

## Week 1 Individual Session: Dream Trips & Trip Planning

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### Session Goals

- ❖ Discuss top travel destinations with a peer
- ❖ Practice justifying choices with persuasive reasons
- ❖ Work together to plan a trip

### Pre-Session Instructions for Learner

- ❖ Make a list of 5 places you want to visit. Describe the places and why you want to visit them.
- ❖ Read [this article](#) about trip planning; take notes on any difficult words or sentences you didn't understand

### Pre-Session Instructions for Volunteer

- ❖ Make a list of 5 places you want to visit and why.
- ❖ Review the conversation questions here: [Travel Conversation Questions](#)
- ❖ Read [this article](#) on travel planning

### During the Session:

- ❖ **[5 min]** Check in with your learner, ask about their week, and introduce this new unit. Explain that you will be discussing travel for the next few weeks.
- ❖ **[15 min]** Start the conversation with questions from the above link. Below are 5 initial suggestions; feel free to adjust based on the learner's English level!
  - What was the most interesting place you have ever visited? Why?
  - What was the worst/best trip you have ever been on? Why?
  - Where did you spend your last vacation?
  - Are there popular places in your country that people visit? Where?
  - Do you like organizing your own trips? Why or why not?
- ❖ **[15 min]** Ask the learner to share their list of places they want to visit and why. Ask questions about the places the learner mentions. For example:
  - Have you been there before?
  - Do you know anyone who's been there? What did they say about their trip?
  - What would you like to do there?
  - How long would you like to visit for?
  - What time of year would you like to go?

- ❖ **[5 min]** Share some of the places you want to visit and why. Instruct the learner to ask you questions about them. If they have trouble coming up with questions, screenshare the list of questions above.
- ❖ **[20 min]** Choose a place from one of your lists and plan a trip together! Pull up the article from the homework and use it as a guide. First, ask the learner if they had any questions or didn't understand any part of the article, and clarify as needed. Then, start planning! Be sure to cover all the key points in the article, from choosing the best month to visit to figuring out itineraries. Imagine you have an unlimited budget, and get creative!

## Week 2 Individual Session: Talking About Travel

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### Session Goals

- ❖ Practice travel vocabulary
- ❖ Describe and discuss a new travel destination
- ❖ Share information about a familiar travel destination

### Pre-Session Instructions for Learner

- ❖ Watch the video [here](#). Take notes.
  - Choose two images from the video and describe them: What is in the image? What sounds do you hear? How does the image make you feel?
  - *Optional*: Choose 3 places in the video you want to visit and describe why you want to visit them.
- ❖ Research a location in your country that you are already familiar with. Create a 2-3 minute oral presentation about the location. (You do not have to make a powerpoint or any written presentation - but you can if you want to!). Use these questions to guide you:
  - *Why should someone visit this location?*
  - *What are some things to do in this location?*
  - *How much money do you need in this location?*
  - *Why is this location better than other places?*
  - *What are some possible dangers or problems about going to this location?*
- ❖ **Challenge**: Use at least 4 modal verbs (i.e. should, must, will, can, could, may, might) in your presentation to make suggestions, strong recommendations, predictions, OR to soften a claim. To learn about/review modal verbs view [this](#) web page.

### Pre-Session Instructions for Volunteer

- ❖ Make a copy of [this document](#) for the ABC game below
- ❖ Watch the video [here](#) and be prepared to talk about it with the learner.
- ❖ Think of a place you know well and prepare to tell the learner about it (2-3 minutes oral presentation)

### During the Session:

- ❖ **[15 min]** Start the session with a vocabulary warm-up! Share your screen with the above document open. Challenge the learner to think of a travel-related word that starts with each letter of the alphabet (Airplane, Boat, Cruise)
  - If your learner is struggling, you can give hints. For example, “Sometimes people take a vacation on a large ship traveling from port to port. All the food and

entertainment is on the ship. In English, this is called a ...". Or, take turns coming up with words!

- Optional: For advanced learners, you can do a 2nd or 3rd round with new sets of words

❖ **[10 min]** Discuss the video linked above.

- Play the video using screen share (don't forget to share your computer sound, not just your screen). Have the learner stop you when you reach the scenes/images your learner chose to take notes on. Discuss the images based on the learner's notes/ideas.
- Finish watching the video. Ask the learner about their general interpretations of the video and the two places they want to visit.

