

# TOURISM STUDIES

## SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Tourism Studies.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

**Note:** A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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## BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

### Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

#### 1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

#### 2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

#### 3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

#### 4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

#### 5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

#### 6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

#### 7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

### **Strategies for Developing Student Learning Guides**

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

# CAREER & TECHNOLOGY STUDIES



## SAMPLE STUDENT LEARNING GUIDE TEMPLATE



# WHY TAKE THIS MODULE?



# WHAT DO YOU NEED TO KNOW BEFORE YOU START?



# WHAT

**WILL YOU KNOW AND  
BE ABLE TO DO  
WHEN YOU FINISH?**

- 
- 
- 
- 
- 
- 
- 
- 

# WHEN

**SHOULD YOUR WORK BE DONE?**



# HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

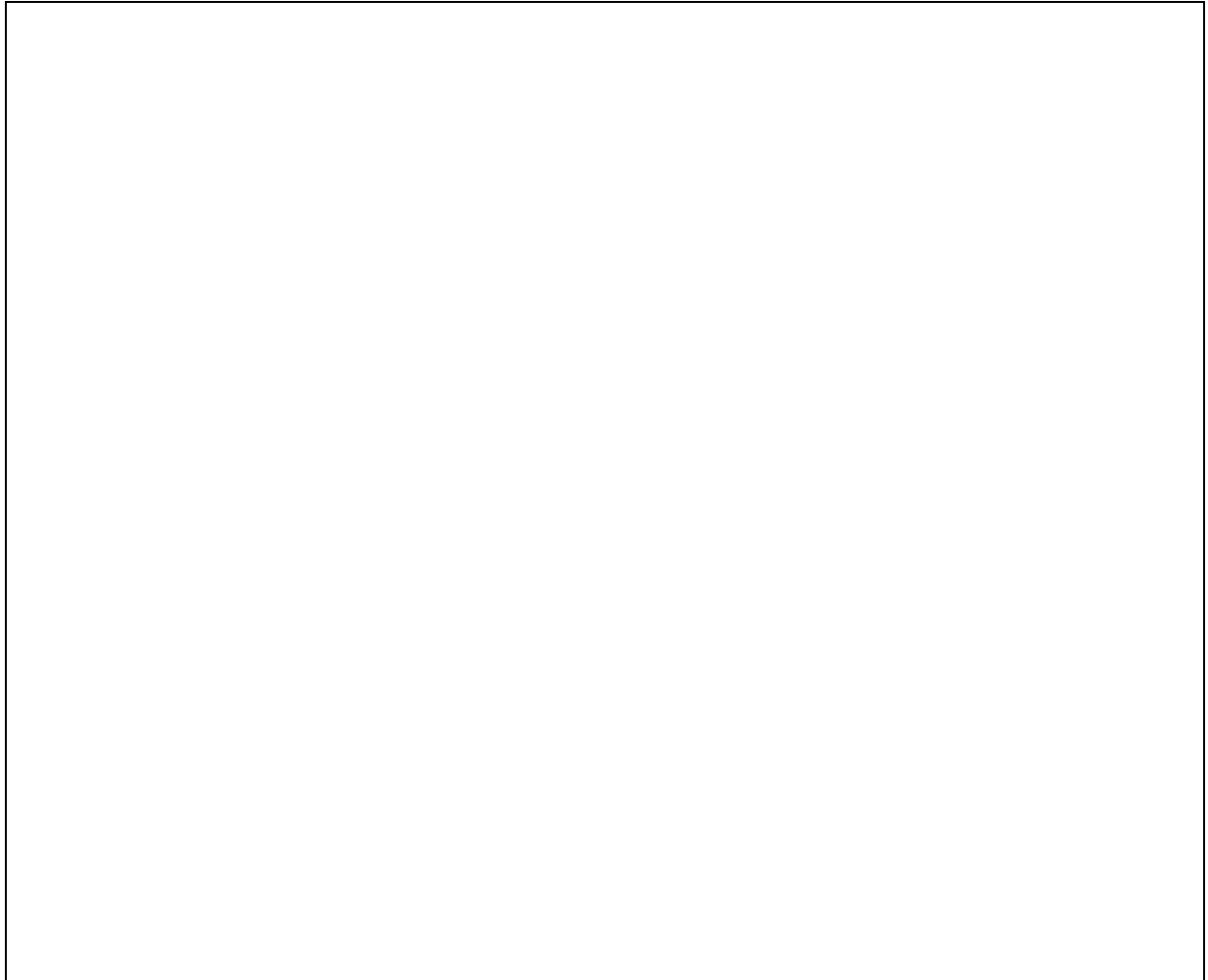


# WHICH RESOURCES MAY YOU USE?



<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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# ACTIVITIES/WORKSHEETS



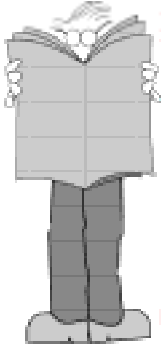
# CAREER & TECHNOLOGY STUDIES

## TOURISM STUDIES

### SAMPLE STUDENT LEARNING GUIDE

#### **TOU1010 The Tourism Industry**

# WHY TAKE THIS MODULE?



- Tourism is predicted to be the largest industry in Alberta by the year 2000 and will provide many of today's students with rewarding careers.
- This introductory module serves as an overview of the industry at the local and provincial level, and investigates many employment opportunities in tourism.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

- There are no prerequisites identified for this module.



# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe the role of business, organizations, labour and government agencies in the tourism industry
- assess the effect different travel motivators have on industry activity
- evaluate local tourism ventures and promotion strategies used to attract visitors
- identify employment opportunities in the tourism industry
- demonstrate basic competencies.

# WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



# TOURISM STUDIES

## TOU1010 The Tourism Industry

### HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate <b>all</b> of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none"><li>• Portfolio (Structure of the industry/travel motivators 40%) (Local tourism 40%) (Employment opportunities 20%)</li><li>• Module Exam 20%</li></ul>	80%



### WHICH RESOURCES MAY YOU USE?



- Howell, David W. *Passport: An Introduction to the Travel and Tourism Industry*
- Timmons, Veronica. *Tourism and Travel: Focus Canada: A Guide to Canada's Tourism Industry and its Careers*
- ATEC Career resource binder (Available to Alberta Best Trainers)
- Local industry personnel

# ACTIVITIES/WORKSHEETS

**UNIT A: STRUCTURE OF THE INDUSTRY/TRAVEL MOTIVATORS**

1. Complete the “Tourism background information” sheet.
2. Complete the Alberta “Trivia Quiz” #1 and #2.
3. Read chapter 1 of *Tourism and Travel: Focus Canada* and answer the chapter 1 questions.
4. Compose your own scenario where your budget is unlimited and you can travel anywhere in the world. Using travel magazines or drawings, prepare a poster that shows your trip, starting in your town and taking your trip, using each sector of the tourism industry somewhere along the way.
5. Using a map of Alberta, complete the “Getting to know Alberta: Name Game”.
6. Read chapter 2 of *Tourism and Travel: Focus Canada* and complete the chapter 2 questions.
7. Complete worksheet 2-4 from page 50 in *Passport* called “Motivations, Needs and Expectations”.
8. Obtain and complete the chapter 1/2 quiz.
9. Using a map of Alberta as a reference, identify the “tourist zones”, “major cities and towns”, “major rivers”, and “major parks”. Go over them once and fill in as many answers as you can, then get an Alberta map and fill in all of the correct responses.
10. Complete: “Alberta Tourism Zone Report”.
11. Read chapter 3 of *Tourism and Travel: Focus Canada* and complete the chapter 4 questions.

**UNIT B: LOCAL TOURISM**

1. Review chapter 2 of *Tourism and Travel: Focus Canada*.
2. Develop a “Marketing and Attraction/Event” worksheet and a “Marketing Strategy/Plan” for a local tourism event.
3. Make a presentation of your tourism event and marketing plan.

**UNIT C: EMPLOYMENT OPPORTUNITIES**

1. Several guest speakers will be called in over the course of this module. For two of the guest speakers, complete a “Guest Speaker Reaction Paper”.
2. Research a tourism career.

**TOURISM STUDIES**

**TOU1010 The Tourism Industry**

**TOURISM STUDIES**

*BACKGROUND INFORMATION*

**NAME:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_ **AGE:** \_\_\_\_\_

1. Why are you taking this course? An answer “for credits” is not appropriate—something must have attracted you to the course—tell me about it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What does tourism mean to you . . . what does it consist of?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Do you have a job (have you had a job)? \_\_\_\_\_

If yes, what was the job and where did you work?

\_\_\_\_\_

4. Where were you born? \_\_\_\_\_

5. If you have lived somewhere other than where you presently live (city, town, province, country), please indicate places and length of time in each.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TOURISM STUDIES**

**TOU1010 The Tourism Industry**

6. If you have travelled on a major trip that would have taken you outside of Canada—please indicate and give details. When, for how long, who travelled with you, how did you travel, etc. How did you enjoy this trip?

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7. List all the places you have been to in Alberta.

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8. List all the places you have been to in Canada—places, not just provinces.

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9. In the past year, what is the furthest point you have been to outside of your city or town. What was your reason for travelling there.

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10. a) What are your career ambitions?

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- A. Where would you eventually like to live? \_\_\_\_\_

**TOURISM STUDIES 10**

*TRIVIA QUIZ #1*

NAME: \_\_\_\_\_

1. What is the provincial flower? \_\_\_\_\_

2. When did Alberta become a province? \_\_\_\_\_

3. What is the population of Alberta? \_\_\_\_\_

4. What is the most important industry? \_\_\_\_\_

5. How many cities are there in Alberta? \_\_\_\_\_

6. Who is the premier of Alberta? \_\_\_\_\_

7. Name the highways which join each of these places:

Medicine Hat – Calgary \_\_\_\_\_

Calgary – Edmonton \_\_\_\_\_

Medicine Hat – Lethbridge \_\_\_\_\_

Banff – Jasper \_\_\_\_\_

Rocky Mountain House – Saskatchewan River Crossing \_\_\_\_\_

Edmonton – Jasper \_\_\_\_\_

Edmonton – Fort McMurray \_\_\_\_\_

Grande Prairie – Edmonton \_\_\_\_\_

**TOURISM STUDIES 10**

*TRIVIA QUIZ #2*

NAME: \_\_\_\_\_

1. What is the highest point of land in Alberta? \_\_\_\_\_
2. What time zone is Alberta in? \_\_\_\_\_
3. What is the minimum age for driving in Alberta? \_\_\_\_\_
4. What is the legal age for consuming alcoholic beverages in Alberta? \_\_\_\_\_
5. In the frontier days, what was Alberta's economy based upon? \_\_\_\_\_
6. Who is Mount Lougheed named after? \_\_\_\_\_
7. On the Yellowhead Highway approximately 70–75 kilometres west of Edmonton you may see a sign with this name:

Yo Wo Ch As  
Outdoor Education Centre  
3 km

What is the origin of this name? \_\_\_\_\_

8. Which US states border Alberta? \_\_\_\_\_
9. Identify five winter recreational activities in Alberta.

_____	_____
_____	_____
_____	_____

# **TOURISM STUDIES**

## **TOU1010 The Tourism Industry**

### *TOURISM STUDIES: MODULE TOU1010 THE TOURISM INDUSTRY*

#### ***ALBERTA Tourism Zone Report***

*You will research and report on one of the 14 tourism zones in Alberta. The zone you have chosen/been assigned is:*

