

# **Plan A Trip**

## **An Internet Project**

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The idea behind this IISME Summer Fellowship Educational Transfer Plan Project comes from working for **DOW** Chemical in Pittsburgh, California with my Mentors **Mr. Jerry Elledge and Mr. Dale Doty**. I decided to address students' learning by having them gather data with the use of the Internet to explore an individual trip around the world. There are many sites on the Internet that are generating information that constantly changes. These sites provide information about the stock market, weather conditions, current events, and flight times for a variety of airlines.

This assignment challenges students to use this information to plan an air trip around the world. Using Internet resources, they will determine and plot the information onto Excel. They will also gather key facts along the way using a variety of electronic information sources. Teachers can add or remove many twists and wrinkles into the assignment in order to suit the skills or needs of their students.

### **National Board Standards for Career and Technical Education:**

Standard I.	Knowledge of Students
Standard II.	Knowledge of Subject Matter
Standard III.	Learning Environment
Standard IV.	Diversity
Standard V.	Advancing Knowledge of Career and Technical Subject Matter
Standard VI.	Assessment
Standard IX.	Social Development

### **Time Frame:**

This unit can take place over a period of three days with the time spent roughly as follows:

1. Preparing an air route around the world and setting up a spreadsheet for tabulating data
  - Task 1 (pg. 5)
  - Task 2 (pg. 6)
2. Accessing the Internet and other resources to gather the information
  - Task 1
  - Task 2
  - Task 3 (pg. 7)
3. Learning about world languages, cultures, economics, etc...
  - Task 4 (pg. 8)
  - Task 5 (pg. 11)
  - Task 6 (pg. 12)
4. Translating the data into a meaningful presentation
  - Task 7 (pg. 13)
5. Assessment
  - Presentation Evaluation (pg. 14)
  - Plan A Trip Self-evaluation (pg. 15)

## **Project Description:**

Students will learn how to use the Internet and use search engines to locate information on the Internet and use quick reference using Boolean searching. This unit, consequently, can last much longer than three days

Students will need time to become acquainted with the Internet and web sites. To obtain the proper information, they will need to input their departure and arrival cities as well as the month, day, and time of departure.

Students will need to document the name of the airline, flight number, times, and other related information. The Excel spreadsheet also calculates the miles which students might find very useful. Students must chart each leg of their around-the-world trip separately. Thus, Tucson to Tokyo, for example, would have a certain time of arrival. This piece of information is necessary when planning for the Tokyo to Bangkok leg of the trip. Students are encouraged to discuss their options and reach a consensus when planning their route.

You can also inspire teams to race each other around the world using different city stops outside the United States. You could have them travel in opposite directions from each other or perhaps try a limited route. You might also challenge them, if time allows, to find the most economical route and the cheapest connections.

Skills such as the ability to use an atlas, organizing data, and keeping track of information can all be put to great use in this assignment.

NOTE: Students can also keep track of flight costs in this assignment. This would be another column to add to the table and lead to fascinating discussions after the assignment on the wide range of costs one might incur while traveling around the globe.

## Uses of Electronic Resources

Students must gather and record certain key information about each of their stops. This is necessary to get everyone in the team involved. Consider each piece of information as a **kind of passport stamp** or necessary documentation before they can move on. This should not be done in advance of the flight information part of the assignment since students may have to change their route at the last minute for a variety of reasons. They may discover, for example, that there is no leg from Tokyo to Pyongyang and must find an alternate stop. They may also discover a cheaper or faster route in the course of their research.

### *Gather Facts at Each Stop Using a Variety of Electronic Resources*

Students will be expected to gather one fact each in lieu of each passport document. Each member of the team is responsible for one fact.

1. an electronic image of the city
2. the latest population statistic for the city type of government in that country
3. the name of the currency (or its value)
4. Visit <http://www.xe.net/-currency/> for a great currency converter headlines from local news
5. Visit <http://www.crayon.net> for an excellent list of online newspapers the local climate
6. the national product of that country
7. an example of a national craft
8. an example of the national language
9. See Encarta's Language InterActivity
10. Alternate suggestion from the team is welcome add anything you want to make more Interesting.

Be sure to have student's record their "facts" either electronically or on paper and present them to you before they continue on with the next leg of their flight. The teacher can act as Border Guard of sorts and check or stamp the team's Passport before they can proceed. The teacher can also monitor the students as they coordinate all the items they will have to gather.

During the presentation, students will have to show to the class what they have picked up along the way. This can be on a computer monitor or printed for the class to see. Students who have failed to gather the required items might have a penalty of a few hours added to their total journey time. That, of course, is up to the teacher.

### *The Day of the Flight Presentation*

Once students have gathered all their information about their trip around the world they should present it to the class using the large map you have either obtained or drawn on a blackboard. Students who may have been working in secret on their voyage now can reveal their route, their times, and their frustrations.

