LESSON PLAN TEMPLATE

Overview	
Date: 2/9/2026	**Lesson Duration:** 180 minutes (2 class periods)
Topic: Customer Service & Marketing in the Luxury Hotel and Resort Industry	**Grade Level:** 9-12 **Subject:** Principles of Hospitality and Tourism
TEKS Addressed: 10(B)- design a customized product for the Hospitality and Tourism industry	
T-TESS Standards Addressed: **Planning Dimension:** Domain 1.1- Standards and Alignment Domain 1.3- Knowledge of Students Domain 1.4 Activities **Instruction Dimension:** Domain 2.2- Content Knowledge and Expertise Domain 2.3- Communication Domain 2.4- Differentiation Domain 2.5- Monitor and Adjust **Learning Environment Dimension:** Domain 3.1- Classroom Environment, Routines, and Procedures Domain 3.3- Classroom Culture (TEA, 2022)	
Learning Objective(s): The students will identify the specific demographics of their chosen accommodations, analyze customer service standards and client needs, and create a customized welcome product for VIP clients.	
Key Vocabulary: demographics, customer service, accommodations, hotel, resort, lodging, client profile, transportation, amenities, experiences, concierge, housekeeping, excursions, marketing	**Academic Language:** artificial intelligence, collaboratively, collaboration, preference, personalization, international, domestic, prototype, screenprinting
Resources: Adobe firefly, Youtube, Nearpod, google docs, Canva, Informational Article, additional resources within the guidelines google slides	

INSTRUCTIONAL STEPS

Opening:

Students have previously studied types of accommodations. The lesson will begin with a Youtube Video of the VIP experience at a resort in Singapore. The clip gives a visual example of high quality customer service in the hotel and resort industry. Students will complete a mind map (note taking strategy) during the video to document specific elements of quality customer service and tailoring service standards to client demographics.

Youtube video:
https://www.youtube.com/watch?v=oQZ0oiK9zhg (18 minutes, 56 seconds)

Mindmap categories for students with accommodations for note taking:

- Transportation to hotel (luxury)
- Client demographics
- Lodging or Accommodation
- Dining

(student may use drawings, words or a combination of the two to complete the mindmap)

Quick check for understanding:
Visuals of clients with products in group discussion- "are these appropriate products for this specific VIP client? Why or why not?"

Focus Activity/Lesson:

Introduction of project guidelines and resources:

Project guidelines:
https://docs.google.com/presentation/d/1zfjn6WZMmtWPs7eFwNELbbo6wP09G96Q4_q9Vv9AkUI/edit?usp=sharing

Resources:
https://theluxurytravelexpert.com/the-worlds-50-best-hotels-list/
www.padlet.com
www.mentimeter.com

Group instruction will be given to clarify the guidelines for the creation of their product, then students will choose their group or partners and create a shared google document (live), digital board or other collaborative tool to create a shared space for their product planning.

Modeling of the use of AI generative images on Adobe Firefly directly after instructions are complete. This can take place in small group, 1:1 or whole group depending on student need.

Closure:

This activity and lesson will take place over two periods of ninety minutes each (blocked scheduling). At the conclusion of the first period of work, students will use an exit ticket to submit their accommodation information and the collaborative document used for planning. Student groups will identify three areas of refinement in their current planning document and submit them on a google form.
In the following class period, students will create a client profile on any digital platform (recommended- Canva), as well as create a prototype of their VIP client product in the form of an itinerary, digital prototype, concept board, etc. For student requiring extension, they will visit the Nest (library makerspace) to create any tangible product or prototype using tools

such as the circuit or 3D printer.

Differentiation:
Differentiation is embedded within all aspects of instruction and assessment as students choose their location, client, and specific product. They have the ability to document the learning process on paper or digitally, as long as the process is collaborative. Digital resources are supplied but not required, and prior knowledge has been focused on ethical use of resources and finding relevant and reputable sources. The assessment is based on a rubric, however, the manner in which students display or express their learning and the media used to create their specific product is open to student choice.

Student Technology Usage:
Students will use technology in two ways. Firstly, they will utilize search engines to research travel destinations and accommodations, as well as demographic information and collaborate on shared planning documents. Secondly, students will use technology in the form of software, apps, or websites to create prototypes or specific products for their client. They will also create a client profile using a digital resource such as Canva.

SAMR Alignment

- Modification is utilized to significantly redesign the task. Students will be self-directed but supported through the posting of a digital guideline for completion and the structure of a rubric for their VIP product. The modification includes the use of digital resources that align with individual student interests and learning targets (McLeod & Graber, 2019).
- Technology enhances learning by allowing creative ideas to be made tangible through the use of AI, websites and technological tools such as 3D printers, heat presses, or cricut.
- In order to reach the level of Redefinition, follow up class periods could include activities where digital tools such as Skype or Google Meet can be used to find authentic clients on a global scale, and plan customized experiences for these specific clients. For example, students could pair with another class in a different country (utilizing google translate as needed) and students could communicate to create VIP experiences for their partner's dream vacation spot (McLeod & Graber, 2019).

TPACK Alignment

- Technology is infused in first run instruction, as well as in the process of creating products that specifically align with TEK 10(B). The addition of the third domain of technical knowledge allows students to practice industry skills using relevant and innovative technology tools such as Adobe Firefly, generative AI, and Canva. (R, 2013).
- Collaboration and Communication are enhanced by the use of live documents for student planning, and digital competency skills are utilized to deepen content knowledge (McLeod & Graber, 2019)
- Instruction in the use of new resources such as Floorplanner, Adobe Firefly or Canva converts the instruction from learning content *using* technology to obtaining knowledge of a technology asset as a digital competency content, combining content knowledge and technological knowledge (Taylor Institute, 2026).

Deeper Learning Practices:

- *Classroom Culture is enhanced as explicit connections are made to real-life application of knowledge, and assessment of the final performance task is authentic, relevant, and tailored to student interest. Collaboration skills are practiced within the classroom with peers, with the potential to move beyond the classroom in additional class periods..*
- *Learning Environments are supported with students playing the role of co-designer and*

co-learner as they choose the specific tools and resources, as well as the manner in which they display mastery of the task.
- *Digital Skills are leveraged as the interaction with technology is supported by the teacher as a facilitator. Students have prior knowledge in the critical assessment and discernment of ethical and relevant sources of information, as well as the autonomy to search for digital tools that align with their specific learning goals*
- *Pedagogical Practices include inquiry-based learning, project based learning, knowledge building and innovative use of technology.* (Quinn et. al, 2020)

Resources and Materials:

Students will require access to wifi, 1:1 devices or shared devices, Google classroom to access guidelines and tutorials, and grouped classroom seating to form collaborative groups. Resources will be provided in google classroom as a guide, although additional resources can be assessed for relevance. For group instruction on the task, a teacher device and corresponding Newline digital board is required. For those students who are absent, the use of screencastify to record instruction and post to google classroom will be utilized.

Questions for understanding:

Pre-Questions
- What does it mean to supply specific clients with high quality customer service? (Knowledge)
- How can you determine a product that will align with client wants, needs, and interests? (Comprehension)
- How will you utilize technology to create a prototype of your customized product? (Application)

Post-Questions
- How can you gauge customer satisfaction with your personalized VIP product? (Analysis)
- How can you streamline the creation of your product to reach a larger audience? (Synthesis)
- How will you address concerns or compliments to your service? (Evaluation)

ASSESSMENTS

Pre-assessment/Diagnostic:
Quick check for understanding:
Visuals of clients with products in group discussion- "are these appropriate products for this specific VIP client? Why or why not?"

Formative:
Prototype creation for chosen clientele in groups with small group presentation to peers. Peer feedback will be provided for student groups with the opportunity to adapt products before presenting to the whole class.

Summative:
Client Profile and Product Presentation to whole class

(Redefinition option)- Partner with a classroom in a different part of the world and collaborate digitally to create a VIP experience for a global partner's dream vacation.

RETEACH & EXTENSION ACTIVITIES

Reteach

- Small group or 1:1 tutorials (face to face or screencastify) on digital competency skills including research, Adobe Firefly, Floorplanner, etc.
- Canva tutorial quick lesson in small group or 1:1 to support the creation of the Client profile
- Advisory period 1:1 focused tutoring on specific student needs during the week of the Hotel Unit

Extension

For students requiring extension, they will visit the Nest (library makerspace) to create any tangible product or prototype using tools such as the circuit or 3D printer. They will also have access to art supplied, heat presses, ipads and Mac computers.

Role of Teacher vs Role of Student

Reflection:

In this lesson plan, the teacher acts as facilitator, providing guidance and structure for the learning while allowing for student autonomy in the manner in which students display mastery. During group instruction on the guidelines for the performance task, teachers play a pivotal role, however, as the activity continues, the role will transition to supporting the use of technology or supporting student choices and creative plans. The lesson is student-centered and broad to allow for maximum choice. The student makes choices based on interests, needs, and academic goals, and the teacher supports using conferencing, feedback, modeling new technology, and guiding the appropriate use of search engines and digital resources.

Resources:

McLeod, S. & Graber, J. (2019). *Harnessing Technology for Deeper Learning.* Solution Tree Press.

Quinn, J., McEachen, J., Fullan, M., Gardner, M., & Drummy, M. (2020). *Dive Into Deep Learning- Tools for Engagement.* Corwin: a SAGE Company.

R, Candace. (2013, April 26). *TPACK in Two Minutes.* Candace R. [Youtube Video] https://www.youtube.com/watch?v=FaqVSQlZELY

Taylor Institute. (2026). *SAMR and TPACK: Two Models to Help with Integrating Technology Into Your Courses.* Taylor Institute of Teaching and Learning. Retrieved from https://taylorinstitute.ucalgary.ca/resources/SAMR-TPACK

TEA. (2022, February 10). *T-Tess Rubric.* TEA. Retrieved from

https://acuonline.instructure.com/courses/19339/pages/week-two-readings-and-resources?module_item_id=783548