

Public and Catholic District School Board Writing Partnerships

Course Profile

Regional Geography: Travel and Tourism

Grade 11

Open

CGG30

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

Public and Catholic District School Board Writing Teams – Regional Geography: Travel and Tourism

Project Leaders

Mike Taylor, MFC

Allan Hux, Toronto District School Board, President OHCA

Ethel Johnston, Toronto District School Board, Secretary OAGEE

Course Profile Writing Team

John Marinelli, Catholic Central

Bill McCormack, Catholic Central

Veronica Sferranza, Catholic Central

Gale May, York Region District School Board, President, OGCA

Carole Locke, York Region District School Board

Krista Luks, York Region District School Board

Internal Reviewers

Steve Paterson, London

Michael Ball, Durham District School Board

Ann McLean, York Region District School Board

Joel Marier, Hostelling International

Jan Bivall, York Region District School Board

Religion Advisor

Margie O'Connor, Catholic Central

Destination Reviewer

Miki Tanner, Fanshawe College

Librarians

Esther Rosenfeld, DWC, Library/Learning Resources, TDSB

Mark Kaminski, Library Consultant, TDSB

Larry Maenpaa, Teacher-Librarian

Associations

Ontario Association of Geographic and Environmental Education (OAGEE)

Ontario Geography Consultants Association (OGCA)

Course Overview

Regional Geography: Travel and Tourism, Grade 11, CGG30

Course Description

This course focuses on travel and tourism to examine the unique characteristics of selected world regions from a geographic perspective. Students develop an understanding and appreciation of the ways in which the natural environments, economies, cultures, and other aspects of world regions interact.

Students understand the travel and tourism industry through a series of issues-based investigations that highlight the complexity of the industry and the interconnectedness of the components. Students learn to identify the benefits of travel while minimizing cultural and economic conflicts to achieve sustainable natural and human systems. Past and present patterns and trends are analysed in order to make predictions about the opportunities and possibilities for future travel and tourism. Students gain valuable skills, including the analysis of controversial issues and the use of geotechnologies to organize and synthesize information gathered from regional studies. This course includes a focus on the local community as a source of information about travel and tourism activities and businesses.

How This Course Supports the Ontario Catholic School Graduate Expectations

The Ontario Catholic graduate will be able to achieve many of the expectations in their study of travel and tourism. Through their examination, evaluation, and application of knowledge regarding the influences of travel and tourism, students discover what is necessary for all people of the world to enjoy travel and tourism while at the same time, sustaining natural systems, preserving cultural identities, and developing economies. The course helps in the development of a responsible Catholic citizen who respects and affirms the diversity and interdependence of the world's peoples and their natural environment. Furthermore, it is expected that Catholic students of this course think reflectively and creatively, in light of gospel values, to evaluate situations and solve problems.

Course Notes

Students apply the geographic knowledge and skills gained in Grades 7, 8, and 9 to an issues-based approach for regional studies. Fundamental to this approach is an understanding of the complex and connected nature of the industry. While students investigate specific regional cultural, economic, and environmental aspects of travel and tourism, it is expected that they understand these in a broader holistic context and as part of a systems approach. An essential component of the course is the linking of expectations to local community businesses and recreational activities and the contributions of workers in the travel and tourism industry worldwide.

The four Achievement Chart categories appear in *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies* and *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*.

Together the Achievement Chart categories and levels of performance form the basis for the development of assessment and evaluation tools for teachers that clearly indicate the steps that students need to take to improve their performance.

The Open course provides students with many opportunities to engage in hands-on learning and to express their understanding in various ways. Students develop their reading and writing skills, and have numerous opportunities to research, model, debate, evaluate, interpret, and apply the products of their inquiries. Complex tasks, such as using technology for research and problem solving and making predictions for planning courses of action, draw on all categories of the Achievement Chart. Critical-thinking skills, such as conducting analysis and detecting point of view, are an important part of this course.

It is essential for teachers and students to be familiar with the course culminating activity, Travel and Tourism Report: A Case Study, at the beginning of the term. Teachers need to introduce and develop skills that are required for this activity throughout the course. Students are required to select a topic after the introductory unit and spend additional time outside class, reading, researching, and reflecting. It is essential that students and teachers develop organizational strategies for tracking progress in more than one assignment at a time. Considerable pre-planning is necessary to ensure the availability of resources and materials, and time in the Library/Resource Centre for researching and producing the Travel and Tourism Report: A Case Study.

During Unit 1, students choose a specific region in the world to be the case study for their course culminating activity. This may be any type of region, including city-centred regions, such as Hong Kong, New York, or Paris; fragile physical environments, such as Banff National Park, the rainforest of Costa Rica, or the coral reefs of Australia; a frontier region, such as Antarctica; an economic region, such as Cancun, Tremblant, or Berlin; or a cultural region, such as Central America or South Africa.

Students keep a portfolio containing: their rationale for the selected region; a preliminary plan including the use of geotechnologies; research information including updated websites, books, videos, and periodicals; maps, graphs, charts, and other visuals; primary source material, such as surveys and interviews gathered from community members and businesses; class notes specific to their region; and assessment materials from teacher conferences, peer feedback, and self-reflection notes.

The following is a sample of one Travel and Tourism Report: A Case Study students may complete as part of the course summative evaluation. It is meant as a guideline for teachers to use in their planning and does not rule out other choices students make. All student work related to the report is to be saved in a portfolio.

Sample Guidelines for Student Report

Unit 1: Choose a region of interest and develop a rationale and a preliminary plan for the report.

Unit 2: Outline the economic effects of travel and tourism in the region.

Unit 3: Identify the probability of cultural conflicts in the region.

Unit 4: Identify sensitive natural areas and suggest ways to minimize damage and promote tourism.

Unit 5: Predict the future of travel and tourism in the region.

Travel and Tourism Report: A Case Study: Use the portfolio of completed unit tasks to write the final report.

Units: Titles and Time

Unit 1	Understanding Travel and Tourism	15 hours (includes time for course culminating task)
Unit 2	Tourism and the Economy	24 hours (includes time for course culminating task)
Unit 3	Tourism and Culture	24 hours (includes time for course culminating task)
* Unit 4	Tourism and the Environment	24 hours (includes time for course culminating task)
* Unit 5	Planning for the Future of Travel and Tourism	23 hours (includes time for course culminating task)
Culminating Task	The Travel and Tourism Report: A Case Study	12.5 hours in-class time + 10 hours of independent research time

* These units are fully developed in this Course Profile.

Unit Overviews

Unit 1: Understanding Travel and Tourism

Time: 15 hours

Unit Description

This introductory unit provides students with a general overview of the travel and tourism industry as well as some insight into the patterns of travel and tourism in the world. By examining the various types of tourism, students come to an appreciation of why people travel. This knowledge enables students to analyse statistics pertaining to the pattern of travel and tourism and examine some recent trends in the industry. The unit concludes with students researching various international organizations and reporting on how they encourage travel amongst the various peoples of the world. Students choose a topic for the course culminating activity, The Travel and Tourism Report: A Case Study.

Unit 1 Culminating Activity

This activity directs groups of students to research an international organization such as the World Tourist Organization and analyse ways in which it encourages travel and tourism. Students then present the results of their research to the class by means of a short oral and visual presentation. Teachers are reminded that opportunities for individual accountability are required.

Unit 1 Overview Chart

Activity	Expectations	Assessment	Focus Question(s)
1	GCV.03, SSV.04, SS1.03, SS1.04, SS2.03 CGE3c	Knowledge/ Understanding Thinking/Inquiry	What is travel and tourism? Why do people travel?
2	GCV.01, SSV.03, GC1.04, GC2.01, GI2.03	Thinking/Inquiry Communication	What are the current travel and tourism global patterns?
3	UCV.01, GIV.02, GC2.06, UC1.01, UC1.03, GI2.05	Knowledge/ Understanding Thinking/Inquiry	What are the trends and where is the growth in the travel and tourism industry?
4	GIV.03, SS1.01, SS1.05, SS3.01 CGE2c	Knowledge/ Understanding Thinking/Inquiry Communication	How are the components of the travel and tourism industry interconnected?
5	GC2.05, GC3.04, SS3.01, GI1.01 CGE2b, 5g	Thinking/Inquiry Communication Application	Culminating Activity: How do international organizations such as the World Tourist Organization and the International Olympic Committee encourage travel and tourism?

Unit 2: Tourism and the Economy

Time: 24 hours

Unit Description

This unit focuses on the economic development and impacts of travel and tourism on world regions. Students apply the knowledge and skills learned in Unit 1 to analyse the economic effects associated with international sporting events, compare travel and tourism characteristics of two city-centred regions (e.g., New York, Mexico City, Bangkok, Sydney) and evaluate the impact of government policies on the economic aspects of travel and tourism in a selected region. An important part of the unit is the recognition of economic disparity as created by travel and tourism activities. Students illustrate their understanding of the effects of tourism on human economic systems by completing a map-based assignment and analysis of a specific city-centred region.

Unit 2 Culminating Activity

Using a series of map overlays or GIS constructions of human systems (e.g., transportation, housing/accommodation, retail/entertainment), students show how tourism in one city-centred region has created economic disparity between different groups. As part of the analysis, they take on the role of government tourism official to make suggestions to city planners about how to minimize these disparities.

Unit 2 Overview Chart

Activity	Expectations	Assessment	Focus Question(s)
1	UCV.02, UC1.02, SS1.02, SS3.02, GI3.03, GI2.03 CGE7j	Knowledge/Understanding	How does travel and tourism benefit a region economically?
2	UCV.02, UC3.05, UC3.01, GI1.04 CGE7h	Knowledge/Understanding Thinking/Inquiry	How do government policies affect the economics of tourism?
3	GC2.02, GC2.01, UC3.05, GC3.02, GC2.06	Knowledge/Understanding Thinking/Inquiry Communication	What are the economic characteristics of city-centred regions?
4	UC2.03, GI3.02, SS2.01, UC2.02, GI1.01, GI2.02 CGE3c	Thinking/Inquiry Application	How does marketing and advertising affect travel and tourism?
5	GCV.02, SSV.04, UC2.04, GC2.04, GI3.02, UC2.01, GI1.01 CGE3b, 4f	Application Communication	Culminating Activity: Do travel and tourism create economic disparities in regions and what can be done to minimize these?

Unit 3: Tourism and Culture

Time: 24 hours

Unit Description

This unit focuses on the effects of travel and tourism activities on the cultural and lifestyle aspects of destination regions. Students identify how local culture can be changed by activities such as construction of large entertainment complexes, sporting events, and exposure to other cultural values (e.g., religious beliefs, dress, eating habits). A study of the demonstration effect assists students in understanding the similarities and differences of those living in the region to themselves. Throughout the unit, students are challenged to identify the benefits of tourism activities while minimizing the cultural conflicts that may result.

Unit 3 Culminating Activity

Students draw up a business plan for an entertainment complex that benefits tourism but minimizes negative impacts on cultural values of a region. They present their business plan to a student committee comprised of representatives of local community groups (e.g., retail, religious, board of trade, heritage, social/religious interest groups) who will decide if the plan can proceed. Students may use this business plan as part of their course culminating activity.

Unit 3 Overview Chart

Activity	Expectations	Assessment	Focus Question(s)
1	SSV.02, SS2.02, SS2.04, UC2.01 CGE3f	Knowledge/Understanding Thinking/Inquiry	How does culture affect tourism-related development?
2	UCV.01, UC3.04, HE2.02, SS2.02, SS1.02 CGE7g	Thinking/Inquiry Communication	How does tourism-related development alter human systems?
3	UCV.02, UC3.01, GC3.03, GC2.03 CGE7b	Knowledge/Understanding Thinking/Inquiry	How do lifestyle changes in travellers affect travel and tourism?
4	GCV.02, GC1.03, GI2.01, GI2.02, GI1.04, GC1.02 CGE3d	Application Communication	What is the demonstration effect and how does it alter people's lives or cause conflict between people?
5	SSV.01, GC1.02, GI1.04, SS1.05 CGE7f	Knowledge/Understanding Application Communication	Culminating Activity: What can be done to benefit all groups and minimize cultural conflict that results from travel and tourism?

Unit 4: Tourism and the Environment

Time: 24 hours

Unit Description

This unit applies the geographic knowledge and skills developed in Unit 1 to a focus on the effects of travel and tourism activities on the natural environment. After identifying the natural resources that attract tourists, students direct their inquiries to how natural factors affect tourism and conversely, how tourism activities alter the natural environment particularly in sensitive environmental habitats such as the rainforest, desert, mountain, and aquatic regions. A whale-watching role-play and roundtable discussions are important parts of the unit. At the end of the unit, students design an ecologically sensitive tour package, which is then checked by other students for its sustainability. During this process, they evaluate existing programs and policies for protecting natural resources.

Unit 4 Culminating Activity

Students research in small groups and design an ecologically sound tour package to a natural habitat. Each student completes one component of the package and the tour is presented to the class in a short, group presentation. The individual components include the development of a tour company brochure, a package itinerary, and an ad or commercial focusing on the company philosophy and description of the geographic area. Each student in the group completes a one-page rationale for the package. Guidelines for sustainable tourism developed earlier in the unit should be used by students for this activity. Students may select a natural habitat that coincides with their chosen destination for the course culminating activity, The Travel and Tourism Report: A Case Study, and time is incorporated into the unit for this task.

