

# [How and why it is good to se goals](https://assignbuster.com/how-and-why-it-is-good-to-se-goals/)

[Linguistics](https://assignbuster.com/essay-subjects/linguistics/), [Language](https://assignbuster.com/essay-subjects/linguistics/language/)

This course explains both how and why it is good to SEgoalsor make bucketful's not only when it comes to traveling but also when applying these skills to the real world. It seeks to broaden students perspective on the world outside of the o en they live in and shed light on the mannerisms and way of life of other cultures, with the help of unique the projects and Nicolas lessons. The course differs from other language courses because it has more of a variety rather than focusing on a single language orculture. Other language GE courses are similar to each other; this course emphasizes on other parts of the world the r than Europe.

Even if students decide to hold off on traveling for a little bit, at least they will have the life lessons they were taught in this course. There is a famous quote by Paul Cello, " If you u think adventure is dangerous, try routine; it is lethal". Cello traveled the world at a young gag e and documented the entire thing via online blobbing. He did not want to fall into the same route en everyday so he decided that he wanted to travel the world and tell others about it. In order to inspire students the course includes a brief study of Cello's blob during Nicolas lessons. 4

This flayer course will only be available for South students to take their seen or year. Ala Thus said, " The journey of a thousand miles begins with a single step. " (604 BC). The study is planning to educate children on the multitude of different cue Trees that expo and in the world around them. The first project the students will take on is figuring out how to create year round functions in order to raise funds and save up enoughmoneyfor the final prop etc, a trip out of the country to a place of the students' choosing. These fundraisers may include, b UT are not exclusive to, bake sales or car washes.

Not a penny out of pocket is going to be asked f or from the parents of the students solely because the fundraisers held must raise all the money needed. By the end of this course, the goal is that students would learn about not only how to safe Ely and successfully travel, but also how to work hard and manage money and time to get to where e they want to be. " It is better to travel well than to arrive. " An intelligent quote from Buddha; is imply stating that the arrival of a destination is important, but not as important as the knowledge e it takes to get there.

In class, lessons Will be based on the cultures of different countries. Students will also learn about the variety of currency and their worth. They will need to know h transportation functions in different countries. Basically, the students will need to get a grasp of what is the best and most efficient way to get from one place to another. They would learn ABA out mannerisms and what is socially accepted as polite. Another course requirement is how to make e money while on the road.

They would need to know how to acquire seasonal jobs sufficient en ugh so that they 5 can save up to move on to the next location on their list. The course is plane d to educate dents to its best ability because the future of their world is in their hands. There are five major projects the students will have to complete before the co ruse is over. The goal is to have them accomplish something of their own rather than been g taught or lectured for 80 minutes a day. For the second project, students will have to create a BRB ochre for a place they want to go to.

After doing this, they will have to persuade the rest of the class with an oral report that the location they chose will be the best place for the class trip at t he end of the year also known as the final project. Throughout the year, the students will be taught about the location of major c Mounties within the continents. The third project will consist of students gathering up in six small groups. Each group will be assigned one of the six continents (Antarctica will not be in clued due to our lack of knowledge about its full landscape) in which they have to label the coo entries shown.

The students will not be able to do this project at home they may only work on it I n class and withouttechnology, purely using the knowledge and memory to put together their ma The fourth project is to build an itinerary based on the country that we are us posed to go to. The students will be given the budget that they raised themselves in the fir SST project and will then plan how they want to spend their money, where they want to go, and h owe they will get there. Once they arrive at their destination, what would the students want to do? What do they want to see or eat?

What can they experience on their budget? The seniors will I need to find actual places to go and visit, eat, and call a temporary home. They cannot Simi ply list everything they want to do and expect it all to happen without any course of planning be fore hand. 6 The final project is the one the students will look most forward too. This is the project at the end of the year where they travel to a location that they picked in the begin inning of the year for five days. After all, Rudyard Kipling did say, " The first condition of understand ending a foreign country is to smell it. All the money put into the trip is raised completely byte he students themselves. Whether their parents want to give them spending money is com pellets up to them. The trip is not mandatory, it is up to the child and their parents/ guardians to give them permission to come. When the Middletown South students were asked if they would have any dies re to visit other countries 78 students had circled yes while only two circled no. Because of that number a backing/ traveling course would be an absolutely necessary course to teach in high SC wool.

Out of the 80 sophomore students that took the survey 32 were males and 48 were e females. The first question inquired the students to answer how many trips that they have been on anywhere outside Of the country in order to get a general idea Of the world that they we re exposed to so far. A staggering 90% had been to only one to three other countries. Approximate lye 8% of the students have been to four to six other countries. Only 2% of the students who o answered the survey have traveled to more than seven countries.

To be even more specific, the next question on the survey asked the students to take the time and list all of the states and countries they have been to outside of New Jersey. The answers varied from California, Paris, Floor dad, Tennessee, Colorado, Canada, the Caribbean Islands, New York, Pennsylvania, and Nevada a. The students were then asked to answer if they knew what countries certain currencies were e used in. 13% of dents knew euros can be used in Europe and unanimously 100% of student TTS knew that American dollars are used in the United States.

Roughly 38% of students knee w where rubles can 7 be used, 5% knew where francs may be used, and about 76% students know where pesos are used. Out of curiosity, the sophomore students were also asked to check off what types of transportation they have used before in the options they were given. Approve mutely 1% of the students had ridden a VESA while 100% of the students had ridden a bus and car. About 49% of students had flown on a plane, while 90% have taken a train. Close to 23% of t he students have been on a subway, 36% had ridden a monorail and surprisingly 1% of the stud . NET had ridden on a camels back.

Another question the students were prompted was if they are working a job currently or if they have had one in the past to get a feel for if the students ink ewe exactly how to work for their money. About 4% of students said yes and 96% said no. When asked how the students handle their money, 5% said that they put it away in a bank account, 90% said their parents handle it, and 5% said they keep their own money hidden in their ROR m, specifically their sock drawers. Out of the 80 students, 16% said they know how to book a hot l/motel room while 84% said they did not know.

Also, 28% of students know how to read a basic map; 72% do not. This was asked in order to get an understanding about how much geography would be a necessity to teach in class. By the end of the course 100% of students will be a blew to read a local or national map without a problem. Unanimously, 100% of the sophomore SST dents answered yes to the question as to whether or not they would be interested in taking a court SE on backpacking/ traveling if it were to be an option. The students feel this course would benefit them greatly in their futures if they had some knowledge on traveling.

Traveling has become very popular in newer generations and people are getting more inspired to see the rest of the world rather than live in the same place for the rest of their lives. However, it is imp orator that they are 8 also taught the dangers and difficulties of life in other countries. This course a aims to shed some light on what it really is like to live outside of the comfort of their own homes. Conclusion The goal is to provide Middletown South seniors with as much knowledge ABA UT traveling as possible.