

LESSON 2: TOURISM IN NORTHERN IRELAND

Activity 1:	Northern Ireland – human and physical features (20 minutes)
Activity 2:	Popular tourist spots (20 minutes)
Activity 3:	Iconic landmarks (10 minutes)
Activity 4:	Travel brochure (60 minutes)

INTRODUCTION

This lesson enables the children to appreciate the appeal of Northern Ireland as a tourist destination. Through World Around Us (Geography) activities children learn about the geographical features of Northern Ireland and the iconic landmarks. They also have the opportunity to create a brochure advertising Northern Ireland as a holiday destination.

This lesson can be used as a stand-alone resource. Alternatively, you may wish to use it as an extended piece of work, or you could adapt individual activities to link with other themes or topics and ability levels.

LEARNING INTENTIONS	RESOURCES	KEY WORDS
Children will learn: <ul style="list-style-type: none"> • about the regions of Northern Ireland and where they live; • the difference in physical and human geography; • about some of the famous landmarks and locate them on a map; • how to work with and interpret data; • what attracts tourists to Northern Ireland; • to create a piece of persuasive writing; and • to develop their ICT skills. 	<ul style="list-style-type: none"> • Resource 1: Map of Northern Ireland – human and physical features • Resource 2(A): Popular Tourist Spots – NISRA statistics • Resource 2(B): Popular Tourist Spots – Pupil activity sheet • Resource 3: Name That Place presentation <p>Other resources: an assortment of travel brochures, paper, art materials, ICT resources: Publisher software, if available, CCEA bar chart creator, pie chart creator, laptops, tablets, computers, 10 Top Places in Northern Ireland video.</p>	Tourist, landmark, iconic, statistic, brochure, audience, physical feature (geographical), human feature (geographical).

CURRICULUM LINKS

LANGUAGE AND LITERACY

Reading

- read, explore, understand and make use of a wide range of traditional and digital texts
- begin to be aware of how different media present information, ideas and events in different ways.

Writing

- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

Talking and Listening

- prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations.

MATHEMATICS AND NUMERACY

Handling Data

- collect, classify, record and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software
- explain work orally and/or through writing or drawing conclusions.

THE ARTS

Art and Design

- collect, examine and select resource material to use in the development of ideas.

THE WORLD AROUND US: GEOGRAPHY

Place

- how place influences the nature of life, features of and variations in places, including physical, human, climatic, vegetation and animal life.

CROSS-CURRICULAR SKILLS

Using ICT

- manage and present their stored work
- showcase their learning across the curriculum.

Communication

- listen to and take part in discussions, explanations, role-plays and presentations.

Using Mathematics

- identify and collect information
- read, interpret, organise and present information in mathematical formats.

THINKING SKILLS AND PERSONAL CAPABILITIES

Thinking, problem-solving and decision-making

- make connections between learning in different contexts.

Self-management

- organise and plan how to go about a task
- focusing, sustain attention and persist with tasks.

Managing Information

- use their own and others' ideas to locate sources of information
- select, classify, compare and evaluate information.

Being Creative

- experiment with ideas and questions
- make new connections between ideas or information.

ACTIVITY 1: NORTHERN IRELAND – HUMAN AND PHYSICAL FEATURES

USE RESOURCE 1: MAP OF NORTHERN IRELAND

- Display a map of Northern Ireland and introduce the six counties.
- Identify Lough Neagh on the map and discuss key facts about it (it is the largest lake in the British Isles and the biggest source of eels in Europe).
- Explore the counties further asking the children which is the largest or smallest? Are the class familiar with the counties?
- With the children discuss – Where do you live? Which counties are your neighbours? Have you visited the other counties? If so, are they nearby?
- Discuss and come up with a rhyme to remember the six counties.
- Discuss famous Northern Ireland landmarks. Use an atlas or online map to identify their location.
- Individually or in pairs children research some of the famous landmarks in Northern Ireland and complete **Resource 1** to show their location – draw an arrow on the map to show their location.
- With the class discuss and define human and physical features, for example:
 - **Human features** might include houses, roads and bridges and other structures that people have built.
 - **Physical features** might include seas, mountains and rivers which are natural features that would be here even if there were no people around.
 - Which of the famous landmarks identified in **Resource 1** are human features? (*Carrickfergus Castle, Belfast City Hall, Scrabo Tower, Ravenhill Stadium*)
 - Which of the famous landmarks identified in **Resource 1** are physical features? (*Mourne mountains, Cavehill, Devenish Island, Slieve Donard, Giant's Causeway*)

ACTIVITY 2: POPULAR TOURIST SPOTS

USE RESOURCE: 2(A): POPULAR TOURIST SPOTS – NISRA STATISTICS AND RESOURCE: 2(B): POPULAR TOURIST SPOTS – PUPIL ACTIVITY SHEET.

