

WEEK 1 – Empathize and Define
2 consecutive English lessons – 90 min
English Level B1.1

Theme: Pollution and Sustainable Tourism
Module: Travelling and Tourism

Learning Goal:

To introduce the concept of Sustainable Tourism and help students understand how tourism affects the environment and local communities.

Learning Objectives:

By the end of the lesson, students will be able to:

1. Explain what *sustainable tourism* means.
2. Identify the three main aspects – environmental, economic, and cultural.
3. Use Adjectives, Gerund, and Infinitive to describe and discuss travel habits.
4. Expand vocabulary related to tourism and the environment.
5. Work collaboratively to create a Mind Map with ideas for sustainable tourism.

Language Focus

1. **Vocabulary:** environment, pollution, local, eco-friendly, footprint, community, waste, culture, preserve, destination
2. **Grammar:** Present Simple / Present Continuous; Adjectives; Gerund / Infinitive
3. **Functions:** describing, defining, suggesting, giving examples

Design Thinking Stages

1. **Empathize** – Understanding the problem (What's wrong with tourism today?)
2. **Define** – Identifying needs and ideas (How can we make tourism sustainable?)

Lesson Plan

1. Warm-up and Lead-in (10 min)

1. On the board: “*Tourism is...*” - brainstorm quick answers.
2. Ask: “What do you love about travelling?” , “What problems can tourism cause?”
3. Students share ideas - teacher highlights pollution, waste, over-tourism

2. Video & Discussion (20 min)

Video: “What is Sustainable Tourism?” (<https://www.youtube.com/watch?v=oL-X2iQi864>)

1. First viewing – for general understanding: Ask: “What is the main message of the video?”
2. Second viewing – for detail - Ss take notes and list examples under three categories:
 - **Environment** – protecting nature, avoiding pollution
 - **Economy** – supporting local businesses
 - **Culture** – respecting traditions
3. Discuss answers in pairs, then as a class.
4. Teacher summarizes and writes key terms on board: **Respect nature – Support locals – Preserve culture.**

3. Guided Practice – Vocabulary Match (15 min)

Lexical exercise

1. Students work with vocabulary (Module Tourism) (*pollution, deforestation, eco-friendly, excursion, bird observation, footprint, preserve, local economy*).
2. Matching meanings and completing sentences
3. Focus on word formation and meaning in context.

Grammar practice – Gerund and Infinitive

1. Review examples from the textbook (Module Tourism): *enjoy travelling, like visiting, want to explore, need to protect.*
2. Students complete short exercises from the textbook.

4. Team Formation & Topic Choice (10 min)

1. Divide the class into 5 groups. Assign roles - Researcher, Designer, Presenter, Tech, Assistant.
2. Each group chooses a topic/destination related to *Sustainable Tourism in Bulgaria* (mountain, eco-village, local food, heritage, etc.).
3. Teacher circulates and supports vocabulary/grammar as needed.

5. Mind Map Creation (25 min)

1. Students create their **Mind Maps**
2. Include 3 branches- Environment – ways to protect nature; Economy – how locals’ benefit; Culture – how to keep traditions alive
3. Add small drawings, icons, or key words.
4. Each group presents their Mind map in 2–3 minutes.

6. Reflection (10 min)

Short whole-class reflection:

What did we learn about sustainable tourism today?

What can we do next week to learn more about our chosen destination?

7. Homework: Each student finds 3 facts or pictures about the chosen place.

8. Materials

1. Video “What is Sustainable Tourism?”
2. Vocabulary – Ss’ books
3. Large paper sheets, markers, sticky notes
4. Handout for reflection

9. Applied Teaching Methods

1. Design Thinking (Empathize – Define): identifying the problem of pollution and defining sustainable tourism ideas.
2. Project-Based Learning: launching a real-world project that develops over four weeks and ends with real products.
3. Communicative Approach: brainstorming, class discussions, and sharing ideas after watching the video.
4. Cooperative Learning (PIES model): positive interdependence and clearly defined team roles during group Mind Map creation.
5. Task-Based Learning: completing meaningful tasks such as matching vocabulary and using Gerund or Infinitive in sentences.
6. Visual Learning: using the introductory video and Mind Map visuals to support comprehension.
7. Reflective Learning: short Self-Assessment and class reflection at the end of the lesson.

10. Learning Outcomes

By the end of the module, students can:

1. Explain what Sustainable Tourism means;
2. Identify 3 dimensions of sustainability;
3. Cooperate within a group and define roles;
4. Create and present a Mind Map of sustainable ideas.