

# LEARNERS' GUIDELINE

## LET'S GO ON A TRIP



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

*Project number: 2016-1-ESO1-KA201-025091*

# PARTNERSHIPS



**salestarrak**  
URNIETA

**Salesianos Urnieta Salesiarrak (Spain)**

*Project coordinator*

Asier Irazusta

airazusta@salesianosurnieta.com

---



**Agrupamento de Escolas Rosa Ramalho (Portugal)**

Teresa Teixeira

erasmus@aerosaramalho.pt

---



**Gimnazjum nr 3 im. Noblistow Polskich w Zespole Szkol nr 2 w Swidniku (Poland)**

Marcin Pańnikowski

mpasnikowski@tlen.pl

---



**LICEUL "ALEXANDRU CEL BUN" Botoșani (Romania)**

Mihaela Cornelia Achihăiței

mihaelaachihaitai@yahoo.com

---

eman ta zabal zazu



Universidad  
del País Vasco

Euskal Herriko  
Unibertsitatea

**Universidad del País Vasco (Spain)**

Kristina Zuza

kristina.zuza@ehu.eus

---



**Pixel (Italy)**

Lorenzo Martellini

lorenzo@pixel-online.net

# TABLE OF CONTENTS

PROJECT DETAILS .....	1
DISCIPLINARY OBJECTIVES AND CROSS-DISCIPLINARY OBJECTIVES ..	3
SEQUENCE OF TASKS.....	5
INDICATORS .....	6
TASKS.....	7
PREVIOUS TASKS.....	7
RESEARCH / DEVELOPING TASKS .....	11
FINAL TASKS .....	20



## LEARNING FOR LIFE

Project Number: 2016-1-ES01-KA201-025091

### PROJECT DETAILS

SCHOOL YEAR	2017-2018
SCHOOL YEAR LEVEL	Year 9 (15-16 year old)
TERM	2 <sup>nd</sup>
SESSIONS	27-29
TITLE	<b>LET'S GO ON A TRIP</b>
SUBJECTS	Geography, Biology, Mathematics, Art, English
UNIFYING THREADS (DRIVING QUESTIONS)	How to plan a trip? What 'natural hidden treasures' can we visit in our country and abroad? What 'architectural hidden treasures' can we visit in our country and abroad? How to be a responsible tourist?





KEY COMPETENCES	<b>A: TRANSVERSAL COMPETENCES</b>	
	COMPETENCE (EU)	TASKS
	1.Learning to learn	6-8-9-13-17
	2.Sense of initiative and entrepreneurship	3-6-7-11-12-13-14-15-17-18-19
	3.Social and civic	1-2-4-5-7-12-13-14-15-16-17-18-19-20
	<b>B: SUBJECT COMPETENCES</b>	
	COMPETENCE (EU)	TASKS
	4.Communicating in the mother tongue	8-9-14-15-17-18-20
	5.Communicating in a foreign language	11-12-13-16
	6.Digital	8-9-17
	7.Mathematical, scientific and technological	11-12-14-17
8.Cultural awareness and expression	10	





<p>MULTIPLE INTELLIGENCES</p>	INTELLIGENCE	TASKS
	1. Interpersonal	1-2-4-5-6-7-9-12-13-14-17-18-19-20
	2. Intrapersonal	5-6-7-8-9-11-12-13-19-20
	3. Visual-spatial	4-9-10-16
	4. Bodily-kinesthetic	4-9
	5. Musical-rhythmic	9
	6. Verbal-linguistic	3-4-8-9-13-14-15-16-17-18
	7. Logical-mathematical	4-11-12-13-14-17
	8. Naturalistic	9-10-19
<p>DISCIPLINARY OBJECTIVES and CROSS-DISCIPLINARY OBJECTIVES</p> <p><b>What do we want students to understand?</b></p> <p>(COMPREHENSION GOALS)</p>	<p>DISCIPLINARY OBJECTIVES and CROSS-DISCIPLINARY OBJECTIVES</p>	
	<p>MAIN OBJECTIVE</p> <p><b>Learn how to plan activities, calculate a budget and organize a trip</b></p>	
	<p><b>0.Main objectives</b></p>	
	<p>0.1.Learning to work in teams</p>	
	<p><b>1.Science</b></p>	
	<p>1.1. Geography: Learn about types and features of natural landscape</p>	
	<p>1.2. Biology: Learn about endemic plant and animals species</p>	
	<p><b>2.Mathematics</b></p>	
	<p>2.1. Percentages</p>	
	<p>2.2. Interest rates of loans</p>	





