

CONTENTS

READING STRATEGIES

Getting Ready to Read:
Creating a Word Wall

2

Engaging in Reading:
Making Notes

12

WRITING STRATEGY

Writing for a Purpose:
Writing a Procedure

20

**Getting Ready to Read:
Extending Vocabulary (Creating a Word Wall)**

Hospitality and Tourism Grades 10/11/12 (Safety and Sanitation)

Students are required to learn, on average, over 2000 words each year in various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior school years. A *word wall* is a wall, chalkboard or bulletin board listing key words that will appear often in a new unit of study, printed on card stock or taped or pinned to the wall/board. The word wall is usually organized alphabetically.

Purpose

- Identify unfamiliar vocabulary and create a visible reference in the classroom for words that will appear often in a topic or unit of study.

Payoff

Students will:

- practise skimming and scanning an assigned reading before dealing with the content in an intensive way. Students will then have some familiarity with the location of information and with various elements of the text.
- develop some sense of the meaning of key words before actually reading the words in context.
- improve comprehension and spelling because key words remain posted in the classroom.

Tips and Resources

- *Skimming* means to read quickly - horizontally - through the text to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly - vertically or diagonally - to find single words, facts, dates, names or details.
- For directions, see Student Resource, *Skimming to Preview Text and Scanning to Preview Text*.
- Before building the word wall, consider using the **Analysing the Features of Text** in *Think Literacy: Cross Curricular Approaches*, Grades 7-12 to help students become familiar with the text.
- Consider posting certain words for longer periods (for example: words that occur frequently in the unit, words that are difficult to spell, and words that students should learn to recognize on sight).
- Have students refer to the word wall to support their understanding and spelling of the words.
- For sample word walls, see:
 - Teacher Resource, *Word Wall Sample for Grade 10, Hospitality and Tourism, Safety and Sanitation*, and Teacher Resource *Word Cards with Definitions*.
 - Teacher Resource, *Word Wall Sample for Grade 11/12, Hospitality and Tourism, Safety*, and Teacher Resource, *Word Cards with Definitions*.
 - Teacher Resource, *Word Wall Sample for Grade 11/12, Hospitality and Tourism, Sanitation*, and Teacher Resource, *Word Cards with Definitions*.

Words, Words, Words pp. 70-71.


When Kids Can't Read, What Teachers Can Do, Chapter 10.

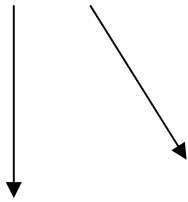
Reaching Higher – Making Connections Across the Curriculum, pp. 7-8.

Further Support

- Add a picture to the word cards (preferably a photograph from a magazine).
- Provide each student with a recording sheet so that they can make their own record of the key words for further review.
- If it appears that students will need additional support, review the terminology on the word wall in the two classes following this activity, using **Take Five** or **Think/Pair/Share** in the Oral Communication section of *Think Literacy: Cross Curricular Approaches*, Grades 7-12.

Skimming and Scanning to Preview Text

| Skimming | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is it? | When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details. |
| Why do I skim? | Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth. |
| How do I skim? <div style="text-align: center;">  Read in this direction. </div> | <ol style="list-style-type: none"> 1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. 2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text. 4. Remember: You do not have to read every word when you skim. 5. Generally, move your eyes horizontally (and quickly) when you skim. |

| Scanning | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is it? | When you SCAN, you move your eyes quickly down a page or list to find one specific detail. |
| Why do I scan? | Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing. |
| How do I scan? Read in these directions. <div style="text-align: center;">  </div> | <ol style="list-style-type: none"> 1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date. 2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary? 3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you toward the detail for which you are looking. 4. Aim for 100% accuracy! |

Teacher Resource

Word Wall Sample for Grade 10 Hospitality and Tourism Safety and Sanitation

WORD WALL

bacteria

first aid

salmonella

botulism

flammable

sanitation

contaminate

hazard

sanitized

cross
contamination

microorganisms

toxin

WORD CARDS WITH PICTURES





Word Wall Sample for Grade 10 Hospitality and Tourism Safety and Sanitation

WORD CARDS WITH DEFINITIONS

bacteria

a simple one celled
microorganism

botulism

- a type of food poisoning
that paralyses the muscles
- can easily cause death

contaminate

to allow food to come in
contact with harmful
organisms or substances

cross contamination

the movement of chemicals
or microorganisms from one
place to another

first aid

treatment of injuries
administered on-the-spot
until medical help arrives

flammable

catches fire easily

hazard

any danger or risk

microorganisms

living things so small that
they can only be seen with a
microscope

salmonella

- bacteria found in many raw
foods
- can cause illness if bacteria
is not killed from cooking

sanitization

maintaining a clean food
production area that is free
of germs

sanitized

- treated with chemical
products or high
temperatures to kill harmful
microorganisms

toxin

a poisonous substance


Word Wall Sample for Grades 11/12 Hospitality and Tourism Safety

WORD WALL


| | | |
|----------------------------------|----------------------|----------------|
| abrasion | Heimlich Maneuver | lockout/tagout |
| avulsion | laceration | puncture |
| cardiopulmonary resuscitation | | |

