AOHT Sustainable Tourism

Lesson 11

A Consumer-Driven Market

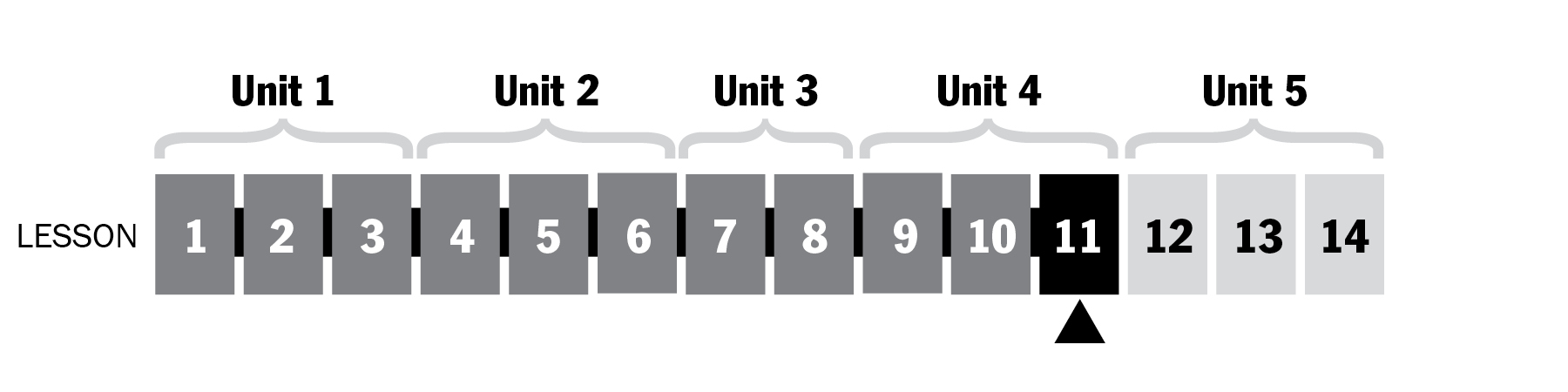
In this lesson, students consider the relationship between consumers and tourism businesses. Students begin by viewing a video about how a business can make a difference in the local community. Students consider how they can develop a relationship between their project business and the local community by conducting interviews with local community members to make sure their business will appeal to the local marketplace.

Student also learn about how consumers can influence the marketplace and how some businesses attempt to appeal to environmentally-conscious consumers by *greenwashing*, or making their business appear to be more sustainable than it actually is. Students conclude the lesson by drafting a business email requesting an interview with one or more members of the local community. These interviews, once conducted, will help students prepare their final pitch for their project business in Lesson 13.

Advance Preparation

* This lesson includes a YouTube video about Canadian social entrepreneur Mark Brand. Before beginning the lesson, make sure you can access the video for your students. If your school does not allow access to YouTube, you may wish to download the video to your computer in advance using KeepVid (see [keepvid.com](http://keepvid.com)) or a similar program. As an alternative, you may wish to consider showing part of Brand’s TEDx talk, which is available at <https://www.youtube.com/watch?v=3mXMw5aTva4>. Please keep in mind that the TEDx talk is designed for adults; you should preview it to determine if it is appropriate for your students. As an alternative, consider inviting a guest speaker to speak to the class on social entrepreneurship and how a business can make a difference in the community.
* In this lesson, students need to interview community members about their project business ideas. Ideally, the interviews are conducted in person, but students can also do phone interviews, Skype or Google+ interviews, or even interviews via email (although that should be a last resort). Students need to be able to interview a wide variety of people who represent different ages, education levels, careers, and so on. Before this lesson, compile a list of people who are willing to participate in one student interview. Consider asking advisory board members as well as colleagues at school. Identify potential volunteers who can represent different perspectives than your students’ families and friends are likely to have. It is important for students to obtain many different opinions on their project businesses.
* Students need access to computers with word processing software, one per student, in Class Periods 3 and 4.

This lesson is expected to take 4 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Describe the relationship between the consumer demand for greener products and sustainable tourism
* Characterize the ways in which consumers drive the change toward sustainable practices\*
* Differentiate between sustainable practices and greenwashing as a marketing tool
* Identify ways consumers can determine if a business or an attraction is committed to sustainable practices\*
* Demonstrate the ability to write a business email

\*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)
* Utilize problem-solving skills to address a real world opportunity to help create healthier ecosystems and communities while protecting or increasing organizational health (Career Cluster Green/Sustainability Knowledge and Skills Statements 2012, All Career Clusters Statement 4)
* Analyze the added value of products or services in the marketplace when green and sustainability-based practices are featured (Career Cluster Green/Sustainability Knowledge and Skills Statement 2012, Agribusiness Systems Statement 4)
* Understand how external factors and competition influence or dictate marketing decisions (McREL Business Education Standards 1999, Standard 44)
* 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 how environmental hazards affect human systems and why people may have different ways of reacting to them (National Geography Standards, 2nd ed. 2012, 15.2 B)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| Business email (Student Resource 11.4) | Assessment Criteria: Business Email (Teacher Resource 11.2) |

Prerequisites

* Knowledge of the vocabulary of sustainability and sustainable tourism
* Familiarity with marketing strategies
* Understanding of what *product* means in the hospitality and tourism field
* Grasp of the relationship between consumer demand and marketing
* Practice with written professional communications

Instructional Materials

Teacher Resources

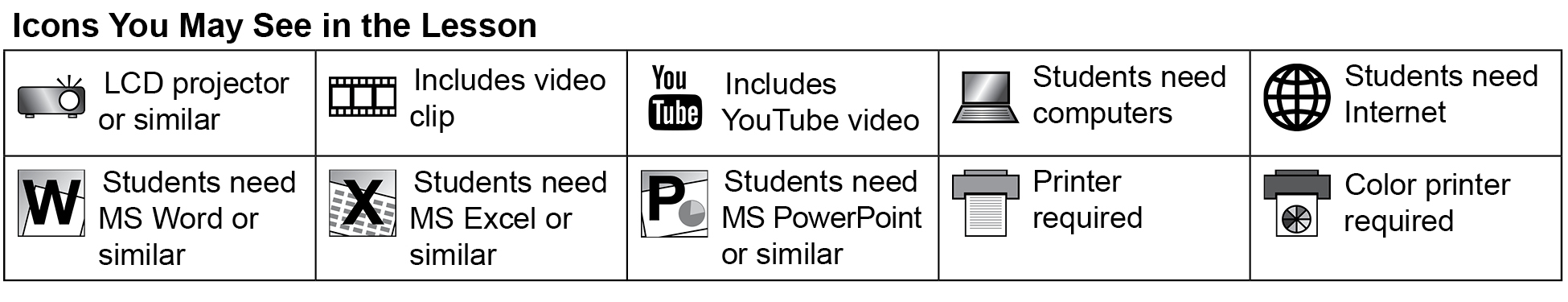
* Teacher Resource 11.1, Presentation and Notes: A Consumer-Driven Market (includes separate PowerPoint file)
* Teacher Resource 11.2, Assessment Criteria: Business Email
* Teacher Resource 11.3, Key Vocabulary: A Consumer-Driven Market
* Teacher Resource 11.4, Bibliography: A Consumer-Driven Market

Student Resources

* Student Resource 11.1, Interviews: Community Opinions
* Student Resource 11.2, Reading: A Consumer-Driven Market
* Student Resource 11.3, Organizer: Interview Decision Making
* Student Resource 11.4, Assignment: Business Email
* Student Resource 11.5, Reading: How to Interview

Equipment and Supplies

* LCD projector and computer with Internet access for video and PowerPoint presentation
* Whiteboard, blackboard, or flip chart
* Computers with word processing software



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 20 | Video: Social Entrepreneurship  In this activity, students consider the role a business or businessperson can play in the local community as they watch a video about a social entrepreneur who is making a difference in his own hometown.  Before class begins, set up a computer and projector. Preview the following video about Canadian social entrepreneur Mark Brand:  [www.youtube.com/watch?v=I\_Xe4nENnPU](http://www.youtube.com/watch?v=I_Xe4nENnPU)  If your school does not allow access to YouTube, you may wish to download the video to your computer in advance using KeepVid (see [keepvid.com](http://www.keepvid.com)) or a similar program.  When class begins, ask students:  Why do you think people want to start their own business?  Students may give various answers. The most common ones are likely to be: to make money, to be your own boss. If students do not bring it up, ask them:  Do you think a lot of people start their own business to make a difference in the world? Why or why not?  Students may suggest that businesses don’t make a difference—charities or nonprofit groups do—or they may suggest that businesspeople care more about making money. Acknowledge the elements of truth in their statements, but challenge students to think carefully. Are all businesses really only out to make money? What about the businesses students are proposing for their culminating projects? Encourage a brief class discussion on this topic.  Tell students they are going to watch a video about a Canadian entrepreneur. As they watch the video, ask them to think about the following questions, which can be posted on the board or a sheet of chart paper:  What does success mean to Mark Brand?  Do you think Brand’s business demonstrates sustainability? Why or why not?  After the video tell students to discuss these prompts in pairs. Take some volunteer answers. Students should be able to recognize that Brand is successful financially, because he seems to be expanding and adding new businesses frequently. He is also clearly making a difference by feeding hungry people in the local community and employing people who might otherwise have a hard time getting a job. Whether or not the business is environmentally sustainable is not clear from the video, but the business is definitely practicing social and economic sustainability.  Ask students if the video has changed their opinions about businesses that make money and businesses that make a difference. Guide students to recognize that a well-thought-out business has the potential to do both and if students actually launched their project businesses, that would be their goal. Ask students:  Are your businesses as closely connected to the community as the business you see in the video?  In most cases, the answer will be “no.” Let students know that one of the ways to connect a business more closely to the community is by talking with community members to find out what they want and need. In this lesson, students are going to take the time to do that. |
| 2 | 30 | Culminating Project Work: Community Interview Preparation  Students prepare to conduct interviews with community members about their project business.  Ask students to review Student Resource 11.1, Interviews: Community Opinions. Discuss “The Interview” and “The Process” sections as a class. Answer any questions. Students may be concerned about who to interview and how to obtain the interviews; address these questions in a limited way, but reassure students that they will have time and help later in the lesson to handle that part of the assignment.  Direct students’ attention to the section called “Step One: Learn how to ask good questions.” Point out that if students have already taken the AOHT course on Customer Service, this information will be familiar to them. Ask for a show of hands of students who already took that course. Tell these students that they will serve as interviewing experts for the rest of the class.  Give students 5–10 minutes to read Step One. Call on a volunteer to name one type of question described in the reading. Call on another volunteer to explain that type of question in his or her own words. Repeat this process until all the question types have been discussed.  Ask students to begin working on “Step Two: Write down potential questions.” Tell students that they need to finish writing their 10 questions for homework and bring them to the next class period. |
|  |  | CLASS PERIOD 2 |
| 3 | 15 | Culminating Project Work: Sharing Questions  Students share the questions they thought of with the rest of their project group.  Ask students to move into their project groups and share the questions they wrote for homework. Note that students will naturally have thought of some repetitive or overlapping questions, but with each student writing 10 questions, they should still have plenty to choose from. Students should write down all their group’s questions on Student Resource 11.1.  When approximately 15 minutes have passed, let students know that they are going to view a presentation that may help them think of additional questions to ask. |
| 4 | 35 | Presentation: A Consumer-Driven Market  This activity gives students an in-depth look at how consumers can influence the market and encourage businesses to behave more sustainably. It will also get them thinking about the issue of greenwashing. Further, the activity develops students’ listening and note-taking skills.  To prepare, make notes to guide class discussion using Teacher Resource 11.1, Presentation Notes: A Consumer-Driven Market. Have Teacher Resource 11.1, Presentation: A Consumer-Driven Market (separate PowerPoint file), ready to show as a full-screen slideshow using an LCD projector. As they view the presentation, ask students to try to think of three new questions to add to their question lists, based on the content they see.  Present the slideshow. Use the notes you prepared and the questions on the slides to encourage class discussion.  This presentation is duplicated as Student Resource 11.2, Reading: A Consumer-Driven Market. If an LCD projector is unavailable, students can read the presentation, answer the discussion questions in their notebook, and discuss their answers as a class. This student resource is also useful for review.  After completing the presentation, have students share the questions they thought of with their group mates and add each other’s questions to Student Resource 11.1. In the last 5–10 minutes of class, call on each group to share one or two questions they think are particularly useful or well written. Encourage students to write down other groups’ questions if they think those will be helpful. |
|  |  | CLASS PERIOD 3 |
| 5 | 20 | Culminating Project Work: Interview Decision Making  Students work together to decide on whom to ask for interviews and what questions to ask. This activity focuses on the following college and career skills:  Demonstrating teamwork and collaboration  Demonstrating adaptability and flexibility  Before this class period, make sure you have prepared a list of people who are willing to be interviewed as part of this assignment. Consider asking colleagues, advisory board members, and other adults who may offer a different perspective from students’ friends and families.  Ask students to move into their project groups and look over Student Resource 11.3, Organizer: Interview Decision Making. Explain that at this point students need to think about who they are going to ask for interviews and what questions they are going to ask.  Call on volunteers to suggest one person they think they might want to ask for an interview. Remind students to think about a wide range of different types of people—in other words, they shouldn’t all interview their mom and their best friend who’s in the same class.  Give groups time to brainstorm potential interviewees. Check in with each group and help them think of other people they can contact. Remind students that they need to email at least one of their potential interviewees, so they should consider that when making their list. Offer suggestions from the list you have compiled as necessary.  Once students have thought of enough potential interviewees, ask them to work together on the second part of Student Resource 11.3 and create a list of the questions they want to ask everyone. Then students should work individually to think of questions they would specifically want to ask their interviewees.  For homework, instruct students to finish writing up questions they want to ask. They should have between 5–10 questions to ask in total for each interviewee. Let students know that in the next class period they are going to draft an email to formally request an interview from one or more of their potential interviewees. |
| 6    Macintosh HD:Users:katherineedwinson:Desktop:Downloaded Files:Icons:Word.jpg | 30 | Assignment: Interview Request Email  For this assignment, students draft a business email to request an interview with one or more members of the local community. This activity focuses on the following college and career skills:  Effectively using technology relevant to a profession  Demonstrating the ability to write effectively  **Note**: if you use email with your students, you may wish to send this assignment as an email to model the format.  As a class, read Student Resource 11.4, Assignment: Business Email. Note that the assignment is written in the form of a business email. If necessary, briefly discuss the difference between casual email messages (such as the ones they would send to friends, family members, etc.) and professional email messages, which have more in common with the formal business letters they may have practiced writing in other NAF courses. You might consult Colorado State University’s “Business Email” site (<http://writing.colostate.edu/guides/guide.cfm?guideid=74>), or offer this brief summary:  Business emails are more formal in tone than casual emails. Note that the language of the professional email is brief and to the point. Each paragraph is composed of no more than five lines. (Many computer monitors only display 20–25 lines at a time; so short paragraphs are more appropriate and easier on the eyes for this type of communication.)  Have students pair with a neighbor. Instruct each pair to identify the following segments by writing one of these terms in the margins of the email message. Ask them to also jot down what they think the purpose of each segment is:  Heading  Opening  Discussion  Closing  Call on pairs to identify these segments. Ask other pairs to share what they think the purpose of each segment is. Write these on the board and ask the class if other pairs wrote down something different. By the end of the discussion, the purposes of each segment written on the board should convey the following:  The heading segment is automatically formatted in all email programs and lets the recipient(s) immediately know the date, who is involved in the correspondence, and what the topic is.  The opening segment states what topic, problem, challenge, or issue will be addressed.  The discussion segment supports the opening segment with additional information.  The closing statement explains what the recipient should do, or what further action should be taken.  Make sure students recognize that their assessment criteria are written in the text of the example email. If necessary, provide copies of Teacher Resource 11.2, Assessment Criteria: Business Email, to help students recognize how they will be assessed. Give students time to draft their emails, but tell them not to send them until you have reviewed them. To avoid accidentally sending the emails, students should compose their drafts in Microsoft Word.  Tell students the date by which they need to have the interviews completed (Lesson 13) and remind them to keep that in mind when requesting the interviews. Explain that students should attempt to do the interview in person. If that is not possible, a phone or Skype interview may be set up. As a last resort, students may conduct the interview via email. However, students should check with you before agreeing to an email interview. All in-person interviews should be conducted in pairs. |
|  |  | class period 4 |
| 7    Macintosh HD:Users:katherineedwinson:Desktop:Downloaded Files:Icons:Word.jpg | 25 | Assignment: Business Email  Students put the finishing touches on their interview request emails.  Give students a few minutes to put the finishing touches on their draft emails. Remind students to double-check that their emails follow the appropriate format and meet the assessment criteria. Then collect the emails and assess using Teacher Resource 11.2, Assessment Criteria: Business Email. Instruct students not to send these emails yet. |
| 8 | 25 | Discussion: Interview Next Steps  As a class, students consider what they need to do in order to complete their interview assignments.  Ask students to move into their project groups and read Student Resource 11.5, Reading: How to Interview. Explain that this reading goes over specific points of how to conduct an interview effectively. Allow a few minutes for students to review the reading. Then invite volunteers to share one point they thought was particularly helpful, or one point they found confusing. Clear up any misunderstandings.  Let students know when you will return their email drafts with comments. (Note: make sure to return these assignments quickly, as students need time to conduct their interviews.) Discuss the process students should expect to follow. For example, students might:  Send the email requesting the interview.  Make a phone call the next business day to follow up and (hopefully) schedule the interview.  Conduct the interview.  Send a thank you email or note.  Remind students of the due date for the completed interviews and reiterate your preferences regarding in-person interviews vs. phone interviews vs. email interviews. If students have not yet done so and have Internet access, consider instructing them to use an online calendar (such as Google calendar) to create a shared schedule with project goals and deadlines.  Ask students to plan how they can go about conducting in-person interviews, which need to be done in pairs unless the person being interviewed is a family member or close family friend. Have students compare schedules and consider public transportation options to prepare.  Ask each group to share one plan they’ve come up with for conducting an interview. Encourage groups to troubleshoot and give each other suggestions.  If time permits, consider inviting students to talk about any concerns they have regarding interviews. Interviewing adults can be nerve-wracking for students, and discussing potential pitfalls in advance can help them feel more confident. Emphasize to students that these adults want them to succeed. You may wish to point out that participating in interviews is challenging for many people, but that throughout their careers students are likely to be in many interview situations, so the more practice they can get, the better.  For homework, tell students to look through all of the project-related work they have completed thus far and make sure they have everything. They will be needing this work in the next class period. |

Extensions

Content Enrichment

* What green certification programs exist in your city, county, or state? Have students investigate local eco-labels and report on the criteria necessary for certification, as well as any additional benefits for meeting these criteria. For an example of a regional program, see the San Francisco Bay Area’s Green Business Program ([www.greenbiz.ca.gov/](http://www.greenbiz.ca.gov/)).
* Start a bulletin board with two sections, one titled Green and one titled Greenwashing. Challenge students to bring in examples of one, the other, or both: pictures, ads, articles, brochures, and so forth. Discuss each item as a class: who thinks this (picture, ad, etc.) is an example of something that is genuinely green? Why? Who thinks it’s an example of greenwashing? Why? Once some decision has been arrived at, post the contribution under the appropriate heading.
* Have students research eco-labels, LEED, EarthCheck, and other sustainability certifications. Students can create a chart identifying similarities and differences between the certifications. As a starting point, you may wish to have them refer to the Ecolabel Index ([www.ecolabelindex.com/ecolabels/?st=category=tourism](http://www.ecolabelindex.com/ecolabels/?st=category=tourism)).
* Have students consider their own sustainability standards by choosing one of the four different sustainability areas of the Global Sustainable Tourism Criteria (https://www.gstcouncil.org/en/gstc-criteria/sustainable-tourism-gstc-criteria.html) to review: sustainable management; socioeconomic impacts; cultural impacts; environmental impacts. They should select five key standards they would like a future employer to abide by, and explain why these standards are important to them.
* Invite a marketing professional or member of your NAF academy advisory board to your class for a discussion on the fine line between ethical and unethical marketing when it comes to sustainability. Have students gather examples of television, Internet, and/or print ads to prepare for the discussion.
* Conduct a Work-Based Learning (WBL) activity: Research how social media is used in specific industries. Students may know how to use Facebook, Foursquare, or Twitter for personal reasons, but what about how this relatively new type of media is relevant to their field and chosen companies? Tell students to research trends in social media marketing and how specific companies in their industry use it.

STEM Integration

* Technology: Put two project groups together. Using a video recorder or smartphone, have a student from one group video students conducting mock interviews with each other. Groups should review these together and give each other constructive criticism as preparation for conducting their interviews.

Additional Cross-Curricular Ideas

* Civics/Government: Have students work in groups to create a “consumer’s constitution” that outlines the rights and responsibilities of manufacturers/service providers and consumers. See the AMA’s Ethical Norms and Values for Marketers ([www.marketingpower.com/AboutAMA/Pages/Statement%20of%20Ethics.aspx](http://www.marketingpower.com/AboutAMA/Pages/Statement%20of%20Ethics.aspx) ) for the marketing side. For the consumer side, U.S. Public Interest Research Group ([www.uspirg.org/](http://www.uspirg.org/)), Better Business Bureau (<https://www.bbb.org/>), and Consumer Reports ([www.consumerreports.org/cro/index.htm](http://www.consumerreports.org/cro/index.htm)) offer advice and guidance for consumers seeking more information about businesses, services, and products.
* Economics: Have students take part in a stock market simulation by “investing” in companies that adhere to green or socially responsible standards. The websites RSF Social Finance (<http://rsfsocialfinance.org/>), Forum for Sustainable and Responsible Investment ([ussif.org/](http://ussif.org/)), and Social Funds ([www.socialfunds.com](http://www.socialfunds.com)) provide research, news, and information on social investing, as well as additional resources from socially responsible mutual funds. You may also wish to have students check out MSCI ESG (<http://www.msci.com/products/esg/>). This site provides a screen to determine whether or not companies are acting in ways that are consistent with sound progressive standards of corporate conduct in the areas of climate change and human rights.