Theme: Designing Our "Happy Cards"
Sustainable Destinations Around the World
Module: Travelling and Tourism

1. Learning Goal

To design creative and informative "Happy Cards" representing sustainable destinations around the world, combining design, factual content, and accurate English language use.

2. Learning Objectives

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

1. Select and describe an international sustainable destination.
2. Use adjectives, Present Tenses, and Gerund and Infinitive forms accurately in short descriptions.
3. Apply Design Thinking to create a visual and informative Happy Cards.
4. Integrate key aspects of sustainability (environmental, economic, cultural) into Ss' cards.
5. Collaborate effectively, applying STEM and Communicative Learning strategies.

3. Language Focus

1. **Vocabulary:** sustainable, eco-friendly, footprint, preserve, protect, renewable, responsible, recycling, biodiversity, local community, tourism, travel, culture, heritage.
2. **Grammar:** Present Tenses; Gerund and Infinitive (*enjoy exploring, plan to visit, want to protect, love learning about*)
3. **Functions:** describing, expressing appreciation, giving advice, making slogans.

4. Design Thinking Stages

1. **Prototype** – design the Happy Card draft.
2. **Test** – share and improve based on peer feedback.

Lesson Plan

1. Warm-up – Creative Trigger (10 min)

1. Display examples of real Eco Postcards or Travel Cards.
2. Ask:
   "What makes a place worth visiting?"
   "What message would you send to encourage responsible travel?"
3. Write key words on the board (nature, culture, clean, preserve, explore).
4. Introduce the task:
   "We are going to design our own Happy Cards for a sustainable destination."

2. Research and Idea Selection (15 min)

1. Each group selects a new destination (international this time – from your Happy Cards examples: Ljubljana, Vancouver, Amsterdam, Bristol, Copenhagen, etc.).
2. Research quick facts online: location, sustainable practices, interesting features.
3. Students note 3 adjectives and 3 facts per destination.
4. Grammar focus reminder: use Present Tenses and Gerund/Infinitive forms in descriptions.

3. Prototype – Design the Happy Cards (35 min)

1. Groups start creating their *Happy Cards*:

☐ Front side: destination name, image, 3 adjectives, 1 short slogan.
☐ Back side: short text (3–4 sentences) describing what makes this destination sustainable.
☐ Example:
   Ljubljana – Green Heart of Europe
   "People enjoy cycling instead of driving. The city has reduced waste and supports local food markets. Tourists love exploring the old town and learning about eco living."
2. Students use Canva or design them manually with markers and printed images.
3. Teacher walks around helping with language and layout.

4. Testing and Feedback (20 min)

1. Groups exchange cards and give feedback using a short checklist:

☐ Content – Is it informative and accurate?
☐ Language – Are tenses and structures used correctly?
☐ Design – Is it clear and attractive?
☐ Sustainability – Does it reflect eco ideas?

2. Teacher moderates and collects reflections:
 "Which card inspired you most?"
 "What message do we send to tourists?"

5. Reflection and Homework (10 min)

Class reflection:
"What skills did we use today?"
"How does design help us communicate ideas?"

6. Homework: Finish digital card designs for printing or sharing. Think of one herb or spice that makes you feel calm, fresh, or happy to (for example: mint, thyme, basil, lavender, chamomile) and carries a message of peace and sustainability.

7. Materials

1. Canva or PowerPoint
2. Laptops/tablets, Internet access
3. Printed templates for cards
4. Ss' Books

8. STEM Integration

STEM Area	Application
Science	Researching environmental actions and eco initiatives in world cities.
Technology	Using Canva or digital tools for visual card design.
Engineering	Structuring the layout and testing readability and balance between text and visuals.
Mathematics	Simple numerical data in cards (e.g., % of renewable energy, recycling rate).

9. Applied Teaching Methods

1. Design Thinking - Prototype / Create and Test
2. Cooperative Learning (PIES model): positive interdependence, individual accountability, equal participation, simultaneous interaction.
3. Communicative Approach: discussion, peer feedback, presentation of ideas.
4. Project-Based Learning**:** authentic task leading to a final product.

10. Learning Outcomes

By the end of Week 3, students will:

1. Create and present their own Happy Cards about a sustainable destination;
2. Apply design thinking, creativity, and correct grammar use in context;
3. Integrate data, language, and design principles (STEM connection);
4. Demonstrate collaboration and reflection skills