WORD CARDS WITH PICTURES

Abrasion



Cardiopulmonary Resuscitation





Word Wall Sample for Grades 11/12 Hospitality and Tourism Safety

WORD CARDS WITH DEFINITIONS

abrasion

- a scrape which is classified as a minor cut
- similar to rug burn

avulsion

- occurs when a portion of the skin is partially or completely torn off
- a severed finger is an avulsion

cardiopulmonary resuscitation

emergency care administered to people who are not responding, such as those who are unconscious because of choking, cardiac arrest, stroke or a heart attack

Heimlich Maneuver

a maneuver used to remove an object that is blocking a choking victim's airway

laceration

- cuts or tears in the skin that can be quite deep
- a knife wound is a type of laceration

lockout/tagout

a procedure that requires all switches on electrical equipment to be locked out and tagged out if they are malfunctioning

puncture

a deep hole in the skin, often it is caused by a pointed object, such as the tip of a knife

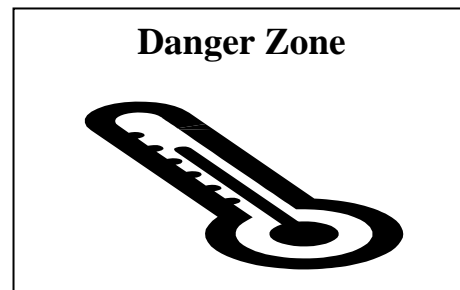
Teacher Resource

Word Wall Sample for Grades 11/12 Hospitality and Tourism Sanitation

WORD WALL

| | | | |
|------------------------|----------------------|----------------|-------------|
| calibrated | danger zone | fungi | parasites |
| contaminated | direct contamination | H.A.C.C.P. | pasteurized |
| critical control point | F.I.F.O | hand sanitizer | perishable |
| | food handler | | sanitary |

WORD CARDS WITH PICTURES





Word Wall Sample for Grades 11/12 Hospitality and Tourism Sanitation

WORD CARDS WITH DEFINITIONS

calibrated

a food thermometer or oven is calibrated to ensure that the thermometer reading is accurate

contaminated

food that contains harmful microorganisms or substances that make food unfit to be consumed

critical control point

a step in the flow of food where contamination can be prevented or eliminated

danger zone

area where food is considered unsafe if left for long periods of time (40°F - 140°F)

direct contamination

contamination that occurs when raw foods, or the plants or animals from which they come, are exposed to toxins

F.I.F.O.

first in, first out inventory program

food handler

a worker who is in direct contact with food

fungi

microorganisms found in soil, plants animals, water and in the air

H.A.C.C.P.

- Hazard Analysis Critical Control Points
- the system used by food service establishments to help ensure food safety

hand sanitizer

- special liquid that kills bacteria on your skin
- water is not needed

parasites

microorganisms, such as protozoa, roundworms, and flatworms, that live in or on a host to survive

pasteurized

to heat products at a very high temperature that destroys harmful bacteria

perishable

products that can spoil quickly, even when stored properly

sanitary

clean

Engaging in Reading: Making Notes

Hospitality and Tourism Grades 10/11/12 (Choosing Your Career)

Notes help readers to monitor their understanding and help writers and speakers to organize information and clarify their thinking.

Purpose

- Provide strategies for remembering what one read.
- Provide a tool for summarizing information and ideas, making connections and seeing patterns and trends in course-related materials.

Payoff

Students will:

- read course related materials, analyze content and remember important information and concepts.
- learn a strategy for studying for a test, researching, or generating content for a writing task.
- be able to identify important information and details from a text.

Tips and Resources

- Student Resource, *Some Tips on Making Notes*. These tips can be modeled over several lessons or reading tasks.
- Student/Teacher Resource, *Choosing Your Career Notes*.
- Student/Teacher Resource, *Choosing Your Career*.

Cross-Curricular Literacy: Strategies for Improving Middle Level Students' Reading and Writing Skills, Grades 6-8, pp. 46-55.

Cross-Curricular Literacy: Strategies for Improving Secondary Students' Reading and Writing Skills, pp. 38-45.
Info Tasks: Strategies for Successful Learning, pp. 17, 21.

Further Support

- Provide students with visual organizers such as a two-column T-chart, K-W-L chart or key word list to record their thinking and making notes.
- Model for students how to use charts and flow charts to organize notes into clusters or related chunks of information. For example, use a Know, Want, Learn chart; a Venn diagram; an outline; a T-chart; a simple heading with key words listed below; a web or tree chart. As a class, you could develop templates for a number of types of charts and keep blank copies available for students to fill in as they read or research.
- Model for students how to use key words and phrases to create a summary in your own words, or, for a longer reading passage, model how to reread sections and then summarize them in point form. Continue to model how to ask questions and write point-form answers, such as:
 - What part of this section is the most important?
 - What does the author want me to know about this topic?
 - What did I find really interesting about that part?
 - What other questions do I have?
- Provide students with *Some Tips for Making Notes*. Create tips as a class for future reference.
- Use sample notes to illustrate identifying important, irrelevant or missing information, and possible ways to organize notes. For struggling readers, use a two-column T-chart or a simple list of key words under a heading, on a large sheet of chart paper. Model how to choose important words or details and write them down on the chart. For example, read a sentence aloud, then ask students what the important idea or information is (what do they want to remember). Record the words and phrases from the sentence or paraphrase the important idea. Two-column notes might include headings such as facts/questions, opinion/proof, questions/answers, interesting/important, or direct quote/my thoughts. Provide students with a simple sample for practice. See Student/Teacher Resources, *Choosing Your Career Notes* and *Choosing Your Career*.



Engaging in Reading: Making Notes

Hospitality and Tourism Grades 10/11/12 (Choosing Your Career)

| What teachers do | What students do |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Before</p> <ul style="list-style-type: none"> Review with students the Student Resource, <i>Some Tips for Making Notes</i>. Preview the text Student/Teacher Resource, <i>Choosing Your Career</i> with the class, noting features of the text and using them to form questions and responses such as: <ul style="list-style-type: none"> What do the headings tell me? What do the subheadings tell me? What do I already know about this topic? (Write down some points.) Have students write in point form-interesting facts they have learned from the reading. (See Teacher Resource, <i>Choosing Your Career Notes #1</i> for a sample student response.) | <ul style="list-style-type: none"> Preview <i>Some Tips for Making Notes</i> and prepare to use these tips when previewing actual text. Preview the text and note strategies that others use to preview a text i.e. identify headings, subheading, organization of material. |
| <p>During</p> <ul style="list-style-type: none"> Make an overhead transparency and divide into 3 sections: one labeled Sector, one labeled Employment Opportunities, and one labeled Work Sites. Continue modeling reading and making notes. Read the text aloud, stopping after each section or paragraph to identify what for that particular section would fit under each of the above headings. Record on the chart. Ask students to suggest key words and phrases. Model how to use keywords and phrases to organize the information. (See Teacher Resource, <i>Choosing Your Career Notes #2</i> for an example.) Model rereading sections to clarify notes or ask questions about the text such as: <ul style="list-style-type: none"> What heading does the information fit under? What does the author want me to know about this topic? What connections can be made about the information under the headings? What other questions do I have? Does this remind me of anything else I have read about or seen? Model using the questions to generate the content for the point-form notes or summary. | <ul style="list-style-type: none"> Listen and observe the teacher modeling. Create their own notes based on the teacher's class example. Identify key words and phrases in the reading selection, and paraphrases important information. Ask questions about the reading selection to make connections amongst the groupings. |
| <p>After</p> <ul style="list-style-type: none"> Ask students to reread Student/Teacher Resource, <i>Choosing Your Career</i> and think of other ways information could be organized instead of chart form. Have partners or small groups share their ideas and create one new graphic organizer to incorporate information learned. As a class, display the group's graphic organizers and create a class reference resource containing a variety of graphic organizers. See Teacher Resource, <i>Choosing Your Career Notes #3</i> for one example of a graphic organizer.) | <ul style="list-style-type: none"> Reread <i>Choosing Your Career</i> and brainstorm strategies of how else information could be categorized. Use one idea from the group to create a graphic organizer from information you have read. Discuss various forms of graphic organizers and how you can make notes from them. |