	<p>2.3. Creating the budget and estimating costs</p> <p><b>3. Foreign Language (English)</b></p> <p>3.1. Learn specific vocabulary connected with architecture, art and sightseeing</p> <p>3.2. Improve listening skills</p> <p><b>4. ICT</b></p> <p>4.1. Learn to use software Google maps</p> <p>4.2. Learn to use software for making quizzes and games, e.g. Kahoot, Quizzlet</p> <p><b>5. Art</b></p> <p>5.1. Learn about different styles of architecture</p> <p>5.2. Learn about important monuments, works of art and places to visit</p> <p><b>6. Mother tongue</b></p> <p>6.1. Improve communicating and writing skills</p> <p>6.2. Develop argumentative skills</p>
PROJECT PRESENTATION	A speech given by a form teacher to encourage students to be proactive in organizing their school time and activities.
FINAL PRODUCT	A trip and its itinerary





## SEQUENCE OF TASKS

Tasks in bold are necessary, and the rest are optional. They depend on the teachers involved in the project and the school facilities.

### A. PREVIOUS TASKS

1. **Task: Group dynamics**
2. **Task: Active listening - assertiveness**
3. **Task: Project presentation**
4. **Task: Creativity in problem-solving**
5. **Task: How to deal with stress and anxiety**
6. **Task: What I know, what I need to learn**
7. **Task: Planning group work and dividing the responsibilities**

### B. RESEARCH / DEVELOPING TASKS

8. **Task: Types and features of natural landscape**
9. **Task: Endemic plant and animal species**
10. **Task: Styles in architecture**
11. **Task: Percentages**
12. **Task: Interest rates of savings and loans**
13. **Task: Problem solving**
14. **Task: Estimating the budget**
15. **Task: Group planning assessment**
16. **Task: How to be a responsible tourist**
17. **Task: Producing the itinerary, budget and letters**

### C. FINAL TASKS

18. **Task: Final product presentation**
19. **Task: Going on a trip**
20. **Task: Group planning assessment**





## INDICATORS

### MAIN OBJECTIVE:

Learning how to plan activities, calculate a budget and organize a trip

#### 0. General objectives

- 0.1.1. The student achieves team objectives
- 0.1.2. The student achieves individual objectives
- 0.1.3. The student fulfils his/ her responsibilities

#### 1. Science

- 1.1.1. Identifies diverse types of landscapes
- 1.1.2. Identifies endemic plant and animal species

#### 2. Mathematics

- 2.1.1. Expresses numbers in percentages
- 2.1.2. Uses mathematical knowledge in practice to solve problems
- 2.1.3. Uses mathematical knowledge to calculate a budget

#### 3. Foreign language (English)

- 3.1.1. Understanding spoken and written English
- 3.1.2. Learn specific vocabulary connected with architecture, art and sightseeing, and taking out loans

#### 4. ICT

- 4.1.1. Uses software, e.g. spreadsheet to calculate a budget
- 4.1.2. Uses various software and apps to present brainstorming ideas and create an interactive game

#### 5. Art

- 5.1.1. Identifies various architectural styles

#### 6. Mother tongue

- 6.1.1. Knows how to express and justify opinions
- 6.1.2. Knows how to take part in a debate, group discussion, etc.

### TOOLS:

- Rubrics
- Reflections and evidences





**TASKS**

**PREVIOUS TASKS**

<b>1. Task: Group dynamics</b>		<b>Sessions: 1 h</b>	
<b>COMPETENCES</b>	Social and civic	<b>INTELLIGENCES</b>	Interpersonal
<b>GOALS</b>	The students learn how to work in a group		

**Task description:**

At the beginning of the class you will take part in a survey.

