



## Lesson Plans

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**Lesson Plan:** Using a Graphic Organizer to Develop an Oral Presentation – Lesson 1 of 3

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**Sector:** Tourism

**Occupation:** Local Tour Guide

(NOC 6441)

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**Theme:** Tourist Sites

**Occupational Task:** Give effective Site  
Tours

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**Essential skills (ES) developed during the learning activities:**

### Speaking

- Obtain information by questioning multiple sources. (ES 2)
- Moderate range of general and context-specific or technical vocabulary and idiom. (ES 2)
- Language is both factual or concrete and abstract. (ES 2)
- Coordinate work with several other individuals. (ES 2)
- Present and discuss simple options and advises on choices. (ES 2)

### Listening

- Interact frequently with several people or one-on-one on more detailed and complex matters. (ES 2)
- Information content is moderately complex and detailed, deals mostly with facts but may also deal with emotions and opinions. (ES 2)

### Reading Text

- Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. (ES 2)
- Make low level inferences. (ES 2)

### Continuous Learning

- Must continue to acquire new or updated information for commentary.
- May need to talk to experts or co-workers or participate in site meetings to obtain this information.



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## Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

### Speaking

- Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. (CLB 7)

### Listening

- Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. (CLB 7)

### Reading

- Demonstrate comprehension of a one-or two-page moderately complex extended description, report or narration on a familiar topic. (CLB 7)
- Identify main ideas and key details. (CLB 7)

## Language and culture focus for the learning activities:

### Vocabulary

- Site specific vocabulary, for example, historical dates or events, size, shape, location language such as “to your left, on your right, in the far corner”.

### Suggested teacher resources and classroom materials needed:

- Recommend planning this lesson around the *Doors Open* weekend, if possible, so that students can visit these places for free, gather their own materials, and interact with the tour guides on site. This event may not be available in all parts of Canada.
- Students can access information from local tourist bureaus or from the internet by Googling local town or city for tourist information.
- Teacher-provided pamphlets, booklets, materials gathered from local tourist sites, hotels, or a local tourist bureau.
- Beyond Monet: The Artful Science of Instructional Integration by Barrie Bennett and Carol Rohleiser; publisher Barrie Bennett; ISBN 0969538839; rubric page 219 – information about mind mapping.
- Effective Presentations by Jeremy Comfort; Oxford University Press; ISBN 0194570657; mind mapping page 18.
- [www.presentationbiz.co.uk/articles/writing/mindmaps.htm](http://www.presentationbiz.co.uk/articles/writing/mindmaps.htm)

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**Estimated time for the learning activities: 2.5 hours**

### Learner Profile:

- Well educated individuals who probably had careers in the tourism industry in their first countries, hoping to find a niche in tourism here.
  - Will likely be learners who are enthusiastic risk takers and who are not intimidated about having to speak to English first-language speakers.
  - Will tend to have difficulty with précising information into relevant chunks; will want
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to include all the information – significant or otherwise.

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### Learning Objectives:

- Learner will demonstrate an understanding of material related to a tourist site such as brochures, flyers through a mind map.
  - Learner will pick out most salient information about the site from materials collected on a visit.
  - Learner will develop a mind map by gathering information from a number of sources about a particular tourist site.
  - Learner will be able to work in a group to reach a consensus.
  - Learner will be able to express approval/disapproval.
  - Learner will be able to express an opinion, feelings and reservations.
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### Learning activities:

1. On the blackboard, the instructor will provide a visual that best represents a local tourist site previously visited or discussed in class. Learners will examine the brochures and materials about that site. Learners brainstorm the main themes that capture the essence of the site. The instructor will then graphically radiate out the main themes like branches from that central image on the board. This is the mind map. From this, learners will determine the most important ideas/information about this particular site. (60 minutes)

2. In small groups of four, learners will choose a local tourist site and develop a mind map from materials that they have collected from their visits. Instructor will provide material of a site for those students who were not able to go themselves. Instructor should encourage the groups to choose different locations so that the material is not repetitive. For example, one group could work on a museum, another group on a historical fort, another group on an art gallery etc. Learners will focus on pulling out the most salient information and generate a mind map of their site. (60 minutes)

3. Learners present their mind maps on chart paper to be posted on the walls of the classroom for other students to peruse and learn from. This is called a gallery walk. Informal discussion about the information follows. (30 minutes)

FYI for instructors – a mind map (also referred to as an information tree) is a connected list of ideas/information that relates to the presentation topic. The learners should write down the name of the site in the middle of their paper and then just jot information about the site down at random as it comes into their minds. Then the learner joins up the items producing a map of connected ideas.

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### Additional and/or extension learning activities:

Learners prepare a simulated visit or real visit to their chosen site and use their mind map as a basis or framework to take others through the site. The other students provide feedback as to how successful the trip was for them. That is, did they learn important information? Was there too much? Was it interesting? Why or why not?

### Evaluation:

**Informal:** Instructor reviews the material presented on the mind maps and gives feedback to each group

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Canadian Language  
Benchmarks/  
Essential Skills

Niveaux de compétence  
linguistique canadiens/  
Compétences essentielles

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