

Unit: Hospitality and Tourism

Lesson 5: Career Development

Grade Level 10-12

Duration: 4 class periods or more depending on the number of students in the class

National Content Standards

- 10.1.1 Determine the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
- 10.1.2 Explore opportunities for employment and entrepreneurial endeavors.
- 10.1.3 Examine education and training requirements and opportunities for career paths in hospitality, tourism and recreation.

Objectives

Upon completion of this lesson, students will be able to:

- Examine the vast number of jobs available in the hospitality and tourism industry
- Navigate the Internet with greater ease
- Compare the availability of jobs in Montana and the United States

Introduction

- WebQuests
 - The number of schools that are connected to the Internet is increasing everyday. It is great that schools are connected with technology, but the Internet can also create problems. For example, the Internet provides students with a multitude of uncensored information at the click of a button. There is no agreed upon terminology for the kinds of instructional activities they are creating for themselves. Therefore, a WebQuest is designed to guide students through a technology rich, yet safe, Internet lesson. A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Internet.
 - WebQuests are deliberately designed to make the best use of a learner's time. There is questionable educational benefit in having learners surf the Internet without a clear task in mind. To achieve the efficiency and clarity of purpose, WebQuests should contain the following parts:
 - An **introduction** that sets the stage and provides some background information.
 - A **task** that is doable and interesting.
 - A set of **information sources** needed to complete the task. Many (though not necessarily all) of the resources are embedded in the WebQuest document itself as anchors pointing to information on the World Wide Web. Information sources might include web documents, experts available via e-mail or realtime conferencing, searchable databases on the net, and books and other documents physically available in the learner's setting. Because pointers to resources are included, the learner is not left to wander through webspace completely adrift.
 - A description of the **process** the learners should go through in accomplishing the task. The process should be broken out into clearly described steps.
 - Some **guidance** on how to organize the information acquired. This can take the form of guiding questions, or directions to complete organizational frameworks such as timelines, concept maps, or cause-and-effect diagrams.
 - A **conclusion** that brings closure to the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.
 - Some other non-critical attributes of a WebQuest include these:
 - WebQuests are most likely to be group activities, although one could imagine solo quests that might be applicable in distance education or library settings.
 - WebQuests might be enhanced by wrapping motivational elements around the basic

structure by giving the learners a role to play (e.g., scientist, detective, reporter), simulated personae to interact with via e-mail, and a scenario to work within (e.g., you've been asked by the Secretary General of the UN to brief him on what's happening in sub-Saharan Africa this week.)

- WebQuests can be designed within a single discipline or they can be interdisciplinary. Given that designing effective interdisciplinary instruction is more of a challenge than designing for a single content area, WebQuest creators should probably start with the latter until they are comfortable with the format.
- Hospitality and tourism encompasses management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
- Entrepreneurship plays a huge part in hospitality and tourism. Starting and operating a small business can provide an exciting life and substantial personal rewards, while also contributing to the welfare of society. Entrepreneurs are individuals who discover market needs and launch new firms to meet those needs. Many entrepreneurial firms are small when they begin, but a few grow (some very quickly) into large businesses.
- The period between the mid-20s and mid-30s appears to be when a person's education, work experience, family situation, and financial resources are most likely to enable him or her to become an entrepreneur.
- Many entrepreneurs possess many helpful characteristics such as; a passion for their business, strong self-confidence, and a willingness to assume moderate risks.
- The economy of every city and town is affected by the hospitality and tourism industry. The hospitality and tourism industry brings in people from all over the country who support the local business.
- Some of the career specialty/occupations include; restaurant owner, baker, caterer, executive chef, pastry and specialty chef, kitchen manager, director of sales and marketing, chief engineer, director of human resources, owner/franchisee, night auditor, front desk supervisor, van driver, quality assurance manager, director of tourism and development, group sales manager, travel agent, tour guide, event planner, special events producer, tour and travel coordinator, reservationist, interpreter, club manager, club instructor, club owner, parks and garden ranger, resort trainer, resort instructor, gaming and casino supervisor, theme park/amusement parks group event manager, museum/zoo/aquariums animal trainer, and historical/cultural/architectural ecological industrial sites exhibit developer.

Body

- This portion of the lesson plan instructs the teacher how to make a WebQuest about careers to suit their individual classroom.
- **Teaching Methods**
 1. Find Bernie Dodge's WebQuest homepage at San Diego State University by going to <http://webquest.sdsu.edu>
 2. Read through the "Building Blocks" section located in the "Training Materials" area. Back at the WebQuest Homepage, click on the WebQuest Portal, click on the "top" menu to the left of the screen and select, from the Matrix on the following screen, a content area and grade level that is most suitable for your students. Browse through some of the WebQuests that are located here.
 3. Sign up to create a WebQuest for your students. Include all the critical components of the WebQuest; Introduction, Task, Process, Evaluation, Conclusion and Credits. You will not include the Teacher Page for your students.
 4. As you fit the WebQuest to your particular class choose from some of the following references as resources for finding information;
 - <http://www.bls.gov>
 - Once you get to this page go to occupations, on the left side, and click on occupational outlook.
 - In "Search the Handbook" Box on the upper right, type in BLS Kids' Page, then click on teachers guide located on the left side.
 - Scroll down to BLS Kid's page and see the screen with all the careers listed. This is a good spot for your students to explore.

<http://mt.gov/statejobs/statejobs.asp>

Students will find information about jobs in Montana, salaries and benefits.

<http://www.careerjournal.com/>
<http://jobstar.org/tools/career/index.php>
<http://www.salary.com/>
<http://www.acinet.org/acinet/>

5. The Career Challenge WebQuest is enclosed as an example of a WebQuest to use in your classroom or as a model for you to follow when designing your own WebQuest. The WebQuest you develop at the WebQuest homepage will automatically link all the pages for you. If you click on “task”, the task page comes up, if you click on “conclusion,” the conclusion page will come up and so on for each of the pages. For the Career Challenge WebQuest, pressing “Ctrl” and clicking on the wanted section will help you navigate through the document.
- **Focusing Event:** To continue with the Bulletin Board started at the introduction, students will sit down with magazines, newspapers, and other printed resources and be instructed to cut out people, places, or things pertaining to careers to make collages. Students are given a small piece of poster board, scissors, glue and tape. Instruct students to think about what activities and careers they are interested in and what they want to pursue as an adult when they are finished with school.
 - These collages can be used as part of the bulletin board and will help the students as they begin on a WebQuest.
 - **Day 1:** Take students to the computer lab to get started on the WebQuest by the end of the first day.
 - **Day 2:** It will take another full day on the computers for the students to complete the WebQuest.

Conclusion

- **Day 3 & 4:** Students will present a short talk using a visual aid to report their WebQuest findings.

Assessment

- Use the rubric enclosed to evaluate each student as they give their presentation.

Materials

- Grading rubric for assignment
- Computers with Internet access

Resources

Longenecker, Moore, Petty & Palich, 2006. *Small Business Management*
 Smock, L. 2004. *Hospitality Services Food & Lodging Teacher's Resource Guide*
<http://webquest.sdsu.edu>
<http://www.careerjournal.com/>
<http://jobstar.org/tools/career/index.php>
<http://www.salary.com/>
<http://www.acinet.org/acinet/>
<http://mt.gov/statejobs/statejobs.asp>
<http://www.bls.gov>

ASSESSMENT FOR CAREER WEBQUEST

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Participation	Participates minimally to none	Participates but no initiation, below expectation	Participates fully, expected behavior level	Responds often, engaged and active in the process	
Subject Knowledge	Does not demonstrate knowledge of the subject	Knowledge appears to be minimal	Knowledge appears to be obtained from websites	Knowledge appears to be full, from extra reading as well as from the websites	
Neatness and Organization	The work is sloppy and unorganized There is not a logical flow during the presentation	The work is presented in somewhat of an organized fashion	The work is very organized and neat	The work is presented in an organized, neat and clear manner with special effects to enhance the presentation	
Visual Aid	Poor visual aid, cannot read it clearly	Information is partially complete	Visual aid is complete with information present	Explanation is clear and concise, colorful and interesting	