LEARNING UNITS

DISCOVER ITALY
(design and create a mini tourist guide of your region)

Including
LU
Delivery to students
Work plan
Evaluation

LEARNING UNITS

Denomitation	Discover Italy
Products	Realization of a mini-guide related to the Italian regions (each group will choose a region) to enhance the culture and artistic heritage of our country, presenting a deepening of the existing tourist facilities provided by regional legislation, respecting nature and the environment. Presentation to the class council and/or in a meeting open to the school members of the different mini-tourist guides developed by each group.
Skills	o **FUNCTIONAL LITERACY** Read and understand texts of various types Produce texts of various types in relation to different communicative purposes Use the lexical and expressive heritage of the mother tongue according to communicative needs in various contexts: social, cultural, scientific, economic, technological. o **Multilingualism** Use foreign languages for the main communicative and operational purposes o **Digital and technology-based competences** Use and produce multimedia texts Use networks and computer tools in the activities of study, research and disciplinary investigation Use digital tools o **Interpersonal skills, and the ability to adopt new competences** Identify connections and relationships Acquire and interpret information Organize one's own learning using various forms of information Take a critical and rational attitude towards reality and its phenomena o **Cultural awareness and expression** Recognize the geographical, ecological, and territorial aspects of the natural and anthropic environment, the connections with demographic, economic, social, and cultural structures, and the transformations that have occurred over time. Establish links between local, national and international cultural traditions both in an intercultural perspective and for the purpose of study and work mobility. .

LEARNING UNITS	
Skills *(in each row groups of knowledge skills referred to a single competence)*	**Knowledge** *(in each row groups of knowledge referred to a single competence)*
FUNCTIONAL LITERACY : • Produce correct and coherent texts appropriate to different communicative situations; • Identify function, purpose, and structure of texts	Text structures and functions
Multilingualism: • Writing tests to provide tourist information and material In foreign languages	Tourism English vocabulary
Digital and technology-based competences: • Use communication tools and computer applications in study, research, and presentation activities • Get from different sources (written, internet...), useful information for your own purposes • Use browser for simple and advanced search	Software, browsers, search engines Methodologies and tools for researching information: bibliographies, files, dictionaries, indexes, search engines, testimonials, artifacts Getting to know the tools for making mini-guides such as **Flipsmack, Cityapp, Tripomatic**

LEARNING UNITS	
Cultural awareness and expression:	
• Identify the main environmental and artistic assets by searching for information and documentation about the area and the environment;	Concept of environmental and artistic heritage
• Create a mini-tour guide, identifying culturally and artistically significant places of different kinds (natural environments, monuments, museums and archaeological sites, cultural institutions, etc.)	Tour guide concept
• Design tourist itineraries of cultural and environmental interest for the enhancement of the area of belonging	Resources and products of the territory as factors of tourist attraction

Users

Students of the third class of the Technical Institute Tourism address

Prerequisites

Basic knowledge of the pc and the browsers in use

Activated experiences

Research, with the use of computer tools, of information related to the cultural, artistic, environmental sector of the region of which the mini-guide is intended to be produced.

Learning to use the IT tools that will be used to create the mini tourist guides.

Research and group work will occur by assigning a defined role to each component: coordinator, verbalizer, time keeper, and observer of   relationships.

 Learning how to present one's work to the class or school council.

Teaching methods

 Cooperative learning
 Problem solving
 Internet research
 Individual research work both at home and in the classroom and laboratory hours
 Collaborative work between students of different skills
 Group work for the realization of products
 Group exhibition, coordinating the interventions

Curriculum links

 English
Geography
Citizenship
Computer science

Tools

 Flipsnack
Cityapp
Tripomatic
Google,
Wikipedia,
Flickr,
Youtube

Delivery to students

DISCOVER ITALY

(design and realize in group a mini-tourist guide of an Italian region of your choice)

What you are asked to do

What products

You will produce a mini-guidebook on an Italian region to highlight its culture and artistic heritage, presenting a study of existing tourist facilities while respecting nature and the environment.
You will present your work to the class council and/or at a meeting open to the school components.

How
The activity will be carried out in groups, organized according to the cooperative learning method.
The situation is that of a tourist information company that wants to renew its mini-guides to offer to foreign tourists visiting the region. Quick and graphically attractive mini-guides containing information some of the most particular and significant resources of the territory.

The main activities will therefore be the following:

a) each group will have to develop a mini-tourist guide , in which they will enhance some of the most particular and significant resources of the territory, open to routes or places unknown to mass tourism, based also on personal appreciations that should emerge from the mini-guide. For this purpose it is necessary a thorough exploration of these resources that will allow you to make the most significant choices;
b) at the end of the path each group will present to the class council and/or in a meeting open to the school components in the form of an oral report the product made in point c), promoting a comparison-debate on the differences and peculiarities detected.

What sense does it make (what it is used for what learning)

This work is useful for:
- live a project experience in Team (teachers and students);
- learn in a cooperative way: greater effectiveness of learning among peers, positive effects on personal self-esteem, assumption of responsibility and acceptance of others;
- deepen and apply technical and professional knowledge;
- realize a "real" object and not only didactic;
- learning to communicate in public

Product evaluation criteria:

Originality of choices related to the peculiarities of the area.
Effectiveness of editing and formatting. Customization and consistency of page layout with the structural needs of the text
Correctness of the text

Process evaluation criteria:

Interest and participation
Performance of role in cooperative learning
Use of technical and professional language
Autonomy in the use of sources
Research, acquisition and management of information
In the presentation during the open meeting will be evaluated:
Expository skills (for the individual)
Group coordination skills (for the group)
Ability to use digital tools

Evaluation

Making A Brochure : **Design** and create a mini tourist guide of your region

Teacher Name:_____

Student Name: _____

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.