

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

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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.

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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