

Course:

Travel and Tourism: A Regional Geographic Perspective, (CGG3O)
Grade 11, Open

Lesson Focus:

Responsible Tourism

Overall Expectation:

Explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;
Analyse the impact of different types of travel and tourism on the natural environment;
Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

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Rationale for Geography as a discipline

Geography education makes it possible for students to explore the world with a critical eye and to develop an understanding of their own relationship with the world around them. It provides the opportunity for learning about how the earth's processes, systems, and institutions work together to form the reality of life on earth. Travel and Tourism specifically gives students the opportunity to explore the relationships present in an industry generally considered to be one of leisure and to respond to the issues and impacts that this industry has on human and environmental systems.

A rationale for the inclusion of this unit in this course ... why should students learn about responsible tourism?

Responsible tourism is not only based on a set of principles and guidelines, but should also be regarded as having moral and ethical implications. While it is important to realize that there are positive effects of tourism on people and the environment, it is also necessary to investigate the detrimental effects tourism can impose on the natural and human systems of selected regions. The purpose of this unit is to introduce students to the broader environmental, cultural and economic dimensions of travel and explore ways by which tourists and tour operators can minimize their tourist footprint.

Assessment Statement

Independently, students must design a responsible tourism enterprise and promote it to potential tourists.

Summative Rationale

In the summative task, students apply and synthesize the key ideas and concepts of the responsible tourism unit as well as the knowledge they gained from independent and group inquiry. Through designing and advertising a responsible tourism enterprise, the students explain and analyze the environmental, political, economic and socio-cultural

elements and implications of tourism for natural and human systems. Choice, in terms of *format* as well as *type* of responsible tourism enterprise, is embedded into the structure of the summative task in order to meet the learning needs, abilities and interests of diverse students. Each content component of the summative task will be completed throughout the duration of the unit and submitted for formative assessment. Through formative assessment of the content components, students have the opportunity to practice and receive extensive feedback from the teacher before including their revised components in the final product for evaluation. In addition to the content components, students are required to construct a mission statement, in which they directly connect the product of their own inquiry and research to the larger concepts and understandings of the unit. Specifically, the students will provide a rationale for the design of their responsible tourism enterprise, explaining how it meets the criteria outlined on the code of responsible tourism.

Lesson One: Introduction to Responsible Tourism Practices and the Code of Behaviour, Introductory Lesson to the Unit
Duration: 75 minutes

Description/Rationale

In this lesson, the students will be introduced to the concept of responsible tourism. Essentially this class will be used by the instructor to gauge the students' current level of understanding. Through collaborative group work activities, the students will explore how tourist practices can impact a region on environmental, social/cultural and economic levels.

Strand

- Geographic Foundations: Space and Systems

Specific Expectations

- Identify selected factors that influence travelers' destination choices.

Planning Notes and Reminders

- Put agenda on the board before class;
- Desks should be arranged to accommodate groups of four students;
- Each grouping should have two travel brochures on them prior to students entering the class;
- Have chart paper and markers on hand;
- Have an overhead prepared for mind-mapping instructions.

Prior Knowledge and Skills Required

- Knowledge of their regional area of study;
- Group collaboration skills.

The 'Hook' (15 min)

1. Prior to students entering the class, the desks are arranged to accommodate groups of no more than four students. On each desk, the instructor will have placed two or three travel brochures from different travel companies, including various 'forms' of tours (ie: package holidays, independent travel, eco-adventure, etc).
2. Students are asked to look through the brochures and choose the tour they would most like to go on. In addition, they will need to write down three reasons for their selection.
3. As a class, students are asked to volunteer their choices and justify their reasons. The instructor will write some of their answers on the board, carefully drawing out responses aligned with practices of responsible tourism.

Activity 1 (diagnostic) – Constructing a 'Mind' Map; Think, Pair, Share (30-40 min)

Purpose: To locate students' prior knowledge regarding concepts of responsible tourism.

1. Students are asked to form pairs. Each pair is provided with a piece of chart paper and coloured markers.

2. Students are then asked broadly if they would consider themselves to be 'responsible tourists.'
3. With their partners, students are asked to brainstorm the concept of 'responsible tourism.'
4. The teacher reviews the key points to remember when constructing a mind map on the board or with an overhead (See Appendix 1.1). Depending on the level of the class, the students may be instructed to consider the three major themes linked to responsible tourism: the environment, culture, and the economy.
5. After approximately 10-15 minutes working in their pairs, students are asked to form groups of four with another pair.
6. Each pair is asked to present their maps to the other students in the group. The students should carefully note thoughts or ideas they had not considered on their own map. They are also asked to note any disagreements they may have had among partners and/or other pairs.
7. Each group (of 4) will then post one mind maps from their group on the classroom wall. The class is invited to take a *gallery walk* to view their classmates' work.

Activity Two – Defining 'Responsible Tourism' (15 min)

1. After students return to their seats (and groups), the instructor shows the class a few overheads (or powerpoint slides) of what some travel companies consider responsible tourism practices. They should be diverse and have multiple perspectives.
2. Each group is asked to develop a definition of the term 'responsible tourism' from the maps posted around the room and the examples discussed by the instructors. They should be careful to consider all of the broad themes.
3. Each group will need to submit their definitions at the end of class.

Conclusion

Instructor will review the term 'responsible tourism' and briefly outline what will happen in the next class.

Assessment and Evaluation Techniques

The mind mapping activity is to be used as a diagnostic testing tool to gauge the students' current level of understanding.

Resources/ Learning Materials

Peter Russell. How to Mind Map, Accessed October 19, 2006.

<<http://www.peterussell.com/MindMapsHowTo.html>>

Accommodations/ Modifications

The instructor should circulate throughout the class during all activities to check for students' understanding and ensure that all students are on task. For group work, tasks should be divided equally among group members to ensure accountability on the part of each student.

Lesson Two: A “Code of Behavior” for Responsible Tourism

Duration: 75 minutes

Description/Rationale

In lesson one students developed their own definition of responsible tourism. In lesson two the objective is to broaden the idea of responsible tourism to include a “code of behavior” for the development and operation of the responsible tourism industry. Teacher and students will revisit the definition of responsible tourism. The students will then divide into groups to explore what that definition means in broader terms. As a class the students will then establish a collectively accepted “code of behavior” for responsible tourism development that will guide the study for the rest of the unit. Once the code has been established, the teacher will introduce the unit summative assignment included assessment and evaluation that will be used. Teacher will present a responsible tourism enterprise as an exemplar for what is to be accomplished in the unit.

Specific Expectations

- Produce a set of criteria or “code of behavior” for tourist traveling to and in fragile environments

Planning notes and reminders

- Photocopy unit summative assignment sheets including rubric for evaluation-enough for class with extras to be keep on hand for the duration of the unit.
- Prepare PowerPoint presentation of exemplary tourism enterprise.
- Book projector and laptop
- Check attendance from day before as the information from lesson one is important to lesson two.

Prior Knowledge Required

- Know and understand the definition for responsible tourism developed in lesson one.

Teaching and Learning Strategies

1. Teacher begins class by writing the definition for responsible tourism that was developed in lesson one on the board.
2. Teacher counts the class off into groups of four to five.
3. As students get into groups the teacher writes on the board the following questions:
 - “What does responsible tourism look like?”
 - “What are tourists doing? What sorts of activities are offered and participated in?”
 - “How are tourists interacting with the local people? With tour operators?”
 - “How is the environment regarded and utilized?”
 - “What about local culture? How are local people: their cultures, religions, and traditions viewed?”
 - “What are the economic impacts of responsible tourism to the community and the region?”
4. Students are given time to discuss the questions on the board (15 to 20 minutes).
5. As students are finishing up the teacher will bring their attention back to the board. The teacher will ask the students to take ten more minutes to develop a “code of

behavior” for responsible tourism and travel. He/she will ask that students create a list of 5-8 items that they feel are imperative for a responsible tourism industry to be successful. (10 minutes).

