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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Hotel Management |
| **Lesson/Unit Title** | Hotel Marketing and Communication: The Cornerstones |
| **TEKS Student Expectations** | **130.259. (c) Knowledge and Skills**  (2) The student uses verbal and nonverbal communication skills to create, express, and interpret information for providing a positive experience for guests and employees. The student is expected to:  (B) Analyze various marketing strategies for a lodging property and available services;  (C) Demonstrate proper techniques for using telecommunications equipment;  (D) Interpret verbal and nonverbal cues to enhance communication with individuals such as coworkers, guests, and clients;  (E) Locate written information used to communicate with individuals such as coworkers and guests; and  (G) Follow directions and procedures independently and in teams. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Understand the elements of the marketing mix and how they work together * Explain the importance of a marketing plan * Evaluate various marketing strategies * Demonstrate proper techniques for using telecommunication equipment * Create promotional tools |
| **Rationale** | What would happen if you opened a business and didn’t have any products that people wanted to buy? How do you know what people need or want? What would happen if you opened a store and no one came because they didn’t know it existed? How do people find out about new stores? In this lesson, you will examine and answer these questions and more. Without these answers, businesses would soon be out of business; therefore, the answers are considered cornerstones of successful hotel marketing. |
| **Duration of Lesson** | Five 45-minutes class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Cornerstone:** Also called foundation – originally it was the first stone laid in the corner of where two walls meet in a new building – it is used here to mean the foundation of business, vitally important  **Market:** A market consists of all of the people that are able and willing to potentially buy a product being offered  **Marketing Mix:** A combination of decisions made about product, price, place, and promotion – also called the 4P’s of marketing  **Market Segment:** A subgroup of a market; will have similar needs and wants for the products being offered  **Market Segmentation:** The process of dividing a large market into market segments  **Target Market:** The market segment on which a business will choose to focus  **Telecommunications:** Communication over a distance; the transmission of words, symbols, images, and data over a distance through technology such as telephones, radio, televisions, cell phones, and the internet |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines for Internet access.) * Presenter remote   **Materials:**   * Hotel branded items:   + Candy   + Notepads   + Pens   + Robes   + Shampoos   + Soaps   + Towels   + Water bottles * Hotel brochures and flyers from various hotels * Hotel magazine advertisements   **Supplies:**   * Colored pencils * Markers * Paper * Copies of handouts   **PowerPoint:**   * Hotel Marketing and Communication: The Cornerstones   **Technology:**   * Free iPad Apps:   + Hotel Management HD Magazine targeted latest news and trends in the hotel industry.<https://itunes.apple.com/us/app/hotel-management-hd/id450856700?mt=8>   **Graphic Organizers:**   * Hotel Marketing and Communication KWL * Hotel Marketing and Communication Notes * The Marketing Mix * The Marketing Mix (Key)   **Handouts:**   * Hotel Brochure Activity * Hotel Brochure Rubric * Hotel Marketing and Communication: The Cornerstones Quiz * Hotel Marketing and Communication: The Cornerstones Quiz (Key) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display as many materials as you have available in the front of the classroom so that students see them as they enter (see Materials or Specialized Equipment Needed).    Begin the lesson by asking students the following questions:   * How do hotels get people to stay at their property (versus another hotel)? * Why do you think hotels advertise? * Why do hotels put their name on soaps and shampoos? * Why do they put their name on robes? * What would happen if you opened a budget hotel but charged $400 for one night’s stay?   Distribute the KWL graphic organizer Hotel Marketing and Communication and have students fill out the first two boxes of the chart. Ask students to write down what they already know about marketing and communication from their personal experiences. The last box will be completed during lesson closure. |
| **Direct Instruction \*** | Review lesson objectives, terms, and definitions.  Introduce the PowerPoint Hotel Marketing and Communication: The Cornerstones and begin discussion with students. Distribute graphic organizer Hotel Marketing and Communication Notes. Students will be expected to take notes during the slide presentation.  Announce to students that a quiz will be administered at the end of the lesson.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * highlight materials for emphasis * provide students with vocabulary list with definitions prior to lesson * work with a peer tutor * use study guides * provide printed slide presentation |
| **Guided Practice \*** | Divide the class into subgroups of three or four students.  Distribute graphic organizer The Marketing Mix to each group. Allow each group to choose a different local hotel and guide them through the 4P’s of Marketing using a local restaurant as an example. Be sure to discuss how the 4 P’s are inter-related.  Refer to the Marketing Mix (Key) for guidance on a restaurant and hotel marketing mix example.  For a restaurant:   * The *product* is the food and level of service * The restaurant *price* is relative to the type of restaurant, (fast food is low pricing, high-end steakhouse is high pricing, and so forth) * The restaurant *place/distribution* is the location of the restaurant (or multiple locations, as well as local versus city-wide versus global) * The restaurant *promotion* is typically phone book, local ads in newspaper, Internet and possibly billboards. If a nation chain restaurant, then advertising could include television.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * work with a peer tutor * check for understanding * encourage participation |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Allow the groups to remain the same or regroup the students.  Distribute hotel brochures to each group and guide the students through a comparison of the brochures (some groups could compare magazine or yellow pages advertisements), pointing out where there are similarities and differences.   * Most brochures will contain information about the amenities such as items included in each room (hair dryers, ironing boards, coffee makers) and the hotel offerings, such as coffee bar in lounge, restaurants in hotel, availability of spa, or pool.   Assign Hotel Brochure Activity. Explain the project in detail and review the Hotel Brochure Rubric so the students will understand how each component will be assessed.  Students will work independently to create a brochure for a fictitious hotel. Monitor students as they work to remain focused on assignment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * reduce assignment * extended time for assignment * work with a peer tutor * encourage participation |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students complete the last column of the KWL Chart Hotel Marketing and Communication. Review and discuss answers. |
| **Summative/End of Lesson Assessment \*** | Student brochures will be assessed with the Hotel Brochure Rubric.  Administer and assess Marketing and Communication: The Cornerstone Quiz.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * reduce assignment * extended time to complete quiz * highlight fewer options |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Reynolds, Johnny Sue, *Hospitality Services Food & Lodging*, Second Edition, Tinley Park, Illinois: The Goodheart-Willcox Company, Inc., 2010. Print. * Farese, Kimbrell, Woloszyk, \_ Marketing Essentials\_, Woodland Hills, California: Glencoe McGraw-Hill, Inc., 2002. Print. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Use word wall for vocabulary words * Work with a peer tutor * Peer to read materials * Highlighted materials for emphasis * Shortened simplified instructions |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * Encourage students to read more about marketing and communication. * Allow students to research and identify examples of various marketing strategies and types of communication and promotion. Use the pre-reading strategy prediction. * Encourage students to connect reading and their life experiences or prior knowledge. |
| **Quotes** | The aim of marketing is to know and understand the customer so well the product or service fits him and sells itself.  **-Peter Drucker**  Marketing is too important to be left to the marketing department.  **-David Packard**  All lasting business is built on friendship.  **-Alfred A. Montapert**  If you listen to your fears, you will die never knowing what a great person you might have been.  **-Robert H. Schuller**  Be a yardstick of quality. Some people aren’t used to an environment where excellence is expected. **-Steve Jobs** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * When someone says “Marketing” I immediately think … * My favorite place in a hotel is … * My favorite way to communicate is …. (and why) * The best way to communicate with someone who wishes to stay at your hotel but is from another country and doesn’t speak English is by … * The best ways a hotel can accommodate a person in a wheelchair is by …   **Writing Strategy:**  RAFT (Role/Audience/Format/Topic) writing strategy:   * + Role: student   + Audience: marketing manager in a local hotel   + Format: letter asking the marketing manager why they chose marketing for a career; what they like most about their career; what the drawbacks are, if any; and what type of education is needed for a marketing career in the hotel industry   + Topic: career investigation |
| **Communication**  **90 Second Speech Topics** | * If I were to add another “P” to the four P’s of Marketing it would be … * Hotels can communicate by these three methods … * Five ways hotels can advertise are … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | In groups of 2 or 3, have students make a list of nonverbal communications such as facial expressions, body positions, eye movement, and throat noises and have a representative from each group present their list to the class. Make a combined list, then have students take turns acting out the nonverbal communications and other students interpreting the cues. |
| **Family/Community Connection** | * Ask a marketing manager from a local hotel to speak to the class on how they market their hotel and how that is different from a product people buy from a store. * Invite a communications specialist to speak to the class on the importance and impact of nonverbal communication. |
| **CTSO connection(s)** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>   * Star Events: Hospitality, Tourism and Recreation is an individual or team event that recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. * Lesson is preparation for Hospitality LEO test. |
| **Service Learning Projects** | True service learning is developed with student voice about concerns and needs. As the students are learning and researching this topic, ask them to think about ways they can maximize their learning to benefit others.  Ask students how they will use what they have learned about marketing and communications.  Use the LEADERS Model from <http://www.servicelearning.org.> Brainstorm with your students for a service project pertaining to this lesson.  Example:   * Students can create a skit on communication, stressing the impact that nonverbal communication has on relationships, and present the skit to elementary students. * Students can partner with a local hotel to host a charity benefit that they coordinate and market. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)