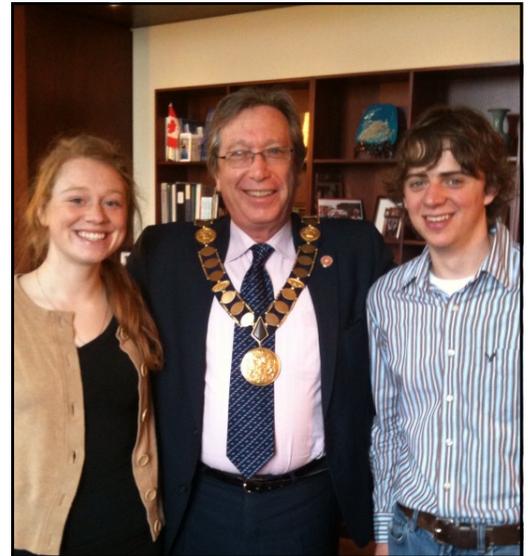


The Viability of Green Tourism in the Kingston Region



Megan Kiley & RJ Reid
Loyalist Collegiate and Vocational Institute
Canada, 2010

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- Rob Carnegie, Director of Marketing and Development for Tourism Kingston
- Elsabé Falkson, Member of the CORK Committee
- Bruce Hyer, Member of Parliament
- John Gerretsen, Member of Provincial Parliament & Ontario Minister of the Environment
- Dalton McGuinty, Premier of Ontario
- Rhonda Mosher, Marketing Director for the Cataraqui Town Centre
- Harvey Rosen, Mayor of Kingston
- Linda Thomas, Director of the Wolfe Island Business and Tourism Association
- Garth Walker, Owner of the Corn Maze on Wolfe Island
- Eric Walton, Green Party Candidate
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- Geoff Webster

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Acknowledgements - Continued

Our case study and experience surrounding it would not have been possible without the generous contributions of our sponsors. We would like to thank the sponsors of the Global Travel & Tourism Partnership for helping create this opportunity, in addition to the local sponsors listed below whose support has been overwhelming.

- Shawn Greary, McCoy Bus Service and Tours
- Venicio Rebelo, Ambassador Conference Resort
- Norman St. Godard, Kingston Accommodation Partnership
- The Bay Department Store
- Kingston Economic and Development Corporation, KEDCO



Canada

Canada is the second largest nation in the world by land mass and is located in North America, bordering the United States. Canada is composed of ten provinces and three territories, and is run by a constitutional monarchy, with the Queen of England being the head of state. Decisions are made by elected members of parliament and the government is led by the Prime Minister, who is the head of the party in power.

With a population of only thirty three million, Canada is a smaller country population-wise. The country however, has a strong economy and due to its diverse geography and landscape there is a large variety of natural resources.

Canada is well known for maple syrup, hockey, free health care, and multiculturalism. As well, the iconic symbol of a maple leaf is usually associated with Canada, as it is on the centre of the national flag.

Canada was declared its own nation on July 1st, 1867 and continues to thrive and grow as a nation.



Ontario

As one of the provinces in Canada, Ontario is located in the middle of the country, and houses the national capital, Ottawa as well as Kingston - the location on which the majority of this case study focuses. Ontario has the largest population of all the provinces and contains 14.8% of Canada's water (158,654 km²). Ontario is well known for its capital, Toronto, as well as Niagara Falls, one of the largest tourist attractions in North America.



The CN Tower - the third largest free standing structure in the world, located in Toronto, Ontario



The Peace Tower - part of Canada's capital buildings located in Ottawa, Ontario



Map of Ontario

Kingston

“Where history and innovation thrive”

Kingston is located in Eastern Ontario on the shores of one of the five Great Lakes. Situated between Toronto and Montreal, just fifty kilometres from the United States border, Kingston is considered a mid-sized city with a population of approximately 120,000.

The historic city was important during the days of fur trade and, because of its ideal location, was named the first capital of the Province of Canada in 1841.

Kingston today is known as an institutional city with its vast number of: post-secondary education schools (3), prisons (9), and hospitals (5). Kingston’s diverse population, educational resources, and location allow its culture to thrive, not only as a historic destination, but as an ever-changing community, committed to serving the needs of its residents.