6. Teacher will ask students to rank their code in order of importance from 1 down (depending on how many items they came up with).-(3 minutes).
7. Groups will go one at a time and write their most important principles on the board. If a principle has already been written, students are asked by the teacher to go to the next item of importance on their list.
8. Once all principles have been written, students and teacher look the principles over, clarifying the language where necessary. This will serve as the “code of behavior” for responsible tourism for the rest of the unit.(10 minutes)
9. Teacher hands students the unit summative assignment. Teacher explains to students that they are going to use the definition for responsible tourism and the “code of behavior” that they have created to create a responsible tourism enterprise. Teacher goes over the summative assignment, answering questions after each section and clarifying expectations/instructions where necessary.(10 minutes)
10. Teacher presents PowerPoint presentation of what is expected, including all elements of summative assignment. (10 minutes).

Assessment and Evaluation Techniques

As this is an introductory lesson, the basic things that need to be understood are the definition of responsible tourism and the “code of behavior”. As students are working in their groups, teacher will move through the room, listening, clarifying, and generally checking for confusion/understanding.

Resources/Learning Materials

Lesson one notes

Chart paper and markers for group discussions

Laptop and projector for presentation of summative exemplar

Accommodations/Modifications

As this is not being made with a particular class in mind, it is difficult to know what would be necessary. What would definitely need to be addressed is students who had not been present the class before. Once students are in their groups beginning discussions (step 2), teacher can speak to students who have missed lesson one, give a breakdown of the class and clarify where required. Teacher should be sure that students who were missing are spread throughout the groups so that other students can help them catch up.

Lesson Three: Responsible Tourism and Environmental Considerations

Duration: (225 minutes)

Description/Rationale

By the end of this 210-minute lesson, the students will have created an ecostatement, a guideline for ecological tourist behaviour and responsibilities. The first 70 minute session will introduce the students to various case studies which connect tourist practices to environmental degradation. Students are asked to consider governments' role in using tourism to promote environmental sustainability. Students are provided with a list of internet resources to help them compare and contrast various responsible tourism guidelines and principles practiced by popular tour companies. The students will then construct an ecostatement to reflect their understanding of this material.

Strand

- Human-Environment Interactions

Specific Expectations

- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions;
- Evaluate the criteria used to designate a location as a natural or cultural tourist destination;
- Analyse specific examples of how tourist activities can threaten fragile environments or species (ie: coral reefs, whale watching and whale behaviour).

Planning Notes and Reminders

- Write quote on the board before class;
- Desks should be arranged to accommodate groups of four students;
- Have laptop and media equipment booked for powerpoint presentation;
- Photocopy appropriate number of TASK worksheets;
- Book the computer lab for two classes.

Prior Knowledge and Skills Required

- Group collaboration skills;
- Know how to navigate internet websites and how to do online research.

Activity 1 (the 'hook') – Analysis of Quote (7-10 minutes)

1. As students walk into the classroom, the following quote will be written on the board:

*The earth we abuse and the living things we kill will, in the end, take their revenge;
for in exploiting their presence we are diminishing our future.*

~Marya Mannes, *More in Anger*, 1958

2. Students are asked to write a one or two sentence response. After about 3-5 minutes, students share their thoughts with a partner.
3. The instructor considers the quote in a whole class discussion emphasizing the term *environmental sustainability*.

Activity 2 – Powerpoint Presentation ‘Responsible Tourism – Making Connections Between Tourism and the Environment’ (40 minutes)

- (i) Slide 1 – Title
- (ii) Slide 2 – Can Tourism Protect Natural Spaces?
- (iii) Slide 3 – Tourism and Natural Spaces ... A Bad Combination?
- (iv) Slides 4-6 Coral Reefs
- (v) Slides 7-9 Whale Watching
- (vi) Slides 10-11 Case Study: Costa Rica
- (vii) Slide 12 – Should governments be responsible for protecting fragile environments and their species if they promote tourism?
- (viii) Slides 13-15 Case Study: Madagascar
- (ix) Slide 16 – Discussion Questions

Activity 3 – Group Discussion Questions (30 minutes)

1. In groups (tables are already arranged in groups of four), students are asked to work together to answer the following questions, displayed on the last powerpoint slide. One student acts as the group recorder.
 - (i) How can activities like whale watching help to educate the public about conservation concerns in the oceans?
 - (ii) Is tourism a villain or a hero for the environment? Explain your answer.
 - (iii) Do governments have a responsibility to take steps to protect the environment, even if this means the tourist industry and economy might suffer as a result?
 - (iv) On the other hand, should governments be responsible for protecting fragile environments and their species if they promote tourism? Use Madagascar as an example.
 - (v) As a tourist visiting Costa Rica or Madagascar, name at least three things that you could do to help preserve the country's ecosystems.
2. Instructor facilitates a large group discussion when students are finished.

Activity 4 – Identifying Ecological Tourist Footprints - The Effects of Tourism on Natural Environments (10 minutes)

1. As students take their seats, the instructor draws a very large footprint on the front board. The quote '*Leave nothing but footprints, spend nothing but time, take nothing but photos*' is written beside the footprint. The class is asked to reflect on the quote, and whether they think our 'footprint' is as harmless as the quote would imply.
2. Review the terms *ecological footprint* and *carrying capacity* with the class, and extend it to a discussion on an '*ecological tourism footprint*.' Based on the previous class, ask students to review how tourist activities can leave an imprint on the environment. Answers can be written in the footprint.

Activity 5 – Identifying Regional Ecological Footprints (20 minutes)

1. Within their regional groups (maximum 3 or 4), students are asked to brainstorm the following (questions are provided on a worksheet and handed out individually):
 - (i) Identify the natural features that draw people to travel in your particular region;
 - (ii) Identify an ecological tourism footprint for your region. Develop a list of tourist activities that could damage the natural environment (including wildlife, habitat, and use of resources). What potential dangers could tourism pose to those natural features or to the environment in general?
 - (iii) How could the impact of tourism be minimized in your region?
2. After about fifteen minutes, the instructor facilitates a large class discussion based on the students' answers. While responses may vary depending on the region, the instructor should try to draw out some common themes for questions (ii) and (iii).
3. In contrast to the above questions, which implies that there are environmental consequences for tourism, the students should also be asked if they think tourists, tour operators and/ or governments have a responsibility to observe environmentally-sound practices when they travel (Note: a list of practices could be provided, or generated as a class in a whole group discussion).

Activity 6 – Task: Creating an Ecostatement: A Guideline for Ecological Tourist Behaviour and Responsibilities (Using Time Remaining)

1. As part of the summative task, each student is responsible for creating an ecostatement to accompany their responsible tour.
2. Working in pairs with someone in their regional group, students will complete a worksheet (see Appendix A):
 - (i) Identify in greater detail from the previous activity a list of tourist activities that could pose environmental degradation to their region of study;
 - (ii) Research and compare ecostatements, principles and guidelines for responsible tourism behaviour promoted by various tour companies (and governments) using brochures provided by the instructor and the internet;
 - (iii) Identify those ecological principles and guidelines to be followed by tourists and tour companies that are most applicable to their region and summative task in general. It is important to emphasize that students will need to provide a rationale for their choices. The ecostatement will be used as an essential element in the summative task.

Conclusion

Instructor will collect students' worksheets for review and briefly outline what will happen in the next class.

Assessment and Evaluation Techniques

At the end of this multi-class lesson, the instructor will collect the students' TASK worksheets as well as their final half-page Ecostatement. The worksheet includes a checklist to help the students design their ecostatement. The instructor can use it as a formative assessment tool. All students can review the instructor's comments and integrate the suggestions in their summative task.

Resources/ Learning Materials

Draper, Graham. 2002. Canada Travels: Issues and Destinations – World Regional Geography. Irwin Publishing. ISBN 0772529086.

EXPLORE! Adventure Travel, United Kingdom
<http://www.explore.co.uk/images/RTpolicy.doc>

GAP Adventures
<http://www.gapadventures.com/>

Dragoman Overland Tours
<http://www.dragoman.com/>

EXODUS Tours
<http://www.exodus.co.uk/>

The International Centre for Responsible Tourism
<http://www.icrtourism.org/index.html>

Responsible Tourism Handbook
http://www.satis.co.za/responsible_tourism_handbook/

Ecotourism Code of Practice – Australia
<http://www.bigvolcano.com.au/natural/nattract.htm#ecotourists>

Social Tours.com – Responsible Tourism
<http://www.socialtours.com/guide/responsible/>

Accommodations/Modifications

The instructor should circulate throughout the class during all activities to check for students' understanding and ensure that all students are on task. For group work, tasks should be divided equally among group members to ensure accountability on the part of each student. When conducting internet research, the instructor should ensure that those students having difficulties using the internet are paired with more proficient users.

