

LESSON PLAN

Financial Literacy in Grade 11 Canadian and World Studies - Geography

Travel and Tourism: A Regional Geographic Perspective (CGG30)

Connections to Financial Literacy

Students consider the factors that affect personal travel, including cost of travel and available disposable income. Students plan a trip that they would enjoy that takes into consideration important constraints to travel.

Curriculum Expectations

Geographic Foundations: Space and Systems

- evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems

Building Knowledge and Understanding

- identify selected factors that influence traveler's destination choices (e.g. location, accessibility, cost, safety, amenities, personal preferences)

Understanding and Managing Change

- explain how changes and trends in Society have an impact on travel and tourism patterns

Learning through Application

- analyse how changes in lifestyles (e.g., in disposable income, amount of leisure time, attitudes) have affected travel and tourism patterns;

Learning Goals

By the end of this lesson, students will be able to:

- identify factors that influence the destination choices of travelers.
- determine how factors such as disposable income, time and lifestyle affect travel choices.

Sample Success Criteria

- I have considered a range of factors (e.g., affordability, time available, access, interests, health) when planning my trip.
- I have used my money and time creatively to plan a trip that I would enjoy.

Instructional Components and Context

Readiness

- Students have an awareness of factors that affect travel (e.g., budget, time, health).
- Students have computer skills to be able to search on the internet.

Terminology

- Barriers to travel
- Budget
- Disposable income

Materials and Resources

- Handout: **Travel scenario slips** separated into different containers
- Handout: **Travel Planning Sheet**
- Data projector
- **Trip Exemplar Slides**
- Computers with access to internet

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Minds On

Whole Class → Barriers to Travel

As a class, students brainstorm ideas related to: What are some of the barriers to travel? What are some of the factors that limit the amount and type of travel that people can do (Possible responses: health, cost of travel, disposable income, political/economic situation in some parts of the world).

Record ideas on a web.

As an extension to this discussion, students brainstorm additional ideas related to the type of expenses travelers have (e.g., for food, accommodations, gas money).

Connections

Guiding Questions

- What are some reasons that people choose to travel?
- If travelers are looking at saving money, what kinds of things could they consider to spend less? Are the barriers to travel different if the trip planned is local versus outside of the country?

A₁L Assessment as Learning Assess students' understanding of barriers to travel from the answers they offer during the brainstorm.

Action!

Pairs/Whole Class → Making a Travel Plan

Cut **Travel Scenario factors** into slips and place them into four different containers. Students create their own travel scenarios by randomly selecting one slip of paper from each of four different containers. Labels on the containers are:

1. Disposable Income [the amount of money available for the trip]
2. Time [the length of time available for the trip]
3. Travel Type [beach vacation, nature vacation, city vacation, vacation at home]
4. Wild Card [your travel companion has a broken leg so you need to consider accessibility, you have a fear of flying, etc.]

Working in pairs, students brainstorm travel possibilities that would meet the requirements for their scenario and create a plan and a budget for their travel that meet all of the requirements in their travel scenario

Give students a few minutes to read the **Travel Planning sheet**, then focus their attention on the success criteria for this assignment. With the class, co-construct any additional success criteria for this assignment. To clarify their understanding, have students locate on a map their selected travel destination.

As a model for presenting their travel plan, show the **Trip Exemplar slides**. Working with a partner, students assess the presentation according to the co-constructed success criteria. *Note that companies and costs are included as examples only and are not endorsements any specific companies.*

Using the Internet, students access specific information about flights, accommodations, etc. to obtain details for their trip.

Students work on their trip presentations with a subset of their classmates.

They are divided into groups based on type of travel, (e.g., all students who are planning beach vacations are grouped together, all students who are planning nature vacations are grouped together)

Students choose a format for their presentation, (e.g., slide show, presentation software, poster, role play). They present their travel plans to their sub-group. Audience members assess each presentation on the basis of the co-constructed success criteria.

Connections

Differentiated Instruction

- Student readiness – Reduce or increase the number of variables students need to consider in developing their travel scenario.
- Student interest – Have students develop variables to be included in the containers as options that could be selected for their trip scenario.

A₁L Assessment for Learning

Conference with student pairs as they brainstorm their travel possibilities.

A₁L Assessment as Learning

Students and teacher co-construct success criteria for a successfully planned trip.

Differentiated Instruction

- Differentiation of product – Students choose how they would like to present their product to their peers.

A₁L Assessment as Learning

Students assess their peers using the co-constructed success criteria for this assignment.

Consolidation

Students revise their Travel Planning sheets based on feedback from their peers. They submit their revised Travel Planning sheets to the teacher.

Connections

A₁L Assessment of Learning Assess students' learning using their Travel Planning sheets and the co-constructed success criteria.

Travel Scenario Slips

Disposable Income

You have \$1250 to spend on your trip.

You have \$750 to spend on your trip.

You have \$500 to spend on your trip.

You have \$2000 to spend on your trip.

You have \$1000 to spend on your trip.

Travel Scenario Slips

Time

You have 4 days to travel.

You have 1 week to travel.

You have 2 weeks to travel.

You have 2 days to travel.

You have 1 month to travel.

Travel Scenario Slips

Travel Type

You want to go on a beach holiday.

You want to go on a nature-loving holiday.

You want to go on a sports holiday.

**You want to stay in your hometown and explore the area
or take part in local activities.**

**You want to go on a holiday that involves culture
(art, museums, theatre).**

Travel Scenario Slips

Wild Card

You may need to do some work on your holiday and need access to the internet.

You have a fear of flying and will need to take some form of transportation other than airplanes.

Your travel companion has a broken leg and you need to make sure all travel is accessible.

You will be travelling with your 5-year-old nephew on this trip.

Your travel companion has a criminal record so is not allowed to leave the country.

Travel Planning

What factors do you need to consider for your trip? Fill in the chart below using the slips of paper with travel considerations that you picked from the containers.

How much money do you have to spend on this trip?	How much time do you have to travel?	What type of trip will you take?	What other factors do you need to consider (i.e., your wildcards)?

Describe a trip that you would enjoy that takes into consideration all of the above factors. Consider other factors that would impact your plans also, such as the location of your destination, time of year, possible weather, clothing or equipment needs.

Complete the financial planning chart on the back of this page.

Success criteria:

- My total travel costs are lower than the total amount that I have to spend.
- I have used the travel time that I have available.
- My trip creatively takes into consideration the wildcard factor that I have selected.
- I have used my money and time creatively to plan a trip that I would enjoy.

Other success criteria (co-constructed with the class):

-
-
-
-

Financial Planning for your Trip

	Description	Cost
Transportation	[name of airline, bus company, if you are driving, local transit options]	[include taxes]
Accommodations	[Where will you stay? List hotels, resorts, camp grounds, relatives' houses, etc. If you're driving long distances, you may need to book accommodation along the way.]	
Food	[Will you eat at restaurants? Can you shop at grocery stores and cook in your hotel room? Think about how many meals you need to eat for the entire trip.]	
Entertainment	[What sights will you want to see on your trip? What type of activities can you do on your trip that have no associated costs?]	
Souvenirs and other costs	[What other things might you need money for?]	
	Total Cost	

Trip Exemplar Slides

The Ultimate Sports Trip

1 friend for 3 Nights

\$1250 budget



Trip Planning Factors

- I have \$1250 to spend.
- I have up to 5 days available (including travel time).
- I'm travelling with a buddy and we really want to see a hockey game.
- I may have to do a little bit of work while I'm away and need to have a room with internet access.

Trip Exemplar Slides

Winnipeg Manitoba

- Winnipeg Jets
- The Jets have returned to Manitoba and the MTS Centre!



Transportation

- Option 1: Fly return from Thunder Bay for \$408 dollars on Air Canada.
- Option 2: Greyhound Bus for \$228
- I chose Air Canada because the bus trip would take too much time from my vacation



Trip Exemplar Slides

Accommodations

- Canad Inn, Polo Park
- Cost $\$134 \times 3 \text{ nights} = \402
(internet access included and taxes included)
- $\$402$ for 2 people = $\$201$ per person



Budget

- Transportation \$408
- Accommodation \$201
- Food (4 days @ \$40 each) \$160
- Entertainment (Jets Ticket) \$ 88
- Total \$857
- I have \$393 dollars to spend on souvenirs, extra snacks and cabs to and from the game and airport.