

BUS:Travel Leisure Co. Project (Mktg)

Summary

Students act as travel agents planning an international tour. Students explore and practice Marketing concepts while creating a product (travel tour service), promoting the travel with various activities, and finally price the tour package. Heavy use of the Internet is required.

Time Frame

10 class periods of 45 minutes each

Group Size

Individual

Life Skills

Thinking & Reasoning, Communication, Social & Civic Responsibility, Employability

Materials

Microsoft Word. Each student will need access to an instructions booklet, the Internet, loaded files and templates, and hard copies of planning worksheets. The instructions booklet and all files are formatted in Word.

Background for Teachers

Preview as many web sites as possible beforehand. Quality and appearance of web pages changes frequently. *Limit the number of destination choices and stick with the "well-known". The more choices for students, the more web sites and travel attractions/landmark knowledge/awareness required of the teacher. Activities 1-6 should be thought of as the total unit while activities 7-8 are designed with the faster student in mind.

Student Prior Knowledge

Basic introduction and experience with Word Processing, DeskTop Publishing, Internet search engines, and Presentations needed.

Intended Learning Outcomes

*Students will be able to define the following marketing terms: #marketing, #products, #goods, #services, #ideas, #4 P's of marketing, #target market, etc. **Students will search the Internet for attractions, landmarks, lodging, meals, transportation, etc. of an international destination. ***Students will use DeskTop Publishing to create advertising flyers and newsletters. ****Students will plan, design, and create a multimedia sales presentation promoting a travel tour.

Instructional Procedures

To be determined by the teacher. This project is designed as a culminating activity to review and enhance previous learning. The instructions booklet can be used for individual, pairs, or group instruction.

Strategies for Diverse Learners

Reduce the required number of attractions for slower students. Resource students generally perform well when teamed with a compassionate/nurturing classmate. Activity 7 and 8 are designed with the

faster student in mind.

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