This is the title page for the Ontario Council for Technology Education Skilled Trades and Apprenticeship Resource titled "Raising Dough for Charities: Building Community Through Customer Service". It has multiple coloured boxes down the left side of the page, the OCTE logo and title in the middle of the page and TakeTECH logo on the bottom right corner.


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# Introduction

**Course Code:** TFJ3C

**Broad base Technology:** Hospitality and Tourism

**Destination:** College

**Grade Level:** 11

**Prerequisite (if applicable):** None

**Resource/Project Name:** Raising Dough for Charities - Building Community Through Customer Service

# 

# Project Outline

By the completion of this project, the student will demonstrate an understanding of factors that affect the relationship between the tourism industry and society (C.2). Students will demonstrate an understanding of the importance of customer service (D.2).Students will design effective marketing initiatives to promote an event or activity (B.3).Students will demonstrate learning skills that include communication, teamwork, responsibility, organization and initiative. In the “Community of Character”, appreciation and empathy will be emphasized in support of the interconnection between social responsibility within the service sector, and how these skills apply to their career pathway.

This Project Outline includes the following components:

Part 1 An Introduction to Customer Service Excellence- PowerPoint Presentation

Part 2 Graphic Organizer – Brainstorming the meaning of great customer service

Part 3 Tips for Customer Service Excellence - Google Doc

Part 4 Better Customer Service Challenge Chart - Google Doc

Part 5 Hospitality and Tourism Career Options

Part 6 Definition of Building Community -Think Pair Share - Google Doc introduction

Part 7 Jamboard Activity - What does Building Community look like at a Bake Sale

Part 8 Poster Chart Assignment - Building Community in the Workforce

Part 9 Rubric - Poster Chart Assignment - Building Community in the Workforce

Part 10 Jamboard Activity - Marketing Strategy for a Community Bake Sale

Part 11 Digital Marketing Strategy Assignment, Part 1

Part 12 Google Slide Assignment, Digital Marketing Strategy, Part 2

# Prior Knowledge

Prior to this project, students should have met the following specific expectations:

* A4.3 Demonstrate the ability to operate and maintain a variety of tools and equipment commonly used in different sectors of the tourism industry (e.g., stoves, computers, vacuum cleaners, audio-visual equipment), using proper processes and procedures;
* B1.1 Demonstrate the use of various cooking techniques (e.g., sauté, deep fry, roast, poach, steam, braise) to produce a variety of foods (e.g., meats, vegetables, rice and pasta dishes, desserts, bakery products);
* B3.1 Identify a customer target group (e.g., students, family members, senior citizens) for an event or activity and determine the needs and wants of this target group (e.g., with regard to timing, budget, menu, facilities, location);
* D1.1 Identify the laws, regulations, and regulatory/ oversight organizations that govern health, safety, and sanitary standards in the tourism industry (e.g., Occupational Health and Safety Act [OHSA], Health Protection and Promotion Act [HPPA];
* D1.4 Demonstrate the use of safe food handling and proper sanitary practices (e.g., prevent cross contamination of foods; keep their person and uniform clean; wear hair nets; observe good housekeeping practices, safe lifting practices).

# Planning Notes

Moving forward in the post COVID landscape, the Government of Canada has identified the *ability to work with others* as one of 9 key essential skills. Embedded in this essential skill would be customer service, teamwork, empathy and a strong sense of community. The purpose of this project is to explore the importance of these skills in relation to a successful career in the Hospitality Industry. Ideally, this project would occur towards the end of a semester, as it encompasses scaffolding of safety skills, kitchen and sanitation skills, interpersonal and team building skills. In a continuum of this activity, students would be planning and preparing the products for the bake sale.

# Skilled Trades and Apprenticeship Opportunities

By the end of this project, students will demonstrate an understanding of factors that affect the relationship between the tourism industry (including hospitality) and society. The activities focus on customer service skills, problem solving skills, and community building and marketing, which are essential skills that can be applied to apprenticeships in many skilled trades such as:

* Agricultural - Dairy Herdsperson (640D)
* Agricultural - Fruit Grower (640F)
* Agricultural - Swine Herdsperson (640S)
* Assistant Cook (415B)
* Baker (423A)
* Baker - Patissier (Baker) (423C)
* Chef (415C)
* Cook (415A)
* Horticultural Technician (Landscape Horticulturist) (441C)
* Institutional Cook (415D)
* Native Clothing and Crafts Artisan (296B)
* Retail Meat Cutter (245R)

It is recommended that the teacher follow the Canadian Apprenticeship Forum for up to date resources on:

* Apprentice Attitudes Towards Learning and Examinations
* The Quality of Workplace Training
* Communication and Inclusion in Apprenticeship
* Apprentice Well Being
* Career Entry, Training and Completion in the Skilled Trades
* The Impact of COVID-19 on Apprenticeship

The respective links on listed under the Teacher Resources Section

* [Canadian Apprenticeship Forum website](http://www.apprenticesincanada.com/)
* [Canadian Apprenticeship Forum - Apprenticeship 101 website](https://caf-fca.org/)

# Career and Industry Extensions

Not every classroom has four walls and this assignment has been designed to allow an opportunity to explore unconventional careers choices in the Hospitality and Tourism sector. Certainly, this project could be used as a starting point for *Reach Ahead* opportunities in an SHSM or a cross-curricular exercise with Coop programs, tech or academic classes. Additionally, it is recommended that teachers begin exploring micro-credentials and badges, as colleges begin to offer more opportunities for students to heighten and distill their skill sets.

Appendix 6, *Career Option Exploration* allows the student to independently study several career pathways - some traditional and some less orthodox. It is intended as a preliminary exercise in career exploration guided by the teacher's understanding of current trends in the hospitality and tourism sector.

# Continuum of Influence

We all have different moments in our lives where we are affected by an experience. This can include learning a new concept or skill, experiencing something for the first time, taking a new course, developing a talent through practice and hard work, or even calling upon a skilled tradesperson to fix, repair, design, construct, maintain, build, bake, and create innovative solutions. The continuum of influence is a graphic representation of how those experiences can lead to developing a passion and talents in areas like Hospitality and Tourism. You can find the full mind map on the next page.

A picture of various courses and points to enter an apprenticeship and become a journeyperson. All of the experiences relate to culinary, foods and hospitality & tourism. It is a graphic representation of a continuum of influence. 


A Continuum of Influence graphic organizer of various courses and points of consideration to enter an apprenticeship and become a journeyperson chef. All of the experiences relate to culinary, food, and hospitality and tourism. It is a graphic representation of a continuum of influence. 


# Continuum of Skills

As students pursue their careers in the Hospitality and Tourism industry, they will have opportunities to build on the skills learned during this project. The curriculum expectations met during this project act as the first building block towards skills that will be learned in the Level 1 apprenticeship of several different Hospitality and Tourism trades. This scaffolding of skills aligns as follows:

B3.2 Develop a marketing strategy that is appropriate to the target group and the event or activity;

Relation to Level 1 Apprenticeship Training Standards:

* Scaffolds to Level 1 Apprenticeship in School Curriculum 415C Chef section 68.14 Develop a menu and recipes for specific diets in relation to cultural, religious, allergenic and food, section 68.15 Explain the value of market research, section 68.16 Identify various means and types of market research and their uses, section 68.17 Explain the uses of market research in the compilation of menus.
* Scaffolds to Level 1 Apprenticeship in School Curriculum 415A Cook / 415B Assistant Cook section 3293 Culinary Business Practices.
* Scaffolds to Level 1 Apprenticeship in School Curriculum 423C Baker Patissier section 2.1.1 produce a formal (business) report using correct format and employing an acceptable standard of written English, 2.1.2 Prepare a written report correct report format and mechanics.
* Scaffolds to Level 1 Apprenticeship in School Curriculum 415D Institutional Cook section 1.1.5 Demonstrate a working knowledge of meal delivery systems and isolation procedures, describe different types of meal delivery systems for institutional settings; such as, hospitals (including isolation), long term care, schools, and large volume operations.
* Scaffolds to Level 1 Apprenticeship Curriculum 245R Retail Meat Cutter  section 2.6 Set-up meat counter displays by following retailer`s merchandising procedures so that the meat products are displayed in accordance with industry standards.

C2.3 Describe the social responsibility of companies and workers in the tourism industry (e.g., with regard to equal employment opportunities, conservation and preservation of the environment, relations with local communities);

Relation to Level 1 Apprenticeship Training Standards:

* Scaffolds to Level 1 Apprenticeship in School Curriculum 415C Chef section 67.4 Design an effective staff selection process, apply employment standards and human rights legislation to the recruitment, candidate evaluation and hiring process, section 67.2 Identify and understand the requirements of relevant laws that impact on employment and the workplace, analyze the issues concerning workplace human rights and privacy legislation, identify key elements of legislation governing employment standards, analyze the issues concerning workplace harassment and sexual harassment

D2.2 Identify and describe fundamental principles of customer service (e.g., reliability, accountability, caring, responsiveness;

Relation to Level 1 Apprenticeship Training Standards:

* Scaffolds to Level 1 Apprenticeship in School Curriculum 415C Chef section 67.3 Design a comprehensive job description, identify the job analysis process, identify job responsibilities, tasks and specifications

D2.3 Explain how interpersonal, intrapersonal, and problem-solving skills are used to demonstrate professionalism and provide high-quality customer service.

Relation to Level 1 Apprenticeship Training Standards:

* Scaffolds to Level 1 Apprenticeship in School Curriculum 415C Chef section 67.8 Identify the components of an effective disciplinary policy.
* Scaffolds to Level 1 Apprenticeship in School Curriculum 415D Institutional Cook section 6.1.2 Interpersonal Communication speak clearly and concisely, listen attentively, seek validation to ensure understanding, convey information/opinion accurately, follow professional workplace etiquette, follow workplace policies and procedures.

# Introduction: Rai$ing Dough for Charities - Building Community through Great Customer Service

Moving forward in the post COVID landscape, the Government of Canada has identified the *ability to work with others* as one of nine key essential skills. Embedded in this essential skill would be customer service, teamwork, empathy and a strong sense of community.

You will be building connections and partnerships through a school based community bake sale that supports relationships within your local community. You will need to brainstorm and identify what *building community* means and how to effectively reflect that at your bake sale. Through Jamboard and Google docs, you will demonstrate an understanding of the interconnection between your social responsibility within the service sector, and how these skills apply to your career pathway in the diverse Hospitality and Tourism sector.

Outstanding customer service defines a successful business, so you will need to identify and describe the key principles of excellent client care. Along the way, you will create a *challenge chart* that focuses on poor customer service. Using technology, you will be responsible for creating a fun hashtag that reaches out to your customer base. Through digital poster making, you will be designing a social media advertising campaign to support your community bake sale.

# Student Activities Chart

|  |  |  |  |
| --- | --- | --- | --- |
| Part 1 | Project Introduction/Rationale | Formative or Diagnostic | Summative |
| Part 2 | PowerPoint - An introduction to Customer Service Excellence |  |  |
| Part 3 | Graphic Organizer – Brainstorming the meaning of great customer service |  |  |
| Part 4 | Google Doc - Better Customer Service Starts with You |  |  |
| Part 5 | Challenge Chart - Google Doc, Better Customer Service |  | /50 |
| Part 6 | Hospitality and Tourism Career Options Assignment |  | /30 |
| Part 7 | Definition of Building Community - Think Pair Share - Google doc introduction ,classroom discussion |  |  |
| Part 8 | Jamboard Activity - What does Building Community Look Like |  |  |
| Part 9 | Poster Chart Assignment - Building Community in the Workforce |  | /50 |
| Part 10 | Rubric - Poster Chart Assignment -Building Community in the Workforce |  |  |
| Part 11 | Jamboard Activity - Marketing Strategy for community Bake sale |  |  |
| Part 12 | Digital Marketing strategy assignment, Part 1 |  |  |
| Part 13 | Google Slide Presentation- Digital Marketing Strategy, Part 2 |  | /50 |

