AOHT Sustainable Tourism

Lesson 10

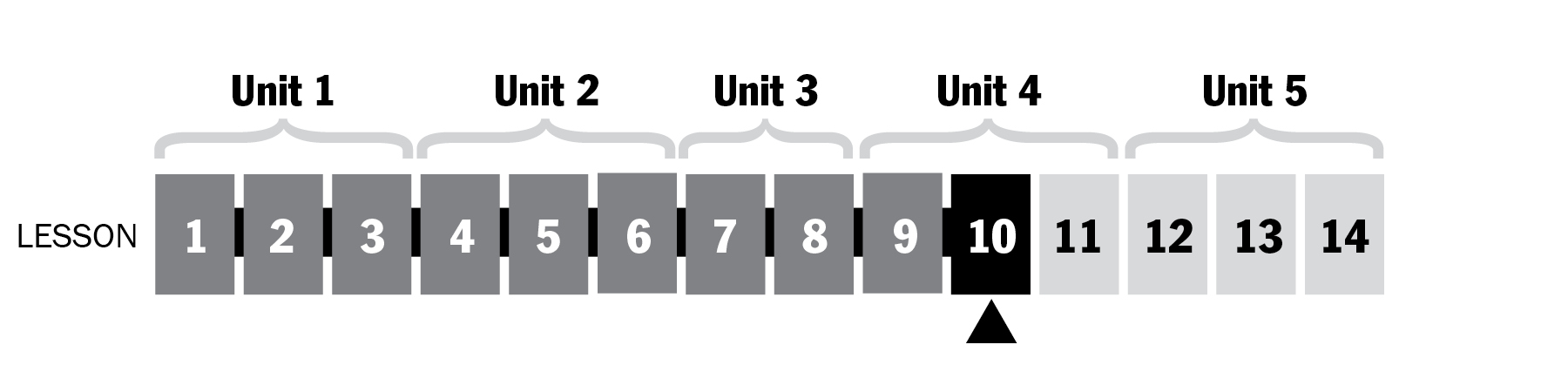
Sustainable Business Management

In this lesson, students continue to explore commercial hospitality and tourism. They learn about the concepts of infrastructure and superstructure and consider the relationship between infrastructure, superstructure, and the limits of acceptable change. Students read about a wide array of different ways a business can be more sustainable, including practices in waste management, water conservation, energy efficiency, building and construction, and more. Working in their project groups, students identify specific practices they would incorporate into the running of their project business. They also take a quiz on what they have learned. Students take time to think about sustainability management careers. They read and research job descriptions for sustainability managers and try their hand at creating a job description for a sustainability management professional for a hospitality business. Students finish the lesson by discussing what a business needs to do to earn the label of “sustainable business,” which will be important in future lessons as well as for their culminating project.

Advance Preparation

Each student will need a computer with Internet access in Class Periods 4–5, as well as access to a printer, if possible.

This lesson is expected to take 5 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Summarize the ways hospitality and tourism facilities can be constructed to meet green guidelines and criteria\*
* Identify sustainable waste management practices
* Evaluate sustainable practices that would be appropriate for a specific hospitality/tourism business
* Develop a job description for a sustainability management job in hospitality and tourism

\*This is one of the 16 key learning objectives assessed by the NAFTrack Certification end-of-course exam for this course.

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Act as a responsible and contributing citizen and employee (Common Career Technical Core 2012, Career Ready Practices 1)
* Consider the environmental, economic, and social impacts of decisions (Common Career Technical Core 2012, Career Ready Practices 5)
* Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy (Common Career Technical Core 2012, HT 2)
* Evaluate how perceptions vary and affect people’s views of contemporary issues and strategies for addressing them (National Geography Standards, 2nd ed. 2012, 18.3 A)
* Explain and compare the costs and benefits of using various types of renewable, nonrenewable, and flow resources (National Geography Standards, 2nd ed. 2012, 16.3 A)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| Sustainable choices for project business (Student Resource 10.2) | Assessment Criteria: Sustainable Choices for our Project Business (Teacher Resource 10.3) |
| Quiz on sustainable business management (Teacher Resource 10.4) | Answer Key: Sustainable Business Management Quiz (Teacher Resource 10.5) |
| Sustainability management job description (Student Resource 10.5) | Assessment Criteria: Sustainability Management Job Description (Teacher Resource 10.6) |

