



Adventure Tourism Unit Table of Contents

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Adventure Tourism Unit – Group Member Contributions

Jill Ongcangco – Activity 2; Case Study Rubric

Brandon Brazel – Activity 3; Case Study Report

Alfonso Puzzo – Activity 4; PowerPoint Presentation

Tom Robson – Activity 1; Unit Overview

Unit Overview

Unit: Exploring Adventure Tourism (..to the *xtreme*)

Time: 8.5 hours

Unit Mission and Rationale

Geography is a study of connections - the relationships between people and their environments, human and physical. Travel is a deliberate expression of our innate desire to explore these relationships. This unit's mission is to nurture an exploration of these connections through a diversity of activities that are engaging, critical and participatory. The unit, therefore, will focus on *impacts* as the central theme to achieve this mission

Adventure tourism was chosen as a conduit to reinforce these aforementioned core geographic values. Not only is adventure tourism an increasing tourism trend, but also has unique human and environmental implications. The themes of “*xtreme*” and “*adventure*” are pervasive in youth culture, and have been deliberately chosen to connect students to the unit's mission in an exciting and relevant context. Unlike the many *xtreme* messages in the media, however, we are going beyond the label to a deeper exploration of impacts related to this tourism movement. Students, therefore, will be more critically aware of trends in tourism and can apply these understandings to other tourism contexts.

Unit Description

This unit focuses on the increasing trend of adventure travel and tourism. Students will gain an understanding of this travel niche and travellers' motivation to seek adventure. By examining adventure tourism, students will come to evaluate environment and social impacts of tourism. An ongoing research project enables students to weave and apply this fundamental theme of *impacts*. The unit concludes with an entertaining display of commercials representing their chosen case study in adventure tourism.

Unit 1 Culminating Activity - Case Study

Relevant Expectations: *UCV.02, HEV.02, GIV.01*

This activity guides teams to research an adventure tourism destination or region – specifically through the lens of tourism's environmental and social impacts. Research teams must justify their choice of destination and focus the vast majority of their work identifying and predicting impacts. Their results will be presented in a report, and the closing activity of the unit will see them preparing entertaining commercials profiling their case study with an “*xtreme*” flavour.

The case study will be introduced early in the unit and will be a guided research process through the proceeding lessons. This will enable feedback with the instructor as a form of formative assessment before it is submitted for final evaluation.

Assessment Statement

It is the philosophy of this program that a diversity of assessment strategies be woven into the unit to support student success. In addition to ongoing formative assessment in-class (in the form of brief checklists and reflections) students will be guided through their culminating activity with ongoing formative assessment by means of a progress form. This form nurtures an ongoing dialogue between students and teacher so they are supported, incrementally, through the process of preparing their final report for evaluation. This process maximizes students' potential for success and informs the teacher of areas for emphasis/improvement before their final evaluation is expected.

Unit 1 Overview Chart

Activity	Expectations	Assessment	Focus Question(s)
1	Overall: SSV. 03, SSV.04 Specific: SS1.04, SS2.01, SS2.02, SS2.02, UC1.01	Knowledge/ Understanding Thinking/Inquiry	What is adventure travel and tourism? What motivates adventure travellers? What are some current trends in adventure tourism?
2	Overall: HEV.02, GIV.02 Specific: HE2.02, HEC.05, GI1.02	Thinking/Inquiry Communication	What are environmental impacts of adventure tourism?
3	Overall: UCV.02 Specific: UC2.01, UC3.01, UC4.04	Thinking/Inquiry	What are social impacts of adventure tourism (particularly cultural)?
4	Overall: GIV.01 Specific: GI1.01, GI1.02, GI3.01	Communication Application	How can you present your case study findings in an impactful and adventurous (xtreme) format?
5 (Through -out unit)	Overall: UCV.02, HEV.02, GIV.01	K/U T/I C A	Culminating Activity: How does adventure tourism impact a particular location or region?

Activities Synopsis

Activity – Key Learnings	Time	Expectations	Assessment	Tasks
1) What do we know about (xtreme) adventure tourism?	110 min	Overall: SSV.04 Specific: SS2.01, SS2.02, UC1.01	Ticket out (K/U) Case study progress checklist (K/U)	Video analysis Brainstorming Lecture Discussion Workshop
2) Environmental impacts of adventure tourism	140 min	Overall: HEV.02, GIV.02 Specific: HE2.02, HEC.05, GI1.02	Poster checklist (K/U, T/I, C, A) Case study progress checklist (K/U, T/I)	Discussion Group research Cooperative learning Poster design and presentation
3) Social impacts of adventure tourism	140 min	Overall: UCV.02 Specific: UC2.01, UC2.02, UC3.01, UC4.04	Student reflection (K/U, T/I) Case study progress checklist (K/U, T/I)	Lecture with media support Discussion and Debate Experiential Activity Research
4) Xtreme Commercial production	110 min	Overall: GIV.02 Specific: GI2.06, GI3.02	Peer Evaluation (C)	Video-making workshop Video design and taping Viewing and student judging
5) Case Study – adventure travel impacts	On-going over unit	Overall: UCV.02, HEV.02, GIV.01	Ongoing case study checklists (K/U, T/I) Case study rubric (K/U, T/I, A, C)	Group research Case study report Culminating Activity

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Activity 1a: Introducing the Xtreme Theme

Time: 75 minutes

Description

This lesson is designed to explore students' existing knowledge of Adventure Tourism and linking what they know to the key concepts that are defined in their text. The intention is to also get the students excited and interested in the topic by the activities to their existing knowledge and understanding of adventure. Finally, the introduction of the ongoing case-study project (culminating task for the unit) will be presented to initiate the process of co-research with continual teacher feedback.

Strand(s) & Learning Expectations

Strand: Geographic Foundations

Overall Expectations:

- **SSV.03** *Analyse how factors such as movements of people and regional characteristics influence travel and tourism*
- **SSV.04** *Explain the characteristics of travel and tourism from a geographic perspective*

Specific Expectations (coded and written)

- **SS1.04** *Identify selected factors that influence travellers' destination choices*
- **SS2.01** *Determine the reasons for patterns of tourist travel within selected regions*
- **SS2.02** *Classify different types of travel and tourism*
- **SS3.04** *Identify natural and human features that attract tourists to their local region*
- **UC1.01** *Identify recent trends in travel and tourism*

Prior Knowledge & Skills

- Landforms and Land-Covers (able to identify these features on a road-map)
- Understanding of packaged-trips vs. alternative tourism

Teaching/Learning Strategies

Activity	Teaching Strategies and Cues	Resources	Time
Hook	<ul style="list-style-type: none"> • Viewing of "Extreme Sports Bloopers" or "Warren Miller" excerpts (5 min) • Viewing of "Song of the Paddle" by Bill Mason (5 min) • Which of these movies represents what you would enjoy more? (Students place themselves along a continuum in the class) 	-DVD player	10 min
Defining Adventure Tourism - Context	<ul style="list-style-type: none"> • Students in small groups form a definition of adventure with 2 or 3 main points: <i>What is adventure?</i> • Definitions are gathered, key and re-occurring themes are drawn, and are compared with the textbook definition • Emphasize outdoor setting and physical and mental challenge • Significance of adventure tourism: Fastest growing sector of tourism; primary reason Americans come to Canada (our largest tourism clients); adventure tourism has a huge appeal to youth and young adults 	-Text Canada Travels -Worksheet	10 min
Focus on Setting	<ul style="list-style-type: none"> • Discuss setting in terms of <i>site factors</i> (natural characteristics that attract travellers) – brainstorm examples • Groups review road maps from different provinces to identify <i>landforms and land-cover</i> for adventure travel 	-Road maps (ON, NS, BC, AB, PQ)	10 min

Focus on Activity	<ul style="list-style-type: none"> Activity classification: groups get cards of activities and have to place them along a continuum of <i>hard</i> to <i>soft</i> adventure (on the board) Discussion of these two distinctions and the personal discretion in interpreting them Distinguish <i>ecotourism</i> from <i>adventure tourism</i> (education and conservation focus vs risk activities focus <i>respectively</i>) Why do young people gravitate to “hard adventure”? Why do families and seniors tend to gravitate to “soft adventure”? These questions lead into our next lesson and key learnings 	-Activity cards -Tape	10 min
Overview of Unit (mission) and key learnings	<ul style="list-style-type: none"> Understanding adventure tourism; adventure travelers’ motivation and benefits from this style of travelling Exploring the positive and negative environmental and social impacts of adventure tourism Case study – your opportunity to do some xtreme research 	-Worksheet	5 min
Scavenger Hunt	<ul style="list-style-type: none"> In groups of 3, students race through a “scavenger hunt” to explore the <u>Get Out There</u>, <u>Explore</u> and <u>Outside</u> publications 	-Worksheet - Adventure Publications	10 min
Case study Introduction	<ul style="list-style-type: none"> Have students get into groups of 3 or 4 Prepare them for their first mission which will be topic selection 	-Case Study copies	10 min
Postcards	<ul style="list-style-type: none"> Students are given a post-card to complete and put in the “mail” to consolidate learning and act as a diagnostic and formative assessment tool 	-Postcards	5min
Homework	<ul style="list-style-type: none"> Review one youth adventure travel websites from the worksheet 		

Assessment & Evaluation of Student Achievement

- The “Postcards” have a brief series of specific and reflective questions to (1) provide some diagnostic assessment of students’ understanding of adventure tourism, (2) formative assessment of the key concepts from the lesson and (3) determine some of their interests in this subject for future emphasis

Accommodations

- Attention should be made to groupings of students to ensure there is a balance of abilities, interest and literacy
- Focus on the visual representations in explanations and in the handouts to connect concepts to visual representations
- Diversity of activities ensures engagement for students who have difficulty being idle for more than 10 minutes

Resources and Tools

- Movies & DVD player
- Worksheets with Scavenger Hunt
- Road Maps
- Activity Cards
- Copies of Get Out There, Outside, and Explore
- Case Study Packages
- Postcards

**dog
sledding**

**hiking
(overnight**

**bungee
jumping**

**ironman
triathlon**

**skiing at a
ski resort**

**sea
kayaking**

heli-skiing

**whale
watching**

**snow-
mobiling**

**base
jumping**

**flatwater
canoe trip
(3 days)**

bull riding

**fishing and
hunting
Antarctic
cruise**

**Everglades
alligator
viewing
tour**

**day-hike in
a provincial**

**flatwater
canoe trip
(20 days)**

kite surfin

demolition

**water-
skiing**

derby

stealing a

**whitewater
rafting**

car

snorkeling

birding at

Point

Pelee

snow-

shoeing

**x-country
skiing**

**base-
jumping**

fly-fishing

**tobogganing
at Christie
Pits**

**rock-
climbing**

"XTREME"

Adventure Tourism Worksheet

REMEMBER: *Adventure Tourism* is defined as a tourism activity that takes place in *an outdoor setting* (natural outdoor setting) and has an element of *physical and/or mental challenge* and *risk*.



Adventure Tourism "xtreme facts":

- There is a spectrum of **hard** to **soft** adventure that is largely subjective (*perception of "adventure" is different from person to person*)
- Adventure activities are dependent on **site factors** (*natural features that attract travelers – climate, coastal areas, mountains, forests, rivers, lakes....*)
- Adventure tourism and Ecotourism are the **fastest growing sectors of the Canadian tourism market**
- Adventure tourism particularly appeals to **young travelers**; soft adventure is increasingly appealing to **retirees** and **baby boomers**
- The number one reason **Americans** travel to Canada (*our highest population of visitors*) is to **experience the outdoors**
- **Benefits** of adventure tourism: increased connection to the outdoors; health (*physical and mental*); increases economic activity in remote areas; alternative to resource extractions; increases competence and self-esteem

Xtreme media scavenger hunt:

1. Find an advertisement for a commercial adventure tourism company
2. Find an article about an adventure tourism destination, region or area
3. Find an image that represents the theme of "risk" and "challenge"
4. Find an image that represents an outdoor setting or natural area
5. Find a piece that is targeted at younger travelers (up to 30 years old)
6. Find a piece that is targeted at families
7. Find an article or image that you don't feel represents adventure tourism
8. Find an image that represents soft adventure
9. Find an add or article that is about adventure travel equipment/gear
10. Find an add or article about an environmental issue in adventure tourism



“xtreme” postcard



what are the two main components that define an adventure activity:

1)

2)

List one reason travelers chose adventure:

List one adventure activity that interests you:



“xtreme” postcard



what are the two main components that define an adventure activity:

1)

2)

List one reason travelers chose adventure:

List one adventure activity that interests you:



“xtreme” postcard



what are the two main components that define an adventure activity:

1)

2)

List one reason travelers chose adventure:

List one adventure activity that interests you:

Activity 1b: Risk and Motivation in Adventure Tourism

Time: 40 minutes

Description

This brief lesson expands on the first lesson to explore travellers' motivation and hunger for adventure. Through a series of activities and lecture, students will understand travellers' draw to risk and adventure and some of these implications. The lesson concludes with times for groups to continue progress with their case studies.

Strand(s) & Learning Expectations

Strand: Geographic Foundations: Space and Systems

Overall Expectations:

- **SSV.03** *Analyse how factors such as movements of people and regional characteristics influence travel and tourism patterns*

Specific Expectations

- **SS1.04** *Identify selected factors that influence travellers' destination choices*
- **SS2.01** *Determine the reasons for patterns of tourist travel within selected regions*
- **SS3.04** *Identify natural and human features that attract tourists to their local region*

Prior Knowledge & Skills

- Understanding of the two key components of adventure tourism (*outdoor setting; mental and physical challenge*)

Planning Notes

- Book the library/computer lab
- Have handouts copied and organized

Teaching/Learning Strategies

Activity	Teaching Strategies and Cues	Resources	Time
Hook: Comfort Circle	<ul style="list-style-type: none"> • Students arrange themselves around a huge circle in response to random questions about things they would find "easy" or "challenging" • They move towards the core of the circle to express comfort, or towards the outer edge of the circle to express challenge and fear • Discussion: The individual differences in responses; the importance of pushing our "edge" to challenge ourselves 	-Rope -List of questions (comfort circle notes)	5 min
Lecture and Discussion: Motivation and Risk	<ul style="list-style-type: none"> • Context – why do people choose adventure travel over other forms of travel? • Motivation – wanting to do something • Quick brainstorm on board "what motivates adventure travellers?" (highlight change of setting and risk) • Risk is the likelihood of an event multiplied by the consequences (e.g. frostbite vs. an avalanche in skiing) • Risk and Flow (perceived risk vs. real risk; risk and competence; flow) • Re-classify the activities from lesson 1 in terms of real risk and perceived risk • Conclusion: risk and challenge are essential ingredients in 	-Activity cards -Risk and flow overhead	15 min

	adventure travel because they lead to competence and arousal, which leads to future risks (travel experiences) <ul style="list-style-type: none"> • Relate it back to the comfort circle and the importance of breaking away from the boring “core” • Use imagery from media articles from lesson 1a 		
Case Study	<ul style="list-style-type: none"> • Case study teams have an opportunity to work on their project in the library/ computer lab – primarily case and topic selection • Review primary vs. secondary source 		20 min
Ticket-Out	<ul style="list-style-type: none"> • Teams submit the first entry of their feedback sheet 		

Assessment & Evaluation of Student Achievement

- Students submit their case study feedback sheet, completing the topic selection component
- Their chosen topic will reflect their understanding of adventure tourism, gauged by the appropriateness of their case as an example of adventure tourism

Accommodations

- Monitor student groups to ensure they are in balanced teams

Resources and Tools

- Questions for comfort circle (*comfort circle notes*)
- Risk theory overhead to support and guide lecture/discussion
- Activity cards from activity 1a

Comfort Circle Notes:

What is your Comfort with...

- experimenting with new foods
- presenting in front of groups of peers
- dancing in front of other people
- dancing in front of others after a few drinks
- singing
- dogs
- heights
- public pool
- lake swimming
- using an outhouse
- travel in a developing country
- camping
- downhill skiing
- wild animals

RISK

A KEY INGREDIENT OF "XTREME"

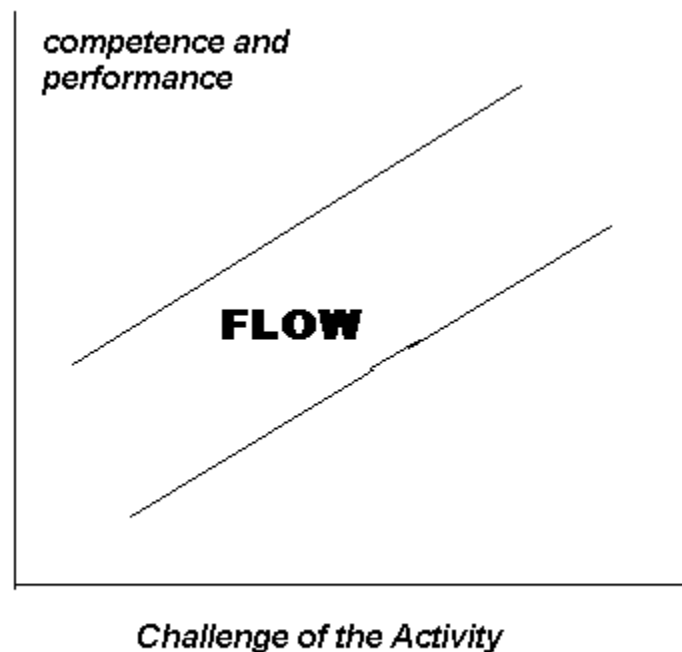
Risk = likelihood of an event x consequences of that event

Real Risk – Actual risk of injury or harm

Perceived Risk – Risk that is held in one's mind

FLOW

(ADRENALINE, BUZZ, EXCITEMENT, ELATION....)



Flow = when one's competence matches the challenge (risk)

Flow leads to: experimentation, success, engagement, focus, excitement, competence, self-confidence, "peak experience", exploration, joy, intensity....

Boredom = opposite of Flow

Csikszentmihalyi, 1975

Activity 2: Environmental Impacts of Adventure Travel and Tourism

Time: 150 minutes

Description

In this activity students will focus on the effects of adventure tourism on the natural environment. Students will brainstorm the rights and responsibilities of tourists visiting the destination they chose prior to this class. Using the knowledge and skills gained, each group of students will create a poster that outlines strategies for tourists to sustain and protect the natural environment and wildlife that inhabit the particular region of interest.

Strand(s) & Learning Expectations

Strand(s): Human-Environment Interactions; Methods of Geographic Inquiry

Overall Expectations:

- **HEV.02** *Analyze the impact of different types of travel and tourism on the natural environment.*
- **GIV.02** *Demonstrate an ability to collect, organize, analyze, and synthesize information from a wide variety of sources to conduct geographic inquiries*

Specific Expectations

- **HE2.03** *Produce a set of criteria or “code of behavior” for tourists traveling in fragile environments*
- **HE2.05** *Compare the positive and negative effects of tourism on people and the environment in selected sites or regions*
- **GI2.02** *Gather geographic information from primary sources and secondary sources to research of a topic or issue related to travel or tourism, or regional geography*

Prior Knowledge & Skills

- Students are expected to define and provide examples of adventure travel and tourism.
- Students require knowledge and understanding of the term “natural habitat” and global examples.
- Students require independent research skills and have the ability to analyze various types of information.
- Students are expected to locate various adventure tourism destinations based on natural habitats.

Teaching/Learning Strategies

Activity	Teaching Strategies and Cues	Resources	Time
Hook	<ul style="list-style-type: none"> • Students brainstorm what places they have visited. • Class identifies the natural environment in each of the destinations. • Students brainstorm different activities that are associated with different types of environments and why they would be ideal for travel and tourism. 		5 min
Group discussion.	<p>Using a destination such as Banff National Park-Alberta.</p> <p>In a group discussion brainstorm</p> <ol style="list-style-type: none"> 1. Description of site: Identify physical features of the environment 2. Unique Characteristics of the site: Natural features that might attract tourists to this area 3. Adventure Tourism possibilities: Identify 		10 min

	<p>specific adventure tourist attraction that is associated with this habitat.</p> <p>4. Impacts of adventure tourism on the environment: Ex./Impact of tourist development threatens irreversible harm to the park and its wild life (disturb breeding territories of local organisms and wildlife)</p>		
Group Research.	<p>Research the possible effects that adventure tourism has on the environment for the specific case study unique to each group.</p> <ol style="list-style-type: none"> 1. Identify problems that adventure tourists may have on this particular region. 2. Students must include: A list of principals and guidelines for tourism behavior in order to sustain and protect the environment and wildlife. (What to do) 3. Code of environmental ethics for the particular habitat of interest. (Why we do) <p>*Students will demonstrate research techniques and the ability to work cooperatively as a team member.*</p>	<p>Library/Resource Centre.</p> <p>Students will have access to the internet for research purposes. Students may use all resources available in the library such books, magazines, journal articles ect (Refer to resources)</p>	60 min
Create an xtreme Poster!	<ul style="list-style-type: none"> • Students will take the information they researched in the library and present the material on a poster in relationship to the case study of the adventure tourism destination of interest. (Summative Task) • Teacher will handout a checklist used as an assessment tool and a guideline for students to follow in creating their poster (Appendix A) • Cooperative Learning: As a group students will highlight the important details of their destination linked to it's impact on the environment onto a poster. 	<p>Checklist (Formative Assessment) - Refer to Appendix A</p>	40 min
Presentation of an xtreme Poster.	<p>Each group will have 5 min to describe their adventure tourism attraction and the impacts it has on the environment.</p> <p>Students must include: (from beginning exercise/discussion)</p> <ol style="list-style-type: none"> 1. Description of site: Identify physical features of the environment 2. Unique Characteristics of the site: Natural features that might attract tourists to this area 3. Adventure Tourism possibilities: Identify specific adventure tourist attraction that is associated with this habitat. 		35 min

	<p>4. Impacts of adventure tourism on the environment</p> <p>During presentation the teacher will encourage student reflection on issues such as:</p> <ol style="list-style-type: none"> 1. Rights and responsibilities of adventure tourists to the natural environment. 2. Conscious efforts that can be made by tour guides and travel agencies. 3. Efforts made by tourists to minimize damage to the wildlife and habitat. 4. Strategies to keep tourism under ecological limits. <p>Peer comments are encouraged to help students make changes in their poster that will be used in the summative assignment (Adventure Tourism Case Study)</p>		
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Assessment and Evaluation:

- Students are assessed formatively throughout the research process at the library by teacher observation.
- The poster is evaluated by the teacher using a formative checklist (Appendix A)
- Teacher will check for completion of poster by presentation of the destination of adventure tourism unique to each group.