Sit in a circle and discuss the rules of cooperation that will apply during the project. After choosing the most important ones, write them down on a poster, vote their approval and put it up on the wall. Next, you will play a game 'Chair Swap' in which you will have to swap your seats when the person standing in the middle of the circle says e.g. 'Swap your seat with a person who likes travelling.' There will be fewer chairs than participants so that every time there's someone left without a seat. You can play the game a few times. Afterwards, the teacher writes down the word 'group' on the board, and you will be asked to say what comes to their mind and writes down all the answers.

Next the class is divided into small groups of 4-6 people. Each group has to work on the topic: 'Imagine that you're going on a trip. Make a list of necessary things that you're going to take.' After a few minutes each group presents their ideas. Then, there will be a discussion about group work: how did you decide to make your choice?/ what helped and what made it difficult to decide? All the answers are written on the board. Then you have to decide what it takes to create a 'good' group which can work effectively. A volunteer writes down the features of a 'good' group on a poster and puts it on the wall.

**Assessment tools (rubrics...):**

Survey1.docx

<b>2. Task: Active listening - assertiveness</b>	<b>Sessions: 1 h</b>
--	----------------------





<b>COMPETENCES</b>	Social and civic	<b>INTELLIGENCES</b>	Interpersonal
<b>GOALS</b>	Students are aware how important assertiveness is in developing a good relationship with others. They learn how to listen actively		

**Task description:**

Try to remember the rules you formulated in the previous class. Play a game 'Chinese whispers'. The teacher starts the game by whispering a short message to one of the students, who in turn has to whisper it to the next person in the circle, and so on, until the last person says it out loud. Afterwards, you have to brainstorm ideas: what made it difficult to hear the message? What is necessary to listen carefully? - Everything is written down on the board in two columns. Next, in groups of 4-6, you have to come up with the characteristics of a good and bad listener. Present your ideas.

After that, work in pairs. You have to express your opinion on the following topic: 'where should we go on a school trip?' During the conversations try to use paraphrases, e.g. 'So you think that ...', 'If I understand you correctly ...', 'Do you mean that ...'. Afterwards, every participant repeats the opinions they heard and comments on the exercise.

<b>3. Task: Presentation of the project.</b>			<b>Sessions: 1h</b>
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship	<b>INTELLIGENCES</b>	Verbal-linguistic
<b>GOALS</b>	To introduce the project		

**Task description:**

You will be introduced to the main topic of the project listening to a speech given by a guest - a travel agent who will try to make you realize that you should have initiative in planning school activities. It seems that all the trips and outings are planned by teachers. The guest speaker will assign you with a challenging task - researching places in your country or abroad with interesting architecture and natural wonders, learning about endemic animals and plants, planning the itinerary of the trip. The final project will be the itinerary and the trip you have planned.





4. Task: Creativity in problem-solving			Sessions: 2 h
<b>COMPETENCES</b>	Social and civic	<b>INTELLIGENCES</b>	Interpersonal Visual-spatial Bodily-kinesthetic Logical-mathematical Verbal-linguistic
<b>GOALS</b>	Students learn about creativity. They are motivated to be imaginative.		

**Task description:**

You will be divided into groups of 4-6. Get pieces of paper and brainstorm their ideas on 'what is creativity'. Write everything down and then present your ideas to the rest of the class, trying to come up with the definition of 'creativity'. Afterwards, the best definition is chosen, written on a poster and put up on the wall.

In the next activity, the teacher distributes among the groups an everyday object, e.g. a spoon, keys, a hammer, and asks you to think of unusual ways it could be used. You have to write down their ideas, decide on the best one and present it to the rest of the class. Next, you will discuss the importance of creativity in everyday life.

Get back in a circle and play a game, finishing the sentence 'Creativity is like ... because ...' After a few minutes, get into small groups and a representative of each group draws a question, e.g. 'What would happen if ... we visited an exotic country?', 'What would happen if ... it was possible for us to discover a hidden treasure?'. Each group chooses the best answer and presents it to the rest of the class.