❖ **[10 min]** Have the learner give their short presentation. Do not interrupt them for vocab/pronunciation errors, but take notes.

- Ask a few follow up questions about their chosen location
- Discuss the presentation with the learner: what did you like about the presentation? What did they do well?
- Mention a few of the most prominent errors and practice repeating them correctly.

❖ **[10 min]** Give the presentation you have drafted about a location you are familiar with. Direct the learner to ask 4-5 questions about the chosen location.

❖ **[5 min]** Compare the two locations (the volunteer's location and the learner's location.) Example questions:

- How are these places similar?
- How are they different?
- Which one would you want to visit more? Why?

❖ **[10 min]** Brainstorm together - if you were going to make a travel video about one (or both!) of your chosen locations, what would you include? Use the New Zealand travel video as an example. How would you change it? What would you keep the same? If necessary, you can give the learner 2-3 minutes to take notes before discussion.

## Week 3 Individual Session: Travel Challenges

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### Session Goals

- ❖ Engage in conversation to solve travel-related challenges
- ❖ Work together to adjust travel plans to fit a budget

### Pre-Session Instructions for Learner

- ❖ Write 5-10 examples of problems that happen while traveling (For example: Someone can steal your wallet)
  - **Challenge:** Write at least 4 sentences describing how these problems can happen using *narrative tenses* (i.e. simple past, past continuous, or a combination) For a review of narrative tenses visit [this](#) page. (Example: While I **was riding** the train, someone stole my wallet!)
- ❖ Watch the video [here](#). Take notes on vocabulary you do not understand.
- ❖ **CHALLENGE:** Advanced learners can challenge themselves with [this article on budgeting](#) for a trip!

### Pre-Session Instructions for Volunteer

- ❖ Think of 4-5 scenarios based on airport, train station, and bus station interactions. These should focus on problems that happen while traveling, or unexpected situations.
  - Example: Buying a plane/train/bus ticket in-person, checking if a plane has arrived or not, trying to find lost luggage, rescheduling a flight at the airport.
- ❖ Watch the video [here](#) and read [this article on budgeting](#) for a trip

### During the Session

- ❖ **[5 min]** Have the learner share the examples of travel problems they prepared for the session.
- ❖ **[15 min]** Choose some of the scenarios you prepared and a few from the learner, and practice role plays based on these interactions. Be clear and explain 1) what the scenario is and 2) who you are playing and who the learner is playing.
  - *Optional:* You can role play each interaction twice, having the learner practice both “sides” of the interaction for each scenario.
  - Ask the learner what the most difficult scenario was and why.
  - Ask the learner if they have experienced any of these problems in real life
- ❖ **[15 min]** Discuss travel safety measures

- Ask the learner about safety on a plane, train, boat, and bus. What safety measures do you need to follow on these different forms of transportation? (Optional: do safety measures differ by country? What are norms around seatbelt use, fear of flying, etc?)
  - Ask the learner if they've ever been in a plane, train, or bus accident? What about a near miss? If so, invite them to share the story if they would like. (You can share a story too, if you have one).
- ❖ **[10 min]** Come up with a new travel safety measure
- Ask if the learner had any questions about the vocabulary and grammar in the airline safety video. Clarify as necessary
  - Give the learner 1-2 minutes to brainstorm a "new" safety procedure - a new, innovative way to protect people while they travel.
  - After 2-3 minutes, if the learner does not have an idea, talk through it with them. Brainstorm with them, tossing ideas back and forth.
  - Consider the following questions about the safety measure you decide on:
    - Why is it innovative?
    - Why is it important?
    - Where would you use it?
- ❖ **[15 min]** Budgeting is a common challenge for many travelers! Go back to the trip you planned in Week 1. Now, imagine you have to do your trip on a tight budget. How would you need to adjust your plans? Revise your itinerary together to cut the budget as much as possible.
- This is a great opportunity for practicing comparing and contrasting with descriptive language. *Example:* if money wasn't a problem, we could stay at a luxurious, 5-star hotel. If we had to save money, we'd book a room in a hostel. It would be more crowded and more run down, but it could also be fun to meet other travelers.
  - If your learner read the challenge article, ask about any confusion and clarify as needed. Be sure to refer to recommendations from the article in your discussion and planning process!

