Chapter 4 Tourism and Preserving and Protecting Natural Spaces

Chapter Overview
This chapter looks at the role that tourism can play in the struggle to protect the earth's wild spaces from the impact of human activity. No place on earth is free from the results of human induced changes such as pollution, climate change, ozone layer depletion and wildlife habitat loss. Considering the serious impact of garbage and pollutants in places as remote as Antarctica and Mount Everest, some people think that there is no true wilderness left on the planet. People's attitudes toward nature and the environment are changing. Some people believe nature has its own intrinsic value regardless of the resources it provides for people.

Although tourism has the potential to threaten the natural environment, sustainable tourism can also provide some protection for fragile natural spaces. Too many tourists or unethical, unsustainable behaviour of tourists and tour operators can harm the very resources on which tourism is based and on which all people depend for life.

Sustainable tourism is an activity that has the potential to generate income and provide livelihoods for local people in a more environmentally and culturally sustainable way than some other activities such as clearcut logging, overfishing or illegal hunting (poaching). Tourism can also generate government support for protection. Individuals who enjoy natural spaces can take action to make a difference and help preserve them in many ways.

The United Nations recommends that a minimum of 12% of each country's total land area be preserved for present and future generations. A number of efforts around the world are working to protect and preserve natural spaces, including marine environments, with varying degrees of success. National Parks and preserves in Canada protect approximately the minimum 12%.

UNESCO works to protect land, species and unique cultures and traditions by designating regions as biosphere reserves and World Heritage Sites. To be designated as one of these reserves or sites has strict requirements.

Conflicting viewpoints about how much to protect and how to use the land, create many controversial issues around the world. An issue study on the Serengeti Plain of Kenya and Tanzania, Africa looks at role tourists and the income they generate has played in improving protection for wildlife from illegal hunting, and how local governments and international agreements have solved related issues.

The issue study on whale watching looks at the pros and cons of this popular tourist activity and examines current attempts to regulate the industry.

The struggle to protect the beautiful natural heritage of Gwaii Haanas in the Queen Charlotte Islands is the focus of the final issue study. The process of establishing this region as a World Heritage Site is investigated.

The map produced in the GeoTech activity provides a look at the spatial distribution of protected environments around the world.

Key Understandings
• The earth provides many treasured natural spaces that attract people
• Natural spaces and their inhabitants are being destroyed by human activities and their impact
• Ecosystems and natural spaces have their own intrinsic value as well as providing resources for people
• Tourism can bring destruction to natural systems or it can work to protect them
• Individuals can make a difference in protecting natural systems in different ways
• Government action and international agreements are trying to protect marine environments around the world
• The United Nations tries to protect biodiversity and unique cultures with biosphere reserves and heritage sites
• Conflicting viewpoints on protecting natural systems has created many current controversial issues
• Tourism helped to protect the wildlife of the Serengeti Plain in Africa
• CITES, signed by many countries has banned the sale of ivory, stopping the market for rhino and elephant poachers
• International agreements have tried to protect whales
• Whale watching off the east and west coasts of North America can have harmful and beneficial effects
• Whether or not to regulate whale watching is a current issue
• Designating part of the Queen Charlotte Islands as National Park and part as a World Heritage site has protected the unique natural systems of the region, but is still a controversial issue.
**Key Words and Terms**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biodiversity</strong></td>
<td>variety of animal and plant life</td>
</tr>
<tr>
<td><strong>Direct Tourist Spending</strong></td>
<td>money spent by travellers on necessary items, such as accommodation and food, and things they desire</td>
</tr>
<tr>
<td><strong>Indirect Tourist Spending</strong></td>
<td>money generated from supplies and support services required for tourists' activities</td>
</tr>
<tr>
<td><strong>Non-Governmental Organizations (NGOs)</strong></td>
<td>organizations that are administered by and supported mainly by private donations rather than government funding</td>
</tr>
<tr>
<td><strong>Poaching</strong></td>
<td>illegal hunting</td>
</tr>
<tr>
<td><strong>Safari</strong></td>
<td>expeditions that take tourists into wilderness parts of a country</td>
</tr>
<tr>
<td><strong>Savanna</strong></td>
<td>a natural area that can have tall grasses in the wet season and none in the dry season</td>
</tr>
</tbody>
</table>

