

Trends in the Hospitality & Tourism Industry

Media Type: Microsoft® PowerPoint® Presentation

Duration: 48 slides

Goal: To identify and understand trends and issues within the hospitality and tourism industry.

Description: Students will be able to identify and understand local and regional trends and issues within the hospitality and tourism industry. Students will also design a product which could be utilized by hospitality and tourism industry consumers.

Objectives:

1. To design a customized product for the hospitality and tourism industry.
2. To identify local and regional trends and issues in the hospitality and tourism industry.



Hospitality & Tourism Career Cluster (HT)

Cluster	Standard
	Describe the key components of marketing and promoting hospitality and tourism products and services.
	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy.
	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
	Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.
	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
Lodging Career Pathway (HT-LOD)	Use various communication technologies to accomplish work tasks in lodging facilities.
	Describe the role and responsibilities of lodging managers.
Recreation, Amusements & Attractions Career Pathway (HT-REC)	Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.
	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.
	Develop marketing strategies for recreation, amusement and attractions venues.
	Compare and contrast various types of recreation, amusement and attraction venues.
Restaurants & Food/Beverage Services Career Pathway (HT-RFB)	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
	Utilize technical resources for food services and beverage operations to update or enhance present practice.
	Describe career opportunities and qualifications in the restaurant and food service industry.
	Analyze cultural diversity factors to enhance travel planning.
Travel & Tourism Career Pathway (HT-TT)	Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers.
	Use common travel and tourism terminology used to communicate within the industry.
	Customize travel with diverse transportation, lodging, cruise and food options.
	Identify the community elements necessary to maintain cooperative tourism development efforts.
	Develop a travel product that matches customer needs, wants and expectations.
	Design promotional packages to effectively market travel and tourism.
	Select the most effective communication technique and media venue to convey travel marketing information to a target audience.

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College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text

Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Range of Reading & Level of Text Complexity	Read and comprehend complex literary and informational texts independently and proficiently.	
	9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
	11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

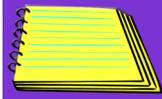
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College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Production & Distribution of Writing	9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	9-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the "Printable Resources" section. If student licenses have been purchased, an interactive version of the Student Notes is available in the "Interactive Activities" section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by passing out the *Trends in the Hospitality & Tourism Industry Vocabulary Handout* for students to use as reference materials. Show slides 1 to 18 of the *Trends in the Hospitality & Tourism Industry - Industry Trends* segment. Distribute the *Global Trends & Issues Project* and allow the remainder of the class for students to work.



Slides
1-18

Class 2: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 19 to 32 of the *Trends in the Hospitality & Tourism Industry - Industry Trends* segment. Follow the segment with its *Assessment*. Students should use the rest of the class to work on their *Projects*.



Slides
19-32

Class 3: Remind students to continue using the *Vocabulary Handout*. Show the *Trends in the Hospitality & Tourism Industry - Consumer Trends* segment. Follow the segment with its *Assessment*. Allow the remainder of the class for students to work on their *Projects*.



Slides
33-48

Class 4: Distribute the *Products of Traveling Activity* and allow the entire class for students to complete it and present their ideas to the class.

Class 5: Administer the *Trends in the Hospitality & Tourism Industry Final Assessment*. Student groups should present the *Global Trends & Issues Project* to the class.



Lesson Links

StaynTouch

- <http://stayntouch.com/blog/>

Traveler's Checklist

- <http://travel.state.gov/content/passports/english/go/checklist.html>



Career & Technical Student Organizations

Business Professionals of America

- Integrated Office Applications
- Computer Network Technology
- Mobile Applications - Pilot
- Information Technology Concepts - Open
- Computer Literacy Concepts - Open

DECA

- Principles of Hospitality and Tourism
- Hospitality and Tourism Operations Research

Family, Career and Community Leaders of America

- Hospitality, Tourism, and Recreation

Future Business Leaders of America

- E-business
- Help Desk
- Hospitality Management
- Mobile Application Development
- Networking Designs



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV51005 Marcia Flynn, Director of Visitor Services, Desert Botanical Garden
- iCEV50848 Kim Cannon, Manager, COWamongus! Creamery & Meat Co., Texas Tech University
- iCEV50205 Bill McKenzie, General Manager, La Quinta
- iCEV50803 Toni Johnson, Tourism Administrative Specialist, Canton/Stark County Convention & Visitors' Bureau
- iCEV50802 Gina Bannevich, Tourism & Marketing Manager, Canton/Stark County Convention &

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Lab Activity

Products of Traveling

Directions:

Students will be in one of four groups to develop a consumer based product for the hospitality and tourism industry which they believe would benefit travelers. See the *Teacher Instruction Sheet* for more information.



Project

Global Trends & Issues

Directions:

Students will work in groups of three to research a current trend or issue in the hospitality and tourism industry. Each group will create a Microsoft® PowerPoint® presentation over the trend or issue they've chosen and how it impacts consumers and businesses within the industry. Initiate a group discussion after all presentations are complete.