# Paradise Lost

## Lesson 1: The land of smiles

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<th>Key concepts</th>
<th>Range and content</th>
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<tr>
<td><strong>Place</strong> - Understanding the physical and human characteristics of real places. Developing ‘geographical imaginations’</td>
<td>range of investigations, focusing on places, themes or issues, the location of places and environments</td>
<td>Who goes to Thailand? Why do people go to Thailand? Thailand is a popular and growing tourist destination because of the diversity of its physical and human characteristics.</td>
<td>STARTER: 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? MAIN ACTIVITIES: Look at images of the characters sitting the Thai Airways plane as if characters from popular TV series LOST. Use Thailand - The Land of Smiles interactive. Who are these people and why they are going to Thailand? Choose a destination for them and justify.</td>
<td>Interactive: Thailand - The land of smiles Downloads: Thailand scenes slide show Thailand - the land of smiles Thailand tourist statistics</td>
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<td><strong>Space</strong> - knowing where places are located</td>
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<tr>
<td><strong>Cultural understanding and diversity</strong> - Appreciate how values and attitudes differ and may influence social, environmental, economic and political issues and may different to our own. Consider how people and places are represented in different ways</td>
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<td>Geographical enquiry - Ask geographical questions, thinking critically, constructively and creatively. Collect and record information.</td>
<td>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.</td>
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<td>Geographical Communication - communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</td>
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**Assessment opportunities**

Explanation of the choices of destinations for the passengers on the plane.

**Notes**

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.
**Lesson 2: When to go**

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<td><strong>Interdependence</strong> - Understanding the significance of interdependence in change, at all scales.</td>
<td>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. 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.</td>
<td>When is the best time to go to Thailand? Will climate change cause more flooding in Thailand?</td>
<td><strong>STARTER:</strong> Use the Thailand climate graphs interactive 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. <strong>MAIN ACTIVITIES:</strong> Look at images of flooding in Bangkok and use the Climate Change: Populations at risk from cyclones and rising seas interactive and fact sheet to answer the question. <strong>PLENARY:</strong> Use knowledge gained from this lesson to answer the question: Is flooding going be greater problem in the future for Thailand and Bangkok?</td>
<td>Interactive: Thailand climate graphs Climate Change: Populations at risk from cyclones and rising seas <strong>Downloads:</strong> Thailand climate graphs Thailand Climate data Climate Change: Populations at risk from cyclones and rising seas in Thailand (Word) Climate Change: Populations at risk from cyclones and rising seas around the World (Word) Climate Crisis?</td>
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<td><strong>Physical and human processes</strong> - Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.</td>
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<td><strong>Environmental interaction and sustainable Development</strong> - Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.</td>
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**Key processes**

- Geographical enquiry
- Graphicacy and visual literacy

**Curriculum opportunities**

- use a range of approaches to enquiries and use varied resources, including maps, visual media and geographical information systems
# Paradise Lost

## Lesson 3: Downtown Bangkok

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| **Place** - the physical and human characteristics of real places. | human geography, built and managed environments and human processes  
this should include themes such as urban change, migration and sustainable development. | What's Downtown Bangkok like?  
How do you get around and what transport problems are there?  
Bangkok is a diverse place from traditional to ultra modern.  
Bangkok suffers from traffic congestion and pollution but this is being addressed with sustainable solutions. | **STARTER:**  
Look at scenes from the city and imagine that you took the photos. Imagine what Bangkok is like and compare with students area | Downloads:  
Scenes of the City (PPT)  
Bangkok map  
A breath of fresh air? - getting around Bangkok |
| **Environmental interaction and sustainable Development** - Understand that the physical and human dimensions of the environment are interrelated and together influence environmental change. | | | | |
| **Cultural understanding and Diversity** - Consider how people and places are represented in different ways. | | | | |

## Key processes

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<td><strong>Geographical communication.</strong></td>
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## PLENARY

- Read about solutions to the problem of pollution in Bangkok

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**Assessment opportunities**

- Tour maps and video clips

**Notes**
### Key concepts

**Interdependence** - Exploring the social, economic, environmental and political connections between places.

**Physical & human processes** - Understanding how sequences of events and activities in the physical and human worlds lead to changes in places, landscapes.

**Cultural Understanding and Diversity** - People’s values and attitudes differ and may influence social, environmental, economic and political issues.

### Range and content

- Human geography, this should include themes such as urban change, migration and sustainable development.
- Different parts of the world in their wider settings and contexts.
- A range of investigations, focusing on places, themes or issues.

### Key question and ideas

- Who works in Thailand’s tourist industry and what do they do?
- 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.
- Health professionals work in the niche and growing ‘medical tourism’ segment of the industry.

### Teaching and learning activities

**STARTER:**
Follow ‘Vladimir and Alena’ down to Phuket. Consider the services overseas tourists like them will expect and implications on local labour market.

**MAIN ACTIVITIES:**
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?

**PLENARY:** 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.

### Resources

- Downloads:
  - Ao mystery cards
  - Ao mystery solution
  - After the tsunami - winners and losers
  - Body Beautiful - the rise of ‘Medical Tourism’

### Key processes

**Geographical enquiry**
- Use a range of approaches to enquiries.

**Geographical communication**
# Lesson 5: Islands and beaches

**Key concepts**
- **Place** - recognise that there are many different perceptions, interpretations of places
- **Physical and human processes** - events and activities in the physical and human worlds lead to change in places.
- **Interdependence** - Understanding the significance of interdependence in change
- **Environmental interaction and sustainable development** - Exploring sustainable development and its impact on environmental interaction
- **Cultural understanding and diversity** - people’s values and attitudes differ and may influence Social and environmental issues

**Key processes**
- Geographical enquiry
- Graphicacy and visual literacy
- Geographical communication

**Range and content**
- a range of investigations, focusing on places, themes or issues
- interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.
- investigate different perspectives and values relating to these interactions, including sustainable development. They should also consider future implications of these interactions.

**Key question and ideas**
- Why is Thailand attractive to film-makers?
- 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.
- How has Ko Phi Phi changed over time?
- The island ‘resort’ has grew out of obscurity owing the publicity of ‘The Beach’ film but was then devastated by the tsunami in 2004. It has been redeveloped.
- How might movie-making change life on the islands? For better or worse?

**Teaching and learning activities**
- **STARTER:**
  - Follow gap year student ‘Joanne’ down to Ko Phi Phi.
  - Look at two images of the landscape
  - What kind of movies would you make here?
  - How might movie-making change life on the islands? For better or worse?

- **MAIN ACTIVITIES:**
  - 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

- **PLENARY:**
  - Consider the resources that ‘Joanne’ and Danny and Melissa’ might use. How do they compare. Read information about the future of Ko Phi Phi

**Resources**
- Downloads:
  - Ko Phi Phi maps (pdf)
  - Ko Phi Phi images (ppt)
  - Ko Phi Phi images (doc)
  - Ko Phi Phi: What future?

**Assessment opportunities**
- Annotation the photo sequence to explain the changes on the island

**Notes**
# Lesson 6: Culture

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<td><strong>Interdependence</strong> - understand how human action in one place has consequences somewhere else.</td>
<td>a range of investigations, focusing on places</td>
<td>What are some of the social costs of tourism?</td>
<td><strong>STARTER:</strong>&lt;br&gt;Read about Thai cultural and social etiquette and compare with images of tourists in Bangkok and read what a resident thinks&lt;br&gt;&lt;br&gt;<strong>MAIN ACTIVITIES:</strong>&lt;br&gt;Follow ‘George’ to Mae Hong Son. Read newspaper article about the Kayan and decide whether he should visit their village</td>
<td>Links:&lt;br&gt;Thailand etiquette dossier&lt;br&gt;A slideshow of people in Khao San Road&lt;br&gt;Blog entry from a resident of Bangkok&lt;br&gt;Newspaper article about the Kayan&lt;br&gt;What should George do - statements</td>
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<tr>
<td><strong>Environmental Interaction and sustainable development</strong> - Exploring sustainable development and its impact on environmental interaction</td>
<td>a variety of scales, from personal, local, regional, national</td>
<td>There can be 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.</td>
<td><strong>PLENARY:</strong>&lt;br&gt;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?</td>
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<td><strong>Cultural understanding and diversity</strong> - 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.</td>
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<td>Geographical enquiry</td>
<td>participate in informed responsible action in relation to geographical issues that affect them and those around them make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.</td>
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