Unit 4 Overview Chart

Activity	Expectations	Assessment	Focus Question(s)
1	GIV.01, HE1.01, GI2.03, GI2.05C GE2b	Knowledge/ Understanding	What are the natural habitats (e.g., rainforest, desert, mountain, aquatic/marine) that attract tourism?
2	HEV.01, GCV.01, UCV.01, HE2.01, GI2.03, GI2.06 CGE2c	Knowledge/ Understanding Communication	Why do these natural habitats attract tourism and what patterns result?
3	HE2.01, HE3.02, GI2.04, GI1.01 CGE3c	Thinking/Inquiry Communication	How do natural factors or phenomenon affect tourism?
4	HEV.02, HE2.03, HE2.04, HE2.05, UC3.02, UC3.05, GI1.01, GI2.06 CGE7i	Knowledge/ Understanding Thinking/Inquiry Communication	What are the positive and negative effects of tourism on the natural environment?
5	HE2.05, HE3.01, UC3.05, GI1.01, GI2.06 CGE3f, 7i	Knowledge Application Communication	How can we minimize the effects of travel and tourism on fragile natural environments?
6	HEV.03, HE1.01, HE1.02, GC1.01, GI2.01, GI1.01, GI3.02, GI2.06 CGE4b	Knowledge/ Understanding Thinking/Inquiry Communication Application	Culminating Activity: How can we minimize the effects on fragile environments through programs and initiatives and how effective are these?

Unit 5: Planning for the Future of Travel and Tourism

Time: 23 hours

Unit Description

This unit has been organized to build towards the effective use of planning principles to design future tourist sites and activities. Students progress through a variety of activities that has them critically evaluate present tourist destinations and their success as significant tourist attractions. The tasks are designed for students to appreciate the value of tourism from a cultural, social, environmental, and economic perspective. Students are expected to understand the need for balancing employment and economic development while respecting the interdependence of the world's people and cultures rooted in our Catholic teachings.

Unit 5 Culminating Activity

This unit focuses on the success of current global attractions and the planning considerations for a balanced approach to tourism. This enables students to work toward a possible travel/tourism activity of the future. Students plan and design a realistic activity in a somewhat untouched domain, such as space, that will be successful as a major tourist attraction while balancing the needs of a variety of people.

Unit 5 Overview Chart

Activity	Expectations	Assessment	Focus Question(s)
1	SSV.01, GCV.03, SS3.01, GC1.01, GC3.01, GI2.06 CGE3c, 5a	Knowledge/Understanding Thinking/Inquiry	What characteristics make global tourist attractions successful?
2	GIV.01, SS3.04, HE1.03, HE3.03, HE3.04 CGE7g, 7i	Knowledge/Understanding Thinking/Inquiry	What are World Heritage Sites and what criteria are used to designate them?
3	UCV.03, SS3.03, UC1.03, UC1.04, GI1.04 CGE3b, 7j	Application	What do planners need to consider in making travel and tourism a balanced approach?
4	UCV.01, GIV.05, UC2.02, GI1.02, GI3.01 CGE2b, 4g	Thinking/Inquiry Application	What will careers in travel and tourism be like in the future?
5	UCV.01, GIV.01, GIV.04, UC3.03, GI2.01 CGE3c, 5g	Thinking/Inquiry Communication Application	Culminating Activity: What will travel and tourism look like in the future?

Teaching/Learning Strategies

This course provides students with opportunities to explore and reflect on travel and tourism through diverse teaching and learning strategies including those achieved through direct community contact. Geographic inquiry skills, such as collecting, organizing, analysing, and synthesizing information, are a part of many activities and include the use of geotechnologies such as remote sensing and geographic information systems. Students have multiple opportunities to improve their skills in communication through presentations, reports, and the use of visual geographic tools such as graphic organizers, maps, and diagrams. The Internet and GIS software are useful tools for assisting students in meeting expectations. Cooperative group learning is an important strategy fundamental to some activities in this profile, in particular, those that involve group decision-making (e.g., achieving sustainable tourism in fragile habitats, minimizing cultural conflict, defining what travel and tourism will look like in the future). Tasks, such as carrying out interviews and role plays and designing commercial ads and posters, develop skills and concepts through a range of student learning styles. As a culminating task, students produce a case study report that reinforces and synthesizes the essential understandings from each unit and gives them a final opportunity to demonstrate competency in meeting the expectations of Regional Geography: Travel and Tourism.

Teachers of ESL students may find it useful to provide information and resources from students' home countries for tasks and assignments. All students benefit from pre-reading discussions, posting of important vocabulary and terms, and reinforcement of oral instructions through the use of visual clues.

Assessment & Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. In order to give students an opportunity to improve their learning in this course, a variety of formative and summative assessment tools are used. The Achievement Chart provides a reference point for all assessment practices and a framework within which to assess and evaluate student achievement. It is found on p. 246 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*. The categories encompass the curriculum expectations in all courses in Canadian and World Studies. The descriptions at Level 3 represent the provincial standard for student achievement.

The Ontario Curriculum, Program Planning and Assessment, Grades 9 to 12, 2000, outlines the philosophy and guiding principles concerning assessment and evaluation for Ontario teachers.

Teachers ensure there is a balance of approaches to assessment, with students actively involved in the establishment of task criteria and assessment tools. Prior learning and level of skill are determined by the teacher through diagnostic assessment. Assessment strategies should be directly linked to specific expectations based on established criteria. Teachers collect exemplars of student tasks to support student achievement.

Course Evaluation and Culminating Task

As outlined in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment*, the final evaluation accounts for 30% of the grade and 70% is assigned to the evaluations conducted throughout the course. In this profile, The Travel and Tourism Report is used as the course culminating activity and it is recommended that it count for part of the final evaluation.

Course Culminating Activity

The course culminating activity, Travel and Tourism Report: A Case Study, is not a separate unit; instead, it is the integrating theme introduced in Unit 1 which connects and flows through each of the following units. Based on the knowledge of world regions studied in Unit 1, students choose a focus region for the Travel Report. Teachers need to introduce and develop skills, such as collecting, analysing, and displaying data, using information from a variety of primary and secondary sources including those from community/business sources, and applying geotechnologies to regional geography. Time is allotted during the subsequent units (e.g., culture, economic, environmental, future) for students to add information to their case study, practise geographic skills, receive ongoing feedback about their report, and reflect on their achievement. During the last unit, students participate in a final teacher conferencing, self-assessment, and peer feedback; do final editing; and then submit the culminating activity for summative evaluation.

Many of the primary resources used in this course are located in businesses in the local community and many secondary sources are found on the Internet. Students are expected to spend additional time outside class during the course, researching electronically and preparing the course culminating activity.

Timeline for Course Culminating Activity

Unit	1	2	3	4	5
Time Allotted	75 minutes	150 minutes	150 minutes	150 minutes	225 minutes
Course Culminating Activity, Focus and Task	Introduce the report using a case study approach. Students make notes in report journal and choose a topic. Teacher checks.	Outline the framework of the report. Begin research and application of concepts. Teach introductory skills including GIS if available.	Continue research and application of concepts. Add new skills. Prepare rough notes for written report. Conference with teacher.	Continue research and application of concepts. Write rough draft. Self-check of rough draft using a checklist.	Work sessions with continued teacher and peer feedback. Final editing. Submission of final report.

Accommodations

With assistance and appropriate teaching and learning strategies, students are expected to achieve success in Geography. Appropriate adaptations in planning, assessment, and evaluation may include strategies such as granting extra time, using oral conferences and scribes, use of graphic organizers to organize information, and using cloze passages instead of essay questions on tests and assignments. Some students may require modifications to expectations (See *Ontario Secondary Schools, Grades 9 to 12, 1999*, p. 24 5.4.4). Individual Education Plans (IEPs) for exceptional students provide teachers with specific guidelines and suggestions for learning strategies that work best with individual learners. Geography teachers are encouraged to collaborate with the student and Special Education teacher to review students' IEPs to decide the best ways to assist the individual in meeting the expectations of this course. Specific accommodations that may be required are:

- cue the student to record important information;
- provide reading materials at students' instructional level;
- provide access to a computer for word processing;
- permit taping of notes;
- provide a printed copy of overhead or board notes;
- chunk assignments into manageable parts and monitor progress.

As well, the levels outlined in *The Ontario Curriculum, Grades 9 to 12, English as a Second Language and English Literacy Development, 1999* provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom.

The subject discipline of Geography has its own particular ways in which language is used to express concepts. In order to help all students, but especially ESL/ELD students, teaching and learning strategies should show formative attention to the following aspects of language in written and oral forms:

- specialized geographic vocabulary;
- statements of opinion, interpretation, inference, and prediction;
- activities such as reading/listening tasks (case-study/video-viewing) need a specific and concrete product expected of students;
- completion of graphic organizers;
- note taking/summarizing.

All learners benefit if models or scaffolds for oral, written, and visual expression are initially provided by their teachers. Teachers are encouraged to be flexible in their planning and assessment to best meet the needs of individual students with specific needs.

Resources

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

Benedict, Michael, ed. *Maclean's*. Toronto.

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Elander, Magnus and Staffen Widstrand. *Eco Touring: The Ultimate Guide*. Toronto: Key Porter Books, 1997. ISBN 1-55013-894-4

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LaPanche, Shirley. *Stepping Lightly on Australia: A Traveller's Guide to Ecotourism*. USA: Globe Pequot, 1995.

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Smith, Prior. "Effects of Hurricane Andrew still felt in Florida." *The Toronto Star* (Dec. 23, 2000)

Staniforth, Sue. "Protected Areas: The Arks of the 21st Century." *Green Teacher*, Issue 56 (Fall 1998).

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Wood, Chris. "A Whale of a Debate." *Maclean's* (January 26, 1998).

Non-print

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Canadian Geographic – <http://www.canadiangeographic.ca>

Caribbean Alliance for Sustainable Tourism – <http://www.cha-cast.com>

Caribbean Hurricane Network Website – <http://stormcarib.com/>

Catechism of the Catholic Church – <http://www.christusrex.org/www1/CDHN/cc.html>

CBC News in Review. Video series in your school Library/Resource Centre

Ecological Travel Adventures – <http://www.preferredadventures.com>

Ecotourism. Classroom Video, 1998. 45 min.

Educational Websites (Tourism) – <http://www.eduweb.com/ecotourism/eco1.html>

Encyclicals and other Papal Documents – <http://listserv.American.edu/catholic/church/papal/papal.html>

Fodors – <http://www.fodors.com>

Galapagos: Preservation or Profit. TVO, 1994. (video)

Hurricane Damage Reports Website – <http://www.cieux.com/dmg.html>

InfoHub – <http://www.infohub.com>

Lonely Planet – <http://www.lonelyplanet.com>

MapQuest – <http://www.mapquest.com/>

Nature Conservancy – <http://www.natureconservancy.ca>

National Geographic – <http://www.nationalgeographic.com/travel/index.html>

Partners in Responsible Tourism. Traveler's Code for Traveling Responsibly: Guidelines for Individuals – <http://www.prt.org>

Parks Canada – <http://www.parkscanada.pch.gc.ca>

Statistics Canada – <http://www.statcan.ca>

Sierra Club of Canada – <http://www.sierra.ca>

The Greatest Places. Omnimax/Imax in VHS video format, 1998.

Tourism Information Network – <http://webhome.idirect.com/~tourism/>

Tourism Statistics on the Net – <http://www.tourismstatistics.com/>

Travel Terrific – <http://www.travelterrific.com>

The Ultimate Trip Planner – <http://www.theultimates.com/trip>

UNESCO – <http://www.unesco.org>

Virtual Tourist Website – <http://www.city.net>

OSS Considerations

With an Open designation, Regional Geography: Travel and Tourism is appropriate for all students, many of whom will use it as an optional course. Students who take this course may earn either an optional credit, or a additional compulsory credit for diploma requirements. “These courses [Open] are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society” (OSS, p. 18, 4.3.6). Considerations for accommodations and modifications of regular programs, for students with special education needs, are summarized in section 5.4 (pp. 22-27) and Appendix 6: Meeting the Needs of Exceptional Students, *Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999*. Additional considerations for the role of technology in the curriculum, especially the use of geotechnologies (e.g., geographic information systems), and English as a Second Language and English Literacy Development (ESL/ESD) in this course, are found on pp. 242-243 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*.

Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999 validates the use of career exploration/education activities (pp. 19-20).

Open courses such as Regional Geography: Travel and Tourism may serve as the basis for cooperative education courses. This could include considerations for work experience and virtual work experience. Policy and procedure considerations are found in *Cooperative Education and Other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools, 2000* (pp. 9-10, 28, 29, 32).

The foundations for assessment, evaluation, and reporting practices are outlined on pp. 8-9 of *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*.

Coded Expectations, Regional Geography: Travel and Tourism, Grade 11, Open, CGG30

Geographic Foundations: Space and Systems

Overall Expectations

- SSV.01** · demonstrate an understanding of themes and concepts related to regional geography, including region, pattern, movement, and interaction;
- SSV.02** · analyse the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems;
- SSV.03** · analyse factors influencing movements of people and regional distribution patterns related to travel and tourism;
- SSV.04** · demonstrate an understanding of selected characteristics of the travel and tourism industry from a geographic perspective.

Specific Expectations

Understanding Concepts

- SS1.01** – demonstrate an understanding of how a variety of factors (e.g., physical, political, economic, cultural) are used to define regions;
- SS1.02** – explain how natural and human criteria are used to establish regional boundaries;
- SS1.03** – demonstrate an understanding of different types of regions (e.g., homogeneous, functional, multifactor, city-centred, frontier);
- SS1.04** – identify selected factors (e.g., location, accessibility, cost, safety, amenities, personal preferences) that influence travellers' destination choices;
- SS1.05** – demonstrate an understanding that the travel and tourism industry consists of many interconnected components (e.g., accommodations, attractions, types of transportation).

Developing and Practising Skills

- SS2.01** – analyse tourist travel within selected regions and explain reasons for the observed patterns;
- SS2.02** – analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;
- SS2.03** – classify different types of travel and tourism (e.g., adventure tourism, ecotourism, business travel) and explain the reasons why people travel (e.g., business, recreation, education, religion, geopolitical conflict);
- SS2.04** – explain how tourism-related development can have important impacts on human systems (e.g., expansion of transportation networks, multiplier effects on the economy).

Learning Through Application

- SS3.01** – research and report on the potential of natural and human factors to attract tourists to their local region;
- SS3.02** – produce a case study analysing multiplier effects of tourism on the economy of their local region;
- SS3.03** – analyse the distribution of Canada's tourism regions and national parks and explain the observed patterns;
- SS3.04** – analyse the major characteristics of selected tourist regions in terms of natural, cultural, economic, and political criteria.

Human-Environment Interactions

Overall Expectations

- HEV.01 · explain the effects of natural systems on travel and tourism patterns;
- HEV.02 · analyse the impact of different types of travel and tourism on the natural environment;
- HEV.03 · evaluate programs and initiatives designed to manage and protect the resources on which tourism is based.

Specific Expectations

Understanding Concepts

- HE1.01 – identify the natural resources on which tourism is based;
- HE1.02 – demonstrate an understanding of the need for sustainable development and protection of the resources on which tourism is based;
- HE1.03 – identify selected natural and cultural World Heritage Sites and the factors responsible for their selection.

Developing and Practising Skills

- HE2.01 – explain the effects of selected natural systems and phenomena (e.g., climate, natural disasters, landforms) on travel and tourism;
- HE2.02 – analyse the involvement of indigenous peoples in travel and tourism;
- HE2.03 – analyse specific examples of how tourist activities can threaten fragile environments (e.g., big game safaris and wildlife, diving and coral reefs, golf courses and wetlands);
- HE2.04 – compare viewpoints of individuals, businesses, non-governmental organizations, and other groups about sustainable use of the earth and its resources;
- HE2.05 – analyse the positive and negative impacts of ecotourism on people and the natural environment in selected destination regions.

Learning Through Application

- HE3.01 – produce a set of criteria for ecotourists to consider when travelling in fragile environments;
- HE3.02 – research and report on the impact of a natural or human-caused disaster on travel and tourism in a selected region (e.g., a hurricane in a Caribbean country, an oil spill in a coastal region);
- HE3.03 – evaluate the role of UNESCO in protecting significant natural and cultural sites around the world;
- HE3.04 – evaluate criteria used to determine the selection of park locations for a selected country.

Global Connections

Overall Expectations

- GCV.01 · analyse global patterns of tourism and the factors that affect them;
- GCV.02 · explain the cultural and economic impacts of travel and tourism on destination regions;
- GCV.03 · compare the nature and characteristics of selected tourist regions of the world.

Specific Expectations

Understanding Concepts

- GC1.01 – identify significant global tourist attractions;
- GC1.02 – demonstrate an understanding of the need to respect the cultural and religious traditions of others;

GC1.03 – demonstrate an understanding that cultural conflicts may result from the movement and interactions of people around the world;

GC1.04 – identify examples of countries with favourable and unfavourable tourism trade balances, including Canada and the United States, and explain the reasons for those balances.

Developing and Practising Skills

GC2.01 – analyse global tourist flows and explain the reasons for the observed patterns;

GC2.02 – compare rates of tourism and tourist spending for selected countries;

GC2.03 – explain the demonstration effect, in which tourists’ values and practices affect or replace local values and practices;

GC2.04 – analyse the causes and effects of economic disparities between selected world tourism regions;

GC2.05 – research and report on the economic, environmental, and cultural impacts of travel and tourism associated with international sporting events (e.g., Olympics, international soccer);

GC2.06 – select criteria and compare travel and tourism characteristics for two world class city-centred regions (e.g., Tokyo, Singapore, Cairo, Amsterdam, New York, Rio de Janeiro).

Learning Through Application

GC3.01 – evaluate the natural and human attributes that contribute to the success of selected globally significant tourist attractions;

GC3.02 – produce a case study analysing the relationship between tourism and level of development in a developing country;

GC3.03 – produce a case study analysing the impact of the demonstration effect in a selected tourism region;

GC3.04 – research and report on the role played by international organizations (e.g., World Tourist Organization, International Olympic Committee) in encouraging interaction among peoples of the world.

Understanding and Managing Change

Overall Expectations

UCV.01 · explain how changes and trends in society have an impact on travel and tourism patterns;

UCV.02 · analyse the economic, political, and cultural effects of tourism-related development on a community or region;

UCV.03 · evaluate the impact of planning, policies, and initiatives of governments, businesses, and other organizations on travel and tourism.

Specific Expectations

Understanding Concepts

UC1.01 – identify recent trends in travel and tourism (e.g., mass tourism, retirement travel, international business travel, government trade missions, adventure travel, ecotourism);

UC1.02 – 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);

UC1.03 – demonstrate an understanding of the factors that contribute to the growth of tourism around the world;

UC1.04 – identify criteria that planners must consider when planning for tourism development within a region (e.g., balancing the needs of visitors and those of the local community, protecting natural environments and historical landmarks, encouraging economic diversification).

Developing and Practising Skills

UC2.01 – analyse the effects of cultural, economic, and political motivators and barriers (e.g., visas, tax incentives, currency fluctuations, conflict among cultures, activities of transnational corporations) on travel and tourism patterns;

UC2.02 – explain how changes in technology cause change in the travel and tourism industry and in travel and tourism patterns;

UC2.03 – analyse the impact of marketing and advertising on travel and tourism patterns;

UC2.04 – explain how geographers use the concept of regions in investigating and solving problems and issues.

Learning Through Application

UC3.01 – explain how a tourist activity may contribute to the exploitation of people;

UC3.02 – analyse the effects of an increase in tourism on the natural and human systems of a selected region (e.g., Banff National Park, Antarctica, Himalayas);

UC3.03 – produce a case study to investigate the future of tourism for a selected region or destination (e.g., Canadian Arctic, countries in Africa or Asia, space);

UC3.04 – analyse how changes in lifestyles (e.g., in disposable income, amount of leisure time, attitudes) have affected travel and tourism patterns in Canada or in their local region;

UC3.05 – evaluate the impact of government policies on travel and tourism in a selected region (e.g., promoting production of foreign films in Canada through tax incentives).

Methods of Geographic Inquiry

Overall Expectations

GIV.01 · demonstrate an ability to collect, organize, analyse, and synthesize information from a wide variety of sources to conduct geographic inquiries;

GIV.02 · select and apply geographic methods, tools, and technologies to analyse data and communicate the results of inquiries effectively;

GIV.03 · apply geographic themes and concepts appropriately to account for development and patterns in travel and tourism at the local, national, and global levels;

GIV.04 · conduct an independent geographic inquiry that effectively applies knowledge, skills, methods, and geotechnologies to a study of regional geography;

GIV.05 · identify careers associated with regional geography and the travel and tourism industry.

Specific Expectations

Understanding Concepts

G11.01 – use geographic terms correctly in written and oral communication (e.g. *region, pattern, spatial interaction, multiplier effect, demonstration effect, regional planning*);

G11.02 – explain the importance of geographic knowledge and skills in the travel and tourism industry;

G11.03 – demonstrate an understanding of the steps involved in the geographic inquiry process;

G11.04 – describe biases that may inform different viewpoints and perspectives on issues related to regional geography.

Developing and Practising Skills

GI2.01 – evaluate the quality and validity of information found in various sources;

GI2.02 – use information from a variety of primary and secondary sources (including mainstream and alternative print, broadcasting, and electronic sources) when conducting geographic inquiries;

GI2.03 – use statistics effectively to analyse travel and tourism patterns;

GI2.04 – apply geotechnologies (e.g., remote sensing, geographic information systems) to a study of regional geography;

GI2.05 – produce and interpret different types of maps, graphic organizers, and diagrams;

GI2.06 – communicate effectively in written, oral, and visual forms.

Learning Through Application

GI3.01 – identify careers associated with regional geography and the travel and tourism industry and predict possible changes in these careers in the future;

GI3.02 – produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills, and applications relating to a geographic issue involving travel and tourism either within a region or on a global scale;

GI3.03 – collect data through field observation and apply these data to a study dealing with an aspect of travel and tourism in their local region.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 4: Description: Tourism and the Environment

Time: 24 hours

Unit Description

This unit applies the geographic knowledge and skills developed in Unit 1 to a focus on the effects of travel and tourism activities on the natural environment. After identifying the natural habitats that attract tourists, students direct their inquiries to how natural factors affect tourism and conversely, how tourism activities alter the natural environment, particularly sensitive environmental habitats, such as a rain forest, desert, mountain, or aquatic region. A whale-watching role play and roundtable discussion are important parts of the unit. At the end of the unit, students design an ecologically sensitive tour package which is then checked by other students for its sustainability. During this process, they evaluate existing programs and policies for protecting natural habitats of all types.

Unit Synopsis Chart

K/U = Knowledge/Understanding C = Communication

T/I = Thinking/Inquiry A = Application

Activity	Time	Expectations	Assessment	Tasks
4.1: Natural Treasures of the World	120 min	GIV.01, HE1.01, GI2.02, GI2.05	Observation checklist Map checklist (K/U)	Map making Brainstorming Video viewing Mind web
4.2: Postcards from the Wild	120 min	HEV.01, GCV.01, UCV.01, HE2.01, GI2.03, GI2.06	Checklist Self-assessment student-generated rubric (K/U, T/I) Peer feedback (C) Teacher evaluation (K/U, T/I, C)	Rubric design Research Designing and creating postcard Class discussion Note making
4.3: Becoming a Hurricane Expert	120 min	HE2.01, HE3.02, GI1.01, GI2.04	Written feedback on organizer (T/I) Quiz (K/U, T/I, C)	Video viewing Jigsaw research Organizer completion Preparing for and writing quiz
4.4: Whale-Watching Etiquette	300 min	HEV.02, HE2.03, HE2.04, HE2.05, UC3.02, UC3.05, GI1.01, GI2.06	Mapping and graphing assignments (K/U, C) Roundtable oral evaluation (T/I, C) Rules for whale-watching etiquette evaluation (K/U, C)	Video viewing Class discussion Mapping and graphing Research Roundtable presentation Writing assignment
4.5: Universal Guidelines for Positive Ecotourist Behaviour	300 min	HE2.05, HE3.01, UC3.05, GI1.01, GI2.06	Teacher observation and visual check of notes (C) Self-assessment of poster/title page using checklist (K/U, C, A) Teacher evaluation of poster/title page (K/U, A, C)	Class discussion Note taking Reading Summarizing main points Designing poster or title page Analysing criteria for tourist guidelines

4.6: Eco-friendly Tour Packages	300 min	HEV.03, HE1.01, HE1.02, GC1.01, GI2.01, GI1.02, GI2.06	Presentation checklist (C) Tour package rubric (K/U, T/I, C, A)	Think/pair/share Group research Oral presentation Rationale writing Bulletin board display
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Activity 4.1: Natural Treasures of the World

Time: 120 minutes

Description

Students generate a working definition of the term “natural habitat” and generate a list of natural habitats found around the world. Once a list is generated, the class discusses the various habitats and assesses the attractiveness of each to tourists. Students also create a mind web of natural habitats and provide specific global areas or regions that are associated with each of the habitats. Students locate and plot the various tourist destinations based on natural habitats. Students may examine tourism statistics to various destinations and apply these statistics to the map using graded shading. Students view a video that spotlights many natural habitats of the world and a discussion takes place concerning the tourist appeal of the destinations in the film.

Strand(s) & Learning Expectations

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

Overall Expectations

GIV.01 - demonstrate an ability to collect, organize, analyse, and synthesize information from a wide variety of sources to conduct geographic inquiries.

Specific Expectations

HE1.01 - identify the natural resources on which tourism is based;

GI2.02 - use information from a variety of primary and secondary resources (including mainstream and alternative print, broadcasting, and electronic sources) when conducting geographic inquiries;

GI2.05 - produce and interpret different types of maps, geographic organizers, and diagrams.

Prior Knowledge & Skills

Students require knowledge and understanding of the term “natural habitat” and world examples. They must recognize there are different types of tourists and reasons for travel. Students must be familiar with the construction and use of graduated shading maps as well as basic mapping skills. An ability to interpret statistics and data is also required.

Planning Notes

- Collect information and tourist statistics on natural habitats around the world from the websites and resources listed. Create a sample mind web to be used as a base. Make connections to Unit 1 for types of tourists, global tourism patterns, global regions, and motivators to travel.
- Remind students that they can use a natural region for the course summative activity, Travel and Tourism Report: A Case Study, and to set aside information or data useful to them.

