

# Lesson objectives

- Identifying the location of countries in Europe and their location and distance from other countries within Europe, by road
- ▶ Identifying the location of some major natural and built features in Europe
- ▶ Constructing a time line for a travel itinerary

## Lesson plan

#### Introduction

▶ Watch the Lonely Planet video about travelling around Europe at <a href="https://www.lonelyplanet.com/europe">https://www.lonelyplanet.com/europe</a>>. Students discuss which countries they would want to visit and why.

#### Development

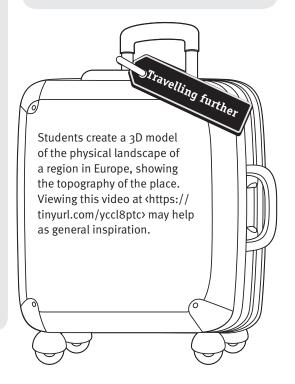
- As a class, or in groups, explore <https://travel.sygic.com/> to see what a graphic itinerary looks like. R
- In pairs, students plan a travel itinerary for a road trip that must include at least five European countries. In each country students must highlight the main attractions—both environmental and built characteristics. Environmental features can include streams, rivers, lakes, hills, valleys, mountains, beaches, cliffs, bays and volcanoes.
- Students use page 15 to outline the trip details, including the travel dates (considering the weather and how long the drive takes), the name of the city and country, and the attraction that will be visited (some research into each country to identify major features may be required). Students may wish to include several cities/attractions in the same country, but should still cover five countries. R A C
- ▶ Students recreate the driving route using a digital map, such as Google Maps<sup>™</sup> or <https://travel.sygic.com/>, adding images and labels to indicate the attractions. <sup>R</sup> <sup>C</sup>
- Students act as travel agents at an expo and try to sell their tour to others in the class by making a presentation. Students may pose questions to the tour presenters about the destinations. C Q

#### Conclusion

- As a class, discuss how long each drive would take between countries in Europe (as discovered when building their itinerary) and compare this to travel around Australia. ER
- ▶ Discuss if the same tour would be possible in the future. What features or attractions may change? ER

## Resources

- Lonely Planet video about travelling around Europe at <https://www. lonelyplanet.com/europe>
- Online trip planner at <https://travel. sygic.com/>
- ► Google Maps<sup>™</sup>
- ▶ iPad<sup>®</sup>/tablet
- ▶ Page 15



## **Curriculum Links**

## HASS Knowledge and Understanding

The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)

## HASS Inquiry and Skills

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Questioning <b>Q</b>	Researching P	Analysing 🗛	Evaluating and Freflecting	Communicating 💡
Develops appropriate geographical questions about tour destinations and features	<ul> <li>Locates and collects information from online sources</li> <li>Organises and represents information using an itinerary template</li> <li>Sequences an itinerary</li> </ul>	<ul> <li>Interprets data and information to decide on a travel route</li> </ul>	<ul> <li>Draws conclusions about the difference between travel around Europe and Australia, based on previous research</li> <li>Draws conclusions based on own research</li> </ul>	<ul> <li>Communicates findings by presenting a digital itinerary at a mock travel expo</li> </ul>

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