

Tourism Draft

March 2011

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G.C.O. 1 Students demonstrate an understanding of Tourism as an Industry.		
S.C.O.	Know	Do
1.1 Students assess the impact of the tourism industry.	<ul style="list-style-type: none"> The importance of tourism as one of the largest industries in the world Tourism provides many career opportunities Tourism generates revenue and stimulates local development Travel encourages cross cultural awareness Travel encourages awareness of conservation, heritage, history and environment Tourism can be a renewable resource Tourism instils pride in community and country 	<ul style="list-style-type: none"> Conduct research to determine the impact of the tourism industry Identify specifics about the tourism industry, both regional and global Describe potential impact of tourism, both positive and negative <p>Strategies</p> <ul style="list-style-type: none"> Brainstorming *What makes up the tourism industry? Provide 3 different definitions in a class discussion and merge into one. Find specifics to your province, city, community... Outline what students will be doing in the course. Introduction/Outline portfolios and look for examples. <p>Assessments</p> <ul style="list-style-type: none"> Pass in a portfolio outline
1.2. Students will be able to assess products and experiences that make up tourism.	<ul style="list-style-type: none"> Tourism is organized by sectors: transportation, accommodation, food and beverage, travel services, recreation and entertainment Seasons impact the products and experiences available. Sectors are marketed with or by their products and/or experiences 	<ul style="list-style-type: none"> Define the differences between products and experiences (you experience a product/s) Categorize and sort products and experiences into sectors Identify the impact seasons have on available products and experiences <p>Strategies</p> <ul style="list-style-type: none"> Define a bus tour including products and experiences.(Can we make a generalisation that a product is a noun? The experience is a verb?) <p>Assessment: Choose a season and a region. Develop a package and three experiences</p>
1.3 Students have a working knowledge of the five tourism sectors	<ul style="list-style-type: none"> The products The experiences (e.g. local/regional/global) Benefits (e.g. Cultural, economic, political) of the sector Careers and jobs available Post secondary education, professional development and training required for the occupations In-depth products and experiences of the sector they select to present 	<ul style="list-style-type: none"> Create a presentation about one of the five tourism sectors <ul style="list-style-type: none"> Research a chosen sector Identify and conduct indepth research on experiences and products related to a sector. Make decisions on a presentation type (e.g., commercial, promotional video, poster session, news cast, podcast) and format

		<ul style="list-style-type: none"> ○ Identify the employability possibilities/professional development ○ Do presentations ○ Answer questions on demand Strategies ● In groups, assign a sector. Students teach information about the sector to the class (identify experiences/products, careers, education, video example...) ● Tourism sector fair
1.4 Students articulate the steps required to initiate a career within the tourism industry	<ul style="list-style-type: none"> ● Immediate jobs that could lead to a career in tourism ● How to scrutinize personal transferable skills ● Identification of tools to determine a career path 	<ul style="list-style-type: none"> ● www.discover tourism.ca (skills surveys) ● Choose your ultimate job/career in tourism ● Create a potential career path within the tourism industry ● Conduct and participate in mock interviews with classmates and guest employers <ul style="list-style-type: none"> ● Add to your portfolio ● Prepare a resume and cover letter ● Prepare for an interview ● Prepare questions for guest employers <p>Strategies</p> <ul style="list-style-type: none"> ● Tourism career fair: (students become recruitment officers)

G.C.O. 2.0 Students apply a working knowledge of New Brunswick and its Tourism Industry.

S.C.O.	Know	Do
2.1 Students appraise characteristics of New Brunswick's current and potential tourism opportunities.	<ul style="list-style-type: none"> ● Geography (e.g., highest tides in the world, forest coverage largest per area) ● Climate (e.g., Bay of Chaleur and Northumberland Strait, warmest salt water north of Virginia) ● Symbols of New Brunswick ● Cultures ● Recognition of events and festivals that celebrate the various cultures in the province (e.g., Acadian, Loyalist, First Nations) ● Ecological factors ● Exports (e.g., maple syrup, blueberries, Sabian Cymbals) 	<ul style="list-style-type: none"> ● Research symbols of New Brunswick ● Create / label a map or a photo storey highlighting key aspects (e.g., cities, highways, parks, bodies of water, boundaries, historical landmarks) ● Develop an on-line calendar that describes experiences and products, incorporating the characteristics of New Brunswick ● Examine the effects of weather events on tourism (e.g., Shediac, sand dunes, flooding)

<p>2.2 Students determine the attributes associated with a successful regional New Brunswick tourism product and/or experience.</p>	<ul style="list-style-type: none"> • The Five scenic Drives • New Brunswick Assets (e.g., High Tides, Reversing Falls, Gorge, Longest Covered Bridge, roadside attractions) • Articulation of the potential tourism value for museum, concert, festival attractions event, carriage tour 	<ul style="list-style-type: none"> • Develop or create a unique local or regional tourism experience or product. www.acoa.ca • Examine five Drives and propose the creation of a new route (create symbol, name, list of features). • List the products and experiences that exist in a given scenic route • Plan key factors when considering the creation of an experience/attraction, including such factors as those identified in 2.1 – weather, season, product
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G.C.O. 3.0 Students practice communication and marketing techniques used in the Tourism Industry.		
S.C.O.	Know	Do
<p>3.1 Students demonstrate an understanding of customer/guest preferences, requirements, and interests.</p>	<ul style="list-style-type: none"> • How to understand your customers' preferences and needs <ul style="list-style-type: none"> ○ Who are they? ○ What do they like to do? ○ How much time do they have? ○ What motivates them to travel (e.g., rest, excitement, experience, climate) 	<ul style="list-style-type: none"> • Take the EQ quiz to better understand what kind of a traveler you are • Develop a survey of potential customers • Research motivators • Research types of travel (e.g., unique experience vs. stock vacation) Strategies • Prepare unique NB experiences using specifications(age, type of trip, money allowance, length of time...)
<p>3.2 Students master communication skills and marketing techniques.</p>	<ul style="list-style-type: none"> • How to demonstrate communication skills <ul style="list-style-type: none"> ○ Social media effectiveness ○ GPS ○ Website 	<ul style="list-style-type: none"> • Research communication techniques • Create or participate in a tradeshow • Examine TIANB website for tourism resources

	<ul style="list-style-type: none"> ○ Online reservations systems ○ Use of surveys ○ Computer and technology ○ Networking <ul style="list-style-type: none"> • Where to find tourism communication resources • Proper communication techniques to conduct an interview 	<ul style="list-style-type: none"> • Develop a set of questions to use when interviewing a tourism operator • Use proper communication techniques when conducting a tourism operator interview <p>Strategies Interview a tourism operator.</p>
3.3. Students apply marketing and communication to promote a tourism product/experience.	<ul style="list-style-type: none"> • Principles of Marketing • Marketing techniques (4P's) commonly used in the industry • Communication techniques for marketing a particular product or service • Current Provincial tourism marketing campaign. 	<ul style="list-style-type: none"> • Develop a marketing initiative for a tourism product/experience • Develop the tools you will use to sell your experience from 1.3 • Develop an itinerary plan for a set amount of travel dollars • Promote your experience to your class, another class and teaching staff <ul style="list-style-type: none"> ○ Develop a podcast of a historical walking tour ○ Create placemats containing information about local area ○ Create a postcard (w. picture and brief description) • Research marketing techniques currently used in the tourism industry • Create a strategy for marketing a specific product or experience • Decide on the final format for developing the marketing initiative <ul style="list-style-type: none"> • Market your unique experience or product www.acoa.ca

G.C.O 4.0 Students employ the essential skills for tourism professionals.		
S.C.O.	Know	Do
4.1 Students demonstrate protocol and service appropriate to the tourism industry.	<ul style="list-style-type: none"> • Positive attitude <ul style="list-style-type: none"> ○ How to greet customers in a friendly and professional manner (especially if customers are unhappy) ○ Why excellent customer service is key • How to demonstrate responsibility • How to demonstrate adaptability • Acceptable level of professional service <ul style="list-style-type: none"> ○ What is appropriate: <ul style="list-style-type: none"> ○ Clothing 	<ul style="list-style-type: none"> • Research customs and cultures (provincially and globally) • Practise safe procedures at schools and work • Identify the symbols on hazardous materials • Perform basic customer service tasks • Perform consistent service to diverse clients (e.g., customers with special needs, unhappy, allergies) <p>Prepare 'How to' videos for companies demonstrating appropriate communication</p>

	<ul style="list-style-type: none"> ○ Hygiene ○ Body language ○ Appropriate jewellery and body tattoos <ul style="list-style-type: none"> • Diversity of customs/cultures • The value of safe procedures in the workplace • Safety – WHMIS and MSDS symbols and what they mean 	<p>responses for specific situations, appropriate customer service...</p>
<p>4.2 Students use numeracy skills required for customer exchanges and daily tasks.</p>	<ul style="list-style-type: none"> • Basic numeracy • How to calculate tax • How to calculate tips • How to handle foreign exchange • Different forms of payment • Inventory procedures/tasks 	<ul style="list-style-type: none"> • Demonstrate numeracy skills • Address customer needs • Apply inventory methods • Complete tasks that include measuring applications • Conduct transactions in full
<p>4.3 Students sustain collaborative relationships</p>	<ul style="list-style-type: none"> • Problem solving and decision making • Roles of each team member • How to respect others • How one's own actions and emotions affect others • Cultural diversity of co-workers 	<ul style="list-style-type: none"> • Collaborate, work as a team • Create a respectful classroom environment • Demonstrate a desire to learn • Demonstrate ability to work with others • Examine individual strengths and work on areas for improvement