Notes



Some Tips for Making Notes

| Tips | Why |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Write down the date of your note-making. | <ul style="list-style-type: none">▪ helps you to remember the context▪ if you have written the notes on a loose sheet of paper, the date helps you to organize your notes later. |
| Give the notes a title, listing the text the notes are about. | <ul style="list-style-type: none">▪ helps you quickly identify information you may be looking for later |
| Use a paper that can be inserted later into a binder, or have a special notebook for note making, or use recipe cards. Use notepad, outlining, or annotation features of your word processing software. | <ul style="list-style-type: none">▪ need to be able organize your notes for easy access for use in studying, or in research reports▪ loose-leaf paper, a single notebook, or small cards are convenient in library research |
| Use headings and subheadings in the text as a guide for organizing your own notes. | <ul style="list-style-type: none">▪ this part of the organization is already done for you; provides a structure |
| Don't copy the text word for word. Choose only the key words, or put the sentences in your own words. If you want to use a direct quote, be sure to use quotation marks. Don't write down words that you don't know unless you intend to figure them out or look them up. Use software's copy and paste function to select key words only. | <ul style="list-style-type: none">▪ helps you understand what you have read▪ short form is much easier for studying and reading later▪ helps avoid plagiarism (using someone else's writing or ideas as your own) |
| Write down any questions you have about the topic. | <ul style="list-style-type: none">▪ gives you ideas for further research▪ reminds you to ask others, clarify points▪ gives you practice in analyzing while reading |
| Review your notes when you are done. | <ul style="list-style-type: none">▪ ensures that they're legible▪ enables you to go back to anything you meant to look at again▪ helps you reflect on and remember what you've read |



Choosing Your Career Notes

- The following information about careers in tourism has been gathered for a brief report. Read the jot notes below: What questions do you still have about the topic? What information is missing? How might the writer fill in the information gaps?

Choosing Your Career:

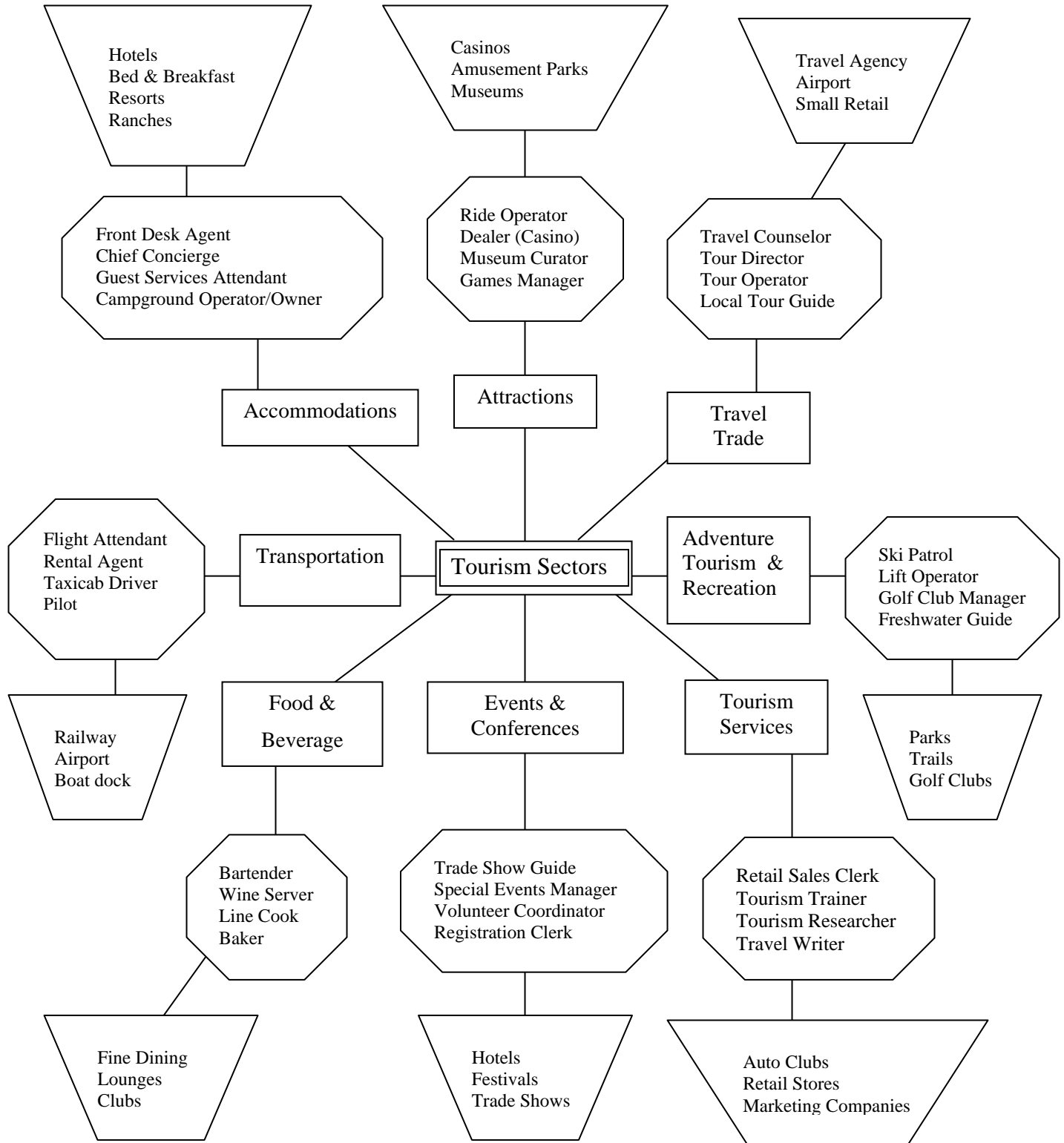
- Resources available to help you make career decisions
- Eight sectors of Tourism are: Accommodations, Adventure-Tourism-Recreation, Attractions, Events/Conferences, Food and Beverage, Tourism Services, Transportation, Travel Trade
- Career options are unlimited
- Every sector has entrepreneurs who start up their own businesses.
- It is a growing sector.
- Types of employment offered in the different sectors.
- Air travel is the largest employer in the transportation sector.

- The ideas and information gathered could be sorted into three categories with the headings of Sector, Employment Opportunities and Work Site:

| Sector | Employment Opportunities | Work Site |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Accommodations | Front Desk Agent, Guest Services Attendant, Sales Manager, Housekeeping Room Attendant, Chief Concierge, Executive Housekeeper, Bed and Breakfast Owner/Operator, Campground Operator | Hotels, motels, bed & breakfast, fishing camps, guest ranches, resorts |
| Adventure Tourism & Recreation | Ski Patrol, Lift Operator, Slope/Trail Grooming Operator, Outdoor Adventure Guide, Freshwater Angling Guide, Hunting Guide, Golf Club General Manager | Parks, trails, water areas, golf clubs, hunting facilities |
| Attractions | Heritage Interpreter, Gate/Cash Attendant, Ride Operator, Public Relations Assistant, Dealer (Casino), Games Manager, Museum Curator, Director of Sales and Marketing, President and Chief Executive Officer | Casinos, amusement parks, waterslides, museums, theme parks, zoos, aquariums |
| Events & Conferences | Trade Show Guide, Registration Clerk, Fundraising Consultant, Volunteer Coordinator, Special Events Coordinator, Special Events Manager | Meeting/convention facilities, hotels, festivals, trade shows, sports facilities |
| Food & Beverage | Bartender, Wine Server, Food & Beverage Server, Kitchen Helper, Line Cook, Baker, Food and Beverage Service Supervisor, Beverage Services Manager, Catering Manager, Nightclub Manager, Executive Chef | Fast food outlets, fine dining establishments, lounges, pubs, nightclubs, private clubs, catering firms, cruise ship dining |
| Tourism Services | Tourism/Visitor Information Counselor, Retail Sales Clerk, Tourism/Visitor Information Center Supervisor, Tourism Trainer, Travel Writer/Photographer, Tourism Researcher, Manager of Travel Trade Sales, Auto Club Travel Manager | Government facilities, marketing companies, safety and health facilities, auto clubs, retail stores |
| Transportation | Flight Attendant, Rental Agent, Taxicab Driver, Recreation/Activity Director (Cruise Ship), Motor Coach Driver, Railroad Conductor, Air Traffic Controller, Pilot, Customer Service Director, Ferry Boat Captain | Railway, airport, motor home, retail shop, bus station, boat dock |
| Travel Trade | Travel Counselor, Reservation Sales Agent, Local Tour Guide, Tour Director, Travel Agency Manager, Tour Operator, Small Business Owner/Operator | Travel agency, airport, tourist attractions, small retail business |



3. Reread the point-form notes. How else might you organize this information? Use a graphic organizer to illustrate how you might organize this information.





Student/Teacher Resource

Choosing Your Career

Whether you are changing your career or just starting out in the work world, selecting a career takes time, research, courage and confidence. Even if you are already in the career you want, but want to change your employer, move to a different sector or take on more responsibility, there are still decisions to consider and choices to make.

