

PASSPORT TO THE WORLD

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**THIS CURRICULUM HAS BEEN DEVELOPED
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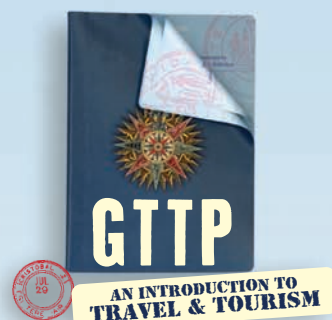
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INTRODUCTION TO PASSPORT

PASSPORT TO THE WORLD

Instructor Guide

Travel & Tourism

is the world's fastest growing industry and offers a variety of interesting career opportunities for young people. In addition, tourism can be an engine for local and national economic growth. The purpose of the Global Travel & Tourism Partnership's *Passport to the World: An Introduction to Travel & Tourism* is to introduce students and teachers to this field of study and to provide a basic understanding of this global industry.

In many countries, Travel & Tourism studies are either part of the academic curriculum or a recognized supplemental program. This Guide has been designed to bring together teaching materials that have been used successfully for more than a decade by teachers whose schools are part of the Global Travel & Tourism Partnership (GTTP). The GTTP is a membership organization whose founding members include Brazil, Canada, Hong Kong, Hungary, Ireland, Jamaica, Mexico, Russia, South Africa, and the United Kingdom. Affiliated members include the USA.



Provided by the SeaWiFS Project, NASA/Goddard Space Flight Center, and ORBIMAGE

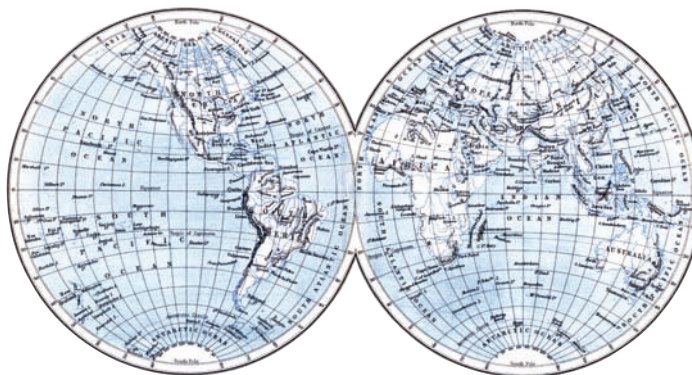
Information on the GTTP can be viewed at www.gttp.org.

The approved Travel & Tourism curriculum in each of the GTTP member countries conforms to the country's particular educational standards and requirements. The material is covered in one or two years depending on the country and includes global industry information and in-depth material on the particular country and its Travel & Tourism industry.

Students in the GTTP programs range in age from 14 to 18 depending on the country, and currently more than 425,000 students a year participate in the GTTP. This *Passport to the World: An Introduction to Travel & Tourism* is based on the experience of their teachers.

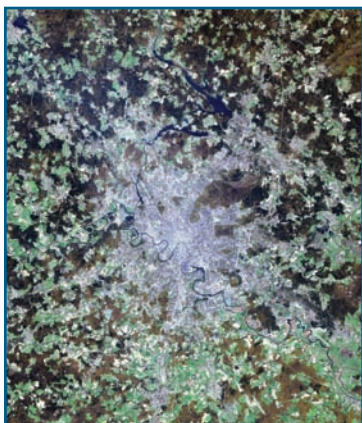
Despite the fact that educational requirements vary around the globe, there are subject areas that are common to all member country curricula and that form the basis for understanding this industry:

- ◆ **The Industry Sectors**
- ◆ **Customers**
- ◆ **Destinations**
- ◆ **Culture and Cultural Diversity**
- ◆ **Careers**



Each of these topics requires in-depth study by anyone who wants to become a professional in this field. *Passport to the World: An Introduction to Travel & Tourism* is an introduction to these topics, a first step in understanding this industry and its career opportunities.

