

Financial Literacy Resource
International Languages – Level 3 University Preparation
PLANNING AN OVERSEAS TRIP

Connections to Financial Literacy

International Languages classes equip students with the skills necessary to communicate effectively and think critically, while engaging and expanding their understanding of the world around them. Financial Literacy is a sound concept that is easily integrated into these programs of study.

The following lesson plan allows students to utilize their prior knowledge of travel and tourism while expanding their understanding of how to plan and budget for an overseas trip. Students will acquire new vocabulary in the language under study relating to travel and tourism for the purpose of:

- *reflecting critically on needs and wants in a context of travel;*
- *being exposed to varied purposes for overseas travel, including for volunteer, study and work purposes, integrating principles of active citizenship;*
- *planning a basic budget in the context of overseas travel;*
- *being encouraged to utilize these newly-acquired skills in authentic Assessment of Learning contexts.*

International Languages – Level 3 – University Preparation
LBACU – LYXCU

Curriculum Expectations

Oral Communication: Listening

- demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes
- demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation
- demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes

Oral Communication: Speaking

- communicate orally in various situations and for a variety of purposes, using language appropriate to the level
- use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions)
- convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level
- express opinions and ideas in prepared and open-ended conversations and discussions

Reading

- read age- and language-appropriate passages from different sources for a variety of purposes
- respond to the texts read in a variety of activities (e.g., summarize events, predict further developments)






Writing




- write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level
- write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level
- compose and answer a variety of questions
- demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports

Learning Goals

After completing the learning experiences below, students will know, understand and/or be able to:

- reflect on how to plan an overseas trip
- make a basic budget to outline expenses for an overseas trip
- think critically about how to fund an overseas trip
- think critically about planning trips that extend outside the realm of pleasure (i.e. volunteering with an NGO, study, work)

Instructional Components and Context	
<p>Readiness</p> <p>Pre-assess students' prior knowledge and capabilities related to:</p> <ul style="list-style-type: none"> ▪ usage of the nation(s)' language under study to further learn about travel, tourism, work and volunteer opportunities, ▪ estimate the costs and expenses relating to overseas travel, working individually or in small groups (coming to a consensus) <p>Terminology</p> <p>volunteering non-governmental organization (NGO) social media Internet consulate embassy</p>	<p>Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizer (optional) <input type="checkbox"/> KWL chart or Exit Card (optional)
<p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 	<p>Connections</p> <p>Explicitly label:</p> <p> Assessment for learning</p> <p> Assessment as learning</p> <p> Assessment of learning</p> <p> Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>WHY TRAVEL?</p> <p>Description</p> <ol style="list-style-type: none"> 1. Class Discussion: Why do we travel? For what reasons? (i.e. pleasure, to visit family and friends, volunteering and humanitarian work, to attend special events, etc.) 2. How do we plan travel? Who do contact to get ideas and inspiration for travel? (i.e. Internet, travel agency, newspaper/magazine/book/film research, tourism offices, etc.) 3. Challenge: Can we plan an overseas trip independently in the language under study? 	<p><i>Think-Pair-Share, Turn & Talk</i></p> <p> <i>Assessment for learning</i></p>

Action! ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent)	
<p>WHERE TO GO? Description</p> <ol style="list-style-type: none"> Pick a country, city, region or area. Teacher-led example: <ol style="list-style-type: none"> How do we get there? Brainstorm vocabulary related to means of transportation. Teacher Prompt: <i>“To arrive in _____, I travel by airplane and by train, then by taxi to arrive at the hotel.”</i> How can the necessary fares be purchased? Brainstorm vocabulary related to locations, means of purchasing these items. Teacher Prompt: <i>“To find the best prices, I search the websites of travel agencies, research using travel guides from the library and speak with my friends. Will I need a credit card to pay for this leg of the journey?”</i> What other essentials should be looked at (needs)? Brainstorm vocabulary related to accommodation, food, additional transportation. Teacher Prompt: <i>“On my trip, I will need to travel around the city and eat, so I will save money for public transport and three meals a day.”</i> What is the purpose of the trip? Where will more money be spent (wants)? Brainstorm vocabulary related to entrance fees to tourist attractions, souvenirs, gifts. Teacher Prompt: <i>“What will I want to do on my trip? I will want to visit art galleries, go dancing in the evenings, take a river cruise... What other activities should I do in this city?”</i> Are any special items needed prior to departure? Brainstorm vocabulary related to special items, i.e. vaccinations, donations, special clothing, travel visas, personal supplies? Teacher Prompt: <i>“Before visiting this city, I will need to visit a doctor to see if I need any vaccinations, and the consulate to obtain a visa. What other items might I need?”</i> How much will these things cost? Working in groups, pairs or individually, answering the above-mentioned questions in point form, in the form of a mind map or with the aid of a graphic organizer, each group/pair/individual: <ol style="list-style-type: none"> chooses a type of trip (luxury, volunteering/“voluntourism” for an NGO, backpacking, working as an au pair, year abroad study program, etc.) indicates why this trip is of interest, indicates how they will arrive in their country/area of interest, creates a list of required items, estimates the costs of all required items. Sharing of findings, orally, with aid of notes, mind map and/or graphic organizer. Establish how the trip will be funded. Teacher Prompt: <i>“How will you pay for your trip? How many weeks/months do we need to work in your current job to pay for this trip? Will you need to get a new job to pay for this trip?”</i> In same or new groups/pairs or individually, work on creating a personal budget for the trip. Present findings to group/pair/class orally or in writing. 	<p><i>Initial Planning. Teacher-led, followed by small group/pair/individual work</i></p> <p> <i>Students can elaborate the vocabulary in steps 1b-1e or 1c-1e on their own.</i></p> <p> <i>Small group or individual work here allows for multiple success opportunities; providing choice allows students to elaborate on topics of interest, while expanding their knowledge base.</i></p> <p> <i>Sharing written reports with classmates allows Reading skills to be highlighted; sharing oral reports allows Oral Communication: Listening skills to be highlighted</i></p>

Consolidation	
<ul style="list-style-type: none"> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned 	
<p>LESSONS LEARNED</p> <p>Description</p> <p>Check-in and closing discussion. Use of a KWL Chart or Exit Card will allow for further consolidation of new content (optional).</p> <p>Teacher Prompts: <i>“Do we understand what variables are involved with planning an overseas trip?”</i> <i>“Do we recognize some challenges about budgeting for major purchases?”</i> <i>“Do we know about the benefits of traveling overseas that involve helping others?”</i> <i>“Do we know new vocabulary words that will help us in doing research, or in making requests in the language under study?”</i></p> <p>Potential expansion:</p> <ul style="list-style-type: none"> • Discussion of critical issues: What happens if we run out of money? If there is an emergency? If unexpected expenses arise? <p>Potential expansion:</p> <ul style="list-style-type: none"> • Elaborate a written or oral report explaining the budget and structure of the trip. • Use the Internet, newspapers, magazines, travel books or other resources to research travel agencies, tourist offices, websites, etc. in the language under study that would be of use. • Use the same above resources to revise and check the budget for accuracy. 	<p><i>Consolidation and synthesis</i></p> <p>A_{as}L Assessment as learning</p> <p>A_{for}L Assessment for learning</p> <p>A_{of}L Assessment of learning</p>

Type of trip:

Why am I interested in taking this trip?	How will I get there?	What is the estimated cost of how to get there?	What will I need for this trip?	What are the estimated costs of what I need?

TOTAL: \$_____ + TOTAL: \$_____

= I estimate that this trip will cost me \$_____.

How I will pay for this trip (provide at least three ideas):

1. _____
2. _____
3. _____

Un viaje especial

Visitar Patagonia para conocer a los pingüinos

¿Por qué hago este viaje?	¿Cómo llego a mi destino?	¿Cuánto cuesta?	¿Qué necesito para este viaje?	¿Cuánto cuenta?
-me fascinan los animales	-mis amigos me conducen al aeropuerto	\$0	-un abrigo	\$150
-no me gusta el calor; prefiero el frío	-ir en avión a Santiago de Chile (ida y vuelta)	\$1600	-unas botas nuevas	\$200
-me gustaría visitar Sudamérica	-ir en avión a Tierra del Fuego (ida y vuelta)	\$500	-unos guantes nuevos	\$15
	-ir en taxi al barco del aeropuerto (ida y vuelta)	\$30	-dinero para comprar recuerdos (postales, un pingüino en peluche para mi hermanito, etc.)	\$200
	-un crucero (en barco) de 3 ó 4 días	\$500	-una cámara digital	\$120
			-una visa para entrar a Chile (válida por 5 años)	\$150
			-comida y bebidas durante el crucero	\$250

TOTAL: \$_____ + TOTAL: \$_____

= Creo que mi viaje especial me cuesta \$_____.

Cómo voy a poder realizar este viaje (elabore un mínimo de 3 ideas):

1. Voy a ahorrar el dinero de mi trabajo al supermercado.
2. Voy a pedir un préstamo de mi abuelo. ...