

LESSON PLAN

**Subject:** Information Processing 30

Materials/Aids Required: Your Dream Trip Assignment, Evaluation for Assignment, teacher notes (what is an itinerary)

Unit	Module 10: Managerial Information Processing
Topic	Travel Itinerary
Content	10.11 Synthesize the procedures for organizing and planning business arrangements by preparing a travel itinerary.

Objectives: 1.) SWBAT create a travel itinerary complete with all the aspects of a travel itinerary.	Evaluation: 1.) Students will hand in their travel itinerary and be evaluated using the evaluation key attached.
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CELS: TL	Where they are evident in the lesson: - students will use the internet and computer to assist in creating a travel itinerary
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Pre Requisite Learning: basic word processing skills

Presentation	Classroom Management/Notes
Bell Work: (2 mins) Where would you go if you could travel anywhere in the world? Why?	- take attendance while they are working
Set: (3 mins) Ask students to call out some of the destinations they put in their bell work book. Tell them that their dream will come true today. We will be planning our dream trips and creating an itinerary for them.	
Development: (45 mins) 1. Tell students that before we get started they need to know the basics of travel itineraries. They will gain a more in depth understanding after creating their own itinerary. 2. After you are done explaining what is included in an itinerary show them the example. Point out the parts in the example and state that it should be presented in a neat and organized way so the traveler can read it. 3. Students should be aware of the international travel considerations that can affect travel. They should also be aware of the sources of information for planning travel. 4. Hand out the assignment and evaluation to the front of each row to pass back. 5. Have a student read over the assignment. Ask if students have any questions.	- use the notes on travel itineraries to explain them  - show the attached example    - use the information from the page attached to explain this    - give students 35-40 minutes to

<p>6. Look over the evaluation of the assignment so students know what is expected of them.</p> <p>7. Give students 35-40 minutes to work on their assignment. After that time, ask students if they need more time to work on it. If students do, tell them you will give them time to work on it tomorrow. If they are done they should print it off to hand in.</p>	<p>work on their dream vacation.</p>
<p>Closure: (2 mins) Ask students to list some resources they can use when planning travel. What are some things they must consider when thinking about international travel? Tell them that what we learned today can be transferred to business or personal travel.</p>	<p>- if students are completed their assignments have them hand it in.</p>
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> <li>- Students can create an itinerary for another student in the class and can show them when they are done. The student the itinerary is made for can comment on whether or not they think it is detailed enough for them to go on the trip and know where to be and when.</li> </ul>	

Target for Professional Development

1. How did I provide guidance for students in the assignment?

2. How did I ensure there was an individual aspect to the lesson?

3. How did I make the assignment/activity sound inviting and exciting to the students?

What is a travel itinerary?

- a comprehensive and organized listing of a trip that includes information such as when, where, and how a traveler will be proceeding.

An Itinerary should include the following:

1. Names of travelers
2. Destination
3. Dates of travel
4. Transportation
5. Accommodation
6. Activities and Attractions
7. Time of all activities and travel arrangements.
8. Anything else that may be of interest or important to the person traveling

Drafts should be completed before a final copy but for our purposes we will just do a final copy.

When planning for someone else, you must consider factors such as the preferred mode of transportation and accommodations of the person traveling.

International Travel Considerations

- Currency and Exchange: must convert our money to theirs with an exchange rate
- Time zones: traveling to the east they are ahead, to the west they are behind
- Cultural Differences: some countries have different mannerisms etc
- Special documents: passport is needed to travel outside of Canada

Sources of Travel Information

- Travel agent: contact through the yellow pages or internet search
- Books/Guides: from library or chapter
- Websites: search travel under Google (Expedia, Travelocity)

## Your Dream Trip!

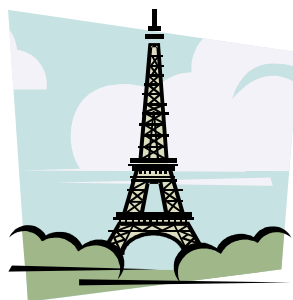
Plan a getaway weekend for yourself. Take along a friend or two, your family, or go alone. Cost is no object. If you wish, fly first class to your destination, rent a limousine...hire a personal tour guide! When planning and preparing your itinerary, allow for at least three days at your vacation destination, in addition to travel time. Schedule activities and visits to tourist attractions, restaurants, etc but be sure to allow time for rest and relaxation. Your destination should be the same as the destination for your travel brochure.

Things to be sure to include in your itinerary:

- 1.) Name(s) of traveler(s)
- 2.) City, State, Country of the trip
- 3.) The dates of:
  - a. Departure
  - b. Return
- 4.) Transportation
  - a. Types of transportation (car, plane etc)
  - b. Scheduled date
  - c. Scheduled time
- 5.) Attractions and Activities (at least 4)
  - a. Where the activities take place
  - b. What activities or attractions are they
- 6.) Accommodations
  - a. Include check in and check out times
  - b. Hotel phone number and address

You must include all of the times for everything you will be doing. This way you know exactly where to be and what time. Be sure to have as many detail as possible included.

**REMEMBER** to have fun, and dream **BIG!!!** There is no limit to your destination choices!



Evaluation for – Travel Itinerary Assignment

Name: \_\_\_\_\_

1. Names of Travelers included			0	1	2
2. City, State and Country listed	0	1	2	3	
3. Departure Date Indicated			0	1	
4. Return Date Indicated			0	1	
5. Transportation Listed			0	1	
6. Transportation Dates & Times			0	1	2
7. Hotel Name, Address, Phone Number	0	1	2	3	
8. Hotel Check in and Check out time			0	1	2
9. Four Activities or Attractions Included	0	1	2	3	4
10. Indicated time for all activities etc.				0	1
11. Location of the Activities	0	1	2	3	4

Total Marks = \_\_\_\_\_/24

## **Strategy Name: Individual Study (Projects)**

### **Explanation of Strategy**

Individual study is an individual educational pursuit carried on by a person to self-improve. It may be self-initiated or teacher initiated, but the focus is on study under the guidance of a teacher.<sup>1</sup>

### **Why This Strategy Works**

Under the guidance of the teacher, students become the boss of their learning process and outcomes. This allows students to become accountable for their learning as it provides a certain level of responsibility. With just enough guidance to get the students started, the students are able to decide how they want to do they project or what they want to research. Students can research something they are interested in, or relate the information to their own lives which in turn increases learning outcomes.

### **Business Education Content that Could be Taught Using this Strategy**

**Career and Work Exploration - 18.5** To develop career goals and a career plan.

- students can develop their own career goals and plans under the teacher's guidance of what the plan should include.

**Information Processing - 10.14** Demonstrate the effective use of information processing processes and skills by planning, preparing, and giving a presentation to an audience.

- students can choose a topic related to business education or computers and develop a presentation to give to the class following guidelines for the presentation from the teacher.

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<sup>1</sup> Lang, H. & Evans, D. (2006). *Teaching concepts*. Models, Strategies, and Methods for Effective Teaching. pp. 352

