**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Hospitality and Tourism |
| **Course** | Travel and Tourism Management |
| **Lesson/Unit Title** | Cultural Diversity in the Workplace |
| **TEKS Student Expectations** | **130.258. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (A) The student is expected to formulate and organize oral and written information  (7) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.  (A) The student is expected to apply team-building skills  (D) The student is expected to determine the impact of cultural diversity on teamwork  (E) The student is expected to participate in community service opportunities |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Develop an awareness of cultural diversity * Determine the impact and benefits of cultural diversity in teamwork * Participate in community service opportunities * Explore differences in behaviors, dress and social etiquette from different countries |
| **Rationale** | With the growth of technology and worldwide trade, the world is getting smaller and smaller. We are becoming one world instead of many independent nations on one planet. As we now interact daily both socially and through school and business it is imperative to understand, respect, embrace and benefit from each other’s differences to make a better world. Let’s find out how getting to know and work with people from other cultures will help us prepare for careers in the field of travel and tourism management. |
| **Duration of Lesson** | Three 45-minutes lessons |
| **Word Wall** | **Behavior:** One’s actions before or toward others, especially on an occasion  **Culture:** The behaviors, beliefs, opinions and feelings of a social, ethnic or age group  **Cultural diversity:** Refers to differences among people because of their racial or ethnic backgrounds, language, dress and traditions  **Discrimination:** The unjust or prejudicial treatment of different people or things, especially on the grounds of race, age or gender  **Etiquette:** Prescribed code of conventional requirements for social behavior  **Prejudice:** An unfair feeling of dislike for a person or group because of race, sex, religion or gender |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines) * Light projector (Elmo)   **Materials:**   * Images from different countries of:   + Buildings   + Food   + People   + Social events * String or yarn * Copies of handouts   **PowerPoint:**   * Cultural Diversity in the Workplace   **Technology:**   * Free iPad App: * Infographics:   + Diversity in the Workplace It’s not just about color anymore<http://qualigence.com/wp-content/uploads/2013/06/Diversity-Infographic.jpg> * TED Talks:   + Mellody Hobson: Color blind or color brave?  The subject of race can be very touchy. As finance executive Mellody Hobson says, it’s a “conversational third rail.” But, she says, that’s exactly why we need to start talking about it. In this engaging, persuasive talk, Hobson makes the case that speaking openly about race — and particularly about diversity in hiring — makes for better businesses and a better society.<https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave?language=en>   **Graphic Organizers:**   * Cultural Exploration   **Handouts:**   * Anticipation Guide: Cultural Diversity in the Workforce * Anticipation Guide: Cultural Diversity in the Workforce (Key) * Popular Tourist Countries * Rubric for Cultural Exploration * The ABC’s of Cultural Diversity * The ABC’s of Cultural Diversity (Key)   **Teacher Resource:**   * Connecting Cultures Activity * Equal Opportunity Employment Poster |
| **Anticipatory Set** | **Before class begins:**  Display as many items from the Materials or Specialized Equipment Needed tab as you have available on a table in front of the room so that students may view as they enter.  Print and cut apart the Popular Tourist Countries cards. These cards will be used in the Independent Practice section.  Distribute the handout Anticipatory Guide: Cultural Diversity in the Workplace to the students and instruct them to place a check mark by the statements they THINK are true.  After the lesson, this handout will be revisited in the Lesson Closure section to check for knowledge of the lesson. |
| **Direct Instruction with Special Education Modifications/Accommodations** | Introduce lesson objectives, terms and definitions.  Select and distribute a handout or graphic organizer from the Instructional Strategies drop down menu in Classroom Essentials or instruct students to take notes in their journal books or on their own paper.  Introduce the PowerPoint Cultural Diversity in the Workplace.Students will be expected to take notes while viewing the slide presentation. Allow time for classroom discussion.  View YouTube® video:   * Breaking Ground for Justice and Opportunity; EEOC The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person’s race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. <https://youtu.be/ejLMGs30Aag>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * provide a printed copy of slide presentation |
| **Guided Practice with Special Education Modifications/Accommodations** | Divide the class into groups of three or four students.  Display the teacher resource Equal Opportunity Employment Poster on a light projector and discuss the laws of discrimination for each of the sections.  Distribute the handout The ABC’s of Cultural Diversity.  Instruct the students to brainstorm with their group to generate a list of words describing cultural diversity for every letter of the alphabet.  Allow time for sharing information and discussion.  *Activity*  Instruct the students to form a large circle with the whole class. Follow the instructions in the teacher resource Connecting Cultures Activity and explain the activity.  The spider web may be displayed on a large wall with labels for each culture.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * work with a peer tutor * encourage participation |
| **Independent Practice/Laboratory Experience with Special Education Modifications/Accommodations** | Divide the class into groups of three students.  Place the Popular Tourist Countries cards in a basket and allow one member from each group to choose a card.  Distribute the handout Cultural Exploration and explain the details.  Read the following scenario:  You and your team work for a travel magazine and have been assigned to investigate the behaviors, dress and social etiquette of various countries for an article in an upcoming magazine.  Distribute the Rubric for Cultural Exploration so that students understand what is expected.   Work with your community to seek venues that will allow your students to practice their teamwork skills at community fairs, museums and other places of tourist interest.  Examples:   * Chamber of commerce * Charity organizations * Local community college * Museums * School district events * Travel centers   Distribute the handout Community Service so that students may document their service.  *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 * extended time |
| **Lesson Closure** | Review lesson objectives, terms and definitions.  Re-distribute the handout Anticipation Guide: Cultural Diversity in the Workforce from the Anticipatory Set.  Allow students to re-read each statement and place a check mark by the statements they KNOW are true. They should also provide information that PROVES other statements are not true. |
| **Summative/End of Lesson Assessment with Special Education Modifications/Accommodations** | Students will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * praise participation * opportunity to respond orally |
| **References/**  **Resources** | **Images:**   * Shutterstock® images. Photos obtained with subscription.   **Textbooks:**   * Mancini, M. (2013). *Access: Introduction to travel and tourism.* Clifton Park, NY. Cengage Learning. * Reynolds, J. S. & Chase, D. M. (2014). *Hospitality services.* Tinley-Park, Illinois: The Goodheart-Willcox Company.   **Websites:**   * U.S. Equal Employment Opportunity Commission Responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person’s race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. It is also illegal to discriminate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.<http://www.eeoc.gov/>   **YouTube**®**:**   * Breaking Ground for Justice and Opportunity; EEOC The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person’s race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. <https://youtu.be/ejLMGs30Aag> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Add terms and definitions to personal dictionary * Journal entries * 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** | Other articles pertaining to this lesson that students may read include:   * Causes & Effects of Diversity in the Workplace Many organizations recognize the importance of diversity and inclusion in the workplace. A diverse workforce takes different approaches to solving problems. Customers appreciate the chance to work with individuals who understand their background and culture. Understanding the causes and effects of diversity in the workplace helps companies create initiatives that attract and retain a diverse workforce.<http://smallbusiness.chron.com/causes-effects-diversity-workplace-26003.html> * How to Improve Diversity Consciousness Within a Workplace Employees have a right to work in an environment in which diversity is respected, and they become conscious of their role in maintaining this type of environment through diversity training. To improve diversity consciousness, help the management team develop a better training program, which reinforces workplace policies regarding diversity.<http://smallbusiness.chron.com/improve-diversity-consciousness-within-workplace-10309.html> * Physical & Mental Ability Diversity Training in the Workplace According to the Council for Disability Awareness, 36 million Americans are disabled. Although such legislation as the Americans with Disabilities Act prohibits workplace discrimination against disabled Americans, disability policy specialist Dr. Salvatore Pizzuro of the Hall Institute of Public Policy in New Jersey states that poor attitudes toward the disabled in the workplace may be undermining the intended benefits of protective legislation.<http://smallbusiness.chron.com/physical-mental-ability-diversity-training-workplace-38723.html>   **Reading Strategy** Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | Real cultural diversity results from the interchange of ideas, products, and influences, not from the insular development of a single national style. **-Tyler Cowen**  If we cannot now end our differences, at least we can help make the world safe for diversity. **-John F. Kennedy**  We are a nation of communities… a brilliant diversity spread like stars, like a thousand points of light in a broad and peaceful sky. **-George H. W. Bush**  Diversity is about all of us, and about us having to figure out how to walk through this world together. **-Jacqueline Woodson**  Cultural values are, in themselves, neutral as well as universal, and so much depends on how individuals or ethnic groups use them. Values are influenced by so many factors such as geography, climate, religion, the economy, and technology. **-F. Sionil Jose**  Our workforce and our entire economy are strongest when we embrace diversity to its fullest, and that means opening doors of opportunity to everyone and recognizing that the American Dream excludes no one. **-Thomas Perez** |
| **Writing Strategies** | **Journal Entries:**   * In my culture, we observe the following traditions: * I am a team player because … * Cultural diversity means … * Discriminating against people because of \_\_\_\_\_\_\_\_\_\_\_\_\_ is/should be …   **Writing Strategy:**  RAFT (Role/Audience/Format/Topic) writing strategy:   * + Role – travel agency owner   + Audience – potential customers   + Format – flyer   + Topic – social behaviors for a country   Create a flyer for a chosen country and illustrate five common behaviors or social etiquette. |
| **Communication 90 Second Speech Topics** | * Three things about the Equal Opportunity Act are … * Discrimination in the United States is … |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Students may investigate the Equal Opportunity Act and create a multimedia presentation to explain the purpose of the federal agency.  **Infographics:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.   * Diversity in the Workplace It’s not just about color anymore<http://qualigence.com/wp-content/uploads/2013/06/Diversity-Infographic.jpg>   **TED Talks:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less).  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.   * Mellody Hobson: Color blind or color brave?  The subject of race can be very touchy. As finance executive Mellody Hobson says, it’s a “conversational third rail.” But, she says, that’s exactly why we need to start talking about it. In this engaging, persuasive talk, Hobson makes the case that speaking openly about race â” and particularly about diversity in hiring â” makes for better businesses and a better society.<https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave?language=en> |
| **Family/Community Connection** | Students can share images, clothing or trinkets from their cultural and explain the significance of each piece. |
| **CTSO connection** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>   * Hospitality, Tourism and Recreation An individual or team event – 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. Project must relate to culinary, lodging, recreation, tourism or event coordination. * Interpersonal Communications An individual or team event – recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to this lesson. [www.ysa.org](http://www.ysa.org)  Possible ideas: Students may plan a cultural fair honoring community traditions and beliefs. |

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)