**CURRICULUM CONNECTIONS CONTINUED**

<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 4  
• Tourism and Nature p.80  
• Figure 4.3 p.82  
• Marine Environments p. 86  
• Kawartha Lakes p. 86  
• Figure 4.10 p. 87  
• Issue Study: The Serengeti Plain p.94  
• Issue Study: Whale Watching p. 100  
• Geotech p.108 | • Check in 2, p. 89  
• Check in 2, p. 99  
• Revisit 3, 8, 9, 13, pp.110-111 |
| • Evaluate the role of UNESCO in protecting significant natural and cultural sites around the world | • Key Question 1  
• Biosphere Reserves p. 83  
• World Heritage Sites p. 87  
• Virtual Travel p. 87  
• Figure 4.11 p.88  
• Protecting the Serengeti p.96  
• Issue study: Queen Charlotte Islands p.107 | • Revisit 1, p.110 |
| • Identify selected natural and cultural World Heritage Sites and the factors responsible for their selection | • Key question 1  
• Figure 4.6 p.84  
• Figure 4.11,4.12 p. 88  
• Figure 4.13 p.89  
• Issue study: Queen Charlotte Islands pp.104-107  
• Figure 4.34 p.104  
• Figure 4.40 p. 110 | • Check in 3, p.89  
• Figure 4.13 p.89 (caption)  
• Revisit 11, p.111 |
| • Evaluate criteria used to determine the selection of park locations for a selected country | • Key question 1  
• National Parks p.82  
• Figure 4.4, 4.5 p.8 3  
• Travel Fact p.83 Trails pp.84-85  
• Virtual Travel p.87  
• World Heritage Sites p.87  
• Figure 4.11 p. 88  
• Tourism and Protecting the Environment (Zambia and Zimbabwe) p.93  
• Protecting the Serengeti p.96  
• Issue study: Queen Charlotte Islands pp.104-107 | • Check in 1,2 p. 89  
• Figure 4.13 p.89 (caption)  
• Check in 1,3 p.107  
• Revisit, 5, 11, 12 pp.110-111 |
SPECIFIC EXPECTATIONS | TEXT CONNECTIONS | ASSESSMENT OPPORTUNITIES
--- | --- | ---
• Compare viewpoints of individuals, businesses, non-governmental organizations and other groups about sustainable use of the earth and its resources | • Key question 2, 3 | • Check in 1, 2, 3 p. 93
• World heritage Sites p.87 | • Check in 1, 2, 3 p. 99 | • Check in 1, 2, 3, p. 103
• Protecting Nature p.90 | • Check in 1, 2, 3, p. 107 | • Revisit 6, 15 pp.110-111
• Virtual Travel p.90 | • Revisit 7 p.110 | • Figure 4.29 p.101 (caption)
• Tourism Income p.90 | • Figure 4.30 p.102 (caption) | • Figure 4.32 p.103
• Donations to Protect Natural Environments p. 91 | • Check in 1, 2, 3 p. 89 | • Check in 1, 2, 3, p. 110
• Travel Fact p.92 | • Revisit 1, 2, 3, p.110 | • Revisit 2, 3, 4, p.110
• Tourism and Economic Activities p.92 | • Revisit 2, 3, 4, p.110 | • Revisit 2, 3, 4, p.110
• Issue Study The Serengeti pp.94-99 | • Issue Study: Queen Charlotte Islands pp.104-107 | • Revisit 2, 3, 4, p.110
• Issue Study: Queen Charlotte Islands pp.104-107 | • Revisit 7 p.110 | • Revisit 7 p.110

Suggested Approaches

The themes and concepts developed in this chapter follow closely with chapter 3 on natural spaces and eco-tourism by looking at issues around the world related to how governments and various groups are working to protect natural spaces.

“Getting Started”

Use Check in questions 1 and 3 on page 93 as an initiating activity. Question 1 could later be expanded into an end of course test question or performance task by asking students to create a chart outlining advantages and disadvantages of tourism.

