

# Activities for the collection of evidence for literacy and numeracy unit standards

## Visiting Your Place

### Planned learning experiences

The activities below are designed to provide opportunities for the collection of evidence for both the Literacy and Numeracy unit standards. The teacher/tutor can adapt the activities within this module to suit the needs and interests of the learners.

The activities in this module could provide evidence for Numeracy (number, measurement and statistics) and/or Literacy (writing, reading and speaking).

### Information for teachers/tutors

This module of work would need to be part of the learning activities for an existing programme in order to be considered naturally occurring evidence. The evidence for the standards needs to be generated over time and must be drawn from a variety of different activities.

Please ensure you are familiar with the requirements of the Literacy unit standards, as well as evidence collection requirements, should you wish to use evidence generated through this learning experience towards the standards. The standards and associated clarifications can be found on the NZQA website.

Helpful link: <http://www.nzqa.govt.nz/literacy-numeracy>

### Learning activities (see *Information for learners* for additional detail)

Learners will plan a day's sightseeing in their region for a group of family or friends visiting from out of the area. The age and number of visitors, as well as the time of year they plan to visit, can be decided by the learners.

1. Learners participate in a discussion about tourism and sightseeing in the local area. (US 26625)
2. Learners write a description to share with their visitors of one of their favourite places in the local area, in order to inspire them to want to visit (US 26622).
  - Where is it?
  - What can you do there?
  - Why is it one of your favourite places?

3. Learners research the visitor numbers to various tourist attractions in the area, including visitor numbers by day of the week and by time of year.

Scenario: The visitors want to visit attractions when there are less likely to be lots of other people there.

*(This is the purpose for which the learners will interpret the statistical information. Tailor this purpose according to what visitor statistics are available.)*

Learners interpret this statistical information in order to advise their visitors regarding which attractions to visit, and when (US 26626). This may inform their decision about the time of year when the group will visit.

4. Learners read texts about the local area and tourist sites to help them plan the sightseeing day (refer No.5), and to identify some interesting/important details to put in a written information sheet for the visitors - refer No.7 - (US 26624).

5. Learners plan the sightseeing day.

Learners work out a route for the sightseeing trip round trip, and identify the places/attractions to visit.

Learners investigate transport options for the day, and make recommendations regarding this.

Learners work out the distances and directions for travel, as well as estimated travel time between attractions, and develop a set of directions for the navigator or driver for the day (US 26627).

Learners write up an itinerary/schedule for the day for the visitors.

6. Learners work out a budget for their visitors for the day (US 26623), including:
  - any costs associated with entry to each tourist attraction
  - food and refreshments
  - travel costs
  - other incidentals

7. Learners write up an information sheet for the visitors for the sightseeing day that includes some background information about the area and the places being visited – from No.4 and 5 - (US 26622).

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## Information for learners

You are going to plan one day of sightseeing in your area for a group of family or friends visiting from out of the area. You can decide on the number of visitors, their ages and the time of year they are planning to visit.

You will do some research, and develop the following for your visitors:

- a written description your favourite place in the area, to inspire your visitors to want to visit it
  - advice about when to visit
  - an itinerary for a day of sightseeing, including transport arrangements
  - written directions for the navigator or driver for the sightseeing day
  - a budget for the day for your visitors
  - a written information sheet providing interesting information about the area and the places included in the sightseeing day.
1. Participate in a one-to-one or group discussion about tourism and sightseeing in your area:
    - What are your favourite places?
    - What are the best places for tourists to visit and why?
    - How might this depend on factors such as the age and interests of visitors, and the time of year they are visiting?
    - What information would be useful in planning an itinerary for a group?
    - Where could this information be found?
  2. Write a description of one of your favourite places in the area to share with your visitors to inspire them to want to visit it.
    - Where is it?
    - What can you do there?
    - Why is it one of your favourite places?
    - Include anything else about the place that will inspire your visitors
  3. Your visitors want to visit attractions when there is less likely to be lots of other people there.

Research visitor numbers to the various tourist attractions in your area, including visitor numbers by day of the week and by time of year.

Using the statistics from your research, what would you advise your visitors regarding what time of year to visit, which attractions to visit, and when to visit them?

4. Read about the area (history, facts) and tourist sites to help you plan what to include in the day of sightseeing, and find interesting information about the area and attractions to include in the written information sheet for your visitors.
  - What kind of texts are they? What is the purpose of each text?
  - Are there some interesting facts to put in a written information sheet for the visitors?
  - Evaluate the texts – did each text contain the kind of information you were looking for? Why/why not?
5. Plan the sightseeing day.

Work out a route for the sightseeing trip, including the places and attractions to visit.

Investigate transport options for your visitors for the day. This could include:

- renting a vehicle (including petrol)
- borrowing a vehicle, and reimbursing the owner at the rate of \$0.77/km
- using public transport
- other.

Suggest the best option for your visitors, and explain your recommendation.

**For the navigator or driver:**

Develop a set of directions for the day. Include map references for each place/attraction to be visited, and compass directions, distances and estimated travel times between the attractions.

**For your visitors:**

Write up an itinerary/schedule for the sightseeing day. Include times, places and attractions to visit, and travel arrangements. (Remember to factor in the travel time between places.)

6. Work out a budget for the day for your visitors.  
Include:
  - the entry cost of each attraction on the itinerary
  - food and refreshments for the day
  - any transport costs
  - any other costs you may think of.
7. Using the information you found in No. 4 (above), write up an information sheet for your visitors to inform and inspire them about the areas and places they will visit on the sightseeing day. Ensure this is in paragraph form, and includes

some background information and interesting facts about the area and the places being visited. Proof-read and edit your work before you submit it.