

## Unit: Hospitality and Tourism

# Lesson 6: Introduction Authentic Experience

### Grade Level 10-12

Duration: 50 minutes for introduction, survey and results assignment can be ongoing throughout the unit.

#### National Content Standards - FCS

- 3.1.1 Explore opportunities for employment and entrepreneurial endeavors.
- 10.4.8 Perform appropriate work roles within the sales and marketing division.
- 10.6.5 Demonstrate skills related to promoting and publicizing events.
- 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

#### Objectives

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

- Develop a student survey tool and analyze the results.
- Produce a publication or other creative multimedia work using technology tools and a variety of resources.
- Collaborate with peers and local community leaders to communicate the results to multiple audiences.

#### Introduction

Local business promoters spend time and resources reviewing and marketing points of interest to attract tourism. In the process of identifying the best choices of recreation and leisure activities in a local area, high school students may have a different perspective on what is of interest to visitors from their age group.

In this lesson, students will experience authentic learning by developing and implementing a survey of high school students. They will ask students to recommend the best places to experience and explore for recreation and leisure in their local area. They will use the results to produce a publication, such as a brochure, or other resource to publicize their recommendations. They will distribute their publication to local businesses or recognize the top picks in a method that promotes and recognizes the business or tourist attraction.

#### Body

1. Discuss some of the common sites of interest in the student's local area.
2. Provide publications for students to review that promote local tourist attractions, dining, and lodging recommendations. Ask students to describe who would need this information besides tourists (hosts with out-of-town guests, newcomers moving to the area, visiting consultants or speakers at an event) and where these publications are available (hotel lobbies, grocery stores, counters of shops, restaurants). What other ways are available to find dining, lodging, entertainment information? (bulletin boards, websites, Chamber of Commerce, word of mouth) If the material is free, how do the publications pay for costs?
3. Ask students to find items in the publications that they agree are good recommendations. Is it a good recommendation for elderly people? Would it be easy for someone with small children? Why, why not?
4. Students should identify some differences that would make a recommendation impractical, unsafe or uncomfortable to certain groups. Students can find recommendations in the publications they do **not** find entertaining, valuable, or practical for high school students.
5. Introduce the survey assignment. Have students contribute topics that would be of interest to a high school aged visitor. Examples:

- Most interesting places to explore.
- Restaurant Picks, best burger, best bargain, best atmosphere
- Insider Info
- Best Deals
- Best Day Trips
- Best Shopping, gift ideas and souvenirs

*\*Note to teacher:* For survey topic ideas, check online resources, such as the Tributary “Best of Bozeman” survey, or see the *Hospitality & Tourism Model* information sheet-

6. It may be important to discuss the difference between chain franchises and local businesses. For example, the best bargain in town may be Walmart, but someone from out-of-town probably has a Walmart near their own town also. But they many hot have the particular thrift store your students like to shop in.
7. Decide how the survey will be implemented. The survey could be filled out voluntarily in home room classes, or sent out via the school newspaper with a date that surveys must be returned. The survey could be limited to the FCS classes. However the survey is limited must be specified on the final results.
8. Deliver the survey and compile the results.  
The following are suggested activities to present the results:
  1. A press release to the local newspaper or an article in the high school newspaper.
  2. Printed brochure with recommendations displayed with permission in hotel lobbies, retail counters, and local businesses. Excellent places to request space to distribute are businesses chosen in the student top picks.
  3. Contacting the businesses chosen as top student attractions could be asked in advance if they would like to sponsor an advertisement or special student discount or coupon in the publication.
  4. Create certificates of recognition on a publisher program to present to top student business choices. Students present the certificate to the business owner and utilize a digital camera to photograph the presentation.
  5. Students can post the results on the web, with links to websites featuring the top picks.

Conclusion

Students experience authentic learning by developing and implementing a survey of high school students. They utilize the results to produce a publication, such as a brochure, or other resource to publicize their recommendations. They distribute their publication to local businesses or recognize the top picks in a method that promotes and recognizes the business or tourist attraction.

Assessment

Publication Evaluation	Points Possible	Points Awarded
Neatness	5	
Clarity of Survey Results	5	
Creative Design	5	
Distribution	5	
		Total:

Materials

*Hospitality & Tourism Model* information sheet-

Resources

Tributary: “2005 Best of Bozeman”

<http://www.bozemanonline.com/bestofbozeman2005.php?PHPSESSID=2f1fc99f68849bec341aa9bd7d87b51a>

- The results of the annual Tributary alternative newspaper “Best of Bozeman” survey.