The last task involves writing a short text in the mother tongue (100 words) which includes the following words: animal, plan, book, hide, architecture, trip, ruin, treasure, castle, species, plant. When you finish, you read out your texts and put up on the wall.

5. Task: How to deal with stress and anxiety			Sessions: 1h
<b>COMPETENCES</b>	Social and civic	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal
<b>GOALS</b>	Students learn how to deal with stress		





**Task description:**

You will have a discussion about feelings. Create a list of feelings. Then answer the question ‘What is stress?’. After a short discussion, start working in small groups - each has to answer a different question:

- 1 - What is the cause of stress?
- 2 - What are the positive and negative results of stress?
- 3 - What comes to your mind when you think of stress? What’s its definition?
- 4 - What are the symptoms of stress? How can you recognize it?
- 5 - How to deal with stress (use your own experiences)?

When you finish, present your answers and present them on a poster.

6. Task: What I know, what I need to learn			Sessions: 1 h
<b>COMPETENCE S</b>	Learning to learn Sense of initiative and entrepreneurship	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal
<b>GOALS</b>	Students learn to work in teams		

**Task description:**

Work in groups and brainstorm ideas on what you know about planning a trip. Ask yourselves questions about what you need to learn in greater detail in order to organize it. Representatives of the groups present their findings to the rest of the class and together you have to make a list.

7. Task: Planning group work and dividing the responsibilities			Sessions: 1 h
<b>COMPETENCE S</b>	Social and civic Sense of initiative and entrepreneurship	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal





<b>GOALS</b>	Students learn to work in teams
--------------	---------------------------------

**Task description:**

Now you have to plan your work. Discuss the project objectives and decide what your group objectives are. Fill in a survey so that later you can evaluate your work and progress.

**RESEARCH / DEVELOPING TASKS**

<b>8. Task: Types and features of natural landscape</b>			<b>Session: 2 h</b>
<b>COMPETENCES</b>	Learning to learn Digital Communicating in the mother tongue	<b>INTELLIGENCES</b>	Intrapersonal Verbal-linguistic
<b>GOALS</b>	To be aware of the diverse types of landscape in the neighbourhood, region, country, etc. To make an informed choice of an area with a particular landscape to visit		

**Task description:**

In groups talk about different types of landscapes that are located in the neighbourhood, your region, country or the ones you have visited, e.g. mountains, lake, river, seaside, etc. Share the information with the other groups. Then, decide which type would you like to study in order to get to know it better. Look for information in various sources, e.g. the Internet, Geography course book, etc. to fill in a spider gram with all the features of the landscape you chose. Next, prepare an interactive game about it, e.g. Kahoot or Quizlet for the other groups. After that, all the students complete the spider gram with the information they learnt during the game. Now, discuss with the whole class which type of landscape you would like to visit during your school trip.

**Assessment tools (rubrics...):**

Rubric08.doc

<b>9. Task: Endemic plant and animal species</b>			<b>Session: 2 h</b>
<b>COMPETENCES</b>	Learning to learn Digital Communicating in the mother tongue	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Visual-spatial





			Verbal-linguistic Naturalistic Bodily-kinesesthetic Musical-rhythmic
<b>GOALS</b>	To be aware of the existence of endemic animal and plant species which would be great to see in their natural environment		

**Task description:**

Continue working on the landscape you have chosen. This time you have to do some research and find out about interesting (endemic) animal and plant species that live in the habitat you chose. Use various sources of information to collect information and prepare a presentation for the rest of the class. It can be a poster, a video, a song, a slide show and talk, or a multimedia presentation. After the presentation, take part in a discussion. Try to convince the rest of the class that the place you have chosen is the best to go on a trip.

10. Task: Styles in architecture			Session: 1 h
<b>COMPETENCES</b>	Cultural awareness and expression	<b>INTELLIGENCES</b>	Naturalistic Visual-spatial
<b>GOALS</b>	To learn about architectural styles worth seeing during the trip		

**Task description:**

Watch a series of videos about different styles of architecture (<https://youtu.be/yGPevxwITBE>, <https://youtu.be/lwKg4ESvYG4>, <https://youtu.be/gRD04VApd0w>, <https://youtu.be/8FnkJFZrxjA>, <https://youtu.be/Q4tqFqbGgyc> ). In small groups create a mind map to list the main styles and their features. You can do it on paper or use online software, e.g. <https://bubbl.us/>. Compare the mind maps to make sure you have all the information. Now, you can do some more research to find interesting architectural objects in the region that you would like to visit during the trip. At the end of the sessions, you will be assessed on your knowledge of different architectural styles and their features.

