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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Hospitality Services |
| **Lesson/Unit Title** | Leaving on a Jet Plane |
| **TEKS Student Expectations** | **130.260. (c) Knowledge and Skills**  (9) The student understands roles within teams, work units, departments, organizations, inter-organizational systems, or the larger environment. The student is expected to:  (F) compare and contrast organizational structures of operations such as lodging, food and beverage, travel, and recreation  (A) develop technical vocabulary for lodging, food and beverage service, recreation, and travel  (C) integrate various or diverse elements of the travel and tourism industry to create a personalized travel experience for a customer |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * compare and contrast domestic and international travel * determine pre- and post-level of content knowledge * identify tips for global travel * utilize the Internet to research travel information for a selected country * create and produce an informative travel publication for a selected country |
| **Rationale** | **Script:**  Global travel continues to be increasingly popular. It is important to identify various cultural customs and practices in order to provide informed travel plans to clients. In preparation for careers in the field of Hospitality and Tourism, this lesson will provide an excellent opportunity to better understand the key elements in domestic and international travel. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Exchange rate:** Price for which the currency of a country can be exchanged for another country’s currency  **Itinerary:** A document that identifies an individual’s travel plans  **Passport:** An internationally recognized travel document that verifies an individual’s identity and citizenship  **Smart Traveler Enrollment Program (STEP):** The U.S. State Department can update important safety and security announcements, and make it easier for the embassy or consulate to contact an individual in the event of an emergency  **Traveler warnings:** Recommend postponing travel to a country because of widespread civil unrest, dangerous conditions and terrorist activity  **Travel documents:** Information regarding travel plans, identification, lodging and financial needs  **Traveler alerts:** Providing information quickly about possible terrorist threats or conditions that could pose significant risks to an individual and affect travel plans  **Traveler’s checks:** A draft purchased from a bank or express company and signed by the purchaser at the time of purchase and again at the time of cashing as a precaution against forgery  **Vaccinations:** To give (a person or an animal) a vaccine to prevent infection by a disease  **U.S. Center for Disease Control (CDC):** A federal agency that conducts and supports health promotion, prevention and preparedness |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * computer with projector for PowerPoint™ presentation * computers with Internet access (be sure to follow district guidelines)   **Supplies:**   * pictures of foreign cities and landmarks * travel brochures * travel documents such as:   + airline ticket   + credit cards brought on the trip   + driver’s license   + foreign visa   + hotel confirmation   + itinerary   + passport   + traveler’s check serial numbers   **Supplies:**   * colored stickers – two different colors – enough of each color in order for each student to have one sticker of each color * large piece of butcher paper * markers * tape/magnets   **Another appropriate lesson**  Careers in Hospitality Services Hospitality Services   * copies of handouts (All Lesson Attachments­–coming soon) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to activity:**  As illustrated on the handout **Teacher Resource – Global Travel Continuum – Leaving on a Jet Plane** (All Lesson Attachments­–coming soon), draw the continuum on a piece of butcher paper. Hang the continuum on a classroom wall which is easily accessed by students.  Supplies needed for the activity:   * colored stickers – two different colors – enough of each color in order for each student to have one sticker of each color * large piece of butcher paper * markers * tape/magnets   Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room. Supplies can include:   * pictures of foreign cities and landmarks * travel brochures * travel documents such as:   + airline ticket   + credit cards brought on the trip   + driver’s license   + foreign visa   + hotel confirmation   + itinerary   + passport   + traveler’s check serial numbers   **Before class begins:**  As students enter classroom, distribute colored stickers (one color).  **Script**  Look at the items on the table. How do the items relate to traveling abroad?  Allow time for class discussion.  Introduce topic and ask students to place their color sticker on the continuum identifying their current knowledge of global travel. After all students have placed their stickers briefly discuss the results.  After all the project presentations are completed during Lesson Closure, you will provide students with a different color sticker and have them place it on the continuum.  Distribute the **Anticipation Guide – Leaving on a Jet Plane** (All Lesson Attachments­–coming soon) handout prior to viewing the PowerPoint™. Prior to the start of this lesson, the students will read each statement and place a check mark by each statement they THINK is true. After they have answered each statement, students are to put the handout away for later use during Lesson Closure. |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, review, preview and select the appropriate multimedia for your classes.  Introduce objectives, terms and definitions.  Distribute the handout **Note-taking Leaving on a Jet Plane** (All Lesson Attachments­–coming soon). Teacher will determine the notes to be recorded by students. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce and discuss the PowerPoint™ **Leaving on a Jet Plane** (All Lesson Attachments­–coming soon). Allow time for questions, answers and classroom discussion.  Use appropriate notes from **Presentation Notes for Leaving on a Jet Plane** (All Lesson Attachments­–coming soon) for discussion.  Distribute the **Venn diagram – Compare and Contrast Domestic Travel versus International Travel** (All Lesson Attachments­–coming soon) handout. Individually, the students will complete the Venn diagram by comparing and contrasting domestic travel versus international travel. They will complete the center area by writing common factors they have. Allow the students time to complete the handout and for a class discussion.  Using the **Note-taking Leaving on a Jet Plane** (All Lesson Attachments­–coming soon) handout, students will have an opportunity to reflect upon, review and respond to the information pertaining to the PowerPoint™. They will write a summary of topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How does this information help you in a career in Hospitality and Tourism?   Allow for questions and answers to check for understanding.  Infographic included in the slide presentation:   * Global Travel Trends Get a unique view into travel trends and preferences of leisure and business travelers around the world.<http://www.slideshare.net/KenHerron/global-travel-trends-infographic>   Videos included in slide presentation:   * How to Travel Abroad: Encountering New Cultures With Courtesy when Traveling Abroad How to research and get along with different cultures when traveling abroad in foreign countries; get expert tips and advice on international travel in this free instructional video.<https://youtu.be/is4_plTQYQI> * Time is Nothing A five minute trip around the world.<https://youtu.be/UGnrT0F-Igs>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with a student mentor * checking for understanding |
| **Guided Practice \*** | Distribute the **Travel Tips** (All Lesson Attachments­–coming soon) handout. Individually, students will complete the handout. **(Key) Travel Tips** (All Lesson Attachments­–coming soon) has been provided for your use.  Check for understanding.  Completion of handout can be assessed as a daily grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing a copy of notes if needed * providing peer mentoring |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide class into groups of three.  Scenario: Your team has been accepted into an internship program at the Superior Travel Agency. In order to assist world travelers, it is important to provide your clients with information on their travel destination. If your clients are traveling abroad, it’s crucial to provide basic information and resources for a positive travel experience. The manager has requested that your team create an infographic that focuses on global travels which can to be utilized at the agency.  Distribute the **Global Travels Project** (All Lesson Attachments­–coming soon) handout and have each group select one country to research. The selected country will determine the focus of the project. You may opt to assign each group a specific country.  Instruct groups to think of the vital information needed to enhance the vacation experience for the clients and incorporate the information as an infographic.  The infographic needs to include information on a minimum of six areas listed below:   * Currency * Customs * Destination description (include a map) * Entry, exit and Visa requirements * Festivals/celebrations * Health requirements * Local laws and special circumstances * Passport validity * Safety and security issues * Sight-seeing or attractions * Travel and transportation methods * Vaccination requirements   Distribute and review **Rubric for Global Travels Project** (All Lesson Attachments­–coming soon) prior to the start of the assignment so that students are aware of assessment procedures.  Information is required to be retrieved from reliable sources. If a computer lab is available, encourage your students to create a digital infographic for the project. Poster boards may also be used for the assignment.  Piktochart™  Easy-to-use free infographic creator<http://piktochart.com>  An example of an infographic made on Piktochart™ is available **Infographic – FCS Career (Example)** in the Recommended Strategies tab under Graphic Organizers/Handouts for you to view. Project will be presented during Lesson Closure.  Keep students focused and on task. Provide assistance if needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * modifying assignment as needed * providing peer mentor |
| **Lesson Closure** | Students will present their projects. Allow time for questions and discussion.  Re-distribute the graphic organizer **Anticipation Guide – Leaving on a Jet Plane** (All Lesson Attachments­–coming soon) used in the Anticipatory Set and allow students to revisit each statement. At the conclusion of the lesson, students will reread each statement and place a check mark by each statement they KNOW is true. They will provide information that PROVES other statements are not true. **(Key) Anticipation Guide – Leaving on a Jet Plane** (All Lesson Attachments­–coming soon) has been provided for your use. As class, compare the two sets of answers.  Allow for questions and class discussion. Check for understanding.  After all the project presentations are completed during Lesson Closure, you will provide students with a different color sticker and have them place it on the continuum. Discuss the results. |
| **Summative/End of Lesson Assessment \*** | Student projects will be presented to the class and assessed with **Rubric for Global Travels Project**.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * modifying the assessment * providing extra time on assignment |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Infographic – Global Travel Trends * Photos obtained through a license with Shutterstock.com™. * Travel.state.gov   **Textbook:**   * Reynolds, J. (2010). Hospitality services food and lodging. (Second ed). Tinley Park, Illinois: Glenco, McGraw-Hill.   **Websites:**   * Independent Traveler.com Ten things you should never wear when traveling abroad.<http://www.independenttraveler.com/travel-tips/passports-and-international-travel/10-things-you-should-never-wear-when-traveling-abroad> * USA Today Preparations for Domestic Air Travel.<http://traveltips.usatoday.com/preparations-domestic-air-travel-12515.html> * U.S Department of State Learn about your destination.<http://travel.state.gov/content/passports/english/country.html> * U.S Department of State Traveler’s checklist and tips.<http://travel.state.gov/content/passports/english/go/checklist.html> * USA.Gov.com International travel information<http://www.usa.gov/Citizen/Topics/Travel/International.shtml>   **YouTube™:**   * How to Travel Abroad: Encountering New Cultures with Courtesy when Traveling Abroad How to research and get along with different cultures when traveling abroad in foreign countries; get expert tips and advice on international travel in this free instructional video.<https://youtu.be/is4_plTQYQI> * Time is Nothing A five minute trip around the world.<https://youtu.be/UGnrT0F-Igs> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * word wall * draw visual representation of terms on word wall * add terms and definitions to personal dictionary * check for understanding * have students repeat instructions |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about global travel. Information can be found in newspaper articles, magazines, journals and online print.  Suggestions:   * Ebola Fact Sheet<http://travel.state.gov/content/passports/english/go/Ebola.html> * Traveler’s Checklist Listed below are important steps you can take to prepare for a safe trip anywhere outside the United States. In addition, you can search for your destination to view more specific information about that country or area.<http://travel.state.gov/content/passports/english/go/checklist.html> * Select an ezine article on travel. Summarize the article and describe specific information that relates to the country chosen for your Global Travel Information Project at<http://ezinearticles.com/?cat=Travel-and-Leisure> * Have students form their own questions about the text prior to reading or have them write down any questions that come to mind as they are reading. * Encourage students to connect reading to their life experiences or prior knowledge. * Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | The world is a book, and those who do not travel read only 1 page.  **-Saint Augustine**  A traveler sees what he sees. A tourist sees what he has come to see. **-Gilbert K. Chesterton**  You are educated by traveling. **-Solange Knowles**  When traveling with someone, take large doses of patience and tolerance with your morning coffee. **-Helen Hayes** |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** | **PowerPoint™ (Attachments–coming soon):**   * Leaving on a Jet Plane * Presentation Notes for Leaving on a Jet Plane   **Technology:**   * Free iPad App:   + Memoir<https://itunes.apple.com/us/app/memoir/id544754670?mt=8> * Infographic:   + Global Travel Trends Get a unique view into travel trends and preferences of leisure and business travelers around the world.<http://www.slideshare.net/KenHerron/global-travel-trends-infographic> * Tedx Talk:   + Travel Writing and Global Change: Lavinia Spalding at TEDxParkCity Award-winning food and travel writer Lavinia Spalding encourages listeners to become travel writers, and speaks about how sharing travel stories can contribute to global understanding and change.<https://youtu.be/_CNulcWfi-0>   **YouTube™:**   * How to Travel Abroad: Encountering New Cultures with Courtesy when Traveling Abroad How to research and get along with different cultures when traveling abroad in foreign countries; get expert tips and advice on international travel in this free instructional video.<https://youtu.be/is4_plTQYQI> * Time is Nothing A five minute trip around the world.<https://youtu.be/UGnrT0F-Igs> |
| **Graphic Organizers/Handout** | **Graphic Organizers (Attachments–coming soon):**   * Note-taking Leaving on a Jet Plane * Venn diagram – Compare and Contrast Domestic Travel versus International Travel   **Handouts (Attachments–coming soon):**   * Anticipation Guide – Leaving on a Jet Plane * Global Travels Project * (Key) Anticipation Guide – Leaving on a Jet Plane * (Key) Travel Tips * Rubric for Global Travels Project * Teacher Resource – Global Travel Continuum – Leaving on a Jet Plane * Travel Tips   **Images:**   * Infographic: FCS Career (Example) |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * If you could travel anywhere in the world, where would you go and what would you do? * If you could travel anywhere in the world, what would you look forward to experiencing? * Using the country, you chose for your travel project, write an essay briefly describing your country and some points of interest or travel attractions * I think most people like to travel because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT (Role/ Audience/Format/Topic) writing strategy:   + Role: Owner of a travel agency   + Audience: New clients   + Format: Flyer   + Topic: The importance of a travel checklist |
| **Communication**  **90 Second Speech Topics** | * You have two clients traveling abroad. They are not sure what to take for money. Identify three options they have and briefly explain each. * Today you selected a country to research and generated a travel tips publication. Which country did you choose? Identify the country and write two main things you learned from the research. * Briefly describe the Smart Traveler Enrollment Program (STEP). |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Create a 30-second travel commercial promoting travel to your chosen country.   **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.  Global Travel Trends Get a unique view into travel trends and preferences of leisure and business travelers around the world.<http://www.slideshare.net/KenHerron/global-travel-trends-infographic>  **Hospitality and Tourism – Hospitality Services Writing Prompts**   * (1) The student gains additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the hospitality services industry. The student is expected to:   + (F) examine cultural differences of other areas, regions and countries   Think about cultural differences of other areas, regions and countries. Write an essay examining these differences. (9th and 10th grade expository writing)  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  Travel Writing and Global Change: Lavinia Spalding at TEDxParkCity Award-winning food and travel writer Lavinia Spalding encourages listeners to become travel writers, and speaks about how sharing travel stories can contribute to global understanding and change.<https://youtu.be/_CNulcWfi-0> |
| **Family/Community Connection** | * Passport Day – Much like a science fair – Each student will prepare a display on their chosen country, accompanied with a prepared food item. Select an evening to display the projects. Invite parents and the community to come “Travel the World.”   + As guests enter the area they will be given a “Passport.” They will visit each country (student display), and the student will share their information and offer their prepared food. Before a guest leaves their display, the student will “stamp” their passport.   + This could be done collaboratively with a Geography class. |
| **CTSO connection(s)** | **Family, Career and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  STAR Events:  Chapter Service Project (Display and Manual) – A team event that recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need.  Illustrated Talk – An individual or team event that recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see:<http://www.nylc.org>  Create a “Passport – Travel the World” and present it to a local elementary school. Share the information and food with the students. |
| **Lesson Notes** | **Attachments (coming soon):**   * Venn diagram Compare and Contrast Domestic Travel versus International Travel * Travel Tips * Teacher Resource Global Travel Continuum Leaving on a Jet Plane * Rubric for Global Travels Project * Note taking Leaving on a Jet Plane * Global Travels Project * Anticipation Guide - Leaving on a Jet Plane * (Key) Travel Tips * (Key) Anticipation Guide - Leaving on a Jet Plane * Presentation Notes for Leaving on a Jet Plane * Leaving on a Jet Plane PPT * Leaving on a Jet Plane PPT |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)