

## **MYSTERY TOURS – PLAN YOUR TOUR**

The activities are designed for 60-minute lessons. You may need to adapt the materials for use in longer or shorter lessons.

Brief activity descriptions are provided for the pupils on the right-hand side of the screen. They can read all of this text, or they may prefer to read only the simplified Summary text.

### **INTRODUCTION**

In this activity pupils are invited to plan a three-day tour of the UK, choosing the destinations, types of transport and accommodation that they think are most appropriate. Pupils are presented with the data they will need to plan their tour via a series of dummy web pages.

Pupils are given a series of requirements to meet and will need to use the data to carry out calculations with both time and money. They will also need to work with percentages to calculate the true cost of accommodation once discounts and surcharges are considered.

This activity is mainly ICT-based.

### **OBJECTIVES**

Pupils will:

- use mathematical problem solving skills in collaboration with each other
- calculate with fractions and percentages
- synthesise information in a variety of different formats.

### **RESOURCES**

- Teacher laptop or desktop computer (for demonstration only)
- Data projector (for demonstration only)
- Access to an ICT suite with enough computers for pupils to work in small groups
- Printed copies of the accompanying activity sheets
  - Tour Rules Sheet
  - Tour Diary Sheet
  - Tour Planner Sheet
  - Destination Profile Sheets (optional).

### **DELIVERING THE CASE STUDY**

- The starter activity can be used to help refresh pupils' understanding of calculating with percentages.
- The main activity can be used to consolidate and extend pupil understanding of calculating with percentages, and reading for information.
- Costs could be estimated rather than making precise calculations for all options.
- Pupils should be divided into small groups to encourage appropriate levels of participation and discussion.
- The activity can be adapted, using the resources supplied, for those with limited access to ICT suites.
- Teachers should ensure that the materials generated during this activity, e.g. each group's tour plan, are kept safe as they will be required in the follow-up activities.

### **HOMEWORK SUGGESTIONS**

Ask pupils to complete their Tour Diary reflecting on their tour plan and evaluating their performance during the activity.

Additionally, pupils could be invited to create a 'What to pack' list for their tour party based on further research into their chosen destinations.