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Hospitality and Tourism 110

New  Brunswick

**Department of Education
Educational Programs & Services Branch
2005**

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- New Brunswick Community College St. Andrews
- Tourism Industry Association of New Brunswick
- Canadian Tourism Council

Introduction

Hospitality and Tourism 110 is an introductory course providing students with an awareness of career opportunities in a dynamic and growing industry sector. Students are made aware of potential social and economic benefits. Emphasis is placed on Tourism in Atlantic Canada. A combination of sound business principles and vision are demonstrated throughout the course.

Learning Activities

Throughout this document, suggestions are provided for teaching and learning activities and projects. Sample assignments are provided in Appendix B. Students may complete assignments individually or in groups. Teachers are encouraged to use these suggestions as well as develop their own.

Prerequisite

None

General Curriculum Outcomes

Upon the completion of this course, students will meet the following outcomes:

- **GCO 1** Introduction to the hospitality and tourism industry.
- **GCO 2** Identify tourism as it relates to the Atlantic region.
- **GCO 3** Demonstrate an understanding of marketing strategies, trends and technology as it relates to hospitality and tourism.
- **GCO 4** Identify the eight sectors of the hospitality and tourism trade.
- **GCO 5** Demonstrate career opportunities in hospitality and tourism.

Duration

90 hours

Course Code

1237930

HOSPITALITY AND TOURISM 110

GCO 1 Introduction to the Hospitality and Tourism Industry

Suggestions for Assessment:

Students record and share their responses using a flip chart, overhead projector or a data projector.

Students create a word search puzzle or game using the tourism-related terms they have brainstormed.

Students formulate their definition of hospitality and tourism and submit a written report, reflecting what hospitality and tourism means to members of their community.
Teacher reviews the correct responses to the questions and/or has students submit answers on an individual basis or in pairs.

Students complete the PAM project. (Appendix B)

Teacher hosts an activity in the classroom, such as a breakfast or other hospitality-related activity, inviting students as guests. After students enjoy this activity, they will write a letter of thanks.

Students prepare a poster to illustrate the Recipe for Happy Tourists. (Appendix B)

Students create a timeline for one of the eight sectors of the industry.

Resources:

Nickerson, Norma Polovitz., and Kerr, Paula. *Snapshots: An Introduction to Tourism*, 3rd edition. Toronto: Prentice Hall, 2004
ISBN: 0-13-120126-3

Howell, David.et.al. *Passport: An Introduction to the Tourism Industry*. 3rd edition. Toronto: Nelson, 2003 ISBN: 0-17-616966-0

A Guide to Tourism Careers, Education and Training: The Student's Travel Map. Canadian Tourism Human Resource Council (available through the Tourism Industry Association on New Brunswick. Phone 506-458-5646
Website: <http://www.tianb.com>)
ISBN: 1-55304-335-9

Heritage Canada Foundation located online at <http://www.heritagecanada.org>

Information about tourism is available at www.gnb.ca/cnb/nb/nb-e.asp

www.heritagecanada.org

Appendix B

HOSPITALITY AND TOURISM 110

GCO 1 Introduction to the Hospitality and Tourism Industry

Specific Curriculum Outcomes:

Students will be expected to:

- identify and explain the eight sectors of the hospitality and tourism industry

Suggestions for Teaching/Learning:

Students are **briefly** introduced to the eight sectors. Students may identify the eight sectors and list examples of each, using information found on the Canadian Tourism Human Resource Council (CTHRC) website.

Teachers may hand out Canadian Industry Sector pictures and have students identify each one and include them in their notes.

(Appendix B)

Students use newspapers and the telephone book to find articles or advertisements relating to each of the eight sectors of tourism.

HOSPITALITY AND TOURISM 110

GCO 1 Introduction to the Hospitality and Tourism Industry

Suggestions for Assessment:

Have students create a title page or poster based on the eight sectors of tourism. Students may develop a poster or title page on one sector or a collage of all eight sectors.

Have students create a game based on the eight sectors. For example: Concentration, Jeopardy or Trivial Pursuit.

Semester Project:

Students create a title page for each of the eight sectors of tourism and collect articles or advertisements for each sector during the semester. The project will be presented for evaluation at the end of the semester, either as a collection of folders or envelopes (one for each sector) or as a scrapbook, binder, etc.

Teacher administers a unit test on the introduction to the hospitality and tourism industry.

Resources:

Video: *Saint John: Yesterday and Today*. ISBN 0-9680392-2-7 Video available by contacting: Michael Power, 42 Wasson Court, Saint John, NB, E2K 5L1

Canada Heritage Foundation—available online at <http://www.heritagecanada.org>

Saltscapes: Canada's East Coast magazine
<http://www.saltscapes.com>

Appendix B

HOSPITALITY AND TOURISM 110

GCO 2 Identify Tourism as it Relates to the Atlantic Region

Specific Curriculum Outcomes:

Students will be expected to:

- identify local tourism

Suggestions for Teaching/Learning:

Teacher identifies points of interest in their own community.

Students identify landmarks in their community and research their background or history.

Teacher invites a guest to discuss local tourism and history.

Teacher accompanies students on a visit to City Hall/Chamber/Welcome Center to speak with the mayor and sign the guest book.

Students use a map of their local area and identify points of interest on it.

Teacher creates a scavenger hunt for their community. Groups of students participate in a timed event where certain tourism information is gathered, and students are required to check in at various points along the route.

HOSPITALITY AND TOURISM 110

GCO 2 Identify Tourism as it Relates to the Atlantic Region

Suggestions for Assessment:

Students will create a brochure, placemat or other visual format to promote local tourism.

Students will use a map of the province to illustrate all highways/routes in the province leading to their community.

Students complete assignment "What do you Know About your Community". (Appendix B)

Students prepare a PowerPoint presentation promoting tourism in their community. This must have a minimum of 10 slides.

