

**CAPITAL TOURS**  
A Topic Outline

Steve Bell: Storyline Scotland October 2004

Storyline	Key Questions	Pupil Activity	Class Organisation	Materials	Outcome
1. The Family	What characters make your family?	<p>a) Each group decides on the composition of its family. They live at the present time somewhere in Scotland.</p> <p>b) Each person makes a small collage figure to represent a member of the family.</p> <p>c) A biography is written for each character giving a name, age, date of birth, address, telephone number, job, hobbies and personality (3 words).</p>	<p>Groups of 5/6 which become family groups.</p> <p>Individuals</p>	<p>Flip-chart</p> <p>A collage of the family</p>	<p>Discussion</p> <p>A collage of the family</p>
2. The holiday	<p>The families have won a prize - a two week holiday (all expenses paid) visiting three Capital cities in Europe</p> <p>What do you think you know about European countries and their capital cities?</p> <p>Which three capital cities would your family like to visit and why?</p> <p>What are the things you would like to do and see in these cities?</p>	<p>a) Each family group is given a pack of blank cards. On each one they write the name of a European country and the capital city if they know it.</p> <p>b) Then they place these on a large sheet of coloured paper in the position that they think the countries have relevant to each other.</p> <p>c) They then compare their model map with a real map of Europe - correcting any mistakes.</p> <p>d) They select three capital cities based on the family interests and explaining their choice.</p> <p>e) They design a programme for the visit based on existing knowledge.</p> <p>f) Then they extend this by research.</p>	<p>Family groups</p>	<p>Blank cards</p> <p>Large sheet of coloured paper for background</p> <p>Map of Europe</p>	<p>The families 'model' of Europe</p> <p>The corrected map.</p> <p>The selected route and method of travel</p> <p>The programme for the visit</p>
3. Preparations	What special preparations should we make as a family for our holiday?	<p>a) Each family brainstorms list of preparations.</p>	<p>Family groups</p>	<p>Flip-chart</p>	<p>List of preparations</p>

			<p>a) These are presented to the whole class and may include – passports, luggage, taking care of pets, arranging for a house-sitter etc..</p> <p>b) Passports and other necessary documents are designed for each family.</p> <p>c) Class discusses and explores communication problems in other countries.</p> <p>d) Together the family decides on what will be in their suitcases.</p>	<p>Class</p> <p>Family groups</p>	<p>Coloured paper, cloth etc.</p>	<p>Passports etc.</p> <p>Study of useful phrases in other languages</p> <p>Model cases</p>
4. The holiday	<p>What luggage would you have to take with you to make the most of your holiday?</p> <p>What incidents happen to the family on the holiday – good and bad?</p>	<p>a) The family group brainstorms a list of incidents. These are used by the teacher for story-writing, role-play, map reading, time-speed-distance.</p> <p>b) The pupils keep a diary as the character they have become.</p> <p>c) They are interviewed for a travel programme.</p>	<p>Family groups</p> <p>Individuals</p>	<p>Tape recorder</p>	<p>Variety of activities organised by the teacher – language, maths, geography, etc..</p>	
5. The Expert	<p>The holidays are presented and the expert is asked to comment on possibilities that have been missed etc.</p>	<p>a) Each family presents their experience of the holiday and asks questions about other possibilities.</p>	<p>Family groups</p>		<p>Presentations of the holidays and questioning of the expert.</p>	
6. The review	<p>What do you think we have learned by working with this story? Are there questions to which you would still like answers?</p>	<p>a) Class discuss what they think they have learned and design some questions as a follow-up.</p>	<p>Class</p>	<p>Flip-chart</p>	<p>The results of the review.</p>	