Chapter 3 Natural Spaces and Tourism

Chapter Overview:
This chapter looks at ecotourism as one of the fastest growing trends in tourism. Factors affecting the type of tourism and destination choices of different people, are examined.

The term ecotourism is not easy to define. Ecotourists range from ‘hard core’ nature travelers such as scientific researchers through mainstream tourists visiting protected areas to casual ecotourists who experience nature as part of a broader travel experience. First hand experience with nature is required. Visitors to places that try to replicate nature such as Lion Safari Parks, Marine Aquariums and Biodomes are not ecotourists.

Different aspects of natural systems attract people who want to interact with them for a variety of reasons. Most ecotourists hope to interact with the environment in its existing natural state rather than altering it for their convenience. For many people, conservation of the natural environment has become an important issue. Ecotourism, if practiced sustainably and ethically, may contribute to increased awareness and understanding of natural systems as well as preservation of the world’s wild places and their human and wildlife inhabitants.

Ecotourism also varies between developed and developing countries. Some countries are too poor to consider environmental protection as their first priority in acquiring the basic needs of food, water and shelter. In this case sustainable tourism becomes an unaffordable luxury.

The case study of Costa Rica investigates a developing country whose government has made protection of the diverse and beautiful natural environment a priority and has taken advantage of ecotourism in its plans to do so.

The issue study of Madagascar also examines the lack of protective government policies in a country known for problems of poverty and massive destruction of unique, beautiful natural systems including tropical forests and rivers. Should governments be responsible for protecting fragile environments and their species? Can the growing trend to ecotourism play a role in helping to solve Madagascar’s problems?

In the GeoTech activity students create a series of maps illustrating the distribution of natural features in Canada.

Key understandings:
- People are attracted to places of natural beauty such as mountains, beaches and waterfalls
- People like to see and study different plants and animals in their natural habitat
- People are attracted to regions with favourable climate characteristics such as warmth, sun and snow for various tourism activities
- There are many different types of nature tourism activities from hard and soft adventure to ecotourism
- Adventure tourism and ecotourism are growing trends
- Adventure tourism is quite different from ecotourism
- Ecotourism can mean different things to different people
- All tourism has some impact on the natural environment
- There are benefits and hazards of tourism within natural spaces and ‘wilderness’ regions
- Endangered spaces are often protected as parks and preserves
- Costa Rica is a developing country whose government has taken steps to use tourism to protect the diverse, beautiful natural environment
- Using natural resources can cause conflict among tourism industry, environmentalists, indigenous peoples, governments, and businesses such as commercial fisheries
- Madagascar is a developing country experiencing severe destruction of its natural systems including tropical forests and wildlife
- Poverty in Madagascar means that conservation of the natural environment is not a top priority
- Is ecotourism likely to help solve Madagascar’s economic and environmental problems?
**Key Words and Terms**

*adventure travel*  
Vacations that usually take place in an outdoor setting and offer experiences that are both mentally and physically challenging.

*ecotourism*  
Environmentally responsible travel to natural areas that aims to conserve the environment and sustain the well-being of the local people.

*endangered space*  
An area threatened by destructive human activity.

*fertility rate*  
The number of children born per woman for every 1000 people in a country.

*hard adventure travel*  
Travel that involves a level of risk and requires a person to have experience and be physically and mentally fit.

*infant mortality rate*  
The number of deaths of young children per thousand in the population.

*life expectancy*  
The number of years one can expect to live at birth.

*literacy rate*  
The percentage of people in a country over age 15 who can read and write.

*site factors*  
The natural or physical attributes of a place.

*soft adventure*  
Travel that is less physically demanding than hard adventure and involves less risk.

*wildlife corridors*  
Strands of protected areas that link national parks and reserves, through which animals can migrate.

