

LEARNING & CREATIVITY PLAN (L&C PLAN): A GUIDED TOUR

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1. Overview

Title	A GUIDED TOUR		
Driving Question or Topic	What I need to know about the place to visit and what resources I need		
Ages, Grades, ...	AGES:12-14	6 - 8:grade	
Duration, Timeline, Activities	3 LEARNING HOURS	4*90 MINUTES	7 ACTIVITIES
Curriculum Alignment	Itinerary, cost estimates and basic knowledge of graphics		
Contributors, Partners Abstract - Synopsis	The project includes an initial phase with lessons by teachers who will give indications on the brochure to be made for the organization of the guided tour. Students will be divided into groups to search for the different information necessary to define the itinerary and the cost estimate. They will then have to calculate the price to charge to the participants. At the end they will be able to design a brochure with all the information.		
References, Acknowledgements			

2. STEAME Framework*

Teachers' Cooperation	1st Teacher: Economy teacher 2nd Teacher: Art/Science teacher depending on the type of itinerary (The art teacher will be required to write the brochure)
STEAME in Life (SiL) Organization	Meeting with a travel agent who explains students how to draw up an itinerary and a cost estimate and how to build a graphic that shows them how to make a brochure attractive, what strategies to use, such as what type of images and fonts to use.
Action Plan Formulation	[Preparation STEP A 1-3] by two teachers in collaboration Refers to the creation of the plan formulation STAGE I: Preparation by two teachers [Step B: activities 1-3], STAGE II: Action Plan/Learning Plan, by the two teachers in collaboration [Step B: activities 4-6] STAGE II: Action Plan Formulation [Development STEPS B and C: activities 4-7]

Refers to the realization by the students of the four activities of the Learning Plan.

STAGE II: Action Plan Formulation [STEP D: activity 7]

Refers to the evaluation by the teachers [activity 7], and the presentation by the students of their results [activity 7].

3. Objectives and Methodologies

Learning Goals and Objectives

At the end of the work students will understand the importance of planning and making cost estimates before organizing any activity.

Learning Outcomes and expected Results

At the end of the project, students are expected to understand that planning involves a long and detailed process. It is necessary that every activity is well defined in time and costs. They will learn that cost planning requires a great deal of attention in the definition of the necessary expenses to avoid unnecessary ones. They will then have to compare different estimates and choose the best not only in terms of cost but also quality. Finally, with the preparation of the brochure, they will understand how important the layout of the presentation is to find tour participants.

Prior Knowledge and Prerequisites

Basic knowledge of Mathematics, graphics and global market perception (comparing prices and features)

Motivation, Methodology, Strategies, Scaffolds

The main motivation that will drive students will be curiosity. They will have to try to know as much as possible the place to visit to define the activities to be practiced. In learning by doing, they will learn to search for necessary information themselves and to deepen their knowledge. Usually at school students learn from information given by third parties or by teachers and books. They will have to work in groups and divide the tasks because otherwise they would lack time to complete the work. They will experiment confrontation and discussion between peers in order to achieve a goal. They will then have to trust each other. In implementing the problem solving technique, they will be faced with the need to make choices and make decisions. They will also face the need to contain costs to reduce the budget and therefore will experience the scarcity of resources. At that age children often have parents who support them on any occasion. They will have the opportunity to show all their imagination and creativity in the graphic activities when writing the brochure. They will have the opportunity to show a finished product that attracts the attention of those who watch it and therefore to be proud of their contribution to its realization

4. Preparation and Means

Preparation, Space Setting, *Troubleshooting Tips*

Students will work mainly in the classroom even if divided into groups of 4-5. They will need internet-based tools to search for information in the first phase. They must also have a computer to do the calculations. In the phase of drafting the brochure instead, it will be essential the use of the computer lab with free basic graphical programs. In addition to this there will also be the need of material for color printing of the brochures.

Resources, Tools,
Material, Attachments,
Equipment

HOW-TO VIDEOS:

<https://study.com/academy/lesson/project-cost-management-planning-estimation.html>

<https://www.intostudy.com/en/how-to-budget/travel>

GRAPHICS FREE PROGRAMS:

<https://inkscape.org/it/release/inkscape-1.0.1/>

<https://www.gimp.org/downloads/>

Safety and Health

5. Implementation

Instructional
Activities,
Procedures,
Reflections

STAGE I

1st Activity 1st Lesson (1 hour)

It starts with the first Economy lesson where the teacher explains what a budget is. The teacher also explains how to make a forecast of the number of participants based on the statistics available to the school.

During the lesson, students watch a video about how to plan a tour and another one about the need of accurately estimating expenses



They analyze the costs to be included and how to calculate the price to be paid to participants so as to be able to cover expenses.

2nd Activity 2nd Lesson (1 hour)

This lesson will be held with the Art or Science teacher depending on the type of tour they intend to plan.

If they decide for a cultural tour, the Art teacher shows the children the works and places to visit and explains the history.

If instead the students intend to make a naturalistic tour, it will be the Science teacher to give them indications on the biology of the place and on the arboreal species.

3rd Activity 3rd Lesson (1 hour)

The lesson starts with the meeting with the experts, travel agent and graphic designer, then, the Art teacher explains the students how to make a simple brochure and shows which graphics programs to use.

STAGE II

4th Activity

Brainstorming (30 minutes)

Students together with the teacher define the first draft of the program of itinerary. The teacher divides them into groups of 4-5 and assigns to each one a task.