Lesson Four: Responsible Tourism and the UN: Issues and Insights from Parks and Protected Areas Around the World.

Duration: 150 minutes

Description/Rationale

Teacher reviews “code of behavior” for responsible tourism, highlighting aspects of the code that refer to the environment and to local involvement in tourism. Teacher reviews UNESCO with students. The class discusses the ideals of National Parks and some of the challenges in meeting the mandates of National Parks for environmental protection, highlighting the difficulty of balancing tourism development and environmental protection. Students work in the computer lab to explore particular UNESCO natural heritage sites in their specific tourism region, exploring what about the site was used to justify its establishment as a UNESCO natural heritage site, what the extent of tourism development is in that site, and what some of the threats are to environmental protection. As a class, teacher and students will explore attractions, threats, and ways to mitigate threats to UNESCO sites. The teacher and students will establish criteria for the development and management of parks and protected areas. Students will select a UNESCO site in their tourism region and decide how to integrate that area into their responsible tourism enterprise.

Specific Expectations

- Compare the positive and negative effects of tourism on the people and environment in selected sites or regions
- Identify the natural resources on which tourism is based and justify the need for sustainable development
- Evaluate the role of UNESCO in protecting significant natural and cultural sites around the world

Planning notes and reminders

- Photocopy overheads of “code of behavior” and UNESCO/National Parks definitions
- Make 35 photocopies of computer lab worksheet. Include class developed “code of behavior” on the worksheet.
- Bring copy of “Battle for Preserving Banff” article.
- Book lab for two days. (Re-evaluate after day one, may need three days)
- Have map of world/atlas on hand.
- Have extra copies of summative on hand.

Prior Knowledge Required

- Basic knowledge of their own tourism regions.
- Basic understanding of what UNESCO is and what the organization does (should be review).
- Understanding of the concept of class developed “code of behavior” for tourists and tourism operators.

Teaching and Learning Strategies

1. Begin the lesson by reviewing the “Code of Behavior”* for responsible tourism development that was developed earlier. Put up an overhead and go through it.

* The “code of behavior” is not included as an appendix as it will be developed by the class as a whole.

2. Review UNESCO by asking students what they can remember about what the acronym means and what the organization does. Put up overhead with definition and UNESCO's purpose for clarification.
3. Pose the question: "when you think of the words "National Park" what images or words come to mind?" Give students 30 seconds to think about it and then mind map it. Start throwing out some words like "development, threatened species, environmental degradation, loss of biodiversity, loss of critical habitat". Watch for reactions and respond to them.
4. From the MacLean's archives, read excerpts from the article "Battle Over Preserving Banff."
5. Hand out internet assignment sheet to each student.
6. Go through the sheet before going to the lab, including expectations for the class. Explain that each region has been assigned a UNESCO natural world heritage site. Once they get to the lab they are expected to log on to the computers and go to <http://whc.unesco.org/en/list>. They are then to follow the directions on the sheet.(See attached worksheet)
7. Once the class gets to the lab, remind them of the instructions and put the website on the board.
8. As students are working on the sheet, move through the class and help students identify sources of information to inform their thinking.
9. When there is about 15-20 minutes left in class, have students log out of their computers and meet with their regional groups. They are given five minutes to discuss their findings with each other and compare the results that they have found.
10. Write the following columns on the board: attractions, threats, solutions with a (?).
11. Have students come to the board and write one significant finding from their site in each column, emphasizing that they should try to use different findings from other groups.
12. Go over the chart ask students to add anything significant that they feel is missing.
13. From the "threats" and "solutions" work together to establish criteria for the development and management of parks and protected areas.
14. Teacher collects internet worksheets on the way out the door, reminding them that they will be in the lab again the next day.
15. Teacher hands out the internet worksheets along with the criteria established in step 13 as students come in the door.
16. Students are instructed to use the period to complete the computer lab assignment (appendix 4.3) and to work on their paragraph.
17. Teacher collects the students' paragraphs on the way out the door.

Assessment and Evaluation Techniques

Teacher will provide formative feedback to students on their paragraphs. These will act as a "first draft". The paragraphs will then be revised and used as part of the summative assignment.

Resources/Learning Materials

- Computers/Computer Lab
- Chart paper and markers
- Laptop and projector

Statistics Division. Department of Economic and Social Affairs. United Nations. Located at: <http://mdgs.un.org>. Last accessed on February 7, 2007.

Documents and Publications. United Nations Educational, Scientific, and Cultural Organisation. Located at: <http://unesdoc.unesco.org>. Last accessed on February 7, 2007.

United Nations Educational, Scientific, and Cultural Organisation Website. Located at: www.unesco.org. Last accessed on February 7, 2007.

Canada National Parks Act (2000, c. 32). Department of Justice Canada. Government of Canada. Located at: <http://laws.justice.gc.ca/en/ShowFullDoc/cs/N-14.01///en>. Last accessed on February 7, 2007.

Battle Over Preserving Banff. Macleans Magazine. The Canadian Encyclopedia Historica. Located at: <http://www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=M1ARTM0011376>. Last accessed on February 7, 2007.

World Heritage List. World Centre. United Nations Educational, Scientific, and Cultural Organisation. Located at: <http://whc.unesco.org/en/list>. Last accessed on February 7, 2007.

Accommodations/Modifications

Teacher may need to provide some extra instruction on effective internet research. Also, extra time will need to be provided for those who do not finish their research in the allotted time or who are missing from class. This should be determined as soon as it is determined necessary so students do not fall behind.

Lesson 5: Economic Responsibility and Tourism Enterprises

Duration: 150 Minutes

Description/Rationale

In this 150-minute lesson, the students will be introduced to the economic dimensions of responsible tourism. Tourism is the world's fastest growing industry but it has significant economic impacts, both positive and negative. By the end of the lesson, the students will know how to design a responsible tourism enterprise that contributes to sustainable local economic growth and community development.

Specific Expectations

- Explain how tourism-related development can have a significant effect on human systems (ie: through expansion of transportation networks, multiplier effects on the economy);
- Identify the economic, cultural, political, and environmental components of selected issues related to travel and tourism;
- Analyse the effects of an increase in tourism on the natural and human systems of a selected region (ie: Banff National Park, Antarctica, the Himalayas);

Planning notes and reminders

- Book Library
- Bring Chart paper
- Photocopy checklist for business plan

Prior Knowledge Required

- Understanding of the term “responsible tourism”
- Familiar with code of behaviour for responsible tourism
- Have library research skills
- Students are familiar with **Venn diagrams** and **concept maps**

Day 1

Teaching and Learning Strategies:

I. Hook (10 minutes)

Show four photos of tourist destinations (Appendix 5.1).

Ask question: Which place would you most like to visit? Why?

Tell the students that all of the photos are actually taken from the same country/region.

Ask question: Why do you think all of these photos are so different?

Teacher Input: There are several reasons for the vivid socio-economic disparities within regions. In many cases, foreign enterprises or investors control tourist activities and the revenue from is largely funneled out of the country or to local elites, which means that it does not reach the local people and economy. As well, tourism often does not involve the host community effectively and build partnerships at a community level. Often, developing countries become dependent on tourism and therefore very vulnerable to economic and social crisis due to fluctuations (cycles of “boom” and “bust”) and failure in the industry. To promote economic development and sustainable tourism in a region, tourism enterprises should adhere to principles of responsible tourism.

- II. *Responsible versus Standard Tourism Enterprises* (15 minutes) – Have each student draw a 2-circle **Venn diagram** on a sheet of paper. Distribute two handouts of different tourism enterprises taken from Internet websites: Intrepid Travel (responsible travel) and Sunwing (standard travel) (Appendix 5.2). Read and discuss them as a class and then have students fill in their Venn Diagrams to compare and contrast the two types of tourism enterprises. This is a diagnostic activity to see if students have an idea of what “economic responsibility” means as well as if they can recognize the impact of tourism on human systems.
- III. *Overhead* (15 minutes) – Show and discuss overhead about economic responsibility (Appendix 5.3).