**CURRICULUM CONNECTIONS**

<table>
<thead>
<tr>
<th>SPECIFIC EXPECTATIONS</th>
<th>TEXT CONNECTIONS</th>
<th>ASSESSMENT OPPORTUNITIES</th>
</tr>
</thead>
</table>
| **Identify the natural resources on which tourism is based** | • Key question 1  
• Nature Attracts pp. 58-59  
• Site Factors p. 61  
• Figure 3.5 p.61  
• Figure 3.8 p. 65  
• Case study: Costa Rica pp.67-68  
• Figure 3.12 p.68 | • Check in 1, 2, p.63  
• Check in 1, p.71  
• Revisit 1, 4, 6, 7, 9, pp.78-79  
• GeoTech p. 76 |
| **Identify selected factors that influence destination choices** | • Key question 1  
• Nature Attracts p. 59  
• Age Makes a Difference p. 60  
• Figure 3.4 p.60  
• Seasonal Characteristics p.62  
• Figure 3.6 | • Check in 2, p.63  
• Revisit 2, 5, 7, pp.78-79 |
| **Classify different types of travel and tourism and explain why people travel** | • Key question 3 (ecotourism)  
• Figure 3.2 p.59  
• Figure 3.3 p.60  
• Adventure travel p.61  
• Ecotourism p. 64 | • Revisit 3, 12 pp.78-79 |
| **Analyse the positive and negative impacts of ecotourism on people and the natural environment in selected regions** | • Key question 2, 3  
• Protecting Nature p.64  
• Figure 3.8 p.65  
• Case study: Costa Rica pp.67-71 | • Check in 1, 2, p.66  
• Check in 4, p.71  
• Revisit 10, 12 p.79 |
| **Analyze specific examples of how tourist activities can threaten fragile environments** | • Key question 3  
• Case study: Costa Rica pp. 67-71 | • Check in 2, 3, p.66•  
• Check in 2, p. 75  
• Revisit 12, p.79 |
| **Demonstrate an understanding of the need for sustainable development and protection of the resources on which tourism is based** | • Key question 3  
• Ecotourism pp.64-65  
• Case study: Costa Rica pp.67-71  
• Issue study: Madagascar (Environmental Issues p.74) | • Check in 3, p.63  
• Check in 2, 3, p. 71  
• Revisit 9, 10, 12 p.79 |
### SPECIFIC EXPECTATIONS

- Research and report on the potential of natural and human factors to attract tourists to a local region
- Evaluate criteria used to determine the selection of park locations for a selected industry
- Evaluate the impact of government policies on travel and tourism in a selected region
- Produce a set of criteria for eco tourists to consider when traveling in fragile environments
- Identify recent trends in travel and tourism (not listed in text)

### TEXT CONNECTIONS

- Figure 3.7 - Kawartha region p. 63
- Case study: Costa Rica p. 67-71
- Figure 3.14 p. 69
- Wildlife Corridors p. 70
- Virtual Travel p. 70 (World Land Trust)
- Virtual Travel p. 71
- Travel Facts p. 64, 66
- Tourism Grows p. 68
- Case Study: Costa Rica pp. 67-71
- New infrastructure p. 70
- Canada Travels p. 70
- Issue study: Madagascar pp. 74-75
- Figure 3.2 p. 59
- Travel Facts p. 61, 64, 66
- Tourism Grows p. 68
- Figure 3.13 p. 69
- Figure 3.7 p. 63 (extend to students' local region)
- Check in 2, 3, p. 63
- Revisit 7, 9 p. 79 (compare Costa Rica and Madagascar factors to those of local region)

### ASSESSMENT OPPORTUNITIES

- Revisit 8, p. 79
- Check in 3, p. 71
- Revisit 3 p. 79
- Revisit 7, p. 79

### Suggested Approaches

Ask students to identify which activities listed on BLM 9 Tourism Activities in Natural Settings they could engage in, in their own community, based on local climate and site factors. Have them each suggest a way to use or improve a natural factor to attract tourists to their local region. Share suggestions in groups or as a class. This could be carried further at the end of the study by asking students to develop a plan to attract tourists to the community. (additional expectations would then be demonstrated)

- Identify the natural resources on which tourism is based
- Research and report on the potential of natural and human factors to attract tourists to their local region (this could be used as an initiating activity and for diagnostic assessment)

To help students understand the wide variety of different types of tourism based on the outdoors, provide them with BLM 9, Tourism Activities in Natural Settings. Ask students to distinguish between soft adventure, hard adventure and ecotourism activities. Ask them to identify aspects of the natural environment that are required for any 10 of the activities selecting from all 3 categories. Then ask them to suggest an impact that each type of tourism could have on the natural environment. This could be done in chart form using BLM 10 Adventure Tourism and Ecotourism Chart. Conclude with a written explanation of the difference between adventure tourism and ecotourism. (Revisit the chapter question 3, p. 78)
**Expectations demonstrated:**

- Classify different types of travel and tourism and explain the reasons why people travel
- Identify the natural resources on which tourism is based
- Demonstrate an understanding of the need for sustainable development and protection of the resources on which tourism is based
- Analyse specific examples of how tourist activities can threaten fragile environments

Are You An Ecotourist? - There are many types of ecotourism and many different definitions. Have students read the text pp. 64-65 and make a list of characteristics of ecotourism. See BLM 11 What is Ecotourism?, for suggestions.

Ask students as a class, to brainstorm a list of ecotourist destinations around the world. (For e.g., Galapagos Islands to view wildlife such as sea tortoises, game reserves in Africa, Great Barrier Reef, Australia, Antarctica, wild rivers etc.)

- Each student will choose an ecotourist destination and answer the following:
- What natural features of the destination interest you most?
- What activities would you expect to engage in?
- How would you travel there and travel around once you arrived?
- What precautions would you take to make sure your ecotourism activities did not have a negative impact on the environment and local people (if any)?

Have students conclude with a definition for their own personal preferred kind of ecotourism.

Expectations demonstrated:

- Identify significant global tourist attractions
- Identify the natural resources on which tourism is based
- Identify selected factors that influence travellers' destination choices
- Analyse the positive and negative impacts of ecotourism and the natural environment in selected destination regions
- Analyse specific examples of how tourist activities can threaten fragile environments
- Use geographic terms correctly in written and oral communication

Ask students to work in groups to produce a list of "Best Behaviours" or Do's and Don'ts", for ecotourists to follow when traveling in natural spaces. Synthesize the work of all groups and display in some attractive visual form in the classroom.

**Expectations demonstrated:**

- Produce a set of criteria for ecotourists to consider when traveling in fragile environments
- Demonstrate an understanding of the need for sustainable development and protection of the resources on which tourism is based

Debate: Travel and tourism is in conflict with a sustainable environment

Discuss with students the negative impacts that people can have when they travel in natural spaces (for e.g., litter, quiet peaceful lakes now have noisy, gas/oil emitting boats that pollute water and affect loons, fish etc, the Galapagos is overrun with thousands of tourists each year, stressing wildlife, etc.)

Conduct a debate, giving students some class time to develop arguments for and against the statement. Divide the class into roughly two equal groups, if possible based on their position. Ask them to refer to information from the text on either Costa Rica or Madagascar when expressing points for and against.

Congratulate each side for their arguments. As a class or in small groups, have them draw a conclusion based on the arguments and viewpoints given.

- Evaluate the quality and validity of information found in various sources
- Communicate effectively in written, oral and visual forms
- Explain how tourism-related development can have important impacts on human systems
- Demonstrate an understanding of the need for sustainable development and protection of the resources on which tourism is based
- Compare viewpoints of individuals about sustainable use of the earth and its resources
1. Natural characteristics of a location and the season are two variables related to the natural environment that influence tourist destination choices. Select three different natural characteristics, and explain how each characteristic might attract tourists in both the summer and the winter.

Natural characteristics that will attract tourists in both summer and winter are:
1. rivers and canals - boating and fishing are replaced by skating and ice fishing in winter
2. lakes - summer and winter sport fishing
3. mountains - hiking and camping in summer while skiing and boarding are popular in winter
4. cliffs - hang-gliding in summer and extreme snowboarding in winter etc.

2. What natural characteristic(s) of your own community might attract tourists?

Most towns have river valleys with a history of past generations as well as opportunities to see fresh water wildlife.
Wetlands have often been filled in or developed for some other land use, but those that remain can have boardwalks and interpretive trails built around them.
Waterfronts and vistas can attract out of town visitors to events and quiet solitude alike.
forests, ravines and parks offer trails and opportunities for flora and fauna observation such as bird watching, which is the fastest growing recreational activity in North America.

3. With other members of your group or class, brainstorm a list of ways to enhance and preserve natural attractions of your community.

Such activities as stream and river clean up days, fishery habitat enhancement in local rivers and streams, wetland preservation and naturalization projects in town parks are some local initiatives that are possible. Hiking trails can be developed through a variety of natural spaces.

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Check In - Page 66

1. Which of the benefits of tourism do you consider most important? Why?

Possibilities include:
• Education about the conservation and preservation of ecosystems
• Construction of new accommodations
• Attractions such as festivals
• Preservation of heritage and historic sites
• Increased employment opportunities
• Construction of local infrastructure of benefit to everyone (airports, roads)
• Tourism facilities can be used by people in the community (e.g., ski hills)

2. Which of the negative impacts identified do you consider to be the most harmful? Why?

Possibilities include:
• Ecosystems threatened
• Endangering species
• Forest fires
• Disturb flora and fauna (mountain bikers)
• Damage to coral reefs
• Garbage and sewage disposal
• Air, noise and water pollution from boats, personal watercraft or snowmobiles
• Overcrowding and pressure on local facilities

3. Identify a natural space in Canada that is an endangered space, and explain how it is being threatened.

One such place might be the migratory route of whales both in the St. Lawrence River and in the Strait of Georgia in B.C. and whale watching boats disturb whales with their motor noise and polluting engines. The Oak Ridges Moraine near Toronto is threatened by the expansion of Toronto’s suburbs.
1. **What natural characteristics of Costa Rica would you find most attractive?**
   Some of the natural characteristics are:
   - Beaches and good surf for boarding
   - Tropical climate
   - Variations in physical features from beaches to rainforest to mountains
   - Wide variety of species

2. **As a tourist visiting the country, list three things you can do to help Costa Rica preserve and enhance its ecosystems.**
   Some possibilities are:
   - Contribute to organization such as The World Land Trust and the World Wildlife Fund of Canada
   - Be careful when visiting parks and preserves to stay on marked trails
   - Buy locally produced products when in Costa Rica

3. **Describe the role the Costa Rican government has played in sustaining tourism.**
   The government of Costa Rica has done the following:
   - Created 10 new national parks and reserves
   - Built new infrastructure such as marked trails and aerial trams into the trees
   - Provided sustainable funding through the financial proceeds of the tourist industry for jobs such as game wardens, conservationists and tour operators
   - Protected a further 16% of the country as biological reserves, Indian reserves and wildlife refuges and corridors.

4. **Find out for yourself whether tourism has benefited the people of Costa Rica. In a chart, compare Costa Rica with the other countries in Central America. Use such statistics as life expectancy, infant mortality, literacy rate, and annual Gross Domestic Product (GDP) per capita. What do your findings indicate?**
   Use the CIA World Factbook at [www.cia.gov/cia/publications/factbook](http://www.cia.gov/cia/publications/factbook) to complete the comparison.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COSTA RICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life expectancy</td>
<td></td>
</tr>
<tr>
<td>Infant mortality</td>
<td></td>
</tr>
<tr>
<td>Literacy rate</td>
<td></td>
</tr>
<tr>
<td>GDP</td>
<td></td>
</tr>
</tbody>
</table>
1. The stakeholders involved in this issue are the people of Madagascar, government officials, environmentalists, and tourists. Explain the economic, cultural, social, environmental, and/or political aspects of this issue from the viewpoint of each of the stakeholders.

Student response could be in form of a chart, perhaps leading to a more formal essay or class debate.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Economic Issues</th>
<th>Cultural Issues</th>
<th>Social Issues</th>
<th>Environmental Issues</th>
<th>Political Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>People of Madagascar</td>
<td>Fuel wood and farmland needed</td>
<td>People are very poor, little health and education</td>
<td>High population growth Malnutrition</td>
<td>Quality of life declines</td>
<td>Seem to be powerless</td>
</tr>
<tr>
<td>Government Officials</td>
<td>GDP&gt;$US 800</td>
<td>Would not want people corrupted by tourists</td>
<td>Might do what is right with international help and aid</td>
<td>No focus yet</td>
<td>Ineffective in preserving the environment</td>
</tr>
<tr>
<td>Environmentalists</td>
<td>Good source of international Memberships and contributions</td>
<td>Would like to see traditional cultures preserved</td>
<td>Must help local people if environment is to be protected</td>
<td>Need to preserve rainforests and saves species habitats</td>
<td>Can influence government through international pressure from members</td>
</tr>
<tr>
<td>Tourists</td>
<td>Cost of vacations</td>
<td>Like to see traditional cultures</td>
<td>Not like to see poor and unhappy local peoples</td>
<td>Save rainforest and species habitats</td>
<td>Will put pressure on government through world Environmental organizations</td>
</tr>
</tbody>
</table>

2. Using Figure 3.21 and the Travel Fact on page 74, describe some of the problems associated with losing fragile environments in Madagascar.

Some of the problems are:
- Species and plants lost that have not been studied and catalogued for their potential benefits to human kind
- Loss of species and plants that, for purely aesthetic reasons, are really interesting and/or beautiful to see
- Effects of the loss of species and plants on the ecosystems they live in and their symbiotic partners in those ecosystems
- Species loss and the loss of healthy ecosystems in the long term will affect the health of the people of Madagascar
- Loss of natural systems that have intrinsic value just inexisting themselves, apart from the benefits to people
Understanding the Concepts

1. For each of the four natural locations shown in Figure 3.5 on page 61, give two new examples in each category of activities that you and our friends might do on vacation.

<table>
<thead>
<tr>
<th>Natural Location</th>
<th>Young Adults</th>
<th>Families</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountains</td>
<td>Camping</td>
<td>Skiing</td>
<td>Photography</td>
</tr>
<tr>
<td></td>
<td>Skiing</td>
<td>Camping</td>
<td>Bus tours</td>
</tr>
<tr>
<td>Beaches</td>
<td>Para sailing</td>
<td>Build castles</td>
<td>Surf fishing</td>
</tr>
<tr>
<td></td>
<td>Sunbathing/Party</td>
<td>Tubing</td>
<td>Reading</td>
</tr>
<tr>
<td>Rivers</td>
<td>Swimming</td>
<td>Fishing</td>
<td>Riverboat casinos</td>
</tr>
<tr>
<td></td>
<td>Fishing</td>
<td>Boating</td>
<td>Shoreline dinners</td>
</tr>
<tr>
<td>Forests</td>
<td>Snowmobiling</td>
<td>Nature tours</td>
<td>Snowmobiling</td>
</tr>
<tr>
<td></td>
<td>Hunting</td>
<td>X country skiing</td>
<td>Camper trailering</td>
</tr>
</tbody>
</table>

2. Suppose you were being interviewed for an interesting job in the travel and tourism industry. The interviewer has asked you to reply to the question “What would you consider to be the most appealing type of tourist attractions, and why?” Outline three points that you would make to answer the interviewer’s question.

Some points might be:
- What is appealing about a tourist attraction depends on the tourist - their age, interests, financial status etc.
- A combination of attractive natural and cultural characteristics is probably best for most people
- Worry free holiday is a must either in terms of safety or details

3. In your own words, explain the difference between adventure travel and ecotourism.

Which type of travel appeals to you, and why?

Adventure travel - travel that challenges through experiences that are physically and/or mentally challenging in an outdoor setting

Ecotourism travel - travel to a natural setting that leaves no footprint yet leaves lasting benefit to the environment and/or the people that live there

4. List ten natural resources that attract adventure tourists and ecotourists. Indicate the type of activities associated with each resource.

Some suggestions are as follows:

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>Adventure or Ecotourism</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>cliffs</td>
<td>adventure</td>
<td>Rock climbing</td>
</tr>
<tr>
<td>mountains</td>
<td>adventure</td>
<td>Skiing/boarding</td>
</tr>
<tr>
<td>lakes</td>
<td>ecotourism</td>
<td>Catch and release fishing</td>
</tr>
<tr>
<td>rivers</td>
<td>ecotourism</td>
<td>Canoeing</td>
</tr>
<tr>
<td>rivers</td>
<td>adventure</td>
<td>White water kayaking</td>
</tr>
<tr>
<td>forests/wetlands</td>
<td>ecotourism</td>
<td>Birding</td>
</tr>
<tr>
<td>beaches</td>
<td>adventure</td>
<td>Horseback riding</td>
</tr>
<tr>
<td>oceans</td>
<td>Adventure/ecotourism</td>
<td>Scuba diving</td>
</tr>
<tr>
<td>rainforests</td>
<td>ecotourism</td>
<td>Hiking/birding</td>
</tr>
<tr>
<td>Alpine meadows</td>
<td>ecotourism</td>
<td>Walking on trails</td>
</tr>
</tbody>
</table>
**Practicing Your Skills**

5. Study the percentages shown in Figure 3.6: Canadian youth travel by seasons on page 62.  
   a) Construct a comparative bar graph to show the travel by month.  
      Use a different colour for each column (International, United States, and Canada).

**Figure 3-1 Canadian Youth Travel by month**

<table>
<thead>
<tr>
<th>% of all trips</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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</thead>
<tbody>
<tr>
<td>20%</td>
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<td>5%</td>
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<tr>
<td>White - other countries</td>
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</tbody>
</table>

b) What are the two seasons of greatest travel? Suggest two reasons for each season.  
   The two most popular seasons for travel are:  
   1. Winter - Canadians like to head south for the sun or go to the mountains for skiing or boarding.  
   2. Summer - Canadians travel for summer holidays and travel by auto when the weather is nice.  
      Many people have holidays during summer.

c) Is the pattern the same for all three destinations? Explain.  
   The pattern is not the same for all three destinations as travel to International destinations other than the US,  
   peaks in the summer when Canadians have more holidays. In winter travel to US and Canadian destinations  
   is higher than to others.

6. a) Examine the data in Figure 3.22: Top 15 state visited by Canadians, 1999. On an outline map of the  
      United States, label the states and shade them according to the legend below. Complete your map  
      by adding a legend and title.  
      Over 2 000 000 stays............. dark red  
      1 000 000 - 1 999 999 stays........orange  
      500 000 - 999 999 stays........dark yellow  
      300 000 - 499 999 stays............light yellow  

Provide students with BLM map 2 Outline map of states within the continental United States.
b) Describe the pattern shown on your map.
   Generally speaking, other than California and Florida, the most popular states for Canadians to visit are the ones closest to the border, with well known attractions such as New York City and the Finger Lakes in New York, and those accessible by car for day trips or stops on the way elsewhere.

c) Suggest some natural attractions that might explain the pattern shown on your map.
   Some natural attractions for each might be:
   - New York - Finger Lakes, Lake Placid, Niagara Falls
   - Florida - weather and beaches
   - Washington - mountains and coastal beaches
   - Michigan - the many lakes and wilderness areas
   - California - beaches and weather, Big Sur
   - Nevada - weather and the desert
   - Maine - coastal fishery and good camping
   - Pennsylvania - mountains and good camping
   - Vermont - mountains, skiing, camping
   - Minnesota - many lakes
   - Ohio - rivers and lakes
   - Massachusetts - the ocean shoreline and associated fisheries
   - Montana - mountains and horseback riding trails
   - Virginia - mountains
   - North Carolina - climate and its relationship with golf holidays

d) How do you think this pattern might change if stays for only the summer season were shown?
   - Only the winter season?
     Summer season - There would be higher percentages for International travel
     Winter season - There would be higher percentages for travel to the US.

e) Suggest two ways that people in the tourist industry might use a map such as this to make decisions about their activities and operations.
   - A map such as this would help them decide which destinations to book for tours in each season and how to advertise these tours.

Applying Your Skills

7. Select a country or region in Europe, Asia, Australasia, or South America. Use Internet and classroom resources to complete the following parts of this question.
   a) Research the types of seasons your region has, and list the months for each season.
   b) Describe the natural attractions and the types of activities that would draw young single adults, families, and senior to that region to enjoy the seasonal activities found there.

Have each student or pair of students select a different country or one from each part of the world. Use the CIA web site www.cia.gov/cia/publications/factbook site to start.

The organizer might look like this.

<table>
<thead>
<tr>
<th>Tourist Group</th>
<th>Natural Attractions</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young single adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families</td>
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<tr>
<td>Seniors</td>
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</table>
9. Your task is to design a presentation - either a pamphlet, Power Point presentation, or Web page - to promote the natural attractions of the region where you live. Your presentation should include a map, photographs, diagrams, and descriptive text.
Most towns and regions of Canada now have web pages that will have all the raw data required for this assignment. This assignment is probably done best in pairs of students to reduce overlap and number of resources needed. Your municipality will provide you with base maps for students. This presents an opportunity for getting students out into their community on a field study. A photo essay is another possibility.

10. You are an ecotour guide for a fragile environment of your choosing. Prepare a list of "Do's and Don'ts" for ecotourists visiting your fragile environment. Indicate why they should or should not do each activity on the list.
Some fragile environments might be as follows:
- Wetlands such as the Everglades, Point Pelee (boardwalks)
- Alpine meadows (stay on trails of rock)
- Escarpments (use specified climbing areas)
- Deserts such as is the Southwest USA (leave plants behind)
- Permafrost (stay on trails)
- Beaches (leave plants to protect shoreline, stay off dunes)

**Thinking Like a Tourist**

11. Some Hollywood films, such as the Beach, tend to glamorize travel. Describe three dangers that young travelers might encounter while seeking travel adventures.
These might include such things as smuggling, drug related occurrences, threats to female travelers, disease, and political involvement.

12. Write a case study (one-half to one page in length) that features a type of adventure tourism in which you might participate. Include how the tourist activity has an impact on the local environment and the economy of the region.
Some possible topics include: mountain biking, skiing or boarding, rock climbing, wilderness camping, hang gliding, scuba diving, hunting or shooting, etc.
It is important that both impacts, environment and economic, are addressed in the study.

**Job Skills**

Choose one of these jobs in the ecotourism industry - ecotourism planners, tour guides, interpreters, writers, staff for the visitor information center, park rangers, curators, destination representatives, game wardens, educational programmers etc. - and find out what types of courses you would need to prepare you for this career. Present your findings in a brief report.

Use the Google search engine and try Ecotourism Careers. Try searching also your local Community College calendar for courses and their descriptions. Your school guidance department may be of some help. A guest speaker or two representing different careers would appeal to students.
<table>
<thead>
<tr>
<th>Arts &amp; crafts studio tour</th>
<th>Nature photography</th>
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</thead>
<tbody>
<tr>
<td>Astronomy night</td>
<td>Orienteering</td>
</tr>
<tr>
<td>Beach volleyball</td>
<td>Parachuting</td>
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<tr>
<td>Biking on trails</td>
<td>Parasailing</td>
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<tr>
<td>Bird Watching</td>
<td>Outdoor ropes</td>
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<td>Boating</td>
<td>River rafting</td>
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<td>Bungee jumping</td>
<td>Rock climbing</td>
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<td>Camping</td>
<td>Rock and mineral collecting</td>
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<td>Canoe tripping</td>
<td>Sailing</td>
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<td>Cave exploring</td>
<td>Snowmobiling</td>
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<td>Cross country skiing</td>
<td>Scuba diving</td>
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<td>Field Mushroom Hunting</td>
<td>Skiing</td>
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<td>Fishing</td>
<td>Snowshoeing</td>
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<td>Forest canopy walk</td>
<td>Sunbathing</td>
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<tr>
<td>Guided nature tours</td>
<td>Tree identification</td>
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<tr>
<td>Hang gliding</td>
<td>Wetland boardwalk walks</td>
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<tr>
<td>Heli-skiing</td>
<td>Whale watching</td>
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<td>Hiking</td>
<td>Wind surfing</td>
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<td>Horseback riding</td>
<td>Wilderness backpacking</td>
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<td>Hunting</td>
<td>Wolf howl</td>
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<tr>
<td>Kayaking</td>
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<tr>
<td>Mountaineering</td>
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</table>
### BLM 10 Adventure Tourism, Ecotourism and Nature

<table>
<thead>
<tr>
<th>Activity</th>
<th>Natural feature on which it is based</th>
<th>Possible impact of activity on environment</th>
<th>One way to reduce impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Soft adventure activities:</strong></td>
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<td></td>
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<tr>
<td><strong>Hard adventure activities:</strong></td>
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<tr>
<td><strong>Ecotourism activities</strong></td>
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</tbody>
</table>
**BLM 11 What is Ecotourism?**

**Ecotourism:**
- Requires an interest in nature
- Contributes to protection of the environment
- Involves ethics and responsibility
- Relies on parks and protected areas
- Benefits local people
- Considers long-term benefits rather than short-term economic gain
- Often involves education: learning about nature and local people and how they interact
- Has a minimum impact on local people
- Has a minimum impact on ecosystem
- Takes only photographs, leaves only footprints
- Is ecologically and culturally sustainable
- Varies from scientific research into nature to wilderness experience to scasual visitors

**With ecotourism:**
- Numbers of visitors are often limited
- Volunteers help maintain natural environment or facilities such as trails
- Roads are kept to a minimum and not paved
- Financial revenue stays in the community
- Tourists stay with local people
- Local people own tourist businesses (e.g. restaurants, bed and breakfast homes, hotels, farms, gardens, local craft manufacturing, horseback riding etc.)

Are You an Ecotourist?

Explain why or why not:

Create your own definition of ecotourism: