



**CGG30**

**TRAVEL AND TOURISM: A REGIONAL GEOGRAPHIC PERSPECTIVE, GRADE 11, OPEN**

**Overview**

Students will attempt to calculate the true ecological cost of travel through an examination of energy and carbon costs of different forms of transportation and an assessment of the impact of tourism on travel destinations. Impact predictions will help guide suggested future tourism patterns, policies and behaviours.



**SYSTEMS THINKING**

Examine the relationship between human actions and natural systems as they constantly affect each other. Some environments are more fragile than others, and technology may accelerate the impact that human actions have on natural systems.

***What is the true ecological cost of travel?***

**Curriculum Expectations**

Please see page 27 for a list of the course curriculum expectations that can be linked to the Guiding Questions below.

**GUIDING QUESTIONS**

QUESTIONS	LEARNING CONCEPTS
<i>What is the Ecological Footprint of different travel and destination choices?</i>	<p>We each create an Ecological Footprint that reflects our use of planetary resources. (This model of human interaction with the environment should be familiar to most students from previous courses.)</p> <p>As students explore regions and consider tourism opportunities, the choices that people make with respect to transportation need to be considered. We use energy to travel, and some travel choices produce more CO<sub>2</sub> than others.</p>
<i>What are the energy options for different regions?</i>	<p>Research the energy options available to sustain tourism in different regions. (For example, does one country have more access to a particular energy alternative than another does? What are the best choices given the physical and social resources of the country?) World maps that provide energy sources (wind potential or solar kilojoules along with hydro and oil and gas potential) will help here.</p>

QUESTIONS	LEARNING CONCEPTS
<p><i>What might help to change people's attitudes and expectations about comfort and convenience when they travel?</i></p> <p><i>What kind of policies could be put in place to address environmental degradation?</i></p>	<p>Convenience and attitudes about what we expect to find when we travel to a particular destination are related to energy choices which in turn are usually related to climate changing greenhouse gases. Consider what people expect as they make decisions and choose to travel to a particular place.</p> <p>The human use of resources and its consequences can lead to unforeseen damage, such as high levels of ground level ozone or acid rain from vehicular emissions, or damage to living reefs by cruise ship waste and traffic. Highlight the idea of changes at both local and global ecosystem levels being in constant interaction, producing ripple effects (butterfly/chaos theory).</p>
<p><i>How will climate change affect future possibilities for tourism for specific destinations?</i></p>	<p>As Earth's atmosphere captures more heat, the energy is distributed in the atmosphere and hydrosphere differently, creating climatic shifts. These climatic shifts will affect the environmental features of many regions, and so change the nature of tourism in these regions.</p> <p>Learning Activity: Have students consider the likely impact of climate change as they examine the physical features of a region and current settlement patterns along with the tourist attractions. For example, if a tourist site is known for its beaches, and the beaches are likely to flood, or if a site is known for a particular species of plant or animal and the environmental conditions change, it could mean not only the loss of the tourist site but the loss of a species as well. (This is an opportunity to revisit the idea of the importance of maintaining biodiversity: fraying the web of life makes many living organisms — including humans! — more vulnerable.)</p>

## INVESTIGATION

### UNDERSTANDING HOW TOURISM CAN CONTRIBUTE TO CLIMATE CHANGE

Energy and resource use are key components in understanding how human activity creates changes to the environment of a particular destination. Exploring issues surrounding transportation provides a way of understanding the impact of our actions. Seeing transportation and energy choices in terms of CO<sub>2</sub> production and infrastructure (e.g., roads or airports) can illustrate the impact on the local environment (e.g., pollution, habitat destruction), and help students understand how tourism can contribute to climate change.

The activity of one person may have limited impact on the local environment, but tourism can increase the population dramatically, creating significant impacts on the environment. Collective activity can degrade environmental conditions, leading to massive natural losses within a complex system. Such stress can increase the fragility of the region or country so that it is less able to withstand the forces of severe weather events. This fragility can lead to further environmental degradation, so that this destination is no longer attractive for tourism. The people who rely on this source of income often have limited options.

### **Teaching Suggestions**

The topic of climate change in this course may be addressed through a case study approach and/or individual/group inquiry comparison. It is important for students to be able to relate what they are learning to their own Ecological Footprint.

- **Case Study:** Using a single case study throughout the course to address issues can provide students with a model of how to inquire about a different region or a question that they wish to pursue. The country of Nepal is suggested as a single case study with many rich complexities. If several case studies are used, the idea that some environments

are more fragile than others can be emphasized, e.g. the Galapagos, the Arctic or Antarctic environments compared to that of Kenya. (Link back to complexity of webs and chains.)

- **Comparisons:** Identifying contrasts can make some ideas very clear. Comparing the impact of tourist traffic in remote regions to densely traveled areas can provide students with opportunities to ask more questions for further research. How much CO<sub>2</sub> is generated per person? Are there efficiencies in heavily travelled destinations that are compromised in remote destinations?

## RESOURCES

### **ECOLOGICAL FOOTPRINT**

*Calculate your own Ecological Footprint*

[www.myfootprint.org](http://www.myfootprint.org)

### **CLIMATE CHANGE ACTIONS IN CANADA**

*Review Canada's current position on climate change and the actions it is undertaking to address greenhouse emission.*

[www.climatechange.gc.ca](http://www.climatechange.gc.ca)

### **WORLD HOTSPOTS FOR CLIMATE CHANGE AND CONSEQUENCES**

*Annotated world map*

[www.climatehotmap.org/index.html](http://www.climatehotmap.org/index.html)

### **CLIMATE CHANGE AND TOURISM**

*Climate Change and Tourism – recommendations on practices*

<http://sdt.unwto.org/en/content/climate-change-tourism>

## CURRICULUM EXPECTATIONS

STRAND/OVERALL EXPECTATIONS	SPECIFIC CURRICULUM EXPECTATIONS
<p><b>Geographic Foundations: Space and Systems</b></p> <ul style="list-style-type: none"> <li>• evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems</li> <li>• analyse how factors such as movements of people and regional characteristics influence travel and tourism patterns</li> </ul>	<p><i>Building Knowledge and Understanding</i></p> <ul style="list-style-type: none"> <li>• explain how natural features and human criteria are used to define regions</li> </ul> <p><i>Developing and Practising Skills</i></p> <ul style="list-style-type: none"> <li>• determine the reasons for patterns of tourist travel within selected regions</li> <li>• analyse the effects of human systems on travel and tourism</li> <li>• explain how tourism-related development can have a significant effect on human systems</li> </ul> <p><i>Learning Through Application</i></p> <ul style="list-style-type: none"> <li>• analyse the major natural, cultural, economic, and political characteristics of selected tourist regions</li> <li>• identify natural and human features that attract tourists to their local region</li> </ul>
<p><b>Human-Environment Interactions</b></p> <ul style="list-style-type: none"> <li>• explain how environmental factors affect patterns of travel and tourism</li> <li>• analyse the impact of different types of travel and tourism on the natural environment</li> <li>• evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based</li> </ul>	<p><i>Building Knowledge and Understanding</i></p> <ul style="list-style-type: none"> <li>• identify the natural resources on which tourism is based and justify the need for sustainable development</li> </ul> <p><i>Developing and Practising Skills</i></p> <ul style="list-style-type: none"> <li>• compare the positive and negative effects of tourism on people and the environment in selected sites or regions</li> <li>• analyse specific examples of how tourist activities can threaten fragile environments or species</li> </ul> <p><i>Learning Through Application</i></p> <ul style="list-style-type: none"> <li>• produce a set of criteria or “code of behaviour” for tourists travelling in fragile environments</li> <li>• describe UNESCO’s role and the challenges it faces in protecting significant natural and cultural heritage sites</li> <li>• assess the need for sustainable development and protection of the resources on which tourism is based in selected sites or regions</li> <li>• predict and explain the likely impact of a natural or human-caused disaster on travel and tourism in a selected region</li> </ul>
<p><b>Global Connections</b></p> <ul style="list-style-type: none"> <li>• describe global patterns of travel and tourism and the factors that influence them</li> <li>• explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions</li> <li>• compare the characteristics of selected tourist regions of the world</li> </ul>	<p><i>Developing and Practising Skills</i></p> <ul style="list-style-type: none"> <li>• describe the social, environmental, cultural, economic, and political effects of travel and tourism associated with international events</li> <li>• analyse the causes and effects of economic disparities between selected world tourism regions</li> </ul> <p><i>Learning Through Application</i></p> <ul style="list-style-type: none"> <li>• evaluate the natural and human attributes that contribute to the success of selected globally significant tourist attractions</li> <li>• explain the relationship between the development of travel and tourism in a developing country and the country’s level of economic growth</li> </ul>

<b>STRAND/OVERALL EXPECTATIONS</b>	<b>SPECIFIC CURRICULUM EXPECTATIONS</b>
<p><b><i>Understanding and Managing Change</i></b></p> <ul style="list-style-type: none"> <li>• <i>analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region</i></li> <li>• <i>evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations</i></li> </ul>	<p><i>Building Knowledge and Understanding</i></p> <ul style="list-style-type: none"> <li>• identify recent trends in travel and tourism and their effects on natural systems and the environment</li> <li>• identify the economic, cultural, political, and environmental components of selected issues related to travel and tourism</li> <li>• explain how various factors contribute to the growth or decline of tourism around the world</li> <li>• explain issues that arise when planning for tourism development within a region</li> </ul> <p><i>Developing and Practising Skills</i></p> <ul style="list-style-type: none"> <li>• show how changes in technology or in its uses alter travel and tourism patterns analyse the effects of political, economic, cultural, and environmental motivators and barriers on travel and tourism patterns</li> </ul> <p><i>Learning Through Application</i></p> <ul style="list-style-type: none"> <li>• analyse the effects of an increase in tourism on the natural and human systems of a selected region</li> <li>• predict the future of tourism for a selected region or destination</li> </ul>
<p><b><i>Methods of Geographic Inquiry and Communication</i></b></p> <ul style="list-style-type: none"> <li>• <i>use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information</i></li> <li>• <i>analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies</i></li> <li>• <i>communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques</i></li> </ul>	<p><i>Research</i></p> <ul style="list-style-type: none"> <li>• develop and use appropriate questions to focus a geographic inquiry on a topic or issue in travel and tourism</li> <li>• gather geographic information from primary sources and secondary sources to research a topic or issue related to travel, tourism, or regional geography</li> <li>• gather geographic information, using a variety of geographic tools and technologies</li> <li>• evaluate the credibility of sources and the reliability and usefulness of information</li> <li>• identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers related to the travel and tourism industry</li> </ul> <p><i>Interpretation and Analysis</i></p> <ul style="list-style-type: none"> <li>• distinguish among opinion, argument, and fact in research sources</li> <li>• use a variety of geotechnologies to interpret, analyse, and synthesize information related to travel, tourism, and regional geography</li> <li>• use different types of maps, graphs, organizers, and diagrams to clarify and interpret geographic information and relationships</li> <li>• use appropriate statistical methods in the analysis of travel and tourism patterns, observing accepted conventions</li> <li>• develop possible solutions to problems or issues related to travel, tourism, or regional geography, using appropriate forecasting, decision-making, and/or problem-solving strategies</li> <li>• explain the different points of view on an issue related to travel and tourism that are, or might be, held by various stakeholders</li> <li>• produce a variety of maps, graphs, diagrams, and charts, following accepted conventions, to illustrate patterns and relationships related to travel, tourism, and regional geography</li> <li>• provide appropriate and sufficient evidence and well-reasoned arguments to support opinions and conclusions</li> </ul> <p><i>Communication</i></p> <ul style="list-style-type: none"> <li>• communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms and including geographic visual supports, both conventional and geotechnological</li> <li>• use an accepted form of academic documentation to acknowledge all information sources, including electronic sources</li> <li>• use appropriate terminology when communicating results of geographic inquiries.</li> </ul>

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