Accommodations:

- Thoughtful grouping of students that includes groups with individuals of diverse abilities.
- Frequent monitoring and assistance during the research time at the library.
- Specific accommodations for identified students may include chunking the assignment into manageable parts and monitoring progress.
- Enrichment for this activity may include further reflection and discussion on conscious effort that can be made by tourists to minimize damage to wildlife or the habitat concerning adventure tourism.

Resources:

- Draper, Graham. *Canada Travels: Issues and Destinations*. Irwin Publishing 2002.
- <http://www.greenontario.org/strategy/tourism.html>
- http://www.bayoffundytourism.com/environmental_leadership/code_of_ethics.php
- <http://www.freshairadventure.com/ethics.html>
- <http://www.bigvolcano.com.au/ercentre/outdoor.htm>

Activity 2 - Appendix A

Checklist for an Extreme Adventure Tourism Poster

	1	2	3	4	5
Visual Presentation of Poster <ul style="list-style-type: none">• Uses of visuals clearly portrays the Adventure tourism destination.• Information is clearly organized and displayed on the poster.• Poster was attractive and professional.					
Knowledge <ul style="list-style-type: none">• Description of site.• Unique characteristic of sites• Impact that adventure tourism has on the environment. (positive and negative)					
Application <ul style="list-style-type: none">• Poster indicated problems adventure tourists have on the environment.• Clearly highlights policies and guidelines for tourists to follow in order to prevent the suggested problems.• Identifies a code of environmental ethics for adventure tourists to follow during their visit to the destination of interest. (To promote and prevent)					
Worked Cooperatively <ul style="list-style-type: none">• Kept a positive attitude.• All members respected principals of brainstorming.					

Activity 3a - Debate: Adventure Tourism's Extreme Impact on a Community

Time: 70 minutes

Description

The students will pretend to take on the opinions of different people in a community and debate the idea of continuing or stopping the tourist activity. It is necessary for students to see that a potential impact of tourism development is deemed beneficial to some while viewed as harmful to others depending on their perception and role in the community. The objective is for students to practice diplomatic discussion about a controversial topic, form their own opinions about the impacts of adventure tourism and help foster new strategies for sustainable adventure tourism in the future. The lesson involves teaching strategies necessary to address the needs of the kinaesthetic learner.

Strand & Learning Expectations

Strand: Understanding and Managing Change

Overall Expectations:

- **UCV.02** *Analyse the social, environmental, cultural, economic, and political effects of tourism –related development on a community or region*

Specific Expectations

- **UC2.02** *Analyse the impact of adventure travel and ecotourism on the indigenous people of a region*
- **UC3.01** *Analyse the effects of an increase in tourism on the natural and human systems of a selected region*
- **UC4.04** *Explain how tourist activities may contribute to the exploitation of people*

Prior Knowledge & Skills

The first introductory lessons provide a framework for using the definitions required for a discussion on adventure tourism. Students should understand group dynamics and responsibilities of being a positive /active group member and the importance of arguing the facts and avoiding personal attacks. Impacts of adventure tourism will be revealed as each group presents their position to the proposed tourism development. Students will then apply this knowledge and learn from their peers to generate their own moral compass regarding the impacts of a new adventure tourism company development project. Prior debating skills are a definite asset but not necessary.

Planning Notes

Teachers should consult the following document:

http://www.csf-fcde.ca/english/resources/NLSDU_Teachers_Guide_to_Debate.pdf, entitled Teacher's Guide to Introducing Debate in the Classroom by the Newfoundland and Labrador Speech and Debate Union (accessed February 2007), which outlines the proper structure of a debate: for example, introduction of affirmative position, then opposition clashes affirmative position, followed by clash of negative position etc, rebuttals, and discussion. It is not necessary that this structure be followed exactly and it may be more valuable to simplify it to accommodate the level of the students. An alternative structure is provided in appendix A. Students should be given a handout (Appendix A) concerning the structure of the debate in advance of the debate period so they are somewhat familiar with the format. The teacher may need to include breaks in the debate.

Teaching/Learning Strategies

Activity	Teaching Strategies and Cues	Resources	Time
Hook: Mount Everest mini debate	<ul style="list-style-type: none">• Ask mini debate question: Would you abandon your ascent of Mount Everest to rescue another climber? Discuss reasons why or why not. Could also take a survey of the class or ask students to walk to different corners of the room to visually display difference of opinion in the room and explain their argument as a group.		7-10 min

Debate Preparation	<ul style="list-style-type: none"> Announce that you are going to hold a more formal debate on the issue of a proposed underwater cave exploration tourist development project. Form seven groups and arbitrarily assign one stakeholder role to each group. All the members of one group will pretend to hold the opinions of that one stakeholder. Ask the students to work together to brainstorm anything they know about that person in society and what they might think about the proposed tourism development: would they be for or against this development? The possible players are: indigenous local, city government official, restaurant owner, environmentalist group representative, Tourist company owner, adventure tour seeker, coast guard captain. This activity reminds the students of what they already know. (5 min.) Next, distribute the appropriate section on Appendix B to all members of each group. Students silently read their groups' role. Students do not see the viewpoints of other groups. They should only be given a copy of the viewpoint they are going to role-play. Instruct students to add opinions/revise previous list to include new ideas after reading their viewpoint. Also, discuss strategy for making persuasive argument in the debate. Everyone should say at least one thing. (10-15 min) 	Handout: Appendix A and B	15-20 min
Debate	<ul style="list-style-type: none"> Following the classroom debate structure described in Appendix A, 'coach' the students through a more formal debate on the issue, where opinions of one person are shared amongst all the students. Make sure students are staying on track and addressing one key point at a time to minimize confusion. After the specified time ask the students 'What did they learn from the debate?' This is a chance for the groups to reconvene and again add to their list, to include points they did not think about and decide how well or poorly they did in the debate. Discuss success/failures of debate with entire class as time allows. 	Appendix A Rearrange classroom so yes side and no side are on different sides of the room	25-30 min
Post debate discussion			
Values Line	<ul style="list-style-type: none"> Ask students to form a single line based on the degree to which they agree/disagree with their role. At one end of the line they completely agree with the opinion expressed by their stakeholder, while on the other end they completely disagree. In the middle, they are neutral – they neither agree nor disagree with the opinions expressed. Invite students to explain why they chose to stand where they did in the line. 		5-10 min

Assessment & Evaluation of Student Achievement

- Students are assessed on their ability to contribute to their group and their response to the cues of the teacher during the debate. They are also asked to Students are not evaluated in this lesson.

Accommodations

- If debate is not working it will be necessary to generate more structure. Form groups based on debate character roles. Students brainstorm what they think are strong points and weak points in their arguments. One by one each group is to discuss their strong points to the class. Other groups then have a chance to address their weak points. Group in question may respond to challenge the argument if they wish.
- If debate turns into shouting match with students using personal insults it will be necessary to refocus the lesson on the impacts of the behaviour, language and tone of one student on the entire class.
- If debate is too short, continue with alternative opinion type questions regarding the development of adventure tourism.

- Values line could ask additional questions such as the degree to which you think your group presented the best argument or not and why or the degree to which you think the opinions of the stakeholder you were asked to imitate were realistic/unrealistic, etc.

Resources and Tools

See attached appendices

Appendix A: Structure of Debate

Point< > Counterpoint

Affirmative: Introductions from all sides wishing for the development of the project to go through. NO more than 2 minutes each.

- 1.Susan Grey
- 2.Andre Brown
- 3.Scarlet Red
- 4.Travis Orange

Negative: Introductions from all sides wishing for the development of the project to **not** go through. NO more than 2 minutes each.

- 1.Ted Blue
- 2.Forest Green
- 3.John B. Sloope

Affirmative Argument #1: First arguments made by all those for the development.

- 1.Susan Grey
- 2.Andre Brown
- 3.Scarlet Red
- 4.Travis Orange

Negative Argument #1: First arguments made by all those against the development.

- 1.Ted Blue
- 2.Forest Green
- 3.John B. Sloope

-At this point each person ‘for’ has a chance to respond to the opinions of the ‘nay’ sayers.

-The opponents against development will be able to respond and in turn criticize the affirmative arguments

-Further open ended discussion/questions/clarification and possible solutions etc.

Appendix B: VIEWPOINTS FOR THE DEBATE

1. (Affirmative) Susan Grey, Indigenous Local

Firstly they are going to scare all the fish away with their noisy motors and rickety old boats. We depend on the fish as a valuable food source. The fish that do remain are just further contaminated with the pollutants and garbage deposited into the water from these destructive companies and the inconsiderate tourists. Secondly, our people have lived on these lands for generations and it is only after your actions threaten our ability to survive that we accept the necessary task of taking opposition to you. It is not your land to destroy. It belongs to everyone and your ignorant actions will completely destroy it. Thirdly, my people are not a tourist attraction. It is no secret that you choose to establish a tour company that is so close to my native people so as to showcase them as part of the tour. My husband and children are videotaped by the tourists just as animals would be in a zoo and we feel as though we are put on display for people all over the world. We are being exploited. Most tourists have no concept of culturally sensitive photography. The tour company is going to make lots of money and be successful in a financial sense. There is no debate on that issue, but the success will come at the expense of my people and our environment and my people cannot allow this to happen.

2. (Affirmative) Andre Brown, Government Representative

The Caverns Outfitting Company is an excellent plan for the sustainability and growth of our cities tourism industry. It responds to the need to create high demand adventure tourism for the growing numbers of adventure seekers. We understand the public's concern that there might be road congestion, lack of parking lot space and need for additional infrastructure in the area. That's why we intend to put those hardworking folks who are currently on government-assisted income back to work for our city. Surely, we can also develop additional jobs for other services such as local souvenir shops. The coral reefs in the region contain millions of shells for example that could take on new symbols with influence from our local community of artists. These people showcase the potential of our city internationally. We must develop a strategic, long-term plan for tourism and we can work in partnership with Caverns: Deep Sea Cave Exploration among several other players in the tourism industry. We all need to think about priorities for the tourism industry, and identify what action is needed now and in the near future. All stakeholders in the tourism industry will be important partners in the success of the new adventure tour company. Collectively we can showcase to the world the beauty and mystique of our city. The new tour company has the potential to teach us all a lot about the ecological importance of marine ecology. We welcome the adventure seekers who will contribute to an overall boom in the economic growth of the region.

3. (Negative) Ted Blue, 'The Scenic View' Restaurant Owner

This new travel company could help other small fry business in the area, but what type of people are gonna be coming here to go cave diving? Young people, ya know? But some of the kids are punks, yeah. And they don't tip. Anyways I don't serve big macs in here. This ain't no bubble gum city. No! This is a classy place. Those young kids, they come around and loiter and drive all my good paying customers away. I'm not saying don't develop the industry, but I pay big bucks to have my restaurant on the shore – the nicest spot in the city - to have the best patio and indoor view for table dining anywhere around. And they're telling me they're going to spoil this with a bunch of docks and boat operators. There are lots of You have to consider the demographics. It'll be nothing but crazy teenagers all over here. The government and these touring outfits they don't consider these things. They better increase the police presence around here too. They're gonna need it!

4. (Negative) Forest Green, 'Friends of the Cavern' Environmentalist Group

The tour company has made no attempt to contact us in an effort to educate themselves about the sensitive nature of the area. If they had they would certainly conclude that it is not acceptable to have tours in the caves. Just below the caves exist precious and naturally depleting coral reefs that are home to countless organisms vital to the success of the human race, because they provide food for other species that we consume and known and unknown medicinal properties – both that we have extracted and have yet to find. In these particular caves exist more than four species of endangered fish. It is vital that this habitat remain undisturbed. As well, coral reefs are naturally depleting at an alarming rate. The natural instinct of humans is to touch the reefs, but this simple act will kill them through a process known as bleaching, because the reefs themselves cannot withstand even minute rises in sea temperature. Add to that the human made depletion of reef due to anchor damage, over fishing, infectious disease and sediment smothering and it is evident that we cannot continue with this development for the very reason that it will surely involve all of these activities. We cannot gamble with the ecology of the aquatic environment. This company is not dedicated to helping the environment. It is only interested in financial gain. The earth is not ours to be handed over to our children; it is on loan from our children. We are born from the earth and so when we mistreat the earth, we jeopardize our own existence.

5. (Affirmative) Scarlet Red, Caverns: Deep See Cave Exploration Company President

We are pleased to offer our package for the development of our wonderful tour company that will educate and thrill all who partake in it. The caves of interest are a virtual goldmine of opportunity for the city and the surrounding region because our company will generate the numbers of people necessary to support additional services and accommodations. So we have the unique potential of dramatically boosting our local economy and educating those about the sensitive nature of the region. We will work with local hotels to support the growing numbers of tourists that will be in need of accommodation in the local area. The most ideal place for the development of additional hotels is closest to the waterfront and the tourist attraction itself. We will work with the school boards to generate reduced rates for enrolled students and organized school trip days. We will practice spill prevention measures when filling gasoline cans etc. Best of all we will provide jobs for local people. We are particularly interested in people with tour guide experience or those with mechanical aptitude. We also need scuba instructors. We will make every effort to maintain the health of the aquatic environment. We will provide a safe experience because all of our boats have GPS satellite technology installed on board and lifesaving devices that all exceed ministry guidelines. The development of this tour company is going to be a great thing for the people of this great city.

6. (Affirmative) Travis Orange, Adventure Tourist

I am what you call your extreme adventure tourist! I always seek out adventure travel such as this type of cave exploration to fulfill my needs for adventure. I always take pictures of the locals. It's so cool how they look so different in the clothes they wear and the way they communicate. I take amazing photos of them. Sometimes they're shy but I can even get good video footage sometimes, then put it online so others can see how crazy the places are that I go explore.. maybe even learn a thing or two! The purpose of adventure travel is to get a thrill or high out of life and share your experience with others! It is to put yourself in a potentially challenging or even dangerous situation so you can find the strength within yourself to overcome it: to face your fear and come out a stronger and more rounded person with more skills to offer to the world. That's why I seek out these adventures! Only after I've lived this type of lifestyle can I begin to more deeply understand the earth and have a truly peaceful relationship with it.

7. (Negative) John B. Sloope, Coast Guard Captain

Has this company no concern for safety regulations? How do you know these people can even swim? The caves are located offshore in what is known as one of the most dangerous rip tide locations in the southeast. The area constantly gets pummeled by some of the most severe storms we have ever seen, much of which is attributed to global climate change.. something the tour company fails to recognize or address! Over the past ten years, we've noted a definite increase in the frequency and severity of these off-shore storms. The position of the caves in relation to the coast is such that, it is too far from the mainland to provide an adequate rescue effort should an emergency arise. Surely, there will be many instances where our assistance is necessary given the lack of foresight this company admits. Our coast guard is already lacking the resources to provide adequate search and rescue operations. What is the sense of putting additional pressures on our rescue team? When is the breaking point? It is morally and socially unacceptable for this company to lure people into this incredibly dangerous environment, put the lives of the tourist at risk and throw the burden on our team to rescue these people and accept no responsibility for creating this situation. Company lead excursions of those caves is ridiculous! It's a death sentence and I can't ask my team to put themselves on the line because of the ignorance of some people who want to make a quick buck!

Lesson 3b: Adventure Tourism Technology

Time: 70 minutes

Description

The introduction of the tourism technology lesson introduces the idea of space tourism allows students to discuss its relevance as an industry in the future. Through a student involved overhead presentation students will learn about the principle forms of technological development on tourism in the coming decades and learn about the positive and negative interconnectivity of these changes within the environment, people, culture, economy and politics of regions. The lesson will help students understand the enormous potential of technology to impact the tourism industry in a positive way, but the alternative costs of such development and the importance of implementing technology that is sustainable.

Strand(s) & Learning Expectations

Strand: Understanding and Managing Change

Overall Expectations:

- **UCV.02** *Analyse the social, environmental, cultural, economic and political effects of tourism-related development on a community or region*

Specific Expectations

- **UC2.01** *Show how changes in technology or in its uses alter travel and tourism patterns (e.g., improvements in Scuba tanks; use of helicopters for heli-skiing)*

Prior Knowledge & Skills

The first introductory lessons provide a framework for using the definitions required for a discussion on adventure tourism. Teachers must have knowledge of the principle forms of technology on tourism and have experience drawing the interconnectivity of impacts to numerous facets of society. Students will require the skills of summarizing, analyzing and interpreting of articles as it relates to the idea of technology in adventure tourism. They will also be asked to find hidden meaning and make linkages between what they already know and what they are discovering to predict the impacts of future technological advancements or lack thereof.

Planning Notes

- Students need to limit noise and talking during the initial hook so everyone can hear the tape.
- Find the excerpt of the tape before hand. It begins and ends on side 1.
- Overhead and markers are required for lecture portion of the lesson.
- Bring articles for group work. It may be necessary to paste them to construction paper so they are not folded, or creased during use. Also, bring 3 or 4 copies of each article so all students have a chance to read the articles.

Teaching/Learning Strategies

Activity	Teaching Strategies and Cues	Resources	Time
Hook: Listen to excerpt by Roald Dahl's book <u>Charlie and the Great Glass Elevator</u>	<ul style="list-style-type: none">• Ask students to close their eyes and listen to the audio tape. The tape describes a scene in outer space where there exists a space hotel. Ask students if they think the idea of space tourism is a real possibility? Do we have the technology to make it happen and how might society, economy, culture etc. be impacted by space tourism? Open discussion – no right or wrong answer. Conclude that space tourism is somewhat of a reality already.	Cassette tape: appendix A	7-12 min
	<ul style="list-style-type: none">• Make note of the fact that the principle technological	Technology	10-15

Brainstorm activity Think/Pair/Share Introduce the “Technology-Human Resource dilemma”	influences on tourism in the next 15-20 years will likely be information technology development and transport technology advances. Ask students what types of technology this could affect. Use a Think/Pair/Share technique. The idea here is that the scope is vast. As students list their ideas, place them into one of two headings: Information Technology and Transport technology. The brainstorm should include some things listed in Appendix A. <ul style="list-style-type: none"> Next, ask students to circle all the ideas mentioned that are <i>related</i> to the adventure tourism industry (there are many). For example, circle “euro-currency” because of the relation to the currency-exchange service and the desire for adventure travellers to travel internationally. Introduce the “Technology-Human Resource dilemma” or fear that widespread adoption of technology in the service sector may eliminate the need for people and create unemployment. Discuss. Explain that this is one short fall of tourism technology. Discuss technologies impacts in other sectors. 	Advancement list: appendix B	min
Thinking critically about adventure tourism technology	Form groups and provide each group with articles regarding the changes in technology on adventure tourism. Each student is to read the article and answer questions from Appendix C. The key is to ask students to find the link to technology, as it <i>may</i> not be explicitly stated in the article.	Articles and associated questions: see appendix C	30-35 min
Bringing it all together.	Discuss responses to articles together as a class. Address how technologies impact tourism patterns and how vast the impacts can be.		7-12 min

Assessment & Evaluation of Student Achievement

- Students are assessed on their ability to contribute to their group and their response to the cues of the teacher. Students are not evaluated in this lesson.
- Assessed on ability to contribute to group discussion concerning space tourism.
- Contribution to group brainstorm regarding advances in tourism technology.
- Answer to questions regarding

Accommodations

- It may not be crucial to read the articles fully. It may be sufficient for students to be exposed to the idea (i.e. Read the title and get the main idea) and think of possible answers to the questions in their groups, because questions for the articles do not ask specific questions from the articles. The exercise is mainly intended for them to think of possible impacts for themselves.
- Possible wrap-up discussion questions could include:
- Is the human resource base of the tourism industry ill-equipped towards the adoption of technology?
- Will there be resistance?
- Does the introduction of technology lose the warmth of the human experience?
- How do you maintain an appropriate balance of high-tech and high-touch?
- Is widespread adoption of technology a “job killer”?
- What potential is there for gains in performance and productivity in terms of facility design and service delivery – what specific types of adventure tourism?
- Do Education and training levels need to increase if managers and staff are to implement technology effectively?
- If students finish early have them trade and analyze a different article before the discussion.

- Alternative activity: have students interview each other regarding a recent trip to space and discuss the specific aspects of technology that made the trip exciting and worthwhile and those that limited the experience.
- Alternative activity: have students read the “The risks of roads less travelled” article.

Resources and Tools

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Appendix A - *Audio Excerpt from Roald Dahl Book*

“Mr. Wonka’s Great Glass Elevator was not the only thing orbiting the earth at that particular time. Two days earlier, the United States of America had successfully launched its first Space Hotel, a gigantic sausage-shaped capsule no less than one thousand feet long. It was called Space Hotel U.S.A. and it was the marvel of the space age. It had inside it a tennis court, a swimming pool, a gymnasium, a children’s playroom and five hundred luxury bedrooms, each with a private bath. It was fully air-conditioned. It was also equipped with a gravity-making machine so that you didn’t float about inside it. You could walk normally. This extraordinary object was now speeding round and round the earth at a height of two hundred and forty miles. Guests were to be taken up and down by a taxi service of commuter capsules blasting off from Cape Kennedy every hour ... There were managers, assistant managers, desk clerks, waitresses, bellhops, chambermaids, pastry chefs, and hall porters... “In exactly one hour,” said Shuckworth, speaking to the passengers over the loudspeaker, “we shall link up with Space Hotel ‘U.S.A.’ your happy home for the next ten years.”

Appendix B- *Start-Up List for Class Brainstorm*

Information Technology

Teleconferencing, virtual interface technology, virtual reality tourism, Radio Frequency Identification (RFID) Passports, computer reservation systems, mapping, internet kiosk, etc.

Transport Technology

air control technology, improvements in rail, boat, plane speed and service, euro-currency, GPS technology

discuss reluctance of service industry to replace human service providers with technologically driven alternatives.

Appendix C: *Questions for technology tourism articles*

1. What is the issue described in the article as it relates to technology tourism? Where does it exist?
2. In your own words, explain how technology is affecting/could effect the related tourism activity?
3. What motives were there to adopt this technology as a strategy for tourism?
4. What aspect of tourism – culture, economy, or politics is/would be most greatly effected by this advancement in technology? What relationship exists between it and the other sectors of tourism? For example the environment or one of the social factors you didn’t mention.
5. What would happen if this technology were not implemented into the activity or if it was suddenly eliminated?
6. Compare the tourism experience before and after the widespread adoption of this technology. Which do you like better and why?
7. Could you apply the technology to a different region or activity? How would impacts in this instance differ?
8. Defend or reject the adoption of the technology for this activity and explain why you would do so.
9. Could you propose an alternative to the technology to better meet the needs of the tourism related activity?

(Articles to be distributed to Groups:)

Article 1: Snow Making Technology

Blue Mountain lays off 1,300

BILL SANDFORD/TORONTO STAR

Warm temperatures caused the ski and hospitality industry at Blue Mountain and Intrawest to lay off approximately 1,300 employees. This photo shows the resort on Jan. 5.

Warm weather forces first winter closure in history of Ontario's biggest ski resort

Jan 06, 2007 04:30 AM

ISABEL TEOTONIO AND NICK KYONKA

STAFF REPORTERS

ROBERTA AVERY

SPECIAL TO THE STAR

Ontario's largest ski resort has laid off 1,300 workers after closing down its ski operations in the middle of the winter season for the first time in the resort's 65-year history.

"We're trying to make the best of things so that guests who still come to Blue will have a good time, but it's pretty tense," said Kelly O'Neil, a spokeswoman at Blue Mountain Resort, yesterday. Officials said they had no choice after a run of unseasonably warm weather that has some wondering if winter will appear this year at all.

In Toronto, yesterday's high hit a record 11C, smashing the previous Jan. 5 high of 10.1C set in 1997.

Mind you, that's still got some way to go before breaking the record for January's hottest day – 17.6C – set Jan. 13, 2005.

Yesterday's record, which was set around 7 a.m., came on the heels of the warmest January evening in 167 years.

Until then, the warmest night in Toronto had been on Jan. 1, 1988 at 7.3C. But on Thursday night, the mercury never dropped below 8C.

The laid-off workers at Blue Mountain, who are full-time seasonal workers and year-round part-time employees, have been told their services won't be needed for three weeks, although they'll be called back earlier if the weather turns cold and snowmaking operations can start up again. They include housekeeping staff, restaurant workers and ski lift operators.

The resort has had spells of unseasonably warm weather in past winters, but until this year has always had enough snow to stay open.

This could also be the first year that Toronto doesn't open its ski hills.

In Toronto, two city-run ski hills that were to have opened on Dec. 18 remain closed, said Don Boyle, director of community recreation, costing the city some \$300,000 in revenue. But, he added, money has been saved on expenditures.

"Given the weather forecast, we don't see us getting the ski hills open until Jan. 14," he said. "If it's much later than that we would likely not open at all."

Even the York Regional Police Marine Unit has set a record for the latest date one of its vessels, the Naawij, a 26-foot Sea-swirl boat, has remained on the water. It continues to patrol Lake Simcoe to ensure boaters are operating safely.

In most years, much of Lake Simcoe is frozen over by this time and the ice dotted with the huts of ice fishers.

But just because people are out boating doesn't mean winter has been cancelled, said David Phillips, Environment Canada's senior climatologist.

"If you look at the five-day forecast you'd see that the S word is there," he said. "We're going to have snow next week."

That may turn out to be an empty promise – at least for Toronto.

Temperatures are expected to drop to a high of about 4C Sunday, followed by a chance of flurries Monday and Tuesday. But that's nowhere near seasonal norms.

"It's really quite unusual – we know the weather is strange, but it is so obvious, it's so dramatically different," Phillips said. "Jan. 15 is usually when winter's half over – and it hasn't even begun yet."

But Phillips isn't giving up on Old Man Winter just yet.

"Just because we haven't had winter doesn't mean we should raise the white flag yet," said Phillips, adding, "maybe we'll be counting snowflakes in May."

"We think that there will still be snow here and people will be cursing the weather... Don't necessarily put away your snow tires or hang up your ski lift because the snow will still be coming."

Whatever, Blue Mountain still plans to reopen some of the runs next Wednesday. Despite balmy temperatures, the resort opened three of its 35 runs Dec. 28 thanks to high-tech snow making equipment, which can cover half a hectare with 30 centimetres of snow in 16 minutes. Until this year it has always managed to hoard enough snow to stay open once the season was underway.

"This winter we didn't get the low temperatures to build up a good snow base on the slopes," said O'Neil.

Room occupancy was down 40 per cent during the all-important week between Christmas and New Year and with only three runs open, the resort could only accommodate a small fraction of the 15,000 skiers a day who usually ski there at that time of year.

Colder weather would also be good news for outdoor skaters, who have struggled to find outdoor ice.

"Mel Lastman Square is quiet during the day," said Boyle. "Any other year it would be packed right now with people and families skating."

Although some of the city's outdoor artificial ice rinks have occasionally been closed because of soft ice, they've held up relatively well, he said. However, none of the natural ice rinks have opened.

Ice may be having a hard time forming, but that's just fine for Toronto's rats and mice.

"The fact that it's a milder winter means less rats and mice are dying, which means more are surviving for one more breeding," said Michael Goldman of Purity Pest Control Limited in Thornhill.

Without the usual snow and ice, easy access to dumpsters and garbage has made it easier to forage for food and improved their survival rates, he said. Carlo Panacci of Cain Pest Control in Toronto thinks we're likely to see more rodents, and even insects, in the spring, since the cold weather isn't keeping their numbers in check.

"We can expect to see more mice and more creatures in general," said Panacci. "We just might not see as many polar bears."

But zoologist Mark Engstrom doesn't think increased temperatures results in more rodents. The University of Toronto professor points out that population growth of mice and rats has more to do with availability of food, rather than temperature.

"Their populations go up and down naturally – I don't think it has to do with warming trends," said Engstrom, also the curator of mammals at the Royal Ontario Museum.

When it comes to mammals, he said, the most visible effects of global warming can be seen in the Arctic. There, hunting season for polar bears is being shortened because they typically hunt only on sea ice and rarely on land.

Evolutionary biologist Spencer Barrett, however, doesn't think you need to look far to see the effects of global warming, just look to the border. There, you'll notice a northward spread of invasive species from the United States, which in the past would have been stopped by frost and bad weather.

"They're following the warmer climate – lots of things are shifting their range and moving north," said Barrett, who is the Canada research chair at the University of Toronto. "We see possums in Ontario now and we didn't about 50 years ago because they've come up from the south."

Just look at British Columbia, where beetles are chewing up vast areas of forests, he said. That's occurring because the normal winter conditions that prevented them from reproducing are no longer there and milder weather means you're getting more generations of beetles per year.

Elsewhere, weather is wreaking havoc in a different way.

Cold weather across northern and eastern India has killed more than 100 people in the past week, forcing the closure of schools, as well as the delivery of firewood to the homeless. Yesterday, the temperature in New Delhi dropped to 4 C, the lowest of the winter.

In Bangladesh, at least 56 people, mostly beggars and homeless, died during the cold snap. In Uttar Pradesh, India's most populous state, 34 people died as night-time temperatures dropped to freezing, making life miserable for those on the streets.

In the eastern state of Bihar, thousands of homeless people crowded around bonfires – at least 35 people have died in the impoverished state in the last week. In neighbouring Jharkhand, 11 people have died.

Article 2 and 3: Scuba Diving Technology

Scuba Diving

The self-contained underwater breathing apparatus or scuba diving system, as we know it today, is the result of technological developments and innovations that began almost 300 years ago. Scuba diving is the most extensively used system for breathing underwater by recreational divers throughout the world, and in various forms is also widely used to perform underwater work for military, scientific and commercial purposes.

Advantages and Disadvantages

Scuba diving has many advantages over free diving, mixed gas, helmeted, saturation, and other forms of “technical” diving. Scuba divers have great freedom of movement under water because they swim with fins and without heavy equipment; The gear is relatively inexpensive, simple to operate and maintain, and requires a small support crew, or none at all.

Despite all of these apparent advantages, recreational scuba also has its drawbacks. These include no direct link between the diver and the surface; no method of communicating with the diver or monitoring his activities; limited dive time (since the diver must carry all of his air in a tank); and limited depth (since decompression diving is normally avoided due to the limited quantity of air in the tanks).

Essential Equipment

In addition to a mask and fins, basic recreational scuba equipment consists of a cylinder of compressed air attached to a two-stage “demand regulator.” The regulator lowers the air pressure in “steps” from the cylinder and dispenses it to the diver as needed.

Cylinders for scuba diving are made of steel or aluminum alloy, and are designed to operate safely at pressures ranging from 2,250 to 3,500 psi (pounds per square inch). As a means of comparison, air pressure at sea level is only about 15 psi. One of the most commonly used types of diving cylinders is made of aluminum alloy, and has a capacity (the quantity of gas that can be compressed into the cylinder) of 80 cubic ft. The amount of time that it takes a diver to use up all of the air in the dive cylinder is dependent on several factors, including, the diver’s breathing rate, and the depth to which the diver descends (the deeper the dive, the greater the amount of air used). All cylinders used by scuba divers should be inspected internally at least once a year for damage and corrosion.

The primary function of the “demand regulator” attached to the diving cylinder is to reduce the high-pressure gas supplied by the scuba cylinder to the ambient pressure surrounding the diver at depth. If the diver were to breath compressed air directly from the cylinder, it could easily rupture his lungs. The reduction of air pressure from the diving cylinder to the diver is accomplished in two steps. The first stage of the regulator, which attaches to the cylinder valve, reduces the high pressure in the cylinder to an intermediate pressure approximately 140 psi over ambient pressure. This intermediate pressure fills a low-pressure hose that connects the first stage of the regulator to the second stage. The second stage, contained in the diver’s mouthpiece, reduces the intermediate pressure to the ambient pressure. The regulator is known as a “demand regulator” because it only supplies air when the diver “demands” it; that is, gas flows through the regulator only when the diver inhales.

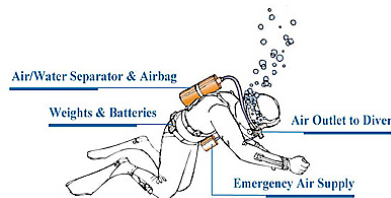
Critical for Safety

Other devices, while not directly involved in the breathing circuit of the recreational scuba diver, are nonetheless critical for safety. These include a pressure gauge, depth gauge, and dive timer. These instruments inform the diver about the amount of air left in the cylinder, their depth in the water, and how much time has been spent underwater. A diver who exceeds the prescribed depth or time spent underwater, may become susceptible to nitrogen narcosis, and/or decompression sickness, which can be fatal.

Two additional items generally considered essential for the scuba diver are a “BC” or “BCD” (buoyancy compensator device) and a dive knife. Almost all BCs are worn like a vest, and include a band for mounting the air cylinder. The BC contains an air bladder that the diver inflates or deflates to maintain control over buoyancy, thereby avoiding uncontrolled ascents and descents.

In addition to the BC, few divers enter the water without a dive knife. Most divers carry them in the event that they become entangled in a line, net, or some other gear, and need to cut themselves free. A dive knife can also be used as a signaling device by banging it against a dive cylinder.

New SCUBA Technology: Breathe Like a Fish



No, it won't give you gills, but a new breakthrough in SCUBA (Self-Contained Underwater Breathing Apparatus) **technology** could allow divers to ditch heavy compressed air tanks and bulky breathing apparatus in favor of a lightweight, less-obtrusive setup inspired by Mother Nature.

Fish “breathe” by using the dissolved oxygen in water, and until recently the best approximation that us land-lubbers could come up with was separating oxygen from water using electrolysis, which is extremely energy consumptive and not usable by all but the largest nuclear submarines and the International Space Station. However, an Israeli inventor's vision and application of “Henry's Law” which governs the behaviors of dissolved gases in liquid, has captured the attention of major diving companies and the Israeli military.

[Henry's law] states that the amount of gas that can be dissolved in a liquid body is proportional to the pressure on the liquid body. The law works in both directions – lowering the pressure will release more gas out of the liquid. This is done by a centrifuge which rotates rapidly thus creating under pressure inside a small sealed chamber containing sea water. The system will be powered by rechargeable batteries. Calculations showed that a one kilo Lithium **battery** can provide a diver with about one hour of diving time.

This could be promising **new technology** to keep an eye on, for diving enthusiasts and science/technology enthusiasts alike.

Article 4: Train Technology

First Luxury Tourist Train to Run on Qinghai-Tibet Railway

A luxury tourist train is expected to make debut next year on the Qinghai-Tibet Railway that opened this July, a high-ranking official of the Qinghai Province has said.

The train, the first of its kind on the newly-opened railway, will be operated by the Qinghai-Tibet Railway Company in cooperation with foreign tourist agencies, said the official who declined to be named.

The Qinghai-Tibet Railway Company is based in Xining, capital of Qinghai in China's remote northwest.

The official said the luxury train will be equipped the most advanced equipment in the world and will rival the star-rated hotels in terms of convenience and comfort.

Meanwhile, the train will be operated in line with the advanced management modes in the world, the official said.

She also disclosed that Qinghai may end its history of having no international portal entry in 2007, upon which overseas tourists will be able to reach Qinghai directly from abroad and take the luxury train to visit the beautiful and mysterious Qinghai-Tibet Plateau.

The Qinghai-Tibet Railway, the first to link Tibet to the rest of China, starts in Xining and ends in Lhasa, capital of southwest China's Tibet Autonomous Region. It was opened on July 1.

Before the train service on the 1,956 km railway, tourist could only reach Tibet via air or highway.

Tibet has received more than 2.25 million visitors in the first 10 months of the year, an increase of 31.8 percent from a year earlier, according to the latest statistics from the regional tourism bureau.

The huge influx of tourists has brought the region a tourism revenue of more than 2.4 billion yuan (about US\$300 million) in the said period, up 28.9 percent year on year.

Officials with the bureau have attributed the surging of tourists to the Qinghai-Tibet Railway, which they said has made the "Roof of the World" more accessible.

Article 5 and 6: GPS Tour Technology

GyPSy Guide offers new kind of touring experience

QUINTIN WINKS

Special to The Globe and Mail

BANFF, ALTA. — The GyPSy Guide, a calculator-sized computer, clings by suction cup to the inside of Rick Bulich's window as he points his car toward the turquoise waters of Lake Minnewanka near Banff, Alta.

A new system that proposes an alternative to crowded tour buses, force-fed attractions and indifferent tour guides, the tiny computer is preprogrammed with co-ordinates and tied into the global positioning system. The GPS allows the gadget to recognize when it's near attractions and points of interest, and it then relates information, anecdotes and quirky stories relevant to each attraction over the car's FM radio. "When people see it first hand, they see the magic of it," Mr. Bulich says.

"They don't need to tell it to play. There's no interaction. It just knows where you are."

As Mr. Bulich drives past a view of Mount Rundle's towering cliffs, a soothing voice from the car's speakers points out the mountain and the possibility of seeing elk and other animals in the nearby field. A short distance later the GyPSy Guide explains the history of an abandoned mining town just off the road.

Launching in May for the tourist season, the GyPSy Guide is the brainchild of Mr. Bulich, Jonathan Welsh and their company GPS Tour Guide.

Several companies have launched GPS-based guide systems in recent months, but most are designed for limited areas or specific attractions. The GyPSy has co-ordinates and content for tours through much of Western Canada, including major routes from Calgary to Vancouver and everything along the Trans-Canada Highway in between, as well as the Icefields Parkway between Lake Louise and the town of Jasper, Alta., and along the famous Yellowhead Highway. Tours of Whistler and Victoria are also included.

The company spent "hundreds of thousands of dollars" and a year developing the system, Mr. Bulich says. The hardware, a handheld computer running Microsoft Windows Pocket PC, will be rented to tourists in Western Canada at \$49 for the first day and \$35 for each additional day -- a fraction of the cost of a regular tour. Rather than bundling the computers with rental cars or limiting them to bus tours, the GyPSy Guide is designed to fit into any vehicle. "This allows people to use the guide on their schedule," Mr. Welsh says.

GyPSy will be available at airports in Vancouver and Calgary as well as major tourist centres along the different routes. "Most of our sales are expected to be taken in advance, so those reservations will come through our direct sales systems. The sales agents are there for distribution and impulse sales," Mr. Bulich says.

"We work with tour operators who can sell it to their clients, but we're not selling the technology. We would not sell it to anyone to write their own tours."

Initially, the guide will operate in English, French and German, but it can be set up in other languages as needed. "If there's a lot of demand for Cantonese, we will program the system for Cantonese . . . its versatility, in the sense of languages and the geographical area it can cover, is huge," Mr. Bulich says.

GPS Tour Guide uses in-house guides and resources to create content for the system. The plan is to eventually cover all of North America, because the GPS-based hardware will work anywhere.

Despite the system's implications, competing guided-tour operators don't seem concerned. Among them is Mr. Welsh, who owns Discover Banff Tours.

"I don't think it will affect our guided tours, because the GyPSy Guide still has limitations," he says. "The beauty of a guided tour is that someone drives you and you can ask questions, sit back, relax, take in the scenery."

Mike Kuhnert, owner of Timberwolf Tours operating out of Edmonton, agrees. Although the GyPSy Guide will likely be great for car and motorhome drivers, it's unlikely to hurt his business, he says, because there will always be people who want to take a guided tour for the human interaction.

Winnie Yu, manager of reservations at Vancouver-based Key West Travel & Tours, says she isn't sure what impact the GyPSy Guide will have.

"A guided tour offers a lot more things," Ms. Yu says. "Guides are very knowledgeable and personable and it's not necessarily cheaper when you drive because you end up paying everything at retail rate. In a tour company, especially the bigger ones, they get a wholesale rate and then they put together packages that are cheaper."

GPS Guided Scooter Car Tour – San Francisco

GoCar is the first-ever GPS-guided storytelling car. It's the most exhilarating and entertaining way to see San Francisco. Experience what the press is buzzing about, what visitors rave about and what **Time Magazine has nominated it "as one of the coolest inventions of the year."**

Cost: \$78.00

About this tour: Fold up your map, put away the guidebook, and see the San Francisco most visitors never see! Zip all over town in a GoCar – and let this little yellow car take you on a GPS-guided tour of the city.

GoCars are easy and fun to drive. They're guided by GPS (Global Positioning System) – which means that the car always knows where you are, even if you don't. As you drive, it tells you where to turn and what you're passing, and it waits patiently if you want to stop. As soon as you turn your GoCar back on, the tour picks up where it left off.

Our tour can take anywhere from one hour to a full day. That's the best thing about it...you're on your own schedule, not a tour bus operator's. Just take a car, see what you want and bring it back when you're done. If you find that you're having the time of your life, keep going! After all, it's not often you've got a convertible yellow talking car at your disposal.

The GoCar tour begins in Fisherman's Warf at the GoCar headquarters, the tour takes you past the most spectacular San Francisco sites – from the bay, to the ocean, to the famous parks, neighborhoods and streets in between.

GoCars can be rented by the hour, or by the day. Best of all, you don't have to decide before you leave how long you'll be gone. To rent a GoCar, it costs \$69.98 for the first two hour, and \$20.00 per hour after that. After 5 hours, there are no additional charges. We even round down to the nearest 15-minutes so you don't pay for time not used.

To rent a GoCar, you must at least be a licensed driver 18-years of age. Our cars are approved for use on city streets, but not the bridges or freeways. Read more about our reservation policy.

The 3-wheeled cars seat two and have a lockable trunk for your things. Their small size makes parking a breeze, and in San Francisco, that's a major bonus. They can even be parked in motorcycle parking.

Articles 7 and 8: Heli Skiing and Avalanche Prediction Technology

World-first avalanche prediction technology could save hundreds of lives each year

Miscellaneous News

Published: Thursday, 10-Jun-2004

World-first avalanche prediction technology developed in his spare time by [ANSTO](#) scientist Dr Warwick Payten could save hundreds of lives each year. Heli-skiing expert Roddy Mackenzie and retired ANSTO physicist John Tendys collaborated with Dr Payten on the project.

The technology takes the form of a special probe called a penetrometer. This is pushed into the snow where it gathers data such as force, acceleration and temperature via micro-electronic machine sensors that send the information back to a pocket computer to create two and three dimensional images.

"By understanding and visualising the snow's structure we believe that we will be able to accurately predict if an avalanche is likely," explained Dr Payten. "Following analysis, expedition organisers, climbers, skiers and others can then be notified that an area is not safe.

"Until now, only the United States Army in collaboration with the Swiss Federal Institute for Snow and Avalanche Research used this kind of technology. However their technology requires an electric motor and tripod to drive it into the snow. It is at least six times heavier and much more expensive at around US\$30,000, compared to US\$4000. Ours also collects data such as temperature which they don't take into account." Dr Payten said.

In a paper presented at the recent International Symposium on Snow and Monitoring of Avalanche in India, Dr Payten's collaborator, Mr McKenzie, compared the snow probe to other prediction systems.

"Current on-slope analysis systems are slow and relatively inaccurate," said Mr McKenzie. "They also involve digging for metres before being able to tell anything about the snow's stability. Our probe is dropped straight into the snow without digging and gives us results that are about eighty per cent accurate.

Dr Payten said that while the technology was still being developed, the probe was already proving popular with universities researching avalanches.

"Avalanches are the number one concern for companies operating mountain expeditions like climbing or extreme sports such as heli-skiing. The data provided gives expedition leaders a visual guide to where problems lie and where the snow structure is weak, which we believe is a big step forward toward a safer expedition environment," concluded Dr Payten.

For more information on the snow probe and heli-skiing visit www.himachal.com

Heli-skiing takes the country by copter

By Helyn Trickey
Special to CNN
Wednesday, January 21, 2004 Posted: 10:15 AM EST (1515 GMT)

SAN FRANCISCO, California (CNN) -- The harsh chop of the helicopter blades cuts through the silence as the craft lifts away from a mountaintop in British Columbia, Canada.

Deposited on the peak and surrounded by hundreds of miles of pristine snow are a small band of heli-skiers. From afar, they look like brightly colored dots in a whitewashed landscape.

"The first time I got out of the helicopter I fell into waist-deep snow," said John Baker, 56, an entrepreneur from Atlanta, Georgia. "I had never been on anything but groomed slopes in my life."

Like many skiers who routinely conquer the carefully maintained ski runs at resorts around Lake Tahoe or Vail, Colorado, the thrill of tackling a mountain with fresh, untouched powder can be overpowering. Heli-skiing gives the proficient skier a chance to escape long lift lines and trampled snow runs.

Helicopters transport skiers to the tops of otherwise inaccessible mountains, many of them in northern Canada and Europe. Once at the top, the small group (usually under a dozen) skis down through untouched snow.

"Your first experience ... is a bit overwhelming because you think what have I got myself into? It's all kinds of conditions, and there are always challenges," says Baker. "That is the nature of open-mountain skiing. You develop a wide variety of skills."

Avalanche danger

Cascading down pristine mountainsides is not without risk, however. Avalanches can roar down with little or no warning, crushing and burying skiers and snowboarders in their wake. In January 2003, for instance, snowboarding champion Craig Kelly was among seven people killed in a massive avalanche near Revelstoke, British Columbia, an area where heli-skiers frequent.

The death of such a competent athlete shook many snow sport enthusiasts to the core.

"I always try to be respectful, but the truth is that the mountains are dangerous and all bets are off," says Sean Bourke, 36, who tried heli-skiing for the first time in winter 2002.

"It's probably like doing heroin. At the time that you have the stuff in your veins you know there's a danger but you are so overwhelmed that you don't care," said Bourke. "If you follow the guides you have a good chance of getting out alive."

At Canadian Mountain Holidays, or CMH, the outdoor adventure company based in Banff, Alberta, Canada, that Bourke used for his trip, all guides are certified by either the International Federation of Mountain Guide Associations or the Association of Canadian Mountain Guides, according to the company's Web site.

In addition, information about mountain conditions is constantly circulating between guides and any one of them can pull the plug on a ski run if he or she feels the conditions are not safe, says Marty von Neudegg, 46, CMH's director of corporate services.

"Guides are husbands and wives too, and they want to go home as much as anyone else," he said.

Von Neudegg said CMH briefs its guests on all the safety precautions the company takes so the skiers can relax and focus on the untouched beauty of the mountains.

But, even with these measures, the company's safety record is not perfect. In more than 39 years, 33 people have died while on CMH trips, including 24 skiers in 9 avalanches, according to the company's Web site.

The dangers notwithstanding, von Neudegg said heli-skiing is a unique adventure for those who love skiing and the outdoors.

"The whole experience is really sensory," he said. "The vast terrain, silence of the mountains, the sensation of being in deep snow, it's like skiing in a cloud."

After a hard day navigating the mountains, guests of CMH unwind in cozy lodges tucked into the mountains. Each lodge typically houses fewer than 50 guests at a time and comes complete with award-winning chefs, pastry chefs, massage therapists and Jacuzzis.

High cost of powder

But the adventurous experience does not come without an equally adventurous price tag.

The cost per skier for a full week in the mountains at a CMH lodge can range between \$3,350 to more than \$6,500 depending on the season, said von Neudegg.

Bourke enjoyed his trip to the Cariboos Mountain Range so much that he bought extra helicopter trips, spending nearly \$7,000 for his week-long snowy vacation.

"I am a frugal person, but I consider it the best money I've ever spent," he said. "I tear up every time I see the [heli-skiing] video."

"For me," said Baker, "it is 50 percent about the skiing and 50 percent about being in the mountains. You have to be very aware of where you are ... there is a sense of adventure about it that is extraordinary. The trip is sort of like an annual gift to myself."

Alternative activity: Read article. Highlight thesis and important points.

The risks of roads less travelled

*Renowned mountaineers debate whether
adventurers should shun Central Asia*

BRUCE THORSON

Special to The Globe and Mail

BANFF, ALTA. -- With enough money you can pay a grizzled guide to drag you after Sir Edmund Hillary to the top of Everest. If you're less vertically inclined, you can pay out the pension fund on a trip to Antarctica. Or you can get strapped into a Russian rocket, the ultimate tourist ticket now, for an express trip to the space station.

The tourist trail winds through places that only a few years ago would have seemed more likely on the pages of an H.G. Wells novels than in a tourist brochure. But just as fantastical new destinations are making their way onto the traveller's list, other long established areas are now out of bounds -- places where even the largest suitcases, stuffed with money, won't be much use.

Last weekend amid the peaceful beauty of the Alberta Rockies, the Banff Mountain Film Festival hosted a seminar entitled: The Shrinking World of Adventure. Renowned mountaineers, who routinely brave summits most of us would only fly over on the way to gentler stops, gathered to debate whether travellers are or should be giving up on Central Asia.

Central Asia from Nepal to Afghanistan through Kyrgyzstan and over the mountain passes between India and Pakistan is part of a growing list of conflict-riddled areas.

Just a few years ago, many of these places were viable destinations for mountaineers, trekkers, ice-climbers, skiers and even beach-seeking hippies.

Australian climber and author Greg Child, who wrote *Over the Edge*, chronicling the tale of four American climbers abducted in Kyrgyzstan, says things have definitely deteriorated in the past few years, but that travellers should start returning to some of these areas. He is worried that Western tourists are showing themselves to be fair-weather friends and abandoning the people of places such as Pakistan where tourism has dropped 90 per cent over the past year.

Greg Mortensen, director of the Central Asia Institute, supplied that statistic. His agency builds schools in Pakistan and he echoes Mr. Child's sentiments: "Travellers are our greatest ambassadors."

Since Sept. 11, 2001, Mr. Mortensen has travelled to Pakistan with both his mother and six-month-old daughter. He points out that a traveller to Pakistan, or most other counties in the world, is more likely to be injured in a road accident than through a political attack.

As the Gore-Tex and SUV crowds in Banff made their way around the world's premier mountain film festival, the five to seven million landmines planted in Afghanistan seemed a world away. Chris McGeough, a Canadian avalanche expert who spent last winter trying to keep the war-ravaged country's roads open for aid convoys, tried to bring the Afghan plight a little closer to Banff.

Asked if it was time to bring the tourists back to Afghanistan after decades of war, Mr. McGeough said only the most intrepid, well-researched, culturally educated traveller might want to consider the trip. "But it could happen in the next few years," he said.

Mr. McGeough said Afghanistan's mountains offer some of the best ice climbing and skiing in the world. He agreed with the other speakers that travellers had a role to play in being ambassadors between countries as well as bringing in much needed currency.

On the other side of the tourist coin, nearly all the panel members raised concerns about tourism warping the hosting cultures. Western secularism and consumer consumption reshape tiny hamlets throughout Central Asia. Nepalese communities toss away their traditional livelihoods to chase money working as porters for foreign climbers. "You can talk about erosion or garbage or clear-cutting, but the biggest impact we're having in these places is how we're changing their cultures," Mr. Mortensen said.

It was pointed out that mountain climbers are not just the most physically isolated of travellers, but on occasion also the most self-insulating. Alpine magazines printed during the Second World War would say that climbing was closed in the Alps for the season but fail to mention that this was because of a worldwide war. With the present rise in conflicts in mountain environments, climbers today will have more trouble keeping their heads in the clouds.

Activity 4 – “Xtreme” Commercial Production

Time: 110min

Description

This activity will allow the students to develop a commercial that advertises an xtreme tourism activity. The goal is engage the students in a practical exercise that is fun, yet incorporates some of the marketing tools and messages in adventure tourism. In the first 70min students will be shown how to make a commercial and provided with exemplary examples, as well as time to begin work on their own commercials. Next will be a 40-minute peer-evaluated presentation period of their 30-second commercials.

Strand & Learning Expectations

Strand: Methods of Geographic Inquiry
Overall Expectations: <ul style="list-style-type: none">• GIV.02 <i>Select and apply geographic methods, tools, and technologies to analyse data and communicate the results of inquiries effectively</i>
Specific Expectations: <ul style="list-style-type: none">• GI2.06 <i>Communicate effectively in written, oral, and visual forms.</i>• GI3.02 <i>Produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills, and applications relating to a geographic issue involving travel and tourism either within a region or on a global scale</i>

Prior Knowledge & Skills

Students will be expected to be able to communicate and cooperate effectively with their peers. They will also be expected to generate interesting and original ideas for their commercials. Finally students should have a fundamental understanding of Xtreme Tourism.

Planning Notes

- Book enough cameras for students to use
- Know which video clips/examples to show students and have them set on hand

Teaching/Learning Strategies

Activity	Teaching Strategies and Cues	Resources	Time
Introduction	Initially review the expectations for their productions		10min
Examples	Show class examples of video clips: <ul style="list-style-type: none">• Utah commercial• XC games• Jackass II trailer	DVD Player/VCR/TV/Video	15min
Group Work	Let students get into groups of 2 and begin planning and producing their commercials	Video Cameras	45min
Video Presentations	-Student present their commercials -Students use peer evaluation forms	VCR, TV	40min

Assessment & Evaluation of Student Achievement

- Formative Peer evaluation (see Peer Evaluation Sheet - Handout)
- “*Xtreme awards*” offered to achievements in particular categories

Accommodations

- If a student is uncomfortable being on film, they can submit a written summary of what their group did and their contributions

Resources & Tools

- Video cameras
- VCR/ DVD Player/ TV and sample videos

Xtreme Commercial - Peer Evaluation Form

Your Name:

Group Members' Names:

Give the group a mark out of 5 for each of the following criteria. Then, add up their score.

- 1) Idea -
- 2) Interest level -
- 3) Informative -
- 4) Effectiveness -
- 5) Presentation -
- 6) Overall Impression -

Total: /30

Xtreme Commercial - Peer Evaluation Form

Your Name:

Group Members' Names:

Give the group a mark out of 5 for each of the following criteria. Then, add up their score.

- 7) Idea -
- 8) Interest level -
- 9) Informative -
- 10) Effectiveness -
- 11) Presentation -
- 12) Overall Impression -

Total: /30



LET'S GET XTREME!

ADVENTURE TOURISM CASE STUDY

In this assignment you will select an adventure tourism case study from a particular location or region in the world. To complete this mission, you must research the “XTREME” impacts of adventure tourism in that location and write a research paper of your findings. Your progress will be assessed throughout the study with the accompanying feedback form.

Step 1: Select a topic

In teams of 3 or 4 you will collectively decide on an appropriate case study to examine. Using various resources, you will be researching the topic and submitting a report (as a summative task). Keep in mind that at the end of the unit, you will be preparing an XTREME commercial for your classmates based on your case study, so it is important that you **pick a case that is feasible and of interest to you**. Class time will be provided for this portion of the assignment. Take advantage of all the library resources and your course notes to select a topic you will enjoy. Think XTREME!

The case study:

- Can be from anywhere in the world
- Must currently have an active adventure travel market
- Must focus on the impacts of adventure tourism of your chosen location

You can pick a location/city/town or region from anywhere in the world!



You must consider:

- 1) **Environment impacts** of adventure tourism in your location
- 2) **Social impacts**, which includes the culture, economy and politics of the local and/or surrounding region

Case Study Example (sorry, this one is taken)

The impacts of increased mountaineering and trekking in the Mount Everest Region.

Complete and submit the ‘Topic’ section of the ‘Feedback Form’.

Due at the beginning of class on: _____

Step 2: Research Your Topic

You are to use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information into a concise and clearly written report.

Your research and information must come from **at least 1 primary source** (e.g. **DIRECT** field research, surveys or interviews) and **at least 3 different secondary sources** (e.g. books and journals, CD-ROMS, websites). You are encouraged to use as many sources as you can find. Remember to reference and acknowledge information sources in your report, including electronic sources. Your resource list should be submitted at the end of the report or on a separate page if you wish.

**We will discuss primary and secondary sources and the appropriate academic documentation for your chosen sources more thoroughly in class.*

Complete and submit the ‘Working Resources’ section of the ‘Feedback Form’. You must submit 2 resources you intend to use, *so far*. You do not have to include the primary resource *yet*. You will require more resources as you progress through your research.

Due at the beginning of class on: _____

Step 3: Write the Report



Write double-spaced, 12-point font paper with one-inch margins. The report should be at least 5, but not exceed 6 typed pages of text. Your resources can be submitted on a separate page.

1. Introduction (approximately 3-4 paragraphs or 1 page)

In the introduction you will describe the adventure tourism in your location and provide evidence that the case study you have chosen is a good example of adventure tourism. You must relate the case study you have chosen to the definition of adventure tourism. You must also provide background information of the specific tourism activity(ies) including:

- What are these adventure tourism activities? Where do these activities take place? What is required?
- Why do people participate in these activities? What is their motivation?
- Are these new activities, traditional or a combination of both?

Also, provide background information about the region you have chosen. You should provide a map.

- Who lives there? What drives the local economy?
- What are some of its natural features and **site factors** of the region?
- What factors lead to the development of this particular type of adventure tourism in the area?

Introduction Checklist:

- ☐ A definition of adventure tourism
- ☐ Evidence that your case study is an example of adventure tourism
- ☐ Background information of the tourism activity
- ☐ Background information of the region's physical and social environments

2. Main Body (approximately 3-4 pages)

This is the majority of your report, and you must **identify the existing impacts of the adventure tourism** (both environmental and at least one social impact) **and analyze how these tourism activity(ies) impacts the region, either positively or negatively.**

[For example, it is not enough to say: "pollution has increased". One must also explain that the "tour guides have limited training on spill prevention, therefore, they increase the frequency and severity of spills and water pollution."]

As geographers learn about the relationships between people and their environment they need to apply their understandings to be more critically aware of trends. Therefore, **you are required to *predict* what may happen in the future if adventure tourism continues or stops:** examine the potential results for both scenarios. Will the outcome have positive or negative impacts on the future of the region? How and Why? What do you suspect will happen socially and environmentally? What trends do you see developing and why is this so? This is perhaps the most crucial part of your paper, because the point of your research is to determine which behaviors should be encouraged, altered and/or discontinued altogether.

Main Body Checklist:

- ☐ Identify existing impacts of adventure tourism on the natural environment
- ☐ Analyze *how* adventure tourism impacts the natural environment (be specific)
- ☐ Identify existing impacts on the local culture, economy and/or politics of the region
- ☐ Analyze *how* adventure tourism impacts the culture, economy or politics of the region (be specific)
- ☐ Predict the future of the adventure tourism and its impacts to the on the region if current trends continue.

3. Future Recommendations (approximately 1-2 pages)

In this section of the paper you are to briefly restate the main findings of your research and propose solutions to increase the positive or decrease the negative impacts of adventure tourism. **How will do you propose these impacts should be managed?** More specifically, imagine you are a government official in the region trying to improve the local quality of life: what specific or general rules/guidelines would you propose to achieve this? How would you address and influence tourist behavior? Who or what else might you address? What rules might you impose? You can speculate based on your research – perhaps closing adventure tourism activities is the solution? Remember to justify your findings

Example:
Don't feed the wildlife



Future Recommendations Checklist:

- ☐ Restate the positive and negative impacts of adventure tourism
- ☐ Propose general and specific recommendations to manage these impacts in the future

Important note on Figures: Photos, maps, graphs, charts, etc.

Charts and/or pictures are encouraged to support your report; however, ***they are not to make up the majority of the report***. In this assignment, a picture is *not* worth a thousand words: if you include a figure in the report you must number it and refer to it in the body of your written report (*i.e. only include figures in the report if they help you explain your case study*). No matter how many figures you have, you must still submit 5-6 pages of typed text.

Submit Rough Draft of report with 'Feedback Form'

Due at the beginning of class on: _____

Following submission of your rough draft you will receive feedback and suggestions for you to consider before you submitting your final copy for marks.

Submit Final Report with Rubric handout

Due at the beginning of class on: _____

The final report will be evaluated as your summative task for the unit.

FINAL EVALUATION

Students will be evaluated based on the accompanying Rubric.

Plagiarism: please refer to the school policy. Plagiarism will result in a grade of zero (for the unit).



Remember: the time and effort you put into this assignment and the overall unit will contribute to the success of your group. You can have a huge impact on the learning of others. Take advantage of this opportunity! Also, take advantage of the help offered by the resource teachers in the library and my extra help hours to make sure you achieve an *XTREMELY* high mark!

ASSESSMENT FEEDBACK FORM

Use this form to communicate your Adventure Tourism Case Study Report progress to date. Please pay close attention to the due dates listed beside each heading. On the date specified you will submit this handout to me at the beginning of class with sections 1 or 2 completed. Once approved, I will return this sheet to your group. Upon submission of your rough draft I will complete section 3. Do not lose this sheet!!!

Section 1: Topic (DUE : _____)

State your topic: _____
Reason(s) why it is an example of adventure tourism? _____

Section 2: Resources (DUE : _____)

Please list (at least) 2 resources you have researched thus far and intend to use for your written report. Note: You do not need to reference a primary source at this time.
Resource 1: _____

Resource 2: _____

Section 3: Submission of Rough Draft (DUE : _____)

Teacher Comments/Suggestions:



The Final Report is DUE: _____

Important: Attach the rubric to the final copy of your written report. Do not lose this sheet!!!

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge/Under-standing <i>-applies and connects concepts of adventure tourism to chosen case study</i> <i>-students include background information of adventure tourism activities, the social and natural environment of chosen location</i>	-case study weakly related to concepts of adventure tourism -limited background information (few to none of the criteria met)	-case study moderately related to concepts adventure tourism -moderate background information (some of the criteria met)	-case study considerably related to concepts of adventure tourism -complete background information (all of the criteria met)	-case study directly reflects the concepts of adventure tourism -thorough background information (all criteria met and exceeded)
Thinking/Inquiry <i>-research techniques: use of resources reflects the report guidelines</i> <i>-evaluates the impact of adventure tourism on environmental and social factors</i> <i>-employs critical thinking skills when assessing the existing impacts of adventure tourism</i>	-limited use of resources to support findings -limited ability to prioritize and make logical connections between adventure tourism and its environmental and social impacts -uses critical thinking skills with limited clarity and effectiveness	-use of some resources to support findings -some ability to prioritize and make logical connections between extreme adventure tourism and its environmental and social impacts -uses critical thinking skills with some clarity and effectiveness	-use of the minimum required (and diversity) of resources to support findings -considerable ability to prioritize and make logical connections between extreme adventure tourism and the impact on environmental and social factors -uses critical thinking skills with considerable clarity and effectiveness	-extensive use of resources to support findings -prioritizes and makes logical connections between adventure tourism and its environmental and social impacts with a high degree of effectiveness -uses critical thinking skills with a high degree of clarity and effectiveness
Application <i>-makes logical predictions of future of adventure tourism and its impacts</i> <i>-makes specific and logical recommendations for the future of adventure tourism in the region</i>	-limited consideration of current impacts produces unlikely predictions for the future -limited and general recommendations that poorly reflect regional needs	-moderate consideration of current impacts produces reasonable social and environmental predictions for the future -reasonable recommendations that moderately reflect some regional needs	-strong consideration of current impacts produce plausible social and environmental predictions for the future -useful recommendations that strongly reflect regional needs	-considers current impacts to make accurate and detailed predictions for the future of adventure tourism and the region – socially and environmentally -thorough and detailed recommendations that balance impacts of adventure tourism with regional needs
Communication <i>-report length stays within the guidelines of the outline</i> <i>-written communication and presentation of ideas is clear and effective</i>	-report is very limited in length -communicates with limited clarity and effectiveness	-report is somewhat limited in length, or exceeds length restrictions -communicates with some clarity and effectiveness	-report generally meets the guidelines for length -communicates with considerable clarity and effectiveness	-report is within the guidelines for length -communicates with a high degree of clarity and effectiveness

