

Teachers' Tool Kit Middle School



Purpose: This activity plan was developed by Tourism Saskatchewan. The Tool Kit provides teachers with the resources required to inform students about the tourism industry in Saskatchewan. The activity plans are designed to be incorporated into school curricula.

Activity 1: Tourism Profile

Description

The students are instructed to create a tourism profile of one of the following:

- A tourism destination in Saskatchewan (e.g., Cypress Hills, Prince Albert National Park, etc.)
- A tourism experience in Saskatchewan (e.g., fishing in Lake Diefenbaker, canoeing on Churchill River, etc.)
- A tourism attraction in Saskatchewan (e.g., restaurant, golf course, museum, etc.)

The tourism profile can be a written essay, a presentation or a video. It must address the following:

- A description of the subject
- The subject's location
- What makes it better than another destination/experience/operator

Suggested Modification:

- The students present the idea to the class instead of submitting it to the teacher
- The teacher can assign each student a destination, experience or operator instead of allowing the students to pick
- Grade student on the project

Grading (optional)

Content	20
Visual Presentation	10
Grammar	10
Total	40

Teachers Resources Activity 1: Tourism Profile

Grading Rubric

Category	1	2	3
Content	Report clearly describes one of the following: <ul style="list-style-type: none"> • The subject • Subject's location • What makes it better than the other destination/experience/operator 	Report clearly describes two of the following: <ul style="list-style-type: none"> • The subject • Subject's location • What makes it better than the other destination/experience/operator 	Report clearly describes all of the following: <ul style="list-style-type: none"> • The subject • Subject's location • What makes it better than the other destination/experience/operator
Visual Presentation	The presentation is difficult to understand and follow. Contained little relevant information.	The presentation is somewhat clear and easy to understand and follow. Contained almost all relevant information.	The presentation is clear and easy to understand and follow. Contained all relevant information.
Grammar	There are 4-5 grammatical (spelling, punctuation, word usage) mistakes.	There are 2-3 grammatical (spelling, punctuation, word usage) mistakes.	There is one grammatical (spelling, punctuation, word usage) mistake.

Curriculum Connection

Outcome: CR8.3

Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organized text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/lexical/morphological (e.g., imagery), graphophonic (e.g., stress, pitch, and juncture of a word) and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning.

Outcome: CR7.3

Use pragmatic (e.g., author's purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes, and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts, and diagrams) to construct and confirm meaning when viewing, listening and reading.

Outcome: CR6.3

Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/ morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.

Activity 2: Tourist in my town

Description

Create a storyboard of how you would spend one day as a tourist in your own town. Students will present their storyboards to the class.

Each storyboard slide should contain the following:

- Time of day
- Activity
- Picture(s)
- Description
- Why the student chose this activity

Suggested Modification:

- The teacher can assign a group of students to work on this project together
- Grade student on the project

Grading (optional)

Content	10
Visual Presentation	10
Grammar	10
Total	30

Teachers Resources Activity 2: Tourist in my town

Grading Rubric

Category	1	2	3
Content	Each story board contains three of the following: <ul style="list-style-type: none"> • Time of day • Activity • Picture(s) • Description • Why you chose this activity 	Each story board contains four of the following: <ul style="list-style-type: none"> • Time of day • Activity • Picture(s) • Description • Why you chose this activity 	Each story board contains all of the following: <ul style="list-style-type: none"> • Time of day • Activity • Picture(s) • Description • Why you chose this activity
Visual Presentation	The story board is difficult to understand and follow. Contains little relevant information.	The story board is somewhat difficult to understand and follow. Contains mostly relevant information.	The story board is easy to understand and follow. Contains all relevant information.
Grammar	There are 4-5 grammatical (spelling, punctuation, word usage) mistakes.	There are 2-3 grammatical (spelling, punctuation, word usage) mistakes.	There is one grammatical (spelling, punctuation, word usage) mistake.

Curriculum Connection

Outcome: IN8.1

Investigate the meaning of culture and the origins of Canadian cultural diversity.

Outcome: CR8.5

Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes or prejudices.

Outcome: CR7.5

Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).

Outcome: CR6.5

Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

Activity 3: Map Quest

Description

Students are asked to choose a travel destination in Saskatchewan.

Use a Tourism Saskatchewan travel map to:

- Locate the travel destination on the map
- Map how they would get to the destination (record which highways and grid roads to take)
- Record the distance to the destination

Suggested Modification:

- The students present the idea to the class instead of submitting it to the teacher
- The teacher can assign each student a destination, experience or operator instead of allowing the students to pick
- Grade student on the project

Length: 5 Presentation Slides

Sample Travel Destinations

Saskatoon	Regina	Moose Jaw	Swift Current
Prince Albert National Park	Grassland National Park	Yorkton	Table Mountain
Sandy Beach Regional Park	Waskesiu Lake	Manitou Beach	North Battleford
Elbow	Cypress Hills Provincial Park	Douglas Provincial Park	La Ronge

Teachers Resources Activity 3: Map Quest

Curriculum Connection

Outcome: N8.2

Expand and demonstrate understanding of percents greater than or equal to 0% (including fractional and decimal percents) concretely, pictorially and symbolically. [CN, PS, R, V]

Outcome: N8.4

Demonstrate understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially and symbolically. [C, CN, ME, PS]

Outcome: N7.2

Expand and demonstrate understanding of the addition, subtraction, multiplication, and division of decimals to greater numbers of decimal places and the order of operations. [C, CN, ME, PS, R, T]

Outcome: N7.5

Develop and demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences). [C, CN, ME, PS, R, V]

Outcome: N6.3

Demonstrate understanding of the order of operations on whole numbers (excluding exponents) with and without technology. [CN, ME, PS, T]

Outcome: N6.5

Demonstrate understanding of percent (limited to whole numbers to 100) concretely, pictorially and symbolically. [C, CN, PS, R, V]

Activity 4: Tourism Marketing

Description

The students are instructed to create a tourism marketing video of a town/city.

- The video can be of a particular attraction located in a town/city
- The video can depict the different tourism activities that tourists can engage in
- The video can feature all of the different things to do, places to eat or things to see in the town or city

Suggested Modification:

- The students are divided into teams to complete the project

Report: Tourism marketing video (5-10 minutes)

Grading (optional)

Content	15
Visual Presentation	15
Quality	10
Total	40

Examples:

For examples of videos, visit Tourism Saskatchewan's YouTube page.

Teachers Resources Activity 1: Tourism Profile

Grading Rubric

Category	1	2	3
Content	Video clearly describes one of the following: <ul style="list-style-type: none"> • The city/town • Where it is located • Things to do 	The video clearly describes two of the following: <ul style="list-style-type: none"> • The city/town • Where it is located • Things to do 	The video clearly describes all of the following: <ul style="list-style-type: none"> • The city/town • Where it is located • Things to do
Visual Presentation	The video is difficult to understand and follow. Contained a small amount relevant information.	The video is somewhat clear and easy to understand and follow. Contained almost all relevant information.	The video is clear and easy to understand and follow. Contained all relevant information.
Quality	The video had low quality video and the sound had a lot of disturbance.	The video had medium quality the sound was clear, but not clear all the time.	The video had high quality and the sound was clear.

Curriculum Connection

Outcome: CR8.3

Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organized text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/lexical/morphological (e.g., imagery), graphophonic (e.g., stress, pitch, and juncture of a word), and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning.

UOutcome: CP8.10

Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability).

Outcome: CR7.3

Use pragmatic (e.g., author's purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes, and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts, and diagrams) to construct and confirm meaning when viewing, listening, and reading.

Outcome: CP7.10

Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).

Outcome: CR6.3

Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/ morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.

Outcome: CP6.10

Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).