Kingston is nicknamed the “Limestone City” for the architectural beauty of many of its buildings and the solid foundation on which it is built.

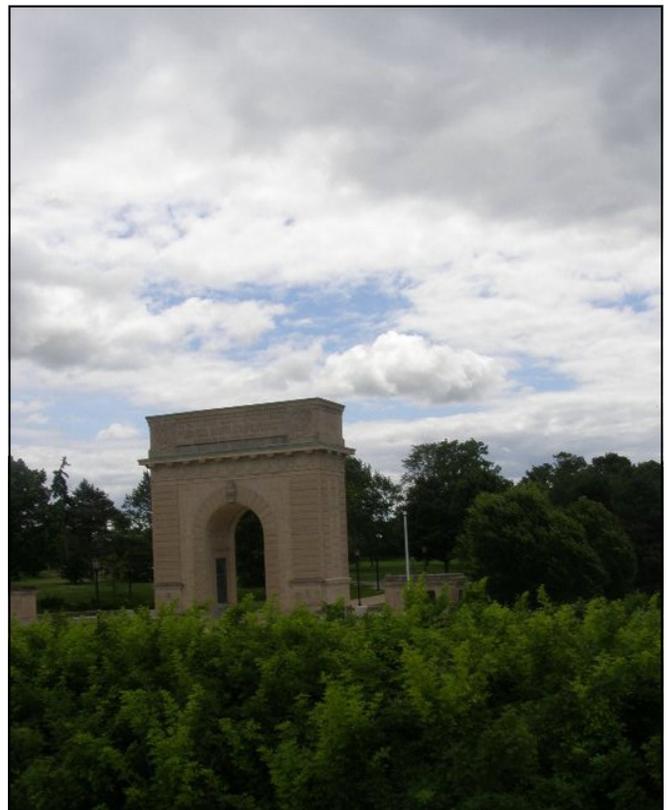
Due to its location in relativity to Lake Ontario, Fort Henry was erected in Kingston to guard the Rideau Canal from impending forces during the war of 1812; the fort and canal are now tourist destinations, with the Rideau Canal recognized as a UNESCO world heritage site.



The logo of the City of Kingston



Monument in MacDonald Park in Kingston



Triumphal Arch - a memorial at the Royal Military College, located in Kingston

Local Tourism

Tourism in the Kingston area is a very large industry that draws over two million visitors to the region annually. Kingston's tourism branches into many different subcategories that allow visitors to enjoy a wide range of activities that take place in the city.

Festivals

Limestone City Blues Festival

A three day event centred in market square, celebrating blues

Kingston Buskers Rendez-Vous

A five day event in July featuring international street performers

Feb Fest

A winter festival featuring hockey, skating, and concerts

Poker Run

A one day event, starting in Kingston ,with speed boats travelling to different cities to play poker



Kingston Feb Fest



Kingston Busker's Rendez-Vous



Kingston City Hall

Historical Attractions

Bellevue House

The home of Canada's first Prime Minister, now a museum

Fort Henry

A historic military fort, built as a strategic defence against the US in 1832

Rideau Canal

The oldest continually operated canal system in North America, running from Kingston to Ottawa

City Hall

A beautiful limestone building, intended to house the federal government in the 19th century

Local Tourism - Continued

Sport Tourism

Sailing

Kingston is known as the freshwater sailing capital of the world, and hosted the sailing portion of the 1976 Olympics

Cycling

A growing trend in Kingston and the surrounding area that is bringing in an increasing number of tourists

Hockey

Kingston has recently invested in a new multiplex with four hockey rinks ideal for amateur tournaments, as well as a Large Venue Entertainment Centre that can host professional games



Sailing off the shore of Kingston

Even with these attractions, visiting friends and family is the number one reason tourists visit Kingston.

Green Tourism

The phrase “green tourism” has a variety of interpretations. Traditionally, green tourism has meant any tourism that takes place in a natural environment. This definition is synonymous with “ecotourism” and is usually associated with such activities as camping, fishing, and hiking.

