

Public District School Board Writing Partnership

Course Profile

Hospitality and Tourism Technology

Grade 10

Open

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview

Hospitality and Tourism Technology, Grade 10, Open

Identifying Information

Course Title: Hospitality and Tourism Technology

Grade: 10

Course Type: Open

Ministry Course Code: TFJ2O

Credit Value: 1

Secondary Policy Document: *The Ontario Curriculum, Grades 9 and 10, Technological Education, 1999*

Description/Rationale

This course emphasizes the scope of the hospitality and tourism industry. Students study food origins, food/handling techniques, food preparation, health and safety standards, and the use of specialized tools and equipment. They also investigate travel and tourism activities in Ontario, develop effective communication and management skills, and identify career opportunities in the hospitality and tourism industry.

Unit Titles (Time + Sequence)

Unit 1	What Is Hospitality and Tourism?	10 hours
Unit 2	Look! I Can Cook	35 hours
Unit 3	Touring the World of Food	35 hours
Unit 4	Hospitality and Tourism “A World of Opportunity”	15 hours
Unit 5	Meeting the Challenge	15 hours

Unit Descriptions

Unit 1: What Is Hospitality and Tourism?

Time: 10 hours

Unit Description

This unit provides students with an overview of eight diverse sectors of Hospitality and Tourism (accommodation, food and beverage, adventure tourism/recreation, transportation, travel trade, events and conferences, attractions, and tourism services). Students investigate facts and myths and become aware of the range of career opportunities in each sector. This unit introduces students to people employed in the Hospitality and Tourism industry and lays the groundwork for job shadowing. Students begin to view the role of hospitality and tourism in their community, province, country, and beyond. As a culminating event, students plan a social event with one or more guest speakers. Students are engaged in peer and self-assessment. They use rubrics and checklists when writing reports and making presentations. Teachers assess and evaluate reports, journals and assignments using the same tools adapted by class/students and change levels into marks. Teachers give diagnostic tests to check student progress and engage in remediation before a final test on this unit.

Unit 2: Look! I Can Cook

Time: 35 hours

Unit Description

After a comprehensive, teacher-demonstrated program of safety, sanitation, and measurement, students are tested for competency with a variety of assessment tools such as quizzes, paper and pencil tests, and practical demonstrations. Students use standardized recipes to demonstrate cooking methods, skills, and techniques. Students and teachers make assessments of standard product quality (appearance, colour, texture, and flavour) with all products produced in food service labs. Accurate selection and safe use of tools and equipment are important aspects of this unit. Board policies on sexual harassment and violent/aggressive behaviour are addressed at this point through discussion of policy documents. Organization of work sites, teamwork and time-management skills are used in all labs. These skills may be observed and assessed by both students and teachers, or by teachers only, using worksheets, checklists, and rubrics. Communication skills are demonstrated daily as students use group work to plan labs and produce food products. Computers are used for product search and for class management functions. Guest speakers from the community describe computerized food services management systems that they use in their careers.

Unit 3: Touring the World of Food

Time: 35 hours

Unit Description

In this unit students continue to apply the knowledge of tools, equipment, safety, sanitation, management, and cooking skills previously studied. Students investigate regional and international food, and the origin and marketing of food products. Students select a specific country and explore food products, unique cooking tools, social customs, and environmental factors affecting this culture. Students use the community, Library/Resource Centre, and Internet to obtain information. Students illustrate their learning through demonstrations, discussions, information interviews, displays, and special events. Students organize food labs using standardized recipes to produce and serve food.

Unit 4: Hospitality and Tourism: "A World of Opportunity"

Time: 15 hours

Unit Description

Students research tourist sites, accommodations and travel costs involved in visiting a country of their choice studied in the last unit. Students examine tourism in Ontario using brochures, Tourist Information/Convention Bureaus, and Chambers of Commerce. Careers in tourism are explored with industry representatives and the assistance of the Student Services Department. Students use informational interview techniques and are involved in job shadowing. Students demonstrate their knowledge using word-processed and oral reports.

Unit 5: Meeting the Challenge

Time: 15 hours

Unit Description

In this unit students research hospitality and tourism and its effect on environmental sustainability. Students design and administer a survey on environmental sustainability to use with hospitality and tourism businesses in their community. Students explore these concerns on national and international sites involved in the eco-tourism industry. Students use an eco-tourism theme to research, plan and implement an outdoor event at a local site involving team-building activities and food production. Debriefing and student self-assessment at the culmination of this activity will be an important part of the learning experience. This unit links with geography, history, physical education and transition activities.

Course Notes

Expectations that relate to both theoretical and practical skills in hospitality and tourism will be constantly assessed. Students need to be informed about summative assessment at the beginning of the unit and have frequent opportunities to practice their performance and receive feedback in formative assessment.

Teachers need to record the levels of achievement in their mark book to closely monitor student learning and suggest remediation to a student or class as necessary. Students use rubrics/checklists, and may be involved in adapting and designing assessments tools. This gives students more ownership of their learning goals and greater self-direction in their learning. In every unit, students have continual assessment of curriculum expectations to encourage excellence and monitor improvement in knowledge and skill development. Students should be led toward the achievement of the expectations stated in each unit. Authentic summative assessments should be planned for the end of each unit. These assessments inform students of their progress to date and suggest areas needed for improvement.

Career development occurs throughout the program as part of every unit through the use of guest speakers, job shadowing, field trips, computer research, involvement with student services, and career centres. Brainstorming, research projects and journal reflections on career possibilities in each sector of hospitality and tourism will occur throughout the program and will give students opportunities to perform at a variety of levels on a variety of performance tasks.

Unit 1 is brief and acts as an introduction to the scope of hospitality and tourism that should be reflected throughout the course. Students make extensive use of computers for Internet research and word processing of all documentation to be handed in to the teacher for assessment throughout the course. The teacher sets the stage for learning and introduces students to co-operative group learning. Group work will frequently be used as a teaching/learning strategy freeing the teacher to circulate, direct, monitor, coach, and tutor in the classroom. This unit will feature two culminating activities, one is a summative assessment of knowledge and the other is a demonstration of skills used while hosting a guest speaker. A brief introduction to job shadowing was suggested at the beginning of the program. Students need to search for a suitable hospitality and tourism placement and have it approved well ahead of the date for this activity.

Unit 2 begins the knowledge and skill development of hospitality that forms a large part of the total program. This unit covers many essentials of the hospitality industry. Constant self, peer, and teacher assessment of student progress using the food preparation rubric is important to monitor student progress. Hosting guests from the Food and Beverage sector would provide a valuable link to the food service community and provide an interesting culminating activity when paired with a food production activity.

Unit 3 builds on the knowledge and skills of food service attained in Unit 2. Students who need to improve their performance are given an opportunity for remediation. Teachers model the demonstration project for student groups, posting samples of all the plans required for completion of a successful demonstration. Student groups then select the demonstration project and follow a model for project/product development. While planning and preparing a food demonstration, students practise becoming effective communicators through research, individual work, and group work. The food dish selected from another culture/country will illustrate the international/global aspect of the program. This project when presented provides a celebration for each group of their ability to work as a team and produce appetizing food products. Guest speakers from the Events and Conferences sector and/or Travel Trade sector would enrich this unit.

In Unit 4 students investigate the global repercussions and implications of hospitality and tourism locally, provincially, nationally, and internationally, recalling the information from Unit 1. Students participate in a job-shadowing project at a location selected by the student or from the teacher's or the Co-operative Education teacher's files. This activity introduced at the beginning of the program examines a hospitality or tourism career for a day followed by debriefing and sharing of experiences. This is the culminating activity in this unit. Guest speakers from Transportation and Accommodation sectors would enrich this section of the program.

The final unit, Unit 5, involves the students in a celebration, an events-planning and preparation activity that allows them to apply all areas of tourism and hospitality studied. For example, students are given an opportunity to lead their peers on an excursion and apply their knowledge and skills in safe food preparation storage and service, hosting, booking activities, considering transportation, considering waste management, and planning an informational tour. This activity could be linked to other departments or clubs in the school depending on the focus chosen by the class. Guest speakers from Adventure Tourism, Attractions, and Tourism Services would enrich this unit of the program.

Teachers shall address safety/ censorship on the Internet by implementing School Board Policies involving the appropriate student use and access to the Internet services. Board policies and forms used in the "Take Our Kids To Work" program shall be followed for job shadowing. The Co-operative Education department in schools is a valuable resource for the job-shadowing segment of this course.

Teaching/Learning Strategies

A variety of teaching/learning strategies is used throughout this course including the following:

- brainstorming - group generation of initial ideas expressed without criticism or analysis;
- buddy system - links students for peer/cross/age support;
- case study – teacher-directed investigation of real and simulated issues;
- class discussion - students actively participate by taking turns while discussing current issues;
- collaborative co-operative learning - small group learning to organize curriculum experiences;
 - The composition of the groups may be random or selected by the teacher to ensure that optimum conditions for learning can occur. Distinct measurable roles for each participant are important.
- computer-assisted learning - learning of new material or review/reinforce material previously learned;
- conferencing - student-to-student discussion; student-to-teacher discussion;
- demonstration - a practical showing or explanation of how something works or is made;
- foods service preparation labs - students apply industry standards in food safety, sanitation, time planning, preparation, and presentation of food products;
- homework - an extension of classroom learning;
- independent study - students explore and research a topic of interest;
- inquiry process- students gather knowledge of particular topic(s) and answer questions individually and in groups;
- issue based analysis - used to develop the skills of synthesis and analysis;
- jigsaw - specialized group learning followed by home group sharing;
- journal writing - the practice of expressing ideas, experiences, questions, reflections, personal understanding or new learning in written form on a regular basis;
- learning centres - assigned spaces where learning activities are provided which promote choice, thought, exploration, and interaction;
- mind mapping - involves representing physical, demographic, and numerical data through visual formats and shows relationships among ideas;
- note making - a method of recording information for a variety of purposes;
- problem solving - model for helping students to identify and work through a problem;
- report/presentation - oral and written presentation of researched topic to class or school community;
- research - model of investigation;
- the web - representation of connection between ideas.

Assessment/Evaluation Techniques

The assessment plan includes the following:

Personal communication;

- classroom discussion

- completion of interview(s)
- introduction and thanking of guest speakers
- letter writing
- peer assessment
- project/portfolio self-assessment
- journal/learning logs reflective learning
- reading response
- self-assessment
- student/teacher conference

Paper and pencil tests;

- activity/answer sheets
- classroom tests
 - selected response
 - constructed response
- mid-term and final examinations
- student-generated research data
- unit tests/quizzes (knowledge)

Performance assessment.

- classroom presentations and observations
- food demonstration planning, preparation, and delivery
- food product planning
- food service lab planning and preparation and skills demonstration
- formal/informal observation of group work, food demonstrations, and food service labs
- standard food product assessment
- tourism activity plan

Assessment Tools

Assessment tools include:

- checklists
- marking schemes
- rubrics
- anecdotal comments with suggestions for improvement (self/peer/teacher)

Possible Evaluation of Student Achievement

Course Work - 70%	
Group Work	10
Foods Labs	25
Foods Demonstration	25
Tests and Quizzes	10
Final Evaluation - 30%	
Written Evaluation	10
Culminating Activity	20

Assessment Methods

Assessment methods included are:

Diagnostic: occurs at the beginning of the term, a unit of study or whenever information about prior learning is useful;

Formative: during learning, ongoing feedback from the teacher about the quality of learning and the effectiveness of instruction.;

Summative: usually carried out at the end of a learning process; may include feedback and/or judgement.

Accommodations

A variety of accommodations may be made throughout the program to assist students with various physical and developmental needs. They include one-on-one teaching/counselling, adaptations of handouts, using audiotapes, partnering/pairing or small group learning, peer tutoring, designing a collage, poster, or bulletin board display. Teachers must be familiar with students IEPs. Teachers may match personalities and aptitudes with groups to ensure optimal success in report and computer assignments. Some students may need more demanding analytical research assignments. Students may choose to design games to use in Units 1, 2, and 3 to review tourism sectors, cooking tools and equipment, and food customs.

Resources

Books

Barer-Stein, Thelma. *You Eat What You Are: People, Culture and Food Traditions*. Willowdale: Firefly Books Ltd. ISBN 1-55209-365-4

Canadian Tourism Resource Council. *Career Planning Guide*. Canada: 1996. ISBN 1-896229-51-4

Cartwright, Fraser and Gerry Pierce. *Regional Dynamics: A Geography of Travel and Tourism*. Toronto: Oxford University Press, 1995. ISBN 019 540 9523

Video

A Career In Tourism-You Decide How Far To Go. Canadian Tourism Human Resource Council. 1997. ISBN 1-896229-91-3. Available from Ontario Tourism Education Corporation, 1-800-557-6832

Human Resources

Student Services Department - computer programs to assist with career exploration and investigation of college and university programs

Guest speakers - Ontario Tourism Education Corporation

– will bring videos as part of their free presentation, 1-800-957-6832

CD-ROM

Ministry of Education and Training. *Career Cruising* (CD sent to Student Services offices by MET) _____ . *Choices*.

Tourism: A World of Opportunity. Canadian Tourism Human Resource Council. 1997. ISBN 1-555247-021-0

Web Sites

Career Explorer (Internet access through MET, sent to Student Services offices)

www.cx.bridges.com

Job Futures (Internet access)

www.hrdc-drhc.gc.ca

(suggestion: go to site map, labour market information, and job futures)

Career Search available at

www.careers.ocas.on.ca

Ontario Tourism Education Corporation

<http://www.otec.org>

Tourism Ontario (Ministry of Economic Development, Trade and Tourism)

<http://www.ontario-canada.com>

<http://library.tbe.toronto.on.ca>

Search under cookery and utensils. An excellent web site with over 400 different listings for International Cookbooks. Also the local library web site may have listings of International Cookbooks.

<http://www.Ontario-Canada.com>

OSS Policy Applications

The Grade 10 Hospitality and Tourism Technology Course is designated as a Technological Education program. All courses offered in technological education are open courses, which comprise a set of expectations that are appropriate for all students. (See *The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment, 1999* for a description of the different types of secondary school courses.) Students may use the course as a compulsory credit (1 credit from Science [Grade 11 or Grade 12] or Technological Education [Grade 9–12], or as an optional credit. This course is designed to provide students with a broad educational base that prepares them for their studies in Grades 11 and 12, and for productive participation in society.

Students are introduced to practical aspects of hospitality and tourism technology. The curriculum provides opportunities for students to undertake hands-on practical activities, as well as to conduct research and analysis. There is a wide range of teaching/learning strategies and accommodation to meet the needs of all students. Anti-discrimination education, equity/social justice issues, career goals/co-operative education, conflict resolution/violence prevention and community partnerships are addressed in the course. All of these support many of the Ontario Secondary School Policies.

Career exploration throughout all units will be made available to students with specific reference to *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*.

Course Evaluation

Teachers may evaluate this course through a variety of methods. Teachers may network with colleagues from other schools, subject associations, and peers at the local school to determine what modifications or new ideas could be incorporated into the units. Since every teacher will approach the units in a unique way, there are ample opportunities for extensions, modifications and applications. The school and business community may have input on developing aspects of the Hospitality and Tourism Technology course. The opportunity for immediate input may take form in a log where visitors to a public display of student work may comment freely.

The following areas should be assessed:

- ensure that expectations are being met;
- ensure that the learning styles of all students are being met through teaching strategies;
- ensure assessment/evaluation measure student expectations in a reliable and accurate manner;
- inform parents of student performance on a regular basis;
- use a variety of assessment/evaluation tools;
- use a variety of teaching/learning strategies;
- ensure students with special needs are given adequate accommodation.

Appendix A

Categories Game

Hospitality and Tourism

Locate someone in this room who can answer yes to each of the statements below. People indicate a yes by placing their initials in the square. You can use a person's name or initials only once. When you have completed all the squares call out "tourism" and be seated.

I have gone skiing or canoeing.	I have taken a guided tour.	I have eaten at a restaurant out of town.	I have stayed at a hotel or motel.
I have travelled on an airplane.	I have attended the Canadian National Exhibition.	I have seen a Blue Jays', Raptors' or Maple Leaf' game.	I have visited a tourist information center.
I have bought a ticket for a concert.	I have been to a large community event.	I have visited a historic site or the Science Centre.	I have traveled on a bus or boat trip out of town.
I have stayed overnight at a camp.	I have gone on a nature hike.	I have visited a travel agency to find out about travel packages.	I have gone to a party with catered food.

