**Guided Tours of Your City**

|  |  |
| --- | --- |
| **CEFR Level and Skill(s):** | A2 Listening  A1 Writing |
| **CEFR Competence(s) Aimed at:** | Text production using simple sentence connectors such as “and” “but” “then”.  Giving and understanding directions in written and spoken form. |
| **Art form(s) Exploited:** | Visual Arts and Crafts. |
| **Duration of the Activity:** | 4 modules of 45 minutes (3 hours)  1 Optional module (45 minutes) |
| **Materials and Equipment Needed:** | Arts and crafts equipment:   * Cardboard * Paint and brushes/pencils and colour pens * Paper * Scissors * Glue * Play dough/Clay/Wood blocks/LEGO etc. for making buildings and people   Digital media:   * Smart phones/tablets/computers. * Google Maps * Applications: Book Creator * Google Drive   Optional:   * Google Sites * FabLab tools * QR codes. |
| **PROCEDURE** **Introduction:** The class will create a model of their city with a virtual tour guide. Divide the class into groups. Each group has to pick out one sight that they have to present in an audio guide. (or a video on location)  **Preparation:**  Prepare introduction to the task and the materials for the modules. Divide the children into groups in advance.  Prepare keywords and phrases in the target language that the children will need to be able to talk about places in their city. **Activities:****Module 1 – Find your favourite place.** The Children select ONE sightseeing stop per group that they want to introduce to visitors. The children, from their own perspective, choose the sights. Be aware of the logistical problems if you want to take the tour, or visit the places, so that they choose places within a short distance from the school. Talk about the sights in the target language and let the children make up stories that they would like to tell visitors. Provide language support and relevant key words or phrases to support the students.  **Factual information**  In the description of the place, the children should have some facts about the place, like the name and function or special features. This should be done in the target language with help of the teacher.  Sights could be:   * Tourist sights * Historical places * Shops * Food places * Recreational places * Playgrounds * Places to hang out * Places where they had a personal experience * Places that they create a fictional story about   **Module 2 - Tell the story.**  **Personal stories**  Visit the place and tell your own stories about it. You can go to the place yourself and make a video from there where the children tell their own stories about the place. This can be in their native language (or in the target language if they can) on video and then go back and translate them - either for the virtual guide (if you are doing that) or as subtitles on the videos, or text overlay in the video to guide the viewer. It can be a story about why they like the place and if they come there often. Or it can be a personal experience from the place.  Make the presentation as a tour guide where they tell the factual information about the place from module 1. Then tell a personal story about why they have chosen this place  **Alternative Virtual visit**  If going to the places in real life is difficult, the children can make a spoken video presentation with images form the place. This should be done in the target language if they can, but alternatively with subtitles, or add text overlay in the video for language support.  **Module 3: Make a 3D model of your city**  **Build a Map**  Create a map of the city on a big cardboard platform on the floor using printed Google Maps stitched together to form one big map of the city (not the whole city – but just the area where your tour is going). Use satellite view in colour and remember to overlap the printouts and have them in the same scale.  Alternatively draw the streets on cardboard as a model using google maps to help with the scale.  **Make models for the tour**  Draw the route on the map and mark the places with numbers.  The students create models of the stops on the tour and put them on the map. Use arts and crafts materials to model buildings and people. They can also print out images or make drawings to model the buildings. It is also an option to use LEGO or other ways of creating the map. Make small signs in the target language of the different place names etc. put  **FabLab Extension**  Alternatively, this module can be extended to an extra module where the class work with FabLab-tools like 3D printing or laser cutting to make the 3D map. **Module 4 - Make an virtual guide for you city** Make a virtual guide in the target language where you explain the route.  In the guide there has to be directions as well as explanations about the sites.  Use the route function in google maps in the target language for inspiration and make your own spoken directions.  Make a short video with screenshots from google maps and your own spoken directions to navigate between the places on the tour.  **Each Group**  Each group make their own directions video from the previous point on the route to their own place on the map.  Combine the directions videos with the presentation video in the virtual city guide.  **The whole class**  Collect the video guides in an shared e-book using Book Creator, so you can use an iPad to take tour, or build a Google Site so you can use your mobile phone to take the tour. Each page on the site contains a directions video and a presentations video. The page should have nice pictures and navigation between places.  **Optional module:** **Module 5 - Walk the Talk. Take the tour or invite others to enjoy your city from your perspective** Try it out in real life. Walk the tour in real life using the virtual guide as the only help. Document the trip using the time-lapse camera on a smart phone.  Perhaps cooperate with the local tourist office or someone else to let them try out the guides. The 3D model can also be put on display in a public area like a library or the tourist office combined with the virtual guides.  Make sure to follow up so the student knows if others tried out their audio guides. | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | Safety precautions for moving around in the city, traffic etc.  Access to computer for printing. Mobile phones or tablets for recording audio and putting it online. |
| **Prerequisites for the teacher :** | Knowledge on the use of Google Maps, possibilities to take the children on trips in the city. |
| **Source(s) / Useful links:** | **Google sites:** <https://sites.google.com/new>  **Book Creator:** <https://bookcreator.com/> |