



Junior Achievement®

JA Travel and Tourism A Supplement to JA Job Shadow™

The background features a world map in a light orange hue. A dark silhouette of a commercial airplane is shown in flight, positioned above the map. In the foreground, there are dark silhouettes of five people walking from left to right. The person on the far right is carrying a suitcase. The entire scene is set against a warm, orange-to-red gradient background with subtle white and red curved lines at the bottom.

JA Staff Implementation Guide



Junior Achievement®

JA Travel and Tourism
A Supplement to
JA Job Shadow™

JA Staff Implementation Guide

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Colorado Springs, Colorado, USA

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Acknowledgments

Sponsorship

JA Worldwide (Junior Achievement) gratefully acknowledges the Destination and Travel Foundation, with the support of Shop America Alliance and Tauck-Romano Innovative Philanthropy, for its dedication to the development and implementation of *JA Travel and Tourism*, a supplement to *JA Job Shadow*. JA Worldwide appreciates its partnership with the Destination and Travel Foundation, Shop America Alliance and Tauck-Romano Innovative Philanthropy to provide vital and innovative programs that inspire and prepare young people to succeed in a global economy.

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>

TravelGreen
www.travelgreen.org

World Travel & Tourism Council
www.wttc.org

The Power of Travel
www.poweroftravel.org

U.S. Travel Association
www.ustravel.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



Supplement Introduction

The following material is intended to be used as a supplement to the *JA Job Shadow* program. For a copy of the original documents, including the Site-Coordinator Guide, Teacher Guide, and Student Workbook, please contact your local JA office or download the documents at www.ja.org/programs/programs_job_shadow.shtml.

Implementing the Supplement

JA Staff Expectations

Teachers and Workplace Hosts participating in the *JA Travel and Tourism* supplement will each be asked to implement one additional session or task.

- Copy and distribute the Teacher Guide Addendum to the classroom teachers.
- Copy and distribute the Site-Coordinator/Host Guide Addendum to the site coordinators or workplace hosts.

Teacher Expectations

In addition to the material from the JA Job Shadow Teacher Guide, teachers will be asked to implement an additional session prior to the job shadow visit.

- Read and implement the Supplemental Session, Mystery City, as outlined in the attached material.
- Prepare three copies per student group of the Mystery City 20 Questions Worksheet.

Site-Coordinator/Workplace Host Expectations

In addition to the Tasks found on the Today's In-Box Worksheet from the *JA Job Shadow* program, hosts will be asked to conduct an additional task during the job shadow visit.

- Site-Coordinators: Distribute the Site-Coordinator/Host Guide Addendum to the site workplace hosts.
- Hosts: Read and implement the Supplemental Task, Travel and Tourism Success Skills, as outlined in the attached material.





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JA Travel and Tourism
A Supplement to JA Job Shadow
In-Class Activity

Teacher Guide

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Teacher Expectations

In addition to the material from the JA Job Shadow Teacher Guide, teachers will be asked to implement an additional session prior to the job shadow visit.

- Read and implement the Supplemental Session, Mystery City, as outlined in the attached material.
- Prepare three copies per student group of the Mystery City 20 Questions Worksheet.



Supplement Session

Mystery City

Overview

Prior to the job shadow visit, students analyze the impact travel and tourism can have on a community and, conversely, how the characteristics of a community affect travel and tourism.

Supplement Objectives

Students will be able to:

- Explain how travel and tourism affect a community.
- Discuss how the characteristics of a community can attract travel and tourism to that area.

Preparation

Review the supplement objectives and materials needed. Prepare three copies of the Mystery City 20 Questions Worksheet per student group.

Be prepared to discuss the travel and tourism industry in your local region.

Recommended Time

The supplement typically takes 45 minutes to complete.

Materials

- Mystery City 20 Questions Worksheets (3 worksheets per group)
- JA Travel and Tourism PowerPoint Presentation (optional)
- Pens or Pencils (1 per group)

Presentation

Introduction

(Recommended Time: 15 minutes)

Inform the students that they will focus on careers in travel and tourism, specifically how the characteristics of a location can affect its tourism and how tourism can affect a location. Consider using the JA Travel and Tourism PowerPoint Presentation as a teaching tool during the introduction.