# Resources

### Lesson Plans

Experiential Learning Curriculum Unit Plan Template (see [Appendix A](#_heading=h.2p2csry))

### Handouts

Part 2 PowerPoint Presentation (see [Appendix B](#_heading=h.319y80a))

Part 3 Graphic Organizer – Brainstorming (see [Appendix C](#_heading=h.1gf8i83))

Part 4 Better Customer Service Starts With You (see [Appendix D](#_heading=h.40ew0vw))

Part 5 Customer Service Challenge Chart-Google Doc (see [Appendix E](#_heading=h.2fk6b3p))

Part 6 Career Options Assignment (see [Appendix F](#_heading=h.3ep43zb))

Part 7 Think/Pair/Share Building Community Google Doc (see [Appendix G](#_heading=h.1tuee74))

Part 8 Jamboard activity (see [Appendix H](#_heading=h.4du1wux))

Part 9 Poster Chart Assignment (see [Appendix I](#_heading=h.2szc72q))

Part 10 Rubric for Poster Chart Assignment (see [Appendix J](#_heading=h.184mhaj))

Part 11 Jamboard Activity, Marketing (see [Appendix K](#_heading=h.3s49zyc))

Part 12 Digital Marketing Assignment, Part 1 (see [Appendix L](#_heading=h.279ka65))

Part 13 Digital Marketing Assignment, Part 2 (see [Appendix M](#_heading=h.36ei31r))

### Pictures/Graphic Organizers

Graphic Organizer – Brainstorming The Meaning of Great Customer Service ([Appendix C](#_heading=h.1gf8i83))

### Tools/Equipment

Digital device (computer, smart phone)

### PowerPoint Presentation Files

|  |  |
| --- | --- |
| An Introduction to Customer Service Excellence  <https://www.octe.ca/application/files/5616/3016/1389/TFJ3C_PowerPoint_introduction_to_Customer_Service.pptx> | A picture of a PowerPoint presentation titled "An Introduction to Customer Service Excellence". If you click on the picture it will take you to the PowerPoint. |

### Exemplars

Exemplars are integrated within student handouts

### Websites for Teachers

[Tourism HT Canada - Take a Tourism Career Quiz website](http://tourismhr.ca/discover-tourism/take-a-tourism-career-quiz/)

[Hospitality Workers Training Centre website](https://hospitalitytrainingcentre.com/)

[How To Build Community And Why It Matters So Much article](https://www.forbes.com/sites/tracybrower/2020/10/25/how-to-build-community-and-why-it-matters-so-much/?sh=7913212751bc)

[18 Bizarre Hotel Jobs That Cater to Travelers’ Weirdest Whims article](https://www.farandwide.com/s/weird-hotel-jobs-fb2932e762c148e7)

[Tourism HT Canada - Canadian Academy of Travel & Tourism (CATT) program](https://tourismhr.ca/programs-and-services/canadian-academy-of-travel-and-tourism/)

[Attractions Ontario website](https://attractionsontario.ca/attraction-listings)

[Ontario Restaurant Hotel & Motel Association DineSafe website](https://dinesafe.ca/)

[The Canadian Tourism Industry: A Special Report (Fall, 2012)](https://tiac-aitc.ca/_Library/documents/The_Canadian_Tourism_Industry_-_A_Special_Report_Web_Optimized_.pdf)

[Bakers Journal - Words That Sell article](https://www.bakersjournal.com/words-that-sell-3723/)

[Canadian Apprenticeship Forum website](http://www.apprenticesincanada.com/)

[Canadian Apprenticeship Forum - Apprenticeship 101 website](https://caf-fca.org/)

# Instructional Strategies

Teachers may use any of the following instructional strategies; 3-Part lesson, lecture, storyboard, word wall, think-pair-share, placemat activity, rapid write, K-W-L, anticipation chart, ABC taxonomy, think aloud, analyzing text, Cornell note taking, exit ticket/ticket out the door, plus/minus/delta, etc.

# The Hook / Motivational Strategies

It is time to explore the Hospitality and Tourism sector by creating a unique bake sale that will be filled with mouthwatering, custom baked flavourful treats. Students will need to create a marketing strategy that brings in clients from their school and the surrounding community. This special event will give students an opportunity to build relationships within their classroom, the school community, and beyond. By creating a dynamic, fun, and creative digital marketing strategy, students will decide what the customer experience will look like. Here is a chance for students to discover essential skill sets that will drive the success of their event and inform future career pathways. Students will put to use the outstanding customer service skills and principles that they have learned, so that their bake sale is a huge success. In turn, they will get to discover local charity organizations that will benefit from their new found success.

# Learning Goals and Success Criteria

By the completion of this project, the student will demonstrate an understanding of factors that affect the relationship between the tourism industry and society (C.2). Students will demonstrate an understanding of the importance of customer service (D.2).Students will design effective marketing initiatives to promote an event or activity. (B.3).Students will demonstrate learning skills that include communication, teamwork, responsibility, organization and initiative. In the “Community of Character”, appreciation and empathy will be emphasized in support of the interconnection between social responsibility within the service sector, and how these skills apply to their career pathway.

# Overall and Specific Expectations in Support of Ontario Curriculum Grades 9 - 12 Technological Education

## Overall Expectations

B3. Design effective marketing initiatives to promote an event or activity;

C2. Demonstrate an understanding of factors that affect the relationship between the tourism industry and society;

D2. Demonstrate an understanding of the importance of customer service.

## Specific Expectations

B3.2 Develop a marketing strategy that is appropriate to the target group and the event or activity;

C2.3 Describe the social responsibility of companies and workers in the tourism industry (e.g., with regard to equal employment opportunities, conservation and preservation of the environment, relations with local communities);

D2.2 Identify and describe fundamental principles of customer service (e.g., reliability, accountability, caring, responsiveness;

D2.3 Explain how interpersonal, intrapersonal, and problem-solving skills are used to demonstrate professionalism and provide high-quality customer service.

# Safety Concerns

This project does not involve the use of tools until the written component is completed (see planning notes). Please use the [OCTE SAFEDocs for Hospitality](https://www.octe.ca/application/files/6215/3796/3180/SAFEdoc_HOST.pdf) for future instruction.

# Applicable SAFEDocs and ToolSAFE videos

Please refer to the [OCTE SAFEDocs for BBT Technology](https://www.octe.ca/en/resources/safety/safedocs) for safety documents in order to properly address and instruct this project.

# Project Challenges

This project requires each student to have access to a laptop, Chromebook or PC. Because it involves a concentrated amount of reading and writing, *Google Read or* similar assistive technology should be installed on all devices.

# Differentiation of the Project / Activity

Differentiation will be achieved by teamwork, reflection and goal setting, voice and choice in project, formative assessment methods, VAK inventory, graphic organizers and use of multiple technologies.

Teachers can also refer to the [Differentiation Scrapbook](http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf) to take into account learner ability, multiple intelligences, exceptional students, and ESL learners.

# Assessment and Evaluation

Evidence of student achievement for evaluation is collected through formative and summative tasks that allow the students to demonstrate their learning. The identification, clarification, and sharing of learning goals in a *student-friendly* language will facilitate a transparent, succinct success criteria. The project is based on a real world setting and will use rich performance tasks, effective communication, research, reflection, observation and anecdotal notes to evaluate the required skills and knowledge.

# Religious Considerations

*Raising Dough for Charities-building community through customer service* has been designed to allow for cultural, religious, food sensitivity and environmental considerations. The spirit of the assignment is focused on *empathy* as an essential skill and desired character trait in all students. By using the *Community of Character Wheel* as a resource, it promotes consideration for all and supports a positive career pathway.

# Reflection or Design Report

Teachers may wish to have the students complete a design report, reflection or create a foldable to consolidate their learning. This would be a good way to capture the student’s understanding in a summative format and be used in preparation for their examination, entering post-secondary education, or the workforce.

# Appendix A - Project Introduction and Unit Plan

## EXPERIENTIAL LEARNING CURRICULUM UNIT PLAN TEMPLATE

|  |  |  |
| --- | --- | --- |
|  |  | Date |
| Name of project | Raising Dough for Charities - Building community through customer service |  |
| Course, grade and level | TFJ3C, Hospitality and Tourism, Grade 11 |  |
| Materials and technology requirements | Chrome book, laptop or PC |  |
| Purpose of project | Expose students to various skills and character attributes required to be a successful customer service representative.    Introduce students to various sectors of the hospitality and tourism service sector. |  |
| Estimated time to complete this component of the project | 5- 7 , 70 minute classes  This assignment has a part 2 extension that involves hands-on culinary work |  |
| Lessons/workshop/ assignment | See student activities page |  |
| Overall course expectations that are met by completing this project | B3. Design effective marketing initiatives to promote an event or activity  C2. Demonstrate an understanding of factors that affect the relationship between the tourism industry and society  D2. Demonstrate an understanding of the importance of customer service |  |
| Essential skills that are developed in this project | Comprehension of: empathy, teamwork, communication, active listening and a proactive approach to Problem solving, Reading text, Document use, Problem solving, Lifelong learner. Digital competency, Attitude |  |

|  |  |  |
| --- | --- | --- |
| Type of assessment and evaluation used within this project | Pre Assessment, activate prior knowledge  Anecdotal  Rubric  Checklist  Observation  Conversation  Q and A |  |
| Instructional Strategies | Socratic  Carousel Brainstorming  Advanced organizer  Think Pair Share  Guided practice  Video |  |
| Photograph or image information | Included in document |  |
| Teacher’s notes |  |  |

# Appendix B – PowerPoint Presentation

|  |  |
| --- | --- |
| An Introduction to Customer Service Excellence  <https://www.octe.ca/application/files/5616/3016/1389/TFJ3C_PowerPoint_introduction_to_Customer_Service.pptx> | A picture of a PowerPoint presentation titled "An Introduction to Customer Service Excellence". If you click on the picture it will take you to the PowerPoint. |

# Appendix C – Graphic Organizer – Brainstorming The Meaning Of Great Customer Service

/20

In the space provided below, provide examples of positive, effective approaches to great customer service. Think of how you would like to be treated at your favourite store, restaurant, event etc. Listening is a very important skill and has been provided as your first correct answer. You may use digital support to watch videos or work with a peer to come up with ideas. Two marks will be awarded for each correct answer.

THE CUSTOMER

LISTENING

\_\_\_\_\_\_

\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Appendix D – Better Customer Service Starts With You

Tips that support customer service excellence.

TFJ3C Hospitality and Tourism

Here are skills that will support your journey to becoming a customer service star.

We have watched videos and PowerPoints and had classroom discussions about how all customers should be treated. Let us review this SKILL CHART together in class and think of scenarios that support great customer service. Whether you are at the movie theatre, restaurant, food truck, bake sale, school catering event, CNE, ice cream parlour, Formula one race track (you get the point) 🡪 Great customer service means repeat clients and repeat sales ($$$).

|  |  |  |
| --- | --- | --- |
| **THE SKILL** | **HOW DO I DO IT?** | A picture of a light bulb signifying an ideas that comes to mind |
| **Active Listener**  ⭐⭐⭐⭐. | Understanding the customer’s problem correctly and anticipating possible questions is the key to effective communication and successful interactions. | A vector graphic of a man listening with his hand to his ear |
| **Attentive**  ⭐⭐⭐⭐. | Being attentive to all of the details the customer shares helps pinpoint the problem, avoid misunderstanding, and provide the best solution. | A vector graphic of a woman super hero with a magnifying glass infront of her face and other hand on her hip. She is wearing a red cape and skirt with blue top. |
| **Communicator**  ⭐⭐⭐⭐. | By working the front lines of the company, it is important to communicate knowledge and information to customers—clearly and concisely. Make it easy for customers to understand the interaction whether it is over the phone, on chat, or via email. | A graphic image representing 4 charactes collaborating |
| **Confident**  ⭐⭐⭐⭐. | Confident customer service reps create a foundation of trust and professionalism with customers. | A vector image of a male character praising himself for a good job in a confident manner |
| **Decision Maker**  ⭐⭐⭐⭐. | The ability to make a decision is extremely important. By feeling confident in your role, you will also feel comfortable making hard decisions for various customer needs and questions. | A clipart graphic of a sign post with different coloured sign pointing in different directions and a lady standing next to it |
| **Empathetic**  ⭐⭐⭐⭐. | The ability to understand and share feelings of another person is crucial for customer service reps. Showing empathy and creating an emotional connection earns lifelong customers for the company. | A clipart graphic representing two faces facing each other and expressing empathy |
| **Flexible**  ⭐⭐⭐⭐. | Flexibility in thinking helps find the right way to communicate with every customer and deliver them a personalized experience. | A picture of a chalkboard with three plan written on the board. 'Plan A' and 'Plan B' are struck through leaving 'Plan C'. The image represents having multiple plans and being flexible in your strategies, planning and process |
| **Positive**  ⭐⭐⭐⭐. | A positive and friendly attitude is the basis of a smooth interaction where the customer is more likely to be satisfied with the service. | A picture of a white picture frame with the saying 'YOU can DO it'. A small potted white flower sits beside the frame to the right. |
| **Problem Solver**  ⭐⭐⭐⭐. | Customers will not always diagnose their issues correctly. A great rep takes the initiative to solve the issue at hand and anticipate any future problems the customer may have and address it during the current interaction. | A picture of a rerd gauge or meter with the markings Problem, Analysis, Ideas and Solutions marked on the face in light grey lettering. The green needle points to the 'Solutions' mark on the gauge. |
| **Team Player**  ⭐⭐⭐⭐. | Being able to work for the good of the entire customer service team creates a positive and supportive environment. This will increase rep morale, drive productivity, and result in great interactions. | A clipart graphic of four characters each bringing a piece of the target to the table. The graphic represents team work and individuals doing equal parts. |

# Appendix E –CUSTOMER SERVICE CHALLENGE CHART

## WHAT NOT TO DO:

We have all experienced, seen, or heard about situations where these skills were notused or put into action. To make sure that you understand the importance of the ‘SKILL (s)’**,** please fill in the center (blue) column with examples of ‘POOR CUSTOMER SERVICE’.Make sure to use your previous learning from the PowerPoint presentation, videos, and classroom discussions to help you give examples of poor customer service. As well, you may research online resources if you are stuck for ideas.

Point form or bulleted text is fine. As an example, the first skill has been filled in for you so that you can see the required effort for each correct answer.

Five (5) marks will be awarded for each example that is thoroughly and thoughtfully completed.

**Total   /50**

# CUSTOMER SERVICE CHALLENGE CHART Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **THE SKILL** | **GIVE AN EXAMPLE OF POOR CUSTOMER SERVICE**  **An image of a smiley face frowning and pointing their thumb downwards with a clenched fist. The graphic represents dissatisfaction or a poor job of customer service.** | A clipart garphic of a broken light bulb. It signifies what is broken or doe snot work in the table. | T  E  A  C  H  E  R  USE |
| **NOT an Active Listener** | * customer finds burnt french fries at the bottom of his poutine * after politely calling the server over to the table, the server looks away while being spoken to by the customer/client * the server does not listen carefully and says to the customer: “So, the fries were cold?” * The customer feels ignored... | A vector graphic of a man listening with his hand to his ear | 5 /5 |
| **NOT Attentive** |  | A vector graphic of a woman super hero with a magnifying glass infront of her face and other hand on her hip. She is wearing a red cape and skirt with blue top. | /5 |
| **NOT a great Communicator** |  | A graphic image representing 4 charactes collaborating | /5 |
| **NOT Confident** |  | A vector image of a male character praising himself for a good job in a confident manner | /5 |
| **NOT a good Decision Maker** | . | A clipart graphic of a sign post with different coloured sign pointing in different directions and a lady standing next to it | /5 |
| **NOT Empathetic** |  | A clipart graphic representing two faces facing each other and expressing empathy | /5 |
| **NOT Flexible** |  | A picture of a chalkboard with three plan written on the board. 'Plan A' and 'Plan B' are struck through leaving 'Plan C'. The image represents having multiple plans and being flexible in your strategies, planning and process | /5 |
| **NOT Positive** |  | A picture of a white picture frame with the saying 'YOU can DO it'. A small potted white flower sits beside the frame to the right. | /5 |
| **NOT a good Problem Solver** |  | A picture of a rerd gauge or meter with the markings Problem, Analysis, Ideas and Solutions marked on the face in light grey lettering. The green needle points to the 'Solutions' mark on the gauge. | /5 |
| **Not a Team Player** |  | A clipart graphic of four characters each bringing a piece of the target to the table. The graphic represents team work and individuals doing equal parts. | /5 |

# Appendix F – Hospitality and Tourism Career Options

## STEER YOUR CAREER... INTO HOSPITALITY AND TOURISM.

Looking at the chart below, let us take a look at some traditional and some unconventional choices for careers in the Hospitality and Tourism industry. Pick your top three (or even add a few to the list if you research a job that really interests you) and fill in the ‘TASK” section of the chart below. Use point form as this is meant to be an exercise in inquiry and will be revisited in other lessons. An example of a HOTEL BEEKEEPER (APIARIST) has been placed in the column in order to assist you with this assignment.

A maximum of 10 marks will be awarded for each thoughtfully, well researched career choice.

**TOTAL   /30**

## Mermaid Trainer...seriously!



Resourced from: https://www.farandwide.com/s/weird-hotel-jobs-fb2932e762c148e7

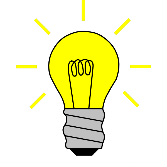
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **0-49%** | **LEVEL 1**  **50-59%**  **(MAX 3 MARKS)** | **LEVEL 2**  **60-69%**  **(MAX 5 MARKS)** | **LEVEL 3**  **70-79%**  **(MAX 7 MARKS)** | **LEVEL 4**  **80-100%**  **(MAX 10 MARKS)** |
| Making connections within and between various contexts (e.g., between disciplines; between technology, the environment, and society; between school and future opportunities) |  | makes connections within and between various contexts with limited effectiveness | makes connections within and between various contexts with some effectiveness | makes connections within and between various contexts with a considerable effectiveness | makes connections within and between various contexts with a high degree of effectiveness |

|  |  |
| --- | --- |
| **CAREER TITLE** | **THE TASK...WHAT DO I DO?** |
|  | * Chose 3 careers that you want to explore * Brief description of job duties * Example of company/location * What made you choose this career? |
| Wedding Coordinator |  |
| Food Designer/Stylist |  |
| Amusement Park Manager |  |
| Hotel Beekeeper  A picture of a bee keeper (Apiarist) dressed in white holding a sleeve of bees from one of his hives. | -Rooftop Apiary are maintained daily by an experience Beekeeper  -High end(4 ⭐+) hotels may employ a beekeeper (e.g. Waldorf Astoria in NY city)  -Honey is used in foods, spa treatments, tea service etc.  -I love working outdoors; supporting the environment; being part of a team that creates a unique customer experience; creating natural food products...and I love to eat honey :) |
| Military/Naval Cook |  |
| Sleep Concierge |  |
| Spa and Wellness Manager |  |
| Baker |  |
| Cruise Line Events Coordinator |  |
| Line Cook |  |
| Pastry Chef |  |
| Chef |  |

|  |  |
| --- | --- |
| Guest Services Manager |  |
| Chocolatier |  |
| Butcher |  |
| Airline Catering Company |  |
| Casino Chef |  |
| Truffle Dog Trainer |  |
| Racetrack Food Vendor |  |
| Mermaid Trainer |  |

# Appendix G - What Does Building Community Mean?

## How To Build Community And Why It Matters So Much

Define a community in the Hospitality and Tourism Industry 

Community is critical to our overall wellbeing and the decline of our connectedness is coming at the same time mental health issues are on the rise. In a [study](https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0239698) by Queen’s University, 27% of people said they were suffering from loneliness, and [research](https://journals.sagepub.com/doi/10.1177/0265407520945394) from Washington State University found all ages suffer from social anxiety and FOMO (fear of missing out) which are correlated with low self-esteem and low self-compassion. In addition, a newly published [study](https://www.sciencedirect.com/science/article/pii/S0165178120322563?via%3Dihub) by the University of Houston showed the mental health effects of the pandemic will be both long lasting and potentially devastating.

We are social animals and our instinct is to find strength in numbers. We appreciate a small circle of people, but need larger circles as well. Our health and happiness are inextricably linked with our connections.

### Purpose

Strong communities have a significant sense of purpose. People’s roles have meaning in the bigger picture of the community and each member of the group understands how their work connects to others’ and adds value to the whole.

*Build your community* by [keeping your purpose in mind](https://www.forbes.com/sites/tracybrower/2019/08/12/want-to-find-your-purpose-at-work-change-your-perceptions) and reminding yourself of how your contribution matters. You are a great parent, aunt or uncle, and you are having a meaningful impact on children’s learning. Alternatively, you are participating on a key project that will affect the user experience for your company’s customers. On the other hand, you are processing payments at a university where students will get their start toward their life goals. Even everyday contributions matter to the community as a whole.

### Belonging

When we are part of a thriving community, we feel a sense of kinship, camaraderie and connectedness. There is a place and a role for each person, and group members feel they can bring all of themselves to their work and their team. There are high levels of [trust and psychological safety](https://www.forbes.com/sites/tracybrower/2020/09/20/working-remote-how-to-build-trust-from-a-distance) in which people know others will have their backs and will give them not only the benefit of the doubt, but also the space to apply their talents and develop new ones. Within a strong community, people feel valued and all work has dignity. In addition, the needs of each member and the needs of the whole organization are fully met. As Plato said, “The part cannot be well unless the whole is well.” Communities take care of their members and vice versa—because they are invested in the collective success of the group.

*Build your community* by staying in touch with people—even if you have to accomplish it virtually. Invest time and energy in maintaining your bonds.

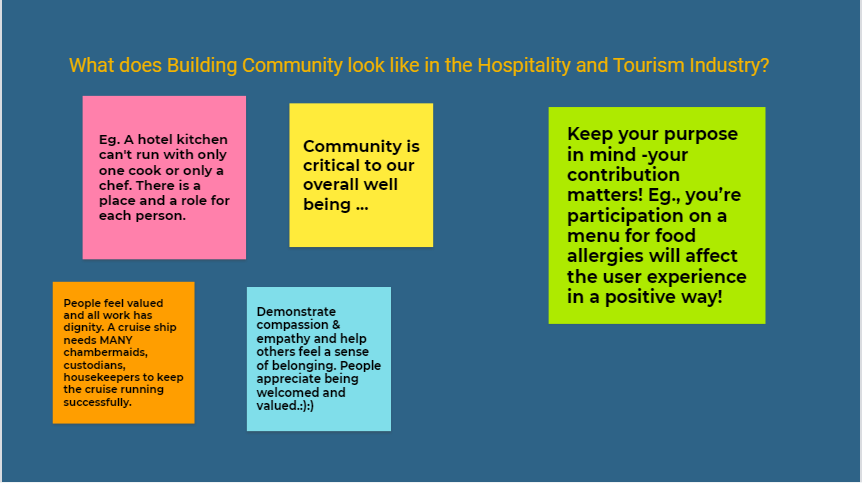
Also, demonstrate compassion and [help others feel a sense of belonging](https://www.forbes.com/sites/tracybrower/2020/03/22/the-coronavirus-makes-having-work-friends-more-important-than-ever-6-tips-for-building-the-best-relationships). People appreciate being welcomed and valued. The sense of belonging you extend strengthens the whole.

Encourage team members to pull each other in, obtain feedback and work through tough challenges together. Encourage people to build their social capital—their relationship ties (think: webbing) across organizations. Social capital is positive for people because it provides the opportunity for growth, learning and advice. In addition, it is good for organizations because social capital helps people get work done more effectively and efficiently.

*Build your community* by seeking new learning and stretching your own skills. When people within communities are continually developing, the communities themselves progress as well. Help members of your group who are struggling by encouraging plenty of expression, especially from those with fresh or novel opinions. Innovation often comes from the edges— previously untested, untried or unpopular ideas.

Referenced from [The Coronavirus Makes Having Work Friends More Important Than Ever: 6 Tips For Building The Best Relationships](https://www.forbes.com/sites/tracybrower/2020/03/22/the-coronavirus-makes-having-work-friends-more-important-than-ever-6-tips-for-building-the-best-relationships)

# Appendix H - What Does Building Community Look Like In The Hospitality And Tourism Industry?



# Appendix I - Poster Chart Assignment- Community Building In The Workplace

Using Google Doc, create a 1 or 2 page Poster Chart that reflects the importance of creating community in a workplace. The focus should be on the Hospitality and Tourism industry. A minimum offive skillsshould be reflected in your chart and it is recommended that additional research be conducted in support of a Level 4 outcome.

Make sure to use the rubric (below) for guidance and check that your spelling and grammar are accurate and professional. Use icons/images to reflect each of the community building skills you have chosen to represent. Imagine you would walk into your workplace and see this Poster chart on the wall next to safety posters and other documents of importance! Sites such as pixabay.com, vecteezy.com, and pexels.com have royalty free graphics and must be listed as a resource. BE CREATIVE-SHOW YOUR LEVEL 4 MINDSET!!

MARK Total /50

EG

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COMMUNITY BUILDING IN THE WORKPLACE**  **Know your skills** | | | | | | |
|  | **SKILL** | **EXAMPLE** | | | **PICTURE/ICON** | |
| #1 | **ENCOURAGE OTHERS** | Encourage team members to pull each other in, obtain feedback, and work through a tough challenge .e.g. a team member miscounted the number of dessert platters ordered for a wedding reception…. Ask yourself, “How do we do better next time?” | | | This picture is of a female Asian teenager helping her mother cook meringues in the kitchen. | |
| RESOURCES : | | |  |  | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **0-49%** | **LEVEL 1**  **50-59%**  **(MAX 3 MARK)** | **LEVEL 2**  **60-69%**  **(MAX 5 MARKS )** | **LEVEL 3**  **70-79%**  **(MAX 7 MARKS )** | **LEVEL 4**  **80-100%**  **(MAX 10 MARKS )** |
| Making connections within and between various contexts (e.g. between disciplines; between technology, the environment, and society; between school and future opportunities) |  | Makes connections within and between various contexts with limited effectiveness | Makes connections within and between various contexts with some effectiveness | Makes connections within and between various contexts with a considerable effectiveness | Makes connections within and between various contexts with a high degree of effectiveness |
| Expression and organization of ideas and information (e.g. clear expression, logical organization) in oral, visual, and written forms |  | Expresses and organizes ideas and information with limited effectiveness | Expresses and organizes ideas and information with some effectiveness | Expresses and organizes ideas and information with considerable  effectiveness | Expresses and organizes ideas and information with a high degree of effectiveness |
| Use of critical/creative thinking processes (e.g. problem-solving, design, and decision-making processes) |  | Uses critical/ creative thinking processes with limited effectiveness | Uses critical/ creative thinking processes with some effectiveness | Uses critical/ creative thinking processes with considerable effectiveness | Uses critical/ creative thinking processes with a high degree of effectiveness |
| Understanding of content (e.g. procedures, technological concepts, processes, industry standards) |  | Demonstrates limited understanding of content | Demonstrates some understanding of content | Demonstrates considerable understanding of content | Demonstrates a high degree  of understanding of content |

# Appendix J – Rubric -Poster Chart Assignment- Community Building In The Workplace

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **0-49%** | **LEVEL 1**  **50-59%**  **(MAX 3 MARK)** | **LEVEL 2**  **60-69%**  **(MAX 5 MARKS )** | **LEVEL 3**  **70-79%**  **(MAX 7 MARKS )** | **LEVEL 4**  **80-100%**  **(MAX 10 MARKS )** |
| Research and representation of EACH H&T community building skills  /10 | Does not meet minimum requirements at this time | Gives poor examples of associated skill... No research beyond classroom resources. Does not meet the minimum number of skills | Gives one example of associated skill. Little research beyond classroom resources. Does meet the minimum number of skills | Gives several examples of associated skill. Some research beyond classroom resources. Does meet the minimum number of skills | Gives several examples of associated skill. Exceptionally well researched beyond classroom resources. Exceed the  minimum number of skills |
| Skill example  /10 | Does not meet minimum requirements at this time | Little degree of association of skill to industry | Some degree of association of skill to industry. | Good degree of association of skill to industry. | High degree of association of skill to industry.  Exceptionally well thought out and thoughtful exemplars |
| Icon/photo  /10 | Does not meet minimum requirements at this time | Icon/Photo  provided does not relate to  H &T skill | Icon/Photo somewhat relates to H&T skill. Clear image but not royalty free. | Good Icon/Photo that relates to H&T skill .Clear image but not royalty free. | Excellent Icon/Photo  that relates to H&T skill Clear succinct image that  is royalty free |
| Layout  professionalism, grammar, spelling  /10 | Does not meet minimum requirements at this time | Chart shows  minimal thought for layout, originality, attention to detail, spelling and grammar | Chart shows  some thought for layout, originality, attention to detail, spelling and grammar | Chart shows  good amount of thought for layout, originality, attention to detail, spelling and grammar | Chart shows  outstanding amount of thought for layout, originality, attention to detail, spelling and grammar |
| Resources link page  /10 | Does not meet minimum requirements at this time | Few external resources and web sites were referenced. Little effort made to research beyond classroom | Some external resources and web sites were referenced. Some effort made to research beyond classroom | Good amount of external resources and web sites were referenced.  Good effort made to research beyond classroom | Outstanding amount of external resources and web sites were referenced. Excellent initiative  to research beyond classroom |
|  |  |  |  |  | /50 |

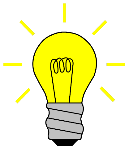
# Appendix K – Marketing Strategies For A Community Building Bake Sale



# Appendix L – Digital Marketing Strategy Assignment

## Part 1 - RAI$ING DOUGH for a CHARITY BAKE SALE

Now that you are knowledgeable about customer service skills and your responsibility in *building community*, it is time to identify and explain how you will promote your event to its intended target market. Your social media strategy could include a ‘Twitter hashtag’, digital poster (that can be printed as well), ‘Instagram’ posts, and an electronic invitation. Several short links and videos have been included in the chart below to support you in designing an effective marketing strategy that reaches your target group. Do not forget to think about a charity that you feel passionate about within your community. In Part 1, please review the links below and make notes that will support part 2 of this assignment.

Level 4 mindset: Pre-read part 2 beforeyou begin. This helps to identify the desired outcome of your marketing strategy assignment!

Remember:

* Make sure you carry a common theme or idea throughout your campaign
* Identify the community(target market) that you want to reach and have support your bake sale
* Identify the charity you would like to support through the proceeds you make from the bake sale
* Make sure to ask for permission if you want to use a school board twitter feed
* If you add images to your tweets, you’ll get more shares and clicks that tweets without images

Digital Marketing Strategy Assignment

|  |  |  |
| --- | --- | --- |
| Site | Watch the link below | Icon /image |
| Charity options | <https://capitalcurrent.ca/ottawa-charities-concerned-but-hopeful-as-funds-drop-during-covid-19/>  <https://www.runottawa.ca/torw/charities/2020-participating-charities> | A picture of students hands on a globe. |
| Centennial College Events Planning Video | <https://youtu.be/Trt8Da6UUhI> | Centennial College logo on lime green background |
| **"**[**#Hashtag**](https://www.youtube.com/hashtag/hashtag)**" with Jimmy Fallon & Justin Timberlake** | <https://youtu.be/57dzaMaouXA> | A picture of an italicized number sign, also know as a 'hashtag' |
| A picture of the Twitter logo | <https://neilpatel.com/blog/twitter-marketing-tips/> | A picture of a light blue bird, used as the Twitter logo. |
| A picture of the Instagram logo | <https://www.businessinsider.com/what-is-instagram-how-to-use-guide> | A picture of the Instagram logo on a gradient background from purple to orange. |

# Appendix M - Digital Marketing Strategy Assignment,

## Part 2 Rubric  - *Rai$Ing Dough* For A Charity Bake Sale

Assignment: Create a short Google Slide presentation that demonstrates your understanding of the importance of a marketing strategy in relation to the success of your event. Make sure to reference the rubric in the chart below, asit will assist you in creating the Google slideshow. Total marks  /50

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task with included Rubric** | **0-49%** | **LEVEL 1**  **50-59%**  **(MAX 3 MARK)** | **LEVEL 2**  **60-69%**  **(MAX 5 MARKS )** | **LEVEL 3**  **70-79%**  **(MAX 7 MARKS)** | **LEVEL 4**  **80-100%**  **(MAX 10 MARKS)** | **✅** |
| Slide 1 - Make a list or checklist of **your** goals and objectives of your event...this creates tools to help you plan and organize your marketing strategy.  /10 |  | Limited  effort, no elaboration or self-reflection  Checklist lacks detailed  goals and objectives  Limited  evidence is displayed of the importance of community | Displays some effort, no elaboration, no self-reflection  Checklist has some detail of goals and objectives  Some evidence is displayed of the importance of community | Displays considerable  effort and elaboration  Checklist incorporates goals and objectives  Some evidence is displayed of the importance of community | Displays high degree of personal growth, self –reflection and critical, creative thinking  Outstanding and thoughtful detailed checklist  High level of evidence is displayed of the importance of community |  |
| Slide 2 - Determine the theme, location, date, time, and any additional features that will make your event stand out to the target market/client.  /10 |  | Limited  effort to define details  Errors in spelling and grammar  Limited creativity or originality | Some effort to define details  Errors in spelling and grammar  Somewhat creative and original | Considerable effort to define details  Accurate spelling and grammar  Considerable originality with good degree of creativity | Excellent effort with thorough, thoughtful features  Accurate spelling and grammar  Outstanding attention to detail  Highly original concept |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task with included Rubric** | **0-49%** | **LEVEL 1**  **50-59%**  **(MAX 3 MARK)** | **LEVEL 2**  **60-69%**  **(MAX 5 MARKS )** | **LEVEL 3**  **70-79%**  **(MAX 7 MARKS)** | **LEVEL 4**  **80-100%**  **(MAX 10 MARKS)** | **✅** |
| Slide 3 - Using Piktochart, create a digital poster that will advertise your event.  [www.piktochart.com](http://www.piktochart.com)  /10 |  | Limited effort, no relevant image(s),  Errors in grammar and spelling  No originality  Does not reflect the theme of T | Some effort, some relevant image(s),  Errors in grammar and spelling  Limited originality  Somewhat meets the theme of the event | Good effort, sufficient relevant image(s),  Good  originality  Grammar and spelling are accurate  Meets the theme of the event | Outstanding effort excellent attention to detail  Images reflect  the target audience and the products/services  Originality exceeds expectation with thoughtful links to theme  Grammar and spelling are accurate |  |
| Slide 4 - Promote your event by creating a hashtag (#) that represents your event in an original, thoughtful and impactful way.  /10 | . | Uses planning skills with a limited degree  of effectiveness | Uses planning skills with  some degree of effectiveness | Uses planning skills with a considerable  degree of effectiveness | Uses planning skills with a high degree of effectiveness |  |
| Slide 5 - Create a Google Feedback form that asks your guests questions about the event. Focus on their likes, dislikes and suggestions for future events.      /10 |  | Makes connections with  event to essential job skills with limited effectiveness | Makes connections with  event to essential job skills with some effectiveness | Makes connections with  event to essential job skills with considerable effectiveness | Makes connections with  event to essential job skills with high degree of effectiveness |  |

# References

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Collaboration graphic (clipart), 2019 <http://clipart-library.com/clipart/557957.htm>

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