

Public and Catholic District School Board Writing Partnerships

Technological Education

Course Profile Hospitality and Tourism

Grade 12
Workplace Preparation
TFH4E

• *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.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview

Hospitality and Tourism, TFH4E, Grade 12, Workplace Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Technological Education, 2000.*

Prerequisite: Hospitality and Tourism, Grade 11, Workplace Preparation

Course Description

This course focuses on advanced food preparation and presentation skills; event and activity planning; the equipment and facilities used in the hospitality and tourism industry; and tourist attractions. Students study the nutritional value of foods, plan menus and recipes, develop management techniques, design and implement an event, and learn effective communication skills. They also explore careers, the impact of the hospitality and tourism industry on society and the environment, and health and safety standards in the workplace.

How This Course Supports the Ontario Catholic School Graduate Expectations

The role of Technological Education in the Catholic faith community enables students to develop and utilize their gifts and talents while creating products that benefit others in a way that models Gospel values. The focus of the curriculum enables students to develop a responsible work ethic that examines and evaluates the use of resources and the relevance to customer satisfaction. Process and results are emphasized to ensure that students create products and provide services that recognize our God-given responsibility to respect the dignity and value of the individual and the community.

Course Notes

Teaching and learning approaches address all of the areas of technological education, including knowing, doing, designing, testing, building, and evaluating. Students use projects as a means of achieving these expectations. They are provided with a combination of information and experience that prepares them to make informed choices about the use of various technologies, how to use technology wisely, and how to solve technological problems.

Students are involved in:

- investigating technological products, systems, and processes;
- gaining knowledge of principles and processes of technology;
- exploring needs that can be met through technology;
- creating and evaluating alternatives and modification in relation to these needs;
- developing safe and efficient work habits;
- making products that satisfy defined specifications and standards of quality and safety;
- making connections between technology and society (past, present, and future);
- assessing related career opportunities and requirements;
- developing confidence to contribute to a technological society.

In planning and delivering technological education programs, there should be an open, collaborative, activity-based approach to teaching that accommodates students' interests, aspirations, and learning styles. The teacher and students plan activities to ensure that they are meaningful and relevant to students' needs and the requirements of the curriculum. Activities are designed to include both individual and team approaches. Technological activities often require individuals to work collaboratively while undertaking a variety of roles and tasks. The teacher should work collaboratively with colleagues to plan and deliver curriculum.

The teacher can contribute individual expertise in the various areas of technology to ensure the successful implementation of the Technological Education curriculum. Course content may be integrated with other parts of the school's program.

To maintain the principles of Catholic social teaching with regard to the Dignity of the Human Person, accommodations must be made so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity, or race. The teacher fosters a positive atmosphere accepting of an individual's uniqueness, values, and needs.

Units: Titles and Time

| | | |
|----------|---|----------|
| * Unit 1 | Tourism: Far and Wide | 15 hours |
| Unit 2 | Safe and Secure Practices | 15 hours |
| Unit 3 | Working with Food: Inside and Out | 30 hours |
| * Unit 4 | Event Planning: Everything and Everyone in Place | 25 hours |
| Unit 5 | Sustainable Development: Environment and Economic Impacts | 15 hours |
| Unit 6 | A World of Opportunities... | 10 hours |

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Tourism: Far and Wide

Time: 15 hours

Unit Description

Students explain the importance of each of the eight sectors of the hospitality and tourism industry. They focus on the interrelationship between each of the sectors; the impact of tourism at the local, provincial, national, and global level; various attractions, landmarks, and geographical regions; and the support services within the industry. Students view the role of hospitality and tourism from a local to global level with a holistic approach in light of gospel values.

Unit Overview Chart

| Cluster | Learning Expectations | Assessment Categories | Focus |
|---------|---|--|--|
| 1.1 | TFV.01, TFV.02, TF1.04, TF1.06, TF1.07, TF1.08, TF1.09, TF1.11 CGE4b | Knowledge/Understanding Thinking/Inquiry Communication | Interrelationships within eight sectors |
| 1.2 | TFV.01, TFV.02, TF1.01, TF1.05 CGE1i, CGE7h | Knowledge/Understanding Thinking/Inquiry Communication | The economics of the eight tourism sectors |
| 1.3 | TFV.01, TFV.02, TF1.02, TF1.03, TF1.10 CGE7j | Knowledge/Understanding Thinking/Inquiry Communication | Attractions, landmarks and locations |

Unit 2: Safe and Secure Practices

Time: 15 hours

Unit Description

This unit reinforces the health, safety, and sanitation standards central to the hospitality and tourism industry. Students focus on safe and secure practices, including: personal hygiene; food handling; storage and inventory control; health and safety standards, codes, and legislation. Through the understanding of these standards, students demonstrate the positive sense of self and respect for the welfare of others.

Note: The application of health and safety regulations takes place in Unit 3: Working with Food: Inside and Out.

Unit Overview Chart

| Cluster | Expectations | Assessment Categories | Focus |
|---------|---|--|-----------------------|
| 2.1 | ICV.02, SPV.03, IC2.01, SP3.01, SP3.03 CGE2c | Knowledge/Understanding Thinking/Inquiry Communication | Risks |
| 2.2 | ICV.02, SPV.03, IC2.02, SP3.01, SP3.03, SP3.04 CGE3d, CGE4a | Knowledge/Understanding Thinking/Inquiry Communication | Safe Practices |
| 2.3 | ICV.02, SPV.03, IC2.03, IC2.04, SP3.02 CGE4a, CGE7j | Knowledge/Understanding Thinking/Inquiry Communication | Industry Standards |

Unit 3: Working with Food: Inside and Out

Time: 30 hours

Unit Description

An integral part of this unit is assessing the nutritional value of food products and the effect of various food processing techniques on nutrients. Students identify the differences between organically grown foods and foods grown using chemical additives. Gaining confidence through practice, learning is repeated and reinforced with the preparation of complex recipes in accordance with culinary traditions. The demands of food planning, preparation, and presentation necessitate one's faith and can be a most convincing witness of the Gospel.

Unit Overview Chart

| Cluster | Learning Expectations | Assessment Categories | Focus |
|---------|---|---|-------------------|
| 3.1 | TFV.03, SPV.03, TF2.01, TF2.02, TF2.03, TF2.04, SP3.02, SPV.02 CGE3b, CGE7j | Knowledge/Understanding Thinking/Inquiry Communication Application | Food Planning |
| 3.2 | SPV.02, SPV.03, SP2.01, SP2.02, SP2.03, SP2.04, SP2.05, SP2.06, SP3.02 CGE4f, CGE5c, CGE5f | Knowledge/Understanding Thinking/Inquiry Communication Application | Food Preparation |
| 3.3 | SPV.02, SPV.03, SP2.01, SP2.05, SP2.06, SP3.02 CGE4f, CGE7b | Knowledge/Understanding Thinking/Inquiry Communication Application | Food Presentation |

Unit 4: Event Planning: Everything and Everyone in Place

Time: 25 hours

Unit Description

A well-designed working establishment makes work flow efficiently. Students investigate and describe an assortment of facilities, layouts, and suitable equipment that assist with the design and operation of a tourism activity. After identifying the characteristics and features of the facilities, students design, plan, and implement an activity or fund raiser for their school or community. Teamwork and management play an important role in the day-to-day operation of an establishment. Through the use of software applications, students gain knowledge that assists in improving customer service. Students are encouraged to design an event or fund raiser in light of Christian values.

Unit Overview Chart

| Cluster | Learning Expectations | Assessment Categories | Focus |
|---------|--|---|---------------------------------|
| 4.1 | TFV.04, TF3.02, TF3.03 CGE3b | Knowledge/Understanding Thinking/Inquiry Communication | Physical Layout (Floor Plan) |
| 4.2 | TFV.05, TF3.01, TF3.04 CGE3b, CGE3c, CGE5e | Knowledge/Understanding Thinking/Inquiry Communication | Equipment and Facilities |
| 4.3 | SPV.01, SPV.04, SP4.01, SP1.01, SP1.02 CGE2e, CGE3b, CGE4f | Knowledge/Understanding Thinking/Inquiry Communication Application | Event management |
| 4.4 | SPV.01, SP1.01, SP1.02, SP1.03 CGE2b, CGE3d, CGE4f | Knowledge/Understanding Thinking/Inquiry Communication Application | Event planning |
| 4.5 | SPV.05, SP4.02, SP4.03, SP4.04 CGE2e, CGE3d, CGE7a | Knowledge/Understanding Thinking/Inquiry Communication Application | Customer Service |

Unit 5: Sustainable Development: Environmental and Economic Impacts

Time: 15 hours

Unit Description

The continued growth of the hospitality and tourism industry is dependent on meeting the needs of sustainable development; that is to act with the notion of maintaining the natural environment in the development of a tourist activity. Students investigate the environmental, economic, and social impacts on the hospitality and tourism industry. Students examine and explain the importance of hospitality and tourism to the economy and its effect on industry at local, provincial, and national levels. Through this research, they gain understanding of the importance of industry associations to the development of strong local and provincial economies. In an effort to meet the needs of sustainable development, students are asked to think reflectively and creatively to evaluate situations and solve problems in light of gospel values with an informed moral conscience.

Unit Overview Chart

| Cluster | Learning Expectations | Assessment Categories | Focus |
|---------|---|--|----------------------------|
| 5.1 | ICV.01, IC1.04, IC1.05 CGE3d | Knowledge/Understanding Thinking/Inquiry Communication | Economy |
| 5.2 | ICV.01, IC1.01, IC1.02 CGE3c, CGE3d, CGE7i | Knowledge/Understanding Thinking/Inquiry Communication | Environment |
| 5.3 | ICV.01, IC1.01, IC1.03 CGE3d, CGE7b | Knowledge/Understanding Thinking/Inquiry Communication | Impact on Social Behaviour |

Unit 6: A World of Opportunities...

Time: 10 hours

Unit Description

This unit formally introduces students to career opportunities in the hospitality and tourism industry. Using print-based media, and electronic resources, students identify various careers and the required training and education. They explore and examine personality traits and lifestyle choices necessary for success in the industry. Finally, students determine whether or not their interests and skills lead them down one of the many career paths in the hospitality and tourism industry. Students are encouraged to examine and reflect on the personal values, abilities, and aspirations influencing life's choices and opportunities in light of gospel values.

Unit Overview Chart

| Cluster | Learning Expectations | Assessment Categories | Focus |
|---------|--|---|----------------------|
| 6.1 | ICV.03, IC3.01, IC3.02, IC3.06 CGE5b | Knowledge/Understanding Thinking/Inquiry Communication | Career and Education |
| 6.2 | ICV.04, IC3.04, IC3.05, IC3.06 CGE3c, CGE5d | Knowledge/Understanding Thinking/Inquiry Communication Application | Personality Traits |
| 6.2 | ICV.04, IC3.03, IC3.05, IC3.06 CGE4f, CGE7b | Knowledge/Understanding Thinking/Inquiry Communication Application | Employability Skills |

Teaching/Learning Strategies

Brainstorming – group generation of initial ideas expressed without criticism or analysis

Buddy System – linking of students for peer/cross-age support

Case Study – investigation of real and simulated issues

Class Discussion – active participation of students by taking turns while discussing current issues

Collaborative/Cooperative Learning – small group learning providing high levels of student engagement and interdependence

Computer-assisted Learning – use of the computer to learn new material or to review/reinforce material previously learned

Conferencing/Discussion – student-to-student discussion and teacher-to-student discussion to encourage confidence and motivation to success in all learners

Demonstration – practical showing or explanation of how something works or is made

Design Process – problem-solving approach using a prescribed process involving a number of steps

Field Trips – tangible examples of food service operations and work sites

Foods Service Preparation Labs – application by students of industry standards in food safety, sanitation, time planning, preparation, and presentation of food products

Guest Speakers – the use of the knowledge and experience of professionals in order to increase students' understanding of the real world and how it relates to course content

Handouts/worksheets – formation of a resource book of information for students to draw on

Homework – an extension of classroom learning

Independent Study – exploration and research of a topic interesting to students

Issue Based Analysis – the use of current issues to develop the skills of synthesis and analysis

Journal Writing – the practice of expressing ideas, experiences, questions, reflections, personal understanding or new learning in written form on a regular basis

Mind Map – the representation of physical, demographic, and numerical data through visual formats to show relationships among ideas

Note Making – recording of information for a variety of purposes

Problem Solving Strategies – working through problems

Problem Solving – model for helping students to identify and work through a design process

Report/Presentation – oral, visual, and written presentation of researched topic to class or community

Research – various models of investigation

Socratic Lesson – oral presentation of information by the teacher

Theological Reflection – examination by students of issues in relation to spiritual understanding as it reflects on them individually, on their families, and on their communities

Assessment & Evaluation of Student Achievement

Methods – paper-and-pencil, demonstrations, and personal communication

Strategies – paper-and-pencil – exams, test, multiple choice

demonstrations – reports, product skills, projects

personal communication – classroom discussion, seminars, oral reports, logs/journals

Tools

- checklists
- marking schemes
- rubrics/rating scales

Evaluation of Student Achievement Assessment Methods

- *Diagnostic*: occurs at the beginning of a term, a unit of study, or whenever information about prior learning is useful
- *Formative*: during learning; ongoing feedback to the teacher and student about the quality of learning and the effectiveness of instruction
- *Summative*: usually carried out at the end of a learning process; may include evaluation

Assessment Techniques

Activities based in this course are generally skill oriented. Assessment of skill development involves focusing on both the process and the product. Checklists are commonly used to identify the operational steps of the process, whether it is safe and secure food practice, or menu planning and preparation. Significant aspects of the completed product or service are identified and assessed on a rating scale or by a rubric. Checklists and rating scales should be available to students at the beginning of an activity. These provide the teacher and students with an up-to-date and ongoing means of monitoring the level of achievement attained. Teacher/student discussions clarify the standards that are expected. Students are encouraged to use these checklists and scales for self-assessment, which helps to develop a sense of responsibility for independent learning. Through modelling and coaching, the teacher helps students provide constructive and supportive feedback. Peer assessment, especially during group work, provides additional feedback to students. The use of performance tasks as a method for assessing the achievement of a skill by a student is both valid and effective. A variety of assessment techniques are used in the evaluation process. The vocabulary used in test questions should reflect correct technical terminology. The option for oral testing and student demonstrations of acquired skills can be used. Although students are encouraged to write answers in proper sentence form, questions and answers that involve diagrams are effective assessment instruments in Technological Education. The ability to combine skill and knowledge successfully in practical work tasks is demonstrated by students in their planning and implementation of projects, work assignments, and problem-solving activities. Daily teacher observation of students' achievement on assignments is a technique for assessing progress in these areas.

How Assessment Strategies May Be Used to Determine Final Course Mark

Assessment instruments are designed to provide information about student achievement. Learning skills, effort, punctuality, and recorded absences are reported separately and are not considered in the determination of the percentage grade. Assessment instruments may be used in more than one achievement category. The final grade should reflect the student's most consistent performance level. Seventy per cent of the grade is based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

The teacher using this course profile must be acquainted with students' Individual Education Plans (IEPs) and their unique learning characteristics in order to make the necessary accommodations. There is a wide range of teaching/learning strategies that can be used to meet the needs of all students. The teacher is encouraged to modify and expand teaching strategies to accommodate learning styles. The teacher must also consider appropriate accommodations for physical and developmental disabilities, behavioural, and gifted students.

Resources

Note: Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teacher should consult board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, the teacher ensures that the board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with students, the teacher ensures that board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teacher is reminded that much of the material on the Internet is protected by copyright. The person or organization that created the work usually owns the copyright. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Catholic Resources

Catechism of the Catholic Church. Ottawa: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Cowan, Anton (nihil obstat) and Rt. Rev. John Crowley (imprimatur). *The New Jerusalem Bible, Standard Edition*. Toronto: Doubleday, 1998. ISBN 0-385-493-207

Course Development Resources

Blueprints: A Resource Tool for Writing Catholic Secondary School Course Profiles. Catholic Curriculum Cooperative, Central Region.

Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.

Ontario Curriculum, Grades 11 to 12: Technological Education, 2000.

Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.

Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999.

The Bible For Catholics CD-ROM. Washington: Liguori Publications, 1996. ISBN 0-7648-0065-5

Trafford, Larry. *Educating the Soul: Writing Curriculum for Catholic Secondary Schools*. Toronto: Institute for Catholic Education, 1998. ISBN 0-9699178-5-6

Books

Armbruster, Gertrude and Karla Longree. *Quantity Food Sanitation*, 5th ed. Toronto, Canada: John Wiley and Sons, 1996. ISBN 0-471-5960-4

Blocker, Linda, et al. *Culinary Math*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-38740-1
Canadian Restaurant and Food Services Association. *Sanitation Code for Canada's Foodservice Industry*. Toronto: Canadian Restaurant and Food Services Association, 1998.

Coltman, Michael M. and Martin G. Jagesl. *Hospitality Management Accounting*, Seventh Edition Text and Workbook Set. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-40730-5

Dahmer, Sondra J. and Hurt W. Kahl. *Restaurant Service Basics*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-40241-9

Deviney, David E. *Outstanding Customer Service: The Key to Customer Loyalty*. West Des Moines, Iowa: American Media Publishing, 1998. ISBN 1-884926-95-9

Donovan, M.D. *Cooking Essentials*. U.S.A.: John Wiley & Sons, 1997. ISBN: 0-471-28717-2

Douglass, Merrill E. and Donna N. Douglass. *Manage Your Time Your Work Yourself*. U.S.A.: AMACOM, 1993. ISBN 0-8144-7825-5

Gartner, William C. *Tourism Development: Principles, Processes, and Policies*. Toronto, Canada: John Wiley and Sons, Inc., 1996. ISBN 0-0-471-28447-5

Gisslen, Wayne and Mary Ellen Griffin. *Study Guide to Accompany Professional Cooking*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-32065-X

Gisslen, Wayne. *Professional Cooking*, 4th ed. U.S.A.: John Wiley & Sons, Inc., 1999. ISBN: 0-471-23997-6

Go, Frank M., et al. *Human Resource Management in the Hospitality Industry*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-11056-6

Goldblatt, Joe. *Special Events: Best Practices in Modern Event Management*, 2nd ed. Toronto, Canada: John Wiley and Sons, Inc., 1997. ISBN 0-471-28745-8

Goldblatt, Joe. *Special Events: Global Event Management in the 21st Century*, 3rd ed. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-39687-7

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- Haines, R. Food Preparation. *U.S.A.: American Technical Publishers*. 1988. ISBN: 0-8269-4433-7
- Jones, Laurie Beth. *JESUS CEO: Using Ancient Wisdom for Visionary Leadership*. New York: Hyperion, 1994. ISBN 0-7868-8126-7
- Katsigris, Costas and Chris Thomas. *Design and Equipment for Restaurants and Foodservice: A Management View*. Toronto: John Wiley & Sons, Inc., ISBN0-471-09068-9
- Katz, Jeff B. *Restaurant Planning, Design, and Construction: A survival Manual for Owners, Operators, and Developers*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-13698-0
- Lebedun, Jean. *Managing Workplace Conflict*. West Des Moines, IA: American Media Inc., 1998. ISBN 1-884926-93-2
- Malouf, Lena. *Behind the Scenes at Special Events: Flowers, Props, and Design*. Toronto: John Wiley & Sons, Inc., 1998. ISBN 0-471-25491-6
- Manask, Arthur M. and Mitchell Schechter. *The Complete Guide to Foodservice in Cultural Institutions: Your Keys to Success in Restaurants, Catering, and Special Events*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-39688-5
- Marvin, Bill. *From Turnover to Teamwork: How to Build and Retain a Customer-Oriented Foodservice Staff*. Toronto: John Wiley & Sons, Inc., 1994. ISBN 0-471-59077-0
- Marvin, Bill. *Restaurant Basics: Why Guests Don't Come Back..., and What You Can Do About It*. Toronto: John Wiley & Sons, Inc., 1991. ISBN 0-471-55174-0
- McDonnell, Ian, et al. *Festival and Special Event Management*. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-33934-2
- Mill, Robert Christie. *Resorts: Management and Operation*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-36188-7
- Mizer/Porter/Sonnier. *Food Preparation for the Professional*, 2nd ed. John Wiley & Sons, 1987. ISBN 0-471-88303-4
- Olsen, Michael D., et al. *Strategic Management in the Hospitality Industry*, 2nd ed. Toronto: John Wiley & Sons, Inc., 1998. ISBN 0-471-29239-7
- Ontario Tourism Education Corporation (OTEC) *Career Planning Guide*. Canada: Canadian Tourism Human Resource Council. ISBN 1-896229-51-4
- Ontario Tourism Education Corporation (OTEC) *Entry Level Skills*. Canada: Canadian Tourism Human Resource Council. ISBN 1-8962229-68-9
- Ontario Tourism Education Corporation (OTEC) *The Student's Travel Map: A Guide to Tourism Careers, Education and Training*. Canada: Canadian Tourism Human Resource Council (2000). ISBN 1-55304-335-9
- Pappas, Mike J. *Eat Food, Not Profits! How Computers Can Save Your Restaurant*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-7471-28764-4
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- Pepper, Michael R. FMP. *Menu Planning and Cost Control*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667502-1
- Pepper, Michael R. FMP. *Menu Planning and Cost Control: Teacher's Resource Guide*, 2nd ed. New York: Glencoe/MacMillan/McGraw-Hill, 1993. ISBN 0-02667503-X

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- Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-25244-1
- Ray, Mary Frey and Evelyn Jones Lewis. *Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668489-6
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- Ray, Mary Frey and Evelyn Jones Lewis. *Teacher's Resource Binder: Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668491-8
- Reid, Robert D. and David C. Bojanic. *Hospitality Marketing Management*, 3rd ed. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-35462-7
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- St. John Ambulance. *First on the Scene: The Complete Guide to First Aid and CPR*. Ottawa, Canada: Priory of Canada, 1998. ISBN 0-929006-89-5
- Stutts, Alan T. *Hotel and Lodging Management: An Introduction*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-35483-X
- Timmons, Veronica. *A Guide to Canada's Tourism Industry and Its Careers*, 4th ed. Vancouver, British Columbia: Getaway Publishing Inc. ISBN 0-9693-326-2-9
- Tyler, Duncan, (ed.) et al. *Managing Tourism in Cities: Policy, Process and Practice*. Toronto: John Wiley & Sons, Inc., 1998. ISBN 0-471-98315-2
- Wolfe, Kenneth C. *Cooking for the Professional Chef*. Delmar Publishers, 1982. ISBN 0-8273-1903-7
- Woodbury, Debbie, (ed.) *Providing Personalized Customer Service*. U.S.A.: Crisp Publications, Inc., 1999. ISBN 1-56052-518-5
- Zzaccarelli, Herman E. *Food Service Management by Checklist: A Handbook of Control Techniques*. Toronto: John Wiley & Sons, Inc., 1991. ISBN 0-471-53063-8

Periodicals and Magazines

- Food Arts: The Magazine for Professionals*. New York, New York: Food Arts Publishing, Inc.
- Food Service and Hospitality*. Toronto, Canada: Kostuch Publications Ltd.
- Canada's Foodservice News*. Toronto: Canada's Foodservice News.
- Fine Cooking*. Newtown, Connecticut: The Taunton Press. ISSN 1072-5121
- Gusto*. Markham, Ontario, Canada: PLM Imaging Inc. – <http://www.gustomagazine.com>
- Special Events Magazine*. Malibu, California: Miramar Publishing.

Software

Career Cruising. Licensed by the Ministry of Education from Anaca Technologies.

Professional Cooking, 4th ed. John Wiley & Sons

Cooking Light (MasterCook recipe software). Sierra Software

Websites

The teacher addresses safety/censorship on the Internet at the start of the course by implementing the school board's policies regarding appropriate use by students and access to Internet services.

All about foods – <http://fp.enter.net/~rburk/>

Recipes in the Mastercook Format

All Recipes – <http://www.allrecipes.com/>

Recipes, Glossary and General Information

Food Television – <http://www.foodtv.com/>

Recipes, Glossary, General Information and Rogers CITC partner

What it takes to work in Tourism and Hospitality – <http://www.whatworksonline.com/core/tourhosp.html>

Hospitality Net – <http://www.hospitalitynet.nl/>

The Internet resource for the global hospitality industry

Quintessential Careers – http://www.quintcareers.com/hospitality_jobs.html

Job search in hospitality and tourism with specified salary

Catholic Social Teaching – <http://www.coc.org/coc/cst.html>

Resources for teachers and links for Catholic social teaching

Educational Computing Organization of Ontario (ECOO) – <http://www.ecoo.org/mainmenu.html>

Resources for teachers and links to other educational sites

Ontario Curriculum Centre (OCC) – <http://www.curriculum.org>

Ministry approved resources, course profiles, and links to other educational sites

Ontario Ministry of Education – <http://www.edu.gov.on.ca/>

Ministry site with up-to-date information and useful links

School Net – <http://www.schoolnet.ca/>

Learning resources, programs, and links to other educational sites

TV Ontario (Edulinks) – <http://www2.tvo.org/edulinks/>

Resources for teachers and links to other educational sites

TV Ontario (Pdonline) – <http://www.tvo.org/pdonline/>

Professional development for teachers on line with links to other useful educational sites

TV Ontario (OESS) – <http://www2.tvo.org/oess/>

Ontario Education Software Service – Ministry licensed educational software

Ontario Farm Animal Council (OFAC) www.ofac.org

Teacher and student resources on topics relating to Farm Animal Care, Environment

Food Safety and New Technologies

Ontario Ministry of Agriculture, Food, and Rural Affairs – www.gov.on.ca/omafra

Source of information of Ontario's agri-food industry and the services and programs OMAFRA provides

Agricultural Groups Concerned about the Environment (AGCARE) – www.agcare.org

Covers issues relating to crop production (pesticides, water quality, soil integrity), biotechnology and agricultural programs such as recycling and environmental farm plans

Ontario Ministry of the Environment – www.ene.gov.on.ca

Canada Tourism – www.canadatourism.com

Information about tourism in Canada, including topics such as sustainable development.

Canadian Centre for Occupational Health and Safety – www.CCOHS.ca
Promoting safe and healthy work environments

Canadian Restaurant and Food Service Association – www.crfa.ca/
Journal for the Canadian food service industry

Food Path – www.foodpath.com.au/links.htm
Resources for global food industry professionals

Health Canada – www.hc-sc.gc.ca/english/food.htm
Health Canada is the federal department responsible for helping the people of Canada maintain and improve their health. A good source for information on food safety

Ontario Ministry of Labour – www.gov.on.ca/lab/main.htm
Information on OCHS legislation, health, and safety guidelines, preventing injury

St. John’s Ambulance Canada – www.sja.ca/english/content/new.html
First aid information, calendar of courses offered

Educational Network of Ontario (ENO) – <http://www.enoreo.on.ca/>
Resources for teachers and links to other educational sites

Marconi Commerce Systems: Quick Service Restaurant Solutions
– <http://www.marconicommerce.com/Solutions/quickServiceRestaurants.cfm>
Provides information and solutions to incorporate technology resulting in improved customer service

National Restaurant Association – <http://www.restaurant.org/careers/education/cfm>
Site contains information on what’s happening in the industry, careers and education.

People and The Planet – <http://www.peopleandplanet.net>
Information and articles on global tourism

OSS Considerations

The Grade 12 Hospitality and Tourism Technology course is designated as a Technological Education, Part A, Broad-Based Technology program. This course is designated a Workplace Preparation course and comprises a set of expectations that are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. (See the *Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000* for a description of the different types of secondary school courses.) Students can use this course as a compulsory credit for Science (Grades 11 and 12) and Technological Education (Grades 9-12), or as an optional credit.

Students are introduced to practical aspects of hospitality 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 accommodations where the needs of all students are met. Ontario secondary school graduates are expected to be technologically literate as described in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*. Students should be able to understand and apply technological concepts, to use computers in various applications, and to analyse the implications of a wide range of technologies for individuals and society. To ensure that all students in the province have equal opportunity to achieve their full potential, the education system must be free from discrimination and must provide all students with a safe and secure environment, so that they can participate fully and responsibly in the educational experience. Anti-discrimination education, equity/social justice issues, conflict resolution/violence prevention, community partnerships, and faith development are addressed in the course. These support the Ontario secondary school board policies as well as the Ontario Catholic School Graduate Expectations.

Career exploration is aligned with *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*.

Apprenticeship Opportunities in Ontario

Apprenticeship is hands-on training for people who enjoy learning by doing. The training provides access to well-paying jobs that demand a high level of skills, judgement and creativity. Apprentices are paid while gaining work experience, and their wages increase with their level of skills

Apprenticeship is a method of training in which employers train workers to become skilled tradespeople through on-the-job training and classroom instruction. Apprenticeship training programs are available for many skilled trades in Ontario.

The Ontario Youth Apprenticeship Program (OYAP) opens the door to apprenticeship in a wide range of exciting careers. If you are entering Grade 11 and are at least 16 years old, you can work towards a career in a skilled trade as a registered apprentice, and eventually a certified skilled worker or journeyperson, while you complete your Ontario Secondary School Diploma. Eligible students should contact their guidance counsellor, technical director, or local apprenticeship office.

For more information: <http://www.edu.gov.on.ca/eng/training/apprenticeship/skills/splash.html>

Coded Expectations, Hospitality and Tourism, Grade 12, Workplace Preparation, TFH4E

Theory and Foundation

Overall Expectations

- TFV.01** · demonstrate an understanding of the importance of tourism at the local, provincial, national, and global level;
- TFV.02** · explain the importance of each of the eight sectors of the hospitality and tourism industry – accommodation, adventure tourism/recreation, food and beverage, transportation, travel trade, events and conferences, attractions, and tourism services;
- TFV.03** · explain the importance and value of nutrients in food products;
- TFV.04** · describe a variety of tourism attractions and their physical layouts or plants;
- TFV.05** · identify the equipment and facilities used in the hospitality and tourism industry.

Specific Expectations

Tourism Sectors and Services

- TF1.01** – describe the importance and impact of tourism at the local, provincial, national, and global level;
- TF1.02** – describe the importance of the attractions and adventure tourism/recreation (e.g., ecotourism) sectors of the tourism industry;
- TF1.03** – identify international tourism facilities and world-renowned landmarks;
- TF1.04** – describe the impact of the hospitality and tourism industry on transportation;
- TF1.05** – explain the economic value of tourist attractions;
- TF1.06** – identify components of the tourism services sector of the tourism industry;
- TF1.07** – explain the relationship of the accommodation sector to others sectors of the tourism industry;
- TF1.08** – describe various roles of the travel trade sector in the tourism industry;
- TF1.09** – identify demands made by the events and conferences sector of the tourism industry on the rest of the industry;
- TF1.10** – describe the link between geographic regions and the tourism industry;
- TF1.11** – identify the various national and provincial associations that support tourism activities.

Nutrition

- TF2.01** – describe the nutritional value of a variety of food products;
- TF2.02** – describe various food processing techniques and their effects on nutritional values;
- TF2.03** – identify the differences between organically grown fruits and vegetables and those grown using chemical additives;
- TF2.04** – explain the effect of dietary supplements in meat production.

Equipment and Facilities

- TF3.01** – describe the equipment needed to operate a restaurant;
- TF3.02** – identify the characteristics of different types of facilities (e.g., health spa, hotel, resort, bed and breakfast operation, country club);
- TF3.03** – explain the importance of community buildings and describe ways to use them for hospitality and tourism purposes;
- TF3.04** – describe how a variety of outdoor equipment is used in the hospitality and tourism industry.

Skills and Processes

Overall Expectations

SPV.01 · design and manage a school or community activity or fund raiser;

SPV.02 · use advanced product preparation and presentation skills to plan and prepare menus;

SPV.03 · handle and store foods safely and hygienically;

SPV.04 · use management techniques to complete a variety of tasks;

SPV.05 · identify various communication strategies to ensure customer service.

Specific Expectations

Event/Activity Planning

SP1.01 – design, plan, and implement an activity or fund raiser for the school or the community (e.g., a Community Connection Day);

SP1.02 – explain the success of an activity or fund raiser in relation to its action plan and make recommendations for improvement;

SP1.03 – effectively use a variety of software applications in the planning, promotion, and realization of an activity or fund raiser.

Product Preparation and Presentation

SP2.01 – prepare, present, and serve a variety of food products;

SP2.02 – prepare correctly various types of beverages;

SP2.03 – prepare complex recipes accurately using available ingredients;

SP2.04 – describe a variety of recipe structures;

SP2.05 – perform accurate measurements, metric conversions, and calculations of yield for various types of recipes;

SP2.06 – prepare a variety of recipes in accordance with culinary traditions.

Handling of Foods

SP3.01 – describe personal hygiene practices;

SP3.02 – perform food handling, serving, and storage techniques that conform with health and safety standards;

SP3.03 – explain food storage practices and inventory procedures;

SP3.04 – manage inventory effectively and use correct purchasing techniques.

Management Techniques and Customer Service Standards

SP4.01 – use time management and teamwork skills to plan and manage a variety of events and activities;

SP4.02 – describe effective customer service techniques for a variety of settings;

SP4.03 – explain the need for sensitivity in responding to client needs;

SP4.04 – use software programs to improve customer service.

Impact and Consequences

Overall Expectations

ICV.01 · describe the impact of the hospitality and tourism industry on the environment and the economy;

ICV.02 · identify health and safety standards for the hospitality and tourism industry;

ICV.03 · describe career opportunities and the education and training required for each;

ICV.04 · identify the individual personality traits and skills that lend themselves to a career in tourism.

Specific Expectations

Environmental and Economic Impacts

IC1.01 – describe the effects of pollution on the tourism and hospitality industry;

IC1.02 – identify the impact that the industry has on the environment;

IC1.03 – describe ways in which the tourism industry affects social behaviour;

IC1.04 – explain how the eight sectors of the tourism industry affect the national, provincial, and local economies;

IC1.05 – describe the industry associations and explain their importance to the development of strong local and provincial economies.

Health and Safety Factors

IC2.01 – describe food-borne illnesses and ways to avoid contamination;

IC2.02 – identify solutions for health and safety problems;

IC2.03 – describe and, where appropriate, apply health and safety standards, codes, and legislation;

IC2.04 – explain ways to meet health and safety requirements in various settings of the hospitality and tourism industry.

Education, Training, and Career Opportunities

IC3.01 – outline job opportunities and educational requirements for careers in the hospitality and tourism industry;

IC3.02 – identify the lifestyle and personal choices that can accompany a career in tourism (e.g., shift work, seasonal work);

IC3.03 – explain the importance of employability skills and attitudes to success in the tourism industry;

IC3.04 – describe the skills and attitudes required for careers in the hospitality and tourism industry;

IC3.05 – determine whether their interests, skills, and attitudes suit a career in a tourism occupation;

IC3.06 – describe possible career paths in the tourism industry.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Tourism: Far and Wide

Time: 15 hours

Unit Description

Students explain the importance of each of the eight sectors of the hospitality and tourism industry. They focus on the interrelationship between each of the sectors; the impact of tourism at the local, provincial, national, and global level; various attractions, landmarks, and geographical regions; and the support services within the industry. Students view the role of hospitality and tourism from a local to global level with a holistic approach in light of gospel values.

Unit Synopsis Chart

| Activity | Time | Learning Expectations | Assessment Categories | Tasks |
|---|-----------|---|--|---|
| 1.1 Inter-relationships within the eight tourism sectors | 6 hours | TFV.01, TFV.02, TF1.04, TF1.06, TF1.07, TF1.08, TF1.09, TF1.11 | Knowledge/ Understanding Thinking/ Inquiry Communication | - Diagnostic activity to review eight Tourism Industry sectors - Worksheet to find inter-relationship between a few sectors - Research on how the eight sectors interrelate by investigating a local tourism event - Written report on the interrelationship between the eight sectors |
| 1.2 The economics of the eight tourism sectors | 3.5 hours | TFV.01, TFV.02, TF1.01, TF1.05 | Knowledge/ Understanding Thinking/ Inquiry Communication | - Statistical analysis of employment in tourism - Class discussion interpreting statistics using real business examples - Class discussion on economic and community issues related to the tourism industry - Point-form list of positive and negative effects of a personal link to tourism - Read and summarize an Internet article about global tourism - Class discussion on how global crises have negative effects on the tourism industry - Essay on whether or not tourism should be promoted in times of global crisis |
| 1.3 Attractions, Landmarks, and Locations | 5.5 hours | TFV.01, TFV.02, TF1.02, TF1.03, TF1.10 | Knowledge/ Understanding Thinking/ Inquiry Communication | - Students locate well-known world tourism landmarks and destinations on a world map - Class discussion on Canadian landmark/tourism destinations - Research, create a poster, and make group presentation on tourism activities found in one of Canada's provinces and how these link to its geography - Test on the links between geographic regions and the tourism industry |

Activity 1.1: Inter-relationships Within the Eight Tourism Sectors

Time: 6 hours

Description

Students begin with a review and diagnostic exercise directed at refreshing the students' awareness of the eight sectors. The focus is on the identification of the components of each sector and introduces the students to researching tourism through the use of a variety of resources. The students are expected to use these skills to complete an assignment exploring the inter-relationships among the sectors.

Strand(s) & Learning Expectations

Strand(s): Theory and Foundation

Overall Expectations

TFV.01 - demonstrate an understanding of the importance of tourism at the local, provincial, national, and global level;

TFV.02 - explain the importance of each of the eight sectors of the hospitality and tourism industry – accommodation, adventure tourism/recreation, food and beverage, transportation, travel trade, events and conferences, attractions, and tourism services.

Specific Expectations

TF1.04 - describe the impact of the hospitality and tourism industry on transportation;

TF1.06 - identify components of the tourism services sector of the tourism industry;

TF1.07 - explain the relationship of the accommodation sector to other sectors of the tourism industry;

TF1.08 - describe various roles of the travel trade sector in the tourism industry;

TF1.09 - identify demands made by the events and conferences sector of the tourism industry on the rest of the industry;

TF1.11 - identify the various national and provincial associations that support tourism activities.

Prior Knowledge & Skills

Students should:

- be familiar with brainstorming techniques;
- have collaborative/cooperative group skills;
- be familiar with the eight sectors of the tourism industry;
- have effective verbal skills to participate in discussion/group work and presentation;
- have appropriate research and writing skills to complete individual assignments and reports.

Planning Notes

The teacher should:

- duplicate a class set of The Eight Sectors of Tourism (Appendix 1.1.1) and Canadian Tourism Industry Sector Examples (Appendix 1.1.2);
- prepare a list of tourism industry sector examples found in the local community (can refer to these in class discussion);
- duplicate a class set of Connect the Tourism Industry Sectors (Appendix 1.1.3);
- prepare an example for the Connect the Tourism Industry Sectors worksheet (Appendix 1.1.3) to share with the class;
- duplicate a class set of the assignment The Eight Sectors: How Do They Relate? (Appendix 1.1.4);
- book library time or a computer lab for individual research on assignment (Appendix 1.1.4);
- prepare an exemplar of the assignment to clearly show students your expectations for the assignment (Appendix 1.1.4).

Teaching/Learning Strategies

1. As a diagnostic activity, students are divided into eight groups and each group completes The Eight Sectors of Tourism (Appendix 1.1.1). In this activity, students match Canadian Tourism Industry Sector Examples (Appendix 1.1.2) under the appropriate tourism industry sector. This activity will refresh students' memory of the types of businesses that fall under each sector. It is expected that each group member record his/her answers on individual worksheets so that students will come away from the activity with a copy.
2. The teacher assigns each group one of the eight sector titles. For example, group one could be referred to as Accommodation, group two as Food and Beverage, etc.
3. Each group brainstorms three examples of the types of businesses (preferably in their local community) listed under their assigned sector.
4. Each group presents their answers from the diagnostic activity to the class (in their assigned sector only) as well as the three examples.
5. Each group is asked to find three other sectors that relate to their sector in Connect the Tourism Industry Sectors, using one of their three examples (Appendix 1.1.3). For example, Adventure Tourism/Recreation might have an example such as Big Mountain Ski Lodge. This can be connected to the Accommodation sector (to lodge guests that come from a distance to ski), to the Food and Beverage sector (to feed hungry, cold skiers) and to the Tourism Services sector (to promote their business for the winter season).
6. The teacher distributes the assignment The Eight Sectors: How Do They Relate? (Appendix 1.1.4). In this assignment, students examine how the eight tourism sectors relate and connect.
7. Students write a one-page report on the interrelationship among the eight sectors as learned from The Eight Sectors: How do They Relate (Appendix 1.1.4).

Assessment & Evaluation of Student Achievement

| Task/Product | Tool | Purpose | Achievement Chart Categories |
|---|--------------------|------------|--|
| The Eight Sectors of Tourism (match-up) and Presentation | Marking scheme | Diagnostic | Knowledge Thinking/Inquiry Communication |
| Connect the Tourism Industry Sectors | Anecdotal comments | Formative | Knowledge Thinking/Inquiry Communication |
| The Eight Sectors: How Do They Relate? (Written Assignment) | Checklist | Formative | Knowledge Thinking/Inquiry Communication |

Accommodations

- The teacher should consult IEPs for specific direction on accommodation for individuals.

Resources

Books

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. (Teacher Resource Manual) ISBN 0-471-33029-9

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-25244-1

Timmons, Veronica. *A Guide to Canada's Tourism Industry and Its Careers*, 4th ed. Vancouver, British Columbia: Getaway Publishing Inc. ISBN 0-9693-326-2-9

Websites

Canada Tourism – www.canadatourism.com

Information about tourism in Canada, including topics such as sustainable development.

Ministry of Tourism, Culture and Recreation

– <http://www.tourism.gov.on.ca/english/tourism/associates.asp>

Various links to organizations that serve the interests of Ontario Tourism and its consumers

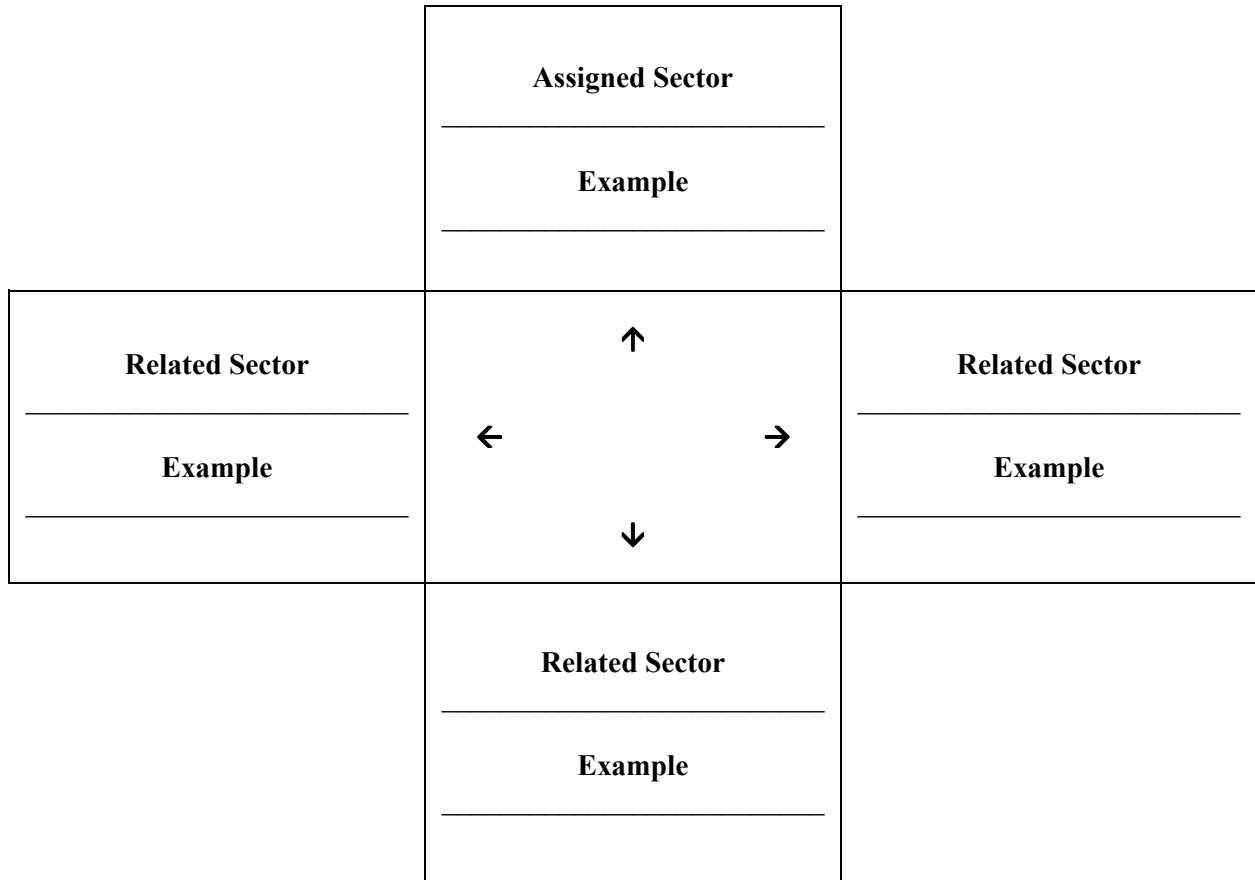
Appendix 1.1.2

Canadian Tourism Industry Sector Examples

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

Appendix 1.1.3

Connect the Tourism Industry Sectors



Explain the connections i.e., What is the interrelationship among these sectors?

Appendix 1.1.4

The Eight Sectors: How do they relate?

To better understand the eight sectors, we need to acknowledge and examine how they relate and connect. You are to pick an event; one that would require participants to make plans in travel, accommodation, and food and beverage. Choose an event from the following categories: Trade Show, Educational Conference, Political Convention, Major Sports Events, Music Concert, or other event.

1. Choose an Event

2. Tourism Services

- Find three resources with information about the area where the event is being held.
You must find:
 - one government resource;
 - the location of the closest Information Centre;
 - one other resource.

3. Travel Trade

- Obtain an example of each of the travel trade operations in the area.
- Choose one to assist with making your arrangements.
- Explain your choice and its role.

4. Accommodations

- Find the following examples of places to stay in the area:
 - one high priced;
 - one moderately priced;
 - one cheaply priced.

5. Transportation

- Give the following examples of the transportation sector:
 - accurate directions by car from your school to the event location;
 - a bus operator that serves your event location and fare information for a trip to that location;
 - one other way to get to the area of the event on another type of carrier.

6. Food and Beverage

- Locate the following three places to get food and drink near or in the event:
 - a place suitable for couples;
 - a place suitable for a family;
 - a place suitable for a group.

7. Attractions

- Find three examples of attractions within four hours drive of the event.
- Give the contact information including mailing address, phone/fax number and an Internet or e-mail address.

8. Adventure Tourism/Recreation

- Find three examples of adventure tourism operations or recreational sites within four hours drive of the event.
- Give their contact information including mailing address, phone/fax number, and an Internet or e-mail address.

Activity 1.2: The Economics of the Eight Tourism Sectors

Time: 3.5 hours

Description

Students explore the impact of the eight sectors of hospitality and tourism on society as a whole. Employment numbers, breakdown, and projections are explored giving students real world examples of how this industry contributes to the job market in Canada. Students examine economic and community issues that arise when government and business leaders attempt to develop or expand tourism. Students determine the positive and negative effects that result from this expansion. This activity concludes with a look at the importance and impact of tourism at the global level.

Strand(s) & Learning Expectations

Strand(s): Theory and Foundation

Overall Expectations

TFV.01 - demonstrate an understanding of the importance of tourism at the local, provincial, national, and global level;

TFV.02 - explain the importance of each of the eight sectors of the hospitality and tourism industry – accommodation, adventure tourism/recreation, food and beverage, transportation, travel trade, events and conferences, attractions, and tourism services.

Specific Expectations

TF1.01 - describe the importance and impact of tourism at the local, provincial, national, and global level;

TF1.05 - explain the economic value of tourist attractions.

Prior Knowledge & Skills

Students should have knowledge of:

- effective verbal skills to participate in class discussion;
- critical thinking skills to come up with real-world examples related to class discussion;
- computer/Internet skills;
- effective writing skills.

Planning Notes

The teacher should:

- prepare overhead transparencies and duplicate a class set of Appendices 1.2.1, 1.2.2 and 1.2.3;
- prepare a lecture based on the statistics found in Appendices 1.2.1, 1.2.2 and 1.2.3 on employment in the Tourism industry, finding real-life examples to help emphasize certain statistics;
- prepare overhead transparencies of Appendices 1.2.4 and 1.2.5 on economic and community issues and impacts on tourism;
- duplicate a class set of Tourism Issues and Impacts: A Personal Perspective (Appendix 1.2.6);
- prepare an example of Appendix 1.2.6 to show students how to complete this exercise;
- book the computer lab for the reading and summarizing of an Internet article on the growth of global tourism;
- gather information relating to a significant world event that would have an impact on tourism, either positive or negative.

Teaching/Learning Strategies

1. The teacher distributes handouts providing statistics on the Tourism Industry (Appendices 1.2.1, 1.2.2 and 1.2.3).
2. The teacher conducts a Socratic lesson (using overhead copies of the handouts in Strategy 1) discussing employment numbers, breakdown and projections (people employed, employment projections and gender profiles).
3. Class discussion evolves out of personal interpretation and experience of what the statistics represent. Students are encouraged to use life experiences and people that they know to examine the statistics.
4. The teacher leads a discussion on various economic and community issues relating to the tourism industry using overhead copies of Appendix 1.2.4 and 1.2.5 (Issues and Impacts 1 and Issues and Impacts 2). The teacher asks students to provide real examples to help demonstrate each issue and its impacts.
5. Students use a personal vacation or visit to a tourism event to complete Tourism Issues and Impacts: A Personal Perspective (Appendix 1.2.6). Alternatively, the teacher discusses a variety of local events showing students that participating in local events could be considered tourism events.
6. Students read the article on the growth of global tourism found on the Internet and summarize their findings in ten points, using statistics to help demonstrate their findings.
7. The teacher introduces the next activity by reviewing the facts surrounding a significant world event that may have an impact on tourism, either positive or negative.
8. Students write a one-page essay supported by examples on whether or not tourism should be promoted during times of global crisis.

Assessment & Evaluation of Student Achievement

| Task/Product | Tool | Purpose | Achievement Chart Categories |
|---|-------------------------|------------|--|
| Class discussion on Tourism Statistics | Participation Checklist | Diagnostic | Knowledge/Understanding Thinking/Inquiry Communication |
| Tourism Issues and Impacts: A Personal Perspective (Point-List) | Checklist | Formative | Knowledge/Understanding Thinking/Inquiry Communication |
| Internet article summary (10-point List) | Checklist | Formative | Knowledge/Understanding Thinking/Inquiry Communication |
| One-page written opinion piece | Rubric Checklist | Formative | Knowledge/Understanding Thinking/Inquiry Communication |

Accommodations

- Consult IEPs for specific direction on accommodation for individuals.
- Acknowledge communicative attempts immediately to demonstrate that the message was received.
- Provide students with opportunities to explore a self-selected topic in-depth; teach skills related to effective independent inquiry.

Resources

Books

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. (Teacher Resource Manual) ISBN 0-471-33029-9

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-25244-1

Timmons, Veronica. *A Guide to Canada's Tourism Industry and Its Careers*, 4th ed. Vancouver, British Columbia: Getaway Publishing Inc. ISBN 0-9693-326-2-9

Websites

Canada Tourism – www.canadatourism.com

Information about tourism in Canada includes topics such as sustainable development.

Ministry of Tourism, Culture and Recreation

– <http://www.tourism.gov.on.ca/english/tourism/associates.asp>

Various links to organizations that serve the interests of Ontario Tourism and its consumers

World Travel and Tourism Council – www.wttc.org

Statistical information on global tourism

People and The Planet – <http://www.peopleandplanet.net>

Article on global tourism

Appendix 1.2.1

People Employed in the Tourism-Related Industry

| | CANADA | Atlantic Provinces (N.S., N.B., Nfld., P.E.I.) see Note 2 | Que. | Ont. | Man. | Sask. | Alta. | B.C. |
|--|------------------|--|----------------|----------------|---------------|---------------|----------------|----------------|
| Accommodation | 172 300 | 13 000 | 37 500 | 49 600 | 7 700 | 8 000 | 26 100 | 30 300 |
| Food and Beverage | 711 800 | 43 300 | 158 400 | 270 200 | 26 100 | 21 500 | 77 600 | 114 700 |
| Adventure Tourism and Outdoor Recreation | 71 100 | 3 500 | 16 100 | 26 900 | 2 800 | 1 900 | 6 900 | 13 000 |
| Transportation | 267 600 | 14 300 | 64 900 | 92 600 | 14 600 | 6 900 | 26 400 | 47 900 |
| Travel Trade | 47 700 | 1 800 | 10 300 | 22 200 | 1 100 | 500 | 4 400 | 7 400 |
| Attractions | 120 000 | 7 000 | 28 100 | 46 800 | 4 800 | 3 600 | 11 700 | 18 000 |
| Total | 1 390 500 | 82 900 | 315 400 | 508 200 | 57 000 | 42 400 | 153 200 | 231 200 |

Source: Statistics Canada. Labour Force Survey. 1997 Annual Averages. Unpublished data.

Note 1. The Labour Force Survey does not include the Yukon and Northwest Territories.

Note 2. The Atlantic Provinces were aggregated due to small numbers.

Appendix 1.2.2

Comparing Tourism-Related Industry Employment in Ontario from the Past to the Future

| Sector | 1997 | 2002 | 2005 | Growth Rate (1997-2005) |
|--|---------------------------|---------------------------|---------------------------|----------------------------|
| Accommodation | 49 600 | 50 200 | 50 600 | + 0.3% |
| Food and Beverage | 270 200 | 314 800 | 347 100 | + 3.2% |
| Adventure Tourism and Outdoor Lodges Sport and Recreation | 26 900 3 600 23 300 | 34 600 4 100 30 500 | 35 000 4 500 30 500 | + 3.3% |
| Transportation | 92 600 | 102 900 | 107 000 | + 1.9% |
| Air Transport | 19 700 | 25 000 | 28 800 | |
| Rail Transport and Services | 12 000 | 11 700 | 11 000 | |
| Water Transport | | | | |
| Public Passenger Transport | 2 700 | 2 700 | 2 800 | |
| Taxicabs, Car and Truck Rentals | 36 700 21 500 | 40 400 23 100 | 41 500 23 600 | |
| Travel and Trade | 22 200 | 23 000 | 23 300 | + 0.6% |
| Attractions | 48 600 | 61 300 | 61 200 | + 3.4% |
| Total | 508 200 | 586 800 | 624 900 | + 2.6% |

Appendix 1.2.2 (Continued)

Something to Think About

- Tourism is the world's largest and fastest-growing industry. About 500 000 people are now employed in tourism in Ontario, over 8% of Ontario's total employment, and close to 625 000 predicted for 2005.
- Ontario has Canada's largest tourism industry, representing more than 88 000 businesses in food and beverage, accommodation and amusement, transportation and travel services, in car rental, and in tourism-related retail.
- Tourism is a major employer of young people and is one of the largest seasonal employers of students. Ontario colleges and universities offer a variety of tourism-related programs.

Appendix 1.2.3

Tourism Industry Employment: Gender Comparison

| Sector | % Women | % Men |
|--------------------------------|---------|-------|
| All Employed in Canada | 46.0 | 54.0 |
| Tourism Related Sectors | 50.9 | 49.1 |
| Travel Trade | 73.6 | 26.4 |
| Accommodation | 60.2 | 39.8 |
| Food and Beverage | 58.4 | 41.6 |
| Attractions | 48.7 | 51.3 |
| Adventure Tourism/Outdoor Rec. | 42.4 | 57.6 |
| Transportation | 24.8 | 75.2 |

Source: Statistics Canada, 1996 Census. Special Tabulation

Appendix 1.2.4

Issues and Impacts 1: The Economic Issues

| Positive Issues and Impacts |
|---|
| <ul style="list-style-type: none">• Labour intensive• Creates employment• Provides employment for workers who are difficult to employ (young people, unskilled workers).• Multiplier effect keeps money circulating in the community• Generates local, provincial, and federal taxes• Helps diversify the economy |
| Negative Issues and Impacts |
| <ul style="list-style-type: none">• Uses resources that could produce revenue in other industries• Employment is often seasonal• Can create a large portion of semi-skilled, low-paying jobs• Increase in land values makes it unaffordable for residents• Uses tax money to develop and promote the industry• Increases municipal needs for emergency services (e.g., large shows/events requiring more policing) |

Appendix 1.2.5

Issues and Impacts 2: The Community Issues

| Positive Issues and Impacts |
|---|
| <ul style="list-style-type: none">• Uses natural, local attributes to attract and draw tourists• Creates new facilities, e.g., theatres, sports arenas, parks (also available for residents use)• Improves community image, promotes the beautifying of the community, e.g., planting flowers along major roadsides• Educates people about other cultures and assists in developing tolerance and awareness• Community gets positive publicity in the media |
| Negative Issues and Impacts |
| <ul style="list-style-type: none">• Creates traffic and people congestion in popular areas• Can deplete natural resources, e.g., fish and wildlife• Can create unfavourable image, e.g., garish developments, strip malls, billboards, noise, auto pollution• Can create negative attitude about service industry jobs• Creates conflict between developers and recreational area residents and environmentalists who want to preserve nature |

Appendix 1.2.6

Tourism Issues and Impacts: A Personal Perspective

List below in point form, positive and negative effects of your personal vacation or visit to a tourism event (consider community and economic issues and impacts discussed in class)

| Positive Issues and Impacts |
|---|
| <ul style="list-style-type: none">••••• |
| Negative Issues and Impacts |
| <ul style="list-style-type: none">••••• |

Activity 1.3: Attractions, Landmarks and Locations

Time: 5.5 hours

Description

In this activity, students look at tourism facilities and landmarks in Canada and around the world drawing on their own experiences and knowledge. They examine more closely the attractions and adventure tourism/recreation sectors. The importance of these two sectors is described through examples given and the inherent link these sectors have with geography.

Strand(s) & Learning Expectations

Strand(s): Theory and Foundation

Overall Expectations

TFV.01 - demonstrate an understanding of the importance of tourism at the local, provincial, national, and global level;

TFV.02 - explain the importance of each of the eight sectors of the hospitality and tourism industry – accommodation, adventure tourism/recreation, food and beverage, transportation, travel trade, events and conferences, attractions, and tourism services.

Specific Expectations

TF1.02 - describe the importance of the attractions and adventure tourism/recreation (e.g., ecotourism) sectors of the tourism industry;

TF1.03 - identify international tourism facilities and world-renowned landmarks;

TF1.10 - describe the link between geographic regions and the tourism industry.

Prior Knowledge & Skills

Students should:

- have effective verbal skills to participate in class discussion and presentations;
- have collaborative/cooperative group skills in order to participate in group research;
- demonstrate effective listening skills.

Planning Notes

The teacher should:

- post a map of the world;
- make a cross-curricular link to geography by questioning students on the location of various countries and cities located on the world map;
- prepare a few examples of well-known world landmarks/tourism destinations, and write them on a label attached to a straight pin to place on the map to show students what is expected of them;
- have blank overhead transparencies for recording information from class discussion in Strategies 2 and 3;
- reserve the library or computer lab for group research on provinces;
- collect travel magazine pictures for group posters;
- provide examples of “test questions” to help students understand what is expected of them;
- collect group-generated questions and combine questions into one group-generated test to be given to students the following day.

Teaching/Learning Strategies

1. The teacher tapes a map of the world on a wall and then hands out five small labels to each student. The teacher explains that throughout this activity, students will be asked to label various well-known landmarks or tourist destinations throughout the world. At the beginning of each class for the next five classes, each student must come up with a destination for each continent, write its name on the label, stick the label to a straight pin and place the pin in the correct country on the world map. Students are encouraged to locate destinations that are not well-known tourist locations.
2. The teacher leads a class discussion of known landmarks/tourist destinations in Canada and around the world. The teacher records student answers on the board or overhead transparency.
3. The teacher and students edit the list creating two sub-categories. One list highlights destinations/landmarks that are attractions and the other focuses on examples of adventure tourism/recreation destinations/landmarks.
4. Students are divided into twelve pairs/groups and randomly assigned a province or territory to study.
5. Student groups conduct research in the library or computer lab finding examples of attractions and adventure tourism/recreation destinations in their province and how these destinations relate to the geography of the province. It is suggested that each group search their respective province's government website and information centre to obtain information.
6. Student groups present their research in a poster format.
7. Each group prepares two questions about how the geography of their assigned province is linked to the tourism industry. Group questions will be collected and the teacher prepares a test based on the questions.
8. Students take the test on the link between geographic regions and the tourism industry.

Assessment & Evaluation of Student Achievement

| Task/Product | Tool | Purpose | Achievement Chart Categories |
|------------------------------------|-------------------------|-----------|--|
| Locating 5 landmarks on World Map | Participation Checklist | Formative | Knowledge/Understanding Communication |
| Group Province Poster | Checklist | Formative | Knowledge/Understanding Thinking/Inquiry Communication |
| Group Province Poster Presentation | Checklist | Formative | Knowledge/Understanding Thinking/Inquiry Communication |
| Test | Marking Scheme | Summative | Knowledge/Understanding Thinking/Inquiry Communication |

Accommodations

- Provide models of finished tasks as examples of a completed project.
- Reward communicative attempts immediately to demonstrate that the message was received.
- Allow for flexible pacing in keeping with the demonstrated needs and abilities of the student.
- Evaluate students' work with techniques that include input by self, peer, and teacher.
- The teachers should consult IEPs for specific direction on accommodation for individuals.

Resources

Books

Timmons, Veronica. *A Guide to Canada's Tourism Industry and Its Careers*, 4th ed. Vancouver, British Columbia: Getaway Publishing Inc. ISBN 0-9693-326-2-9

Websites

Canada Tourism – www.canadatourism.com

Information about tourism in Canada including topics such as sustainable development.

Ministry of Tourism, Culture and Recreation

– <http://www.tourism.gov.on.ca/english/tourism/associates.asp>

Various links to organizations that serve the interests of Ontario Tourism and its consumers

World Travel and Tourism Council – www.wttc.org

Statistical information on global tourism and articles/press releases about current news

Unit 4: Event Planning: Everything and Everyone in Place

Time: 25 hours

Unit Description

A well-designed working environment makes work flow efficiently. In this unit, students investigate and describe an assortment of facilities, layouts, and suitable equipment that will assist with the design and operation of a tourism activity. After identifying the characteristics and features of the facilities, students design, plan, and implement an activity or fund raiser for their school or community. Teamwork and management play an important role in the day-to-day operation of an establishment. Through the use of a software application, students gain knowledge, which assists in improving customer service. Students are encouraged to design an event or fund raiser in light of Christian values.

Unit Synopsis Chart

| Activity | Time | Learning Expectations | Assessment Categories | Tasks |
|---------------------------------|---------|---|---|---|
| 4.1 Physical Layout | 4 hours | TFV.04, TF3.02, TF3.03 CGE3b | Knowledge/ Understanding Thinking/Inquiry Communication | Class brainstorming activity Class discussion Internet/resource materials research Class presentation Note-taking |
| 4.2 Equipment and Facilities | 4 hours | TFV.05, TF3.01, TF3.04 CGE3b, CGE3c, CGE5e | Knowledge/ Understanding Thinking/Inquiry Communication | Class brainstorming activity Socratic lesson Restaurant equipment booklet Group research Group presentation Group discussion |
| 4.3 Event Management | 4 hours | SPV.01, SPV.04, SP4.01, SP1.01, SP1.02 CGE2e, CGE3b, CGE4f | Knowledge/ Understanding Thinking/Inquiry Communication Application | Socratic lesson Note-taking Case studies Teamwork activities Paper-and-pencil test |
| 4.4 Event Planning | 9 hours | SPV.01, SP1.01, SP1.02, SP1.03 CGE2b, CGE3d, CGE4f | Knowledge/ Understanding Thinking/Inquiry Communication Application | Guest speaker Class brainstorm activity Class discussion Planning committees Teacher-committee conferencing Committee up-date reports Implementation of activity or fund raiser Reflection paper |
| 4.5 Customer Service | 4 hours | SPV.05, SP4.02, SP4.03, SP4.04 CGE2e, CGE3d, CGE7a | Knowledge/ Understanding Thinking/Inquiry Communication Application | Note-taking Class discussion Socratic lesson Guest speaker Pencil-and-paper test |

Activity 4.1: Physical Layout

Time: 4 hours

Description

Students investigate physical layouts of various facilities in the tourism industry. They identify the functions, characteristics, clientele, and locations associated with these facilities. From this investigation, students determine which facility is suitable for a majority of the population. They also explain the importance of this facility and its contribution to the common good.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3b - creates, adapts, and evaluates new ideas in light of the common good.

Strand(s): Theory and Foundation

Overall Expectations

TFV.04 - describe a variety of tourism attractions and their physical layouts or plants.

Specific Expectations

TF3.02 - identify the characteristics of different types of facilities (e.g., health spa, hotel, resort, bed and breakfast operation, country club);

TF3.03 - explain the importance of community buildings and describe ways to use them for hospitality and tourism purposes.

Prior Knowledge & Skills

Students should:

- be familiar with brainstorming techniques;
- have collaborative/cooperative group skills;
- have a basic knowledge of computer operations and Internet to research types of facilities;
- have critical thinking skills;
- have effective verbal skills to participate in discussion/group work and presentation of findings;
- have writing skills to complete note-taking.

Planning Notes

The teacher should:

- photocopy chart 'Facility Characteristics/Functions' (Appendix 4.1.1);
- arrange access to computer lab/resource centre.

Teaching/Learning Strategies

1. Students brainstorm the types of facilities in the hospitality and tourism industry, e.g., bed and breakfast, health spa, hotels, motels, resorts, country clubs, community buildings, restaurants, fitness clubs.
2. Students define physical layout both externally and internally.
3. In pairs, students pick a facility to investigate using available resources. This investigation is to include definition, functions, characteristics (equipment used, placement of equipment, health and safety features accessibility for handicapped), clientele, and locations.
4. Students record findings on the Facility Characteristics/Functions chart (Appendix 4.1.1).
Note: an accommodation strategy for students with special needs is presented in Appendix 4.1.2.
5. Students present their findings to the class. Students complete the Facility Characteristics/Functions chart (Appendix 4.1.1).

6. Using the information recorded on the Facility Characteristics/Functions chart, students determine which facility is suitable for a majority of the population.
7. Through discussion, students list and explain reasons why this facility is the most accessible to the majority of the population, e.g., low or no costs involved for use, number and variety of activities housed in the building, location. Students also recognize that this facility is a place that is not exclusive to a small group of individuals but is common to others in the sense that it benefits others. It is a place that embraces the unity of the human family.
8. Students record this information as a note for later use.

Assessment & Evaluation of Student Achievement

| Task | Tool | Purpose | Achievement Chart Categories |
|--|---|-------------------------|--|
| To investigate a facility | Completion of Facility Characteristics/ Functions chart | Diagnostic Formative | Knowledge/Understanding Thinking/Inquiry Communication |
| To present findings | Presentation | Formative | Communication |
| To complete Facility Characteristics/Functions chart | Facility Characteristics/ Functions chart | Formative | Knowledge/Understanding Communication |
| To determine the facility accessible to majority of the population and reasons why | Participation Checklist | Formative | Knowledge/Understanding Thinking/Inquiry Communication |

Accommodations

- For enrichment, students design an actual layout for a facility using available software applications.
- Students with special needs can be given an adapted version of the Facility Characteristics/Functions Chart (Appendix 4.1.2).

Resources

Books

- Dahmer, Sondra J. and Hurt W. Kahl. *Restaurant Service Basics*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-40241-9
- Katsigris, Costas and Chris Thomas. *Design and Equipment for Restaurants and Foodservice: A Management View*. Toronto: John Wiley & Sons, Inc., ISBN 0-471-09068-9
- Katz, Jeff B. *Restaurant Planning, Design, and Construction: A Survival Manual for Owners, Operators, and Developers*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-13698-0
- Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. (Teacher Resource Manual) ISBN 0-471-33029-9
- Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-25244-1

Periodicals and Magazines

- Food Service and Hospitality*. Toronto, Canada: Kostuch Publications Ltd.
- Canada's Foodservice News*. Toronto: Canada's Foodservice News.

Websites

Catholic Social Teaching – <http://www.coc.org/coc/cst.html>

Resources for teachers and links for Catholic social teaching

Canadian Centre for Occupational Health and Safety – www.CCOHS.ca

Promoting safe and healthy work environments

Canadian Restaurant and Food Service Association – www.crfa.ca/

Journal for the Canadian food service industry

Ontario Ministry of Labour – www.gov.on.ca/lab/main.htm

Information on OCHS legislation, health and safety guidelines, preventing injury

Appendix 4.1.1

Facility Characteristics/Functions

| Facility | Definition | Functions | Characteristics | Clientele | Locations |
|-----------------------|------------|-----------|-----------------|-----------|-----------|
| 1. Bed and Breakfast | | | | | |
| 2. Health Spa | | | | | |
| 3. Hotel | | | | | |
| 4. Motel | | | | | |
| 5. Resort | | | | | |
| 6. Country Club | | | | | |
| 7. Restaurant | | | | | |
| 8. Fitness Club | | | | | |
| 9. Community Building | | | | | |
| 10. Lodge | | | | | |
| 11. Cruise Liner | | | | | |
| Other | | | | | |

Appendix 4.1.2 – Accommodation Strategy

Facility Characteristic Chart

| Facility | Picture (Locate a picture to be pasted in the space provided below) | List the characteristics visible in the picture |
|-----------------|--|--|
| 1. Restaurant | | |
| 2. Ski Resort | | |
| 3. Hotel | | |
| 4. Cruise Ship | | |
| 5. Fitness Club | | |
| Other | | |

Activity 4.2: Equipment and Facilities

Time: 4 hours

Description

Equipment is a major component of both the interior and exterior of a facility. In this activity, students identify equipment associated with the type of service and jobs in a restaurant as well as indicate its function. Using the eight sectors of the Hospitality and Tourism industry, they determine and list outdoor equipment, its function, and who benefits from its use. Students compare the equipment from the eight sectors to determine what is common to two or more sectors, and note multiple uses this equipment may have. Through discovery, co-operation, and sharing, students foster respect for the contributions of others.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Theory and Foundation

Overall Expectations

TFV.05 - identify the equipment and facilities used in the hospitality and tourism industry.

Specific Expectations

TF3.01 - describe the equipment needed to operate a restaurant;

TF3.04 - describe how a variety of outdoor equipment is used in the hospitality and tourism industry.

Prior Knowledge & Skills

Students should:

- be familiar with brainstorming techniques;
- have collaborative/cooperative group skills;
- have a basic knowledge of computer operations and Internet to conduct research;
- have critical thinking;
- have effective verbal skills to participate in discussion/group work and presentation;
- have writing skills to complete note taking.

Planning Notes

The teacher should:

- gather resource materials for restaurant equipment;
- develop Restaurant Equipment booklet (Appendix 4.2.1) to include pictures of various restaurant equipment;
- arrange access to computer lab/resource centre to research restaurant suppliers.

Teaching/Learning Strategies

1. Students brainstorm definition for restaurant.
2. Students give examples of restaurants located in their community.

3. Using the information provided by students, the teacher conducts a brief Socratic lesson on restaurants to include the following:
 - accurate definition for restaurant, types of restaurant service (e.g., fast food/take-out, family-style dining, fine dining, buffet, snack bar/deli);
 - job categories of a restaurant business (front-of-the-house refers to jobs working with customers; back-of-the-house refers to jobs working behind the scene).
4. Students brainstorm a list of restaurant equipment associated with different types of restaurant services and job categories for each type of restaurant.
5. The teacher distributes sheets for a Restaurant Equipment booklet (Appendix 4.2.1).
6. In pairs, students complete the booklet using the Internet and resource material provided.
7. Students hand in the booklet for assessment.
8. The teacher reviews the eight sectors of the Hospitality and Tourism industry and the activities associated with each sector.
9. Students divide themselves into eight groups, each group taking a sector. For each sector, students are to:
 - list outdoor equipment associated with the sector;
 - describe its function;
 - indicate who would benefit from its use naming a specific job category and type of guest (note its accessibility to various ages, income, and physical abilities).

(An example is: Transportation sector – equipment is a transit bus – function is to move individuals from one point to another - used by a transit driver, travellers, and individuals from the community.)
10. Findings are recorded on chart paper. Internet and resources materials are made available for student use.
11. Groups post and share their findings and respect the contributions of others.
12. Students compare the equipment from the eight sectors in order to recognize equipment that is common to two or more sectors, and note multiple uses this equipment may have.

Assessment & Evaluation of Student Achievement

| Task | Tool | Purpose | Achievement Chart Categories |
|--|----------------------------|-------------------------|--|
| To identify restaurant equipment and indicate its function (booklet) | Checklist | Diagnostic Formative | Knowledge/Understanding Thinking/Inquiry Communication |
| To list and describe equipment associated with a sector | Participation Checklist | Diagnostic Formative | Knowledge/Understanding Thinking/Inquiry Communication |
| To present findings | Rating Scale or Rubric | Formative | Communication |
| To determine commonality of equipment between the sectors | Participation Checklist | Diagnostic Formative | Thinking/Inquiry Communication |

Accommodations

- For enrichment, students research and highlight features of specialty equipment.
- Students with special needs can be given an adapted version of the Restaurant Equipment booklet to include equipment that is recognizable.

Appendix 4.2.1

Restaurant Equipment

| Picture of Equipment | Name | Function |
|----------------------|------|----------|
| | | |
| | | |
| | | |
| | | |

Resources

Books

Dahmer, Sondra J. and Hurt W. Kahl. *Restaurant Service Basics*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-40241-9

Katsigris, Costas and Chris Thomas. *Design and Equipment for Restaurants and Foodservice: A Management View*. Toronto: John Wiley & Sons, Inc., ISBN 0-471-09068-9

Katz, Jeff B. *Restaurant Planning, Design, and Construction: A Survival Manual for Owners, Operators, and Developers*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-13698-0

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. (Teacher Resource Manual) ISBN 0-471-33029-9

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-25244-1

Periodicals and Magazines

Food Service and Hospitality. Toronto, Canada: Kostuch Publications Ltd.

Canada's Foodservice News. Toronto: Canada's Foodservice News.

Websites

Catholic Social Teaching – <http://www.coc.org/coc/cst.html>

Resources for teachers and links for Catholic social teaching

Educational Network of Ontario (ENO) – <http://www.enoreo.on.ca/>

Resources for teachers and links to other educational sites

Ontario Ministry of Education – <http://www.edu.gov.on.ca/>

Ministry site with up to date information and useful links

National Restaurant Association – <http://www.restaurant.org/careers>

Site contains information on what's happening in the industry, careers and education.

Journal for the Canadian food service industry

Activity 4.3: Event Management

Time: 4 hours

Description

Management and teamwork are key skills in the planning and implementation of any activity or fund raiser. To use management skills and be a team member, an individual must understand these various components. Prior to the designing, planning, and implementation of a class's chosen activity or fund raiser, students gain the knowledge and skills needed to manage effectively and work as a team. This is accomplished through a variety of management case studies and teamwork activities. They also recognize the ethical and moral obligations required in management and teamwork. Students apply this knowledge and skill in Activity 4.4: Event Planning.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Strand(s): Skills and Process

Overall Expectations

SPV.01 - design and manage a school or community activity or fund raiser;

SPV.04 - use management techniques to complete a variety of tasks.

Specific Expectations

SP1.01 - design, plan, and implement an activity or fund raiser for the school or the community (e.g., a Community Connection Day);

SP1.02 - explain the success of an activity or fund raiser in relation to its action plan and make recommendations for improvement;

SP4.01 - use time management and teamwork skills to plan and manage a variety of events and activities.

Prior Knowledge & Skills

Students should:

- have collaborative/cooperative group skills;
- have critical thinking skills;
- have effective verbal skills to participate in discussion/group work;
- have writing skills to complete note-taking.

Planning Notes

The teacher should:

- develop notes on management and teamwork;
- develop time management case studies;
- gather materials to complete teamwork activities;
- develop a test on management and teamwork;
- be aware of any food allergies in the class (**Note:** The teacher will need to take precautionary measures to ensure that students with food allergies are not placed at risk and should discuss this issue with students and follow safe practices outlined in school or board policy. It may be appropriate to use parent permission forms);
- make a cross-curricular link to career studies, guidance, or cooperative education by teaming up with these areas for a “guest speaker” on careers in management.

Teaching/Learning Strategies

1. The teacher conducts a Socratic lesson on management to include:
 - definition of management and manager;
 - 6 M’s that managers manage: Members (staff), Money, Materials, Machinery, Markets, Minutes;
 - ethical and moral obligations of a manager;
 - functions of management (planning, organizing, delegating, actuating, controlling);
 - definition of time management;
 - importance of time management;
 - how to implement time management (priority).
2. In small groups, students complete case studies on time management.
3. Groups share, discuss, and analyse their results.
4. In small groups of equal numbers, students complete two activities based on teamwork (Appendix 4.3.1).
5. Students reflect on what contributed to the success or failure of the completion of the teamwork activities.

6. The teacher conducts a Socratic lesson on teamwork to include:
 - definition;
 - importance;
 - job description;
 - relationship of job description to teamwork;
 - the ethical and moral obligations of being a team member.
7. Students complete a test on management and teamwork.

Assessment & Evaluation of Student Achievement

| Task | Tool | Purpose | Achievement Chart Categories |
|--|---------------------------------------|-------------------------|--|
| To apply knowledge learned about time management | Case Study Participation Checklist | Diagnostic Formative | Knowledge/Understanding Communication Thinking/Inquiry |
| To participate in teamwork based activities | Participation Checklist | Diagnostic Formative | Knowledge/Understanding Thinking/Inquiry Communication |
| To evaluate the success of the winning group(s) | Participation Checklist | Diagnostic Formative | Thinking/Inquiry Communication |
| Written test | Marking Scheme | Summative | Knowledge/Understanding |

Resources

Books

- Coltman, Michael M. and Martin G. Jagesl. *Hospitality Management Accounting*, Seventh Edition Text and Workbook Set. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-40730-5
- Dahmer, Sondra J. and Hurt W. Kahl. *Restaurant Service Basics*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-40241-9
- Douglass, Merrill E. and Donna N. Douglass. *Manage Your Time Your Work Yourself*. U.S.A.: AMACOM, 1993. ISBN 0-8144-7825-5
- Go, Frank M., et al. *Human Resource Management in the Hospitality Industry*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-11056-6
- Goldblatt, Joe, et al. *The International Dictionary of Event Management*, 2nd ed. Toronto: John Wiley & Sons, Inc. ISBN 0-471-39453-X
- Goldblatt, Joe. *Special Events: Best Practices in Modern Event Management*, 2nd, ed. Toronto, Canada: John Wiley and Sons, Inc., 1997. ISBN 0-471-28745-8
- Goldblatt, Joe. *Special Events: Global Event Management in the 21st Century*, 3rd ed. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-39687-7
- Jones, Laurie Beth. *JESUS CEO: Using Ancient Wisdom for Visionary Leadership*. New York: Hyperion, 1994. ISBN 0-7868-8126-7
- Lebedun, Jean. *Managing Workplace Conflict*. West Des Moines, IA: American Media Inc., 1998. ISBN 1-884926-93-2
- Malouf, Lena. *Behind the Scenes at Special Events: Flowers, Props, and Design*. Toronto: John Wiley & Sons, Inc., 1998. ISBN 0-471-25491-6
- Manask, Arthur M. and Mitchell Schechter. *The Complete Guide to Foodservice in Cultural Institutions: Your Keys to Success in Restaurants, Catering, and Special Events*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-39688-5

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- Marvin, Bill. *From Turnover to Teamwork: How to Build and Retain a Customer-Oriented Foodservice Staff*. Toronto: John Wiley & Sons, Inc., 1994. ISBN 0-471-59077-0
- McDonnell, Ian, et al. *Festival and Special Event Management*. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-33934-2
- Mill, Robert Christie. *Resorts: Management and Operation*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-36188-7
- Olsen, Michael D., et al. *Strategic Management in the Hospitality Industry*, 2nd ed. Toronto: John Wiley & Sons, Inc., 1998. ISBN 0-471-29239-7
- Ontario Tourism Education Corporation (OTEC). *Entry Level Skills*. Canada: Canadian Tourism Human Resource Council. ISBN 1-89622229-68-9
- Pappas, Mike J. *Eat Food, Not Profits! How Computers Can Save Your Restaurant*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-7471-28764-4
- Powers, Tom and Clayton W. Barrows. *Introduction to Management in the Hospitality Industry*, 5th ed. Toronto: John Wiley & Sons, Inc., 2002. ISBN 0-471-35901-7
- Reid, Robert D. and David C. Bojanic. *Hospitality Marketing Management*, 3rd ed. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-35462-7
- Scanlon, Nancy Loman. *Catering Management*, 2nd ed. Toronto: John Wiley & Sons, Inc., 2000. ISBN 0-471-33327-1
- Scanlon, Nancy Loman. *Restaurant Management*. Toronto: John Wiley & Sons, Inc., 1993. ISBN 0-471-28438-6
- Stutts, Alan T. *Hotel and Lodging Management: An Introduction*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-35483-X
- Tyler, Duncan, (ed.) et al. *Managing Tourism in Cities: Policy, Process and Practice*. Toronto: John Wiley & Sons, Inc., 1998. ISBN 0-471-98315-2
- Zzaccarelli, Herman E. *Food Service Management by Checklist: A Handbook of Control Techniques*. Toronto: John Wiley & Sons, Inc., 1991. ISBN 0-471-53063-8

Periodicals and Magazines

Food Service and Hospitality. Toronto, Canada: Kostuch Publications Ltd.

Canada's Foodservice News. Toronto: Canada's Foodservice News.

Special Events Magazine. Malibu, California: Miramar Publishing.

Websites

Marconi Commerce Systems: Quick Service Restaurant Solutions

– <http://www.marconicommerce.com/Solutions/quickServiceRestaurants.cfm>

Provides information and solutions to incorporate technology resulting in improved customer service

National Restaurant Association – <http://www.restaurant.org/careers/education/cfm>

Site contains information on what's happening in the industry, careers, and education.

Appendix 4.3.1

Teamwork Activities

Instructions

- Students are divided into small groups of equal numbers (approximately 3–4 in a group).
- Teacher chooses one teamwork activity from Group A, and one teamwork activity from Group B.
- Students perform chosen teamwork activity from Group A. The winning time is noted.
- To complete any of the teamwork activities in Group B, the teacher will provide the necessary ingredients and supplies. **Note:** Make sure that your teacher knows about any food allergies.
- Prior to completing teamwork activity from Group B, students are instructed that they have two minutes to discuss their strategy and two minutes to perform the activity.

Note: the teacher may choose to use an alternate activity that centres on teamwork.

Group A – Teamwork Activities

1. Use 50 paper clips to form a chain.
2. Put together a 50 piece puzzle. Each puzzle used must have the same size of puzzle pieces.
3. Using strips of construction paper, form a chain with 25 links.

Group B – Teamwork Activities

1. Prepare and individually wrap and serve 4 ham and cheese sandwiches with mustard and lettuce. Only 2 knives are available for use.
2. Ice, decorate, and box 8 cupcakes. All decorations (e.g., assortment of small candies, sprinkles, coconut) must be used on each cupcake.
3. Prepare 4 submarine sandwiches using 5 of the 8 ingredients provided (e.g., shredded lettuce, sliced tomatoes, sliced pickles, mayonnaise, Italian dressing, sliced ham, sliced salami, sliced chicken, sliced roast beef, sliced mozzarella cheese).

Activity 4.4: Event planning

Time: 9 hours

Description

Planning for an activity or fund raiser must be completed well in advance of its scheduled date. Even the smallest activity or fund raiser requires an individual to plan ahead. Students design, plan, and implement a chosen activity or fund raiser within their school or community. The management and teamwork skills developed in the previous activity (Activity 4.3: Event Management) are applied to the organization of the event. Students are mindful of ethical and moral obligations as they relate to the activity or fund raiser. Software applications are also used to facilitate ease in design, planning, and implementation. Students complete a reflection paper to evaluate their performance in the event.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Strand(s): Skills and Processes

Overall Expectations

SPV.01 - design and manage a school or community activity or fund raiser.

Specific Expectations

SP1.01 - design, plan, implement an activity, or fund raiser for the school or the community (e.g., a Community Connection Day);

SP1.02 - explain the success of an activity or fund raiser in relation to its action plan and make recommendations for improvement;

SP1.03 - effectively use a variety of software applications in the planning, promotion, and realization of an activity or fund raiser.

Prior Knowledge & Skills

Students should:

- be familiar with brainstorming techniques to list;
- have collaborative/cooperative group skills;
- have a basic knowledge of computer operations and Internet to research;
- have critical thinking skills;
- have effective verbal skills to participate in discussion/group work and presentation of findings;
- have writing skills to complete note taking.

Planning Notes

The teacher should:

- organize for a guest speaker(s) to introduce and demonstrate various software applications suitable for use in the Hospitality and Tourism industry;
- arrange to have access to a computer lab;
- prepare notes for a Socratic lesson on Action Plan.
- ensure that any event planned is in accordance with board and school policies. An examination of these policies and their rationale could be a useful activity.

Teaching/Learning Strategies

1. The teacher invites guest speaker(s), with expertise in computer software, to a 1–2 day workshop to introduce and demonstrate various software applications suitable for use in the Hospitality and Tourism industry (e.g., costing, budgets, advertising, word processing, presentations, graphs and tables, invoices, receipts, bookkeeping, data base, schedules). Students are encouraged to ask questions. Time is allotted for students to work with these Software applications.
2. Students brainstorm a list of various school or community-related activities or fund raisers.
3. As a class:
 - discuss what each activity or fund raiser entails;
 - determine an activity or fund raiser they want to plan, organize and implement based on the discussion;
 - determine the primary goal(s) and tasks of the activity or fund raiser using the 5 W's (who, what, where, when, why) plus how;
 - outline ethical and moral obligations, e.g., treatment of each other, guests and the environment.
4. The teacher conducts a brief Socratic lesson on creating Action Plans to include:
 - definition;
 - purpose/function.
5. Students develop committees based on the required tasks for the activity or fund raiser.
6. Each committee:
 - designs an Action Plan to include some or all of the following (keeping in mind the ethical and moral obligations outlined earlier): assignment of tasks, time and work schedule, cost analysis, supplies/equipment, budget;
 - uses available software applications to complete the Action Plan (consider presentation(s) given in Strategy 1);
 - is reminded to incorporate management and teamwork skills developed in Activity 4.3: Event Management;
 - develops a Committee Task rubric to evaluate the success of their task.
7. The teacher holds a teacher/committee conference to address concerns the members in the committee may have (see Appendix 4.4.1 for Conference Evaluation Checklist).
8. Committees come together to present an up-dated report on their progress.
9. Students implement the activity or fund raiser.
10. Each committee completes a written report detailing the success or failure of its task for the activity or fund raiser based on their Committee Task rubric.
11. Each committee presents its report at the de-briefing meeting.
12. As a class, students determine the success or failure of the activity or fund raiser based on the information gathered at the de-briefing meeting.
13. Each student completes a reflection paper assessing his or her performance, achievements, and learning and suggested improvements.

Assessment & Evaluation of Student Achievement

| Task | Tool | Purpose | Achievement Chart Categories |
|---|-------------------------|------------------------------|---|
| Teacher/Committee conferencing | Checklist | Formative | Knowledge/Understanding Thinking/Inquiry Communication |
| To implement the activity or fund raiser | Participation Checklist | Formative | Knowledge/Understanding Thinking/Inquiry Communication Application |
| To evaluate the success of the committee's progress | Committee Task Rubric | Formative | Thinking/Inquiry Communication Application |
| To detail the success or failure of the event | Rubric | Summative | Thinking/Inquiry Communication Application |
| Reflection Paper | Anecdotal comments | Formative or Summative | Knowledge/Understanding Thinking/Inquiry Application |

Resources

Books

- Blocker, Linda, et al. *Culinary Math*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-38740-1
- Goldblatt, Joe. *Special Events: Best Practices in Modern Event Management*, 2nd ed. Toronto, Canada: John Wiley & Sons, Inc., 1997. ISBN 0-471-28745-8
- Goldblatt, Joe. *Special Events: Global Event Management in the 21st Century*, 3rd ed. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-39687-7
- Malouf, Lena. *Behind the Scenes at Special Events: Flowers, Props, and Design*. Toronto: John Wiley & Sons, Inc., 1998. ISBN 0-471-25491-6
- Manask, Arthur M. and Mitchell Schechter. *The Complete Guide to Foodservice in Cultural Institutions: Your Keys to Success in Restaurants, Catering, and Special Events*. Toronto: John Wiley & Sons, Inc., 2001. ISBN 0-471-39688-5
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- Pappas, Mike J. *Eat Food, Not Profits! How Computers Can Save Your Restaurant*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-7471-28764-4
- Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. (Teacher Resource Manual) ISBN 0-471-33029-9
- Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-25244-1
- Sackler, Warren and Samuel R. Trapani. *Foodservice Cost Control Using Lotus 1-2-3?* Toronto: John Wiley & Sons, Inc., 1994. ISBN 0-471-04529-2
- Sackler, Warren and Samuel R. Trapani. *Foodservice Cost Control Using Microsoft? Excel? for Windows*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-15274-9

Periodicals and Magazines

Food Arts: The Magazine for Professionals. New York, New York: Food Arts Publishing, Inc.

Food Service and Hospitality. Toronto, Canada: Kostuch Publications Ltd.

Canada's Foodservice News. Toronto: Canada's Foodservice News.

Fine Cooking. Newtown, Connecticut: The Taunton Press. ISSN 1072-5121

Gusto. Markham, Ontario, Canada: PLM Imaging Inc. – <http://www.gustomagazine.com>

Special Events Magazine. Malibu, California: Miramar Publishing.

Websites

Marconi Commerce Systems: Quick Service Restaurant Solutions

–<http://www.marconicommerce.com/Solutions/quickServiceRestaurants.cfm>

Provides information and solutions to incorporate technology resulting in improved customer service

Appendix 4.4.1

Teacher/Group Conference Evaluation Checklist

Instructions – The teacher and the group evaluate the conference held by them by putting a check mark next to the statement that best describes the group’s accomplishments. The teacher and the group note the level and record the numbers in the Total column.

Names of Group Members –

Date of Conference - _____

| Criteria | YES | NO | COMMENT |
|--|-----|----|---------|
| Action Plan – <ul style="list-style-type: none">all task details (assigned, time and work schedule, cost analysis, supplies/equipment, budget) have been implemented | | | |
| Group Progress Report – <ul style="list-style-type: none">indicates group is well organized with equal distribution of work | | | |
| Conference – <ul style="list-style-type: none">student-directed, focused | | | |

Activity 4.5: Customer Service

Time: 4 hours

Description

Selling a service is more difficult than selling a tangible item. It is one's personal interaction that determines if there will be future business from a client. In this activity, students familiarize themselves with various customer service techniques for a variety of settings. Through discussions of personal experiences, students recognize the importance of effective customer service techniques and the need for sensitivity in responding to customer needs. Students suggest and discuss ways to improve customer service with an informed moral conscience. Software programs to improve customer service are also investigated.

Strand(s) & Learning Expectations

Strand(s): Skills and Processes

Overall Expectations

SPV.05 - identify various communication strategies to ensure customer service.

Specific Expectations

SP4.02 - describe effective customer service techniques for a variety of settings;

SP4.03 - explain the need for sensitivity in responding to client needs;

SP4.04 - use software programs to improve customer service.

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE7a - acts morally and legally as a person formed in Catholic traditions.

Prior Knowledge & Skills

Students should:

- have writing skills to complete note taking;
- have a basic knowledge of computer operations and Internet to research;
- have critical thinking skills;
- have effective verbal skills to participate in class discussion and to ask guest speaker questions.

Planning Notes

The teacher should:

- prepare notes for a Socratic lesson on effective customer service techniques, Seven C's of Effective Customer Service, the six sins of customer service (see Teaching/Learning Strategies);
- organize for a guest speaker to introduce, explain, and demonstrate software programs useful for improving customer service;
- arrange for use of a computer lab;
- prepare a test on customer service;
- make a cross-curricular link with computer programming courses by developing a team project that asks students to develop a computer program that would help a person in some area of hospitality or tourism manage his/her customers more effectively.

Teaching/Learning Strategies

1. Students are reminded to take notes as they proceed through this activity.
2. Using their personal experiences, students list examples of situations where each could state, "I was a satisfied customer."
3. Students list and discuss the reasons why they were satisfied.
4. The teacher uses this discussion as a basis for a Socratic lesson dealing with effective customer service techniques. Techniques should include: greeting customers, building a relationship with the customer, providing personalized customer service, ability to determine a customer's needs, keeping communication lines open, fit the product to the customer, offer alternatives (referrals), handling customer complaints/conflicts graciously, customer follow-up.
5. Students and the teacher discuss the ethical and moral obligations one has when dealing with customers.
6. The teacher introduces:
 - the Seven Cs of Effective Customer service (caring, confident, considerate, creative, controlled, committed and contagious);
 - the six sins of customer service (apathy, not my responsibility, the brush off, condescension, coldness and inflexibility).
7. As a class, students:
 - list and discuss situations in which as a customer, they were treated inappropriately;
 - explain how they felt;
 - suggest how the situation could have been handled differently;
 - explain the need for sensitivity in responding to client needs.
8. Using their notes, students suggest and discuss ways to improve customer service.
9. The teacher invites a guest speaker to introduce, explain, and demonstrate features of various software programs used to improve customer service. Students pose questions to clarify information and instructions, as well as to determine the effectiveness of the software program in relationship to customer service.
10. Students use the activity or fund raiser implemented in Activity 4.4: Event Planning, to apply available software programs to evaluate and improve their customer service.
11. Students complete a test on customer service.

Assessment & Evaluation of Student Achievement

| Task | Tool | Purpose | Achievement Chart Categories |
|--|----------------|-----------|---|
| To apply software programs to their chosen activity or fund raiser | Checklist | Summative | Knowledge/Understanding Thinking/Inquiry Communication Application |
| To demonstrate knowledge/understanding of key terms/concepts | Marking Scheme | Summative | Knowledge/Understanding Thinking/Inquiry Communication Application |

Accommodations

- Provide alternatives to mouse and keyboard input such as scanning keyboards, overlays, single switch access, head mouse, voice recognition, software, peripherals, and the virtual reality mouse.

Resources

Books

Deviney, David E. *Outstanding Customer Service: The Key to Customer Loyalty*. West Des Moines, Iowa: American Media Publishing, 1998. ISBN 1-884926-95-9

Marvin, Bill. *Restaurant Basics: Why Guests Don't Come Back.... and What You Can Do About It*. Toronto: John Wiley & Sons, Inc., 1991. ISBN 0-471-55174-0

Ontario Tourism Education Corporation (OTEC). *Entry Level Skills*. Canada: Canadian Tourism Human Resource Council. ISBN 1-89622229-68-9

Ontario Tourism Education Corporation (OTEC) *The Student's Travel Map: A Guide to Tourism Careers, Education and Training*. Canada: Canadian Tourism Human Resource Council (2000). ISBN 1-55304-335-9

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. (Teacher Resource Manual) ISBN 0-471-33029-9

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Ray, Mary Frey and Evelyn Jones Lewis. *Teacher's Resource Binder: Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668491-8

Periodicals and Magazines

Food Service and Hospitality. Toronto, Canada: Kostuch Publications Ltd.

Canada's Foodservice News. Toronto: Canada's Foodservice News.

Websites

Catholic Social Teaching – <http://www.coc.org/coc/cst.html>

Resources for teachers and links for Catholic social teaching

Educational Computing Organization of Ontario (ECOO) – <http://www.ecoo.org/mainmenu.html>

Resources for teachers and links to other educational sites

Educational Network of Ontario (ENO) – <http://www.enoreo.on.ca/>

Resources for teachers and links to other educational sites

Marconi Commerce Systems: Quick Service Restaurant Solutions

– <http://www.marconicommerce.com/Solutions/quickServiceRestaurants.cfm>

Provides information and solutions to incorporate technology resulting in improved customer service

Ontario Ministry of Education – <http://www.edu.gov.on.ca/>

Ministry site with up to date information and useful links

National Restaurant Association – <http://www.restaurant.org/careers/education/cfm>

Site contains information on what's happening in the industry, careers and education.