Travel and Tourism Overview

Explain to the students that travel and tourism is the second largest services export industry and third largest retail sales industry in the United States. It is one of America's largest employers. It is the first, second, or third largest employer in 29 of the 50 United States.

In 2008, the U.S. travel industry received more than \$645 billion, including international passenger fares, from domestic and international travelers.



Total travel expenditures increased by \$550 billion in 2001 to more than \$770 billion in 2008 with more than 996 million personal trips and 154 million business trips completed within the United States in recent years.

Travel and tourism boosts the local economy in many ways, including **Tourism Taxes**. Tourism Taxes are defined as the higher taxes paid by travelers as opposed to local citizens for projects that benefit a local area. One example of this is the reinvestment of hotel taxes.

Every major travel destination in the United States levies some kind of hotel tax, which is paid primarily by travelers who visit that city. In every case some of that revenue goes into the city's general fund. However, some cities choose to reinvest most of that revenue into tourism development and promotion, such as convention centers, cultural programs, welcome centers, and travel-related marketing. On average, 37 percent of a city's hotel tax revenue is reinvested in travel and tourism that benefits the local community.

Consider sharing the following statistics with the students.

Percent of Hotel Taxes Reinvested in Travel and Tourism

1. Reno, NV 77%
2. Houston, TX 67%
3. Riverside, CA 60%
4. San Francisco, CA 60%
5. Las Vegas, NV 59%
6. Dallas, TX 57%
7. Detroit, MI 57%
8. San Antonio, TX 54%
9. Indianapolis, IN 54%
10. St. Louis, MO 51%

Top Ways Cities Spend Hotel Tax Revenue

(Based on number of cities)

1. General fund
2. Convention and visitors bureau
3. Convention facilities
4. Other travel-related programs
5. Sporting complexes
6. Arts/history/culture
7. State travel office
8. Special events

Have the students consider different ways people benefit from hotel tax revenue in their community. Point out that the travel and tourism industry clearly has a dramatic impact on economies and the lives of local citizens.

Note: The Travel and Tourism Overview statistics are provided by the U.S. Travel Association.



Mystery City Activity

(Recommended Time: 25 minutes)

Explain to the students that they are going to play 20 Questions to demonstrate the differences in characteristics among three U.S. travel destinations. Separate the class into groups of 3 to 5 students. Distribute the first of three Mystery City 20 Questions Worksheets to each group.

Explain to the students that the object of the game is to determine the mystery city by asking the fewest number of questions.

- Tell them that they must ask yes/no questions only.
- It is acceptable for you to answer, “I don’t know, or I can’t answer,” if you are unsure of the correct response.

Read aloud the first Mystery City Clue given below. The answer is provided for your reference.

- Allow approximately 5 minutes for groups to discuss the clue and prepare 20 yes/no questions designed to determine the city described.
- Have the groups consider geographic location, physical landforms, famous landmarks, and other characteristics when constructing their questions.
- One at a time, have each group read a question from its list.
- Answer the question and move on to the next group.
- Groups may choose to guess the city instead of asking a question.
- Incorrect guesses end the group’s turn.
- Groups may adjust their questions based on the information learned from the previous questions.
- The round is over when a group correctly identifies the first mystery city.

Repeat the process using the clues for cities two and three.

Mystery City One

Clue: This city really rocks.

Answer: Cleveland, Ohio, because it is home to the Rock and Roll Hall of Fame.

Explore Cleveland: www.positivelycleveland.com

Mystery City Two

Clue: This city is famous for a monster.

Answer: Boston, Massachusetts, because the left field wall at Fenway Park, home to the Boston Red Sox baseball team, has a famous nickname—The Green Monster.

Explore Boston: www.bostonusa.com

Mystery City Three

Clue: This city rises from the ashes.

Answer: Phoenix, Arizona, because it was named after a mythical bird that could rise from the ashes with a new life. Much like the mythical bird, the city of Phoenix was founded on the same site as an ancient Native American civilization.

Explore Phoenix: www.visitphoenix.com

Teaching Tip

Prior to the activity, consider displaying or distributing travel brochures and similar travel-related materials as destination samples.

