

A WEEKEND IN A EUROPEAN CITY

Final task: creating a travel itinerary in order to optimise time, taking into account all relevant landmarks of a town.

Objectives in relation to the competence of learning to learn

- to identify the time needed to perform each task and assign it; to identify and assign deadlines, to meet those deadlines and establish mechanisms to evaluate and identify obstacles and overcome them
- to put in place a sequence, order and prioritize tasks
- to make time profitable, to evaluate the tasks as a whole and separately in order to be able to combine them
- to assign each task appropriately, in order to ensure performance...

Framework of Learning to learn descriptors

Time Management	Organization of the information	Motivation and self-esteem	Team work
------------------------	---------------------------------	----------------------------	-----------

Descriptors:

- 2.- I am able to prioritize tasks, i.e. organize them according to importance
- 4.- I am able to use my time effectively to perform a task

Areas of knowledge within Adult Education	Level I/II/III
Core Skills	Communication and social skills
Science – Technology	

Objectives

- to know the points of interest of a town
- to be able to select relevant information
- to be able to negotiate among different opinions and interests,
- to be able to manage unexpected events and develop alternative plans
- to be able to read a map

Evaluation

Evaluation of, at least, the following aspects:

- Have you organized the time in a simple way?
- How did you manage the unforeseen events?
- Did you choose effectively what to do and when to do it?
- Have you developed a methodology to apply in other context?

Preparation

Timing	Materials	Activity to be done	Where
3,50 hours	Maps and touristic guides, internet websites, papers	Individually and in group	In classroom In library

Process

0.- Presentation of the task, including objectives and evaluation.

1.- Knowledge of the city will allow better organization your visit and help you plan your holiday time in an efficient. For this phase, the class and the teacher discuss possible places (a European capital) to visit. The participants, in groups of 4, try to reach an agreement on where they want to go.

2.- Following the choice of each group the teacher prepares and collects information materials and documents about monuments, museums, attractive places, restaurants, hotels, etc.

3.- Individually, each learner makes a list of the most interesting aspects and places to visit and shows it to the other member of the group in order to have a comparison and sharing of ideas. The result of this phase is a common draft of all the places they would like to visit.

4.- Each group will prioritize the places to visit and the activities to be undertaken, compiling an outline of a possible timetable for the weekend.

5.- For a punctual and precise time management, the teacher gives the map of the selected city to each group: learners define the best itinerary taking into account priorities and the available time. The result is the first draft of an "itinerary plan".

6.- The choice of hotel is crucial, in order to avoid wasting time: the choice has to be made with regards to the logistic aspects (easy accessibility , central position, best

price rate...). Each group looks for information on websites and highlights what is obtained on the "itinerary plan", which can now be considered accomplished.

7.- The teacher explains that on a trip it is always possible to encounter unexpected events. The risk parameter has to be defined precisely, trying to think of possible alternatives. This phase (evaluation of unforeseen events) represents a very important step for the organization and management of time during the weekend. The teacher gives a list of possible unforeseen events to be considered in the organization of holiday. On the basis of these new elements each group must develop a new itinerary which represents an alternative to the one already created. It has to be marked in a red colour.

8.- Each group shows the complete "itinerary plan" (with photos, images and other things to make the presentation more attractive) which can be updated and monitored as a diary.

9.- Evaluation

Guidelines about learning styles

For the development of the task, the following learning styles will be considered:

- **Visual:** Visual learners adopt a visual approach to the learning materials: learning will be provided by the direct observation and reflection. Visual learners will prefer the use of a visual-spatial code, i.e. static and in moving images, summary scheme, charts, tables; for this purpose, the teacher will explain the task by using figures, in order to support visual memory.
- **Auditory:** Auditory learners prefer to learn by using the linguistic code, i.e. text and recording; learners with this learning preference will learn better through activities based on listening, preferring an intuitive approach. Guidelines will be provided verbally in a clear way.
- **Read / write:** You can provide these learners with a text about the subject for them to read. They can also search for information in a library and present the work to the group.
- **Kinesthetic:** Kinesthetic learners need to link the conceptual approach to the practical activity. They prefer dynamicity in the learning process: the materials will need to have innovative characteristics (simulation, didactical games, competitive exercises, examples of real life situations).