

School level

- Recommended for 10th/11th grade

Reference to subjects

- Biology and environmental education, geography and economics, political education, economics, religious education/ethics, ecology, English

Lesson phase

- Securing results

Level of complexity

- Intermediate

Objectives

- Raising awareness by highlighting various aspects of travel.
- Critically reflecting on personal consumer choices related to travel.

Knowledge and skills

- The students can select and identify key aspects of the research results.
- The students can express and justify their opinion regarding travel and sustainability.

Duration

- 20 to 40 minutes

Resources

- If required, provide information about *Sustainable travel* [1–2]
- If required, A4 paper or one blank booklet per student or team

Preparation

- None

Procedure

- Finally, the students reflect on their travel

documents (e.g., notebook or photobook) and come up with five words that best describe their trip. If needed, the teacher can guide this reflection with specific questions, such as:

⇒ What stands out from the trip? What was good, what was less good?

⇒ What was the purpose of the trip? Was it achieved?

⇒ How would we rate the recreational value?

⇒ What learning experiences or broadening of horizons would we take away from this trip?

- If necessary, current travel-related topics can be included, such as strikes in the transportation sector, rising costs, climatic conditions, and so on.

- The students then share their reflections within their teams, or in the case of individual work, with other groups.

- The class then discusses and compares all trips, focusing on their sustainability aspects. Possible methods include:

⇒ Class vote: How do the students rate the sustainability of each trip? A rating system (e.g., +/o/- or 1, 2, or 3 points) can be used to rank the trips.

⇒ Each team prepares a basic sustainability report that evaluates the ecological, social, and economic aspects of another team's journey. They justify their assessment with a brief report.

⇒ The teacher may provide additional criteria for sustainability assessment.

Option: Photobook

- The topic of travel can be presented in a photobook, using blank sheets in a folder or digitally with a design program.

- This approach can also contribute to the photobook: The students write their reflections (e.g., three words to answer the question

on “What stands out from the trip?”) on the last page of the photobook.

- Note: The already-described methods can also be presented in the form of a photobook before the reflection phase, allowing the trip to be thoroughly worked on and analysed within this format.
- Conclusion: All photobooks can be displayed in the classroom for some time, allowing the students to read each other's results and discuss their experiences.

Notes