UNIT 3 DESTINATIONS
**Topic:** Destination Attractions

**Title:** Guide to Attractions

**Time Needed:** Varies depending on attractions chosen, whether a field trip is needed, and whether students do work outside the classroom

**Materials:** Brochures, local and regional maps

**Steps in the Activity:**

1. Review tourist attractions in your region and select at least TWO attractions to research. Obtain detailed information on their products and services using a variety of sources:

   - Visit a local Tourist Information Centre
   - Undertake a guided tour
   - Use leaflets and information from the Internet

2. Produce a simple guide to these Travel & Tourism attractions:

<table>
<thead>
<tr>
<th>Name of Attraction</th>
<th>Brief description of its products &amp; services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Steps in the Activity:**

3. Produce a questionnaire that can be used at one or more of your selected attractions. Design the questionnaire so that you can find out why customers visit/use the attraction/facility. Make sure your questionnaire includes questions that let you see how different users think about the attraction.

4. Locate your attractions/facilities on a map of the area, and indicate the transport links to each of the attractions using a variety of sources:
   - Rail/bus timetables
   - Public transport map
   - Road access
   - Pathways and trails

5. On a map of your town or region, locate examples of facilities that provide for home-based leisure activities, such as:
   - Libraries
   - Video rental shops
   - Take-away restaurants
   - Bookshops
   - Computer game shops
**Topic:** Travel Planning  

**Title:** Use of Timetables  

**Time Needed:** 6 hours  

**Materials:** Train, bus, ferry, airline schedules; internet access  
(note one hour per student group is advisable)  

**Steps in the Activity:**  

1. Review with students the elements in a standard timetable:  
   - Departure codes  
   - Destination codes (primarily airport codes)  

2. Select cities shown in the timetables you have in class, group the class in small groups and ask them to practice using timetable to plan trips, from simple to multi-destination journeys  

3. Using the Internet, visit travel sites and plan trips from your home town to foreign destinations using Internet timetables. Ask students to print copies of the trips they have planned, including ticket prices.  

4. Ask a spokesman for each group to present their most interesting trip.  

5. Review how to find the best deals using sites found through search engines like Google.
Topic: Types of destinations and reasons for travel

Title: Travel Destinations

Time Needed: Two 45 minute class

Materials: Questionnaire for each student to fill in

Activity Steps:
1. Ask students to study the following questionnaire and complete the sections as it applies to them:

2. Group the students into two groups to compile their answers, then using the blackboard or white paper, construct bar charts to show:
   a. the variety of destinations visited by your class over the last twelve months
   b. the purposes of the visits
   c. most popular attractions
   d. most unpopular attractions

3. Add the information about attractions to the travel process charts or your inventory of travel destination information.
**HANDOUT**

Trips I have been on in the last year
1. With my school class to __________________________
   for how long__________________________
   purpose______________________________

2. With family to_____________________________ in my country
   for how long__________________________
   purpose______________________________

3. With family to_____________________________
   abroad for how long____________________
   purpose______________________________

4. Day trips to______________________________
   purpose______________________________

5. None __________________________________

6. What did you enjoy most about the destinations?
   (Select three reasons, numbering them in order of preference)
   Weather_____ , Activities_____ , Food_____ , Accommodation_____ ,
   Cost_____ , Scenery_____ , Age of Clientele_____ , Sun bathing_____ ,
   Quality of transport_____ , People met_____ , Entertainment_____ ,
   Historical/Cultural Interest_____ , Other_____ .

7. What did you dislike most about the trips?
   (Select three reasons, numbering them in order of preference).
**Topic:** Marketing

**Title:** Image design - project

**Time Needed:** 2 x 45 minutes classwork, 4 hours homework

**Materials:** computer + printer

**Preparation:** Students must have preliminary knowledge and understanding of marketing and design.

**Steps in the Activity:**

1. **Classwork:** Analysis of known restaurants. During the analysis the following should be evaluated:
   - Harmony between the name, design and the services.
   - Harmony between the furniture and the services offered.
   - Is this harmony necessary?
   - Where would you like to go in? (Appearance outside and inside, furniture, services, design of the menu and the wine list, colors.)

2. **Classwork:** Designing a restaurant: if you were to open a restaurant who would be the target audience, what services would you offer, what name would you give, what furniture and colors would you use?

3. **Homework:** Design a logo for this restaurant. It should express the services offered, should be easily reproduced, should call for attention.

4. **Classwork:** Presentation of student materials. Evaluation – how well the logos meet the above expectations.

5. **Homework:** Design a menu or a wine list. (We allow 2 weeks.)

6. **Classwork:** Presentation of student materials. Evaluation – how well the prepared materials meet the expectations.

7. **Classwork:** Summary of design elements: name, logo, menu, furniture. Evaluation criteria: how well do they fit together.
**Topic:** Marketing Attractions

**Title:** Information leaflet on our village/city

**Time Needed:** 2 x 45 minutes classwork, 4 hours homework

**Materials:** Information materials on the selected village or city, camera

**Preparation:** Students should collect printed materials intended to introduce the town or city to tourists.

**Steps in the Activity:**

1. **Classwork:** Analyze the existing materials on the settlement - if there are any.
   - During the analysis the following should be evaluated:
     - Design, outlook
     - Information content
     - Intent and realization
   - If nothing is available, then the project will focus on preparing introductory material. The students should discuss:
     - What should be the focus of the brochure?
     - What should be the content?
     - Where can we get the necessary information?
     - How can we get photos and images?

2. **Homework:** Collect information materials on other cities, villages and make groups of them: what did you like and why?

3. **Classwork:** Discuss the collected materials and identify reasons why students like or dislike particular materials. Brainstorm a list of characteristics: What makes a good leaflet of this kind? Why is it convincing?

4. **Homework:** Design a leaflet on your own city.
   - (Note: In Hungary, teachers allow a month for this.)

5. **Classwork:** Presentation of student materials.
   - Evaluation (design, information content, novelty).
**Topic:** Country image  

**Title:** Country image  

**Time Needed:** 60-90 minutes  

**Materials:** Cardboard, travel magazines, travel advertisements, glue, scissors, felt pens  

**Preparation:** Before asking students to depict their country’s image on a poster, discuss the concept of “image” – the way the country is perceived internally or externally. Include a consideration of stereotypes that exist about selected social groups, nations, countries.  

**Steps in the Activity:**  
1. Split the class into groups of 4-5 students. The task is to design a poster that well represents your own country and reflects its attractions.  
2. Ask each group to consider how they would like to show their country and then select and cut photos, images, texts from the materials provided.  
3. Arrange the images and design the poster  
4. Add text, or images using felt pens  
5. Post the result on the wall!  

**Follow up:** The students evaluate their own work. Make comments on other posters, and see what idea they would use in their own work next time.  

**Comments:** The students may choose different countries if they wish to.
**Topic:** Destination types

**Title:** Planning an International Trip

**Time Needed:** 5 periods of 45 to 60 minutes plus homework

**Materials:** Travel magazines, brochures, newspaper articles, world atlas, travel guides, Internet access

**Preparation:** Contact government tourism offices and travel agents far enough in advance that you can obtain printed materials students can use in their research. Copy the handout for students, including other web addresses you want to add to those in the handout.

**Activity Steps:**

1. Review the handout with the students and be sure they understand the three main steps they have to follow:
   - Select the destination(s) they want to research and select the client(s) they want to plan a trip for
   - Research the destination and the options available to their chosen client
   - Develop and write a detailed trip plan
HANDOUT

1. You will be acting as a travel agent and planning a trip to an international destination(s) for one of the following clientele. Choose a geographic international tourism destination that interests you, NOT of your culture/country of origin.

Choose ONE group of clients or one client:
- A family with three young children, aged under 7
- A family with two teenagers
- A retired couple in their late 60s.
- Two university students on a limited budget
- A young married couple with no children
- A single woman or a single man traveling alone
- A divorced father with his 10 year old daughter

In order to plan a trip for your chosen group, you will need to decide on the month(s) they will travel. Assume that the trip will be at least 14 days.

Your plan needs to take into account the following kinds of information about your clients and needs to address the following kinds of questions.

- Explain the characteristics of your tourists: their financial position, energy level, personal interests, special considerations (children, elderly).
- Why are they taking this holiday? Reasons for traveling, and a list of the activities or attractions that would interest them.
- At least three (3) potential accommodation sites, addresses, and costs per night.
- Means of transportation on arrival and while in the area.
- What do they expect to do on this holiday? i.e., activities.
- What is their travel budget—and be realistic!
2. Prepare a written plan for your clients and include the following information:

**The destination:** Prepare a summary paragraph and then include information about the Geography Climate Government Crime Currency Religion Travel What to do there When to go there Transportation at destination Accommodation types available Health advisories there What to buy What to eat Do’s and Don’ts of the destination’s culture and customs

**Your clients:** Write a detailed description of your clients and the information you have gathered to answer the questions of WHEN, WHAT, WHY, AND HOW, etc., of this holiday. Also tell why you think this destination suits your clients.

**Travel Requirements:** Include information about the following:
Passports, Visas: where do you get them, cost Any customs restrictions; Medical Requirements: Prior shots and precautions; Transportation: type of transportation required to get there and cost.

**Itinerary:** Prepare a detailed day-by-day itinerary showing arrival and departure times, hotel names, restaurants and activities.

**INCLUDE DAILY:**
Starting times, and estimated time of arrival (ETA's) Places of interest that you may stop on route or at your destination(s) Activities; and why they are appropriate for your clients Accommodation: indicate type of lodging and why it was chosen; choose and name an existing property Meals: where they will get them and types of eateries
** Costs: **
- meals (approximate only) and indicate type of restaurant
- accommodation
- transportation
- activities (estimate if unknown)

Show the total costs for transportation, accommodations, meals and activities and the total cost of the trip.

** What to pack: **

What kind of clothing and equipment (if any) to pack.

** Other information: **

Conclude your report with a short statement on how this holiday meets your client’s budget and expectations.

List your sources of information in an appendix.

You can make your report more interesting if you consider the following questions and try to answer them:

How does culture affect tourism-related developments in the destination chosen?

How does tourism-related development in this country affect the way people in the destination think and behave?

How do lifestyle changes in travelers affect travel and tourism?

How does traveling alter people’s lives? How could it cause conflict between people?

How can visiting international destinations benefit all groups and minimize cultural conflict that could result from travel and tourism?
Websites on International Travel to Use in Your Research:

- Destination guide: www.kasbah.com
- Fodors travel guide: www.Fodors.com
- Hospitality Net Information Source for the hospitality industry: www.hospitalitynet.org
- International Association of Amusement Parks and Attractions: www.iaapa.org
- International travel and health: www.who.int/ith
- International travel news: www.intltravelnews.com
- National Parks Worldwide: nationalparks.mypage.org
- Pacific Asia Travel Association: www.pata.org
- Student travel experts: www.counciltravel.com
- The Travel and Tourism Research Association: www.ttra.com
- Tourism Offices Worldwide Directory: www.towd.com
- Travel photography: www.travelphoto.net
- Travel Tips: www.tips4trips.com
- US Travel: www.tourstates.com
- World Commission on Protected Areas: wcpa.iucn.org/themes/wcpa/
- World Government sites: www.towd.com
- World Travel and Tourism Council: www.wttc.org
- World Tourism Organization: www.world-tourism.org
- World Web.com: www.worldweb.com
**Topic:** Destination Types  

**Title:** Design Brochures  

**Time Needed:** 1 45-minute class to organize the activity; depending on sites selected, student visit and subsequent design work can take 4-6 hours  

**Materials:** Paper, glue, drawing pens or paints, or access to a computer for desktop publishing  

**Preparation:** Evaluate several sites, future activities such as art fairs, seasonal festivals, art exhibits, or permanent attractions that students could choose to publicize in a brochure  

**Steps in the Activity:**  
1. Divide the class into small groups and ask them to choose a site or an event to advertise.  
2. Visit the site(s) so students can collect data, take photos, make sketches. Gather information about costs, available amenities (food, souvenirs, transportation access), special features.  
3. Each group should then develop a brochure that will advertise the selected site or event.  
4. Ask the groups to critique each other’s brochures and offer constructive comments.  
5. Finalize the brochures and provide a copy to the site manager or event manager.
**Topic:** Marketing and advertising destinations

**Title:** Advertisements

**Time Needed:** This assignment can be conducted in class or as homework.

**Preparation:** Duplicate the ads shown below, or if you do not want to use them, replace them with others and adjust the student questions to match the ads you have selected.

**Activity Steps:**

1. Copy the handout for the students or write the questions on the board.

2. Review terms to ensure students understand the assignment. “Slogans”, “target market” and “advertising campaign” are included in the “Glossary of Terms” in the Student Resources Guide.
HANDOUT

1. List destinations advertised in these advertisements.
2. Indicate their locations on a world map.
3. List the activities mentioned.
4. Draw a chart or diagram showing how you would divide up the various holidays listed in the advertisements into categories, for example, activity holidays, short breaks, special interest, family, cultural/historical etc.
5. Identify the main message in each advertisement. Suggest the target market. Evaluate the effectiveness of each.
6. Which holiday do you think would suit the following:
   • a sun worshipper whose only holidays are in the winter;
   • someone fond of all the comforts and of good food;
   • someone fond of walking who is looking for an unusual holiday;
   • a family of five, with children aged between seven and sixteen;
   • someone looking for a flight only.

Draft letters of inquiry to each of the companies or places you selected in question 6, and state your particular requirements.

7. What promises are suggested in each of the advertisements? What images are presented? What aspects of life are never depicted in these advertisements and in holiday brochures?
8. Slogans can be a very effective form of advertising. Find a selection of other tourism-related slogans that appeal to you. Think up a slogan for your local area which is catchy or memorable, and reflects the character of your area.
9. Suggest ideas for an advertising campaign (print & other media) which could be used to market your locality as a tourism destination.
10. Design a brochure cover for a new tourism attraction offering unusual sporting holidays for the young. Remember that most brochures are the size of letter paper (because of printing and paper costs) and that their design should be both eye-catching and distinctive.
PASSPORT TO THE WORLD

ADVERTISEMENTS

Continued on next page
HANDOUT

DESTINATION SCORECARD

The National Geographic Traveler magazine conducts a survey using experts in the field of travel and culture, and asks them to rate destinations. This is what the magazine said about its most recent survey, conducted in 2009:

This survey—our sixth "places rated" list—isn’t a popularity contest. It is an assessment of authenticity and stewardship, evaluating the qualities that make a destination unique and measuring its "integrity of place." Thus the remote islands of the Grenadines can rate notably higher than popular St. Maarten. Because evaluating an entire destination involves such unquantifiables as aesthetics and cultural integrity, we decided the best measure would be informed human judgment. We therefore assembled a panel of 437 well-traveled experts in a variety of fields—historic preservation, site management, geography, sustainable tourism, ecology, indigenous cultures, travel writing and photography, and archaeology.

We asked the panelists to evaluate only the places with which they were familiar, using our customary six criteria, weighted according to importance: environmental and ecological quality; social and cultural integrity; condition of historic buildings and archaeological sites; aesthetic appeal; quality of tourism management; and outlook for the future.

133 Places Rated: The List, by Score

**Best-Rated Places**
85 Fjords Region, Norway
81 Kootenay/Yoho National Parks, British Columbia
80 Gaspé Peninsula, Quebec
80 South Island, New Zealand
79 Ancient Kyoto, Japan
78 Vermont, U.S.
78 Slovenia
78 Kakadu National Park, Australia
78 Medieval Granada and the Alhambra, Spain
77 Bavarian Alps, Germany
77 Columbia Gorge Region, Oregon-Washington, U.S.
77 Yorkshire Dales, England, United Kingdom
77 Scottish Highlands, United Kingdom
77 Torres del Paine, Chile
76 Berkshires, Massachusetts, U.S.
76 Douro Valley, Portugal
76 Engadine Region, Switzerland
76 Wales, United Kingdom
75 Bruges Historic Center, Belgium
75 Corsica, France
75 Brittany, France
74 Fujisan (Mount Fuji), Japan

**Places Doing Well**
73 Cappadocia, Turkey
73 Pantanal, Brazil
72 Central Copenhagen, Denmark
72 Northern Coast, California
72 Coastal Area, Maine, U.S.
72 Tuscany, Italy
72 Salzburg Historic Center, Austria
71 Ring of Kerry, Ireland
71 Eleuthera, Bahamas
71 Uluru (Ayers Rock), Australia
71 Rapa Nui (Easter Island), Chile
71 Yellowstone/Grand Teton Region, Wyoming-Montana-Idaho, U.S.
71 Amsterdam Historic Center, Netherlands
71 Laurentian Highlands, Quebec, Canada
71 Upolu, Samoa
71 Serengeti Plain, Tanzania
71 Delphi, Greece
71 Santa Barbara to Monterey, California, U.S.
70 Taos and the Enchanted Circle Tour, New Mexico, U.S.
70 Kruger National Park, South Africa
69 Seychelles
69 Lake District, Italy
68 Williamsburg/Yorktown/Jamestown, Virginia, U.S.
68 Cornwall, England, United Kingdom
68 Copán, Honduras
67 Waterton-Glacier “Crown of the Continent” Region, Alberta-Montana-British Columbia
67 New Caledonia
66 Colorado Rockies, Colorado, U.S.
66 Bluegrass Country, Kentucky, U.S.
66 Grand Canyon/Tusayan, Arizona, U.S. 66 Qin Emperor Mausoleum, Xi’an, China 66 Dalmatia’s Coastal Isles, Croatia 66 Patagonian Andes Region, Argentina 66 British Virgin Islands 65 Arches/Canyonlands/Moab, Utah, U.S. 65 Yosemite Area, California, U.S.

64 Inside Passage, Alaska-British Columbia
64 Rajasthan, India
64 Hue, Vietnam
64 Vanuatu
Places in the Balance

63 Traverse City and Lakeshore, Michigan, U.S.
63 Sonora Desert Region, Arizona, U.S.
62 The Grenadines, Caribbean
62 Costa Rica
62 Shenandoah Valley, Virginia, U.S.
62 Maui, Hawaii, U.S.
62 Great Barrier Reef, Australia
62 Prague Old Town, Czech Republic
62 Annapurna Circuit, Nepal
61 Grenada
61 Island of Hawaii, U.S.
61 Hill Country, Texas, U.S.
61 Mount Rushmore/Badlands, South Dakota
60 Petra, Jordan
60 Stonehenge, England, United Kingdom
60 Kerala Backwaters, India
59 Bali, Indonesia
59 Port Antonio Area, Jamaica
59 Reef and Islands, Belize
59 Valparaiso, Chile
58 Borobudur, Indonesia
58 Cape Cod, Massachusetts, U.S.
58 Kilimanjaro, Tanzania
58 Lake Titicaca, Bolivia-Peru
57 Azure Coast, Turkey
57 Victoria Falls, Zimbabwe/Zambia
57 Athens Acropolis, Greece
57 Santorini, Greece
57 St. Lucia
55 Cuzco, Machu Picchu, Sacred Valley, Peru
55 Tikal/Flores, Guatemala
55 French Riviera (Côte d’Azur), France
54 Niagara Falls Area, Ontario-New York
54 Rio de Janeiro Beach Districts, Brazil
54 Chiang Mai, Thailand
53 Masai Mara, Kenya
53 Byron Bay, New South Wales, Australia
53 Sanibel/Captiva, Florida
Places with Troubles

52 Lalibela and Rock-Hewn Churches, Ethiopia
52 Northern Coast, Honduras
52 Agra Area (Taj Mahal, Agra Fort, Fatehpur Sikri), India
51 Long Island Shore (Hamptons to Montauk), New York, U.S.
51 North Coast, Crete, Greece
51 Venice and Lagoon, Italy
50 Tahiti, French Polynesia
50 Galápagos Islands, Ecuador
49 Great Smoky Mountains, North Carolina-Tennessee, U.S.
49 Lijiang and Three Parallel Rivers, Yunnan, China
48 Everglades and Big Cypress, Florida, U.S.
48 Lake Atitlán, Guatemala
48 Luxor (Thebes, Valley of the Kings), Egypt
48 Beijing Historic Districts, China
47 Andorra
47 Sinhalese Coastal Regions, Sri Lanka
46 Angkor/Siem Reap, Cambodia
45 Pyramids, Giza, Egypt
45 South Beach, Florida, U.S.
45 Potala Palace, Lhasa, Tibet, China
44 Ha Long Bay, Vietnam
44 Dead Sea, Israel-Jordan
44 "Riviera Maya," Caribbean Coast, Quintana Roo, Mexico
43 Algarve, Portugal
42 Costa Brava, Spain
42 Chesapeake Bay, Maryland-Virginia, U.S.

Worst-Rated Places

41 Northern Red Sea Coast, Egypt
41 North Coast, Dominican Republic
38 St. Maarten/St. Martin
37 Cabo San Lucas Region, Mexico
35 Grand Bahama, Bahamas
34 West Bank, Bethlehem, Israel/Palestine
31 Costa del Sol, Spain