#### **CONTENT**

*The report may either be in the form of a written report or a poster (the poster will have components as well).*

#### ***YOU MUST INCLUDE:***

- 1. A map of Alberta with your zone draw/coloured in.*
- 2. A map of your zone, with major attractions and population centres indicated.*
- 3. A written description of the zone's major attractions (cultural, recreational, natural).*
- 4. A list of the range of visitor services available in that zone (accommodations, food, information).*
- 5. Create a sample advertisement for either the entire zone or for one of its major attractions (radio, TV, brochure, etc.) for the zone from travel information guide, magazines or videos.*

#### **PROJECT 1 CRITERIA:**

<b>POSTER AESTHETICS:</b> <i>(Neat, shows zone map and Alberta map, well-presented, effort shown)</i>	<b>/15</b>
<b>DESCRIPTION OF ATTRACTIONS:</b> <i>(Major attractions in the zone listed, described and identified on the map)</i>	<b>/20</b>
<b>RANGE OF VISITOR SERVICES LISTED:</b> <i>(List of the types of hotels, restaurants and other visitor services available)</i>	<b>/5</b>
<b>SAMPLE ADVERTISEMENT:</b> <i>(Creative, points out positive features of attraction(s), quality workmanship)</i>	<b>/10</b>
	<b>/50</b>

**TOURISM STUDIES**

**TOU1010 The Tourism Industry**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**GUEST SPEAKER REACTION PAPER**

**SPEAKER:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

\_\_\_\_\_

*After each guest speaker's presentation, students must prepare a "Reaction Paper" based on the presentation. The reaction has to include a brief summary of the presentation, followed by personal comments relating to significant points made by the presenter.*

*The following evaluation scale will be used to grade your reaction papers:*

- 5 A well-defined and critically thought-out reaction to the statements made by the presenter.*
- 4 The student has reacted to statements made but limited personal or critical thought has been put into the reaction.*
- 3 A summary of the presentation has been made, but no personal or critical thought has been put into the reaction.*
- 2 The student has made a brief summary of the presentation, but limited effort has been used in completing the objectives of the assignment.*
- 1 The student has made a limited effort in completing the assignment. Summary is poorly described and has grammatical errors.*
- 0 No assignment turned in.*

*This paper should be written neatly on the back of, or attached to, this form. Please use complete sentences and write clearly.*

*This paper is due the next class day following the presentation.*



# CAREER & TECHNOLOGY STUDIES

## TOURISM STUDIES

### SAMPLE STUDENT LEARNING GUIDE

#### **TOU1020 People & Places**

# WHY TAKE THIS MODULE?



- You will examine the impact of tourism on the environment and culture of a destination.
- You will discuss and demonstrate strategies of maintaining and enhancing the well-being of individuals in tourism

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However it is important that you are able to:

- describe the structure of the tourism industry in private and government areas and discuss the impact of this structure
- demonstrate some of the knowledge, skills and attitudes associated with providing quality guest service, including hospitality and communications skills.



# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- analyze the cultural and environmental impact of tourism on tourism destinations
- identify strategies for preserving the cultural and environmental heritage of Alberta
- describe how tourism can promote acceptance and understanding among cultures
- describe strategies used in the industry for maintaining and enhancing the well-being of tourists
- demonstrate basic competencies.

# WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



# HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate <b>all</b> of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none"> <li>• Prepare a presentation demonstrating knowledge of tourists and destinations</li> <li>• Cultural Events Calendar</li> <li>• Field trip analyzing strategies for meeting the needs of various individuals.</li> <li>• Classroom assignments demonstrating awareness and understanding of cultural diversity</li> <li>• Module Exam</li> </ul>	<p>20%</p> <p>20%</p> <p>20%</p> <p>20%</p> <p>20%</p>



# WHICH RESOURCES MAY YOU USE?



- Timmons, Veronica. *Tourism & Travel: Focus Canada: A Guide to Canada's Tourism Industry and its Careers*
- Howell, David W. *Passport: An Introduction to the Travel and Tourism Industry*
- Local tourism business
- Guest speaker
- *Canadian Parks Service Fact Sheet - Bill C-30* (Cat. No. R61-2112-1E ISBN 0-662-16510-1)
- Clean Calgary - Environment Friendly Restaurant Program
- Westworld Alberta - AMA - February 1992 "Vive Le Chauffeur!"
- Nose Creek Museum
- Video - *Steam, Schemes & National Dreams*
- CNIB - pamphlets

# ACTIVITIES/WORKSHEETS

1. Guest Speaker: Manager of a tourism business to discuss environment program and careers.
2. Complete “Tourism and the Environment—Assignment.”
3. Guest Speaker: to discuss local environmental programs. Read background information on recycling.
4. Read “Clean Calgary” and evaluate a local restaurant.
5. Read and complete “Bill C-30.”
6. Teacher discussion on “Code for Environmentally Responsible Tourism.”
7. Collect recent articles on Tourism/Environment related issues. Complete “Evaluating Tourism Ecosystems.”

***Bonus: View “Garbologist”***

## Field Trip

1. TRAINING
  1. Describe the various positions in management.
  2. What training is provided for these and other positions?
  3. Why is training so important?
  4. What other educational incentives are offered?
  5. Describe some of the employee benefits.
  6. What characteristics are looked for in employees?
2. STORE OPERATIONS
  1. Describe some of the holding times for food; why are these important?
  2. What are some significant features of some of the equipment used?
  3. Why is cleanliness so important?
  4. What procedures are followed to make operations more efficient?
  5. What kind of oil is used in the fryers? Why is this significant?

# TOURISM STUDIES

## TOU1020 People & Places

### 3. MEETING COMMUNITY AND PERSONAL NEEDS:

1. Does this business support community projects? Why does the company feel this is an important role to play? In what way does it support events and people?
2. How does this business address the needs of the following groups of people:
  - a. Seniors
  - b. Physically disabled
  - c. Mentally disabled
  - d. Small children
  - e. Parents
  - f. The health conscious
3. What role does “marketing” play for this business?
4. What is this company’s main demographic group?
5. Has the company tried to expand their market share?

### 4. ENVIRONMENT

1. List and describe the steps this company has taken to address environmental issues.
2. How has the media interfered to distort truths in this area?
3. Why is the environment a concern to business?

### TOURISM AND THE ENVIRONMENT—ASSIGNMENT

Choose a tourist business or attraction in any of the regions we have discussed and describe the activities that take place there.

Discuss possible harm to the environment that might occur because of such development in the region.

Suggest ways to solve or prevent the above problems.

Write a letter to that business requesting information on its policies on protection of the physical environment.

Evaluation:	– Introduction: region, business	10
	– Concerns: sensitive areas	20
	– Suggestions:	20
	– Letter:	<u>10</u>
		60

# CAREER & TECHNOLOGY STUDIES

## TOURISM STUDIES

### SAMPLE STUDENT LEARNING GUIDE

#### **TOU1040 The Food Sector**

# WHY TAKE THIS MODULE?



- This introductory level module deals with the food sector from the perspective of the service provider, and the criteria required to give excellent service.
- You will evaluate food service establishments, explain basic food handling services, demonstrate proper food service skills, and adapt service standards to meet the needs of the guests.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Although there are no prerequisites identified for this module, you will need to be able to identify and analyze food service strategies.

Also, *TOU1030: Quality Guest Service* will provide helpful background knowledge to work successfully in this module. Experience in the food service sector will be an asset.



# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- compare a variety of local food establishments, and identify career opportunities in the food sector
- develop satisfactory food service skills
- develop standards and criteria for excellent food service, and modify service to meet guest needs
- demonstrate basic competencies.

# WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.





# ACTIVITIES/WORKSHEETS

## UNIT A: INTRODUCTION TO THE FOOD SECTOR

1. Using resources such as the local Yellow Pages and the local newspaper, and other local promotional materials, identify the “Scope of the Food and Beverage Industry” for your area. Start by making a list of as many food service outlets as possible, then try to classify them into five categories. Include a title page and a table of contents which will describe each of your categories.
2. Read Chapter 7 of *Tourism and Travel: Focus Canada*. Complete Chapter 7 review questions.
3. Using a local or regional newspaper, complete the research project “Employment Opportunities in the Food Sector.” In the “Requirements” column, include any relevant training that may be obtained from an educational institution within Alberta.
4. Participate in a class discussion of the food and beverage industry with an industry person from the community and complete a “Guest Speaker Reaction Paper.”
5. Complete the “Comparing Fast Food Restaurants” worksheet included in your student guide.

## UNIT B: FOOD SERVICE PROCEDURES

1. To begin this unit on food service procedures, consider the food service businesses in your community and try to place them into the following categories of service. Use “Types of Food Service” worksheet and follow the instructions outlined there.
2. On a blank sheet of paper, draw a typical place setting that you would see in a restaurant that has table service. Label all items.
3. Read Chapter 3 of *Dining Room and Banquet Management* and using your own paper, compare the following types of service in chart form:  
– FRENCH                      – RUSSIAN                      – AMERICAN
4. In your notes, list the advantages and disadvantages of each type of service mentioned above.
5. On a blank sheet of paper, draw a diagram of the traditional American Place Setting that includes a soup and salad course. Include a coffee cup in your diagram, correctly positioned, of course.
6. Reach Chapter 4 of *Dining Room and Banquet Management* and complete the review questions 1, 4, 7, 8 and 11. Also answer the following question: What does the term *table maintenance* mean and why is it important? Give an example.

## **TOURISM STUDIES**

### **TOU1040 The Food Sector**

7. Participate in a role play, either with classmates or in a restaurant job-shadowing situation, where you demonstrate the following skills;
  - greet customer, present the menu
  - pour water
  - take order
  - serve courses
  - serve food, dessert or coffee.

You may be evaluated for this activity by your instructor and/or food service industry professional using the Tourism Studies Food Server Skills Evaluation Checklist. Arrange for testing with your instructor.

8. Complete a “Food Service Procedures Quiz” (multiple choice), covering Chapter 3 and Chapter 4 of *Dining Room and Banquet Management*. (This is developed by individual teachers.)

#### **UNIT C: FOOD HANDLING**

1. Read Chapter 2 of *Dining Room and Banquet Management* and complete review questions 1, 4, 7 and 9.
2. Complete a “Sanitation Quiz” (multiple choice), used on Chapter 2 of *Dining Room and Banquet Management*. (This is developed by individual teachers.)

#### **UNIT D: OPERATION OF A FOOD SERVICE BUSINESS**

1. Complete the “Focus Group Activity” for the school cafeteria and discuss your findings within small groups.
2. Complete PROJECT #1: “Restaurant Critique.”
3. Read the handout titled “The Menu” and using the guidelines discussed, design a menu for your own fictional food service business. You must come up with a name for your restaurant as well as a theme. In addition, design a logo that fits with the name and the theme of your establishment. You will be evaluated based on:

Creativity	Elements of the Menu
Appearance	Pricing
4. Complete PROJECT #2: “Designing your own Restaurant.”

## **SCOPE OF THE FOOD AND BEVERAGE INDUSTRY**

**Using resources such as the local telephone book, pamphlets, entertainment guides and your personal knowledge of the food and beverage businesses in the community, make a personal restaurant guide for yourself with the following guidelines:**

- 1. Start** by making a rough list of as many food and beverage businesses you can think of in the area (20–30).
- 2. Separate** (classify) these restaurants into 5 categories:
  1. Fast Food
  2. Family Restaurant
  3. Casual Dining
  4. Formal Dining
  5. Other (your own category).
- 3. List** these restaurants, by category using the sheets provided.
- 4.** When your list is complete, design an attractive cover page and title your book.

**TOURISM STUDIES**

**TOU1040 The Food Sector**

SCOPE OF THE FOOD AND BEVERAGE INDUSTRY

**CATEGORY:** .....

NAME: AREA: PHONE:	FEATURES:
NAME: AREA: PHONE:	FEATURES:
NAME: AREA: PHONE:	FEATURES:
NAME: AREA: PH.#	FEATURES:
NAME: AREA: PHONE:	FEATURES:

**TOURISM STUDIES**

**TOU1040 The Food Sector**

**TOURISM STUDIES**  
**Module TOU1040 The Food Sector**

**EMPLOYMENT OPPORTUNITIES IN THE FOOD SECTOR**

1. On the table below, record 10 employment opportunities you find in your local newspaper or other area newspapers. Fill in as much detail as is provided in the ad. If information is not provided, include your own assumptions (in parentheses or different colour). Paste the ad on the back of this sheet.
2. Select one of the job openings below and write a cover letter, stating the qualities you have that prove you are perfect for this job.

<b>Date</b>	<b>Job Title</b>	<b>Name of Business</b>	<b>Requirements</b>	<b>Benefits/Advantages</b>

## **TOURISM STUDIES**

### **TOU1040 The Food Sector**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### **GUEST SPEAKER REACTION PAPER**

**SPEAKER:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

\_\_\_\_\_

*After each guest speaker's presentation, students must prepare a "Reaction Paper" based on the presentation. The reaction has to include a brief summary of the presentation, followed by personal comments relating to significant points made by the presenter.*

*The following evaluation scale will be used to grade your reaction papers:*

- 5 A well-defined and critically thought-out reaction to the statements made by the presenter.*
- 4 The student has reacted to statements made but limited personal or critical thought has been put into the reaction.*
- 3 A summary of the presentation has been made, but no personal or critical thought has been put into the reaction.*
- 2 The student has made a brief summary of the presentation, but limited effort has been used in completing the objectives of the assignment.*
- 1 The student has made a limited effort in completing the assignment. Summary is poorly described and has grammatical errors.*
- 0 No assignment turned in.*

*This paper should be written neatly on the back of, or attached to, this form. Please use complete sentences and write clearly.*

*This paper is due the next class day following the presentation.*

**TOURISM STUDIES****TOU1040 The Food Sector****TOURISM STUDIES****COMPARING FAST FOOD RESTAURANTS**

1. State your observations for each of the following areas of the restaurants we visited yesterday. Try to draw comparisons and find differences between the two wherever possible. Use point form, but make your answers complete. Responses such as “Good Service” and “Bad Service” are unacceptable; you must be more specific.
2. Make up two of your own categories as well and compare the restaurants according to those as well.

<b>COMPARE</b>	<b>RESTAURANT #1</b>	<b>RESTAURANT #2</b>
SEATING		
CLEANLINESS		
ATMOSPHERE		
SERVICE		
PRODUCTS		
STAFF KNOWLEDGE		
STAFF APPEARANCE		
STAFF ATTITUDE		

**TOURISM STUDIES**  
**TYPES OF FOOD SERVICE**

There are several very distinct types of food service throughout the food industry. For example, at Subway you stand behind the glass as your sandwich is prepared for you, while at the Beefeater, you are waited on by a food and beverage server.

1. Given the following categories, describe what you think is the main service characteristic of each. In other words, what is “fast food service” and what does it look like?
2. Give examples of local restaurants you feel would fit in to each of these categories.

<b>TABLE SERVICE</b>	<b>CAFETERIA SERVICE</b>
1.	1.
2.	2.
<b>BUFFET SERVICE</b>	<b>FAMILY SERVICE</b>
1.	1.
2.	2.
<b>TRAY SERVICE</b>	<b>FAST FOOD</b>
1.	1.
2.	2.

# TOURISM STUDIES

## TOU1040 The Food Sector

### TOURISM STUDIES FOOD SERVER SKILLS OBSERVATION CHECKLIST

TOUFSS

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Module/Project: \_\_\_\_\_

Date: \_\_\_\_\_

TASK	OBSERVATION/RATING					
Set Table for Chosen Service	4	3	2	1	0	N/A
Carry Tableware and Product	4	3	2	1	0	N/A
Take Orders	4	3	2	1	0	N/A
Place Orders	4	3	2	1	0	N/A
Apply Appropriate Service	4	3	2	1	0	N/A
Ensure Guests are Enjoying their Meal	4	3	2	1	0	N/A
Presents Guests with Cheque	4	3	2	1	0	N/A

**STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES**

#### Rating Scale

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

#### TASK CHECKLIST

*The student:*

##### Set Table for Chosen Style

- ensures chosen service style is correct
- positions tableware and utensils properly

##### Carry Tableware and Product

- carries tableware efficiently and safely
- carries product efficiently and safely
- adheres to house procedures

##### Take Orders

- demonstrates detailed knowledge of menu and food items
- takes orders accurately, in proper order (age/gender) and in a polite manner
- organizes orders according to house procedures

##### Place Orders

- places orders accurately/ politely
- places orders in an effective/efficient manner
- organizes orders according to house procedures

##### Apply Appropriate Service

- provides appropriate service based on style chosen
- serves guests in proper order (age/gender)
- serves food/beverage from proper side
- removes empty plate properly
- serves efficiently, accurately, politely, follows house procedures

##### Ensure Guests are Enjoying their Meal

- inquires if the guests are enjoying their meal
- asks if additional service is required
- provides additional service as required
- repeats procedures at appropriate times

##### Presents Guests with Cheque

- makes presentation in a courteous manner
- takes/processes payment as required by house procedures
- provides parting greeting in an appropriate and courteous manner

#### REFLECTIONS/COMMENTS



## **TOURISM STUDIES**

### **TOU1040 The Food Sector**

3. Would you be willing to pay more for existing items?

4. If new items were introduced, what would be the price you would be willing to pay?

## **THE FOOD AND BEVERAGE INDUSTRY**

### *MAJOR PROJECT: PROJECT 1: RESTAURANT CRITIQUE*

Choose a place to eat out, such as an ethnic restaurant, a coffee shop or the school cafeteria.

You are assuming the role of a food critique for the Tourism 10 Daily Herald newspaper. I am your editor and here are your instructions for your assignment.

1. Complete the planning form. Complete transportation form (to be signed by your parents/guardians) if you will be driving with a fellow student.
2. From your restaurant experience, develop 10 questions to evaluate a restaurant. List these questions on a sheet of paper and leave enough room to write in information. I will review the questions with you before you use them for your project. Take this sheet with you to the restaurant.
3. Use your responses to these questions, along with any other personal observations, to compose a concisely written newspaper article (typed or neatly handwritten) 200–300 words.
4. Your grade will be based on the following:
  - A. Evaluation of food service,
  - B. Completed and handed in Worksheet,
  - C. Neatness and grammar of report,
  - D. Oral Presentation of report.

**THE MENU**

Menu is the function of the restaurant—all other factors depend on it.

**Requirements:**

- needs to be balanced, nutritious and varied
- what the customers are likely to want, and not just what you think they should have.

**Presentation:**

- written menu creates the first impression about what you offer, your range of offerings, and selling prices
- the sense of satisfaction for receiving value for money from food offering
- menu should reflect the style and theme of your restaurant
- printed menus are expensive—some restaurants use the blackboard style
- food costs rise, menus have to be changed—don't have fancy menus that will have to be redone
- menu descriptions are generally short and descriptive
- menus with too many pages intimidate customers
- if you advertise fresh fruit and vegetables, make sure they are fresh.

**Purchasing:**

- the menu has a direct impact on the purchasing requirements and practices; e.g.: steaks—what grade, size and specific cut is needed; how will they be purchased (fresh or frozen); how will they be stored
- accompanying items such as potato, vegetable, salad, garnish:
  - what is the source
  - will they be served with sour cream, chopped chives, etc.
  - will bread be served
  - what type of bread, homemade, buns, sliced, etc.

## **TOURISM STUDIES**

### **TOU1040 The Food Sector**

**Soups:** liquid food made from broth of meat, poultry, seafood or vegetables. Traditionally served as a complete filling meal, however, in North America is regarded as an appetizer that precedes a main course.

Most soups are served hot, however there are exceptions such as jellied consommés, vichyssoise and gazpacho.

Types of soups:

- clear soups
- thick soups
- specialty soups
- cold soups.

**Entrees:** the main course. Consists of either meat, poultry, seafood and a vegetable (potato and vegetable), or a vegetarian dish.

The theme of the restaurant can be fully developed through the entree.

**Desserts:** Can vary depending on the type of main course which is offered. Assists in ending a satisfying meal.

Types:

- Cakes
- Pies
- Pastries
- Cream desserts.

## **PROJECT 2: DESIGNING YOUR OWN RESTAURANT**

**Using the name and menu you created in your last assignment, you are going to go one step further and design the restaurant. Complete each of the following steps to be successful:**

1. You already have the name, logo and menu for your restaurant, now you must create the floor plan. This does not have to be blueprint quality, rather a poster outlining how you plan to position the walls, food preparation area, dining area, washrooms and other fixtures.
2. How will you ensure guest satisfaction at your restaurant? To answer this, develop criteria for excellent service (use ALBERTA BEST service as an example). Develop a written service strategy using the following headings:
  1. **Seating:** When are guests satisfied/dissatisfied with where they are sitting or the seating arrangements themselves? What is your strategy for dealing with guests with special requirements?
  2. **Cleanliness:** When are guests satisfied/dissatisfied with the cleanliness of the restaurant? What is your strategy for dealing with guests with complaints? How will you follow up on these complaints?
  3. **Atmosphere:** When are guests satisfied/dissatisfied with the mood or atmosphere in a restaurant? This is key to your service strategy because it relates directly to the people who work for you. How will you maintain the mood you want in your restaurant? What training will your staff undertake to ensure this?
  4. **Service:** When are guests satisfied/dissatisfied with the service? This also relates directly to the people who work for you. How will you maintain the level of service you need in your restaurant? What training will your staff undertake to ensure this level of service?
  5. **Food and Beverage Products:** When are guests satisfied/dissatisfied with the food or drinks? How will you want your staff to deal with problems with the food? What training will your staff undertake to ensure that the quality of the food is kept at your standards?
3. Develop a sample advertisement for your restaurant. Be creative!



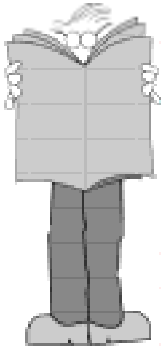
# CAREER & TECHNOLOGY STUDIES

## TOURISM STUDIES

### SAMPLE STUDENT LEARNING GUIDE

#### **TOU1060 The Travel Sector**

# WHY TAKE THIS MODULE?



- In this module you will research a variety of travel services, demonstrate knowledge of basic travel information and promotion skills and investigate career opportunities in the travel sector.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, to work successfully in this module you should be able to:

- describe travel motivators and their effect on the travel industry
- appreciate the importance of providing professional service
- practice basic skills essential to providing guest services including effective communication and problem-solving skills.



# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe travel services available to the traveller in Alberta
- develop strategies for addressing visitor inquiries
- provide basic travel and transportation information to the traveller in Alberta
- identify employment opportunities in the travel sector
- demonstrate basic competencies.


# WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



# HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE	
<ul style="list-style-type: none"> <li>In practical or written format you need to demonstrate the ability to apply knowledge of the travel sector:               <ul style="list-style-type: none"> <li>chapter questions</li> <li>other written assignments</li> <li>module quiz</li> </ul> </li> </ul>	50%	
<ul style="list-style-type: none"> <li>Prepare a travel promotion package for the local tourism area including maps, facilities, services</li> </ul>	30%	
<ul style="list-style-type: none"> <li>Research employment opportunities in the travel sector considering job profiles, wages and education.</li> </ul>	20%	

# WHICH RESOURCES MAY YOU USE?

- Timmons, Veronica. *Tourism and Travel: Focus Canada: A Guide to Canada's Tourism Industry and Its Careers*, 4th Edition
- Howell, David W. *Passport: An Introduction to the Travel and Tourism Industry*, Canadian Edition
- Alberta Tourism Education Council – resource book
- Travel Alberta – tourism destination region association information

# ACTIVITIES/WORKSHEETS

- Read and complete chapter questions for one of the following chapters in *Tourism and Travel: Focus Canada*.
  - Chapter 4: “Transportation: Take off with the Airlines,” questions p. 105
  - Chapter 5: “Transportation: Rail, Auto, Bus and Cruise Ship,” question p. 135
  - Chapter 10: “Packaged Travel: The Tour Operator,” questions p. 269
  - Chapter 11: “Selling Travel: The Travel Agent,” questions p. 285

## **TOURISM STUDIES**

### **TOU1060 The Travel Sector**

2. Complete “Types of Travel/Transportation.” You may have to use other chapters in the text to research this.
3. Complete “Types of Travel Services.”
4. Complete “Airport Tour.”
5. Research and complete “Careers Chart.” Use ATEC resource book or career reference centre.
6. You are a travel information counsellor planning out tours for various situations. Divide up into pairs and plan one of the following to role play and present in class on \_\_\_\_\_. Use “Travel Sector Case Study” as your outline.
  - Tour Comparison—(see your teacher for brochures)
  - The Tour—For one of the case studies provided, use one of Alberta’s tourism destination regions as the destination
  - The Cruise—Part A and B
  - Sightseeing Tour—design for your location. This section is in two parts:
    - the package           Due: \_\_\_\_\_
    - presentation in class   Due: \_\_\_\_\_
7. Career Opportunities: Complete “Employment Opportunities in the Travel Sector.”
8. Module Quiz. (This is developed by individual teachers.)

**TOURISM STUDIES****TOU1060 The Travel Sector****TYPES OF TRAVEL TRANSPORTATION**

<b>Type</b>	<b>Airlines</b>	<b>Rail</b>	<b>Bus</b>	<b>Car</b>	<b>Recreational Vehicles</b>
<b>Description</b>					
<b>Disadvantages</b>					
<b>Advantages</b>					
<b>Alberta Companies</b>					
<b>Describe type of person using this mode of travel</b>					

**TOURISM STUDIES****TOU1060 The Travel Sector****TYPES OF TRAVEL SERVICES**

Name: \_\_\_\_\_

Total: \_\_\_\_\_ / 20

Call AMA, travel agents, local zone for examples.

	Services Provided	Alberta Examples	Advantages/Disadvantages to Using This Service
Travel Agencies— p. 275 in <i>Focus Canada</i>			
Tour Companies— p. 257 in <i>Focus Canada</i> (Independent Tour Companies)			
Transportation Companies— p. 73, 107 (Chapter 4, Chapter 5) in <i>Focus Canada</i>			
Travel Information Centres (call local information centre to ask what they provide)			
Local Tourism and Convention Bureaus— call local Chamber of Commerce and/or tourism office to ask what they provide			

**TOURISM STUDIES**

**TOU1060 The Travel Sector**

**AIRPORT TOUR**

You are going on vacation to another country on an escorted tour. When you take the airport tour, list all the people you would interact with as a passenger and what they would do to get you to your destination.

Ground Transportation \_\_\_\_\_  
\_\_\_\_\_

Airline Ticket Counter \_\_\_\_\_  
\_\_\_\_\_

Dining Room/Cocktail Lounge \_\_\_\_\_  
\_\_\_\_\_

Bank/Money Exchange Services \_\_\_\_\_  
\_\_\_\_\_

Security Check \_\_\_\_\_  
\_\_\_\_\_

Passenger Lounge/Departure Gate \_\_\_\_\_  
\_\_\_\_\_

In-flight Crew \_\_\_\_\_  
\_\_\_\_\_

From your observations, do you think that any of the facilities/services/interactions could be improved?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be prepared to discuss in the next class.

**TOURISM STUDIES****TOU1060 The Travel Sector****CAREERS CHART**

Name: \_\_\_\_\_

Total: \_\_\_\_\_ / 50 marks

List at least 10 different careers in either transportation or travel agency areas of the travel sector and complete the following:

(You may make a poster display or do a series of interviews for this project.)

<b>Career</b>	<b>Description</b> (training, tasks performed, pay, job prospects, etc.)	<b>Advantages and Disadvantages</b>

**TRAVEL SECTOR CASE STUDY**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Total: \_\_\_\_\_ / 100

Using the following outline prepare a travel package for one of the case studies in your module.

- Tour Comparison
- The Tour
- The Cruise
- Sightseeing Tour.

Prepare to present your package to the client in a role play situation. The client should prepare additional questions to ask or questions to clarify information.

The Package

1. Brief introduction or description of the trip. /10
2. A detailed itinerary including dates and times of arrival, planned excursion, departure times. /20
3. Details of transportation: /10
  - to and from destination
  - at the destination; e.g., taxi, bus, LRT
  - cost of transportation
  - maps outlining routes.
4. Accommodation details: /10
  - location
  - services (include brochures)
  - cost.
5. Attraction details (include brochures) /10
  - location, description, cost.
6. Identify and explain basic regulations for the area; e.g., /10
  - liquor regulations
  - provincial and national parks regulations
  - camping regulations
  - hunting/fishing regulations.

TOTAL /70

## **TOURISM STUDIES**

### **TOU1060 The Travel Sector**

#### The Presentation

Role play the presentation of your package to a client and consider the following:

1. Did you introduce the package and give an overall perspective of it? /2
  2. Did you consider your client's needs, wants and expectations? /3
  3. Was your package complete; did you miss anything? /2
  4. Did you present your package in an exciting pleasing way? /3
  5. Did you use appropriate communication techniques? /10
    - eye contact
    - nonverbal gestures
    - open, appropriate posture
    - use of visuals.
  6. Problem-solving techniques—were you able to answer and solve your clients concerns and questions? /5
  7. Were you able to accurately explain all the symbols, times, map directions, etc. in your package? /5
- TOTAL /30

# TOURISM STUDIES

## TOU1060 The Travel Sector

### TOUR COMPARISON

#### Tour: Canada—Winter

Role: You are a travel agent

Resources: Two tour brochures (same destination)

Situation: A couple in their thirties are sitting at your desk. They want a winter ski vacation in Canada. They have around \$2,000 each to spend (includes spending money) and want a packaged tour (transportation, transfer, accommodation, ski-lift included if possible). They like fine dining and want a resort destination with shopping and nightlife. Departure: January or February for 10 days.

	Tour 1	Tour 2
Destination	_____	_____
Transportation	_____	_____
Transfer	_____	_____
Accommodation	_____	_____
Ski package includes:	_____	_____
Price	_____	_____
Nightlife available	_____	_____
Shopping	_____	_____
Other activities	_____	_____

Which tour would suit your clients better and why? \_\_\_\_\_

## **TOURISM STUDIES**

### **TOU1060 The Travel Sector**

#### **THE TOUR**

You are going to go into the Gofar Travel Company to find out information on a tour you want to take. If you find the travel agent gives you good service and is knowledgeable you can book the tour with him/her. You wish to take a trip to one of the Alberta tourism destination regions (your choice of region) over the spring break with your family of four (two children). You will need accommodation for one week.

Tour: \_\_\_\_\_

Date: \_\_\_\_\_ No. in Party: \_\_\_\_\_

Who is going with you? \_\_\_\_\_

Write down on a separate sheet of paper what you want to know about the:

- tour
- destination(s)
- climate and dress requirements
- accommodation
- activities
- types of people you would be with
- tour escort
- other.

(Hand in to instructor afterwards.)

After you have done this role play with your partner (the travel agent), be prepared to discuss how he/she handled you during the role play. Would you make the booking now, or look for another agent?

## **TOURISM STUDIES**

### **TOU1060 The Travel Sector**

#### **THE CRUISE**

##### **(Part A)**

You are going to go into the Gofar Travel Company to find out information on a cruise you want to take. If you find the travel agent gives you good service, and is knowledgeable, you can make the booking (don't give the agent your down payment though!).

Cruise: \_\_\_\_\_

Dates: \_\_\_\_\_ No. in Party: \_\_\_\_\_

Who is going with you? \_\_\_\_\_

Write down on a separate sheet of paper what you want to know about the:

- cruise ship
- destination(s)
- climate and dress requirements
- activities on-board ship
- land excursions
- visa requirements.

(Hand this in to instructor afterwards.)

After you have done this role play with your partner (the travel agent), be prepared to discuss how he/she handled you after the role play.

Would you make the booking now, or try another agent?

**TOURISM STUDIES**

**TOU1060 The Travel Sector**

**(Part B)**

Role: You are a travel agent

Resources: Two cruise brochures

Situation: A couple (mid-forties) comes into your agency. They want to take their parents on a cruise as a gift for their 50<sup>th</sup> wedding anniversary in June. They want to go to Alaska for a week. Money is no object for this once-in-a-lifetime event. They will be leaving from Vancouver, British Columbia so many require transportation and one night's accommodation there.

	Tour 1	Tour 2
Cruise line	_____	_____
Number of passengers	_____	_____
Accommodations (you choose type)	_____	_____
Ports of call	_____ _____ _____	_____ _____ _____
Activities: (on board)	_____ _____	_____ _____
Other services	_____ _____	_____ _____
Dates available	_____	_____

Which tour would suit your clients better and why? \_\_\_\_\_

## **TOURISM STUDIES**

### **TOU1060 The Travel Sector**

#### **SIGHTSEEING TOUR**

**Design a Sightseeing Tour** (in groups of three to five)

Discussion: 30 minutes

Presentation: 5 minutes

Choose an area of your town/city/community that you would like to design a NEW 3-hour sightseeing tour to:

Examples: walking tour of historic buildings  
agricultural tour  
art tour  
plant stores tour  
market tour  
shopping tour  
bicycling tour

Be as creative as you wish. The tour should not already exist in your community.

Now put the tour together:

1. Where are your target markets?
2. Describe your tour step-by-step:
  - time it out
  - how frequently will it be offered?
3. Who is involved? (need permission from?)
4. Cost out the tour.
5. How will you reach your target markets?
6. What will your advertising strategies be?

You have five minutes to present your tour to the class.

**TOURISM STUDIES**

**TOU1060 The Travel Sector**

**TOURISM STUDIES**  
**Module TOU1060 (The Travel Sector)**

**EMPLOYMENT OPPORTUNITIES IN THE TRAVEL SECTOR**

1. On the table below, record 10 employment opportunities you find in the local or other area newspapers. Fill in as much detail as is provided in the ad. If information is not provided, include your own assumptions (in parentheses or different colour). Paste the ad on the back of this sheet.
2. Select one of the job openings below and write a cover letter, stating the qualities you have that prove you are perfect for this job.

<b>Date</b>	<b>Job Title</b>	<b>Name of Business</b>	<b>Requirements</b>	<b>Benefits/Advantages</b>

