



Geography: the language of Europe

Lesson 6: Turisam v Bulgaria (Tourism in Bulgaria)

Key questions:

- a) What are the physical and human attractions of Bulgaria?
- b) What types of alternative holiday are on offer in Bulgaria?

Starter activity:

Images of Bulgaria (Geography starter)

This lesson examines the topic of tourism, by looking at one of the newer EU member countries, rather than the more traditional geography case studies for this topic.

The starter resource requires students to identify some of the main human and physical attractions of the country, and to match images of them to their corresponding captions. They are given the longitude and latitude coordinates, so that they can then locate each place using an atlas and arrange them around the map of Bulgaria provided.

More able students should also be encouraged to name some of the other human and physical features which they can find on the atlas, e.g. Black Sea, mountain ranges and rivers, major settlements.

Choveshki i Geografski Harakteristiki na Bulgaria (MFI starter)

In this activity, students use an atlas label key human and physical features of Bulgaria on an outline map of the country. The names of the features are provided on cards, but no further details are given about the type of feature. Students should use their atlases and the Internet to find out what each of the features is, and add this information to their map. They should also spend some time making their map look attractive with colour, symbols and images – and of course a title. You might like to encourage them to copy the outline of the country onto a larger piece of paper to give them more space to do this. Alternatively, you could enlarge the map to A3 and photocopy it.

Main activity:

Alternative holidays

During the main activity, students work in groups. The teacher represents the customer who wants to book an alternative holiday in Bulgaria. Each group is given a different type of holiday to research, come up with an itinerary and present to the teacher.

Each group is given a role card which gives them guidelines and starting points for their research, and tips for tempting you! The different holidays you'll be offered are:

1. An ecotourism holiday
2. A bird-watching holiday
3. A cycling tour
4. A volunteer holiday
5. A brown bear watching holiday
6. A horse-riding holiday

Each group should then use their research to come up with an itinerary (of about 7 days in length although this might vary), and plan a presentation about their holiday. They should:

1. Describe the type of holiday they're offering
2. Give an outline of the itinerary
3. Give some highlights of the types of activities a holidaymaker might participate in or the sights they might visit along the way
4. Persuade you as to why you should go for this type of holiday

Plenary:

Which holiday?

Each group presents their holiday to the teacher, outlining the itinerary they have planned and trying to persuade them that this is the holiday for them.

The teacher should then decide which holiday they would go for – the class can contribute to the choice by assessing their peers' performance during the presentations.

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