

Contact Information	
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Development date	July 8, 2011
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SHSM sector	Energy
Course code and course title	<b>CGG30 Regional Geography: Travel and Tourism</b> Grade 11 Open
Name of CLA	Sustainable Tourism in Developing Countries
Brief description of CLA	This unit can be done by an entire class. It focuses on the social, cultural, economic and environmental impacts of traditional tourism. Students will examine 'sustainable tourism' as an alternative that is more responsible and protects the rights of the people and the environment in developing countries. Energy SHSM students will learn that they need to be sensitive to the customs and culture in developing countries and that they need to be respectful in their interactions with them. This is important because they may be working in other countries or visiting those countries as part of their careers or training. They also are expected to create a case study in which they will design a small - scale energy project for a community in a developing country in order to improve their quality of life and increase opportunities for sustainable tourism to the destination.
Key Search Terms (Do not use SHSM, CLA, Course Code or Sector)	Sustainable Tourism, Developing Countries, Socio-economic impacts, Renewable Resources
Duration	10 Hours

<p>Overall expectations</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> <li>• analyse the impact of different types of travel and tourism on the natural environment;</li> <li>• explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;</li> </ul>
<p>Specific expectations</p>	<p>analyse the economy of a local region to determine the multiplier effect of tourism on it;</p> <p>explain how tourism-related development can have a significant effect on human systems</p> <p>-compare the positive and negative effects of tourism on people and the environment in selected sites or regions</p> <p>produce a set of criteria or “code of behaviour” for tourists travelling in fragile environments</p> <p>explain how tourists’ values and practices may change local values and practices in what is known as the demonstration effect;</p> <p>explain the relationship between the development of travel and tourism in a developing country and the country’s level of economic growth</p> <hr/> <p><b>What do we want students to learn?</b></p> <p>Students will be able to understand and demonstrate what is meant by "sustainable tourism".</p> <p>Students will be able to identify and predict the social, cultural, economic and environmental impacts that traditional tourism can have on a location or region in a developing country.</p> <p>Students will be able to create a scenario or case study that applies their understanding of "sustainable tourism" to a specific location and relates to an area of interest or SHSM.</p>

<p>Ontario Catholic Graduate Expectations (if applicable)</p>	<p><b>A Reflective and Creative Thinker</b> who:  <b>CGE3f</b> -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.</p> <p><b>A Self-Directed, Responsible, Life Long Learner</b> who:  <b>CGE4a</b> -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;  <b>CGE4f</b> -applies effective communication, decision-making, problem-solving, time and resource management skills;  <b>CGE4g</b> -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;</p> <p><b>A Responsible Citizen</b> who:  <b>CGE7a</b> -acts morally and legally as a person formed in Catholic traditions;  <b>CGE7b</b> -accepts accountability for one's own actions;  <b>CGE7d</b> -promotes the sacredness of life;  <b>CGE7e</b> -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;  <b>CGE7f</b> -respects and affirms the diversity and interdependence of the world's peoples and cultures;  <b>CGE7g</b> -respects and understands the history, cultural heritage and pluralism of today's contemporary society;  <b>CGE7i</b> -respects the environment and uses resources wisely;  <b>CGE7j</b> -contributes to the common good.</p>
<p>Essential Skills and work habits</p>	<p style="text-align: center;"><b>Essential Skills</b></p> <p><input type="checkbox"/> Reading Text  <input type="checkbox"/> Writing  <input type="checkbox"/> Computer Use  <input type="checkbox"/> Oral Communication  Numeracy  <input type="checkbox"/> Data Analysis  Thinking Skills  <input type="checkbox"/> Job Task Planning and Organizing  <input type="checkbox"/> Decision Making  <input type="checkbox"/> Problem Solving  <input type="checkbox"/> Finding Information</p> <p style="text-align: center;"><b>Work Habits</b></p> <p><input type="checkbox"/> Reliability  <input type="checkbox"/> Organization  <input type="checkbox"/> Working Independently  <input type="checkbox"/> Initiative  <input type="checkbox"/> Self-advocacy</p>

## Instructional/Assessment Strategies

### Teacher's notes

[Provide suggestions that will assist the teacher in delivering the CLA. For example, remind teachers to make sure that handouts, such as authentic workplace materials/documents used by the sector, are available for the CLA.]

These materials can be used as a package that students can work through independently in a computer lab or they can be used by the classroom teacher in class using a laptop/projector or other technology.

