

Travel and Tourism: A Geographic Perspective, Grade 11

Open

CGG30

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Geographic Inquiry and Skill Development
Overall Expectations
A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues relating to travel and tourism
A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
B. Spatial Organization: Why, Where, and How We Travel		
B1. Spatial Interaction: analyse patterns of spatial interaction between tourist sources and destinations (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	Many factors determine where, when, and how people travel.	Why do people travel? What services do travellers want to have access to at a location? How might these differ, depending on a traveller's age or gender or the purpose of his or her trip?
B2. Spatial Distribution: explain interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	Tourism influences the services and attractions available at a location.	How might you go about selecting a place or places to visit? What criteria would you use to help you make your selection? How might the criteria used to select a destination be different for another member of your family or for a classmate?
B3. Choice of Destination: analyse a range of factors that influence tourists' destination choices (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Political, economic, cultural, and environmental factors influence people's destination choices.	
C. Sustainability, Stewardship, and Tourism		
C1. Impacts of Travel and Tourism: assess impacts of tourism and different modes of travel from a geographic perspective (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Tourism can affect a destination community politically, economically, culturally, socially, and environmentally.	How might tourism endanger the environment? Do the economic gains from tourism outweigh the environmental concerns?
C2. Sustainable Tourism and Stewardship: analyse strategies for the protection of natural and cultural resources that are essential to tourism, and assess their effectiveness (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	It is important to protect and act responsibly towards the world's natural and cultural resources.	Why is it important to do some research about social and cultural norms before visiting a foreign destination?
C3. Stewardship and the Sustainability of Societies: assess social and cultural impacts of tourism on tourist destinations, and explain the role of good stewardship practices in supporting the social and cultural sustainability of destination communities (FOCUS ON: <i>Spatial Significance; Geographic Perspective</i>)	Tourists have a responsibility to support the social and cultural sustainability of destination communities.	Which strategies and policies have been successful in protecting important natural and cultural sites around the world? What responsibility do tourists have for maintaining the integrity of these sites?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Geographic Thinking	Big Ideas*	Framing Questions*
D. Interrelationships and Trends		
D1. Local Tourism: analyse interrelationships between tourism and local human and natural systems (FOCUS ON: <i>Spatial Significance; Interrelationships</i>)	The unique characteristics of a place affect the type of tourist activity that is available.	How are the components of the tourism industry in a destination connected? What types of infrastructure are needed for tourism?
D2. Tourism Patterns and Influencing Trends: assess the impacts of social, economic, and political trends and events on travel and tourism (FOCUS ON: <i>Patterns and Trends; Geographic Perspective</i>)	The tourism industry is constantly adapting to new technology and to changing economic and political realities.	How does political and social unrest affect the tourism industry?
D3. New Directions: identify evolving trends in travel and tourism, and analyse their implications for future tourism development (FOCUS ON: <i>Patterns and Trends; Interrelationships</i>)	The tourism industry will need to continue to change and adapt.	What would you predict the next big challenge for the tourism industry will be? What does the industry need to do to be prepared for it?
E. Impacts of Change: Challenges for Travel and Tourism		
E1. Environmental Challenges: analyse impacts of environmental conditions and concerns on the tourism industry (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Natural processes and events have an impact on the tourism industry.	How might climate change continue to have an impact on the tourism industry?
E2. Impacts on Local Populations and Indigenous Peoples: assess impacts of the travel and tourism industry on local populations and indigenous peoples (FOCUS ON: <i>Interrelationships; Geographic Perspective</i>)	Tourism has economic, political, social, and cultural effects on local populations.	Should people continue to travel into environmentally sensitive regions?
E3. Planning for Tourism: analyse the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism (FOCUS ON: <i>Spatial Significance; Patterns and Trends</i>)	In order for tourism in an area to work, all parties involved need to work and plan together.	How do we protect indigenous cultures from commoditization? How do international organizations work with local government and community members to promote tourism?

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues relating to travel and tourism;
- A2. Developing Transferable Skills:** apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.

SPECIFIC EXPECTATIONS

A1. Geographic Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into geographic issues relating to travel and tourism (e.g., factual questions: *Which three countries were the most popular tourist destinations for Canadians last year?*; comparative questions: *Which class of tourist has the greatest economic impact on the selected destination?*; causal questions: *Is it in a Caribbean island's best interest to solicit cruise line business?*)
- A1.2** select and organize relevant data and information on geographic issues from a variety of primary and secondary sources (e.g., primary: *raw data from fieldwork, both quantitative and qualitative; statistics; photographs; satellite images;* secondary: *newspapers, books, atlases, geographic magazines, websites, graphs, charts, digital and print maps*), ensuring that their sources represent a diverse range of perspectives
Sample questions: "How might you use quality of life indicators to analyse the impact of tourism activities for a selected location? Where might you find this data and information?" "What type of data and information do you need to collect in order to assess the impacts of tourism activities on a specific country or people?" "What types of maps and graphs will help you analyse tourism patterns?"
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering how the data are constructed to support the author's point of view, the possible bias of the author, the expertise of the author, the accuracy of the text and supporting data, the intended audience, the purpose of the messaging, the context in which the information was presented*)
Sample questions: "Whose point of view does this source represent? Is the source biased? Have you consulted other sources that represent other points of view? Which source is most credible and why?"
- A1.4** interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry (e.g., *interpret diagrams illustrating the flow of an economic system; analyse graphs and charts of quality of life indicators for selected countries to determine trends and correlations; use decision-making templates to analyse points of view on an issue related to tourism; use graphic organizers to outline various perspectives on the development of tourist attractions*)
Sample questions: "What data layers and type of information might you include in a geographic information systems (GIS) query in order to analyse the impact of foreign ownership of Caribbean resorts?" "What type of graphic organizer would you use to help analyse the impact of a weakening economy on travel and tourism industries?" "What categories would you need to include in a budget template for comparing and evaluating potential travel costs for a family trip?"

A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about issues relating to travel and tourism (e.g., use the concept of spatial significance to analyse the distribution of tourist resorts within a region; use the concept of patterns and trends to analyse short- and long-term tourism trends and phenomena such as the evolution of volunteer/work tourism; use the concept of interrelationships to analyse the role of personal technology in personal travel planning; use the concept of geographic perspective to analyse the social, political, economic, and environmental impacts of a land-use dispute related to tourism)

Sample questions: “How might the concept of spatial significance help you evaluate the best location for a new hotel complex?” “How might an understanding of patterns and trends help you analyse the impact of a common currency on tourism in the European Union?” “How might an understanding of interrelationships guide your personal travel decisions?” “How can geographic perspective help you analyse the impacts of tourism activities in environmentally sensitive areas?”

A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating

Sample questions: “What did you find out about the relationship between tourism and economic conditions in this region? What conclusions can you draw about the relationship between tourism and economic conditions in other regions? How might this relationship be altered during an economic downturn?”

A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a brochure for Canadian tourists who are considering cultural tourism in China, a debate with classmates on the most appropriate location for the next summer Olympics, an article for the school website that evaluates local activities appropriate for a “staycation”, a presentation for the parent council recommending a destination for the school’s next March break trip)

Sample questions: “What kind of information does your audience need? In how much detail? What format and approach would be most effective in conveying your information to this particular audience?”

A1.8 use accepted forms of documentation (e.g., footnotes, author/date citations, reference lists, bibliographies, annotated bibliographies, credits) to reference different types of sources (e.g., websites, blogs, books, articles, films, data)

A1.9 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry; terminology related to geography and to the concepts of geographic thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through geographic investigation (e.g., ask questions to deepen their understanding of an issue; listen to and consider multiple perspectives when discussing an issue; use quantitative data to support an idea; use spatial skills to plan a holiday with a low environmental impact; apply work habits such as collaboration when working with a team to make a decision)

A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues (e.g., use the concept of spatial significance to analyse possible reasons for limiting access to a destination; use the concept of patterns and trends to analyse the environmental impact of business travel; use the concept of interrelationships to analyse social and economic changes in an indigenous community that has become a tourist destination; use the concept of geographic perspective to analyse the potential impact of building a tourist resort in a region that experiences frequent water shortages) in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify some careers in which a geography background might be an asset (e.g., travel agent, hospitality worker, travel writer, web designer for a tourist destination, marketing analyst, tourist attraction worker, community museum interpreter, GIS technician)

B. SPATIAL ORGANIZATION: WHY, WHERE, AND HOW WE TRAVEL

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Spatial Interaction:** analyse patterns of spatial interaction between tourist sources and destinations (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)
- B2. Spatial Distribution:** explain interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations (**FOCUS ON:** *Patterns and Trends; Interrelationships*)
- B3. Choice of Destination:** analyse a range of factors that influence tourists' destination choices (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)

SPECIFIC EXPECTATIONS

B1. Spatial Interaction

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- B1.1** explain why people travel (*e.g., for leisure and recreation, to visit family and friends, for religious or health reasons, for business*), and analyse the distribution of the major countries of origin of international tourists

Sample questions: “What are some of the things that people want to do when they travel for leisure and recreation?” “What countries account for the largest number of international tourists? Why? How has the list of source countries for tourists changed in recent years?”

- B1.2** identify the world's major tourist destinations, and analyse the cultural and natural characteristics of successful tourist destinations

Sample questions: “What are the world's top ten tourist destinations? Why are these destinations so popular? What features do they have in common? Do some of them have unique features that contribute to their popularity?” “What do successful tourist destinations do to attract tourists and ensure that they have a pleasant experience?” “Why are Canadians drawn to Florida, the Caribbean, or Mexico for winter vacations? Why might people prefer one of these destinations over another?” “Why do people travel long distances to see a natural feature such as a waterfall or glacier?” “How might the uniqueness of a destination make

it more appealing to some and less appealing to others?”

Using spatial skills: Students can use maps and graphs to analyse global tourism patterns and trends. Students can also evaluate a variety of ways of visualising a tourist destination, such as interactive online maps, virtual tours, public transit maps, and urban transects.

- B1.3** explain factors that influence people's choices of different modes of travel

Sample questions: “What is the most popular mode of transportation for international travel? Why?” “What factors would you consider when deciding to travel by air, road, rail, or water?” “Are ocean cruises a way of getting to a destination or a destination in their own right?”

B2. Spatial Distribution

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

- B2.1** explain how tourism influences the characteristics and spatial distribution of services in tourist destinations (*e.g., the concentration of hotels in a city core or near an airport, the replacement of street vendors by American restaurant chains in Vietnam, the increasing presence of Western-style hotels in Asia*)

Sample questions: “Why might a traveller go to a foreign location but be pleased to see familiar hotel, restaurant, and retail chains?” “Will the

expansion of tourism encourage non-Westerners to abandon traditional cultural beliefs, values, and ways of life in favour of American or European lifestyles?" "Why do some tourists choose to get away from the 'tourist area' in a foreign destination?"

Using spatial skills: Students can construct thematic maps and graphs showing the global distribution of different North American fast-food chains to help them analyse the impact of North American tourism on other countries.

- B2.2** compare the spatial organization of infrastructure and attractions that serve the needs of different types of travellers within a region (e.g., student groups, seniors, families with young children, groups on a religious pilgrimage)

Sample questions: "What destinations would you include in an itinerary for a student group travelling to Europe during March break?" "What attractions do retired Canadians seek in Florida? Where do they tend to go? What type of accommodation do they prefer? Why is Florida a popular destination for francophone Quebecers?"

B3. Choice of Destination

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

- B3.1** analyse factors that influence travellers' destination choices (e.g., attractions and amenities, accessibility, cost, safety)

Sample questions: "How does the length of a vacation affect a tourist's choice of destination?" "What responsibility do tourist attractions have

to be fully accessible?" "How does a tight budget influence a tourist's choice of destinations, transportation, accommodation, activities, and other aspects of trip planning?" "What criteria would the planners of an international conference use to select a destination for their event?" "What are the advantages and disadvantages of taking a repositioning cruise?"

- B3.2** analyse the influence of political, economic, cultural, and environmental motivators and barriers on tourists' destination choices (e.g., sales promotions, visa requirements, currency fluctuations, violent crimes and conflicts, risk of natural disasters)

Sample questions: "Under what circumstances do you think a country would use a visa system to restrict tourist access?" "Why would hotels have different room rates for different seasons?" "Why do airline seat sales act as a travel motivator when accommodations are often the most expensive component of a holiday?" "How do different destinations address language and cultural barriers?"

C. SUSTAINABILITY, STEWARDSHIP, AND TOURISM

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Impacts of Travel and Tourism:** assess impacts of tourism and different modes of travel from a geographic perspective (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C2. Sustainable Tourism and Stewardship:** analyse strategies for the protection of natural and cultural resources that are essential to tourism, and assess their effectiveness (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- C3. Stewardship and the Sustainability of Societies:** assess social and cultural impacts of tourism on tourist destinations, and explain the role of good stewardship practices in supporting the social and cultural sustainability of destination communities (**FOCUS ON:** *Spatial Significance; Geographic Perspective*)

SPECIFIC EXPECTATIONS

C1. Impacts of Travel and Tourism

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C1.1** assess the impacts of tourism, both positive and negative, on the natural environment in selected tourist locations (*e.g., Banff, the Galapagos Islands, Nepal, Antarctica*)

Sample questions: “Do the financial benefits of tourist activity outweigh the negative environmental impacts?” “Can tourism facilitate the protection of the natural environment?” “How can a ‘Habitat for Humanity’ holiday help the natural environment at a tourist destination? Can this type of tourism have a negative environmental impact?”

- C1.2** assess the impacts of tourism, both positive and negative, on cultural resources at selected tourist destinations (*e.g., positive: strong incentive to protect cultural resources, more money for the restoration and maintenance of cultural resources; negative: vandalism, littering, pilfering and illegal removal of artefacts, damage to monuments and heritage buildings as a result of erosion and increased humidity caused by large numbers of tourists*)

Sample questions: “Can you identify some examples in which tourism has contributed to the protection of cultural resources? Can you identify some examples of cultural resources

that are threatened by tourism? How are ancient structures like Angkor Wat or Machu Picchu threatened by the large number of tourists that visit these places?”

- C1.3** assess the impact of large-scale tourism development projects on selected destinations from a geographic perspective

Sample questions: “How have recent Olympic games affected poorer neighbourhoods in some host cities?” “What were the economic costs and benefits of tourism development for this region? What were the environmental and social impacts? What steps were taken to reduce or remediate these impacts? What role did political power have in making this development happen? Was there social or political opposition to the development? Has tourism development benefited local workers?” “Why would poverty persist where vibrant tourism industries exist?”

- C1.4** analyse the relationship between tourism and the sustainability of the local economy (*e.g., employment, new customers for local businesses, multiplier effect of tourist spending, outflow of profits to foreign owners of tourist facilities*)

Sample questions: “What are some examples of businesses that can benefit from tourism, even if their main market is local residents?” “How does tourist spending help the local economy? How does this spending stimulate other economic activity in the community?” “How do

people who work in a seasonal tourist destination support themselves in the off-season?" "Could the community survive economically without tourism?"

Using spatial skills: Students can create a flow diagram to show the movement of tourist spending through a local economy.

- C1.5** assess impacts of tourist travel on the environment and on human health (e.g., environmental impacts: *effects of aircraft emissions on climate change and the ozone layer, aircraft noise, effects of discharges from cruise ships on marine ecosystems, effects of cruise ship emissions on climate change and air quality in ports, habitat disruption due to roads built to access tourist destinations, effects of RV and motor home emissions*; health impacts: *transmission of communicable diseases such as SARS or MERS, hepatitis, and malaria; sun damage and increased occurrence of skin cancer*)

C2. Sustainable Tourism and Stewardship

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- C2.1** analyse different approaches for protecting natural and cultural resources that are essential to tourism (e.g., *the creation of protected areas, such as national and provincial parks; access limitations; laws and regulations; stewardship education; visitor guidelines; heritage designations for places of natural or cultural significance; protective enclosures and barriers*)

Sample questions: "Can a natural space be 'loved to death'?" "If a natural resource is very fragile, should it be kept from tourists? Why or why not?" "How do Canada's national and provincial parks balance the needs of tourists with those of the environment? Are some parks in danger of being overused?" "Why should the tourism industry encourage both tourism providers and tourists to follow good stewardship practices?" "How are petroglyphs protected in British Columbia's Petroglyph Provincial Park, Ontario's Petroglyphs Provincial Park, and Kejimikujik National Park in Nova Scotia?"

Using spatial skills: By mapping park distribution and graphing usage data, students can explore a variety of issues relating to the role of national and provincial parks in promoting tourism and protecting resources important to tourism.

- C2.2** explain the responsibilities of tourists to respect the artistic and cultural heritage, social norms, and natural environment of the destinations they are visiting (e.g., *respecting local dress codes and behavioural norms, abstaining from pilfering cultural heritage items or buying them on the black market, avoiding littering, asking permission to take photos of local people or sacred places, making an effort to learn about the societies they are visiting, accepting a fair price when bargaining for goods*)

Sample questions: "If you were to write a code of conduct to advise tourists on good stewardship practices, what would you include in it? How does your code compare with various existing codes of conduct for specific countries or for activities such as ecotourism?" "Why is it important to be aware of local laws regarding the protection of the environment or of cultural monuments and artefacts?" "What responsibility do tourists have for knowing local cultural norms?" "A Canadian student was briefly jailed for taking a 'small rock' from the Acropolis in Athens. Was this appropriate behaviour on the part of the student? Was the reaction of the local authorities appropriate?" "If tourists do not follow good stewardship practices when they travel, what will likely happen to tourism resources such as places of natural beauty or unique cultural significance?"

- C2.3** analyse factors used to select natural and culturally significant spaces for protection (e.g., *as UNESCO World Heritage Sites, national parks, designated historic buildings*), and assess the effectiveness of these designations in protecting such spaces

Sample questions: "What criteria have been or should be used in the process of selecting natural or cultural sites to be designated for protection?" "What role does cost play in designation?" "Who should be financially responsible for designated spaces?" "Should designated spaces be owned by private individuals or corporations, or should they be owned by public institutions?" "A heritage house is offered to the community. What kinds of social, economic, political, or environmental issues could affect the decision to accept the donation?" "What protection is offered by the Ontario Heritage Act?" "How effective has the World Heritage Site designation been in protecting cultural and religious sites during times of conflict?"

C3. Stewardship and the Sustainability of Societies

FOCUS ON: *Spatial Significance; Geographic Perspective*

By the end of this course, students will:

C3.1 explain how tourism can affect the social stability and cultural sustainability of tourist destinations (*e.g., erosion of cultural practices and values as traditional activities and objects become commercialized; cultural change through exposure to foreign norms and values; crime; exploitation of labour; child labour; prostitution; social tensions related to uneven distribution of economic benefits of tourism or exclusion from them; repurposing of land with social, cultural, or economic value for the use of tourism development; changes in social structure, roles, and status as new jobs replace traditional activities*)

Sample questions: “How can tourism cause traditional ceremonies, customs, and skills to lose their cultural and spiritual significance?” “Why might tourism lead to an increase in crime?” “What are some ways in which the development of a tourist economy can affect

the social structure and social roles in destination communities?” “How can tourism increase the stability and sustainability of a society? How can tourism help restore the stability and sustainability of a society that has experienced or is experiencing catastrophic impacts from conflict or natural disasters?”

Using spatial skills: Students can create a photo essay to illustrate the changes experienced by a specific tourist destination. When interpreting these visuals, students can propose strategies for addressing challenges created by these changes.

C3.2 describe impacts of travel and tourism on the cultural sustainability of indigenous communities (*e.g., Haida in the Queen Charlotte Islands, Maya in southern Mexico, Maoris in New Zealand, Masai in Kenya*)

Sample questions: “What are some of the ways in which indigenous communities can be negatively affected by tourism? Can tourism also be a useful force for sustaining indigenous cultures and peoples?” “Cultures evolve naturally over time, but tourism can also play a large role in cultural evolution. How?”

D. INTERRELATIONSHIPS AND TRENDS

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Local Tourism:** analyse interrelationships between tourism and local human and natural systems (**FOCUS ON:** *Spatial Significance; Interrelationships*)
- D2. Tourism Patterns and Influencing Trends:** assess the impacts of social, economic, and political trends and events on travel and tourism (**FOCUS ON:** *Patterns and Trends; Geographic Perspective*)
- D3. New Directions:** identify evolving trends in travel and tourism, and analyse their implications for future tourism development (**FOCUS ON:** *Patterns and Trends; Interrelationships*)

SPECIFIC EXPECTATIONS

D1. Local Tourism

FOCUS ON: *Spatial Significance; Interrelationships*

By the end of this course, students will:

- D1.1** describe the major natural and cultural attractions in their region, and explain how they influence the characteristics of tourist activity in the region
Sample questions: “Which of the following types of tourism are most compatible with the local attractions in your region: ecotourism; family adventure park holidays; study tours; beach holidays; sports tourism; business travel; hunting, fishing, and wilderness canoeing?” “Where do tourists to the region come from, and why do they pick this region as a destination?” “Is your region an established tourist destination? Why or why not?” “Are there attractions in the region that could attract tourists but haven’t been developed? What types of tourists would they attract?”
- D1.2** describe major components of the local tourism industry, and explain how they are interrelated
Sample questions: “How do tourists get to the region and travel within it? Where do they stay and eat? How do they find out about the region’s tourist offerings, and who helps them book reservations? Which businesses in the region depend on tourism for some or all of their revenue?” “How would weak links in the tourism infrastructure, such as poor transportation connections, a lack of affordable, good-quality accommodations, or insufficient promotion, affect other components of the local

tourism industry? How could the region’s tourism infrastructure be improved? How would it have to expand if more tourists came to the region?” “What facilities would be necessary for the development of a specific type of tourism?”

Using spatial skills: Students can conduct fieldwork to gather data about key tourism components in their region, such as accommodation, transportation, attractions, and marketing. Thematic maps, graphs, and photographs can be used to present this information. These can be annotated to indicate interrelationships between the various components.

- D1.3** develop a two-day itinerary for tourists that highlights local attractions and offers an optimal tourist experience

Sample questions: “Is your itinerary designed to appeal to general tourists or to tourists with special interests? How will the tourists get to the various attractions? Does your itinerary allow for sufficient travel time between attractions? Where will the tourists eat? Does your itinerary include both daytime and evening activities? Does it offer choices? Are the attractions fully accessible to the tourists who are expected to visit them? Are there any safety concerns that might limit what people can do? Will local attitudes to tourism and tourists affect your itinerary?” “How might your itinerary have been different at some point in the past? How might it change in the future?”

Using spatial skills: Students can support their proposed itineraries with an annotated map showing the proposed route, timings, and locations of destinations to be visited.

D2. Tourism Patterns and Influencing Trends

FOCUS ON: *Patterns and Trends; Geographic Perspective*

By the end of this course, students will:

D2.1 explain how social and economic trends affect the development of tourism (e.g., *expansion of transportation networks, increasing or decreasing travel costs, recessions and unemployment, rising levels of education, rising standards of living, immigration*)

Sample questions: “How would the opening of new airline connections expand a country’s tourism potential? How would the development of an efficient urban transit system expand a city’s tourism potential?” “How has immigration changed the patterns of international travel to and from Canada over the past few decades?”

D2.2 explain how social, political, and other events contribute to the growth or decline of tourism around the world (e.g., *outbreaks of disease; protests; revolutions; special events such as the Olympics, the World Cup, league playoffs*)

Sample questions: “Would you change your vacation plans because of criminal activity or threats of terrorism?” “Should people be prevented from travelling to or from destinations affected by outbreaks of serious communicable diseases?” “How has tourism in Egypt been affected by political unrest there?” “Can a major global event such as a World’s Fair or the Olympics give a permanent boost to a host city’s appeal as a tourist destination, or is the promotional value of such events limited to the short term?”

D2.3 describe how technology has changed the tourism industry

Sample questions: “How has the role of the travel agent changed with smartphone technology?” “Are free apps available that are useful for travel planning?” “How has the Internet changed the process of planning an international trip?” “Has the Internet decreased the need for business travel?” “In what ways has technology made travel to distant locations more appealing?”

D2.4 explain how personal changes can affect travel and tourism patterns (e.g., *changes in disposable income, amount of leisure time, family structure, attitudes*)

Sample questions: “When do most Canadian families travel? Why?” “Why do many people travel more after they have retired?”

D3. New Directions

FOCUS ON: *Patterns and Trends; Interrelationships*

By the end of this course, students will:

D3.1 identify trends in different types of international travel and tourism (e.g., *business travel, adventure tourism, ecotourism, voluntourism, sports tourism*), and analyse their impacts on the tourism industry and tourist destinations

Sample questions: “At one time, hiking in a national park was considered adventure tourism. What are some popular forms of adventure tourism now? How have the tourism industry and governments responded to meet the needs for new facilities and regulations?” “Are there organizations in your community that organize opportunities for voluntourism abroad? Does voluntourism always provide benefits to the destination communities? What questions should you ask to make sure that a project is ethical and that your contribution will be useful?” “In what ways have the patterns of international travel to Canadian destinations changed in recent decades?”

Using spatial skills: Students can use an annotated map to explore voluntourism opportunities, plotting the location of projects and adding comments about details such as the cost of participation and the intended social and economic benefits to the destination region.

D3.2 analyse possible future scenarios for the development of international travel and tourism in the next twenty years

Sample questions: “How might the growth of a middle class in India and China affect the tourism industry?” “What do you think the top ten tourist destinations in the world will be in 2030? Why? How will this list differ from your list of today’s top ten destinations?” “Is Canada likely to become more popular or less popular as a tourist destination? Should Canada be finding new ways to attract foreign tourists?” “Will some form of space travel, such as sub-orbital flights, be available for tourists in the near future?” “Should the next generation of passenger airplanes be bigger, faster, or have less impact on the environment? What are the arguments for each alternative?” “Will changes in fuel costs or environmental concerns change how we travel or where we go?”

E. IMPACTS OF CHANGE: CHALLENGES FOR TRAVEL AND TOURISM

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Environmental Challenges:** analyse impacts of environmental conditions and concerns on the tourism industry (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E2. Impacts on Local Populations and Indigenous Peoples:** assess impacts of the travel and tourism industry on local populations and indigenous peoples (**FOCUS ON:** *Interrelationships; Geographic Perspective*)
- E3. Planning for Tourism:** analyse the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism (**FOCUS ON:** *Spatial Significance; Patterns and Trends*)

SPECIFIC EXPECTATIONS

E1. Environmental Challenges

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E1.1** analyse impacts of natural disasters (*e.g., hurricanes, floods, earthquakes, tsunamis, droughts*) on tourism and tourist destinations

Sample questions: “How do hotels and resorts prepare for and protect tourists from natural disasters?” “Does the occurrence of a natural disaster have a long-term effect on the popularity of a tourist destination?” “Why do countries rebuild tourism facilities after a natural disaster?” “Is it reasonable to ask wealthy countries to help rebuild tourism facilities in developing countries?”

- E1.2** analyse impacts of pollution, climate change, and other environmental concerns on tourist destinations

Sample questions: “Is the frequent occurrence of heavy smog in Beijing a deterrent to tourism?” “Why would a government make positive environmental changes for a large international event but not sustain these changes for local residents after the event is over?” “How should tourism industries located in low-lying coastal areas prepare for higher sea levels that are expected as a result of climate change?” “Should resorts limit their use of water if they are located in an area, such as Las Vegas, that experiences frequent water shortages?”

- E1.3** analyse future prospects and challenges for tourism in environmentally sensitive destinations (*e.g., the Canadian Arctic, Antarctica*), and assess ways of managing tourism impacts in these areas from a geographic perspective

Sample questions: “What kinds of tourism activities take place in the Antarctic now, and what impacts do they have on the environment? What types of activities might be possible in the future, and what impacts could they have? How could these impacts be controlled?” “What restrictions should be placed on tourist activities in environmentally sensitive areas? Under what circumstances should there be a ban on tourist activities in environmentally sensitive areas?”

E2. Impacts on Local Populations and Indigenous Peoples

FOCUS ON: *Interrelationships; Geographic Perspective*

By the end of this course, students will:

- E2.1** assess social and economic impacts of tourism on local populations, and propose solutions for minimizing harmful impacts and ensuring that local populations receive a fair share of benefits from tourism development

Sample questions: “What are the potential benefits of tourism development for the local population in a tourist destination?” “In what ways would a job in the tourism industry be preferable to traditional employment in the

region? In what ways would it not?" "Resorts employ many local workers, but not all of them pay fair wages. What can be done to help workers receive fair pay for their work? How do we determine what a fair wage is for a specific job and place?" "Does foreign ownership of a resort limit career opportunities for its local employees?" "In some countries women and children have been trafficked for sex tourism. What can be done to stop this abuse of human rights?" "Tourism may increase foreign dependency. Is it worth it?" "Tourism employment is often seasonal. How does that affect workers at a tourist resort?" "Workers in tourism jobs may enjoy higher incomes than other workers in the community. How might that affect prices for goods in the community? How might it affect economic and social relationships in the community?"

- E2.2** analyse the impacts of tourism on the lands, cultures, and livelihoods of indigenous people in tourist destinations

Sample questions: "Where have indigenous peoples lost lands or the right to use lands as a result of tourism development? Have they been adequately compensated for the loss of these lands?" "Does ecotourism facilitate 'biopiracy'?" "What happened in Oka, Quebec, when developers wanted to replace a Mohawk burial ground with a golf course?" "What are the advantages and disadvantages for indigenous communities of using casinos as an engine of economic development?"

Using spatial skills: Students can create an infographic that includes maps, charts, and photographs to summarize the conditions and concerns of indigenous people in a specific tourist destination.

- E2.3** analyse issues of cultural appropriation and commodification that may result due to tourism

Sample questions: "How are indigenous communities affected when aspects of their culture, such as art, crafts, clothing, ceremonies, and everyday life, become commodities to be sold to tourists? How can these cultures be protected? Who benefits from the sale of mass-produced replicas of indigenous artefacts? Should indigenous peoples have the right to determine whether these artefacts are sold or not? Can you provide an example of a tourist destination that sells mass-produced replicas of indigenous artefacts, clothing, or regalia as tourist souvenirs?" "Do the advantages of experiencing a tour of a 'real' indigenous home outweigh the potential negative impacts?"

"How can discussion and partnerships between indigenous groups, governments, and tourism organizations help solve the problem of cultural appropriation?"

E3. Planning for Tourism

FOCUS ON: *Spatial Significance; Patterns and Trends*

By the end of this course, students will:

- E3.1** assess potential impacts of tourism development plans on communities (*e.g., conflicts between visitors' interests and those of community residents; impacts on the environment, historic sites, and community resources*), and identify ways of minimizing these impacts

Sample questions: "When might the needs of local residents supersede the needs of tourists? Why? When might the needs of tourists supersede the needs of residents? Why?" "Cities have been known to displace the poor to make the city more attractive for an event like the Olympics or to make way for tourist developments. Is this justified? How can this type of action be discouraged?" "An annual tourist event means that local people cannot easily get access to street parking, local shops, and public spaces. Can you suggest some solutions to these problems?"

Using spatial skills: Students can use a variety of statistical data relating to infrastructure costs, operating costs, and tourism revenue to perform a cost-benefit analysis of a major international event, such as the World Cup or the Olympic Games. Annotated maps can be used to document costs and benefits that cannot be easily quantified.

- E3.2** analyse the role of governments and of various components of the tourism industry (*e.g., marketers and advertisers, booking services, tour promoters, local support services*) in promoting and supporting tourism

Sample questions: "How do travellers get information about different destinations?" "What strategies do marketers use to attract travellers?" "How useful are travellers' feedback and reviews on various websites and online social networks?" "Why do governments have a major responsibility for promoting and regulating tourism? What are some of the ways in which they regulate and support the tourism industry?" "How does the tourism industry benefit from the services of volunteers who assist at tourist sites or work with organizations for assisting travellers?"

E3.3 analyse the role of various international organizations (e.g., *World Tourism Organization, International Olympic Committee, FIFA, UNESCO*) in encouraging tourism and interaction among peoples of the world

Sample questions: “How does the common currency in the European Union benefit tourists?” “Is the World Tourism Organization providing a necessary service?” “Do UNESCO heritage designations increase your interest in seeing specific places or things when you travel?”