Expectations demonstrated:

• 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
• Analyse the positive and negative impacts of ecotourism on people and the natural environment
• Demonstrate an understanding that cultural conflicts may result from the movement and interaction of people around the world
• Explain how a tourist activity may contribute to the exploitation of people
• Analyse the effects of an increase in tourism on natural and human systems of a selected region
“Comparing World Heritage Sites”
For an overview comparison activity have students compare Canada’s World Heritage Sites using the caption on Figure 4.13 on p. 89 of the text. Students conclude with a written paragraph evaluating the features that are significant for designation as a site.

*Expectations demonstrated:*
• Identify the natural resources on which tourism is based
• Identify selected natural and cultural World Heritage Sites and the factors responsible for their selection
• Identify globally significant tourist attractions
• Evaluate the natural and human attributes that contribute to the success of globally significant tourist attractions

“Doing Good Research”
There are excellent opportunities within this chapter for some "research and report on" activities.
Students could choose a particular biosphere reserve in Canada (see Figure 4.6 on p.84 in the text) or the world and conduct research to discover the natural features within the region that need protection and how biosphere reserves will protect biodiversity there.
Or extend the investigation to biosphere reserves around the world. The task could alternatively focus on World Heritage sites in Canada(see Figure 4.13 on p. 89 of the text) or around the world.
The investigation would identify the features that enabled it to be designated as a site using pp. 87-88 in the text, and Figure 4.36 on p. 105. Students then identify any issues and opposing viewpoints related to protecting this site.
In preparation, as a class take students step by step through, or else have them read individually, the issue study on the Queen Charlotte Islands as an example.
You may wish to have students extend their individual site study into an issue study using the geographic inquiry method of investigating issues identified in chapter 1.
A number of expectations, from across all the strands, would be demonstrated by students doing this performance task, depending on the focus chosen.

“Protecting Natural Spaces”
A similar activity could be done with specific natural environments that are not yet protected such as coral reefs, tropical rainforests, wild rivers and so on. Students could conduct research on their particular choice of region or natural space to produce an argument for having them designated as a biosphere reserve or World Heritage site.
The task could take a variety of formats such as a written report, brochure, poster, joint bulletin board display or brief oral presentation to the class or a small group.

"Postcards From Paradise"
Culminating Activity:
Provide students with a large index card to use as a postcard.
Students select a biosphere reserve or World Heritage site and use the internet and library sources to find information on their chosen site.
Each student will design an illustration for the front of the card and write a postcard on the back to a friend that:
• Identifies the location of the site or reserve
• Identifies the unique natural and cultural features within the region
• Reason for UNESCO's selection of this site
• Provides examples of human activities that threatened the site
• Compares the viewpoints of two stakeholders with respect to protecting the site
• Concludes with an overall evaluation of UNESCO's role in protecting natural and cultural sites

Some of the information may be incorporated into the postcard illustration rather than in writing on the card. For example a small locator map and a sketch or magazine cutout of unique natural features may be part of the postcard design.
**Expectations demonstrated:**
All expectations listed in the chapter on page 81 except the last one as well as:
- Produce and interpret different types of maps and diagrams
- Communicate effectively in written, oral and visual forms

**“Whale Watching”**
Have students read the issue study on whale watching pp.100 - 103, conduct some additional research on whale watching activities on the internet and in small groups write a set of rules (or best behaviours) that would guide the way tourist operators conduct whale watching.

**Expectations demonstrated:**
- Demonstrate an understanding of the need for sustainable development and protection of the resources on which tourism is based
- Produce a plan of action relating to a geographic issue involving travel and tourism within a region or on a global scale
- Analyse the effects of human systems on travel and tourism

**“Evaluating Information on the Internet”**
Use the Job Skills activity in Figure 4.41 on p.111 and relate it to web sites that are about UNESCO’s role in protecting natural and cultural sites around the world. Students will write a paragraph evaluating UNESCO’s protective role from information found in the Web sites.

**Expectations demonstrated:**
- Use information from a wide variety of primary and secondary sources when conducting geographic inquiries
- Evaluate the quality and validity of information found in various sources
- Evaluate the role of UNESCO in protecting significant natural and cultural sites around the world

**“A Zoo Field Study”**
For schools within a reasonable distance, a field study to Metro Toronto Zoo would enable students to view the display on global trade in animal and endangered species and how CITES is working on an international scale to solve this issue.(see pp. 98-99 in the text) The zoo has well informed guides who provide tours for senior students on the issue of whether we should try to maintain animals in their natural habitat or place them in zoos for protection of species where threatened with extinction. Follow the field trip policies and procedures of your school and board. Use Check in questions 1, 2 and 3 on p. 99 to conclude the field study. To extend to their local region, collect data from tour guides on how many visitors to the zoo take the tour to become aware of the CITES issue. Some students may wish to investigate local pet stores to find out if species such as tropical birds are being sold.

**Expectations demonstrated:**
- Collect data through field observation and apply these data to a study dealing with an aspect of travel and tourism in their local region
- Use information from a variety of primary and secondary sources when conducting geographic inquiries
- 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
- Evaluate the impact of government policies on travel and tourism in a selected region
1. How might having resource extraction, such as logging, just outside a national park affect the natural environment inside the park?

Resource extraction may affect the natural environment in the following ways:
• Noise disturbs wildlife
• Loss of tree cover causes silting of rivers
• Roads give motorized access to recreational users
• Air pollution could cause acid rain
• Dust could affect flora and fauna
• Vistas could be changed
• Wildlife don’t follow regional boundaries such as park boundaries and could be harmed as they move out of the park
• Many planners now recommend a buffer zone around a park to reduce the effects

2. Why is it important to protect coral reefs?

It is important because coral reefs contain up to 25% of all fish species in the sea, are an crucial part of the ecosystem and they attract a large number of tourists.

3. Explain the difference between a biosphere reserve and a World Heritage Site.

Biosphere reserves are intended to preserve the natural biodiversity of life in these areas. As well wilderness, species, cultures and traditions can also be protected.

World Heritage Sites protect significant natural and cultural sites that are unique on the planet because they are spectacular, represent a significant event in evolution, have rare fauna or flora or demonstrate human/environmental interaction.

Perhaps one could say that the biological reserves protect symbiotic relationships while the Heritage Sites protect individual features of the earth.
1. Explain in your own words how tourism can be a villain or a hero.
Tourism can ruin a place or environment if there are too many tourists or their behaviour is destructive. Or it can help it by either protecting it or supplementing the meager incomes of local peoples. Tourism can encourage governments to support environmental protection.

2. Why do you think people make contributions to NGO's that work to protect the environment?
People do this for many reasons.
• It may feel good to do something for special places
• They may need a tax break
• They may be genuinely concerned about the environment, a particular region or an environmental issue.
• They are too busy themselves to help and see their money as an alternative

3. a) Brainstorm a list of tourist activities that can damage a natural environment. Using a scale of one to five (one being the most harmful and five being the least harmful), rank these activities according to their harmful effects on the environment.

b) Suggest one action that a government might take to reduce the harmful effects from those activities that you identified

Some activities that will damage a natural environment and appropriate government actions are:
• resource development such as mining and forestry - limit these activities, use more enlightened methods and environmentally friendly practices (i.e. selective cutting instead of clear cutting for tourist developments such as a resort)
• litter - signage and plenty of receptacles
• neon signs and sounds associated with retailing - appropriate sign and noise bylaws
• walk (driving) off marked trails - make trails (boardwalks, stone) appropriate to the environment and sign these well
• boating - limit speed, size of motor etc. where appropriate
• all terrain vehicles - limit or restrict their use where appropriate
• personal watercraft - limit where appropriate
• snowmobiling - limit where appropriate
• airplanes and helicopters - limit where appropriate
• hunting and fishing - seasons, limits, licenses
• aerial spraying (for mosquito reduction, for e.g.) - limit or prohibit
1. **What factors might encourage people to hunt illegally.**
   Some factors might be:
   - Poverty
   - Weak economy with few jobs
   - Tremendous financial rewards
   - Excitement
   - Ignorance

2. **How would you discourage Canadian tourists from purchasing exotic animals and animal parts.**
   Some ways of discouraging the purchase of exotic animals and animal parts are:
   - Environmental education as compulsory part of school curriculum
   - Education when visa is obtained and on flights to certain countries
   - Heavy fines and/or prison terms
   - Publicize names of offenders
   - Loss of passport

3. **Work in a group of five, with each member preparing an argument for one of the following people about a worldwide ban on the sale of ivory.**
   - The government of a country with a weak economy
   - A tourist
   - A local resident of a region where elephants live
   - An environmentalist
   - A poacher
   Share your arguments in a role-play with the class.

   Some ideas are as follows:
   - Government - maintain the ban, but sell the stockpile as we need the money for costs associated with running these National Parks and Reserves, paying for wardens, vehicles, policing, education, etc.
   - A tourist - A worldwide ban makes sense or there will be none of these species to go and see On the other hand a few souvenirs will hurt no one and benefit artisans who make them
   - Local resident - the ban prevents me from making items for sale to tourists but on the other hand protects the animals which is why tourists come in the first place. Tourists provide jobs guiding, in accommodation, providing food and other services etc
   - Environmentalist - without the outright and total ban no one can tell which ivory products were poached and which were legitimately harvested from dead animals. Animals have the right to be free from exploitation for cosmetic or frivolous purposes. Without the ban the threat of extinction is very legitimate
   - Poacher - this is my job and livelihood and outsiders have no right to tell us what we cannot do My family is poor and I have to provide for them somehow. This is an easy way to make a living
Check In - Page 103

1. **How might whale watching as a tourist activity influence public opinion about preservation and conservation concerns in our oceans?**

   Whale watching seems to convince people that preservation of this species is important if only for the majesty and beauty that they offer the watcher. People are usually very impressed when they see such a huge animal in the wild. Public opinion seems to be on the side of the whales rather than the fishermen or hunters as more and more people actually see them.

2. **How might tour operators and guides view proposed regulations? Explain.**

   Initially most might resist them as unnecessary and a waste of time. Some less ethically minded operators may want to chase and harass whales to get better 'views' for their clients. Tour operators may come to appreciate that the health of the species may depend on education and therefore so does their livelihood.

3. **As a tourist, do you think the whale watching industry should be regulated? Why or why not?**

   One issue centers around whether or not science has a strong enough case that the increasing popularity of whale watching is having, or will have, a negative effect on the species. Individual values and attitudes toward nature will affect viewpoints on this question. Clear understanding of all aspects of the issue, taking the positions of all stakeholders into account as well as past experiences whale watching will also have an effect.

Check In - Page 107

1. **How does the following quote by a conservationist relate to support for a WHS?**

   "Before we cut and sell the last of it and pollute it beyond the last hope of recovering an environment worth living in, we must return to treating the Earth with some reverence."

   The World Heritage Sites are perhaps the only places on earth that one can see the Earth the way it was before exploitation of nature was the 'normal' practice of human endeavors. The sites perhaps provide us with some lofty ideals to aspire to in our treatment of our Spaceship Earth.

2. **Can you think of other stakeholders who would have argued for or against this region's designation? Identify them and their probable arguments.**

   Some other opponents might be:
   • Lodge owners in the fishing/hunting business who see the designation as restricting their right to run their businesses
   • Small air service companies who would fly in tourists to hunt/fish or otherwise visit the area
   • The mineral exploration industry who would be prohibited from searching for deposits on these lands
   • Some aboriginal people who might see the designation as infringing on future land claim negotiations

3. **Is protecting a unique place on Earth for all citizens, present and future, more important than local interests? Explain your answer.**

   This is a tough question because it really asks "Do local residents and landowners have the right to determine the course of their own lives?" By removing this right do we remove their rights. Does the 'end' justify the 'means'?
Revisit the Chapter - Page 110

Understanding the Concepts

1. a) Describe the role of UNESCO in protecting significant natural and cultural sites around the world.

   Through the formation of Biosphere Reserves and World Heritage Sites (both natural and cultural) UNESCO acts to protect significant sites around the world. UNESCO focuses attention in countries with these sites; attention that encourages them to act to preserve biodiversity.

b) In your opinion, is UNESCO doing enough to protect threatened environments? Explain your answer.

   Student answers will vary but this meets the third expectation on page 81 as long as they are able to articulate valid reasons for their opinions.

2. Describe how the expansion of world tourism is placing various pressures on the environment. Give two examples to support your answer.

   The various pressures really fall under the heading of "too many people visiting too often" (see page 80 in the text). Some examples are:
   - many National Parks such as Banff and Yellowstone
   - whale watching
   - coral reefs
   - lakes with cottages along the shorelines
   - World Heritage Sites such as the Galapagos Islands
   - Cultural sites such as Lunenburg or Peggy's Cove, Nova Scotia
   - Mountains such as Mt. Everest
   - Antarctica

3. In what ways can tourism help protect lands in their natural state?

   If tourism can provide equal or more economic benefits as other activities on the land such as forestry, farming, mining, hunting or residential development, then tourism can help protect lands in their natural state. Some of these economic benefits include employment, taxes, fees and licences.

   As more and more people become international tourists they have an interest in contributing to, and saving, natural and culturally significant places.

4. Using the example of the Serengeti Plain, explain how tourism indirectly made poaching a more profitable activity.

   Having seen such exotic species as elephants the tourist may want more than a photographic souvenir of their visit to the Serengeti and be in the market for ivory products for sale on black markets.
5. **Practicing Your Skills**

Compare the Serengeti National Park in Tanzania and Gwaii Haanas National Park Reserve in British Columbia. Some criteria that you might use are date of establishment, important features, stakeholders, and major problems. Organize your information in a comparison chart.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Serengeti National Park</th>
<th>Gwaii Haanas Nat’l Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of establishment</td>
<td>1929 game reserve established 1951 national park established 1981 UNESCO biological reserve designation</td>
<td>1981 World Heritage Site 2000 National Park</td>
</tr>
<tr>
<td>Important features</td>
<td>Flat open grasslands and areas of savanna</td>
<td>Rain forest, endangered species, geologically significant features, Haida ancestral village sites</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>Tourists, environmentalists, farmers, poachers, tourist camp operators</td>
<td>Haida people, Tourists, Loggers, Conservationists</td>
</tr>
<tr>
<td>Major problems</td>
<td>Numbers of tourists and effects on wildlife, poaching, farming encroachment, tropical diseases, poverty, weak economy</td>
<td>Unrestricted logging, Development for recreational properties, Numbers of tourists</td>
</tr>
<tr>
<td>Other</td>
<td>Culture loss of local people</td>
<td>Fly in fishing and hunting lodge owners</td>
</tr>
</tbody>
</table>

6. From the viewpoint of an environmentalist or a tour operator, express your feelings in a letter to the local newspaper about whether or not the whale watching industry should be regulated to protect the whales. This question addresses the sixth expectation on page 81 specifically to compare viewpoints about sustainable use of the earth’s resources. In the letter students should offer both sides of the issue for the readers’ consideration.

   Some points for the environmentalist might be: better than hunting whales, noise interferes with whale communication, boats are too fast endangering whales, negative effects on nesting and breeding habits of other creatures  
   Some points for the tour operator might be: jobs for unemployed fishermen, attracts tourists to otherwise economically disadvantaged regions of the country, little if any harm to nature

7. Using maps in Figures 4.2, 4.6, and 4.13, analyze the distribution of Canada’s tourism regions and national parks and explain the observed patterns.

Observation of the maps shows some of the following patterns:

   • Most of the Parks, Reserves and Heritage Sites are in the south near where the majority of Canadians live  
   • All provinces and territories have Parks and Reserves whereas this is not true of biosphere reserves.  
      It may be that these require significant international public pressure to achieve and the parts of Canada that lack them do not have significant population (north and Atlantic Canada) or resources to promote their cause internationally.  
   • There is a significant lack of World Heritage Sites in central Canada (Ont., Que, Man. and Sask) perhaps because these landscapes are so developed that there is little Heritage left.
Applying Your Skills

8. a) Name a natural space in your local region that is being protected.  
   b) What type of natural space is it, and why is this space being protected?  
   c) What types of tourist activities are restricted in this protected space?  
   While student answers will depend on where they live the important aspect here is the "natural space" that is being protected, such as a wetland, nesting area, forest, fishing lake during certain seasons, etc. and how this is being done.

