**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Hospitality and Tourism |
| **Course** | Principles of Hospitality and Tourism |
| **Lesson/Unit Title** | Exploring Careers in Hospitality and Tourism |
| **TEKS Student Expectations** | **130.252 (c) Knowledge and Skills**  (3) The student demonstrates an understanding that personal success depends on personal effort.  (C) The student is expected to display positive attitudes and good work habits  (D) The student is expected to develop strategies for achieving accuracy and organizational skills  (4) The student develops principles in time management, decision making, and prioritizing.  (D) The student is expected to work independently  (5) The student researches, analyzes, and explores lifestyle and career goals.  (A) The student is expected to prioritize career goals and ways to achieve those goals in the hospitality and tourism industry  (B) The student is expected to compare and contrast education and training needed for careers in the hospitality and tourism industry |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Explore careers in the hospitality and tourism industry * Investigate their interests with an interactive online interest profiler * Research skills, education, abilities, and work activities for a specific career * Design a Hospitality and Tourism career poster |
| **Rationale** | 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? In this lesson, you will explore the answers to these questions as well as additional information regarding the Hospitality and Tourism industry. Let’s get started! |
| **Duration of Lesson** | Six 45-minute class periods. |
| **Word Wall** | **Career Clusters:** Are groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into the Career Clusters based on the fact that they require a set of common knowledge and skills for career success. The Knowledge and Skills represented by Career Clusters prepare learners for a full range of occupations/career specialties, focusing on the holistic, polished blend of technical, academic and employability knowledge and skills. This approach enhances the more traditional approach to career and technical education in which instruction may focus on one or two occupations and emphasize only specific occupational skills  **Career Pathways:** Are sub-groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into Pathways based on the fact that they require a set of common knowledge and skills for career success  **Certification:** Proof that you are an expert in a specific topic  **Education:** The act or process of acquiring knowledge. A particular kind of instruction or training  **Interests:** What you like to do  **Occupations/Career Specialties:** Are particular careers or occupations based on advanced knowledge and skills specific to that career or occupation  **Knowledge and Skills:** Are industry-validated statements that describe what learners/employees need to know and be able to do for career success within a Cluster and/or Pathway  **Program of Study (curriculum framework):** A sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning and other learning experiences. This sequence of instruction provides preparation for a career  **Personal Plan of Study:** An individual learner’s scope and sequence of coursework, co-curricular activities, work-site learning, service learning and other learning experiences based upon his/her chosen career goals and aspirations. The Plan of Study should be revisited periodically (at least on an annual basis) to adjust as the interests and career aspirations of a learner change. This is a flexible resource designed to change in concert with the interests and needs of the learner  **Skills:** Refer to the talent and expertise a person possesses to perform a certain job or task   * Note to Teacher – Some definitions are longer than others and are taken from reliable sources. Use your discretion as to the length when assigning terms and definitions to students for review. |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentations * Computers with internet access   **Supplies:**   * Card stock * Cookbooks * Hotel brochures * Index cards * Maps * Play money * Step ladder * Travel brochures * Travel magazines * Ties (to represent management) * Copies of all handouts   **PowerPoint:**   * Exploring Careers in Hospitality and Tourism   **Technology:**   * Infographic:   + Infographic: Choosing a Career  This infographic indulges the fantasy a little, tempering it with a needed splash of reality. After all, while some people require unique experiences in their dream career, others just want stability and good health benefits.<http://dailyinfographic.com/choosing-a-career-infographic> * TEDx Talk:   + Aziz Abu Sarah: For more tolerance, we need more … tourism? Aziz Abu Sarah is a Palestinian activist with an unusual approach to peace-keeping: Be a tourist. The TED Fellow shows how simple interactions with people in different cultures can erode decades of hate. He starts with Palestinians visiting Israelis and moves beyond …<http://www.ted.com/talks/aziz_abu_sarah_for_more_tolerance_we_need_more_tourism>   **Graphic Organizers:**   * Hospitality and Tourism Career Wanted * Ups and Downs of Careers in Hospitality and Tourism * Ups and Downs of Careers in Hospitality and Tourism (Key) |
| **Anticipatory Set** | **Before class begins:**  Become familiar with:   * The O\*NET Interest Profiler  This will help students find out what their interests are and how they relate to the world of work. <http://www.mynextmove.org/explore/ip>   Print the Principles of Hospitality and Tourism Careers O\*Net Flashcards on card stock ready for use in the Independent Practice tab.  Gather materials and place in front of classroom. On index cards, write the following titles:   * Ladder of Success (title at top) * On the Job Training (1st step) * Certifications (2nd step) * Associates Degree (3rd step) * Bachelor’s Degree (4th step) * Graduate Degree (5th step)   Tape cards on the steps of the ladder from the bottom up with the title at the very top. Take a small amount of money on the lowest step representing *On the Job Training*. Place more money on the next step representing *Certifications*. Continue adding more money 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. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  Introduce PowerPoint Exploring Careers in Hospitality and Tourism.  Distribute graphic organizer Ups and Downs of Careers in Hospitality and Tourism. Allow students time to answer.  Continue with slide presentation.  Distribute the Career Cluster Programs of Study Models for Chef-Head Cook, Food and Beverage Manager, Lodging Manager, Travel and Tourism Directors, Competitive Sports Athlete, and Recreation Workers so that students may follow along with the slide presentation.  Distribute graphic organizer Hospitality and Tourism Career Wanted and explain to students to choose one of the Programs of Study Models they may be interested in as a career. Allow them to document the career from the bottom level to the top. Explain of course that any level attained is to be congratulated but to always be prepared for the top. Give examples.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * peer assistance with notetaking * providing printed PowerPoint notes * extra time to take notes |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Introduce students to My Next Move – What do you want to do for a living? website<http://www.mynextmove.org/>  Direct them to the Interests tab where they will answer questions about the type of work they might enjoy. Careers that match their interests and training will be suggested.  Allow them time to complete the assessment and print their scores.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * peer assistance |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Student will design a poster with a selected career.  Place the Principles of Hospitality and Tourism Careers O\*Net Flashcards in a basket. Ask each student to choose one career that they will research. They may exchange careers with their peers or with you as long as each student has a different career.  Direct students to the O\*Net Online website. <http://www.onetonline.org/>  Students will type in the O\*Net SOC code in the Occupation Search.   * Note to teacher – if you do not have a computer lab for your students, you may print the information needed for the careers from your computer so that students may be able to complete the assignment.   Distribute the Rubric for Career Poster 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:   * Tasks * Tools and Technology * Knowledge * Skills * Abilities * Work Activities * Job Zone * Education * Interest Code * Work Styles * Work Values * Wages and Employment Trends   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * shortened assignment * extended time to complete assignment |
| **Lesson Closure** | Review lesson plan objectives, terms, and definitions.  The O\*NET Interest Profiler can help students find out what their interests were and how they relate to the world of work. It will also help them decide what kinds of careers they might want to explore.  There are six interest areas:   * Realistic * Investigative. * Artistic * Social * Enterprising * Conventional   Students will share their top three scores from their personal score report with the class. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Students will present their Career Poster to the class. Presentations will be assessed with a rubric.  Option: Display the Career Posters on a wall outside your classroom so that students may view the possible careers in Hospitality and Tourism.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assistance with presentation * encourage participation * praise efforts |
| **References/Resources** | **Textbook:**   * Reynolds, J. (2010). Hospitality services food & lodging. (Second ed.). Tinley Park, Illinois: Glenco, McGraw-Hill.   **Websites:**   * CTE – Learning that works for America Nationwide, Career Technical Education (CTE) programs are changing, evolving, and innovating to better serve the country’s needs.<http://www.careertech.org/> * My Next Move An interactive tool for job seekers and students to learn more about their career options<http://www.mynextmove.org/> * O\*NET OnLine Detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!<http://www.onetonline.org/> Browse by Career Cluster – Hospitality and Tourism<http://www.onetonline.org/find/career?c=9&g=Go> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilized Four Corners Vocabulary/ Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Students should become familiar with Travel Texas at <http://traveltex.com/things-to-do/attractions> to find out more about hospitality and tourism. They may read articles about:   * Arts and Culture * Beaches * Cuisine * Family * Golf * Historic * Outdoor * Ranches and Rodeos * Shopping * Sports * Texas Music   Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | Careers, like rockets, don’t always take off on time. The trick is to always keep the engine running.  **-Gary Sinise**  As a restaurateur, my job is to basically control the chaos and the drama. There’s always going to be chaos in the restaurant business.  **-Rocco DiSpirito**  All my jobs have been with food in one way or another since 1948. My parents were in the hotel business, and I just loved the warm-hearted people who worked so hard with such good humor. **-Graham Kerr**  I learned more from the one restaurant that didn’t work than from all the ones that were successes.  **-Wolfgang Puck** |
| **Writing Strategies** | **Journal Entries:**   * If I were the owner/manager of McDonalds, I would……because…. * If I was employed on a cruise ship my job would be…. because…. * If I was employed at Disney I would work at this location…. because….   **Writing Strategies:**  RAFT writing strategy   * Role: Employee * Audience: Supervisor * Format: letter * Topic: promotion to the next step on the career ladder. State clearly what qualifies you for the promotion and why you would be the best employee for the position. |
| **Communication 90 Second Speech Topics** | Students may share their career interest from the Hospitality and Tourism Career Wanted and the explanations. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Students may be allowed to *Job Shadow* a person in a Hospitality and Tourism career. Be sure to follow school district guidelines. They may then write a report about the experience and share with the class.  **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.   * Infographic: Choosing a Career  This infographic indulges the fantasy a little, tempering it with a needed splash of reality. After all, while some people require unique experiences in their dream career, others just want stability and good health benefits.<http://dailyinfographic.com/choosing-a-career-infographic>   **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.   * Aziz Abu Sarah: For more tolerance, we need more … tourism? Aziz Abu Sarah is a Palestinian activist with an unusual approach to peace-keeping: Be a tourist. The TED Fellow shows how simple interactions with people in different cultures can erode decades of hate. He starts with Palestinians visiting Israelis and moves beyond …<http://www.ted.com/talks/aziz_abu_sarah_for_more_tolerance_we_need_more_tourism> |
| **Family/Community Connection** | Invite a family member who has a career in the hospitality and tourism industry to speak to the class about their job responsibilities. |
| **CTSO connection** | **Family, Career, and Community Leaders of America**  <http://www.fccla.org>   * Career Investigation An individual event – recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. * Hospitality, Tourism, and Recreation An individual or team event, recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism, or event coordination. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see <http://www.servicelearningtexas.org>  Example:  Students may give tours to groups at local points of interest in their community. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)