Prerequisites

* Knowledge of the vocabulary of sustainability and sustainable tourism
* Knowledge of the vocabulary of hospitality and tourism
* Understanding of the changing marketplace due to growing environmental awareness
* Familiarity with sustainable business practices and initiatives

Instructional Materials

Teacher Resources

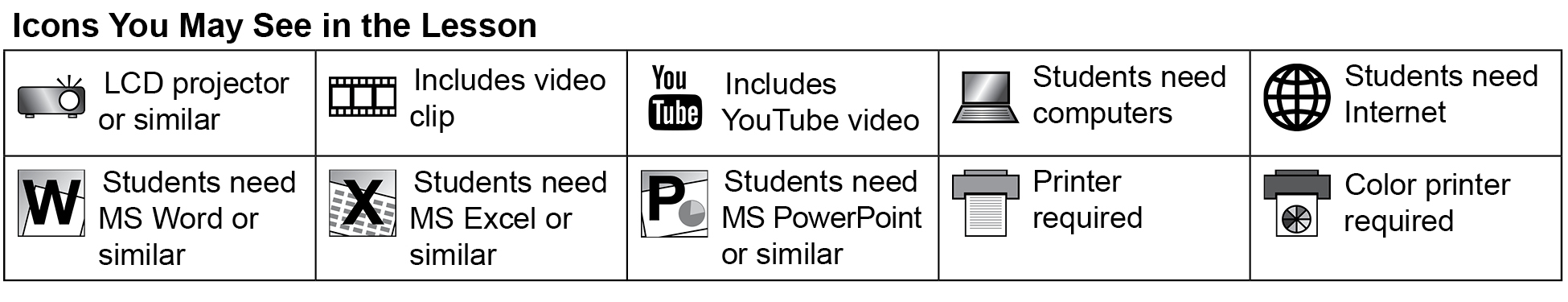
* Teacher Resource 10.1, Presentation: Infrastructure and Superstructure (separate PowerPoint file)
* Teacher Resource 10.2, Guide: Infrastructure and Superstructure Discussion
* Teacher Resource 10.3, Assessment Criteria: Sustainable Choices for our Project Business
* Teacher Resource 10.4, Quiz: Sustainable Business Management
* Teacher Resource 10.5, Answer Key: Sustainable Business Management Quiz
* Teacher Resource 10.6, Assessment Criteria: Sustainability Management Job Description
* Teacher Resource 10.7, Key Vocabulary: Sustainable Business Management
* Teacher Resource 10.8, Bibliography: Sustainable Business Management

Student Resources

* Student Resource 10.1, Reading: Sustainable Choices for Your Business
* Student Resource 10.2, Assignment: Sustainable Choices for our Project Business
* Student Resource 10.3, Reading: Sustainability Manager Job Description
* Student Resource 10.4, Research: Sustainability Careers
* Student Resource 10.5, Frame: Job Description

Equipment and Supplies

* Whiteboard, blackboard, or flip chart
* LCD projector and computer for PowerPoint presentation
* Computers with Internet access (one for each student) and a printer (printer optional)