The material in this **Instructor Guide** and the accompanying **Activity Worksheets** is organized in such a way that the instructor can pick and choose the activities to use. Subsequent classes can then focus on the particular aspects of the industry in the instructor's own country. After completing *Passport to the World: An Introduction to Travel & Tourism*, students should have a basic understanding of this global industry, and be able to qualify for the GTTP's Certificate of Study. For details, please see our website, www.gttp.org/certification.



visibleearth.nasa.gov
Moscow. Image courtesy Ron Beck, USGS EROS Data Center
Satellite Systems Branch



An important part of the GTTP programs, and of any successful Travel & Tourism education program, is the support of local, national and global businesses. The support of the GTTP's Global Business Partners has been invaluable in the development of this curriculum.

The Global Partners are preeminent global companies and organizations:

Amadeus, American Express, Hertz, HRG, KLM, Lufthansa, Starwood, and the World Travel & Tourism Council (WTTC).

To learn more about our Global Partners, go to www.gttp.org and click on the logos of the Global Partners. This will take you to every Partner's website.



Examples of their business practices and data they have provided are included in the student text. The purpose is to expand students' understanding of how the industry functions, and how they can find a career in it.

We recommend that teachers begin to develop contacts with local businesses that are involved in the Travel and Tourism industry. If possible, an advisory committee of local business people should be formed. The role of this committee is to review the curriculum to see where individual members might contribute their knowledge. For example, a hotelier might explain reservations systems;

a travel agent might discuss travel planning; a bookstore owner might talk about how to make sure the store's inventory of books includes maps and guides that local people want to read prior to taking trips and that visitors want to have when they are in your city.

If there are local government officials who are involved in tourism development, include

a representative on the committee, or invite a representative to come to the classroom to discuss how your locality markets itself as a destination.

Instructors' and students' subject knowledge is best obtained through a combination of in-classroom and out-of-classroom activities, of theory and experiences.

ELEMENTS NEEDED FOR A SUCCESSFUL TRAVEL & TOURISM TEACHING PROGRAM

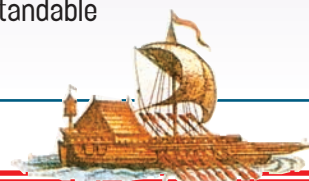
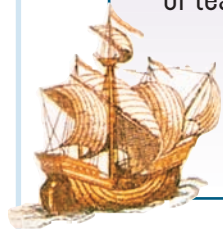
In order to have a Travel & Tourism program in which teachers can teach successfully and students can learn, the following elements need to be present:

FOR TEACHERS

- ◇ Stimulating and supportive training in how to teach tourism
- ◇ A clear and stimulating curriculum
- ◇ Resources, including an Instructor's Guide, Resource file, student activities for different age and ability levels, exposure to the industry, a student text
- ◇ Visits to see the industry in action (familiarization trips)
- ◇ Assessment skills and tools to determine students' learning
- ◇ Materials that can be adapted to a range of teaching and learning styles
 - ◇ Support of local, national and global networks

FOR STUDENTS

- ◇ Experiential learning
- ◇ Challenging learning and assessment activities
- ◇ Information resources, including a text and access to industry participants, the Internet, and libraries
- ◇ A range and diversity of learning activities
- ◇ Visits to see the industry in action (familiarization trips)
- ◇ Industry support and encouragement
- ◇ Quality internships (work-experience)
- ◇ Exposure to local, national and global perspectives
- ◇ Assessment objectives which are clear and understandable



This introductory curriculum has several parts:

INSTRUCTOR GUIDE

This contains suggested approaches to teaching the material.

ACTIVITY WORKSHEETS

This contains detailed activities that the instructor can use as well as handouts which can be duplicated for the students. It also includes company fact sheets, case studies, and the **GTTP Glossary of Terms**.

RESOURCES GUIDE

This is the basic manual for students and has material linked to each of the five units. It also contains background and “how to” information (such as how to conduct an interview and sample questionnaires), and industry facts.

In addition to these three different texts, the curriculum includes assessment tools or

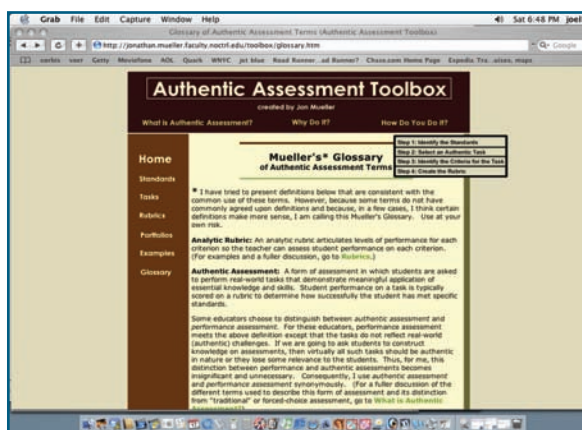
“rubrics” that are attached as an Appendix to the **Activity Worksheets**.

ASSESSMENT AND EVALUATION “RUBRICS”

A rubric is a scoring scale used to evaluate student work.¹ A rubric typically has at least two criteria by which student work is to be judged on a particular task and typically has at least two levels of performance for each criterion. A student’s performance can be assessed against a particular rubric to see how well the student’s performance meets the criteria or standards. Rubrics can be

used in the assessment of a wide range of tasks and performances. Also students can use rubrics for their self-assessment.

By applying the appropriate rubrics to student’s work, teachers can more easily see what the learning outcomes should be and can adjust instruction to help students meet the standards. This introductory curriculum includes rubrics developed for use in the GTTP’s Canadian program. (A useful web site about rubrics is <http://jonathan.mueller.faculty.noctrl.edu/toolbox/glossary.htm>)



¹ Heidi Goodrich, a rubrics expert, defines a rubric as “a scoring tool that lists the criteria for a piece of work or ‘what counts.’” For example, a rubric for an essay might tell students that their work will be judged on purpose, organization, details, voice, and mechanics. A good rubric also describes levels of quality for each of the criteria, usually on a point scale. Under mechanics, for example, the rubric might define the lowest level of performance as “many misspellings, grammar, and punctuation errors,” and the highest level as “all words are spelled correctly; your work shows that you understand subject-verb agreement, when to make words possessive, and how to use commas, semicolons and periods.”

STUDENTS LEARN HOW THE TRAVEL & TOURISM INDUSTRY WORKS AND HOW TO WORK IN IT.

To do so, they need access to the following:

1. **COMPANY REPORTS** – of companies involved in one or more of the steps. Company reports are included in the **Activity Worksheets**
2. **FIELD TRIPS, FAMILIARIZATION (FAM) TOURS TO VISITOR ATTRACTIONS** – see, for example, the **Field Trip Activity**—and experiential activities
3. **VIDEOS** – on aspects of transport and travel, geography of different areas, or on industry practices
4. **VISITING SPEAKERS** – from entertainment centers, car rental companies, hotels. Students find marketing and human resources representatives particularly interesting
5. **USING THE INTERNET**
6. **QUESTIONNAIRES** – on companies, parks or other entertainment venues that the students can visit
7. **QUIZZES** – on any/some or all of the above – See sample quiz on airlines and other transportation companies
8. **ASSIGNMENTS** – on any/some or all of the above
9. **TEAM PROJECT WORK** – on any /some or all of the above (at the end of this Introduction is a brief synopsis of projects undertaken by GTTP Travel & Tourism students in Ireland which is included as an example)



How Student Activities Are Organized:

The student activities in the **Activity Worksheets** include the following categories as appropriate:

- ✦ **The topic**
- ✦ **The title**
- ✦ **The time needed for the activity**
- ✦ **Materials required, if any**
- ✦ **Space requirements**
- ✦ **Preparation needed in advance of the activity**
- ✦ **The steps students follow in the activity**
- ✦ **Follow-up**
- ✦ **Assessment Rubrics/ comments**

The activities that are included in *Passport to the World: An Introduction to Travel & Tourism* have been provided by GTTP teachers and program directors, and have been edited as appropriate to ensure they can be utilized globally. The acknowledgement page of this guide lists the contributors.

If an activity involves students filling out forms, for example, or requires handouts, sample forms and handouts are included as attachments to the **Activity Worksheets**.

The Resources Guide

The **Resources Guide** is, basically, the student text. It provides background information needed by students and teachers. For example, there is an activity that requires students to evaluate a local hotel or hotels according to categories recognized in the industry. Explanations of several of these categories (ratings from one through five stars, for example) are included in the **Resources Guide**.

The student material is designed to provide sufficient background that the students can proceed with their research. There are a variety of global examples and the **Resources Guide** is not intended to focus on a particular country. Once students have basic industry understanding, they can proceed to country-specific study and in-depth study of particular industry sectors.

Schedule and Time Required

The suggested units are based on a 45-minute class period. An estimated 25

classes are needed to cover the material in *Passport to the World: An Introduction to Travel & Tourism*. This is an average of 4 classes per topic plus 5 field trips. If more class time is available, certain activities can be conducted in greater depth over a longer period of time. Students will also need to spend preparation and follow-up time outside of scheduled class periods.

Internships or Work-Study

As noted above, students need to see how a real business operates. Ideally, they should be able to have an internship, or work-study experience, at a local business so they can gain the experience of coming to work, experiencing the day-to-day operations, meeting people who are employed in the industry, learning about customers, etc. This is not always practical, however, and class trips may have to be substituted for individual work experiences.

The **GTP Internship Manual**, available to instructors on the GTP web site, outlines the steps involved in having a basic, 30-hour internship or work experience. It has sections for teachers, students, parents and employers. Note that these short internships

are unpaid, and are part of the GTP course requirements. If employers and students subsequently work out a paid employment arrangement, the details are between them and not the responsibility of the instructor.

The GTP has also developed a manual that outlines how to establish internships in industry for instructors. This, too, is available on the GTP web site (www.gttp.org).

The Appendix to this **Instructor Guide** contains a section, "Approaching Business" which has suggestions on how to approach local companies to request student visits to the companies' facilities and later student internships. It also has suggestions on creating a local business advisory committee for your program.

Classroom Space

The classroom space should facilitate student participation in individual and group activities. Tables and chairs that are easily moveable are preferable to fixed class furniture such as benches and desks.

Materials

A blackboard or whiteboard with the necessary writing materials should



be available for brainstorming sessions (sometimes termed “mind mapping”), exercises and class discussion.

A bulletin board for posting charts and brochures is also useful. A good atlas, such as the *World Travel Atlas* (published by Columbus Travel Guides), is essential.



Los Angeles: visibleearth.nasa.gov, NASA JPL



UNIT 1: Travel & Tourism Industry Structure focuses on the structure of the Travel & Tourism industry and the kinds of companies in the industry. Selected company reports, in the **Activity Worksheets**, provide more in-depth understanding of representative firms. Please note that additional company reports may be obtained by GTTP-member schools from the Directors of Travel & Tourism Programs in GTTP member countries. This unit provides a framework for learning about the industry structure.

UNIT 2: Travel & Tourism Customers gives students an opportunity to consider the different kinds of services that business travelers buy compared to tourists (leisure travelers) and the kinds of companies that cater to each. They will also examine the concept of customer service (with respect to both external and internal customers).

UNIT 3: Destinations addresses the question of what makes an attractive and sustainable destination. This unit also has activities which help students learn how destinations market themselves to prospective visitors.

UNIT 4: Culture and Cultural Diversity is focused on the elements that comprise a culture – attitudes, values, traditions and intellectual and artistic achievements.

UNIT 5: Careers covers the two basic career paths:

“Front line” jobs which involve dealing directly with outside customers, and
 “Operations” or “back room” jobs which involve managing the technical aspects and operations of the business, dealing mainly with “internal” customers (the other company employees who need those technical and other services).

What Students Choose to Study Post Secondary School:

Travel & Tourism education lets students see career possibilities they might otherwise ignore. The Directors of Travel & Tourism Programs (TTPs) in the GTTP member countries have conducted informal surveys of their TTP graduates. Typical of their findings are the results found by Dr. Attila Horvath, Director of the Hungary TTP.

Graduates of the Hungarian TTP demonstrate an increasing interest in Travel & Tourism

careers. Thirty-nine percent of the TTP students who graduated in 2000 continued their Travel & Tourism studies in university (more than double the eighteen percent who did so in 1995). A majority of all TTP students in Hungary go on to higher education; of those TTP graduates who chose vocational courses, instead, over 50% chose tourism training.