As a class, discuss the three cities as travel destinations. What do they all have in common? What makes each city unique? If possible, visit the websites listed after each Mystery City answer to learn more about the cities. Explore a local city’s website, as well.



Summary and Review

(Recommended Time: 5 minutes)

Ask the students if they have considered a career in travel and tourism. If so, ask how the characteristics of a community can affect tourism to that area and how travel and tourism affects a community.

Encourage the students to further explore the travel and tourism industry. Suggest expanding their job search by considering careers in this industry. Recommend that the students visit www.ustravel.org for additional information.

Thank the students for their participation.



Mystery City 20 Questions Worksheet

Instructions: As a group, select 20 yes/no questions to ask the teacher about the U.S. Mystery City, based on the clue. Consider asking about famous landmarks and attractions, geographic features, and landscape as a means to identify the Mystery City.

Example A: Is there a famous building in this city?

Example B: Is it the famous Empire State Building?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Note clues, guesses, and other group thoughts:





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A JA Job Shadow™

Task Supplement

Site-Coordinator/Workplace Host Guide

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Implementing the Supplement

Site-Coordinator/Workplace Host Expectations

In addition to the Tasks found on the Today's In-Box Worksheet from the *JA Job Shadow* program, hosts will be asked to conduct an additional task during the Job Shadow visit.

- Site-Coordinators: Distribute the Site-Coordinator/Host Guide Addendum to the site workplace hosts.
- Hosts: Read and implement the Supplemental Task, Travel and Tourism Success Skills, as outlined in the attached material.

Supplement Task

Travel and Tourism Success Skills

Overview

During the job shadow visit, between Tasks Five and Six on the Today's In-Box Worksheet, students evaluate work-readiness skills. Through discussion, students brainstorm possible travel and tourism careers that require these skills and consider the necessary education and training, using the host's travel and tourism expertise as a guide.

Supplement Objectives

Students will be able to:

- Identify the skills and training necessary for a job in the travel and tourism industry.
- Prepare detailed career profiles.

Preparation

Review the supplement objectives and materials needed. Become familiar with the Skills Cards and the questions on the Career Profile worksheet. Prepare a brief list of examples that demonstrate how you use these skills in your current career. Be prepared to discuss a typical day at work. Discuss what you do, how often you travel in your work, and the types of products you sell or services you provide.

Be prepared to discuss careers in the travel and tourism industry using your own experiences or those of your company or coworkers as examples.

Materials

- Career Profiles Worksheet (one worksheet for each student; copied by the host)
- Skills Cards (one set of 16 Cards; copied and cut by the host)

Introduction

Inform the students that in the next Task, they will focus on careers in travel and tourism, specifically how work-readiness skills are necessary and transferable regardless of the job or an applicant's work experience. The skills are assets in any workplace and are necessary for professional success.

Using this information, the students identify possible travel and tourism careers and brainstorm the ways these careers affect the local and global economy by providing exciting opportunities for millions of workers worldwide.



Career Cards Task

Distribute a Career Profiles Worksheet to each Job Shadow student. Read aloud the instructions and allow time for the student(s) to become familiar with the questions in the Career Profile box. Introduce the Skills Cards. Have the student(s) draw a Skill Card from the stack.

Ask the student(s) to record the information provided on each Skills Card in the boxes on the left side of the Worksheet. Using the information provided on the Skills Cards, discuss the responses to each of the questions asked in the Career Profile box on the right side of the Worksheet.

Repeat the process with a different Card, until the student(s) has completed at least three Career Profiles.

Summary and Review

Ask the student(s) if she or he has considered a career in travel and tourism. If so, what are some of the ways to prepare for a career in the industry? What resources are available?

Encourage the student(s) to explore the travel and tourism industry further. Suggest expanding the job search by considering careers in this industry. Recommend visiting www.ustravel.org for additional information.



Career Profiles Worksheet

Instructions: Draw a Skills Card from the stack. Read about that Success Skill and complete the box on the left. Then complete the Career Profile box on the right while discussing the questions with your workplace host. Repeat this process with two more Skills Cards.

<p>Skills Card</p> <p>Skill:</p> <p>Possible travel and tourism job duties that might require this skill:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Career Profile</p> <p>What are two or three travel and tourism careers that require this skill?</p> <hr/> <hr/> <hr/> <p>What education/training is necessary to succeed in the careers listed above?</p> <hr/> <hr/> <hr/>
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Skills Cards

The 16 Success Skills

1. Read with Understanding:

- Define my purpose for reading.
- Determine my reading technique for this situation: skim or read slowly, and/or take notes.
- Read for understanding. If I do not understand, what do I need to do to comprehend accurately?



The 16 Success Skills

2. Convey Ideas in Writing:

- Define my purpose for writing. What do I want others to read?
- Put my ideas in order.
- Use correct grammar, spelling, and sentence structure.
- Review. Ask others to review and provide feedback.



The 16 Success Skills

3. Speak So Others Can Understand:

- Define my purpose for speaking. What do I want others to hear?
- Organize my thoughts or points.
- Use words, grammar, tone of voice, and body language that fits my purpose.
- Speak and reflect.
- Ask questions. Check for understanding.



The 16 Success Skills

4. Listen Actively:

- Pay attention to what is said.
- What is my goal for listening?
- Listen and reflect.
- Check for understanding.



The 16 Success Skills

5. Observe Critically:

- Pay attention to visual information.
- Check for understanding. If I do not understand, what do I need to do to comprehend accurately?
- Evaluate the information. Is it believable? Is it accurate, or is it biased?
- Gather information. Reflect.



The 16 Success Skills

6. Use Math to Solve Problems and Communicate:

- Apply appropriate skills. Do I need to solve a problem, make a prediction, or accomplish a task?
- Gather information. Evaluate the solution.
- Select and review the best way to explain the results. Check for understanding.



The 16 Success Skills

7. Plan:

- Determine goals, and prioritize.
- Evaluate priorities. What needs to get done first?
- Execute the plan.
- Evaluate my effectiveness. Make adjustments, if needed.
- Reflect. Did my plan work?



The 16 Success Skills

8. Solve Problems and Make Decisions:

- Understand the problem. Gather information.
- Determine possible solutions.
- Evaluate the pros and cons of each possible solution. Execute the best solution.
- Evaluate the solution.
- Reflect. Did my solution work?



The 16 Success Skills

9. Cooperate with Others:

- Be courteous and friendly; accept others' contributions.
- Ask others for input.
- Clearly state personal ideas and opinions.
- Recognize personal needs and the needs of others.
- Reflect and evaluate.



The 16 Success Skills

11. Resolve Conflict and Negotiate:

- Recognize that conflict exists. Identify areas of agreement and disagreement.
- Evaluate multiple ways of resolving a conflict. Identify solutions in which everyone wins. Work with others involved to determine a plan to move forward.
- Evaluate the plan. Reflect and adjust.



The 16 Success Skills

13. Take Responsibility for Learning:

- Set goals for learning. What do I know now, and what would I like to know in the future?
- Determine my learning style.
- Evaluate. Am I learning? What is my learning objective?
- Apply my new skills and understanding to a real-life situation.



The 16 Success Skills

15. Learn through Research:

- Ask questions, or make a prediction about a situation.
- Gather information.
- Organize information, analyze it, and interpret the results.
- Evaluate whether the results answer the question or confirm the prediction.



The 16 Success Skills

10. Advocate and Influence:

- Determine what I want out of the situation. Evaluate possible resources.
- Gather information and build a case, while considering the needs of others.
- Present the case.
- Reflect and evaluate external feedback. Make changes, if necessary.



The 16 Success Skills

12. Guide Others:

- Determine others' needs. Can I be of help?
- Work together to determine the best solution.
- Evaluate the solution.
- Was I helpful? Reflect.



The 16 Success Skills

14. Reflect and Evaluate:

- Determine what I know now, and what I want to know in the future.
- Create a plan to accomplish it.
- Is the plan workable? Make predictions or judgments, and revise the plan, if necessary.



The 16 Success Skills

16. Use Information and Communications Technology:

- Determine the purpose.
- Evaluate which technological tool is best.
- Utilize tools to accomplish the task.
- Evaluate. Make changes, if necessary.





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