

SocietyEconomyEnvironment EUROPE!



Brainstorming activity (asynchronous, before the beginning of the 1st teaching period): students are provided with a collaborative [mind map](#) and some questions to consider regarding tourism. Students collaborate and fill in the mind map with as many ideas as possible having the following questions in mind:

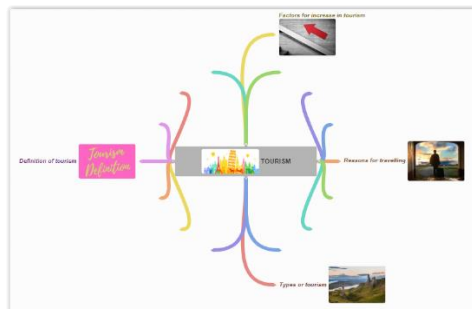
How would you define tourism?

Why do people travel?

Why is tourism on the increase in the recent years?

What types of tourism do you know?

The teacher comments on their ideas on the mind map, before coming to class.



1st teaching period

1st Activity:

Time: 10'

Type of activity: visualization of mind map and discussion

Class organisation: discussion in class

Actions/Tasks: the teacher presents the mind map that the students have completed on the interactive whiteboard. The students explain their ideas and the teacher comments on them. If there is time, the teacher asks them personal questions such as: 'Where have you or your parents travelled and why?', 'What sights in European countries do you know?', 'What kind of tourism do you like?', etc.

2nd Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 1) and explains issues involved in tourism (basic concepts, factors contributing to an increase in tourism, types of tourism, positive and negative impacts) and gives explanations if needed. The teacher also emphasizes words that are commonly used together (collocations e.g tourist destinations, permanent residence, geographical location, e.t.c.).



3rd Activity:

Time: 20'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet I](#), after studying an infographic and visiting the websites given. They work on the first two questions, which they present in class and the rest are assigned for homework (in the same groups, either on the online worksheet or on google drive). For understanding the terms involved, students are also provided (in the e-class) with an online [glossary](#).



2nd Teaching period

1st Activity:

Time: 10'

Type of activity: discussion on students' answers on the worksheet

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers after having commented on them in advance.

2nd Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 2) and expands on tourism in Europe (European tourist market and Greek tourist market) and gives explanations if needed. The teacher also emphasizes words that are commonly used together (collocations).



3rd Activity:

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet II](#), after studying a graph and visiting the websites given. They work on the first two questions, which they present in class and the rest are assigned for homework (in the same groups, either on the online worksheet or on google drive).



Project: Plan a two-day tour in Attiki for foreign friends you are hosting and who are coming to Greece for the first time. The following website will help you (given on the worksheet).

<https://www.planetware.com/tourist-attractions-/athens-gr-ath-ath.htm>

3rd Teaching period

1st Activity:

Time: 10'

Type of activity: discussion

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers after having commented on them in advance.

2nd Activity:

Time: 15'-20'

Type of activity: video projection and discussion

Class organisation: whole class

Actions/Tasks: the students watch a [video](#) created by the teacher and ask for clarifications. The video provides information about alternative tourism and sustainable tourism development. The teacher asks comprehension questions and also emphasizes words that are commonly used together (collocations: alternative tourism, conventional tourism, sustainable development, e.t.c.).



Alternatively the video could be used in the computer lab or asynchronously with interactive questions by using H5P ([interactive video](#))

3rd Activity:

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet III](#), after watching the videos provided. They work on the first two questions, which they present in class and the rest are assigned for homework (in the same groups, either on the online worksheet or on google drive).



Project: Plan and design an advertising campaign titled “Tips for the greenest travels”, after visiting the following websites (given on the worksheet):

<https://www.nytimes.com/2019/02/13/travel/climate-change-sustainability.html>

<https://www.stayabase.com/general/green-travel-tips/>

<https://www.forbes.com/sites/alexandratalty/2020/01/07/7-ways-to-travel-green-in-2020/#47e4216789b0>

4th Teaching Period

(it can be asynchronous)

1st Activity:

Time: 45'

Type of activity: research on the Internet

Class organisation: Group work

Actions/Tasks: students are divided in four groups and each group is assigned to search on the Internet and find important European cities, important European sights, important European airports and important European ports. They are provided with a [digital map](#) and are asked to write their findings on the corresponding country. They can add photos and/or videos. The following websites are recommended.

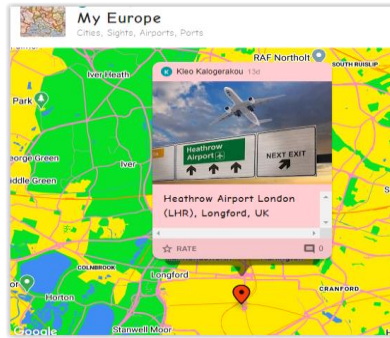
http://www.citymayors.com/features/euro_cities1.html

<https://www.europeanbestdestinations.com/european-best-destinations-2019/>

<https://www.touropia.com/tourist-attractions-in-europe/>

<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20190711-1>

<https://www.claimcompass.eu/blog/biggest-busiest-airports-europe/>



Homework: all students study the information on the common digital map, so that they get all information.

Content assessment:

Students check content knowledge by doing an online [quiz](#).

Language practice:

1. Students practise vocabulary through various activities and games on <https://quizlet.com/8q1z87?x=1jqt&i=6m3w6>. For weaker students, the meaning in their native language could also be provided.
2. Students practise collocations on https://h5p.org/node/1008984?feed_me=nps
3. Students practise passive voice on <https://h5p.org/node/1019577> and <https://h5p.org/node/1019580>

Expansion:

1. A list of informational websites is provided in the e-class throughout the lessons and are suggested for further exploitation (see 'Informational material').
2. Expansion on mass tourism by studying the information on <http://www.coolgeography.co.uk/GCSE/AQA/Tourism/Mass%20Tourism/Mass%20Tourism.htm>, watch a video and play a game.