

# SUSTAINABLE TRAVEL WITH YOUR PARTNER CLASS

Authors:

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## SUMMARY

Students will plan a hypothetical sustainable trip for their partner class within their home state.

## GOALS

Students will learn about sustainability.

Students can research sustainable travel opportunities.

Students will learn how people can travel sustainably.

## LANGUAGE GOALS

Students will expand their vocabulary on the topic of sustainable travel.

Students can present a trip plan to the partner class.

## DURATION

3-4 Weeks

## LANGUAGE

English

## MATERIALS

Worksheet for all Students:

Exchange Task:

SUSTAINABLE TRAVEL WITH YOUR PARTNER CLASS

## DESCRIPTION

Students imagine that their partner class is coming to visit and will plan a sustainable trip within their home state. Students will inform themselves about sustainable travel: What is it, how can it be carried out, and what does one have to consider when trying to travel sustainably?

In groups, students will plan a sustainable multi-day trip that they can take together with their partner class that includes environmentally friendly lodgings, attractions, and food options. The trip will be creatively presented and should get the partner class interested in the country/region they are "touring."

## TEACHER PREPARATION

Teachers will organize the groups.

Teachers will choose the necessary mediums and set everything up.

### Material

See the Document *OVERVIEW ABOUT APPS AND APPLICATIONS*

## CLASS INTRODUCTION

Teachers will send their students information about the process, duration, and content of the project.

Teachers will explain the assignment to the students and give them access to the chosen medium before they present.

### Material

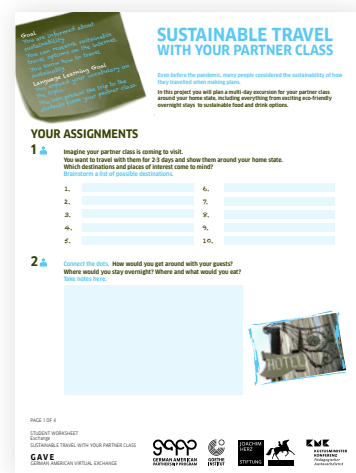
Worksheet for All Students: Exchange Task

SUSTAINABLE TRAVEL WITH YOUR PARTNER CLASS

## EXCHANGE

Students will brainstorm locations they would take visitors from the partner class to and record those locations on their worksheets. They will then begin working out some of the details: how they'll travel, what they'll eat, where they'll sleep, etc.

In the next step, students will research sustainable travel and learn about its core principles by reading a few articles on the subject.



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## MEDIUMS

Teachers will use the established communication channels between themselves and their students.

For creating the presentation, the students can be creative. They can use:

Google Earth and Google Maps, Adobe Sparks, or MS PowerPoint.

They can also plan and record an explainer video, which they can create with a suitable tool.

## DIFFICULTY



## EXCHANGE *continued*

Next, students will check the sustainability of the plan they outlined earlier and refine it to make it more eco-friendly. Afterwards, they will present their ideas in class. They will rate their ideas by their sustainability with points or with a digital evaluation form.

Next, the teacher will divide the class into groups. Each group will come up with its own sustainable travel plan by combining the ideas its members brainstormed earlier. The groups will be guided by the prepared key questions in the assignments on the worksheet.

Students will creatively present their travel plan to the partner class, either synchronously using a meeting tool, or asynchronously with videos. During the final presentation, each group member should be given an active role in presenting. When presentations are over, each group should receive feedback from the class.

## REFLECTION

Students will reflect online or in the classroom on what role sustainability plays in travel and mobility in their daily lives and for the students in the partner class.

For this reflection, please see the document *METHODS FOR REFLECTION IN THE CLASSROOM*.

For this reflection, there are key questions available. See document *REFLECTION QUESTIONS FOR STUDENTS*.

## NOTES