Alternatively everyone has to draw up a detailed part of the itinerary.

Itinerary writing (30 minutes)

Each group will detail their part of the itinerary referring to some examples found on the internet. They will indicate the precise time and place and make a brief description of each activity that will be carried out.

Cost definition (30 minutes)

Each group will identify the planned expenses for the activities, defining them exactly and in detail in order to request estimates with the utmost precision. The costs will be necessary for the guide, for the entrance tickets and for the transport.

5th Activity

Call for tenders (90 minutes)

Consulting websites, the groups will characterize the possible service suppliers and will proceed to demand an estimate of expense for the activities they have planned.

Students may need to fill a written request similar to the one below. It will be necessary for them to be as precise as possible in the request. It may therefore require time.

6th Activity

Supplier selection (60 minutes)

Students will then proceed to the identification of the best estimate based on the price and the quality of the service offered.

Definition of the price to apply (30 minutes)

Once the estimates are collected, the general budget is defined.

Based on the estimated number of participants, the total cost is divided, taking into account a percentage of variability on the subscriptions. All these estimates are based on the work done in the first lesson with the economics teacher.

Information Request

Name	<input type="text"/>	<input type="text"/>
	First Name	Last Name
E-mail	<input type="text"/>	
	ex: myname@example.com	
	example@example.com	
Phone Number	<input type="text"/>	<input type="text"/>
	Area Code	Phone Number
Requesting Information Regarding:	<input type="text"/>	

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Supplier selection (60 minutes)

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Once the estimates are collected, the general budget is defined.

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7th Activity

Material collection (30 minutes)

The groups collect images, photos and documents about the places to visit.

They then make a choice of the most significant and which can better attract the attention of possible participants.

Brochure composition (90 minutes)

The groups at this point meet to write the brochure also on the basis of models taken from the internet, as listed below.

Then through the graphics programs that they will download, they insert the images and texts defined previously.



Assessment - Evaluation

The evaluation of the students will be carried out mainly on the efforts in the activity. Teachers will also assess teamwork and the ability to solve problems. An evaluation will then be given to the overall work, or the brochure in terms of graphics and integrity of the information.

Presentation – Reporting- Sharing

The product of all this work is a brochure of the organization of a guided tour with indication of the full program of the day and the price for participation. The organization of the tour could become a fundamental yearly excursion for many students. Travel agencies could then use the brochure to present the tour to other school students in the territory.

Extensions - Other Information

Students could really do the guided tour accompanied by the teachers who helped them to organize it.

STEAME Prototype/Guide for Learning & Creativity Approach
Action Plan Formulation - Steps provided by Kypriaki Mathimatiki Etaireia

Major steps in the STEAME learning approach:

STAGE I: Preparation by one or more teachers

1. Formulating initial thoughts on the thematic sectors/areas to be covered
2. Engaging the world of the wider environment / work / business / parents / society / environment/ ethics
3. Target Age Group of Students - Associating with the Official Curriculum - Setting Goals and Objectives
4. Organization of the tasks of the parties involved - Designation of Coordinator - Workplaces etc.

STAGE II: Action Plan Formulation (Steps 1-18)

Preparation (by teachers)

1. Relation to the Real World – Reflection
2. Incentive – Motivation
3. Formulation of a problem (possibly in stages or phases) resulting from the above

Development (by students) – Guidance & Evaluation (in 9-11, by teachers)

4. Background Creation - Search / Gather Information
5. Simplify the issue - Configure the problem with a limited number of requirements
6. Case Making - Designing - identifying materials for building / development / creation
7. Construction - Workflow - Implementation of projects
8. Observation-Experimentation - Initial Conclusions
9. Documentation - Searching Thematic Areas (STEAME fields) related to the subject under study – Explanation based on Existing Theories and / or Empirical Results
10. Gathering of results / information based on points 7, 8, 9
11. First group presentation by students

Configuration & Results (by students) – Guidance & Evaluation (by teachers)

12. Configure mathematics or other STEAME models to describe / represent / illustrate the results
13. Studying the results in 9 and drawing conclusions, using 12
14. Applications in Everyday Life - Suggestions for Developing 9 (Entrepreneurship - SIL Days)

Review (by teachers)

15. Review the problem and review it under more demanding conditions

Project Completion (by students) – Guidance & Evaluation (by teachers)

16. Repeat steps 5 through 11 with additional or new requirements as formulated in 15
17. Investigation - Case Studies - Expansion - New Theories - Testing New Conclusions
18. Presentation of Conclusions - Communication Tactics.

STAGE III: STEAME Actions and Cooperation in Creative Projects for school students

Title of STEAME Project : A GUIDED TOUR

Brief Description/Outline of Organizational Arrangements / Responsibilities for Action

STAGE	Activities/Steps Teacher 1(T1) Cooperation with T2 and student guidance	Activities /Steps By Students Age Group: 12-14	Activities /Steps Teacher 2 (T2)/possibly Teacher 3 (Science) Cooperation with T1 and student guidance
A	Preparation of step 1		Cooperation in step 1
B	Guidance in activities 1,4,5,6	4,5,6,7	Support guidance activities 2,3,7
C	Creative Evaluation 6	6,7	Creative Evaluation 7
D	Organization (SIL) STEAME in Life 1,3,7	1,3,7 Meeting/presentation to travel agent and graphic designer	3,7