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 15 | Photographic Comparison: Sustainability, Infrastructure, Superstructure  The purpose of this exercise is to get students thinking about responsibility in regard to infrastructure and superstructure planning, and to recognize how critical a role these play in the long-term success of a tourist destination.  Begin this class period by conducting a discussion about infrastructure and superstructure, using Teacher Resource 10.1, Presentation: Infrastructure and Superstructure (separate PowerPoint file), and Teacher Resource 10.2, Guide: Infrastructure and Superstructure Discussion. Help students remember the concept of *limits of acceptable change* and make connections between that idea and the concepts of *infrastructure* and *superstructure*.  Conclude the discussion by explaining that in this lesson, students are going to look at the various choices a business can make to increase its sustainability. |
| 2 | 35 | Reading: Sustainable Choices for Your Business  This reading familiarizes students with technical concepts and vocabulary related to a wide variety of sustainable practices within the hospitality industry.  Explain that there are a lot of different ways that a business can choose to be sustainable. Students have looked at some of those ways, such as CSR initiatives and local sourcing of supplies. However, there are many more sustainable steps that a business can take, and students are going to learn about those in Student Resource 10.1, Reading: Sustainable Choices for Your Business.  As students read, ask them to make a note in the margin any time they see something that might be relevant to their project business. Remind students that most businesses will have an office or facility where they work, and many hospitality and tourism businesses also have a vehicle or vehicles as part of their business. Therefore, even if students aren’t planning a hotel or a restaurant, there should still be things in the reading that they can use. Also let students know that they will be taking a quiz on this information later in the lesson, so they need to pay attention to the entire reading.  The reading is long and offers a lot of information, so choose an appropriate stopping point for your students (for example, after they have finished the Water Usage or Energy Usage sections). Ask students to demonstrate by a show of hands if they have **not** found any ideas that could work for their business. Call on those students to share what their business is and invite other students to suggest ideas that might work.  Instruct students to continue reading and making notes on ideas that might work for their project business. Ask students to finish the reading for homework. Tell students that in the next class period they will need to identify specific steps they want to incorporate into their project business. Also remind students again about the quiz later in the lesson. |
|  |  | CLASS PERIOD 2 |
| 3 | 35 | Culminating Project Work: Sustainable Choices  Students apply what they have learned to their project business, making specific sustainable choices based on the type of business they are planning. This activity also focuses on the following college and career skills:  Locating, evaluating, and applying information  Demonstrating teamwork and collaboration  Ask students to move into their project groups and review Student Resource 10.2, Assignment: Sustainable Choices for our Project Business. Students need to determine how important each of the five categories (solid waste, water, energy, building/construction, apps) are to their project business, and then decide as a group what sustainable choices they would make for their project business.  Discuss the assessment criteria with students and answer any questions. Give students time to complete the chart on Student Resource 10.2.  When approximately 20 minutes remain in class, ask students to finish up their work. If students need a lot more time, ask them to meet with their project groups outside of class to finish the assignment. When the assignment is complete, collect and assess using Teacher Resource 10.3, Assessment Criteria: Sustainable Choices for our Project Business. |
| 4 | 15 | Quiz Preparation: Sustainable Business Management  Students review what they have learned in preparation for the quiz in the next class period.  Ask students to take the last few minutes of class to prepare for their quiz, which will be at the start of the next class period. Instruct students to ask their group mates questions from the reading. You may wish to offer the following questions as examples:  What are two things an HT business can do to be more energy efficient?  Give an example of how an HT business might use an app to offers its customers more sustainability information or more sustainable choices.  Circulate through the room, listening to students quizzing each other. Correct any misunderstandings and answer any questions. When the period comes to an end, encourage students to continue studying for the quiz for homework. |
|  |  | CLASS PERIOD 3 |
| 5 | 30 | Quiz: Sustainable Business Management  Students take a quiz on what they have learned about sustainable business management.  At the start of class, allow students three to five minutes for a last-minute pre-quiz review with a neighbor. Next, have them take the quiz, Teacher Resource 10.4, Quiz: Sustainable Business Management.  After they have finished, collect the quizzes for assessment with Teacher Resource 10.5, Answer Key: Sustainable Business Management Quiz, and then go over each quiz question as a class. Call on volunteers to share what they believe to be the correct responses and answer any remaining questions. |
| 6 | 20 | Pair, Share: Job Description  Students work together in pairs to attempt to decode a jargon-filled job description. This prepares them to read job descriptions during their research activity in the second half of this class period.  Point out that students have spent a lot of time during this lesson thinking about sustainable ways to run a business. Explain that some businesses have one or more people on staff whose entire job is to focus on sustainability. They are now going to learn more about these kinds of jobs.  Divide the class into pairs and ask students to read Student Resource 10.3, Reading: Sustainability Manager Job Description. As they read, instruct students to highlight, underline, or circle, or otherwise mark any words or phrases they don’t understand.  Give pairs a few minutes to read and mark the resource. Reassure students that they shouldn’t expect to recognize or understand every word in the description. Ask students if they know the term *jargon*. Students who have taken the AOHT Customer Service course may recognize the word. Share the definition from Teacher Resource 10.7, Key Vocabulary: Sustainable Business Management, as necessary.  Ask each pair to share a term they did not recognize. Make a list of unfamiliar terms on the board. Then invite volunteers to define any of the terms they might be familiar with. For example, one pair might not know what *cap and trade* refers to, but another pair might be familiar with that concept. Instruct students to write down the definitions of any terms they don’t know on their resource (Student Resource 10.3). Work through the list of terms until students have a working definition for each one. Refer to Teacher Resource 10.7, Key Vocabulary: Sustainable Business Management, for definitions of some of the most common jargon trouble spots. |
|  |  | class period 4 |
| 7 | 10 | Discussion: Job Description Jargon  Students review unfamiliar terms from the reading in preparation for conducting a job search.  Choose a few terms from Student Resource 10.3, Reading: Sustainability Manager Job Description, that were especially difficult for students to understand. Engage in a brief class discussion to reinforce meaning of these terms and any others that you may not have had time to discuss.  Tell students that they are now much better prepared for deciphering the jargon that they will encounter when they are truly looking for jobs. |
| 8 | 20 | Research: Sustainable Job Descriptions  Students do online research to locate a description of a sustainability management career. These descriptions will be used in the next activity in this lesson.  Direct students to Student Resource 10.4, Research: Sustainability Careers. Explain that students are going to search for a description for a sustainability job.  Briefly review the directions provided on Student Resource 10.4. Assign students to computers. If a printer is available, give students guidance on when and how they should print a job description (to avoid wasting paper by printing too many or printing unnecessary pages). If a printer is not available, make sure students understand how to copy and paste the text of a job description into a word processing file.  Circulate through the classroom to help students find good descriptions and make sure they are staying on task.  When approximately five minutes remain in the class period, ask for a show of hands of how many students have found a job description they want to work with. If a large number of students have not located a job description, consider making photocopies of the descriptions other students have found so that everyone has one to work with.  Next, let students know that they will now work with these job descriptions and consider how they might look different if they were descriptions of jobs within the hospitality industry. |
