Area of Learning: APPLIED DESIGN, SKILLS, AND TECHNOLOGIES — Tourism

Grade 11

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

Students are expected to be able to do the following:

**Applied Design**

*Understanding context*
- Engage in **consumer-centred research** and **empathetic observation**

*Defining*
- Establish a point of view for a chosen design opportunity
- Identify potential consumers, intended impact, and possible unintended negative consequences for a chosen tourism design opportunity
- Identify criteria for success, **constraints**, and possible unintended negative consequences

*Ideating*
- Identify gaps to explore in the tourism industry
- Generate ideas and enhance others’ ideas to create possibilities
- Critically analyze how competing social, ethical, and community factors may impact design
- Screen ideas against criteria and constraints, and prioritize them for prototyping
- Collaborate with potential consumers throughout the design process when possible

*Prototyping*
- Identify and use a variety of **sources of inspiration** and **information**
- Compare, select, and employ techniques that facilitate a given task or process
- Develop a product plan and/or service plan that includes key stages and resources

Content

Students are expected to know the following:

- design for tourism and hospitality services and products
- **consumer types**
- **factors that influence tourism** products and services and consumer choices
- evolving **sectors** of the tourism industry in a changing marketplace
- **economic influence** of tourism
- **characteristics of services** as distinct from goods
- **local factors** in the **evolution** of tourism over time
- **agencies** that influence the development, management, and marketing of tourism products, services, and destinations
- **marketing considerations** and strategies for industry management
- marketing through evolving **industry technologies**
- **First Peoples tourism** and the local/provincial market and economy
- cultural sensitivity and etiquette, including ethics of **cultural appropriation**
- hospitality and communication skills to **interact effectively** with local and international tourists
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#### Learning Standards (continued)

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| **Testing**             | • event planning, coordination, and facilitation skills  
                          | • interpersonal and public relations skills to promote products or services and to interact with potential customers  
                          | • career options in marketing and promotions |
| **Making**              | • Identify and obtain 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  
                          | • 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  
                          | • Assess their ability to work effectively, both individually and collaboratively |
| **Applied Skills**      | • Apply safety procedures for themselves, co-workers, and consumers in both physical and digital environments  
                          | • Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time  
                          | • Demonstrate the ability to 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 |