



ECOTOURISM AND CLIMATE CHANGE

MAPPING THE IMPACT OF CLIMATE CHANGE IN CANADA

Geography, Grade 9 Academic and Applied

DESCRIPTION

In this learning activity, students will be asked to think critically about the impact of climate change on the Canadian ecotourism industry. Acting as business owners, students will work in small groups to analyze travel brochures and predict changes that may need to be made to their organizations as they anticipate the future effects of climate change.

CURRICULUM LINKS - GEOGRAPHY, GRADE 9

Academic

- Overall Expectations – A1, B1, B2
- Specific Expectations – A1.6, B1.2, B1.3, B1.5, B2.1

Applied

- Overall Expectations – A1, B1, B2
- Specific Expectations – A1.6, B1.3, B2.1

PLANNING NOTES

Materials

- 5-7 ecotourism brochures from various Canadian tour operators, tourist attractions, etc. (e.g., Sugarbush Maple Syrup Festival, Frontiers North Adventures, Hudson Bay Mountain Resort, Aventure Écotourisme Québec, Madawaska Kanu Centre, etc.). Hard copies of travel brochures can be acquired from a travel agency, the lobby of a hotel, or the foyer of a museum. Alternatively, many tour operators and attractions have brochures that can be accessed online.

- Copies of *The impact of climate change on the Ecotourism and Climate Change Worksheet* (Appendix 1)
- Access to a computer/laptop or other device and a projector or smartboard

Prior Learning

Students should be familiar with the tourism industry and ecotourism. Students should be aware of environmental issues such as climate change, pollution, and resource depletion.

Recommended Class Time

- 1 period

TEACHING/LEARNING STRATEGIES

1. Begin the activity by coming up with a definition for ecotourism with students. Write ecotourism on the board and spend several minutes brainstorming/mindmapping ideas around the term. Record each answer unless it is repeated on the board. Once you have finished, go through the results and evaluate the responses. Group similar concepts together and strikeout responses that do not fit. Discuss the remaining responses as a class. Consider asking

students the following questions to facilitate discussion:

- What is ecotourism? How does it differ from “regular” tourism?
- What might be some of the advantages associated with ecotourism?
- What are some examples of ecotourism activities in Canada?
- Why might Canada be an ecotourism hotspot?

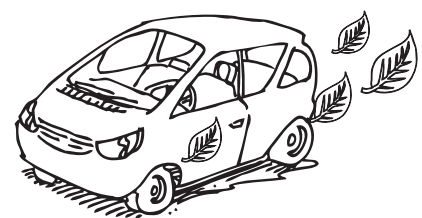
2. Divide students into small working groups (3-5 students). Give each group a travel brochure. Explain to students that they will become business owners for the duration of the activity. Ask students to think ten years into the future and anticipate how the brochure that has been assigned to them might need to be updated to address any changes that may have taken place.
3. Explain that once groups have completed the analysis, the class will come together to share ideas and impressions about the activity.
4. Distribute copies of *Ecotourism and Climate Change Worksheet* (Appendix 1) and read through the activity together. Ask that students work together to complete the worksheet and designate a note-taker who will be responsible for capturing the group's answers on the worksheet.
5. You may wish to model the activity with the whole class before students begin working on the activity in their groups. Select a brochure, scan the brochure (if necessary) and project it on a screen or smartboard. Ask the questions listed on the worksheet to the class and discuss possible answers.
6. Allow students 30-35 minutes to work on the activity in their groups. Circulate, answer questions, and observe students at work (Assessment For Learning).
7. Once groups have completed their worksheet, invite students to share their experience discussing their brochures and the impacts of climate change on the Canadian ecotourism industry. Consider asking students the following questions to facilitate a round-table discussion:
 - Thinking ten years into the future, what impact has climate change had on the Canadian ecotourism industry?
 - How might the ecotourism industry respond to the effects of climate change?
 - What action might the Canadian ecotourism industry take to help mitigate the effects of climate change?

RESOURCES

Ontario Travel - www.ontariooutdoor.com
 Québec Original - www.bonjourquebec.com
 Travel Manitoba - www.travelmanitoba.com
 Travel Alberta - www.travelalberta.com
 Nunavut tourism - www.nunavuttourism.com
 Destination British Columbia - www.hellobc.com

APPENDIX

Appendix 1 - *EcoTourism and Climate Change Worksheet*





APPENDIX 1
ECOTOURISM AND CLIMATE CHANGE WORKSHEET
MAPPING THE IMPACT OF CLIMATE CHANGE IN CANADA

STUDENT NAMES _____

DATE _____

STEP 1 - EcoTourism Analysis

Answer the following questions using the organization your group has been assigned.

What is your organization's name?

What does your organization advertise?

Who is your target audience?

What types of activities are offered by your organization?

What natural resources, weather conditions or other factors do these activities rely on?

STEP 2 - Canadian Ecotourism Impact Questions

Answer any three of the questions below:

1. How might more snow in winter affect ecotourism in Canada?
2. How might the ecotourism industry in Canada be affected by changes in insect populations?
3. How might warmer temperatures and more frequent severe storms impact the ecotourism industry in Canada?
4. How might warmer temperatures affect the ecotourism industry in Canada's North?
5. How might a warmer climate affect the maple syrup industry in southern Ontario?

STEP 3 - Canadian Ecotourism Impact Answers



Question no. _____

Question no. _____

Question no. _____

STEP 4 - Industry Response

Answer the following questions with your group, taking into consideration what was discussed in STEPS 1-3. Be prepared to share your answers with the class.

Thinking ten years into the future, what impact has climate change had on the Canadian ecotourism industry?

What changes would you make to your organization so that it reflects the above impacts?

How can your organization help mitigate the effects of climate change?