Resources:

NB Tourism website
<http://www.tourismnewbrunswick.ca>
(information package available online)

General Information on New Brunswick available online at
<http://www.new-brunswick.net>

Information on Tourism is available online at
<http://www.gnb.ca/cnb/nb/nb-e.asp>

Maps – <http://atlas.gc.ca> (click on reference maps, the provincial and territorial outline) or contact your local tourism information centers.

HOSPITALITY AND TOURISM 110

GCO 2 Identify Tourism as it Relates to the Atlantic Region

Specific Curriculum Outcomes:

Students will be expected to:

- identify New Brunswick provincial tourism and be familiar with the five scenic drives

- categorize attractions, sights and events that are representative of the Atlantic provinces

Suggestions for Teaching/Learning:

Teacher uses a map of the province to identify the location of various landmarks and major attractions.

Students trace the five scenic drives on a provincial map and identify major towns and cities along the way.

Students research provincial facts: population, emblems, flag, climate, etc.

Students use the Atlantic provincial travel guides to gain an appreciation of various opportunities and activities available in Atlantic Canada. (hard copy or online websites)

Students research provincial facts: population, emblems, flag, climate, etc. for each Atlantic province.

The teacher may take advantage of local attractions, sights and events or may choose to assign research projects for each of the Atlantic Provinces (NB, NS, PE, NF).

The teacher, using printed resources, the Internet and/or guest speakers, will familiarize students about snowmobile trails and other winter activities available (i.e. snowmobile week).

HOSPITALITY AND TOURISM 110

GCO 2 Identify Tourism as it Relates to the Atlantic Region.

Suggestions for Assessment:

Have students identify the various geographical aspects of New Brunswick, using a blank map.

Provide students with worksheets based on various geographical concepts and follow up with a test on comprehension.

Students will be required to prepare a presentation (PowerPoint or written) on one of the scenic drives. Explain attractions, communities, events, etc.

Students complete assignments "What do you Know about New Brunswick" & "You are a Travel Agent". (Appendix B)

Students present a written report outlining the results of their research on the "Facts of each Atlantic province".

Students may create an Atlantic Trivia Game and create questions and answers based on the four Atlantic provinces and their research. Students may use recipe cards and/or hard card stock or Bristol board to create a game.

Students develop an illustration (diagram or model) on a topic(s) agreed upon by the teacher and class regarding the Atlantic Provinces.

The teacher will administer a Unit Test based on information from this unit.

Resources:

Eiselt, Marianne. *New Brunswick*, 2nd Ed. Formac Publishing Company. 1996
ISBN 0-88780-344-X

The Official New Brunswick Travel Map
Contact your local Visitor Information Centre or call
1-800-561-0123 and request an Information Package
Also available at some NB Irving locations

Poole, Stephen. *Nova Scotia Colourguide*, 4th Ed. Formac Publishing Company. 2000
ISBN 0-88780-516-7

Brinklow, Laurie. *Prince Edward Island Colourguide*, 2nd Ed. Formac Publishing Company. 1999
ISBN 0-88780-438-1

Appendix B

HOSPITALITY AND TOURISM 110

GCO 2 Identify Tourism as it Relates to the Atlantic Region.

Specific Curriculum Outcomes:

Students will be expected to:

- demonstrate an understanding of the Atlantic provinces' history including the First Nations, Acadian, Loyalist and other cultures.

Suggestions for Teaching/Learning:

Teacher will ask students to research special events which relate to specific cultures in Atlantic Canada (Irish – St. Patrick's Day, March 17, Treaty Day, Oct 1, Aboriginal Day, June 21).

Teacher will assess the annual theme of Heritage Canada, placing an emphasis on cultural tourism.

Visit historical/cultural sites.

Students plan and host a Heritage Fair.

HOSPITALITY AND TOURISM 110

GCO 2 Identify Tourism as it Relates to the Atlantic Region

Suggestions for Assessment:

Teacher evaluates the Heritage Fair.

Resources:

For information on the Irish Canadian Culture Association of New Brunswick, click on:

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

World Book Encyclopaedia

Guest Speakers

Contact Heritage Canada at www.heritagecanada.org for a resource package and more information.

For information on First Nations in Nova Scotia click on: <http://www.mns-firstnet.ca/>

HOSPITALITY AND TOURISM 110

GCO 3 Demonstrate an understanding of marketing strategies, trends and technology as it relates to hospitality and tourism

Specific Curriculum Outcomes: <i>Students will be expected to:</i>	Suggestions for Teaching/Learning:
<ul style="list-style-type: none">• understand the impact of marketing strategies:<ul style="list-style-type: none">- Definition of marketing- Principles of marketing- Segmentation- Target Groups- Marketing Mix (P's)- Integrated Marketing Communications (IMC) • understand and identify changing trends in the Hospitality and Tourism Industry • understand the role of technology in the Hospitality and Tourism Industry	<p>Using the recommended text book, the teacher explains the definition of marketing, the principles of marketing and the marketing mix.</p> <p>Students create a one-page biography on a well-known marketing pioneer, with reference to the Hospitality and Tourism Industry. (Appendix B)</p> <p>Students list slogans they hear on radio or see on television that portray some aspect of tourism marketing.</p> <p>Students identify marketing characteristics associated with slogans used by various tourism industries.</p> <p>Students develop unique advertisements and/or slogans that depict local tourism features.</p> <p>Students identify current trends, creating a scrapbook of newspaper clippings based on the Industry.</p> <p>Students briefly summarize newspaper clippings to identify current trends in the industry.</p> <p>Using the Internet, students investigate various reservations systems. (Appendix B – Sample CRS activity)</p>

HOSPITALITY AND TOURISM 110

GCO 3 Demonstrate an understanding of marketing strategies, trends and technology as it relates to hospitality and tourism

Suggestions for Assessment:

Students distinguish between the four ways to market products based on advertisements. (The Marketing Mix)

Students create a way to market an aspect of tourism within their own community. The emphasis is on the marketing mix. For example, restaurants, new construction, walking tours and/or student-generated ideas.

Students create a marketable souvenir for visiting tourists.

Students compare and contrast advertisements in local newspapers and magazines, placing an emphasis on market segmentation and location within the newspaper or magazine.

Students produce a completed scrapbook with clippings and a brief description of each article. Teachers will assign criteria for the completed project.
Assessment Criteria: organization, arrangement, content, colour, use of captions and workmanship.

Students research common computer reservations systems available in the Hospitality and Tourism Industry and answer questions created by the teacher. (Appendix B – Sample CRS activity)

Resources:

Recommended Textbook:

Nickerson, Norma Polovitz., and Kerr, Paula. *Snapshots: An Introduction to Tourism*. 3rd edition. Toronto: Prentice Hall, 2004. ISBN: 0-13-120126-3

(Online Hospitality and Tourism 110 course available through www.gnb.ca/0000/as/dl-e.asp contact the distance facilitator for access)

Hospitality and Tourism Marketing. Allistair Morrison (Delmar Publishing) 2nd Ed. ISBN 0-82736620-5

Tourism Planning: Basics Concepts Cases. Claire. A. Gunn (Taylor & Francis) ISBN 0-471-29392-x

Tourism Economics. Donald E. Lundberg. John Wiley & Sons ISBN 0-471-57884-3

NB Tourism Video- *New Wave of Adventure*

Inskeep, Edward. *Tourism Planning*. John Wiley & Sons ISBN 0-8448-1743-0

Gartner, William. *The Travel Industry*. 3rd Edition: Thompson Publishing ISBN 0-442-02478-9

Howell, David. et.al. *Passport: An Introduction to the Tourism Industry*. 3rd edition. Toronto: Nelson, 2003. ISBN: 0-17-616966-0

Appendix B

HOSPITALITY AND TOURISM 110

GCO 4 Identify the eight sectors of the hospitality and tourism trade

Specific Curriculum Outcomes:

Students will be expected to:

- identify the eight sectors of the Hospitality and Tourism Industry:
 - Accommodation
 - Adventure Tourism Recreation
 - Attractions
 - Events and Conferences
 - Food and Beverage
 - Tourism Services
 - Transportation
 - Travel Trade

Suggestions for Teaching/Learning:

Teacher develops a presentation based upon the eight sectors.

Teacher invites representatives from TIANB to present to the class.

Teacher invites guest speakers from the community representing the eight sectors.

Teacher arranges tours to include the eight sectors.

When planning an excursion or off-site activity, students prepare and present a proposal demonstrating the importance and relevance of the activity.

Students use the Internet to research categories, definitions, trends and career opportunities for each sector.

Students plan, prepare and execute a mini or major virtual or realistic trip.

Teacher prepares an in-class scavenger activity, based on the NB Travel Guide or online website.

HOSPITALITY AND TOURISM 110

GCO 4 Identify the eight sectors of the hospitality and tourism trade

Suggestions for Assessment:

Students answer questions prepared by the teacher, relating to the eight sectors.

Students complete special activities developed by TIANB. A guest profile or journal entry may be completed by students. (Appendix B)

Students complete a review and reflection sheet, validating and assessing their excursion or off-site experience.

Teacher divides students into eight groups to research and develop a creative presentation, bulletin board display, brochure or pamphlet on one of the eight sectors. Emphasis for student work should be based on content information. (Appendix B for sample activity plan for placemat)

Students research a destination within Atlantic Canada and create an itinerary which includes the purpose of the trip, the mode of transportation, the length of the trip, cost, accommodation, food and beverage and other trip-related concepts. (Enrichment – execute the trip)

Students complete assignment “Eight Sectors of Hospitality and Tourism”. (Appendix B)

Complete GCO 1 Semester Project.

Resources:

Nickerson, Norma Polovitz., and Kerr, Paula. *Snapshots: An Introduction to Tourism*. 3rd edition. Toronto: Prentice Hall, 2004. ISBN: 0-13-120126-3

Howell, David. et.al. *Passport: An Introduction to the Tourism Industry*. 3rd edition. Toronto: Nelson, 2003. ISBN: 0-17-616966-0

General Information on Tourism available online at: <http://www.cthrc.ca>

Newfoundland & Labrador CD available www.gov.nf.ca/tourism

Wright, Ian. *Canada: Exploring New Directions*. 4th Ed. Fitzhenry & Whiteside Ltd., ISBN 1-55041-377-5

TIANB – contact online at <http://www.tianb.com>

Appendix B

HOSPITALITY AND TOURISM 110

GCO 5 Demonstrate career opportunities in hospitality and tourism.

Specific Curriculum Outcomes:

Students will be expected to:

- identify careers related to each of the eight sectors of the hospitality and tourism industry

- complete a student interest inventory

Suggestions for Teaching/Learning:

Students develop a presentation in the form of a PowerPoint presentation, poster or seminar related to job opportunities or careers in one of the eight sectors of the hospitality and tourism industry.

Students view online videos of careers related to hospitality and tourism

<http://vector.cfee.org/english/login.php>

Students use the Choices program or an Internet-related website to create a Student Interest Checklist, based on their strengths and areas of interest.

HOSPITALITY AND TOURISM 110

GCO 5 Demonstrate career opportunities in hospitality and tourism

Suggestions for Assessment:

Teacher divides the students into groups to create a presentation on careers related to the hospitality and tourism industry.

Students develop questions, make contact with and interview an individual in the hospitality and tourism industry. Students present the results of the interview to the class by either inviting guests or showing video.

Students prepare a current resume, write a covering letter (letter of application), participate in mock interviews and prepare a follow-up letter.

Resources:

Information on career opportunities in Tourism is available at <http://www.cthrc.ca>.

A Guide to Tourism Careers, Education and Training: The Student's Travel Map.

Choices Program (available in most Computer Labs)

National Occupation Standard Binder (available through Guidance and Cooperative Education department of your school)

General Information about career opportunities is available online at: <http://www.careers.ca>

Linking to the Future Binder (available through Guidance and Cooperative Education department of your school)

Career Week Materials (available through Guidance and Cooperative Education department of your school)

HOSPITALITY AND TOURISM 110

GCO 5 Demonstrate career opportunities in hospitality and tourism

Specific Curriculum Outcomes: <i>Students will be expected to:</i>	Suggestions for Teaching/Learning:
<ul style="list-style-type: none">• identify three career paths which are of interest and meaningful to the student. • identify various post-secondary institutions offering hospitality and tourism training • describe and apply the three parts of WHMIS:<ul style="list-style-type: none">- Labels and symbols- MSDS- Responsibilities of supplier, employee and employer.	<p>Students choose a career that is of interest and meaningful to them and develop a career plan.</p> <p>Students research post-secondary institutions that prepare for a career in the hospitality and tourism industry. Using the sample career plan (Appendix B), students will locate and record the name of each institution, its location, a description of the programs offered, the entrance requirements, the length and cost of study and job opportunities available upon completion.</p> <p>Teacher invites a guest speaker from WHSCC to provide WHMIS training to students.</p> <p>The teacher may provide students with pictures of containers of hazardous products from the workplace or symbols from hazardous products and ask students to identify the hazard and how to respond.</p> <p>Teacher introduces WHMIS and MSDS using the website.</p>

HOSPITALITY AND TOURISM 110

GCO 5 Demonstrate career opportunities in hospitality and tourism

Suggestions for Assessment:	Resources:
<p>Students include a completed career plan for their professional portfolio.</p>	<p>Appendix B</p>
<p>Students complete Certification requirements, such as: Red Seal HACCP Safe Food Handling programs ISO 2001 Passport to Safety</p>	<p>Guest speakers from the industry and NBCC or other local Colleges.</p>
<p>Test students on their knowledge of WHMIS and its importance in the workplace.</p>	<p><i>Looking for a Job</i> – Innovations and Learning for Canadians (HRDC) available in hard copy or online at: http://www.youth.gc.ca (click on publications)</p>
<p>Students tour workplaces and list hazardous products.</p>	<p>WHMIS website: General Information http://www.ccohs.ca/oshanswers/legisl/intro_whmis.html</p>
<p>Teacher prepares a question sheet from the website to include why WHMIS was developed, its purpose, law, etc.</p>	<p>Passport to Safety Website available at http://www.passporttosafety.com</p>
<p>Students research and prepare a MSDS for a product in the lab.</p>	<p>Safety NB available online at http://www.nbsafety.com</p>
<p>Students complete the “Trip of a Lifetime Project”. (Appendix B) This project covers all aspects of the tourism industry and may replace a final exam.</p>	<p>WHSCC – contact Silvy Moleman at 1-800-222-9775 for information for High School students (Workplace Health, Safety and Compensation Commission of New Brunswick) or online at: http://www.whscc.nb.ca</p>
<p>See other sample projects in Appendix B</p>	<p>An E-course produced by Workplace Safety & Insurance Board of Ontario is available online at: http://www.hs101.ca</p>
<p>See other sample projects in Appendix B</p>	<p>Appendix B</p>

APPENDICIES

Appendix A Suggested Resources

Nickerson, Norma Polovitz., and Kerr, Paula. *Snapshots: An Introduction to Tourism*. 3rd edition. Toronto: Prentice Hall, 2004.
ISBN: 0-13-120126-3

Howell, David. Et.al. *Passport: An Introduction to the Tourism Industry*. 3rd edition. Toronto: Nelson, 2003.
ISBN: 0-17-616966-0

Resources by GCO:

GCO 1:

Nickerson, Norma Polovitz., and Kerr, Paula. *Snapshots: An Introduction to Tourism*. 3rd edition. Toronto: Prentice Hall, 2004.
ISBN: 0-13-120126-3

Howell, David. et. al. *Passport: An Introduction to the Tourism Industry*. 3rd edition. Toronto: Nelson, 2003.
ISBN: 0-17-616966-0

A Guide to Tourism Careers, Education and Training: The Student's Travel Map.
Canadian Tourism Human Resource Council (available through the Tourism Industry Association of New Brunswick. Phone 506-458-5646 website: <http://www.tianb.com>)
ISBN 1-55304-335—9

Heritage Canada Foundation located online at <http://www.heritagecanada.org>

Information about Tourism is available at www.qnb.ca/cnb/nb/nb-e.asp

Online Hospitality and Tourism 110 course available through www.qnb.ca/0000/as/dl-e.asp
(contact the distance facilitator for access)

Information on the Eight Sectors in Tourism is available at <http://www.cthrc.ca>.
(Click on career planning, then Sectors in Tourism)

TIANB – guest speaker

GCO 2:

NB Tourism Website is available online at <http://www.tourismnewbrunswick.ca>
(Can also request an information package online)

Information on Tourism is available online at <http://www.qnb.ca/cnb/nb/nb-e.asp>

Maps are available online at <http://atlas.gc.ca> (click on reference maps, the provincial and territorial outline)

General Information on New Brunswick available online at <http://www.new-brunswick.net>

Video: *Over Canada: an Aerial Adventure*. Hard copy pictorial also available at NB Public Libraries.

To request a copy or for information about the NB Public Library go to:

<http://vision.gnb.ca> (click on search the catalogue and type the title)

Teachers Guide by Gary Gibson available online at: <http://www.magiclantern.ca>

Phone 1-416-675-1155. Or BC Tourism- online at <http://www.hellobc.com>)

Video: *Saint John: Yesterday and Today*. ISBN 0-9680392-2-7

Video available by contacting: Michael Power, 42 Wasson Court, Saint John, NB, E2K 5L1

Canada Heritage Foundation—available online at <http://www.heritagecanada.org>

Saltscapes: Canada's east coast magazine <http://www.saltscapes.com>

Eiselt, Marianne. *New Brunswick*. 2nd Ed. Formac Publishing Company. 1996
ISBN 0-88780-344-X

Poole, Stephen. *Nova Scotia Colourguide* 4th Ed. Formac Publishing Company. 2000
ISBN 0-88780-516-7

Brinklow, Laurie. *Prince Edward Island Colourguide*. 2nd Ed. Formac Publishing Company. 1999 ISBN 0-88780-438-1

GCO 3:

Hospitality and Tourism Online information available at www.gnb.ca/0000/as/dl-e.asp
(contact the distance facilitator for access)

Hospitality and Tourism Marketing. Allistair Morrison (Delmar Publishing) 2nd Ed.
ISBN 0-82736620-5

Tourism Planning: Basics Concepts Cases. Claire. A. Gunn (Taylor & Francis)
ISBN 0-471-29392-x

Tourism Economics. Donald E. Lundberg. John Wiley & Sons
ISBN 0-471-57884-3

Inskeep, Edward. *Tourism Planning*. John Wiley & Sons, ISBN 0-8448-1743-0

Gartner, William. *The Travel Industry*. 3rd Edition: Thompson Publishing
ISBN 0-442-02478-9

GCO 4:

General Information on Tourism available online at: <http://www.cthrc.ca>

Newfoundland & Labrador CD available www.gov.nf.ca/tourism

Wright, Ian. *Canada: Exploring New Directions*. 4th Ed. Fitzhenry & Whiteside Ltd., ISBN 1-55041-377-5

TIANB – contact online at <http://www.tianb.com>

See sample journal entry and guest profile in appendix

GCO 5:

Information on career opportunities in Tourism is available at <http://www.cthrc.ca>.
(Click on career planning)

A Guide to Tourism Careers, Education and Training: The Student's Travel Map.
Canadian Tourism Human Resource Council (available through the Tourism Industry Association of New Brunswick. Phone 506-458-5646 Website: <http://www.tianb.com>)
ISBN 1-55304-335—9

Choices Program (available in Computer Lab or Guidance centers)

National Occupation Standard Binder
(Available through Guidance and Cooperative Education department of your school)

General Information about career opportunities are available online at:
<http://www.careers.ca>

Linking to the Future Binder (available through Guidance and Cooperative Education department of your school)

Career Week Materials (available through Guidance and Cooperative Education department of your school)

Getting Started - A guide to planning Canada Career Week events- present and past publications are available through HRDC, online at: <http://www.youth.gc.ca>

Career Plan sample available in Appendix D

Looking for a Job – Innovations and Learning for Canadians (HRDC) available in hard copy or on line at: <http://www.youth.gc.ca> (click on publications)

WHMIS website: General Information
http://www.ccohs.ca/oshanswers/legisl/intro_whmis.html

Passport to Safety Website available at <http://www.passporttosafety.com>

Safety NB available online at <http://www.nbsafety.com>

WHSCC – contact Silvy Moleman at 1-800-222-9775 for information for High School students (Workplace Health, Safety and Compensation Commission of New Brunswick) or online at: <http://www.whscc.nb.ca>

An E-course produced by Workplace Safety & Insurance Board of Ontario is available online at: <http://www.hs101.ca>

TIANB (Tourism Industry Association of New Brunswick offers workshops such as Super host. For more information contact TIANB online at <http://www.tianb.com> (Click on career seekers)

Jo Acampora. *Employability Skills Curriculum*. 3rd edition: a comprehensive adult based curriculum to enhance employability skills to return to the labour market. 2000. (Copies are available email: into@aspect.bc.ca or by telephone (250) - 382-9675.

Video - Employability Skills K-12 In-Service Video

Make The Skills Connection pamphlet – available in hard copy through (HRDC) or online at: <http://www.youth.gc.ca> (Click on Publications)

Guest Profile and Journal Entry samples available in appendix.

Looking for a Job – Innovations and Learning for Canadians. (HRDC) available in hard copy or on line at (click on publications)

Personality Dimensions

Communications: # 1 job skills - Presentations available by contacting local District Office staff

Videos: *Job Interview Skills*. Sunburst, ISBN 0-7805-4109-X and *Communications #1 Job Skill*. Sunburst ISBN 0-7805-4395-5 (check with District Office)

If unavailable at District Office the above videos are available from:

Sunburst Canada

PO Box 1051

Fort Erie, ON

L2A 5N8

Or online at: <http://www.sunburst.com>

Community availability of local professionals for guest speakers.

Appendix B

Recipe for Happy Tourists

1 smile
2 eyes
1 voice
1 mind
2 ears
1 firm handshake

The smile gives visitors a warm welcome. Eyes establish direct contact with them. One voice and mind gives the tourist a perception of the enchanting sounds and picturesque scenery of the region. Two ears are essential for listening to what the visitors are looking for. One firm handshake wishes them a pleasant stay. Spice it up with a well-trained staff. Bake well at summer temperatures before opening and you will have a visitor information centre to be proud of.

Sample Introductory Questions – Tourism

1. Why is tourism the fastest growing industry on the planet?
2. Why do tourists love to explore Canada?
3. Identify 10 things tourism employees like most about their jobs.
4. Identify 4 major tourism sectors of the tourism industry.
5. What comes first in the tourism industry?
6. Identify five benefits of promoting tourism.
7. How is tourism promoted in a local area, province, and country?
8. Why is tourism so important to Canadians?
9. What does tourism mean to a student of tourism?
10. What does one need to be successful in the tourism industry?

P.A.M. Project

Introduction:

This is a group assignment composed of three people. Each person represents a “character” from the word P.A.M.:

- Personality
- Attitude
- Manners

Assignment:

The student will research the meaning of their “character”, both positive and negative. Once research is completed the three “characters” will put together a presentation called “PAM”. This may be done as a PowerPoint presentation, a video, role playing, etc. accompanied by a short written assignment that includes their research, and personal comments on the meaning of these three important characteristics to the hospitality and tourism industry.

Evaluation:

Mark will include:

- quality of research
- teamwork
- creativity in the presentation of their “character”
- demonstration of positive personality, attitude and manners during the presentation

What Do You Know About Your Community

1. Name three places in your community where visitors may take a walk on a summer evening.
2. Where can a visitor dine outside in your community?
3. Name activities and interpretive programs (if any) in your community.
4. What specialty restaurants and stores are available in your community?
5. Where can a visitor have a snack on a Friday at 1:00 am in your community?
6. Where can you find a banking machine? (Name of location)
7. Does your community have a local market? Where is it located? When is it open? What will you find there?
8. Where can I find the churches for the following dominations:
 - i. United Baptist
 - ii. Roman Catholic
 - iii. United Church of Canada
 - iv. Pentecostal
 - v. Presbyterian
 - vi. Other
9. Name two locations where visitors can go for a workout.
10. Where can a visitor play golf or miniature golf?
11. Where can a visitor go for a swim during winter? During summer?
12. Where is the nearest 24-hour gas station to our school?
13. What are some of the upcoming events or festivals in your community?
14. What are the working hours of the following, and are they open on Sundays?
 - i. Shopping plaza or mall
 - ii. Laundry mat
 - iii. Dry cleaner
 - iv. Grocery store
 - v. Drug store
 - vi. Duty free shop
 - vii. Garage/Gas station
15. Who is the mayor of your community?
16. Name a few attractions that would interest families while visiting your area.
17. Write the addresses for the following:
 - i. Town/city hall
 - ii. Post office
 - iii. Police station
 - iv. Fire station
 - v. School – elementary, middle and high school
18. What can a visitor see and do at the nearest Day Adventure Center?
19. What is the population of your community?
20. What is the population of the community your school is in?
21. Where can a visitor check their e-mail?
22. How many hotels, guesthouses are available in your community?
23. Name key areas, events, attractions, etc. you would recommend to your guests while they are in your community.

What Do You Know About NB?

1. What world famous structure is in Hartland?
2. What is the name of the historical settlement outside of Fredericton?
3. On what river are “International Hydroplane Races” held each year?
4. Where is the world’s largest lobster pound?
5. What museum in Gagetown was the former home of a Father of Confederation?
6. What well-known festival is held in Miramichi each summer?
7. What city is home to Theatre New Brunswick?
8. Where is Canada’s widest Main Street?
9. Name the famous “Falls” located in Saint John.
10. What tower in Moncton is 350 feet high and was built in a record-breaking 16-day pour of concrete?
11. On what river and in what village is the Miramichi Salmon Museum found?
12. What ski resort is located in Sussex?
13. For what world-renowned sport do people travel to the Miramichi?
14. In what gallery would you find the largest painting by Salvador Dali?
15. What is the name of the restored 1830’s working farm near Miramichi?
16. When and where is Old Home Week celebrated?
17. What is the name of the world’s second-largest whirlpool, found near Deer Island?
18. What French Historical Village would you find near Caraquet?
19. What is the significance of “Évangeline” to the chocolate factory in St. Stephen?
20. Where is the Huntsman Marine Laboratory Aquarium?
21. What landing is re-enacted every year by Saint John citizens dressed in Loyalist costumes?
22. Give another name for the city that has been known as “La Chapelle”, “Terre Rouge”, the “Elbow” and the “Hut”.
23. Where was the “Marco Polo” built?
24. What is the highest point in New Brunswick?
25. On what river is the Tidal Bore?
26. What city is called “The Loyalist City”?
27. Which city is located farthest north in the province?
28. What colour is a lobster before it is cooked?
29. Which famous vegetable/fern grows along river banks of New Brunswick?
30. What is the floral emblem of our province? What is our provincial bird?
31. What two national parks are located in New Brunswick?
32. What US state borders New Brunswick?
33. In what town did the Ganong chocolate empire begin?
34. What time zone does New Brunswick belong in?
35. Where is New Brunswick’s nuclear power station?
36. What community calls itself the “Lobster Capital of the World”?
37. What is the capital of New Brunswick?
38. Where is the “Balloon Festival” held?
39. Where is NB’s largest salmon? Lobster? Axe?
40. Where is NB’s oldest covered bridge located?

You Are A Travel Agent

Using the Welcome Guide and the Pre-trip Activity Planner, plan the following vacations within New Brunswick. The following situations are presented to your company.

- A. A family vacation for three days. Describe your family unit – members, ages, interests, etc.
- B. A group of 18-21 year olds who are interested in an outdoor vacation package for a weekend (Friday night to Sunday pm).
- C. A city lifescape vacation for a weekend getaway. Describe the client, purpose of the getaway and suggested activities.
- D. On a romantic, heritage and cultural note, choose a weekend for a young couple's escape weekend. They have a budget of three hundred dollars for the weekend. Choose a date and detail planned tourism related activities.

You are to prepare a vacation package for each of your clients. Use at least three scenic routes.

- A. Give your company a name.
- B. Describe the client.
- C. Present the vacation package and prepare an estimated cost.
 - a. Consider travel – car estimate mileage at \$0.20/km
 - b. Accommodations (per night) – campgrounds – \$20.00, standard motel – \$60.00, luxury motel – \$95.00 -125.00
 - c. Meals – estimate
 - d. Entrance or attraction fees
- D. Prepare a colour-coded map and give travel directions from your school to each client's destination.

Marking Scheme

Cover Page and Presentation	20
Family Vacation	20
Outdoor Vacation	20
Cityscape	20
Romantic Escape Weekend	20
Total	100

Pioneers of the Hospitality and Tourism Industry

The following people were instrumental in various avenues in the Hospitality and Tourism Industry. Have students create a one-page biography with picture on a hospitality and tourism pioneer. This is a suggested list only. You may wish to add and update as necessary.

Thomas Cook
Robert Hazard
Gerald Petitt
Conrad Hilton
Horst Schultz
William VanHorne
Tim Horton
Ray Kroc

Auguste Escoffier
Bill Fishman
Robert Mondavi
Cesar Ritz
Nicholas Pritzker
Bill Darden
Herman Cain
Alan Stillman

Dave Davidson
Isadore Sharpe
Kemmons Wilson
Walt Disney
Herb Kelleher
Wayne Calloway
Curtis Carlson

Eight Sectors of Hospitality and Tourism

Research a local business involved in any of the eight sectors of the hospitality and tourism industry. Prepare a class presentation that will last approximately 15 minutes and includes the following information:

- Name and type of business
- Objectives of the business
- How does it meet their objectives
- Type of guest or customer the business hopes to attract
- Services provided
- Opening days and times
- Pricing
- Marketing and promotional materials
- Your personal evaluation of the business and its product and why you feel the way you do
- Other factors and information you believe are important

Have fun and be creative.

Evaluation

Depth of Presentation	10
Accuracy of Information	10
Presentation	<u>5</u>
Total	25

Journal Entry

Name:

Date:

Title/Guest Speaker:

Description:

Personal Comments:

Guest Speaker Evaluation

Date of Presentation:

Name of Student:

Guest Speaker(s):

Name of Organization:

Topic:

For each item below, indicate your reaction to the guest speaker(s). Use the following rating scale:

1=Not satisfied

2=Somewhat satisfied

3=Satisfied

4=Very

satisfied

1. Choice of Topic

2. Speaker's message

3. Speaker's delivery

MAIN POINTS OF THE PRESENTATION

1.

2.

3.

4.

5.

MAIN STRENGTHS OF PRESENTATION

1.

2.

3.

Did you enjoy this/these speaker(s)? ____Yes ____No

Would you recommend this/these speaker(s) for a future class? ____Yes ____No

Comments: _____

Career Plan

Name: _____

Date: _____

Grade: _____

Careers of Interest

Activities and Interests that relate to Career Choices

Courses and Experience necessary for above Career Choices

Current Courses and Experiences

Obstacles and Solutions

Post-Secondary Education/Training

Course:
Location:
Length of Course:
Degree/Certificate:

Course:
Location:
Length of Course:
Degree/Certificate:

Course:
Location:
Length of Course:
Degree/Certificate:

Trip of a Lifetime

You and a companion are planning a one month trip. This holiday is the biggest and most special you have ever taken. You would like to take a trip outside of Canada. Make plans for this holiday, considering the following points:

1. Destination or destinations (country or countries)
 - a. Include a map with your destination(s) marked on it
 - b. Include a paragraph explaining why this area interests you
2. Entertainment and sights to see:
 - a. List five things to see and do in the area to which you are travelling
3. Transportation
 - a. How will you travel?
 - b. What will the travel cost be to reach your destination?
 - c. How will you travel around after you reach your destination and what will this cost?
4. Accommodations
 - a. What type of accommodation will you choose?
 - b. What are some of the alternatives for accommodation?
 - c. What is the estimated cost of your accommodations?
5. Money
 - a. What currency do you need in your country of destination?
 - b. Where can you change your Canadian dollars into foreign currency?
 - c. How will you safely carry your money?
 - d. How do you find out what the rate of exchange is between the money in the foreign country and your Canadian dollars?
 - e. How much spending money will you take along (food, gifts, tours, night-time entertainment)?
 - f. Usually travellers want to bring gifts or purchases back to Canada with them. The Canadian government regulates the value of goods you may bring into Canada, duty-free, from other countries. Define “duty” and state what you may bring with you, duty-free, when you return to Canada.
6. Packing your suitcase and choosing your wardrobe
 - a. What is the climate like in the country to which you have chosen to travel? What season will you be going in?
 - b. Make a list of all the items that are not wardrobe or grooming items, you will want to take on this trip, i.e. passport, camera, etc.
 - c. Make a list of grooming items you will need
 - d. Using catalogues, advertisements or old pattern catalogues, do a “cut and paste” wardrobe for this trip, including accessories. (Remember for whom you are packing.) Clothing colours should coordinate so you can mix and match. Choose accessories to dress-up or dress-down simple garments so they will serve a variety of functions. Remember clothes will be packed for long periods and therefore should be fairly easy care and wrinkle resistant. You won’t want too many pieces of luggage if you are travelling around often.

7. Documentation

- a. What legal and medical document should you have for travelling in a foreign country?
- b. Obtain and complete a passport application (you do not need to have a photo taken – you may use you school photo or a digital photo).

Tips for a Good Project

- do a title page
- do a rough copy and then a good copy with spelling, grammar and neat writing being a priority
- write in full sentences
- research material – do not guess

References and Resources

- travel brochures
- library resources
- travel books
- travel information from travel agencies
- interviews with people who have been to your destination
- Internet sites

Evaluation

Presentation

Includes title page, neatness, organization, quality of work 15

Project Information

Map and destination information	10
Entertainment	5
Transportation	10
Accommodations	10
Money	15
Wardrobe	20
Documentation	15

Total 100

Let's Have a Party (Group activity)

Day 1

- Each group will decide on what type of party (theme) they would like to have.
- Next, you must make a list of all the things that need to be done (invitations, food, decorations, etc.)
- Set a date for your party.
- Once you have done that, you will divide the responsibilities among the group members. Tell your teacher who will be responsible for each role or part of the organization of the event.
- At the end of the class you must submit your plans for evaluation.

Following Days

- You will prepare for your party in the following days. Each day you must submit a report indicating what has been done for your party and who did each completed task.
- You will be required to pass in samples of your party preparation. For example, pass in a copy of the invitation, the recipes or grocery list for food you will be serving, the guest list, some decorations, etc.

Evaluation

Each student will be marked according to their involvement. If you do not help your group – you will not receive a mark.

After every class, the progress report that is handed in will receive a group mark, plus each person who has accomplished their tasks will receive individual marks.

Each time a sample of the preparation is handed in, your group will receive a mark.

The party itself will be evaluated by the guests. They will evaluate the party and from that evaluation, you will receive a mark.

Evaluation Form may include the following:

1. What was the theme of the party?
2. Name three things you liked about this party.
3. Name two things you would have done differently.
4. Name one thing about the party that you did not like.
5. On a scale of 1-10 (1 being not at all and 10 being very much), rate your enjoyment of the party.
6. Personal Comments.

Project Ideas

All projects have a tourism-related theme. Use your imagination and have fun!!

1. Create a theme poster advertising your town or area.
2. Write and illustrate a rhyme about a tourist site or activity in your area.
3. Write a song about the Ganong Candy Factory, or a tourist-related industry in your area.
4. Construct an illustrated map of your town or area.
5. Create a character portrait (imaginary, famous, historical, friend, family) of someone that is living, or has lived, in your town or area.
6. Design a book cover including the back jacket “blurb” and front illustration for a tourism-related topic.
7. Do a comic strip.
8. Create the front page of a newspaper.
9. Write and present a skit.
10. Prepare a radio or TV travel talk show.
11. Prepare and illustrate a menu of New Brunswick favourites.
12. Design a CD cover for your New Brunswick band.
13. Write the commentary for a fashion show from the past.
14. Design a theme park.
15. Design a Hospitality and Tourism 110 postcard with the course overview/description included on the back.
16. Design a travel trivia game.
17. Create a travel album or pamphlet.
18. Create a photo essay.
19. Write and present a commercial.
20. Create a large poster-size crossword puzzle.
21. Create a theme mobile.
22. As a child, write a limerick for your mother emphasizing the problems of travelling with a child.
23. As Romeo, write a poem for Juliet outlining your honeymoon travels.
24. As a Martian, write a list for a fellow Martian, informing him of your visit to your town or area.
25. As King Arthur, write an informal talk for the Knights of the Round Table describing the defence of the St. Croix River.
26. As the International Bridge, describe the importance of maintaining the connection between Canada and the United States.
27. As a pioneer child, write a series of journal entries describing life in New Brunswick in the 1800’s.
28. Describe life in the St. Croix Valley in the year 2050.
29. As a French explorer in 1604, write a journal entry describing Saint Croix Island.
30. As a Chicken Bone, write a poem for your friend the Palomine Bar telling of your unique qualities.
31. As a set of golf clubs, describe the event of your most important match.
32. As a pair of sneakers, write a walking tour of your town or area.
33. Write a cover letter to the manager at a VIC explaining why you are an ideal candidate for a job as a travel counsellor.

34. Plan a theme cruise.
35. Prepare a presentation for an event planner explaining why their conference should be held here.
36. If I had a \$100 billion to spend on upgrading my community, I would
37. Prepare a calendar illustrating major attractions in your community, province, or country.

Sample IMC Activity

Part A

Pick up a copy of your local newspaper during the week and one from the weekend. Choose The Telegraph Journal, The Daily Gleaner or The Moncton Times & Transcripts. Read through each section looking specifically for advertisements in the Hospitality and Tourism Industry.

Where do they appear?

Which section are they located in?

Where are they located on the page?

What other advertisements are they positioned around?

What type of target group do you think they are aiming their advertisement at? Include the name and dates of your newspaper.

Part B

Find magazines that have advertisements based on the Hospitality and Tourism Industry. Some of these magazines include: Canadian Traveler, Maclean's, National Geographic, Time or Sports Illustrated. Teachers may hand out magazines to groups of students. Students should brainstorm and decide what type of target group the advertisements are aimed towards.

Sample Computer Reservations Systems

The following computer reservation systems are common in the hospitality and tourism industry today: Sabre, Apollo, Worldspan, Galileo and Amadeus.








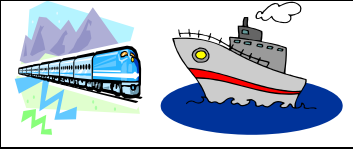


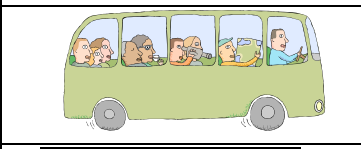
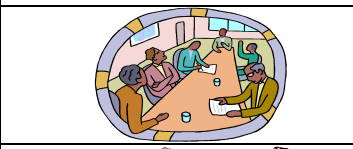


Visit each of their home pages. Describe each company, its origins and links to the hospitality and tourism industry. Next, choose two or three of the example itineraries. Describe, compare and contrast the systems by clicking on the examples. List what each system offers. What does one system offer that the other does not? Which system would you prefer? Why?

- Sabre – <http://www.virtuallythere.com>
- Sabre home page – <http://www.sabre-holdings.com>
- Apollo – <https://www.viewtrip.com/en-US/ViewTrip.asp>
- Worldspan – <http://mytripandmore.com>
- Worldspan home page – <http://www.worldspan.com>
- Galileo home page – <http://www.galileo.com>
- Amadeus – <http://www.checkmytrip.com>
- Amadeus home page – <http://www.amadeus.com>

Placemat Activity

Students will create a placemat which will represent one or all of the eight sectors of the hospitality and tourism industry. Students may choose a specific sector or local business, such as a restaurant, and create a collage using pictures which describes and promotes important facts and information relating to the local community. Students will be evaluated based on organization, arrangement, originality, content, use of captions and workmanship.

Canadian Tourism Industry Sectors

<p>Inns Hotels/Motels Resorts & Spas Campgrounds Time Share Youth Hostels Bed & Breakfast Summer Camps</p>			<p>Restaurants Coffee Shops Fast Food Outlets Pubs & Lounges Club Facilities Banquet/Civic Centers Organizations College/Food Services</p>
	ACCOMODATION	FOOD & BEVERAGE	
			
<p>Ski Resorts Sport Fishing Golf & Tennis Game Hunting Cycling Guide & Outfitting Water Sports/Marine Whale Bird Watching</p>			<p>Air Carriers Motor Coaches Railways Cruise Lines Car Rentals Recreation Vehicles Taxis Gas Stations</p>
	ADVENTURE/ RECREATION	TRANSPORTATION	
			
<p>Travel Agencies Tour Wholesalers Tour Operators Tour Guide CAA/AAA</p>			<p>Special Events Conventions Meetings/Conferences Festivals Trade Shows</p>
	TRAVEL TRADE	EVENTS/CONFERENCES	
			
<p>Museums Galleries Parks/Gardens Native Tourism Industrial Tourism Interpretive Centres Fairs & Attractions Cultural Tourism Theme Parks</p>			<p>Trade Press Research Centres Information Centres Retail Operations Tourism Educators Tourism Suppliers Advertising Agencies Reservation Services Consultants</p>
	ATTRACTIONS	TOURISM SERVICES	
	