One way of presenting the trip could be to have each team present in order. Use some sort of counter to show the number of hours that have elapsed (one team member could do that) while another person keeps a tally of money spent flying. You might have another member of the team showing the flight path taken while the presentation is being made.

Be sure to summarize the total hours of the journey and any other information you might have had students gather. This information can then be totaled to find the average flight time, average cost, and other items. This information will also be helpful if you are having a friendly classroom competition between teams. In that case you might want to have the students present on a day-by-day basis, meaning that each team shows where they went and the times of their flights for Day One of the journey. In that way, competition is more heightened and students are more engaged as they watch each other's journey evolve.

Once all the data have been gathered, students may create, using PowerPoint, a presentation that incorporates all the electronic images and "facts" they gathered along the way. They will also reveal the statistics of their voyages, which the teacher will record. These stats can include:

- Fastest trip
- Longest trip
- Least time aloft
- Most time on the ground waiting

### ***Guest Speaker (option)***

This assignment lends itself to the exploration of Career Options and ties in quite well with many Vocational Education programs. As students deal with the tasks required for this assignment they will be learning skills that are used every day in many occupations. You might consider bringing to your class a travel agent to discuss how agents arrange complicated trips and some of the tools they have at their disposal. One seldom considered occupation is that of scheduler (note that this job can take other names). These people work with airlines, radio and television stations, and even surgery departments in hospitals to schedule, respectively, flights, shows, and surgeries. They must coordinate the machines, the manpower, the tools, and the many other elements that make things run smoothly.

One employer that employs people to organize schedules and coordinate large complicated tasks is NASA (the National Aeronautics and Space Administration). For each mission they must coordinate teams of mission specialists, astronauts, rocket experts, manufacturers, maintenance, custodial, and food services. Their organization is so detailed that they must plan many tasks years in advance and no detail must be left to chance. For example, NASA has shuttle missions scheduled up until the year 2003. If your students think they have the requisite skills they could examine this area. Visit NASA's Shuttle page on the World Wide Web to learn more about working with the Shuttle Team: <http://shuttle.nasa.gov>

For articles, maps, or other pertaining to this topic, look up the following in Encarta Encyclopedia:

Language Time, including International Time Zones map

World Languages interactivity Media Features, Guided Tours

\*\* Teachers can make any new handout that matches to the need of their students, I have handouts for how to use Internet and Search Engine. [lamin\\_2001@yahoo.com](mailto:lamin_2001@yahoo.com)

## Task 1: Practice Flight

You will work in teams to try a flight and attempt to fill in the blanks on your sheet. You will record the data for a simple round trip between any two cities in the United States. Simplify times by using a 24-hour clock and plot all of this information onto a spreadsheet application such as Excel.

Before you begin:

1. Use “One Way” option when you see it.
2. Choose a “Return Date” for a month later.
3. The clock starts running when your first flight leaves.
4. To see the flight times check “Availability.”
5. Use the Internet to start another leg of your flight.
6. Check to make sure that your flight times do not overlap.

### Plan A Trip Data Sheet

Key Data	Formula	Example	Practice
Departure City	-----	Tucson	
Destination	-----	San Francisco	
Departure Time	(a)	0900	
Arrival Time	(b)	1200	
Apparent Hours Aloft	(b-a)	3	
Time Zone Difference	+/- (X)	1	
Actual Hours Aloft	(b-a) + -(x)	4	
Departure Time	(c)	1600	
Cost of Flight		varies	
Arrival Time	(d)	2100	
Apparent Hours Aloft	(d-c)	5	
Actual Hours Aloft	(d-c) +/- (x)	4	
Total Trip Time	d-a	12	
Total Time Aloft	(d-c) + (b-a)	8	
Cost of Flight	Not optional	varies	
Time Between Flights	(c-b)	4	
Arrival Time	(d)	2100	
Apparent Hours Aloft	(d-c)	5	
Actual Hours Aloft	(d-c) +/- (x)	4	
Total Trip Time	(d-a)	12	
Total Time Aloft	(d-c) + (b-a)	8	
Cost of Flight	Not optional	Varies	

## Task 2: Planning your Trip

Plan a Trip Team:

What are the names of the others in your team?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
- 5.

As a team, you are to plan a trip around the world with five stops outside of the United States. Your next step is to choose the five cities you will stop and visit on your trip around the world and decide upon your route. Your five stops must be spread throughout at least three time zones.

As a group, decide upon your route and list each city, plus country below:  
(You can change these at any time just check with your teacher if you want)

1. \*\*\*\*\*
2. \*\*\*\*\*
3. \*\*\*\*\*
4. \*\*\*\*\*
5. \*\*\*\*\*

Your team should plan this trip with 5 cities outside the United States using actual flights and times. This information is available on the Internet. You are free to use any help you can get on web sites.

### Task 3: Recording Trip Data

Use the Internet to plan your flights to reach the your team’s chosen destinations and return home. Record your flight information on an Excel Spreadsheet like the sample used in Task 1.

#### Plan A Trip Data Sheet

Key Data	Formula	Example	Practice
Departure City	-----	Tucson	
Destination	-----	San Francisco	
Departure Time	(a)	0900	
Arrival Time	(b)	1200	
Apparent Hours Aloft	(b-a)	3	
Time Zone Difference	+/- (X)	1	
Actual Hours Aloft	(b-a) + -(x)	4	
Departure Time	(c)	1600	
Cost of Flight		varies	
Arrival Time	(d)	2100	
Apparent Hours Aloft	(d-c)	5	
Actual Hours Aloft	(d-c)+/(x)	4	
Total Trip Time	d-a	12	
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Time Between Flights	(c-b)	4	
Arrival Time	(d)	2100	
Apparent Hours Aloft	(d-c)	5	
Actual Hours Aloft	(d-c)+/(x)	4	
Total Trip Time	(d-a)	12	
Total Time Aloft	(d-c) + (b-a)	8	
Cost of Flight	Not optional	Varies	

## Task 4: Passports Document

This is the real world. You have to show some sort of document if you are going to land in a foreign country. In lieu of this document your team must gather some "facts" at each of the five stops outside the United States. You can use Encarta Encyclopedia, Encarta Virtual Globe, Encarta World Atlas, Microsoft Bookshelf, or the World Wide Web (WWW). Below is your fact checklist. Each member of your team is responsible for different facts for each of your destinations. Choose, from the list below, the ones you will show at the airport before you can leave for the next leg of your trip.

Each team chooses what each member will be responsible to find for the information. You have to work as group. Sometimes you may have to look up the information as a group; it is up to the group how to divide the work.

### PASSPORT DOCUMENT #1

City:

Country:

To be checked off by the Border Guard (your teacher) for each leg of your journey

Border Guard Stamp	AVAILABLE OPTIONS
	An electronic image of the city (EE/EVG/WWW)
	The latest population statistic for the city (EE/ EVGWWW Bookshelf)
	Type of government in that country (EE/EVG/WWW/Bookshelf)
	The name of the currency (and its value) • Visit <a href="http://www.xe.net/currency">http:// www.xe.net/currency</a> for a great currency converter
	Headline from the local News • Visit <a href="http://www.crayon.net">http://www.crayon.net</a> for an excellent list of online newspapers
	The local climate. Visit <a href="http://www.weather.com">weather.com</a>
	The national product of that count (Bookshelf)
	An example of a national craft (EE/EVG/WWW).
	An example of the national language: • Visit Encarta Encyclopedia's Language interactivity
	Your suggestion: Sight seeing to visit

Be sure you have recorded your "facts" either electronically (on your spreadsheet or a word processing application) or on paper and have presented them to the Customs Officer before you continue.

PASSPORT DOCUMENT #2

City:

Country:

To be checked off by the Border Guard (your teacher) for each leg of your journey

<b>Border Guard Stamp</b>	<b>AVAILABLE OPTIONS</b>
	An electronic image of the city (EE/EVG/WWW)
	The latest population statistic for the city (EE/ EVGWWW Bookshelf)
	Type of government in that country (EE/EVG/WWW/Bookshelf)
	The name of the currency (and its value) • Visit <a href="http://www.xe.net/currency">http:// www.xe.net/currency</a> for a great currency converter
	Headline from the local News • Visit <a href="http://www.crayon.net">http://www.crayon.net</a> for an excellent list of online newspapers
	The local climate. Visit <a href="http://weather.com">weather.com</a>
	The national product of that count (Bookshelf)
	An example of a national craft (EE/EVG/WWW).
	An example of the national language: • Visit Encarta Encyclopedia's Language interactivity
	Your suggestion: Sight seeing to visit

PASSPORT DOCUMENT #3

City:

Country:

To be checked off by the Border Guard (your teacher) for each leg of your journey

<b>Border Guard Stamp</b>	<b>AVAILABLE OPTIONS</b>
	An electronic image of the city (EE/EVG/WWW)
	The latest population statistic for the city (EE/ EVGWWW Bookshelf)
	Type of government in that country (EE/EVG/WWW/Bookshelf)
	The name of the currency (and its value) • Visit <a href="http://www.xe.net/currency">http:// www.xe.net/currency</a> for a great currency converter
	Headline from the local News • Visit <a href="http://www.crayon.net">http://www.crayon.net</a> for an excellent list of online newspapers
	The local climate. Visit <a href="http://weather.com">weather.com</a>
	The national product of that count (Bookshelf)
	An example of a national craft (EE/EVG/WWW).
	An example of the national language: • Visit Encarta Encyclopedia's Language interactivity
	Your suggestion: Sight seeing to visit

PASSPORT DOCUMENT #4

City:

Country:

To be checked off by the Border Guard (your teacher) for each leg of your journey

<b>Border Guard Stamp</b>	<b>AVAILABLE OPTIONS</b>
	An electronic image of the city (EE/EVG/WWW)
	The latest population statistic for the city (EE/ EVGWWW Bookshelf)
	Type of government in that country (EE/EVG/WWW/Bookshelf)
	The name of the currency (and its value) • Visit <a href="http://www.xe.net/currency">http:// www.xe.net/currency</a> for a great currency converter
	Headline from the local News • Visit <a href="http://www.crayon.net">http://www.crayon.net</a> for an excellent list of online newspapers
	The local climate. Visit <a href="http://weather.com">weather.com</a>
	The national product of that count (Bookshelf)
	An example of a national craft (EE/EVG/WWW).
	An example of the national language: • Visit Encarta Encyclopedia's Language interactivity
	Your suggestion: Sight seeing to visit

PASSPORT DOCUMENT #5

City:

Country:

To be checked off by the Border Guard (your teacher) for each leg of your journey

<b>Border Guard Stamp</b>	<b>AVAILABLE OPTIONS</b>
	An electronic image of the city (EE/EVG/WWW)
	The latest population statistic for the city (EE/ EVGWWW Bookshelf)
	Type of government in that country (EE/EVG/WWW/Bookshelf)
	The name of the currency (and its value) • Visit <a href="http://www.xe.net/currency">http:// www.xe.net/currency</a> for a great currency converter
	Headline from the local News • Visit <a href="http://www.crayon.net">http://www.crayon.net</a> for an excellent list of online newspapers
	The local climate. Visit <a href="http://weather.com">weather.com</a>
	The national product of that count (Bookshelf)
	An example of a national craft (EE/EVG/WWW).
	An example of the national language: • Visit Encarta Encyclopedia's Language interactivity
	Your suggestion: Sight seeing to visit

**Task 5: Travel Log**

For each destination on your journey, describe one tourist attraction that your team would visit

**Tourist Attraction #1 Description:**

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**Tourist Attraction #2 Description:**

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**Tourist Attraction #3 Description:**

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**Tourist Attraction #4 Description:**

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**Tourist Attraction #5 Description:**

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## Task 6: Keeping Track of the Weather

For each destination on your journey, record data for the weather

Destination 1 \_\_\_\_\_

Temperature \_\_\_\_\_  
Wind \_\_\_\_\_  
Humidity \_\_\_\_\_  
Weather \_\_\_\_\_

Destination 2 \_\_\_\_\_

Temperature \_\_\_\_\_  
Wind \_\_\_\_\_  
Humidity \_\_\_\_\_  
Weather \_\_\_\_\_

Destination 3 \_\_\_\_\_

Temperature \_\_\_\_\_  
Wind \_\_\_\_\_  
Humidity \_\_\_\_\_  
Weather \_\_\_\_\_

Destination 4 \_\_\_\_\_

Temperature \_\_\_\_\_  
Wind \_\_\_\_\_  
Humidity \_\_\_\_\_  
Weather \_\_\_\_\_

Destination 5 \_\_\_\_\_

Temperature \_\_\_\_\_  
Wind \_\_\_\_\_  
Humidity \_\_\_\_\_  
Weather \_\_\_\_\_

## **Task 7: Presentation**

Once all your data have been gathered, you have the chance to earn the praise and respect of your peers and teachers. Using Microsoft PowerPoint, create a brief presentation on your trip incorporating the electronic images and "facts" you have gathered along the way.

During the presentation you will reveal your final data summaries to the class. Make your presentation interesting as you discuss your trip.

## Presentation Evaluation

Criteria	Points Received
Content	50
Spelling and Grammar	10
Layout	5
Navigation	5
First Page	5
Graphic and Pictures	5
Text usage	5
Color and Background	5
Lists and Tables	5
Eye contact	5
Total Score	

### Grading scale and comments

A=90-100	B=80-90	C=70-79	D=60-69	F=below 60
Good Job! Your trip should be easy to use and helpful for its intended audience	Overall, a good plan Check where you lost points and make changes to raise your grade.	Beware of the rough spots. You're on the right track, but you need to make changes to make this plan acceptable.	You have some major problems in your plan make changes to make this acceptable.	At this point your plan is not well developed and has serious planning and /or content problems. Make changes to make this plan acceptable.

## **Plan A Trip Self-evaluation**

How long was your trip?

How much time did you spend?

How much was your round trip flight?

How much was your total trip (flight, hotel, food, expenses, etc...)?

How much time you spend on the ground waiting?

List the 3 interesting facts you learned about the people, money, events, and or the places you visited on your trip.

1)

2)

3)