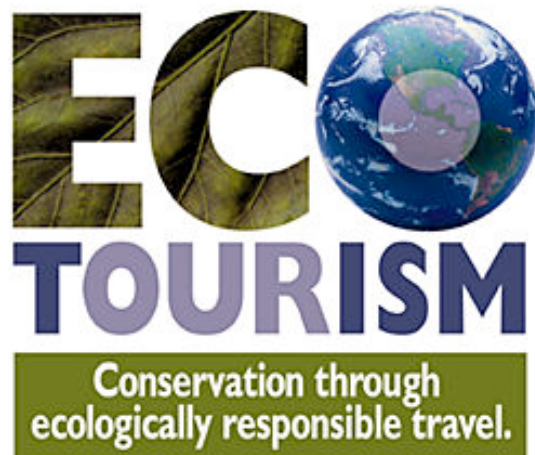


Travel & Tourism : CGG 30

Ecotourism Unit Package



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Vision of Geography

Geography is a field of study that allows us to explore the world around us and to find answers about how and why things came into being. It stimulates and encourages curiosity about the world, the world's inhabitants and diversities, and global locations. Geography is important because it is a combined discipline that brings together the physical, spatial and human dimensions of the world in the study of people, places, and environments. Geography also combines Earth's physical and human systems and the interdependency of living things on the physical environment. The understanding and comprehension of the Earth's operations and functions, provides humans with the knowledge of how to work cooperatively with our planet in order to ensure all its inter-reliant fragile systems are uninterrupted and sustained for future generations.

Rationale

In the grade 11 Travel and Tourism course, learning about the theme of Ecotourism is important because it allows students to look at alternative ways of Travel and Tourism that does not negatively impact fragile tourist areas and sites around the world. Since tourism has a lot of negative impacts on local communities and the environment such as pollution, loss of culture, destruction of tourist sites and natural habitats etc., the tourist industry and travelers have become more aware of their contributions to pollution and carbon emissions which leads to global warming. The students will develop an understanding of the unique characteristics of world regions that influence Travel and Tourism and how there has been an increased demand for a sustainable form of travel. Through the teaching of this unit, the students will be investigating the impacts of the travel and tourism industry on communities and environments around the world through a variety of case studies. Ecotourism is a growing industry and students should learn about the benefits of this type of tourism and how it can benefit the local communities of popular tourism destinations and how it can help to preserve tourist sites.

In this unit, the students will be encouraged to think critically about the benefits and shortcomings of Ecotourism through a debate about Banff National Park. The students will also be learning about the role of Non Governmental Organizations (NGOs) and how they have advocated for the promotion and implementation of Ecotourism. The students will apply their knowledge and take on the role of an NGO activist and write a letter to the government in order to raise awareness of a tourist site that is being negatively affected by the tourist industry. The students will also be apply their knowledge of Ecotourism in a real life setting by going on a field studies excursion to Centre Island and the Toronto Harbourfront from the perspective of an Eco-tourist. The students will see first hand the effects of travel and tourism and they will write a report evaluating the sites tourism features economic value, popular demand and environmental consequences.

Through the variety of tasks and activities the students will be learning from this unit including literacy, research skills, communication and debating

skills as well as critical analysis and observational skills it will prepare students on how to think critically about their choices and how to observe the effects of travel and tourism in a local and international context.

Assessment Statement

The primary purpose of assessment and evaluation is to improve student learning, to provide constructive feedback to students and to prepare and set up students for success. Throughout this Ecotourism unit, the students will be provided with a variety of assessment techniques in order to help develop the skills required to complete the summative activity.

In the beginning of the Ecotourism unit, the teacher will provide the students with diagnostic assessment through the use of a place mat activity and formative assessment by observing the application of Ecotourism concepts through a class discussion and a reading and question sheet activity. The students will be learning about the basic concepts of Ecotourism so this type of assessment will provide students with formative feedback in order to promote the students knowledge in the new material.

In the case studies activity, the students will be assessed using formative assessment as they complete the assigned case study in small groups. The teacher will observe the students working with others. Formative assessment works well in this activity because since students will be working with other group members, it will be hard to assess each student's individual contributions to the discussion.

For the debate activity, students will be assessed through formative and observational measures made by the teacher. The students must demonstrate the prior knowledge learned from the previous classes and since this is the first application of Eco-tourist concepts, formative assessment and feedback should be provided to students before they are evaluated on an activity.

In the NGO letter, the students will be formatively assessed using a homework completion mark and a rubric as a guideline for the activity. This form of assessment will provide students with constructive feedback on their ability to take on the role of an NGO activist and to develop the students written communication and critical thinking abilities. Although students will be given a mark, it will be used as formative feedback in order to prepare students for the culminating activity.

In the field studies excursion to Centre Island and the Toronto Harbourfront, students will be assessed using formative feedback. Through the use of a guided worksheet and a rubric, the students will be given a formative mark. Since this is the first time the students will be applying their knowledge of Ecotourism through the observation of a tourist site, formative assessment will be issued for their report in order to guide and develop students understanding prior to the final evaluation.

For the culminating activity, the students have received enough diagnostic and formative assessment to ensure the skills, expectations and knowledge of the unit has been met. Through the use of a rubric, the students will be given a summative evaluation mark.

Unit Expectations and Activity Sequence

Activity Time	Activity Description	Description
Culminating Activity Ecotourism: The Past, Present and Future 420 minutes	The students are to create a powerpoint presentation which examines an ecotourist location within a specific geography area. Students will then compare and contrast the two areas with discussion.	Analyze the impact of different types of travel and tourism on the natural environment
		Explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destinations
		Evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations
		Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques
		Evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based
		Explain the characteristics of the travel and tourism industry from a geographic perspective
		Compare the characteristics of selected tourist regions of the world
Task #1 An Introduction to Ecotourism 75 minutes	The purpose of this lesson is to introduce students to this unit on Ecotourism. Students will learn what Ecotourism means and what is required for a region to be eco-friendly.	Explain how changes and trends in society have an impact on travel and tourism patterns
		identify recent trends in travel and tourism (e.g., mass tourism, retirement travel, international business travel, government trade missions, adventure travel, ecotourism);
		demonstrate an understanding of the factors that contribute to the growth of tourism around the world;
Task #2 Ecotourism Case Studies 75 minutes	The purpose of this activity is for students to explore the impacts that Eco-tourism can have on various tourist sites throughout the world. Students will analyze five case studies, each of which pertains to a popular tourist site.	Explain how environmental factors affect patterns of travel and tourism
		Analyze the impact of different types of travel and tourism on the natural environment
		Analyze global tourism patterns in a variety of countries and explain the reasons for the observed patterns
		Develop possible solutions to problems or issues related to travel, tourism, or regional geography, using appropriate forecasting, decision-making, and/or problem-solving strategies
Task #3 Pros & Cons Ecotourism	The purpose of this lesson is to encourage students to think critically about the benefits and	Explain how environmental factors affect patterns of travel and tourism
		Analyze the impact of different types of travel and tourism on the natural environment;
		How changes and trends in society have an impact on travel and tourism patterns;

Debate 75 minutes	shortcoming of ecotourism. Students will take part in a debate.	Explain how environmental factors affect patterns of travel and tourism
		Analyze the impact of different types of travel and tourism on the natural environment;
		How changes and trends in society have an impact on travel and tourism patterns;
		Identify the natural resources on which tourism is based; and justify the need for sustainable development.
		Compare the positive and negative effects of tourism on people and the environment in selected sites or regions (e.g., Banff, Niagara Falls, the Pyramids, Antarctica);
Task #4 NGO Letter 140 minutes	The purpose of this activity is for the students to take on the role of an NGO (Non Government Organization) activist and to explain the effects that travel and tourism has done to a specific tourist destination. Students will write a letter to a government of choice about an ecotourism issue.	Identify the economic, cultural, political, and environmental components of selected issues related to travel and tourism (e.g., effects on local cultures, trade missions to countries with poor human rights records, unsustainable use of natural resources)
		Explain how environmental factors affect patterns of travel and tourism
		Evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based
		Explain the social, environmental, cultural, and political effects of tourism-related developments on a community or region
		Communicate the results of geographic inquiries, using appropriate terms and connects and a variety of forms and techniques
		Assess the need for sustainable development and protection of the resources on which tourism is based in selected sites or regions (e.g., Point Pelee National Park, Algonquin Provincial Park, the Three Gorges Dam, the Aswan High Dam)
		Identify the economic, cultural, political and environmental components of selected issues related to travel and tourism
Task #5 Field Study 1 day + 75 minutes	Students will observe Toronto's Harbourfront and create a 2 page eco tourist report on the status of travel and tourism in Toronto.	Develop possible solutions to problems or issues related to travel, tourism or regional geography (e.g., a plan to protect a fragile ecosystem from the effects of travel and tourism), using appropriate forecasting, decision-making, and/or problems-solving strategies
		Students are to analyse the impact of different types of travel and tourism on the natural environment.
		Identify the natural resources on which tourism is based and justify the need for sustainable development
		Compare the positive and negative effects of tourism on people and the environment in selected sites or regions
		Analyze specific examples of how tourist activities can threaten fragile environments or species
		Produce a set of criteria or "code of behaviour" for tourists travelling in fragile environments
		Predict and explain the likely impact of a natural or human-caused disaster on travel and tourism in a selected region

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Unit Assessment Plan for Travel & Tourism: *Ecotourism*

Task/Topic	Achievement Chart Focus	Strategies	Evaluation Tools	Assessor (P/S/ T)
Summative Performance Tasks				
1. Ecotourism Location Investigation	K/T/C/A	Summative: Evaluation	Rubric	Teacher/Peer
Activity Assessments and Evaluations				
2. Initial Assessment <i>What is Ecotourism?</i>	K/C	Diagnostic: Introduction to the unit Formative: Creation of graphic organizer	None	Teacher
3. Ecotourism Case Studies <i>Situational Study</i>	K/T/C	Formative: Informal assessment	None	Teacher
4. Ecotourism Pros & Cons <i>An Eco-tourist Debate</i>	K/C	Formative: Informal assessment	None	Teacher
5. A Letter to an NGO <i>Discovering how we can help</i>	K/T/C/A	Summative: Evaluation	Rubric	Teacher
6. Field Study <i>Discovering Toronto as an Eco-tourist location</i>	K/T/C/A	Summative: Evaluation Formative: Informal class discussion	Rubric	Teacher

1. Travel & Tourism Initial Assessment Task

Title

What is Ecotourism?

Time

70 Minutes

Description

The purpose of this lesson is to introduce students to this unit on Ecotourism. Students will learn what Ecotourism means and what is required for a region to be eco-friendly.

Strands and Expectations

Understanding and Managing Change

Overall Expectations:

- Explain how changes and trends in society have an impact on travel and tourism patterns

Specific Expectations:

- Identify recent trends in travel and tourism (e.g., mass tourism, retirement travel, international business travel, government trade missions, adventure travel, ecotourism);
- Demonstrate an understanding of the factors that contribute to the growth of tourism around the world;

Planning Notes

- 1) Teacher needs to bring copies of magazines and the cut up magazine pictures
- 2) Teacher needs to bring copies of student worksheet
- 3) Teacher needs to bring in video

Prior Knowledge

- 1) It would be beneficial if students had some knowledge of Ecotourism, but no prior knowledge required.

Teaching & Learning Strategies

- 1) (10 Minutes)** Students will be shown a bunch of pictures cut out of a travel magazine. Students in groups of five will have a race to find the same pictures in the magazine provided. The job is to cut them out. They will

than have to stick the pictures on the wall where there is three sheets of paper. One that says 'Ecotourism', another says 'Not Ecotourism' and lastly 'Maybe Ecotourism.' The group to finish first will be the winners.

2) (10 minutes) students will do a placemat activity as a diagnostic assessment to see what prior knowledge students may have on ecotourism. This is important because it allows the teacher to bring all the students to the same instructional level. Each student will have there own sheet of paper with four sections. This sheet will be collected from the students, at the end of this activity. This worksheet can be found on the back of this package as **appendexies-1**.

3) (30 minutes) The teacher will talk about what Ecotourism is and the students will fill out a worksheet provided to them to gather facts about ecotourism. The Teachers notes will be found on **appendexies-3** and for student's worksheet look for **appendexies-2** .

4) (10 minutes) a Video on Ecotourism

5) (10 minutes) debrief the video

Assessment & Evaluation

- | |
|--|
| <ol style="list-style-type: none">1. The teacher will observe students participation2. The teacher will form a diagnostic assessment of what students know about Ecotourism from the placemat activity. |
|--|

Resource

www.i-to-i.com

Appendix 1.1 – Place mat activity sheet 1

Appendix 1.2 – Place mat activity sheet 2

Appendix 1.3 – Articles relating to ecotourism

2. Travel & Tourism Case Study Task

Title

Case Study Activity

Time

70 Minutes

Description

The purpose of this activity is for students to explore the impacts that Eco-tourism can have on various tourist sites throughout the world. Students will analyze five case studies, each of which pertains to a popular tourist site. Students will examine how each site has been affected by eco-tourism. Through this assignment, students will gain awareness to the damaging effects that tourism can have on the natural state of a site, and will also examine the actions taken by local residents, Governments, Environmental Groups, etc., to preserve the site. Considering that the aim of eco-tourism is to protect the natural environment and minimize damage to the land and local people of a particular area, this places limits on what tourists can and cannot do while visiting the site. Therefore, with each case study, students will brainstorm alternative activities that tourists can take part in that are enjoyable, yet ecological so that these sites will remain a popular tourist attraction.

Strands & Expectations

Human Environment Interactions and Understanding & Managing change

Overall Expectations:

- Explain how environmental factors affect patterns of travel and tourism
- Analyze the impact of different types of travel and tourism on the natural environment

Specific Expectations:

- Analyze global tourism patterns in a variety of countries and explain the reasons for the observed patterns
- Develop possible solutions to problems or issues related to travel, tourism, or regional geography, using appropriate forecasting, decision-making, and/or problem-solving strategies

Planning Notes

- 1) Bring copies of case studies for students
- 2) Bring copies of student worksheets

Prior Knowledge Required

- 1) Students need to be familiar with the concept of Ecotourism
- 2) Students should have some knowledge of the principles of Ecotourism

Teaching & Learning Strategies

(60 Minutes) For this part of the lesson, the class will be divided into five groups, with 4-5 students per group. Each group will be given a case study to examine (five in total), which pertains to an ecotourism site. Students will have 12 minutes to read the case study, and answer the questions via a chart. They will then be given a new case study to examine. In their groups, students will brainstorm alternative activities that all types of tourists can participate in at the site that are enjoyable and ecological. This is to ensure that the site remains a popular tourist attraction. Look for appendixes-1 for case study sample and appendixes-2 for the student worksheet.

2) (10 Minutes) After all case studies have been completed, the class will generate a group discussion based on the trends of themes of each case study. Each group will discuss one case study and will provide a brief summary of their findings. All groups will share their alternative activities that they have brainstormed for a particular site, and will be given feedback from both the teacher and other students. The teacher will leave time during the period for students to ask any questions for clarification/inquiry, or to share any comments, or concerns.

Assessment & Evaluation

This will be a formative assessment. The teacher will monitor and observe each group/student during the activity to ensure that students are completing the activity and to clarify any problems. The teacher will also measure student understanding through class discussion, i.e. the answers that students give or questions that students pose.

Resources

<http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/tourismattractionsrev10.shtml>
<http://www.biosbcc.net/ocean/AAimportance.htm>
<http://www.parksinperil.org/wherewework/centralamerica/costarica/protectedarea/amistad.html>
<http://www.travelersconservationtrust.org/projects/raincoast.html>
<http://www.ecotours.co.nz/html/philos.htm#conservation>
Appendix 2.1 – Case Study Example
Appendix 2.2 – Attached Student Question Graph

Accommodations & Modifications

If students are having difficulty, the teacher will briefly sit with each group and guide students through the activity.

3. Travel & Tourism Debate Task
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Title

Ecotourism Debate

Time

70 Minutes

Description

The purpose of this lesson is to encourage students to think critically about the benefits and shortcoming of ecotourism. They will understand that every use of land can have adverse impacts on the environment. Ecotourism is a growing tourism industry and Canada in particular has great areas of wilderness, wildlife and well-developed national and provincial parks. These environments create ecotourism opportunities and students will become familiar with the pros and cons of this.

Standards and Expectations

Human Environment Interactions/Understanding & Managing change

Overall Expectations:

- Explain how environmental factors affect patterns of travel and tourism
- Analyze the impact of different types of travel and tourism on the natural environment;
- How changes and trends in society have an impact on travel and tourism patterns;

Specific Expectations:

- Identify the natural resources on which tourism is based; and justify the need for sustainable development.
- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions (e.g., Banff, Niagara Falls, the Pyramids, Antarctica);
- Identify the economic, cultural, political, and environmental components of selected issues related to travel and tourism (e.g., effects on local cultures, trade missions to countries with poor human rights records, unsustainable use of natural resources)

Planning Notes

- 3) Bring copies of Banff article for students to read
- 4) Bring student copies of student worksheets

Prior Knowledge Required

- 3) Students need to be familiar with what Ecotourism is
- 4) Students should have some understanding of Ecotourism goals

Teaching & Learning Strategies

1) (40 Minutes) In the first part of the lesson the students will read an article on the Banff National Park which talks about the areas eco-conscious nature. The teacher will open up a discussion on what the students felt about the article and how ecotourism it is. From there there will be a student lead debate on the pros and cons of ecotourism on the Banff National Park. Look for appendixes-1 for article and guiding questions.

2) (30 Minutes) In the remaining part of the class the teacher will discuss the pros and cons of ecotourism on any environment. The students will be required to follow along and record the pros and cons of ecotourism on the worksheet provided by the teacher. Look for appendixes-2. The teacher notes can be found in appendixes-3

Assessment & Evaluation

The teacher will observe student participation and understanding. This will be a formative assessment.

Resources

<http://www.i-to-i.com/why-is-ecofriendly-tourism-so-important.html>
www. Canada.com
Appendix 3.1 – Article Information
Appendix 3.2 – Pros and Cons student worksheet
Appendix 3.3 – Article Information Page 2

Accommodations & Modifications

Teacher can guide the discussion with the guiding discussion questions that is in Appendixes- 1

4. Travel & Tourism NGO Task

Title

Ecotourism: Letter to the Government

Duration

- 140 Minutes – 2 periods for reading, discussion and writing

Rationale

The purpose of this activity is for the students to take on the role of an NGO (Non Government Organization) activist and to explain the effects that travel and tourism has done to a specific tourist destination. The students will gain a better understanding on the roles that NGO play in helping to preserve and sustain tourists sites and to raise awareness in the devastating effects that tourism has on the environment, culture, and society located near the tourist destination.

Strands & Expectations

Human-Environment Interactions

Understanding and Managing Change

Methods of Geographic Inquiry and Communication

Overall

Explain how environmental factors affect patterns of travel and tourism

- Evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based
- Explain the social, environmental, cultural, and political effects of tourism-related developments on a community or region
- Communicate the results of geographic inquiries, using appropriate terms and connects and a variety of forms and techniques

Specific

- Assess the need for sustainable development and protection of the resources on which tourism is based in selected sites or regions (e.g., Point Pelee National Park, Algonquin Provincial Park, the Three Gorges Dam, the Aswan High Dam)
- Identify the economic, cultural, political and environmental components of selected issues related to travel and tourism
- Develop possible solutions to problems or issues related to travel, tourism or regional geography (e.g., a plan to protect a fragile ecosystem from the effects of travel and tourism), using appropriate forecasting, decision-making, and/or problems-solving strategies

- Explain the different points of view on an issue related to travel and tourism that are, or might be, held by various stakeholders (e.g., individuals, travel companies, indigenous populations, governments, special interest groups)
- Communicate the results of geographic inquiry, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geo-technological (e.g., computer-generated maps and graphs, aerial photographs, satellite images)

Description

The students will be taking on the role of an NGO activist from the Sustainable Travel International organization and will write a letter to the government in order to raise awareness about a tourism destination that is being negatively affected by travel and tourism. In this one page letter, the students will first identify a location that is being impacted by travel and tourism. The students will outline what the impacts (social, cultural, environmental etc) are and what solutions can be taken in order to help address the issues.

Planning Notes

- Make sure that each student receives the NGO handout, the 3, 2, 1 activity sheet, spider map and the Sustainable Travel International information brochure
- Have the letter to the government activity and the rubric photocopied for the first lesson in order to go over the instructions and expectations for the assignment

Prior Knowledge Required

- The students already have previous knowledge in letter writing
- The students already know how to fill in an 3, 2, 1 sheet and the spider map

Teaching & Learning Strategies

1) 70 minutes- First full class

- The teacher will give out the reading on NGOs and ask the students to read the handout individually or in groups and complete the 3, 2, 1 activity sheet.
- After the students are finished reading and the teacher will go over the 3, 2, 1 answers
- The teacher will hand out the Sustainable Travel International brochure and the spider map activity and as a class the students will organize the information given in the brochure about what the Sustainable Travel International NGO Organization is and what initiatives they take to promote sustainable tourism

- The teacher will then hand out the Letter to the Government activity sheets and rubrics and explain the expectations and instructions of the assignment

2) 70 minutes- Second full class

- The teacher will go over the instructions for the assignment again to ensure students understand what is expected of them
- The students will be given a full class period to write the letter
- If the students do not finish the assignment it will be done for homework and it will be handed in the next following class

Resources

Appendix 4.1 – NGO Reading: “What are Non-Governmental Organizations?”

Appendix 4.2 – 3, 2, 1 Activity Sheet

Appendix 4.3 – Sustainable Travel International Brochure

The full copy can be downloaded and printed from:

<http://www.sustainabletravelinternational.org/documents/STIbrochure.pdf>

Appendix 4.4 – Spider Map

Appendix 4.5 – Letter to the Government Activity Sheet and rubric

Accommodations & Modifications

- For any ESL or ELL learners, provide extra time to write the letter and reduce the letters length

Assessment & Evaluation

- The letter will be a formative mark that will be assessed using a rubric
- See attached Rubric to Appendix 4.5

5. Travel & Tourism Field Study Task

Title*Ecotourism: An Ecotourist Observation of Toronto***Duration**

- 1 day trip
- 70 Minutes - 1 period for reflection and discussion

Rationale

The purpose of this field study is to explore the effects tourism has had on the natural environment of Toronto. The students will observe and photograph various travel and tourism types and discuss how they have impacted the local environment. This study connects the in-class concepts to a real life environment students experience daily.

Strands & Expectations

Human-Environment Interactions

Understanding and Managing Change

Methods of Geographic Inquiry and Communication

Overall

- Students are to analyse the impact of different types of travel and tourism on the natural environment.

Specific

- Identify the natural resources on which tourism is based and justify the need for sustainable development
- Compare the positive and negative effects of tourism on people and the environment in selected sites or regions
- Analyse specific examples of how tourist activities can threaten fragile environments or species
- Produce a set of criteria or “code of behaviour” for tourists travelling in fragile environments
- Predict and explain the likely impact of a natural or human-caused disaster on travel and tourism in a selected region

Description

Under the supervision of the teacher, students are required to note the surrounding environments and identify the types of tourism taking place. They must note the eco-tourist attractions on the island and observe how they have been preserved. Furthermore, students will note how tourism has moulded the island environment negatively. Students are provided with questions (Appendix 5.2) to aid their observations and are to take photographs (or sketch) of evidence they require to complete a final report.

The final 2 page report should expand on the field study questions, expressing the student's own opinions of the travel and tourism of Downtown Toronto.

This report should:

- Provide a brief history of the location
- Identify the travel and tourism involved
- Identify Pros and Cons of the tourism
- Describe environmental issues
- Brainstorm steps the government can take to preserve the Harbourfront environment

Planning Notes

- | |
|---|
| <ul style="list-style-type: none"> • Ensure all students return permission slips |
|---|

Prior Knowledge Required

- | |
|---|
| <ul style="list-style-type: none"> • Geography of Canada, Grade 9, Academic or Applied • Awareness of various types of ecotourism • Positive and negative impacts of ecotourism on the environment • An understanding of the role society can play on nurturing the environment and tourism |
|---|

Teaching & Learning Strategies

1) 3 hours - 1 full day trip

Under the supervision of the teacher, students are required to note the surrounding environments and identify the types of tourism taking place. They must note the eco-tourist attractions on the island and observe how they have been preserved. Furthermore, students will note how tourism has moulded the island environment negatively. Students are provided with questions (Appendix 5.2) to aid their observations and are to take photographs (or sketch) of evidence they require to complete a final report. A two page report is due upon their return to class.

2) 70 minutes – Discussion & Hand In Reports

During this class, students hand in their completed reports as we discuss the questions from the field study guide.

Resources

The internet City of Toronto Parks and Recreation website clipboards camera (one per group) proper hiking apparel (shoes, clothes) computer (at school) internet (optional) \$12.50 fee = \$9.00 bus fee + \$3.50 ferry fee Appendix 5.1 Rubric Appendix 5.2 Student field study guide

Appendix 5.3 Parent Letter

Accommodations & Modifications

Travel and Tourism Cumulative Task

Title
Ecotourism: <i>The Past, Present and Future</i>

Duration
420 minutes: 6 periods in length <ul style="list-style-type: none"> • 1 investigating and brainstorming period • 3 work periods in the computer lab • 2 for presentations

Homework is expected for the project. Note, that 2 periods of presentations can be spread out over a long period of time – e.g. one a day.

Rationale
Throughout the unit, students have been developing a thorough understanding of ecotourism and its various components. The cumulative task will introduce an individual study of a student-chosen ecotourist site of interest. Using their prior knowledge, students will explore their chosen site in depth and produce plans for its future.

Strands & Expectations
Human-Environment Interactions Global Connections Understanding and Managing Change Methods of Geographic Inquiry and Communication

Overall

- Analyse the impact of different types of travel and tourism on the natural environment
- Explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destinations
- Evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations
- Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques

Specific

- Evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based
- Explain the characteristics of the travel and tourism industry from a geographic perspective
- Compare the characteristics of selected tourist regions of the world

Description

The students are to create a powerpoint presentation which examines a ecotourist location within a specific geography area. This geographic area will be assigned to two students by the teacher. Within this geographic area, both students must individually identify any ecotourist location of their choice and research its past, present and future within a ecotourist perspective. Questions the powerpoint must address are:

- *The PAST of the ecotourist location*
 - How was it created?
 - What issues has it been faced with?
 - Who or what inhabited the area?
 - What makes tourists want to visit it?
- *The PRESENT of the ecotourist location*
 - What are the attempts of preservation?
 - How does tourism threaten the environment?
 - What are the positive and negative aspects on the environment?
 - What are the positive and negative aspects on the society?
- *The FUTURE of the ecotourist location*
 - What should be done to modify its preservation?
 - What are the long term environmental concerns?
 - Would you recommend this site and why?
- Bibliography of sources (for images and information, at least one hard copy)

The powerpoint presentation should include relevant key points and include a variety of media (images and video-if possible). Presentations should be 10 to 15 minutes in length. Please note; students should only put key points in each slide, and should orally present the information, via cue cards or memorization.

After a geographic region presentation is finished, both ecotourist sites will be compared and contrasted in a class discussion, where the students will have the opportunity for further inquiry.

Planning Notes

- | |
|---|
| <ul style="list-style-type: none"> • Allow for more time if needed in the computer lab for research • Presentations will be lengthy, so be sure to spread them out • Ensure to post computer lab hours |
|---|

Prior Knowledge Required

- | |
|--|
| <ul style="list-style-type: none"> • Students are to be familiar with ecotourism definitions and locations • Students are to be familiar with identifying problems and solutions for the tourist environment |
|--|

Teaching & Learning Strategies

1) 70 Minutes – Brainstorming

Students are given this period to choose a geographic area for their study. They may then begin to explore different ecotourist locations to choose from for their area of study for the next two classes. At the conclusion of this class, students should have a location chosen and filled out their timeline plan located in Appendix 6.2.

2) **210 Minutes – Computer Lab**

During these three classes, students are given a demonstration of Powerpoint. They are also given the freedom to continue their research in answering the questions provided, as well as to begin to format their presentation

3) **140 Minutes – Presentations**

Students will present their Powerpoint productions organized by geographic region. One geographic region per day will be suitable. Students will engage in a discussion after the presentations have concluded. This discussion will compare and contrast the presentation they just witnessed.

Resources	
Lab Availability	Mondays, Wednesdays and Fridays after school & lunch
The internet	Travel and Tourism websites
The textbook	Travel, Tourism and YOU!
Travel Agencies	Travel Magazines
Appendix 6.1	Teacher/Student Rubric
Appendix 6.2	Student Timeline Organizer

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WHAT IS ECOTOURISM ?

1. _____		2. _____
3. _____		4. _____
5. _____		6. _____

ECO-LODGES IS:

ECO-LODGES SHOULD PRACTICE:

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____

SUSTAINIBLE TOURISM:

RESPONSIBLE TOURISM:

GREENWASHING:

Appendix 1.2

1) What is Ecotourism

**2) What should
Ecotourism include**

**4)
Is Ecotourism
Beneficial?**

**3) What regions/Countries are known
For their Ecotourism travel**

Appendix 1.3

What is Ecotourism?

The concept of ecotourism is one of ambiguity and dispute. There is no universal definition for ecotourism, nor is there a certifying agency. A common misconception is that ecotourism is just nature based tourism, the act of surrounding yourself with nature's little wonders. The truth is far more complex. Ecotourism has to be both ecologically and socially conscious. Its goal is to minimize the impact that tourism has on an area through cooperation and management and in some cases it even encourages travellers to have a positive impact on their new surroundings.

A commonly accepted definition of ecotourism is:

"Responsible travel to natural areas that conserves the environment and improves the well being of local people"*

Ideally, ecotourism should...

- Minimize the negative impacts of tourism
- Contribute to conservation efforts
- Employ locally and give money back to the community
- Educate visitors about the local environment and culture
- Cooperate with local people to manage natural areas
- Provide a positive experience for both visitor and host

Eco-lodges

A hotel that is truly an "eco-lodge" is one that makes efforts to conserve resources and limit waste. Some things a hotel can do to limit its environmental impact are:

- Reducing temperatures for laundry water
- Changing sheets and towels less frequently
- Using solar power or alternate energy sources
- Installing low flow showerheads and toilets
- Buying recycled products and recycling waste
- Building a compost heap or a waste treatment facility

Many hotels are keen to conserve energy because it both makes them look good and saves them a lot of money. Hotels that are sustainable also contribute to the local community. They buy local food products and hire local employees.

Greenwashing

With ecotourism being so popular, it is inevitable that many companies will claim to be environmentally friendly to get business. This is called greenwashing. Since there is no single certifying agency to determine who actually engages in ecotourism, it is easy to get

away with just throwing the term around.

Many hotels claim to be eco-lodges simply because they have a good view. Wildlife viewing trips are often labelled eco-tours even if they give nothing back to local ecology and sometimes cause significant problems to the areas wildlife. Just because something is in nature doesn't make it ecotourism. It's important to look more carefully at their practices to see if it really is ecotourism.

Sustainable, alternative, responsible tourism - what's does it all mean?

There are many other words to describe a similar idea. The terms ecotourism, sustainable tourism or responsible tourism are often used interchangeably. The main ideas behind these are all similar, but there are small differences.

Alternative tourism is any type of travel that is not mass tourism (i.e. beach vacations or traditional sightseeing tours). This includes ecotourism, backpacking, volunteer tourism, adventure tourism, historical tourism, tornado chasing, couch surfing or any other form of travel that is atypical.

The widely accepted definition for **sustainable tourism** is "Tourism that meets the needs of present tourists and host regions while protecting and enhancing opportunities for the future."* It has the same ideals as ecotourism but is not limited to natural areas.

Responsible travel is a practice used by travellers guiding how they act in a host country. It has roots in sustainable tourism but focuses on being respectful as a guest in a foreign country, such as asking permission to take photographs or enter a home, observing some of the customs, such as dress, or making an effort to learn the language.

*The International Ecotourism Society (TIES)

Making Your Trip as Environmentally Friendly as Possible

It may seem like a lot of work to have an environmentally friendly holiday, but it's actually quite easy. It just boils down to a few key choices and a lot of common sense. Here are a few simple tips to help reduce the impact of your travels on the environment...

Leave no trace

The main principles of eco-tourism can be summed up in the well known phrase "Take only pictures, leave only footprints." It's that simple. Don't litter. Don't take anything out of its natural environment -even if it's just one rock, just one flower, if everyone takes one then it becomes five thousand rocks and you start to notice a difference.

This goes for beach-combing as well. Shells may be pretty, but they serve a purpose too. Remember that sand dollars and starfish are live animals, not souvenirs. Leave everything just as you found it so that someone else can come along and enjoy it as well.

Carbon offsetting

Air traffic accounts for ten percent of greenhouse gasses worldwide. Carbon offsetting is a way to make up for the pollution caused by your flight by paying someone else to balance the scales by planting tree or doing something similar. There are a number of websites that make this process incredibly easy. You just enter in your flight information and it calculates the mileage and amount of carbon emitted. You can then pay for the organization to compensate by giving money to offsetting.

Try some of these organisations:

www.co2balance.com

www.carbonneutral.com

www.climatecare.org

Choose your provider carefully

Your travel provider plays a huge role in how environmentally friendly your trip is. Make sure the trip you choose shares your environmental values. Look for companies that employ local people, have a long term affiliation with the community or donate money or energy into protecting natural areas.

Read more about [choosing a travel provider](#).

The same is true for hotels. Many hotels have “gone green.” They may make small efforts, like only washing your sheets at the end of your stay or switching to water efficient showerheads. Other places make bigger efforts, like green building to conserve heat. There are many hotels that are choosing energy friendly alternatives (it saves them money as well) and finding one should be easy. Just make sure you do your research. Many places claim to be eco-friendly to gain customers, so look for awards or certifications.

Alternate transportation

When you travel, avoid renting a car or taking a taxi. Taking public transportation is better for the environment and it's great for people watching too. Most of the places you'll be visiting will be serviced by a bus or train, so hop aboard and chat to a local. It may be a bit of a hassle to travel by public transit, but a ride on a local bus can be quite an experience.

When you can, walk or ride a bike. This is the most environmentally friendly option there

is, though not always feasible. When it is an option, though, walking or biking provides exercise, entertainment and great views of the landscape.

Respect wild animals

Never touch or harass animals. Don't chase animals or try to get too close. Overcrowding can cause stress and aggravation. It is easy to get caught up in the thrill of seeing an animal in the wild but respect that you are a visitor in their environment and don't invade their personal space (which is quite a bit larger than ours). Many species are protected by laws that specify how close you can get to an animal. Know before you go. And if you're with a guide who you feel is engaging in harmful wildlife viewing practices, tell him to back off or report him to the proper authorities.