Ideally, the teacher will use some Literacy Strategies that will help students to engage in the materials and activate prior learning or personal experiences.

Some of the links require that students have access to on-line video, so the teacher should ensure that these are not blocked by the school server.

For the Case Study assignment, a great deal of latitude and choice is available to students with regard to selecting their topic. The teacher will need to assist some students with this choice to ensure that it is relevant to the expectations and to the student's interest (especially if SHSM)

### Context

[Describe the workplace context for the CLA.]

Students in the Energy SHSM

**Energy SHSM students will learn that they need to be sensitive to the customs and cultures of the people in developing countries and that they should be respectful in their interactions with them. This is important because they may be visiting other countries as part of their careers or training or will be working with or for people from these countries in the future.**

**They are expected to create a case study in which they will help create a small-scale energy project for a rural community in a developing country. The goal is to investigate various forms of renewable or green energy projects that would be suitable and appropriate for use in a community. The project is to improve the quality of life for the people keeping in mind that it is to be sustainable, involve the local people, and be respectful of their culture and customs. In doing so, it may make the community more attractive for sustainable tourism opportunities.**

## Strategies

### 1. Development and Tourism

- Students observe a NASA World-At-Night satellite image and make assumptions and predictions about population, tourism and development. Can be completed individually, but preferably as a teacher-led activity.

### 2. Predicting Impacts of Tourism

- Students view 6 selected photos and attempt to predict how increased tourism could impact the people or environment.
- Students then read a short article and suggest remedies, solutions, or guidelines to prevent and protect these areas from experiencing negative impacts. Students may have little to offer but with some guidance, should be able to come up with some reasonable ideas. This activity is to get them thinking prior to the next activity which describes many of the impacts they attempted to predict.

### 3. Socio-Economic Impacts of Tourism

- Students will read a selection which describes many of the negative impacts of tourism. They are required to prepare an organizer (provided) that will have them summarize and organize the main points of the selection. This can be submitted for assessment.

### 4. What Is "Sustainable Tourism"?

- Students will read/copy note on Sustainable Tourism. Teacher will discuss the relevance of this concept with regard to our attempt to be responsible global citizens.
- For Catholic Students, they will then read the Ten Commandments of Eco-Tourism and relate them to the Ontario Catholic Graduate Expectations. They will reflect on the similarities between these two guidelines.

### 5. Sustainable Tourism in Developing Countries Case Study

- Teacher will read through and explain the requirements of this Case Study. A computer lab is required to complete this assignment. This will take 3 class periods

### 6. Student- Teacher Feedback Form

- This is to be used as a form of dialogue between student and teacher. It is a form of assessment for learning and will provide an opportunity for feedback early in the research process.

### 7. Energy SHSM

- For these students, the teacher must have them read these handouts. complete the responses and discuss some of the topics they may consider for their Case Study

### 8. Rubric for Sustainable Tourism in Developing Countries

- To be used by the teacher for Assessment of this entire unit. Can be used/modified for formative or summative assessment.

#### [How will the learning be designed?

- Do the instructional and assessment strategies support the achievement of the learning goals?
- Are the assessment strategies linked to each of the instructional strategies in a planned, purposeful, and systematic way?
- Do the assessment and instructional strategies provide feedback and ongoing monitoring of students' throughout the CLA?
- How will teachers differentiate instruction and assessment to meet the learning needs of students?]

[What adjustments must be made to the instructional and assessment strategies for those students who are not progressing?]

## Assessment and Evaluation of Student Achievement

[List all assessment and evaluation strategies and tasks and attach handouts, tests, assignments, exercises, etc.]

[As you plan, keep the following important considerations in mind:

How will we know students are learning?	How will we know students have learned?
• How will students demonstrate progress towards the desired learning?	• How will students demonstrate achievement of the desired learning?
• What criteria will be used to determine whether students are learning?	• What criteria will be used to determine that students learned?
• What assessment strategies/tools will best gather evidence during learning?	• What assessment strategies/tools will best gather evidence that students have learned?
• Will the assessment tasks provide opportunities for students to demonstrate the full range of their learning in a variety of ways?	

Strategies/Tasks [Add rows as required.]	Purpose [Assessment for, as, and of learning]
1. Comparison of At-Night Satellite Image and Tourism Statistics: Describing Patterns, Making Connections	<u>Assessment FOR Learning</u> through active questioning and student answers will determine if they are able to evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems. For example, the lights on the image represent urban development and concentrations of settlement. How does this correlate to the top Tourist Destinations? How are they related or dependent upon one another?
2. Creating of an Organizer: Socio-Economic Impacts of Tourism	<u>Assessment FOR Learning</u> through the creation of the organizer. It provides students the opportunity to assess, select, and paraphrase the most important information and organize it using this template. This will assist them later to demonstrate this knowledge on a test or exam. It is also critical to their preparation of their Case Study which will have them attempt to avoid or minimize these impacts for their chosen destination.
3. Sustainable Tourism and the OCGE's	Assessment FOR Learning: Students will complete a chart comparing these two "codes of behavior" to see the similarities between the two and will enable them to be successful on their Case Study.

<p>4. Sustainable Development and Tourism Case Study</p>	<p>Assessment OF Learning: This assessment will provide them the means to demonstrate their understanding of sustainable tourism and how tourism-related development can affect human and natural systems. It provides them the opportunity to apply this knowledge to real-life scenario in a developing country.</p>
<p><b>Assessment tools</b></p> <p>A rubric is included which can be used to assess the entire unit. The rubric identifies the expectations and their connection to each activity. It is suggested that it is used throughout the unit for both the assessment for learning activities and the assessment of learning for the case study.</p>	
<p><b>Differentiation</b></p>	
<p><b>Differentiation will be based on:</b></p> <p>Readiness <input type="checkbox"/>                      Learner Profile <input checked="" type="checkbox"/>                      Interest <input checked="" type="checkbox"/></p> <p><b>Differentiation will take place through:</b></p> <p>Content <input checked="" type="checkbox"/>                      Process <input checked="" type="checkbox"/>                      Product <input checked="" type="checkbox"/>                      Learning Environment <input type="checkbox"/></p>	

## Additional Notes/Comments/Explanations

[Provide additional suggestions for teachers that will help them deliver the CLA.]

Please note the SHSM handout and spent time discussing with these students how their Arts and Culture relates to tourism both in Canada and in developing nations.

This "unit" can replace a unit or the final case study for SHSM students in the CGG 30 Course. They can work on it independently or it can be delivered as a full class unit.

## Resources

[List all the resources needed to support the implementation of the CLA.]

### Authentic workplace materials

**Human resources:** Students may wish to communicate with a travel agent to gain additional information on this type of tourism: ecotourism, homestays, service tourism, etc.

### Print resources:

Teacher may wish to print off some of these materials if no computer access is available: Sustainable Development Organizer, Ten Commandments of Eco-Tourism / OCGE comparison chart, Rubric for Sustainable Tourism in Developing Countries.

### Video resources:

### Software:

Students will use Word, PowerPoint, Prezi, or Publisher to complete their Case Study. All supporting materials can be loaded as Word Documents into ClassNet or a similar student resource.

### Websites:

All websites have been included as links embedded in the supporting Word Documents. They are all appropriate for student use and most are International or NGO websites promoting sustainable development. All photos selected have been provided permission for educational purposes by the host website.

Students will need to access a wide variety of websites in order to access information for their research case study.

### Other resources

## Accommodations

[List instructional, environmental, and assessment accommodations.]

[What adjustments must be made to the instructional and assessment strategies to accommodate different learning needs?]

### **Instructional:**

allow opportunities for alternatives to writing (graphics, drama, media, timelines etc.)

- provide assistance in the writing process
- provide organizers for written assignments (TOWER, COPS, webs, 5W's, mapping, organizers)
- use examples, step-by-step instruction

### **Environmental:**

- provide a quiet workplace away from the classroom for writing
- preferential seating
- use of computer, Kurzweil/Dragon for literacy support

### **Assessment:**

-WRITING ASSESSMENT ACROSS THE CURRICULUM

- accept point form answers
  - reduce quantity of questions or assignments
- ASSESSMENT / EVALUATION ACROSS THE CURRICULUM
- provide extra time for testing, assignments, exams as required
  - avoid penalizing for spelling/punctuation unless critical to assignment
  - use computer or word processor for responses

## List of Attachments

1. Development and Tourism
2. Predicting Impacts of Tourism
3. Socio-Economic Impacts of Tourism
4. What Is "Sustainable Tourism"?
5. Sustainable Tourism in Developing Countries Case Study
6. Student- Teacher Feedback Form
7. Energy SHSM
8. Rubric for Sustainable Tourism in Developing Countries