

**51. Hospitality and Tourism Cluster - Recreation Careers (4 hours)**

<b>Purpose/Abstract:</b> To introduce students to careers in state and national parks.			
<b>NCCCS Adult Education Standards:</b> W.5.2.6, S.1.2.5, M.5.2.5			
<b>Learning Objective:</b> <i>By the end of the session, students will be able to:</i> <ul style="list-style-type: none"> <li>Investigate a state park's website to categorize and discuss different things people can do there</li> <li>Collaborate to design a colorful poster or advertisement showcasing exciting activities at a chosen state park</li> <li>Deliver a brief talk highlighting the importance of communication and teamwork as essential soft skills for careers in recreation</li> </ul>			
<b>Soft Skills</b>	communication, teamwork	<b>Resources</b>	<a href="#">Park Naturalists at My Next Move North Carolina State Parks</a>  Handouts: Math Practice - one for each student
<b>Additional Materials</b> <ul style="list-style-type: none"> <li>Math practice, one for each student</li> <li>Chart paper for posters</li> <li>Art supplies (glue, glitter, markers, paint, etc.)</li> <li>Pencils, paper, and scissors</li> <li>Computers for student use</li> </ul>			
<b>Icons</b>	 <b>Activity</b>	 <b>Check-In</b>	 <b>Review</b>

**PREPARATION**

- Familiarize yourself with [North Carolina State Parks](#).
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O\\*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

**INTRODUCTION (30 min)**

Welcome students to the class!

Ask students to find a partner. If possible, you can pair students with diverse interests to encourage broader conversations. Each pair will take turns sharing a recreational activity they enjoy. Provide examples such as "I love playing soccer with my friends," or "I enjoy hiking with my family."

After sharing their activities, encourage students to discuss how each activity requires communication and teamwork. As a class, come together and have a few pairs share their discussions.

Introduce the lesson topic as follows:

Start by explaining what state parks are and how they offer recreational activities for people to enjoy. You can show images or brief videos of state parks to visually engage the students. Discuss why state parks



are important places for leisure and relaxation. Mention that people go to state parks to have fun, connect with nature, and take part in various activities. Explain that while state parks offer fun activities, they wouldn't run smoothly without communication and teamwork. For instance, park staff need to communicate effectively with each other and visitors to ensure everyone has a great experience. Teamwork is crucial for maintaining the park, organizing events, and assisting visitors.

Ask students to share their experiences visiting state parks or share your own.

Share the objectives of the lesson.

### VOCABULARY, READING & WRITING (60 min)

Write these words on the board and ask students to work with the same partner to form sentences using these words.

- Recreation
- Trail
- Picnic
- Ranger
- Adventure
- Wildlife
- Activity

Choose a few student pairs to share their sentences and provide a short definition for each term.

Tell students they will work on a short writing activity. Explain the importance of building knowledge about a topic by reading relevant information and being able to write it in their own words.

Share [North Carolina State Parks](#) with students and give the following instructions:

- Go to the North Carolina State Parks website.
- Click on "Find a Park" and choose one state park.
- Look at the pictures and read the simple sentences about the park's activities.
- Write down an introduction to the park in your own words and at least three things people can do at the park.
- Share your findings with a partner.

### REFLECTION (15 minutes)

✓ Have a few students read what they've written. Ask students to discuss their process of locating information and rephrasing the text using their own words. Reiterate why this is an important skill.

#### Lower Level

Focus on helping students to identify and list activities using textual clues such as subheadings, bold print, images, etc.

#### Higher Level

Challenge students to write a paragraph explaining why you think the park is a great destination for visitors interested in outdoor activities. If there is time, students can compare the activities at their chosen state park with another park and present their findings.

**Instructor Note:** This activity is aligned to the writing standard for this lesson. Please feel free to explain more about building knowledge around a topic to complete projects, etc.

**MATHEMATICS (45 min)**

Explain that students will continue exploring the connection between multiplication and division. Use the following explanation to guide your discussion.

*Understanding the connection between multiplication and division is crucial for real-life scenarios, especially when dealing with numbers and quantities. In the context of the state park, multiplication and division can help us solve problems related to the number of visitors, entry fees, and activity costs. For example, if we know the total cost and the number of people, we might need to divide to find the cost per person. Conversely, if we know the cost per person and the total cost, multiplication can help us find the total number of people. These skills are important for park management, budgeting, and understanding the impact of different factors on costs and revenues.*

Distribute the Math Practice handout to students and allow sufficient time for completion.

Walk around and provide individual support as required.

 REFLECTION (10 minutes)

Review the answers with the whole class.

✓ Have a few students share their strategies for understanding how multiplication and division are related.

Lower Level	Higher Level
Work with students in small groups and review multiplication facts.	Encourage students to examine the details of the state park they researched and identify instances where they could apply multiplication and division.

**GROUP WORK (60 min)**

Tell students that they will work in small groups to create a fun, colorful poster to welcome tourists to a state park of their choice. Encourage them to find a state park with many activities and amenities.

Divide students into groups of 4 and provide each group with material to create posters. Tell students that during this activity you will be observing them to see how they demonstrate communication, professionalism and teamwork as all of these skills are important for recreation careers.

Share the [North Carolina State Parks](#) link and clarify any questions.



 REFLECTION (25 minutes)

✓ Have each group present their poster. Provide constructive feedback and ask questions to understand the thought process behind each poster. Invite a couple of students to discuss how effective communication and teamwork helped their work.

**INDEPENDENT WORK TIME (30 min)**

Briefly explain the third objective.

Share [Park Naturalists at My Next Move](#) with students and allow 15 minutes for them to read about the role.

Have each student find a partner and deliver a brief verbal summary about the role and why communication and teamwork are critical for this role. Encourage them to pay specific attention to the skills and abilities sections on the web page to help prepare their verbal summaries.

Challenge students to come up with examples where these two skills will help those working as Park Naturalists.

**Lower Level**

Provide a few sentence starters to help students frame their summary:

*"In the role of a Park Naturalist, I learned that..."*

*"One important thing I learned about Park Naturalists is that they work together as a team to..."*

*"I found out that Park Naturalists need to communicate because..."*

*"An example of teamwork in the role of a Park Naturalist could be..."*

*"The skills and abilities needed for this role include..."*

**Higher Level**

Challenge students to delve deeper into the Park Naturalist role by researching additional sources beyond the provided webpage. They can explore books, articles, or interviews that shed light on the day-to-day activities and challenges faced by Park Naturalists.

**WRAP-UP & REFLECTION (15 min)**

Ask students to summarize what they've learned about recreation careers. Summarize the objectives of the lesson.

Distribute exit slips to students.

Ask for a few volunteers to share their reflections.

Collect and review the answers.

# Math Practice

**Directions:**

- Solve the problems below using multiplication or division.

1.  $12 / 4 = \underline{\hspace{2cm}}$ . So,  $3 * \underline{\hspace{2cm}} = 12$
2.  $30 / 10 = \underline{\hspace{2cm}}$ . So,  $3 * \underline{\hspace{2cm}} = 30$
3. There are 4 friends visiting the park. Each of them pays an entry fee of \$5. How much money did they pay in total?
4. A group of 6 students took part in a guided tour. If the total cost was \$30, how much did each student contribute?
5. The state park earned a total of \$360 from entry fees on a busy day. If the entry fee was \$12 per person, how many people visited the park?
6. The park has 15 cabins, and each cabin can accommodate 6 people. How many people can the cabins hold in total?
7. During the weekend, 180 people visited the park. If each person paid an entry fee of \$10, how much money did the park earn from entry fees?
8. The park collected a total of \$480 from selling tickets to an outdoor concert. If each ticket cost \$20, how many tickets were sold?

## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned \_\_\_\_\_.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like \_\_\_\_\_ career because \_\_\_\_\_

\_\_\_\_\_

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



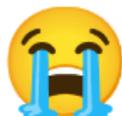
Happy



Smart



Confused



Sad



Angry