

Lesson 2: Travel agencies

<p>The teacher and the students discuss what the employees of a travel agency do before the agency opens for the day's business.</p> <p>Consider:</p> <ul style="list-style-type: none"> • Opening the mail • Setting up the computers • Sorting out magazines • Ringing up airports • Working out package deals • Calling customers • Holiday confirmations • Insurance 	<p>Are there any tasks left from yesterday? What information do you need for the day? Are you expecting the return of some customers to finalise holiday arrangements?</p>
<p>The teacher sets up a class role-play. Some of the students will play potential customers (possibly husband and wife) seeking a holiday. Divide the rest of the students into three groups (approximately 4 to 6 in each). Each group will represent a travel agency. The employees will set up an area to represent their travel agency, whilst the customers fill out the holiday information sheet (Worksheet 1). When the role-play commences, the customers visit one or more travel agencies with their holiday request. Inform the students that at the end of the role-play the customers will be asked to report on their treatment at each travel agency. The teacher can take on the role of a potential customer or could act as the manager in one of the travel agencies. The role-play should last no longer than 15 minutes.</p>	<p>What sort of holiday do you want? How did you make the customers feel welcome? Did you book a holiday? Did you work in mixed gender grouping? Did you find it easy to work with students of the opposite sex?</p>
<p>In small groups, the students prepare a brief improvisation of someone arriving home to tell their family that they have been promoted from sales assistant to assistant manager at the travel agency where they work. The improvisations are short and presented to the rest of the class. Suggest male/female groupings.</p>	<p>Do you think you deserve promotion? How will you get further training for the job?</p>

Drama skills/techniques: Ensemble role-play, teacher in role, prepared improvisation.

Personal/social skill: Working in mixed gender grouping

Lesson 3: Assistant Manager's Course Part 1

<p>The students sit in a space by themselves. They will need a pen. The teacher asks them to decide the name of the travel agency and the town in which they work. The teacher walks round, as he/she touches a student on the shoulder the students relates the information. The teacher reminds the students that they have been promoted to Assistant Manager. They are given a course application form to complete (Worksheet 2).</p>	<p>Are you proud of your promotion? What are you hoping to learn on the course?</p>
<p>In role as Assistant Managers the students sit on their chairs in a circle. The teacher takes on the role of the course co-ordinator. (For help use Fact sheet 1.) The Assistant Managers introduce themselves, the co-ordinator welcomes everyone and gives an outline of the course. The Assistant Managers are asked to work in groups of four on Task 1 (using Worksheet 3). Allow five to ten minutes for this task. As the groups work the co-ordinator goes from group to group asking delegates about their journey, how far they have travelled, did they leave early to catch a train, etc. On completion of the task the co-ordinator collates the information. He/she points out that the order of customers' requirements (eg good accommodation, interesting nightlife) is important. When the Assistant Managers are training employees for counter duty it is important that they are aware of the type of requests clients will make. By being aware of the order that the requests may follow, questions can be anticipated. This makes the travel agency look more efficient. The session concludes for a coffee break.</p>	<p>How long did it take you to arrive at the course? Did you come by car or train? Was your journey comfortable? Will you be staying in a hotel overnight? Have you attended any previous courses at Moorfield?</p>
<p>Out of role the students consider and evaluate their role-play.</p> <ul style="list-style-type: none"> • Did they stay in role? Why was it difficult to stay in role? • Did they use appropriate language for the role? • Can they identify examples of appropriate language? • Did they work in mixed gender grouping? 	<p>How long did you stay in role? Did anyone come out of role during the task? Why do you think this happened?</p>

Drama skills/techniques: Ensemble role-play, teacher in role, writing in role, language of the role, role evaluation.

Personal/social skill: Working in mixed gender grouping

Evaluation sheet

Content

What has the project made you realise about being a parent?

Drama skills

Which was the most difficult role to play in this project?

Why?

How well did you sustain your role in Lesson 5 (the clinic)?

Can you give examples of appropriate language you used in Lessons 3, 4 or 5?

Personal/social skill

To which parts of the project were you most attentive?

Were there times when you were not listening?

When is it easiest to listen:

- When teacher is giving instructions?
- During spotlighting?
- When people in your group are speaking?
- When someone is performing?
- When you are in role?

Were there times when people were not listening to you?

Extension work

Drama

- 1 Work on the monologue from Lesson 1. Extend it to last one or two minutes. Present it.
- 2 Try to create a piece of abstract drama which shows the many problems parents/guardians face.

English

- 1 Write up the monologue from the first lesson.
- 2 Perform the monologue in the classroom as part of your speaking and listening work.
- 3 Write about your first day at either primary or secondary school.
- 4 What do you think the first day at primary school would be like in 20 years time?
- 5 As a parent/guardian of a child starting primary school, write a short poem describing your feelings.

PSE

- 1 List ten ways in which you could help your parents/guardians.
- 2 Try to do one of them.