

61 Cooperative Learning Activities for Business Classes

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22. State Tourism Project

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| Teacher Page |
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Skills Researching, marketing, designing, presenting

Objectives

- ☛ Students will research a state and determine which characteristics of that state will be advertised for tourism.
- ☛ Students will design a bumper sticker, coffee mug, T-shirt, or other item to use for state promotional purposes.
- ☛ Students will give a presentation that focuses on reasons for tourists to visit their state.
- ☛ Students will design a brochure to advertise their state.

Time Required Three to five class periods: The first period will be used to decide which state the group will advertise and where group members will collect information about that state; other class periods will be used to design the brochure, the promotional item, and the class presentation.

Group Size Two to four students per group

Materials Needed Brochures from travel agencies; road atlases; vacation guides; 800 numbers for state tourism; state resource materials

Background Tourism is big business for many states. Advertising for tourist dollars has become very creative and intense.

Preparation Gather atlases and tourism materials from travel agencies. Gather 800 numbers for students to call for state tourism information. Possibly have a travel agent speak to the class about tourism for different states.

Procedure

1. Each group decides on a state to advertise for tourism.
2. Each group develops a promotional item, brochure, and a presentation for class to advertise their state.
3. Students gather resource materials to use when preparing their presentations.
4. Students give presentations to the class in which they highlight information about the state they have chosen, show their promotional items, and hand out their brochures. The presentation can include videos produced by the students (pictures taken actually at the state) to actually advertise tourism.

Assessment Groups will receive three grades for this project. The presentation will be graded for creativity, completeness, and style. The brochure will be graded for content and visual quality. The promotional item will be evaluated for uniqueness, quality, advertising value, and usefulness.

Special Tips Students should be made aware that this is a major project receiving three grades. It will require careful attention and detail.

Variations Students could make poster boards advertising state tourism.



Name _____

Date _____



Reproducible

22. State Tourism Project

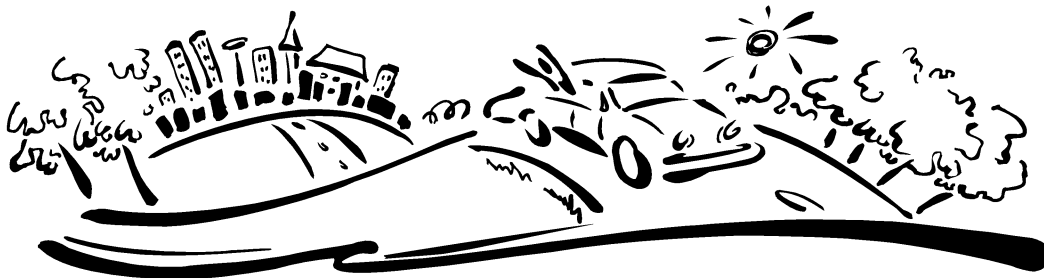
Tourism is big business for many states. Advertising for tourist dollars has become very creative and intense. Your group will be given the opportunity to market a state of your choice for tourism.

Procedure

1. Decide on a state to promote to tourists from other areas. Use printed materials and the Internet to research your state.
2. As a group, decide on a strategy to use in promoting your state. What unique features does your state have? What might encourage people to come to your state? Now develop three things for your promotion strategy: a brochure that tells people about your state's attractions, a promotional item to give people that reflects your overall strategy, and a presentation on your state that includes visual aids.
3. Your group will give a presentation to the class highlighting information about the state you have chosen, showing your promotional items, and handing out your brochures. The presentation can include videos produced by your group (pictures actually taken at the state) to advertise tourism.

Assessment

Groups will receive three grades for this project. The presentation will be graded for creativity, completeness, and style. The brochure will be graded for content and visual quality. The promotional item will be evaluated for uniqueness, quality, advertising value, and usefulness.



37. Caveat Emptor: Let the Buyer Beware

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Objectives

- ☛ Students will develop a list of precautions for wise consumers to take when making a purchase.
- ☛ Students will collect advertisements that sound too good to be true and tell consumers how to proceed researching advertisements for validity.
- ☛ Students will list laws and agencies specifically organized to protect consumers.

Time Required Two class periods to design and one class period to present

Group Size Two students per group

Materials Needed Old magazines, catalogs, and advertisements for students to cut out pictures of commonly purchased consumer goods; resource books that cover consumer rights and responsibilities; resource books that cover laws and agencies that protect consumers (e.g., *Consumer Guide*; *Consumer Reports*; brochures from the Better Business Bureau)

Background Every day consumers are bombarded with a wide array of advertisements that make many promises, and every day consumers make unwise purchase decisions. *Caveat emptor* means “Let the buyer beware.” This activity will emphasize the *caveat emptor* concept and students will formulate helpful information to consider before making a purchase.

Preparation Gather advertisements that sound too good to be true.

Procedure

1. Split the class into groups of two students. Each group finds a picture or ad of a product or service that consumers must research to make sure they are getting a fair deal. (*Examples:* automobiles, health clubs, contest winners.) Pictures or ads are cut out and attached to a poster board.
2. Students develop buyer-beware guidelines for products, services, and contests. These buyer-beware guidelines are listed on the poster with the appropriate pictures. Students will also list specific laws and agencies that protect consumers.
3. Students orally present their information to the class.

Assessment Students will receive a grade for their poster, which will be evaluated for content, neatness, and appeal. Oral presentations will be assigned a grade based on preparation, content, and style.

Special Tips Students’ presentations will be enhanced by bringing in actual products discussed or sales correspondence sent to consumers.

Variations Students develop advertisements that sound too good to be true. When these advertisements are shared with the class, students write down four or five consumer guidelines for the given situation.

Extension Activity Students collect a brochure or two from the Better Business Bureau and discuss the specific consumer information included in the brochure to help consumers make wiser purchase decisions.



Name _____
Date _____



Reproducible

37. Caveat Emptor: Let the Buyer Beware

A market economy gives consumers a lot of choices. Sometimes, the choices we make are the wrong ones. Advertising is very creative, and in some cases it is deceptive. Every day, consumers are disappointed by purchases. *Caveat emptor* means “Let the buyer beware.” Bad purchasing decisions can be avoided by taking appropriate precautions. In this activity, you will design guidelines for consumers to follow when buying goods and services or receiving information about contests.

Procedure

1. Find a picture or ad of a product or service that consumers must research to make sure they are getting a fair deal. (*Examples:* automobiles, health clubs, contest winners.) Cut out pictures or ads to glue to a poster board.
2. Develop buyer-beware guidelines for products, services, and contests. These buyer-beware guidelines will be listed on the poster with the appropriate pictures. Also, list specific laws and agencies that protect consumers.

| Buyer Beware: Consumer Shopping Guidelines |
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3. Your group will orally present your information to the class.

Assessment

Your poster will be evaluated for content, neatness, and appeal. Oral presentations will be assigned a grade based on preparation, content, and style.