Note: All of these events are considered part of Tourism

Appendix B

Canadian Tourism Industry Sectors

Hospitality	
Accommodation	Food and Beverage
Lodges/Bungalows Fishing and Hunting Lodges Cabins Fishing/Hunting Recreation Camps Hotels, Motels, Resorts Campgrounds, Summer Camps Time-shared Facilities Hosts - Country Inns Bed and Breakfasts, Hostels Family Vacations, Tourist Homes	Restaurants Dining Rooms Coffee Shops Fast Food Outlets Pubs/Lounges Night Clubs Cabarets Club Facilities Institutions Catering Operations Specialty (e.g., Medieval Feast)
Adventure Tourism/Recreation	Transportation
Ski Resorts Golf/Tennis Facilities, Parks Fishing Facilities Hunting Facilities Adventure Tourism Marine Facilities	Air Carriers Motor Coaches Railways Charter Boats Cruise Lines Car Rentals Recreation Vehicles Taxis, Gas Stations
Travel Trade	Events and Conferences
Travel Agencies Tour Wholesalers Tour Operators Tour Guides	Special Events Meetings/Conferences Conventions Festivals Trade Shows Fairs and Exhibitions
Attractions	Tourism Services
Museums/Galleries, Heritage/Historical Sites Parks/Gardens Amusement/Recreation Parks Interpretive Centres Native/Cultural Tourism Industrial Tourism	Government Tourism Departments Information Centre Research Services Advertising Agencies Trade Press Marketing Professional Associations Consultants Tourism Educators Tourism Suppliers Retail Operations Auto Clubs

Appendix C

Tourism Sectors

Accommodations	Food and Beverage	Transportation
Adventure Tourism	THE EIGHT SECTORS OF TOURISM	Events and Conferences
Travel Trade		Tourism Services

Appendix D

Group Work/Teamwork Rubric

(may be used as self, peer, or teacher assessment)

Criteria	Level 1	Level 2	Level 3	Level 4
Works willingly and co-operatively with others	- rarely works willingly and co-operatively with others	- works willingly and co-operatively with others some of the time	- works willingly and co-operatively with others most of the time	- routinely works willingly and co-operatively with others
Shares resources, materials and equipment with others	- rarely shares resources, materials, and equipment with others	- shares resources, materials, and equipment with others some of the time	- shares resources, materials, and equipment with others most of the time	- routinely shares resources, materials, and equipment with others
Listens attentively without interrupting	- rarely listens passively or actively	- listens passively and listens actively by paraphrasing for accuracy some of the time	- listens passively and listens actively by paraphrasing for accuracy most of the time	- listens passively and listens actively by paraphrasing for accuracy on a regular basis
Accepts a variety of roles including leadership roles	- rarely accepts different roles	- accepts different roles some of the time	- accepts different roles most of the time including leadership	- routinely accepts different roles including leadership

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix D (Continued)

Checklist of Related Group Work/Teamwork Behaviours

Name	Date	GROUP			
Criteria	Never	Rarely	Frequently	Always	
responds and is sensitive to the needs and welfare of others					
solves problems collaboratively					
takes responsibility for equal share of the work to be done					
works to help achieve the goals of the group or the class and focusses group energy					
helps to motivate others, encouraging them to participate and directing group processes					
contributes information and ideas to solve problems and helps to make decisions					
questions the ideas of the group to seek clarification, test thinking, or reach agreement					
shows respect for the ideas and opinions of others in the group or class - protects members ideas from attack					
in discussions paraphrases points of view and asks questions to clarify meaning, support, or praise					
seeks consensus and negotiates agreement before making decisions					
recognizes the contribution of group members by means of encouragement, support, or praise					

Adapted from Simcoe County DSB

Appendix E

Report Writing Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Organization	- demonstrates limited overall structure or organization	- there is some evidence of a structure or organization	- the organization is logical and appropriate	- the organization supports the purpose and enhances the report
	- the first paragraph demonstrates limited attempt to outline the content of the report	- the first paragraph shows some attempt to outline the content of the report	-the first paragraph defines the content of the report and the introduction and conclusion are connected	- the first paragraph is clear, interesting, outlines the content of the report and is connected to the conclusion
	- paragraphs demonstrate limited knowledge of topic	- some paragraphs stayed on topic and related to the first paragraph	- most paragraphs stayed on topic and related to the first paragraph	- all paragraphs stayed on topic and related to the first paragraph
	- makes connections between opening statement and closing argument with little effectiveness	- there is some attempt to conclude a course of action	- the final paragraph suggests a course of action	- the final paragraph suggests a course of action that is clear and compelling
Conventions Capitalization, spelling and punctuation	- uses language with limited accuracy and effectiveness	- uses language with some accurateness and effectiveness	- uses language with considerable accuracy and effectiveness	- uses language with a high degree of accurateness and effectiveness
Communication Sentence structure	- sentence fragments and run on sentences	- some sentence fragments and run on sentences	- few sentence fragments and run on sentences	- practically no sentence fragments or run on sentences
	- relies on one type of sentence	- contains a variety of sentences	- contains a wide variety of sentences	- contains a wide variety of sentences used effectively
Vocabulary	- limited use of new vocabulary	- contains some new vocabulary	- uses new vocabulary appropriately	- uses new words and special terminology to enhance report
Content Number and complexity of ideas	- makes connections with limited effectiveness	- makes connections with moderate effectiveness	- makes connections with considerable effectiveness	- makes connections with a high degree of effectiveness
Exploration of careers and relevance of supporting ideas	- provides very few facts supporting his or her career selections	- provides some supporting evidence for his or her career selections	- supports his or her point of view showing relevance for most career selections	- supports his or her point of view showing relevance for all career selections
	- selects several careers with little understanding of their suitability	- selects several careers with some understanding of their suitability	- shows understanding of several careers and their personal suitability for those careers	- shows thorough understanding of several careers and personal commitment to explore those careers

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix F

Careers In Tourism (True/False Quiz)

What Is It Really Like?

Place a check mark in the appropriate box (T = true, F = false).

Questions	T	F
1. Tourism is a nice career and pays minimum wage.		
2. All people who work in tourism get free trips as a job benefit.		
3. Tourism jobs only offer shift work and part-time employment.		
4. Tourism jobs are only available in summer months.		
5. All tourism jobs involve working face-to-face with the public.		
6. Tourism provides only temporary jobs for students until they start their careers.		
7. Tourism jobs are found only in hotels, airlines, and travel agencies.		
8. Post-secondary education and training are not needed for employment in the tourism industry.		
9. A university education in tourism will secure you a management position in the industry.		
10. Changes and advances in technology do not have an impact on tourism careers.		

Appendix G

Job Levels In Tourism

<p>Level 1</p> <p><u>Entry Level Jobs/Positions</u></p> <ul style="list-style-type: none">• How most people begin in the business• Frequently works directly with people• Has specific job requirements and tasks• Often requires lower levels of education• Offers lots of room for growth• Can develop into future careers	<p>Level 2</p> <p><u>Supervisory Positions</u></p> <ul style="list-style-type: none">• Has specific, hands-on jobs• Directs and makes guidelines for others• Assesses employee performance• Coaches and disciplines employees• Hires and schedules level 1 employees
<p>Level 3</p> <p><u>Management Positions</u></p> <ul style="list-style-type: none">• Worker has more complex and diverse skills• Responsible for budgets and resource management Involved with analysis and planning• Creates and manages change• Initiates staff development Promotes organizational growth• Promotes interaction with other tourism sectors• Contributes to the community	<p>Level 4</p> <p><u>Executive Positions</u></p> <ul style="list-style-type: none">• Responsible for more than one line of business• Employed in head offices of international, national, or provincial chains• Responsible for strategic planning of the future of the organization• Analyses and solves complex organizational problems• Often reports to a board of directors for an organization

Appendix H

Tourism Service Careers

<p>Entry Level Tourism/Visitor Information/Counsellor (Information Centre, Auto Club) Information Centre Clerk or Guide Miscellaneous Tourism Services</p> <ul style="list-style-type: none">• Retail Sales Clerk• Sales Representative	<p>Supervisory Level Information/Visitor Information Centre Supervisor Miscellaneous Tourism Services Business Travel Specialist Destination Development Specialist Tourism Research Assistant Tourism Market Researcher</p>
<p>Management Level Auto Club Travel Manager Tourism Association Manager Key Tourism Positions in Government Director, Policy Researcher and Planning Director, Domestic Marketing Director, Tourism Services Director, Tourism Development Director, Human Resources Tourism Information Centre Manager Manager, Media Relations Manager, Meetings and Incentive Travel Manager, Travel and Trade Sales Manager, International Marketing Miscellaneous Tourism Services</p> <ul style="list-style-type: none">• Travel Writer/Photographer• Tourism Consultant/Researcher• Tourism Educator• Public Relations Manager• Media/Trade Press Specialist• Tourism Research/ Statistics Specialist <p>Reservation Service Manager Retail Merchandiser (Tourism Operations)</p>	<p>Executive Level Deputy Minister of Tourism Minister Responsible for Tourism</p>

Appendix I

Oral Presentation Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Voice	- unclear most of the time	- unclear some of the time	- clear and easy to hear	- spoke clearly and confidently
Eye Contact	- limited eye contact	- only moderate eye contact	- sometimes made eye contact	- good eye contact
Visual	- limited use of suitable visual	- good visual but didn't use it	- visual made presentation better	- visual was very creative
Focus	- unclear what was meant	- sometimes unclear what was meant	- most of the time clear what was meant	- always clear what was meant
Demonstration of Knowledge				
Geographical Location	Limited	Adequate	Proficient	Superior
Cooking Tools	Limited	Adequate	Proficient	Superior
Social Customs	Limited	Adequate	Proficient	Superior
Staple Grain Eaten	Limited	Adequate	Proficient	Superior
Fruits and vegetables	Limited	Adequate	Proficient	Superior
Milk	Limited	Adequate	Proficient	Superior
Meat and meat alternates	Limited	Adequate	Proficient	Superior
National dishes	Limited	Adequate	Proficient	Superior
Group Support During Demonstration	- some people did very little - group frequently off task during the demonstration - limited organizational skills	- one or two people did more work than the rest - group occasionally off task during the demonstration - some organizational skills	- workload was fairly evenly shared; each member of the group was involved - group on task during the demonstration - well-organized group	Workload was evenly shared; each member of the group was enthusiastically involved - group worked collaboratively during demonstration - excellent organization

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix J

Guest Speaker Observation Sheet

Complete this information sheet for each guest speaker and submit worksheet for marking.

Job Description

Educational Requirements

Job Skills and Training

Career and Job Opportunities

Types and Uses of Computer Programs in Your Field

Positive and Negative Effects of Computerization on Your Field

How Does Your Area of Hospitality and Tourism Affect the Environment?

Appendix K

Test

Tourism: A World of Opportunity

1. What is tourism?
2. Fill in two jobs for each of the following sectors of tourism.
 - Accommodation
 - Food and Beverage
 - Transportation
 - Travel Trade
 - Events/Conferences
 - Attractions
 - Adventure/Tourism
 - Travel Services
3. Why is tourism considered a good career choice for youth today?
4. Why are the skills of communication, time management, and teamwork important in the tourism industry?
5. Write an invitation to a possible guest speaker working at the management level in the fast food industry.
6. Suggest five possible topics that you would like him/her to include in a presentation to high school students. Use your letter-writing format to assist you with this question.

Appendix L

What's That Tool?

Examine the displays of tools around the room. Find the tool that most closely resembles the picture on this worksheet and try to fill out the chart.

Use the expertise of your classmates and the resources found in the room.

Tool	Name	Country/Culture of Origin	Use

Appendix M

Demonstration Project

Brainstorm with your group to make some important decisions and arrive at your destination, "The Demonstration". Your teacher has a box of standardized recipes for each culture that will help you to know how the recipe looks (colour, texture, shape, and size). When you try the recipe you will want to taste the standard recipe. Please do not adjust seasoning without checking with your teacher. Your teacher has an assessment tool that indicates the factors involved in presenting the best demonstration. This tool is called a rubric. Use this tool to assess your work as a group.

- T - Task to be researched** – Pick a country, culture, and food product to research. Include geographic location, languages spoken, staple foods, staple grain products, fruits and vegetables, milk and milk products, meat alternatives, and national dishes.
- O - Outline a Basic Plan** – Your group needs to equitably assign activities to each member. You need to devise materials and equipment list, and a plan for displaying your food product. You need to plan and rehearse a script using oral presentation rubrics or checklists to assess and revise your demonstration. Remember to practice your group's recipe to achieve a standard product. Note the timelines for handing in your work decided by your class and teacher. Each group creates a poster illustrating criteria listed on the Foods of the World worksheet (Appendix O – Foods of the World Comparison Chart).
- U - Understand the Process** – It is important to assign roles to each person in the group in an equitable manner. All group members must be involved equally on the day of the demonstration to make the activity go smoothly.
- R - Revise Your Plan** – Revision to your plans and duties needs to be made as you practise your product, write your demonstration, and rehearse your script. Create a colourful backdrop for your display. *Please keep a log of your changes* indicating the date, change and reason for the change.
- I - Implement Your Plan** – Start by handing in your plans and log in your folder every day. Don't take the folders out of the room as you need them daily to enter your work. Your teacher shall assess your progress and assist you with your planning.
- S - Sample Your Product** – It is important that you try your recipe once in class before you demonstrate it for the class. If you want to use a recipe that is not in the teacher's recipe file, it must be approved by the teacher. This recipe will need to be reformatted to include the characteristics of a good standard product.
- M - Make an Assessment of Your Plan** – One of the most important parts of your learning is to assess both your progress as well as the progress of your group. Your ability to revise and change your plans as you progress through your project is key to help you make independent decisions in the future. It may be hard to remain objective.

Appendix N

Sample Food Demonstration Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Planning	- limited grasp of following a time plan	- some grasp of following a time plan	- followed time plan with minor adjustments	- excellent grasp of time planning
	- work schedules incomplete, tasks not completed	- work schedules mostly complete, some tasks not assigned	- work schedules complete, some tasks assigned inequitably	- work schedules complete, assigned tasks equitably
	- limited time to complete clean up	- some time to complete clean up	- sufficient time to complete clean up	- cleaned up with time to spare
	- utensils, appliances, work areas, and tables not effectively cleaned	- some utensils, appliances, work areas, and tables not effectively cleaned	- most utensils, appliances, work areas, and tables effectively cleaned	- all utensils, appliances, work areas, and tables effectively cleaned
	- limited time for class/personal assessment and discussion of products	- some time for class/personal assessment and discussion of products	- adequate time for class/personal assessment and discussion of products	- time for thoughtful class/personal assessment and discussion of products
Preparation	- all members reminded to tie back and cover hair, wash hands, and wear aprons	- some members reminded to tie back and cover hair, wash hands, and wear aprons	- all members have hair tied back and covered, washed hands, and wore aprons	- all members were immaculate with hair tied back and covered, hands washed, and wore aprons
	- seldom used proper measurement techniques	- sometimes used proper measurement techniques	- mostly used proper measurement techniques	- always used proper measurement techniques
	- seldom selected and used proper equipment	- sometimes selected and used proper equipment	- mostly selected and used proper equipment	- always selected and used proper equipment
	- display table not set according to plan	- display table partially set up according to plan	- display table set up according to plan	- display table exceeded all expectations of plan
	- all members demonstrated safe handling of equipment only with reminders	- all members demonstrated safe handling of equipment with some reminders	- all members demonstrated safe handling of equipment	- all members demonstrated safe and confident handling of equipment and promoted safe handling to other students

Appendix N (Continued)

Product	- varies from standard product in colour/shape/size/ taste	- varies from standard product in one of colour/ shape/size/taste	- meets standard product in two of colour/shape/size/ taste	- meets standard product in all areas colour/ shape/size/ taste
	- may be over/undercooked	- cooked adequately	- cooked to standard	- cooked to perfection
	- limited presentation	- adequate presentation	- effective presentation	- beautiful presentation
	- no garnish	- some garnish	- well garnished	- exquisite garnish
Presentation Skills: eye contact, visual contact, focus	- demonstrates limited awareness of presentation skills	- demonstrates some awareness of presentation skills	- demonstrates some control of presentation skills	- demonstrates sophisticated control of presentation skills
	- length of presentation too long/short: __ minutes	- length of presentation too long/short: __ minutes	- length of presentation adequate: __ minutes	- length of presentation perfect: ____ minutes

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix O

Foods of the World Comparison Chart

Part Of The World	Location	Cooking Tools	Social Customs	Grain Products	Fruits and Vegetables	Milk Products	Meats and Alternates	National Dishes
Mexico								
Central America								
The Caribbean								
Brazil								
Japan								
China								
Korea								
India								
Peru								
Argentina								
South Africa								
North Africa								
Arab Countries								
Israel								
The British Isles								
France								
Portugal								
Germany								
Austria								
Italy								
Greece								

Appendix P

Works Independently Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Accomplishes tasks independently	- accomplishes simple tasks only with assistance	- accomplishes simple tasks independently and complex tasks only with assistance	- accomplishes simple and complex tasks independently	- accomplishes simple and complex tasks independently and with confidence
Demonstrates self-direction in learning	- rarely seems to know what to do	- knows what to do some of the time	- knows what to do most of the time	- routinely knows what to do
Accepts responsibility for completing tasks	- rarely accepts responsibility for completing tasks	- often accepts responsibility for completing tasks	- usually accepts responsibility for completing tasks	- routinely accepts responsibility for completing tasks

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Checklist for Ongoing Observation of Student Work Habits

* to be used to support above rubric

Criteria	Never	Sometimes	Frequently	Always
Follows instructions				
Regularly completes assignments on time and with care				
Independently selects, evaluates, and uses appropriate learning materials, resources and activities				
Demonstrates persistence in bringing task to completion				
Uses time effectively				
Uses prior knowledge and experience to solve problems and make decisions				
Reflects on learning experiences				

Adapted from Simcoe County DSB

Appendix Q

Organization Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Organizes work when faced with a number of tasks	- organizes work with limited competence	- organizes work with moderate competence	- organizes work with considerable competence	- organizes work with a high degree of competence
Devises and follows a coherent plan to complete a task	- lacks plan of organization	- rudimentary plan of organization	- general plan of organization	- logical and coherent plan of organization
Manages and uses time effectively and creatively	- manages time with limited effectiveness	- manages time with moderate effectiveness	- manages time with considerable effectiveness	- manages time with a high degree of effectiveness
Anticipating the unexpected	- lacks awareness of how to minimize surprises and unexpected contingencies	- an initial effort to minimize surprises and unexpected contingencies	- a clear strategy to minimize surprises and deal with unexpected contingencies	- insightfully minimizes surprises and deals with unexpected contingencies

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Checklist for Ongoing Observation of Organizational Skills

* to be used to support above rubric

Criteria	Never	Sometimes	Frequently	Always
Follows specific steps to reach goals or to make improvements				
Revises steps and strategies when necessary to achieve a goal				
Identifies appropriate sources, resources and technologies when gathering information				
Demonstrates ability to organize and manage information				
Follows an effective process for inquiry and research				
Uses appropriate information technologies to organize information and tasks				

Adapted from Simcoe County DSB

Appendix R

Work Habits/Homework Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Puts forth consistent effort	- infrequently or never puts forth effort	- usually puts forth effort	- puts forth effort most of the time	- routinely puts forth effort
Completes homework on time and with care	- rarely completes homework on time	- occasionally completes homework on time	- usually completes homework on time	- regularly completes homework on time
Follows directions	- has difficulty following directions all the time	- follows directions some of the time	- follows directions most of the time	- routinely follows directions
Applies effective study practices	- rarely demonstrates effective study skills	- sometimes demonstrates effective study skills	- demonstrates effective study skills most of the time	- routinely demonstrates effective study skills

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Checklist for Ongoing Observation of Student Work Habits/Homework

* to be used to support above rubric

Criteria	Never	Sometimes	Frequently	Always
Shows attention to detail				
Uses materials and equipment effectively				
Begins work promptly and uses time effectively				
Perseveres with complex projects that require sustained effort				

Adapted from Simcoe County DSB

Appendix S

Initiative Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Seeks new opportunities for learning	- rarely seeks new opportunities for learning	- seeks new opportunities for learning some of the time	- seeks new opportunities for learning most of the time	- routinely seeks new opportunities for learning
Seeks necessary and additional information in print, electronic and media resources	- rarely seeks necessary and additional information	- seeks necessary and additional information some of the time	- seeks necessary and additional information most of the time	- routinely seeks necessary and additional information
Requires little prompting to complete tasks, displaying self-motivation and self-direction	- routinely needs prompting to begin and complete tasks	- sometimes needs prompting to begin and complete tasks	- occasionally needs prompting to begin and complete tasks	- rarely needs prompting to begin and complete tasks
Seeks assistance when needed	- rarely seeks assistance when needed	- sometimes seeks assistance when needed	- seeks assistance when needed	- routinely seeks assistance when needed

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Checklist for Ongoing Observation of Student Initiative

* to be used to support above rubric

Criteria	Never	Sometimes	Frequently	Always
Responds to challenges and takes risks				
Demonstrates interest and curiosity about objects, events, and resources				
Identifies problems to solve, conducts investigations, or generates questions for further inquiry				
Approaches new learning situations with confidence and a positive attitude				
Attempts a variety of learning activities				
Uses information technologies in new ways to improve learning for self and others				

Adapted from Simcoe County DSB

Coded Expectations, Hospitality and Tourism Technology, TFJ2O

Theory and Foundation

Overall Expectations

TFV.01F

- describe the scope of the tourism and hospitality industries;

TFV.02F

- describe geographical locations of food origins;

TFV.03F

- identify and describe the equipment, tools, and procedures used to measure and handle food products;

TFV.04F

- describe regional tourism activities;

TFV.05F

- demonstrate knowledge of related specialized tools and equipment.

Specific Expectations

TF1.01F

- identify the role of the food services industry locally, provincially, nationally, and internationally;

TF1.02F

- identify the role of the travel and tourism industry locally, provincially, nationally, and internationally;

TF1.03F

- identify where food products originate;

TF1.04F

- report on conferences, events, attractions, and other tourism opportunities;

TF1.05F

- demonstrate understanding of some tools and equipment used in the tourism industry, such as advertising and Internet shopping;

TF1.06F

- demonstrate knowledge of measuring techniques;

TF1.07F

- demonstrate an understanding of safe food-handling procedures.

Skills and Process

Overall Expectations

SPV.01F

- select and use tools and equipment for food preparation, handling, storage, and serving;

SPV.02F

- organize and advertise small-scale excursions and events;

SPV.03F

- demonstrate different cooking methods;

SPV.04F

- demonstrate software applications used in the hospitality and tourism fields;

SPV.05F

- demonstrate understanding of the importance of communication, time-management, and teamwork skills.

Specific Expectations

SP1.01F

- apply proper food-handling and food-processing techniques;

SP1.02F

- operate kitchen, baking, and confectionary equipment;

SP1.03F

- use correctly a variety of cooking methods to prepare simple recipes;

SP1.04F

- describe computerized travel management systems and other software applications;

SP1.05F

- describe computerized food services management systems;

SP1.06F

- demonstrate a range of teamwork, organizational, and communication skills;

SP1.07F

- understand the importance of accurate measurement techniques, such as those used in calculating survey results, in measuring liquids, in accounting for money.

Impact and Consequences

Overall Expectations

ICV.01F

- demonstrate understanding of environmental and social issues related to hospitality and tourism;

ICV.02F

- apply industry standards related to personal and workplace hygiene;

ICV.03F

- identify professional opportunities in hospitality and tourism.

Specific Expectations

IC1.01F

- explain health and safety standards as they relate to processes, materials, tools, and equipment in the hospitality and tourism industry;

IC1.02F

- explain the challenges of environmental sustainability in ecotourism;

IC1.03F

- identify the purposes of standards in the food services industry;

IC1.04F

- explain the impact and application of health and safety laws and regulations;

IC1.05F

- describe related career opportunities and the education and training required to gain entry to those positions;

IC1.06F

- demonstrate the ability to apply personal, health, and workplace safety regulations in the handling of equipment and materials;

IC1.07F

- describe the processes used to develop products.

Unit 1: What Is Hospitality and Tourism?

Time: 10 hours

Unit Description

This unit provides students with an overview of eight diverse sectors of Hospitality and Tourism (accommodation, food and beverage, adventure tourism/recreation, transportation, travel trade, events and conferences, attractions and tourism services). Students investigate facts and myths and become aware of the range of career opportunities in each sector. This unit introduces students to people employed in the Hospitality and Tourism industry and lays the groundwork for job shadowing. Students begin to view the role of hospitality and tourism in their community, province, country, and beyond. As a culminating event, students plan a social event with one or more guest speakers. Students are engaged in peer and self-assessment. They use rubrics and checklists when writing reports and making presentations. Teachers assess and evaluate reports, journals, and assignments using the same tools adapted by class/students and change levels into marks. Teachers give diagnostic tests to check student progress and engage in remediation before a final test on this unit.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations: TFV.01F, SPV.04F, SPV.05F, ICV.01F, ICV.03F.

Specific Expectations: TF1.01F, TF1.02F SP1.06F, IC1.05F.

Activity Titles (Time + Sequence)

Activity 1	Categories Game – The Eight Sectors of Hospitality and Tourism	175 minutes
Activity 2	Questionnaire – The Myths and Facts of Tourism	175 minutes
Activity 3	Welcoming the Hospitality/Tourism Community into Our Classroom	175 minutes
Activity 4	Investigating a Career – Introduction to Job Shadowing	75 minutes

Prior Knowledge Required

Students should:

- have effective verbal skills;
- have an understanding of teamwork, time-management, and communication skills;
- have critical thinking skills;
- have collaborative/co-operative learning skills;
- be familiar with journal writing;
- be familiar with brainstorming techniques;
- have collaborative/co-operative group skills;
- be familiar with mind mapping/webs;
- have computer/Internet skills;
- have an understanding of design process.

Unit Planning Notes

Teachers should:

- review planning notes in each activity as specified;
- obtain rubric and assessment material from other departments well in advance;
- book Library/Resource Centre in advance.

Teaching/Learning Strategies

A variety of teaching/learning strategies are used throughout this course including the following:

- brainstorming – group generation of initial ideas expressed without criticism or analysis;
- buddy system – links students for peer/cross/age support;
- class discussion – students actively participate by taking turns while discussing current issues;
- collaborative/co-operative learning – small group learning to organize curriculum experiences;
 - The composition of the groups may be random or selected by the teacher to ensure that optimum conditions for learning can occur. Distinct measurable roles for each participant are important.
- computer assisted learning – learning of new material or review/reinforce material previously learned;
- conferencing – student-to-student discussion; student-to-teacher discussion;
- design process – students gather knowledge of particular topic(s) and answer questions individually and in groups;
- homework – an extension of classroom learning;
- independent study – students explore and research a topic of interest;
- issue-based analysis – used to develop the skills of synthesis and analysis;
- jigsaw – specialized group learning followed by home group sharing;
- journal writing – the practice of expressing ideas, experiences, questions, reflections, personal understanding, or new learning in written form on a regular basis;
- learning centres – assigned spaces where learning activities are provided which promote choice, thought, exploration, and interaction;
- mind mapping – involves representing physical, demographic and numerical data through visual formats and shows relationships among ideas;
- note making – a method of recording information for a variety of purposes;
- problem solving – model for helping students to identify and work through a problem;
- report/presentation – oral and written presentation of researched topic to class or school community;
- research – model of investigation;
- the web – representation of connection between ideas.

Assessment and Evaluation

Assessment strategies shall include various methods of formative and summative assessment to ensure students are meeting the expectations as they have been described. It is important for the students to demonstrate success in this or any other course they subscribe to.

The assessment plan includes the following:

Personal communication;

- classroom discussion
- completion of interview(s)
- introduction and thanking of guest speakers
- letter writing
- peer assessment
- project/portfolio self-assessment
- journal/learning logs and reflective learning
- reading response
- self-assessment
- student-teacher conference

Paper and pencil tests;

- activity/answer sheets
- classroom tests
 - selected response

-
- constructed response
 - student-generated research data
 - unit tests/quizzes (knowledge)

Performance assessment.

- classroom presentations and observations
- formal/informal observation of group work
- tourism activity plan

Assessment tools include:

- checklists;
- marking schemes;
- rubrics;
- anecdotal comments with suggestions for improvement (self/peer/teacher).

Resources

Books

Canadian Tourism Resource Council. *Career Planning Guide*. Canada: 1996. ISBN 1-896229-51-4

Cartwright, Fraser and Gerry Pierce. *Regional Dynamics: A Geography of Travel and Tourism*. Toronto: Oxford University Press, 1995. ISBN 019 540 9523

Canadian Tourism Human Resources Council, "Career Planning Guide," 1996.

"Tourism: A World of Opportunity," Canadian Tourism Human Resource Council 1997.

ISBN 1-555247-021-0

"A Career In Tourism-You Decide How Far To Go," Canadian Tourism Human Resource Council 1995.

ISBN 1-896229-91-3

CD-ROM

Ministry of Education and Training. *Career Cruising*. (CD sent to student services offices by MET)

Choices. Ministry of Education and Training

Web Sites

Career Explorer (Internet access through MET, sent to student services offices)

www.cx.bridges.com

Job Futures (Internet access)

www.hrhc-drhc.gc.ca

(suggestion: go to site map, labour market information, and job futures)

www.careers.ocas.on.ca

Tourism Ontario (Ministry of Economic Development, Trade and Tourism)

<http://www.Ontario-Canada.com> (click on Ministry of Tourism)

Human Resources

Student Services Department - computer programs to assist with career exploration and investigation of college and university programs

Guest speakers - Ontario Tourism Economic Council Representatives

– will bring videos as part of their free presentation

Activity 1: Categories Game - The Eight Sectors of Hospitality and Tourism

Time: 175 minutes

Description

Students are introduced to the eight sectors of Hospitality and Tourism (accommodation, food and beverage, adventure tourism, transportation, travel trade, attractions, events and conferences and tourism services). Students work collaboratively as they investigate careers using games, learning centre activities, and report writing.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.01F - describe the scope of the tourism and hospitality industries;

ICV.03F - identify professional opportunities in hospitality and tourism;

SPV.05F - demonstrate understanding of the importance of communications, time-management, and teamwork skills.

Specific Expectations

SP1.06F - demonstrate a range of teamwork, organizational, and communication skills.

Planning Notes

Teachers should:

- duplicate introduction game (categories sheets) for each student (Appendix A – Categories Game);
- duplicate Eight Sectors of Hospitality and Tourism for each student (Appendix B – Canadian Tourism Industry Sectors);
- create overheads and worksheets showing the eight sectors of tourism and hospitality (Appendix C – Tourism Sectors);
- arrange room into eight different learning areas, one for each sector of Hospitality and Tourism;
- gather pictures and brochures representing each sector of tourism and hospitality in the learning centres;
- design triangular place cards one per sector with components of sector listed inside the folded portion;
- obtain copies of checklists and rubrics used for report writing by the English Department or create one for specifically for the activity.

Prior Knowledge Required

Students should :

- have effective verbal skills;
- have critical thinking skills;
- have collaborative/co-operative learning skills;
- be familiar with journal writing;
- be familiar with brainstorming techniques.

Teaching/Learning Strategies

- Students locate someone in the classroom who has been involved with one of the categories/activities listed on the game sheet and has them place their initials by the activity. When all the categories have been initialed students call out “tourism” and are seated (Appendix A – Categories Game). This game should be adapted to suit the local community (for example, use the names of local sports teams).

-
- Students form eight groups (three or four students per group) to complete learning center activities. Each group is given a triangular place card labelled with one of the eight tourism sectors. Students discuss the title of their group (a tourism sector) and its relationship to the categories/activities sheet (Appendix A – Categories Game).
 - Teacher leads discussion drawing out responses and identifying experiences that the students may have had in all eight sectors of hospitality and tourism.
 - Teacher unpacks a suitcase of gathered pictures and materials pinning them on a bulletin board. One student from each group selects components that match their sector of hospitality and tourism.
 - Each group brainstorms and predicts other components that they think might belong in their sector. Students undo name cards to find list of all components in their sector and score their predictions. (See relevant portion of Appendix B – Canadian Tourism Industry Sectors.)
 - Students participate in a learning centre strategy where they record research information from their group and visit the seven remaining centres and record the research information of other groups on a Fact Sheet (The Eight Sectors of Tourism) provided by the teacher. Include resources that depict a variety of categories in each sector (Appendix C - Tourism Sectors).
 - Students peer and/or self-assess their participation using a rubric/checklist (Appendix D – Group Work/Teamwork Rubric).
 - Students reflect on all eight sectors and write a report choosing three sectors that may interest them giving three or four reasons for their choice (Appendix E – Report Writing Rubric).
 - Students discuss this information in pairs.
 - Students write reflections in journal on three sectors of interest and why they interest them.
 - Teacher assigns a report, How My Career Plans Can Fit into the Tourism Industry and discusses the rubric for report writing (Appendix E – Report Writing Rubric).
 - The class suggests any adaptations needed. The teacher ensures that each student has an accurate revised rubric for completing the assignment (see Resources).
 - Students reflect on careers in the Tourism and Hospitality area and personalize the information in the form of journal writing and report writing giving three to four possible careers and a rationale for picking each of those careers. Students show some personal relationship toward the concepts in the lessons (Appendix E – Report Writing Rubric).
 - Students write and share their reports with the group, assessing each other’s reports using the revised checklist and rubric to give each other feedback (Appendix E – Report Writing Rubric). Teacher provides samples of well written reports on a different topic to assist students with assessment. Students discuss peer assessments.
 - Students revise report and groups again assess each others’ work and give feedback.
 - Students revise their report, assess their work using the rubric and hand in completed report to the teacher for assessment and evaluation. These reports becomes part of individual student portfolios.

Assessment/Evaluation Techniques

Assessment/evaluation is based on:

- formative assessment of group work, illustrating the students’ ability to assist each other with checklists and rubrics and interpret an existing model (exemplar) to assist with report writing (Appendix E – Report Writing Rubric);
- formative assessment by teacher of journal reflections;
- summative assessment by teacher of writing response;
- the handout of sectors of tourism with responses completed.

Accommodations

- Working in groups and peer tutoring.
- Teaching/conferencing regarding career paths.

- Adjusting the length of a written response or the time allotted.
- Design of a collage of interesting appealing jobs.
- Category game should be adjusted to reflect local events, teams and attractions.

Resources

Canadian Tourism Resource Council. *Career Planning Guide*. Canada: 1996. ISBN 1-896229-51-4
A Career In Tourism – You Decide How Far To Go. Canadian Tourism Human Resource Council, 1995. ISBN 1-896229-91-3
 Cartwright, Fraser and Gerry Pierce. *Regional Dynamics: A Geography of Travel and Tourism*. Toronto: Oxford University Press, 1995. ISBN 019 540 9523
Tourism: A World of Opportunity. Canadian Tourism Human Resource Council, 1997. ISBN 1-555247-021-0

Web Sites

Career Explorer (Internet access through MET, sent to Student Services offices)
www.cx.bridges.com
 Job Futures (Internet access)
www.hrhc-drhc.gc.ca
 (suggestion: go to site map, labour market information, and job futures)
 Career Search
www.careers.ocas.on.ca
 Tourism Ontario (Ministry of Economic Development, Trade and Tourism)
<http://www.Ontario-Canada.com>

Human Resources

Guest speakers - Ontario Tourism Economic Council Representatives
 – will bring videos as part of their free presentation

Activity 2: Questionnaire-The Myths and Facts of Tourism

Time: 175 minutes

Description

Students begin to examine the career opportunities available in the hospitality industry/tourism industry. They use computer technologies and co-operative learning strategies to design an oral presentation.

Strand(s) and Expectations

Strand(s): Theory and Foundations, Skills and Process, Impact and Consequences

Overall Expectations

TFV.01F - describe the scope of the tourism and hospitality industries;
 SPV.04F - demonstrate software applications used in the hospitality and tourism fields;
 ICV.03F - identify professional opportunities in hospitality and tourism;
 SPV.05F - demonstrate understanding of the importance of communication, time-management, and teamwork skills.

Specific Expectations

TF1.01F - identify the role of the food services industry locally, provincially, nationally, and internationally;
 TF1.02F - identify the role of the travel and tourism industry locally, provincially, nationally and internationally;
 SP1.06F - demonstrate a range of teamwork, organizational, and communication skills.

Planning Notes

Teachers should:

- prepare questionnaire on tourism myths or use Ontario Tourism Educational Council (OTEC) materials (Appendix F – Careers in Tourism);
- prepare overheads of job dictionaries of occupations showing the four levels of employment and the careers found in each level. Use Ontario Tourism Educational Council (OTEC) material or Appendix G – Job Levels in Tourism and Appendix H – Tourism Service Careers;
- book computer lab and load the *Career Cruising* CD-ROM;
- obtain a checklist and rubric on presentations from the English Department or create your own see (Appendix I – Oral Presentation Rubric);
- book Internet to use for tourism fact finding;
- prepare paper and pencil test on tourism definitions and two careers per sector and mix and match tourism terms (Appendix K – Test, Tourism: A World of Opportunity).

Prior Knowledge Required

Students should:

- have an understanding of the eight sectors of tourism;
- have collaborative/co-operative group skills;
- be familiar with mind mapping/webs;
- have computer skills, Internet skills;
- have an understanding of design process (Appendix M - Demonstration Project).

Teaching/Learning Strategies

- Students complete a true/false questionnaire on careers in tourism (diagnostic tool). This questionnaire explores myths involving levels and variety of employment, shift work, travel perks, wages, education needed, global skills, seasonal work, and opportunities for advancement. This questionnaire is to assess student perceptions of tourism (Appendix F – Careers in Tourism, True/False Quiz).
- Teacher conducts a Socratic lesson on the four job levels of the Tourism Industry (entry/ front line/operational, supervisory, management, and executive) and the required experience, skills, and training that are needed for each level. Students record notes (Appendix G – Job Levels in Tourism).
- Students form groups, and brainstorm and create mind maps/webs of careers found under each of the four headings in one of eight sectors. Teacher uses overheads of job dictionaries of all eight sectors and leads a discussion around the four levels of jobs in each sector having students compare and contrast these placements with those that they have brainstormed (Appendix H – Tourism Service Careers).
- In the computer lab or Student Services Department, each student searches for the three possible careers they have selected in their activity report and note the sector, level, education, opportunities for growth, and a career path suggested on the CD-ROM.
- Students group by tourism sector (as listed in Appendix B – Canadian Tourism Industry Sectors), discuss a presentation checklist/rubric, present in their group, assess, rewrite, and present their information to the class using charts, visuals, and overheads. Teacher evaluates and assesses work using rubrics and checklist (Appendix I – Oral Presentation Rubric).
- Students complete a paper and pencil test (Appendix K – Test, Tourism: A World of Opportunity).
- In the computer lab students research the role of tourism provincially, nationally and internationally using tourism web sites for their investigation.

Assessment/Evaluation Techniques

- Diagnostic assessment using a true/false questionnaire and maps/webs of careers in tourism and hospitality
- Formative assessment - peer assessment of report writing (Appendix E – Report Writing Rubric)
- Summative assessment/evaluation teachers assess and evaluate written and oral reports

Accommodations

- Oral quiz.
- Handouts of job levels in tourism and tourism careers sheet.
- Work in groups, peer tutoring.
- Adjust the length of a written response or the time allotted.
- Teachers may match personalities and aptitudes with groups to ensure optimal success in report and computer assignments.

Resources

Canadian Tourism Human Resources Council. *Career Planning Guide*. 1996.

A Career In Tourism – You Decide How Far To Go. Canadian Tourism Human Resource Council, 1995. ISBN 1-896229-91-3

Tourism: A World of Opportunity. Canadian Tourism Human Resource Council, 1997. ISBN 1-555247-021-0

CD-ROM

Ministry of Education and Training. *Career Cruising*. (CD-ROM sent to Student Services offices by MET)

Choices. Ministry of Education and Training

Web Sites

Career Explorer (Internet access through MET, sent to Student Services offices
www.cx.bridges.com

Job Futures (Internet access)
www.hrdc-drhc.gc.ca

(suggestion: go to site map, labour market information, and job futures.

Career Search
www.careers.ocas.on.ca

Tourism Ontario (Ministry of Economic Development, Trade and Tourism)
<http://www.Ontario-Canada.com>

Human Resources

Guest speakers – Ontario Tourism Economic Council Representatives
– will bring videos as part of their free presentation

Student Services Department – computer programs to assist with career exploration and investigation of college and university programs.

Activity 3: Welcoming the Hospitality/Tourism Community into Our Classroom

Time: 175 minutes

Description

Following the example illustrated by the teacher, students invite and host members of the community to speak to their classmates. Topics to examine could include the importance of tourism to the community, the global impact of the food service industry, and computerization in their areas of tourism and hospitality.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Process, Impact and Consequences

Overall Expectations

TFV.01F - describe the scope of the tourism and hospitality industries;

SPV.05F - demonstrate understanding of the importance of communication, time-management and teamwork skills;

ICV.01F - demonstrate understanding of environmental and social issues related to hospitality and tourism;

ICV.03F - identify professional opportunities in hospitality and tourism.

Specific Expectations

TF1.01F - identify the role of the food services industry locally, provincially, nationally, and internationally;

TF1.02F - identify the role of the travel and tourism industry locally, provincially, nationally, and internationally;

SP1.06F - demonstrate a range of teamwork, organizational, and communication skills;

IC1.05F - describe related career opportunities and the education and training required to gain entry to those positions.

Planning Notes

Teachers should:

- book or confirm booking of speakers in hospitality and tourism from the community;
- prepare worksheet for guest speaker day (Appendix J – Guest Speaker Observation Sheet);
- develop a list of potential guest speakers from each of the hospitality and tourism sectors;
- obtain letter writing format from Business Studies/English Department or examine templates for invitation and thank you letters.

Prior Knowledge Required

Students should:

- be familiar with computer usage;
- have oral presentation skills;
- be familiar with collaborative learning techniques.

Teaching/Learning Strategies

- Teacher (or student) invites tourism representatives (from their community) as guest speakers to the class. The focus of their presentation is the following: job description, educational requirements, job skills and training, and careers and job opportunities in their sector. Speakers should talk about the types and uses of computer programs in their sector and should also explain the positive and negative effects of computerization in their field. When possible speakers explain the effect of globalization in their field and the effect of their tourism sector on the environment.
- Teacher models introduction and thanking of initial speaker.
- Students form groups and develop protocols in the form of checklists to use for welcoming and assisting guest speakers to their classroom. Teacher leads class discussion and negotiates the best protocol and vision of the event for all groups to use. As the course progresses each group has an opportunity to host a guest speaker. A schedule is determined for the sequence and dates and sectors of guest speakers.
- Students brainstorm the contents of a letter of invitation and compose the letters following a Business Studies/English model using a computer.
- The group responsible for the guest speaker must write and present an oral introduction and formal thank you letter for their speaker.

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- Groups responsible for guest speakers reflect on their position as hosts and assess their performance.
 - Students complete a guest observation worksheet for submission (Appendix J – Guest Speaker Observation Sheet).
 - Students write a reflection in their journals regarding hospitality and tourism as expressed by their guest speakers. The group hosting also writes a reflection entitled The Role of the Host is...

Assessment/Evaluation Techniques

- Formative assessment by teacher of student report/journal writing (Appendix E – Report Writing Rubric).
- Formative assessment of learning skills (Appendix P – Works Independently Checklist, Appendix D – Group Work/Teamwork Rubric, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, and Appendix S – Initiative Checklist).
- Summative assessment of letter composition (could be shared with the English teacher).
- Summative assessment of guest speaker worksheet (Appendix J – Guest Speaker Observation Sheet).

Accommodations

- Students may choose to approach guest speakers on their own in a specified Hospitality and Tourism sector.
- Work in groups, pairs and peer tutoring.
- Teacher/student conference.
- Adjust length of written response.
- Use of letter writing format on computer.
- Oral response.
- Teachers may match personalities and aptitudes within groups to ensure optimum success in letter writing and oral skills (e.g., greeting and introduction of speaker).

Resources

A Career In Tourism-You Decide How Far To Go. Canadian Tourism Human Resource Council, 1995.
ISBN 1-896229-91-3

Guest speakers - Ontario Tourism Economic Council Representatives
– will bring videos as part of their free presentation

Tourism: A World of Opportunity. Canadian Tourism Human Resource Council, 1997.
ISBN 1-555247-021-0

Activity 4: Investigating a Career - Introduction to Job Shadowing

Time: 75 minutes

Description

Students will be familiar with job shadowing from the Take Our Kids to Work Day™ that they experienced in Grade 9. In this activity the students job shadow a hospitality and tourism placement near the end of the semester.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

ICV.03F - identify professional opportunities in hospitality and tourism.

Specific Expectations

IC1.05F - describe related career opportunities and the education and training required to gain entry to those positions.

Planning Notes

Teachers should:

- review Take Our Kids to Work Day™ program;
- speak with co-operative education coordinator in your school;
- examine Board Policies and regulations on job shadowing and obtain necessary forms.

Teaching/Learning Strategies

- Class discussion of the benefits of Take Our Kids to Work Day™.
- Brainstorm specific locations preferred by students for job shadowing.
- The teacher summarizes responses on overhead and keeps for future reference (a culminating activity). The teacher talks about possible sites and times.
- The teacher stresses the necessity of finding hospitality and tourism placements early.
- Placements may be found by asking parents, relatives, service clubs, Chambers of Commerce, and Visitor and Convention Bureaus.
- Class discussion of assessment tools used by co-operative education and Board for job shadowing.
- Each student writes a report detailing the importance of a job shadowing activity in the hospitality and tourism sector of the economy.

Assessment/Evaluation Techniques

- Summative assessment of written report (Appendix E – Report Writing Rubric).

Accommodations

- Teachers follow suggestions made in the student IEPs.
- Copy of board note or overhead for students with special needs.
- Working with assistant/peer tutor.
- Teacher conferencing.

Resources

Board-generated policies and documentation regarding job shadowing

Unit 2: Look! I Can Cook

Time: 35 hours

Unit Description

After a comprehensive teacher-demonstrated program of safety, sanitation, and measurement, students are tested for competency in these areas. Students use standardized recipes to demonstrate cooking methods, skills, and techniques. Students and teachers make assessments of standard product quality (appearance, colour, texture, and flavour) of all products produced in food service labs. Accurate selection and safe use of tools and equipment are important aspects of this unit. Organization of work sites, collaborative learning, and time-management skills are used in each activity. These skills are observed and assessed by both students and teachers using worksheets, checklists, and rubrics. Communication skills are demonstrated daily as students use group work to plan labs and produce food products. Computers are used for product search and for class management functions. Students participate in a field trip to examine the computerized systems in the hospitality industry.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations: TFV.01F, TFV.03F, TFV.05F, SPV.03F, SPV.04F, SPV.05F, ICV.02F, ICV.03F.

Specific Expectations: TF1.01F, TF1.02F, TF1.05F, TF1.06F, TF1.07F, SP1.01F, SP1.02F, SP1.03F, SP1.04F, SP1.05F, SP1.06F, SP1.07F, IC1.01F, IC1.03F, IC1.04F, IC1.05F, IC1.06F.

Activity Titles (Time + Sequence)

Activity 1	Team Building	75 minutes
Activity 2	Safety and Sanitation	525 minutes
Activity 3	First Steps in the Kitchen	750 minutes
Activity 4	Computers – Another Kitchen Tool	300 minutes
Activity 5	Computers in the Hospitality Community	450 minutes

Prior Knowledge Required

Students should have:

- effective listening skills;
- collaborative/co-operative learning skills;
- been instructed on brainstorming techniques;
- basic safety and sanitation knowledge;
- introductory computer and Internet skills;
- journal writing skills.

Unit Planning Notes

Teachers:

- review Planning Notes in each activity as specified;
- prepare copies of all relevant material for each activity;
- prepare a student safety contract;
- organize guest speakers;
- book equipment such as video cameras, digital cameras;

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- order food as required for activities;
 - prepare recipes.

Teaching/Learning Strategies

- teacher demonstration
- class discussion
- co-operative learning
- computer-assisted learning
- conferencing
- food service prep labs

Assessment and Evaluation

- Performance assessment
- Classroom presentation and observations
- Formal/informal observation of group work
- Checklists
- Marking schemes
- Rubrics

Resources

Print

- Butler, Steve and Karl Kohnke. *Quicksilver*. Prentice-Hall Canada, 1994. ISBN 0787221031
- Carroll, Jim and Rick Broadhead. *Canadian Internet Directory and Research Guide*. Scarborough: Prentice Hall Canada Inc. ISBN 0-13-974957-8
- Ferguson, C. *Canadian Living Cookbook*. Mississauga: Telemedia Publishing Inc., 1987. ISBN 0-394-22017-X
- Gisslen, Wayne. *Professional Cooking 4th edition*. Toronto: Wiley, 1995. ISBN 0-471-59300-1
- Pare, J. *Company's Coming* series (various titles). Edmonton: Company's Coming Publishing Inc., Cookies Muffins and More, 1990, ISBN 0-9690695-8-8, 1992, ISBN 0-9690695-2-9
- Mizer, David A., Mary Porter, Beth Sonnier, and Karen Eich Drummond. *Food Preparation for the Professional*. Toronto: Wiley, 2000. ISBN 0-471-25187-9
- Marsh, Bryan. *Professional Cookery*. Toronto: McGraw-Hill and Ryerson Ltd, 1985. ISBN 0-07-548641-5
- Rombauer, Irma S., Marion Rombauer Beck, and Ethan Beck. *Joy of Cooking*. New York: Simon and Schuster, 1997. ISBN 0-684-81870-1
- The Toronto Star*. Articles on restaurant health and safety – Feb.-Mar. 2000

Web Sites

- <http://www.teamtechnology.co.uk>
A consultancy that specializes in team building, leadership development, and interpersonal skills training
- <http://www.truecolors.org>
A web site containing information on the True Colors system of identifying personality trends
- <http://www.crfa.ca/>
Canadian Food Service and Restaurant Association
- <http://www.cookbook.com/>
Cookbooks Online is a Million plus Recipe Database

<http://www.cooking.com/>

An assortment of cookware, accessories, specialty foods, recipes, menus, and tips from chefs

<http://www.foodtv.com/>

A wide variety of information on food preparation and food service

<http://nafem.org/index.html>

A listing of the North American Food Service Equipment Manufacturers

<http://www.hc-sc.gc.ca/english/food.htm>

Health Canada information about food and nutrition

www.epicurious.com

Sample food sites

www.rideau-info.com/canal

Rideau Canal Waterway

Other

See Resources in Unit 4, Activity 1: Ontario – Ours to Discover.

Health and safety inspectors and inspection reports

Industry and local business associations, Better Business Bureau

Student-supplied recipes

Activity 1: Team Building

Time: 75 minutes

Description

Students participate in a variety of team building exercises designed to assist in developing relationships within the classroom. Students work together to problem solve a variety of team building activities. These activities act as a vehicle to assist students in learning how to work as a team when coming from different places and to learn more about individuals in the class. Students have the opportunity to create activities for or introduce activities to the remainder of the class.

Strand(s) and Expectations

Strand(s): Skills and Processes

Overall Expectations

SPV.05F - demonstrate understanding of the importance of communication, time management, and teamwork skills.

Specific Expectations

SP1.06F - demonstrate a range of teamwork, organizational, and communication skills.

Planning Notes

- Arrange the desks in the classroom so that there is an open space which will allow the students to participate in the activities. The gymnasium could be used to give the class even more space. In nice weather, the activities could be conducted outdoors.
- Gather together the props that are required for the activities (ball, paper, etc.).
- Liaise with colleagues in the Physical Education Department. They should have resources relating to this topic. It could also be an opportunity for a cross-curricular activity. Students in a leadership course could act as facilitators for some of the activities.
- Become familiar with the objectives and rules of activities that are of a collaborative nature. See Resources for a variety of activities.

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- Select activities that accommodate all students.
 - This activity should be done very early in the semester, perhaps on the second or third day of classes. Depending on the group of students, provisions could be made to run several activities simultaneously in smaller groups after some initial warm-up activities.

Prior Knowledge Required

Students should:

- have collaborative/co-operative learning skills;
- have effective listening skills;
- have effective verbal skills;
- be familiar with brainstorming techniques.

Teaching/Learning Strategies

- The teacher explains how the organization of work sites, teamwork, and time management are skills used in labs and in the workplace. Students brainstorm examples of the importance of teamwork from personal experiences at home, in sports, in school, or at work. Teacher explains the need to “build” a team “spirit” by learning to work together to a common goal.
- Students participate in a variety of activities designed to allow them to get to know each other and to assist in building trust within a new group. The activities are chosen to draw on different qualities and abilities and to help foster knowledge of and trust in each other. (See Appendix D – Groupwork/Teamwork Rubric.)
- Students are reminded that their success depends on the success of the team as a whole, not the success of individuals.
- Activities should be designed so that three to five may be completed in a session. Students should rotate so that they work with different classmates in each activity.
- The teacher explains the purpose of each activity and outlines the rules and parameters of each. The teacher or other leader participates in each activity to get it underway. Leaders should then step back and allow the students to continue to play until the conclusion of the activity.
- Leaders should be available to assist and offer suggestions when needed.
- Students reflect on their participation and team skills in their journal entries for the week. (See Unit 1 for criteria for journal writing.)

Assessment/Evaluation Techniques

Assessment/evaluation shall be based on:

- Assessment of group work illustrating students’ ability to assist each other. (See Appendix D – Groupwork/Teamwork Rubric.)
- As this is a co-operative learning session, expectations listed are assessed in subsequent activities. Learning skill assessments are not expectation based.

Accommodations

- Length of each activity can be adjusted to accommodate the needs of the group.
- As there are no “winners” or “losers” in these activities, all students should be encouraged to attain some degree of success by being part of the team that completes the tasks.
- As enrichment, some students may be allowed to design and introduce a co-operative learning game.
- Not all activities should be physical ones. Mental, drawing, or paper and pencil activities might also be included.

Resources

Print

Bendaly, Leslie. *More Games Teams Play: Activities and Games for Powering Up Your Team's Potential*. McGraw-Hill Ryerson, Limited, 1999. ISBN 0075609312

Butler, Steve and Karl Kohnke. *Quicksilver*. Prentice-Hall Canada, 1994. ISBN 0787221031

Scannell, Edward E. and John W. Newstrom. *The Big Book of Team Building Games: Trust Building Activities, Team Spirit Exercises, & Other Fun Things To Do*. McGraw-Hill Companies, 1997. ISBN 0070465134

Web Sites

<http://www.du.edu/~citin/activitypage.html>

A web site full of team game activities

<http://www.teamtechnology.co.uk>

A consultancy that specializes in team building, leadership development, and interpersonal skills training

<http://www.truecolors.org>

A web site containing information on the True Colors system of identifying personality trends

Activity 2: Safety and Sanitation

Time: 525 minutes

Description

Students are introduced to the health and safety requirements of the food and beverages industry. Accurate selection and safe use of tools and equipment are important aspects of this unit. The organization of work sites, teamwork, and time management skills are emphasized. Students learn how to operate many pieces of equipment found in the classroom, including ovens, mixers, grills, deep fat fryers, and other equipment that may be unique to the individual classrooms. Safe use of knives and other cutting equipment such as slicers is examined in detail. Food-borne illnesses and their prevention are investigated.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Impact and Consequences

Overall Expectations

TFV.05F - demonstrate knowledge of related specialized tools and equipment;

ICV.02F - apply industry standards related to personal and workplace hygiene.

Specific Expectations

TF1.07F - demonstrate an understanding of safe food-handling procedures;

IC1.01F - explain health and safety standards as they relate to processes, materials, tools, and equipment in the hospitality and tourism industry;

IC1.03F - identify the purposes of standards in the food services industry;

IC1.04F - explain the impact and application of health and safety laws and regulations;

IC1.06F - demonstrate the ability to apply personal, health, and workplace safety regulations in the handling of equipment and materials.

Planning Notes

As this unit is of paramount importance to the health and safety of both student and customer, the knowledge and skills must be reviewed frequently throughout the program. Students must be reminded of safe food-handling procedures, and the safe operation of equipment, especially if the equipment has not been used for awhile. Teachers should never assume that the student will remember and apply the safety rules.

Teachers:

- prepare comprehensive handouts on safety rules;
- prepare a map or drawing of the layout of the lab with major areas and pieces of equipment shown;
- prepare a student safety contract complying with school/board policy (see Appendix T –Sample Safety Passport);
- book a speaker on safe food handling;
- book video or still cameras. Digital still cameras work well if students have access to computer presentation programs;
- enlist the assistance of a Communications Technology teacher or senior student to assist in the development of student video or photographic productions;
- decide which safety demonstrations to cover themselves and which to let students research for student presentations.

Prior Knowledge Required

Students should:

- have effective listening skills;
- have an awareness of general safety procedures in the home and at school.

Teaching/Learning Strategies

- The teacher leads a class discussion of general safety issues in the home and at school. The teacher assists students to compile a list of general safety issues under the headings of safety awareness, fire safety, electrical safety, first aid (cuts, burns, lifting, falls), hazardous materials, and personal hygiene.
- Students tour the facilities to determine different areas of concern in the kitchen, bakeshop, servery, dining room, etc. They mark their copy of the floor plan with areas of concern, using different symbols to indicate fire, electrical, and equipment hazards, plus areas of hazardous materials. The teacher demonstrates general safety procedures when working in a restaurant environment, especially those procedures involved with personal hygiene.
- Students complete a note on safety procedures.
- On the second day, the teacher arranges for a speaker from local industry or health and safety to explain the safe handling of food. (A video could replace the speaker, but the opportunity for students to hear from someone professional is invaluable.) The teacher must consult with the speaker prior to the presentation to ensure all required safety issues are discussed.
- Students work in groups of three or four to prepare a safety video, photographic instruction manual, or poster on one aspect of safety in the lab, such as preventing and treating burns or safe operation of the mixer.
- Students are introduced to script writing and/or the creation of a storyboard as preparation for shooting their video or photographic assignment. A Communications Technology teacher or senior student would be invaluable in this activity.
- The teacher assigns topics based on equipment, need, and plans for the next activity.
- Students begin by researching the manuals and general reference books for information on the safe handling of lab equipment such as knives, gas appliances, fryers, etc.

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- Students prepare a script and/or storyboard for approval before beginning to shoot film. They may also prepare a step-by-step instruction poster, with photographs, covering the main points in the operation of the equipment.
 - Students present their video or instruction poster to the class. As this can be time consuming, the teacher may wish to include student presentations in the next activity, along with the demonstrations of the equipment being used.
 - Students and parents sign a safety contract, acknowledging awareness of and compliance with the safety rules.
 - Students answer a safety quiz. As each student's safety presentation is made, students complete a student- or teacher-prepared worksheet on the safe operation of the equipment. (See Appendix T – Sample Safety Passport.)

Assessment/Evaluation Techniques

- Safety quiz (See Appendix DD – Safety Quiz.)
- Monitor the completion of the Safety passport. (See Appendix T – Sample Safety Passport.)
- Assessment of video – peer/teacher (See Appendix EE – Safety Video/Instruction Poster Rubric.)

Accommodations

- Ensure the groups are set up so students with prior experience in creating a video may be paired with those with no prior experience.
- Use peer tutors to assist individuals.
- Adjust the criteria of the finished presentation to be presented in a variety of formats.
- Teacher/student conference on presentations.
- Oral response or demonstrations on safety.
- Consult students Individual Education Plans (IEPs) and meet with the appropriate special education teachers in order to be able to implement prescribed modifications and accommodations.

Accommodation in assessment techniques may include:

- multiple choice/true-false/fill-in-the blank test questions;
- choice between oral testing or a written evaluation;
- checklist to record completion of key components and processes;
- extended time to complete assignments.

Resources

Health and Safety Inspectors and inspection reports

The Toronto Star. Articles on restaurant health and safety – Feb.-Mar. 2000

Industry and Local Business Associations, Better Business Bureau

Web Sites

<http://www.crfa.ca/>

Canadian Food Service and Restaurant Association

Activity 3: First Steps in the Kitchen

Time: 750 minutes

Description

Following teacher demonstrations, students prepare a variety of simple recipes designed to teach them basic skills in measuring techniques, cooking methods, and following a standardized recipe. Students learn the correct methods of measuring dry, liquid, and solid ingredients using measuring spoons, measuring cups, and scales. Students prepare cookies, muffins, and quickbreads. Initially, students use recipes supplied and demonstrated by the teacher before being given the opportunity to research and supply their own recipes. As their proficiency in the kitchen grows, students prepare increasingly more complex items, involving more ingredients or more advanced preparation methods. Students create a dictionary of new terms for future reference.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes

Overall Expectations

TFV.03F - identify and describe the equipment, tools, and procedures used to measure and handle food products;

TFV.05F - demonstrate knowledge of related specialized tools and equipment;

SPV.03F - demonstrate different cooking methods.

Specific Expectations

TF1.06F - demonstrate knowledge of measuring techniques;

SP1.01F - apply proper food-handling and food-processing techniques;

SP1.02F - operate kitchen, baking, and confectionery equipment;

SP1.03F - use correctly a variety of cooking methods to prepare simple recipes;

SP1.07F - understand the importance of accurate measurement techniques, such as those used in calculating survey results, in measuring liquids, in accounting for money.

Planning Notes

Teachers:

- duplicate worksheets illustrating the most commonly used pieces of equipment in the kitchen and bakeshop;
- duplicate work sheets illustrating the equipment used in measuring in the bakeshop; possibly including equipment such as dry measures, liquid measures, balance scales, electronic scales, and other equipment found in each specialized classroom;
- duplicate standardized recipes in a standardized format to distribute to the students for each recipe or method being demonstrated to students;
- order food required for demonstrations and lab work;
- prepare comparison checklist for each recipe (See Appendix Y – Sample Checklist for Finished Product.);
- be cognizant of food allergies in the classroom.

Prior Knowledge Required

Students should have:

- effective listening skills;
- basic safety and sanitation knowledge.

Teaching/Learning Strategies

- Students review the kitchen layout, making specific notes on the location of equipment, ingredients, and safety devices.
- Students demonstrate their knowledge of safety issues by completing a safety passport.
- The teacher demonstrates a variety of measuring techniques including the use of measuring spoons, dry measuring cups, liquid measures, the displacement method of measuring solids, use of scales, etc.
- Students learn to work in both metric and imperial measurement. The importance of accurate measurement for successful cooking should be stressed, especially for baked goods like cookies, cakes, and muffins.
- Students should record new terms in a vocabulary list in their notebook for future reference.
- The teacher demonstrates the use of the equipment in the kitchen and bakeshop, including, but not limited to, the ovens, mixers, food processors, proofers, steam kettles, grills, knives, cutting boards, etc.
- Students could present the safety projects they prepared during the last activity.
- The teacher demonstrates a variety of simple, standardized recipes that incorporate the techniques and equipment previously demonstrated.
- Working in small groups, students demonstrate their competency by preparing similar recipes.
- Students and the teacher compare finished products according to a checklist. (See Appendix Y – Sample Checklist for Finished Product.)
- Students participate in thorough clean-up in lab. Safety and sanitation guidelines are re-addressed at this point.

Assessment/Evaluation Techniques

- Paper and pencil test on measuring techniques and equipment (See Appendix X – First Steps in the Kitchen.)
- Learning skills rubric on group work practices (See Appendix D – Groupwork/Teamwork Rubric.)
- Sample food demonstration rubric (See Appendix N – Sample Food Demonstration Rubric.)

Accommodations

To accommodate the needs of all students the teacher may:

- use peer helpers throughout the activity;
- provide a choice of recipes or vary the degree of difficulty of the recipe (fewer ingredients or steps, or more exacting methodologies);
- simplify or repeat spoken and written instructions;
- demonstrate desired food handling and food preparation techniques and practices;
- ensure that all aids, safety precautions, and assistance required for students to experience success in the program are in place;
- reinforce written instructions verbally.

Resources

Print

Ferguson, C. *Canadian Living Cookbook*. Mississauga: Telemedia Publishing Inc., 1987.

ISBN 0-394-22017-X

Gisslen, Wayne. *Professional Cooking*. 4th edition. Toronto: Wiley, 1995. ISBN 0-471-59300-1

Pare, J. *Company's Coming* series (various titles). Edmonton: Company's Coming Publishing Inc., *Cookies Muffins and More*, 1990, ISBN 0-9690695-8-8, 1992, ISBN 0-9690695-2-9

Mizer, David A., Mary Porter, Beth Sonnier, and Karen Eich Drummond. *Food Preparation for the Professional*. Toronto: Wiley, 2000. ISBN 0-471-25187-9

Rombauer, Irma S., Marion Rombauer Beck, and Ethan Beck. *Joy of Cooking*. New York: Simon and Schuster, 1997. ISBN 0-684-81870-1

Marsh, Bryan. *Professional Cookery*. Toronto: McGraw-Hill and Ryerson Ltd, 1985. ISBN 0-07-548641-5

Web Sites

<http://www.cookbook.com/>

Cookbooks Online is a Million plus Recipe Database

<http://www.cooking.com/>

An assortment of cookware, accessories, specialty foods, recipes, menus, and tips from chefs

<http://www.foodtv.com/>

A wide variety of information on food preparation and food service

<http://nafem.org/index.html>

A listing of the North American Food Service Equipment Manufacturers

<http://www.hc-sc.gc.ca/english/food.htm>

Health Canada information about food and nutrition

Other Resources

Student-supplied recipes

Activity 4: Computers – Another Kitchen Tool

Time: 300 minutes

Description

Computer literacy is now becoming necessary in many aspects of our lives, both personally and professionally. Students have the opportunity to learn or refine the fundamentals of word processing with the appropriate software recommended in the school. Use of other computer programs, such as spreadsheets and graphics programs, is also examined. Internet research is part of several of the projects in this course. Students participate in an Internet “Scavenger Hunt” in this activity and are asked to find several web sites for each topic given. Students submit this work in the form of a report at the end of the activity.

Strand(s) and Expectations

Strand(s): Theory and Foundation

Overall Expectations

TFV.05F - demonstration knowledge of related specialized tools and equipment.

Specific Expectations

TF1.05F - demonstrate understanding of some tools and equipment used in the tourism industry, such as advertising and Internet shopping.

Planning Notes

Teachers:

- book computer lab;
- duplicate the school and/or board level expectations relating to the use of the computer and Internet;
- prepare instruction sheets on the word-processing assignments;
- prepare instruction sheets on the advantages and disadvantages of Internet research; including the difference between web directories and search engines and when to use each; on techniques for successful searches; and alternate research methods;

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- prepare and duplicate assignment for “Scavenger Hunt” web search regarding hospitality and tourism topics (See Appendix CC – Worksheet on Internet Research.);
 - ensure that all students have the proper log-ins for the computer network;
 - log on the day before to check the continuing existence of the web sites cited and to locate potential problems;
 - prepare rubric for marking the word-processing assignment and Internet research project.

Prior Knowledge Required

Student should have:

- effective listening skills
- introductory computer and Internet skills

Teaching/Learning Strategies

- The teacher reviews the school and board policies regarding computer and Internet usage with students and outlines the natural consequences of misuse of the computer network.
- Once in the computer lab, review the proper procedure for logging in on the school network and the correct method of shutting down the computer at the end of the session.
- Students work individually on the word processing assignment designed to acquaint them with the various functions of the word-processing software.
- Students complete the worksheet on Internet research, and work with partners to play the Internet Research Game (See Appendix CC – Worksheet on Internet Research). This assignment is to be designed like a scavenger hunt, with sites to search and information to find. Students should be led through general inquiry topics on web directories and specific questions through search engines.

Assessment/Evaluation Techniques

Assessment/evaluation shall be based on:

- summative assessment on Report Writing (see Appendix E – Report Writing Rubric);
- journal entry detailing the success in completion of Internet assignment.

Accommodations

- Provide one-on-one assistance in clarifying the task of using the computer.
- Provide a sample word-processed report.
- Monitor students’ progress frequently to identify any need for remediation.
- Allow for extended time to complete computer activity.
- For enrichment, students may propose an alternate computer program to present the information, such as multimedia software.
- Adjust the length of assignment or time allotted for completion.
- Provide a variety of modes of instruction (verbal, written, demonstration, etc.).
- Provide a template for the written assignment.

Resources

Print

Carroll, Jim and Rick Broadhead. *Canadian Internet Directory and Research Guide*. Scarborough: Prentice Hall Canada Inc. ISBN 0-13-974957-8

Web Sites

www.epicurious.com
Sample food sites

www.rideau-info.com/canal
Rideau Canal Waterway

Other

See Resources in Unit 4, Activity 1: Ontario – Ours to Discover

Activity 5: Computers in the Hospitality Community

Time: 450 minutes

Description

There are computers everywhere in the Hospitality and Tourism industry. They assist with everything from booking a vacation in the sunny south to ordering a burger at a favourite fast food restaurant. Students are given the opportunity to visit a number of sites to examine the use of computers in the field. Suggested sites for field trips include community colleges with Tourism and Foods programs, major hotels or resorts, travel agents, or an airport. Following the field trips, students design a computer activity that simulates what they saw in the field.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.01F - describe the scope of the tourism and hospitality industries;
SPV.04F - demonstrate software application used in the hospitality and tourism fields;
ICV.03F - identify professional opportunities in hospitality and tourism.

Specific Expectations

TF1.01F - identify the role of the food services industry locally, provincially, nationally, and internationally;
TF1.02F - identify the role of the travel and tourism industry locally, provincially, nationally, and internationally;
SP1.04F - describe computerized travel management systems and other software applications;
SP1.05F - describe computerized food services management systems;
IC1.05F - describe related career opportunities and the education and training required to gain entry to those positions.

Planning Notes

Teachers:

- develop a list of potential field trip sites;
- book field trips, and obtain all necessary permission forms;
- prepare pre- and post-trip study sheets for field trips;
- develop a list of questions that can be asked of all industry representatives met on the field trips.

Prior Knowledge Required

Students should:

- have effective listening skills;
- be familiar with collaborative learning techniques;
- be familiar with the model established in the course for hosting guest speakers;
- understand the school and board policies for behaviour on field trips;
- have journal-writing skills;
- be familiar with computer usage.

Teaching/Learning Strategies

- The teacher prepares students for the field trip by eliciting information about computer use in workplaces with which students are familiar such as jobs in fast food establishments, parent's workplaces, etc.
- Students suggest possible businesses to visit and provide background on the business.
- Students complete a pre-planning exercise for the field trip, which introduces them to the locations to be visited and prepares them for what they may see and hear.
- One group of students is given the responsibility as hosts of the field trip, greeting and thanking the presenters on behalf of the class, and following up with writing a formal thank-you letter to the field trip companies.
- Students complete a trip observation and reflection worksheet on returning from the trip.
- Students then write an entry in their journals regarding the most important aspects of computer systems in hospitality work places. They must include career choices in this aspect of the industry as well in preparation for Unit 4.
- Students determine the basic components of the different computer systems they viewed.
- Students prepare a flow chart in poster form to illustrate one of the systems.
- Students work in small groups to design and set up a spreadsheet or database to record one of the following: a database of recipes used in the lab, the costing of menus, the daily cash, receipts, the roster of student workstations in the lab, or an inventory of lab equipment.
- Students view the work of all groups making anecdotal comments on a group evaluation sheet.

Assessment/Evaluation Techniques

Assessment/evaluation shall be based on:

- Self- and peer assessment of the computer program according to ease of use, correctness, applicability, and completion.
- Formative assessment by teacher of student report/journal writing (Appendix E – Report Writing Rubric).
- Assessment of Learning Skills (Appendix P – Works Independently Checklist, Appendix D – Groupwork/Teamwork Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, and Appendix S – Initiative Checklist).
- Summative assessment of letter composition (could be shared with English teacher).
- Summative assessment of guest speaker worksheet (Appendix J – Guest Speaker Observation Sheet).
- Assessment of completed spreadsheet or database (Appendix U – Spreadsheet/Database Rubric).

Accommodations

- Teachers may select groups to optimize success for all students.
- Students may propose an alternate presentation format to the flow chart in poster form to illustrate one of the systems.

Resources

Reference manuals and tutorials for word-processing, spreadsheet, and graphics program.

The “HELP” function found on most computer programs

Unit 3: Touring the World of Food

Time: 35 hours

Unit Description

In this unit students continue to apply the knowledge of tools, equipment, safety, sanitation, management and cooking skills previously studied. Students investigate regional and international food and the origin and marketing of food products. Students select a specific country and explore food products, unique cooking tools, social customs and environmental factors affecting this culture. Students use the community, Library/Resource Centre and Internet to obtain information. Students illustrate their learning through demonstrations, discussions, information interviews, displays, and special events. Students organize food labs using standardized recipes to produce and serve food.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations: TFV.01F, TFV.02F, TFV.03F, TFV.05F, SPV.01F, SPV.02F, SPV.03F, SPV.05F, ICV.01F, ICV.02F, ICV.03F.

Specific Expectations: TF1.03F, TF1.05F, TF1.06F, TF1.07F, SP1.01F, SP1.02F, SP1.03F, SP1.06F, SP1.07F, IC1.05F, IC1.06F.

Activity Titles (Time + Sequence)

Activity 1	What's That Food/Tool?	300 minutes
Activity 2	Examine a Culture	1500 minutes
Activity 3	Gallery Walk	300 minutes

Prior Knowledge Required

Students should:

- be familiar with brainstorming techniques
- have collaborative/co-operative group skills;
- have computer skills/Internet skills;
- have knowledge of industry standards for health and safety, measurement techniques, and use of equipment;
- know how to use standardized recipes;
- know how to use food and equipment order sheets;
- an understanding of teamwork, time-management, and communication skills;
- be familiar with journal writing techniques.

Planning Notes

Teachers should:

- organize food for cooking lab;
- book computer lab with Internet access and Library/Resource Centre time for research;
- collect magazines for clipping;
- organize all tools and equipment necessary prior to beginning each activity;
- organize group folders.

Teaching/Learning Strategies

A variety of teaching /learning strategies are used throughout this unit including the following:

- brainstorming – group generation of initial ideas expressed without criticism or analysis;
- buddy system – links students for peer/cross/age support;
- class discussion – students actively participate by taking turns while discussing current issues;
- collaborative/co-operative learning – small group learning to organize curriculum experiences;
 - The composition of the groups may be random or selected by the teacher to ensure that optimum conditions for learning may occur. Distinct measurable roles for each participant are important.
- computer assisted learning – learning of new material or review/reinforce material previously learned;
- conferencing – student-to-student discussion; student-to-teacher discussion;
- demonstration – a practical showing or explanation of how something works or is made;
- design process – students gather knowledge of particular topic(s) and answer questions individually and in groups;
- food service preparation labs – students apply industry standards in food safety, sanitation, time planning, preparation and presentation of food products;
- homework – an extension of classroom learning;
- independent study – students explore and research a topic of interest;
- issue based analysis – used to develop the skills of synthesis and analysis;
- jigsaw – specialized group learning followed by home group sharing;
- journal writing – the practice of expressing ideas, experiences, questions, reflections, personal understanding or new learning in written form on a regular basis;
- learning centres – assigned spaces where learning activities are provided which promote choice, thought, exploration, and interaction;
- note making – a method of recording information for a variety of purposes;
- problem solving – model for helping students to identify and work through a problem;
- report/presentation – oral and written presentation of researched topic to class or school community;
- research – model of investigation;
- the web – representation of connection between ideas.

Assessment and Evaluation

Assessment strategies include various methods of formative and summative assessment, to ensure students are meeting the expectations as they have been described. It is important for the students to demonstrate success in this or any other course they subscribe to.

The assessment plan includes the following:

Personal communication;

- classroom discussion
- completion of interview(s)
- peer assessment
- project/portfolio self-assessment
- journal/learning logs reflective learning
- reading response
- self-assessment
- student/teacher conference

Paper and pencil tests;

- activity/answer sheets
- classroom tests
 - selected response
 - constructed response

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- student-generated research data
 - summary chart
 - unit tests/quizzes (knowledge)

Performance assessment.

- classroom presentations and observations
- formal/informal observation of group work
- tourism activity plan

Assessment tools include:

- checklists
- marking schemes
- rubrics
- anecdotal comments with suggestions for improvement (self/peer/teacher)

Resources

Barer-Stein, Thelma. *You Eat What You Are: People, Culture And Food Traditions*. Willowdale: Firefly Books Ltd. ISBN 1-55209-365-4

<http://library.tbe.toronto.on.ca>

Search under cookery and utensils. An excellent web site with over 400 different listings for International Cookbooks. Also the local library web site may have listings of International Cookbooks.

Activity 1: What's That Food/Tool?

Time: 300 minutes

Description

The teacher collects and displays a variety of cooking tools, equipment, and foods that students may not know. In groups, students visit each display and try to identify the items. After the given time, the class comes together to share their information. The teacher directs the students and encourages them to discover the correct answers. Research materials, including reference books and textbooks are provided. Teacher and students complete the assignment sheets (Appendix L – What's That Tool?) detailing the information regarding the tools, equipment, and foods. The last day, students use computers to investigate Internet shopping to source hard-to-find tools, equipment and food.

Strand(s) and Expectations

Strand(s): Theory and Foundations, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.02F - describe geographical locations of food origins;

TFV.03F - identify and describe the equipment, tools, and procedures used to measure and handle food;

TFV.05F - demonstrate knowledge of related specialized tools and equipment;

SPV.01F - select and use tools and equipment for food preparation, handling, storage, and serving;

ICV.01F - demonstrate and understanding of environmental and social issues related to hospitality and tourism.

Specific Expectations

TF1.03F - identify where food products originate;

TF1.05F - demonstrate understanding of some tools and equipment used in the tourism industry, such as advertising and Internet shopping.

Planning Notes

Teachers should:

- collect tools and equipment for first day to be on display for student investigation;
- collect a variety of food from various countries/cultures for the second day;
- book computer lab with Internet access for investigation of tools, food supplies, and recipes;
- book Library/Resource Centre for investigation of tools, food supplies, and recipes.

Prior Knowledge Required

Students should:

- be familiar with brainstorming techniques;
- have collaborative/co-operative group skills;
- have computer/Internet skills.

Teaching /Learning Strategies

- Teacher collects an assortment of cooking tools and equipment from a variety of different countries and cultures.
- Teacher displays the tools and equipment.
- Teacher gives the students a form to complete as they move around the display, with a picture of the item to be identified and spaces to fill in with the correct name, use, culture, and other identifying information (Appendix L – What's That Tool?).
- In a large group, the class shares their information to ensure that everyone has the correct answers.
- Teacher collects an assortment of foods from a variety of different countries and cultures.
- Teacher displays the foods.
- Teacher gives the students a form to complete (Appendix L – What's That Tool?) as they move around the display with spaces to fill in with the correct name, use, culture, and other interesting information including possible recipes.
- Resource materials are also available to assist the students in determining the information required to complete the information sheets.
- In a large group, the class shares their information to ensure that everyone has the correct answers.
- In the computer lab, students use a variety of search engines to find sources for tools, equipment, and foods illustrated in the previous two classes.
- Students share their findings and web sites.

Assessment/Evaluation Techniques

- Formative assessment - teacher assesses learning skills of individuals while circulating in the classroom (Appendix D – Group Work/Teamwork Rubric, Appendix L – What's That Tool?)

Accommodations

- Teachers shall follow suggestions made in the students IEPs.
- Working with assistant/peer.
- Completed assignment sheets.
- Teachers may match personalities and aptitudes within groups to ensure optimum success in letter writing and oral skills .

Resources

Barer-Stein, Thelma. *You Eat What You Are: People, Culture And Food Traditions*. Willowdale: Firefly Books Ltd. ISBN 1-55209-365-4

<http://library.tbe.toronto.on.ca>

Search under cookery and utensils. An excellent web site with over 400 different listings for International Cookbooks. Also the local library web site may have listings of International Cookbooks.

Activity 2: Examine Culture

Time: 1500 minutes

Description

Small groups of students plan and produce a food demonstration highlighting cuisine from another country. This activity begins with a teacher demonstration modelling the correct way to plan, prepare, and deliver a food demonstration. Students prepare material and equipment lists and devise equitable job descriptions for each member of their group. Students produce a poster and plan a display table for presenting their food product. Students create and rehearse a demonstration script to use while making their food product. The culmination of these activities is the presentation of a food demonstration. Student evaluation is based primarily on their ability to plan and safely perform a food demonstration by following project guidelines.

Strand(s) and Expectations

Strand(s): Theory and Foundations, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.02F - describe geographical locations of food origins;

TFV.05F - demonstrate knowledge of related specialized tools and equipment;

SPV.01F - select and use tools and equipment for food preparation, handling, storage and serving;

SPV.03F - demonstrate different cooking methods;

SPV.05F - demonstrate understanding of the importance of communication, time-management and teamwork skills;

ICV.01F - demonstrate understanding of environmental and social issues related to hospitality and tourism;

ICV.02F - apply industry standards related to personal and workplace hygiene.

Specific Expectations

TF1.03F - identify where food products originate;

TF1.06F - demonstrate knowledge of measuring techniques;

TF1.07F - demonstrate an understanding of safe food-handling procedures;

SP1.01F - apply proper food -handling and food-processing techniques;

SP1.02F - operate kitchen, baking, and confectionery equipment;

SP1.03F - use correctly a variety of cooking methods to prepare simple recipes;

SP1.06F - demonstrate a range of teamwork, organizational and communication skills;

SP1.07F - understand the importance of accurate measurement techniques, such as those used in calculating survey results, in measuring liquids, in accounting for money;

IC1.06F - demonstrate the ability to apply personal, health and workplace safety regulations in the handling of equipment and materials.

Planning Notes

Teachers should:

- determine dates for grocery orders, practice, and final demonstrations;
- complete learning skills categories and checklists of sample behaviours (Appendix D – Group Work/Teamwork Rubric, Appendix P – Works Independently Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, Appendix S – Initiative Checklist);

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- organize student folders to include; material and equipment order sheets; food display plan; demonstration plan; daily log sheets.

Prior Knowledge Required

Students should:

- have working knowledge of industry standards for health and safety, measurement techniques, and use of equipment;
- know how to use standardized recipes;
- know how to use food and equipment order sheets;
- have an understanding of teamwork, time-management, and communication skills.

Teaching/Learning Strategies

- Students observe teacher and two or three student helpers complete an exemplary demonstration of a food product (Appendix L – What's That Tool?).
- Students assess the demonstration (Appendix N - Sample Food Demonstration Rubric) and discuss assessment/evaluation tool. Changes could be made to the tool at this time.
- Students form groups, discuss the outcome of the food demonstration, and assess the oral presentation skills (Appendix I – Oral Presentation Rubric).
- Teacher distributes tourism problem-solving model, Demonstration Project sheet (Appendix M – Demonstration Project).
- Teacher and class discuss and clarify the problem-solving model (Appendix M – Demonstration Project). The teacher must stress the importance of the log entries.
- Teacher distributes folders to groups and discusses contents - materials and equipment order sheets, food display plan, demonstration plan, and daily log sheets.
- Student groups brainstorm country, culture, and possible recipes to be produced.
- Students log their results in the folder.
- Students spend time in class and in the Library/Resource Centre researching their chosen country and recipe.
- Groups work on projects and complete checklist of related Group Work/Teamwork skills (Appendix D – Group Work/Teamwork Rubric).
- Groups determine both practice and final demonstration dates with teacher.
- Groups develop materials and equipment lists and plan for their food display table.
- Students, in groups, rehearse, assess, and revise demonstration script (Appendix I – Oral Presentation Rubric).
- Student groups prepare a poster about their chosen country illustrating the location, cooking tools, social customs, grain products, fruits and vegetables, milk products, meats and meat alternates, and national dishes.
- Students assemble equipment and prepare trays for food demonstration containing pre-measured quantities of ingredients.
- Students prepare a selected recipe while completing a trial food demonstration to assess with the teacher their planning, preparation, product, and presentation skills (Appendix I – Oral Presentation Rubric and Appendix N - Sample Food Demonstration Rubric).
- All groups taste their product and discuss any changes with teacher.
- All student groups revise plans and log ongoing changes.
- Each group holds a teacher/group conference to discuss adaptations to plans and progress.
- Each group in turn demonstrates their food product and is assessed by teacher and class (Appendix I - Oral Presentation Rubric and Appendix N - Sample Food Demonstration Rubric).

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- The teacher evaluates group presentations and assesses learning skill development (see *Guide to the Provincial Report Card, Grades 9-12* and Appendix D – Group Work/Teamwork Rubric Appendix P – Works Independently Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, Appendix S – Initiative Checklist).
 - Groups hand in all project folders with their logs, final organizational sheets, and final assessment tools completed.
 - Groups write a reflection mentioning their overall performance, achievements, learning and changes recommended.

Assessment/Evaluation Techniques

- Formative assessment of group progress illustrating each member's ability to work independently, engage in teamwork, organize the project, complete assigned work (work habits/homework), and show initiative. Use checklists and record ongoing progress. (Appendix D – Group Work/Teamwork Rubric, Appendix P – Works Independently Rubric, Appendix Q – Organization Rubric, Appendix R – Work Habits/Homework Rubric, Appendix S – Initiative Rubric).
- Formative assessment as project problem solving progresses and conferencing/coaching (Appendix D – Group work/Teamwork Rubric, Appendix I – Oral Presentation Rubric, Appendix M – Demonstration Project, and Appendix N – Sample Food Demonstration Rubric).
- Formative assessment by teacher of journal reflections and project log.
- Summative assessment (Appendix I – Oral Presentation Rubric, Appendix D – Group Work/Teamwork Rubric, Appendix M – Demonstration Project, and Appendix N – Sample Food Demonstration Rubric).

Accommodations

- Working in groups, peer tutoring.
- Peer helper.
- Independent study.
- Collage design.

Resources

Teacher demonstration

<http://library.tbe.toronto.on.ca>

Search under cookery and utensils. An excellent web site with over 400 different listings for International Cookbooks. Also the local library web site may have listings of International Cookbooks.

Activity 3: Gallery Walk

Time: 300 minutes

Description

Student groups set up posters (from Unit 3, Activity 2) for a gallery walk. Class tours the posters recording information on worksheets. Students record location, cooking tools, social customs, grain products, fruits and vegetables, milk products, meat and alternates, and national dishes for each country featured on a poster display. The class, as a group, discusses information on the worksheet. Upon completion, students reflect on their learning in their journal.

Strand(s) and Expectations

Strand(s): Theory and Foundations, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.02F - describe geographic locations of food origins;

TFV.05F - demonstrate knowledge of related specialized tools and equipment;

SPV.02F - organize and advertise small-scale excursions and events;

SPV.05F - demonstrate understanding of the importance of communication, time-management, and teamwork skills;

ICV.01F - demonstrate understanding of environmental and social issues related to hospitality and tourism.

Specific Expectations

TF1.03F - identify where food products originate;

SP1.06F - demonstrate a range of teamwork, organizational, and communication skills.

Planning Notes

Teachers should:

- duplicate worksheets (Appendix O – Foods of the World Comparison Chart);
- collect materials needed to hang posters on the wall.

Prior Knowledge Required

Students should have:

- effective verbal skills;
- brainstorming skills;
- journal-writing skills.

Teaching/Learning Strategies

- Student groups set up posters showing the country they selected for the food demonstration.
- Teacher hands out worksheet (Appendix O – Foods of the World Comparison Chart).
- Class and teacher review how groups rotate to permit each group an opportunity to explain their poster and take part in the tour.
- Students take a small tour to each poster and complete worksheet questioning the group that designed the poster to clarify content of the display.
- At the conclusion of the gallery tour, student groups discuss the new information and assess their poster for effectiveness.
- Students individually reflect on their learning from the gallery tour and poster project.
- Students write reflections in their journals.

Assessment/Evaluation Techniques

- Formative assessment by teacher of student journal/report writing (Appendix E – Report Writing Rubric).
- Formative assessment of learning skills (Appendix D – Group Work/Teamwork Checklist, Appendix P – Works Independently Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, Appendix S – Initiative Checklist).
- Summative assessment of poster content produced by each group (Appendix O – Foods of the World Comparison Chart).

Accommodations

- Work in groups, pairs and peer tutoring.
- Teacher/student conference.

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- Oral response.
 - Teachers may match personalities and aptitudes within groups to ensure optimum success in the ongoing project.

Resources

<http://library.tb.toronto.on.ca>

Search under cookery and utensils. An excellent web site with over 400 different listings for International Cookbooks. Also the local library web site may have listings of International Cookbooks.

Unit 4: Tourism and Hospitality, A “World of Opportunity”

Time: 15 hours

Unit Description

In this unit students research tourist sights, and accommodation and travel costs that they would incur if they were to visit a country of their choice, selected in Unit 3. Students examine tourism in Ontario using brochures, Tourist Information/Convention Bureaus, and Chambers of Commerce. Careers in tourism are explored with industry representative and the assistance of Student Services. Students use informational interview techniques, and are involved in job shadowing, and demonstrate their knowledge of using word-processed and oral reports.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Process, Impact and Consequences

Overall Expectations: TFV.01F, TFV.04F, TFV.05F, SPV.04F, SPV.05F, ICV.03F.

Specific Expectations: TF1.04F, TF1.05F, SP1.04F, IC1.05F.

Activity Titles (Time + Sequence)

Activity 1	Ontario – Ours to Discover	225 minutes
Activity 2	Touring the World Around Us	450 minutes
Activity 3	Have Skills! Will Travel!	225 minutes

Prior Knowledge Required

Students should have:

- experience with computer usage;
- Canadian geography knowledge (Grade 9);
- experience creating visual displays;
- collaborative learning techniques;
- interview techniques;
- oral presentation skills;
- journal-writing experience.

Unit Planning Notes

Teachers:

- liaise with the Geography department to share resources regarding Canadian geography;
- contact the tourist boards in the various tourism regions in Ontario to obtain written information;
- access the web sites for each of the tourism regions to review any new information for the assigned activities;
- prepare and duplicate assignment sheets for the students;
- prepare overhead with map outlining the 12 tourism regions in Ontario;
- book computer lab for Internet research and to complete the written presentation;
- confirm that the community members who agreed to assist with the job shadowing are still able to participate in the activity;
- book the Career Centre, Library/Resource Centre, or guidance facilities for educational and career research;
- ensure that students have completed the forms required by the Board to participate in job shadowing activities.

Teaching/Learning Strategies

- Collaborative/co-operative learning.
- Class discussion.
- Computer-assisted learning and research on the Internet.
- Conferencing
- Homework assignments
- Independent study
- Journal writing
- Note making
- Report/presentation on research
- Job shadowing

Assessment and Evaluation

- Assessment of Learning Skills (Appendix P – Works Independently Checklist, Appendix D – Group Work/Teamwork Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, Appendix S – Initiative Checklist)
- Formative assessment of completed project (See Appendix FF – Touring the World Checklist.)
- Completion of interviews
- Journal/learning logs reflective learning
- Student/teacher conference
- Assessment of group members by their peers (See Appendix D – Group Work/Teamwork Rubric.)
- Formative assessment by teacher of presentation (See Appendix I – Oral Presentation Rubric.)

Resources

Print

Barer-Stein, Thelma. *You Eat What You Are: people, culture and food traditions*. Willowdale: Firefly Books Ltd. ISBN 1-55209-365-4

Canadian Geographic magazine

National Geographic magazines

Web Sites

www.gov.on.ca/MBS/english/travel

A tourism Ontario web site

www.viarail.ca

Via Rail travellers web site

<http://www.aircanada.ca>

Air Canada travellers web site

www.tourism-toronto.com

The web site for Region 4, Metropolitan Ontario

www.ontarioeast.com

The web site for Region 6, Ontario East

www.ontariosnearnorth.on.ca

The web site for Region 7, Ontario's Near North

www.rainbowcountry.com

The web site for Region 8, Rainbow Country

www.algomacountry.com

The web site for Region 9, Algoma Country

www.jamesbayfrontier.com
The web site for Region 10, James Bay Frontier

www.nosta.on.ca
The web site for Region 11, North of Superior

www.ontariosunsetcountry.ca
The web site for Region 12, Sunset Country

www.travel.yahoo.com
Internet search engine

www1.sympatico.ca/contents/travel
travel link for Sympatico

<http://britishairways.com>
Web site for British Airways

<http://www.klm.com>
Web site for KLM airways

<http://encarta.msn.com>
good source for general information and maps

britannica.com
Web site for Encyclopedia Britannica

www.infoplease.com
Web site with numerous links to geographical information

Videos

Multicultural Canada (senior). Classroom Video, 1991. 30 min.

European Tourism. Classroom Video, 1999. 21 min.

Airline Catering. Classroom Video, 1998. 16 min.

Other

Library/Resource Centre in school and/or community.

Materials found in Career Centre, Library/Resource Centre, or guidance offices.

Board-generated policies and documentation regarding job shadowing.

Travel Regions of Ontario.

Activity 1: Ontario – Ours to Discover

Time: 225 minutes

Description

Students examine the wealth of tourism possibilities that exist within our own province, Ontario. In small groups, students look at the tourism regions within the province of Ontario and determine attractions, accommodation possibilities, and costs involved in travelling within the region. Visual presentations in the form of collages, posters, or other displays are submitted at the conclusion of this activity.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes

Overall Expectations

TFV.04F - describe regional tourism activities;

SPV.05F - demonstrate understanding of the importance of communication, time-management and teamwork skills.

Specific Expectations

TF1.04F - report on conferences, events, attraction and other tourism opportunities.

Planning Notes

Teachers:

- liaise with the Geography department to share resources regarding Canadian geography;
- contact the tourist boards in the various tourism regions in Ontario to obtain written information;
- access the web sites for each of the tourism regions to review the information;
- prepare and duplicate assignment sheets for the students;
- prepare overhead with map outlining the 12 tourism regions in Ontario (map available at www.ontarioexplorer.com);
- book computer lab for Internet research and to complete the written presentation.

Prior Knowledge Required

Students should be familiar with:

- computer usage;
- Canadian geography (studied in Grade 9);
- creating visual displays;
- collaborative learning techniques.

Teaching/Learning Strategies

- The teacher introduces the 12 tourist regions in Ontario using an overhead depicting the geographic areas of each, along with the name of each area.
- Using the tourist region where the students live as an example, the teacher (possibly with student helpers) completes an exemplary presentation.
- Students are grouped into 11 groups (the number of tourist regions in Ontario not including the area where the students live).
- Each group is assigned to research one specific region so that the entire province is represented.
- The teacher distributes the assignment information to the students. (See Appendix Z – 12 Tourist Regions of Ontario.)
- Groups use the written materials supplied by the teacher and Internet research to complete the assignment.
- Groups create a visual presentation of the tourist region they studied that can be posted in the classroom.
- Groups make a short oral presentation on the region they examined to the class.
- Groups hand in their completed projects with all preliminary notes included.
- Groups write a reflection mentioning their overall performance, achievements, and learning.

Assessment/Evaluation Techniques

Assessment/evaluation shall be based on:

- Evaluation of group presentations and assessment of learning skill development by the teacher (See Guide to the Provincial Report Cards – Grade 9-12 and Appendix D – Group Work/Teamwork checklist, Appendix P – Works Independently Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, and Appendix S – Initiative Checklist.)
- Summative assessment of display
- Assessment of group members by their peers (See Appendix D – Group Work/Teamwork Rubric.)
- Formative assessment by teacher of presentation (See Appendix I – Oral Presentation Rubric.)

Accommodations

- Using design templates for research and presentation format such as those found in most computer graphics programs accommodates students with special needs.
- Those requiring assistance in conducting the research and preparing their display may benefit from peer assistance.
- All students should be encouraged to share their knowledge and skills as peer mentors for software programs and supervise and guide other students during challenging tasks.
- Layout stages of the display may be omitted or expanded to accommodate different learners.
- As enrichment, students may propose alternate technology such as a video for presenting their research.

Resources

Web Sites

www.gov.on.ca/MBS/english/travel

A tourism Ontario web site

www.viarail.ca

Via Rail travellers web site

<http://www.aircanada.ca>

Air Canada travellers web site

www.tourism-toronto.com

The web site for Region 4, Metropolitan Ontario

<http://www.ontarioeast.com>

The web site for Region 6, Ontario East

www.ontariosnearnorth.on.ca

The web site for Region 7, Ontario's Near North

www.rainbowcountry.com

The web site for Region 8, Rainbow Country

www.algomacountry.com

The web site for Region 9, Algoma Country

www.jamesbayfrontier.com

The web site for Region 10, James Bay Frontier

www.nosta.on.ca

The web site for Region 11, North of Superior

www.ontariosunsetcountry.ca

The web site for Region 12, Sunset Country

Other Resources

Canadian Geographic magazine

Travel Regions of Ontario

Region 1 – SOUTHWESTERN ONTARIO

Southwestern Ontario Travel Association

4023 Meadowbrook Drive, Suite 112

London, Ontario

N6L 1E7

Tel: (519) 652-1391

(800) 661-6804

Fax: (519) 652-0533

Web site: www.soto.on.ca

Region 2 – FESTIVAL COUNTRY

Niagara and Mid Western Ontario Travel Association
180 Greenwich St.
Brantford, Ontario
N3S 2X6
Tel: (519) 756-3230
(800) 267-3399 (Canada/US)
Fax: (519) 756-3231

Region 3 – LAKELANDS

For information on this region, contact:
Midhurst - Simcoe Georgian Bay Marketing (Huron);
Collingwood - Georgian Triangle;
Kilworthy - Muskoka Tourism
Owen Sound - Grey Bruce Tourist Association
Web site: www.southerngeorgianbay.on.ca

Region 4 – METROPOLITAN TORONTO

Tourism Toronto
207 Queen's Quay West, Suite 590
P.O. Box 126
Toronto, Ontario
M5J 1A7
Tel: (800) 363-1990 (Canada/US) or
(416) 203-2500
(416) 203-2600 (Administration)
Fax: (416) 203-6753
E-mail: mtcvaadm@pathcom.com
Web site: www.toronto.com

Region 5 – GETAWAY COUNTRY

c/o Bancroft & District Chamber of Commerce
Box 539
Bancroft, Ontario
K0L 1C0
Tel: (800) 461-1912
Fax: (613) 332-8089

Region 6 – ONTARIO EAST

Ontario East Tourism Association
108 St. Lawrence Street,
2nd Floor, Box 99
Merrickville, Ontario
K0H 1N0
Tel: (613) 269-3999
Toll Free: 1 (800) 567-3278
Fax: (613) 269-4885

Region 7 – ONTARIO'S NEAR NORTH

Almaguin Nipissing Travel Association
Regional Information Centre
Box 351, 1375 Seymour St. & North Bay Bypass
North Bay, Ontario
P1B 8H5
Tel: (705) 474-6634

1 (800) 387-0516 (Canada/Continental US)

Fax: (705) 474-9271

E-mail: anta@vianet.on.ca

Region 8 – RAINBOW COUNTRY

Rainbow Country Travel Association

2726 Whippoorwill Avenue

Sudbury, Ontario

P3G 1E9

Tel: (705) 522-0104

(800) 465-6655

(Canada/Continental US)

Fax: (705) 522-3132

E-mail: rainbow@vianet.on.ca

Region 9 – ALGOMA COUNTRY

Algoma Kinniwabi Travel Association

485 Queen St. E., Suite 204M

Sault Ste. Marie, Ontario

P6A 1Z9

Tel: (705) 254-4293

(800) 263-2546

Fax: (705) 254-4892

Region 10 – JAMES BAY FRONTIER

Cochrane Timiskaming Travel Association

76 McIntyre Rd, P.O. Bag 920

Schumacher, Ontario

P0N 1G0

Tel: (705) 360-1989

(800) 461-3766

Fax: (705) 268-5526

Region 11 – NORTH OF SUPERIOR

North of Superior Tourism Association

1119 Victoria Ave. East

Thunder Bay, Ontario

P7C 1B7

Tel: (807) 626-9420

(800) 265-3951

Fax: (807) 626-9421

E-mail: nosta@microage-tb.com

Region 12 – SUNSET COUNTRY

Ontario's Sunset Country Travel Association

Box 647T, 102 Main St., Suite 201

Kenora, Ontario, P9N 3X6

Tel: (807) 468-5853

(800) 665-7567(Canada/US)

Fax: (807) 468-5484

E-mail: info@ontario sunsetcountry.ca

Activity 2: Touring the World Around Us

Time: 450 minutes

Description

Building on the format established in the previous activity, students research a culture of their choice as selected in Unit 3: Touring the World of Food. Small groups of students examine geographic details, historic details, travel costs to the area, tourist attractions and accommodation. Students examine the influence that the culture has made on Canadian culture. Students have the opportunity to use Internet research, the Library/Resource Centre, or personal interviews to complete the activity. Students complete a written report to be submitted for assessment and make an oral presentation to the class.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes

Overall Expectations

TFV.05F - demonstrate knowledge of related specialized tools and equipment;

SPV.04F - demonstrate software application used in the hospitality and tourism fields;

SPV.05F - demonstrate an understanding of the importance of communication, time-management, and teamwork skills.

Specific Expectations

TF1.04F - report on conferences, events, attractions, and other tourism opportunities;

TF1.05F - demonstrate understanding of some tools and equipment used in the tourism industry, such as advertising and Internet shopping;

SP1.04F - describe computerized travel management systems and other software applications.

Planning Notes

This activity runs concurrently with the “Examine a Culture” activity as outlined in Unit 3.

Teachers:

- have the list of cultures that the students selected in Unit 3: Touring the World of Food, Activities 2 (Examine a Culture) and 3 (Gallery Walk);
- book Library/Resource Centre and computer lab for research;
- prepare and duplicate the assignment sheet for distribution to the students (see Appendix AA – Touring the World);
- determine dates for presentation.

Prior Knowledge Required

Students should be familiar with:

- computer and Internet usage;
- interview techniques;
- oral presentation skills;
- journal writing.

Teaching/Learning Strategies

- Students work in the groups that they established in the Unit 3, Activity 2: Examine a Culture.
- Each group is assigned to research one specific culture.
- The teacher distributes the assignment information to the students. (See Appendix AA – Touring the World.)
- Students observe the teacher (and possibly student helpers) complete an exemplary presentation.
- Groups use written materials and Internet research to complete the assignment. Interview techniques may also be used to obtain information from family members, travel agents, etc.

- Students create a presentation for the class. It may be in the form of a visual presentation (storefront display), an oral presentation, or a videotaped presentation.
- Students and teacher agree on a presentation date for each group and on a presentation format. Equipment and materials need to be obtained or booked accordingly.
- Students prepare a summary (possibly in chart form) of the information presented on each culture, comparing size, climate, cost of travel, cost of accommodations, and holiday activities.
- Groups hand in their completed projects with all preliminary notes included.
- Groups write a journal entry, reflecting on their overall performance, achievements, and learning.

Assessment/Evaluation Techniques

Assessment/evaluation shall be based upon:

- Assessment of Learning Skills (Appendix P – Work Independently Checklist, Appendix D – Group Work/Teamwork Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, and Appendix S – Initiative Checklist);
- Formative assessment of completed project (Appendix FF – Touring the World Checklist).

Accommodations

- Students may be allowed to work independently.
- Peer assistance may be provided.
- Form groups to ensure optimum success in written work and oral presentation.
- Presentation format could be adjusted to suit student's strengths: collages, posters, brochures, slide shows, video presentations, mixed media presentations.
- Follow the suggestions made in IEPs

Resources

Print

Barer-Stein, Thelma. *You Eat What You Are: People, Culture and Food Traditions*. Willowdale: Firefly Books Ltd. ISBN 1-55209-365-4

National Geographic magazines

Web Sites

www.travel.yahoo.com

Internet search engine

www1.sympatico.ca/contents/travel

Travel link for Sympatico

www.aircanada.ca

Web site for Air Canada

<http://britishairways.com>

Web site for British Airways

<http://www.klm.com>

Web site for KLM airways

<http://encarta.msn.com>

Good source for general information and maps

britannica.com

Web site for Encyclopedia Britannica

www.infoplease.com

Web site with numerous links to geographical information

Videos

Multicultural Canada (senior). Classroom Video, 1991. 30 min.

European Tourism. Classroom Video, 1999. 21 min.

Airline Catering. Classroom Video, 1998. 16 min.

Other Resources

Library/Resource Centre in school and/or community

Activity 3: Have Skills! Will Travel!

Time: 225 minutes

Description

Careers in tourism are explored using a variety of speakers such as industry representatives or Student Services Department staff. Students research the types of jobs available in their community in the Hospitality and Tourism sector using information from the Internet, friends, family, and representatives of the Student Services Department. Students use informational interview techniques during their interviews. Post-secondary education possibilities are examined and students are involved in job shadowing. Students demonstrate their knowledge of careers using word-processed and oral reports.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Impact and Consequences

Overall Expectations

TFV.01F - describe the scope of the tourism and hospitality industries;

ICV.03F - identify professional opportunities in hospitality and tourism.

Specific Expectations

ICI.05F - describe related career opportunities and the education and training required to gain entry to those positions.

Planning Notes

Teachers:

- contact community members to confirm dates and times of job shadowing (students may be delegated to do this);
- book the Career Centre, Library/Resource Centre, or Student Services facilities for educational and career research;
- prepare and duplicate an assignment to be completed in the Career Centre utilizing a variety of search methods (college catalogues, university catalogues, trade school brochures, private school brochures, Internet, etc.);
- review *Take Our Kids to Work™* program;
- ensure that students have completed the forms required by the Board to participate in job shadowing activities.

Prior Knowledge Required

Students should:

- have knowledge of letter-writing format (Business Department, English Department, or word-processing software);
- be familiar with Internet and computer usage;
- have effective listening skills;
- have effective observational skills;
- be familiar with journal writing.

Teaching/Learning Strategies

- The teacher and the class discuss the benefit of *Take Our Kids to Work™* program.
- Students write to their assigned person to confirm the date and time of the job shadowing activity. Letters are delivered by traditional mail, faxed, or e-mailed.
- The teacher introduces the role of the Career Centre, Library/Resource Centre, or Student Services office and describes the various resources that are available to the students there. Other staff members that may be available as a resource in the Career Centre may be introduced as well.
- The teacher distributes assignment to be completed in Career Centre, Library/Resource Centre, or Student Services office. (See Appendix BB – Career Research.)
- Each student completes the assignment individually but collaborative work between students is encouraged.
- The teacher reviews the job shadowing program with the students and comments on the information that students are to gain from this experience. Students should be reminded of appropriate behaviour and dress for a day in the business community.
- Students obtain permission from their other teachers to be absent from class and agree to a method of making up missed work.
- Students spend one day (if a full day is too much time this activity could be changed to one half day) with a community member in a job shadowing experience, making special note of the information that is required to complete the report.
- Upon their return to the classroom, students write a short journal entry on their job shadowing experiences, highlighting topics of interest to the individual.
- Students make a brief oral presentation to the class outlining their experiences and explaining why they would or would not choose this job as a future career.
- Students write a thank-you letter to the person who they shadowed.

Assessment/Evaluation Techniques

Assessment/evaluation shall be based upon:

- Formative assessment of the oral report (Appendix I – Oral Presentation Rubric)
- Assessment of Learning Skills based on work habits exhibited in Career Centre (Appendix P – Work Independently Checklist, Appendix D – Group Work/Teamwork Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, and Appendix S – Initiative Checklist)
- Summative assessment of the written report (Appendix E – Report Writing Rubric)

Accommodations

- Provide teacher-created or computer-generated templates for confirmation and thank-you letter.
- Permit oral report instead of written report.
- Attend job shadowing activity in pairs.
- Follow recommendations in IEPs.
- Adjust length of written report.
- Involve students in self-assessment of their own projects.
- For enrichment, students may interview someone with experience in the selected hospitality career.

Resources

Materials found in Career Centre, Library/Resource Centre, or Student Services offices such as college catalogues, university catalogues, trade school brochures, private school brochures, Internet, etc.

Board-generated policies and documentation regarding job shadowing.

Airline Catering. Classroom Video, 1998. 16 min.

Unit 5: Meeting the Challenge

Time: 15 hours

Unit Description

In this unit students research hospitality and tourism and its effect on environmental sustainability. Students design and administer a survey on environmental sustainability to use with tourism and hospitality businesses in their community. Students explore these concerns on national and international sites involved in the ecotourism industry. Students use an ecotourism theme to research, plan, and implement an outdoor event at a local site involving team-building activities and food production. This unit links with Geography, History, and Healthy Active Living Education.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Process, Impact and Consequences

Overall Expectations: TFV.04F, SPV.02F, ICV.01F, ICV.02F.

Specific Expectations: TF1.05F, SP1.01F, SP1.03F, SP1.06F, IC1.02F, IC1.06F.

Activity Titles (Time + Sequence)

Activity 1	Ecotourism	300 minutes
Activity 2	Celebrating our Environment	600 minutes

Prior Knowledge Required

Students should have:

- effective listening skills;
- working knowledge of industry standard for health and safety, measurement techniques, and use of equipment;
- know how to use standardized recipes;
- know how to use food and equipment order sheets;
- teamwork, time management, and communication skills;
- collaborative/co-operative learning skills;
- be familiar with brainstorming;
- word-processing and Internet research skills.

Unit Planning Notes

Teachers:

- collect newspapers and magazines for a period of time;
- research web sites that students can use to find articles;
- contact travel agents to determine locations of ecological interest;
- collect surveys that can be used as examples;
- liaise with Science and Geography Departments for information on ecosystems;
- obtain permission to use the site as determined by the class;
- determine date for grocery order and food preparation;
- complete field trips forms as required by school and Board;
- obtain any required equipment for the transportation of food.

Teaching/Learning Strategies

- Debriefing and student self-assessment are important parts of the activities.
- Brainstorming
- Classroom discussion
- Collaborative/co-operative learning
- Conferencing
- Journal writing
- Note making
- Report writing
- Research

Resources

Print

Ferguson, Carol. *Canadian Living Cookbook*. Mississauga: Telemedia Publishing Inc., 1987. ISBN 0-394-22017-X

Pare, Jean. *Company's Coming* series (various titles). Edmonton: Company's Coming Publishing Inc., 1992. ISBN 0-9690695-2-9

Rombauer, Irma S., Marion Rombauer Beck, and Ethan Beck. *The New Joy of Cooking*. New York: Simon and Schuster, 1997. ISBN 0-684-81870-1

The travel section from current magazines and newspapers

Videos

Videos of regions where ecotourism exists (television networks, e.g., Discovery and OLN)

Ecotourism What is it? Classroom Video, 1998. 24 min.

Fragile Ecosystems – Palau's coral reefs at risk. Classroom Video, 1995. 25 min.

Other

National Geographic

Library/Resource Centre

Web Sites

www.torontostar.com

The web site for the *Toronto Star* newspaper

www.montrealgazette.com

The web site for the *Montreal Gazette* newspaper

www.up.ac.za

(University of Pretoria) A web site with an environmental focus, information on developing regional ecotourism and the philosophy behind ecotourism

www.ecotourism.org

An Ecotourism web site

www.earthsave.bc.ca

A web site with an environmental focus

www.jgds.com/gnome

Includes a number of links to ecotourism and Amazon Interactive, a site where you can explore the Ecuadorian Amazon

www.cookbook.com

An online source for hundreds of recipes

www.cooking.com

An online source for recipes and cooking tips and equipment

www.foodtv.com

Online connection to the Food Network, including links to numerous television productions and video clips

<http://www.tpl.toronto.on.ca/>

Toronto Public Library

Other

Student-supplied recipes

Activity 1: Ecotourism

Time: 300 minutes

Description

By creating a scrapbook of current issues, students should discover the challenges that Hospitality and Tourism has placed on already fragile ecosystems, both in Canada and around the world. Students conduct a survey in their community to determine what local hospitality and tourism businesses are doing to protect our environment.

Strand(s) and Expectations

Strand(s): Impact and Consequences

Overall Expectations

ICV.01F - demonstrate understanding of environmental and social issues related to hospitality and tourism.

Specific Expectations

IC1.02F - explain the challenges of environmental sustainability in ecotourism.

Planning Notes

Teachers:

- collect newspapers and magazines for a period of time;
- research web sites that students can use to find articles;
- contact travel agents to determine locations of ecological interest;
- collect surveys that can be used as examples;
- liaise with Science and Geography Departments for information on ecosystems.

Prior Knowledge Required

Students should:

- have computer and Internet skills;
- have effective listening skills;
- be familiar with gathering information while watching a video.

Teaching/Learning Strategies

- The teacher presents a definition of “ecotourism” and asks the class for some examples of areas that they feel might be involved in ecotourism, both in Canada and worldwide. Examples of areas students might find of interest include the rain forests of Central and South America, the Great Barrier Reef off the Australian Coast, the Canadian Arctic, the Florida Everglades, and the Great Lakes.

-
- Students watch a video on an ecosystem that is in danger of being changed forever because of the carelessness of people.
 - In groups, students brainstorm to think of some other locations that are in danger, both in Canada and worldwide.
 - The teacher notes these locations and reads some current newspaper clippings highlighting the dangers faced in some of these regions.
 - Students compile a scrapbook of current clippings on the effects that Hospitality and Tourism are having on our environment. Students highlight important information from the article and provide a written paragraph summarizing each article.
 - After looking at several of these articles, students form groups to create possible survey questions that can be given to local business asking how they are responding to the environmental crisis.
 - Students orally present their ideas to the rest of the class and a master list of questions is created.
 - Students and teacher decide which questions to include on a final questionnaire.
 - One student creates the questionnaire using a word-processing program.
 - Students distribute the questionnaire to the Hospitality and Tourism businesses in their community.
 - Students look at the results when the questionnaires are returned and compile appropriate statistics.
 - Students write a report based on the results of the survey. The report reflects the student's impression of the information gathered in the survey.

Assessment/Evaluation Techniques

Assessment/evaluation shall be based upon:

- Assessment of Learning Skills (Appendix P – Work Independently Checklist, Appendix D – Group Work/Teamwork Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, and Appendix S – Initiative Checklist)
- Assessment of scrapbook (Appendix V – Scrapbook Rubric)
- Spreadsheet/database rubric (Appendix U – Spreadsheet/Database Rubric)

Accommodations

- Students may independently or in groups research the term “ecotourism”.
- Working independently or in groups students use a variety of research techniques such as the school Library/Resource Centre research, Internet research, brainstorming, interviewing business owners, etc. in identifying how people (tourists) affect local ecosystems.
- Allow findings of research to be stored in varied forms and presented verbally or using word-processing, audio-video, or digital techniques.
- Allow survey format and final reporting to take a variety of forms to best meet student's needs.
- Have students working with a peer tutor.
- Allow for time extensions on the research and reporting as required.
- Teachers follow suggestions made in student's IEP.

Resources

Print

The travel section from current magazines and newspapers

Videos

Videos of regions where ecotourism exists (television networks, e.g., Discovery and OLN)

Ecotourism What is it? Classroom Video, 1998. 24 min.

Fragile Ecosystems – Palau's coral reefs at risk. Classroom Video, 1995. 25 min.

Other

National Geographic

Library/Resource Centre

Web sites

www.torontostar.com

The web site for the *Toronto Star* newspaper

www.montrealgazette.com

The web site for the *Montreal Gazette* newspaper

www.up.ac.za

(University of Pretoria) A web site with an environmental focus, information on developing regional ecotourism, and the philosophy behind ecotourism

www.ecotourism.org

An Ecotourism web site

www.earthsave.bc.ca

A web site with an environmental focus

www.jgds.com/gnome

Includes a number of links to ecotourism and Amazon Interactive, a site where you can explore the Ecuadorian Amazon

Activity 2: Celebrating our Environment

Time: 600 minutes

Description

Students plan, prepare, and participate in a culminating celebration at a local, outdoor site. Students use computers to create invitations, menus, and other correspondence using word-processing software and possibly graphics software. All details of the event are centered on the concept that when the class leaves the site after the activity, there should be no negative indications that a large number of people used the site. Students write an entry in their journals outlining their feelings about the experience.

Strand(s) and Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.04F - describe regional tourism activities;

SPV.02F - organize and advertise small-scale excursions and events;

ICV.02F - apply industry standards related to personal and workplace hygiene.

Specific Expectations

TF1.05F - demonstrate understanding of some tools and equipment used in the tourism industry, such as advertising and Internet shopping;

SP1.01F - apply proper food handling and food-processing techniques;

SP1.03F - use correctly a variety of cooking methods to prepare simple recipes;

SPI.06F - demonstrate a range of teamwork, organizational, and communication skills;

IC1.02F - explain the challenges of environmental sustainability in ecotourism;

IC1.06F - demonstrate the ability to apply personal, health, and workplace safety regulations in the handling of equipment and materials.

Planning Notes

Teachers:

- obtain permission to use the site as determined by the class;
- determine date for grocery order and food preparation;

-
- complete field trip forms as required by school and Board;
 - obtain any required equipment for the transportation of food;
 - obtain any required equipment for games and activities.

Prior Knowledge Required

Students should:

- have a working knowledge of industry standards for health and safety, measurement techniques, and use of equipment;
- know how to use standardized recipes;
- know how to use food and equipment order sheets;
- have an understanding of teamwork, time management, and communication skills;
- have collaborative/co-operative learning skills;
- have effective listening skills;
- have effective verbal skills;
- be familiar with brainstorming techniques;
- have computer and Internet skills.

Teaching/Learning Strategies

- The class brainstorms locations for outdoor activity, and selects one. Depending on the season, shelter may be required. The event could be organized in many different fashions: a field trip to the zoo; an overnight camping trip; a streetcar tour of Toronto; a boat tour of a lake, river, or canal.
- The class brainstorms menu for celebration and selects an assortment of appropriate food and beverages based on religious, cultural, and dietary needs of students.
- The class brainstorms ideas for “no-trace” celebration (i.e. leaving no trace of human occupation of a campsite).
- The class plans activities for celebration. Some of the team building activities from Unit 2, Activity 1 may be revisited.
- The class determines guest list for the celebration.
- The class is divided into groups and each group is assigned specific tasks to complete.
- Timelines are determined jointly by class and teacher.
- Letter is written to ask for permission (if necessary) to use the selected site.
- Students spend time in class and in the Library/Resource Centre researching recipes.
- Students locate and modify recipes to provide adequate food for the class and any invited guests.
- Invitations are created on the computer and issued to invited guests. Invitations are sent by traditional mail, hand delivered, or e-mailed as appropriate.
- Students log their results in their journal on an ongoing basis.
- Each group holds a teacher/group conference to discuss adaptations to plans and progress.
- Groups prepare food and beverage for the celebration.
- Students package food to transport to outdoor location.
- All student groups revise plans and log ongoing changes.
- Students participate in celebration and cleanup.
- Students write a reflection mentioning their overall performance, achievements, learning, and recommended changes.

Assessment/Evaluation Techniques

Assessment/evaluation shall consist of:

- Assessment of Learning Skills (Appendix P – Work Independently Checklist, Appendix D – Group Work/Teamwork Checklist, Appendix Q – Organization Checklist, Appendix R – Work Habits/Homework Checklist, and Appendix S – Initiative Checklist)

-
- Summative assessment of food preparation (modified Appendix N – Sample Food Demonstration Rubric)

Accommodations

- Teachers may match personalities and aptitudes within groups to optimize success.
- Work individually or in groups.
- Work with peer tutor.
- Adjust format and length of written report.
- Teachers shall follow suggestions made in students' IEPs.
- Accommodations must be made for students with special needs when taking them off the school site.

Resources

Print

Ferguson, Carol. *Canadian Living Cookbook*. Mississauga: Telemedia Publishing Inc., 1987.

ISBN 0-394-22017-X

Pare, Jean. *Company's Coming* series (various titles). Edmonton: Company's Coming Publishing Inc., 1992. ISBN 0-9690695-2-9

Rombauer, Irma S., Marion Rombauer Beck, and Ethan Beck. *Joy of Cooking*. New York: Simon and Schuster, 1997. ISBN 0-684-81870-1

Web Sites

www.cookbook.com

An online source for hundreds of recipes

www.cooking.com

An online source for recipes and cooking tips and equipment

www.foodtv.com

Online connection to the Food Network, including links to numerous television productions and video clips

<http://www.tpl.toronto.on.ca/>

Toronto Public Library

Other Resources

Student-supplied recipes

Appendix T

Sample Safety Passport

This is a sample of a generic safety passport that may be adopted for use in a number of technology classrooms. The purpose of the safety passport is to ensure that students are fully aware of all safety features on each piece of equipment in the technical facility prior to using them independently. This process may be adapted to suit the individual teacher and students needs.

The general process is as follows:

1. When the teacher introduces a new piece of equipment (e.g., slicer). The student records the date of the safety demonstration on their safety passport and this is initialled by the teacher (see sample below). During this lesson in which the teacher demonstrates techniques for the safe operation of the machine and personal protective equipment (e.g., proper eye protection, secure loose hair, remove jewellery, protective clothing, etc.) the students prepare a note in their notebooks. This safety note is carefully recorded in each student's notebook along with the signed passport slip. The teacher also carefully notes on the attendance for that day that if any students are absent for the safety lesson then a makeup opportunity must be provided.
2. Secondly, each student must complete a written (or oral) test on the safe operation of the machine tool, outlining all safety features that must be observed. The written tests must also be kept by the students in their notebooks. These individual machine tests are designed to compliment any general facility safety rules. Upon satisfactory completion of the test, the student dates the "tested" column and the teacher initials this as complete.
3. Next, students must demonstrate to the teacher that they have a thorough knowledge of the safety rules for the equipment and are able to demonstrate their competency on the equipment. Once the teacher has observed the required safe setup and operation of the equipment by a student, the teacher signs off that portion of their passport.
4. Once the student has completed 1, 2, and 3, the teacher signs the final column of student's safety passport to indicate that they are able to use that equipment. Students must be able to provide the teacher with their signed off passport for that equipment each time they wish to use that equipment. A summary document of all the various permissions may be created by the student and signed by the teacher (as permissions are earned); these summary safety passports may be protected with page protectors or laminated for protection. See the sample summary passport below.

Sample Equipment Safety Passport

Student Name: _____ Equipment: _____							
See notebook for the note on safe setup and operation of the equipment.							
Attended Teacher Safety Instruction and Demonstration (and note recorded)		Passed Written or Oral Testing		Demonstrated Safe Setup and Operation of Equipment to Teacher		Granted Permission to Use Equipment by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

Appendix U

Spreadsheet/Database Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge Scope of tourism and hospitality industry TFV.01F	- demonstrates limited knowledge of facts, technical terminology, procedures, and standards	- demonstrates some knowledge of facts, technical terminology, procedures, and standards	- demonstrates considerable knowledge of facts, technical terminology, procedures, and standards	- demonstrates thorough knowledge of facts, technical terminology, procedures, and standards
Thinking/ Inquiry Professional opportunities in hospitality and tourism ICV.03F	- uses thinking skills with limited effectiveness	- uses thinking skills with some effectiveness	- uses thinking skills with considerable effectiveness	- uses thinking skills with a high degree of effectiveness
Communication Computerized tourism and hospitality applications SP1.04F SP1.05F IC1.05F	- communicates information with limited clarity	- communicates information with moderate clarity	- communicates information with considerable clarity	- communicates information with a high degree of clarity and with confidence
Application Role of tourism and hospitality locally, provincially, nationally, internationally TF1.01F TF1.02F	- makes connections with limited effectiveness	- makes connections with moderate effectiveness	- makes connections with considerable effectiveness	- makes connections with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix V

Scrapbook Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge Environmental and social issues ICV.01F	- demonstrates limited understanding of relationships between concepts	- demonstrates some understanding of relationships between concepts	- demonstrates considerable understanding of relationships between concepts	- demonstrates thorough and insightful understanding of relationships between concepts
Thinking/ Inquiry Challenge of environmental sustainability IC1.02F	- applies few of the skills involved in an inquiry/design process	- applies some of the skills involved in an inquiry/design process	- applies most of the skills involved in an inquiry/design process	- applies all or almost all of the skills involved in an inquiry/design process
Communication Understanding of issues IC1.02F	- communicates with a limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with a clear sense of audience and purpose	- communicates with a strong sense of audience and purpose
Application Relationship between Hospitality and Tourism and the environment ICV.01F	- applies ideas and skills in familiar contexts with limited effectiveness	- applies ideas and skills in familiar contexts with moderate effectiveness	- applies ideas and skills in familiar contexts with considerable effectiveness	- applies ideas and skills in familiar contexts with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix X

Sample Questions for Paper and pencil Test (Unit 2, Activity 3)

First Steps in the Kitchen

1. Why is it important to measure accurately when baking muffins?
2. Describe the displacement method for measuring one cup of peanut butter?
3. Why do we use different equipment when measuring dry ingredients (flour) and liquids (milk)?
4. Describe in detail the creaming method of making cookies.
5. Describe the proper method of chopping onions using a french knife.
6. Define the following terms – julienne, brunoise, mince, shred, dice.

Appendix Y

Sample Checklist for Finished Product (Unit 2, Activity 3)

First Steps in the Kitchen

Making Chocolate Chip Cookies

Consideration	Check item
When you made the cookies, did you:	
tie back your hair (if necessary), wash your hands, put on your apron?	
check your recipe?	
get all your ingredients?	
have your ingredients checked (measurements)?	
mix the ingredients correctly?	
pan the cookies correctly?	
set the oven timer?	
Other considerations:	

Appendix Z

Assignment Sheet – 12 Tourist Regions of Ontario

12 Tourist Regions of Ontario

Region 1	Southwestern Ontario
Region 2	Festival Country
Region 3	Lakelands
Region 4	Metropolitan Toronto
Region 5	Getaway Country
Region 6	Ontario East
Region 7	Ontario's Near North
Region 8	Rainbow Country
Region 9	Algoma Country
Region 10	James Bay Frontier
Region 11	North of Superior
Region 12	Sunset Country

For each of the 12 tourist regions of Ontario research and report on the following:

- Major towns or cities
- How to reach the area from where you live
- Transportation available within the area
- Major tourist attractions in the area
- Best season for tourists
- Typical weather in tourist season
- Types of accommodations available
- Regional specialties
- Other activities available in the area

Appendix AA

Assignment Sheet – Touring the World

Touring the World

You are being given the opportunity to visit any country in the world. First however, you must complete some research on your destination. Once you have determined where you would like to go, complete the following research items. You will be presenting your information to the class. Be creative!

- Geographical details
- Historical details
- Indigenous foods
- Travel costs to get to your destination – air, sea, land
- Travel costs once you have arrived at your destination
- Influence this country has had on Canadian culture
- Items of interest for a wide audience (children, elderly, sports enthusiasts, collectors, art enthusiasts, etc.)
- Your submission should include: maps, historical timelines, important events, famous people, key local tourist attractions, and any other pertinent information you can find.

Appendix BB

Assignment Sheet – Career Research

Career Research Assignment

In order to complete this assignment you must choose three careers in the Hospitality and Tourism industry to research. One career should have apprenticeship training, one career should require community college training, and one career should require university training.

Please indicate the following in your report:

- availability of programs
- length of time to complete programs
- cost of program
- potential job placements at end of program

You must reference all sources of material. Include all web site addresses.

Appendix CC

Assignment Sheet – Worksheet on Internet Research

Internet Research Game

In order to complete this worksheet you must find web sites (three per topic) that supply you with information on the following list of topics. Include a one-line description of each web site explaining what type of information is contained there and three interesting facts posted.

Cooking Utensils that may be used for Outdoor cooking:

Dehydrated Food:

Camping Supply Store:

Urban Attractions:

Leadership Camps:

Appendix DD

Safety Quiz

1. Describe the proper hand washing method to be used in a food service lab. (4 marks)
2. List two safety rules that apply to handling raw chicken. (2 marks)
3. What should you do if water is spilled on the floor? (1 mark)
4. List the safety rules for the following pieces of equipment: slicer (3 marks), mixer (3 marks).
5. How should you carry a knife? (1 mark)
6. What should you do if someone in the class is cut while using a knife? (3 marks)
7. Where is the first aid kit located in the classroom? (1 mark)

Appendix EE

Safety Video/Instruction Poster Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Topic Clearly identified topic of video. TFV.05F IC1.01F IC1.03F	- identifies topic of video with assistance	- identifies topic of video with some assistance	- could easily identify topic of video	- identifies topic of video with a high degree of clarity
Use of Resources (Location, equipment, and materials) TFV.05F TF1.07F	- uses equipment and materials pertaining to hospitality and tourism with assistance	- uses equipment and materials pertaining to hospitality and tourism with some assistance	- uses equipment and materials pertaining to hospitality and tourism	- uses equipment and materials pertaining to hospitality and tourism and assists others
Communication (Appropriate dialogue and terminology related to Hospitality and Tourism) IC1.03F IC1.04F	- communicates information with limited clarity	- communicates information with moderate clarity	- communicates information with considerable clarity	- communicates information with a high degree of clarity and with confidence

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix FF

Touring the World Checklist

This project includes:	
A cover page	
Geographical details	
Historical details	
Travel costs to get to your destination – air, sea, land	
Travel costs once you have arrived at your destination	
Influence this country has had on Canadian culture	
Your submission should also include; maps, historical timelines, important events, famous people, key local tourist attractions and any other pertinent information you can find.	