**Assessment tools (rubrics...):**

Rubric10.doc





11. Task: Percentages			Session: 1 h
<b>COMPETENCES</b>	Mathematical, scientific and technological Sense of initiative and entrepreneurship Communicating in a foreign language	<b>INTELLIGENCES</b>	Intrapersonal Logical-mathematical
<b>GOALS</b>	To learn about percentages and be able to use them in calculating costs of a trip		

**Task description:**

Work in groups to complete the following tasks in English.

Deciding to go on a trip, lots of families first have to look at their home budget in order to be able to cover the expenses and make some savings. Let's say that the trip costs 520 euros per person and the monthly income in the family equals 1800 euros.

- 1) Calculate what
  - a) fraction
  - b) percentage

of the income is the cost of the trip for one person.

Look at the table below and:

<u>Category</u>	<u>Percentage of overall monthly spendings</u>	<u>Spending in euros</u>
Housing	35%	.....
Utilities	5%	.....
Transportation	15%	.....
Healthcare	6%	.....
Food	15%	.....
Investments/Savings	10%	.....
Debt Payments	4%	.....
Entertainment/Recreation	8%	.....
Personal Expenses	2%	.....





## LEARNING FOR LIFE

Project Number: 2016-1-ES01-KA201-025091

- 2) calculate much money from the family income is spent in each category
- 3) make a pie chart with the expenses
- 4) think which category the cost of the trip belongs to. How many months would the family need to save up in order to send one person on the trip?
- 5) suggest some changes in the spendings so that it's possible to go on the trip next month.

Now

- 6) calculate the price of the trip if the costs went up 10% and then dropped 10%. Is the final price the same as the original price?
- 7) calculate how many students went on the trip if the group consisted of 9 boys, which is 31.25% of the whole group.

Compare the results with the other groups.

### Assessment tools (rubrics...):

Rubric11.doc

12. Task: Interest rates of savings and loans			Session: 1-2 h
<b>COMPETENCES</b>	Mathematical, scientific and technological Social and civic Sense of initiative and entrepreneurship Communicating in a foreign language	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Logical-mathematical
<b>GOALS</b>	To learn about percentages and be able to use them in gaining money for the trip		

### Task description:

When you decide to go on a trip sometimes you have to visit a bank. You can both make a deposit and collect interest or if you don't have any money you can take a loan.

Look at the examples below. Read them in English. If you don't know any words, look them up in a dictionary.

Tom wants to borrow \$1,000 for three months. The local bank says "10% Interest". So to borrow the \$1,000 for 3 months will cost:





## LEARNING FOR LIFE

Project Number: 2016-1-ES01-KA201-025091

- Interest =  $\$1,000 \times 10\% \times 3/12 = \$25$
- Plus the principal of \$1,000 means Tom needs to pay \$1,025 after 3 months.

In this case the "Interest" is \$25, and the "Interest Rate" is 10% (but people often say "10% Interest" without saying "Rate").

After analysing the example, try to figure out the formula for calculating interest, depending on the amount of money that you borrow (principal), the period of time and the height of the interest rate.

Use the following symbols:

- I = interest
- P = amount borrowed (called "principal")
- r = interest rate
- t = time

Compare the formula with other students. You can use the formula to calculate interest rates of a deposit.

Now, do the following tasks in English:

1. Jan borrowed \$3,000 for 4 months at 5% interest rate. How much interest is that?
2. How much was borrowed for one year at 4% interest rate if after a year the interest is €42?

Sometimes the interest is added to the principal after a period of time to generate interest in the next period. This is called compound interest.

Use the following formula to calculate compound interest:  $FV = PV \times (1+r)^n$

FV = Future Value

PV = Present Value

r = annual interest rate

n = number of periods

Here are the calculations for 5 years at 10%:

Year	Loan at start	Interest	Loan at end
------	---------------	----------	-------------





0 (Now)	\$1,000.00	$(\$1,000.00 \times 10\% = )$ \$100.00	\$1,100.00
1	\$1,100.00	$(\$1,100.00 \times 10\% = )$ \$110.00	\$1,210.00
2	\$1,210.00	$(\$1,210.00 \times 10\% = )$ \$121.00	\$1,331.00
3	\$1,331.00	$(\$1,331.00 \times 10\% = )$ \$133.10	\$1,464.10
4	\$1,464.10	$(\$1,464.10 \times 10\% = )$ \$146.41	\$1,610.51
5	\$1,610.51		

Calculate the interest after 5 years, using the formula above and the table. Which method is easier?

Now go to a bank and take a look at the interest rates and loans. Is it worth making a deposit or taking a loan? Can you think of other ways of earning money?

13. Task: Problem solving			Session: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in a foreign language	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Logical-mathematical Verbal-linguistic
<b>GOALS</b>	To use mathematical knowledge in practice to solve problems		

**Task description:**

Work in groups and try to solve the following tasks (in English):

- 1) Look for exchange rates of foreign currencies to calculate:
  - a. the value of 1500 American dollars in your own currency
  - b. the value of 200 euros in American dollars

Think which exchange rate you should use (BUY or SELL)?

- 2) The number of students in class 1a and 1b is 67. 60% of students from class 1a and  $\frac{3}{4}$  of students from class 1b take part in a school trip. How many students are there in each class if there were 45 participants on the trip?
- 3) It took Jack 4 hours to hike in the mountains for 16 kilometers. What distance did he cover after 2,5 hours if his speed was always the same? You can use proportions.





## LEARNING FOR LIFE

Project Number: 2016-1-ES01-KA201-025091

Now try to remember how to calculate the speed? What's the formula?

- 4) It takes a plane travelling with the wind 2 hours to cover the distance of 1200 kilometers. On the way back, against the wind, the flight lasts 2,5 hours. What is the speed of the plane and the speed of the wind?
- 5) It takes a ship travelling downstream 2 hours to cover the distance of 40 kilometers, and 2.5 hours to travel 35 kilometers upstream. Calculate the speed of the ship and the river current.

Check if the other groups got the same results. If there are differences, find the mistake and try to correct it.

Now use the tables below to create tasks for the other teams. Make 2 tasks in English and give them to the other teams to solve. Check if the solutions are correct.

Name	wants	to raise	£ x
	needs		
	has to	to save	

He	saves	£ x	per	week
	is sponsored for		each	lap
She	earns		every	kilometre
	is given		a	month

How many	laps	does	he	have to	work	in order to	raise	the	money?
	months				run				
	days	will	she	need to	walk	to	save	enough	
	kilometres				save				

14. Task: Estimating the budget			Session: 1 h
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship Social and civic Mathematical, scientific and technological Communicating in the mother tongue	<b>INTELLIGENCES</b>	Interpersonal Logical-mathematical Verbal-linguistic
<b>GOALS</b>	To use mathematical expressions to calculate the budget		





**Task description:**

Before you go on a trip you have to make a list of expenses and calculate the budget. It's a good idea to talk to a travel agent and/or visit some websites in order to learn about the costs of travel, accommodation, tickets, food and insurance. It is necessary to know the number of participants, destination, duration of the trip and its itinerary.

Now, watch a short movie about planning a trip to Peru: [https://youtu.be/gU\\_WtD-7a\\_U](https://youtu.be/gU_WtD-7a_U)

What are the expenses that you should think about?

Work in groups and brainstorm ideas of the travel expenses. Compare you list with the other groups and make one common list. Don't forget about the pocket money. If you're planning a trip abroad, make sure you know what currency is used there. Calculate how much money you need in the local currency.

Now, prepare the budget of your trip, using various sources of information, e.g. the Internet, a travel agent's, etc. Look for examples of trip budgets so as not to forget anything.

15. Task: Group planning assessment			Session: 1 h
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue	<b>INTELLIGENCES</b>	Verbal-linguistic
<b>GOALS</b>	Students self-reflect about their work in the project and try to evaluate it in order to improve it		

**Task description:**

Take part in a debate which will help you to evaluate what has been achieved in the project so far. It is based on the 'Six Thinking Hats' by Edward de Bono. It will enable you to creatively deal with problems, focusing on six different perspectives from which they can be analyzed. During the debate, assess your work and involvement in the project from different viewpoints, depending on the colour. It will introduce a certain order by focusing on one aspect at a time. Different colours symbolise different approaches to dealing with a problem. By changing the colours, you should try to change your way of thinking. All the conclusions, ideas and comments should be written down.

The meaning of the colours:





## LEARNING FOR LIFE

Project Number: 2016-1-ES01-KA201-025091

The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.

The White Hat calls for information known or needed. It's the opposite of the 'red hat'. Its motto is "The facts, just the facts." The participants focus just on facts.

The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.

The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.

The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.

The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats guidelines are observed.

16. Task: How to be a responsible tourist			Session: 2 h
<b>COMPETENCES</b>	Social and civic Communicating in a foreign language	<b>INTELLIGENCES</b>	Visual-spatial Verbal-linguistic
<b>GOALS</b>	To learn to work in teams To be aware of the problems caused by irresponsible tourism		

### Task description:

You have worked hard to plan the trips, but now it's time to think about tourism in general. Work in groups and brainstorm the ideas on the following topic: "Responsible Tourism". Put your ideas in a mind map. After each group has finished, compare your ideas to make one common list. Now watch a few videos to check if your ideas were right (<https://youtu.be/04wwThf2DI4>, <https://youtu.be/5aL2xTCtofg>) Complete your list with some more ideas from the videos.

Get back to your groups and think about your travel destination. How can you be a responsible tourist when you go there? Go through the plan of your trip and prepare a presentation for the rest of the





class. Your presentation can be a poster, a rapped song, a poem, a speech, etc. When you are ready, present to the class.

17. Task: Producing the itinerary, budget and letters			Session: 2-3 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Mathematical, scientific and technological Digital Communicating in the mother tongue	<b>INTELLIGENCES</b>	Interpersonal Logical-mathematical Verbal-linguistic
<b>GOALS</b>	To produce the final product – a trip itinerary		

**Task description:**

This is the final stage of your planning. Use the materials from the previous workshops and classes. In your groups

- 1) Complete the budget using spreadsheet software, e.g. Microsoft Excel.
- 2) Write two letters to the school headmaster and the parents informing them about the costs of the trip.
- 3) Work on the itinerary of your trip. Use the materials from previous classes to describe in detail each day including the points of interest and all the places and attractions that you're going to visit. Write down the address of the accommodation.
- 4) Prepare the list of participants with necessary data, e.g. dates of birth, insurance numbers, etc.

**FINAL TASKS**

18. Task: Final product presentation			Session: 1 h
<b>COMPETENCES</b>	Communicating in the mother tongue Sense of initiative and entrepreneurship Social and civic	<b>INTELLIGENCES</b>	Verbal-linguistic Interpersonal
<b>GOALS</b>	To explain what students have worked on and learn throughout the project		

**Task description:**





## LEARNING FOR LIFE

Project Number: 2016-1-ES01-KA201-025091

Organize a meeting for the students, parents, headmaster and a representatives of a travel agent's to present what you have been working on. Talk about planning the trip, preparing the itinerary and calculating the budget.

19. Task: Going on a trip			Session: 3 h
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship Social and civic	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Naturalistic
<b>GOALS</b>	To test the planning		

### Task description:

Have a class discussion about the trips you planned. Choose the best one and go on the trip.

20. Task: Group planning assessment			Session: 1 h
<b>COMPETENCES</b>	Communicating in the mother tongue Social and civic	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal
<b>GOALS</b>	Learning to work in groups Students learn to evaluate their work		

### Task description:

Carry out the evaluation of the project, your participation and the final result. Fill in a questionnaire and have a discussion about your participation in the project.

### Assessment tools (rubrics...):

Survey2.docx

