Profile Sheet

Description of Student Roles and Problem Situation:

Students will act as business owners from the Panama City Beach Chamber of Commerce, members of the Bay County Tourist Development Council (TDC), or members of the Panama City Beach Convention & Visitors Bureau (CVB). They will report to a group of business owners and residents at a combined board meeting of the Bay County Tourist Development Council and the Panama City Beach Convention & Visitors Bureau to address what the TDC and the CVB can do to help local businesses maintain or increase business from local residents and tourists in the wake of the oil spill.

Special Students:

Adaptations for a student from a non-Western culture:
To differentiate this lesson for a student from a non-Western culture I would include resources from the student’s culture when possible. I would research the values system of the student’s culture and align instructional techniques and classroom activities with these value systems, particularly as it relates to assigning groups. If possible I would invite an audience member from the student’s culture.

Adaptations for an ESOL Student:
To differentiate this lesson for the ESOL student I would ask additional questions to clarify understanding of the tasks assigned. I would check in with this student during the group activity to assess progress and understanding. I would group this student with a higher performing student who will be able to provide additional assistance as needed. If possible, I would provide directions to this student with the help of an interpreter or use technology resources to obtain translated versions or materials for this student’s use. I would also allow the ESOL student to answer questions orally in his/her own language, recruiting an interpreter for this student, if at all possible.
Title, Learner Characteristics, Sunshine State Standards

Teacher: Amy Ficke
Title: Concerned Business Owners React: “Hey Slick, You’re Hurting My Business!”
Primary Subject Area: Reading/Language Arts
Outside Subject Area: Social Studies
Class and Level: Reading/Language Arts (only one level for this grade)
Grade Level: 3rd Grade

Primary Sunshine State Standards (Reading/Language Arts):
Strand: Information and Media Literacy
Standard: Media Literacy
Benchmark: LA.3.6.3.1: The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and

Strand: Information and Media Literacy
Standard: Research Process
Benchmark: LA.3.6.2.3: The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); and

Strand: Communication
Standard 2: Listening and Speaking
Benchmark: LA.3.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

Outside Subject Area Sunshine State Standards from Social Studies:
Strand: Economics
Standard: Beginning Economics
Benchmark: SS.3.E.1.3: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

Learner Characteristics of Primary Grade Students:
Physical: Primary grade children are still extremely active. Sitting quietly for extended periods of time is difficult at this age.

Justification: The PBL lesson plan will require students to work cooperatively in groups which will allow them to get up and move around the classroom and school to conduct their research. They may work some in groups at tables but will also have the opportunity to visit the computer lab and library to research the topic.

Physical: Large-muscle control is still superior to fine coordination. Many children, especially boys, have difficulty manipulating a pencil.” (Snowman and Biehler, p.74)
Justification: For the PBL lesson, assigned groups will be mixed gender and volunteers will serve as “recorders” for the group’s ideas. Materials will be provided to accommodate physical concerns with muscle control and fine motor coordination such as chart paper and large markers. Students will have options for “written” components to include use of the computers to type their work or create multimedia displays or the use of poster board and markers to write their work.

**Social:** At this age students are more selective in their choice of friends and typically have same-sex friends. Teachers can use tools to “identify friendships, cliques, and children who are social isolates and then give tentative assistance to children who have a difficulty in attracting friends.” (Snowman and Biehler, p.76)

Justification: Within this lesson the teacher has the opportunity to use his/her knowledge of the students to create groups that separate students who are in a “clique” and pair a student who is socially isolated with students who might be more accepting and encouraging of that student. The group learning aspect of the PBL encourages students to work together and may allow the students an opportunity to hear input from their classmates that will help them to see that they may in fact share common ideas, outlooks, and impressions of the world.

**Emotional:** “Primary grade children are sensitive to criticism and may have difficulty adjusting to ridicule. Young children need frequent praise and recognition.” (Snowman and Biehler, p. 76)

Justification: The PBL lesson plan is a good instructional strategy to use with this age and grade level because working through this problem will provide opportunities for all students to have a role in the process and receive recognition for their contributions. No one student or role will be emphasized or recognized over any other. Within each group students will be graded as individuals with assessment based upon a pre-established rubric which offers all students the information needed to succeed. All feedback to students will be positively framed to encourage the development of “industry” vice “inferiority”.

**Cognitive:** Children at this age “understand that there are different ways to know things and that some ways are better than others”. (Snowman and Biehler, p.77) At this age most students understand that an evidence based explanation is better than one based upon a theory (or opinion).

Justification: Because this PBL will require them to utilize media messages and distinguish fact from opinion, it is appropriate for the cognitive level of these students. Students will also have to provide justifications for the “best solution” which will require them to evaluate “why” some concepts, ideas, or suggestions are better than others.
Learning Outcomes, Student Role & Problem Situation, Meet the Problem Method

Sunshine State Standards in Reading/Language Arts:
Benchmark: LA.3.6.3.1: The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and

LO #1: Utilizing a "Know/Need to Know Board" and the "Meet the Problem" documents, students will analyze the material to distinguish facts from opinions and knowns from unknowns to create their Know/Need to Know Board with 90% accuracy. (Analysis)

Benchmark: LA.3.6.2.3: The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); and

LO #2: Working in groups, students will create a written draft of their oral presentation and elaborate on the information provided in their oral presentation by accurately using at least one visual aid. (Synthesis)

Benchmark: LA.3.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

LO #3 Using the available information and resources, students will examine all of the materials, organize a plan, and report their findings in an oral presentation earning a final score of 70 or better based upon the rubric. (Application and Analysis)

Sunshine State Standard in Social Studies:
Benchmark: SS.3.E.1.3: Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

LO #4: Working in groups, students will formulate information in such a way that they predict a minimum of 2 potential effects that the oil spill may have on the local economy. (Synthesis)

Description of Student Roles and Problem Situation:

Students will act as business owners from the Panama City Beach Chamber of Commerce, members of the Bay County Tourist Development Council (TDC), or members of the Panama City Beach Convention & Visitors Bureau (CVB). They will report to a group of business owners and residents at a combined board meeting of the Bay County Tourist Development Council and the Panama City Beach Convention & Visitors Bureau to address what the TDC and the CVB can do to help local businesses maintain or increase business from local residents and tourists in the wake of the oil spill.
Meet the Problem Documents:
Students will receive a memo (see attached) from the president of the TDC and two news articles (see attached) related to the oil spill and business owners’ concerns.

MEMO

Date: May 11, 2010

From: Mr. Dan Rowe, President, Bay County Tourist Development Council

To: Members of the Bay County Tourist Development Council, Members of the Panama City Beach Convention & Visitors Bureau, and Business Owners in the Panama City Beach Chamber of Commerce

Subj: Business Owner Concerns Regarding Oil Spill and Its Effect on Local Businesses

As you know, local businesses and residents are very concerned about the recent oil spill in the Gulf of Mexico and the potential negative impact on businesses and everyday life in our immediate area. Obviously there is particular concern about what the oil spill could do to our summer economy. I am sure you have seen some of the media coverage regarding this issue and I have attached an article that highlights this concern.

Today the local news reported that Governor Crist is assembling a taskforce to find ways to soften the blow to the state’s economy. I’ve also attached an article from one of the local TV station’s websites for you to review. One thing to note, the Governor has given his taskforce 30 days to report back with a forecast of the potential economic losses. Our businesses and residents don’t want to wait thirty days; they want answers now and are looking to us for those answers.

I am asking for input from each of you as members and/or business owners. The main question that we need to address is “what can the Tourist Development Council and the Convention and Visitor’s Bureau do to help local businesses maintain or increase business from local residents and tourists?”

Business owners and residents have been invited to a combined board meeting of the Bay County Tourist Development Council and the Panama City Beach Convention & Visitors Bureau on Thursday, May 20th. I need each of you to research this issue and come prepared to provide answers to the questions listed above with several possible solutions for our business owners and
Bay County, Fla:

Cleanup efforts continue with the oil spill near the Louisiana coast, but not fast enough. The fear that the oil might reach Florida is affecting tourism too.