With the growing “green movement” however, green tourism has come to mean any tourism that is environmentally friendly. This still includes activities like camping but also encompasses attractions that are environmentally-conscious, such as a museum that has reduced its electricity consumption, or a renewable energy wind farm.

For the purposes of this case study, green tourism will mean any tourism that is environmentally friendly, focusing mostly on those in an outdoor and natural environment.

Currently there are several green tourism attractions in Kingston and the surrounding area. These attractions are best divided geographically into three different sections:

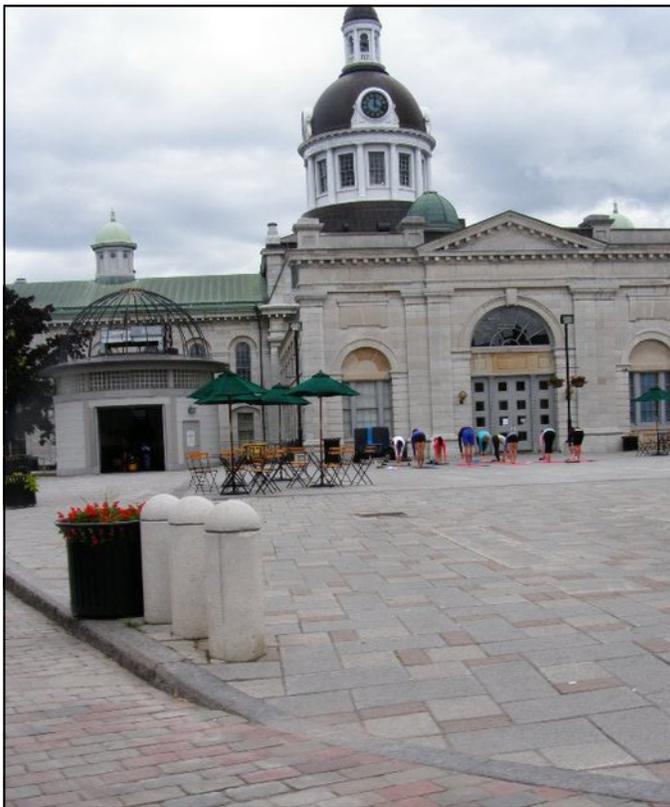
- The city of Kingston
- The surrounding area of Kingston
- Wolfe Island



The Wolfe Island Wind Farm

Green Tourism in the City of Kingston

While cities are not usually ideal places for green tourism, Kingston's geographical location and historical past provides suitable attractions that draw tourists on a local to international scale. Most prominently, Kingston is home to some of the best freshwater sailing in the world. The strong winds and open water of Lake Ontario bring thousands of sailors, windsurfers and kite boarders to Kingston during the summer season. Kingston hosted the sailing portion of the Montreal Olympics in 1976 and is the location of the annual CORK event every August.



Kingston's Market Square

In addition to sailing and other wind sports, Kingston's historical buildings also provide a green draw. Kingston is known for its 19th century history that is displayed through sites such as Bellevue House, Fort Henry, and City Hall. While not conventionally thought of in terms of green tourism, these attractions require little upkeep, use minimal electricity, and are all within a walking distance of Kingston's downtown. A 2004 report on tourism in Kingston found historical sites to be one of the primary draws for the area.

Other green city attractions include cycling, canoeing, kayaking and low-impact festivals such as the annual Kingston Buskers Festival.

The Canadian Olympic-training Regatta Kingston, better known as CORK, is an annual event in Kingston founded in 1969. The event is one of the largest regattas in Canada with over 1,400 participants. Event organizers estimate that over 5,000 people come to Kingston for CORK, using hotels, restaurants and other services.

In the past ten years, CORK has taken active steps towards making their event greener. The most recent initiative has been to reduce the amount of plastic water bottles used at the two week event. This focus on being green in addition to sailing's lack of fossil fuel consumption makes CORK one of Kingston's premier green tourism attractions.

Green Tourism in the Surrounding Area of Kingston

Outside of the City of Kingston the natural environment is the major draw for green tourism. The lakes in the Northern region, and the world famous Thousand Islands in the East are ideal locations for camping, and prolonged cottage stays. Provincial parks and islands provide cheap and comfortable places to camp, with clear and well-marked routes for canoes and kayaks. In 2003, Frontenac Park received over 26,000 visitors, the majority of these being day trips.

Kingston is also the end of the Rideau Canal lock system, deemed a UNESCO World Heritage Site in 2007. The historic waterway is a great route for boaters and a popular day trip site for international tourists.

The Thousand Islands

The Thousand Islands is the name for an archipelago region of islands on the St. Lawrence River. With a total of over 1,800 islands the area is often referred to as the “fresh-water boating capital of the world.” Kingston is located at the very end of the region, where the St. Lawrence River opens up to Lake Ontario.

The Rideau Canal

Built in the mid 1800's the Rideau Canal is North America's oldest continuously operated canal system. The canal was constructed between Ottawa and Kingston as a defence against a possible US invasion, and was later used as an efficient trade route. Today it is a popular tourist destination, and a UNESCO World Heritage Site.



The Rideau Canal - in Ottawa (left) and one of the locks (above)

Green Tourism on Wolfe Island

Wolfe Island is the largest of the Thousand Islands and is located off the shore of Kingston. It has a population of 1500 and is accessible by an hourly ferry. Tourism is a major industry for the island with a variety of local attractions.

Cottages

The population of Wolfe Island triples in the summer season as cottagers spend their vacations relaxing in a natural environment. Most cottages are not equipped with air conditioning and use septic tanks rather than sewage treatment, avoiding two high impact aspects of city life.

Corn Maze

The Corn Maze on Wolfe Island is a family operated business that receives over 5,000 visitors annually. The maze includes a petting zoo, bonfires at night and specific programs for schools, universities, and other groups. Groups can arrange to be picked up at the ferry by a horse and wagon, making the entire island trip a low impact outing.



A wind turbine from the Wolfe Island Wind Farm



The Kingston skyline from Wolfe Island



A cottage on Wolfe Island

Green Tourism on Wolfe Island - Continued

Cycling

In the past ten years, Wolfe Island has become known as a great location for cycling. The quiet roads and scenic views make a great day trip for families in the summer months. The Wolfe Island Business and Tourism Association has encouraged this trend, making official cycling routes and organizing an annual cycling festival in August.

Wolfe Island Wind Farm

Wolfe Island is home to a state-of-the-art wind farm that harnesses the strong regional winds into a clean form of energy. The island has 86 wind turbines and, in addition to energy production, they are also a draw for tourism. The wind farm regularly receives groups of schools, universities, city officials, and organizations interested in learning more about wind energy. The Wolfe Island Business and Tourism Association also suspects that the wind farm acts as a supporting draw for activities like cycling and golfing.



Cyclists on Wolfe Island



Sailing against the backdrop of the Wolfe Island wind turbines

Linda Thomas is the president of the Wolfe Island Business and Tourism Association. Since much of Wolfe Island's tourism is green-oriented, Ms. Thomas knows green tourism's strengths and pitfalls. In her time as president Ms. Thomas has assisted in organizing green tourism on the island. Garth walker, owner of the corn maze, credits Ms. Thomas for the recent increase of tourism on the island, as she has helped expand cycling and organized group advertising. The Wolfe Island Business and Tourism Association is overall a good example of how green tourism organized into a large group can be more effective.

The Viability of Green Tourism

Between Kingston, Wolfe Island and the surrounding area numerous green tourism attractions exist. It is these attractions that make Kingston unique from other cities and destinations, yet these attractions are not the primary draw to the city. A 2004 study showed that tourists visiting Kingston primarily came for:

- Friends and family
- Shopping
- Sightseeing
- Sport tourism
- Historic Sites

Green tourist attractions represent a much smaller portion of Kingston's tourism industry than the above draws, but Kingston has a lot to gain by working to change that.

By expanding Kingston's green tourism industry, the city has the ability to improve its sustainable image while simultaneously increasing the local economy. Kingston could become Ontario's green tourism city, a niche that is currently vacant in the province. With a specific draw of green tourism, Kingston could attract tourists locally from big cities such as Toronto and Montreal while advertising Canada's natural beauty to an international audience.

The potential is there, but whether a green tourism platform is viable to the Kingston area is the critical question, and one the rest of this case study examines.



Portsmouth Olympic Harbour in Kingston

Green Tourism and Local Business

A main obstacle for green tourism is that attractions are commonly run by small businesses that do not have the security of larger corporations. The Corn Maze on Wolfe Island is run by one local family who live adjacent to the maze. This is good for the economy in the sense that the money made stays within the community but it also holds several drawbacks, most prominently investing money in the business. Garth Walker, who started and runs the corn maze, struggled to make the maze financially viable for the first few years of operation. The initial investment required to start the business was a large risk, one often seen with local businesses.

In another form of investment, advertising is another key concern for local green tourist attractions. While they need to advertise to increase business, they are limited financially by the amount and quality of advertising they can produce. The 2009 season was the largest the Corn Maze on Wolfe Island had seen, which Garth Walker partially attributes to a front page article about the maze in the local paper. The article was essentially free advertising at a level the business had never been able to afford.

Other local green tourist businesses include Kiteboarding Kingston, a newly established group that provides equipment and lessons, and the numerous cycling stores, cottage rentals, and camping outfitters

Increasing green tourism in Kingston would be clearly beneficial to these local businesses and also allow new businesses to develop with the increased demand. Their size however, prevents these businesses from bringing in tourists from outside a very small radius as they do not have the brand-power or means to advertise large-scale.

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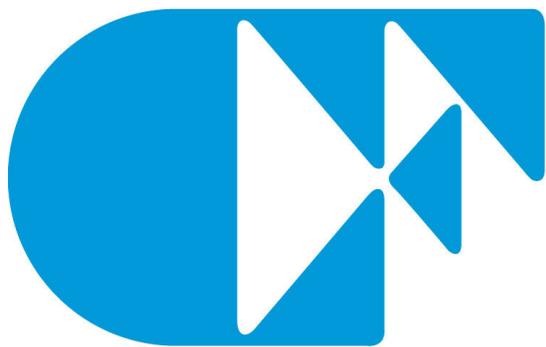
A local travel agency in Kingston

Green Tourism and Large Business

While green tourist attractions are most commonly small to medium sized businesses, big businesses also have to deal with the growing trend of green. Rhonda Mosher, the marketing director for Kingston's largest mall, describes green as the new marketing word. Cadillac Fairview, the company that owns the mall, has brought in a new green image in the past ten years, reducing electricity, natural gas, and water consumption.

"If you're not doing it, you might lose tourists" says Mosher about being environmentally friendly. Other large corporations clearly agree, Coca-cola has recently pledged to improve the energy efficiency of their refrigeration equipment by up to 50% and NBC has their annual green week of television.

Cadillac Fairview then, as well as other companies that are affected by tourism, benefit by going green and they can therefore be a useful tool in helping Kingston become a green tourist destination.



Cadillac Fairview

Political Perspectives

During the case study, research, the writers were given the opportunity to meet and work with local and national government members to get their opinions and perspectives on green tourism. Each member contacted agreed that green tourism should be expanded in Canada but had varying thoughts on how this should occur.

Governmental Member	Position in Government	Thoughts on Green Tourism
Harvey Rosen	Mayor of Kingston	Harvey Rosen believes that Green Tourism is a viable and important area to look into for Kingston, and Canada as a whole. Mayor Rosen believes that low impact festivals and alternative modes of transportation will allow people to enjoy green tourism in many different capacities.
John Gerretsen	Member of Provincial Parliament for the Kingston Area, Minister of the Environment	John Gerretsen believes that green tourism is, and will become, an even more prominent area of interest as the years go on. Because of our location and country Mr. Gerretsen also talks about how our area is underutilized and in order to make green tourism a large industry, we must take advantage of our natural resources without exploiting them.
Eric Walton	Green Party leader for the Kingston area	Eric Walton believes that green tourism should be increased in the Kingston area and that there are ways for government to help do so. Mr. Walton also suggests that businesses advertise together and offer packaged tours.
Bruce Hyer	Member of Parliament of the Thunder Bay Riding, and NDP critic to tourism and the environment	Bruce Hyer believes that for green tourism to succeed government needs to support small businesses. If this occurs Mr. Hyer believes green tourism could expand well past its current size.

Bruce Hyer

On the subject of green tourism, Bruce Hyer is one of the most qualified people in Canada. He has a degree in forestry, has operated an ecotourism company and is now the Member of Parliament for the Thunder Bay riding. In his own words he was in the ecotourism business before it was an official term, and with his experience in business and government he has clear ideas on the future of green tourism.

Hyer believes that green tourism in Canada has not come close to its full potential and that if it did, it would be largely beneficial to the nation. He suggests two main ways to improve green tourism: government support for small green tourism businesses, and organization between the small businesses.

As mentioned in this case study, most green tourist attractions are managed by small local businesses that face constant obstacles due to their size. Government support, in Hyer's opinion, could help small businesses get started and provide assistance with difficulties such as advertising.

Organization between the small businesses could also help them and green tourism to succeed. Packaged tours that had tourists going from one green tourist attraction to another (i.e. biking, to canoeing, to hiking) over the course of a week could entice tourists to the area, eliminating the hassle of planning out a trip. The government, through agencies, could help set this organization up, but ultimately it is the responsibility of the local businesses to network with each other.

Hyer believes that a definite market, both local and international, exists in green tourism but the challenge is getting people to think about options other than the traditional destinations.



Bruce Hyer with his family



The peace tower and centre block of Canada's parliament buildings

Drawbacks of Green Tourism

Green tourism, as we have explored through this study, has a very valid and important role in the tourist industry as it allows people to explore the natural beauty of a region and raise awareness of the impact they are having on the environment. In spite of this, there are problems with green tourism that need to be addressed in order to maximize its benefits.

The largest issue is that of transportation. When people decide to take a “green vacation,” the way they commute to their destination can end up being extremely detrimental to the environment. For example if a family intends to go on a bike tour in another country they must first get to their destination, most likely using large amounts of fossil fuels.

Another major issue with green tourism is the added cost of green items. With transportation for example, if tourists are interested in renting a vehicle that is environmentally friendly, it costs significantly more than renting another type of vehicle. With respect to food, green tourists will ideally buy local produce, which because of its close proximity to the area, cuts down on emissions from travelling hundreds of miles to the supermarket. Local produce however is more expensive, and also takes increased effort to find.

Green tourism is also known for having a niche market, making it potentially difficult to expand and grow. Having tourists choose green instead of the traditional and easier options is one of the biggest obstacles facing green tourism today.

Finally, “green tourism” can have serious negative effects if not done properly, or done for the wrong reasons. “Green tourism” cannot become a way of drawing people to an area for other non-green initiatives and activities. Standards and regulations would have to be enforced if green tourism were to become a mandate in Kingston. A golf course for instance would have to prove that they are not having a negative impact on the surrounding environment in order to qualify as a green tourist attraction.



Expanding Green Tourism in the Kingston Area

To expand green tourism in the Kingston region, both government and business would have to adapt to new strategies. Through this study three main ideas for expanding green tourism have been developed. They are:

- Increasing local advertising
- Packaged tours
- Kingston Green Tourism Association

These three proposed solutions would help advertise and promote green tourism in Kingston, increasing the market and overall business.



Windsurfing on Lake Ontario

Increasing Local Advertising

Green tourism ideally should be advertised in areas in close proximity to the location where it is taking place. The reason for this is that it becomes redundant to fly or drive prospective visitors long distances to reach their green destination; communities close to those practicing green tourism are able to use less transportation and have overall less impact. For example, advertising only in areas in which people can take the train to their destination gives the establishment more credibility in regards to making an effort to be green.

In addition there is a local market for green tourism. Cities like Toronto, Montreal and Ottawa are all within three hours of Kingston and advertisements could focus on the natural beauty of the Kingston area, as opposed to the hectic city life. Therefore finding a way to advertise to neighbouring large cities, could be an effective way to advertise while using transportation efficiently.