| 9 | 20 | Group Work: Sharing Job Descriptions  Students compare job descriptions and begin thinking about what they believe a good job description should include.  Ask students to form groups based on the title of the job they found. In other words, a group for sustainability specialists, a group for sustainability officers, and so on. These groups may be very large; break them into smaller groups as necessary. A group of 4–6 students is ideal for this activity.  In these new groups, ask students to compare their job descriptions. Students may be surprised by the range of descriptions that exist for the same job. Let students know that they will be developing their own job descriptions based on the ones they have found, and encourage them to make notes on elements of other people’s job descriptions that they might want to borrow.  In their groups, ask students to discuss some or all of the following questions, which may be posted on the board or a sheet of chart paper:  What is similar about all our descriptions?  What is different?  What might make me want one of these jobs?  What is missing from one or more descriptions that would help me know whether I want this job?  You may wish to point out to all groups that some specifics, such as a definite salary, are not generally included in job descriptions. It may be helpful for students to recognize that different companies take different approaches about how much information (and what type of information) to include in a job description or job posting.  Encourage students to give these descriptions some thought in terms of how they’d be useful if students were to invent a sustainability job description that is specific to the hospitality and tourism industry. That will be their task in the next class period. |
|  |  | CLASS PERIOD 5 |
| 10  Macintosh HD:Users:katherineedwinson:Desktop:Downloaded Files:Icons:Word.jpg | 30 | Writing: Hospitality and Sustainability Job Descriptions  Students draft their own job description for a sustainability management position with a hospitality business. This helps them think about the unique qualifications necessary for working in the hospitality industry and also helps them to make connections between what they have been learning in this course and potential future employment opportunities.  Tell students that they are now going to create their own description of a sustainability management job for a hospitality business, using the job descriptions they’ve discussed and the one provided in Student Resource 10.3 as examples.  Review Student Resource 10.5, Frame: Job Description, with the class and answer any questions. Explain that students should use this resource to help them plan their job description, and then they should type up their job description or write it out neatly on a separate sheet of paper. Review the assessment criteria as a class and answer any questions.  Give students time to work and circulate through the classroom to answer questions or help students who are stuck. After about half an hour, instruct students to display their job descriptions, finished or not, on their desks or computer screens. |
| 11 | 20 | Gallery Walk: Job Descriptions  Students look at their classmates’ job descriptions and think about their own preferences regarding sustainability and hospitality careers.  Instruct students to gallery walk and view the job descriptions created by their classmates. As they view the descriptions, ask students to think about the following prompts:  If I was going to take a sustainability management job in the hospitality industry, the type of business I would like to work in is…because…  I think the best part of working in sustainability management in the hospitality industry would be…  One job description I saw that I really liked was…because…  Allow approximately 10 minutes for students to look over the job descriptions. Ask students to return to their seats and lead a brief class discussion, using the prompts. Collect the job descriptions and assess using Teacher Resource 10.6, Assessment Criteria: Sustainability Management Job Description. |

Extensions

Content Enrichment

* As a Work-Based Learning (WBL) activity, practice role-playing a successful internship interview. Ask students to get into pairs and have them role-play a few questions and answers from a successful internship interview. Have one student in each pair select the mock company and position, and explain to the other students that their goal when being interviewed is to put forth key information about themselves that will land them that specific internship.

Before having students begin, review the elements of a successful interview, including clear articulation of the interviewee’s skills and compatibility for both the internship position and the work environment. Remind students that they will not be the only qualified candidate for the job. What can they do to make themselves stand out? Some example questions to get student interviews started include:

* + What do you know about this organization?
  + Why are you interested in this internship?
  + Tell me about a class project you worked on, how the project turned out, and what you learned that might be applicable to this internship?

See the Mock Interview Planning Timeline on NAF’s website if you’d like to expand on this activity or for additional interview questions: <http://workbasedlearning.naf.org/mock-interview-planning-timeline>.

* Have students view the following video: [www.ted.com/talks/arthur\_potts\_dawson\_a\_vision\_for\_sustainable\_restaurants.html](http://www.ted.com/talks/arthur_potts_dawson_a_vision_for_sustainable_restaurants.html) and make note of all the different ways these businesses are practicing sustainability. What ideas did they already read about in this lesson? In what ways are these businesses trying out newer or more unusual ideas? Note: this video was also suggested in Lesson 7 as an alternative to the guest speaker. If students have already viewed the video, they can still watch it again, this time focusing on the sustainable building and business management practices they just learned about.
* Invite a member of city government to speak to your class about infrastructure in your area. How are roads, ports, water, sewage, and waste budgeted and accounted for? How, if at all, is your local infrastructure affected by visitors? Students should prepare a list of questions in advance of the visit.
* Invite one or more local HT professionals to speak about their company’s sustainability efforts. If possible, find a professional who feels comfortable discussing with students why his or her company opted for some sustainability initiatives but did not pursue other initiatives. This can lead to an interesting class discussion.
* Turn the sustainable choices list assignment into a more complex research assignment. Have students explore the logistics of some of their choices. How easy is it to find a green office location in their community? How much more expensive would it be to buy hybrid or electric vehicles for their business rather than traditional gas vehicles? Have students revisit their choices assignment after this research. Would they make different choices? Why or why not?
* Have students analyze your school’s energy consumption and waste management practices against efficiency standards. See Energy Star’s Portfolio Manager (<https://www.energystar.gov/buildings/facility-owners-and-managers/existing-buildings/use-portfolio-manager>) for activity ideas. Students should write up an assessment of their observations and recommendations to submit to the administration or district.
* Ask students to read *The Upcycle: Beyond Sustainability—Designing for Abundance,* by William McDonough and Michael Braungart. William McDonough is an architect and sustainability pioneer whose book *Cradle to Cradle* promoted the concept of designing products for intentional recyclability. In his new book, he pushes business to change the design and production paradigm even more. Challenge students to develop a presentation that summarizes his ideas and to deliver their presentation in a school assembly.
* Have students research and write short profiles on LEED-certified hotels and resorts. Have them note whether the facility was retrofitted to meet standards or designed and constructed with LEED in mind. What unique design features does it offer? What level of certification has it achieved, or does it hope to achieve?
* In addition to the acclaimed web-based documentary *The Story of Stuff* ([www.storyofstuff.com/](http://www.storyofstuff.com/)) mentioned in the Lesson 1 Enrichment, there are a number of other downloadable short documentaries about waste and recycling you may wish to screen and discuss with your students, including the Inform Project’s *The Secret Life of Cell Phones* and *The Secret Life of Paper* (both available online at [www.informinc.org/pages/index.php](http://www.informinc.org/pages/index.php)).

STEM Integration

* Engineering: Engineers are devising methods to solve the problem of water leakage. A third of potable water is lost before it ever reaches its users. Students can engage in the engineering challenge of putting pipes together so that water does not leak. Gather 1″ PVC pipe cut into different lengths as well as 1″ PVC pipe fittings of different kinds. You also need a large shallow bin, a water, source, and a funnel or hose to get the water through the pipe maze your students have built to test it.
* Science: Consider the concept of *biomimicry* ([www.worldchanging.com/archives/003625.html](http://www.worldchanging.com/archives/003625.html)) as it applies to architectural design and building standards. Have students research and present examples of buildings around the world that have taken a cue from their natural environments (<http://www.asknature.org/article/view/case_studies>).
* Technology: Find out how the use of apps for encouraging sustainability is changing over time by having students take a poll of their family members to see who is using any of the apps mentioned in Student Resource 10.1, Reading: Sustainable Choices for Your Business, or other sustainability apps. Every year add to this data and see what trends are emerging. Alternatively, take a poll at the beginning and end of the year to see how usage is changing annually.

Additional Cross-Curricular Ideas

* English Language Arts: Have students write five-paragraph process, or “how-to,” essays based on one of the topics they covered in this lesson, such as how to compost or how to initiate a waste management plan. For more information on process essays, see the Literacy Education Online source on the topic at <http://leo.stcloudstate.edu/acadwrite/process.html>.
* Fine Arts: Have students use the medium as message to create 3-D visual representations (e.g., bas-relief pie charts or sculptures from trash, or other found object art) of average waste generated by hotels or homes, by percentage or volume.
* Multiple Subjects: Have students research job descriptions that apply to people using the subject matter of the course in a professional capacity (e.g., for a math class, accountants, bankers, statisticians, etc.; for a biology class, researchers, doctors, veterinarians, etc.). This activity can help students continue to build their familiarity with job search documents and can also help students make connections between classroom content and the “real world.”