

Lesson Plan/Teaching Unit

<p>Title: Sustainable Tourism. The same everywhere?</p>	<p>Duration: 180 min</p>
<p>Learning Outcomes:</p> <p>-DCE <u>Active participation:</u> understanding and being aware of sustainable tourism practices for the students, as citizens make responsible decisions regarding tourism practices. These decisions will allow them to participate actively and positively in the democratic cultures in which they live. <u>Consumer Awareness:</u> bringing awareness of the type of consumers one is regarding tourism practices when identifying different practices of sustainable tourism; comparing different practices of sustainable tourism in different cultural backgrounds and reflecting on these differences</p> <p>-Language</p> <ul style="list-style-type: none"> - Using an appropriate critical vocabulary while responding to videos and texts related to sustainable tourism. - Writing competently in a range of text forms, for example, multimodal text, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences. - Incorporating specific vocabulary in a text to talk about sustainable tourism and using specific structures to express opinion and values. <p>Potential Product/s = Create a padlet. Write in the Digital Newsletter of the school or the School Students Blog</p>	<p>Level (CEFR) : B1</p>
<p>Category (CDL, ITP, COP, CMP, IOC): COP (link to an infographic of the Dice.Lang framework)</p>	
<p>Resources Required: Cultura Questionnaire methodology: https://cultura.mit.edu/ E-Twinning: https://www.etwinning.net/en/pub/index.htm Padlet: https://padlet.com/ Videos about ST: https://www.youtube.com/watch?v=9GrTRA3BBRU https://www.youtube.com/watch?v=yT-zMS70ekk</p>	
<p>Possible follow up activity: Write an article in the school digital newsletter or blog about the padlet comparing ST in two countries.</p>	

Process & Assessment Activity*

Activity steps (following bullet points/numbers)

Students will create an artifact about ST using padlet. The padlets will be created collaboratively within the class after exploring ST first in the class and then after completing a Cultura questionnaire together with an international partner class. Before starting this unit, the teacher needs to organise an asynchronous telecollaborative practice with a teacher/student group from another country. The activity could be carry out in English as Lingua Franca or in the target language, if the international partner is from the TL country. Etwinning may help to identify possible partners: <https://www.etwinning.net/en/pub/index.htm>

Activity Steps:

1. Introduction to ST: Video on ST to be played. The students will answer in a plenary session general questions about the videos, focalizing in the specific vocabulary of ST.
<https://www.youtube.com/watch?v=9GrTRA3BBRU>;
<https://www.youtube.com/watch?v=yT-zMS70ekk>

2. Practising vocabulary and developing oral skills talking about ST
The teacher organizes group work and follows some of the activities suggested below or any other similar activity.

<https://www.onlinelanguageacademy.com/en/blog/responsible-tourism-speaking-exercise.htm>
<https://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-24/session-1>

After familiarizing the students with the topic of ST and revising and practicing the linguistic resources needed to talk about it, the teacher will provide the students with an on-line worksheet (see Worksheet_1) using Google Drive. The students will answer the questions of the worksheet in order to assess their culturally influenced perceptions of the topic ST. The Cultura Questionnaire Methodology* will be followed. Each student writes the answers in the page/grid provided by the teacher:

Q1. Which words would you associate with ST?

Q2. Can you provide at least one example of ST in your country?

Q3. What is the means of ST in your opinion?

Q4. ST the same around the world? Give some examples of SM practices in other countries if you know of any.

3. Once the students have finished, the teacher contacts the partner class and they exchange the Cultura Exchange students responses . Teacher presents to their students results of Cultura questionnaire of both classes projecting the worksheet with two columns that contain both groups students responses. Students compare the responses and identify differences and commonalities. Teachers and students discuss about the comparison results.
4. Teacher gives the instructions to design the padlet www.padlet.com: add information, pictures, videos and some of the conclusions from the comparative activity in the padlet. Students distribute the work among the group members and decide which content they are going to include. Students design the padlet using their tablets or computers. Teacher assists the students' work and provides feedback.

Once the students have finished their padlet, the teacher contacts the partner class and they exchange the padlets students created. Teacher shows the padlets from the international partners.

The Padlets will be exchanged asynchronously by the teachers in order for students to compare their perceptions and understanding of ST with the perceptions and understanding of their international partners. A reflection and related discussion on the padlet exchanged will be then facilitated. As a result, as a follow up activity, the students could write a piece in the school digital newsletter or the school blog to share their knowledge and awareness regarding ST and the impact that this could have in society, especially in relation to global warming issues.

*Word Associations, Sentence Completions and Reactions to hypothetical situations that are designed to highlight cultural differences dealing with ways in which words, attitudes and modes of interactions can be viewed in different cultures and in a variety of contexts, such as: private/public; vis-à-vis a stranger, a neighbour, a friend, a member of the family.

The students-generated answers, appearing side-by-side, constitute the first material to be explored. The fact that these answers have been generated by the students themselves ensures their personal and direct involvement in this intercultural adventure from the very start.

Worksheet 1

Cultura Questionnaire: Sustainable Tourism

Write the answers beside the questions and the number that is available after the last response. There are going to be many answers from other students. Make sure you write your own point of view and your own words.

Questions	Answers
Q1. Which words would you associate with Sustainable Tourism?	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Q2. Can you provide at least one example of Sustainable Tourism?	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Q3. What is the means of Sustainable Tourism in your opinion?	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.



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Q4. ST the same around the world? Give some examples of SM practices in other countries if you know of any.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.