9. a) Give an example in Canada where a marine environment is an endangered space.  
    b) Why is this marine space threatened?  
    c) What has government done to protect this area?  
    Some threatened marine environments in Canada, the threats and government actions are as follows:

<table>
<thead>
<tr>
<th>Marine Environment</th>
<th>Threat</th>
<th>Government Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgian Bay - Tobermory</td>
<td>Scuba divers removing objects from sunken wrecks</td>
<td>Create Fathom Five National Park</td>
</tr>
<tr>
<td>Long Beach, B.C.</td>
<td>Too many campers and users of the area</td>
<td>Create Pacific Rim National Park</td>
</tr>
<tr>
<td>Rouge River, Ontario near Toronto</td>
<td>Land development encroaching into valley, loss of habitat</td>
<td>Freeze development and create a park</td>
</tr>
<tr>
<td>Muskoka Lakes, Ont.</td>
<td>Acid precipitation, water pollution, overbuilding on shorelines</td>
<td>Limits on emissions such as those from refineries and automobiles, municipal building restrictions for docks, boathouses</td>
</tr>
</tbody>
</table>

10. Research to find out more about the impact that safari-style tourism has on both the economic and environmental aspects of the Serengeti region.  
   This is best done as an internet research activity. Use the Google search engine at www.google.com and search 'serengeti safari'. There are plenty of sites to stimulate students interest in this topic.

11. Research one World Heritage Site outside Canada and determine the factors that were responsible for its selection. Prepare a poster to show your findings.  
    Again use the Google search engine to search 'world heritage sites'. The first hit will allow students to select a region of the world from which to select one of 690 protected sites.

12. Research to find out how close Canada and the various provinces come to meeting the UN suggestion of protecting 12% of land area.  
    Canada's National Parks cover 2% of the country today and when completed will cover 3% of Canada. In total there are about 3000 sites with an environmental conservation purpose covering about 9% of the country's area (source: Facts on Canada found through www.google.com and searching 'Canada facts').
Thinking Like a Tourist

13. Suggest some practices with respect to animals in nature (like deer hunting or fishing for marlin) that are generally acceptable today but may be unacceptable 20 years from now. Explain your answer.
Some examples might be using live bait for fishing, sport fishing, sport hunting, riding horses, rodeos and stampedes etc.

14. Research at least two species of animals or birds that are significant in world animal and product trade. On an outline map of the world, show the major source areas for each species, and if possible, the five leading nations that import them. What actions have been taken by the UN, governments, or NGO’s to protect them?
As shown on page 97 some of these are primates (monkeys), elephants, birds, reptiles, fish, orchids, rhinoceros, vicuna, leopard, and cacti. Others include turtles, butterflies, beetles and spiders. See the Traffic website at www.traffic.org for the latest on which countries are involved and what governments are doing or use Google and search for ‘wildlife trade’.

15. a) Plan a vacation to enjoy a natural space. To determine how much money you will need, make an itemized list of the expenses you will have, i.e., your direct tourist spending at your destination.
Use an approximate cost of $.33 per km. driving and research fees, hotels etc. for the destination on the internet.

b) Explain how some of your tourist spending will end up as indirect tourist dollars.
Such things as hotels and sites must be built and paid for as well as the food and other things consumed. People will have jobs in these ‘indirect’ occupations that are dependent on the tourist industry. As they receive income from the tourist industry, workers and business owners will spend on their own needs and wants, multiplying the impact of tourist spending.

Job Skills

Brainstorm a list of five to seven characteristics that you would consider important in a Web site for the tourism industry. You might include characteristics like the following:
• up to date information
• links that are easy to understand and navigate
• useful Canadian links
• visuals and maps

Use your list of characteristics to evaluate three Web sites related to travel and tourism. You can choose your own sites, or select from those offered on the Student Page for Canada Travels at www.irwinpublishing.com.

Some other characteristics might be:
• information on costs available
• hours and days of operation
• activities
• language of service
• directions and location

One example that might be used is the site for Canada’s Wonderland at www.canadas-wonderland.com.