

**HOST 101**  
**Introduction to Hospitality and Tourism**

**Game Master's Guide**  
**(Instructor's Manual)**

by

Kawehi L. Sellers

Assistant Professor

Hospitality and Tourism Education Program

Kapiolani Community College

(808) 734-9727

kawehils@hawaii.edu

## Table of Contents

<b>Title</b>	<b>Page</b>
<b>To the Instructor</b>	<b>3</b>
<b>Sample Syllabus</b>	<b>411</b>
<b>Gamer's Guide</b>	<b>12</b>
<b>Other Course Challenges</b>	<b>13-17</b>
<b>Suggested In-Class Games/Activities</b>	<b>18-34</b>
<b>Managing the Leaderboard</b>	<b>35-36</b>
<b>Resources</b>	<b>37</b>

## To the Instructor

This Instructor’s Manual (otherwise known as the Gamer Master’s Guide) will help you successfully teach HOST 101 Introduction to Hospitality & Tourism using gamification techniques to enhance student engagement and promote student participation in all aspects of the course. Gamification can be defined as the use of game design in a non-game context. There are a plethora of ways to gamify a course, everything from serious games, alternate reality games, simulation games and so on. After a year of research, experimentation with my classes, and implementation, I’ve found that what is explained in this guide fits our student population and the course material.

This Game Master’s Guide will take you through the course, step by step, and will be accompanied by several other course resources.

While the course still uses a tradition textbook (*Exploring the Hospitality Industry*, 3<sup>rd</sup> edition by John Walker), many other aspects of the course have been modified. For example, instead of “assignments,” students complete “challenges.” Instead of having “tests,” students take “missions.” Course surveys have shown that the use of these terms relieved some anxiety about the traditional demands of a college course. Here is a complete list of how we have changed the course vocabulary:

<b>Traditional Terms</b>	<b>Gamification Terms</b>
Graded Coursework	Challenges
Students	Players
Points	Experience Points
Tests	Mini Mission and Final Mission
Workbook	Gamer’s Guide (includes Quests, Search and Finds & On the Spot challenges)
Reviews	Brain Crushers
Homework	Brain Busters
Destination Project and Presentation	Destination Challenge
Attendance and Participation	Skill Up
Extra Credit	Bonus Points

Later in this Guide, you will read about the leaderboard, which displays the student’s levels in the course and is posted on Laulima’s home page.

I would also encourage you to make adjustments as you see fit throughout the semester and feel free to reach out to me if you have any questions or need help.

## Sample Syllabus

(16 week semester, class meets twice a week)

### Introduction to hospitality and tourism

#### HOST 101 Semester CRN # Meeting Times Meeting Days Room #

Week	Topic	Readings (Textbook chapters and Gamer's Guide)	Gamer's Guide & other Challenge(s) due
1	Intro to HOST 101		
1	Getting ready to play!	Syllabus and review Gamer's Guide	Avatar by email
2	Hospitality Spirit	Chapter 1	Gamer's Guide pages 5-7
2			
3	Tourism	Chapter 2, Gamer's Guide 13-14	Gamer's Guide pages 9-11
3	Characteristics of Tourism	Chapter 3, Gamer's Guide 18-19	Gamer's Guide pages 15-17
4	Lodging	Chapter 4, Gamer's Guide 23-24	Gamer's Guide pages 20-22
4	Lodging Operations	Chapter 5, Gamer's Guide 28-29	Gamer's Guide pages 25-27
5	Lodging Operations cont'd		
5	Cruising	Chapter 6	Gamer's Guide pages 30-31
6	Brain Buster 1		Brain Buster 1 due end of class
6	Brain Crusher for Mini Mission 1	Chapters 1-6	
7	Mini Mission 1		
7	Restaurants	Chapter 7, Gamer's Guide 35	Gamer's Guide pages 32-33
8	Restaurant Operations	Chapter 8	Gamer's Guide pages 36-37
8	Managed Services	Chapter 9	Gamer's Guide pages 39-40
9	Beverages	Chapter 10	Gamer's Guide pages 41-43
9	Clubs	Chapter 11	Gamer's Guide pages 45-46
10	Theme Parks & Attractions	Chapter 12, Gamer's Guide 51-53	Gamer's Guide pages 48-49
10	Gaming Entertainment	Chapter 13	Gamer's Guide pages 54-56
11	Destination Challenge Prep		
11	Meetings, Conventions & Expos	Chapter 14, Gamer's Guide 59-60	Gamer's Guide pages 57-58

Week	Topic	Readings (Textbook chapters and Gamer's Guide)	Gamer's Guide & other Challenge(s) due
12	Special Events	Chapter 15	Gamer's Guide pages 61-62
12	Brain Buster 2		Brain Buster 2 due end of class
13	Brain Crusher for Mini Mission 2	Chapters 7-15	
13	Mini Mission 2		
14	Destination Challenges		
14	Destination Challenges		
15	Destination Challenges		
15	Destination Challenges		
16	Destination Challenges		
16	Final Brain Crusher		
Finals	Final Mission (100 xp)		Include final mission time here

## Course Description and Objectives

(Adjust for your own course description and competencies)

HOST 101 presents an overview of the travel industry and related major business components. Analysis of links between hotel, food, transportation, recreation, and other tourism-related industries will be addressed. The following are our course competencies and upon successful completion of HOST 101, you should be able to:

1. Distinguish the business development, organization and operational characteristics of the various sectors of the hospitality and tourism industry, (travel/tourism, lodging, food/beverage, recreation and special events), and describe how they are interrelated.
2. Recognize the hospitality and tourism markets' needs and motivations, and the sales and marketing strategies of the various industry sectors.
3. Differentiate the products, services and systems offered by the various sectors of the hospitality and tourism industry's leisure and business markets.
4. Analyze the impact of hospitality and tourism on the society of a destination, and describe the development and benefits of sustainable practices for the various industry sectors.
5. Identify the career opportunities, job qualifications and benefits provided by the various sectors of the hospitality and tourism industry.

**Check out how these course competencies are linked to our HOST program learning outcomes on page 5!**

## **Required Resources**

- ✓ Textbook - *Exploring the Hospitality Industry* (3<sup>rd</sup> edition) by John Walker available at KCC bookstore
- ✓ Gamer's Guide – provided to you by instructor
- ✓ HOST 101 course site on Lulima (<https://lulima.hawaii.edu/portal>), hawaii.edu sign in and password required. Recommended browser to use is Mozilla Firefox.
- ✓ Check your hawaii.edu email daily. Go to [hawaii.edu/google](https://hawaii.edu/google) to sign in.

## **Course Challenges!**

In this course, there are no “assignments.” Instead, you have challenges, which are opportunities to gain experience points (xp)! The more challenges you complete, the more experience points you collect, the higher level you reach and the better grade you get in this class!! When you reach levels three (3), five (5) and seven (7), you're eligible for a PowerUp! The following is a description of the course challenges:

1. Avatar Creation! Create your class avatar and give yourself an amazing player name! Go to avatar generator at [Photo Share Website](#) and create an avatar. Have fun with it and don't be afraid to be creative. Once you have an avatar you're happy with, take a screen grab and email it to me along with your player name (please do not use your legal name). You'll be put on the leaderboard located on the home page of Lulima and the game will begin\*\*! Your avatar creation is worth 5 XP.
2. Gamer's Guide – The Gamer's Guide includes Quests, Search & Find challenges, in-class On the Spot challenges and more. You are expected to complete each page by due dates determined in the schedule. Gamer's Guides will be randomly collected throughout the semester to keep tabs on your progress and points will be awarded intermittently. The entire Gamer's Guide is worth 180 XP.
3. Brain Busters – In these critical thinking challenges, you will be asked to synthesize what you have learned by sharing your own research on the topics in each unit of the class. These are written assignments submitted in Lulima>Brain Busters. Each brain buster is worth a possible 20 XP, totaling 40 XP.
4. Mini Mission – There are two mini missions and each will test you on the material we've learned through multiple choice, true/false and fill-in-the blank questions. Missions will

be taken through Laulima>Missions (Test). Testing time frames will be announced. Each test is worth a possible 50 XP, totaling 100 XP.

5. Destination Challenge – Are you ready to show that you are a travel guru!! You will select one popular domestic or international visitor destination from a list. You will conduct research about visitor statistics, features, target demographics, lodging, restaurants, attractions, meetings/events, and other areas. You will organize your information in an eight-minute Google Slides presentation to the class. This presentation is worth a possible 50 XP!
6. Skill UP – Show Up and Speak Up! Consistent, on-time attendance and participation will help you get the most out of this course. Participation in the in-class activities will help you understand the material. 25 XP
7. Final Mission – Cumulative exam will cover all 15 chapters and Destination Challenges. Your final exam is worth a possible 100 XP.



Add YOUR own avatar here.

Get the **MOST** out of  
the class by  
completing every  
challenge!

**\*\*Opt-out** – If at anytime you decide you do not want your avatar and level included on the leaderboard, simply email me requesting to opt-out of the leaderboard. You will still continue to earn XP and your points will be included in Laulima>Gradebook.

## The Game Master aka Your Instructor:

**Your Name**

**Title**

**Office:**

**Phone:**

**Email:**

**Office Hours:**

**Email Response Policy:**

## Game Levels, PowerUps and Grades!

<b>XP</b>	<b>Level</b>	<b>Label</b>
0	0	Clueless Tourist
5	1	First-Time Traveler
25	2	Return Guest
75	3	Repeat Customer
160	4	Frequent Flyer
255	5	Annual Pass Holder
325	6	Rewards Member
375	7	Seasoned Traveler
500	8	Travel Expert

As stated on the previous page, the more challenges you complete, the more experience points (XP) you have an opportunity to collect, the higher level you reach and the better grade you get in this class!! When you reach levels three (3), five (5) and seven (7), you're eligible for a PowerUp! Each PowerUp gives you extra time on the next Mission. This is valuable time to increase your XP on the Mission Challenges! A leaderboard displaying your current level will be displayed on our Laulima Home Page using your avatar and player name. At the end of the course, your XP will translate into percentages and a course grade:

<b>Points Earned</b>	<b>Percentage</b>	<b>Final Grade</b>
450-500	90%-100%	A
400-449	80%-89%	B
350-399	70%-79%	C
300-349	60%-69%	D
299 or below	0%-59%	F



## **Class Policies** (adjust to your own campus policies)

**Attendance** – Your success in this class depends on your attendance at every class meeting. Please manage your time wisely and plan ahead so that you attend class and get the very most out of your enrollment. Attendance will be taken each day.

**Tests and Final Exam** (Mini Mission and Final Mission) – All students are to take special notice of the test and exam dates on this syllabus. All tests and the final exam will be taken in class through Laulima> Missions (Tests). No make-up exams will be given with the exception of these cases:

- 1) a medical emergency involving yourself that requires the services of a medical professional;
- 2) a death in your immediate family;
- 3) a serious illness that requires a visit to a Doctor.

These absences must be verified with a physician's note. It is your responsibility to contact me prior to the test/exam or as soon as possible to let me know of the situation and to furnish proper documentation. Should I determine a make-up exam is permissible, you will be given a specific date and time to make up the test.

**Disappear Policy** – Students who have ceased to attend class and who do not officially withdraw from the class are considered to have "disappeared," and will receive a permanent "F" if they do not officially withdraw from the class by the deadline. Students who have stopped attending classes must first obtain the Add/Drop from by 'Ilima 102, then meet with one of the following before processing the form at 'Ilima 102 –

- 1) your instructor or,
- 2) Dave Evans, Department Chairperson in 'Ōlapa 120 or
- 3) Sheryl Fuchino - Nishida, Department Counselor in 'Ōlapa 121.

**Academic Integrity (Please see KCC catalog)** – As stated in the Kapi'olani Community College catalog, academic dishonesty, cheating and plagiarism are a violation of the Student Conduct Code and may result in expulsion from KCC. Students caught cheating will receive an automatic "F" grade and face standard University System disciplinary action process.

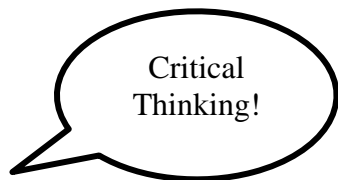
**Disability Statement** – If you are a student with a documented disability and have not voluntarily disclosed the nature of your disability so that we may coordinate the accommodations you need, you are invited to contact the Disability Support Services Office (DSSO) in 'Ilima 107, ph.734-9552, or email [KCC Disability Support Services](#) for assistance. For students whose primary disability is Deaf or hard of hearing, contact the KCC Deaf Center in Manono 102, ph. 734-9210 (V) or 447-1379 (videophone). Please note: you will need to contact Kapi'olani CC's DSSO or Deaf Center to request accommodations in a Kapi'olani CC course even if you've already registered or receiving services at another UH campus's disability support program.

## Program Learning Outcomes

(Adjust to your own PLOs)

The student course competencies (listed on page one) are linked to the following program student learning outcomes (PSLO) of our Hospitality and Tourism program. All assignments are intended to contribute to the successful completion of these outcomes by the end of the HOST A.S. degree.

1. Use knowledge and skills associated with problem solving, creative and critical thinking, reflection and decision making to function effectively in the classroom, community and industry.



2. Demonstrate LEADERSHIP and teamwork to achieve common goals.
3. Conduct him/herself in a professional and ethical manner, and practice industry-defined work ethics.

## Professionalism

4. Communicate effectively and confidently in the classroom, community and industry.



5. Demonstrate knowledge of multicultural perspectives to meet the needs of the guests and employees.



6. Lead with the knowledge that the foundation of tourism is based on the respect for the *host culture* with the responsibility to perpetuate the unique values, traditions, and practices of that place.
7. Use knowledge of best practices to further **sustainability** (economic, environmental, and cultural/social) in the industry.

8. Demonstrate ability to perform basic and supervisory level job functions in travel/tourism and hotel/restaurant careers.



## **Gamer's Guide**

A 68-paged Gamer's Guide is included in pdf form for you to copy and bind for your students. If funds are not available for you to provide to your students, simply post on Laulima and ask students to print and bind (three-ring binder or three-prong folder). Students are required to complete all challenges as indicated in the syllabus.

Instructors should spot check for completion each class and perhaps noting their completion intermittently, but the Gamer's Guides should be collected (without announcement) after Lodging Operations, Cruising, Gaming Entertainment and Special Events. Turnaround time is important and should be given back to the students in the next class so they have opportunity to complete the next challenge and/or mission. It is suggested you note that you've graded/reviewed these pages with a mark on the bottom right hand corner of the page.

Through your lectures, activities and games, the answers for all of the Quests should be revealed if the student is paying close attention. However, you may choose to take the last five minutes of class to go over the correct answers for the Quests or better yet, encourage students to see you during office hours if they have questions that were unanswered. The questions in the Quests are really not difficult, but will hold the students to the textbook.

An annotated instructor's edition is provided to you in addition to this Gamer's Guide for ease. The Gamer's Guide will also be referenced in the "Suggested In-Class Games and Activities" later in this Game Master's Guide.

## Other Course Challenges

As indicated in the syllabus, there are several course challenges. The Mini Missions and Final Mission are multiple choice tests given in Laulima. The following are the instructions and grading rubrics for the Brain Busters and Destination Challenge.

### **Brain Busters Guidelines**

#### **Description**

You will be asked to synthesize what you have learned by sharing your own research on the topics in each unit of the class through these written assignments in Laulima>Brain Busters. Students must come to class with a draft of the Brain Buster on the day indicated in the syllabus and the Brain Buster will be completed in class.

For each post, choose a real-life company or organization. Your topic must be relevant to the currently assignment chapter(s) as follows:

**Brain Buster #1** – Choose a company related to and use concepts from:

- Chapter 1 – Hospitality Spirit
- Chapter 2 – Tourism
- Chapter 3 – Characteristics of Tourism.
- Chapter 4 – Lodging
- Chapter 5 – Lodging Operations
- Chapter 6 – Cruising

**Brain Buster #2** – Choose a company related to and use concepts from:

- Chapter 7 – Restaurants,
- Chapter 8 – Restaurant Operations
- Chapter 9 – Managed Services
- Chapter 10 – Beverages.
- Chapter 11 – Clubs
- Chapter 12 – Theme Parks & Attractions
- Chapter 13 – Gaming Entertainment
- Chapter 14 – Meetings, Conventions & Expositions
- Chapter 15 – Special Events

#### **Your Post**

Each Brain Buster is worth a total of 20 points. Your analysis should be at least five paragraphs long with at least 100 words per paragraph. Using your own words, provide information that you have discovered through researching your topic to address (in the order listed) each of these course competency areas:

1. Business Development, Organization and Operations

2. Market Needs and Industry Sales and Marketing Strategies
3. Products, Services and Systems designed for the Leisure and/or Business Markets
4. Impact of Hospitality/Tourism on the Destination or Development of Sustainable Practices
5. Career Opportunities, Job Qualifications, and Benefits

In your analysis, you must identify, define and incorporate (using color-format tools in textbox), at least **three** chapter concepts/terms that are relevant to your main topic and related to the currently assigned chapters. In parenthesis and color, please indicate which page of the textbook you are using. Also, you must **cite** at least two external *and* different sources of information (excluding the textbook) including, but not limited to websites, publications, newscasts, personal interviews and personal experiences. Using Wikipedia or similar wiki sites is prohibited for these challenges. Appearance, formatting and properly citing your work will also be taken in account when grading.

The local newspaper can be a helpful resource. To find a current event on your topic from The Honolulu Star Advertiser follow these steps:

1. Go to [KCC Library website](#)
2. Click on “Find Articles” in Resources located in the left-hand menu.
3. Then, click on “Proquest – Honolulu Newspapers”
4. If you are not on a campus computer you may have to log in using your Hawaii.edu username and password.
5. Click on “Honolulu Star Advertiser” search and input key words related to your topic.

### Rubric

- 4 – Exceeds Expectations
- 3 – Adequately meets expectations
- 2 – Below Expectations
- 1 – Unsatisfactory

Evaluation Areas	Rating	Weighting
1. Content – All five areas where clearly and completely addressed using specific examples. Each section met the minimum word count.	4 3 2 1	x 3
2. Formatting – Student used his/her own words to convey the information. A minimum of three textbook terms/concepts were properly used and highlighted. A minimum of two external references were cited. Proper grammar and spelling was used.	4 3 2 1	x 2
Total Points Earned out of 20 points		

## Destination Challenge

You will conduct your own research on a selected destination and present the information in an eight-minute Google Slides presentation to the class in the last few weeks of the semester. Your research and presentation will cover the following requirements in this order:

1. Name and location of your destination (include a map).
2. What is the destination best known for?
3. Include recent visitor statistics.
4. What types of travelers (leisure and/or business) does the destination attract? Explain.
5. What tools can visitors use to plan their vacation? List at least two different tools.
6. How do visitors get there? Identify at least two modes of transportation visitors use to get there or get around. Does the destination have a national airline and/or an international airport? What is unique about their transportation?
7. Where do they stay? Feature two different lodging establishments.
8. If we were visiting the destination, what are at least three things we must do there? Think about unique restaurants, recreation, attractions, events, shopping, etc.
9. How does the destination and/or the businesses within the destination practice sustainability? Explain.
10. Identify at least one challenge the destination is having when it comes to tourism.
11. What is the most profound/interesting/unexpected thing you learned from this project?

Each slide must include your references on the bottom. You must have a minimum of five different references for the entire presentation. Wiki sites are *not* acceptable as references.

Through a random picker process, you will select from one of the following destinations in the second week of school:

<b>Domestic Destinations</b>	<b>International Destinations</b>
Atlanta, Georgia	Athens, Greece
Boston, Massachusetts	Banff, Alberta (Canada)
Chicago, Illinois	Bora Bora, French Polynesia
Denver, Colorado	Cancun, Mexico
Jackson Hole, Wyoming	Cape Town, South Africa
Juneau, Alaska	Cuba
Las Vegas, Nevada	Dubai, United Arab Emirates
Miami, Florida	Hong Kong, China
Nashville, Tennessee	Kathmandu, Nepal
New Orleans, Louisiana	New Delhi, India
Park City, Utah	Pukhet, Thailand
San Francisco, California	Queenstown, New Zealand
San Juan Islands, Washington	Rome, Italy
Sedona, Arizona	Siem Reap, Cambodia

<b>Domestic Destinations</b>	<b>International Destinations</b>
Washington, D.C.	Singapore
Yosemite, California	Turks and Caicos Islands

### **Your Presentation**

Please present the information in the order provided above using Google Slides. Feel free to embed photographs, video and graphics to enhance your presentation. Be sure your slides are not too text-heavy, but that they do adequately cover the requirements. Your Google Slides presentation will be accompanied by your own verbal presentation in which I expect you to be dressed in business casual attire. The presentation should not exceed eight minutes and should show evidence of being rehearsed. You should organize your information so that the Google Slides do not exceed 11 slides, including the opening slide. Remember, you must include your references on each slide (put on the bottom).

Only Google Slides will be accepted. Other presentation formats like PowerPoint and/or PDF files will not be accepted. Please create your presentation in Google Slides using your hawaii.edu account and share the presentation with me before your scheduled presentation so that I may access your presentation in class.

Presentations will be made in class later in the semester. Your Google Slides presentation will be due by the start of class on your presentation day. You are expected to come to class on the days you are not presenting. The information shared by your peers may appear in the Final Exam.

### **Grading Rubric and Presentation Expectations:**

- 5 – Outstanding
- 4 – Exceeds Expectations
- 3 – Adequately meets expectations
- 2 – Below Expectations
- 1 – Unsatisfactory

<b>Evaluation Areas</b>	<b>Rating</b>	<b>Weighting</b>
1. Content – All points were directly, clearly and completely addressed in the presentation. Specific details were provided in the correct order.	5 4 3 2 1	x 6
2. Quality of Google Slides – Slides balanced both text and images to communicate the required information to the audience. The slides were error-free, clear and concise (no more than 11 slides).	5 4 3 2 1	x 1



<b>Evaluation Areas</b>	<b>Rating</b>	<b>Weighting</b>
3. Presentation Quality – The speaker was audible, articulate and confident. The presentation flowed nicely, stayed within eight minutes and showed evidence of being rehearsed.	5 4 3 2 1	x 1
4. Professionalism and Body Language – The speaker was dressed in business casual attire that was in good taste and did not distract the audience from the presentation. Speaker made eye contact with audience and while notes are acceptable, the speaker did not rely on their notes. The speaker used positive body language.	5 4 3 2 1	x 1
5. Overall Impression of Destination Presentation	5 4 3 2 1	x 1
Total Points Earned out of 50 points		

## Suggested In-Class Games and Activities

### Chapter 1 – Hospitality Spirit

#### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 1 – Hospitality Spirit</b>	<b>Page</b>
Quest – Chapter 1 – Hospitality Spirit	5
Search & Find – Sectors of Hospitality and Tourism	6
Reflect – Hospitality Spirit	7
On the Spot – Hospitality Spirit	8

#### Suggested Activities for class

- ⑧ 101\_Ch1 Google Slides
- ⑧ The following are recommended props to bring in to show students during the presentation.
  - ✓ Pineapple – Perishability
  - ✓ iPhone – Intangible (while the phone itself is tangible, the content within is intangible.)
  - ✓ Smiley Face – Guest Satisfaction
  - ✓ Hotel Key – Inseparability
  - ✓ Picture of a 7-11 store and sign – Open 365 days a year, 24 hours a day

## Chapter 2 – Tourism

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 2 – Tourism</b>	<b>Page</b>
Quest – Chapter 2 – Tourism	9
Search & Find – State of Hawaii’s Transient Accommodations Tax (TAT)	10
Reflect – Air Travel	11
On the Spot – Tourism by the Numbers	12

### Suggested Activities for class

#### ☐ 101\_Ch2 Google Slides

- ✓ Tourism by the Numbers Match Game using Gamer’s Guide page 12
- ✓ Multiplier Effect Activity
  - Each student is given a 5x8 index card with a business or organization on it. These organizations and businesses all do business in Hawaii and will include non-profit organizations that provide services to the people of Hawaii.
  - The instructor will have a dollar bill, which represents the new money brought in by a visitor.
  - The instructor will “spend” the dollar at a business and take the card from a student and give that student the dollar. Then, that student who is an employee of the stated business will then go and “spend” the dollar and so on until most/all businesses have been patronized.
  - Instructor should pay close attention to how the money is being spent and make special note when it is given to a non-profit organization, pointing out that the dollar originally intended to pay for a visitor’s trip (lodging, food, shopping) has an untended and farther-reaching impact.

## Chapter 3 – Characteristics of Tourism

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 3 – Characteristics of Tourism</b>	<b>Page</b>
Quest – Chapter 3 – Characteristics of Tourism	15
Reflect – Going on Vacation	16
Search & Find – World Heritage Sites	17
Read – Tourists will be encouraged to look beyond the beach	18-19

### Suggested Activities for class

- People Mover Game (students place themselves around the room based on their answers)
  - Visited more than one other place, other than your home state and school here in Hawaii
  - Visited at least one state in the contiguous United States
  - Visited a country in Asia
  - Visited a country in South America
  - Visited a country in Europe
  
- Table Talk – Travel Share (in small teams, have students share what they wrote on page 16 of Gamer’s Guide)
  - Where have you been?
  - Who did you go with?
  - Why did you go?
  - How did you get there?
  - Where did you stay in the destination?
  - What did you do when you went?
  
- Students share-out with larger class, about two students per team
  
- 101\_Ch3 Google Slides

## Chapter 4 – Lodging

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 4 – Lodging</b>	<b>Page</b>
Quest – Chapter 4 – Lodging	20
Search & Find – Lodging	21
On the Spot – Lodging	22
Read – Hotels revamp look for millennials	23-24

#### Suggested Activities for class

- 101\_Ch4 Google Slides
- On the Spot – using phones, laptops, tablets, each table will research a different lodging company to determine their types, locations, brand information and what makes the brand unique. Although working together in teams, each student should document their findings on page 22 of the Gamer’s Guide. One person in the team will be asked to share out to the larger class in 25 minutes. Suggested lodging companies include Hilton Worldwide, Outrigger Hotels, Four Seasons, Marriott, Disney Vacation Club, Best Western, MGM Resorts International, Hyatt Hotels, Motel 6, Starwood Hotels & Resorts.
- Share out from On the Spot findings

## Chapter 5 – Lodging Operations

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 5 – Lodging Operations</b>	<b>Page</b>
Quest – Chapter 5 – Lodging Operations	25
Search & Find – Lodging Operations	26
Reflect – Hotel Stays	27
Read – Local residents sought to staff Four Season Resort at Ko Olina	28-29

### Suggested Activities for class

❑ 101\_Ch5 Google Slides

- ✓ Organization Chart Activity - Each team has an envelope containing various lodging operations jobs/positions. Students are to place these positions in an organization chart, which is a graphic representation of the structure of the hotel showing the relationships of the positions or jobs within it. Instructor to debrief after 15 minutes or so. Then, ask students to open up their Search & Find page 26 in their Gamer’s Guide. Did they have other positions that are not on the org chart? If so, what are they and where do they think they belong?

## **Chapter 6 – Cruising**

### **Corresponding Gamer’s Guide Challenges and Pages**

<b>Chapter 6 – Cruising</b>	<b>Page</b>
Quest – Chapter 6 – Cruising	30
Search & Find – Cruises	31

#### **Suggested Activities for class**

- ❑ Flip-Charting Your Course! – Provide each team with two flip chart papers and pens. Each team has 30 minutes to creatively and accurately summarize the important parts of Chapter 6 on their flip chart papers. In addition to the information from Chapter 6, students should include unique information they found in their Search & Find from page 31 in their Gamer’s Guide. Teams will share out and instructor to vote on the best flip chart. As teams share out, the instructor will highlight important points, correct any misinformation and praise good work.

**Note – there is no Google Slide for this day.**

## **Chapter 1-6 Brain Crusher**

### **Suggested Activities for class**

- ⑥ Chapters 1-6 Brain Crusher!! – In teams, students will complete the crossword using the clues provided. No notes, textbooks, or Gamer’s Guides are allowed. First team to successfully and accurately complete the crossword will get a prize. Answers are covered after the first group completes the crossword.
- ⑥ Table Talk – Now, using textbooks, notes and Gamer’s Guides, each table will come up with a minimum of two questions they would like clarified. Teams are not able to ask “what will be on the mission” or “will this be on the mission” or any other form of that question.

**Note - This may also be a good day to conduct some sort of CAT (classroom assessment technique) to gauge student’s engagement and interest in the course.**



## Chapter 7 – Restaurants

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 7 – Restaurants</b>	<b>Page</b>
Quest – Chapter 7 – Restaurants	32
Search & Find – Restaurants	33
On the Spot – Restaurants	34
Read – Hawaii winners abound in Yelp Top 100 Places to Eat	35

### Suggested Activities for class

⑧ 101\_Ch7 Google Slides

✓ Restaurant Match Game - Each student is given a card that has one of the following:

1. Restaurant Name
2. Picture of the Restaurant or the food
3. Average price and sample menu item(s)
4. “Quote” from Yelp
5. Characteristic of the Restaurant

Students must find their matches. Then your group will share out, also determining the classification(s) of the restaurant.

⑧ On the Spot – Each student will have 15 minutes to complete page 34 in Gamer’s Guide. Select one restaurant from those discovered for page 33 and use their devices/laptops to answer the On the Spot questions. Once everyone is done with their individual research, tables will share out.

⑧ Continue with 101\_Ch7 Google Slides

## Chapter 8 – Restaurant Operations

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 8 – Restaurant Operations</b>	<b>Page</b>
Quest – Restaurant Operations	36
Reflect – Restaurant Careers	37
On the Spot – Restaurant Operations	38

### Suggested Activities for class

⑧ 101\_Ch8 Google Slides

- ✓ Pass the Pen! - Each person on the table takes one card stock. There is one Sharpie pen in the center of the table. Students can decide who will have the pen first. The person with the pen will answer a question about the chapter (no notes/books/Gamer’s Guide), writing their answer on their card stock. Only those with the pen are eligible to answer the question. This is not a group game. If the student gets it wrong, pass the pen clockwise. Students keep the pen and answer the next question if they get it correct. The pen continues to move clockwise with each incorrect answer. The last person with the pen, after the last question wins a prize.

⑧ Continue 101\_Ch8 Google Slides with On the Spot activity

## Chapter 9 – Managed Services

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 9 – Managed Services</b>	<b>Page</b>
Quest – Chapter 9 – Managed Services	39
Search & Find – Managed Services	40

### Suggested Activities for class

⑧ 101\_Ch9 Google Slides

- ✓ Managed Services Match Up - Be the fastest team to correctly group the managed services characteristics in the common segment AND identify the correct segment. Provide students with individual characteristics of different segments of managed services. First, they are to correctly group the characteristics that belong together, then identify (using a post it note) the correct segment. First team to accurately complete will win a prize.
- ✓ Answers covered in 101\_Ch9 Google Slides (hint: each segment has five characteristics)

⑧ Continue 101\_Ch9 Google Slides

## Chapter 10 – Beverages

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 10 – Beverages</b>	<b>Page</b>
Quest – Chapter 10 – Beverages	41
Search & Find – Alcoholic Beverages	42
Reflect – Starbucks	43
On the Spot – Beverages	44

### Suggested Activities for class

⑧ 101\_Ch10 Google Slides

- ✓ Beverage Challenge – Ask students to turn to page 44 of their Gamer’s Guide. Go over all 12 questions, asking students to write their answers on page 44 without looking at their notes, textbooks or other Gamer’s Guide pages.
- ✓ After all 12 questions answered, cover each correct answer adding details as desired. Discussions should solicit input from students and may connect back to their Search & Find and Reflect pages in their Gamer’s Guide.

## Chapter 11 – Clubs

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 11 – Clubs</b>	<b>Page</b>
Quest – Chapter 11 – Clubs	45
Search & Find – Private Clubs on Oahu	46
On the Spot – Private Clubs	47

### Suggested Activities for class

#### ⑧ 101\_Ch11 Google Slides

- ✓ Documenting your finding on page 47 of your Gamer’s Guide, list the top 10 major points from the chapter. Feel free to work as a group, but be sure to document your notes in your own Gamer’s Guide. These are things you think we must know about Private Clubs. Then, find a plus one item, meaning find something new about Private Clubs that you think we should know. Groups will share out in 20 minutes.
- ✓ Record student’s list as desired. Perhaps putting up the best on Flip Charts or white boards.
- ✓ Then, continue with 101\_Ch11 Google Slides with your top 10, plus one.

## Chapter 12 – Theme Parks and Attractions

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 12 – Theme Parks and Attractions</b>	<b>Page</b>
Quest – Chapter 12 – Theme Parks and Attractions	48
Search & Find – Theme Parks and Attractions	49
On the Spot – Theme Parks and Attractions	50
Read – Wellness and health ride a wave on Oahu	51-53

### Suggested Activities for class

⑧ 101\_Ch12 Google Slides

- ✓ Students will select one of the Theme Parks they’ve researched for page 49 of the Gamer’s Guide. Each student will have to select a different theme park, no duplicates. If students are unable to find one, various parks are listed in the third slide.
- ✓ Using their devices/computers, students will research a park and complete page 50 of the Gamer’s Guide in 15 minutes.
- ✓ Then, be sure the students are arranged in a “speed dating” format with student facing one another. They will have four-minute dates in which they share their park information with one another. After four-minutes instruct one side to rotate. Depending on the configuration of your classroom, you can modify as needed.
- ✓ The objective of the activity is to get students to learn from one another about the various theme parks and attractions. Plus, they will be very versed in their chosen theme park since they will have to repeat the information a number of times.

⑧ Once all students have gone through, discuss some of the highlights of their sharing. Suggested questions in 101\_Ch12 Google Slides

## Chapter 13 – Gaming Entertainment

### Corresponding Gamer’s Guide Challenges and Pages

Chapter 13 – Gaming Entertainment	Page
Quest – Chapter 13 – Gaming Entertainment	54
Search & Find – Gaming Entertainment	55
Reflect – Gaming Entertainment in Hawaii	56

### Suggested Activities for class

- ⑧ Kahoot! – Kahoot! is an audience response system where students can access the multiple choice options on their devices. You would need to create a free account and create a Kahoot! with questions from the chapter to ask them. There are easy tutorials online and on youtube to help you create your account. It is very user friendly. You can use these 10 that I have created:
1. These two Asian destinations have developing gaming entertainment industries.  
Answer – Macau and Singapore
  2. This is defined as a total amount of all bets. Answer – Handle
  3. This is defined as the net amount spent by the guest. Answer – Win
  4. According to the textbook, \_\_\_\_\_ million people visit Las Vegas annually.  
Answer – 40
  5. \_\_\_\_\_ is playing a game of risk for the thrill of the “action” and chance of making money. Answer – Gambling
  6. How many states in the US do not have any form of legalized gambling. Answer – 2
  7. Gaming entertainment is the business of hospitality and entertainment with a core strength of: Answer – casino gaming
  8. Casinos in the U.S. pay up to an average of \_\_\_\_\_% of total revenues in taxes.  
Answer – 12
  9. Gaming entertainment includes 5 operations – 1) Hotels 2) F&B 3) Casino and these:  
Answer: Retail and Entertainment
  10. Which of the following properties belong to MGM Resorts? Answer – Bellagio
- ⑧ Gambling in Hawaii Debate – Split the room into two large groups. Assign the sides for or against legalized gambling in Hawaii. They can use their reflection on page 56 of the Gamer’s Guide and online resources, current events, and of course group discussion to make their case. They have 20 minutes to do the research and create a short presentation. One or two students from each side with make their case utilizing specific examples to argue their side. Any sort of quantitative and qualitative information could make their cases stronger.
- ⑧ After their 20 minutes of research is done, have students present their sides. Then, allow each side to ask the other one question. The instructor may also ask a question of each side.

**Note – there is no Google Slide for this day.**

## Chapter 14 – Meetings, Conventions & Expositions

### Corresponding Gamer’s Guide Challenges and Pages

<b>Chapter 14 – Meetings, Conventions &amp; Expositions</b>	<b>Page</b>
Quest – Chapter 14 – Meetings, Conventions & Expositions	57
Search & Find – Meet Hawaii	58
Read – Anime fans attend 12 <sup>th</sup> annual Kawaii Kon	59-60

### Suggested Activities for class

#### ⑧ 101\_Ch14 Google Slides

- ✓ Meeting Graffiti – each group of students will get one flip chart paper and each student a marker. Each team will have just five minutes to “graffiti” their flip chart paper with as much information from Chapter 14. No notes, no Gamer’s Guides, no textbooks.
- ✓ Once the five minutes are up, groups will switch papers and one person will keep score for the flip chart. Point values are given for certain things written on the flip chart.
- ✓ Once the points are awarded and winner determined, use these slides for your lecture, going into detail about the vocabulary and terms.



## **Chapter 15 – Special Events**

### **Corresponding Gamer’s Guide Challenges and Pages**

<b>Chapter 15 – Special Events</b>	<b>Page</b>
Quest – Chapter 15 – Special Events	61
Search & Find – Wedding Trends	62
On the Spot – Special Events	63

### **Suggested Activities for class**

⑧ 101\_Ch15 Google Slides

- ✓ The suggested activity is an On the Spot activity where groups are assigned a different classification of Special Events are to come up with the opportunities and challenges of putting on these sorts of events. Students should get 15 minutes for the activity and instructor may document their findings either on the Google Slides, or white board.

## Chapter 7-15 Brain Crusher

### **Suggested Activities for class**

- ⑥ Chapters 7-15 Brain Crusher!! – Note, these are in two parts, Part One covers chapters 7-8 and Part Two covers 9-15. These are intended to appeal to various types of learners, including those who like groups and those who prefer to work individually.
  - ✓ Part One – Fill in the blanks in teams. No notes, textbooks, or Gamer’s Guides are allowed. First to successfully and accurately complete the worksheet will get a prize. Answers are covered after the first completes the worksheet.
  - ✓ Part Two – This is a blackout game. Each student searches for a different classmate for each different box who can accurately explain or define the term. They are to write that person’s name and the definition then move on to completely blackout the page. Students may put themselves in one of the boxes granted they know the definition. They may also ask the instructor to help with one. First person to complete will get a prize.

## Managing the Leaderboard

A sample leaderboard has been created and shared with you. You will need to save it to your own drive. As indicated in the syllabus, there are 8 levels in the course. When students reach levels three, five and seven they are eligible for a PowerUp, which is 10 extra minutes on the next mission. You may modify what that PowerUp is and offer what you think is fair.

The Leaderboard is a Google Sheet, with three separate pages:

1. Student Data with Student Name, Avatar Name, Points, Level and Level Label
2. XP, Level Labels and Level
3. Leaderboard

The first and second pages are really the “back end” of the system and must **not** be published to students.

Here are the instructions to managing your leaderboard:

1. It is important that you first make a copy of the leaderboard and save it to your own drive and folder.
2. In that new folder, create a folder titled “avatar.” You will save the student avatar files here.
3. When students email you their avatars and player names, save them in the folder using their avatar name.
4. Then, on the Student Data page on Leaderboard Google Sheet input the students’ names and avatar names, ensuring that you spell their avatar names exactly the way you saved it in their file. This is so the google sheet eventually “talks” to your avatar folder and can link the student avatar pictures with their names.

	A	B	C	D	E	F	G
1	1	2	3	4	5	6	7
2							
3	Collette	Dory	Gill	Coral	Violet	Buddy	Dot
4	Level 7	Level 7	Level 6	Level 6	Level 6	Level 6	Level 6
5	Seasoned Traveler	Seasoned Traveler	Rewards Member	Rewards Member	Rewards Member	Rewards Member	Rewards Member
6	8	9	10	11	12	13	14
7							
8	Peaches	Boo	Randall				
9	Level 5	Level 4	Level 4	Level 4	Level 0	Level 0	Level 0
10	Annual Passholder	Frequent Flyer	Frequent Flyer	Frequent Flyer	Clueless Tourist	Clueless Tourist	Clueless Tourist
11	15	16	17	18	19	20	21
12							

5. In your leaderboard sheet titled “leaderboard,” to go cell A2. The equation will look like this. You will need to change the equation so that it “talks” to *your* avatar folder and not mine.
6. To do that, go back to your avatar folder and share the folder. Be sure to set it to “Anyone on the internet can find and view.” Then copy the shareable link and paste in an open browser.
7. Now, you want to copy part of that link to replace [0B1JOA1jnOiCcb3dzVWoyVmpHQkk](#).
8. Copy that part of your shareable link and replace that part in A2. Then, you will copy the entire cell and paste that in all other avatar cells.
9. Now, as long as your avatars are labeled correctly, they should sync.
10. Once you have all of your students on the leaderboard and your game is starting, you will need to publish the leaderboard sheet only. On the leaderboard sheet, go to file, “publish to web” and be sure to select “leaderboard” and not the entire document. Get the shareable link and publish that to your Lailima homepage. Each time you update the Google Sheet, the link will update.
11. It’s recommended you update student scores every two weeks or so. You will need to re-sort it each time you update it and of course, should be highest scorer on top.

## Additional Resources

The following are web tools you could explore to further enhance your use of gamification in your classroom. I am not familiar with all of them, but thought this would be insightful should you choose your own new gaming methods.

<b>Site</b>	<b>Comments</b>
<a href="#">Kahoot Website</a>	Free game-based platform where you can create fun learning games for your classroom. Add videos, images and diagrams to your questions to amplify engagement. Students can access these games in the classroom on any device.
<a href="#">Teacher Tech with Alice Keeler Website</a>	Useful resources on gamification, classroom management and a lot of Google resources like Google Slides, Google Classroom, etc.
<a href="#">Teacher's Corner Website</a>	Excellent resource to create word searches, crossword puzzles and more...for free!
<a href="#">Plickers Website</a>	Tool that lets teachers collect real-time formative assessment data without the need for student devices.
<a href="#">Socrative Website</a>	Socrative empowers you to engage and assess your students as learning happens. Through the use of real-time questioning, result aggregation, and visualization, you have instant insight into levels of understanding so you can use class time to better collaborate and grow as a community of learners.
<a href="#">Mentimeter Website</a>	Uses real time voting to engage your audience.
<a href="#">Quia Website</a>	Templates for creating 16 types of online activities, including flashcards, word search, battleship, challenge board, and other exercises. Quia activities are designed with different learning styles in mind to suit the needs of all your students.
<a href="#">MIT Project Games Website</a>	Created for STEM subjects, this site connects to different games.
<a href="#">Quizlet Website</a>	Interactive games, study modes and practice tests make learning fun and effective.

This work is licensed under the Creative Commons Attribution 4.0 International License (CC BY). To view a copy of this license, visit [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

"This workplace product was funded by a grant awarded by the U.S. Department of Labor. All other uses require the prior authorization of the copyright owner."