

# Interactive Travel Guide



## Methodological Steps

Design an activity that spans across geography and communication. This implies that you can decide which side to focus more on, and whether to support more the knowledge of geographical notions or the development of communication and graphics skills.

Begin with an analysis of the study resources that you use in an ordinary lesson.

You can share with the students the [pdf version of the geography textbook](#) and ask them to highlight the structure of the chapter about a particular Country or Region.

The aim is to have them find out which categories make up the description of a geographical entity: location, borders, seas, mountains, rivers, climate, cities, economy, etc.

You can do this analysis at the end of the lecture(s) on a State or Region you are illustrating during a video lesson on Webex or Zoom.

Make sure to write down the categories on a document shared via a collaborative board like [Miro](#) or [Padlet](#) or via a learning environment like [Moodle](#) or [Google Classroom](#).

Divide the students into groups and assign the same topic (Country or Region) to all the groups.

Ask them to follow the structure of content you have analysed and shared with them beforehand.

Ask them also to combine different resources into each chapter: a piece of text, a video, a certain amount of images.

Provide the repositories to use: [see this page](#) to find useful links (browse these categories: [environment](#), [images](#), [learning objects](#)). This helps you to have the same type of content to evaluate. Ask them also to take care of the graphics and the keywords and make up a rubrics to show to students in order to let them know which indicators are going to be evaluated.

## Skills Assessment



## Communication

This activity develops both **knowledge** and **skills**, the knowledge is specific to geography, but the skills are cross-curricular, especially the **communication** and **digital** ones.

The assessment relies upon **shared rubrics** through which the teacher.

Indicators are key because they can shift the focus of the activity from the evaluation of geographical notions to the observation of the **lifelong learning competences** that are developed by the activity.

This activity offers both **synchronous communication** (online meetings to build up knowledge and skills) where students and teachers work on the general structure of the presentation, and **asynchronous communication** (both for individual work and peer-work) when teacher assigns documents and provides specific feedback and when students meet online or in presence outside school time.



**Subject(s) : Humanities,  
Foreign Languages**



**Age of students : 15 - 16 years old**



**Duration : 2 - 4 weeks**



**Learning resources :  
Multimedia presentations,  
Digital texts**



**Test: Student homework or  
project work**



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