As with most major decisions, it is a good idea to think about your options over time. There are many resources and people available who can help you to explore these options and to make good choices. You should talk to tourism program instructors, guidance counselors or career/employment advisors. Talk to friends, family and those working in the industry or involved with industry associations. If you do not know anyone who works in the job or sector that you are interested in, visit career fairs, or call a related industry association or your regional tourism education association. They may be able to recommend people interested in talking to individuals or groups about their chosen careers.

Working through the Canadian Tourism Human Resource Council (CTHRC) publication 'Career Planning Guide' might also be a useful first step. In addition to the information and many tips about the tourism industry, this workbook provides several questionnaires that can help you to match your skills and preferences to a career. It encourages you to prepare a career plan (either short-term or for longer) and then helps you to do this. It tells you how to get (and use) the information you need to make good choices about your new or changing career.

Bookstores and libraries have numerous publications written for those seeking new positions or careers. There are generic books, applicable to all sectors of the economy, and there are books that relate directly to positions in tourism. One often recommended book on general career information is Richard Nelson Bolles', *What Color Is Your Parachute?* This book is updated annually and has good practical advice for anyone looking for a start or a change.

The Sectors of Tourism

The tourism industry has been divided into eight different sectors or areas. The following sector descriptions are brief overviews. Also described are the types of positions available. A more detailed portrayal of various careers follows in Chapter 3 – Occupational Profiles by Tourism Sector.

As with other industries, there is overlap in the tourism sectors. For example, the position of Small Business Owner/Operator will occur in every sector, for every sector has entrepreneurs who start up their own businesses. Similarly, although retail services is listed as part of the Tourism Services sector, smaller retail outlets exist in almost every other sector as well. For instance, West Edmonton Mall is a huge retail tourism operation in Alberta, but many ski resorts, hotels, airports, theme parks and, more recently, food and beverage operations, also have retail outlets from which to market products.

THE EIGHT SECTORS OF TOURISM

1. Accommodation

The work site choices available to those interested in the accommodation sector are enormously varied and diverse. They range from large, deluxe hotels in major urban centres, to small, quaint, out-of-the-way motels; from rustic fishing camps and guest ranches to huge world class resorts. Facilities may include meeting rooms, restaurants and bars, entertainment outlets and fitness facilities, or may be as simple as a bed and breakfast operation that offers all the comforts of home.

Accommodation services in Canada experienced a robust growth over the past decade. It is a growing sector, and as it grows, so do the number of available positions. The career opportunities are as diverse as the sector.

Front Desk Agents, Guest Services Attendants, Concierges, Housekeeping Room Attendants, Security Guards, Banquet Services Managers, General Managers, Health Club Attendants, Sales Managers and Bed and Breakfast Owner/Operators all work in the accommodation sector.

2. Adventure Tourism and Recreation

This is one of the fastest growing sectors in tourism. Careers in adventure tourism and recreation often centre around sports such as skiing, tennis, golf, hiking, canoeing, kayaking, mountain climbing, fishing, hunting, sailing and snowmobiling. Park services, wilderness education tours and special interest (learning) adventures, such as bird watching or whale watching, are also included.

Careers in this sector often require good physical fitness and specialized knowledge or skills. You could be a Fishing, Hunting or Outdoor Guide, a Park Interpreter, a Ski Patrol, a Golf Pro or a Marina Attendant. This sector also attracts small business owner/operators that run their own adventure tourism/recreation businesses.

3. Attractions

The attractions sector focuses on tourism that entertains or educates. Examples of businesses in this sector are Calaway Park in Calgary, Butchart Gardens in Victoria, Lower Fort Garry National Historic Site in Manitoba, Anne of Green Gables House in PEI and the Maritime Museum of the Atlantic in Halifax. The sector includes casinos, amusement parks, waterslides, museums, theme parks, zoos and aquariums. Many attractions are important sources of revenue to their communities. They often attract visitors from other regions of Canada and the world, as well as people from the surrounding area.

There are many varied career opportunities in this sector, including Heritage Interpreters, Ticket/Cash Attendants, Ride Operators, Retail Sales Clerks, Attraction Facility Guides, Museum Curators and Games Managers.

4. Events and Conferences

This sector focuses on meetings, conventions, festivals, fairs, trade shows, cultural and sporting events, and all the planning and details surrounding the implementation and execution of such events. There are an estimated 60,000 conventions held in Canada each year, and an indeterminate number of festivals and special events.

Events may occur only once, like Expo '67 or '86, the Calgary Olympics, Cabot's 500th Anniversary and the birth of Nunavut. These events offer interesting short-term positions. Other events, like Winnipeg's Folklorama or the Quebec Winter Carnival, are annual and provide long-term career opportunities.

Conferences happen all the time. Again, some are annual (the Travel and Tourism Annual Conference, which in 1999 was held in Halifax, Nova Scotia) and others occur less often (the biennial Tourism Careers Expo in Vancouver, BC) or only once.

Typical careers in this sector include Special Events Co-ordinators and Managers, Conference/Meeting Planners, Exhibit Designers, Volunteer Co-ordinators, and Marketing and Public Relations employees. There are also many volunteer opportunities in this sector, so you can try out a position before you decide that this is the sector for you. Volunteering can increase your experience and skills, and can be added to your résumé.

5. Food and Beverage

Tourists spend approximately 20 – 25% of their travel money on food and drink. It is therefore no wonder that this sector is expected to employ nearly one million people in Canada by 2005.

Careers are varied and include Food and Beverage Servers, Dishwashers, Executive Chefs, Bartenders, Nightclub Managers and Hotel General Managers. Work sites are also diverse, ranging from fast food outlets to huge fine dining establishments; from lounges, pubs and nightclubs to private clubs; from catering firms to cruise ship dining rooms.



6. Tourism Services

Besides businesses that provide direct services to travellers, there are organizations that specialize in serving the needs of the tourism industry. These include government agencies, marketing groups, safety and health agencies, auto clubs, tourism education associations, trainers and consultants, and direct mail distributors. Positions in this sector range from Visitor Information Counselors to Travel Writers, from Tourism Consultants to Managers of International Marketing Services.

This sector also includes retail services, which benefit from the spending of locals and tourists alike. From the Japanese travellers buying Canadian products for friends and relatives back home to the campers buying batteries for flashlights, these dollars are all spent in businesses in the tourism services sector.

7. Transportation

Those who help travellers get to and from their destinations have exciting careers in another sector of the tourism industry. Planes, trains, automobiles and ships create a steady demand for staff. Often those using one form of travel, e.g. rail, water or air, require ground transport as well to move them from place to place. Many people rent cars, and travellers rent motor homes or campers to travel around Canada.

People employed in this sector include Flight Attendants, Pilots, Taxicab Drivers, Customer Service Managers, Baggage Handlers, Mechanics, Dispatchers, Motor Coach Drivers and Ferry Boat Captains. Travel by air is by far the largest employer in this sector, with more than 30 tourism-related occupations. Cruise lines on both east and west coasts are increasingly popular. Other transportation areas, for example, companies offering charter flights, are showing steady growth.

8. Travel Trade

The travel trade sector supports other sectors. Those working in this sector make arrangements, mostly for travel and accommodation, for those travelling for business or leisure. They may book airplane flights, reserve hotel rooms, arrange tours or provide a complete package of services that includes transportation, accommodation, food and beverage, attractions and special events.

Those employed in this sector are Tour Operators, Tour Packagers, Travel Counselors, Tour Planners, Reservation Sales Agents and Sales Managers.

And so ...

That brief look at the diversity of the eight sectors of the tourism industry has shown that the career options in the tourism industry are unlimited. Depending on your interests and skills, you can work indoors or out, nine to five or midnight to noon. You can work in an office, an airport or out of your home office. You can have one career in the winter (e.g., ski instructor) and another in the summer (e.g., golf pro). In short, you can make your career fit you!

CAREER PATH

You may have an idea of the sector you want to work in. You may still need to decide on the tourism career path category appropriate to your skills, abilities and background. An expanded look at the four categories discussed earlier follows, and should give you a better idea of where you might fit or how you might proceed in your planning.

References:

Canadian Tourism Human Resource Council. *The Student Travel Map*. Choosing Your Career, Chapter 2, pp. 14-17. Ottawa, Ontario – ISBN# 1-55304-335-9

Writing for a Purpose: Writing a Procedure

Hospitality and Tourism Grades 10/11/12 (Tools and Equipment)

When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A *template* or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft.

Purpose

- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.
- Document instructions on safe procedures for using a tool or piece of equipment.

Payoff

Students will:

- learn the common expectations for the form and components of a particular writing assignment.
- organize their writing and ensure that it meets or exceeds the requirements of the assignment.
- use safe work procedures.

Tips and Resources

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the template to write in a specific form, give them an example of the same kind of writing and have them use the template to identify the example’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own version gives the students an exemplar from which to work when they begin their own writing. This activity can be done in pairs or in small groups.
- See the explanation and templates for writing a procedure:
 - Student/Teacher Resource, *Writing a Procedure*.
 - Student/Teacher Resource, *Writing a Procedure: Guidelines*.
 - Student/Teacher Resource, *Template for Writing a Procedure*.

Further Support

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of paragraphs or supporting details, create differing expectations for research, or the complexity of the main idea, etc.



Writing for a Purpose: Writing a Procedure

Hospitality and Tourism Grades 10/11/12 (Tools and Equipment)

| What teachers do | What students do |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Before</p> <ul style="list-style-type: none"> Find or prepare a template appropriate to the writing assignment that the students are expected to complete. (See Student/Teacher Resource, <i>Template For Writing a Procedure</i>.) Find an example of a set of instructions that students can deconstruct. Make photocopies, and distribute the sample to the students. Model the method of deconstructing the piece of writing using the first paragraph of part of the example: <ul style="list-style-type: none"> Tell students the name of the form of writing, e.g., a report, procedure, or opinion piece. Ask aloud, "What are these instructions asking to be done?" Answer that question: "These instructions are explaining how to..." Ask students to work in pairs to deconstruct the rest of the example. Engage students in a whole-class discussion and record responses about how the text is constructed. | <ul style="list-style-type: none"> Read the example, following the teacher's oral deconstruction of the first paragraph or part of it. Work in groups to determine what happens in each subsequent paragraph or part of the example by asking, "What happens in the paragraph/part of the piece of writing?" Contribute responses to the whole-class discussion. |
| <p>During</p> <ul style="list-style-type: none"> Distribute the template to students to help demonstrate how the text is constructed. Share a sample of the template that includes guiding questions and statements. Use Student/Teacher Resource, <i>Writing a Procedure: Guidelines</i>. Direct students to use the template to gather and organize information they are preparing for this assignment. Monitor students' work as they begin completing the template. | <ul style="list-style-type: none"> Begin completing the template by adding (in the appropriate places) the information they have researched or prepared for it (e.g., results of data gathered for survey, or background information searched on the Internet). |
| <p>After</p> <ul style="list-style-type: none"> Assign a completion date for the template. Use peer, self or teacher assessment in a subsequent class, before students begin drafting their report, procedure, etc. | <ul style="list-style-type: none"> May complete the template as a homework assignment. May participate in peer or self-assessment of completed templates in a subsequent class. |

Notes



Writing a Procedure

What is a procedure?

A procedure is a form of writing that informs the reader about how to do something. A procedure gives detailed instructions that the reader should be able to translate into action. Procedures can be written in a technological education shop course to outline the safe use of using tools and equipment.

In a procedure, you can do the following:

- Begin by identifying the tool or piece of equipment and the relevance or importance of knowing how to do the thing that is explained. For example, writing a procedure for how to program an electronic scale will help you make full use of the various features the electronic scale offers.
- Proceed by identifying the goal (general conditions) of the procedure. What is it that is to be accomplished if the reader follows the steps identified?
- List the personal protective equipment required when using the tool or operating the piece of equipment safely.
- Identify any materials or ingredients you will need in order to complete the procedure.
- Identify the possible risk factors associated with using the particular tool or the specific piece of equipment.
- Write step-by-step instructions related to the procedure. Write in time sequence and provide as much detail as the reader will need to be able to follow the instructions and actually do what it is you are describing.
- Provide an area on the template to indicate the user understands how to use the tool or piece of equipment safely.

How do you write a procedure?

1. Use an organizer such as a flow chart to plan the sequence you will describe. Make a list of the tools, equipment, materials and ingredients you will need.
2. When writing your instructions, think of who your audience might be. The age and interests of the audience will determine your tone and choice of language. For example, if you were writing instructions for using a griddle for a chef, they would be different from instructions you would write if the reader had never been in a commercial kitchen before.
3. In your conclusion, provide readers with an indication of how they will know whether or not they have been successful.



Student/Teacher Resource

Writing a Procedure: Guidelines

Tool or Equipment: _____

Introduction:

- Name of the tool or piece of equipment. What is the tool or piece of equipment used for?

Goal (Be brief – no more than one sentence.):

- If the procedure is followed, what will be accomplished?

Personal Protective Equipment and Additional Ingredients/Materials:

- List all items needed to be able to use the tool or piece of equipment safely.

Possible Risk Factors:

- Note all possible risk factors associated with this tool or piece of equipment?

Procedural Method:

- What steps must you follow? What is the appropriate order for these steps?

Acknowledgement of Understanding:

- Student signs to acknowledge her/his understanding of the importance of following procedure to ensure the safe use and operation of tools and equipment.



Template for Writing a Procedure

Tool or Equipment: _____

Introduction:

Goal (general conditions):

Personal Protective Equipment and Additional Ingredients/Materials:

Possible Risk Factors:

Procedural Method:

Acknowledgement of Understanding: