Lesson Plan

AI as a Travel Adviser: Trust It or Check It?

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Class: 11 I, level: B2+

Number of students: 14

Textbook: teacher-prepared materials

Topic: Evaluating and improving AI travel advice

Timing: 50 minutes

Lesson aims

- To evaluate travel recommendations against travellers' needs and practical constraints;
- To use evidence to identify and explain weaknesses in an AI-generated itinerary;
- To negotiate decisions and produce an improved travel plan collaboratively;
- To use language for evaluating suggestions, expressing reservations and justifying alternatives;
- To reflect on how to use AI critically when planning travel.

Skills: Reading, speaking, short functional writing and listening during discussion and presentations.

Lesson type: integrated skills lesson using task-based learning.

Methods: problem-based learning, cooperative learning, guided inquiry and peer assessment.

Teaching aids: smartboard, computers with internet access, printed or digital handouts and an itinerary worksheet

Grouping: four groups, with two groups of four and two groups of three.

Expected outcomes

Students identify at least three weaknesses with supporting evidence and present a revised itinerary meeting the brief. Each student explains at least one finding to their group.

Connection to the Erasmus mobility

Developed following job shadowing in Istanbul, the lesson uses the mobility destination as a context for intercultural awareness and critical digital literacy.

Procedure

Activity 1: Would you follow this advice (5 minutes)

Display: “To make the most of one day in Istanbul, visit as many attractions as possible. Thirty minutes at each place should be enough.” Students think individually, discuss in pairs and share ideas. The teacher asks what makes the advice convincing, what information is missing and whether confidence guarantees reliability.

Activity 2: Meet the travellers (6 minutes)

The teacher gives students Handout 1. In pairs, they underline the travel requirements, read the proposed AI response and identify two suggestions to keep provisionally and two to check. The teacher does not reveal the problems.

Activity 3: Check the evidence (12 minutes)

Groups compare the itinerary with the evidence found online, on official websites and reliable sources. They record at least four problems in the checking table. Each student explains one finding before the group agrees. The teacher prompts students to distinguish incorrect information, impractical planning and unsuitable recommendations.

Activity 4: Build a better plan (12 minutes)

Groups create a revised itinerary on the worksheet or an editable digital copy, including activity and journey times, lunch and dinner, costs, a historical attraction, local culture, a 15-minute buffer and a return by 20:00. They justify three key changes. The teacher displays the language bank.

Activity 5: Pitch and challenge (10 minutes)

Each group presents for 90 seconds. Another group asks one brief question about evidence or feasibility. The teacher allows roughly one minute for questions and feedback per presentation. Students check the plans against the brief and comment on the clarity of explanations.

Activity 6: My rule for using AI (5 minutes)

Students complete the individual exit ticket. The teacher invites two or three responses and gives brief feedback on reasoning and English. The teacher collects the worksheets and exit tickets as evidence of learning.

Handout 1 The proposed AI itinerary

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Your mission

Four 18-year-old friends have one Tuesday in Istanbul. They leave their Sultanahmet hotel at 09:00 and must be back by 20:00. Their budget is €50 each, including admission, transport and food. They want at least one historical attraction, local culture and Turkish food, with a reasonably relaxed pace. Lunch and dinner must be included.

The proposed AI response

One Perfect Day in Istanbul. This itinerary combines history, local culture, Turkish food and a memorable cruise. Everything fits comfortably into your day, and your total spending will be approximately €44 per person.

Time	Suggestion	Cost each
09:00–09:15	Walk from the hotel to Topkapı Palace.	€0
09:15–10:45	Explore Topkapı Palace for an introduction to the city's history.	€25
10:45–11:05	Walk to the Grand Bazaar.	€0
11:05–12:05	Browse the bazaar. Souvenir purchases are optional.	€0
12:05–13:05	Turkish main course and a drink near the bazaar.	€12
13:05–13:35	Walk to Eminönü waterfront.	€0
13:35–15:35	Explore, take photographs and have tea and a snack.	€4
15:35–15:45	Walk to the cruise departure point.	€0
15:45–16:00	Buy your ticket and board.	€0
16:00–18:00	Enjoy a two-hour sightseeing cruise.	€15
18:00–18:15	Walk to a waterfront restaurant.	€0
18:15–20:00	Enjoy a relaxed dinner and discuss the day.	€8
20:00–20:30	Walk back to your hotel.	€0

Why this plan works: You will visit a historical attraction, experience local shopping culture, taste Turkish food and see the city from the water - all within your budget and available time.

Student Worksheet

Names: _____

Activity 1 Your First Judgement

Identify two suggestions you would provisionally keep and two claims you would check. What makes the response appear convincing?

_____

_____

Activity 2 Check the Evidence

Use Handout 2 to identify at least four problems. Also identify two useful suggestions worth keeping.

Claim or arrangement	Evidence	Keep, change or remove and why

Useful suggestions to keep: _____

_____

Activity 3 Repair the itinerary

Complete the itinerary template on the next page. Include journeys, costs, food, a buffer and three justified changes.

Language bank

- *The recommendation overlooks the fact that …*
- *According to the reference sheet, …*
- *Although this activity would suit the travellers, …*
- *We would retain … but change …*
- *A more practical alternative would be …*

Our Revised Itinerary

Group: _____

Time	Activity including journeys	Cost each

Total cost per person: €_____ Return to the hotel: _____

Three important changes and our reasons

1. _____

_____

2. _____

_____

3. _____

_____

Before you present

[ ] Historical attraction [ ] Local culture [ ] Turkish food

[ ] Lunch and dinner [ ] Cost no more than €50 each

[ ] Opening days and departures checked [ ] Walking and boarding included

[ ] At least one 15-minute buffer [ ] Return by 20:00

Peer feedback

Does the plan meet the brief? Are decisions supported by evidence? Are explanations clear?

One strength: _____

One question: _____

Teacher Key and Assessment

The four main problems

Problem	Evidence and reasoning
Unavailable historical attraction	Topkapı Palace is closed on Tuesday. The original plan therefore fails the historical attraction requirement.
Nonexistent cruise departure	There is no 16:00 departure. Moving the two-hour cruise to 17:00 requires further changes to dinner and the return.
Incorrect budget claim	€25 + €12 + €4 + €15 + €8 = €64 per person, €14 above the budget. The claimed €44 total is incorrect.
Late return	The plan reaches the hotel at 20:30, 30 minutes after the deadline.

Other defensible observations

The original has no explicit contingency buffer. The waterfront stop and dinner could be shortened. "Everything fits comfortably" is unsupported. A long dinner is not automatically wrong; it becomes a problem when it prevents meeting the deadline.

Useful suggestions to retain

- The free Grand Bazaar visit meets the local-culture aim.
- Turkish food matches the travellers' interests.
- The walking route provides a sensible sequence of locations.
- A cruise can stay if its timing and cost are corrected.
- Time to explore rather than rush suits the brief.

Assessment

Award 0–2 points per criterion: 0 = not demonstrated; 1 = partly demonstrated; 2 = clearly demonstrated. Maximum: 8 points. Use observation and the individual exit ticket to supplement the group product.

Criterion	What to look for
Evidence	Decisions accurately refer to the reference sheet.
Feasibility	Plan meets the budget, timing and traveller requirements.
English	Clear explanations of reservations and alternatives using appropriate B2+ language.
Collaboration	Students contribute, listen and negotiate decisions.

Sample Revised Itinerary

One possible solution. Accept other routes that meet all the requirements.

Time	Activity	Cost each
09:00–09:10	Walk to the Basilica Cistern	€0
09:10–10:10	Visit the Basilica Cistern	€18
10:10–10:30	Walk to the Grand Bazaar	€0
10:30–12:00	Explore the bazaar	€0
12:00–12:30	Turkish street-food lunch and water	€7
12:30–13:00	Walk to Eminönü waterfront	€0
13:00–14:00	Explore the waterfront	€0
14:00–14:20	Tea and a snack	€4
14:20–14:35	Buffer for delays	€0
14:35–14:45	Walk to the cruise departure point	€0
14:45–15:00	Boarding	€0
15:00–16:00	Short sightseeing cruise	€10
16:00–16:15	Walk to the waterfront restaurant	€0
16:15–17:15	Early dinner	€8
17:15–17:45	Walk back to the hotel	€0

Total: €47 per person. Return: 17:45. Budget remaining: €3 per person.

Example justification

We replaced the closed palace with the Basilica Cistern to keep a historical visit. We chose a shorter cruise with a valid departure and cheaper lunch to bring spending within budget. We moved dinner earlier, included a delay buffer and checked the final walking time so the travellers return before 20:00.