

69. Marketing, Sales, and Service Cluster - Travel Guides (4 hours)

Purpose/Abstract: To introduce students to customer service careers.			
NCCCS Adult Education Standards: R.3.2.1, S.1.2.6 , M.3.2.4			
Learning Objective: <i>By the end of the session, students will be able to:</i> <ul style="list-style-type: none"> Define the role of travel guides outlining the fundamental tasks, responsibilities, and necessary knowledge associated with the profession. Recognize the significance of effective communication, teamwork, problem-solving and professionalism as essential soft skills for success in travel guide careers. Collaborate within groups to research and select an attraction, create an informative presentation, and engage in a gallery walk resembling a tourism convention. 			
Soft Skills	communication, teamwork, professionalism, problem-solving and critical thinking	Resources	Blue Ridge Traveler Travel Guides & Tour Guides and Escorts Career Video 39-7012.00 - Travel Guides Handouts: Math Practice - one for each student
Additional Materials <ul style="list-style-type: none"> Math Practice Handout, one for each student Art supplies (glue, glitter, markers, paint, etc.) Pencils, paper, and scissors Computers for student use 			
Icons	 Activity	 Check-In	 Review

PREPARATION

- Review [Blue Ridge Traveler](#) and familiarize yourself with the contents of the site to help students during the group activity.
- Watch [Travel Guides & Tour Guides and Escorts Career Video](#) and be prepared to introduce the role using the information presented here.
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

INTRODUCTION (30 min)

Welcome students to the class!



Ask students to share their favorite travel memories and location. Tell students that today's lesson is about travel guide careers within the marketing, sales and service cluster. Invite volunteers to share any experiences they've had with travel guides or tour operators during their travels.

Play [Travel Guides & Tour Guides and Escorts Career Video](#) to introduce students to the roles. Highlight the common differences between travel guides, and tour guides. Recap the key soft skills mentioned in the video. Provide a short explanation on the various tasks, educational qualification and skills required for these roles.

Share the lesson objectives.

VOCABULARY, READING & WRITING (45 min)

Inform students that in this reading and comprehension activity, they will read information from the O*NET website about the role of travel guides. After reading, they will answer comprehension questions to check their understanding of the responsibilities, skills, and knowledge required for this profession.

Share <https://www.onetonline.org/link/summary/39-7012.00> with students. They can choose to work with a partner or independently. Provide the following instructions:

- Read the provided information carefully, paying attention to the details about the tasks and responsibilities of travel guides.
- After reading, answer the following questions to demonstrate your understanding (Please project the questions so students can refer to them as they read)
 - *What are some tasks that travel guides are responsible for on the job?*
 - *How do travel guides contribute to planning successful tours?*
 - *Name two areas of knowledge that are important for travel guides.*
 - *List three skills that travel guides should possess, according to the information.*
 - *Explain why the ability to "notice when problems happen" is important for travel guides.*
- Discuss your answers with a partner.

Walk around and provide clarifications as required.

REFLECTION (15 minutes)

✓ Have 4-5 students summarize what they learned about the role. Have a few higher level learners share how the skills and abilities contribute to the specific responsibilities of the role.

Lower Level

Work with a partner to answer the comprehension questions, discussing the answers before writing them down.

Higher Level

Analyze how each skill and ability listed contributes to specific responsibilities of travel guides. Have them provide examples to illustrate their analysis.

MATHEMATICS (45 min)

Inform students that they will work on time calculation related skills in this section.

They will practice calculating the total time spent on a travel itinerary. This skill is important for travel guides to plan well-paced tours.

Provide the following instructions:

- You will be provided with a sample travel itinerary. The itinerary includes different activities and their durations in minutes.
- For each activity in the itinerary, add up the time spent. Calculate the total time for the entire itinerary.
- Write down your calculations for each activity's duration and the final total time for the itinerary.
- Compare your calculated total time with the provided answer to see if they match. If they don't, review your calculations to find any mistakes.

Simple Itinerary

Activity	Duration (Minutes)
Activity 1: Guided Tour	40
Activity 2: Lunch Break	30
Activity 3: Hiking	60
Activity 4: Museum Visit	50
Total Time (in hours and minutes)	3 hours

Complex Itinerary

Activity	Duration (Minutes)
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Activity 1: Guided Tour	95
Activity 2: Lunch Break	40
Activity 3: Hiking	105
Activity 4: Museum Visit	75
Total Time (in hours and minutes)	5 hours 15 minutes

 REFLECTION (10 minutes)

Share the total time answers with the class and have them check their own answers against it. If they don't match, encourage students to review their calculations to find any mistakes.

Review the steps to calculate and have students share their experiences in calculating and converting time units.

Lower Level	Higher Level
Use a visual representation, such as clock drawings or a wooden clock, to help them understand the concept of adding time durations. Provide a simplified itinerary with fewer activities and round time durations to multiples of 5 for easier calculations.	Introduce more complex itineraries with activities that have varying time units (e.g., hours and minutes). This will challenge them to convert units and perform calculations accordingly.

GROUP WORK (75 min)

Inform students that in this group activity they will collaborate to explore and present information about attractions using the Blue Ridge Traveler website. The objective is to enhance their understanding of the travel guide's role and practice essential soft skills.

Divide the class into groups of 3-4 students. Share the [Blue Ridge Traveller](#) website link with each group. Instruct each group to access the Blue Ridge Traveler website using the provided link. Encourage them to explore the listed attractions and collectively decide on one attraction of interest.



Once the groups have chosen their attractions, guide them to research the selected attraction using the information available on the website. Suggest they take notes on crucial details like location, historical significance, available activities, and any unique features.

Ask students to collaborate and create an informative presentation that highlights their chosen attraction. Emphasize the importance of including key points about the attraction, its appeal to travelers, and how a travel guide can enhance the experience. Mention that they can use presentation tools such as PowerPoint, Google Slides, or prepare a poster.

Encourage each group to designate roles within their team. Suggest roles like a researcher, slide creator, and presenter. Ensure that all group members have active roles in the presentation.

Explain that, once all groups have prepared their presentations, you will set up a "Gallery Walk" scenario. Each group will stand at their designated area, and one member from each group will present the chosen attraction to visitors (other groups). Encourage them to imagine they are at a tourism convention, showcasing their attraction to potential travelers. Instruct learners to actively engage with other groups during the Gallery Walk. Encourage them to listen attentively to presentations from other groups, take notes on attractions of interest, and ask questions to gain a deeper understanding.

Monitor groups closely to ensure they stay on track and offer assistance when needed, particularly to ensure equal participation.

 REFLECTION (15 minutes)

During the Gallery Walk, request each group to highlight one intriguing aspect of their chosen attraction. After the activity, facilitate a discussion where students can share what they learned about different attractions and the role of travel guides. Have students share their research and presentation experience.

Lower Level	Higher Level
For students needing additional support, provide a list of guiding questions to facilitate their research and presentation.	Challenge advanced learners to analyze how their chosen attraction could be effectively marketed to travelers. Encourage them to think critically about potential challenges a travel guide might encounter when organizing a tour to their chosen attraction and propose strategies to overcome these challenges.

INDEPENDENT WORK TIME (30 min)

Inform students that they will use this time to reflect on the soft skills required for travel guide roles. Students will work with a partner for this activity.

Instruct each pair to engage in a discussion about the following soft skills:

- a. **Effective Communication:** Discuss why clear and respectful communication is crucial for travel



guides. Share thoughts on how communication with clients and team members can impact the travel experience.

b. **Teamwork:** Explore the significance of teamwork in planning and executing successful tours. Discuss how working collaboratively with colleagues and clients contributes to a memorable journey.

c. **Problem-Solving:** Reflect on the role of problem-solving skills in resolving unexpected issues during travel. Share examples of challenges travel guides might face and how they can find solutions.

d. **Professionalism:** Discuss the importance of acting professionally in the travel guide profession. Explain how professionalism builds trust and credibility with clients.

Ask each pair to write down specific examples or scenarios for each of the four soft skills based on their discussion. Encourage them to think about real-life situations a travel guide might encounter.

 REFLECTION (10 minutes)

After the discussion, invite pairs to share some of their examples with the whole class. This can be done by having a few pairs present their findings or by collecting written examples and discussing them together as a group.

Lower Level	Higher Level
<p>Provide sentence starters to help students initiate their discussions and write down examples. For example:</p> <ul style="list-style-type: none"> • <i>"Effective communication is important for travel guides because..."</i> • <i>"Teamwork in the travel guide role looks like..."</i> • <i>"Problem-solving skills are needed when..."</i> • <i>"Professionalism is displayed when a travel guide..."</i> 	<p>Challenge students to come up with more complex scenarios where these soft skills are put to the test in the travel guide's role. Discuss strategies for handling such situations effectively.</p>

WRAP-UP & REFLECTION (15 min)

Invite a few students to share what they are most curious about in travel guide professions. Have another set of students share how their personal interests and skills match with the travel guide roles.

Summarize the key ideas from the lesson.

Distribute exit slips to students.
 Ask for a few volunteers to share their reflections.
 Collect and review the answers.



Math Practice

Directions:

- Calculate the total time in these itineraries as explained by your instructor

Itinerary - 1

Activity	Duration (Minutes)
Activity 1: Guided Tour	40
Activity 2: Lunch Break	30
Activity 3: Hiking	60
Activity 4: Museum Visit	50
Total Time (in hours and minutes)	

Itinerary 2:

Activity	Duration (Minutes)
Activity 1: Guided Tour	95

Activity 2: Lunch Break	40
Activity 3: Hiking	105
Activity 4: Museum Visit	75
Total Time (in hours and minutes)	

Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned _____.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like _____ career because _____

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



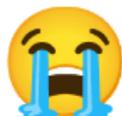
Happy



Smart



Confused



Sad



Angry