Lesson Support for Stage 1: Research

Duration: Approx. 3+ hrs

Learning Objectives:	▪ To use different methods of collecting information ▪ Enquire and investigate about popular tourist areas and attraction of Wales/Cymru ▪ Evaluate different views on those area and attractions ▪ Form their own interpretations and conclusions ▪ Develop creative thinking and problem-solving skills ▪ Consider implications of planning
Areas of Learning and Experience:	The steps within this stage offers opportunities to develop: ▪ **Humanities** – Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Cross-curricular skills:	The steps within this stage offers opportunities to develop: ▪ **Literacy** – Developing oracy through discussion, questioning and presentations, and adapting oracy skills for audience and purpose while listening to and debating different viewpoints. Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints. ▪ **DCF** – ○ **Producing** - Planning, sourcing and searching
Guiding Ideas / Possible questions to ask:	Why is tourism important to the Welsh economy? How do you decide what specific tourist areas or attractions to include? How can you analyse the validity of the sources you have found?

Introduction / Starter

Introducing the project by initiating a discussion on the definition of 'Tourism'

IDEA: Display a definition for 'Tourism' on the board e.g. ***'Activity of people traveling away from their home community to take part in one or more of a variety of activities.'***

Ask learners to work in pairs and write a definition of 'Tourism' in words that they understand, tell them to be prepared to share this with the class! Example: ***'People travelling to somewhere different to where they live to do stuff that is fun.'***

Discuss with learners that now we know what 'Tourism' is, what makes a tourist want to visit a particular place?
It can be said that all tourism activities are related to one or more of the following:

- Culture
- Natural Resource
- Entertainment

Ask learners to watch the following video clips and record some of the facts about places and attractions found in Wales and which category(s) they fall under (Culture, Natural Resources, Entertainment) to explain why people would choose to visit a particular place.

1: Clip 1
2: Clip 2

Choose some of the learners to name a place or attraction in Wales and explain why people would choose to visit it.

Pose the question to learners to debate: ***'Is tourism good for Wales or can it have negative effects too?'***

It is important that learners begin to recognise the impact tourism has on Wales, you could debate with the learners both the benefits and the problems e.g.

- **Benefit -** Tourism improves the economy – there is more income from selling goods i.e. ice-cream
- **Problem -** Tourists produce loads of waste – rubbish, pollution from cars and waste of water. The cost to clear up goes onto local people

Explain to learners that they are going to create a virtual Tourist Information Centre for Wales in Minecraft: Education Edition and they will need to be able to fill this centre with relevant information on various areas/attractions in Wales and a range of facts, information etc.

Learner Activities	Differentiation	Achievement outcomes
Step one		
Ask learners to develop a research plan and questions that matches the task. Use these questions to guide your thinking: ▪ What do you want to find out? ▪ Where can you find this information? ▪ How will you gather this information? ▪ How do you know if the information is legitimate and not false or biased?	Give examples of research questions or more detailed focus questions.	▪ Learners have a clear idea of what they need to find out, where to look and how this will be recorded
Assessment Opportunities		
▪ Quality of enquiry questions ▪ Range of sources available ▪ Judging the validity of sources		
Step two		
Instruct learners to carry out the research following the devised plan and create a central place to gather this information.	Provide a research focus worksheet to scaffold the task.	▪ Learners have a range of areas/places/attractions/facts and access to further details/information on which to make decisions
Assessment Opportunities		
▪ Research skills		

Step three

Encourage learners to decide which 5 areas/attractions to include in the build and decide what information will be included for each one. Urge learners to consider: ▪ What makes Wales/Cymru attractive to visitors? ▪ Is knowledge about Wales/Cymru valuable? ▪ How do we ensure visitors to centre will be inspired to visit these areas and attractions? ▪ How will this benefit the local communities? **NOTE:** draw upon these considerations in the plenary to this step	Support decisions with focus questions based on popularity and/or appeal.	▪ Learners have 5 specific areas/attractions and a range of facts, information and links to include in their build

Assessment Opportunities

- Critical thinking

Plenary

Ask the learners the questions below:

- What 5 areas/attractions have you chosen to focus on in your build?
- Why have you chosen to include them? Justify your choices based on research outcomes
- How do you know the information is valid/trustworthy?
- Why do you think tourism is important to Wales/Cymru?

Key Vocabulary:

- research
- tourism
- justify
- validity
- bias

Resources / Supporting files:

- Post-It Notes
- Need to create and add a research and decision-making matrix
- Access to the internet
- Location / app to collate internet links for sites and sources of information e.g. OneNote, Sway etc.