Teacher Input: Economic practices have a significant impact on the local economy and other human systems. Economic responsibility involves engaging in economically sustainable practices. Supporting local economic growth is a key to success.
- IV. *Concept Maps* (40 minutes) – Distribute chart paper to students. In pairs, students create a **concept map** that graphically shows the economic linkages they intend to establish through their responsible tourism enterprise and goals they want to meet. After 30 minutes, take up concept maps as a class.
- V. *Conclusion* (5 minutes) - Discuss any lingering questions. Tell students to bring paper and a pen for the next day’s library research.

Day 2

- VI. *Hook* (5 minutes) – Re-visit concept maps to review goals and principles of economic responsibility.
- VII. *Library research* (35 minutes) – Referring to their concept maps and the code of responsible tourism, students conduct research and take brief notes about specific economic considerations in their region.
- VIII. *Business Plan* (30 minutes) – Students create a 5-point business plan that connects their library research to the economic linkages on their concept maps. Their business plans should outline their strategy for encouraging sustainable economic growth in their regions and meeting the principles on the code of responsible tourism. Students should submit their business plan for formative assessment (Appendix 5.4).
- IX. *Conclusion* (5 minutes)

Homework: Students should complete their business plans and hand them in for formative assessment.

Assessment and Evaluation Techniques

Tool	Purpose	Who	Activity
Observation	Diagnostic	Teacher	Venn Diagram
Observation	Formative	Teacher	Concept Map
Checklist	Formative	Teacher	Business Plan

Resources/Learning Materials

Bennett, Barrie and Carol Rolheiser. 2001. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto: Bookation Inc.

Intrepid travel. 2007. Available online: www.intrepidtravel.com

Sunwing Vacations. 2007. Available online: www.sunwing.ca

Responsible Tourism Handbook: A Guide to Good Practice For Tourism Operators. 2007.
Available online: http://www.satis.co.za/responsible_tourism_handbook/

Accommodations/Modifications

The teacher can accommodate the diverse needs of learners in the class by circulating throughout the classroom and make diagnostic assessments that will inform her/his teaching. The teacher should make sure the students are on task while working in pairs on their concept maps. During library research, the teacher can ensure accountability on the part of the students by having them submit their research notes. As well, the teacher can assist students with library research.

Lesson Plan 6: The Socio-Cultural connections to Responsible Tourism

Duration: 150 minutes

Description/Rationale

In this 150-minute lesson, the students will be introduced to the ways in which social and cultural values and practices of tourists can influence the traditions of locals and their environment. Students will be analyzing the positive and negative consequences of the demonstration effect. Furthermore, students will explore the importance of respecting and preserving local culture when on a responsible tour. Overall, this lesson will prepare the students with the knowledge and skills necessary for the completion of their summative assignment.

Strand

- Global Connections; Understanding and Managing Change

Specific Expectations

- Explain how tourist's values and practices may change local values and practices in what is known as the demonstration effect.
- Explain why it is important for tourist to respect the cultural and religious traditions of others
- Identify that economic, cultural, political and environmental component of selected issues related to travel and tourism

Planning notes and reminders

- Put agenda on board at the beginning of class
- Prepare overhead notes for lesson
- Prepare skit for mental set. (See teaching and learning strategies: hook)
- Choose three students to participate in the skit. Inform these students of the how the skit will take place.
- Photocopy 3,2,1 handout
- Prepare checklist for formative assessment of image/caption

Prior Knowledge Required

- Introduced the concept of responsible tourism
- Students have knowledge of their assigned region in order to complete plus/minus/interesting activity and in-class assignment

Teaching and Learning Strategies: Demonstration Effect*X. Hook (15 minutes)*

- Teacher performs a skit to illustrate the demonstration effect to the students. The teacher will have informed three other students to follow his/her lead during the skit.
- Teacher enters the room and start eating in class. This type of behaviour is not allowed in classrooms therefore the teacher is acting out of the norm and imposing his/her personal habits to the students. The pre-determined students will also begin to eat in class. Eventually other students will notice their behaviour and possibly start eating as well.
- The teacher informs the class that they are performing a skit for today's lesson on the demonstration effect. Time will be allotted to ask questions and allow for feedback of the situation.

- Possible guiding questions:
 - i. Did the teacher's behaviour influence and/or change the student's behaviour?
 - ii. Was this behaviour negative or breaking the norms of the classroom?
 - iii. How does this relate to travel and tourism?

XI. *Input (20 minutes)*

- Teacher introduces the students to the impact of the demonstration effect on local cultures (appendix 6.1).
- Teacher provides students with a follow up question in order for them to analyze the demonstration effect on their assigned region (appendix 6.2)

XII. *Modeling/Check for Understanding: (5 minutes)*

- Teacher models the activity using Canada as an example. Students complete a think/pair/share in order to discuss any possible questions they may have concerning the PMI chart.

XIII. *Practice-Guided (30 minutes)*

- Students work in their assigned group following the in-class assignment.
- Once complete, the teacher assesses the chart informally with the entire class.

XIV. *Practice-Independent (5 minutes)*

- Teacher explains that each students must find an image that shows how their tourism enterprise maintains and preserves the local culture. Students will bring this image next class and collaborate with their group.

Second Lesson

I. *Hook (5 minutes)*

- Teacher will review the demonstration effect and its connection to travel and tourism.

II. *Input (10 minutes)*

- Teacher explains to students that they must collaborate with their group to decide which image they collected best represents preservation of their local culture. This chosen image will be used in their final summative assignment.
- Students must create a rough draft of their image along with a caption describing how their responsible tourism enterprise preserves and maintains the local culture of their assigned region.

III. *Practice Guided (50 minutes)*

- Students work in their assigned groups for the remainder of the period following the teacher's instructions.
- Students hand in their rough draft image for formative assessment
- (Rubric: appendix 6.3)

IV. Closure/ Check for Understanding (10 minutes)

- Conclude the lesson with a 3-2-1 activity to check for understanding of the lesson on the demonstration effect (appendix 6.4)

Assessment and Evaluation Techniques

Tool	Purpose	Who	Activity
Observation	Diagnostic	Teacher	Think, Pair, Share
Observation/ Completion	Diagnostic	Teacher	Plus/Minus/Interesting Chart
Completion	Formative	Teacher	Rough Draft of Summative Image/Caption

Accommodations/Modifications

-Specific accommodations may include frequent monitoring and assistance during the in-class assignment.

Resources/Learning Materials

Cartwright, et al. (2001). *Travel Quest: Travel and Tourism in the 21st Century*. Oxford University Press.

Appendix 1.1

HOW TO MIND MAP

- Use just key words, or wherever possible images;
- Start from the center of the page and work out;
- Make the center a clear and strong visual image that depicts the general theme of the map (or use words if the main idea is unclear);
- Create sub-centers for sub-themes;
- Put key words on lines. This reinforces structure of notes;
- Print rather than write in script. It makes them more readable and memorable. Lower case is more visually distinctive (and better remembered) than upper case;
- Use colour to depict themes, associations and to make things stand out;
- Anything that **stands out** on the page will stand out in your mind;
- Think three-dimensionally;
- Use arrows, icons or other visual aids to show links between different elements;
- Don't get stuck in one area. If you dry up in one area go to another branch;
- Put ideas down as they occur, wherever they fit. Don't judge or hold back;
- Break boundaries. If you run out of space, don't start a new sheet; paste more paper onto the map;
- Be creative. Creativity aids memory;
- Get involved. Have fun.

Source: Peter Russell. How to Mind Map, Accessed October 19, 2006.

<http://www.peterussell.com/MindMapsHowTo.html>

Appendix 3.1:

TASK: Create an Ecostatement,

A Guideline for Ecological Tourist Behaviour and Responsibilities

As part of the summative task for this unit, each student is responsible for creating an Ecostatement: A Guideline for Ecological Tourist Behaviour and Responsibilities. This half-page statement and rationale will be included with your final responsible tourism enterprise. Two full class periods should provide students sufficient time to research and develop their statement.

At the end of the work period, students are requested to submit their final draft. The instructor will provide feedback to be used towards the final project.

