AOHT Sustainable Tourism

Lesson 9

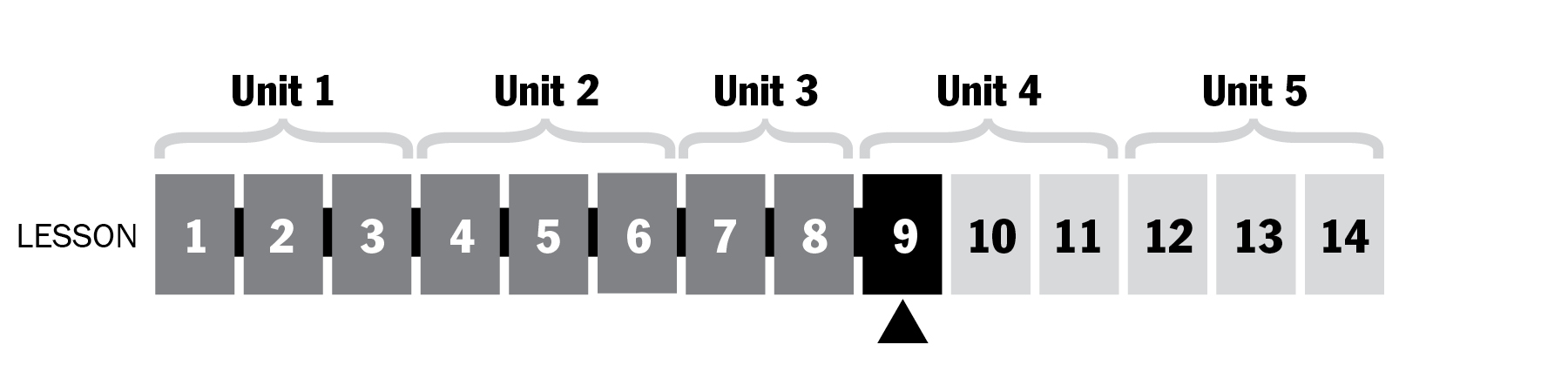
Corporate Social Responsibility and Commercial Tourism

In this lesson, students explore the concept of corporate social responsibility (CSR). Students conduct brief surveys of their classmates to explore how aware they are of the CSR efforts of local businesses. After learning more about typical CSR policies, students research the policies of local hospitality businesses. This prepares them to formulate their own CSR policy statement for their culminating project business.

Advance Preparation

* Students will need computers with Internet access in Class Period 2, one per student.
* Students will need computers with word processing software in Class Periods 3 and 4, one computer per project group.
* Students will also need access to a printer in Class Period 4.

This lesson is expected to take 4 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Define *corporate social responsibility* (CSR)\*
* Make inferences about how CSR affects the ways companies are working toward sustainability
* Create a CSR policy for a new, local, sustainable tourism business

\*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 on the course downloads page of the NAF Curriculum Online Library, in the Course Planning Tools section).

* 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)
* Demonstrate problem solving using sustainability skills (Career Cluster Green/Sustainability Knowledge and Skills Statements 2012, Manufacturing Statement 4)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| Corporate social responsibility statement for culminating project business (Student Resource 9.5) | Assessment Criteria: Project Business CSR (Teacher Resource 9.2) |

Prerequisites

* Solid understanding of the concept of sustainability and sustainable development
* Familiarity with the vocabulary of hospitality and tourism
* Basic understanding of marketing
* Basic comprehension of ethical business practices
* Practice with Internet research

Instructional Materials

Teacher Resources

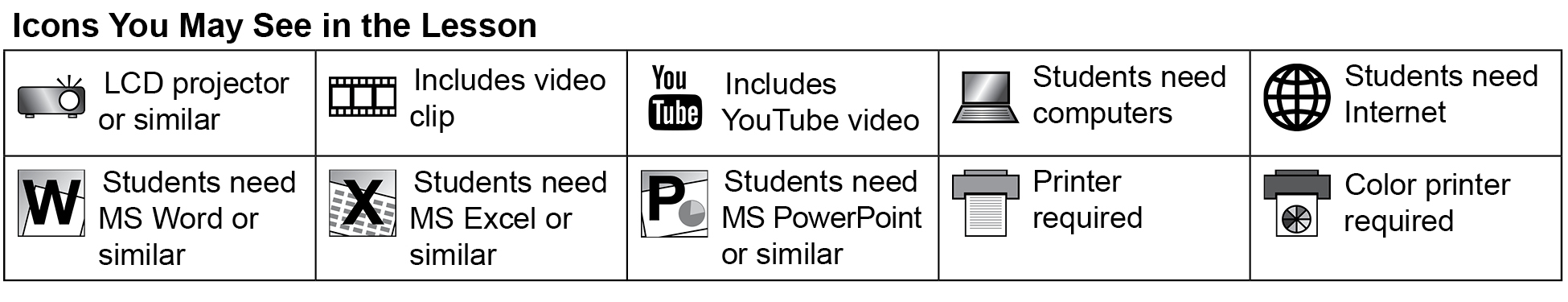
* Teacher Resource 9.1, Presentation and Notes: Corporate Social Responsibility (includes separate PowerPoint file)
* Teacher Resource 9.2, Assessment Criteria: Project Business CSR
* Teacher Resource 9.3, Key Vocabulary: Corporate Social Responsibility and Commercial Tourism
* Teacher Resource 9.4, Bibliography: Corporate Social Responsibility and Commercial Tourism

Student Resources

* Student Resource 9.1, Survey: Who Knows About
* Student Resource 9.2, Taxonomy: Sustainability Initiatives
* Student Resource 9.3, Reading: Corporate Social Responsibility
* Student Resource 9.4, Assignment: CSR Research
* Student Resource 9.5, Assignment: Project Business CSR

Equipment and Supplies

* LCD projector and computer for PowerPoint presentation
* Whiteboard, blackboard, or flip chart
* Computers with Internet access (one per student)
* Computers with word processing software (one computer per project group)
* Printer
* Sticky notes



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 15 | Student Interviews: Who Knows About…  In this springboard activity, students tap into their prior knowledge and experience about companies’ efforts to be environmentally responsible by interviewing each other regarding these practices in local hospitality and tourism businesses.  Use Student Resource 9.1, Survey: Who Knows About, and read the directions with the students. Students find as many of their classmates as possible to fill in each box within a short time frame. For example, if a student asks a classmate if she has ever eaten at a local restaurant that recycles and the answer is “yes,” the student should write her classmate’s name in that box. Students should not write the same names in more than two boxes on any one sheet.  Have students return to their seats and invite them to discuss their findings, first with a partner and then as a class.  Who was able to fill in the most boxes?  Were there any boxes that no one was able to fill? Which ones were they?  Why do students think that they are more familiar with some of these sustainability efforts than with others?  Explain that these practices are examples of sustainability initiatives. Share the definition of “sustainability initiatives” from Teacher Resource 9.3, Key Vocabulary: Corporate Social Responsibility and Commercial Tourism.  Tell students that sustainability initiatives can be one example of corporate social responsibility, in which a company makes an effort to use practices that demonstrate its commitment to important causes like environmental sustainability, fair trade practices, or animal welfare. Let students know that in this lesson they will be focusing on corporate social responsibility policies in the commercial tourism industry. |
| 2 | 35 | Presentation: Corporate Social Responsibility in Commercial Tourism  This activity gives students an in-depth look at the concept of corporate social responsibility and how it is affecting sustainability practices in mainstream hospitality and tourism businesses. It also helps students build their vocabulary of common sustainability initiatives. Further, the activity develops students’ listening and note-taking skills.  To prepare, make notes to guide class discussion using Teacher Resource 9.1, Presentation Notes: Corporate Social Responsibility. Have Teacher Resource 9.1, Presentation: Corporate Social Responsibility (separate PowerPoint file), ready to show as a full-screen slideshow using an LCD projector.  Ask students to look at Student Resource 9.2, Taxonomy: Sustainability Initiatives. Call on a volunteer to explain how a taxonomy is used, to refresh students’ memories. See *The NAF Learning Handbook* for more information on this strategy.  Direct the class to begin independently by thinking of terms that relate to sustainability initiatives. Remind students that they just talked about some sustainability initiatives in the last activity.  An example is the term *recycling*. Students will write recycling next to the letter *R*. Allow students to work for about five minutes, adding as many terms as they can think of that relate directly to sustainability initiatives. They may write more than one term for each letter; however, they should not worry about finding a term for every letter.  Then explain that students are going to watch a presentation on corporate social responsibility. As they watch, students should continue to add terms to their taxonomy.  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 9.3, Reading: Corporate Social Responsibility. 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.  When the presentation is complete, organize students in pairs. Ask them to collaborate by sharing terms in order to build their taxonomies. For example, if one student has written *recycling* and the other has not, the second student would add *recycling* to his or her taxonomy.  After five minutes, ask students to leave their taxonomies on their desks and walk around the room to view each other’s taxonomies. Ask students to collect words from their peers to bring back to their own taxonomies.  Give students a couple of minutes to add the terms they collected to their taxonomies, and then complete the activity with a short discussion. Call on as many pairs as time allows, asking them to share some of the terms that were easy to come up with and some of the terms from peers that were new to them.  Tell students that in the upcoming class periods, they will be creating a corporate social responsibility policy for their culminating project business, and the terminology they have collected on sustainability initiatives will be very useful as they write their CSR. |
|  |  | CLASS PERIOD 2 |
| 3 | 50 | Culminating Project Work: CSR Research  Before writing their own business CSR statements, students do research to learn about the CSR statements of competitors or potential clients. This activity helps students recognize the common elements of CSR statements and their prevalence (or lack thereof) within the hospitality industry. It also focuses on the following college and career skills:  Demonstrating teamwork and collaboration  Locating, evaluating, and applying information  Utilizing time efficiently when managing complex tasks  Ask students to move into their project groups. Explain that before they can write their own CSR statements, they need a better idea of what common CSR policies are for their type of business. So they are going to do research on their competition’s CSR or, if they are starting a B2B business, they can research potential client companies’ CSR policies.  Review Student Resource 9.4, Assignment: CSR Research, with the class. Instruct students to use the research they completed in Lesson 8 to help them choose five to six companies to research in this activity. Then have students assign one group member to each of the top three to four companies. Tell students that many companies list their CSR on their website, but not all do. And not all companies have one. If students start their research and cannot find CSR information, they should switch to one of the extra companies listed on their assignment sheet.  Discuss how to find CSR information on a website and answer any questions. If you have the technology to use apps in your classroom, consider instructing students to take notes on their tablet or mobile device using apps like UPad Lite, Evernote, and TurboNote.  Then assign students to computers and give them time to research. Circulate through the classroom to help students who are struggling to find CSRs and to keep students on task. If students do find CSR information, they should use Student Resource 9.4 to take notes.  When the period is approximately halfway over, ask students to demonstrate by a show of hands if they have been successful at finding CSR information. If appropriate, take time to comment on the fact that CSR information has not always been so easily available to consumers. You may also wish to point out that sometimes large multinational corporations are more committed to CSR (at least in terms of their stated policies) than small local businesses.  Give students the rest of the class period to complete their research. Let them know that in the next class period they will start drafting their own CSR statements for their project businesses.  To gauge student understanding, you may wish to collect Student Resource 9.4 and assess on a credit/no credit basis. |
|  |  | CLASS PERIOD 3 |
| 4 | 50 | Culminating Project Work: Writing a CSR Statement  Now that they are familiar with the common elements of CSR statements, students work together to craft a CSR policy for their culminating project business. This activity focuses on the following college and career skills:  Demonstrating teamwork and collaboration  Demonstrating the ability to write effectively  Demonstrating ethical academic and professional behavior  Ask students to move into their project groups and review Student Resource 9.5, Assignment: Project Business CSR. Explain that this resource is designed to help students organize their thoughts before they write a CSR statement for their project business.  Discuss the key elements (vision statement, areas of focus) as a class and answer any questions. Go over the assessment criteria. Call on one volunteer to read the first criterion aloud. Call on another volunteer to explain what the criterion says in his or her own words. Repeat this process until you have discussed all the criteria.  Tell students they have this class period to draft their CSR statements. Remind them to look at the taxonomies they developed in Class Period 1, which will give them ideas for language that they can use in their policies. Once they have figured out what they want to say, students should type a draft on the computer (or copy it carefully onto a clean sheet of paper). If students have access to word processing software such as Microsoft Word, you may want to have them compose their statements together, using Track Changes and reviewing comments in the writing process.  Circulate through the classroom, keeping students on task, answering questions, and making sure all group members are working equally to draft their CSR statements.  When the class period is approximately halfway over, ask students to pause. Call on a volunteer from each group to read their business’s vision statement. Encourage students to think about whether they can do anything to improve or revise their own vision statements after hearing their classmates’ work.  Remind students that they need to use their class time efficiently. Let them know that they will have a limited amount of time in the next class period to put the finishing touches on their CSR statement, so if they have a substantial amount of work left to do, they will need to complete it for homework.  In the last 5–10 minutes, call on a volunteer from each group to share how far they are with their CSR statements. Instruct groups that still have a lot left to do that they need to work on their statement for homework. |
|  |  | class period 4 |
| 5 | 40 | Culminating Project Work: CSR Statements  Students obtain peer feedback on their CSR statements and make revisions before turning them in.  Give students a few minutes at the start of class to put the finishing touches on their statement and print out a copy.  Post the copies around the classroom. Give each group a small stack of sticky notes.  Instruct the groups to move around the classroom and read other groups’ CSR statements. Ask them to use sticky notes to give the following feedback to each group:  One thing we like about your CSR statement is…  One thing we don’t like/don’t understand about your CSR statement is…  You may wish to provide the following examples:  One thing we like about your CSR statement is that you were really specific about how your business will be environmentally responsible.  One thing we didn’t understand about your CSR statement is what your business is doing to be economically sustainable. You said that was a goal, but you didn’t really explain what your business would do.  Give the groups time to look at other groups’ work and comment. Then ask students to return to their own work and read over the feedback. Tell students they have a limited amount of time to make any changes to their CSR statements, using their classmates’ feedback for guidance.  When approximately 15 minutes remain in class, instruct students to finish their revisions and turn in their CSR statements. Assess the statements using Teacher Resource 9.2, Assessment Criteria: Project Business CSR. Once assessed, return them to students to include them in their culminating project portfolios. |
| 6 | 10 | Reflection: Corporate Responsibility  Students consider what they have learned in this lesson and how it affects their attitude as consumers and future employees.  Post the following questions on the board or a sheet of chart paper:  Do you think businesses really live up to their CSR statements? Why or why not?  Based on what you have learned in this lesson, would you be more likely to buy products from a company that has a strong CSR policy? Why or why not?  Based on what you have learned in this lesson, would you be more interested in working for a company that has a strong CSR policy? Why or why not?  Ask students to respond to one or all of these questions in their notebooks. As time permits, invite volunteers to share their thoughts. Let students know that in upcoming lessons they will continue to explore how a company’s stated policy may or may not impact its success. |

Extensions

Content Enrichment

* From a business perspective, implementing sustainable practices can often be cost efficient. Invite a local HT business owner (or NAF academy advisory board member) to speak to the class on the return on investment (ROI) of a sustainable practice his or her company has implemented.
* Divide students into eight groups and have each research and create a directory of all commercial tourism businesses in your community by sector. In addition to the names and contact information for each, have them also note the career opportunities or positions at each business. Have students learn more about corporate social responsibility and sustainability initiatives across a wider spectrum of commercial tourism organizations, such as airlines, resorts, cruise lines, amusement parks, tour operators, and suppliers.

STEM Integration

* Science: Many landfills offer tours of recycling plants. Have students take a field trip to investigate the question: “What happens when you ‘recycle’ something?” Then have them create How It Works posters detailing the recycling processes for several different items, from the point of disposal to their next product “lives.”
* Technology: For a broader and deeper understanding of the food industry as it relates to sustainability, invite students to watch the 2010 Oscar-nominated documentary *Food, Inc.* (<http://www.takepart.com/foodinc>). The film’s website offers a discussion guide (<http://www.takepart.com/sites/default/files/foodinc_PDF_091008.pdf>) with reflection questions, vocabulary words, and ideas for action.
* Technology: Consider having students participate in the EarthCheck Sustainability Challenge (<https://schools.earthcheck.org/Student/>), which is designed to help students manage their household sustainability in some of the same ways a business manages its sustainability. The Challenge is designed for slightly younger students (middle school rather than high school), so evaluate its appropriateness for your students. You need to register as a school to participate; students cannot participate individually.