Teaching/Learning Strategies

1. Using a destination such as Australia as a guide, ask students what natural features might attract tourists to the area (e.g., outback, Great Barrier Reef, tropical coast). Discuss the possibilities. In groups of three or four, students continue for different locations identifying the natural features found in each. The teacher records the answers on the board. From this list, create a working definition of “natural habitat” with the class and have students record it in their notes.
2. Students create a mind web in their notes with the phrase “global natural habitats” as the central focus. Based on responses from the previous exercise, students generate a list of natural habitats such as vegetation-based (e.g., steppe, rainforest), landform-based (e.g., mountainous, desert) and wildlife-based (e.g., Galapagos, steppe). Students extend their mind web by examining each natural habitat and identifying specific tourist locations that are associated with each habitat (e.g., landform-based – Himalayas, Great Barrier Reef, Grand Canyon).
3. Using a base map of the world and an atlas, students locate and identify the various natural habitats previously listed. Students may use tourism statistics to the various destinations as an extension. Students apply tourism statistics to the various destinations on a map using graded shading. Heavily travelled destinations are coloured in darker shade and the less traveled destinations are shaded in a lighter shade of the same colour. A written analysis of the patterns on the map could be done where students suggest reasons for the popularity of certain destinations.
4. Students view a video, such as *Greatest Places*, which highlights diverse natural habitats. (Note: Teacher ensures that board policy about video use is followed. See Overview Resources.)
5. The teacher records the following headings on the board: descriptions of the sites, unique characteristics, and tourism possibilities for each of the destinations highlighted in the film and leads a class discussion focusing on the diverse qualities of each natural habitat.

Assessment & Evaluation of Student Achievement

- The teacher assesses student responses to questions using an observational checklist.
- Students submit the natural habitat map for assessment using an appropriate assessment tool such as a checklist. The checklists are formative assessment.
- If statistics are used, students submit a brief written report outlining the reasons for tourism to various popular destinations.

Accommodations

- Specific accommodations may include: thoughtful grouping of students, sample mind webs, providing a viewing guideline to accompany the video, and providing maps, magazines, and texts for reference while brainstorming.
- Enrichment may include independent research on tourism statistics for destinations and application of these statistics to the natural habitat map using graded shading. An in-depth written analysis of the completed map to determine patterns or reasons for the large or small number of tourists could accompany the map.
- For each unit/activity in this profile, teachers may refer to the individual IEP for specific accommodations for exceptional students.

Resources

International Tourism Report. London: The Economist Publications.

Tourism Statistics on the Net – <http://www.tourismstatistics.com/>

World Tourism Organization – <http://www.world-tourism.org/omt/wtich.htm>

The Greatest Places. Video, VHS format, Imax. 1998. 55 min.

Activity 4.2: Postcards from the Wild

Time: 120 minutes

Description

Using the list of global natural habitats generated in Activity 4.1, students carry out an investigation of one natural habitat destination. They explore the reasons why tourists find this area appealing and what the selected area offers tourists. Once students have completed the research on their selected destination, they create a travel postcard. This activity is connected to the course summative activity as students select a natural destination that coincides with the region selected in Unit 1 for the case study.

Strand(s) & Learning Expectations

Strand(s): Human-Environment Interactions, Global Connections, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

HEV.01 - explain the effects of natural systems on travel and tourism patterns;

GCV.01 - analyse global patterns of tourism and the factors that affect them;

UCV.01 - explain how changes and trends in society have an impact on travel and tourism patterns.

Specific Expectations

HE2.01 - explain the effects of selected natural systems and phenomena on travel and tourism;

GI2.03 - use statistics effectively to analyse travel and tourism patterns;

GI2.06 - communicate effectively in written, oral, and visual forms.

Prior Knowledge & Skills

Students require some knowledge of global natural habitats. They must use independent research skills and have the ability to analyse various types of information (e.g., maps, pictures, written work, statistics) effectively.

Planning Notes

Collect newspaper and magazine articles, books, videos, and travel publications on natural habitat destinations. Consult the school library staff to compile other related resources. Arrange for the class to use the Library/Resource Centre for one class period and request Internet access if available. Prepare a list of suggested websites for Internet research and preview sites to check on validity. Prepare a rubric with the students (see Appendix 4.2) for the travel postcard, using the Achievement Chart as a guide.

Teaching/Learning Strategies

1. Complete and post the student-generated rubric (Appendix 4.2) and refer to it frequently during the activity.
2. Refer students to the list of natural habitats developed in Activity 4.1. Review these natural habitats with the class and then take an informal poll to identify which destinations are most popular and hold the most interest. As students respond, discuss why they would like to travel to any of these destinations.
3. Refer to the course summative activity. Allow students time to generate a list of natural tourist destinations that are found within their chosen region.
4. Once students have generated this list, they select one natural habitat in their selected region to research. This habitat should be of interest to the student as a future travel destination or because it is an area they have visited.

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5. Hand out the natural habitat travel postcard assignment to students and highlight the main points. Provide exemplars for students, if available. Tell students to focus on: a detailed description of their selection, unique features or characteristics, reasons for popularity, types of tourists this areas would appeal to, and dangers/threats to the area (e.g., hurricanes, volcanoes, avalanches, droughts). Students must provide a visual of the area.
 6. Allow students time in the Library/Resource Centre.
 7. When the research is complete, students review the information, select relevant sections, and transfer the information into a draft format of their postcard. Students also create or obtain an effective visual of their selected destination and use this as the face of the postcard. Once completed, students self-assess their product, using group-selected criteria, and make necessary changes.
 8. To offer opportunity for improvement, students present their findings in a short presentation to a small group for peer feedback. Students briefly describe the natural habitat in their area, summarize their research findings, and ask for suggestions from peers to make their postcard more effective. Time is allowed for improvements to the postcard.
 9. Once these components have been met, students create a final copy of their natural habitat travel postcard and submit it to the teacher for evaluation.
 10. Display the postcards and keep samples for future classes to use. Post the following questions to generate discussion and to form an outline for class notes: Is tourism to these areas considered a positive or negative influence? What problems might tourism create in these regions?
 11. Continue the discussion with the class about the importance of natural habitats for tourism. List all of the destinations on the blackboard. With students in small groups, ask them to find patterns in the destinations by answering the following questions: Do certain parts of the world have specific habitats? Which habitats are most popular for tourists and why? Students record the answers in their notebooks.

Assessment & Evaluation of Student Achievement

The teacher may wish to use a checklist to assess students' learning skills during the research portion. Using the student-generated rubric (see Appendix 4.2), students first self-assess and receive peer feedback about their postcards and are allowed time to make changes prior to submission for teacher summative evaluation.

Accommodations

- Specific accommodations may include frequent monitoring and assistance during the research time, use of a research framework to guide study, chunking the assignment into manageable parts, and monitoring progress.
- Enrichment of this activity could include choosing relevant postcard statistics and a rationale for those choices.

Resources

Elander, Magnus and Staffan Widstrand. *EcoTouring: The Ultimate Guide*. Toronto: Key Porter Books, 1997. ISBN 1-55013-894-4

Virtual Tourist Website – <http://www.city.net>

Activity 4.3: Becoming a Hurricane Expert

Time: 120 minutes

Description

Students view a video that outlines the effects of a hurricane on a coastal area. Students take part in a jigsaw activity where their home group is assigned the task of assessing the effects of a hurricane on the tourism industry of an equatorial region such as the Caribbean, Florida, or Central America. The effects of a hurricane are recorded in an organizer. Within their expert group, students synthesize information from a collection of readings to answer a focus question. This information is recorded in the specific section of their organizer and is shared with the members of their home group. The remaining portions of the organizer are completed through the discussions within the home group. This completed organizer and the chart notes form the basis of the students study notes for a comprehension quiz at the end of the activity.

Strand(s) & Learning Expectations

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

Specific Expectations

HE2.01 - explain the effects of selected natural systems and phenomena on travel and tourism;

HE3.02 - research and report on the impact of a natural or human-caused disaster on travel and tourism in a selected region;

GI1.01 - use geographic terms correctly in written and oral communication;

GI2.04 - apply geotechnologies to a study of regional geography.

Prior Knowledge & Skills

Students require basic knowledge of the climate patterns resulting in hurricanes. Students also require insight into the importance of tourism to many tropical economies. An understanding of the format of a jigsaw activity is also required.

Planning Notes

Collect information on hurricanes from various sources (e.g., textbooks, Internet, journals). Prepare specific task cards for focus groups:

- *Hotel Manager:* how will the possibility, presence, or past experience of a hurricane affect your hotel business and the number of guests?
- *Tourism Employees Union:* how will a hurricane affect your income and future employment opportunities?
- *Climatologist:* what kind of information can you supply to the tourism industry in your area to adjust to the possibility of a hurricane and prepare tracking information?
- *Chamber of Commerce Representative:* how does a hurricane affect the overall state of the local economy?
- *Vacation Tour Operator:* how does a hurricane affect the types of tourists and package rates during hurricane season?

Prepare jigsaw folders based on the focus questions. If available, add remote sensing images from recent hurricanes. Share with students the newspaper article “Effects of Hurricane Andrew still being felt.”

Obtain a video pertaining to a recent hurricane. Design a comprehension quiz relating to the effects of a hurricane on tourism. Connections from this activity are made to the CGF3M curriculum and to Unit 3. Students who have selected a region that experiences hurricanes for the course summative evaluation may incorporate this information into their case study.

Teaching/Learning Strategies

1. View a video pertaining to a recent hurricane in Florida, Central America, or the Caribbean. Discuss with a focus on impacts.
2. Assign home groups and explain the overall task of assessing the impacts of a hurricane on the tourism industry. Assign each member of the home group a specific focus area. Distribute hurricane organizer.
3. Students move into their expert groups and read the information in the jigsaw folder. Students respond to the focus question on chart paper and complete the necessary section of their individual organizers.
4. Students regroup to home groups and share their findings. Students complete the remaining sections of their individual organizers at this time.
5. Discuss, as a class, the findings and update the organizers so that all pertinent information is recorded.
6. Students brainstorm other types of natural or human-caused disasters in other regions of the world. Allow students the opportunity to apply this knowledge to their selected case study for the summative evaluation.
7. A quiz related to the effects of a hurricane on tourism is administered.

Assessment & Evaluation of Student Achievement

- The teacher formatively assesses student organizers for completion of, and complexity of answers to, the five focus questions and gives students written feedback for improvement.
- Summative evaluation for the task is completed through the quiz.

Accommodations

Specific accommodations may include: arranging groups to maximize student success especially for the reading in expert groups, providing an exemplar to assist students in the completion of the organizer, and providing additional time and an alternate location to complete the quiz. Enrichment of this activity may take the form of students previewing the video and preparing a scripted introduction or leading a follow-up discussion.

Resources

Smith, P. "Effects of Hurricane Andrew still felt in Florida." *Toronto Star* (Dec. 23, 2000)

National Geographic, "Central American Hurricane", v.196, no.5 Nov 1999, and "Andrew Aftermath", v.123, no.4, April 1993

"Hurricane Andrew," *CBC News in Review*. October 1992.

Activity 4.4: Whale-Watching Etiquette

Time: 300 minutes

Description

Students research and map the geographical area of the Saguenay-St. Lawrence Marine Park in Quebec. Students also graph the change in tourism statistics to the area in the last five years. Students are placed in small groups that represent special interests and participate in a roundtable discussion on whale-watching activities in the Marine Park which illustrates how important public input is in the process of protecting whales. Students then generate a list of suggested rules for whale-watching etiquette.

Strand(s) & Learning Expectations

Strand(s): Human-Environment Interactions, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

HEV.02 - analyse the impact of different types of travel and tourism on the natural environment.

Specific Expectations

HE2.03 - analyse specific examples of how tourist activities can threaten fragile environments;

HE2.04 - compare viewpoints of individuals, businesses, non-government organizations, and other groups about sustainable use of the earth and its resources;

HE2.05 - analyse the positive and negative impacts of ecotourism on people and the natural environment in selected destination regions;

UC3.02 - analyse the effects of an increase in tourism on the natural and human systems of a selected region;

UC3.05 - evaluate the impact of government policies on travel and tourism in a selected region;

GI1.01 - use geographic terms correctly in written and oral communication;

GI2.06 - communicate effectively in written, oral, and visual forms.

Planning Notes

Collect related materials for research (see Resources) and consult the teacher-librarian for other sources. Prepare a location map of the Saguenay-St. Lawrence Marine Park and atlas assignment of the study area. Prepare the worksheet and graph paper for the graphic exercise on visitation to the park. Reserve the Library/Resource Centre, computer lab, and Internet access, if available, for a minimum of two classes. Prepare a roundtable arrangement of classroom furniture to facilitate discussion for a possible two periods and plan a follow-up discussion.

Teaching/Learning Strategies

1. Survey the class, developing a personal inventory of animals that students have observed in the wild, in zoos, and/or marine aquariums. Lead a discussion on why we study animal behaviour, the scientific and educational role of zoos and marine aquariums, and the ethics of displaying animals for human entertainment. Discuss the increasing contact with wildlife and associated effects (e.g., Banff National Park and bears, Bwindi National Park and mountain gorillas, India and tigers).
2. Students complete an overview of the impact of tourism on whales. They could view CBC News in Review, “Ecotourism: The Impact on Wildlife” or read “Too Many Whale Watchers” from *The Globe and Mail*.
3. Students complete a mapping and graphing assignment of the Saguenay-St. Lawrence Marine Park.
4. Introduce the role-playing activity. Students work with partners and select from the roles or create their own appropriate special interest group with teacher approval (see Appendix 4.1).
5. Students research the influence and importance of whale-watching to the selected roles, prepare speeches, design name tags, visuals, and costumes.
6. Prepare classroom desk arrangement suitable for roundtable discussion. The teacher facilitates the roundtable discussion. Each group presents a prepared two-minute speech based on its research findings. Questions and discussion follow. The roundtable may take two classes. The teacher evaluates the oral presentation using a performance evaluation.
7. The teacher leads a follow-up discussion on ways to minimize the negative effects of human interactions and the human disturbance of whale-watching activities on whales. Refer to *Observers Awareness Guide* (see Resources).
8. Using information supplied from the roundtable activity and follow-up discussion, students create a list of rules for whale-watching etiquette.

Assessment & Evaluation of Student Achievement

The mapping and graphing assignment are assessed formatively for completion and written feedback is provided to students on accuracy. The roundtable discussion is evaluated by the teacher using an oral performance summative evaluation guideline. A student-generated task outline is used to evaluate the proper whale-watching etiquette. The performance criteria are generated with the students in advance of the evaluation.

Accommodations

Students may need computer-graphing software for this activity. Enrichment of the activity comes in the form of selecting students to play the roles of Parks Canada and Ministry of Fisheries and Oceans officials to facilitate the roundtable discussion and provide a leadership role.

Resources

“Ecotourism: Impact on Wildlife,” *CBC News in Review*. December 1998.

Canadian Oxford School Atlas, 7th ed.

Government of Quebec. *Observers Awareness Guide*. Available from Saguenay-St. Lawrence Marine Park, Parks Canada, 182 DeL’Eglise Street, PO Box 220, Tadoussac, Quebec, G0T 2A0, (418) 235-4703 *Parks Canada Series*. TVO, 1997.

Walken, R. “Too Many Whale Watchers.” *The Globe and Mail* (May 2, 1998)

International Fund for Animal Welfare – www.ifaw.org.press/whalewatching2000.html

Bay of Fundy – www.cwatchtours.com/ethics.html

Activity 4.5: Universal Guidelines for Positive Ecotourist Behaviour

Time: 300 minutes

Description

Students discuss how tourists and tourism alter the natural environment, the need for reducing the size of our ecological tourist footprint, and the rights and responsibilities of travellers in fragile environments. They identify the indicators of sustainable tourism and strategies for managing tourists in protected areas like national parks. A model of tourism development is examined and applied to a development simulation. Students create a universal guideline for ecotourist behaviour based on a code of environmental ethics, and using the knowledge and skills gained, create an illustrated ecostatement poster or title page to be displayed outside the classroom.

Strand(s) & Learning Expectations

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

Specific Expectations

HE2.05 - analyse the positive and negative impacts of ecotourism on people and the natural environment in selected destination regions;

HE3.01 - produce a set of criteria for ecotourists to consider when travelling in fragile environments;

GI1.01 - use geographic terms correctly in written and oral communication;

GI2.06 - communicate effectively in written, oral, and visual forms.

Planning Notes

Photocopy case study materials, reading assignments, and question sheets. Provide students with contact information for tourism associations and government agencies, and websites for Internet research (see Resources). Reserve the Library/Resource Centre, computer lab, and Internet access (if available) for two classes. Prepare an evaluation sheet and written guidelines for the poster. Plan guiding questions for follow-up discussion.

Teaching/Learning Strategies

1. Begin the class with a think/pair/share for the following issue statements, which deal with the rights and responsibilities of travellers to sensitive-natural areas. Tell students you will be returning to their reflections later in the activity and they should make a note of their personal beliefs about this issue. Beliefs of travellers run anywhere from “It’s my right to go wherever I want and do whatever I want even in a naturally-sensitive area” to “It is a privilege to be allowed to visit any fragile area and I may be refused access if I abuse the privilege.”
2. Brainstorm answers to the following questions and make notes on the board. What are the adverse affects of travelling to and within fragile environments? What conscious efforts can be made by hosts, guides, and agencies to reduce negative impacts? What conscious effort can be made by tourists to minimize damage to wildlife or habitat? Discuss the saying: “Leave nothing but footprints, spend nothing but time, take nothing but photographs”. Ask students where the statement fits in the issue statements they discussed in the first period.
3. Students read “Ecotourists: Off the Beaten Path” and answer the following questions in their notes. Compare ecotourists and beach tourists focusing on the type of traveller characteristics. Students look at travellers who enjoy planned itineraries (e.g., psychocentric) and those that prefer more spontaneous travelling (e.g., allocentric). How are government and private sectors involved in ecotourism? How is ecotourism part of an information economy? What positive opportunities/benefits do the local community and the host nation enjoy?
4. Students read, “We need to limit tourism while there is something left to see” and put the answers to these questions in their notes. How do well-intentioned ecotourists still threaten the environment (e.g., Axel Heiberg, Nunavut; Peten Mayan Ruins, Guatemala; Galapagos Islands, Ecuador; and, East Africa). Discuss whether governments should limit the numbers of tourists and why or why not.
5. Review the concepts of ecological footprint and carrying capacity with the class. Use an organizer to illustrate the indicators of sustainable tourism determined by the International Union for the Conservation of Nature and Natural Resources (see Resources).
6. Ask the following question and make note of students’ answers on the board. What can be done to keep tourism under ecological limits? Students complete the *National Geographic Traveler* reading assignment, “Treading lightly to minimize environmental wear and tear” and create a list of strategies for managing tourists in protected areas without causing significant damage.
7. Discuss a model of tourism development similar to the one in *The Monograph*, Vol. 46, Issue No. 2., 1995 (see Resources). Students, working in pairs, apply this model to a case study of Canada’s Canadian Rocky Mountain Parks and make individual notes.
8. Pair students for discussion purposes. Give each pair a list of principles or guidelines for tourism behaviour developed by an association of tour organizations or governments (e.g., Sweden’s Ten Principles of Ecotourism; International Association of Antarctic Tour Operators (IATTO) Guidelines for Antarctic Tourism found in *Ecodecision Magazine*). Students create an individual universal guideline for ecotourist behaviour based on a code of environmental ethics that will minimize negative impact on nature and wildlife.
9. Students then create an illustrated “ecostatement” poster or title page for their selected natural site. Students create a split-image illustration showing the natural characteristics undamaged and damaged by tourist use on one side and the universal guideline on the other. Include a message promoting the preservation of this world treasure.

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10. Post student work outside the classroom for display and have a “gallery walk” to gather peer suggestions. Students share the suggestions and make changes to their work if appropriate.
 11. Students read their personal comments about the think/pair/share activity, which they completed at the beginning of the task. They share their reflections and/or changes of thinking with a partner.

Assessment & Evaluation of Student Achievement

Students are assessed formatively throughout the activity by teacher observation and visual check of note-taking completion. Peer comments are gathered on a notepad during a “gallery walk” of the poster or title page display and students make changes as needed. The poster, including guidelines for positive ecotourist behaviour, is evaluated by the teacher using a summative evaluation outline, which was shared with students at the beginning of the activity. Student reflection on the issue of rights and responsibilities is an important part of this activity.

Accommodations

Accommodations may include: additional time to complete the reading assignments and final poster/title page; a scaffolding or outline for the question answers and note-taking sections; a buddy for the reading tasks; and an advance word list posted in the classroom.

Resources

Cartwright, Fraser and Pierce, Gerry. “The Cycle of Tourism Development.” *The Monograph*, V. 46 (Issue 2, 1995): 23.

“Ecotourists: Off the Beaten Path.” *The Monograph*, V. 46 (Issue No. 2, 1995): 7-8.

Lockwood, Mike. “We Need to Limit Tourism While There is Something Left to See”. *The Monograph*, V. 46 (November 2, 1996).

Manning, Ted. “Tourism: Where are the limits?” *Ecodecision Magazine* (Spring 1996).

“Treading Lightly to Minimize Environmental Wear and Tear.” *National Geographic Traveler*

Tourtellot, J.B. “The Tourism Wars.” *National Geographic* (October 2000): 110-119.

Activity 4.6: Ecofriendly Tour Packages

Time: 300 minutes

Description

Students work in groups of four that represent co-owners of an ecotourism company committed to wilderness ethic and minimum impact tourism. Students identify the natural and cultural heritage of a chosen destination and programs for protection and conservation. Each company (group) designs a one-week, ecologically-sound tour package. Each student in the group produces and presents one of the following tasks: a company business card and business belief statement, a newspaper advertisement or commercial, a bulletin board display, and a brochure. A one-page rationale in essay form is written by each student to describe the choice of the tour package. After the presentations, a follow-up discussion considers the need to set travel quotas/limit visitors, travel restrictions, special fees, raise awareness, and perhaps ban access or “demarket” specific areas. As an extension, classmates could select the tour package they find most responsible and personally appealing and “buy” it. The company that makes the greatest number of sales after promotion “wins” the in-class competition.

Strand(s) & Learning Expectations

Strand(s): Human-Environment Interactions, Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

HEV.03 - evaluate programs and initiatives designed to manage and protect the resources on which tourism is based.

Specific Expectations

HE1.01 - identify the natural resources on which tourism is based;

HE1.02 - demonstrate an understanding of the need for sustainable development and protection of the resources on which tourism is based;

GC1.01 - identify significant global tourist attractions;

GI2.01 - evaluate the quality and validity of information found in various sources;

GI1.01 - use geographic terms correctly in written, oral, and visual forms;

GI3.02 - produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills, and applications relating to a geographic issue involving travel and tourism either within a region or on a global scale;

GI2.06 - communicate effectively in written, oral, and visual forms.

Prior Knowledge & Skills

Students require adequate research skills. Knowledge of various natural habitats is required.

Planning Notes

- Collect newspaper advertisements, articles, magazines, and travel publications, and provide contact information for various tourism associations and agencies (see Resources).
- Reserve the Library/Resource Centre, computer lab, Internet access (if available), and video equipment, if necessary, for a minimum of four class periods to complete and present this project.
- Connections are made to the course summative activity as students create the tour package for their previously selected destination for the case study.

Teaching/Learning Strategies

1. The teacher discusses the term ‘ecotourism.’ Students complete a reading assignment, such as, “Testy Opinions: Abusing Eco-Tourism” or read travel brochures or the travel section of the newspaper. Students answer the following questions in their notes: How is the term ecotourism a marketing tool? Identify three criteria of ecotourism. Why does the buyer need to beware when purchasing ecotourism packages?
2. In groups of four, students select a travel destination for their company’s one-week ecological tour. Students may choose a habitat (e.g., alpine, coral reef, desert, rainforest), species (e.g., orangutan, kangaroo, monarch butterfly), activity (e.g., sea kayaking, trekking, bird watching, safari), or ecozone (e.g., Amazonia, Antarctica, Himalayas, Galapagos).

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3. Each group of students gathers information and prepares a tour package. Although they research and present as a group, each of the four members completes one component of the tour package and a written rationale for unit evaluation. All of the following components must be included in the tour package:
 - a brochure with graphics, and maps including the areas unique natural and cultural heritage and programs for preservation and conservation;
 - a newspaper advertisement or commercial that includes the company logo and philosophy;
 - a geographic description of the destination complete with maps and illustrations;
 - a summary of itinerary, gear needed, cost, transportation, and accommodation.
 - Each member of the group must write a one-page rationale explaining their choice of tour package and an explanation of the company's commitment to the wilderness ethic and minimum impact tourism.
 4. Each ecotour company gives a 15-minute presentation to the class with the group members' components posted on the classroom bulletin board with the other groups.
 5. Each student assesses the presentation based on its commitment to responsible nature-oriented tourism, chooses the tour they think best meets these criteria, and writes a one-page essay explaining their choice.
 6. An extension activity is to have students fill in a mock cheque for the cost of the tour package. The teacher collects the mock cheques and announces the winning company that made the greatest number of sales.
 7. A debriefing discussion follows the presentations. This centres on the implications for a destination that becomes very popular and the role tour participants play in educating others about the ecotourism value of destinations visited. Students consider the implications of travelling to fragile environments and the need to set travel quotas/limit visitors, travel restrictions, special fees, raise awareness, and perhaps ban access or "demarket" specific areas. Information from this discussion is used in the unit or course culminating activity.

Assessment & Evaluation of Student Achievement

A rubric, which is provided for students at the beginning of the unit (see Appendix 4.3), is used for summative evaluation of this activity. Students also use a peer-assessment checklist for the oral and visual presentation feedback as formative assessment.

Accommodations

Specific accommodations may include providing summary notes of articles and samples of commercial brochures. Students may need to use a computer map-making program.

Resources

Frommer, Arthur. "Testy Opinions: Abusing Ecotourism The Rhetoric of a Noble Cause, Used for Commercial Ends." Arthur Frommer's Budget Travel Online – www.frommers.com/soap_box/tesy_opinions/phil_11.html

Manila Declaration of the Social Impact of Tourism, 1997 – www.eco-tour.org/info/w_10196_de.html
Commercial travel brochures

Appendix 4.1

Roundtable Roles

Print these role descriptions, along with the guiding questions, on reusable cards.

Oceanographer - Explain the unique oceanographic conditions of the area. Identify and describe the characteristics and flow of the major rivers, the St. Lawrence and the Saguenay. Answer the question: What makes this area an ideal habitat for whales?

Marine Biologist - Briefly describe the differences between the whale species in the area. Describe the food web that makes the Saguenay River Estuary a special feeding and breeding habitat. Answer the questions: What are krill and capelin? Why are whales migratory? How do boat traffic and whale-watching activities disturb whales in their resting, feeding, and breeding habitat?

Marine Scientist - You have used radio telemetry and radio tags to study the behaviour of whales in the Saguenay-St. Lawrence Marine Park. Explain the purpose of these scientific techniques for studying whales. Answer the questions: What is echolocation? How do whales communicate? What negative impact does the human interaction of whale-watching have on swim speeds and dive times?

World Wildlife Fund of Canada - Answer the questions: What are the special characteristics of belugas? Where else in Canada are there populations of belugas? What is ecotoxicology? Why are belugas endangered? What can be done to protect them and help with the recovery of the St. Lawrence beluga population?

Tadoussac Resident - You live in the area and run a 'bed and breakfast' business out of your home. You have watched your small community of 900 people increase to over 3000 with summer cottagers. Three hundred thousand others arrive as excursionists enjoying the Quebec villages and shoreline, the Saguenay-St. Lawrence Marine Park, and hoping to catch a glimpse of the whales. Answer the question: How are tourists a mixed blessing for your local community?

Whale-watching Tour Operator from Pointe-Noire, Quebec - You own a whale-watching boat that tourists can board for a fee to learn more about whales in their natural environment. You are part of the edutourism industry. You are a responsible tour operator with a maritime passenger permit and are respectful of the whales. You abide by the self-governing rules meant to protect these marine mammals. Answer the questions: What is whale edutourism? Why are you concerned with the uncontrolled growth in the whale-watching business in the Saguenay-St. Lawrence Estuary? What self-governing boating rules or whale-watching etiquette do you follow in whale-watching?

Aquarium Park Developer - You build large aquarium parks designed to display marine animals including whales, sharks, and dolphins. In these zoo-like facilities, research can also be conducted on marine animals. Answer the question: Explain the advantages of aquarium parks as an alternative to disturbing whales in their natural environment and as a means of sensitizing the public to the plight of animals in the wild?

Sea Captain from Baie Ste. Catharine, Quebec - You are the captain of an ocean-going vessel. You have observed whales on their nomadic journeys at sea. You have also seen up to 52 sight-seeing boats surround one whale in the Saguenay-St. Lawrence Estuary and are concerned with the well-being of these marine mammals. Answer the question: What is whale-migration? What marine laws would protect whales from harassment?

Appendix 4.1 (Continued)

Environmentalist - Explain the role of the International Whaling Commission in protecting whales. Explain the role non-government organizations, such as Greenpeace, play in raising public awareness to protect whales. Answer the questions: Is it possible we can love these animals to death? Do these mammals need protection from whale-watchers? What can the public do to save whales?

Cetacean Biologist from the Vancouver Aquarium Marine Science Centre - Explain the importance of the aquarium-based research for understanding whale reproduction, diet, behaviour, and communication. Answer the question: How will having a greater knowledge of whales allow humans to restore and protect whale populations in the wild?

Conservationist from British Columbia - You have also observed the disturbance of orca whales by up to 100 hundred whale-watching vessels in Pacific waters. There are only 300 resident killer whales off Vancouver Island and they are at risk. Explain why the orca, a symbol of British Columbia, is endangered. Answer the question: How would federal laws and regulations help to conserve these marine mammals nationally?

Minister of Department of Fisheries and Oceans - This multi-million dollar, international tourist attraction is now popular in Quebec, British Columbia, New Brunswick, Nova Scotia, and Newfoundland. Answer the question: Why is it important to conserve the whales and protect the tourism industry? What changes have been drafted to the federal Fisheries Act to protect these marine mammals?

Parks Canada Official, Saguenay-St. Lawrence Marine Park - Explain the role of Canada's park system. Approximately 500 000 visitors to the Saguenay-St. Lawrence Marine Park take sea excursions every year. From June to October, 100 daily sea excursions occur totalling 10 000 annually. Answer the questions: What makes this park special? Explain the whale-watching code of conduct to help minimize the effects of human disturbance described in the Park's brochure *Observer's Awareness Guide*.

Student from Ontario - You are a high school student from Ontario vacationing in the Saguenay-St. Lawrence area with your family. You love animals and are considering studying veterinary science or marine biology at university. Answer the questions: Explain why seeing a whale in its natural habitat would be awesome? What positive effect would seeing a whale have on you? When you are taking a whale-watching cruise, what positive and negative effects might your behaviour have on the well-being of whales? How will you share your experience with your classmates?

Outfitter from Tadoussac, Quebec - You are a storeowner and you sell everything from photographic film, whale-watching books, posters, and postcards to wildlife arts and crafts. You rent sea kayaks, binoculars, and life jackets too. Answer the questions: Why is the local economy dependent upon the whales? Should tourism be carefully monitored to protect this fragile environment?

Appendix 4.2

Partial Student-Generated Rubric for Unit 4 - Activity 4.2

Achievement Chart Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding Explains the effects of natural habitats on travel and tourism patterns	- gives limited explanation the effects of natural habitats on travel and tourism patterns	- gives some explanation the effects of natural habitats on travel and tourism patterns	- explains effectively the effects of natural habitats on travel and tourism patterns	- explains thoroughly the effects of natural habitats on travel and tourism patterns
Thinking/Inquiry Analyses global patterns of tourism during research for postcard	- demonstrates limited analysis global patterns of tourism with effectiveness during research	- demonstrates some analysis global patterns of tourism with effectiveness during research	- analyses global patterns of tourism with effectiveness during research	- analyses global patterns of tourism thoroughly during research
Communication Uses statistics on the postcard to analyse patterns	- uses statistics with limited effectiveness on the postcard	- uses statistics with some effectiveness on the postcard	- uses statistics effectively on the postcard	- uses statistics very effectively on the postcard
Communication Communicates effectively in written and visual forms on the postcard	- communicates with limited clarity and effectiveness in written and visual form on the postcard	- communicates with some clarity and effectiveness in written and visual form on the postcard	- communicates with clarity and effectiveness in written and visual form on the postcard	- communicates with a high degree of clarity and effectiveness in written and visual form on the postcard

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 4.3

Rubric for Ecofriendly Tour Activity 4.6 - Unit 4 Culminating Activity

Achievement Chart Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Understands the characteristics of natural habitats and effects of travel and tourism on them	- demonstrates limited understanding of the characteristics of natural habitats and the effects of travel and tourism on them	- demonstrates some understanding of the characteristics of natural habitats and the effects of travel and tourism on them	- demonstrates considerable understanding of the characteristics of natural habitats and the effects of travel and tourism on them	- demonstrates a thorough understanding of the characteristics of natural habitats and the effects of travel and tourism on them
Thinking/ Inquiry Synthesizes information to make decisions about the appropriateness of the eco-tour package	- synthesizes information with limited effectiveness to make decisions about the appropriateness of the eco-tour package	- synthesizes information with some effectiveness to make decisions about the appropriateness of the eco-tour package	- synthesizes information effectively to make decisions about the appropriateness of the eco-tour package	- synthesizes information with considerable effectiveness to make decisions about the appropriateness of the eco-tour package
Communication Written communication of one-page rationale Oral and visual communication of ideas in presentation	- communicates in written rationale with limited clarity and effectiveness - communicates orally and visually in the presentation with limited clarity and effectiveness	- communicates in written rationale with some clarity and effectiveness - communicates orally and visually in the presentation with some clarity and effectiveness	- communicates in written rationale with considerable clarity and effectiveness - communicates orally and visually in the presentation with considerable clarity and effectiveness	- communicates in written rationale with a high degree of clarity and effectiveness - communicates orally and visually in the presentation with a high degree of clarity and effectiveness
Application Transfers skills to a new context in the form of a retail eco-package	- transfers skills to the development of an eco-package with limited effectiveness	- transfers skills to the development of an eco-package with moderate effectiveness	- transfers skills to the development of an eco-package with considerable effectiveness	- transfers skills to the development of an eco-package with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Unit 5: Planning for the Future of Travel and Tourism

Time: 23 hours

Unit Description

This unit has been organized to build towards the effective use of planning principles to design future tourist sites and activities. Students progress through a variety of activities that has them critically evaluate present tourist destinations and their success as significant tourist attractions. The tasks are designed for students to appreciate the value of tourism from a cultural, social, environmental, and economic perspective. Students are expected to understand the need for balancing employment and economic development while respecting the interdependence of the world's people and cultures rooted in our Catholic teachings.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
5.1: Global Tourist Attractions and Their Success	240 min	SSV.01, GCV.03, SS3.01, GC1.01, GC3.01, GI2.06 CGE3c, 5a	Knowledge/ Understanding Thinking/Inquiry	Examining global tourist attractions and determining what factors make them successful
5.2: Identification of World Heritage Sites	240 min	GIV.01, HE1.03, HE3.03, HE3.04 CGE7g, 7i	Knowledge/ Understanding Thinking/Inquiry	Identify World Heritage Sites and investigate the natural and cultural criteria used in their selection
5.3: Travel and Tourism Planning Considerations	240 min	UCV.03, UC1.03, UC1.04, SS3.03, GI1.04 CGE3b, 7j	Application	Creating principles of tourism planning and applying them to a case study being mindful of the common good
5.4: Careers in the Tourism Industry: Present and Future	300 min	UCV.01, GIV.05, UC2.02, GI1.02, GI3.01 CGE2b, 4g	Thinking/Inquiry Application	Simulate a job application process by designing a tourism job advertisement, a covering letter and résumé, and an interview
5.5: Exploring Space and Aquatic Environments: The Future of Travel and Tourism	360 min	UCV.01, GIV.01, GIV.04, UC3.03, GI2.01 CGE3c, 5g	Thinking/ Inquiry Communication Application	Culminating Activity: Design a futuristic travel and tourist site and activity

Activity 5.1: Global Tourist Attractions and Their Success

Time: 240 minutes

Description

This activity is designed to have students define what is a global tourist attraction and to explore what makes these attractions successful. This activity is divided into three components. First, students research popular global tourist attractions. Then, students look at local tourist attractions. Finally, students are challenged to develop a new tourist attraction suitable to their local environment.

Strand(s) & Learning Expectations

Strand(s): Geographic Foundations: Space and Systems, Global Connections, Methods of Geographic Inquiry

Overall Expectations

SSV.01 - demonstrate an understanding of themes and concepts related to regional geography, including region, pattern, movement, and interaction;

GCV.03 - compare the nature and characteristics of selected tourist regions of the world.

Specific Expectations

SS3.01 - research and report on the potential of natural and human factors to attract tourists to their local region;

GC1.01 - identify significant global tourist attractions;

GC3.01 - evaluate the natural and human attributes that contribute to the success of selected globally significant tourist attractions;

GI2.06 - communicate effectively in written, oral, and visual forms.

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5a - works effectively as an interdependent team member.

Prior Knowledge & Skills

- Students have knowledge of the factors that attract tourists to a particular location.
- Students are familiar with many tourist attractions in the world from previous units.
- Students have knowledge of graphing techniques.

Planning Notes

- Students need access to local tourist bureaus and travel agencies.
- The teacher should consult with local travel agencies/bureaus to arrange for a collection of print materials.
- Access to the Internet may be beneficial.
- The teacher should prepare a list of 15-20 examples of global tourist attractions; the list should consist of cultural, physical, and social attractions representing each quadrant of the world (on overhead).
- The textbook may be used in conjunction with this activity (tourist attraction case studies).
- Materials needed: a large world map and coloured tacks or round coloured stickers.

Teaching/Learning Strategies

1. The teacher begins by asking the question, “What is a global tourist attraction?” Through class discussion, a definition is developed. The teacher uses an overhead or chart of a list of tourist attractions and students discuss their locations in the world and their main attributes. The teacher collects ideas about what makes tourist attractions so successful (natural or human attributes) and organizes these ideas on the board for students to copy. Attractions may have more than one factor contributing to their success.
2. The teacher plays a “top ten” game with the class. In their notes, students are asked to write down the numbers 1 to 10. The teacher has students try to guess the top ten most visited destinations in the world. When complete, the teacher discusses the top ten destinations.
3. Students work in small groups to construct a chart with two columns. The first column is titled “Local Tourist Attractions” and a list of at least ten local attractions is entered. The second column, titled “Attributes”, is completed using their knowledge of the attraction. A discussion follows and students contribute their ideas of what local tourists attractions are present in their community.
4. Students design a new local attraction promoting it in pamphlet or brochure format (a pond, boardwalk, fishing area, outdoor tent/pavilion in a park to attract artists, festival, etc.). Students must make reference to all human and natural attributes of their attraction. The list of components making tourist attractions successful, compiled earlier in the activity, must be incorporated into the local attraction. Students must consider how this local attraction will benefit the common good of all people, regardless of economic, social, or ethnic background.

Assessment & Evaluation of Student Achievement

- The teacher assesses students’ teamwork through observation while in group work activity; students are encouraged to work effectively as interdependent team members.
- Students self-evaluate and then peer evaluate the presentation of a new local attraction.
- The teacher assesses the brochures using a checklist – Appendix 5.1.1.

Accommodations

- Teachers will consult individual student IEPs for specific direction on accommodation for individuals.

Resources

Statistics Canada web site – <http://www.statcan.ca/english/Pgdb/People/Culture/arts37a.htm>

Saltzman, Toby – <http://www.travelterrific.com>

by a Canadian travel writer, features stories by professional travel writers

Fodors – <http://www.Fodors.com>

-for vacation information with thousands of worldwide links.

“The National Park Service Turns 75. *National Geographic*, Volume 180, No.2 (August 1991)

Appendices

Appendix 5.1.1 – Brochure Checklist

Activity 5.2: Identification of World Heritage Sites

Time: 240 minutes

Description

This activity focuses on investigating the criteria used to identify World Heritage Sites and to select park locations. Students have the opportunity to apply natural and cultural criteria to propose a new World Heritage Site in their local area or within the country.

Strand(s) & Learning Expectations

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

Overall Expectations

GIV.01 - demonstrate an ability to collect, organize, analyse, and synthesize information from a wide variety of sources to conduct geographic inquiries.

Specific Expectations

HE1.03 - identify selected natural and cultural World Heritage Sites and the factors responsible for their selection;

HE3.03 - evaluate the role of UNESCO in protecting significant natural and cultural sites around the world;

HE3.04 - evaluate criteria used to determine the selection of park locations for a selected country.

Ontario Catholic School Graduate Expectations

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society;

CGE7i - respects the environment and uses resources wisely.

Prior Knowledge & Skills

Students should have some knowledge about what makes a natural or cultural site a tourist attraction.

Planning Notes

- The teacher uses the Internet to access the UNESCO World Heritage Sites.
- The teacher prepares world maps to distribute to each student and one slide for the overhead projector.
- The teacher provides a list of some natural and cultural World Heritage Sites from each continent.
- The teacher needs a list of provincial parks, local cultural buildings/structures, or natural parks that could be considered significant and are likely to be known to students.

Teaching/Learning Strategies

1. On the board or overhead the teacher writes a note describing UNESCO and its World Heritage Committee using the following headings:
 - i) What does the acronym UNESCO mean?
 - ii) The role of the World Heritage Committee in the protection of both the cultural and natural heritage sites throughout the world;
 - iii) The basic criteria used in defining cultural and natural heritage sites.Students write this information in their notes.
2. In pairs, students use computers to investigate the criteria used to determine a natural or cultural site using UNESCO's website. Students make lists of the key words or phrases used to describe World Heritage Sites – one list for the cultural sites and another for the natural sites.

-
3. Each pair of students is assigned a World Heritage Site. The teacher limits the time available for students to investigate their World Heritage Site. The teacher provides a list of information to be researched:
 - the geographic location of the site;
 - specific criteria used for the site selection;
 - when it was designated as a World Heritage Site;
 - what makes this site a tourist attraction;
 - a brief description of how this site protects the cultural heritage and/or the environment wisely.Students prepare an overhead for class presentations using the above information. (Where possible, students could make use of the Internet to obtain information using satellite images, the UNESCO website, and other suitable sources.)
 4. As each group presents its findings to the class, all students:
 - i) label park locations on their individual world maps;
 - ii) record the information in chart form using the list in Strategy 3 as headings for the chart. The teacher debriefs the class with a concluding discussion highlighting the necessary role UNESCO has taken to preserve sites around the world.
 5. The teacher solicits ideas from the class that would explore the possibility of a future World Heritage Site designation within the local community and beyond. Reference should be made to the criteria identified earlier in the activity.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment of the student's chart for completeness and accuracy.
- The teacher could use a checklist to assess student presentations.

Accommodations

- Enrichment activities could include an electronic slide show.

Resources

World Heritage Site websites – <http://www.unesco.org/whc/criteria.htm>, March 1999,
<http://www.unesco.org/whc/heritage.htm>.

SSEC: Real-time Data and Satellite Images – <http://www.ssec.wisc.edu/data/>

“Wonders of the world at risk.” (new World Heritage Sites). *Toronto Star* (December 5, 1997): A15.

“UNESCO: Must-see Heritage Sites.” *National Post* (July 22, 2000): F4.

“Canadian Treasures that Belong to the World.” *Toronto Star* (June 24, 2000): first edition.

“World treasures worth saving.” *The Vancouver Province* (March 29, 1998): B20.

Appendices

Appendix 5.2.1 – List of Suggested World Heritage Sites

Activity 5.3: Travel and Tourism Planning Considerations

Time: 240 hours

Description

The planning process is an integral component of the tourism industry and to the common good of society. Negative effects from tourism are often a result of poor or inadequate planning. In this activity, students create a list of planning principles that are to be used when they plan their own tourist venture in the unit culminating activity. By applying these principles to a case study of a Canadian National Park, they realize the importance of planning and the problems that may occur without it.

Strand(s) & Learning Expectations

Strand(s): Understanding and Managing Change, Geographic Foundations: Space and Systems, Methods of Geographic Inquiry

Overall Expectations

UCV.03 - evaluate the impact of planning, policies, and initiatives of governments, businesses, and other organizations on travel and tourism.

Specific Expectations

UC1.03 - demonstrate an understanding of the factors that contribute to the growth of tourism around the world;

UC1.04 - identify criteria that planners must consider when planning for tourism development within a region;

SS3.03 - analyse the distribution of Canada's tourism regions and national parks and explain the observed pattern;

GI1.04 - describe the biases that may inform different viewpoints and perspectives on issues related to regional geography.

Ontario Catholic School Graduate Expectations

CGE7j - contributes to the common good;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good.

Prior Knowledge & Skills

From previous units, students need to recall the various impacts tourists have on regions.

Planning Notes

- Teachers need to locate case studies that address problems incurred by National Parks due to planning deficiencies (see Resources for examples). More than one case study may be used for variation.
- Textbooks may have a section on “tourism planning” which could be used in conjunction with this activity.
- Chart paper and markers should be available at the various stations.

Teaching/Learning Strategies

1. The teacher begins by giving students a scenario as follows:
Imagine the community that you live in has become a major tourist attraction because of _____ (choose something appropriate for your community, e.g., a theme park). It is anticipated that 20 000 tourists will visit the area in the summer or winter season in any given year.
2. The teacher brainstorms with the class and makes a list on the blackboard of the additional facilities and services that would be needed because of the tourists in the area. The teacher leads a discussion about the various facilities needed and the people or parties responsible for them (e.g., private ownership, government investment, etc.).

-
3. The teacher discusses with the class some of the positive and negative impacts tourism may have on the community. Using the probe questioning technique, the teacher solicits information from prior units. The teacher creates five stations in the classroom, equipped with chart paper and titled with the following categories:
Economic Social Environmental Political Other
Each station is assigned one student to act as recorder. As students submit ideas, they must classify each under the appropriate category. The recorder records the ideas on the chart paper.
 4. Students should understand the importance of planning at this point and be able to deduce the effects of what may happen if planning is poor or lacking. Discuss this point with the class by posing the following probe questions:
 - i) What would happen if planning did not take place?
 - ii) What if planning was left only to private enterprise in preparing for the influx of tourists?
 - iii) What role or responsibility does the local/provincial/federal government have in the planning process?
 5. With a partner, students create a list of ten principles titled “Principles of Tourism Planning.” They may include ideas as follows:
 - i) to ensure that the natural environment is not degraded due to tourism;
 - ii) to ensure that the local residents are not affected by tourism in a negative manner.
(Textbooks may have others with which to work.)
 6. Using the *Catechism of the Catholic Church*, 1912 (common good):
The common good is always oriented towards the progress of persons: The order of things must be subordinate to the order of persons, and not the other way around. This order is founded on truth, built up in justice and animated by love.
Discuss with students how this teaching of the church fits with any of the principles they have created in their list.
 7. Using the Canadian Parks’ service objective for national parks:
To protect for all time representative natural areas of Canadian significance in a system of national parks, and to encourage public understanding, appreciation, and enjoyment of this natural heritage so as to leave it unimpaired for future generations.
Students analyse the meaning of the quote. Students determine whether planning has fulfilled the objective set forth by the Canadian Parks Service. Use an article from a periodical or journal (refer to Resource section for suggestions) to examine the effects on the park or surrounding communities. All students can use the same case study for analysis or different case studies can be assigned. With their partner, students report the following:
 - i) Was the objective set forth by the Canadian Parks Service fulfilled by planners? Explain.
 - ii) Using their created list of Principles of Tourism Planning, students identify which principles have been included and which have been overlooked.
 - iii) If you were park planners, what recommendations would you make to ensure sustainability (e.g., environmental, social).
 8. A debriefing follows the case analysis with students reporting and comparing their findings. The teacher stresses the importance of planning in the tourism industry. The ideas and concepts gained through this activity, particularly the ten Principles of Tourism Planning, are utilized in the culminating activity.

Assessment & Evaluation of Student Achievement

- Formative teacher assessment using probe questions to determine students' understanding of the impact of tourists in an area and the importance of planning.
- The teacher checks students' list of Principles of Tourism Planning for completeness as they are to be used in the culminating activity.
- The teacher conducts roving conferences to ensure that students are applying correctly the Principles of Planning to the case study.

Accommodations

- Pre-select alternative resources for students who are reading below, or above grade level.
- Provide peer or teacher assistance with the creation of Principles of Tourism Planning.
- Place special needs students with a capable partner, if necessary.
- Highlighted areas of the article may be necessary for some students.
- Enrichment activities could include the creation and utilization of a survey for residents located near a local tourist attraction.

Resources

Cayo, Don. "Exploring Fundy's Untamed Coast." *Canadian Geographic* (July/August 1994): 28-37.

CCCB. *Catechism of the Catholic Church*. Ottawa : CCCB Publications Service, 1994.

Deacon, J. "The Crown Jewels." *Maclean's* (July 1, 1995).

Eisler, Dale. "The Battle Over Banff: Millions of Tourists May Be Threatening a Treasured National Park." *Maclean's* (August 4, 1997).

Krakauer, Jon. "Rocky Time for Banff." *National Geographic* (July 1995): 49-69.

Lynch, Wayne. "Home of the white bear." *Canadian Geographic* (November/December 1996): 26-34.

Marty, Sid. "Homeless on the range: grizzlies struggle for elbow room and survival in Banff National Park." *Canadian Geographic* (January/February 1997).

Sillars, Les. "Are parks preserved for - or from - ordinary mortals?" *Alberta Report/Western Report* (October 28, 1996).

Activity 5.4: Careers in the Tourism Industry: Present and Future

Time: 300 minutes

Description

This activity is designed to introduce students to the world of work within the tourism industry. The activity is divided into two components. In the first component, students learn about jobs and careers associated with the eight sectors of the tourism industry. In the second component, students are given the opportunity to develop letter writing, résumé writing, and interview skills.

Strand(s) & Learning Expectations

Strand(s): Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

UCV.01 - explain how changes and trends in society have an impact on travel and tourism patterns.

Specific Expectations

UC2.02 - explain how changes in technology cause change in the travel and tourism industry and in travel and tourism patterns;

GI3.01 - identify careers associated with regional geography and the travel and tourism industry and predict possible changes in these careers in the future.

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE4g - examines and reflects on ones personal values, abilities, and aspirations influencing life's choices and opportunities.

Prior Knowledge & Skills

- Students should understand group dynamics and the responsibility of being a positive active member of a group.
- Students have a basic understanding of the skills required to write letters and résumés.

Planning Notes

- The teacher should consult with the library staff regarding availability of resources.
- Students should have access to an adequate supply of resources (e.g., texts, books, newspapers, journals, tourist brochures, travel publications, CD-ROMs, Internet, etc.).
- The teacher provides each student with a photocopy of Appendix 5.4.1 and 5.4.2.
- The teacher should be prepared to provide information to students on formatting for proper letter and résumé writing.

Teaching/Learning Strategies

1. The teacher begins by introducing the topic of careers in the tourism industry. Students brainstorm about jobs/careers associated with the tourism industry. Students work in small groups (5-10 minutes). Each group makes a detailed list of all the jobs/careers associated with the tourism industry.
2. Using a board outline or on an overhead, the teacher provides a blank chart entitled: Jobs/Careers in the Tourism Industry. The chart will have eight columns with eight blank headings. The columns represent the eight employment sectors of the tourism industry.
3. The teacher solicits answers from the groups. Answers are recorded on the board or overhead. As each response is given, the teacher mentally categorizes each response and records the answers in an appropriate column. Responses from the groups are grouped without revealing the headings to the class. Answers are recorded based on the employment sectors (job/career) of the tourism industry.
4. After all the responses are recorded students study the columns. The teacher leads a discussion as students analyse the results. Students attempt to title each column with an appropriate title.
5. The teacher hands out a copy of Appendix 5.4.1. Students complete the organizer by transferring the information from the board/overhead to the appropriate column on the Jobs and Careers in the Tourism Industry chart. Alterations and additions can be made to the chart.
Note: As an alternative strategy, the teacher could divide the class into eight groups based on one of the employment sectors. Each group develops a list of examples of jobs/careers that could be found in the employment sector assigned. On a board outline or overhead, each group records their information. An analysis of the results follows the task as a class discussion.
6. Each student selects a job for one of the sectors of the tourism industry. The jobs may be designed to reflect a futuristic job market influenced by changes in technology, lifestyles, etc. Students decide on which part of the ladder (operational frontline worker, supervisor, manager, or senior executive) they choose to focus. This provides students the opportunity to examine and reflect upon their personal abilities and aspirations.

7. Students design and produce an advertisement simulating an ad that might be seen in a national newspaper or travel magazine. The advertisement must include the following information:

- name and description of job;
- terms of employment;
- job details (location, salary range, job requirements, education/expertise requirements, etc.);
- contact person (the student designing the ad is the contact person).

Students should refer to actual newspapers and magazines to garner ideas for their completed product. Each student makes three copies of the completed job advertisement (one copy is posted in the classroom, one copy is submitted to the teacher, and one copy is retained by each student).

8. The teacher matches up two students and they trade their completed advertisements. Each student applies for the job as described in the advertisement they have been given. Each student must provide a covering letter and a detailed résumé reflecting the job posting.

9. Each student designs five or six interview questions that will be used to simulate a job interview between an employer and a potential employee. Students submit their covering letters and completed résumés to the potential employer (student partner). Each student must take on the role of the interviewer (employer) and of the interviewee (job applicant).

Note: As an alternative the teacher may assign two or three students to each job/career employment sector. This will allow all the employment sectors of the industry to be covered. A Job Fair may be structured that would allow students to apply for any job posted in the classroom.

Assessment & Evaluation of Student Achievement

- Formative teacher observation of student performance during group activity.
- The teacher assesses the Jobs and Careers in the Tourism Industry chart for completeness.
- Summative peer assessment of advertisement, covering letter, résumé, and interview process using a rubric.
- Summative teacher assessment of advertisement, covering letter, and résumé using a rubric.
- Summative self-assessment of advertisement, covering letter, résumé, and interview process using a rubric.

Accommodations

- Some students may require extra assistance with letter and résumé writing. Word-processing software typically provides templates and samples for students to use.
- The teacher may have to provide some students with newspapers to complete the advertisement section of the assignment.

Resources

<http://votech.about.com/education/votech/cs/travelhotelevent/>

Human Resources Development Canada. *Focus on Resumes: A guide to marketing yourself.* (1998). LM-495-03-98E

Canadian Tourism Human Resource Council. *The Students Travel Map: A Guide to Tourism Careers, Education and Training.* Ottawa: 1997. ISBN 1-896229-91-3

170 Laurier Avenue West., Suite 600, Ottawa, Ontario, Canada K1P5V5.

Travel, Tourism, Hotel, plus Event Planning Careers and Occupations –

<http://votech.about.com/education/votech/cs/travelhotelevent/>

Appendices

Appendix 5.4.1 – Jobs and Careers in the Tourism Industry

Activity 5.5: Exploring Space and Aquatic Environments: The Future of Travel and Tourism

Time: 360 minutes

Description

This culminating activity is designed to provide students the opportunity to develop skills of thinking/inquiry and application. Students conduct research on a topic related to futuristic travel destinations. The activity is divided into four components. In the first, students research and write a brief research report on environments that could be explored as future tourist destinations. The second activity has students design a futuristic travel vehicle. The third activity requires students to design a site and/or activity that would attract tourists in the future. In the final component, students prepare visual displays suitable for a travel and trade show.

Strand(s) & Learning Expectations

Strand(s): Understanding and Managing Change, Methods of Geographic Inquiry

Overall Expectations

UCV.01 - explain how changes and trends in society have an impact on travel and tourism patterns;
GIV.01 - demonstrate an ability to collect, organize, analyse, and synthesize information from a wide variety of sources to conduct geographic inquiries;
GIV.04 - conduct an independent geographic inquiry that effectively applies knowledge, skills, methods, and geotechnologies to a study of regional geography.

Specific Expectations

UC3.03 - produce a case study to investigate the future of tourism for a selected region or destination (e.g., Canadian Arctic, countries in Africa or Asia, space);
GI2.01 - evaluate the quality and validity of information found in various sources.

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Prior Knowledge & Skills

- Students require the list of Principles of Tourism Planning created in Activity 5.3 (Strategy 5).
- Students have knowledge of the factors that attract tourists to a particular location.
- Students know how to cite sources of gathered information.

Planning Notes

- The teacher should consult with the library staff regarding availability of resources.
- Students should have access to an adequate supply of resources (e.g., texts, books, travel journals, tourist brochures, travel publications, videos, newspapers, CD-ROMs, Internet, etc.).
- Teachers should allow students to exercise their creativity as long as the destination of choice is based on an element of realism.

Teaching/Learning Strategies

1. The teacher begins by introducing the topic for discussion: “The future of travel and tourism.” Students think about possible destinations and activities that could potentially attract tourists in the future. Students brainstorm (teacher-directed or in groups) by giving examples of extreme or futuristic tourist activities or destinations. Student responses could be recorded on the board. The teacher highlights the responses that relate to space and aquatic environments. Discuss the possibilities of these environments being used as potential tourist destinations.
2. The teacher uses the information above to introduce the following activity/assignment.

Exploring Space and Aquatic Environments: The Future of Travel and Tourism

- Students choose either a Space Environment (outer or cyber) or an Aquatic Environment (deep sea, ocean floor, barrier reef, freshwater lake, etc.) to research and explore.
Note: Students may be allowed to research a topic of their choice as long as it has a “futuristic” theme and is approved by the teacher (e.g., terrestrial cave environments, continental ice sheet environments, or cyber-space applications, etc.).
- At the discretion of the teacher, students work in small groups or individually. Opportunities for individual accountability are still required.
- The teacher assigns the following:

Part A: Research Report

Students use resources available (e.g., Internet, library sources, etc.) to research and write a report on a space or aquatic environment of their choice.

- Students construct a map showing the location of the chosen destination (include all map essentials). The scale should accurately reflect distances.
- Students write a one- to two-page report that provides information on the:
 - physical geography (environmental conditions) of the area;
 - limitations and constraints to human activity;
 - adaptations required to support human activity;
 - specific tourist sites/attractions and potential activities.
- A bibliography or works cited reference page is required. Specific references for all “borrowed” information must be provided.
- The written report may be used as part of the visual display for the Travel and Trade Show that follows.

Part B: Vehicle Design (Optional)

Students design a vehicle that will be used as a shuttle service to transport visitors/tourists to the destination of choice.

- In as much detail as possible, draw two well-labelled diagrams of your transport vehicle. An inside and outside view of the vehicle is required. Make a valid attempt to draw each diagram to scale.
- Write a description of the “dynamics” or characteristics of your vehicle.
- Diagrams are included on the visual display for the Travel and Trade Show.

Part C: Tourist Site & Activity

Students are expected to be creative and all material presented must be based on factual information.

- Students draw well-labelled diagrams/pictures that clearly depict a site of geographic interest (e.g., deep sea vents on the ocean floor, a crater or volcanic formations on Mars, etc.). Students write a description to explain the diagram.
- Students draw well-labelled diagrams to show the tourist activities associated with each special site (e.g., a photographic expedition of deep-sea vent creatures, moon golf, or deep-sea whale riding). Students write a description that provides details of the activity.
- Diagrams are included on the visual display for the Travel and Trade Show.

Part D: Travel & Trade Show

The purpose of this part of the assignment is to simulate a Travel and Trade Show. Students create visual displays to promote their destination of choice.

Note: The teacher may arrange to reserve a suitable space to display the final products, e.g., Library/Resource Centre, conference room, cafeteria, or an open area with tables and space to display posters. Utilizing space within the school but outside the classroom may better simulate the nature of a Travel and Trade Show. Staff and students could be invited to view completed visual displays.

Students set up a visual display that best promotes their site as an attractive tourist destination. The teacher provides suggestions to students on creative techniques to promote their destination or “product,” such as:

- creative poster presentations;
- promotional materials (e.g., brochures, coupons, etc.);
- trip information (e.g., expenses, logistical information, and information on geographic sites and activities);
- an oral component could be included; allowing students to promote their product;
- a “sales pitch”, commercial, or marketing strategy to promote their product;
- audio-visual presentations or computer displays.

Assessment & Evaluation of Student Achievement

- Formative teacher observation of student participation during the brainstorming session.
- Summative assessment by the teacher using a rubric – Appendix 5.5.1.

Accommodations

- Some students may need to partner with another student to accommodate for special needs.
- Computers may aid students with fine motor skills difficulty in preparing reports and illustrations.
- A list of ideas may be used to stimulate creativity for some students.
- Extra time outside of class may be allocated.

Resources

Ackerman, J. “New Eyes on the Oceans.” *National Geographic*, Vol. 198 (October 2000): 86-115.

Becker, Ken. “Space Tourism Dream Revived as Kubrick Film Comes of Age.” *The London Free Press* (Jan. 6, 2001): F2.

Burke, Rosie. “Wish you were here.” *Globe and Mail* (Jan. 6, 2001): T1-2.

Clarke, Sir Arthur. “Beyond Gravity.” *National Geographic*, Vol. 199 (January 2001): 2-5.

Long, Michael. “Surviving in Space.” *National Geographic*, Vol. 199 (January 2001): 6-29.

Lutz, Richard. “Deep Sea Vents.” *National Geographic*, Vol. 198 (October 2000): 116-127.

National Geographic. *Destination Space*. 2000. 90 min. (video)

Sawyer, Kathy. “A Mars Never Dreamed Of.” *National Geographic*, Vol. 199 (February 2001): 30-51.

Space Transportation Association – <http://www.spacetransportation.org/00ConReport.htm>

The Private-Public Space Tourism Partnership –

<http://www.spacetransportation.org/BobHaltermann’sSpeech.htm>

Welcome to Space Future – <http://www.spacefuture.com/about.shtml>

Appendices

Appendix 5.5.1 – Exploring Space and Aquatic Environments Rubric

Appendix 5.1.1

Brochure Checklist

Name:

Date:

Local Attraction:

The following scale is used: NI – Needs Improvement, S – Satisfactory, E - Excellent

1.	The location of the attraction is local.	NI	S	E
2.	The attraction is viable as a tourist destination	NI	S	E
3.	Human attributes of the attraction are referred to in the brochure.	NI	S	E
4.	Natural attributes of the attraction are referred to in the brochure.	NI	S	E
5.	Consideration is given to benefiting the common good of all people affected by developing this local attraction as a tourist destination.	NI	S	E
6.	The success of global attractions has been considered when planning this particular local attraction.	NI	S	E
7.	Written communication of information is clear and concise.	NI	S	E
8.	The organization of material is effective.	NI	S	E
9.	The use of visuals within the brochure is effective.	NI	S	E
10.	Plans courses of action with a high degree of effectiveness.	NI	S	E

Comments:

Appendix 5.2.1

List of Suggested World Heritage Sites

- Fraser Island, Australia
- Tongariro National Park, New Zealand
- Mammoth Cave National Park, USA
- Sequoia Gigantia Trees, USA
- Everglades, USA
- Yellowstone National Park, USA
- Virunga National Park, Zaire
- Serengeti National Park, Tanzania
- Olduvai Gorge, Tanzania
- Ngorongor Crater, Tanzania
- Ras Dashen, Ethiopia
- Clayquot Sound, Canada
- Dinosaur Provincial Park, Canada
- Anthony Island, Canada
- Kluane National Park, Canada
- Viking Trail, Canada
- Banff National Park, Canada
- Gaspé fossil site, Canada
- Historic City of Quebec City, Canada
- L'Anse aux Meadows, Canada
- Waterton-Glacier Peace Park, Canada
- Stonehenge, England
- Westminster Abbey, England
- Culzean Castle, Scotland
- Lascaux Caves, France
- Meteora, Greece
- Urnes Stave Church, Norway
- Bialowieza National Park, Poland
- Abu Simbel Temples, Egypt
- Ancient City of Damascus, Syria
- Sagarmatha National Park, Nepal
- Taj Mahal, India
- Hiroshima Peace Memorial (Genhaku Dome), Japan
- Tikal Ruins, Guatemala
- Easter Islands, Chile
- Angel Falls, Venezuela
- Machu Picchu, Peru

Appendix 5.4.1

Jobs and Careers in the Tourism Industry (the eight Tourism Sectors)

Food and Beverage	Transportation	Adventure Tourism	Travel Trade
Events and Conferences	Attractions	Tourism Services	Accommodations

Appendix 5.5.1

Exploring Space and Aquatic Environments Rubric

Name:

Date:

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge of the geography of the chosen site	- demonstrates limited knowledge of the geography	- demonstrates some knowledge of the geography	- demonstrates considerable knowledge of the geography	- demonstrates thorough knowledge of the geography
- creativity exhibited for completed product - inquiry skills: organizing and conducting research; analysing, interpreting, and evaluating information	- applies creative thinking skills with limited effectiveness - applies few of the skills involved in the inquiry process	- applies creative thinking skills with moderate effectiveness - applies some of the skills involved in the inquiry process	- applies creative thinking skills with considerable effectiveness - applies most of the skills involved in the inquiry process	- applies creative thinking skills with high degree of effectiveness - applies all or almost all of the skills involved in the inquiry process
Communication - information and ideas on report and display - effectiveness of map, diagrams, and vehicle design	- communicates information and ideas with limited clarity - uses visuals with limited accuracy	- communicates information and ideas with some clarity - uses visuals with some accuracy	- communicates information and ideas with considerable clarity - uses visuals with considerable accuracy	- communicates information and ideas with a high degree of clarity - uses visuals with a high degree of accuracy
Application - applies principles of Tourism Planning - makes logical connections with the future of travel and tourism	- makes use of principles with limited effectiveness - makes connections with limited effectiveness	- makes use of principles with moderate effectiveness - makes connections with moderate effectiveness	- makes use of principles with considerable effectiveness - makes connections with considerable effectiveness	- makes use of principles with a high degree of effectiveness - makes connections with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Comments: