

Lesson Plan:

Day 1:

1. Introduction (10 minutes)

- Greet the students and explain the importance of table settings, napkin foldings, and table service principles in the hospitality industry.
- Discuss how presentation and attention to detail can enhance the overall guest experience.
- Share real-life examples or stories that demonstrate the impact of table settings on guest satisfaction.

2. Table Settings: Intro (10 minutes)

- Present different types of table settings commonly used in the hospitality industry (e.g., formal, informal, buffet).
- Present different styles of table settings: (American, French, Russian, English)
- Discuss the purpose and arrangement of each element, including plates, cutlery, glassware, and table decor.
- Use visual aids (slides, images, or physical table setups) to illustrate the concepts.
- Encourage students to ask questions and participate in a discussion about the importance of proper table settings.

3. Table Settings: Practice (35 mins)

- Students will work a Powerpoint presentation illustrating the different styles of table settings (See attachments for samples)

Day 2:

4. Napkin Foldings Part 1: Demo(20 minutes)

- Provide handouts or demonstrate different napkin folding techniques (e.g., basic fold, fan fold, pyramid fold, rose fold).
- Explain the practical and decorative purposes of various napkin folds.
- Discuss the importance of consistent napkin foldings in maintaining a polished presentation.

5. Napkin Foldings Part 2: Practice (35 minutes)

- Allow students to practice folding napkins on their own using provided napkins.
- Have students take pictures of their designs and turn in a collage with 5-9 different shapes. (see attachment)
- Offer guidance and feedback as they experiment with different techniques.

Day 3:

6. Table Service Principles (20 minutes)

- Present key principles and etiquette for table service, such as serving from the left, clearing from the right, and avoiding reaching across guests.
- Discuss the proper use of serving utensils and how to approach different dining scenarios (e.g., pouring wine, serving bread, clearing dishes).

- Highlight the significance of attentive and discreet service to ensure guest comfort.
- Engage students in a discussion about their experiences with table service and any challenges they have faced.

7. Application and Practice (25 minutes)

- Divide the class into small groups and provide each group with a table setting scenario.
- Instruct them to set up a table according to the assigned scenario, incorporating appropriate napkin foldings and adhering to table service principles.
- Allow students to discuss and collaborate within their groups.
- Have each group present their table settings, explaining their choices and justifying their design decisions.
- Encourage feedback and constructive critique from both the instructor and other groups.

8. Conclusion and Reflection (10 minutes)

- Summarize the key concepts covered in the lesson, emphasizing the importance of table settings, napkin foldings, and table service principles in creating a positive guest experience.
- Facilitate a short reflection session where students can share their thoughts, observations, and challenges encountered during the practical activity.

Follow Up:

- Provide resources for further exploration, such as books, websites, or videos, that offer additional guidance on table settings and service.

Note: Adjust the timings and activities as needed based on the class size, students' prior knowledge, and available resources.

Adaptations for Unique Student Needs:

>>May include extra time, differentiated instruction, graphic illustrations, reduce evidence to present.

Resources:

<https://www.youtube.com/watch?v=oRmpxPwJFw8>

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

Students's Work Sample

The cone



The crown



The pyramid



The arrow



Bird of paradise

Valeria lozada

Napkin Foldings



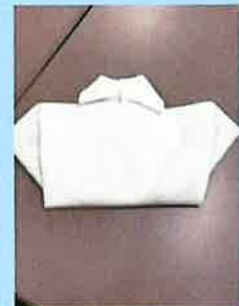
The Basic Silverware Pouch

The Diamond



The Cone

The bishop's hat



The T-shirt

BY: DELLEON
WALTERS

Table setting submission form

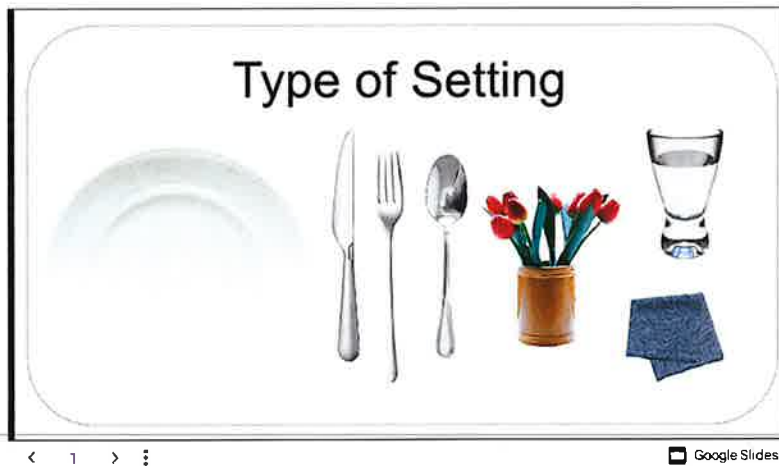
Using a Google Slides illustrate the four different table settings:

- American
- English
- French
- Russian

Use the following items for the illustrations to be used

Download your slides in a Powerpoint and submit as a document or PDF

https://docs.google.com/presentation/d/19l4TZ8ujtFsF_hLX3UHuvSrKjiYzmeF4VZdfH582rfY/edit?usp=sharing



Student's Work Sample:



By: Zulma A. Cintron Alamo @ Orange Technical College South Campus



PATRIOTS

Mrs. LaToya Franklin
Freedom High School

Lesson Identification & Learning Objectives Hospitality & Tourism Management, 2nd Edition	
Course	<i>Introduction to Hospitality & Tourism</i>
Lesson/Unit Title	Unit 1: The World of Hospitality Chapter 2: Careers in Hospitality & Tourism
Direct Teaching Lesson	
Instructional Objectives	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● 01.0~ Identify careers in the hospitality and tourism industry. The student will be able to: <ul style="list-style-type: none"> ○ List career positions in a variety of hospitality and tourism-related industry components (01.01) ○ Explain duties and responsibilities for the identified hospitality and tourism positions (01.02) ○ Identify skills and knowledge needed by hospitality and tourism professionals (01.03) ○ Identify advantages and disadvantages by industry components working in the hospitality and tourism industry (01.05) ○ Complete a self-assessment and analysis of lifestyle goals and aspirations to evaluate for employment suitability in the hospitality and tourism industry (01.06) ○ Develop an understanding of terminology and acronyms used in the Hospitality & Tourism industry (01.08) ● 03.0~ Demonstrate employability skills necessary for success in hospitality and tourism occupations. The student will be able to: <ul style="list-style-type: none"> ○ Identify and utilize resources used in a job search for a hospitality and tourism related career (03.01) ○ Identify qualities typically required for career advancement (03.12) ● 04.0~ Examine communication and technology skills in the hospitality and tourism industry. The student will be able to: <ul style="list-style-type: none"> ○ Describe positive guest/client relations and identify circumstances that lead to negative customer experiences (04.04)

Rationale/ Essential Questions	What career do you see in your future? What education do you need for this career? How much money will you make? What skills will you need?
Interest Approach/Class Discussion	Ask students if they have traveled with their families. Have them give examples of where they went, what they did, where they stayed, how they got there, and what they ate. Use their examples to point out various careers within the hospitality industry (e.g., front desk agent, housekeeper, bellhop, Concierge attendant, busser, flight attendant, and amusement park attendant).
Duration of the Lesson	Six, 45-minute class periods
Important Terms to Know	transferable skills cross training internship certification networking resume cover letter closed-ended questions open-ended questions verbal communication non verbal communication
Materials/ Specialized Equipment Needed	<p>Equipment</p> <ul style="list-style-type: none"> • Computers with a projector for multimedia presentations • Computers/laptops with Internet access <p>Supplies</p> <ul style="list-style-type: none"> • card stock • markers/colored pencils • hotel brochures • index cards • Franklin Bucks • step ladder • travel brochures • copies of all handouts <p>Canva</p> <ul style="list-style-type: none"> • Exploring Careers in Hospitality & Tourism <p>Technology</p> <ul style="list-style-type: none"> • TED Talk <ul style="list-style-type: none"> ○ Jan M. Smith, Founder & President of Inland Management Group ○ What's Next in the Service for the Hospitality Industry, a Culture of Care? <p>What's Next in the Service for the Hospitality Industry</p>

	<p>Graphic Organizers</p> <ul style="list-style-type: none"> • Employability Skills Checklist • What Makes a Good Employee
Anticipatory Set	<p>Before class begins</p> <ul style="list-style-type: none"> • Become familiar with the Career One Stop website. This will help students discover their interests and how they relate to the hospitality industry. • Print the list of hospitality & tourism careers on card stock which will be ready for the students to use in the Independent Practice segment. • Gather materials and place them in front of the classroom. On index cards, write the following titles: <ul style="list-style-type: none"> ○ Ladder of Success (title at the top) ○ On the Job Training (1st step) ○ Certifications (2nd step) ○ Associates Degree (3rd step) ○ Bachelor's Degree (4th step) ○ Graduate Degree (5th step) <p>Tape the cards on the steps of the ladder from the bottom up with the title at the very top. Take a small amount of Franklin Bucks on the lowest step representing, "On the Job Training." Place more Franklin Bucks on the next step representing, "Certifications." Continue adding Franklin Bucks until the most money is at the top step, Graduate Degree. As students enter the classroom, allow them to visualize the more education they acquire, the more money they can make.</p>
Direct Instruction with Special Education Modifications/ Accommodations	<ul style="list-style-type: none"> • Introduce the lesson objectives, terms, and definitions using memes • Introduce the Canva Slideshow, Exploring Careers in Hospitality & Tourism • Distribute the graphic organizer Employability Skills Checklist. Allow time for students to answer. • Continue the slideshow presentation <p>Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:</p> <ul style="list-style-type: none"> • checking for understanding • peer assistance with note taking • providing printed slideshow notes • extra time to take notes

<p>Guided Practice with Special Education Modifications/ Accommodations</p>	<p><i>Introduce students to the Interest Assessment</i></p> <ul style="list-style-type: none"> • An interest assessment will help the students identify careers that meet their interests. Explain to the students that interest assessments usually ask them a series of questions about what they like and don't like to do. Then they match their likes and dislikes to careers. <p>Mrs. Franklin: When you choose a career that matches your overall interests, you're more likely to enjoy your job. You're also more likely to be successful.</p> <p>**allow time for the students to complete the assessment and print their results</p> <p>Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:</p> <ul style="list-style-type: none"> • checking for understanding • peer assistance
<p>Independent Practice with Special Education Modifications/ Accommodations</p>	<p>Students will create an informational poster with a selected career.</p> <p>Careers that are associated with the Hospitality & Tourism industry will be printed and placed in a basket. Each student will choose one career option and complete research on their selected career.</p> <p>**students may exchange careers with their peers or with Mrs. Franklin as long as each student has a different career.</p> <p>Direct students to visit the Career One Stop website</p> <p>Career One Stop</p> <p>Students will be able to find their selected career through the website using several options: Students will click the link and hover over the "Explore Careers" option at the top. From there, students will click, "Career Clusters" from the "Learn About Careers" section.</p> <p>OR</p> <p>Students will enter their selected career into the search bar at the top right corner. From there, students will find the gray box with the information that states, "we found an occupation that matches your search." Click, "learn more about this career."</p> <p>Note to teacher – these instructions should include a step by step visual presentation.</p>

	<p>Distribute the Rubric for Career Flyer Visual Display and the Rubric for Electronic Glogster® EDU Career Poster so that students may understand the assignment. The poster should include an image of the career and the following information:</p> <ul style="list-style-type: none"> • Tasks • Tools and Technology • Knowledge • Skills • Abilities • Work Activities • Job Zone • Education • Interest Code • Work Styles • Work Values • Wages and Employment Trends <p>Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:</p> <ul style="list-style-type: none"> • checking for understanding • shortened assignment • extended time to complete assignment
Lesson Closure	<p>Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.</p> <p>Students will have an opportunity to discuss the results of their Interest Assessment with the class.</p>
Summative/End of Lesson Assessment with Special Education Modifications/Accommodations	<p>Students will present their Career Poster to the class. Presentations will be assessed with a rubric.</p> <p>Students' career posters will be displayed on a wall outside of my classroom so that students may view the possible careers in Hospitality and Tourism.</p> <p>Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:</p> <ul style="list-style-type: none"> • assistance with presentation • encourage participation • praise efforts
Additional Requirements	
ELL Strategies	<p>Word Wall</p> <p>Add terms to the Taxonomy document</p>

