

WEEK 2 – Ideate and Research / Prototype
2 consecutive English lessons – 90 min
English Level B1.1

Theme: Discovering Our Sustainable Destination
Module: Travelling and Tourism

Learning Goal

To research, design and write an informative Guide Book about a sustainable Bulgarian destination, combining creativity, factual accuracy and correct language use.

Learning Objectives

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

1. Collect and organize information about their chosen sustainable destination.
2. Use topic vocabulary and Present Tenses to describe places and activities.
3. Apply Gerund and Infinitive to express actions and preferences related to tourism.
4. Collaborate in groups to design the layout and content of a Guide Book.
5. Integrate short data and visuals using ICT tools (Canva / PowerPoint).

Language Focus

1. **Vocabulary:** tourist attraction, accommodation, heritage site, local product, eco-trail, renewable energy, preserve, footprint, organic farm, recycling, culture, tradition.
2. **Grammar:** Present Simple / Continuous / Perfect; Gerund and Infinitive.
3. **Functions:** describing places, giving information, suggesting activities, explaining why something is sustainable.

Design Thinking Stages

1. **Ideate** – develop ideas for presenting each destination.
2. **Research and Prototype** – collect real data and start designing the guide books.

Lesson Plan

1. Warm-up (15 min)

1. Quick recap of Week 1 Mind Maps and short video - <https://www.youtube.com/watch?v=unfc6iVARWA>
2. Each group reminds the class of its destination and what makes it unique.
3. Discussion questions:
“What will make our guide book different from a normal tourist brochure?”
“How can we show that our destination is sustainable?”

2. Vocabulary & Grammar in Context (15 min)

1. Short matching exercise (use same vocabulary set and new words from textbook).
2. Quick grammar refresh: Gerund and Infinitive; Present Tenses
3. Pair activity: students describe a destination using a mix of tenses:
“Our town has become cleaner because people enjoy recycling.”

3. Group Research – Guidebook and Data Collection (25 min)

1. Same groups as Week 1.
2. Roles are confirmed: Researcher, Designer, Presenter, Tech, Assistant.
3. Students use internet sources and teacher materials to collect information on:
 - Location and geography (Science)
 - Local eco initiatives and resources (Science / Technology)
 - Cultural heritage (Art / Humanities)
 - Tourist activities and transport options.
4. Teacher guides with questions: “What sustainable actions are practiced here?”, “How does the community benefit?”, “Which adjectives describe this place best?”

4. Presentations and Feedback (25)

1. Groups present a preview of their Guide Book.
2. Peer feedback: “Two things we liked / One thing to improve.”
3. Teacher summarizes strengths and next steps for Week 3 - Happy Cards.

5. Reflection and Homework (10 min)

1. Class discussion:
“What did we discover about our destination?”
“How does sustainability make a place more attractive?”

6. Homework: Improve Guide Books with colour schemes, format and design

7. Materials

1. Laptops / tablets, Internet access
2. Canva / PowerPoint templates
3. Ss' books
4. Video “Top 10 Eco-friendly Travel Tips”

8. STEM Integration

STEM Area	Application
Science	Research of natural resources and local ecosystems in each region.
Technology	Use of Canva/PowerPoint for digital guide book design; use of Google Maps for geographic orientation.
Engineering	Structuring and designing the guide book (layout, visuals, readability).
Mathematics	Simple statistics – number of tourists, % of green area, distance between attractions.

9. Applied Teaching Methods

1. Design Thinking (Ideate – Research): generating creative ideas and researching sustainable destinations for the group Guide Book.
2. STEM / STEAM Integration: combining science, technology, engineering, art, and math through research, data, and design.
3. Project-Based Learning: producing 5 authentic Guide Books about real Bulgarian destinations.
4. Cooperative Learning (PIES model): teamwork with assigned roles, mutual support, and shared responsibility.
5. Communicative Approach: using English to collect, exchange, and present information.
6. Inquiry-Based Learning: exploring authentic sources, asking questions, and discovering facts independently.
7. ICT Integration: employing Canva, PowerPoint, and Google Maps for digital research and layout design.
8. Reflective Learning: presentations and peer feedback to evaluate group progress.

10. Learning Outcomes

By the end of Week 2, students will:

1. Demonstrate knowledge about a real sustainable destination;
2. Use target grammar and vocabulary accurately in written form;
3. Apply research and digital design skills to produce a Guide Book;
4. Collaborate effectively and share ideas creatively.