Hotels are getting calls from all over from people wondering if they should cancel plans to travel to the Florida panhandle. However, tourism professionals in Panama City Beach are saying the oil has not made it yet and that the beaches are still clean.

The Regency Towers condominium in Panama City Beach is getting more calls from travelers wondering if they should just stay home.

“We have had guests to call and ask if it will be a problem,” Regency Towers Assistant President Tim O’Neil said. “They want to know if the oil spill will reach Panama City and affect their vacation.”

Jill Metcalf of Tennessee and her friends made the trip to Panama City Beach Thursday. The beaches are clear from oil now, but the oil spill off the Louisiana coast is worrying Metcalf about their plans for later in the year.

“We’ll probably be back in September, and we don’t know what to expect,” Metcalf said.

It is a concern tourism experts say is getting bigger. However, Tourist Development Council Director Dan Rowe says forecasters confirmed the leaking oil won’t reach Florida.

Still, the worry is already costing a few tourism dollars.

“We have to take the whole thing into consideration,” O’Neil said. “The economy, the oil spill; none of that helps.”

Nonetheless, for the biggest tourism draw, all signs still point to yes.

“I have had no conversations with Southwest Airlines about the impact of the oil spill on operations,” Rowe said. “Right now we’re focusing on the airport opening May 23 and Southwest servicing the area.”

The Bay County Tourist Development Council is working with coastal engineers to be prepared for any problems with the oil spill.
Economic Recovery Taskforce

The economic impact of oil hitting Florida’s coast could range in the billions. Charter Boats, hotels, and restaurants are already seeing a decline in business even though a drop of oil hasn’t hit Florida’s coast. The governor is assembling a taskforce to find ways to soften the economic blow to the state’s economy.

Reporter: Whitney Ray

Florida Economy Suffering From Oil Spill Publicity
The economic impact of oil hitting Florida’s coast could range in the billions. Charter Boats, hotels, and restaurants are already seeing a decline in business even though a drop of oil hasn’t hit Florida’s coast. The governor is assembling a taskforce to find ways to soften the economic blow to the state’s economy.

Once news of the massive oil spill hit the national airwaves, recreational fishermen stopped calling Captain Bob Zales from Panama City, and hundreds of others.

Tuesday Zales pleaded with the governor and state cabinet to do something.

“My phone has stopped ringing.”

It’s not just charter boat captains, commercial fishermen are falling victim to fears of toxic fish even though the oil is still miles away from Florida’s Gulf Coast.

And when the fishing industry suffers, seafood joints and oyster shacks feel the pinch.

The domino effect is also hitting hotel owners, who are reaching out at town hall meetings for help. Anita Grove of the Apalachicola Chamber of Commerce was at the Capitol for Tuesday’s Cabinet meeting.

“People are not sure about this, they don’t know whether to book and come to the beach.”

Governor Charlie Crist is forming a taskforce to study the economic impact of the leak on Florida businesses, track claims paid by BP and help promote tourism.

“This will focus on ways we can help Florida businesses and industries recovering from lost business due to the oil spill.”

Member of the taskforce have yet to be named, but Crist has already given them their first assignment, report back in 30 days with a forecast of the economic losses.

Visit Florida, the state’s tourism agency, will launch a promotional plan tomorrow aimed at informing the tourists that the state is still open for business.
Problem Statement, Know/Need to Know Boards, Possible Resources

How can we, as business owners from the Panama City Beach Chamber of Commerce or as members of the Tourist Development Council and Convention and Visitor’s Bureau, address the concerns of business owners, residents, and tourists in such a way that:

- We recognize the potential effects that the oil spill may have on the local economy.
- We identify what we can do to help maintain or increase business from tourists and local residents.
- We provide suggestions for local businesses to consider for maintaining or increasing business during this uncertain time.
- We are prepared to report our solutions at the May 20th combined board meeting.

Know/Need to Know Board

<table>
<thead>
<tr>
<th>Know</th>
<th>Need to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Business owners are worried about losing business due to the oil spill</td>
<td>1. What are the potential negative effects to businesses?</td>
</tr>
<tr>
<td>2. Businesses want our help</td>
<td>2. Which businesses have already been affected?</td>
</tr>
<tr>
<td>3. We have to report at the meeting on May 20th</td>
<td>3. Which businesses are likely to be affected the most?</td>
</tr>
<tr>
<td>4. Tourists are concerned about travelling here</td>
<td>4. What, if anything, have businesses already done to address these concerns?</td>
</tr>
<tr>
<td>5. Some businesses are already experiencing losses</td>
<td>5. Are tourists cancelling reservations?</td>
</tr>
<tr>
<td>6. The governor is also working on this issue</td>
<td>6. What is the current status of the oil spill and clean up efforts?</td>
</tr>
<tr>
<td>7. We need to get the word out that no oil has reached Panama City Beach</td>
<td>7. Where are people (business owners, tourists, and residents) getting their information?</td>
</tr>
<tr>
<td>8. Business was already tough due to the economy</td>
<td>8. How can we ensure that people are getting accurate information?</td>
</tr>
<tr>
<td></td>
<td>9. What will make tourists come to the area in spite of the oil spill?</td>
</tr>
<tr>
<td></td>
<td>10. What, if anything, can we as the TDC and CVB do to help?</td>
</tr>
</tbody>
</table>

Possible Resources

Non-Print Media Resources
School and Public Library (For research purposes)
Computer Lab (For research and group work)

Human Resources
Bay County Public Information Officer Valerie Lovett
Phone: 850-248-8170  Cell: 850-814-6122  Email: vlovett@baycountyfl.gov
(For current status of Bay County impact and efforts related to oil spill)

Websites
The Official Bay County, FL website:  http://www.co.bay.fl.us/
(For current status of Bay County impact and efforts related to oil spill)


The Florida Fish and Wildlife Commission website:  www.myfwc.com
(News, information, and updates related to oil spill)

Panama City Beach Website:  www.pcbdaily.com
(News, information, and updates related to oil spill)

Florida’s Tourism Website:  www.visitflorida.com  (contains an Oil Spill Update page)

Print Articles (printed copies of all articles would be provided for each group)
Fla. tourism officials try to quell oil concerns (Associated Press article) Available at  http://abcnews.go.com/Travel/wireStory?id=10575284  (Information regarding what is being done to address business and tourism concerns)

Oil Spill Threatens Beach Tourism  
http://www.panhandleparade.com/index.php/mbb/article/oil_spill_threatens_beach_tourism/mbb7722968/#ixzz0niw3pFLD  (Article detailing oil spill impact to businesses)

Videos
Florida Economy Suffering from Oil Spill Publicity  
http://www.wjhg.com/home/headlines/93453499.html?storySection=story

News Releases (printed copies to be provided to each group)
Governor Crist Announces U.S. Small Business Administration Approval of Disaster Loan Programs for Gulf Coast Businesses  
http://www.dep.state.fl.us/deepwaterhorizon/files/051410_small_bus_loan.pdf

CFO SINK OPENS HELPLINE FOR BUSINESSES IMPACTED BY OIL SPILL  
Capstone Performance Description

The capstone performance for the problem contains two parts: an oral presentation and a visual aid. Individual students will be assessed on both of these parts separately within a single rubric. The rubric will be provided to students and discussed prior to beginning work on the capstone performance. Students will be given one week to conduct their research and prepare their presentation and visual aid. Students will have five minutes each to present their oral presentations.

In the presentation, students will act as business owners from the Panama City Beach Chamber of Commerce or as members of the Bay County Tourist Development Council (TDC) or members of the Panama City Beach Convention & Visitors Bureau (CVB). In this role the students will be reporting to a group of business owners and residents at a combined board meeting of the Bay County Tourist Development Council and the Panama City Beach Convention & Visitors Bureau to address what the TDC and the CVB can do to help local businesses maintain or increase business from local residents and tourists in the wake of the oil spill.

Within the presentation students will address the problem statement:

How can we, as business owners from the Panama City Beach Chamber of Commerce or as members of the Tourist Development Council and Convention and Visitor’s Bureau, address the concerns of business owners, residents, and tourists in such a way that:

- We recognize the potential effects that the oil spill may have on the local economy.
- We identify what we can do to help maintain or increase business from tourists and local residents.
- We provide suggestions for local businesses to consider for maintaining or increasing business during this uncertain time.
- We are prepared to report our solutions at the May 20th combined board meeting.

Prior to the presentation, within their groups, each student must describe 2 feasible solutions and then provide at least 4 justifications for why he/she is recommending one over the other as the “Best Solution”. Considering each of the solutions presented, the groups will then decide by majority vote on two of the solutions to present during the oral presentation.

During the oral presentation a group spokesman will identify the two solutions their group has decided to present and each student within the group will provide at least two justifications for why they think one solution is better than the other. During the individual presentations, each student will identify two potential effects of the oil spill on the local economy. Each student will also accurately utilize at least one visual aid to elaborate on the information within their presentation. The visual aid may be a PowerPoint presentation, poster, diagram, idea map, etc…
Parents, available school personnel, and classmates will be invited to play the role of “business owners” and “residents” at this meeting. At the conclusion of the presentation they will have the opportunity to vote on the “best solution” from each of the solutions provided.

The classroom set-up will include a table at the front of the room for the “board members” to sit facing the classroom. Chairs will be arranged in rows facing the front of the room for the “business owners and residents”. As each student presents his/her portion the student may use the computer, data projector, screen, white board, etc. (See diagram)

Student autonomy is incorporated as the individual student can decide what type of visual aid they would like to incorporate into their portion of the presentation and to plan his/her own part in the presentation. The performance encourages metacognition as each student has the opportunity to decide what sources they will use to conduct their research, consider multiple solutions based upon the results of their research, choose two possible solutions to present, and then evaluate and offer justification for which solution is the “best”.

Classroom Arrangement Page

Table for Board Members

Table: X = chairs for “audience”
## Rubric for Assessing the Capstone Performance

### Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Superior</th>
<th>Adequate</th>
<th>Poor</th>
</tr>
</thead>
</table>
| **Delivery**              | 30 points  
Maintains eye contact with audience 90% or more of the time;  
student speaks "with expression" (changing volume and tone as appropriate for the message) throughout presentation;  
minimal (less than 2) non-purposeful movement; volume is loud enough to be heard in back of room 90% or more of the time. | 20 points  
Maintains eye contact with audience over 80% of the time;  
student speaks “with expression” (changing volume and tone as appropriate for the message) 80-89% of the time;  
3-4 non-purposeful movements; volume is loud enough to be heard in the back of the room 80-89% of the time. | 10 points  
Eye contact is less than 80% of the time;  
student does not speak “with expression” (changing volume and tone as appropriate for the message) less than 80% of the time;  
more than 4 non-purposeful movements; cannot be heard in back of the room more than 20% of the time. |
| **Concept Understanding** | 25 points  
Student accurately identified at least two possible effects of the oil spill on the local economy supported by at least two facts obtained from their research. | 15 points  
Student accurately identified only one possible effect of the oil spill on the local economy supported by at least one fact obtained from their research. | 8 points  
Student did not identify any possible effects of the oil spill on the local economy. |
| **Quality of Individual Justification Explanation** | 25 points  
Student provides at least two justifications for choosing one solution as the “Best Solution”.  
Reason given for advocating the group “best solution” is realistic and reasonable and includes at least | 15 points  
Student provides only one justification for choosing one solution as the “Best Solution”.  
Reason given for advocating the group “best solution” is realistic and reasonable and includes at least | 8 points  
Student provides no justification for choosing one solution as the “Best Solution” OR  
Reason given for advocating the group “best solution” is not realistic or reasonable and/or it includes no facts |
<table>
<thead>
<tr>
<th>Visual Aid</th>
<th>20 points</th>
<th>10 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A visual aid is used to enhance the presentation. The visual aid contains accurate information (at least one detail supported by the research) and aligns with and contributes to the information presented.</td>
<td>A visual aid is used to enhance the presentation BUT contains inaccurate information (detail in visual aid is not supported by the research) OR does not align with and contribute to the information presented.</td>
<td>No visual aid is included in the presentation OR the visual aid contains inaccurate information (detail in visual aid is not supported by the research) AND does not align with and contribute to the information presented.</td>
<td></td>
</tr>
</tbody>
</table>

Score Conversion Chart

A 88-100  
B 74-87  
C 60-73  
D 50-59  
F Less than 50
Two Alternative Solutions and “Best” Solution Analysis

Solution One:
The business owners from the Panama City Beach Chamber of Commerce and members of the Tourist Development Council and Convention and Visitor’s Bureau recommend the development of an advertising campaign. The oil spill in the Gulf of Mexico has led to the cancellation of vacations and the loss of income for many tourist related businesses. The advertising campaign will acknowledge that people are concerned about the possibility of oil reaching our beaches however it will focus on the current status of the spill and highlight the fact that our beaches are currently unaffected. The advertising campaign will also direct people to visit the Panama City Beach Chamber of Commerce website for a daily update and the ability to view live webcam photos of the beach.

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising has the potential to increase business</td>
<td>The advertising campaign may be costly</td>
</tr>
<tr>
<td>Advertising is a way to provide accurate information to potential customers</td>
<td>Ads would need to be updated if the oil spill does reach this area</td>
</tr>
<tr>
<td>An ad campaign can be initiated quickly</td>
<td>This may not help all affected business owners (for example, charter boats which now have limited access to areas of the Gulf)</td>
</tr>
<tr>
<td>Advertising can reach beyond the local area and/or be targeted to specific areas</td>
<td>Some people will still avoid coming to the area</td>
</tr>
</tbody>
</table>

Consequences:
1. Vacation cancellations may be avoided if people have correct information regarding the status of the area beaches.
2. Tourist visits will positively impact many of the businesses within the community such as restaurants and stores in addition to hotels and rentals.

Solution Two:
The business owners from the Panama City Beach Chamber of Commerce and members of the Tourist Development Council and Convention and Visitor’s Bureau recommend offering an incentive and/or a “guarantee” to customers to increase or maintain business. The oil spill in the Gulf of Mexico has led to the cancellation of vacations and the loss of income for many tourist related businesses. Businesses such as hotels and rentals can offer special discounts or future visit discounts to customers who do not cancel their vacation reservations and/or offer refunds or additional discounts if their vacation plans are impacted by the oil spill. Other businesses can offer discounts and incentives as well to entice customers such as price reductions and “loyalty” rewards.

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customers will feel like their concerns are addressed</td>
<td>Some customers will still choose to cancel their vacations due to uncertainty</td>
</tr>
</tbody>
</table>
regarding the spill

| The amount of customers for local businesses has the potential to be maintained or increased – new tourists might be encouraged to visit the area due to the incentives | Some businesses may not be willing or financially able to offer such incentives |
| Not only tourists but locals might be inclined to take advantage of the incentives | It may be difficult and/or costly to get the word out on these incentives and discounts |
| Current customers might have additional incentive to return in the future if they believe that they were treated fairly | This may not help all affected business owners (for example, charter boats which now have limited access to areas of the Gulf) |
| If the spill does reach our beaches there is the potential for an increased use of other local businesses because tourists and locals will be looking for alternate entertainment | |

Consequences:
1. Businesses may lose money per customer by offering such incentives yet increase their overall customer base.
2. If customers are pleased with the service and experience they encounter with local businesses there is a greater likelihood for repeat business.

Justification:
Best solution: Solution Two. It is obvious that the beaches are the biggest “draw” for tourists visiting the area. The business community has little to no control over the status of the oil spill and its immediate impact on the local area. If the oil reaches the beaches the beaches will be closed. The status of the spill is subject to change and cannot be predicted with any certainty. For this reason, solution two addresses the problem from two angles; if the spill does not reach our beaches and if it does. The first solution is only feasible as long as the beaches are clean and accessible to tourists. The second solution acknowledges the possibility of the oil reaching the beaches but offers customers an incentive for coming to the area anyway. By offering discounts and/or refunds to customers whose vacation is impacted by the spill we are addressing the customers concerns to the best of our ability while providing an incentive for them to continue with their vacation. Discounts also have the potential to increase business use by locals who will be encouraged to visit restaurants, stores, and local destinations because they can do so for a reduced cost. If the beaches are closed there are still many other tourist destinations to visit in and around Panama City Beach. Visitors to the area have the opportunity to visit other sources of entertainment that they might have otherwise avoided if the beaches had been opened.
Debriefing Plan and Coaching Questions

All teams (business owners from the Panama City Beach Chamber of Commerce and members of the Tourist Development Council and Convention and Visitor’s Bureau) will make presentations to the “business owners and residents” at the “combined board meeting of the Bay County Tourist Development Council and the Panama City Beach Convention & Visitors Bureau” in the presence of all other teams. Through this process, students will have the opportunity to hear the solutions presented by all teams. Students will use the “Rating the Solutions” worksheet (included as an attachment to the PBL lesson plan) to document the “Pros” and “Cons” of each group’s proposed “Best” solution. On the day following the conclusion of all presentations, the teacher will provide students with a list of all solutions presented and refer them back to their “Rating the Solutions” worksheets at which time the students will use the rating scale provided on the worksheet to rate the “Pros” and “Cons”. The students will then compute the total for each group in the final column.

The teacher will collect all rating sheets and tally the points from each worksheet.

The two solutions which receive the highest number of points will be examined in a whole class discussion. The teacher will ask the class if combining the solutions has the potential to create an even “better” solution. Through a class discussion, students will reach a consensus on which aspects of each of the solutions they would use. The teacher will write a bulleted list of these aspects on the board during the discussion.

Five Essential Concepts:

The “best” solution must include accurate information that can be supported by research.

Specifically, within the solution the following must be present:
1. Alignment with all conditions in the problem statement.
2. A clear distinction between facts and opinions.
3. A basic understanding that economics refers to the buying and selling of goods and services through the use of trade or money.
4. An understanding of at least two potential effects of the oil spill on the local economy.
5. An understanding of the how the Panama City Beach Chamber of Commerce, Tourist Development Council, and Convention and Visitor’s Bureau support local business.

Throughout the students’ work on the PBL the teacher will circulate around the room to assess each group’s progress and provide direction when needed. The teacher will use the coaching questions listed below to “encourage” critical thinking among the students. The teacher may initiate discussion to help the students focus on the next step and to better understand the objective of the PBL lesson. The teacher will use the coaching questions to ensure that the students devise solutions that include the five essential concepts listed above. The students will be able to utilize the discussions and coaching questions as feedback to assess their progress.
Coaching Questions:

C - Cognitive  
M - Metacognitive  
E - Epistemic

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meet the Problem</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>What is the student role in this problem?</td>
</tr>
<tr>
<td>M</td>
<td>What do you already know about the local economy?</td>
</tr>
<tr>
<td>E</td>
<td>How realistic is this problem?</td>
</tr>
<tr>
<td><strong>Know/Need to Know Board</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Where could you find the information on the Need to Know side?</td>
</tr>
<tr>
<td>M</td>
<td>How do you know this?</td>
</tr>
<tr>
<td>E</td>
<td>Why is this an important item to include?</td>
</tr>
<tr>
<td><strong>Problem Statement</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>What types of businesses may be affected in this problem?</td>
</tr>
<tr>
<td>M</td>
<td>How did you determine that this is in fact the problem?</td>
</tr>
<tr>
<td>E</td>
<td>Does this problem statement clearly reflect all aspects of the problem?</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>How does this information help us in addressing the situation?</td>
</tr>
<tr>
<td>M</td>
<td>How have you contributed to the group’s knowledge about the local economy?</td>
</tr>
<tr>
<td>E</td>
<td>What resources are available to assist us in solving this problem?</td>
</tr>
<tr>
<td><strong>Generating Solutions</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>What are the strengths and weaknesses of each solution?</td>
</tr>
<tr>
<td>M</td>
<td>How did the group arrive at this solution?</td>
</tr>
<tr>
<td>E</td>
<td>Will all stakeholders be happy with this solution?</td>
</tr>
</tbody>
</table>