Step One:

Working in pairs with a colleague from the same regional group, identify in detail a list of tourist activities that could pose environmental degradation in your region of study using atlases, travel brochures, and the internet:

Step 2:

Research and compare ecostatements, principles and guidelines for responsible tourism behaviour promoted by various tour companies (and governments) using brochures provided by the instructor and the internet;

Follow the hyperlinks to compare and contrast tour company policies on responsible tourism. Remember, these links are provided only to get you started! You are encouraged to explore more sites than what is listed below:

- (i) EXPLORE! Adventure Travel, United Kingdom
<http://www.explore.co.uk/images/RTpolicy.doc>
- (ii) GAP Adventures
Click on the top heading 'Sustainable Tourism'
<http://www.gapadventures.com/>
- (iii) Dragoman Overland Tours
Click on the main page link 'Responsible Tourism'
<http://www.dragoman.com/>
- (iv) EXODUS Tours
Click on the main page link 'Responsible Tourism'
<http://www.exodus.co.uk/>

Identify those ecological principles and guidelines promoted by tour companies that are most applicable to your region and summative task in general.

****Please note:** You will need to provide a rationale for your choices.

Other relevant sources of information:

- (i) The International Centre for Responsible Tourism
<http://www.icrtourism.org/index.html>
- (ii) Responsible Travel.com
<http://www.responsibletravel.com/>
- (iii) Responsible Tourism Handbook
http://www.satis.co.za/responsible_tourism_handbook/
- (iv) Ecotourism Code of Practice – Australia
<http://www.bigvolcano.com.au/natural/nattract.htm#ecotourists>
- (v) Social Tours.com – Responsible Tourism
<http://www.socialtours.com/guide/responsible/>

Ecostatment Checklist

In your half-page ecostatment, you have clearly identified the following:

- A list of tourist activities that could pose environmental degradation in your region of study.
- Responsible practices promoted by your business that will minimize the environmental harm of these activities.
- A list ecological principles and guidelines that you will use to appeal to environmentally conscious travelers.
- A rationale explaining why these principles and guidelines are important.

Appendix 4.1: UNESCO and National Parks Information

UNESCO and Protected Areas

UNESCO stands for:

United Nations Educational, Scientific, and Cultural Organisation

UNESCO is:

A branch of the UN dedicated to ***build peace among people and nations*** through:

- Education
- Social and Natural Science
- Culture and Communication

As an institution UNESCO works to:

- forge universal agreements on emerging ethical issues (human rights, terrorism, etc.)
- create a space for information sharing and knowledge creation
- promote international cooperation in the above mentioned fields (education, social + natural.....)

What does this have to do with responsible tourism?

As an organization, UNESCO made it a goal for the millennium goal to:

“Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.”

A significant way to achieve this goal is the development of protected areas. With the development of protected area systems usually comes the development of travel and tourism destinations.

Purpose of Canadian National Parks- Section 4(1) of the Canada National Parks Act 2000, c.32 states:

“The national parks of Canada are hereby dedicated to the people of Canada for their benefit, education and enjoyment, subject to this Act and the regulations, and the parks shall be maintained and made use of so as to leave them unimpaired for the enjoyment of future generations.”

Appendix 4.2: Article-“The Battle Over Preserving Banff”

It was an idyllic sunny summer afternoon on Banff Avenue, the main artery running through the scenic community in the heart of the Canadian Rockies. But for an instant, things looked like they could get ugly just outside The Hard Rock Cafe. On the traffic-clogged street, where empty parking spots seem more rare than wild elk wandering through the town, one nimble driver zipped into a vacant spot before another could back into the same space. Suddenly, the warm July air turned chilly: the jilted driver rolled down his window to shout profanities and the other driver responded in kind. But most pedestrians seemed oblivious to the brief curbside conflict. Their attention was focused on something more important: shopping in one of the 200 stores that have turned the town into an outdoor mall in the mountains. Welcome to BANFF, where the collision of commerce and nature has unleashed a bitter debate over the future of both the town and BANFF NATIONAL PARK.

The sight of Banff Avenue congested with tour buses, campers and tourists represents the town's dilemma in an intensifying debate over the future of Canada's most treasured national park. In fact, the ambience of the alpine community and the magnificence of the park are in jeopardy from the sheer pressure of humanity: up to four million visitors arrive in the park annually, swelling the town of 7,600 by upwards of 8,000 at peak periods. How Banff deals with the concurrent demands of tourism and the need to protect what the United Nations declared a world heritage site is of great interest to a wide variety of onlookers. "The issues we face here and how we resolve them will be looked at by other protected areas in the world," says Mike McIvor, longtime Banff resident, ardent environmentalist and president of the Bow Valley Naturalists Society. "There's no question this is a test."

The responsibility for reconciling nature with commercialism falls squarely on the shoulders of Heritage Minister Sheila Copps. In April, Copps announced a new 15-year management plan for the park, adopting roughly half of the 500 recommendations outlined by the 27-month Banff-Bow Valley Task Force, which was heralded by environmental advocates as a landmark study when it was released last October. The park plan set out clear initiatives to protect the natural environment, but stopped short of putting strict limits on the number of people using the park as suggested in the Bow Valley study. Aside from capping the town's population at 10,000, its emphasis on protecting wildlife habitat is evident in plans for the closure of the Banff grass airstrip, an army cadet camp, horse corrals and bison paddock near the town as a means to open a critical wildlife corridor between the town and the foot of Cascade Mountain. Known as a "montane," the grassy flatland area is where animals forage for food in the winter and migrate to other areas in the park and beyond. Park superintendent Charlie Zinkan concedes that the town has become "the cork in the bottle" that is blocking the migration of wildlife through a critical wildlife corridor in the heart of the park.

But the park management plan is only half the equation - the easy half. Copps has yet to approve or reject a controversial community plan passed by town council in June. The Banff town site, governed by Parks Canada since the park was officially founded in 1885, gained municipal status in 1990 - but because the community is in the park, the town's five-year plan must be endorsed by the minister. And with the clash of commercial and environmental values converging most starkly within the town, the community plan has

proved to be far more contentious than the overall park management plan, which has been widely accepted.

The proposed town plan calls for an additional 24 per cent, or 76,500 square metres, in commercial development. But the increase, which will allow for 378,000 square metres of development, is still 66 per cent less than the 522,000 square metres allowed under existing development laws. "What people don't seem to realize is that we're restricting development that otherwise would have been allowed," says Banff Mayor Ted Hart. "People wanted to see less growth, less quickly, and that's what we've done."

Still, the increase approved by the Banff town council is also 18,000 square metres more than the 58,500 recommended in May by a steering committee made up of representatives from the community and council. With 3,345 rooms in the community's 31 hotels, another 500 are likely to be added under the new plan. For opponents to further development, the decision clearly flies in the face of the popular will of town residents. In a span of 10 days after the council made its decision, a group calling itself Citizens for an End to Commercial Growth gathered 1,500 signatures of Banff residents - and more than another 1,000 from across Canada - who want no further commercial development in the community. "The majority of people in town want no more growth," says Karen McDiarmid, 43, a member of the no-growth lobby and a 22-year resident of Banff. "What part of 'no more development' do these people not understand?"

Such talk frustrates many in the town's business community who argue that the interests of the park and the community are not identical. Sitting on a balcony overlooking Banff Avenue, Oswald Treutler pulls out a pen and makes a dot on a letter-sized sheet of paper. "That's the size of the town of Banff in relation to the park," says Treutler, who owns a downtown retail mall and a string of currency exchange outlets across Canada. "This idea of the town pushing animals back is a lot of baloney."

This year, even the town's Canada Day parade became a platform for the battle over the community's future. The winning float was an entry from the anti-development lobby, which featured cardboard office towers, each bearing the name of a town councillor who voted for the community plan. Ironically, the tallest building carried the name of Norm Letnick, one of the judges who picked the winning float. "It was easily the most original float," says Letnick. "But in spite of what they might think, I believe we have struck the right balance to maintain a healthy and viable community."

Ultimately, the struggle is to determine a means of accommodating tourism without jeopardizing the environment that makes both the park and the community such an attractive destination. In many respects, Banff is unique among world heritage tourist sites. Founded as a national park a year after the arrival of the railway, the 20,000-square-kilometre region boasts some of the most spectacular and ecologically sensitive areas in the Canadian Rockies. Home to a wide range of wildlife, including bears, elk, moose and mule deer, Banff has been called "the last best place on earth." The Banff-Bow Valley study warned that the park would not survive unless strict controls were put in place: it went so far as to suggest that a fence should be erected around the town, turning the community into a kind of human zoo that would separate wildlife from the shoppers

along Banff Avenue. The fence idea was not incorporated in the park management plan, but the notion might not be that farfetched. With four million visitors to the park a year and another four million passing through on the Trans-Canada Highway, the Banff-Bow Valley study estimates that, without measures to curb growth, the park could have 19 million visitors a year by 2020.

