

## Geography Alive: Stage 1 Geography (Topic 2; Unit 2)

Lesson 5: Communicating geographical information in a travel brochure		
<p><b>Content focus:</b></p> <p>In this lesson students have the opportunity to build their knowledge of China and South America. In doing so, they commence the process of developing their own travel brochure – the means by which they will communicate the knowledge gained through the completion of a simple guided inquiry.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Resource: PowerPoint Slides</a></li> <li>• A selection of travel brochures showcasing China and South Africa</li> <li>• Video clips: <ul style="list-style-type: none"> <li>– China: <a href="https://www.youtube.com/watch?v=kYQD2TmS9yc">https://www.youtube.com/watch?v=kYQD2TmS9yc</a></li> <li>– Africa: <a href="https://www.gate1travel.com.au/africa/south-africa">https://www.gate1travel.com.au/africa/south-africa</a></li> </ul> </li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• In what ways places similar and different?</li> <li>• What is special about places?</li> <li>• How are people connected to places?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• describes features of places and the connections people have with places</li> <li>• communicates geographical information and uses geographical tools for inquiry</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Discuss with students what a travel brochure is and its uses – A pamphlet/booklet providing information on a particular location and provides tips and things to know/do when travelling to that particular place. <ul style="list-style-type: none"> <li>- Have you or a family member used a travel brochure before?</li> <li>- Why do people use brochures?</li> <li>- Why do countries and tour companies supply brochures?</li> <li>- What types of things do you look for in a brochure?</li> <li>- What would you like to know about a place you may visit?</li> <li>- Where would you find a travel brochure?</li> </ul> <p>Explain to students that travel brochures are used to encourage people to visit that location. They entice the reader and persuade them to look into travelling to that country.</p> </li> <li>• <b>Step 2:</b> Introduce the structure of a brochure and what we look for when reading one: <ul style="list-style-type: none"> <li>- Name of the country</li> <li>- How you would travel to the country</li> <li>- World map with the location the country</li> <li>- Landmarks to see/ Things to do</li> <li>- Food that is special in that country</li> <li>- Celebrations special to that country</li> <li>- Weather in that country</li> </ul> </li> <li>• <b>Step 3:</b> Allow students, working in groups of 3-4, to look at brochures provided on South Africa and China. During this time encourage them to look for keywords and what they like best about the brochures. They can use Post-it notes to mark sections in the brochures they like best.</li> <li>• <b>Step 4:</b> Students view the video clips on people visiting China and South Africa. Ask the students to note which place they would want to visit most and why? Ask students what did the person in the clip say or do that helped you make up your mind. <ul style="list-style-type: none"> <li>– China: <a href="https://www.youtube.com/watch?v=kYQD2TmS9yc">https://www.youtube.com/watch?v=kYQD2TmS9yc</a></li> <li>– Africa: <a href="https://www.gate1travel.com.au/africa/south-africa">https://www.gate1travel.com.au/africa/south-africa</a></li> </ul> </li> </ul>