## Week 4 Individual Session: Transportation

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### Session Goals

- ❖ Discuss modes of transportation

### Pre-Session Instructions for Learner

- ❖ Before the session, record a video (1-2 minutes) describing what your favorite form of transportation is and why. Share this video with your buddy before the session.
- ❖ Read the short article at [this link](#).

### Pre-Session Instructions for Volunteer

- ❖ Watch the video that the learner created about transportation. Write 2-3 follow-up questions you have about the video to ask the learner.

### During the Session

- ❖ **[10 min]** Watch and discuss the learner's video.
  - Share your screen (and sound) and play the video that the learner created before the session. If you are having technical difficulties, ask the learner to recap their video in a few sentences.
  - Ask the follow-up questions you prepared before the session.
  - Discuss the negative aspects of the learner's selected mode of transportation and how it compares to other modes of transportation.
  - Give feedback on errors and areas for improvement and have the learner practice any difficult phrases or words.
- ❖ **[10 min]** What are the weirdest things that have happened to you on public transportation?
  - Raucous fellow travelers, long delays and wrong stops, finding unexpected items left behind by others, funny misunderstandings...public transportation can be the backdrop for many types of unexpected incidents. Ask the learner to share stories of weird, unusual, funny, or scary incidents that happened to them (or their family or friends) on public transport. Think of your own stories to share as well.
- ❖ **[20 min]** Discuss and compare public transit systems in your countries. In addition to asking questions and sharing experiences, it could be fun to brainstorm solutions to the challenges the learner mentions.
  - What is public transit like in your hometown/country?
    - What kinds of transportation are available? Which are the most popular?

- Is it cheap (affordable?) Is it free?
- How do you pay (card or cash)? Is there a “pass” option (pay once a month for unlimited rides)?
- What do you want to change about the public transit in your country/region?
  - Is there any way to improve the system?
  - Have any improvements happened recently?
- Which is better: public transport or driving your own car? Which is more reasonable in your region?
- When you plan a vacation, is the transportation a factor in your planning?
  - Do you choose places to visit based on how easy it is to travel there?
  - Do you plan for the cost of transportation?
  - Have you ever missed out on a trip you really wanted to take because there was no feasible way to travel there?

❖ **[20 min]** Titanic -- Oh No!

- Review vocabulary and challenging sentences from the article.
- Ask the learner what they knew about the Titanic before reading and what new things they learned.
- Ask the learner if they ever get nervous when traveling (on planes, boats, buses, etc.)
  - Do you think the passengers on the Titanic were nervous when they left England? Why or why not?
- If they built a Titanic II, would you travel on it? Why?
  - Discuss “superstitious” tendencies (i.e, people who believe in bad luck)
  - Do you believe in bad luck? Does the Titanic name have bad luck now?



## Week 5 Individual Session: Tours, Directions, and Exploring

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### Session Goals

- ❖ Discuss and compare different ways of exploring and learning about new locations
- ❖ Give a tour of a familiar place
- ❖ Practice using directional vocabulary and phrases

### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) and think about the following questions:
  - How does the couple get the student's attention? What other phrases can you use to get someone's attention?
  - What kinds of vocabulary, grammar, and phrases does the student use to give directions?

### Pre-Session Instructions for Volunteer

- ❖ Review the [vocabulary warm-up](#). Add words and adapt our sample as needed for your buddy's level (make a copy of the file to make any changes).

### During the Session

- ❖ **[10 min]** Start the session with a vocabulary warm-up! [Screenshare the exercise](#), read each sentence out loud, and ask the learner to guess what the **bolded** word means. They can ask you questions / make guesses if they do not figure out the definition right away. After they figure out the definition, they can try coming up with their own sentences using the word.
- ❖ **[10 min]** Giving Directions Role-Play
  - Discuss the directions video with the learner. Answer any questions and highlight the different types of vocabulary, grammar, and phrases the characters in the video use.
  - Share your screen and pause the video so that you can both see the map. Now, use the map to give directions. The "tourist" chooses a spot and asks for directions. The "local" gives directions and the "tourist" confirms them.
- ❖ **[20 min]** Have a discussion with your buddy about how he/she prefers to explore new places. Here are some sample questions to get you started. Don't forget to share your own experiences as well!
  - When you visit a new city, do you prefer to take a guided tour or explore on your own? Why?

- What makes a good tour? What makes a bad tour? How can the traditional guided tour format be updated to appeal to young people?
  - Have you ever gone on a themed tour of a location (food tour, haunted tour, tour of spots associated with a particular celebrity or TV show?)
  - Do you like to use guidebooks? What about audiotours? Why or why not? What makes a good guidebook or audio tour?
  - Have you ever read travel blogs when planning for a trip (or while on a trip)? Tell me about a travel blog you enjoy.
  - Do you ever ask locals for directions when you're in a new place? Or do you just use Google Maps? Do you think you miss out on an "authentic" travel experience when using Google Maps?
  - When traveling, do you ever approach locals just to chat and get to know them and their home?
- ❖ **[5 min]** Ask your learner: If you were going to a new country, and could only use ONE of the following: guided tour, guidebook, travel blog, or talking to locals, which would you choose and why?
- ❖ **[15 min]** Design a guided tour!
- Ask the learner to choose a familiar location - their hometown, a place they visit often in the summers, the city where they go to school/college, etc.
  - Then, ask the learner to brainstorm a themed tour of this location. Give them a few minutes to plan their response before presenting an overview of the tour to you. They should explain the tour theme and describe the different stops.
  - If you have time, plan out the logistics for the tour. Would the tourists walk or take a bus? What route would they follow (feel free to pull up Google Maps and use some directions vocabulary/grammar to describe the route!)

## Week 1 Group Session (Jan 4-10): Asking and Answering Questions About Travel

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### Pre-Session Instructions for Learner

- ❖ Before the session, prepare a short story (1-2 minutes) about a vacation or trip. It can be real or fictitious (fake). You will be presenting this during the session, so you can prepare notes to use if you like.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be able to access [these postcards](#) during the session.
- ❖ Segment 2: Be familiar with the rules of the game “20 Questions.”
- ❖ Segment 3: N/A

### During the Session:

- ❖ **Segment 1 - 20 minutes: Travel Story Presentations and Postcards!**
  - Have each student share their travel story.
    - After the presentation, compliment the learner and tell them what they did well. Ask other students to talk about what the learner did well.
    - Take notes about 3-4 major errors, and correct them after the presentation.
  - Via screen share, present the postcards using the link above. Give the learners 1-2 minutes to examine them. Ask the following questions, reminding learners that they can guess and make up answers if they wish:
    - Where was this postcard written? In what city and country?
    - When was this postcard written? Does it look old or new?
    - Does the postcard tell a story? Please explain in 2-3 sentences.
- ❖ **Segment 2 - 20 minutes: Travel-Themed 20 Questions Game**
  - The volunteer will think of a travel-related word and the learners take turns asking “yes or no” questions until they are able to guess the word. Maximum of 20 questions asked.
  - After the learners guess the volunteer’s word, the learners take turns thinking of their own words and everyone else asks questions and tries to guess what the word is.
- ❖ **Segment 3 - 20 minutes: Asking Others About Their Travel Experiences**
  - Give each learner a minute to think of one of their past travel experiences or an interesting travel story. They should not tell this story. Instead, the group will interview each person in turn to learn about their travel experience.

Decide who will be the first interviewee. Then, everyone else can take turns asking them questions. Once you learn enough details, choose one learner to retell the whole story. Questions to keep in mind:

- *Who* was there?
- *What* did you do?
- *When* did you go?
- *Where* did this story take place?
- *Why* did you go?
- What happened (first, next, last)?

## Week 2 Group Session (Jan 11-17): Different Ways to Travel

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### Pre-Session Instructions for Learner

- ❖ Read [this article](#) about traveling on a budget.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Watch [this video](#) about traveling in groups.
- ❖ Segment 2: Watch [this video](#) about traveling in the winter time.
- ❖ Segment 3: Read [this article](#) about traveling on a budget and prepare to plan a trip with your group!

