

## Course Plan

## Burnaby Online Program – School District #41 Burnaby

Course: Tourism 12

Course Length: 10 months (approx 100 hours)

Teacher:

Email:

Phone:

### **Course Description:**

Tourism 12 is a four-credit course comprised of four units: Travel Planning, Tourism Operations, The Business of Tourism, and Tourism Industry Experience. Although there is no textbook associated with the course, a variety of online resources are incorporated into the work of Tourism 12. Assignments may be presented in a variety of formats and are submitted on line. All work is practical, yet engaging. Students exchange ideas through asynchronous discussions. These conversations are lively and appealing. Certificate and work experience opportunities are available.

### **Learning Outcomes:**

#### **Tourism 12 Unit 1: Travel Planning**

##### **Unit Overview**

Tourism is a major sector in Canada and around the world. Students will set their sights on global tourism destinations and plan package tours to some of those destinations. They will analyse how events and trends can impact travel and the tourism sector and how factors such as geography attract people to certain locations. They will study the First Nations cultural tourism picture in BC and examine the important role it plays in the provincial tourism sector.

*It is expected that students will:*

##### **Tourist Destinations**

- analyse the trends and global events that influence the tourism sector
- identify major world tourist destinations
- analyse how travel motivators influence destination selection
- identify the features that attract visitors to destinations
- describe the role of different levels of government in maintaining and encouraging tourism
- analyse the effects of marketing on visitors
- discuss the economic benefits of tourism on the local community
- examine trends and how they affect four or more industries of the tourism sector
- analyse the impact of current global events on tourism markets
- research and design a major trip to a country outside Canada
- use research and information management skills to identify, collect, and document information required for planning a trip outside Canada
- identify the information and documentation required by international travellers
  - suggest travel alternatives
- describe language, customs and culture, currency, food in the country of choice
- identify three major cities or regions and local tourist Attractions

##### **Tourism Products**

- describe the impact geography has on travellers
- identify the different provinces of Canada and what each has to offer the tourist
- identify the Pacific Rim countries and what each has to offer the tourist
- design a multi-day package tour
- analyse typical package tours and how they meet different customer interests
- identify package tour options, for example, those that focus on cruises, sports, culture
- identify the contents of a package tour, for example, accommodations, length of stay, meals
- create a brochure or mini trade fair to market a package tour to a specific group

##### **First Nations Role in BC's Tourism Industry**

- analyse how BC First Nations cultures and traditions have a role in BC's tourism sector
- identify common elements and values that contribute to the First Nations culture
- review and understand the terminology related to First Nations culture
- identify the range of First Nations cultural tourism activities

- discuss the benefits and drawbacks involved with the development of First Nations cultural tourism

## **Tourism 12 Unit 2: Tourism Operations**

### **Unit Overview**

In order for students to understand the role they might play as an employee in a tourism workplace, they should understand how various systems work and how the parts are interconnected. Students will review the various types of organizational structures and focus on one example of a hotel or food service operation. Valuing safety, dealing with security issues, and responding to emergencies are part of this unit because proper responses are dependent upon employees being fully informed, communicating with co-workers, and knowing how to respond within the organizational structure of the organization.

*It is expected that students will:*

### **Operating Systems**

- analyse characteristics of effective operating systems in a number of the five industries of the tourism sector
- describe the characteristics of an effective operating system
- explain the interdependence of departments within an organization
- identify the methods of communication among the components of the organization's operating system
- explain the effects of communication breakdown

### **Organizational Structures**

- chart the organizational structure and describe departmental relationships and duties within one tourism industry
- identify the different types of hotel/motel management
- classify hotels and motels according to their use, location, and cost
- classify room types
- identify various types of rates
- demonstrate reservation and registration procedures
- OR
- describe the basic operations of a small food service operation
- practise safe and sanitary food handling methods
- examine menus, portion control, food choices, table settings
- practise techniques for dining services

### **Valuing Safety**

- explain what it means to *value* safety in the tourism workplace
- describe how to keep the worksite safe
- identify workplace traffic guidelines
- identify safe lifting, pulling, and pushing practices
- identify WHIMIS hazard symbols
- analyse a Material Safety Data Sheet (MSDS)
- make a statement about their personal decision to work safely
- describe workplace health and safety rights and responsibilities of employers, supervisors, and workers in the tourism workplace
- identify sections of the *Employment Standards Act* that relate to safety issues
- examine the Workers Compensation Guide for Young Workers Package
- recognize potential hazards in the tourism workplace
- suggest examples of potential hazards in the home, school, community, and workplace
- discuss what precautions can be taken to prevent these potential hazards from becoming disasters for themselves or others and how they could keep a worksite safe

### **Security and Responding to Emergencies**

- identify security procedures that are found in the tourism workplace
- identify security and emergency problems
- identify fire safety information and symbols for common classes of fire
- list the steps in preparing for emergencies
- list the steps in responding to emergencies

## **Tourism 12 Unit 3: The Business of Tourism**

### **Unit Overview**

This unit introduces students to the importance of numeracy skills in the tourism workplace. The purpose of this section is not to run a math class, but to help students see how numeracy skills are required and applied in typical tourism workplaces and obtain some practice in using these transferable skills in the classroom. Students will also be introduced to a wide variety of company policies and procedures that they

will be expected to follow in order to meet the expectations of tourism businesses. Finally students will be introduced to the concept of entrepreneurship as it relates to the tourism sector and have a look at how transferable skills align with those of entrepreneurs.

*It is expected that students will:*

### **Numeracy Skills**

- perform tasks requiring numeracy skills in the tourism sector
- explain why numeracy skills are important in the tourism sector
- give examples of each type of numeracy skill that is used in the tourism sector:
  - money math
  - numerical estimations
  - scheduling or budgeting and accounting math
  - measurement and calculation math
  - data analysis math
- demonstrate common methods of receiving customer payments
- process various forms of customer payments
  - enter amounts into cash register
  - receive payments
  - make change
  - total accounts and bills
  - handle foreign currency
  - calculate prices using formulae
  - balance daily cash
  - calculate tips to other staff members
  - process cash payments
  - process traveller's cheques
  - process credit/debit card payments
  - process tabs and accounts
- describe the inventory control process
- define what inventory is
- identify reasons for inventory control

### **Company Policies and Legislation**

- illustrate what is meant by “meeting the expectations of the workplace”
- explain what employers expect of employees
- explain employer standards
- discuss how employees can strive to provide quality products and services that meet or exceed company standards
- explain what it means to be conscientious
- assess the importance of legislation pertaining to employment in the tourism sector
- list and describe company policies for staff conduct
- demonstrate awareness of legal rights and responsibilities
- analyse liability issues found in the tourism sector

### **Entrepreneurship**

- analyse the characteristics of successful entrepreneurs
- compare and contrast the differences between managers and entrepreneurs
- compare the skills of successful entrepreneurs with transferable skills
- identify the spirit of entrepreneurship in the local tourism sector analyse personal interest in and suitability for entrepreneurship
- describe the risks and rewards of entrepreneurship
- describe personal entrepreneurial characteristics
- report on own strengths and interest in becoming an entrepreneur

### **Promoting the Tourism Industry**

- describe the employee's role in promoting tourism
- explain why it is important to promote the tourism sector and the company
- explain the importance of company and product knowledge
  - identify sources of tourism information
  - identify required company knowledge
- list ways to promote products and services in the area, zone/region, province, and country
  - list ways to promote the products and service of the company

- promote the tourism sector and the company
- describe three selling techniques:
  - suggestive selling
  - up-selling
  - cross-selling
- demonstrate selling techniques

## **Tourism 12 Unit 4: Tourism Industry Experience**

### **Unit Overview**

Students must be given the opportunity to practise and demonstrate their skills, attitudes, and tourism knowledge in workplace settings. In keeping with ministry work experience courses, the goals for Tourism Industry Experience should help students

- connect what they learn in the classroom with the skills, knowledge, and attitudes needed in the workplace
- gain the knowledge, skills, and attitudes needed to be successful in the world of work
- develop job readiness skills for specific occupations and careers
- understand the similarities and differences in behaviour standards between the workplace and school

*It is expected that students will:*

### **Preparation for Tourism Industry Experience**

- use job search skills for work
- experience placements
- commit time and energy to the job search
- use professional resumés as part of the work experience placement process

### **Community-based Application of Attitudes, Skills, and Tourism Knowledge**

- demonstrate the positive attitudes required of the tourism professional
- demonstrate positive attitudes such as
  - self-esteem and confidence
  - professional appearance
  - respect for others
  - honesty and ethical behaviour
  - confidentiality
  - initiative
- utilize the tourism knowledge required of the tourism professional
- demonstrate their knowledge about tourism, including
  - knowledge of the five tourism industries
  - sustainable tourism guidelines
  - the economic impact of tourism
  - factors affecting tourism in the local area
  - organizational structures in the tourism industry where they will be working
  - how to promote the tourism sector
- use selling techniques (e.g., suggestive selling, up-selling, cross-selling)
- demonstrate knowledge of safe work practices in the workplace
- demonstrate safe work practices, including
  - workplace traffic guidelines
  - safe lifting, pulling, and pushing practices
  - knowledge of WHIMIS hazard symbols
  - use of a Material Safety Data Sheet (MSDS)
  - knowledge of security and emergency problems
  - knowledge of fire safety information such as fire exits, alarms, and first-response personnel
  - knowledge of symbols for common classes of fire
  - the steps in preparing for emergencies
  - the steps in responding to emergencies
- health and safety issues such as ergonomics, air quality, work space

### **Reflection on Tourism Industry Experience**

- analyse the impact of work
  - experience on their career plans
- update Portfolio emphasizing acquired skills and experience

- identify opportunities of interest to support their career

**How will your mark be calculated?**

<b>Assignments</b>	<b>85%</b>
<b>Engagement</b>	<b>15%</b>
<b>Unit</b>	

**Students are expected to:**

- contact the teacher by instant messaging, email or phone when help is needed or questions arise
- be actively engaged and submitting work on a regular basis
- inform the teacher when they will be inactive for two or more weeks.
- be aware that if they are inactive in a course for four or more weeks they may be removed from that course
- check their email at least twice a week
- create and submit completed solutions for all activities in the unit/chapter before requesting a test.
- cite all sources properly
- answer in their own words
- check that their work and tests have been marked.
- make time available to come in to Burnaby Online to write tests.
- make appointments to write tests at least 2 school days in advance.