BIG IDEAS

Services and products can be designed through consultation and collaboration.	Personal design choices require the evaluation and refinement of skills.	Tools and **technologies** can influence communications and relationships.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*

Curricular Competencies	Content
Applied Design	• design for tourism and hospitality services and products across multiple **sectors**
Understanding context	• **necessary components** for tourism development, including **market research strategies**
• Engage in **consumer-centred research** and **empathetic observation**	• role of **disruptors** in a tourism economy
Defining	• **emerging trends** in the tourism industry, such as **leisure innovation** and **First Peoples tourism**
• Establish a point of view for a chosen design opportunity	• **role of labour** in sustaining tourism and hospitality operations and services locally and globally
• Identify and analyze potential consumers, intended impact, and possible unintended consequences for a chosen tourism design opportunity	• entrepreneurship and small business development in hospitality and tourism
• Identify criteria for success, identify **constraints**, and anticipate and address possible unintended negative consequences	• strategies for **tourism stakeholder** engagement and collaboration
• Make decisions about premises and constraints that define the design opportunity	• **risk management in tourism and legislation**
Ideating	• event planning, coordination, and facilitation skills
• Take creative risks to generate ideas and enhance others' ideas to create possibilities	• cultural sensitivity and etiquette, including ethics of **cultural appropriation**
• Screen ideas against criteria and constraints, and prioritize them for prototyping	• hospitality and communication skills to **interact effectively** with local and international tourists
• Critically evaluate how competing social, ethical, economic, and sustainability factors impact tourism locally, nationally, and globally	• career options and opportunities in various tourism sectors
• Collaborate with potential consumers throughout the design process	
Prototyping	
• Identify, critique, and use a variety of **sources of inspiration** and **information**	
• Develop a product plan and/or service plan that includes key stages and resources	

Learning Standards (continued)

Curricular Competencies	Content
Testing • Obtain and evaluate critical feedback from multiple **sources**, both initially and over time • Based on feedback received and evaluated, make changes to product and/or service plan or processes as needed ***Making*** • Identify tools, technologies, materials, processes, and time needed for development and implementation • Use **project management processes** when working individually or collaboratively to coordinate processes • **Share** progress to increase opportunities for feedback, collaboration, and, if applicable, marketing ***Sharing*** • Decide on how and with whom to share or promote their **product or service**, their creativity, and, if applicable, their **intellectual property** • Critically reflect on their design thinking and processes, and identify new design goals, including how they or others might build on their concept • Critically evaluate their ability to work effectively, both individually and collaboratively **Applied Skills** • Evaluate and apply safety procedures for themselves, co-workers, and consumers in both physical and digital environments • Identify and critically assess skills needed for design interests, and develop specific plans to learn or refine them over time • Evaluate and apply a framework for problem solving **Applied Technologies** • Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for the task at hand • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change • Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies	

- **technologies:** tools that extend human capabilities

- **consumer-centred research:** research done directly with potential consumers to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders
- **constraints:** limiting factors, such as consumer requirements and wishes, expense, environmental impact, copyright
- **sources of inspiration:** may include personal experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including consumers, experts, and thought leaders
- **information:** may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline
- **sources:** may include peers; consumers; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **Share:** may include showing to others or use by others, giving away, or marketing and selling
- **product or service:** for example, a physical product, process, system, service, activity, environment
- **intellectual property:** creations of the intellect such as works of art, inventions, discoveries, design ideas to which one has the legal rights of ownership

- **sectors:** for example, travel services, transportation, accommodation, food and beverage, recreation and entertainment

- **necessary components:** viability of a destination and the quality of its potential offerings, such as attractions, historically or culturally significant sites, accessibility and travel options, accommodation, infrastructure, assets, carrying capacity, and sustainability

- **market research strategies:** ways to access and assess consumer wants and needs to inform potential tourism markets, the design of products and services, and promotions and advertising

- **disruptors:** non-traditional tourism businesses and organizations; for example, sharing-economy enterprises, social media, user-generated content

- **emerging trends:** the latest trends that target different consumers in diverse contexts, both locally and globally; for example, niche tourism, ecotourism

- **leisure innovation:** tourism trends that incorporate wellness lifestyle perspectives, such as active living, reconnecting with nature, and well-being; for example, adventure tourism, recreation in park settings, yoga retreats

- **First peoples tourism:** tourism businesses that are majority-owned and operated by First Nations, Métis, or Inuit and that demonstrate a connection and responsibility to the local First Peoples community and traditional territory where the operation resides

- **role of labour:** for example, skilled versus unskilled workers, training needs, turnover, workforce mobility, labour shortages, labour differences among various worldwide destinations

- **tourism stakeholder:** for example, guests, employees, employers, individual operators, product clusters, communities, associations, governments

- **risk management in tourism:** practices, policies, and procedures designed to minimize or eliminate unacceptable risks; for example, safety considerations for travellers on an Outward Bound excursion

- **legislation:** for example, contract law, tort law, negligence

- **cultural appropriation:** using or sharing a cultural motif, theme, "voice," image, knowledge, story, song, or drama without permission or appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

- **interact effectively:** for example, welcoming discourse or body language; ways to communicate with people who may have limited local language skills/proficiency or diverse cultural heritages