Souvenir trade

Just as you shouldn't take anything out of natural areas, you should be careful about what you buy as souvenirs. Refraining from taking shells from the beach doesn't mean much if you buy them at a gift shop. Be careful buying things made from animal products. Don't buy anything made from endangered plants or animals, such as ivory or turtle shells. It's not good for population levels and it's probably illegal.

Stay on the trail

It may be tempting to wander off the beaten track, but if you're in a national park or out in the wild it's an unwise decision. You might suffer an unpleasant encounter with a snake and you'll probably get lost. Remember that trails were made for a reason. If you go trekking through the underbrush, you'll trample some of the forest's unique plants and maybe some of its animals. Your footprint has a much larger impact on the forest floor than it has on a well groomed trail.

<http://www.i-to-i.com/why-is-ecofriendly-tourism-so-important.html>

Why is Eco-Friendly Tourism so Important?

Rachel Clare

With climate change becoming such a prominent issue in modern society it's hardly surprising that many tourists are turning to eco-friendly holiday options...

What is eco-friendly tourism?

Eco-tourism is a form of travel which minimises the negative impact of tourism on local communities and environments. This could involve anything from off-setting your carbon emissions to helping out at a local community development project and travellers can choose how eco-friendly they want their travels to be. You don't have to spend your whole holiday replanting trees or living in crummy bed sits, you just have to be aware of the effect which your travels are having on the environment.

What can eco-tourism do for local communities and environments?

Here are just a couple of example of how eco-tourism can help the local environment and society:

- By promoting recycling schemes
- By promoting energy efficiency
- By creating jobs for local people
- By creating a sustainable income for the local community
- By limiting environmental damage caused by travellers

The past

Traditional tourism has been damaging the environment for years and the negative impacts of this can be seen everywhere from the British coastline to Mount Everest. In fact, conservationists claim that traditional tourism has turned Everest, the world's highest peak, into the worlds biggest rubbish dump. Yet this picturesque mountain holds no hotels, shops, cafes, restaurants or roads so just imagine the impact that tourists can have on urban areas. It is the lack of consideration seen in the tourists, who thoughtlessly discard equipment on this natural wonder that has left Mt Everest on the brink of ecological disaster.

The future

Luckily, people are now starting to think about the impact that their travels are having on the environment. According to the World Tourism Organisation, Ecotourism is considered the fastest growing market in the tourism industry, with an annual growth rate of 5% worldwide. This represents 6% of the world gross domestic product and 11.4% of all consumer spending!

Around the globe, eco-tourism is quickly becoming one of the most popular travel options available. The 21st century is an era of environmental sensitivity and climate change remains firmly on the global conscience. With remote locations becoming more and more accessible countries are beginning promoting their natural wonders to bring in the eco-minded tourist. The trick here is to preserve natural resources while at the same time promoting them and to successfully accommodating for the vast numbers of tourists that will visit.

But why bother?

We've all seen the effects of global warming on the news or in the papers and we know that if we don't do something soon we'll reach an environmental crisis. It's vital that tourists adjust their habits and start taking environmental concerns into account when they travel.

Travelling with a responsible eco-friendly tour operator will give the budding eco-tourist a guilt free travel experience, and maintaining an un-spoilt and attractive destination contributes greatly to visitor satisfaction. Eco-friendly tourism will provide a holiday environment that's natural and unspoilt. It conserves the area's biodiversity and contributes to the well being of local people.

How can you do it...

...Sustainable development

Most popular eco-travel destinations have fragile eco-systems, making it vitally important for the locals to maintain a careful balance between preservation and promotion. This is called sustainable development and it's essential in order to ensure the long-term health of both the eco-systems and the tourism economies. When a region is developed as a tourist location, sustainable development ensures that the impact on the local community and environment is minimised.

If you want to get involved camps and eco-lodges are a good place to start. These save precious local resources such as water and electricity. Trails and tours are usually designed by resource managers or even the local people to give an idea of why they're so keen to preserve the local environment. Alternatively, you could head out to a volunteer project and make a direct impact on local communities and fragile ecosystems.

...Animal friendly tourism

Animal friendly tourism is another strand of eco-friendly tourism and attempts to counteract the negative impact that traditional tourism has had in the past. Animals are often exploited for the 'entertainment' of holidaymakers. Typical complaints from eco-friendly tourists include reports of the mistreatment of working animals, animal neglect and the selling of illegal animal products as souvenirs.

Charities such as the WSPA support animal friendly tourism and encourage travellers to report or boycott any events which include the mistreatment of animals. By joining their campaign you'll be working toward providing a better future for animals across the globe.

The increase in eco-tourism should have a significant effect on the environment with natural wonders and the local heritage being conserved for the enjoyment of future visitors. On top of this, eco-tourism will aid the development of poor communities, giving local people a brighter future. At a time when environmental concerns are

paramount, eco-tourism offers tourists the opportunity to use their travels to make a positive impact on underprivileged communities and fragile eco-systems – it gives them the chance to make a difference.

Australia – Ayres Rock

Ayres Rock, in Australia is considered to be largest rock in the world, rising more than 300 meters above the ground with a circumference of over 5 miles all around. Ayers Rock is well-known not just for its majestic presence, but also for its ability to change colour under different lighting and weather conditions. This natural wonder was discovered by Ernest Giles in 1872, and was named after the Premier of South Australia, Sir Henry Ayers. Until recently, large numbers of tourists visited the rock and climbed it using a rope-and-pole path drilled into the side of the rock. As a result however, the rock was becoming eroded. In 1985, the land on which Ayres rock stands was handed back by the Australian government to the local Aboriginal inhabitants - the Anangu, descendants of the people who found the rock nearly 10,000 years before Giles. The rock (now called by its traditional name, Uluru) has spiritual significance for the Anangu, which is why they want to protect it. The Anangu have now posted signs around Ayres rock reminding tourists to refrain from climbing the rock. Most tourists comply with their request.



Appendix 2.2

See Horizontal Sheet Attached

Appendix 3.1

DISCUSSION GUIDING QUESTIONS INCLUDE:

How does tourism in this area impact the ecosystem?

What are some ways that the damage might be reduced?

What are the positive outcomes of ecotourism?



Wednesday » February 6 » 2008 Friday » January 25 » 2008

Banff keen on green: Trend seen from hotels to new plaza on main street

Grady Semmens

Calgary Herald

Saturday, July 09, 2005 The term "eco-tourism" may not have been around when Banff was founded in 1885, but that certainly didn't stop it from achieving world renown for its natural beauty and as a holiday spot for those seeking adventure in the mountains.

Now, Canada's first national park is becoming known for more than just its skiing, mountaineering, scenery and hot springs. It is also gaining a reputation as an environmentally friendly tourist destination where eco-conscious visitors can enjoy nature and relax in knowing they are minimizing their impact on the earth.

It's a trend local businesses are picking up on when it comes to promoting themselves, in what some say is the beginning of a green revolution in Banff.

"The customers who come to our national parks have said in survey after survey that they want three things: a sense of adventure, a chance to have environmental education and they want a chance to experience wildlife," said Banff developer Peter Poole.

"We're just trying to reflect those values and mimic what customers want."

Poole's company Arctos & Bird is behind an ambitious project he hopes will redefine the tourist experience in downtown Banff and be one of the "greenest" commercial buildings in Canada.

Bison Courtyard is scheduled to open this summer on Bear Street, one block west of Banff Avenue.

Reminiscent of a European village plaza, the residential/ commercial complex is modelled around a central courtyard where people will be encouraged to gather.

Residents and visitors will be able to mingle among wildflower gardens and sit outside after stopping at the artisan bakery or returning from touring town on bicycles from the rental shop.

Drama and dance performances will unfold on the stage on the north side of the courtyard while the shaded south side will be kept warm by a medieval, Italian-inspired hearth. Those seeking respite from the pressures of urban living will find serenity in a Japanese tea room and meditation centre.

Meanwhile, the three-storey, horseshoe-shaped building designed by American green-building pioneer William McDonough will be a model of environmentally-friendly architecture created to complement the surrounding mountain views.

The project is being constructed out of sustainably-

harvested wood from the British Columbia Kootenays, rain water will be collected for irrigating native gardens that will be fertilized with the products of composting toilets, and triple-glazed windows and an energy-efficient heating system will reduce energy consumption and greenhouse gas emissions.

Employees who ride their bikes to work will be provided with showers and dressing rooms, the underground parkade will feature a display showing the town's water table lying just feet below the building and the cement used for construction contains twice the normal content of fly ash -- a byproduct of Alberta's coal-fired power plants -- making it cheaper and stronger than ordinary concrete while recycling more waste.

Bison Courtyard's name was inspired by two 6,000-year-old bison skulls unearthed at the site during excavations. Other historic aspects of the project include the refurbished log cabin that was the first home of Banff's Crag & Canyon newspaper, which will sit at the entrance to the public plaza.

"For me, it's all about telling stories," Poole said.