- Watch the [10 Amazing Places in Northern Ireland](#) video, which shows some of the wonderful places in Northern Ireland.
- Explain the work of the Northern Ireland Statistics and Research Agency (NISRA) and the importance of gathering information or data. Why is it important to gather data? How can data be used?
- Each year NISRA pulls together data on tourism in Northern Ireland. Display or distribute **Resource 2(A)** to show the statistics for 2018. Discuss results, including the most popular and least visited attractions.
- Encourage the children to complete **Resource 2(B)**.

To extend this activity, ask the children to create their own pie charts or bar charts using some of the tourism statistics.

ACTIVITY 3: ICONIC LANDMARKS

USE RESOURCE 3: NAME THAT PLACE PRESENTATION

- Show the Name That Place presentation.
- Display the description of each landmark and allow time for the children to use the clues to guess which landmark is being described. Did they guess correctly?
- Display the picture of the landmark.

To extend this activity, ask the children to work in pairs. Encourage one of each pair to think of a local landmark and give their partner some clues until they guess what it is.

ACTIVITY 4: TRAVEL BROCHURE (PERSUASIVE WRITING)

USE AN ASSORTMENT OF TRAVEL BROCHURES, PAPER, ART MATERIALS AND PUBLISHER SOFTWARE, IF AVAILABLE.

- Ask the children to share their travel stories from Northern Ireland. Where did they go? How did they decide to go to these places? What were their favourite moments in their travels? What was the best place to eat? The best place to stay? The activity that was the most fun? Why did they want to go to that place?
- Distribute the travel brochures. Discuss what makes a successful travel brochure or look online, for example:
 - [TUI](#)
 - [Discover Northern Ireland](#)
 - [First Choice](#)
- Consider the features included in the brochures. Are there maps, photos, diagrams or other illustrations? What kind of language and vocabulary is used? How is text presented? Are there paragraphs or bulleted lists?
- Encourage the children to create an item or entry for a travel brochure for Northern Ireland. Explain that all the creations will be collated to form a class travel brochure for Northern Ireland. Encourage them to focus on a particular landmark that interests them. Discuss and share ideas to ensure that there is a variety of landmarks. Discuss what information they need to make a useful travel brochure. Ask them to think about these questions:
 - Who is your **audience** for this brochure? What is its **purpose**?
 - What features of a brochure (such as maps, diagrams, photos or bulleted lists) would be useful for your audience?
- Ask the children to plan and decide what they want to include. They could use online images or images from travel brochures or websites as part of their own creation.
- Ask them to design and create their entry using Word, Publisher or other software. Or use old brochures, paper, art materials to design by hand.
- Encourage them to share or present their completed work to the class.
- Collate all entries and display class brochure advertising Northern Ireland.

Some children may have time to create a second entry.

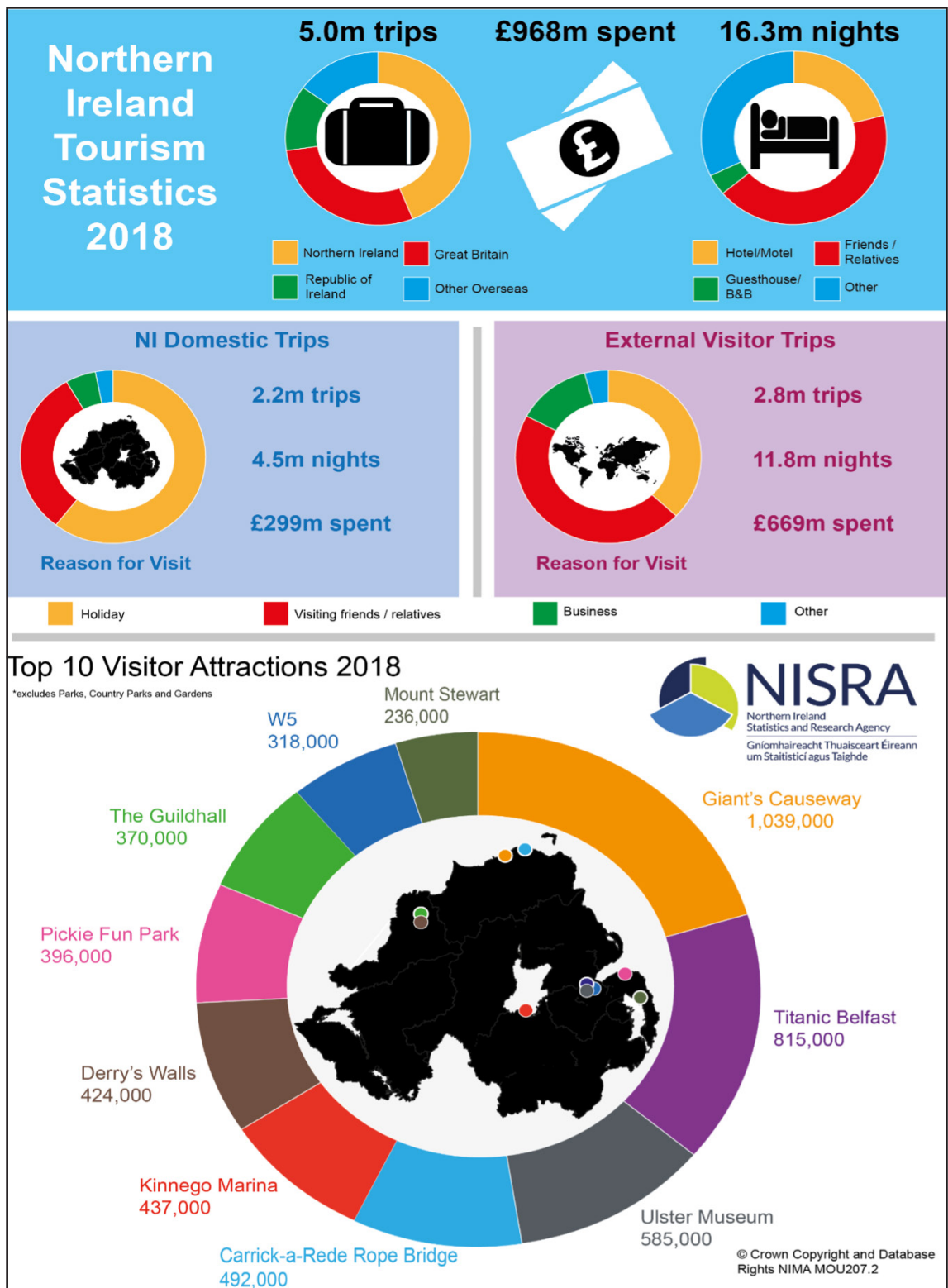
RESOURCE 1: MAP OF NORTHERN IRELAND – HUMAN AND PHYSICAL FEATURES

Research the location of these famous landmarks in Northern Ireland. Draw an arrow on your map to show their location.

1. Mourne mountains
2. Carrickfergus Castle
3. Belfast City Hall
4. Cavehill
5. Devenish Island
6. Slieve Donard
7. Scrabo Tower
8. Ravenhill Stadium
9. Giant's Causeway



RESOURCE 2(A): POPULAR TOURIST SPOTS – NISRA STATISTICS



Northern Ireland Tourism Statistics 2018 <https://www.nisra.gov.uk/news/northern-ireland-annual-tourism-statistics-2018>
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RESOURCE 2(B): POPULAR TOURIST SPOTS – PUPIL ACTIVITY SHEET

1. Which was the most popular attraction in 2018?

Blank space for answer to question 1.

2. How many tourists visited The Guildhall in 2018?

Blank space for answer to question 2.

3. How many more people visited Kinnego Marina than Derry's Walls?

Blank space for answer to question 3.

4. Studying the map, which two attractions could you visit on a one-day trip?

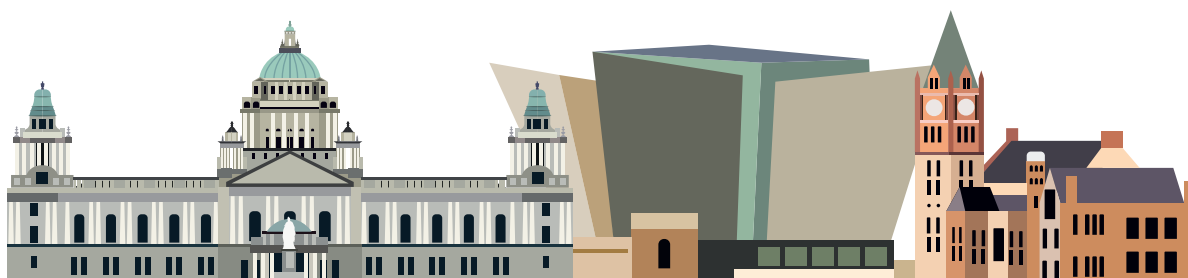
Blank space for answer to question 4.

5. What do you think attracts the majority of visitors to the Giant's Causeway?

Blank space for answer to question 5.

EXTENSION ACTIVITY

Ask the children to display some of the statistics in an alternative way, perhaps as a bar graph or pie chart.



RESOURCE 3: NAME THAT PLACE PRESENTATION

SCREENSHOT OF PP AND LINK TO SITE