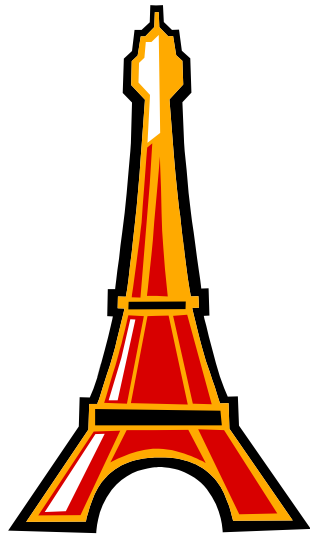






# TRAVELOGUE



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In the 4-H Travelogue Project you will –

- Learn to  plan a trip
-  prepare for a trip
-  create a notebook
  
- Exhibit  your notebook or scrapbook with all items listed in the requirements summary

Adapted from Hamilton County Travelogue Curriculum for Tipton County by Penny Lee, Extension Educator, 4-H/Youth; January 2001.

# TRAVELOGUE

We all enjoy traveling – seeing new places and having new experiences. But trips don't just happen. They must be planned and prepared for. And when the trip is over, there are photographs and mementos to take care of.

Travelogue is a county project designed to help you learn to plan and prepare for a trip. The trip might be a one day outing to a local site of interest, a weekend camping trip, or a week long out-of-state vacation. The trip might be

with your family or it could be with a group such as 4-H or Scouts.

No matter where your trip takes you, or how long you are away, all trips require planning, including where you are going, how you are getting there, what you will see along the way, and how much it will cost.

Once a trip is planned, there are often many tasks that must be done to get ready to go. Arrangements for being gone need to be made, clothes and equipment need to be packed, and the car may need to be checked.

# PLANNING THE TRIP

Before you go on a trip, you must do some planning. Where will you go on your trip? How long will you be gone? What will you see and do on your trip? How involved you are in these decisions will depend upon many factors including your age, who else is going on the trip, and the nature of the trip itself.


## Where will you go?

**Map of Route** (Level A, B, C) The first thing to do when planning a trip is to decide where you are going and how long you will be gone. Depending on your trip, these decisions may have already been made for you, or you may have lots of input. Even if your parents have already announced you are going to a certain destination, you may be able to

help choose what you will see when you get there. If you are going on a predetermined trip such as a school trip, talk with the sponsor to learn where you will be going.

What type (or types) of transportation will you be using? Will you fly or drive? Maybe you will ride a bus or train, or take a boat. Will part of the trip be made by hiking, by bicycle, or maybe even by horseback? Will you rent a car when you get to where you are going?


Find a map that covers the area from your point of departure to your destination. Mark your route. Will you return the same way you go, or will you be returning on a different route?

 Include the marked map of your route in your notebook.

# What will you see?

**Itinerary** (Level B, C) How far will you be traveling? Where will you stop for meals? Where will you be staying? What points of interest will you see along the way? What will you do once you arrive? There are many sources of information to help you plan your trip. You might want to go to the library to find a book about the area you will be visiting. Or you could call the appropriate tourism board to ask for maps and pamphlets.

Prepare a list or chart showing your itinerary. It should include where you will be each day, and what you will do. Consider including phone numbers of where you will be staying so you can give a copy to a family member or neighbor in case there is an emergency. When you are planning the schedule, try to leave some extra time for surprises. Maybe you will pass through an especially scenic stretch of road where everyone would like to just stop and look. If there are other families involved in your trip, you might want to include directions, addresses, or attraction hours and fees. Below is an example.

 Include your itinerary in your notebook.

Friday	June 3	4:00 p.m.	Leave home. Take I-70 West to St. Louis (259 miles.) Eat at fast food restaurant along way.
		10:00 p.m.	Arrive. Stay at grandparents (314-326-1000).
Saturday	June 4	All Day	Visit Six Flags.
Sunday	June 5	Morning	Visit St. Louis Arch. Ride MetroLink.
		Afternoon	Visit Science Center. Eat lunch at Museum.
		Evening	Return to grandparents. Visit with cousins.
Monday	June 6	9:00 a.m.	Visit St. Louis Zoo. Eat lunch at Zoo.
		4:00 p.m.	Return to grandparents. Eat dinner. Leave for home. Take I-70 East to Indianapolis (259 miles).
		11:00 p.m.	Arrive home.

## How much will the trip cost?


It is important to plan how much money a trip will cost. This plan is called a budget.

**Personal Budget** (Level A) What expenses will you be responsible for? If this is a family trip, your parents are probably paying for the most expensive portions of the trip, such as transportation and lodging. But will you be responsible for such items as souvenir money? Maybe you plan to buy postcards for friends.

If this is a group trip, how much do you (or your family) have to pay for you to go? Do you have to pay for snacks or a meal along the way? Do you need to buy some equipment or film before you leave home?

Decide how much money you have to spend on the trip, and make a budget. It might look something like this.

Film	\$ 5.30
Postcards	2.00
Stamps	.80
Souvenirs	10.00
Present for brother	<u>3.00</u>
Total	\$21.10

 Include your personal budget in your notebook.



**Family or Group Budget** (Level B, C)

Most trips involve a cost. This can range from a small amount for the gas it takes to travel to the state park in the next county, to a large budget requiring months of savings for a frill-packed vacation.



If you are taking a family trip, help plan the total trip budget. How much can your family afford to spend? Is there already a limit? Will the family pay for all of the expenses, or will each family member be responsible for part of the costs, such as souvenirs? How much should be allocated for each expense category?

If your trip is a group trip, will you (or your family) have to pay a portion of the expense? Will part of the cost be paid for by a sponsor? If so, how much will the sponsor pay? If possible, work with the group leader to understand the total trip cost. In some cases, such as a Scout trip, you may even be able to help plan the group costs. Looking at expenses from previous trips the group took may be helpful when planning your trip.


Trip costs may be divided into several categories. Make sure you consider each expense type – transportation, lodging, meals, admissions and entertainment, souvenirs, and miscellaneous costs. Each expense category is described in more detail on the next page.

Below is an example of what your family or group budget might look like.

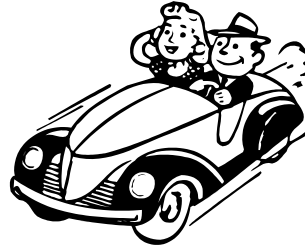
<b>Transportation – Driving</b>	
Miles:	518 miles
Mileage:	23 miles / gallon
Gas Cost:	\$1.23 / gallon
Gas \$ = (518 mi / 23 mpg) * \$1.23 / gallon = \$27.70	

<b>Meals – Four people</b>		
Friday	Dinner @ fast food	\$15.00
Saturday	Lunch @ Six Flags	20.00
	Snack @ Six Flags	10.00
Sunday	Lunch @ Museum	15.00
Monday	Lunch @ Zoo	<u>20.00</u>
Total		\$80.00

Transportation (gas)	\$ 27.70
Lodging (grandmother's)	.00
Meals	80.00
Admissions	22.50
Souvenirs	30.00
Miscellaneous	<u>35.00</u>
Total	\$195.20

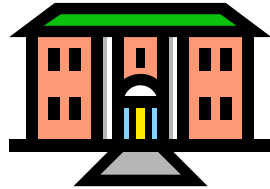
 Include your family or group budget in your notebook.

Transportation: How will you travel, and what will the cost be? Are you using commercial transportation, such as a bus line or airline? If you are driving a family car, you will need to calculate gas expense.



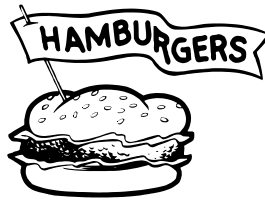
$$\text{Gas \$} = (\text{Miles} / \text{Average MPG}) * \text{Fuel cost per gallon}$$

Will you rent a car once you arrive? Will you have taxi costs or toll road fees? Will you pay to park your car at an airport?



Lodging: Is this an overnight trip? Where will you stay? Are you camping, staying with friends, or sleeping in a hotel? How much will it cost for each night? For the entire trip? Are there any extra charges, such as taxes or membership fees?

Meals: How many meals will you eat on your trip? Where will you eat? Will you be eating at restaurants or will you cook? Maybe you will start with a picnic lunch from home. All of these factors, along with how many people you are feeding, will affect the meal budget.



Admissions: While you are on your trip, will you be visiting any sites which require entrance fees? How much is it for children and adults? Do you have the current prices?



Souvenirs: How much does your family plan to pay for souvenirs? Will you buy postcards? Will you be buying gifts for family or friends back home?

Miscellaneous: Are there any other special costs involved with your trip? Do you need to board a pet or hire a neighbor to mow the lawn? What about camera film and processing fees? If you will be sending letters, will you need to buy stamps? Do you need a backpack or hiking boots for a camping trip?



Cost Comparison (Level C) As you help with the budget for your trip, you will find that many decisions will affect the trip budget.


How does the cost of driving compare to the cost of flying? If you were to fly instead of drive, would you need to rent a car once you arrive? But if you flew, would your trip be shorter and the meal budget less expensive?

If you are staying in a hotel, you might compare different rates. Or, instead of eating breakfast at a restaurant, could you take a cooler and buy milk and donuts at a grocery store the night before? Maybe you could camp to save money.

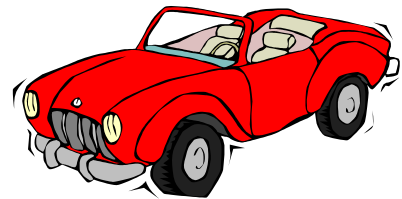
If you are traveling with a youth group, could you find free lodging by contacting another youth group?

Choose an expense category on which to perform a cost comparison; list the alternatives you considered. What were the costs, the advantages, and the disadvantages of each? Which alternative did you and your travel group select, and why?

If your trip is a predetermined group trip, still select an appropriate category and complete a cost comparison. Maybe you can compare costs of your individual transportation to your group point of departure, or compare bus fare to air fare for your destination.

 Include the cost comparison in your notebook.

Transportation Comparison – 4 people	
Air Fare	\$320.00
Bus Fare	Not available
Train Fare	180.00
Driving	27.70




# GETTING READY TO GO

Once you have completed your planning, it is time to get ready to go on your trip. What you will need to do to prepare for your trip will depend on many factors, including the length of your trip, your destination, how you are traveling, and where you are staying.

## What to pack


**Individual Packing List** (Level A, B)  
For any trip you should consider what you, as an individual, need to pack. How many days will you be gone? What will the weather be? Will you need extra shoes because you will be hiking through mud? What items besides clothing and personal items will you need? If you will be traveling a long time, do you want to take a book or cards to keep yourself occupied? Make sure you don't take too much, especially if you will have to carry your luggage very far. Prepare an individual packing list for your trip. Below are some ideas to get you started.

- \_\_\_\_\_ Clothing (Pants, shirts, etc.)
- \_\_\_\_\_ Personal items (Toothbrush, etc.)
- \_\_\_\_\_ Hair dryer
- \_\_\_\_\_ Eyeglasses and the prescription
- \_\_\_\_\_ Sunglasses
- \_\_\_\_\_ Camera and film
- \_\_\_\_\_ Address list
- \_\_\_\_\_ Stamps
- \_\_\_\_\_ Books
- \_\_\_\_\_ Playing cards
- \_\_\_\_\_ Fishing license

 Include your individual packing list in your notebook

**Family or Group Packing List** (Level C)  
Most trips require items to be packed in addition to what each individual needs. This could include cooking equipment for camping, a travel first-aid kit, or tickets to a play. Work with your family or group sponsor to prepare a list of group items which need to be taken along. Some suggestions are listed below.

- \_\_\_\_\_ Maps
- \_\_\_\_\_ Reservation confirmations
- \_\_\_\_\_ Camping equipment
- \_\_\_\_\_ First-aid kit
- \_\_\_\_\_ Sun tan lotion
- \_\_\_\_\_ Insect repellent
- \_\_\_\_\_ Medicines and duplicate prescriptions
- \_\_\_\_\_ Driver's licenses for all drivers
- \_\_\_\_\_ Evidence of auto insurance
- \_\_\_\_\_ Car registration
- \_\_\_\_\_ Spare keys

 Include your family or group packing list in your notebook.



# What to do

**Check Lists to Get Ready to Go (Level C)** Depending on the length of your trip and whether all family members will be away, there are various tasks which may need to be done prior to your trip. Make a check list of what you need to do. Help your family or trip group get ready to go.

Some things that need to be done for a trip may need to be done days, weeks, or even months in advance. Use the list below as a starting point. You might want to list deadlines for when you need to complete certain tasks.


- Make reservations
- Gather maps
- Arrange for care of pets
- Arrange for care of house plants
- Arrange for care of lawn
- Arrange for farm chores to be done
- Stop newspaper delivery
- Arrange for hold of mail
- Notify local police
- Secure traveler's checks
- Store valuables
- Leave house key, emergency phone number, and itinerary with friend

If your trip involves a long drive, it is a wise idea to check the car over to minimize the chance of a breakdown. If needed, prepare a car check list and help get the car ready to go. The farther and more remote your trip, the more thorough your check list should be.

- Gas tank full?
- Motor oil changed?
- Lubrication OK?
- Cooling system OK?
- Transmission & differential OK?
- Tires (including spare) OK?
- Brakes OK?
- Battery OK?
- All lights OK?
- Windshield wipers & defroster OK?
- Fan belt OK?
- Oil filter OK?
- Spark plugs OK?
- Steering system lubricant level OK?
- Horn in working order?
- Air filter OK?
- Springs & shock absorbers OK?
- Front end alignment OK?
- Jack, spare tire, emergency tools, flash light, spare fan belt, and auto fuses ready to go?

If the entire family is going on a trip, there are several last-minute checks that need to be done around the house.


- Lock doors and windows
- Disconnect electrical appliances
- Turn off lights
- Turn off gas
- Remove food and defrost refrigerator
- Turn off water – drain pipes if needed
- Turn down thermostats

 Include the necessary “get ready to go” check lists in your notebook.

## Putting it all together

It's time to put it all together now. Reflect on what you learned by completing your record sheet. Then assemble everything into your notebook or scrapbook.

**Record Sheet** (Level A, B, C) A record sheet is included at the end of this manual. Give each question thought, answering in complete sentences.

 Include your completed and signed record sheet in your notebook.

**Assembling Your Notebook** (Level A, B, C) Finally, you are ready to gather all your times to assemble into your notebook or scrapbook. You may either buy or make a cover for your notebook. If you buy a cover, you may wish to decorate it. Be creative, but don't make the cover too elaborate. It should not overshadow the most important part of your project – what's inside.

Collect all the items to be included in your notebook. Make sure you include all items required for your age level.

Decide how you want to arrange your notebook. Will you divide your materials into sections? Where will you include your pictures – at the end of your notebook or scattered throughout?

Have fun preparing your exhibit. Be creative. Use color. Arrange each page attractively. Use your best workmanship. Most of all, make it uniquely yours!

# SOME FINAL THOUGHTS

Hopefully you have had fun with the Travelogue Project and have learned something along the way. Most importantly, the notebook that is your exhibit should be a work that you are proud of.

Make sure your notebook covers all requirements for your age category. But remember, every trip is different. What works well in planning and recording one trip, may not be suitable for another trip. Every suggestion made here will not fit every trip. Certainly feel free to include any ideas of your own and any extras you think of.

Take a look at the sample score card for your age level. Have you included everything? Have you done your best work? Did you reread your notebook looking for grammar and spelling errors? Have you been neat as you assembled your notebook? Does your notebook reflect your experiences and personality? Is it a finished product that you are proud of and would like to share with a friend?

**4-H TRAVELOGUE SCORECARD**  
**Level A**

Name: \_\_\_\_\_

Club: \_\_\_\_\_

Age: \_\_\_\_\_ # Years in Project: \_\_\_\_\_ Placing: \_\_\_\_\_

	<b>Possible Points</b>	<b>Score</b>
<b>COMPLETENESS &amp; QUALITY</b>		
Marked map of route	10	
Personal budget	25	
Personal packing list	25	
Record sheet	5	
<b>NEATNESS</b>	15	
<b>CREATIVITY</b>	20	
<b>TOTAL</b>	100	

Favorable Comments:

Suggestions for Improvement:

**4-H TRAVELOGUE SCORECARD**  
**Level B**

Name: \_\_\_\_\_

Club: \_\_\_\_\_

Age: \_\_\_\_\_ # Years in Project: \_\_\_\_\_ Placing: \_\_\_\_\_

	<b>Possible Points</b>	<b>Score</b>
<b>COMPLETENESS &amp; QUALITY</b>		
Marked map of route	5	
Itinerary	20	
Group Budget	20	
Personal packing list	15	
Record sheet	5	
<b>NEATNESS</b>	15	
<b>CREATIVITY</b>	20	
<b>TOTAL</b>	100	

Favorable Comments:

Suggestions for Improvement:

**4-H TRAVELOGUE SCORECARD**  
**Level C**

Name: \_\_\_\_\_

Club: \_\_\_\_\_

Age: \_\_\_\_\_ # Years in Project: \_\_\_\_\_ Placing: \_\_\_\_\_

	<b>Possible Points</b>	<b>Score</b>
<b>COMPLETENESS &amp; QUALITY</b>		
Marked map of route	5	
Itinerary	10	
Group Budget	15	
Budget cost comparison	15	
Group packing list	10	
Check list to get ready to go	10	
Record sheet	5	
<b>NEATNESS</b>	15	
<b>CREATIVITY</b>	15	
<b>TOTAL</b>	100	

Favorable Comments:

Suggestions for Improvement:



## 4-H TRAVELOGUE SCORECARD GUIDELINES

The Travelogue project is designed to help the 4-H'er learn to plan and make a record of a trip. The trip may be of any length, to any destination, such as a day outing to a local site of interest or a multi-day out-of-state vacation. The trip may be with a family or a group. The only limitation is that the trip must have been taken since the last county fair. All exhibit items are to be included in a notebook or scrapbook. (All references below to "notebook" are meant to apply equally to either a notebook or scrapbook.)

Completeness & Quality: All items required for age level must be included. The notebook should be representative of the age of the 4-H'er and the nature of the trip.

Marked map of route (Level A, B, C): The map should clearly show the route taken for the trip, including the return trip. The map should be of a scale appropriate to the trip.

Itinerary (Level B, C): The itinerary should list, by day, the planned trip and activities. The detail of the itinerary should be relevant as compared to the duration and nature of the trip.

Personal budget (Level A): The personal budget should include a list of planned spending for the 4-H member. Items such as souvenirs and postage stamps might be included.

Group budget (Level B, C): This budget should include all planned family or group expenses to the extent the 4-H'er can identify these expenses. (In a predetermined trip, such as a school-sponsored trip, the 4-H'er should attempt to contact the sponsor to understand the costs involved.) Categories should include transportation, lodging, meals, admission, souvenirs, and any miscellaneous costs such as pet boarding or camera film.

Budget cost comparison (Level C): The 4-H'er should select an expense category, such as transportation, to investigate the cost impact of two or more alternatives. (e.g. How much money would be saved by driving versus flying?) The advantages, disadvantages, and cost of each alternative should be listed.

Personal packing list (Level A, B): This packing list should include the personal items the 4-H'er needs to pack for the trip. It might include such items as clothing, toiletries, and a camera. The list should be specific (e.g. 3 pairs pants, 2 pairs shorts, etc.)

Group packing list (Level C): This list should include all items needed by the travel group outside of the personal items taken by each member. It might include items such as camping equipment, a first-aid kit, and reservation confirmations. The list should be specific.

Check list to get ready to go (Level C): A check list of tasks required to prepare for the trip is to be included. The check list should include both long range tasks (making reservations and arranging for pet care) and last minute items (turning down the heat.) If applicable, a car check list (checking tire pressure) should also be included.

Record Sheet (Level A, B, C): The completed Travelogue Record Sheet should be included in the notebook. The answers to the questions should be written in complete sentences, exhibit careful thought, and be appropriate to the age of the 4-H'er.

Neatness: Each section of the notebook should be completed and assembled neatly, with the age of the 4-H'er taken into consideration. Correct grammar, punctuation, and spelling should be used throughout. A typed notebook is not, in itself, to be considered "neater" than a handwritten exhibit.

Creativity: The notebook should reflect the creativity and personality of the exhibitor. All creative touches should enhance and complement, but not compete with, the content of the notebook. While the notebook cover may be considered as part of the creativity evaluation, the cover is only a minor part of the exhibit; an elaborate cover is not encouraged. If appropriate, the notebook may contain items not specifically required above. The overall notebook should be a finished work which highlights the planning and preparation which went into making the trip successful.

## 4-H TRAVELOGUE RECORD SHEET

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Division: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Years in 4-H (including this year): \_\_\_\_\_ Years in this project (including this year): \_\_\_\_\_

Name of Club: \_\_\_\_\_

I have reviewed this record and believe it to be correct:

Signature of Member: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Leader: \_\_\_\_\_ Date: \_\_\_\_\_

What part of planning your trip did you find most enjoyable?

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What was the most difficult thing to plan?

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Did you actually take the trip? If yes, how did your planning turn out?

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