**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Hospitality and Tourism |
| **Course** | Travel and Tourism Management |
| **Lesson/Unit Title** | Careers in Travel and Tourism Management |
| **TEKS Student Expectations** | **130.258. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (A) The student is expected to formulate and organize oral and written information  (9) The student knows and understands the importance of employability skills and is able to explore and effectively plan for managing travel and tourism careers.  (B) The student is expected to identify the training and education requirements that lead toward an appropriate certification for employment  (H) The student is expected to complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Outline education opportunities available after high school graduation * Investigate employment opportunities in travel and tourism management * Assess salaries, duties, work environment, and job outlook for employment * Evaluate personal job skills, aptitude, and interests with a state recognized assessment program * Complete an employment application, an I-9, and W-4 form * Explore entrepreneurship opportunities |
| **Rationale** | What career do you see in your future? What education do you need for this career? How much money will you make? What skills will you need? In this lesson, you will explore the answers to these questions as well as additional information regarding Travel and Tourism Management. Let’s get started! |
| **Duration of Lesson** | Seven 45-minute class periods |
| **Word Wall** | **Abilities:** The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something  **Apprentice:** One bound by legal agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business  **I-9 form:** The Employment Eligibility Verification is a U.S. Citizenship and Immigration Services form. It is used by an employer to verify an employee’s identity and to establish that the worker is eligible to accept employment in the United States  **Job application:** Is an application for employment used by companies to hire employees  **Job Training:** Training involving both on-the-job experience and informal training with experienced workers  **Organization skills:** Strategies used to organize oneself  **Professional References:** Are references from individuals who can attest to your skills, qualifications, and abilities. Professional references can include managers, colleagues, clients, business contacts, and others who can recommend you for employment  **Program of Study (curriculum framework):** A sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning and other learning experiences. This sequence of instruction provides preparation for a career  **Related Experiences:** Previous work-related skill, knowledge, or experience is required for occupations  **Skills:** Refer to the talent and expertise a person possesses to perform a certain job or task  **Tasks:** A piece of work assigned or done as part of one’s duties  **Work activities:** Descriptions of activities associated with specific business requirements that end users perform to accomplish their jobs  **W-4 form:** IRS tax forms are used by taxpayers and tax-exempt organizations to report financial information to the Internal Revenue Service (IRS) of the United States. They are used to report income and calculate taxes to be paid to the federal government of the United States |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computers with Internet access (be sure to follow district guidelines for Internet access) * Light projector (Elmo) * Presenter/remote   **Materials:**   * Cardstock * Index cards * Markers   **Supplies:**   * Photos of:   + Travel agency   + Travel agent   + Travel brochures * Luggage * Play money * Step ladder * Telephone * Copies of handouts   **PowerPoint:**   * Careers in Travel and Tourism Management   **Technology:**   * Free iPad App   + Career Explorer – 4H Will help connect the dots between the choices you make every day and the opportunities you could have in the future.<https://itunes.apple.com/us/app/career-explorer-4-h/id457621702?mt=8>   + Career Test iPad Edition Find out the career that suits you best!<https://itunes.apple.com/us/app/career-test-ipad-edition/id416983414?mt=8>   + Glogster® EDU Online multimedia poster<http://edu.glogster.com/>   **Graphic Organizer:**   * Education and Training in Travel and Tourism Management * Job Opportunities in Travel and Tourism * Job Opportunities in Travel and Tourism (Key)   **Handouts:**   * Are You a Teen Worker? * Employment Application * Form I-9 Updated * Rubric for Career Poster Visual Display * Rubric for Electronic GlogsterEDU Career Poster * Travel and Tourism Director (Excel and PDF) * Travel and Tourism Management Careers O\*Net Flashcards * W-4 Form |
| **Anticipatory Set** | **Before class begins:**  Note to teacher – Become familiar with:   * The Texas Work Prep Learning Management System (LMS) designed and hosted by the Texas Workforce Commission. The Job Hunter’s Guide Course – This course will allow the student to gain knowledge and skills to attain employment. The course is approximately an hour and a half long. Students will receive a certificate upon completion of this course. Certificate can be printed and added to their professional portfolio.<https://www.texasworkprep.com/texasworkprep.htm>   Print the Travel and Tourism Careers O\*Net Flashcards on card stock ready for use in the Independent Practice tab.  Gather as many materials (see Materials or Specialized Equipment Needed tab) as you have available and display them on a table in front of the room.  On index cards, write the following titles:   * Ladder of Success (title at top) * On the Job Training (1st step) * Certifications (2nd step) * Associate’s Degree (3rd step) * Bachelor’s Degree (4th step) * Graduate Degree (5th step)   Tape cards on the steps of the ladder from the bottom up with the title at the very top. Place a small amount of money on the lowest step representing On the Job Training. Place more money on the next step representing Certifications. Continue adding more money until the most money is at the top step, Graduate Degree.  As students enter the classroom, allow them to visualize the more education they acquire, the more money they can make.  When students are seated, have students brainstorm answers to the following questions. Assign a student scribe to record all answers on the board or chart tablet.   * Have you considered a career in Travel and Tourism? * Which industry would you choose? * How much money do you think travel agents make in a year? * When you think of employment in the travel industry, what comes to mind? |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  Introduce PowerPoint Careers in Travel and Tourism Management. Allow time for questions and class discussion.  Distribute Program of Study for Travel and Tourism Director so that students may follow along during the slide presentation.  Distribute graphic organizer Job Opportunities in Travel and Tourism and allow student to list careers at the different levels of education.  Videos from Career One Stop are available for nine careers in Travel and Tourism Management.   * Food Service Manager * Interpreters and Translators * Lodging Managers * Managers, All Other * Meeting, Convention, and Event Planners * Reservation and Transportation Ticket Agents and Travel Clerks * Tour Guides and Escorts * Transportation Attendants * Travel Agents * Travel Clerks   <http://www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx>  Choose one or two to view.  Distribute graphic organizer Education and Training in Travel and Tourism Management and allow the students to outline their plans for continued preparation towards their careers.  Stress the need for continued training opportunities throughout one’s career.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * peer assistance with notetaking * providing printed PowerPoint notes * extra time to take notes |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Introduce the *Texas Work Prep Learning Management System.* Direct students to the Texas Job Hunter’s Guide Course. <https://www.texasworkprep.com/texasworkprep.htm>  Inform students that this is an interactive free assessment that will allow them to identify their job values, interests, aptitudes, and skills assessments as well as assist them in preparing a résumé© and teaching them interview skill tips. Students must complete all six sections and successfully pass a short quiz to receive their printable certificate. Stress the importance of having this type of documentation in their professional portfolio.  Distribute copies of the Employment Application, W-4 and I-9 employment forms to students as they complete their assessment. Inform students of the importance of these three forms before they begin to work. Instruct them in filling in the information.  If available, use the light projector (Elmo) to guide students and encourage them to use their best handwriting and to avoid errors. Also, advise the students that the application needs to be completed and signed with their signature to be a legal application. Assist students with any parts of the application that they may have difficulty with.  Many job applications are now available online to apply for employment and students may practice filling in the applications.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow extra time needed to complete handwritten sample job application * assisting student in gathering information * provide praise and encouragement * grade according to work done |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Divide students into teams of two. Introduce the scenario:  You and your coworkers have been selected to investigate careers in travel and tourism management. Work together as a team to research information needed to share with the class.  Place Travel and Tourism Management Careers O\*Net Flashcards in a basket and ask one member from each group to select a card with a career they will research and present to the class.  Distribute the Rubric for Career Poster Visual Display and Rubric for Electronic Glogster® EDU Career Poster so students understand what is expected.  Introduce and guide students through the website components of the \*O\*Net Online America Job Center Network.<http://www.onetonline.org/>  Students will locate the selected career and gather information for their multimedia presentation. The following information should be included:   * Technology * Knowledge * Skills * Abilities * Work Tasks * Tools and Activities * Job Zone * Education * Interest Code * Work Styles * Work Values * Wages and Employment Trends   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * allowing extended time for typing resume * extending possible tutoring time before and after school * allowing time at home if a computer is available |
| **Lesson Closure** | Review lesson plan objectives, terms, and definitions.  Distribute graphic organizer Job Performance.  Discuss with students that all jobs involve some stress and feelings of anxiety and fatigue and how it can affect job performance.  Students should list ways they relax, eat healthy, and exercise. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Teams will present their visual displays to share with their classmates. Allow time for student questions and class discussion after each presentation.  Student projects/presentations will be assessed with appropriate rubric.  Students will also present their certificates from the *Texas Work Prep Learning Management System.* Texas Job Hunter’s Guide Course and should be saved in their career portfolio.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing assistance in typing final resume * allow extra time for turning in resume |
| **References/Resources** | **Images:**   * Microsoft Office Clip Art: Used with permission from Microsoft.   **Textbook:**   * Reynolds, J. (2010). Hospitality services food & lodging. (Second ed.). Tinley Park, Illinois: Glenco, McGraw-Hill.   **Websites:**   * CTE – Learning that works for America Nationwide, Career Technical Education (CTE) programs are changing, evolving, and innovating to better serve the country’s needs.<http://www.careertech.org/> * O\*NET OnLine  Detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more! <http://www.onetonline.org/> Browse by Career Cluster – Hospitality and Tourism <http://www.onetonline.org/find/career?c=9&g=Go> * Texas Work Prep Learning Management System. Texas Job Hunter’s Guide\*Course. <https://www.texasworkprep.com/texasworkprep.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * <http://www.learnerdictionary.com> for pronunciation and meaning of terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Distribute a copy of the National Institute for Occupational Safety and Health (NIOSH) Are You a Teen Worker? to students to read about safety in the workplace.  The Word Attack Strategy will be utilized. Advise students prior to reading the article, to skim the article and circle / underline words that are unfamiliar to them. For example, any restaurant acronyms or lingo used in the food industry. The students will be encouraged to use <http://www.dictionary.com> and to check the word wall to help with decoding. This procedure will help them with understanding of the meaning and pronunciation of the words. |
| **Quotes** | Let me be a free man – free to travel, free to stop, free to work. **- Chief Joseph**  In college, I never realized the opportunities available to a pro athlete. I’ve been given the chance to meet all kinds of people, to travel and expand my financial capabilities, to get ideas and learn about life, to create a world apart from basketball. **- Michael Jordan**  I love to not work. I like to travel. I work maybe half the year, no more. **- Catherine Deneuve**  I think it’s important that kids have responsibilities and understand the value of things, but I think it’s great I get to travel the world with my daughter. **- Salma Hayek**  I am a passionate traveler, and from the time I was a child, travel formed me as much as my formal education. **- David Rockefeller**  I’ve had a very interesting career. I get to do amazing things and work with amazing people and travel and learn languages – things most people don’t get the opportunity to do. **- Gwyneth Paltrow**  I don’t feel restless, I just like to travel. **- Brad Pitt** |
| **Writing Strategies** | **Journal Entries:**   * I would like to get a hotel job in . . . * The type of travel business I would like to own is. . . * It is important to list your skills on an employment application because. * I am interested in the Travel and Tourism Director career because …. * I would/would not like a career in a hotel because …. * I would like a travel career in a \_\_\_\_\_\_\_\_\_\_\_ (city) because …. * I would like to be a tour guide at the ………….   **Writing Strategy:**  RAFT writing strategy   * + Role: Customer   + Audience: Travel Agent   + Format: Telephone call   + Topic: Tour package to Europe |
| **Communication 90 Second Speech Topics** | * List three advantages and disadvantages to a career as a travel agent… * Three perks of working as a tour guide are …. * Explain what stress is and how you can deal with it… |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Students can plan a trip to the nearest water park. They can make the arrangements for transportation, ticket prices, meals, and entertainment available. |
| **Family/Community Connection** | Invite a travel agent to speak to the class about their career – advantages and disadvantages.  Take a field trip to the nearest Texas Travel Bureau to pick up travel brochures and find information about cities they would like to visit with their family. |
| **CTSO connection** | Family Career and Community Leaders of America (FCCLA) <http://texasfccla.org>  **STAR Events:**   * Career Investigation An individual event – recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. * Job Interview An individual event – recognizes participants who use Family and Consumer Sciences and / or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see <http://www.servicelearning.org.>  Possible ideas:  seek donations and make arrangements for a child that is ill to visit the nearest amusement park |

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)