One way to judge the ecological integrity of the park is through the fate of its estimated 70 grizzly bears. The grizzly population, considered a prime indicator of the overall ecosystem, has been in slow decline throughout the Bow Valley region. "We are at an absolutely critical balance point," says Mike Gibeau, who has been studying grizzlies for four years as principal researcher for the Eastern Slopes Grizzly Bear Project based in Canmore, just outside the eastern Banff park gates. "This is one of the most highly developed landscapes in the world where grizzlies still survive. Depending on how we manage the landscape, we can have bears, or lose them entirely as has happened throughout the United States."

In many ways, the challenges confronting Banff are unique. It is the only national park in Canada with a major tourist destination community that has such a high concentration of motels, restaurants and shopping. Located along the Trans-Canada Highway, the town is only a 90-minute drive for residents of Calgary or tourists landing at the airport. "Our location means that the issues that affect protected areas arrive here sooner than anywhere else," concedes park superintendent Zinkan.

Evidence of international tourism is plentiful along the town's main shopping streets. Store windows carry signs in Japanese to accommodate the estimated 160,000 visitors a year from Japan. For a time, some of the town's major hotels were owned by Japanese investors, but with Japan's economy in recession many of the investments have been sold off and the number of Japanese tourists has also been declining. Still, Japan represents a lucrative portion of the town's retail market, with the average Japanese tourist spending \$1,000 in Banff - more than double that of American visitors. But as a place people want to visit, the park must offer a balance between accessibility and protection of nature, serving the needs of those who want to climb off a tour bus or climb a mountain, hike the wilderness trails of Johnson Canyon or wander through the aisles of boutiques and souvenir stores. "Some of the recommendations in the Banff-Bow Valley study might be academically pure from a biological point of view," says Zinkan, "but the public's preparedness to accept them was not taken into consideration."

For many environmentalists, the argument of balancing interests is bogus because additional growth always comes at the expense of the environment. "Look," says McIvor, "whether now or five years from now, we're going to hit the wall in terms of development. Let's not hit the wall at a dead run." In a bid to assist the wildlife movement, Ottawa is spending approximately \$4 million to construct two wildlife overpasses across the Trans-Canada highway, which is being divided into four lanes west of the town to help ease the traffic congestion from almost three million vehicles that pass through the park a year.

But the idea of stopping commercial expansion makes no sense to many in the business community. Linda Charlton, 49, who along with her husband, Gary, owns two motels in Banff and another in Jasper, has lived in Banff for 33 years and argues that the proper controls already exist. The town's current boundaries are fixed by an act of Parliament, no new land can be zoned for development and the town's land-use bylaw, which is being revised as part of the new community plan, already restricts buildings to a height of no more than three storeys. "The business people have been getting a bum rap," says Charlton. "We're just as interested as anyone else in preserving the integrity of the town and the park. Without it, no one would want to come here."

Certainly, the town has long been under strict development limits, including a "need to reside" regulation allowing only those who work in Banff to live in the community. But such restrictions have also created a real estate market that rivals Vancouver in cost - a three-bedroom home can sell for anywhere from \$350,000 to \$450,000 - and has forced many middle-class families to relocate 20 minutes down the highway in more affordable Canmore. As a result, quaint neighborhoods of single-family homes are being transformed into rooming houses to accommodate young, often transient people working for low wages in Banff's retail and hotel sector. "It's really sad," says Maryalice Stewart, 74, who was born in Banff and now avoids the congested downtown district as much as possible. "I've lost all my neighbors to the crush of commercialism."

Stewart's lament for the town she once knew is also a realization that those days are gone. The Banff of today has become synonymous with the attempt to reconcile the natural beauty of a place all Canadians see as their heritage, with a place people from around the world want to visit. The new park and community plans are attempts at finding that delicate balance, but judging by the strong feelings they evoke, the debate over the future of Canada's national park is far from resolved.

Maclean's August 4, 1997

Author DALE EISLER

Appendix 4.3: Computer Lab Worksheet for Lesson Four

Computer Lab Assignment for Lesson Four: ***The UN and Protected Areas***

PART ONE

1. Upon arrival to the lab, please follow the following instructions:
2. Logon to a computer, you are working on your own.
3. Once you have logged on, open internet explorer and go to one of the following websites based on your tourism region:
 - Caribbean and Mexico-<http://whc.unesco.org/en/list/839>
 - North America-<http://whc.unesco.org/en/list/76>
 - South and Central America-<http://whc.unesco.org/en/list/548>
 - Eastern Europe-<http://whc.unesco.org/en/list/219>
 - Western Europe-<http://whc.unesco.org/en/list/1029>
 - Africa-<http://whc.unesco.org/en/list/199>
 - Australasia-<http://whc.unesco.org/en/list/551>
 - South Asia-<http://whc.unesco.org/en/list/854>
 - Central and Western Asia-<http://whc.unesco.org/en/list/335>
4. Read the description provided on the page indicated. Answer as many of the following questions as you can from the information provided on the page. If you run out of room on this sheet, continue in your notebook:
 - A. Where is your site located?
 - B. Why has it been designated a UNESCO World Heritage Site?
 - C. What sorts of tourism infrastructure exist for your site?
 - D. What are the threats to your site? Possible causes?
 - E. What, if anything, is being done to minimize these threats?

4. Once you have exhausted the information on the UNESCO site, broaden your search to other areas in order to answer the questions above. Some suggestions on how you can do this are: type the name of your site into a search engine, type the name of your site with the word “threats” at the end, type the country where your site is located and another word such as “reserves”, “parks”, “protected areas”, etc. If you still cannot find the information talk to me.
5. When you are finished, raise your hand and talk to me.

PART TWO

1. Upon arrival to the lab, please follow the following instructions:
2. Logon to a computer, you are working on your own.
3. Once you have logged on, open internet explorer and go to the following website:
<http://whc.unesco.org/en/list/>
4. Using the interactive map on the right hand side of the page locate a UNESCO natural heritage site in your tourism region. The intention is to integrate this site into your tourism enterprise as either a destination or as a place to locate a b+b or ecolodge. The green dots are natural heritage sites.
5. Once you have selected your site, answer as many of the following questions as you can from the information provided on the page. If you run out of room on this sheet, continue in your notebook:

F. Where is your site located?

G. Why has it been designated a UNESCO World Heritage Site?

H. What sorts of tourism infrastructure exist for your site?

I. What are the threats to your site? Possible causes?

J. What, if anything, is being done to minimize these threats?

5. Once you have exhausted the information on the UNESCO site, broaden your search to other areas in order to answer the questions above. Some suggestions on how you can do this are: type the name of your site into a search engine, type the name of your site with the word “threats” at the end, type the country where your site is located and another word such as “reserves”, “parks”, “protected areas”, etc. If you still cannot find the information talk to me.
6. Answer these additional questions about the site that you have selected in the form of a paragraph (to be handed in at the end of class):
 - A. What specific sensitivities must you be mindful of? (Hint: usually this would be discovered by answering the question of “why” this is a UNESCO world heritage site)
 - B. How will you work to address these in your responsible tourism enterprise, keeping in mind the criteria for the development and management of protected areas that we discussed yesterday?

Appendix 5.1





Appendix 5.2

Website #1: Intrepid Travel

Taken and adapted directly from www.intrepidtravel.com

For travellers with a yearning to get off the beaten track, Intrepid opens up a whole new world. With a huge variety of travel styles available, Intrepid travellers explore the world's most amazing places - discovering real people, real cultures and having incredible real life experiences along the way.

Our story

Geoff and I started Intrepid in 1989 with a passion to get travellers off the beaten track in Asia. We wanted to share some of the special places we knew and introduce our travellers to different cultures and ways of life. We wanted to develop a style of travel that was all together different, where as travellers we became a part of country - and not just tourists looking in. We wanted to have fun, meet people, learn things, explore, and do stuff we could never do at home. We wanted to travel by anything and everything, and stay anywhere and everywhere! We wanted to be intrepid! In these uncertain days it is all the more important that we get out and explore our wonderful world. It is through travel we breakdown prejudice, build understanding and create a better and more caring world. And we can have the time of our lives doing it!

Our core purpose and core values

Our core purpose is to enrich peoples lives by creating unique, interactive travel experiences. We provide fun, affordable and sustainable travel adventures that are beneficial to local communities.

- We act with integrity
- We are passionate about what we do
- We encourage personal growth
- We have fun
- We are creative and innovative
- We believe in responsible travel

Responsible travel

Wherever we go in the world, we take a responsible attitude with us. That means travelling in a way which both respects and benefits local people, their culture and the environment. We mostly take public transport, stay and eat in small-scale locally-owned establishments, travel in small groups, and spread the word of sustainable tourism wherever possible. And every year we evaluate each trip to ensure its compliance with our Responsible Travel Code of Conduct. Taking these small steps, we're able to make a big difference. And that goes for the whole trip experience too.

Our travellers get the chance to meet local people and really get to know their culture first hand. You'll contribute directly to local economies and help develop cross-cultural understanding. In others words, enjoy a real life experience. For more information see our [Responsible Travel](#) pages.

Local partners

In many parts of the world, Intrepid Travel works with highly reputable local operators. These local partners are all passionate and enthusiastic about the countries they operate in, and offer the same high standards as Intrepid. By working closely with these local companies, we are best able to put money back into the local economies of those countries through which we travel.

Small groups

We think the smaller the group, the better the experience. That's why we average just 10 travellers per trip. Our African overland journeys are the exception where we use purpose built safari trucks that can carry up to 24 travellers. Travelling in a small group makes it feel more like travelling with a bunch of friends than on an organised tour. It means you get to experience more of the local culture too. As a small group, we don't dominate; we can actually get to know the people we meet and do the things they do. Sharing their buses, their streets, and their homes, we're more likely to be asked to join in, not just to buy stuff.

Home from home

Where you stay is all part of your Intrepid experience and something we put a lot of thought into. Whether it's a centrally-located city hotel or a homestay in a tribal village, staying close to a region's people and culture is the guiding principle. Our choices are based on friendliness as well as facilities, character as much as convenience. Of course, standards vary according to [trip style](#), with Comfort adventures offering a superior level, but we always try to choose accommodation that best captures the essence of the location.

It's all in the journey

Half the fun of travel is the travelling itself. We believe getting from A to B should be a highlight of your trip, not a chore. That's why Intrepid adventures come with all manner of weird and wonderful transport options, from the familiar to the downright bizarre. The actual 'vehicles' will depend on when and where you go, as well as the [trip style](#) (Comfort adventures include private transport and Overland journeys travel on purpose built safari vehicles). You could find yourself riding an elephant, a bicycle or a bamboo raft, boarding a bus, a bemo, or an airplane. However you go, as with all things Intrepid, you'll go the local way.

Local payment

Most of our trips involve a local payment. This amount is the final payment for your tour. Paying locally facilitates the flow of funds into countries that we travel through and also helps to reduce the overall price of the tour. This helps us keep our prices competitive and in-turn, pass our costs savings on to you.

Experienced leaders

Behind every great Intrepid trip is a great Intrepid leader. Their enthusiasm, versatility and knowledge of local culture are second to none - in many cases because they're taking you round their home country! Others are westerners with an urge to share their passion for travelling in foreign lands. And every one of them is the reason why so many travellers return to us year after year.

See the world - then change it

Intrepid travellers want to make a difference to the world, not just hang out in it. Support The Intrepid Trust and you'll be doing just that - helping to improve lives in local communities all over the world. We have over \$300,000 invested in long-term charitable programmes, from health and education projects to human rights and environmental protection. And you could help us contribute even more. For every dollar you give, we'll match it - and guarantee that 100% of your donation reaches your nominated programme - because we cover all administration costs. Find out more and make a donation at [The Intrepid Foundation](#) pages.

How you can be a more responsible traveller

Before leaving home, learn as much as you can about the country you're visiting - its religion(s), values, customs, and rules. Pay particular attention to appropriate behaviour, dress and body language.

The [pre-departure information](#) on our website should get you started. Learn some of the language and don't be afraid to use it; simple pleasantries help break the ice, as does a smile! Always ask before taking photos of people and offer to send copies if you can. Treat the environment as if it were your own home.



Intrepid are thrilled to win the Best Tour Operator and be the Overall Joint Winner of the 2006 Responsible Tourism Awards in the UK.

Website #2: Sunwing Vacations

Taken and adapted directly from www.sunwing.ca

Dear Sunwing Traveller,

Sunwing Vacations is a 100% Canadian owned and operated company and this year we are proud to celebrate our 20th anniversary in providing great value vacations to you.

Many Canadians have chosen Sunwing for our innovative holiday programmes, great service and superlative competitive value, making Sunwing the fastest growing tour company in Canada and one that is recognized as a market leader.

This year, we are pleased to provide you with our unique Worry Free Vacation Security Plan that allows you to cancel your holiday up to three hours before departure for any reason whatsoever! There are no gimmicks, no age restrictions, and no worries for you. With prices starting at only \$59 per person, our plan offers unrivalled value at an unbeatable price.

This past November 2005 marked a company milestone with the launch of Sunwing Airlines. Our new airline will enable you to fly better three ways...better price, better comfort and better performance. Sunwing Airlines will exceed Canadian and International aviation standards, while providing you with our superior on-board amenities, as you fly better with Sunwing. Our Sunwing Elite in-flight service offers many amenities including complimentary glass of champagne, upgraded meal service, in-flight entertainment, wine with meals, and comfortable leather seating throughout the aircraft. With the launch of Sunwing Airlines, we will set the benchmark for Canadian leisure air travel.

Start your holiday the Sunwing way with our Premium Package Plan. At a cost of only \$59 per person, the Sunwing Premium Package Plan features benefits valued at \$410. The plan includes a \$50 Sunwing travel voucher, seat selection, priority check-in, \$35 in excess baggage allowance, guaranteed NO fuel or currency surcharges once your booking is made and much more.

We have also introduced a new, easy to use Sunwing Resort Sun Rating System that will further assist you in selecting your holiday resort.

We take pride in serving your holiday needs, so from our corporate family to your family, we look forward to welcoming you on your next Sunwing Vacation.

Sincerely,
Stephen P. Hunter
Chief Operating Officer

Sunwing Vacations offers all inclusive vacation packages, leisure flights, group travel, hotel and car rental deals, on ideal vacations to Cuba, Mexico, Costa Rica, the Dominican Republic, Panama, and Jamaica. Sunwing operates out of Toronto, Montréal, Québec city, Bagotville, Calgary, Winnipeg, Charlottetown, Fredericton, Gander, Moncton, Saint John, London, Ottawa, Sudbury, Thunder Bay, Halifax and St. John's airports. For the past two years in a row, Sunwing has been listed by Profit Magazine as one of the Fastest Growing Companies in Canada.

Your Holiday Includes

- Roundtrip airfare to your selected destination
- Return transportation and baggage handling between the airport and your resort
- Hotel accommodation as selected, service charges and taxes
- **Welcome briefing in destination**

Destination Service

A Sunwing Destination Representative will meet you when you arrive in your chosen destination. You will be invited to a welcome briefing to learn about the area and other important tips to ensure you have the best holiday ever. At the briefing you will receive information on excursions and sightseeing tours available. Your Sunwing Destination Representative is available throughout your stay in person or by phone, to make your holiday hassle free.

Airport Service

Before you even board your flight to the Sun, you'll be greeted by a friendly, professional Sunwing airport Representative who will assist you with your check in and provide information before your holiday begins.

Group Travel

If you are traveling with 10 adults or more of your friends, family or business colleagues, you can take advantage of our special group rates. Sunwing offers a great selection of resorts that cater to group travel including excellent meeting facilities.

Seat Selection

- You get to choose the best, most fuel efficient aircraft, in-flight services & entertainment equipment.
- You get to design an airline that is able to focus on service, offering passengers the best customer service and best performance.
- Come fly with us and enjoy a fresh new approach to leisure travel and Fly Better!
- **Seat Selection is available on all airlines offered by Sunwing at a cost of \$15 each way.**

Appendix 5.3

Economic Responsibility

Adapted From -
Responsible Tourism Handbook: A Guide to Good Practice For Tourism Operators
http://www.satis.co.za/responsible_tourism_handbook/

Multiplier Effect: Money introduced into an economy generates recurring benefits as the money is spent over and over again in the economy through purchasing goods and services, paying employees, investments and more.

Goals for an Economically Responsible Tourism Enterprise:

- Minimize leakages (revenue that leaks out of your local region)
- Maximize linkages (connections with local industry and community)
- Adopt fair and equitable business practices

Responsible Employment Practices:

- Recruit and employ staff from local population
- Set targets to increase the number of local people employed
- Provide training and skills programmes for staff
- Create a diverse workforce in terms of gender, ethnicity, age, and disability
- Pay fair wages that are above the minimum wage for the area, link wages to positions and experience, and recognize international labour standards

Examples...

- **Phinda Private Game Reserve** employs 250 people, of whom 80% are local. The reserve provides direct benefits to some 10% of the surrounding community.
- **Shangana Cultural Village** has created over 100 jobs, most of which give value to cultural skills. A rigorous training programme has enabled members of the local community to fill 80% of management positions.

Responsible Purchasing Practices:

- Purchase supplies, goods and services locally for your enterprise
- Assist local producers to achieve the quality and quantity you need
- Encourage guests to buy locally made goods

- Create contracts with local entrepreneurs who provide good service
- Pay fair prices for goods and services sourced locally

Examples...

- **Umngazi River Bungalows** on the Wild Coast buys 70% of fresh fruit and vegetables from local producers and provides advice and information support to suppliers.
- **Shangana Cultural Village** in Mpumalanga supports 20 micro-enterprises involved in building, maintenance, supply of fruit and vegetables and curio production. Shangana provides technical assistance and feedback on what tourists are looking for.

Responsible Community Initiatives:

- Establish local business linkages, partnerships and joint ventures
- Pool local skills and resources
- Assist local entrepreneurs to prepare business plans and funding proposals
- Provide appropriate and sufficient support to small, medium and micro enterprises to ensure tourism-related enterprises thrive and are sustainable
- Help coordinate or fund training programmes to develop local business skills
- Advertise local festivals and cultural events and encourage visits to nearby markets and homes
- Offer guests traditional food and direct them to local restaurants
- Market local products in your brochures and on your website

Examples...

- The kwaMqobela community is a business partner in **Rocktail Bay Lodge** with a share in both the lodge owning and lodge operating companies. Dividends are paid to a community trust and have been used to finance developments at two village schools, improve roads and fund a number of educational bursaries.
- **KZN Wildlife** has trained 18 local enterprises, ranging in size from 1-10 employees, in tendering, calculating fuel costs, estimating hours, and invoicing.

Appendix 5.4

Checklist for Business Plan

Formative Task: Students must create a 5-point business plan that connects their library research to the economic linkages on their concept maps. Their business plans should

outline their strategy for encouraging sustainable economic growth in their regions and meeting the principles on the code of responsible tourism.

- ☐ **Knowledge:** Has 5 key points that draw on concepts and ideas of economic responsibility – Level ____
- ☐ **Inquiry:** Shows evidence of inquiry from appropriate sources – Level ____
- ☐ **Communication:** Communicates information clearly and accurately – Level ____
- ☐ **Application:** Makes connections to principles on the code of responsible tourism and outlines an effective and feasible strategy for encouraging sustainable economic growth and community development – Level ____

Comments:

Responsible Tourism

CGG30 Culminating Activity

Your task is to design a responsible tourism enterprise in your assigned region and promote it to potential tourists.

Overall Expectations:

- Explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;
- Analyse the impact of different types of travel and tourism on the natural environment;
- Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

A) Choose 1 of the following formats to present your summative task:

1. Graphic Advertisement
2. Brochure
3. Website*
4. Television Commercial*

B) Choose 1 of the following responsible tourism enterprises:

1. All-inclusive Resort
2. Lodge or Bed and Breakfast
3. Tour operator

C) Your advertisement must include:

- A creative and effective name for your enterprise
- A slogan that reflects the 5 principles of responsible tourism
- A map of the region
- Images, photos and symbols

D) Content Components:

1. Eco-statement (lesson 3)
2. 1 or more activity within UNESCO site (lesson 4)
3. Business plan (lesson 5)
4. Cultural symbol/image and related caption (lesson 6)

E) Mission Statement:

In addition to your graphic advertisement, brochure, website or television commercial, you must submit a 1-page mission statement for your responsible tourism enterprise. The mission statement explains your reasons for addressing certain environmental, political, socio-cultural and economic factors/concerns in your responsible tourism enterprise. Your rationale

should refer to all the criteria for a responsible tour that we established as a class (lesson 2).

- must have relevant skills and tools

Achievement Chart Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Identifies the cultural, environmental, political, and	Demonstrates limited understanding of the cultural, environmental, political, and	Demonstrates some understanding of the cultural, environmental, political, and	Demonstrates considerable understanding of the cultural, environmental, political, and	Demonstrates a thorough understanding of the cultural, environmental, political, and

economic factors that impact tourism	economic factors that impact tourism	economic factors that impact tourism	economic factors that impact tourism	economic factors that impact tourism
Thinking/ Inquiry Gathers information on a regionally specific tourism site within the context of responsible tourism	Gathers information with limited effectiveness on a regionally specific tourism site within the context of responsible tourism	Gathers information with some effectiveness on a regionally specific tourism site within the context of responsible tourism	Gathers information effectively on a regionally specific tourism site within the context of responsible tourism	Gathers information with considerable effectiveness on a regionally specific tourism site within the context of responsible tourism
Communication Presents a tourism enterprise in an appropriate format and provides a written rationale for the project	Presents a tourism enterprise in an appropriate format and provides a written rationale for the project with limited clarity and effectiveness	Presents a tourism enterprise in an appropriate format and provides a written rationale for the project with some clarity and effectiveness	Presents a tourism enterprise in an appropriate format and provides a written rationale for the project with considerable clarity and effectiveness	Presents a tourism enterprise in an appropriate format and provides a written rationale for the project with a high degree of clarity and effectiveness
Application Demonstrates an understanding of the code of behaviour by developing an individual responsible tourism enterprise	Demonstrates an understanding of the code of behaviour by developing a responsible tourism enterprise with limited effectiveness	Demonstrates an understanding of the code of behaviour by developing a responsible tourism enterprise with moderate effectiveness	Demonstrates an understanding of the code of behaviour by developing a responsible tourism enterprise with considerable effectiveness	Demonstrates an understanding of the code of behaviour by developing a responsible tourism enterprise with a high degree of effectiveness

Appendix 6.1

Cultural Inundation

Aspects of tourist's cultures may change or replace local culture.

- ***Demonstration Effect:*** The replacement of local cultural aspects with those of another culture or cultures.
- If tourism is not carefully planned to balance with local lifestyles, aspect of the tourists culture may change of include the values and customs of local people.
- Here are some cultural impacts experienced by many large-scale tourist developments changed rural living patterns
 - 1) Religious beliefs, dress, music, eating habits, and commercial practices may all be affected
 - 2) Large scale tourist development has changed rural living patterns
 - 3) traditional skills of some workers were lost (for example, people skilled in inshore fishing may have become boat tour guides)
 - 4) local art, music and clothing were commercialized to cater tourists
 - 5) local foods, music, clothing styles were changed or influenced by North American Styles

Appendix 6.2

IN- CLASS ASSIGNMENT

Complete the following question in your assigned groups for your responsible tour:



Question: The demonstration effect can be both positive and negative. Complete a plus/minus/interesting chart in which you outline the possible consequences of demonstration effect in connection to the responsible tour in your assigned region.

Appendix 6.4

3,2,1....

After learning about the demonstration effect, think about your new learning and jot down your ideas.

3 Things I learned

2 Points I ponder

1 Idea I disagree with

XV. Formative Assessment Rubric

Assessment: Image/ Caption that describes how your responsible tourism enterprise preserves and maintain local culture

Achievement Chart Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Thinking/ Inquiry (Caption)	Limited description of how the responsible tourism enterprise preserves and maintain local culture	Some description of how the responsible tourism enterprise preserves and maintain local culture	Proficient description of how the responsible tourism enterprise preserves and maintain local culture	Exceptional description of how the responsible tourism enterprise preserves and maintain local culture
Communication (Image)	Image has limited communication regarding the importance of preserving local culture	Image has some communication regarding the importance of preserving local culture	Image has proficient communication regarding the importance of preserving local culture	Image has exceptional communication regarding the importance of preserving local culture

Total:

Comments: