

# Paradise Lost

## Lesson 1: The land of smiles

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - <i>Understanding the physical and human characteristics of real places. Developing 'geographical imaginations'</i></p> <p><b>Space</b> - <i>knowing where places are located</i></p> <p><b>Cultural understanding and diversity</b> - <i>Appreciate how values and attitudes differ and may influence social, environmental, economic and political issues and may differ to our own. Consider how people and places are represented in different ways</i></p>	<p>range of investigations, focusing on places, themes or issues the location of places and environments</p>	<p>Who goes to Thailand?</p> <p>Why do people go to Thailand?</p> <p>Thailand is a popular and growing tourist destination because of the diversity of its physical and human characteristics.</p>	<p><b>STARTER:</b></p> <p>Watch slide show of Thailand image looks at image of Thai Airways plane and consider: Why do so many people want to go to Thailand '?</p> <p><b>MAIN ACTIVITIES:</b></p> <p>Look at images of the characters sitting the Thai Airways plane as if characters from popular TV series LOST.</p> <p>Use Tourist destinations in Thailand interactive. Who are these people are and why they are going to Thailand? Choose a destination for them and justify.</p> <p><b>PLENARY:</b></p> <p>Look at and interpret Thailand tourist arrival statistics</p>	<p><b>Interactive:</b></p> <p>Tourist destinations in Thailand</p> <p><b>Downloads:</b></p> <p>Thailand scenes slide show</p> <p>Thailand - the land of smiles</p> <p>Thailand tourist statistics</p> <p><b>Assessment opportunities</b></p> <p>Explanation of the choices of destinations for the passengers on the plane.</p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Notes</b>
<p><b>Geographical enquiry</b> - <i>Ask geographical questions, thinking critically, constructively and creatively. Collect and record information</i></p> <p><b>Geographical Communication</b> - <i>communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</i></p>	<p><i>The study of place and space provides a strong context for learning about change in the contemporary world – both directly in the local environment and more broadly using multimedia data, images and text.</i></p>			<p>If students are familiar with the popular TV series LOST it might be useful to use it as a hook. We are introduced to the different passengers on flight TG 917 in the first lesson follow their lives in Thailand, each lesson typically featuring a primary character as well as a secondary 'storyline' from another point in a character's life – relating to the reason they are visiting Thailand.</p>

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## Lesson 2: When to go

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Interdependence -</b> <i>Understanding the significance of interdependence in change, at all scales.</i></p> <p><b>Physical and human processes -</b> <i>Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.</i></p> <p><b>Environmental interaction and sustainable Development -</b> <i>Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.</i></p>	<p><i>Physical geography: This should include the study of weather and climate, and why they vary from place to place, as well as other physical processes and landscapes.</i></p> <p><i>Interactions between people and their environments: This should include the investigation of climate change. Making links between people and their environments at different scales helps pupils understand interdependence</i></p>	<p>When is the best time to go to Thailand?</p> <p>Will climate change cause more flooding in Thailand?</p> <p>Thailand has a tropical monsoon climate. The climate is influenced by altitude in the north and proximity of the sea in the southern peninsula.</p> <p>Thailand's densely populated areas (including Bangkok) are in a low elevation coastal zone. With rising seas and increased intensity of rainfall and storm surges from cyclones more flooding is likely in the future</p>	<p><b>STARTER:</b> Use the Thailand climate graphs to decide whether the characters/passengers are going to the correct destination in terms the climate they expect and advise them to go to another part of Thailand, or at another time of year.</p> <p><b>MAIN ACTIVITIES:</b> Look at images of flooding in Bangkok and use the Climate Change: Populations at risk from cyclones and rising seas fact sheet to answer the question</p> <p><b>PLENARY:</b> Use knowledge gained from this lesson to answer the question:  Is flooding going be greater problem in the future for Thailand and Bangkok?</p>	<p><b>Downloads:</b></p> <p>Thailand climate graphs</p> <p>Thailand Climate data</p> <p>Climate Change: Populations at risk from cyclones and rising seas in Thailand (Word)</p> <p>Climate Change: Populations at risk from cyclones and rising seas around the World (Word)</p> <p>Climate Crisis?</p> <p><b>Assessment opportunities</b></p> <p>Answers to main activity and Thailand climate graphs activity</p> <p><b>Notes</b></p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			
<p><b>Geographical enquiry</b></p> <p><b>Graphicacy and visual literacy</b></p>	<p><i>use a range of approaches to enquiries and use varied resources, including maps, visual media and geographical information systems</i></p>			

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## Lesson 3: Downtown Bangkok

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - the <i>physical and human characteristics of real places.</i></p> <p><b>Environmental interaction and sustainable Development</b> - <i>Understand that the physical and human dimensions of the environment are interrelated and together influence environmental change.</i></p> <p><b>Cultural understanding and Diversity</b> - <i>Consider how people and places are represented in different ways</i></p>	<p><i>human geography, built and managed environments and human processes</i></p> <p><i>this should include themes such as urban change, migration and sustainable development.</i></p>	<p>What's Downtown Bangkok like?</p> <p>How do you get around and what transport problems are there?</p> <p>Bangkok is a diverse place from traditional to ultra modern.</p> <p>Bangkok suffers from traffic congestion and pollution but this is being addressed with sustainable solutions.</p>	<p><b>STARTER:</b></p> <p>Look at scenes from the city and imagine that you took the photos. Imagine what Bangkok is like and compare with students area</p> <p><b>MAIN ACTIVITIES:</b></p> <p>Plan a day out in Bangkok for the 'Evans family'. Carry out internet research and mark the main sights on a map. Work out how many types of transport they will use. Make a short video of the attractions of the city for a TV holiday programme.</p> <p><b>PLENARY:</b></p> <p>Read about solutions to the problem of pollution in Bangkok</p>	<p><b>Downloads:</b></p> <p>Scenes of the City (PPT)</p> <p>Bangkok map</p> <p>A breath of fresh air? - getting around Bangkok</p>
				<b>Assessment opportunities</b>
				Tour maps and video clips
<b>Key processes</b>	<b>Curriculum opportunities</b>			
<p><b>Geographical enquiry</b></p> <p><b>Graphicacy and visual literacy</b></p> <p><b>Geographical communication.</b></p>	<p>build on and expand their personal experiences of geography</p> <p>explore real and relevant contemporary contexts</p> <p>use a range of approaches to enquiries</p>			<b>Notes</b>

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## Lesson 4: Working for tourism

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Interdependence</b> - Exploring the social, economic, environmental and political connections between places.</p> <p><b>Physical &amp; human processes</b> - Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes.</p> <p><b>Cultural Understanding and Diversity</b> - people's values and attitudes differ and may influence social, environmental, economic and political issues.</p>	<p><i>human geography, this should include themes such as urban change, migration and sustainable development</i></p> <p><i>different parts of the world in their wider settings and contexts,</i></p> <p><i>a range of investigations, focusing on places, themes or issues</i></p>	<p>Who works in Thailand's tourist industry and what do they do?</p> <p>Hundreds of thousands of Thais and migrant workers are employed in the Thai tourist industry which contributes tourism contributes over 5% of the Thai economy's GDP.</p> <p>Health professionals work in the niche and growing 'medical tourism' segment of the industry</p>	<p><b>STARTER:</b></p> <p>Follow 'Vladimir and Alena' down to Phuket. Consider the services overseas tourists like them will expect and implications on local labour market</p> <p><b>MAIN ACTIVITIES:</b></p> <p>Do a mystery activity: In pairs or in groups, work out why 'Ao' works in Phuket and sort the information to find out why mobile phone top-up cards are so important to him?</p> <p><b>PLENARY:</b> Read an article on 'medical tourism' to why passenger 'Caroline' has chosen Bangkok for her nose job and produce and advert for one of Bangkok's hospitals</p>	<p><b>Downloads:</b></p> <p>Ao mystery cards</p> <p>Ao mystery solution</p> <p>After the tsunami - winners and losers</p> <p>Body Beautiful - the rise of 'Medical Tourism'</p>
				<b>Assessment opportunities</b>
				Outcomes of 'Ao' mystery
<b>Key processes</b>	<b>Curriculum opportunities</b>			
<p><b>Geographical enquiry</b></p> <p><b>Geographical communication</b></p>	<p><i>use a range of approaches to enquiries</i></p>			<b>Notes</b>

## Lesson 5: Islands and beaches

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Place</b> - recognise that there are many different perceptions, interpretations of places</p> <p><b>Physical and human processes</b> - events and activities in the physical and human worlds lead to change in places,</p> <p><b>Interdependence</b> - Understanding the significance of interdependence in change</p> <p><b>Environmental Interaction and sustainable development</b> - Exploring sustainable development and its impact on environmental interaction</p> <p><b>Cultural understanding and diversity</b> - people's values and attitudes differ and may influence Social and environmental, issues</p>	<p><i>a range of investigations, focusing on places, themes or issues</i></p> <p><i>interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</i></p> <p><i>investigate different perspectives and values relating to these interactions, including sustainable development. They should also consider future implications of these interactions.</i></p>	<p>Why is Thailand attractive to film-makers?</p> <p>exotic jungle and beach settings, relatively low production costs, and a mature film industry that provides experienced crew members, have made Thailand an attractive location for films. There have been negative and positive effects</p> <p>How has Ko Phi Phi changed over time?</p> <p>The island 'resort' has grown out of obscurity owing the publicity of 'The Beach' film but was then devastated by the tsunami in 2004. It has been redeveloped.</p>	<p><b>STARTER:</b> Follow gap year student 'Joanne' down to Ko Phi Phi.</p> <p>Look at two images of the landscape</p> <p>What kind of movies would you make here?</p> <p>How might movie-making change life on the islands? For better or worse?</p> <p><b>MAIN ACTIVITIES:</b></p> <p>Hook up with honeymooners 'Danny and Melissa' on Phi Phi Don. Put the images of changing view in order to see the change over time</p> <p><b>PLENARY:</b></p> <p>Consider the resources that 'Joanne' and Danny and Melissa' might use. How do they compare. Read information about the future of Ko Phi Phi</p>	<p><b>Downloads:</b></p> <p>Ko Phi Phi maps (pdf)</p> <p>Ko Phi Phi images (ppt)</p> <p>Ko Phi Phi images (doc)</p> <p>Ko Phi Phi: What future?</p>
	<p><b>Key processes</b></p> <p><b>Geographical enquiry</b></p> <p><b>Graphicacy and visual literacy</b></p> <p><b>Geographical communication</b></p>	<p><b>Curriculum opportunities</b></p> <p><i>make links between geography and other subjects, including citizenship and areas of the curriculum including sustainability and global dimension.</i></p>	<p>What is the future for Ko Phi Phi?</p> <p>The government's vision of a <b>sustainable</b> future for Ko Phi Phi focuses on fewer, high spending tourists in all-inclusive resorts backed by big business from outside.</p>	<p><b>Assessment opportunities</b></p> <p>Annotation the photo sequence to explain the changes on the island</p>

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## Lesson 6: Culture

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><b>Interdependence</b> - understand how human action in one place has consequences somewhere else.</p> <p><b>Environmental Interaction and sustainable development</b> - Exploring sustainable development and its impact on environmental interaction</p> <p><b>Cultural understanding and diversity</b> - people's values and attitudes differ and may influence social, environmental, economic and political issues. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. Consider how people and places are represented in different ways</p>	<p><i>a range of investigations, focusing on places</i></p> <p><i>a variety of scales, from personal, local, regional, national</i></p>	<p>What are some of the social costs of tourism?</p> <p>There can be are negative social impacts on local cultures brought by tourists but there are more opportunities now to be ethical, sustainable or responsible when travelling which means that tourists that can actually benefit even very poor communities directly.</p>	<p><b>STARTER:</b></p> <p>Read about Thai cultural and social etiquette and compare with images of tourists in Bangkok and read what a resident thinks</p> <p><b>MAIN ACTIVITIES:</b></p> <p>Follow 'George' to Mae Hong Son. Read newspaper article about the Kayan and decide whether he should visit their village</p> <p><b>PLENARY:</b></p> <p>Look at image of a tourist taking photo of hill tribe child in Thailand. Imagine Thai tourists have come to visit your neighbourhood to take photos of people living there. What would they photograph? How would you feel about it? What rules should people stick to when they are taking photographs?</p>	<p><b>Links:</b></p> <p>Thailand etiquette dossier</p> <p>A slideshow of people in Khao San Road</p> <p>Blog entry from a resident of Bangkok</p> <p>Newspaper article about the Kayan</p> <p>What should George do - statements</p>
<b>Key processes</b>	<b>Curriculum opportunities</b>			<b>Assessment opportunities</b>
<p><b>Geographical enquiry</b></p> <p><b>Graphicacy and visual literacy</b></p> <p><b>Geographical communication</b></p>	<p><i>participate in informed responsible action in relation to geographical issues that affect them and those around them</i></p> <p><i>make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.</i></p>			<p><b>Notes</b></p> <p>Should 'George' visit the Kayan tribe decision making</p>

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