	Visual representation of terms on slideshow
Writing Strategies	<p>Journal entries (bellwork)</p> <ul style="list-style-type: none"> Moment of Truth Monday: Think of your favorite place to visit in Orlando (restaurant, attraction, etc). Go to Tripadvisor and enter that name in the search bar. Once you locate it, click it, and browse the reviews. Copy and paste the questions below and answer each question based on the reviews: <ol style="list-style-type: none"> What is the name of your favorite place? What is the star rating on Tripadvisor? Think of the last time you visited your favorite place. Write a review based on your experience. *Your review should include the date, a title for your review and the actual review. Your review should have at least 5 sentences Talk About It Tuesday: Scenario: You asked your co-worker, Michael, to drop off a package at the post office after work on Tuesday. It is not too far out of the way home for him to do so, and you live farther away. It is important that the package be at its destination, National Manufacturing Incorporated, by noon on Wednesday. It includes a proposal that is going to be discussed at a meeting with international business partners who are in town only for that day. You find out on Wednesday afternoon that the package never arrived. You are responsible. **Responsibility – A duty or task that you are required or expected to do; something that you should do because it is morally right, legally required, etc. <p>Questions</p> <ol style="list-style-type: none"> What are you responsible for in this scenario? What should you have done differently? How can you restore trust after you have been irresponsible? How has this impacted each party involved? (Michael, International Business Partners, the company, yourself) What Would You Do Wednesday: You are the Hotel Manager on Duty for a reputable resort in Orlando, Florida. You are working during the busiest weekend and everything is going wrong~ one of the restaurants didn't get the shipment of straws and napkins; a large group visiting from California is at the front desk complaining about the "small rooms" (1 queen bed) and is demanding to switch to larger rooms (2 queen beds); however, all of the rooms are booked for the weekend. You just received a call that two of your front desk workers will not be coming in because they're "sick" and you have a long line

	<p>of guests waiting to be checked in.</p> <ul style="list-style-type: none"> Tourism Thursday: List the top 10 tourist spots in the world by completing a Google search. Copy and paste the title (Top 10 Tourists Spots in the World) below and create your list under the title. Also, be sure to number your list. 5 Star Friday: You received a slip of paper with the name of a career from the hospitality and tourism industry taped to your desk. Visit www.indeed.com and include your chosen career in the search. Choose a job from indeed that matches your chosen career and answer the following questions: <ul style="list-style-type: none"> What is the job title? What is the name of the company? List 2 qualifications for this job. List 2 benefits for this job. Give a brief description of the job.
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LESSON PLAN

Teacher Name: Ms. Sabrina Madison	Date: 6/26/2023	Class: HTM Entrepreneurship
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LESSON TOPIC:	Customer service perceptions that drive consumers purchasing behavior.
KEY TERMS:	<ul style="list-style-type: none"> • Perception • Customer Service • Customer Service Perception • Range • Brand • 5 perception drivers (returns, price, trust, delivery, range (target/competition))
OBJECTIVE:	Students will be able to identify and analyze five perception drivers to understand customers' perceptions, what customers and prospects think of a brand and its impact on sales.
MINI-LESSON:	Students define key terms with examples in their class notebooks. Open discussion of key terms and perceptions that students have experienced in their daily life and how these perceptions impact customer service.
INDIVIDUAL ACTIVITY:	<ul style="list-style-type: none"> • Divide into groups of 5 • Identify 3 brands of AirPods • Each student in the group analyzes one perception driver for each brand (returns, price, trust, delivery, range).
MATERIALS:	Using Technology— Deep Dive into Social Media conversations, reviews, chats, and online forums. (No limit on other resources used to gather data).
RESULTS:	Open discussion of results and its impact on purchases.
EXIT ASSESSMENT:	How can an online AirPod brand differentiate and establish itself as a strong brand with positive customer perceptions?

Unit Lesson Plan Template

Unit 1:

UNIT-FOOD & BEVERAGE

Chapter (s): 10 & 11

TOPIC: MENU DESIGN CONCEPTS

Materials: HTM TEXTBOOK, INTERNET, SAMPLE MENUS, CANVA

What do we need to revisit? What do they need to know before starting the activity?

- *Types of foodservice operations
- *Types of menus
- *Menu is foundation of the restaurant-theme, décor, everything revolves around the menu
- *Food cost (and labor costs) are 2 biggest costs in Food & Beverage
- *Food cost formula/desired food cost percentage formula from chapter 11
- *Types of service
- *Steps in menu planning (page 226-227)
- *Dog, Star, Plow horse and Puzzle menu items

Standards/Objectives/Essential Question

STANDARDS ADDRESSED

- 2.10 Identify types of food service operations, emerging trends
- 2.12 Identify economic factors that affect the hospitality and tourism industry
- 4.10 Use digital equipment to create artistic images and deliver an oral presentation
- 18.01 Discuss profit motive and its impact on business

Objectives:

- List the steps in menu planning
- Explain the need for financial controls in labor costs, food costs, menu pricing and cash control

EQ:

How do I create a menu that satisfies the customer's wants while achieving average profit levels?

Progress Monitoring

How will know if they have learned?

Formative:

- Class discussions
- Idea planning for menu
- Vocabulary attainment
- Worksheets on chapters
- Discussion Questions(exit ticket on handout)

Summative:

- Chapter Test
- HTM Certification end of year
- Menu design on Canva with approximate costs

Alternative Approach

How will we respond when they don't learn?

Enrichment

How will we respond if they already know it?

Unit Lesson Plan Template

Unit 1:

Put in team and collect menus from around town and discuss items on the menu and their costs and how popular and then designate where they fall

Create a menu for a banquet in our banquet room (choose a target market like our BSA/sports team), cost it out and designate Plowhorse, star, dog, puzzle)

Unit Plan

How will we help them learn?

Activities	Extension Activities	Practice (Classwork/Homework)
Chapter guided notes Vocabulary Review Discussions	Workbook sheets (chapter 10/11)	Finding food costs

VOCABULARY: Full service, quick service, catering, concession, lounge, commercial/noncommercial, American, French, Russian & English Service styles, fixed, cyclical, a la carte, prix fixe menus, controllable costs, Food cost percentage, cost control, competitive pricing, desired food cost percentage

Weekly Agenda		LASSO
How will we help them learn?		Enrichment
Monday	Pretest on Chapter 10/11	Visual Representation of vocabulary
Tuesday	Guided notes chapter 10/11	Outline notes into visual grouping of ideas in outline form
Wednesday	Power Point reviews/discussion of chapter 10/11	
Thursday	Power Point reviews/discussion of chapter 10/11	
Friday	research favorite restaurant, describe type of segment, type of menu, download menu and use a chart to find plowhorse, star, dogs, puzzles	Research and share menus from a variety of foodservice concepts (be sure to include all examples) and share link for others to access
Monday	explain reasoning behind above decisions (include food cost, desired food cost percentage and competitive pricing vocab	
Tuesday	Create own menu in Canva (with prices) using the steps in menu planning and menu design. Give approximate food cost of each item. Use competitive pricing. explain your food concept.	Research a variety of templates on Canva and share names of which designs match each type of concept
Wednesday	Create own menu (10 ITEMS IN A VARIETY OF COURSES) in	

Unit Lesson Plan Template

Unit 1:

	Canva (with prices) <u>using the steps in menu planning and menu design</u> . Use competitive pricing to find price. Explain your food concept and discuss which items do you believe would become the dog, puzzle, plow horse and star of YOUR menu and why. Then discuss what you could do to change (engineer) your menu to make it more profitable	
Thursday	CONTINUE DAY BEFORE	
Friday	Share your menu with another team. Have team predict which items will be your plowhorse, star, dog and puzzle.	**Discuss how the rising food prices have a direct impact on menu prices, profitability of a food service operation

ACTIVITY RUBRIC: 50 points

1-10 POINTS ON CREATIVITY OF MENU ITEMS, CONCEPT AND CANVA DESIGN

1-10 POINTS ON PROPER IDENTIFICATION OF TYPE OF SERVICE, TYPE OF MENU-ARE THEY RELATIVE?

1-10 POINTS PROPER LOCATION OF DOG, PUZZLE, STAR AND PLOWHORSE WITH EXPLANATION

1-10 POINTS PRICING IS APPROPRIATE FOR CONCEPT

1-10 POINTS FOR EXPLANATIONS OF CONCEPT, COMPETITION, PREDICTIONS

Conditions for Learning: Select all that apply and indicate the activity (from above) that will align with the element.

- ☒ ☒ Using Formative Assessment to Track Progress: Learning Probe Exit Ticket,
- ☐ Providing Feedback and Celebrating Progress
- ☒ ☒ Organizing Students to Interact with Content: Grouping for classwork and differentiation
- ☐ ☐ Establishing and Acknowledging Adherence to Rules and Procedures
- ☒ ☒ Using Engagement Strategies: Science Starter, Introduction to Water.
- ☐ ☐ Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- ☐ ☐ Communicating High Expectations for Each Student to Close the Achievement Gap

Standards Based Instruction: Select all that apply and indicate the activity (from above) that will align with the element.

- ☒ ☒ Identifying Critical Content from the Standards:
- ☐ ☐ Previewing New Content
- ☐ ☐ Helping Students Process New Data
- ☒ ☒ Using Questions to Help Students Elaborate on Content:
- ☒ ☒ Helping Students Practice Skills, Strategies, and Processes:
- ☐ ☐ Helping Students Examine Similarities and Differences
- ☐ ☒ Helping Students Examine Their reasoning
- ☐ ☒ Helping Students Revise Knowledge:
- ☐ ☐ Helping Students Engage in Cognitively Complex Tasks

- ☐ **ESE Strategies:** Select all that apply.
- ☐ ☐ E01: be permitted the use of learning aids (calculators, worksheets, study guides, etc.).
- ☐ ☐ E02: be allowed to work in shorter segments (time and/or materials).
- ☐ ☐ E03: be given adjusted grading.
- ☐ ☐ E04: use taped texts.
- ☐ ☒ E05: have access to peer tutoring and/or group instruction (cooperative learning).

Unit Lesson Plan Template

Unit 1:

- ☐ ☐ E06: be able to drill with a peer and/or aide.
- ☐ ☐ E07: be permitted to use a tape recorder in the classroom.
- ☐ ☒ E08: graded for master of content rather than the mechanics of the production.
- ☐ ☐ E09: be allowed to take tests orally.
- ☐ ☐ E10: be able to substitute oral projects for written assignments.
- ☐ ☐ E11: self-monitor behavior through graphs, points, checks, etc.
- ☐ ☒ E12: be allowed extra time for assignments, tests, etc.
- ☐ ☐ E13: reprimanded in private and expectations will be explained in a clear manner as well as repeated and/or written by student "contract" to ensure comprehension.
- ☐ ☐ E14: expected to make small changes – one at a time.
- ☐ ☒ E15: be able to take content material and relate it to real life situations that make learning meaningful.
- ☐ ☐ E16: be involved in the decision-making when/where applicable.
- ☐ ☐ E17: be responsible for the tested knowledge, comprehension, and application levels of the material.
- ☐ ☐ E18: Other-

- ☐ **ESOL Strategies:** Select all that apply.
- ☐ ☐ S1: simplified directions
- ☐ ☐ S2: categorize, classify
- ☐ ☐ S3: centers (listening, writing, etc.)
- ☐ ☐ S4: character diaries
- ☐ ☐ S5: chart progress
- ☐ ☐ S6: cloze exercise
- ☐ ☐ S7: compare/contrast
- ☐ ☒ S8: cooperative learning
- ☐ ☐ S9: dialogue journal
- ☐ ☐ S10: discover learning
- ☐ ☐ S11: drama/role play
- ☐ ☒ S12: experiments
- ☐ ☐ S13: flow charts
- ☐ ☐ S14: games
- ☐ ☐ S15: identify main ideas, vocabulary, concepts
- ☐ ☒ S16: illustrations
- ☐ ☐ S17: illustrations: maps, photos
- ☐ ☐ S18: information gap
- ☐ ☐ S19: jazz charts
- ☐ ☐ S20: labeling: classroom, equipment, etc.
- ☐ ☐ S21: language experience approach
- ☐ ☐ S22: mapping
- ☐ ☐ S23: modify assignments
- ☐ ☐ S24: multiple methods of evaluation
- ☐ ☐ S25: outlines
- ☐ ☐ S26: peer tutoring
- ☐ ☐ S27: pictorial
- ☐ ☐ S28: predict

- ☐ **ELA Shifts:** Select all that apply.
- ☐ ☐ Building Background Knowledge
- ☐ ☒ Summarizing
- ☐ ☐ Cooperative Learning
- ☐ ☐ Vocabulary Building
- ☐ ☐ Main Idea
- ☐ ☐ Compare / Contrast
- ☐ ☐ Identify Main Ideas & Vocab.
- ☐ ☐ Visualizing
- ☐ ☐ Reading Fluency
- ☐ ☒ Supporting Detail

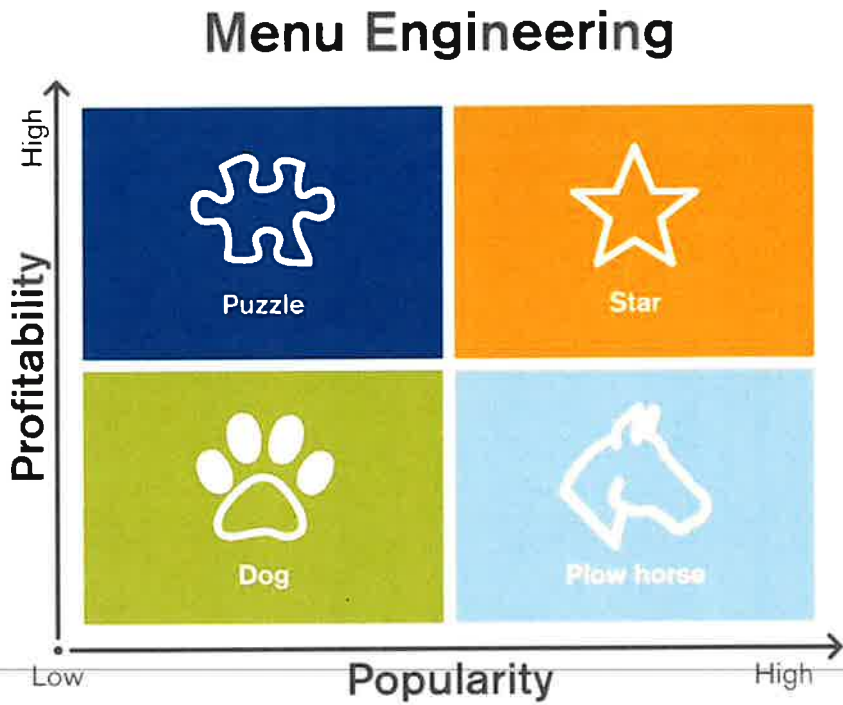
STUDENT HANDOUT:

Unit Lesson Plan Template

Unit 1:

UNIT: FOOD AND BEVERAGE

LESSON: MENU DESIGN AND COSTS



1. Our type of restaurant:
2. Our type of menu:
3. Our 10 menu items and price (using competitive pricing)

Our probable Puzzle and how to fix:

Our probable Star and how to fix:

Our probable Dog and how to fix:

Our probable Plow Horse and how to fix:

Unit Lesson Plan Template

Unit 1:

Discussion Questions:

1. How often you do believe management needs to look over menu performance? Why?
 2. Discuss how the rising food prices have a direct impact on menu prices, profitability of a food service operation
 3. How important is menu engineering to the overall profitability of the business?
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TOPIC	Introduction into Hospitality and Tourism		
TEACHER	Jeff Acton		
GRADE	9-12		
CONCEPT MAP OF UNIT			
Introduction to the Restaurant Industry			
KEY LEARNING(S)		UNIT ESSENTIAL QUESTIONS	OPTIONAL INSTRUCTIONAL TOOLS
Introduction to the Restaurant Industry Classifications of Restaurants & Jobs and Careers		A Closer Look at Restaurant Management	PowerPointe, Group discussion, instructure lead discussions
CONCEPT #1 History of Restaurants	CONCEPT #2 Classifications of Restaurants	CONCEPT #3 Job Opportunity	CONCEPT #4 Management Careers
LESSON ESSENTIAL QUESTIONS #1 When did restaurant chains start to develop in Kansas?	LESSON ESSENTIAL QUESTIONS #2 Which of the following types of restaurants are also known as fine dining restaurants?	LESSON ESSENTIAL QUESTIONS #3 Which of the following statements defines the term "serving"?	LESSON ESSENTIAL QUESTIONS #4 Which of the following management activities involves developing and grouping work tasks?
SAMPLE ANSWER Mid-1870's	SAMPLE ANSWER Full service restaurants	SAMPLE ANSWER Delivering food and beverage to guests	SAMPLE ANSWER Organizing

You may or may not realize it now, but you are a huge part of the Hospitality and Tourism industry. To get you acquainted with the many aspects of the industry, you will be creating your very own adventure book.

Each quarter you will **add 3 new entries**

Each entry will include:



Name of the place you visited



Date that you went



Which main **hospitality and tourism category** it is a part of:

- Accommodations, Transportation, Food & Beverage, or Attractions



At least **2 pieces of memorabilia**/keepsakes/souvenirs

- e.g. Pictures, receipts, to-go menu's, marketing material



1 paragraph describing your experience

- What prompted you to decide to go there
- Who you went with
- If you interacted with an employee, was it a positive or negative experience? Describe in detail. How would you measure the customer service you received? Why is good service important?



CREATIVITY Enjoy the ability to be creative and make something you can keep.

How do I keep my entries together?



Scrapbook, Binder, Composition book, etc.

Rubric

❖ 25% Creativity/Neatness	Quarter 1	Test Grade	October 11th
❖ 15% Entry 1	Quarter 2	Exam Grade	On Exam Day (or earlier)
❖ 15% Entry 2			
❖ 15% Entry 3	Quarter 3	Test Grade	March 13th
❖ 15% Entry 4			
❖ 15% Entry 5	Quarter 4	Exam Grade	On Exam Day (or earlier)
=100%			

Create a Power Point Presentation that answers the following questions about the Hospitality and Tourism Industry:

Please refer to **Chapter 1 and Chapter 2 (Unit 1)** of the Hospitality and Tourism Management Program textbook to help you complete this assignment

Part A.

- What is the definition of?
 - Hospitality
 - Hospitality Industry
- What does the hospitality industry contribute to the economy? Provide details and examples.
- Describe and give an example of each of the **5 segments of the hospitality industry.**
- Explain the difference between the **travel industry** and the **tourism industry.**
- Why is it important for all the segments of the hospitality industry to work to satisfy the customer? **Give examples.**

Part B.

- Make a list of at least **12** **hospitality businesses** that you have used in the past or would like to use in the future.
- Organize those **12 businesses into the five segments of the hospitality industry** and **provide details.**

**** Your Power Point presentation should include detailed information, pictures, videos, music, and anything else that will make your presentation interesting!!**

Lesson Plan Template

Alex Anderson
12-08-2022
Hospitality and Tourism

PREPLANNING (PART 1)	This section occurs before you get in the classroom. This is where you determine the focus of your lesson.
GRADE	High School 9 th -12 th grade
SUBJECT	Introduction to Hospitality and Tourism
LESSON TITLE	Create a Theme Park
FEAPs ASSIGNED	<ol style="list-style-type: none"> 1. CTE Standards 06.01 Identify economic opportunities in the industry from both entrepreneurship and employment perspectives. 2. CTE Standards 06.02 Explain the impact of tourism on local, state, national, and international economies. 3. CTE Standards 35.01 Explain how season change affects peak times and consistency in business and planning for related business shifts. 4. CTE Standards 35.02 Summarize effects of population migration as it relates to business location selection and general business operations.
ELA (ENGLISH LANGUAGE ARTS) STANDARD	<ol style="list-style-type: none"> 1. LAFS.1112.RST.2.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 2. LAFS.K12.SL.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. LAFS.1112.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to 9th grade text and topics.
Identify LEARNING OBJECTIVES.	<p>18-2 List and describe different types of attractions. (Remembering)</p> <p>18-3 Explain the importance of adequate infrastructure at attractions. (Understanding)</p> <p>18-6 Explain the organizational structure of attractions. (Understanding)</p>
CLASSROOM ACTIVITIES	This is where the content of your lesson is delivered.

Lesson Plan Template

<p>OVERVIEW OF LESSON PROVIDED TO LEARNERS:</p> <ol style="list-style-type: none"> 1. Informing the learners of the objectives 2. Reminder of relevant classroom rules/behaviors 3. Importance/need for the lesson as it relates to other lessons and concepts being learned 	<ol style="list-style-type: none"> 1. Remind students to enter the room and open laptops and remain seated and begin work on Bell work. 2. Students are to turn off cellphones and place them in backpacks. 3. Backpacks are to be placed on counter. 4. Students will raise hands and be recognized to answer or ask questions. 5. It is important for students to be able to understand what meetings and events are and identify various room setups as this lays the foundation for the rest of the Unit plan on Event Planning
<p>STIMULATION OF RECALL OF PREREQUISITE LEARNING <i>(Activation of prior knowledge, relevant background knowledge, context or previous learning)</i></p>	<p>Students will be asked to identify any theme park they have been to. They will be asked to elaborate on those.</p>
<p>PRESENTATION OF STIMULUS <i>(Delivery of the content, meat of the lesson, instructional time, "I do")</i></p>	<ol style="list-style-type: none"> 1. Bell Work: Students will be given a series of Key Vocabulary terms to discuss on the board. 2. The students are assigned groups prior to class. 3. The students will be presented with the scenario of creating the Amusement park
<p>ELICITING THE DESIRED BEHAVIOR <i>(Guided and/or independent practice, "We do, you do")</i></p>	<ol style="list-style-type: none"> 1. We will discuss the key terms in an open forum 2-3 minutes 2. Students will engage in a short discussion in their groups. (3-5 minutes) 3. The students will collaborate to provide a detailed explanation of the scenario and complete their presentations to the class. (20 minutes) total 4. We will vote on the top theme park.
<p>PROVIDING FEEDBACK <i>(Interacting/facilitating with learners to make sure they are on track, and to check for understanding)</i></p>	<ol style="list-style-type: none"> 1. I will pause between each transition to check for understanding and answer any clarifying questions
<p>ASSESSING THE BEHAVIOR <i>(Formative or summative; used to determine how learners are progressing towards the learning objective and will determine how you need to alter instruction)</i></p>	<ol style="list-style-type: none"> 1. Exit Ticket: Students will be asked to recall key terms related to the Theme parks.
<p>PREPLANNING (PART 2)</p>	<p>Technically, this section is a part of preplanning but may occur after the lesson has been developed. Think Differentiation!</p>
<p>STUDENTS WITH SPECIAL NEEDS - How will instructional techniques, strategies, and/or</p>	<p>The students are to remain seated in class during the session. The safety issues are if a student needs to relocate to charge a laptop or leave the classroom environment for any reason.</p>

Lesson Plan Template

materials be specialized to differentiate, accommodate, and/or modify assessments, instruction or materials for each of the following? Blind/visually impaired, deaf/hearing impaired, learning disabilities, autism, cognitive disability, mobility disability.	Students must respect each other's comments as it relates to open discussion. This is low risk from an educational perspective. Students must be reminded that this is a safe zone, and all responses must be respected. All students will be using a graphic organizers, videos, and peer assisted learning. This approach will be utilized by all special needs students so they can negotiate the assignment. The students that are blind or visually impaired will be given instruction by oral communication or braille. These students will have the option of presenting an oral presentation in lieu submitting a paper copy. We will use physical models and scaffolding to accommodate students with autism and cognitive disability. My classroom is designed to accommodate any student with mobility disabilities within reason.
ELL LEARNERS - How will instruction be adapted for limited English proficient (ELL) students to develop their mastery of listening, speaking, reading, and writing modes? (must address at least two of the four modes)	The instruction allows the students to follow in Spanish and English. We use sub-titles during video presentations if available. We provide direct dual language dictionaries. Students are allowed to use google translate for effective communication. I will conduct small homogenous group instruction to ensure students understand the content.

Creating a Theme Park



Orlando has just approved the building of a theme park! Your team has been tasked with creating it, from the ground up. The first stage is going to be brainstorming with your group to determine the “big” picture. Best to take it slow and be creative because only one team will win!

Team members:

Discuss the following amongst yourselves and write down examples given:

1. What theme/amusement park(s) have you each been to? (List at least 4)
2. What was something memorable about the park(s)?
3. Can you recall any names of rides that you’ve ridden, and if yes please list them with a brief description?

Brainstorm (each section should have 5 + bullet points)

Write out some potential names for your theme park here:

-

What are some attributes that make a theme park attractive to customers?

-

Every theme park is broken down into smaller areas, sometimes these are TVs or Movies and other times they are just “towns” or areas created by the park. Brainstorm some ideas below of what “sections” you could create.

-

Start thinking about rides that would be in your park, what are some names of these? What would they be? (In the end you will have to have at least 5 roller coasters and 5 additional rides so a minimum of 10 bullet points will be required here).

-

What are some activities that kids too small for the rides could be doing?

-

What are some safety measures will you have in place?

-

What variations of food do you think are bestselling in an amusement park? Would there be restaurants, food trucks, or food stands in your park?

-

Putting together the proposal: Create a slideshow that will be used in your final pitch to the decision makers. Each question below should be answered on a separate slide.

1. What is the name of your theme park?
2. Provide a brief overview of what your theme park will consist of.
3. What are some economic benefits your park will bring to Orlando?
 - a. Job creation
 - b. Taxes
4. List each roller coaster (on its own slide) with a physical description and its attributes.

Mrs. Bekaert's Lesson Plans-Hospitality Classes

Agenda	Employment Portfolio	Curriculum Frameworks-IHT (Yr1)	Curriculum Frameworks-TH&T (Yr2)	Curriculum Frameworks-LA (Yr3)
MON	CW-Work on Employment Portfolio Hand back rough drafts for editing Year1-Resume/References Year 2/3-include Cover Letter & thank you letter	3.06 – Attend to Precision 06.04 – Create a customized resume, follow-up letter, cover letter and thank you letter. 06.05 – Generate and organize a professional portfolio of student work and projects.	3.06 – Attend to Precision 18.06 – Utilize Internet fundamentals (e.g., E-mail, portals/search engines). 18.03 – Use personal technological devices appropriately (e.g. cell phones, mobile devices, and computers). 18.16 – Summarize basic computer knowledge (e.g., hardware, software, operating systems, terminology, etc.) and demonstrate proper keyboarding techniques. 18.17 – Utilize common office production software to create presentations (such as spreadsheet, database, presentation and word-processing). 20.03 – Understand required elements of and create a resume and cover letter. 20.04 – Evaluate and update career portfolio (e.g., resume, letters of recommendation, awards, and evidence of participation in service and work-based learning activities, employer evaluations).	29.06 – Attend to precision (Employment Portfolio) Once portfolio is complete: 30.0 – Describe and demonstrate personnel supervision techniques: - 30.01 – Prepare a job description and task analysis for front desk agent position.(MON) - 30.02 – Conduct a job application interview. (TUE) - 30.03 – Establish recruiting and selection procedures to match applicants with job descriptions. (WED) - 30.04 – Prepare and maintain an employee work schedule. (THU) - 30.05 – Recognize the need for and types of employee incentive programs. (FRI) - 30.06 – Recognize the need for and types of employee incentive programs. (FRI) -
TUE	Complete final edits and resend for final review Year1-Complete Cover letter for E/C-enrichment for those done with Resume/cover letter			
WED	Final Copies Due via email for printing on resume paper			
THU	Portfolios due THU in pocketed folder on resume paper			
FRI (Sub Day)	Use computers to check for missing assignments; complete and turn in Portfolio will be graded using 100 pt rubric for Year 1 and 250 pt rubric for Year 2/3			

Introduction to H&T

04.0	Identify careers in the hospitality and tourism industry. The student will be able to:
04.01	List career positions in a variety of hospitality and tourism-related industry components (i.e., ground transportation, cruise, air travel, accommodations, food service, retail, corporate travel, leisure and recreation travel, conventions and special events, i.e., sports venues).
04.02	Explain duties and responsibilities for the identified hospitality and tourism positions.
04.03	Identify skills and knowledge needed by hospitality and tourism professionals.
04.04	Identify requirements for entry and career advancement in the hospitality and tourism industry.
04.05	Identify advantages and disadvantages of working in the hospitality and tourism industry.
04.06	Complete a self-assessment and analysis of lifestyle goals and aspirations to evaluate for employment suitability in the hospitality and tourism industry.
04.07	Develop an individualized education and career plan related to the hospitality and tourism industry.
04.08	Develop an understanding of terminology and acronyms used the Hospitality & Tourism industry.
04.09	Understand the differences between international, domestic and local hospitality and tourism.
04.10	Identify business, professional, student industry associations and available industry certifications.
05.0	Research the various aspects of the hospitality and tourism industry. The student will be able to:
05.1	Summarize the history and development of the hospitality and tourism industry (i.e., airline deregulation, highway system, and globalization) as well as the changes and growth the lodging industry has experienced.
05.2	Identify the travel documents needed by travelers for both international and domestic travel and recognize the impact of improper documentation.
05.3	Identify factors that influence a traveler to select a travel destination (e.g., weather, culture, climate, cost, natural resources, and medical factors).
05.4	Distinguish features of different travel websites.
05.5	Identify current trends in the hospitality and tourism industry (e.g. staycations, daycations, ecotourism, medical tourism).
05.6	Identify modes and uses of transportation and discuss advantages and disadvantages of each (i.e., ground, air and sea transportation, and cruise).
05.7	Identify types of lodging properties and ownership structures.

05.8	Explain factors that affect room rates and package plans (such as seasonality).	
05.9	Discuss and identify aspects of the cruise industry and types of cruise ships (luxury, mega, adventure, and river).	
05.10	Identify types of food service operations, segments, and ownership structures.	
05.11	Identify components of leisure and business travel in the hospitality and tourism industry, including the role of conventions, sporting events and special events.	
05.12	Explain economic factors that affect the hospitality and tourism industry (i.e., fuel costs, airline industry consolidations, availability of consumer's discretionary money, state tax).	
05.13	Research the Florida tourism website (www.visitflorida.com) as well as your local tourism website and compare it to other state tourism sites and/or state vs. the local site.	
06.0	Demonstrate employability skills necessary for success in hospitality and tourism occupations. The student will be able to:	
06.01	Identify and utilize resources used in a job search for a hospitality and tourism related career (e.g., networking with professional organizations, social media, Internet).	
06.02	Participate in a discussion on ways social media may negatively impact job search and career.	
06.03	Identify steps in the application process and documents required when applying for employment (e.g., application, references, W-4, I-9).	
06.04	Create a customized resume, follow-up letter, cover letter and thank you letter.	
06.05	Generate and organize a professional portfolio of student work and projects.	
06.06	Identify and demonstrate appropriate dress and grooming for employment.	
06.07	Identify and demonstrate effective interviewing skills (e.g., behavioral), including effective responses to common interview questions.	
06.08	Identify strategies for handling illegal interview and application questions.	
06.09	Discuss importance of drug tests and criminal background checks in the application process and how it may impact job securement.	
06.10	Demonstrate the use of software products as they pertain to the industry (i.e. \word processing, spreadsheet, and industry-related products).	
06.11	Demonstrate time management skills with on-task behavior and self-pacing in accomplishing work assignments.	

06.12	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
06.13	List qualities necessary to be an effective team player (e.g., respect).
06.14	Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural backgrounds.
06.15	Identify sensitive workplace issues and the laws that regulate them (e.g., gender equity, cultural diversity, professional ethics, sexual harassment, disability, age discrimination).
06.16	Identify, define, and demonstrate professional interpersonal skills and personality traits.
06.17	Demonstrate ability to use creative problem-solving, decision-making, and critical-thinking strategies.
06.18	Compare & contrast appropriate/inappropriate workplace social behavior and work ethics.
06.19	Listen to others with respect and accept feedback/constructive criticism.
06.20	Explain importance of maintaining confidentiality of business matters
06.21	Express importance of supporting and following company policies and procedures (e.g., attendance, tardiness).
07.0	Examine communication and technology skills in the hospitality and tourism industry. The student will be able to:
07.01	Describe effective staff communication and its uses (i.e., interpersonal, departmental, interdepartmental, company).
07.02	Identify, read, and comprehend written communications and forms utilized in the workplace.
07.03	Prepare a business letter, memo, e-mail, and company social media communications, such as a press release.
07.04	Research social and professional networking websites (Twitter, Facebook, LinkedIn, etc.), and explain how these sites affect the hospitality industry and its employees.
07.05	Describe positive guest/client relations and identify circumstances that lead to negative customer experiences.
07.06	Identify and demonstrate conflict resolution techniques related to customer service (i.e., resolving complaints, disputes, and negotiations).
07.07	Identify techniques of appropriate phone etiquette (i.e. answering, placing on hold, recording messages, transferring and complaint telephone calls).
07.08	Demonstrate effective etiquette/netiquette in a business situation.

07.09	Discuss importance of developing networking skills to expand contacts within the industry.
07.10	Discuss importance of providing clear directions, interpretations, descriptions, and explanations.
07.11	Create and deliver an oral presentation using appropriate software.
07.12	Locate and explain information found in trade journals, manuals, graphs, schedules, charts, diagrams, maps, and Internet to prepare an itinerary.
08.0	Examine the guest cycle process. The student will be able to:
08.01	Identify the stages of the guest experience cycle and the activities associated with each stage.
08.02	Recognize the impact social media has on the guest cycle process.
08.03	Discuss the value of customer feedback in surveys on the guest cycle process.
08.04	Explain the importance and impact of sensitivity to cultural diversities in relation to the guest cycle process.
08.05	Recognize the effect communication (body language, foreign phrases) has on the guest cycle process.
08.06	Explain the objective of providing seamless guest experiences.
08.07	Identify the role of guest recovery during the handling of guest complaints, issues, or problems.
08.08	Explain how and why guest satisfaction measurements help a business run smoothly and profitably.
09.0	Examine economic principles relating to the hospitality and tourism industry. The student will be able to:
09.01	Identify economic opportunities in the industry from both entrepreneurship and employment perspectives.
09.02	Explain the impact of tourism on local, state, national, and international economies.
09.03	Identify advantages and disadvantages of primary forms of business ownership.
09.04	Discuss role of employee productivity in contributing to profit margin (bottom line).
10.0	Examine marketing and business fundamentals as they relate to the hospitality and tourism industry. The student will be able to:

10.01	Explain marketing and its role in the industry and the free enterprise system.	
10.02	Identify elements in the marketing mix (price, product, promotion, place, and people).	
10.03	Identify functions of the business and marketing plan.	
10.04	Distinguish between concepts of service vs. product marketing strategies.	
10.05	Recognize concept of target markets and market identification (e.g., market segmentation).	
10.06	Recognize various marketing channels used to promote destinations and products.	
10.07	Identify niche markets (customer segmentation) and specialty markets (product segmentation, sports, shopping, religion, etc.).	
10.08	Recognize cultural customs and taboos.	
10.09	Discuss the role of federal, state and local regulatory agencies related to the hospitality and tourism industry.	
10.10	Identify methods of gathering customer feedback.	
10.11	Recognize purpose, principles, and importance of selling.	
10.12	Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences).	
10.13	Identify effective sales techniques (e.g., steps in sales process, cross-selling, upselling and alternative options).	
10.14	Explain motivation, needs, and expectations of the hospitality and tourism consumer and how it affects their lodging selection.	
11.0	Recognize mathematical operations related to hospitality and tourism occupations. The student will be able to:	
11.01	Recall universal terminology used in hospitality and tourism sales-related transactions (e.g., cash, checks, debit cards, credit cards, discounts, etc.).	
11.02	Recognize problem-solving techniques utilized in Hospitality & Tourism ledger statements.	
11.03	List different payment options (e.g., cash, personal checks, traveler's checks, credit cards, debit cards, incentive program points).	
11.04	Understand the value and impact of calculation of hotel occupancy, average daily rate (ADR) and revenue available room (RevPAR).	
12.0	Identify and describe the organizational structures and operations within various industry properties. The student will be able to:	
12.01	Identify the organizational structure of security departments including: facilities and engineering departments, food and beverage departments, human resource departments, controller/finance departments, sales and marketing departments and rooms/housekeeping departments.	
12.02	Describe the importance of a safety plan for all departments accounting for various emergency situations (e.g. hurricane, evacuation, tornado, homeland security threat, and fire).	

12.03	Describe front desk functions of various industry properties making distinguishes between property types (i.e.: cruise ship vs. resort vs. hotel vs. restaurant).
13.0	Research conservation and Green initiatives in the hospitality industry. The student will be able to:
13.01	Identify common green practices of facilities management departments, food and beverage departments, and housekeeping departments
13.02	Identify common green practices used to reduce a property's carbon footprint and reduce operating costs.
13.03	Explore the State of Florida "palm tree" initiative for hotels and their level of "green-ness".

Technology for H&T

14.0	Identify functions of computer reservation systems utilized in the hospitality & tourism industry. The student will be able to:
14.01	Identify major travel computerized reservation systems.
14.02	Demonstrate an awareness of emerging technologies and how it relates to the hospitality and tourism industry.
14.03	Identify ethical issues resulting from technological advances (e.g., computer snooping, hacking) and how it relates to the hospitality and tourism industry.
14.04	Identify and perform routine tasks of computer reservations agents (e.g., creating Passenger Name Records [PNRs], retrieving/maintaining/modifying PNRs, airspace, quoting airfares, pricing itineraries, rental cars, hotel accommodations).
14.05	Understand and create itineraries.
14.06	Identify and cite sources of major travel documents needed by travelers.
14.07	Describe components of each of the different industry areas within the H&T industry: ground transportation, cruise, air, lodging, food & beverage, retail and corporate travel, leisure and recreation, conventions, special events, sports venues.
14.08	Identify the tasks performed by computer reservations agents.
14.09	Create a CRS itinerary.
14.10	Explain the ticketing process.
14.11	Identify the agencies that set standards and monitor ticketing processes such as issuance, payment, and refunds.
14.12	Demonstrate a functional understanding of how to handle a segment status change.

15.0	Exhibit the ability to utilize computer reservation system records. The student will be able to:	
15.01	Identify, define explain, and create a Passenger Name Record (PNR), including optional components (e.g., Special Services Requests [SSR], Other Service Information [OSI], remarks).	
15.02	Retrieve and modify a PNR.	
16.0	Assess the impact of technology and automation on the travel reservation industry. The student will be able to:	
16.01	Research current trends in the use of computers in the travel reservation industry.	
16.02	Analyze major uses and effects of the Internet on the travel reservation industry.	
16.03	Contrast the value-added services offered by a travel consultant vs. online services.	
17.0	Summarize technology-related industry standards in the various segments of the hospitality and tourism industry. The student will be able to:	
17.01	Describe components/procedures and standards of air travel and ground transportation; food/beverage services; event planning; cruise industry; and lodging/accommodations industry.	
17.02	Describe state and federal labor laws related to the hospitality and tourism industry.	
17.03	Compare and contrast functions associated with reservations related to cruises, lodging, ground and air travel.	
18.0	Operate computer systems and the Internet. The student will be able to:	
18.01	Use information technology tools specific to hospitality service careers to access, manage and create information.	
18.02	Describe types of technology used to manage hospitality service operations.	
18.03	Explain how availability, room status, and other standard operating guidelines are used to assign rooms to arriving guests.	
18.04	Explain how methods of payment are established with arriving guests to clarify payment procedures.	
18.05	Explain how a hotel's computer system is used to create guest accounts.	
18.06	Utilize Internet fundamentals (e.g., E-mail, portals/search engines).	
18.07	Identify and describe the function of office technology equipment.	
18.08	Utilize a desktop publishing program to design a webpage for the schools hospitality & tourism program.	
18.09	Compare the uses of the Internet, including electronic mail, as used to communicate quickly with suppliers, customers, and other agencies.	

18.10	Manipulate the Internet as a research tool to answer client questions (such as weather, sightseeing, transportation, restaurants, documentation requirements, entertainment).
18.11	Analyze past, present, and future impact of technology on the hospitality & tourism industry (i.e., liquor portion control system, hospitality information systems, food and beverage information systems, club management software).
18.12	Describe security concerns related to information control, electronic key systems and technology use,
18.13	Use personal technological devices appropriately (e.g. cell phones, mobile devices, and computers).
18.14	Practice telephone techniques for placing, answering, placing on hold, transferring telephone calls and cording and relaying accurate messages.
18.15	Create an itinerary.
18.16	Summarize basic computer knowledge (e.g., hardware, software, operating systems, terminology, etc.) and demonstrate proper keyboarding techniques.
18.17	Utilize common office production software to create presentations (such as spreadsheet, database, presentation and word-processing).
19.0	Demonstrate an understanding of the guest cycle as it relates to technology. The student will be able to:
19.01	Perform routine computer tasks associated with the guest cycle from registration process to check out.
19.02	Practice positive, quality and effective customer service skills.
19.03	Analyze how guests are affected by employee attitude, appearance and actions.
19.04	Demonstrate verbal, nonverbal, written, and electronic communication skills.
19.05	Explain how social media impacts guest relations.
19.06	Explain procedures to meet guest needs, including guest registration, rate assignment, room assignment, and determination of payment methods.
19.07	Evaluate current and emerging technologies to improve guest services.
19.08	Summarize the importance of check-out procedures to ensure guest satisfaction and verify account settlement.
19.09	Describe the necessary information collected during the registration process to correctly register guests.
20.0	Apply employability skills necessary for success in the hospitality & tourism industry. The student will be able to:
20.01	Investigate key career skills necessary to be successful in the hospitality & tourism industry (e.g., geography, sales, customer service, telephone, computer, foreign language, and math, written and oral communication).

20.02	Research currently available job opportunities and/or post-secondary programs.
20.03	Understand required elements of and create a resume and cover letter.
20.04	Evaluate and update career portfolio (e.g., resume, letters of recommendation, awards, and evidence of participation in service and work-based learning activities, employer evaluations).
20.05	Assess skills needed for a successful interview (research company, anticipate questions, prepare questions).
20.06	Participate in community leadership and teamwork opportunities to enhance professional skills; display positive attitudes and good work habits.
20.07	Demonstrate a proactive understanding of self-responsibility and self-management.
20.08	Identify and demonstrate appropriate attire for interviews and workplace.
20.09	Understand the importance of personal hygiene.
20.10	Identify and demonstrate positive work behaviors and personal qualities for employability.
20.11	Identify the rules of written and electronic communication (i.e.: positive first impressions, recording accurate message, etc.).

Lodging Applications

27.0	Define and apply various management styles and leadership techniques. – The student will be able to:
27.01	Compare and contrast autocratic, bureaucratic, democratic, and laissez-faire management styles.
27.02	Apply the different management styles to a variety of front desk situations (i.e., financial transactions, personnel issues, guest relations).
27.03	Define empowerment; centralization and decentralization; Theory X, Theory Y, and Theory Z; transactional; and transformational as they apply to leadership.
27.04	Distinguish between management and leadership.
28.0	Define and evaluate role of effective team building. – The student will be able to:
28.01	Assess characteristics of successful teams (i.e., mission statement, code of conduct, effective leadership).
28.02	Identify and discuss stages of team development (i.e., forming, storming, norming, performing, transforming).

28.03	Discuss, apply, and evaluate brainstorming techniques.
28.04	Compare and contrast positive and negative roles individuals play in a team situation.
28.05	Explain how to work with individuals and specific behaviors to encourage team building.
28.06	Apply different team building techniques to front desk operations.
28.07	Plan and carry out a themed special event in the department such as a student showcase or party.
29.0	Analyze the laws, legislation, and regulations that affect the lodging industry. – The student will be able to:
29.01	Identify, interpret, and apply applicable wage and hour laws.
29.02	Identify, interpret, and apply laws affecting hiring practices.
29.03	Identify, interpret, and apply labor relations laws.
29.04	Identify, interpret, and apply public health and safety laws.
29.05	Identify, interpret, and apply workers' compensation laws.
29.06	Identify, interpret, and apply the Innkeeper's Act.
29.07	Identify, interpret, and apply the Civil Rights Act.
29.08	Identify, interpret, and apply company and/or franchise regulations.
29.09	Identify licenses and permits required to operate a lodging establishment.
29.10	Discuss insurance requirements of a lodging establishment.
29.11	Investigate taxes affecting the lodging industry.
29.12	Interpret laws affecting contractual agreements (i.e., sales receipt, voucher, vendors).
29.13	Research conservation and Green Initiatives in the hospitality industry (such as LEED, Leadership in Energy and Environmental Design).
30.0	Describe and demonstrate personnel supervision techniques. – The student will be able to:
30.01	Prepare a job description and task analysis for front desk agent position.
30.02	Conduct a job application interview.
30.03	Establish recruiting and selection procedures to match applicants with job descriptions.

30.04	Prepare and maintain an employee work schedule.	
30.05	Apply dispute resolution skills to the handling of staff grievances, conflicts, disputes, and/or complaints.	
30.06	Recognize the need for and types of employee incentive programs.	
30.07	Design ways to appreciate/recognize outstanding employee behavior.	
30.08	Demonstrate techniques for delegating responsibility and authority.	
30.09	Assess effectiveness of delegation techniques.	
30.10	Conduct management-employee group discussions.	
31.0	Manage guest services. – The student will be able to:	
31.01	Prepare responses to typical guest requests.	
31.02	Create appropriate follow-up procedures.	
31.03	Research and assemble information concerning the surrounding community.	
31.04	Design a guest service policy.	
31.05	Design a comment card to evaluate guest service policies.	
31.06	Forecast guest needs based on future trends and unusual events (i.e., Super Bowl, Olympics, natural disasters).	

Employment Portfolio Project-Teacher Graded

Student _____

	Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations	Little/No Value	Judged Score
OVERALL IMPRESSIONS = 5 points In clean pocketed folder (no staples) 5 pages in order: Left: Cover Letter, Resume, Ref. Right: Rubric, Thank You & Resign. letters	A 5	B 4	C 3	D 2	F 1	
RESUME PAPER = 5 points 5 pages printed on pretty resume paper	A 5	B 4	C 3	D 2	F 1 – 0	
COVER LETTER = 15 points Should include: 3 paragraph with at least 3 complete sentences each, , Start date on/after 11/8/22 -1 point/error or missing item Spacing, spelling, punctuation, grammar Handwritten Sign., (blue/black ink), full just.	A 0-4 errors 15 – 14 – 13	B 5-9 errors 12 – 11 – 10	C 10-15 errors 9 – 8 – 7	D 16-20 errors 6 – 5 – 4	F 20+ errors 3 – 2 – 1	
RESUME = 15 points Should include: BIG name, contact info as heading, summary, qualifications, work/volunteer experience, education -1 point/error or missing item Spacing, spelling, punctuation, grammar	A 0-4 errors 15 – 14 – 13	B 5-9 errors 12 – 11 – 10	C 10-15 errors 9 – 8 – 7	D 16-20 errors 6 – 5 – 4	F 20+ errors 3 – 2 – 1	
REFERENCES = 15 points Should include: BIG name, contact info as heading , 2 adults with title, place of work, contact info (phone #/email) -1 point/error or missing item Spacing, spelling, punctuation, grammar	A 0-4 errors 15 – 14 – 13	B 5-9 errors 12 – 11 – 10	C 10-15 errors 9 – 8 – 7	D 16-20 errors 6 – 5 – 4	F 20+ errors 3 – 2 – 1	
THANK YOU LETTER = 15 points Should include: 2 paragraphs with at least 3 sentences each, Current Date 11/7/22, Start date on/after 11/8/22 -1 point/error or missing item Spacing, spelling, punctuation, grammar Handwritten Signature (blue/black ink) full justification	A 0-4 errors 15 – 14 – 13	B 5-9 errors 12 – 11 – 10	C 10-15 errors 9 – 8 – 7	D 16-20 errors 6 – 5 – 4	F 20+ errors 3 – 2 – 1	
RESIGNATION LETTER = 15 points Should include: 1 simple paragraph, Current Date 4/15/23, Last date to work on 4/30/23 -1 point/error or missing item Spacing, spelling, punctuation, grammar Handwritten Sign.(blue/black ink), full just.	A 0-4 errors 15 – 14 – 13	B 5-9 errors 12 – 11 – 10	C 10-15 errors 9 – 8 – 7	D 16-20 errors 6 – 5 – 4	F 20+ errors 3 – 2 – 1	
DIGITAL SKILLS = 15 points Email with subject (2 pts), cc self (1 pt), written correctly w/ salutation, body, closing, name (8 pts); Saved docs in correctly named format (4 pts) sent as attachments in one email in correct order (4 pts)	A 7	B 6	C 5 – 4	D 3 – 2	F 1 – 0	
TIMELINESS = 5 points -1 point for each day late	1 day late -1	2 days late -2	3 days late -3	4 days late -4	5 days late -5	

Comments:

H&T Employment Portfolio Instructions

Your Employment Portfolio will count for 25% of your Cycle 2 grade.

Employment Portfolio should include the following documents (in this order) printed on nice paper in a pocketed folder:

1. Cover Letter (left side)
2. Resume (Left Side)
3. References (Left Side)
4. Thank You Letter (Right Side)
5. Resignation Letter (Right Side)

You will lose points for missing signatures, late submissions, grammar violations, spelling errors and spacing errors, so **Attend to Precision**. Do NOT USE ANY STAPLES!

Make sure that the position you are applying for is the same across all documents and that the company/addressee is the same as well.

Microsoft Word should be used to create each document. Save in this format:

FirstName LastName Resume (Example: John Doe Resume.doc)

- This file should include resume and references

FirstName LastName letters (Example: John Doe Resignation.doc), etc.

- This file should include all three business letters

DUE DATES:

XXX – I need to have received at least one rough draft of each document to review and edit.

XXX – All final documents **MUST** be submitted via email as attachments electronically to Mrs. Bekaert in ONE email and should be emailed to bekaertds@gm.sbac.edu. In order for me to receive your documents and get them printed on pretty paper, given back to you for signatures and resubmitted by the due date, I **MUST** receive your electronic portfolio no later than this date. Any received after that time will be printed on white copy paper and will receive point deductions for wrong paper.

XXX – Deadline to submit paper copy of Employment Portfolio for grading. Any portfolios turned after this date will be penalized XX late points per day.

As you update your documents for final submission, update the date as well. Use the following dates:

- Cover Letter: Top date should be XXX with a date of contact (in the last paragraph) of XXX.
- Thank You Letter: Imagine you were interviewed on XXX and were following up with a thank you letter...date that XXX. Start date can be any date on/after XXX.
- Resignation Letter – Imagine you got hired, worked until the end of the school year, and now you are ready to put in a 2-week notice. Top date should be XXX with your last date of employment being XXX.

Lesson Plan: CHAPTER 17 TOURISM

COURSE: MARKETING FOR HOSPITALITY

TASK TITLE: PESTEL ANALYSIS / PREPARATION FOR DESTINATION MARKETING

Unit:	PESTEL and Personal Information
Subject:	17.2 Tourism Destinations
Grade Level:	9 th – 12 th
Lesson Plan Title:	Using PESTEL and Personal Information to develop a Destination Marketing Plan
Priority Florida Standards For This Lesson:	02.03 Identify factors that influence a traveler to select a travel destination (e.g. weather, culture, climate, cost, natural resources, travel alerts and medical factors) 02.05 Identify current and emerging trends in the hospitality and tourism industry (e.g. staycations, daycations, ecotourism, share economy vendors, medical tourism)
	26.0 Develop a marketing plan and sales promotion tool for hospitality and tourism
Topic/Concept/Skill:	Learn the six factors that affect a destination's marketing and tourists' choice for selection
Lesson Objective(s), Goal(s), Essential Question(s), etc.:	17-1 Identify and define the different forms of tourism. 17-2 Assess how geography, seasonality, culture, and politics affect travel and tourism. 17-3 Identify personal factors that might influence a traveler to select a travel destination. 17-4 Analyze the large- and small-scale economic, social, and environmental impacts on travel and tourism.
Current Student Knowledge Regarding Topic:	People travel for business, pleasure and "bleasure" Travelers have needs and wants depending on what their motivation for travel is.
Skill(s) for Review:	Class will begin with students reading unit 17.2 (pg 394-396) in the chapter together. Volunteer students will take turns reading one paragraph at a time while the rest of the class follows along. Students will summarize and discuss what they read to ensure comprehension before moving on to the next chunk of information. Teacher will take questions from students and elaborate on the topic by pulling in prior knowledge, clarifying misconceptions, and making emphasis on key content.
Lesson Adaptations/ Differentiation:	Auditory students: Read aloud/read along textbook chapter; PowerPoint presentation

	<p>Visual students: PowerPoint presentation loaded with pictures and diagrams</p> <p>Kinesthetic students: Complete PESTEL analysis worksheet</p> <p>ESE Strategy: Chunking assignments into small tasks Flexible scheduling / Extended time Reading assignment to student(s) Providing clear instructions</p>
Assistive Technology (for Targeted Students):	PowerPoint translation in closed-captions, as well as the use of apps such as Microsoft translator are encouraged and made available to students
Technology Equipment for Teacher and/or Students:	Laptop Promethean Board
Resources/Materials for Teacher and/or Students:	Textbooks PowerPoint Printout/Handout Laptop Promethean Board YouTube Video
Time Allowance:	8 Class Periods / 90 minutes each
Lesson Introduction:	Do Now and Class Discussion: What factors might influence your decision to travel to a particular destination?
Lesson Procedures:	<ul style="list-style-type: none"> • Open with Do Now and Class Discussion question. • Proceed with reading section 17.2 in the textbook • Divide class into groups of six and assign a country to each group from the following list: Aruba British Virgin Islands Maldives Seychelles Malta Belize • Reinforce with PowerPoint presentation • Have students analyze the country assigned to their group using PESTEL and create PowerPoint presentation to share with class <p>Day 1: Open with Do Now and Discussion. Read 17.2 in textbook. Divide class into groups of six and assign countries. Give students PESTEL worksheet, provide instructions and explain.</p>

	<p>Day 2: Use PowerPoint presentation and deep dive into first factor: Political. Have groups research their respective countries and complete the political factor section.</p> <p>Day 3: Use PowerPoint presentation and deep dive into second factor: Environmental. Have groups research their respective countries and complete the environmental factor section.</p> <p>Day 4: Use PowerPoint presentation and deep dive into third factor: Social/Cultural. Have groups research their respective countries and complete the social/cultural factor section.</p> <p>Day 5: Use PowerPoint presentation and deep dive into fourth factor: Technological. Have groups research their respective countries and complete the technological factor section.</p> <p>Day 6: Use PowerPoint presentation and deep dive into fifth factor: Economic. Have groups research their respective countries and complete the economic factor section.</p> <p>Day 7: Use PowerPoint presentation and deep dive into sixth factor: Legal. Have groups research their respective countries and complete the legal factor section.</p>
	Day 8: Student presentations (10 minutes each) and 20 question summative assessment.
Lesson Closure/Summary:	Students/Groups Presentations
Lesson Extension/Enrichment:	<p>YouTube video(s) embedded in PowerPoint presentation</p> <p>News articles on women and LGBTQ+</p> <ul style="list-style-type: none"> • https://www.forbes.com/sites/laurabegleybloom/2019/07/26/20-most-dangerous-places-for-women-travelers/?sh=30fb6799c2f4 • https://www.theguardian.com/travel/2019/nov/22/lgbt-travel-index-puts-sweden-top-and-warns-against-some-popular-destinations
Assessment (Formative and Summative):	<p>Formative Assessments: Knowledge Checks, Exit Tickets, Kahoot!</p> <p>Summative Assessment: Chapter 17 Test (20 questions)</p>

Additional Information: The information gathered in this assignment will be used to create a destination marketing plan for section 17.5

TEAM: _____

PERIOD: _____

PESTEL ANALYSIS WORKSHEET

Please complete this worksheet to ensure that you are providing all the information required for each PESTEL factor. Name/describe every point. You are to submit this worksheet along with your report for a grade. Please remember to cite your information resources. You must include a bibliography in your report.

POLITICAL

Leadership and Change / Political Party (or Parties): *How do they elect leaders? Do they have political parties like we do? What is the government philosophy?*

Government Policies *(particularly those that affect tourism):*

Foreign Trade Policies:

Internal Political Issues and Trends:

Tax Policy (that affects tourism): *Are there service charge(s) or fees in the form of a tax charged to tourists?*

Regulation *(that affects tourism):*

De-regulation Trends *(the removal or reduction of government regulations in a specific industry):*

Example: During the late 1970's early 1980's, the US federal government deregulated the airline industry. What once were the decisions of the Federal Aviation Administration, was handed to the airline industry. These decisions included the addition of routes, the price of an airline ticket, and service provided by commercial air travel. The reason for this was to keep commercial air travel competitive.

ECONOMIC

Current and Projected Economic Growth

Inflation and Interest Rates:

Job Growth:

Unemployment:

Labor Costs:

Impact of Globalization:

Disposable Income of Consumers and Businesses:

Changes in the Economic Environment:

SOCIAL

Demographics (age, gender, race, family size):

Consumer Attitudes:

Social Opinions:

Buying/Purchasing Patterns:

Population Growth Rate:

Employment Patterns:

Socio-Cultural Changes:

Ethnic and Religious Trends:

Living Standards:

TECHNOLOGICAL

Marketing of goods and services: *How they marketing tourism? What channels of communication are they using?*

Distribution of goods and services:

Communicating with target markets: *Are they using social media? How are they using it? Do they have an app?*

ENVIRONMENTAL

What do they have to offer tourists as far as nature?

What is the stance on pollution?

What is their position on sustainability?

What is their carbon footprint target?

How do they feel about mass tourism? Do they have rules to control it and protect the environment?

LEGAL

Health and safety: *How does your country prevent diseases from coming in through their borders? How do they manage contagious diseases? Does it provide equal opportunity for both, men and women as we do in the US? Does it have anti-discrimination laws? What rules do they have in place to keep tourists safe from harm?*

Advertising standards: *There are rules for advertising in every country. Ex. In the US, by law claims in advertisements must be truthful, cannot be deceptive or unfair and must be evidenced-based. In the US, these rules are endorsed and enforced by the Federal Trade Commission.*

Consumer rights and laws: *Do consumers have a right that protects them? Are businesses held liable for wrongdoing?*

City of Orlando
400 South Orange Avenue
Orlando, Florida 32801
(407) 246-2221 events@orlando.gov



March 3, 2023

International Olympic Committee
The Olympic Studies Centre
Villa du Centenaire, Quai d'Ouchy 1
1006 Lausanne, Switzerland

To the members of the International Olympic Committee Site Selection Subcommittee,

I am writing to you today on behalf of the communities in the greater Orlando area of Central Florida. We would like to nominate Orlando, Florida as the location for the 2040 Summer Olympics.

Orlando is more than just our amazing weather – it is an internationally recognized tourism destination with an established reputation for service, variety, and accessibility. As community members, we take pride in all Orlando has to offer, but we believe the *top three reasons* you should consider this the ideal location for your prestigious event are:

- Orlando and Central Florida is home to many venues such as Camping World Stadium and Disney's Wide World of Sports, with over 200,000 hotel rooms available for participants and spectators staffed by Hospitality professionals who are accustomed to high demand, high quality service.
- Central Florida has transportation options ranging from the multiple international airports to the newly completed I-4 Ultimate highway system, with the Brightline high speed railway due to be completed this year.
- Central Florida is one of the top tourist destinations with activities for all, from beaches to theme parks. From eco-tourism to luxury nightlife, a wide range of excursions are accessible within a day trip.

In addition, Orlando is home to a large community of artists, designers, and performers, an asset we would draw upon to create an effective marketing campaign that would promote both your event and our beautiful city! We look forward to working with your organization to coordinate branding and produce mass marketing campaigns, such as:

- Partnering with local theme parks to create unique slogans coordinating Olympic themes for each park: *Disney - #winningismagic; Sea World/Discovery Cove - #swimlikeadolphin; Universal Studios Orlando - #thrillsofwinning*
- Local Artists Challenge – Orlando artisans compete to create official artwork incorporating the Olympic themes along with imagery from theme parks, Florida wildlife, and *The City Beautiful*.

As you make your selection, I hope you'll consider Orlando a strong candidate. Please reply if you have any questions. I would be happy to provide any information that would help you make your decision.

Sincerely,

Erin Mantor



Super Bowl LIII: Atlanta's Bid for Super Bowl Host City

Name:

To get started, use www.businessdictionary.com or <http://www.travel-industry-dictionary.com> to define the following terms:

Bid:

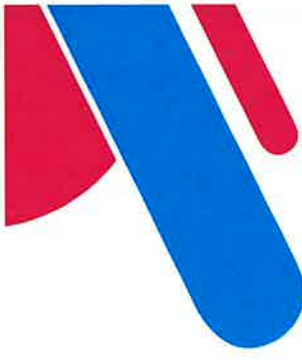
Competitive advantage:

Sport tourism:

Answer the questions below as you watch [Atlanta Super Bowl Official Bid Committee Video](#).

- 1) Which sporting event does the video credit with transforming Atlanta from a "regional metropolis to an international destination?"
- 2) Relating to travel and tourism, what are 2 of Atlanta's main competitive advantages?
- 3) What is the historical significance of the area where the Mercedes-Benz Stadium was built?
- 4) How many hotel rooms are within walking distance of the Mercedes-Benz Stadium?
- 5) The purpose of the video is to convince the NFL that Atlanta is the best choice for Super Bowl host city. In what ways does the video accomplish this goal? Give at least 3 examples and explain your reasoning.

Student Expectations

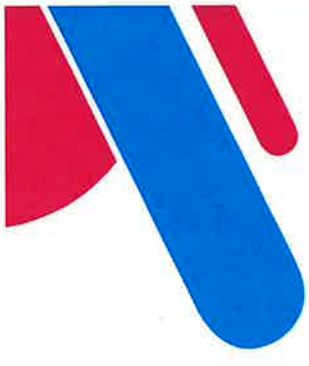


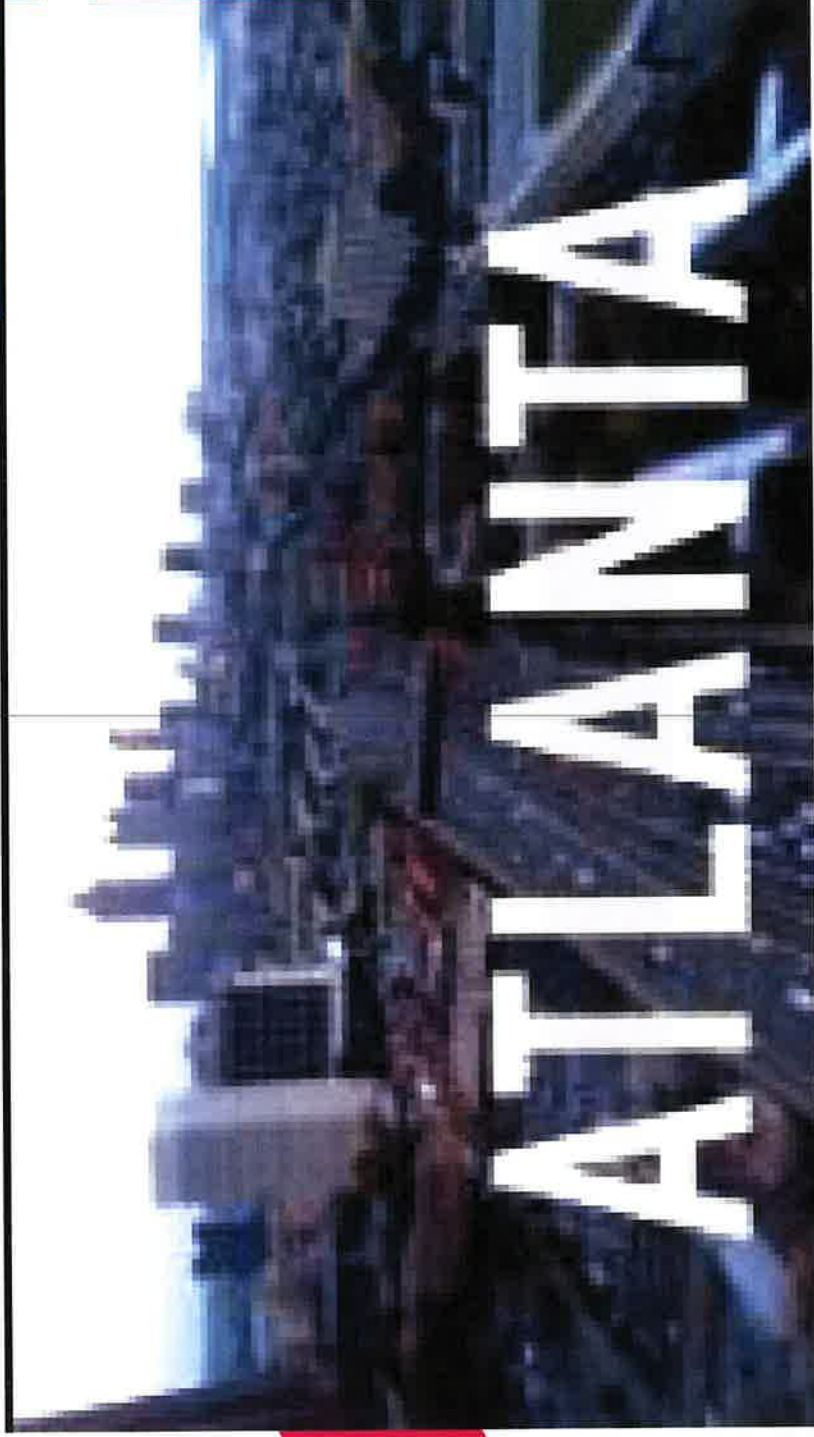
- How do we get started?
 - Place all your stuff in your bag (*even your phone*) and put it under your seat -- all you need is your computer!
 - FYI - if I see phones, they'll go on my desk and you can get it at the end of class
 - You will use the Nearpod to answer questions -- I'll give you a link!
 - Raise your hand
- How are we working today?
- What if I have a question?
- What if I need to use the restroom?
- What happens at the end?
- Anything else I should know?
 - Of course, you may, but to minimize interruptions, please take the pass and sign out quietly .
 - There is an Exit Slip on the Nearpod you will complete before you leave
 - Have fun, learn something and RAVE
(RESPECT AND VALUE EVERYONE)



Vocabulary

- To get started, let's define the following terms:
 - Bid
 - Competitive Advantage
 - Sport Tourism
 - Marketing Campaign
 - Host City
 - Destination Marketing Organization (DMO)
 - Destination Branding
 - Brand
 - Target Market





Atlanta Super Bowl Official Bid Committee Video

Letter Activity



Please go to:

<https://tinyurl.com/MyBidLetter>



FINAL THOUGHTS:

If you could pick *any* sports event to attend *in Orlando*, what event would that be?

Post your “exit slip”
on the Nearpod.



Marketing: Sports Tourism

Winning a Bid Links

<https://quizlet.com/574918210/sports-event-marketing-flash-cards/?x=1jqt>

https://jamboard.google.com/d/1roLUm4dQbA6LdexWil1HIFRsntkHNiK_jlMSOlul4Cc/viewer?pli=1

<https://www.msn.com/en-us/sports/soccer/orlando-s-bid-to-be-host-city-for-2026-world-cup-fails/ar-AAZ4Yz>

https://docs.google.com/forms/d/e/1FAIpQLSfo38Op_r45-Vc8bJousAO75eeljLz-9vmnkVN-Czo3LeqNCQ/viewform?pli=1

<https://cf.nearpod.com/neareducation/new/Presentation/131770601/Sport%20Tourism%20Formal.pdf?response-content-disposition=attachment&response-content-type=application%2Foctet-stream&AWSAccessKeyId=AKIA5LQSO4AXIHKV2NEC&Expires=2147483647&Signature=Ne4INRNNzU9v9!72%2BgUs6agHQ18%3D>

Hospitality and Tourism Management Program

Lesson Plan

Dorreen Kennedy.

Lesson: Safety and Sanitation Guidelines for Hospitality and Tourism

Class Grades 10 -12

Standards:

03.0 Demonstrate Employable Skills Necessary for Success in Hospitality and Tourism.

39.0 Exhibit the ability to follow state mandated guidelines for food service / hospitality and tourism.

40. 0 Apply Safety and Sanitation procedures with foods products, hotel facilities.

41.0. Demonstrate worker safety procedures.

44.0. Determine job safety and security.

44.02. Implement the basics of safety and sanitation.

Essential Questions:

What are some of the required safety and sanitation procedures in the Hospitality and Tourism Industry?

How will learning these regulations improve student experience in the hospitality suite/ culinary arts classes and high school jobs in hospitality and tourism industry?

Rationale: This lesson is part of a course which not only aims to prepare students to be successful in the industry certification exam, but it attempts to get them ready for post - secondary life. It targets Grades 10 -12 students. A most recent report states that many young workers die or are hospitalized each year from injuries at the workplace. It also states that many also suffer adverse health effects from hazardous exposures in the workplace. It is my aim to use this lesson to bring awareness to the students and help them to better understand the importance of procedures, safety guidelines, preventing accidents to self, guests, other employees, develop decision making and problem-solving skills, analyze common sanitation and safety issues and resolve this issue using the best practices.

Content Objectives

Students should be able to:

Prove that Standards plus Procedures equal Success.

- . Recognize ways to prevent common workplace accidents.
- . Observe and document the steps needed to use a fire extinguisher.
- . Analyze the difference between cleaning and sanitizing.
- . Discuss the right to work in a safe and healthy environment.
- . Analyze the impact of work-related injuries.
- . Discuss hazards in work- place and how to prevent them.
- . Critique case study and use findings to explore and apply what they have learned to real world situation.
- . Design a workplace Safe- Sign. (Rubric)

Student Expectation / Standard Expectation

1. Determine job safety and security.
Understand the importance of:
 - (a) Standards, procedures, safety guidelines, preventing accidents, emergencies and security threats.
 - (b) Identify the requirement of the Occupational Safety and Health Act (All about OSHA)
 - (c) Understand Prevention Programs that are in place.
2. Implement the basic of sanitation.
 - (a) Know about and follow safe practices (Demonstration – Fires extinguisher being used.
 - (b) Prevent the spread of pathogens to food (cross contamination)
 - (c) Review hand washing steps and importance of personal hygiene. (ServSafe)
 - (d) Create a Safety Sign (Rubric.)
3. Understand and demonstrate procedures for cleaning and sanitizing.
 - (a) Understand and demonstrate that cleaning removes food from surface.
 - (b) Understand what sanitizing procedures that take place with hands on practices.
 - (c) Analyze common sanitation and safety issues and resolve these.

Special Needs. Chunking, Use of Context clues to help students to identify and better understand key concepts, Demonstration, Modeling, Activating and Building Prior Knowledge, Pace of lesson, Check for understanding: Ask students to make Illustrations instead of writing information, Encourage participation, Extra time for assignments, Reduce assignments.

ELL: Use of Technology in Learning to increase rigor (video). Visualization (Posters with colorful and clearly labeled rich language, Inquiring – Based Instructions (Case Studies). Front load. Make illustration a part of the assessment. Organize lessons topically in Module Base.

Embed open-ended formative assessment questions that students can answer as they watch video.

Vocabulary

Accidents: An unfortunate happening that occurs unintentionally and usually results in harm, injury, damage or loss, casually or mishap.

Cleaning: the physical removal of dirt and food from service

Emergency: An unforeseen event that can cause harm to a person or property.

Fire extinguisher: A portable container, usually filled with special chemicals for putting out a fire.

Inspection: A formal visit to making sure that regulations are being followed

Key Control: Knowing where all hotel keys are located always and knowing who has each key.

Occupational Safety and health administration (OSHA): Assure safe and healthful working conditions for men and women by setting and enforcing standards and by providing training, outreach education and assistance for workers.

Procedures. How to complete a task. Task should be presented in a logical order.

Property Standards: Basic requirements set to ensure safety, cleanliness, and good repair that all employees are expected to meet.

Sanitation: keeping work areas from dirt or bacteria.

Safety: consists of actions taken to prevent accidents and emergencies.

Storage: The process of placing items in a safe secured place until they are needed.

Anticipatory Set: Upon clicking on the Live Link Page students will see the following:

DO NOW: Review Organization of Content in Module.

Direct Instructions: Introduce lessons objectives, themes, and definitions. Chart for Self - Assessment

Today, we are going to think and talk about what the hospitality and tourism industry means by having and following property standards. safety, safety procedures, guidelines. We are going to look at the Occupational Safety and Health Act, causes of accidents, prevention programs.

Industry responsibilities and safety training will be done with the use of a video (Use of the fire extinguisher Training (Video), Cleaning and Sanitizing Demonstration Video.

Discussion- Reasons for Accidents in the workplace.

Employee Responsibility- Negligence includes behavior such as carelessness, laziness, ignoring the rules, improper use of equipment.

Employers Responsibilities: Fail to provide safe working condition, understaff.

Fatigue – tiredness caused by physical exertion stress, or lack of sleep.

Security Threat – terrorist and use of ALERT by the hospitality and tourism industry to prevent.

Disasters. Emergency- natural disasters, medical, industry accidents, civil disturbances

Display the Job safety and Health Poster- Highlights - It is the law.

Beginning of Lesson: Self- Assessment. Today we are in the Lab and your task for the day is going to be the cleaning of the bathtub. Using a scale of 4 Where 4 Means I can Master this task, 3- I can do it but I could do with some help in my organization skills, 2- I am still learning the skills and 1- I do not know what to do. Evaluate your Self. (Assign yourself a number.)

Brief Discussion. Highlight that each person assigned a number which represents their personal standard. Does this make your answer right or wrong?

Point out: like each student, each hospitality and tourism business has its own standard. Let us name some – Make guest feel good, and happy (How?)

Safe example- food to be wholesome and safe, personal belongings to be safe, equipment to be in good working order, business to be prepared for accidents. Health inspections are conducted regularly by local health department. (Kitchens, Restaurants, Corona Check)

Emergency situations such as fires, First Aid and CPR, threats must also be included.

Direct Instructions. Walking Students Through the Learning Process.

As can be seen from the discussion Hospitality and Tourism Businesses tend to be similar, However, some organizations do a better job than others at meeting standards. One reason for this, is the procedures employees use to meet the standards may be different or some- times nonexistent. To ensure that all businesses are working towards the same goal, in 1970 The Occupational Safety and Health Act was passed into Law. It was created to set and enforced protective workplace safety and health standards. (Introduce Job Safety and Health, it is the Law Poster) Whole Group Discussion.

Law – protects employee health and safety, requires employers to make the workplace free of hazards.

DEMONSTRATION OF CONCEPT

Using this law as their guide, businesses in the hospitality and tourism industry create property standards (basic requirements set to ensure safety, cleanliness, and good repair that all employees are expected to meet.)

Guided Practice – Walk students through the Learning Process.

Brainstorm – How is this done? (Standard + Procedures = Success.)

Property selects a Standard: Example Maintain Clean Bathtubs.

Standard: must define what is meant by the term, “clean bathtubs.”

1. Bathtub is cleaned daily.
2. Bathtub is free of hair, soap scum and mildew.
3. Fixtures are shiny and spot free.
4. Water runs clearly through the drain.

Procedure: What empowers the employees to meet the property standards. How to do the task in a logical order.

1. Collect the correct cleaning tools and chemicals.
2. Remove all hair and debris from the tub and drain (cleaning)
3. Scrub the inside of the tub with a cleaner and sponge.
4. Scrub the exterior of the tub and the plumbing fixtures.
5. Rinse thoroughly with hot water.
6. Dry all surfaces with a clean cloth.
7. Polish all fixtures with a dry, clean cloth.

Success:

Solid property standards are now in place. To ensure that employees are meeting the standards, managers should implement an effective training program. Training will help employees to understand.

- The property standards
- Procedures to follow in order to meet the standards.
- How property standards are measured
- Why meeting property standards improves the guest experience.

Individual Practice: Go back to your Self Evaluation that was done at the beginning of the section,

Take a few minutes and adjust your score. Write 2 sentences/draw a picture explaining your reasons for the change or not to change your first assessment. **SUMMARIZING ACTIVITY.** (3-2-1) Write 3 things you learned from the lesson, 2 things you plan to use, and 1 thing you really like about the lesson.

CONNECT THE ABOVE to OTHER SAFETY GUIDELINES.

Lesson: Fire Extinguisher Tutorial - Training video for using a Fire Extinguisher (Demonstration)

Self – Assessment- Refer students to Self- Document. Fill out Bottom Section of Fire Extinguisher.

Discussion – Every classroom has a fire extinguisher, but how many of us know the type and how to use it? Like the classroom, the workplace is your domain (area) It is your business to be able to locate potential dangers, emergency exits, first aid kits fire route and be able to operate the fire extinguisher. The demonstration will be done in the form of a tutorial. As you watch the video complete the note taking form, But, before we begin the training, let us see how much you know about the fire extinguisher in Room 188:

Go to Module -Quiz – Fire Extinguisher. Answer questions 1-4. If you do not know the answer leave it Blank. Do not ask for help, DO Not Submit. Rate your Self 1, 2, 3 or 4. (Self-Assessment Sheet)

- Questions :** 1 Describe the location of the fire extinguisher in Room 188
2. What classification is the fire extinguisher in Room 188?
 3. Where is the escape route located in Room 188.
 4. Write or illustrate the escape route from Room 188 to the safe area.

Introduce Training Video: Instructions. In your Module you will find the link for this section

You will be watching Fire Extinguisher Tutorial – How to use.

As you watch: Identify and record the steps for using a fire extinguisher and the acronym PASS on the Hand- Out

Discussion:

For students to check understanding play the video a second time. Re self - assess. Answer the following question.:

Does this lesson lend itself to real world application? How?

Sanitizing and Cleaning. This lesson will be covered in ServSafe content. To help students visualize that which is in the textbook we are going to watch and discuss a video which demonstrates the correct procedures for cleaning and sanitizing. To help students think deeper, opened- ended assessment questions will be used to help students reflect on their own understanding.

Reflection – Review lesson - Sanitizing and Cleaning. Students will use a Compare and Contrast Activity to demonstrate individual understanding of the content. Ask students to reflect on the

sanitizing activity that was done in the Project Based Activity. What went wrong? Given the opportunity to redo this activity, how would we correct the error?

- Take corrective actions. Check your Chapter 10 notes. Standards + Procedures = Success
- Use textbook : ServSafe Manager Sections 10.5 – 10. 6 to review Standards, Procedures and Success.

Closure

Assessment: Introduce students to Safety Sign Project. To demonstrate understanding of skills

Explain the project is asking students to create a Safety Sign which they would display in their kitchen / school. They can use pictures, drawing Digital Poster. Because we will be completing Storage of Tools and Equipment next class, I am going to wait until next class before I produce the submission date and more detail.

Introduce Rubric. Explain criteria. We will revisit next class.

Today's Assignment. Canvas Assignment. To use data to determine strengths and weaknesses and adjust teaching accordingly. (Start in class, complete for homework.)

Ticket Out. Write 2 sentences to describe what you learned from today's lesson.

Apply your knowledge: What is Wrong with this Picture?

Reading Strategies – Lesson Review: Case Studies – Take what you have learned in this lesson and apply it to the following case studies.

Resources. Hospitality and Tourism Program Year 2

7th Edition ServSafe Manager.

OSHA Poster

**Self -Assessment Scoring Rubric Individual Work Assignment: Safety & Sanitation
Guidelines for Hospitality and Tourism**

Name:

	1	2	3	4
	Emerging	Developing	Proficient	Mastery
Cleaning a bathroom	Beginning to understand basic concepts and demonstrate basic skills	Making Progress in concepts and skills	Demonstrates progress towards mastery of concepts and skills but has not yet reached mastery	Excelled in demonstrating and understanding concepts and skills
Using a fire extinguisher				
Cleaning				
Sanitizing				

Dorreen Kennedy

Standards-Based Performance Scales for Hospitality and Tourism

4 = Mastery: The student has excelled in demonstrating an understanding concepts and skills.
3 = Proficient: The student demonstrates progress towards mastery of concepts & skills but has not yet reached mastery.
2 = Developing: The student is making progress in concepts and skills
1= Emerging: The student is beginning to understand basic concepts and demonstrate basic skills.

Hospitality and Tourism Management Program Standards	Teaching Strategies	M=Mastery P=Proficient D= Developing E=Emerging			
Standards		M 1	P 2	D 3	E 4
03. Demonstrate Employability Skills Necessary for success in Hospitality and Tourism	Use of technology in learning, Poster illustration to meet individual needs. Use of context clues, cues explicit instructions, Demonstration, use of key words. Use diagrams, illustrations video to bring the real world into the lesson.				
39:0 Exhibit the ability to follow state mandated guidelines for food services/ hospitality and tourism	Use frequent review of objectives and place emphasis on critical content				
Standards		M 1	P 2	D 3	E 4
40.0 Apply Safe and Sanitation procedures with food products and hotel facilities	Use feedback (whole group discussion of pre- self -assessment and post- self - assessment to check understanding				
41.0 Demonstrate worker safety procedure					
Standards		M 1	P 2	D 3	E 4
44,0 Determine job safety and security	Activate prior knowledge and use it as a preview for new content.				
44.2 Implement the basic of safety and security					

Lesson Plan: Introduction to Hospitality and Tourism

Objective: By the end of this lesson, students will be able to:

1. Define hospitality and tourism management.
2. Understand the scope and significance of the hospitality and tourism industry.
3. Identify key sectors within the industry.
4. Recognize the impact of technology on the hospitality and tourism industry.

Materials:

1. Hospitality and Tourism Management textbook issued by the American Hotel and Lodging Educational Institute.
2. Computers or laptops with internet access.
3. Projector or smartboard.

Duration: 60 minutes

Procedure:

1. Warm-up activity (5 minutes):
 - Begin the lesson by asking students to share their experiences of hospitality and tourism. Encourage them to discuss their favorite travel destinations, hotels, or memorable experiences related to the industry.
 - Facilitate a brief discussion highlighting the importance of hospitality and tourism in various aspects of our lives.
1. Introduction to Hospitality and Tourism (15 minutes):
 - Distribute copies of the Hospitality and Tourism Management textbook to the students.
 - Ask students to read the introductory chapter of the textbook.
 - In a whole-class discussion, review key concepts, such as the definitions of hospitality and tourism management, and discuss the scope and significance of the industry.
1. Interactive Technology Activity: Virtual Tour (20 minutes):
 - Divide the class into small groups of 3-4 students.
 - Assign each group a different travel destination, such as a famous city or tourist attraction.
 - Instruct the groups to conduct a virtual tour of their assigned destination using the internet and present their findings to the class.
 - Encourage the use of various technology tools, such as Google Earth, virtual reality apps, or interactive websites, to enhance the virtual tour experience.
 - After each group's presentation, facilitate a discussion on the importance of technology in enhancing the tourism experience and how it has transformed the industry.
1. Sector Exploration: Technology and Hospitality (15 minutes):
 - Explain to the students that technology plays a crucial role in the different sectors of the hospitality industry.
 - Using the textbook as a reference, briefly discuss how technology is utilized in various sectors, such as hotels, restaurants, travel agencies, and event management.
 - Encourage students to share their observations and personal experiences regarding the use of technology in the hospitality and tourism industry.
1. Reflection and Conclusion (5 minutes):

- Summarize the key points covered in the lesson.
- Ask students to reflect on what they have learned and share one interesting thing they discovered about the hospitality and tourism industry.
- Provide an opportunity for any remaining questions or clarifications.

Note: Throughout the lesson, be sure to engage students actively by encouraging participation, asking open-ended questions, and incorporating real-world examples and anecdotes related to the industry.

SERV SAFE EXAM REVIEW

Lesson Plans

Ms. Thomas Bass room 115

Hospitality and Tourism (8703100)

In this lesson, students will review for the Serv Safe exam. Students will recall previously learned information. Students will complete a KWL chart as a summative assessment. The teacher will instruct students to use a sticky note and write one thing they know about food safety. Next students will work in small groups to determine what they want to know about food safety? After students have completed the small group activity the teacher will commence with a charades game (Food Safety Password) based on what students Know and Want to Know. As a ticket out the door students will complete the chart and share one thing they have learned. The teacher will assess students learning based on a teacher created rubric. (Summative assessment). The formative assessment will assess student learning of the first four out of six chapters.

Subject(s): Hospitality and Tourism and Culinary Arts

Grade: 9-12

Technology: Teacher Laptop and Promethean board student cell phone or laptop.

Instructional Time: 50 minutes

Keywords: Food born illness, food born outbreak, High risk, USDA, Personal Hygiene, Hand washing steps, three compartment sink

Instructional component type(s): Lesson Plans, graphic organizer, summative assessment.

Instructional design framework: Direct instruction, small group instruction, activating prior knowledge writing to learn and actively participating to learn.

ATTACHMENTS: KWL chart, Answers to charades (food safety password) game.

Standards

NOTE: The Learning Objectives for this lesson has been highlighted in yellow. Other objectives maybe touched on based on student need and teachable moments.

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify careers in the hospitality and tourism industry.
- 02.0 Research the various aspects of the hospitality and tourism industry.
- 03.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations.
- 04.0 Examine communication and technology skills in the hospitality and tourism industry.
- 05.0 Examine the guest cycle process.
- 06.0 Examine economic principles relative to the hospitality and tourism industry.
- 07.0 Examine marketing and business fundamentals as they relate to the hospitality and tourism industry.
- 08.0 Recognize mathematical operations related to hospitality and tourism operations.
- 09.0 Identify and describe the organizational structures and operations within various industry properties.
- 10.0 Research conservation and sustainable initiatives in the hospitality industry.
- 11.0 Identify functions of computer reservations systems utilized in the hospitality & tourism industry.
- 12.0 Assess the impact of technology and automation on the travel reservation industry.
- 13.0 Investigate current technology security methods in the hospitality & tourism industry.
- 14.0 Operate computer systems and the internet.
- 15.0 Demonstrate an understanding of the guest cycle as it relates to technology.
- 16.0 Apply employability skills necessary for success in the hospitality & tourism industry.
- 17.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry.
- 18.0 Demonstrate sales and customer service skills and techniques in the selling of hospitality & tourism products.
- 19.0 Identify and demonstrate personal and business ethics related to management and marketing.
- 20.0 Apply higher level mathematical skills unique to hospitality & tourism marketing and management plans.
- 21.0 Summarize the value and uses of the internet for hospitality & tourism marketing, including communication and evolving technology.
- 22.0 Compare and contrast the needs of a business vs. leisure traveler.
- 23.0 Demonstrate knowledge and organizational skills related to meetings, conventions, conference travel, and event planning.
- 24.0 Identify and analyze marketing and business fundamentals related to the different industries within the hospitality & tourism industry (i.e.: cruise/air travel/ ground travel/lodging industry/leisure travel/tour packages).
- 25.0 Explain strategies for selling hospitality & tourism products.
- 26.0 Develop a marketing plan and sales promotion tool for hospitality & Tourism
- 27.0 Identify and demonstrate management skills needed to succeed in hospitality & tourism.
- 28.0 Demonstrate effective Guest Services Management (GSM) skills.

- 29.0 Identify the financial goal of a hotel or lodging property.
- 30.0 Examine facts and principles related to the branding process.
- 31.0 Explain the value and importance of marketing research.
- 32.0 Compare and contrast franchise vs. corporate owned vs. private market segments.
- 33.0 Compare and contrast marketing concepts, advertising and public relations.
- 34.0 Discuss the value, importance and trends related to internet marketing and social media.
- 35.0 Illustrate effects of climate and geographic locations that affect the marketplace.
- 36.0 Demonstrate communication and human relations skills necessary for success in hospitality and tourism occupations.
- 37.0 Identify federal laws, legislation and regulations related to the hospitality industry.
- 38.0 Demonstrate an understanding of current conservation and sustainable practices in the hospitality industry.
- 39.0 Exhibit the ability to follow state mandated guidelines for food service.
- 40.0 Apply safety and sanitation procedures in the handling, processing and storing of food products.
- 41.0 Demonstrate worker safety procedures with food product and processing equipment and facilities.
- 42.0 Summarize the procedures for food service operations.
- 43.0 Explain the daily sanitation operations of a food service facility.
- 44.0 Perform critical job skills.
- 45.0 Display professional work habits.
- 46.0 Demonstrate ethical behavior.
- 47.0 Perform designated job skills.
- 48.0 Demonstrate work ethics.
- 49.0 Apply entrepreneurship skills.
- 50.0 Demonstrate management skills.
- 51.0 Analyze federal, state and local tax regulations and laws in relation to hospitality and tourism entities.
- 52.0 Apply effective verbal and non-verbal communication skills (i.e. written, electronic, conflict resolution).
- 53.0 Demonstrate proficiency with technology and equipment use.
- 54.0 Demonstrate employability skills necessary for success.
- 55.0 Apply customer service skills.
- 56.0 Display ethical behavior in the workplace.
- 57.0 Describe and demonstrate personnel supervision techniques.

Guiding Questions:

1. What is a food born illness and how do we determine when one occurs?
2. What are the four contaminants that make food unsafe? What are the differences between these contaminants.
3. Which population is at high risk for food born illness and why?
4. Describe a food born outbreak?

Teaching Phase: How will the teacher teach the lesson.

1. The teacher will instruct students to use a sticky note and write one thing they know about food safety.
2. Next students will work in small groups to determine what they want to know about food safety?
3. After students have completed the small group activity the teacher will commence with a charades game (Food Safety Password) based on what students Know and Want to Know.
4. As a ticket out the door students will complete the chart and share one thing they have learned.
5. The teacher will assess students learning based on a teacher created rubric. (Summative assessment). The formative assessment will assess student learning of the first four out of six chapters.

Guided Practice:

1. After students have shared one thing, they have learned as each student presents the teacher will offer verbal feedback when needed.

Independent Practice: Students will continue to work on assignments in their workbooks to reinforce learning and a guide to ask questions.

Closure: How will the teacher help students organize knowledge gained?

1. As a ticket out the door students will complete the chart and share one thing they have learned.

Formative Assessment:

1. The teacher will assess students learning based on a teacher created rubric. (Summative assessment).
2. The formative assessment will assess student learning of the first four out of six chapters.

Feedback to students: The teacher will assess students learning based on a teacher created rubric.

Name _____

Date _____

KWL Chart

TOPIC: Serv Safe Review

What I Know	What I Want to Know	What I Have Learned

ANSWERS TO GAME: Food born illness, food born outbreak, High risk, USDA, Personal Hygiene, Hand washing steps, three compartment sink.

STRATEGIES AND ACCOMMODATIONS

Note: The highlighted accommodations will be used in this lesson.

ESOL STRATEGIES

- | | |
|---|-----------------------------|
| 1. Total Physical Response | 16. KWL |
| 2. Natural Response | 17. Field Trips |
| 3. Cognitive Academic language | 18. Games |
| 4. Whole language | 19. Dialogue Journals |
| 5. Language Experience Approach | |
| 6. Retelling a Story | 20. Very Complexity of |
| 7. Activating Prior Knowledge Assignments | 21. One n One Instruction |
| 8. Graphic Organizers | 22. Explain Key Concepts |
| 9. Audio/ Visual Clues | 23. Vocabulary with Context |
| 10. Peer Buddy | 24. Reading with Purpose |
| 11. Small Groups | 25. Matching with Visuals |
| 12. Jigsaw | 26. Outline Notes |
| 13. Think Pair Share | 27. SQ3R |
| 14. Group Reports Projects | 28. Repetition |
| 15. Choral Reading | 29. QAR |

ESE ACCOMODATIONS

1. Seat near teacher
2. Seat near positive peer model.
3. Use study area (carrel)
4. Stand near student when giving directions.
5. Adjust workload.
6. Use visual aids with oral presentations.
7. Provide student with written instructions.
8. Break lessons into short sessions.
9. Ask student to repeat directions.
10. Reminders to keep student on task.
11. Permit extended testing time.
12. Permit breaks during test.
13. Adjust grading criteria.
14. Allow time for self -organization.