Tourism 12

Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2007

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Tourism 12

Draft July 2007

NOVA SCOTIA

Education
English Program Services

Tourism 12

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Acknowledgments

The Nova Scotia Department of Education gratefully acknowledges the contribution of the Tourism 12 workgroup to the development of this curriculum guide. Members of the committee include the following:

Sandra Cunningham	Chignecto Central Regional School Board
Judy Dickson	Halifax Regional School Board
Brenna Earle	Halifax Regional School Board
Darlene Grant Fiander	Tourism Industry Association of Nova Scotia
Lynn McDonnagh Hughes	Tourism Industry Association of Nova Scotia

As well, the Nova Scotia Depatment of Education gratefully acknowledges the partnership of the Canadian Academy of Travel & Tourism (CATT) for their support and development of this curriculum and its CATT extensions and its professional development of tourism teachers.

Contents

Introduction

Background

The Department of Education has made a commitment to provide a broad-based, quality education in the public school system and to expand the range of programming to better meet the needs of all students. The department is working in collaborations with school boards and other partners in education, business, industry, the community and government to develop a variety of new courses.

Tourism 12 is one of a group of innovative multi disciplinary course options. Tourism 12 integrates the Employability Profiles 2000+, Human Resource Skills Development Canada Essentials Skills and the National Occupational Standards of the Tourism Sector (Canadian Tourism Human Resource Council). Enrichment opportunities for academy students are identified by Canadian Academy of Travel & Tourism (CATT) Extensions. In addition to further developing numeracy and literacy skills, students synthesize and apply knowledge and skills acquired in other courses, including social studies, science, business, technology, geomatics, and the arts.

Students can benefit from opportunities for community based learning and from a variety of teaching strategies and assessments designed to meet the needs of a wide range of students. The learning experiences is enriched through CATT Extensions and the opportunity to attain various credentials required in today's workplace.

Tourism 12 provides students with the opportunity to:

- earn a credit towards a high school graduation diploma
- diversify their course options and prepare for varied post-secondary destinations
- explore a range of career options and focus on career planning
- make connections among school, the community and the workplace
- develop employability skills and increase opportunities for employment
- contribute to the development of the Life/Work Portfolio

Tourism 12 is designed to appeal to all senior high schools students. The course is one of several courses that fall within the academy framework of the Options and Opportunities Program.

Rationale for Tourism 12

Tourism is a dynamic and expanding sector that fosters economic and social development in Canada and internationally. Equally it is a sector which provides employment opportunities in over 400 occupations. 1 in 3 Canadians will have worked in some aspect of tourism in their lifetime.

The nature and scope of the sector is continuously changing with the advances in technology and with meeting the needs and wants of increasingly sophisticated travellers. The world is becoming smaller and consequently youth are looking for opportunities to incorporate travel and work into their career planning. Growing concerns exist for the state of the global environment. As a result, it is critical that our youth understand and develop practices and behaviour that support sustainable tourism and an ecologically healthy planet.

A sector with immense scope and potential for growth, tourism can offer Nova Scotia students the opportunity for job entry and career advancement. This Sector can accommodate students with a broad range of skills, talents and strengths.

The department in partnership with the Halifax Regional School Board, the Chignecto Central Regional School Board, CATT, and the Nova Scotia Tourism Human Resource Council has designed a curriculum intended to increase awareness of these opportunities and to further develop the knowledge, attitude and transferable skills necessary to embark on a career path.

The study of tourism can lead to a broad range of occupations. Within the Sector, 417 occupations are classified under five industries:

- Accommodations
- Food and Beverage Services
- Recreation and Entertainment
- Transportation
- Travel Services

Employment opportunities include entry level, supervisory, management, and owner/operator.

Examples include: Heritage Interpreter, Visitor Information Counsellor, Tour Guide, Housekeeping Room Attendant, Tourism Supervisor, Food & Beverage Manager, Sales and Catering Manager, Reservation Sales Agent, Tourism Trainer, Limo Driver, Motorcoach Driver, Golf Instructor, Parks Grounds Keeper, Ski Instructor, Executive Assistant, Wilderness Guide, Amusement Park Attendant, and Cruise Ship Events Coordinator

The Nature of Tourism 12

Tourism 12 is based on a learning outcomes framework that identifies knowledge, skills, and capabilities that students are expected to demonstrate as a result of their learning experiences.

Tourism 12 provides a context in which students may

- develop essential skills for any occupation and for success in the world of work
- explore a range of occupations in the tourism sector while developing career planning skills

Tourism 12 is made up of four modules:

- Module 1: The Tourism Sector
- Module 2: The Tourism Professional
- Module 3: The Tourist or Traveller
- Module 4: Transportation, Travel Services, Recreation and Entertainment
- Module 5: Accommodations, Food and Beverage

Course Designation

Tourism 12 is an academic credit. Students who complete two modules will receive a half credit, while all four modules must be completed to receive a full credit. Course codes for Tourism 12 are

- 327057 Tourism 12
- 327058 Tourism 12A
- 327059 Tourism 12B

Course Design and Components

Features of Tourism 12

Tourism 12 is characterized by the following features:

- an emphasis on integrating, applying, and reinforcing the knowledge, skills, and attitudes developed in other courses
- a connection to the Essential Graduation Learnings
- a refining of career-planning skills to explore a wide range of pathways from school
- a relationship to the community and workplace with a focus on using real community and workplace problems and situations as practical contexts for the application of knowledge and skills and for further learning
- hands-on, project based learning experiences
- development of personal and interpersonal skills required for personal and career success
- use of technology as an integral part of the course

The Four-Column Spread

The curriculum for this course has been organized into four columns for several reasons:

- The organization illustrates how learning experiences flow from the outcomes.
- The relationship between the outcomes and assessment strategies is immediately apparent.
- Related and interrelated outcomes can be grouped together.
- The range of strategies for learning and teaching associated with specific outcomes can be scanned easily.
- The organization provides multiple ways of reading the document or of searching for specific information.

An example of the two-page, four-column spread appears on the next page.

Module 1: The Tourism Sector

Outcomes	Elaboration—Instructional Strategies/Suggestions
SCO: By the end of this course, students will be expected to	*Students should be able to*
1.1 demonstrate a detailed understanding of sector structures, components and interrelationships among components	**1.1** • Introduce tourism by generating a discussion on their personal experiences as a tourist. • Research the history of tourism to explore and analysis the forces that have effected tourism. (CATT Extensions: LO2, Activity Set 11; LO3, Activity Set 5) • Using the students own experiences as a tourist, generate a discussion on how the tourist experience is determined by the interrelationship of all industries. • Interview someone other than a family member, who has been a tourist on their tourism experience. (CATT Extension: LO1, Activity Set 13) • Have the student identify the positive and negative tourism experiences. Discuss how the negative experiences could have been improved to be a positive experience. (CATT Extension: LO6, Activity Set 6) • Have the students research the organizational structure of the sector. (CATT Extensions: LO1, Activity Set 3; Passport to the World) • Invite a tourism professional to talk about the sector and how it is structured. (Career Awareness presentation).
1.2 demonstrate an understanding of the issues and challenges facing the sector	
1.3 examine a range of trends in the sector	
1.4 evaluate the economic and social impact of trends on the sector	
1.5 investigate significant features of major Nova Scotia tourism markets, including economic impact	**1.2** • Research media for a current article on issues in tourism provincially, nationally and internationally. Generate a discussion by brainstorming questions on issues facing the sector. (CATT Extension: LO8, Activity Set 4) • List the issues currently facing the sector. (CATT Extension: Read and fully understand a business report prepared by a tourism organization on national/international travel. Write a summary of the report to be attached as a synopsis or executive summary.) **1.3** • Invite a sector speaker or research on the internet or in the media for current trends in the sector. • As a group, investigate a trend and present it to the class. • Complete a media search for trends in the sector. Explain how these trends could affect you personally as a tourist or as an employee. (CATT Extension: LO6, Activity Set 1) **1.4** • Discuss the importance of tourism to the economic well being of Nova Scotia and Canada. (CATT Extension: LO4, Activity Set 4) • Discuss the growth of tourism in Nova Scotia, Canada, and globally. • Research the social/economic impact of the growth or decline of tourism. Debate the impact of tourism on people in a community. Create and present a case study. (CATT Extension: Case study could be managing the effects of adventure tourism on Nova Scotia Parks systems. Samples of CATT case studies <gttp.org> Click on Canada)

Module 1: The Tourism Sector

Worthwhile Tasks for Instruction and/or Assessment	Suggested Resources
Students should be able to **P** indicates a Portfolio entry • Assess participation and the use of tourism terminology. • Bonus Bonanza (see appendix). • Using examples and a graphic, illustrate the interrelationship of the five industries. • Generate a poster or power point on the industries using concrete examples from the Doers and Dreamers Guide, print material, or the internet. • Evaluate presentations for content, understanding and communication skills (rubric). Write an essay or report on the status of Tourism in Nova Scotia or Canada. • **P** Present the interview and assess for understanding of the sector and the influence on the tourist experience. • **P** Plan and present a vacation for a given scenario reflecting the interrelatedness of the five industries. • Evaluate presentations for content, understanding and communication skills.(rubric) • **P** Write an essay or report on the status of tourism in Nova Scotia. In the report refer to trends and the economic and social impact on the sector. • Debate a tourism issue in a parliamentary format. Evaluate using a rubric. • Present the newspaper or media articles and generate questions. • Design a tool (leaflet, power point, web page) to market a tourism product or service.	*Passports*—Chapter One *Snapshots*—Chapter One *Facts Flash*—Nova Scotia Tourism Culture and Heritage *Tourism Insights*/on-line *Discover Tourism* website Canadian Tourism Commission/on-line Nova Scotia Tourism Human Resource Council/online Tourism Industry Association of Nova Scotia Canadian Tourism Human Resource Council Local regional tourism associations Local travel agencies Heritage and Parks Canada/on-line See CATT Extension resource: Guidelines to Developing Your Portfolio *Note: Language in text is not current. Text language is industry with eight sectors. Current language is sector with five industries.*

Column One: Outcomes	This column provides specific curriculum outcomes for the general curriculum outcome that appears across the top of the page. While the outcomes may be clustered, they are not necessarily sequential.
Column Two: Suggestions for Learning and Teaching	This column offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. The suggested strategies may also provide a springboard for teachers to choose other strategies that would be effective for their students. It is not necessary to use all the suggestions that are included, nor is it necessary for all students to be involved in the same learning experience
Column Three: Suggestions for Assessment	This column provides suggestions for assessment of achievement of the outcomes in Column One and are often linked to the Suggestions for Learning and Teaching column. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning.
Column Four: Notes and Resources	This column, entitled Notes and Resources, contains a variety of information related to the items in the other columns, including suggested resources, elaborations on strategies, successes, cautions, and definitions

Specific Curriculum Outcomes

Module 1: The Tourism Sector	Students will be expected to

- 1.1 demonstrate a detailed understanding of sector structures, components and interrelationships among components
- 1.2 demonstrate an understanding of the issues and challenges facing the sector.
- 1.3 examine a range of trends in the sector.
- 1.4 evaluate the economic and social impact of trends on the sector.
- 1.5 investigate significant features of major Nova Scotia tourism markets, including economic impact

Module 2: The Tourism Professional

Students will be expected to

- 2.1 demonstrate the knowledge, skills and attitudes to enter, stay in, and progress in the sector
- 2.2 demonstrate the qualities and behaviours that exhibit professionalism
- 2.3 communicate effectively in workplace settings
- 2.4 demonstrate the ability to work with others internally (coworkers) and externally (guests)
- 2.5 investigate sector standards and explore and/or acquire certification
- 2.6 access tourism resources
- 2.7 apply strategies for using tourism resources
- 2.8 investigate an occupation within the sector through research, information interviews, job shadowing, or work placement
- 2.9 develop a life/work portfolio to document achievement, plan a career, and reflect on their learning

Module 3: The Tourist or Traveller

Students will be expected to

- 3.1 demonstrate an understanding of the history and evolution of travel
- 3.2 examine the motivations, needs, and expectations of travellers
- 3.3 demonstrate sensitivity to the issues of culture, diversity, demography, and safety of Canadian and international travellers
- 3.4 demonstrate sensitivity to the issues of culture, diversity and demography
- 3.5 demonstrate an understanding of the tourism regions of Nova Scotia

Module 4: Transportation, Travel Services, Recreation and Entertainment

Students will be expected to

- 4.1 compare surface, air, and water forms of transportation
- 4.2 examine current and future trends in each Industry
- 4.3 investigate laws and regulations which have an impact on each Industry
- 4.4 examine a range of social, economic, and environmental issues within each Industry

Module 5: Accommodations, Food and Beverage

Students will be expected to

- 5.1 compare the types of food and beverage businesses, types of accommodations, types of attractions, events and conferences
- 5.2 describe the early history of hospitality and the business of inn keeping
- 5.3 examine current and future trends and influences in each industry
- 54. investigate laws and regulations which have an impact on each industry

Essential Graduation Learnings and Tourism 12

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Details may be found in the document Public School Programs.

Some examples of learning in Tourism 12 which helps students move toward attainment of the essential graduation learnings are given below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Students will be expected to

- 2.7 develop a life/work portfolio to document achievement, plan a career, and reflect on their learning
- 3.1 demonstrate an understanding of the history and evolution of travel

Citizenship

Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

Students will be expected to

- 3.4 demonstrate sensitivity to the issues of culture, diversity and demography
- 4.4 examine a range of social, economic, and environmental issues within each Industry

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Students will be expected to

- 2.2 communicate effectively in workplace settings
- 2.3 demonstrate the ability to work with others internally (coworkers) and externally (guests)

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Students will be expected to

- 2.1 demonstrate the qualities and behaviours that exhibit professionalism with others
- 2.5 investigate Sector standards and explore and/or acquire certification
- 2.7 develop a life/work portfolio to document achievement, plan a career, and reflect on their learning

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Students will be expected to

- 1.5 investigate significant features of major Nova Scotia tourism markets, including economic impact
- 2.2 communicate effectively in workplace settings
- 2.3 demonstrate the ability to work with others internally (coworkers) and externally (guests)
- 3.2 examine the motivations, needs, and expectations of travellers

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Students will be expected to

- 4.2 examine current and future trends in each Industry program(s) and external sources
- 4.3 demonstrate an understanding of adventure tourism, ecotourism, and outdoor recreation activities
- 4.4 examine a range of social, economic, and environmental issues within each Industry

Tourism 12 Unifying Concepts

Students will be expected to

Module 1:

Module 2:

Module 3:

Module 4:

Module 5:

Module 1
The Tourism Sector

Module 1: The Tourism Sector

Outcomes

SCO: By the end of this course, students will be expected to

1.1 demonstrate a detailed understanding of sector structures, components and interrelationships among components

1.2 demonstrate an understanding of the issues and challenges facing the sector

1.3 examine a range of trends in the sector

1.4 evaluate the economic and social impact of trends on the sector

1.5 investigate significant features of major Nova Scotia tourism markets, including economic impact

Elaboration—Instructional Strategies/Suggestions

Students should be able to

1.1

- Introduce tourism by generating a discussion on their personal experiences as a tourist.
- Research the history of tourism to explore and analysis the forces that have effected tourism. (CATT Extensions: LO2, Activity Set 11; LO3, Activity Set 5)
- Using the students own experiences as a tourist, generate a discussion on how the tourist experience is determined by the interrelationship of all industries.
- Interview someone other than a family member, who has been a tourist on their tourism experience. (CATT Extension: LO1, Activity Set 13)
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- Have the students research the organizational structure of the sector. (CATT Extensions: LO1, Activity Set 3; Passport to the World)
- Invite a tourism professional to talk about the sector and how it is structured. (Career Awareness presentation).

1.2

- Research media for a current article on issues in tourism provincially, nationally and internationally. Generate a discussion by brainstorming questions on issues facing the sector. (CATT Extension: LO8, Activity Set 4)
- List the issues currently facing the sector. (CATT Extension: Read and fully understand a business report prepared by a tourism organization on national/international travel. Write a summary of the report to be attached as a synopsis or executive summary.)

1.3

- Invite a sector speaker or research on the internet or in the media for current trends in the sector.
- As a group, investigate a trend and present it to the class.
- Complete a media search for trends in the sector. Explain how these trends could affect you personally as a tourist or as an employee. (CATT Extension: LO6, Activity Set 1)

1.4

- Discuss the importance of tourism to the economic well being of Nova Scotia and Canada. (CATT Extension: LO4, Activity Set 4)
- Discuss the growth of tourism in Nova Scotia, Canada, and globally.
- Research the social/economic impact of the growth or decline of tourism. Debate the impact of tourism on people in a community. Create and present a case study. (CATT Extension: Case study could be managing the effects of adventure tourism on Nova Scotia Parks systems. Samples of CATT case studies <gttp.org> Click on Canada)

Module 1: The Tourism Sector

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to

P indicates a Portfolio entry

- Assess participation and the use of tourism terminology.
- Bonus Bonanza (see appendix).
- Using examples and a graphic, illustrate the interrelationship of the five industries.
- Generate a poster or power point on the industries using concrete examples from the Doers and Dreamers Guide, print material, or the internet.
- Evaluate presentations for content, understanding and communication skills (rubric). Write an essay or report on the status of Tourism in Nova Scotia or Canada.
- **P** Present the interview and assess for understanding of the sector and the influence on the tourist experience.
- **P** Plan and present a vacation for a given scenario reflecting the interrelatedness of the five industries.
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- **P** Write an essay or report on the status of tourism in Nova Scotia. In the report refer to trends and the economic and social impact on the sector.
- Debate a tourism issue in a parliamentary format. Evaluate using a rubric.
- Present the newspaper or media articles and generate questions.
- Design a tool (leaflet, power point, web page) to market a tourism product or service.

Suggested Resources

*Passports—Chapter One

*Snapshots—Chapter One

Facts Flash—Nova Scotia Tourism Culture and Heritage

Tourism Insights/on-line

Discover Tourism website

Canadian Tourism Commission/on-line

Nova Scotia Tourism Human Resource Council/ online

Tourism Industry Association of Nova Scotia

Canadian Tourism Human Resource Council

Local regional tourism associations

Local travel agencies

Heritage and Parks Canada/ on-line

See CATT Extension resource: Guidelines to Developing Your Portfolio

*Note: Language in text is not current. Text language is industry with eight sectors. Current language is sector with five industries.

Module 1: The Tourism Sector *(continued)*

Outcomes	Elaboration—Instructional Strategies/Suggestions
SCO: By the end of this course, students will be expected to	*Students should be able to* *1.5* • Review the four P's of marketing. • Use a destination video and generate discussion on marketing tourism. Identify the four P's of marketing. (CATT Extension: LO10, Marketing Plan) • Investigate major Nova Scotia tourism markets and the marketing strategies used by Department of Tourism, Culture and Heritage. (CATT Extension: LO1, Activity Sets 3, 11, and 14) • Present original Nova Scotia marketing strategies in other formats suitable for different age groups. (i.e. teens/young adults) • CATT Extensions: LO1, Activity Set 10 • CATT Extensions: LO2, Activity Sets 2, 3, 4, 5, and 10

Module 1: The Tourism Sector *(continued)*

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to

Suggested Resources

Module 2
The Tourism Professional

Module 2: The Tourism Professional

Outcomes

SCO: By the end of this course, students will be expected to

2.1 demonstrate the personal management skills, attitudes and behaviour that drive one's potential for growth and exhibits professionalism

Elaboration—Instructional Strategies/Suggestions

Students should be able to

2.1

- Research career opportunities and identify knowledge, skills and attitude required for success. (CATT Extension: LO.8, Activity Set 7)
- Invite a human resources sector professional to present employer expectations and professional development opportunities including National Certification for Tourism Professionals.
- Participate in SuperHost Atlantic Expect Excellence Workshop - interactive customer service program facilitated by the Nova Scotia Tourism Human Resource Council. (CATT Extension: LO1, Activity Set 12)
- Participate in a job shadow with a tourism professional. Have the student complete an interview on the knowledge, skills and attitude expected by employers. Follow this with a class presentation. (CATT Extension resource: Guide to Work Experience)
- Using Career Options Profiles, identify employment requirements and skills required to work in the Tourism sector.
- Using on-line Career Navigator in Career Options, complete a self assessment. Relate this to the Occupational Profiles in Career Options to determine your suitability to work in the sector.
- Brainstorm and discuss the term professional and how a professional might look and act. (CATT Extension: LO2, Activity Set 12; LO8, Activity Set 8; LO9, Activity Set 7)
- Have the students complete a check list for proper professional grooming. Suggest/demonstrate improvements students can make.
- Teacher can encourage a professional dress day and demonstrate the appropriate professional dress.
- Identify the qualities and behaviours that reflect Tourism professionalism - positive attitude, responsibility, adaptability, willingness to continuously learn and practice safety. (CATT Extension: LO11, Activity Set 15)
- Discuss the issue of maintaining good personal grooming and the connection to a feeling of self esteem. Engage in a sensitive discussion on why that is so. In a sensitive manner, suggest or demonstrate improvements on personal appearance.
- Have the students review the rules of conduct for their classroom. Brainstorm ideas with the class on how these rules connect to showing respect for others. Ask the students to compose their own personal code of conduct that would reflect showing respect for others.
- Using a carousel activity, engage students in a discussion about the importance of a positive attitude. (Tourism Essentials - page 29).
- Engage students in a discussion about the various portrayals of attitude in movies or television and have them describe and decide on which one is the one that employers are looking for in the workplace.
- Focus on positive behaviours by catching someone doing something positive. Give award points for positive behaviours that could be redeemed for appropriate Dollar Store prizes. This activity takes some concentrated observation on everyone's part.

Module 2: The Tourism Professional

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to

P indicates a Portfolio entry

- P Complete and present a career project which requires students to include knowledge, training and attitudes required of a tourism professional.
- P Chart career paths and opportunities within each sector.
- Role play a tourist/professional scenario.
- P Prepare an employee's handbook for a tourism business.
- P Write your own personal code of conduct, including a confidentiality statement.
- Debate issues of confidentiality, human rights and freedom of information. Assess using rubric.
- Provide evidence of your ability to demonstrate professional service.
- P Complete a tracking chart where the student records examples of performing essential skills at home, work, school and community.
- Assess students as they role play various communication activities.
- Tourism Bingo for listening skills (upon completion of lesson, ask students to compile questions and answers for tourism bingo-see Appendix).
- Demonstrate taking phone messages and sending emails.
- P Prepare a poster, comic strip, or leaflet that demonstrates telephone etiquette, and professional appearance.
- P Write an article on telephone etiquette for the school newspaper or website.
- P Using a checklist, call a 1-800 hotel number and evaluate the service. Summarize the results.
- P Compose a descriptive essay, using correct essay format, between 150–200 words for the purpose of informing a visitor about tourism area of Nova Scotia or design an artistic marketing piece on Nova Scotia.

Suggested Resources

- *Tourism Essentials* (Nova Scotia Tourism Human Resource Council) <www.tourismhrc.com>
- Student Travel Map <www.tourismhrc.com>
- *Career Options* <www.jobfutures.ca>
- Conference Board of Canada-Employability Skills Kit <www.conferenceboard.ca>
- *Snapshots*
- Career Awareness Presentation-Nova Scotia Tourism Human Resource Council
- Regional tourism associations
- *Provide Professional Service-Tourism Essentials*—Section 3
- *Discover Tourism* website
- *Expanding Your Horizons*
- Business Journals
- Local call centres
- Toastmasters Christopher Leadership <www.thelumen.com>
- *Passports*
- sector Speakers
- Community coaches and team leaders
- Videos and other company training materials
- CATT Extension resource: Guidelines to Developing a Portfolio
- CATT Extension resource: Guide to Work Placement

Module 2: The Tourism Professional *(continued)*

Outcomes	Elaboration—Instructional Strategies/Suggestions

SCO: By the end of this course, students will be expected to	*Students should be able to*
	• Have students brainstorm some actions that show ethical behaviour in the community, home, workplace and school.
	• Discuss with this statement: an action that might be ethical for one person might not be ethical for another.
	• In groups ask the students to respond to the following statements:
	  – what are the implications of a worker stealing small items from a business;
	  – being late for work,
	  – leaving early and taking extended breaks is stealing time from the employer;
	  – bad mouthing your employer is okay;
	  – that's not my job
	• Explore the meaning of confidentiality and give examples that would apply to the workplace.
	• Define accountability and provide examples of behaviours that define what accountability in the workplace means.
	• Have students find examples in their own communities of people in the service sector who demonstrate their desire and ability to provide top quality customer service.
	• Obtain copies of professional handbooks and company policies. Use these materials to stimulate discussion on professionalism including providing quality service.
	• Invite a guest speaker to talk about providing quality service, the importance of confidentiality, respect for others, human rights, ethical behaviour. (CATT Extension: Prepare a case study using your present place of employment; CATT Extensions: LO8, Activity Sets 1, 2, and 3)
	• Ask the students to generate a list of situations that might arise in various Tourism workplaces that would require a worker to be flexible and adaptable. Role play some scenarios around situations requiring flexibility (Page 49, Tourism Essentials) (CATT Extension: LO1, Activity Set 15)
	• **P** CATT Extension: Ask students to reflect on how adaptable and flexible they are and write a learning narrative that reflects their skills and experiences.
	• Discuss confidentiality and Freedom of Information and Protection of Privacy Act legislation.
	• Ask the students to reflect on what they learned about National Certification and Training in Module 1 and what they learned about employers' expectations. Working in groups, ask students to identify examples of the kinds of things they have learned on an informal basis, through their experiences.
	• Ask the students to investigate training opportunities available while in high school. (i.e. have students participate in It's Good Business Responsible Beverage Program, Tourism WHMIS, OHS, Food Safety and Sanitation, First Aid/CPR and Passport to Safety). (CATT Extension: LO2, Activity Set 12. Prepare students to lead student-lead conferencing for better understanding of how they learn and develop their skill sets; CATT Extension: Participate in a work placement in the sector.)

Module 2: The Tourism Professional *(continued)*

Worthwhile Tasks for Instruction and/or Assessment	**Suggested Resources**
Students should be able to	

Module 2: The Tourism Professional *(continued)*

Outcomes	Elaboration—Instructional Strategies/Suggestions

Outcomes

SCO: By the end of this course, students will be expected to

2.2 Demonstrate the fundamental skills of: communication, managing information, using numbers, think and solving problems

2.3 Demonstrate the teamwork skills and attributes needed to contribute productively

Elaboration—Instructional Strategies/Suggestions

Students should be able to

CATT Extension: Prepare a personal reflection report that demonstrates you know yourself and how you learn. Include in this personal reflection the activities that demonstrate your willingness to continue to learn.

- Invite a Guest Speaker or interview a businesses or research on-line common tourism workplace accidents. In groups, have the students develop and present safe practices for working in a tourism business. (CATT Extension: LO10, Activity Set 1)
- Introduce the Employability Skills Profile by providing students with their own copy. Using the Employability Skills Profile 2000+ have students identify the major skill sets required to get a job, keep a job and progress at the job.
- Ask students to compare these skill sets with the skill sets that employers in the Tourism sector expect. (CATT Extension: LO3, Activity Set 1)
- Provide students a copy of the Essentials Skills Profile used in Tourism Essentials.

2.2

- Using a Carousel activity, ask the students to respond to the following statements:
  - If you were to compare skills to the structure of a house, a positive attitude would be the foundation.
  - If you were to compare skills to the structure of the house, communication skills would be the frame.
  - Effective communication skills include reading and writing.
  - The benefits of strong reading and writing skills in the tourism work place are....
  - Communication is... (CATT Extensions: LO9, Activity Sets 3 and 7)
- CATT Extensions: Have students develop an agent client questionnaire; Another: prepare a survey for use with tourists; Another: design a newsletter for a museum; LO2, Activity Sets 6 and 10)
- Define the forms of communication.
- Define effective communication.
- Discuss verbal and nonverbal communication. Role play various scenarios.
- Play listening games using a range of listening activities.
- Present and discuss proper telephone etiquette.
- Practise taking and writing telephone messages. (CATT Extension: Prepare a notice to employees on upcoming events in the department; LO5, Activity Set 2)
- Discuss email etiquette using current business articles on email etiquette.
- Practise using email and distribution lists, storing email, attachments, and appropriate use of email. Discuss the appropriate and ethical use of the Internet. (CATT Extension: Using three specific rubrics (word processing, e-mail and web browsing) evaluate and identify the technology skill set competencies of your students; LO4, Activity Set 16)

Module 2: The Tourism Professional *(continued)*

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to

Suggested Resources

Module 2: The Tourism Professional *(continued)*

Outcomes	Elaboration—Instructional Strategies/Suggestions
SCO: By the end of this course, students will be expected to	*Students should be able to*

Students should be able to

- Practise and use appropriate forms of written communication e.g., electronic, letter, memo, report. (CATT Extension: Read and fully understand a business report on a current issue in tourism. Write a summary of that report that could be distributed with employees in your department.)
- Provide sample menus to the students and discuss with the students the following:
  - what does an 8oz steak look like;
  - how much is 5oz of soup;
  - how much is a small serving or a large serving
  - have the students identify the math skills required to read a menu or to explain the menu to a customer
- Use a Carousel activity to have students respond to the following scenario;
  - a customer reads the menu and orders an appetizer, main course and dessert which totals $25. The customer asks for the total of his bill including tax and gratuity - what math skills are required to calculate the total bill?
  - two customers order separate entrees but want to share an appetizer. They require two separate bills. How will the student calculate the two bills and what math skills are required to do this?
  - a server has to estimate the time that appetizers are taken to the customer before the main course is served. How is this done?
  - during an evening meal, there is a power failure. The employee must process the bill without the use of a computer or calculator. What math skills are required to determine the total of the bill, including taxes and gratuities?
  - A customer has a bill of $25 and pays you with American currency. How do you determine the exchange rate and calculate the correct change?
  - you work in a restaurant that seats 50 people and you know you will turn over the tables twice (2 seatings). What math skills are you required to use to ensure you have sufficient inventory of cutlery for the evening?
  - Collect play money and practise counting back change with the students. Have the students work in pairs and practise receiving money and making change?
  - you are working a cash and have a bill that totals $20.18 and the customer gives you $20, two dimes, a nickle and eight pennies. You appear bewildered as to why he gave you more than the total of the bill. The customer then explains that he required a quarter for a phone call. What math skills has the customer used?
- Following the Carousel the activity, prepare a summary exercise with the class to identify all of the math skills that are required to work in the sector. (CATT Extensions: LO10, Activity Set 3)
- CATT Extensions: LO5, Activity Sets 2 and 3
- CATT Extensions: LO4, Activity Sets 4, 5, 6, 8, 9, and 10
- CATT Extensions: LO9, Activity Sets 1, 2, 3, 4, 5, and 7

Module 2: The Tourism Professional *(continued)*

Worthwhile Tasks for Instruction and/or Assessment	Suggested Resources
Students should be able to	

Module 2: The Tourism Professional *(continued)*

Outcomes	Elaboration—Instructional Strategies/Suggestions
SCO: By the end of this course, students will be expected to 2.4 Demonstrate the ability to work with others internally (coworkers) and externally (guests)	*Students should be able to* *2.4* • Define the following: internal and external communication, synergy, cultural diversity, individual needs and special needs. • Discuss the characteristics of an effective team player. • Define teamwork and discuss the benefits. Draw upon individual student experiences. • Do a variety of team-building activities. Work as a group and evaluate the productivity of the group. (Tourism Essentials: Section 6) • Invite a speaker from the community to give a short talk on the importance of teamwork. • Provide students with the opportunity to talk about their good and poor customer service practises. CATT Extension: field trips and work placements • Provide an opportunity for students to visit tourism establishments and experience customer service. • Discuss their observations including how the service experience made them feel. • Discuss the following statement: "Good service no longer seems to be good enough. These days people expect to receive outstanding customer service, customized and personalized to meet their individual needs." • Discuss students experiences they have had handling complaints, and discuss how it could have been handled better. • CATT Extension: LO3, Activity Set 6

Module 2: The Tourism Professional *(continued)*

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to

- Describe or role play an example of a personal role in working with a team and the outcome of the team.
- P Think of a person you consider a good team player. List the behaviours this person demonstrates that leads you to view him/her in that way.
- Describe why it is important to be able to work with others.
- P Add to your portfolio evidence of your ability to work with others. This could be photos, testimonials, reference letters or a learning narrative.
- P Describe and evaluate a scenario where teamwork skills were not being used or were weak and list some suggestions for improvement.
- P Describe the responsibilities of a team player and describe the characteristics of an effective team.
- P Given a case study on customer service, evaluate the service.
- Assign a group activity and using a rubric assess each student on his/her teamwork skills.
- Describe or role play a response to a given complaint on customer service.
- Evaluate a number of responses to a given complaint.
- Using current T.V. show clips or movies, identify team work skills.
- P CATT Extension: Using your community based learning experiences, complete a learning narrative on teamwork for your portfolio.
- P CATT Extension: Using your workplace experiences, complete a learning narrative on handling complaints.
- CATT Extension: Use collaborative rubric to assess student skill development—team player

Suggested Resources

- *Tourism Essentials*
- *Passports*
- *Discover Tourism* website
- sector speakers
- Community coaches and team leaders
- Videos and other company training materials
- *Expanding your Horizons*

See CATT Extension resource: Guidelines to Completing Your Portfolio.

Module 2: The Tourism Professional *(continued)*

Outcomes	Elaboration—Instructional Strategies/Suggestions
SCO: By the end of this course, students will be expected to	*Students should be able to*

Outcomes

SCO: By the end of this course, students will be expected to

2.5 Investigate sector standards and explore and/or acquire certification

2.6 Investigate an occupation within the sector through research, information interviews, job shadowing, or work placement

2.7 Develop a life/work portfolio to document achievement, plan a career, and reflect on their learning

Elaboration—Instructional Strategies/Suggestions

Students should be able to

2.5

- Plan, present and lead discussion on various Tourism National Certifications such as Food & Beverage, Front Desk Agent and Housekeeping Room Attendant.
- Define National Standards and the Certification process.
- Investigate various hospitality workshops and training programs (i.e., occupational requirements, advantages/benefits, availability/location, cost, levels of certification).
- Provide students the opportunity to complete various industry programs. (CATT Extensions: LO2, Activity Set 9)
- Introduce students to CATT Levels I and II and give them the opportunity for further enrichment, certification and scholarships.
- Brainstorm on tourism occupations.

2.6

- Explore Tourism occupations using the use of internet, print materials, sector professionals, and local resources.
- Investigate additional occupations by using the online Student Travel Map, *Career Options* and *Discover Tourism* website.
- Complete a career ladder for your chosen occupation to include entry level, supervisory, management, and/or owner/operator.
- Where possible, arrange a job shadow or work placement opportunity. (CATT Extension resource: Guide to Work Experience)

2.7

- See CATT Extension resource: Guidelines to Your Portfolio for portfolio process. At this point in the course, provide an opportunity for students to update their portfolios and to share it with other audiences for feedback.

Module 2: The Tourism Professional *(continued)*

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to

- **P** Where possible obtain certificates/certification for portfolio.
- **P** Give the student various tourism scenarios as a basis for completing a project.
- **P** Choose an occupation of interest and complete an occupational research project including an interview.
- **P** Prepare a resource package of tourism materials that someone in guests service or tour guiding could use.
- **P** Present your investigation findings in a report or presentation format.
- Using a rubric evaluate the portfolio. (See CATT Extension resource)

Suggested Resources

- *Tourism New Realities*
- *Passports*
- *Snapshots*
- *Tourism Essentials*
- *Discover Tourism* website
- *Nova Scotia Doers and Dreamers*
- *Expanding Your Horizons*
- Local tourism associations
- <www.tourismhrc.com>
- *Career Options*
- <www.hrsdc.gc.ca>
- Student Travel Map <www.tourismhrc.com>
- CATT Extension resource: Guidelines to Your Portfolio
- Tourism National Standards <www.emerit.ca>
- CATT Website
- CATT Extension resource: Guide to Work Experience

Module 3
The Tourist or Traveller

Module 3: The Tourist or Traveller

Outcomes

SCO: By the end of this course, students will be expected to

3.1 Demonstrate an understanding of the history and evolution of travel tourism

3.2 Examine the motivations, needs, and expectations of travellers

3.3 Demonstrate sensitivity to the issues of culture, diversity and demography

Elaboration—Instructional Strategies/Suggestions

Students should be able to

3.1

- Research the concept of travel and how it has changed through the ages.
- Research media and internet for current changes that impact on the sector. (CATT Extension: Research the history of tourism to explore and analysis the forces that have affected tourism from past to present; LO1, Activity Set 13)

3.2

- Define the motivations', needs, and expectations (MNE's) of travellers. (CATT Extensions: LO2, Activity Sets 6 and 7; LO9, Activity Set 6)
- Describe the three main groups of travellers and their MNE's. (CATT Extension: Design a capital venture for a specific group of clients; LO2, Activity Set 4)
- Identify the four business market segments and describe how they differ. (CATT Extension: Give students an opportunity to consider the different kinds of services that business travellers buy compared to leisure travellers and the kinds of companies that cater to each. This will include examining the concept of customer service with respect to both external and internal customers.)
- Define family life stages and explain how like stages affect travel decisions and expectations.

3.3

- Role-play scenarios involving guest services to meet the needs of someone with a physical challenge (i.e. wheelchair, hearing/visually impaired). (CATT Extension: LO8, Activity Set 1)
- Heritage and Parks Canada who are responsible for maintaining the integrity and ethnicity of Canada's National Parks and Sites. Refer to the Teachers Corner on the Heritage and Parks Canada site for additional strategies. (CATT Extension: research and prepare a case study to understand how the management of a local provincial national park or historic site is affected by tourism—<gttp.org> See Canada case studies)
- Interview and/or discuss the experiences of travellers to country outside of Canada or to a Canadian destination with a diverse culture population. (CATT Extension: LO2, Activity Set 5)
- Invite a guest speaker from Aboriginal or African Canadian culture to discuss heritage and tourism.
- Invite a guest from the Metropolitan Immigrant Settlement Association (MISA) Multicultural Association or someone who represents ethnic diversity from the community.
- Discuss various cultural differences and the impact on the tourism experience. (CATT Extension: Use a case study to examine the challenges Nova Scotia faces with Tourism and its available cultural tourism products and how to enhance the quality of those cultural tourism products to increase visitation numbers)

Module 3: The Tourist or Traveller

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to
- **P** Present findings of research on travel in a chart form or power point.
- **P** Summarize in a report or essay format, the research findings on the current changes and how they are impacting on the sector.
- **P** Plan a visit or tour that would meet the MNE's of the assigned group of travellers. Present to class or prepare a brochure.
- **P** Prepare a presentation, poster or brochure on a particular culture and describe how to meet te traveller's needs within that culture.
- **P** Prepare and present examples of appropriate behaviours when serving tourists with cultural differences and/or special needs.
- **P** Prepare a presentation, pamphlet, or brochure on one of the tourism regions of Nova Scotia.
- **P** Summarize the findings in a report, essay or power point

Suggested Resources

- *Nova Scotia Doers and Dreamers*
- *Passports*—Chapter Three
- Parks Canada Edu-Kit Edu-Kit and Parks Canada website
- *Quantum Learning-Cultural Differences* <www.teachingtourism.com/survivalkits/culture>
- *Canada Travels Issues and Destinations*—Unit Three
- CATT Extension resource: Guidelines to Your Portfolio

Module 3: The Tourist or Traveller *(continued)*

Outcomes

SCO: By the end of this course, students will be expected to

3.4 Demonstrate and understanding of security issues and safety of Canadian and international travellers

3.5 Demonstrate an understanding of the tourism regions of Nova Scotia

Elaboration—Instructional Strategies/Suggestions

Students should be able to

- Plan and present a report on various cultures. In the report, reflect on cultural backgrounds including race, ethnicity, class, religion, gender, age, language, citizenship and region. (CATT Extension: LO2, Activity Set 1)

3.4

- Invite a guest speaker from Canada Customs or Embassy or visit online to research custom regulations, documentation, health concerns, currency and cultural traditions. (CATT Extension: Design an international venture for a specific group of clients; LO2, Activity Set 5)
- Invite international exchange students to describe their travelling experiences in Canada and their own country's cultural differences.
- Have students participate in presentations on various countries which include geographic location and demography, cultures and diversity of the region, and entrance requirements and safe travel practices within the country. (CATT Extension: This could take the format of a multicultural fair which would include costumes, music, dance and food.)
- Reflecting on what you have learned about the MNE's of travellers and sensitivities to issues of culture, diversity and demography, develop a list of guidelines for meeting the needs of inbound and outbound travellers (CATT Extension: Participate in a cross cultural simulation game. In this game each half of your group learns the rules of a different culture. Interact with members of your new culture and those of the other culture. Debrief by describing the rules and methods of interactions for both cultures.)
- CATT Extension: LO4, Activity Set 6

3.5

- Meeting the MNE's of travellers in Nova Scotia includes understanding the various trails of Nova Scotia and becoming familiar with the major Nova Scotia destinations. Then research the various trails and destinations within Nova Scotia.

Module 3: The Tourist or Traveller *(continued)*

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to

Suggested Resources

Module 4
Transportation, Travel Services, Recreation and Entertainment

Module 4: Transportation, Travel Services, Recreation and Entertainment

Outcomes

SCO: By the end of this course, students will be expected to

4.1 Identify the career opportunities within the three industries

4.2 Examine current and future trends in each industry

4.3 Demonstrate an understanding of adventure tourism, ecotourism and outdoor recreation activities

4.5 Investigate laws and regulations which have an impact on each sector

4.6 Examine a range of social, economic, and environmental issues within each sector

Elaboration—Instructional Strategies/Suggestions

Students should be able to

- Research the various occupations within the three industries including the National Standards for Certification and the knowledge, skills and attitude required to be employed in this field.
- Divide the class into three groups and assign one of these three industries to each group. Ask the group to research the current and future trends in the industry, the laws, regulations which impact each industry and the range of issues within each industry.
- Compile the list of trends—could include ecotourism, tourism development, sustainable tourism, package vacations, experiential vacations, leisure vacations, cruise travel, adventure tourism, etc.
- Predict the impact of tourism on: increased security, retirement of baby boomers and technological changes
- Complete a media file which includes: articles on social, economic and environmental issues within each industry. With each article record the date and source of the news item, the industry to which it pertains, a summary of the main points of the news item and comments on:
  – how can you use this information as an employee?
  – how can you as a tourist use this information?
  – how may this impact the tourism sector in general in Canada?
  – is there is bias in the article?
  (CATT Extensions: Manage the effects of sport/recreational tourism on Manitoba's Parks systems. See Canada <gttp.org>; Developing and managing a sustainable heritage attraction. See Canada <gttp.org>
- Complete a research project on the effects of global warming and changing weather patterns on tourism travel. (CATT Extension: LO6, Activity 1)
- Describe the role of UNESCO in protecting significant natural and cultural sites around the world.
- Present a local Nova Scotia UNESCO site and the factors that were responsible for its selection. (CATT Extension: LO1, Activity Set 14)
- Analyze the positive and negative impact of ecotourism and adventure tourism on people in a natural environment. (CATT extension LO1, Activity Set 1)
- Choose a local tourism development project—research the viewpoint of the environmentalist, the local government, tourism sector, and the local people.
- Define sustainable tourism.
- Identify measures that a municipality or province could take to ensure that tourism is sustainable. (CATT Extension: LO1, Activity Set 2)
- Complete a media or internet search on a local sustainable issue
- Have students write letters to the local papers voicing their opinions
- CATT Extensions: LO1, Activity Sets 4, 5, 6, 7, 8, and 9
- CATT Extension: LO3, Activity Set 6
- CATT Extension: LO5, Activity Set 1
- CATT Extensions: LO4, Activity Sets 12, 13, 14, and 15
- CATT Extensions: LO7, Activity Sets 7 and 10

Module 4: Transportation, Travel Services, Recreation and Entertainment

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to

- **P** Have each student choose one of the occupations from within the three industries and present a one-page employment recruitment ad which includes a job description, required knowledge, skills and attitude, and credentials necessary for the occupation
- **P** Have each group present their findings using various methods of presentations including PowerPoint, panel discussion or report
- **P** Using rubric, assess the media file for effort, analysis, range of topics, grammar and spelling
- Using rubric, evaluate the global warming project
- **P** Using rubrics, assess the debate or letter on the feasibility of a local tourism project.

Suggested Resources

- Snapshots - Chapter 10
- Passport - Chapters 7,8,9,14,15,17,18,19
- Nova Scotia Tourism Human Resource Council Student Travel Map <www.tourismhrc.com>
- *Discover Tourism -* website
- Heritage and Parks Canada website <www.leavenotrace.ca>
- Video - Places in Time
- Contact local airports, harbours, Department of Transportation, Department of Environment, regional tourism associations
- CATT Extension resource: Guidelines to Your Portfolio

Module 5
Accommodations, Food and Beverage

Module 5: Accommodations, Food and Beverage

Outcomes

SCO: By the end of this course, students will be expected to

5.1 Explore the occupations available in each of the industries

5.2 Describe the early history of hospitality and the business of inn keeping

5.3 Examine current and future trends and influences in each industry

5.4 Investigate the laws and regulations which have an impact on each industry

5.5 Compare the types of accommodations

5.6 Compare the types of food and beverage businesses

Elaboration—Instructional Strategies/Suggestions

Students should be able to
Accommodations:

* Research the various occupations including National Occupational Standards and Certification, knowledge, skills and attitudes of accommodations' employees and opportunities for post secondary education and training.
* Brainstorm types of accommodations and the services they offer.
* Introduce the definitions for the different types of accommodations.
* Using the *Doers and Dreamers Guide* identify different types of accommodations in Nova Scotia.
* Review the historical development of accommodations.
* Investigate the trends and influences in accommodations world wide.
* Research the laws, regulations that impact on accommodations.
* Research the social, economic and environmental issues in the accommodations industry.
* Arrange for a tour of a hotel and its facilities and services. During the tour, have the students identify guest service procedures.
* Ask students to explore the statement: "the manner in which a guest is checked in can set the tone for the guest's entire stay"
* Following the exploration, identify the skills required to check in guests efficiently and professionally
* CATT Extensions: LO1, Activity Sets 4 and 5; LO3, Activity Set 4

Food and Beverage:
* Research the various occupations including National Occupational Standards and Certification, knowledge, skills and attitude of food and beverage employees and opportunities for post secondary education and training, apprenticeship. (CATT Extensions: LO7, Activity Set 2; LO8, Activity Set 8)
* Compare the characteristics of categories of food and beverage service operations. Brainstorm in a group setting the local food and beverage business. Categorize the businesses by the market segment they serve. (CATT Extension: LO4, Activity Sets 13 and 17; LO1, Activity Set 6)
* Identify by research the milestones in the development of food and beverage service that we have today. For example, the growth market for food and wine pairing.
* Review case studies and media articles on various trends in the food and beverage sector. Interview grandparents and/or business owners on the influences and trends within the sector.
* Using a Carousel activity, have the students respond to the following:
  – family arrives with infants and small children;
  – elderly guests arrive on their own;
  – visual or hearing impaired guests;
  – guest dining alone;
  – serving guests with physical disabilities;
  – serving foreign guest; 6-serving guests with special dietary needs i.e. food allergies

Module 5: Accommodations, Food and Beverage

Worthwhile Tasks for Instruction and/or Assessment

Students should be able to

Accommodations:

- Assess Doers and Dreamers exercise for types of accommodations.
- Identify accommodations on each trail in Nova Scotia and list the Canada Select Rating for each.
- Create a time line which shows the history of inn keeping.
- **P** Research and prepare a written report on the trends and influences and/or laws surrounding in inn keeping.
- **P** Design a hotel or resort while keeping in mind the pertinent issues surrounding the development of new hotels and resorts.
- **P** Given a package with a budget and specific needs of a tourist, plan a five-day trip to Nova Scotia to include accommodations, pricing, food and beverage, events and recreation.
- **P** As a follow up to the tour of the accommodation, prepare an information package for the students' age group. Be sure to include guest service procedures.

Food and Beverage:

- In a group setting, share findings of research on the local food and beverage businesses.
- Categorize the businesses by the market segment they serve.
- **P** Present a case study on a food and beverage business.
- Present findings on trends in discussion or presentation format.
- **P** Complete an on-line WHMIS course and present your certificate.
- **P** Complete a poster or computer graphic on food safety and handling or handling of hazardous materials. Include general workplace safety.
- Complete a career project outlining: the description of the industry, career opportunities, education and training required, career path and, trends within the industry. Be sure to include Youth Apprenticeship leading to Red Seal Certification as a chef

Suggested Resources

- *Doers and Dreamers Guide*
- Guest speakers
- Newspapers and magazines with tourism-related articles
- <emerit.ca> (National Occupational Standards)
- Travel brochures
- *Tourism Realities*—Chapter 6
- *Snapshots*—Chapter 6
- *Canada Travels: Issues and Destinations*
- *Passports*: Edition 3—Chapter 10
- Nova Scotia Tourism Human Resource Council - Tourism WHMIS on-line <www.tourismhrc.com>
- Nova Scotia Construction Association (free on-line WHMIS for students)
- Passport to Safety
- National Occupational Trainer's Guide for Front Desk Agent - emerit.ca
- National Occupational Trainer's Guide for Food & Beverage Server - <emerit.ca>
- CATT Extension resource: Guidelines to Your Portfolio
- CATT Extension resource: Guide to Work Experience

Module 5: Accommodations, Food and Beverage *(continued)*

Outcomes	Elaboration—Instructional Strategies/Suggestions
SCO: By the end of this course, students will be expected to	*Students should be able to* • CATT Extension: LO10, Activity Set 1 • CATT Extension: LO7, Activity Set 1 • CATT Extension: LO8, Activity Set 6 • Invite guest speaker such as a local chef to inform the students of the laws and regulations effecting food and beverage service (i.e., Food Safety and Sanitation and WHMIS, Occupational Health and Fire Safety, It's Good Business Responsible Beverage Program). (CATT Extension: Learning Outcome 10, Valuing Safety and Applying Safety Standards in the Workplace) • Have students participate in a tour of a local food and beverage operation and/or job shadow. • Discuss the role of the food and beverage sector plays in the local economy and the labour market. • Invite representation from various cultures including A Taste of Nova Scotia to provide information on the multicultural aspect of the food and beverage sector. • Have students prepare ethic meals and share with class. (CATT Extensions: LO2, Activity Set 1; LO4, Activity Set 4) • Have students participate in Read, Set, Cook or local chef competitions (CATT Extension: LO1, Activity Set 15) • CATT Extension: LO1, Activity Set 6

Module 5: Accommodations, Food and Beverage *(continued)*

Worthwhile Tasks for Instruction and/or Assessment	Suggested Resources
Students should be able to	

Module 5: Accommodations, Food and Beverage *(continued)*

Outcomes

SCO: By the end of this course, students will be expected to

5.5 Examine a range of social, economic, and environmental issues within each sector

5.6 Identify career options available in each sector

5.7 Demonstrate an understanding of acceptable sector standards of table setting and services in the food and beverage service

Elaboration—Instructional Strategies/Suggestions

Students should be able to

- Survey Industry businesses or research environmental issues and their impact on the food and beverage Industry.
- Brainstorm within the class various career opportunities. Discuss the skills required for employees in this Industry.
- Research using the internet or student travel map career paths within the food and beverage industry and/or other industries. Include certification and available training that is offered.
- Given certain demographic trends, review and discuss case studies and tourism literature and information from the internet.
- Investigate types of restaurants and the menus offered.
- Visit a local fine dining or family restaurant; observe the types of service.
- Invite a guest speaker to speak on professional food and beverage service and complete an exercise on professionalism.
- Discuss various forms of verbal and nonverbal communication as it pertains to guest service.
- Practice setting and serving tables.
- Participate in a local food and beverage event as a volunteer using the skills the students have learned

Module 5: Accommodations, Food and Beverage *(continued)*

Worthwhile Tasks for Instruction and/or Assessment	Suggested Resources
Students should be able to	

Contexts for Learning and Teaching

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. *Learning is a process of actively constructing knowledge.*

   Therefore, teachers and administrators have a responsibility to

   - create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
   - engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on science and math, drama, creative movement, artistic representation, and writing and talking learning activities
   - provide learners with experiences that actively involve them and are personally meaningful

2. *Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.*

   Therefore, teachers and administrators have a responsibility to

   - find out what students already know and can do
   - create learning environments and plan experiences that build on learners' prior knowledge
   - ensure that learners are able to see themselves reflected in the learning materials used in the school
   - recognize, value, and use the great diversity of experiences and information students bring to school
   - provide learning opportunities that respect and support students' racial, cultural, and social identities
   - ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. *Learning is enhanced when it takes place in a social and collaborative environment.*

   Therefore, teachers and administrators have a responsibility to

   - ensure that talk, group work, and collaborative ventures are central to class activities
   - see that learners have frequent opportunities to learn from and with others
   - structure opportunities for learners to engage in diverse social interactions with peers and adults
   - help students to see themselves as members of a community of learners

4. *Students need to continue to view learning as an integrated whole.*

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. *Learners must see themselves as capable and successful.*

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. *Learners have different ways of knowing and representing knowledge.*

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. *Reflection is an integral part of learning.*

Therefore, teachers and administrators have a responsibility to

- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learning
- help students use their reflections to understand themselves as learners, make connections with other learning, and proceed with learning

Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, identifies eight broad frames of mind or intelligences: linguistic, logical/ mathematical, visual/spatial, body/kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligence can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, availability of food and water, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment in specific contexts are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type and form of information the student is dealing with, just as most teachers have a preferred teaching style, depending on the context. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify and allow for differences in student learning styles and preferences
- identify and allow for the needs of students for whom the range of ways of learning is limited
- organize learning experiences to accommodate the range of ways in which students learn

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and how others learn differently
- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking

- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning, for example, environmental, emotional, sociological, cultural, and physical factors
- a flexible time line within which to complete their work

Learners require inclusive classrooms, where a wide variety of learning experiences ensure that all students have equitable opportunities to reach their potential.

In designing learning experiences, teachers must accommodate the learning needs, preferences, and strengths of individuals and consider the abilities, experiences, interests, and values that they bring to the classroom. In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- consider the social and economic situations of all learners
- acknowledge racial and cultural uniqueness
- model the use of inclusive language, attitudes, and actions supportive of all learners
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and apply strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

Teachers must adapt learning contexts, including environment, strategies for learning, and strategies for assessment, to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs. When these changes are not sufficient for a student to meet designated outcomes, an individual program plan may be developed. For more detailed information, see *Special Education Policy Manual (*1996), Policy 2.6.

A range of learning experiences, teaching and learning strategies, motivation, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the

learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

CATT Extension resource: Academy Teaching

The outcomes in Tourism 12 require that students conduct timely research in a constantly changing field, where current information is most often only available through the Internet.. Students need access to the information and communication technologies available in schools to facilitate learning across the curriculum.

The Role of Technology

Vision for the Integration of Information

The Nova Scotia Department of Education has articulated five outcome areas for the integration of information technologies in learning across the curriculum:

Basic Operations and Concepts: concepts and skills associated with the safe and efficient operation of a range of information technologies

Social, Ethical, and Human Issues: the understanding associated with the use of information/communication technology, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster strong relationships with their peers and others who support their learning

Productivity: the efficient selection and use of information and communication technology to perform tasks such as the exploration of ideas, data collection, data manipulation, including the discovery of patterns and relationships, problem solving, and the representation of learning

Communication: specific, interactive technology use that supports student collaboration and sharing through communication

Research, Problem Solving, and Decision Making: students' organization, reasoning, and evaluation of their learning, which rationalize their use of information and communication technology.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information and making judgments or decisions based upon the information gathered.

The Principles of Assessment and Evaluation articulated in the document *Public School Programs* should be used as the basis of assessment and evaluation, policies, procedures, and practices.

Effective Assessment and Evaluation Practices

Effective assessment improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes towards which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievement.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices
- are fair in terms of the student's background or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- focus on what students can do rather than on what they cannot do
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- accommodate multiple responses and a range of tasks and resources
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes
- encourage students to reflect on their learning and to articulate personal learning plans

- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- include students in developing, interpreting, and reporting on assessment

Involving Students in the Assessment Process

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, are able to do, and value.

It is important that students participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work. Students should have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress, rather than relying on external measures, for example, marks, to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking, What does the teacher want? students need to ask questions such as, What have I learned? What can I do now that I couldn't do before? What do I need to learn next?

Effective assessment practices provide opportunities for students to
- reflect on their progress toward achievement of learning outcomes
- assess and evaluate their learning
- set goals for future learning

Diverse Learning Styles and Needs

Teachers should develop assessment practices that affirm and accommodate students' cultural and linguistic diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes. Student performance takes place not only in a learning context, but in a social and cultural context as well.

Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning. Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms, students with special needs have opportunities to demonstrate their learning in their own ways, using media that accommodate their needs, and at their own pace.

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what learning they value; for example, teachers can communicate that they value risk taking or lateral thinking by including these elements in determining marks.

Using a Variety of Assessment Strategies

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do that is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align evaluation and assessment practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgments about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated and how it will be assessed and evaluated
- provide students with regular and specific feedback on their learning

Assessment activities, tasks, and strategies include, for example,

- anecdotal records
- artifacts
- audiotapes
- checklists
- certifications
- conferences
- demonstrations
- dramatizations
- exhibitions
- interviews (structured or informal)
- inventories
- investigations
- learning logs or journals
- media products
- observations (structured or informal)
- peer assessments
- presentations
- performance tasks
- portfolios
- rating scales
- presentations
- projects
- questioning
- questionnaires
- quizzes, tests, examinations
- reviews of performance
- reports

- sorting scales (rubrics)
- self-assessments
- surveys
- videotapes
- work samples
- written assignments

Portfolios

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating the portfolio.

Portfolios should include
- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for the student who needs significant support. Teachers should place notes and work samples from informal assessments in the portfolio and use the portfolio to collaborate with the student in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the student's progress toward achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding.

Outlines and other evidence of planning allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A portfolio can be very helpful when students need to demonstrate their achievements to potential employers or admission offices of post-secondary institutions.

Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom to assess learning of a higher order than recall of information, for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve solving a design problem, for example, students might work collaboratively to clarify and define the task and then work either collaboratively or individually to develop a solution. Students might be given a range of questions, issues, or problems and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned.

The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate knowledge and skills and apply strategies at multiple stages in learning processes, for example, in identifying problems, challenges, and opportunities; gathering, evaluating, and synthesizing information; generating options; and developing and evaluating solutions.

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

Certification

In some courses, students will need to prepare to demonstrate their learning through entrance tests and examinations or to obtain or upgrade a certification. Replicating this type of assessment in the classroom can help students prepare for the conditions and assessment formats they may encounter in workplace and post-secondary situations.

To make this kind of assessment an effective learning experience, teachers should define a specific context and purpose, for example, the operation of a device, the identification of materials labels, or the demonstration of a technique or procedure.

CATT Extension resource: Academy Teaching