"If people have in the back of their minds that national parks are a beacon of hope of how we can live in a better way, then why can't we have buildings that try and do that too?"

Bison Courtyard is just the latest example of the trend towards eco-friendly development in the park.

Banff's hotels are leading North America when it comes to cutting water and electricity consumption.

The park's ski hills are being recognized for their environmental efforts. And Parks Canada is making strides in cutting waste and pollution from its own operations.

"Banff has shown a lot of leadership in the initiatives that have been taken over the last five or six years," Parks Canada's manager of heritage tourism Pam Veinotte said.

"It ties right in to our heritage tourism strategy because good environmental practices not only contribute to a healthy park, they also support a viable tourism industry."

Parks Canada is working towards reducing greenhouse gas emissions from its operations to 5.2 per cent of 1998 levels by 2010. Steps taken to achieve that goal include cutting electricity use, using ethanol-blended gasoline or natural gas in park vehicles, purchasing fuel-efficient hybrid vehicles and using solar power for some facilities.

The agency has also worked with the Town of Banff to create one of the most advanced sewage treatment facilities in the world to minimize pollution of the Bow River.

Banff has the highest concentration of hotels that are certified under the Audubon Green Leaf Program, Canada's leading standard for assessing the environmental performance of the hotel industry. The rating looks at more than 200 practices of participating hotels, which now number 130 in Canada.

"Many of the hotels are really involving their staff in coming up with ways of reducing their impact," program spokeswoman Carolyn Miyazaki said.

"They are recycling their linens and towels, composting food, putting organic food on their menus, retrofitting their plumbing and air conditioning systems and making a real effort to inform visitors and staff," Miyazaki said.

The Banff Park Lodge was the first Banff hotel to achieve the highest rating of four leaves, followed by the venerable Fairmont Banff Springs. Banff Park Lodge general manager Frank Denowden said customers have been overwhelmingly receptive to not having their bedsheets and towels replaced every day, once they are informed this saves water and cuts down on chemical and detergent use.

"The guests are very cool with it," Denowden said. "For the ones that want that kind of service, we can do it, but we're finding zero resistance to it. Our philosophy is it's the right thing to do and we want to make people aware of it."

The 28-year-old Banff Park Lodge is looking into replacing its traditional air conditioning system with a new system that uses groundwater to cool the building, and has switched the water-cooled motors for its industrial fridges to air-cooled units that save water and electricity. Denowden said the upgrades are expensive, but garner long-term savings.

Other hotels are beginning to make environmentalism a theme of the overall guest experience. Edmonton-based Decore Hotels recently chose to renovate the aging Timberline Hotel at the base of Mt. Norquay instead of pursuing a newer and larger facility, to minimize impact on a wildlife corridor next to the hotel.

Now called The Juniper, the updated 1950s bungalow-styled inn features low-flow bathroom fixtures, biodegradable carpet in its conference room and wood recycled from

a Fort Macleod airport hangar in the dining room -- where gourmet food is served on slabs of slate tile taken from the roof of the former hotel's staff quarters.

"People are really keen to learn about what we've done and feel it's a unique place to stay," said Melanie Schoen, general manager of the new hotel that opened on Dec. 12.

"Banff is normally a very transient place for hotel workers but we've had very little turnover" Schoen said. "It's a really great opportunity to be part of something like this."

© The Calgary Herald 2005

ECOTOURISM PROS & CONS

NEGATIVE IMPACT

1. LOSS OF CULTURE

2. CULTURE CLASHES

3. PHYSICAL INFLUANCES

POSITIVE IMPACT

1. DEVELOP FACILITIES

2. CREATE PRIDE

3. CREATE JOBS

4. ENVIROMENTAL ATTITUDES

How Your Travels Will Affect Local Communities

With concern for the environment growing rapidly and increasing pressure being placed on travellers to travel responsibly, it's hardly surprising that the eco-tourism industry is booming. But even within the realm of ecotourism, the social implications of travel are often overlooked.

Negative impacts

Tourism can have a negative impact on local communities when done without respect or consideration. Indeed, tourism can cause hostility, competition, jealousy and the loss or destruction of the local culture. Many travellers fail to research before they go and simple mistakes which can often be avoided are often made, causing offence to local people and making the lives of the next travellers to visit that little bit more difficult. It's vitally important that you make an effort to fit in, to limit the impact of your presence and to show your respect for the traditions and culture of the community that you are staying in. Otherwise, you are likely to confirm the bad reputation that travellers are gradually developing.

Loss of culture

Loss of culture can take many forms. One major change can be seen in the production of souvenirs. Once tourists arrive in an area, the local people realise that money can be made by selling their crafts to visitors. After a while, though, crafts which once had a spiritual or cultural significance suddenly are just goods. Some designs may be changed to meet tourists' demands and lose all cultural value.

Tourists are often unwilling to completely immerse themselves in the local culture and this means that in order to keep your custom, local communities must adjust to your needs. Traditional food, wares and customs are replaced with those of the traveller's homeland, effectively creating a home away from home. Yet by doing this, by demanding that destinations change to meet your demand you are taking away the very essence of travel. Therefore, in order to travel responsibly you must accept your surroundings for what they are and not expect anything else.

Culture clashes

Tourists are frequently disrespectful of local customs. Women (and men) often walk around in revealing clothing when the social norm is to politely cover yourself up. This is particularly important in places of worship and it is often considered extremely rude. This behaviour can cause ill-will and can also cause the local people to stray from their beliefs and customs.

Ill will can also be caused by the way tourists interact with locals. Many take pictures of

local people like animals in the zoo, without subtlety or permission, then move on without purchasing any of their crafts.

Physical influences

Tourism can lead to overuse of natural resources, vandalism and crime. Competition for local resources is a huge problem in tourist areas. Resorts use an enormous amount of water to run a golf course, depriving local people of drinking water. Similarly, grazing land may be destroyed for resort development, therefore significantly damaging the ability of local communities to maintain their traditional lifestyles.

Frequently local people are denied access to areas that have been set up as tourist destinations. Local people can no longer play on nearby beaches or visit the local national park, which doesn't give them much incentive to protect it. This is more often an indirect consequence of tourism as local people simply cannot afford the prices that tourists can.

Positive impacts

Before you get too depressed by the negative impacts of tourism, remember that with a little consideration, much of the problem can be solved. If you travel respectfully there is no reason why you can't minimize these impacts. In fact, tourism can have positive impacts on the culture as well. Making an effort to meet local people will give you a more accurate insight into the way they live their lives and make the interaction more pleasurable for both parties.

Reduce stereotypes

When people from different backgrounds get the chance to connect, they have the opportunity to see each other as individuals and not the nationalities they represent. Travel is a wonderful opportunity to talk to people and let them see that you, as an individual, do not fit into all the negative stereotypes of your ethnicity. And likewise, not all indigenous people are what you expect them to be. Making an effort to meet people can reduce these negative perceptions and stereotypes and develop appreciation and understanding of different cultures. People who live in developing countries are often extremely friendly and if you show them a little respect they will be able to introduce you to a side of your destination that you never knew existed.

Develop facilities

As long as the welfare of the local community isn't disregarded, creating facilities for tourism can benefit the local population as well. Tourism development brings money to the region and also forces improvement of local facilities like roads and water supplies. These two things together can easily help to develop the infrastructure of an area. Tourism can create new recreational or entertainment facilities, health systems, restaurants or public spaces. The longer that tourism thrives in the area, the more improvements that will be made.

Strengthen communities

If the money being made in a community is staying there, it can decrease emigration from the area. It can pay for a new school or community centre. It can bring the community together to create tourist facilities such as a local restaurant or visitors centre. They can also work together to manage tourism in the area and the profits will go directly to the community.

Create pride

When tourists come to see an authentic ceremony, the local people realise that they are unique. They take pride in the fact that people are interested in them. They take pride in their natural surroundings, heritage and art. Tourism can cause indigenous people to revive old traditions and preserve customs that may otherwise soon be lost to globalization.

Create jobs

A true eco-tourism organization employs local people. If people from the community have jobs in the tourism industry this will improve their economic situation and also decrease the hard feelings towards tourists.

If organizations work with the local community and hire local residents it opens employment opportunities up to people to whom opportunities are rarely available. It offers them motivation to learn and to develop their skills and gives them the opportunity to build a better life for themselves. The bottom line is, it gives them hope.

Local people make perfect guides. They know the area they live in. They may know more about the plants in their backyard than a university educated botanist would. They can imitate birdcalls and track animals. Hiring local guides is not only better for the community, it's better for the visitor too.

There is a fine line between tourism and responsible tourism. At first a community is keen on bringing tourists into the area. They see it as easy money. But bringing too many tourists into a place causes animosity and loss of culture. Sometimes it's difficult to see the damage that is being done to a community until it is too late, even if you're an active member of that community. The key to the development of sustainable tourism is effective management. It's up to you to be sensitive to cultures other than your own and make the effort to travel with companies that truly are eco-friendly, but it is also up to local governments and communities to ensure that they are controlling tourism and monitoring its effects on both local communities and environments.

Appendix 4.1

What are Non Governmental Organizations?

By: Carolyn Stephenson

January 2005

Nongovernmental organizations, or NGOs, are generally accepted to be organizations, which have not been established, by governments or agreements among governments. According to Harold Jacobson, author of one of the established texts in international organization, NGOs, like intergovernmental organizations (IGOs), have regularly scheduled meetings of their members' representatives, specified decision-making procedures, and a permanent staff. Their members are usually individuals and private associations, rather than states, and they may be formally established networks of other organizations. A wide variety of NGOs function in intractable conflicts. These include conflict resolution NGOs, as well as those in humanitarian assistance, development, human rights, peace building, and other areas.

While the term "NGOs" is sometimes used interchangeably with "grassroots organizations," "social movements," "major groups," and "civil society," NGOs are not the same as any of these. Grassroots organizations are generally locally organized groups of individuals, which have spring up to empower their members and take action on particular issues of concern to them. Some NGOs are grassroots organizations. But many are not. Social movements are broader and more diffuse than organizations; a social movement encompasses a broad segment of society, which is interested in fomenting or resisting social change in some particular issue--area, such as disarmament, environmental, civil rights, or women's movements. A social movement may *include* NGOs and grassroots organizations. "Major groups" is a term coined at the time of the United Nations 1992 Rio "Earth Summit" as a part of Agenda 21 to encompass the societal sectors which were expected to play roles, in addition to nation-states and intergovernmental organizations, in environment and development. NGOs are identified as one of these sectors, but NGOs overlap with many of the other sectors; there are women's NGOs, farmers' NGOs, labor NGOs, and business NGOs, among others. Finally "civil society" is a term that became popularized at the end of the Cold War to describe what appeared to have been missing in state-dominated societies, broad societal participation in and concern for governance, but not necessarily government. Civil society is thought to be the necessary ingredient for democratic governance to arise. NGOs are one part of civil society.

While it is often argued that NGOs are the voice of the people, representing grassroots democracy, a counter argument is made that NGOs have tended to reinforce, rather than counter, existing power structures, having members and headquarters that are primarily in the rich northern countries. Some also believe that NGO decision-making does not provide for responsible, democratic representation or accountability.

NGOs themselves can be local, national, or international. Sometimes international NGOs are referred to as INGOs. Historically, most NGOs accredited to the UN Economic and Social Council have been international, but contrary to the popular wisdom, even the first group of NGOs accredited to ECOSOC in the 1940s included some national NGOs.

Nongovernmental organizations are not a homogenous group. The long list of acronyms that has accumulated around NGOs can be used to illustrate this. People speak of NGOs,
Appendix 5.1

INGOs (international NGOs), BINGOs (business international NGOs), RINGOs (religious international NGOs), ENGOs (environmental NGOs), GONGOs (government-operated NGOs -- which may have been set up by governments to look like NGOs in order to qualify for outside aid), QUANGOs (quasi-nongovernmental organizations -- i.e. those that are at least partially created or supported by states), and many others.

While some other groups are nongovernmental, they are not usually included under the term NGO. The term usually explicitly excludes for-profit corporations, and private contractors, and multinational corporations (MNCs), although associations formed by MNCs, such as the International Chamber of Commerce, are considered NGnOs. Similarly, political parties, liberation movements, and terrorist organizations are not usually considered NGOs. Recently, however, some from outside the field of international organization, especially military writers, have begun to refer to terrorist movements as NGOs, some would say in order to discredit NGOs. Peter Willetts, an authority on NGOs, argues in defining NGOs that "a commitment to non-violence is the best respected of the principles defining an NGO."

Why do Non-Governmental Organizations Matter?

In the early 1990s there began to be recognition of the importance of NGOs. NGOs were found to have closer ties to on-the-ground realities in developing countries and, perhaps more important, to be able to deliver development aid considerably more cheaply than states or intergovernmental organizations.

As the UN Secretary-General's 1998 report stated, "In terms of net transfers, non-governmental organizations collectively constitute the second largest source of development assistance". An article in the New York Times just before the UN Conference on Environment and Development in 1992 cited development successes by NGOs such as the Trickle-Up Program, and stressed their low costs and high impact. NGOs also began to play a role in humanitarian assistance in conjunction with peacekeeping missions. They began to be referred to increasingly in UN resolutions, and some even began to meet informally with members of the UN Security Council to coordinate actions in emergency situations.

Both the number of nongovernmental organizations and their involvement in national and international policy-making has increased tremendously over the last half-century and especially the last several decades. At the time of the foundation of the United Nations in 1945 there were 2865 international nongovernmental organizations (NGOs); by 1990 that number had increased to 13,591. This compared to 3443 international intergovernmental organizations and roughly 200 nation-states. But, more important, in the 1990s there began to be recognition of the import of the NGO role. In human rights, development, environment, and even disarmament, NGOs had begun to be recognized for their role in influencing public policy at the UN and on-the-ground in nation-states.

NGOs also matter in intractable conflicts. NGOs play a variety of both positive and negative roles, from conflict resolvers doing Track II diplomacy, to development aid and humanitarian assistance, which can exacerbate or reduce conflict, to human rights advocacy, to election monitoring, to disarmament and environment work. Mary Anderson has stressed the importance of both development aid and conflict resolution organizations being sure, first of all, to do no harm.

Appendix 4.2

3, 2, 1 Sheet

In the boxes below, answer the questions on the Non Governmental Organization Reading

3

Important things about what NGOs do?

2

Reasons why NGOs matter?



Give a definition of an NGO and give an example of an NGO that you know about?

Appendix 4.3



Sustainable Travel

Travel lightly
and help
protect the
places you
visit, and the
planet at large.

Appendix 4.4

Name _____ Date _____

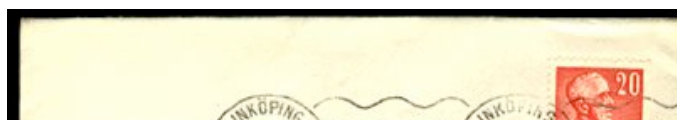
Spider Map

NAME _____

Appendix 4.5

Letter to the Government

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.



As a part of our Geography Eco-Tourism unit, you will be writing a letter to the government taking on the role of a Sustainable Travel International organization activist. Your activity is to write a letter to the government talking about different initiatives that can be taken in any tourist destination around the world that is being negatively affected by travel and tourism. In the letter you must suggest ways that the government could step in, in order to help make the tourism destination more Eco-friendly and ways to protect and positively impact cultures and the environment affected by travel and tourism. You can pick any travel destination that has been talked about in class as a case study (e.g. Ayers Rock) or you can choose a different travel destination. If you are choosing a different tourism destination, please verify it with me first.

The letter to the government should be **at least one page** in length and it should be constructed into four paragraphs. One should be an introduction paragraph should state what NGO organization you are from and what tourist site you would like to protect. The second paragraph should state negative affects travel and tourism is having on the tourist site and how it has been affecting the people in the area, the culture, the environment etc. The third paragraph should talk about why you think the site should be preserved and suggest some ways that you think the government can do to help protect/preserve the tourist site. You can also talk about any initiatives that are being implemented to preserve the site that are not working or that should be improved. The last paragraph should be a concluding paragraph thanking the government for their time and your appreciation for the governments support in saving the tourist site.

You will be given one day of class time to work on this assignment and there is an attached rubric that shows the marking scheme.

Marking Scheme**Mark****/40**

CRITERIA	Level 4	Level 3	Level 2	Level 1
Knowledge/ Understanding /10	-Demonstrates all of the key themes and concepts of NGOs and the issues found in the tourist site with excellent understanding of its significance 10 9.5 9.0 8.5 8.0	-Many of the key themes and concepts of NGOs and the issues found in the tourist site with good understanding of its significance 7.8 7.5 7.2 7.0	-Some of the key themes of NGOs and the issues found in the tourist site included with some understanding of its significance 6.8 6.5 6.2 6.0	-Few key themes and concepts of NGOs and the issues found in the tourist site with little understanding of their significance demonstrated 5.8 5.5 5.2 5.0
Thinking/Inquiry /10	-Multiple solutions to tourism problems are addressed using Eco-tourism/NGO concepts and practices 10 9.5 9.0 8.5 8.0	-Some solutions to tourism problems are addressed using Eco-tourism/NGO concepts and practices 7.8 7.5 7.2 7.0	- Few solutions to tourism problems are addressed using Eco-tourism/NGO concepts and practices 6.8 6.5 6.2 6.0	-No solutions to tourism problems are addressed using Eco-tourism/NGO concepts and practices 5.8 5.5 5.2 5.0
Communication	-Ideas expressed clearly and effectively with almost no grammatical or formatting errors	-Ideas expressed well with a few grammatical and formatting errors	- Ideas somewhat unclear with several grammatical and formatting errors	- Unclear ideas and many grammatical and formatting errors
/10	- The letter's tone is very appropriate for the audience (the government) and is well structured, thought out and the letter is at least one page in length 10 9.5 9.0 8.5 8.0	-The letter's tone is mostly appropriate for the audience (the government) and is well structured, thought out and the letter is under one page in length. 7.8 7.5 7.2 7.0	-The letter's tone is somewhat inappropriate for the audience (the government) and is somewhat well structured, thought out, and the letter is half a page in length. 6.8 6.5 6.2 6.0	- The letter's tone is inappropriate for the audience (the government) and is not well structured, thought out, and the letter is less than half a page in length 5.8 5.5 5.2 5.0
Application /10	- Excellent connections between various contexts and negative effects of tourism (eg environmental, social, cultural, socio-economic) in the letter 10 9.5 9.0 8.5 8.0	-Good connections between various context and negative effects of tourism (eg environmental, social, cultural, socio-economic) in the letter 7.8 7.5 7.2 7.0	- Some connections between various contexts and negative effects of tourism (eg environmental, social, cultural, socio-economic) in the letter 6.8 6.5 6.2 6.0	-Few connections made between various contexts and negative effects of tourism (eg environmental, social, cultural, socio-economic) in the letter 5.8 5.5 5.2 5.0

Field Study Rubric

Student: _____

Date: _____

Criteria:	1	2	3	4	
Knowledge and Understanding -Comprehension of material	Student demonstrates a limited understanding of the material including concepts and terminology	Student demonstrates some understanding of the material including concepts and terminology	Student demonstrates a considerable understanding of the material including concepts and terminology	Student demonstrates an excellent understanding of the material including concepts and terminology	
Thinking/Inquiry -Practical predictions for future implications of Ecotourism -Use of evidence (facts, statistics, examples)	Student generates predictions with limited logic, objectivity, and coherence. The student incorporates limited relevant evidence.	Student generates predictions with some logic, objectivity, and coherence. The student incorporates some well-chosen relevant evidence.	Student generates predictions with considerable logic, objectivity, and coherence. The student incorporates considerable well-chosen, convincing evidence.	Student generates predictions with a high degree of logic, objectivity, and coherence. The student incorporates highly effective, well-chosen, compelling evidence.	
Communication -Proper sentence structure -Full sentence format -Spelling/Grammar -Clear explanations and observations	Student presents material with limited clarity and effectiveness. There are several spelling and grammar errors.	Student presents material with some clarity and effectiveness. There are some spelling and grammar errors.	Student presents material with considerable clarity and effectiveness. There are minimal spelling/grammar errors.	Student presents material with excellent clarity and effectiveness. There are few errors in spelling/grammar.	
Application -Application of prior knowledge	Student applies appropriate concepts, theories, and ideas that were previously learned with limited effectiveness	Student applies appropriate concepts, theories, and ideas that were previously learned with some effectiveness.	Student applies appropriate concepts, theories, and ideas that were previously learned with considerable of effectiveness	Student applies appropriate concepts, theories, and ideas that were previously learned with a high degree of effectiveness.	
Criteria	Evaluation				Comments
References, citations, and bibliography	1	2	3	4	

TORONTO'S ECOTOURIST FIELD STUDY

Centre Island is Toronto's island getaway, a reprieve from the hustle and bustle of the city without having to drive for hours. Just a short ferry ride from downtown, Centre Island is nestled between Ward's Island and Hanlan's Point. Among the countless bike and rollerblading trails located throughout the island, visitors will find a variety of things to do and see, including popular children's attraction Centreville Amusement Park. After fun-filled hours on the ferris wheel, water slide and miniature golf course, families can enjoy picnics and train rides, or stroll through Far Enough Farm, the island's petting zoo.

The beaches on the island's south side are supervised in July and August. Park facilities include washrooms, drinking fountains, water taps, 21 picnic areas with six fire pits and two first aid stations. Bike and foot trails offer varying distances.



What are the natural attractions of Center Island and the Toronto Harbourfront?

What are the manufactured attractions of Centre Island and the Toronto Harbourfront?

How has travel effected the environment on Centre Island and on the Harbourfront?

What measures has the government taken to preserve Centre Island and the Harbourfront?

Do you believe people are conscious of the environment around them?

Do you know any similarities between Centre Island and the Toronto Harbourfront?

Identify some positive impacts tourism has had on the areas.

What can citizens do to help promote eco-awareness in these tourist locations?

Appendix 5.3

Mr. Jeff Magee
Travel & Tourism Grade 11

123 School Address Road,
Anyplace, Anywhere, Canada
A1B 2C3

Dear Parents/Guardian,

As part of our unit on *Eco-tourism: Nature's advertisement*, the Grade 11 Travel and Tourism class is invited to take part in a geographic field study of Centre Island in Toronto, Ontario.

The purpose of this field study is to explore the effects tourism has had on the natural environment of Toronto. The students will observe and photograph various travel and tourism types and discuss how they have impacted the local environment. Under my supervision, we will be walking the inner and outer loop for 2 hours where the students will be asked to take photographs and evaluate the various forms of tourism effecting the physical and social environment previously covered in class. This field study cumulates students' understanding of ecotourism around the world and its positive and negative effects on the government, locals, and the environment. Centre Island provides a local example giving students the opportunity to link geographical theory to practice.

Students will board a bus at 9:00am at the front foyer of Anyschool PS. The bus ride is approximately 30 minutes. Upon arrival at the Toronto Harbourfront, we will board Toronto's Harbourfront Ferry for a 15 minute transport to Centre Island. The vessel meets all the TDSB safety criteria for water travel. Further information is available at <http://www.toronto.ca/parks/island/#general>. Upon arrival, we will be walking along the waterline path, an approximate hike of 3km. A clear path is labelled and guard rails and floatation devices are provided to ensure waterfront safety. Walking observation is required and proper footwear and clothing is suggested for the excursion. If assistance is required for your son/daughter, please make that known to myself and accommodations will be made. If you would like to join us on our tourism field study, please contact myself.

The total cost will be \$12.50 per student for the bus rental. Students are asked to provide a camera if possible for their field study. Students will need to bring their own packed lunch for this excursion.

For further information, please contact Mr. Magee

Sincerely,
Mr. Jeff Magee
Jeff.magee@tdsbemail.com

Appendix 6.1

Culminating Activity Rubric

Student: _____

Date: _____

Criteria:	1	2	3	4
Knowledge and Understanding -Comprehension of material	Student demonstrates a limited understanding of the material including concepts and terminology	Student demonstrates some understanding of the material including concepts and terminology	Student demonstrates a considerable understanding of the material including concepts and terminology	Student demonstrates an excellent understanding of the material including concepts and terminology
Thinking/Inquiry -Predictions for future implications of Ecotourism -Use of evidence (facts, statistics, examples)	Student generates predictions with limited logic, objectivity, and coherence. The student incorporates limited relevant evidence.	Student generates predictions with some logic, objectivity, and coherence. The student incorporates some well-chosen relevant evidence.	Student generates predictions with considerable logic, objectivity, and coherence. The student incorporates considerable well-chosen, convincing evidence.	Student generates predictions with a high degree of logic, objectivity, and coherence. The student incorporates highly effective, well-chosen, compelling evidence.
Communication -Design/layout of presentation -Oral presentation -Spelling/Grammar	Student presents material with limited clarity and effectiveness. There are several spelling and grammar errors.	Student presents material with some clarity and effectiveness. There are some spelling and grammar errors.	Student presents material with considerable clarity and effectiveness. There are minimal spelling/grammar errors.	Student presents material with excellent clarity and effectiveness. There are few errors in spelling/grammar.
Application -Application of prior knowledge	Student applies appropriate concepts, theories, and ideas that were previously learned with limited effectiveness	Student applies appropriate concepts, theories, and ideas that were previously learned with some effectiveness.	Student applies appropriate concepts, theories, and ideas that were previously learned with considerable effectiveness	Student applies appropriate concepts, theories, and ideas that were previously learned with a high degree of effectiveness.

Criteria	Evaluation				Comments
References, citations, and bibliography	1	2	3	4	

Appendix 6.2
Timeline Organizer

Students are provided with a calendar in order to plan out their schedule so they can accomplish small amounts each day. Each student is to submit a proposal of their topic, and what they aim to have accomplished by tier 1 and tier 2. This will provide them with a guided work habit and cause less stress by setting short term goals.

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6 Proposal Due	7	8	9
10	11	12	13 Tier 1	14	15	16
17	18	19	20 Tier 2	21	22	23
24	25	26	27 Presentations Begin	28	29	

Proposal

Geographic Region Assigned: _____

Eco-tourist Site Chosen: _____

By Tier 1, I will accomplish

By Tier 2, I will accomplish:

a)

a)

b)

b)

c)

c)