



Junior Achievement®

JA Travel and Tourism A Supplement to JA High School Programs



Guide for Volunteers and Teachers



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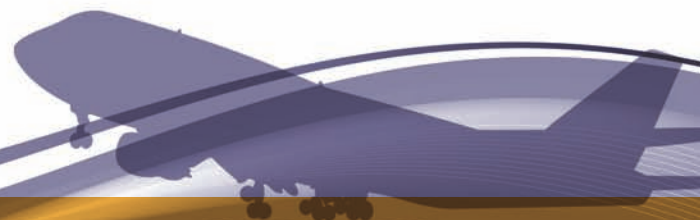
Guide for Volunteers and Teachers

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Sources

JA Worldwide is committed to the development and implementation of programs designed to help students become entrepreneurial thinkers, financially literate, and work ready. JA Worldwide Education Group members contributing to the development of the *JA Travel and Tourism* supplement possess postgraduate degrees in education and are experienced in the classroom and in curriculum development and design.

The following websites provided industry-specific information along with activity support materials:

JA Student Center

<http://studentcenter.ja.org>

The Power of Travel

www.poweroftravel.org

TravelGreen

www.travelgreen.org

U.S. Travel Association

www.ustravel.org

World Travel & Tourism Council

www.wttc.org

JA Worldwide acknowledges the following JA offices for their work in piloting *JA Travel and Tourism*:

- INJAZ Arabia
- JA of Greater New Orleans, Inc.
- JA of Rhode Island, Inc.
- Junior Achievement of Russia



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Foreword

JA Worldwide is a nonprofit organization dedicated to inspiring and preparing young people to succeed in a global economy. Since its founding in 1919, JA Worldwide has contributed to the business and economic education of more than 96 million young people around the world.

JA Worldwide’s high school programs encompass economics and business curricula for students in grades 9 through 12. JA programs are designed to help students assess their personal skills, interests, and values, understand the economic benefits of education, explore career options, learn job-seeking skills, and practice personal and family financial management. Students are introduced to the principal characteristics of economic systems and the role of business within those systems.

JA Worldwide programs provide hands-on experiences to help young people understand the economics of life. In partnership with businesses and educators, JA Worldwide brings the real world to students, opening their minds to their potential.

For more information about JA Worldwide’s high school programs, as well as programs for elementary grade and middle grades students, visit JA online at www.ja.org or address mail to: Product Development, JA Worldwide Headquarters, One Education Way, Colorado Springs, CO 80906 USA.



Supplement Goals

Following participation in the supplement, students will be able to:

- Demonstrate the effect the travel and tourism industry has on local, national, and global economies and communities.
- Analyze how the travel and tourism industry can influence a person’s quality of life through employment opportunities and the personal benefits of travel.

A Guide to Working with High School Students

Please note: Developmentally, high school students provide a unique challenge to volunteers. Because no single activity will meet the needs of every student, volunteers should adapt presentations as necessary, staying focused on the stated objectives. Keep in mind that the supplement is designed as a framework and a model, and can be adapted to address students’ special needs and interests.

Creating Expectations

- Arrive early, but don’t interrupt if an activity is in progress.
- Wear appropriate attire; look like an “expert.”
- Greet the students in a friendly, yet professional, manner. Smile, shake hands, and maintain eye contact.
- Introduce yourself to the students.
- Be yourself. Talk about your early aspirations and your current job.
- Guide student behavior by providing an inviting environment, treating each young person with respect, and meeting her or his needs.
- At the beginning of the program, state the behavior you expect from the students (for example, raising their hands before speaking). Reinforce this by recognizing examples of appropriate behavior.
- Determine what the students already know about a concept or topic (background knowledge). Inquire about the knowledge and experiences they have to offer.

Teaching Strategies

- Tailor your presentation to meet the students’ needs. Avoid any use of gender, racial, or ethnic stereotypes.
- Seek advice to determine the best way to work with students with special needs.
- Limit lectures to no more than 10 minutes; a lengthy lecture usually is the least effective teaching strategy.
- Review main points or key terms. Keep terms posted as reminders for the students.
- After calling on a student, wait at least 5 seconds for an answer. Use as many open-ended questions as possible.
- Don’t answer your own questions, and avoid criticizing or rejecting wrong answers from the students.
- When particular skills are required, such as mathematical calculations, demonstrate the process before asking the students to solve a problem.
- Check for comprehension by asking relevant questions.

Managing the Students

- Give general directions before organizing the students into groups.
- Circulate among the groups to answer questions and keep the students on task.
- Encourage the students to help one another.

Volunteer Conduct Standards

Junior Achievement volunteers teach valuable lessons to young people and can make a lasting impression on their lives. Any adult misconduct with students carries serious consequences. The following standards are designed to help volunteers understand the conduct expected of them prior to visiting the classroom. Each year, Junior Achievement staff will convey the standards verbally and in writing to returning volunteers and those volunteering for the first time.

- Young people look to adults for examples of appropriate behavior. JA volunteers must use appropriate language and model honorable behavior, such as respect, integrity, honesty, and excellence. Use of profanity and sexualized language or jokes is inappropriate. Violation of state laws regarding interactions with youth (e.g., providing them with alcohol, legal or illegal drugs) is forbidden.
- Volunteers must take particular care when touching students and must understand the difference between appropriate touching, such as a handshake or pat on the back, and touching that is sexual or disrespectful. Volunteers also must be aware of how any physical contact may be perceived.
- Interactions with students must be appropriate and appear to be appropriate. Volunteers typically work with groups of

students, though occasionally a one-to-one situation may occur. Prior to any one-to-one interaction, a JA volunteer must ensure that another adult is present. Favoritism or the appearance of favoritism should be avoided in all interactions with students.

- Volunteers are responsible for the quality of their interactions with young people. Students often find it difficult to state discomfort or voice objections. Volunteers must be especially sensitive to students' physical and verbal cues.

These standards do not constitute a comprehensive list. Other actions considered inappropriate could result in a volunteer's suspension or dismissal.

Junior Achievement takes seriously all complaints of misconduct. The appropriate authorities will promptly investigate credible allegations of misconduct. During any such investigation, the JA volunteer will be placed on leave. If it is determined that misconduct has occurred, it will result in the immediate and permanent dismissal of the volunteer.

Any suspected misconduct by a volunteer must immediately be reported to the local JA office.

JA volunteers are required to sign a Volunteer Conduct Standards Form. If you have not done so, please contact your local JA office before presenting your first session.

Program Introduction

Inform the students that you are a Junior Achievement volunteer. Explain that JA volunteers help students learn why business and entrepreneurship are important to their lives and communities. Let the students know you are excited to be sharing this supplement with them. If possible, tell them about an experience you had as a high school student.

Talk to the students about your interests, hobbies, and volunteer experiences. Keep in mind that you are presenting a program on business and entrepreneurial skills. You may choose to mention situations and guidelines that have helped you apply these skills in your life.

If you deliver this program in a classroom or alternative setting, talk to the classroom teacher or JA staff member about program differences, such as class length, available equipment, and number of students.

Six Degrees of Separation

Overview

Working in groups, the students review various careers and identify multiple ways each can be connected to the travel and tourism industry. Through class discussion, the students realize how industry growth enhances an individual's quality of life and provides new and exciting business opportunities.

Supplement Objectives

Students will be able to:

- Apply travel and tourism opportunities to an entrepreneurial venture.
- Present and defend a position based on specific industry information.
- JA Travel and Tourism PowerPoint Presentation (optional)
- Prepare and analyze flowcharts.

Preparation

Review the supplement objectives and materials needed. Evaluate each Career List. Be prepared to discuss ways these careers are connected and the overall impact they have on individuals and communities.

Consider including one or more of the Extended Learning Opportunities (ELOs) either at the beginning or at the completion of the supplement. ELOs are designed to reinforce the concepts and vocabulary presented throughout the supplement.

Recommended Time

This supplement typically takes 45 minutes to complete. Ask the teacher to help you keep track of the time.

Materials

- Career List Cards (1 per group; copied and cut by the volunteer)
- Happy Traveler Flowcharts (1 per group; copied by the volunteer)
- JA Travel and Tourism PowerPoint Presentation (optional)
- Pens or Pencils (1 per group)

Introduction

(Recommended Time: 10 minutes)

Greet the students. Explain that JA volunteers help students learn why business and entrepreneurship are important to their lives and communities. Let the students know you are excited to be presenting this supplement to them. Share your experiences in the travel industry, either through your employment in the industry or as a consumer.

Point out that as one of the world's fastest growing industries, travel and tourism account for a \$1.6 trillion market in the United States. The industry is one of the country's largest employers and directly and indirectly affects most facets of American life. Explain to the students that they will focus on the ways this profitable business connects communities and workers.

Discuss the travel and tourism-related businesses in your community, including restaurants, shopping areas, historic sites and landmarks, entertainment locations, or other places that benefit from travel and tourism.

Travel and Tourism Overview

Present the following information to the students to provide them with an overview of the industry. Consider using the JA Travel and Tourism PowerPoint presentation as a teaching tool.

According to statistics generated by the World Travel & Tourism Council (WTTC), the travel and tourism industry is expected to generate approximately \$15 trillion over the next 10 years and support a total of 297 million jobs worldwide. By the year 2018, the average growth rate is estimated to reach 4.4 percent.

Among the 176 countries included in the World Travel & Tourism Council's research, the United States continues to be the largest travel and tourism economy with its total revenue accounting for more than \$1.7 billion. Last year, spending by domestic and international visitors in the United States generated \$740 billion in direct expenditures nationwide, averaging \$2 billion a day.

According to the U.S. Travel Association, travel and tourism is the third largest retail industry in the United States, generating \$117 billion in 2008 in tax revenue for local, state, and federal governments. Travel and tourism is one of the nation's largest service exports.

The travel and tourism industry is one of the country's largest employers with 7.7 million jobs directly related to travel. As a class, discuss the following employment statistics and what they mean to local businesses:

- Travel and tourism is the first, second, or third largest employer in 29 of the 50 U.S. states.
- Industry employee salaries totaled \$194 billion in 2008.
- One in every eight, non-farm jobs in the United States is connected to travel.
- Ninety-seven percent of businesses in the travel and tourism industry belong to small businesses.

Employment in the industry encompasses many interrelated businesses, including airlines, lodging, restaurants, cruise lines, rental cars, and travel agents. It is important to keep in mind that the industry also includes tourism-related jobs in technology, transportation, attractions, meeting services, entertainment, recreation and outdoor arenas, as well as travel marketing and promotions.



The Happy Traveler

(Recommended Time: 25 minutes)

Share with the students the following quote by St. Augustine. Consider writing it on the board and allowing the students to make comments or include additional quotes that relate to travel. Ask them to consider if the quote is relevant to today's travelers. If so, why?

“The world is a book, and those who do not travel read only a page.”

—St. Augustine, AD 354-430, philosopher and Bishop of Hippo.

Explain to the students that entrepreneurs have a unique opportunity to shape the travel and tourism industry. Understanding how businesses are connected can help entrepreneurs develop necessary products and services for their customers. Point out that entrepreneurs own businesses such as resorts, retail stores, and restaurants that cater to tourists. Ask the students if they can think of other entrepreneurial ventures related to the industry. Would they like to own a business that caters to tourists?

Ask the students to name careers within the travel and tourism industry. List their responses on the board. If they run out of ideas, ask them to consider all the people employed by a local attraction, restaurant, hotel, or transportation business.

Separate the class into groups of 3 to 5 students. Distribute a Career List Card and a Happy Traveler Flowchart to each group. Explain to the groups that the careers represent different sectors of the travel and tourism industry, such as accommodations, food and beverage, adventure tourism, transportation, events and conferences, attractions, and tourism services. Allow time for the groups to review their list.

If computers with Internet access are available, ask the students to explore the career list and more careers on the JA Career Center at <http://studentcenter.ja.org/asp/FindCareer>.

Read aloud the directions on the Happy Traveler Flowchart. Have the groups label each of the spaces with a different career from their Career List. Allow time for the groups to discuss the questions noted in the Flowchart and identify the possible ways each career affects the traveler.

One at a time, have the groups present what they wrote about one career. Once all the groups have presented, allow them to provide information about other careers, if desired.

Ask the groups to decide which career was the most helpful to a traveler. (Note: There is not a correct answer.)

Ask the groups to share their answers about how a traveler's actions affect a local economy. If not mentioned, point out that travelers spend money that is then used in the community, and they pay taxes that benefit the local economy.

Summary and Review

(Recommended Time: 5 minutes)

Encourage the students to consider careers in the businesses connected to the travel and tourism industry, including starting their own entrepreneurial venture.

Select one or two of the following discussion points to share with the class. Facilitate a dialogue about the impact of travel on an individual's quality of life. Ask the students if they agree or disagree with the statements. What role does travel and tourism play in their lives and in that of their communities?

Discussion Points

- In 2000, at the first Global Summit on Peace through Tourism, more than 450 world leaders of the travel and tourism community ratified the “Amman Declaration,” which recognized travel and tourism as a global peace industry.
- The right to annual vacations of a minimum duration is prescribed by law in 78 countries; some are so convinced of its necessity that there are penalties for deferring a vacation.
- One out of four American leisure travelers believes a vacation is a birthright (24%).
- One in four American leisure travelers would be willing to trade an increase in pay for an increase in vacation time (24%).
- Travelers say that business travel can be fertile ground for discovering creative ideas for work or even a new business.

If applicable, share your personal experiences and beliefs about the role of travel and its importance in your life. Thank the students for their participation.

Extended Learning Opportunities

Opportunity One

Review the Glossary beginning on Page 11 of this Guide. Select 16 terms and write them on the board. Working as partners or in small groups, have the students complete their Travel-O Card by randomly labeling a space on the Card with a glossary term. Once the Cards are complete, read aloud a definition and allow time for the students to identify the correct term and mark the corresponding space on their Card. Depending on the amount of time available for the activity, play different variations of the game. Possible variations include: four in a row diagonally, horizontally, or vertically, four corners, or blackout.

Opportunity Two

Working as partners, have the students visit www.travelgreen.org and click on the Consumer Travel Tips link. Select the GreenTravel Trips link and investigate the ways travelers can have a positive impact on the economic and social development of their travel destinations. Using the information provided, have them prepare a travel itinerary for a member of their family.

Career List Cards

Career List

Accountant
Convention planner
Culture Center tour guide
Mechanic
Nutritionist
Photographer

Career List

Aerobics instructor
Baggage porter
Gift shop sales manager
Market researcher
Pilot
Professional writer

Career List

Convention center manager
Entertainer
Events coordinator
Flight attendant
Food service manager
Reservation clerk

Career List

Air-traffic controller
Chef
Front desk manager
Group tour guide
Scuba instructor
Security guard

Career List

Chamber of Commerce member
City planner
Florist
Networking specialist
Waiter
Whitewater rafting guide

Career List

Car rental clerk
Forest ranger
Graphic designer
Housekeeper
Reporter
Ski instructor

Happy Traveler Flowchart

Instructions: As a group, review your Career List Card and label each of the six spaces with a different career from your List. Discuss the questions, and write your responses in the space provided. Be prepared to explain your responses.

Career: _____

How can this career help a traveler?

Career: _____

How can this career help a traveler?

Career: _____

How can this career help a traveler?

Career: _____

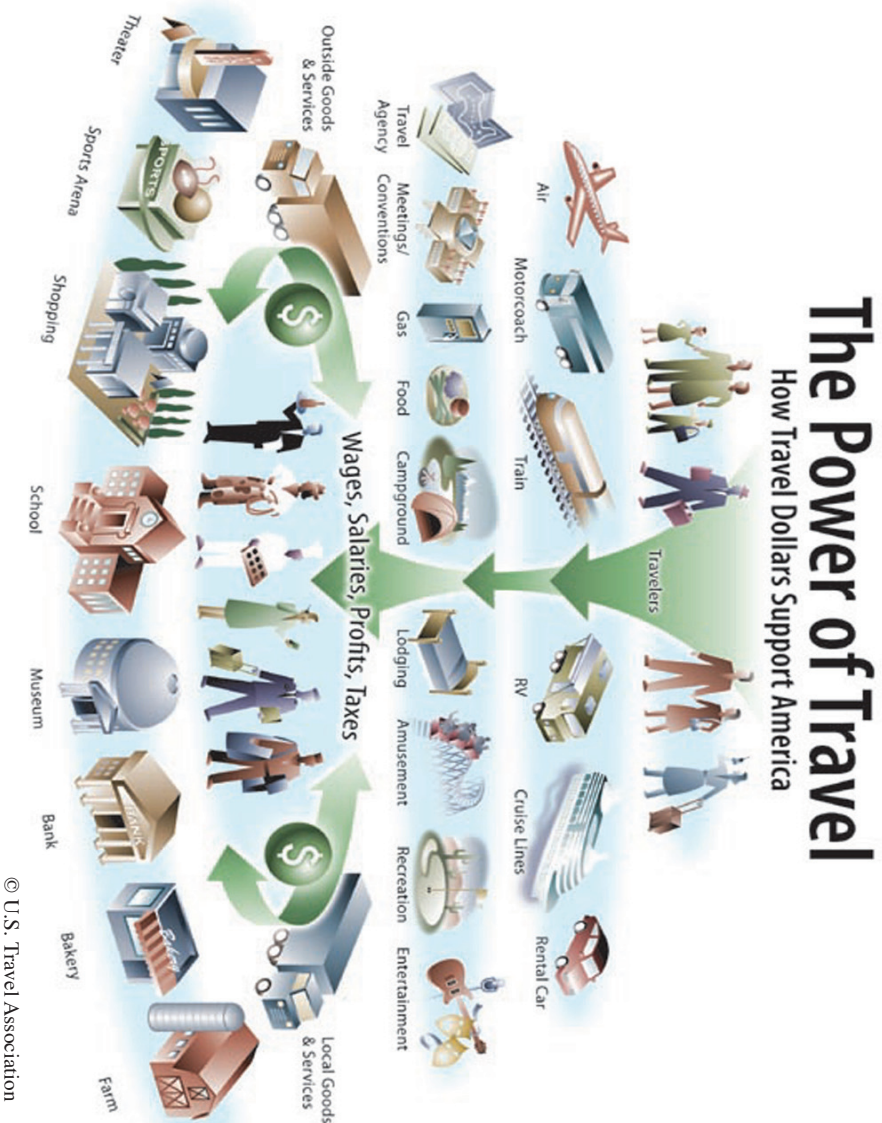
How can this career help a traveler?

Career: _____

How can this career help a traveler?

Career: _____

How can this career help a traveler?



How can a traveler's actions affect a local economy?

"Travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living."

—Miriam Beard, 1902-1983, writer and businesswoman.

Travel-O

Instructions: Randomly label each of the boxes with a different Glossary term. Listen as the volunteer reads definitions, and mark the corresponding space on the card.



Glossary

Accounts payable

The money a company owes its suppliers.

Accounts receivable

The money owed to a company by its debtors.

Assets

Anything owned that has value.

Break-even point

The level of output at which total revenue equals total costs.

Business plan

A document that details a company's mission and goals, management, marketing, and finances.

Capital

Money, goods, equipment, or land used to produce other goods or services; money used to start or expand a business.

Career

Work that not only provides income but also is important to the worker for reasons that meet his or her noble purpose.

Contract

A legally enforceable agreement between two or more persons.

Corporation

A business managed on behalf of its owners/stockholders; a legal entity created by government charter to carry on approved activities.

Credit

A bookkeeping entry constituting an addition to an income, net worth, liability account, or a deduction from an expense or asset account.

Debit

A bookkeeping entry constituting an addition to an expense or asset account, liability account, or a deduction from an expense or asset account.

Demand

The quantities of a product or service that people are willing and able to buy at various possible prices at a particular time and place.

Entrepreneur

An innovator; one who recognizes opportunities and organizes resources to take advantage of them.

Expenses

Something that causes spending; money spent or needed for doing a job or running a business.

Franchise

A license to operate an individually owned business as if it were a part of a large chain.

Gross profit

The difference between sales and the cost of goods sold.

Income

Money received in the form of wages, salary, rent, or interest. A continuing benefit usually measured in money received from capital or labor.

Income tax

A tax on a person's or a company's income.

Interests

A person's preferred activities or hobbies.

Lease

A transfer of property use for a period of time in return for a rental payment. A lease is a binding contract.

Management

Groups of managers; the act of controlling or directing.

Marketing

The business activities that take place between production and the purchase of the product.

Net profit

The profit remaining after expenses.

Opportunity cost

The next best alternative given up when making a choice.

Partnership

A business owned by two or more people.

Productivity

A measure of output per unit of input, or output per worker per hour.

Profit

That which remains after the cost of doing business has been met.

Salary

Money paid to an employee for work done, usually a given bimonthly or annual rate, regardless of hours worked.

Share

A portion of interest in a business usually referred to as a share of stock.

Skills

A person's talents or abilities.

Sole proprietorship

A business owned by one person.

Stock

Shares in the ownership of a corporation.

Supply

The amount sellers will offer for sale at different possible prices at a particular time.

Values

A person's beliefs and ideals.

Variable costs

Those costs that can increase or decrease as output expands or contracts.

Wage

Money paid to an employee for work done, usually given on an hourly, a daily, or a piecework basis.



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