pupils will research holiday opportunities in the west of Scotland, including accommodation choices, travel options, and associated costs

Developing responsible citizens

How will you share *responsibility*?

- Pupils will work in groups, and will be tasked with assigning individuals to roles within the team, such as facilitator, resources person and rapporteur
- Teams will be responsible for designing their own plan of work, setting aims, defining resources required, and liaising with any individuals (class teacher, classroom assistants, representatives of external bodies, etc.) whose help may be required with aspects of the work. After setting out the initial brief, the class teacher will scaffold the learning where required, however pupils will be responsible for directing their own work and working within the time constraints
- Pupils will have the responsibility for ensuring that they work successfully as a team, for example finding consensus, dealing with disputes and ensuring that all team members are equally engaged in the tasks in hand

Developing effective contributors

How will you develop *relationships*?

- Pupils will work together in teams, using existing coping strategies to deal with disagreement or differences in each other's ideas about the project, and with the support of the class teacher will develop new strategies for ensuring successful teamwork
- Pupils will identify and liaise with individuals within the school, such as the class teacher, classroom assistant, and other professionals, who may be required to offer help, advice and resources to complete their tasks
- Pupils will identify and liaise with bodies outwith the school, such as local area tourist boards, transport companies, etc, who may be able to offer information and advice for completing the tasks

Developing successful learners

How will you *reflect* on this learning?

- At key points during the lesson, the class teacher will question teams about their tasks, roles, resources being used, and plans for their next steps
- At the end of each lesson, a plenary session will be held when each team's rapporteur will be asked to debrief the class on their work that day, and their next steps
- Before beginning a new task, teams will brainstorm their ideas, making sure that everyone is

listened to and everyone's initial ideas are recorded in a team notebook or on flipchart paper

- At the beginning of a new task, teams will reflect upon their tasks so far and discuss how what they have learned and what they have achieved to date impacts on their next tasks
- Knowledge and understanding will be assessed using the exercises on the Doon the Watter CD-rom, using existing assessment material (written answers to open questions, multiple choice questions, etc), and by verbal questioning by the class teacher. The class teacher will also assess pupils' contributions to teamwork by observation and questioning of pupils, by looking at the work produced by the teams, and by noting the quality of reporting given in the daily plenary sessions
- Look for evidence of enterprising attitudes in the development of the promotional leaflet and/or website, and engage relevant external bodies in assessing the success of the message of the leaflets and/or websites
- Pupils will evaluate their own progression in oral and written form in teamwork, in knowledge of the subject matter, and in their perception of the success of the tasks

Developing lifelong and employability skills

How can you involve the following external partners to make this relevant for life for young people?

- Employers/business:
 - local operational shipyards
 - hoteliers or guesthouse owners
 - travel agents
 - transport companiesas invited speakers
- Local community - invite local people (through pupils' family contacts) who are previous employees of the shipyards
- Families - conduct market research into families' holiday choices, budget for holidays, what they take into consideration when planning a holiday, what might tempt them to holiday closer to home

Is there an opportunity to highlight career opportunities?

- Working with the partners listed above will raise pupils' awareness of industry on Clydeside historically, and the new industries which have taken the place of the old.
- Pupils will develop knowledge of careers related to tourism
- Pupils will become aware of the changing nature of employment in their local area, and the advantages of enterprise skills in widening one's options for future employment

Reviewing the process

How could you involve other curricular areas?

Social Studies

Geography – the River Clyde's location in relation to the pupils' home town, the route of the river and landmarks along its banks

History – the changing landscape of Clydeside from the 16th century, through dredging the river and the industrialisation of Clydeside, to the 21st century and contemporary developments

Mathematics

Money – developing an understanding of the Imperial money system and how it can be translated into the Decimal system

Money – working to a budget and taking into consideration everything which must be costed in planning a holiday

Literacy

Writing a promotional leaflet and/or website in an appropriate register, and including all the relevant information readers require

Communication of ideas to team members and the class teacher

Presentation of the promotional leaflet and/or website to representatives of the tourist industry

Art and Design

Art – designing a leaflet and/or website

**Could it be incorporated into an activity/project with a higher profile?
(presentation, competition, production of materials, event)**

- Presentation to external business representatives, such as tourist board members, hoteliers, guesthouse owners, transport companies
- Presentation to school staff and prize for best leaflet and/or website design
- Competition at either of above and winning idea is provided to local news media group

Brief outline of plan for delivery

Timing	Input and content	Teacher activity	Pupil activity
1 hour	<p>Introduction of the theme of holidays. Discussion of why they are necessary; health and safety considerations; people's holiday choices</p> <p>Introduction of holidays Doon the Watter: who went, where they went, how they got there</p> <p>Examine the CD-rom Doon the Watter</p> <p>Setting the objectives of the lesson and defining the success criteria</p>	<ul style="list-style-type: none"> • Introduce the lesson and initiate discussion of holidays and why they are necessary • Survey where pupils have been on holiday in the past two years • Introduce the Imperial money system and issue worksheet exercise on converting to Decimal • Initiate discussion about the CD-rom and the Imperial money system 	<ol style="list-style-type: none"> 1. In pairs or threes, pupils investigate initial activities on the CD-rom, looking at where people went on holiday in the late 19th and early 20th centuries, their transport and accommodation choices 2. In pairs or threes, pupils complete the worksheet 3. Pupils participate in discussion of their findings from the CD-rom, and their conversions from Imperial to Decimal
1 hour	<p>Discussing what needs to be taken into consideration when planning a holiday for a family 100 years ago</p> <p>Teams plan a holiday and discuss all aspects that have to be covered</p>	<ul style="list-style-type: none"> • Initiate discussion about findings from previous lesson • Brainstorm with class what needs to be considered and costed when planning a holiday • Discuss what is likely to have been different for a family in the early 20th century compared to now 	<ol style="list-style-type: none"> 1. Pupils get into groups of four or five, and discuss how they will plan a holiday Doon the Watter for a family in the early 20th century, using family details and other information on the CD-rom 2. Pupils will assign roles and responsibilities to team members for carrying out the task 3. Pupils will consider what resources they need for the task, and any help from adults that may be required

			<p>4. Pupils will report back on their findings and will describe to the class the holiday they have planned</p>
<p>1 hour</p>	<p>Discussing what needs to be taken into consideration when planning a holiday for a family nowadays</p> <p>Teams plan a holiday and discuss all aspects that have to be covered</p>	<ul style="list-style-type: none"> • Initiate discussion about findings from previous lesson on the differences between holidays in the early 20th and early 21st centuries • Brainstorm with class what needs to be considered and costed when planning a holiday 	<ol style="list-style-type: none"> 1. In their groups, pupils will discuss how they will plan a holiday for a family 2. Pupils will assign roles and responsibilities to team members for carrying out the task 3. Pupils will consider what resources they need for the task, and any help from adults that may be required 4. Pupils will report back on their findings and will describe to the class the holiday they have planned
<p>1 hour</p>	<p>Discuss the impact on the environment of travelling abroad for a holiday.</p> <p>Consider how people might take holidays with less impact on the environment.</p> <p>Design a leaflet and/or website promoting holidays Doon the Watter to modern families.</p>	<ul style="list-style-type: none"> • Initiate discussion on pollution caused by cars and aeroplanes, and the impact of tourism on the holiday resorts the class have visited • Brainstorm how and where people could take holidays that would minimise pollution, waste, etc • Discuss ways of promoting holidays: websites, leaflets, brochures, posters. Is it sufficient to have only one? • Initiate discussion on how people could be persuaded to holiday Doon the Watter 	<ol style="list-style-type: none"> 1. In their groups, pupils will discuss how they wish to promote holidays Doon the Watter. 2. Groups will discuss what information needs to be included in their leaflet and/or website 3. Groups will discuss the appearance of the leaflet and/or website and what it needs to look like to be appealing. 4. Groups will create the leaflet and/or website using word-processing software and/or web publishing software. (With the assistance of the class teacher where required.) 5. Groups will present their final leaflet and/or website to the class

<p>1 hour</p>	<p>Present to wider audience – exhibit work for parents evening, invite in senior citizens groups, present at assembly to peers, display work in local community venue</p>	<ul style="list-style-type: none"> • Facilitate exhibition / presentation to wider audience • Co-ordinate assessment of impact of this approach • Assist with identifying learning gained • Review and reflect 	<ol style="list-style-type: none"> 1. Prepare presentation for an audience of choice 2. Deliver as appropriate 3. Request feedback on achievements 4. Evaluate success of project – learning on topic and personal learning
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