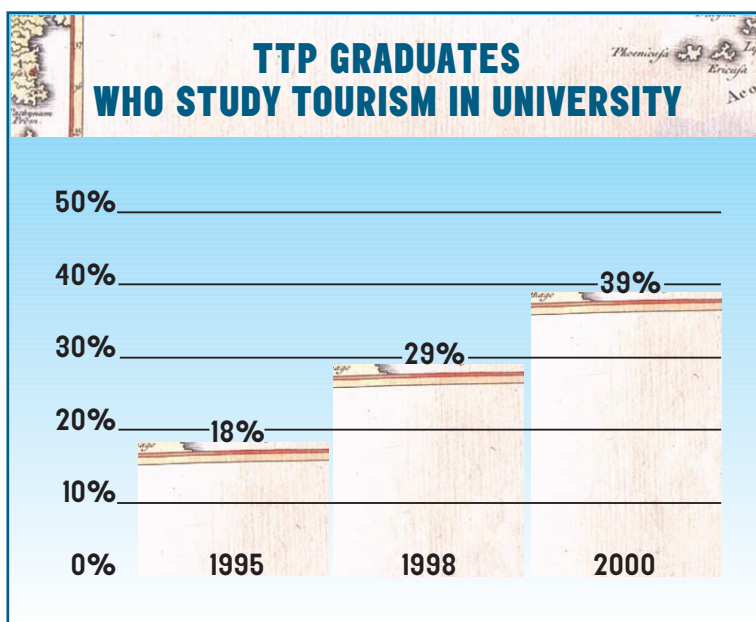
Teacher Training:

The GTTP can provide teacher training in countries where Travel & Tourism is a new subject. In GTTP member countries, teacher training is an on-going process. A useful introduction for new teachers is to have them

study Unit 1 of this *Passport to the World: An Introduction to Travel & Tourism*, participating in the suggested activities just as their students will do.

Developing Students' Research and Communication Skills:

The ability to communicate clearly and effectively – in writing and in speaking – is a critical skill in any Travel & Tourism company (and most other companies as well). This *Passport to the World: An Introduction to Travel & Tourism* has a number of suggested research and writing activities. Examples of independent research projects selected by students in the Irish TTP are included at the end of this Introduction. Most of the major tourism sectors are covered in these projects, which not only help students become more familiar with their own country and culture, but also help them learn how to do research and how to communicate orally and in writing.



EXAMPLE TRAVEL & TOURISM PROJECTS AT ST. BRENDAN'S COLLEGE, KILLARNEY, IRELAND

OCEANVS



Over the course of two years each student in the St. Brendan's College T&T classes is expected to conduct an in-depth investigation of a tourism topic of their choice. The students are typically 14 or 15 years old.

Their completed work is submitted in the form of written accounts, models, display charts, statistic and photographs. Students are assessed in their project work at the end of their course by an external interview and by ongoing teacher monitoring. Student projects are usually put on public display during formal school events such as Open Night, Awards Ceremony etc.

Project Titles:

- ✦ An investigation of Cork /Kerry Regional
- ✦ Tourism Organisation
- ✦ Sporting facilities in Killarney
- ✦ The impact of traditional music on tourism in Ireland
- ✦ Heritage Tourism in Cobh
- ✦ The Tourism contribution of Kerry County Airport
- ✦ The Killarney National Park –its history and importance as a tourism facility
- ✦ Fishing as a tourism attraction
- ✦ Why genealogical tourism is so important in Ireland
- ✦ Irish mythology and tourism
- ✦ Ireland – a golfer's paradise
- ✦ The visit of Queen Victoria to Killarney in 1861
- ✦ Tourism and the Internet
- ✦ A study of the Stena Ferry Group
- ✦ European Music Festivals
- ✦ A survey of Air Transport in Ireland
- ✦ The value of the Lakes of Killarney to the local economy
- ✦ Tourism Policies of the EU
- ✦ An in depth study of a travel agency
- ✦ Killarney – a gourmet's delight
- ✦ Tourism and the disabled
- ✦ A survey of the range of accommodation available in Killarney
- ✦ A study into the marketing strategies of the Great Southern Hotel Group
- ✦ The Jeanie Johnson Project, Tralee– an assessment of its successes and failures
- ✦ Environmental threats posed by the growth of tourism in Killarney
- ✦ Images of Ireland- real or illusory?
- ✦ How success in sport has been used to market Ireland as a tourism destination.