### During the Session:

- ❖ **Segment 1 - 20 minutes: Traveling in Groups**
  - Watch the video via screen share (don't forget to share your sound as well!)
  - Post-Video Discussion:
    - Do you travel in groups, or do you prefer to travel alone? Why?
    - Have you ever done a "solo trip?" Where?
    - If you had to travel alone, where would you NOT travel?
    - If you were traveling in a group, what activities could you not do? (I.e., rent a 2-person car)
  - Give the learners 2 minutes to take notes on the following question: *Is it better to travel in groups or alone? Why?*
    - Ask the learners to share and defend their opinion.
- ❖ **Segment 2 - 20 minutes: Debate About Winter Travel**
  - Watch the video via screen share(don't forget to share your sound as well!) Think about this question: *Do you think this is a fun place to travel? Why or why not?*
  - Ask the group if they would want to travel to Iceland. Why? Why not?
    - Do you like cold places? Or do you prefer warm places? Why?
    - What can you do in cold places that you cannot do in warm places?
    - Which is better: Iceland or the desert? Why?
  - Debate about "Pro" or "Anti" Iceland vacation. Example points to bring up:
    - Warm weather means crowds of people, colder places will draw less people and be more relaxing.
    - Cold weather means you could get frostbite (you will probably need to explain this term)
  - If you were going to Iceland, what could you do to make sure you have a comfortable experience?

❖ **Segment 3 - 20 minutes: Traveling on a Budget**

- Using the article as a guide, work together to plan a 3-day weekend trip. Let the students suggest a city to travel to - if they don't have ideas, you can suggest planning a trip to Kyiv, Ukraine's capital!
  - Discuss details such as the best area to stay, type of place to stay (hostel, hotel, Airbnb), what to do, where to eat (and what to try), safety, etc.
  - Discuss prices for flights, accommodation, sightseeing and other activities, as well as seasonal price changes (best times to travel)
  - Discuss tips for getting the best prices and traveling cost-effectively

## Week 3 Group Session (Jan 18-24): Good and Bad Travel Experiences

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### Pre-Session Instructions for Learner

- ❖ Read the [short article here](#).

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Read the [short article here](#).
- ❖ Segment 2: Be familiar with the rules for the “World’s Worst” game.
- ❖ Segment 3: Read some of the Yelp reviews for a [5-star restaurant](#) and [1-star hotel](#) in San Francisco.

### During the Session:

- ❖ **Segment 1 - 20 minutes: The Kindness of Strangers**
  - Ask a learner to explain what the article was about. If no one has had a chance to read the article, be prepared to summarize it yourself.
  - Ask learners what they think of Leon Stuparich’s idea to take a long trip on foot without money.
    - What are the advantages and disadvantages of traveling this way?
    - Would you ever take a trip like this? Why or why not?
    - Would it be easier to take this kind of trip in some countries than others? Why? Why are some countries safer than others? Are people from different countries different, or are there other important factors?
    - Have you ever been stuck or had a problem while traveling and had to rely on the kindness of others? What happened?
- ❖ **Segment 2 - 20 minutes: The World’s Worst...**
  - In this session, you will play “World’s Worst...” The learner will be given the name of a profession related to travel and describe the worst person in that profession. (For example, the “World’s Worst Flight Attendant” would probably be a flight attendant who spills drinks on everyone, gets confused about the plane’s destination, etc.) The rest of the group has to guess what profession the learner is describing.
  - Choose a learner to start and send them the profession in a private Zoom chat. Or you can go first to model what a good description might look like. Here are some ideas:
    - Flight Attendant
    - Pilot
    - Museum guard
    - Tour Guide

- Train Conductor
- Taxi driver
- Hotel front desk staff
- Waiter in a restaurant
- If you have time, ask learners if they ever had real-life “World’s Worst” experiences!

❖ **Segment 3 - 20 minutes: Online Reviews**

- Discuss the practice of leaving online reviews for hotels, restaurants, and other attractions. Sample questions:
  - Do you check online reviews before choosing a hotel, restaurant, etc? Why or why not? How important are reviews when you are making travel decisions?
  - How can reviews help travelers? Are they ever unhelpful? How?
  - Have you ever written an online review? If so, what place or places was it for? Was it for a good or bad experience?
  - Do you think people tend to write more reviews for amazing experiences, bad experiences, or average experiences? Why?
- If you have time, you can screenshare the Yelp reviews for this [5-star restaurant](#) and this [1-star hotel](#) (you might have to explain what 5-star and one-star mean). Choose a sample review, give everyone a minute to read it, and ask questions about it:
  - Is this a good review? Why or why not? What should be included in a good review of a restaurant/hotel?
  - Would you like to go to this restaurant/hotel? Why or why not?
  - How is a restaurant review different from a hotel review?



## Week 4 Group Session (Jan 25-31): Food

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### Pre-Session Instructions for Learner

- ❖ Watch this [video about weird American foods](#)
- ❖ Read the article at this [link](#).

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Watch this [video about weird American foods](#)
  - OPTIONAL: you may choose a segment (2-3 minutes max) to play at the beginning of the session to spark conversation.
- ❖ Segment 2: Read the article at this [link](#).
- ❖ Segment 3: Review the [rules](#) for the game Taboo and be familiar with them.

### During the Session:

- ❖ **Segment 1 - 20 minutes: Discuss weird foods from different cultures!**
  - Have you eaten any of the foods in the video? Which ones? (If students didn't have a chance to watch the video, they can talk about the weirdest foods they've ever eaten!)
  - Ask what the weirdest food was in the video, and why. Would you eat that food? Why or why not?
  - What food looked the most delicious? Have you ever tried it? What was it like?
  - If you had to make this video for your home country, what would you include as the "weirdest foods?" Why?
- ❖ **Segment 2 - 20 minutes: Discuss food to bring while traveling**
  - Ask learners to summarize key ideas from the article they read before the session. Ask whether anyone had any questions about the article (for example, vocabulary that they do not understand); answer the questions.
  - Discuss the following questions:
    - When you travel by plane, do you buy food at the airport? Do you eat the meals provided on the plane? Why or why not?
    - When you travel by bus or train, do you buy food along the way or bring food with you? Why?
    - What food do you bring? Is it healthy?
    - Is it important to bring healthy foods while traveling?
    - When you are traveling, do you enjoy yourself more if you eat healthy foods or unhealthy foods? Why?

- Tell the learners to pretend you are working together on the \*opposite\* of this article. Have each learner suggest the most \*unhealthy\* foods to bring when traveling and explain (in 1-2 sentences) why they are unhealthy.

❖ **Segment 3 - 20 minutes: Play Travel Taboo**

- Before starting the game, please go over the rules of the game and answer any questions
- Access the taboo game cards [here](#). Choose one learner to go first. Send them the word they need to describe and the forbidden words as a private message in the chat (careful - do not send it to the whole group!) As the learner tries to describe the word, everyone else can guess.
- Every learner can take a turn trying to describe a travel word

## Week 5 Group Session (Feb 1-7): Souvenirs and Memories

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### Pre-Session Instructions for Learner

- ❖ Write down 3-4 of your favorite vacation / trip memories.

### Pre-Session Instructions for Volunteer

- ❖ None.

### During the Session:

- ❖ **Segment 1 - 20 minutes: Souvenirs from ... Where?**
  - Each learner thinks of a place (relatively well-known, tourist destination) and does not tell anyone else in the group. The learner has 1 minute to find a photo of a souvenir that “describes” that place on Google.
  - Go around to each learner and...
    - Have the learner show their souvenir via screen share.
    - Have the other learners guess where the souvenir is from / the location the learner had in mind.
    - If no one gets in immediately, have the other learners ask yes/no questions in a 20 Questions style format.
  - If you have time after everyone has a turn, you can do another round. Or, you can lead a discussion about souvenir shopping. Sample questions: Do you like to buy souvenirs when you travel? Why or why not? What are the advantages and disadvantages of buying souvenirs regularly? What are some of your favorite souvenirs and where are they from? Do you buy souvenirs for your family and your friends, just for yourself, or both?
- ❖ **Segment 2 - 20 Minutes: My Favorite Travel Memory**
  - Each learner has 1 minute to come up with a favorite travel memory (they should have done a list before the session.)
  - **Without** saying the location of the travel memory, the learner tells the short story (30-45 seconds)
  - The other learners try to guess the location of the memory.
  - If you have time after everyone has a turn, you can do another round. Or, you can lead a discussion about the best ways to preserve travel memories - taking photos? Documenting the trip on social media? Keeping a blog? Talking with other people who went on the trip?
- ❖ **Segment 3 - 20 Minutes: Two Truths and a Lie**

- Each learner comes up with 2 true travel facts about themselves, and 1 lie. Each learner tells their two truths and a lie, and the other learners need to guess the lie.
- After 1 or 2 rounds (depending on the size of the group):
  - Each learner tries to remember as many of the other learner's lies as possible. Start a screen shared google doc to write them down in a group. Try to remember as many of the lies as possible. Then, do the same with the truths.