The Kingston Sustainability Centre, located in downtown Kingston

Because advertising requires a considerable amount of non-eco-friendly practices, advertising for green tourism can be a challenge. Ideally green tourism advertising should be done primarily by emails and websites instead of flyers, magazines and brochures. By doing this, the amount of paper being used is reduced while still allowing people to have up to date information.

Packaged Tours

The idea of packaged tours was brought up by both Bruce Hyer and Eric Walton, who have both had experience in the tourism industry. The idea of packaged tours is to organize a set of activities into one bundle and market it as one trip. In this way tourists avoid having to organize the trip themselves and tourist attractions share costs of advertising. Below is an example of a packaged tour in the Kingston Area.

Island Cycling

Trip – Cycling on Wolfe, Howe and Amherst Island

Length – Six days

Market – Amateur to professional cyclists, family package available

Itinerary

Day One	Arrive in Kingston, bicycle rentals arranged if needed
Day Two	Cycling on Amherst Island
Day Three	Cycling on Wolfe Island, accommodation Wolfe Island cottage
Day Four	Free day at Wolfe Island cottage, cycling routes provided
Day Five	Cycling on Howe Island
Day Six	Return Home

Another benefit of packaged tours is that they can be marketed to specific niche markets. The above example for instance could be advertised in cycling magazines and stores, which is overall more effective than general advertising.

Kingston Green Tourism Association

One proposed idea to help green tourism expand in the Kingston region is the Kingston Green Tourism Association. The KGTA would be a government agency that supports green tourism businesses while also organizing them into one large group.

The benefits of the proposed Kingston Green Tourism Association include:

- Financial support for starting businesses
- Awareness of what green tourism consists of in Kingston
- The development of a community within the green tourism industry
- Shared advertising
- Packaged tours

The Kingston Green Tourism Association could be run as a division of Tourism Kingston, with the number of staff dependent on Kingston's commitment to expanding green tourism.

While the Kingston Green Tourism Association is the idea of the case study writers, it reflects the opinions of several experts. The association addresses both of Bruce Hyer's suggestions of government support and organization as well as his and Eric Walton's idea of packaged tours. Local green tourism attractions also see the benefit with Garth Walker of the Corn Maze on Wolfe Island saying that "government needs to provide more support for small businesses."



Solar panels in the Kingston region

The Future of Green Tourism in the Kingston Area

While all green tourism businesses and government members we spoke to would like to see green tourism grow in the Kingston area, it is not a sure thing. In fact, if nothing changes green tourism will most likely continue to exist in Kingston under its full potential.

By implementing the case study's proposed solutions however, and by putting a stronger emphasis on the growing industry, green tourism can flourish in Kingston. The geographical and historical location of the city makes an ideal venue for a variety of green activities and attractions, ones that if promoted properly could bring in many tourists.

Realistically, Kingston will always have a difficult time competing against larger cities and exotic locations, but a steady market can exist, built off of environmentally friendly attractions. The largest obstacle to all of this is investing the time and money to make Kingston a premier green tourism destination. Elsabé Falkson, a member of the CORK planning committee, put it best when talking about CORK's green initiative: "We can't get any greener without making a huge investment."

If green tourism is going to grow in the Kingston region, government needs to provide assistance to make the initial investment, otherwise it will continue to be a marginal section of Kingston's tourism.

After examining green tourism in Kingston, a conclusion can be reached that the potential for success is there, and businesses, government and agencies need to find a way to best access the market.



A view of Kingston's waterfront



Megan Kiley, Mayor Harvey Rosen, and RJ Reid

Resources

Written Material

Focus on Environmental Sustainability: Kingston – Canada’s Most Sustainable City Information package produced by the City of Kingston, 2009

Kingston Ontario: Special Report

Information package produced by City of Kingston, 2009

Ministry of Tourism and Culture Support for Cycle Tourism

Report produced by Ontario’s ministry of tourism and culture, 2010

Sustainable Kingston: Designing Our Community’s Future

Report produced by Sustainable Kingston, 2010

Internet

Fritsche, Alexander *Kingston’s Tourism Industry*. May 21, 2008

A report of tourism in Kingston

http://tourism.kingstoncanada.com/en/makeaconnection/resources/Reports-TourismIndustry_AlexFritsche.pdf

Ontario’s Position in the Global Ecotourism Market

Article written by the Ontario Ecotourism Society, 2009

<http://theontarioecotourismsociety.blogspot.com/2009/01/ontarios-position-in-global-ecotourism.html>

Sustainable Kingston

Information on Kingston’s sustainability practices

<http://www.sustainablekingston.ca/>

Tourism Kingston

Information on tourism in Kingston

<http://tourism.kingstoncanada.com/en/index.asp>

Tourism Should be Green

Green tourism information from Green Ontario

<http://www.greenontario.org/strategy/tourism.html>

Wolfe Island, Ontario

Information on tourism on Wolfe Island

<http://www.wolfeisland.com/>

Resources - Continued

People

Rob Carnegie,
Director of Tourism Marketing and Development for Tourism Kingston, a division of KEDCO

Elsabé Falkson,
Secretary of CORK

John Gerretsen,
MPP for Kingston and the Islands and Ontario's Minister of the Environment

Rhonda Mosher
Marketing Director for the Cataraqui Town Centre

Harvey Rosen
Mayor of Kingston

Linda Thomas
President of the Wolfe Island Business & Tourism Association

Garth Walker
Owner of the Corn Maze of Wolfe Island

Eric Walton
Green Party Leader for the Kingston riding



Towards Sustainability: A Local Level Action Plan

Subtask 1

Towards Sustainability: A Local Level Action Plan An Integrated Unit for Grade 1&

Description

Description

Throughout the course students have been challenged to develop their analytical abilities and critical thinking skills. Through the assessment of a myriad of complex issues students have learned to evaluate issues in an unbiased manner. They have been prompted to consider all stakeholders, be open minded and creative when developing solutions. Further they have been asked to create and criticize plans of action to implement these solutions.

As a course culminating activity students will be required to utilize and demonstrate all of the above mentioned skills. Students in pairs will be asked to select a relevant local issue, investigate it from both primary and secondary resources and finally develop a proposal that outlines a realistic and authentic Action Plan promoting sustainability in their local community.

As this project is quite time consuming and complex it is highly recommended that the teacher organize its implementation to be ongoing throughout the course. The ISU project should be introduced early on, and it should be completed in phases appropriate to the development of student skills as they are covered in class. The teacher should be tracking progress continually to identify problem areas and provide appropriate direction. Note that as this is an "Independent Study Unit" the majority of this work is to be completed on the students' own time. However, some solid classroom hours when introducing the project will minimize problems later on. It is recommended that the teacher allocate to this ISU project approximately 20 hours; of "course" time, throughout the year.

Suggested Proposal Criteria

The final proposal should be professional in nature, include referencing from both primary and secondary sources; at least 15 - 25 references should be sufficient. Some of these references should come from interviews of professionals in the related field and other stakeholders.

Written in a report format the proposal should include original data; collected by the students, as well as the statistical analysis of this data and its relation to either the issue at hand or the solution suggested within the action plan. Some of this data should initially come from a survey or questionnaire created by the students to gather pertinent information from a variety of stakeholders.

The proposal should also include a "photo album" or photo gallery section that captures a visual record of the issue in its natural environment and that ultimately provides justification for the development of the action plan.

Expectations

- UC3.04 A – produce an action plan for a local community initiative that contributes to the sustainability of a selected global resource;
- UC3.05 A – produce scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology;
- GI1.07 A – explain why it is difficult to make accurate predictions relating to human use of the earth and its resources, and why some predictions are more (or less) accurate than others.
- GI2.03 A – evaluate and effectively use information from a variety of primary and secondary sources (including mainstream and alternative print, broadcasting, and electronic sources) when conducting geographic inquiries, and apply relevant data when making decisions and solving problems;

Groupings

Students Working In Pairs

Teaching / Learning Strategies

Conferencing
Field Trip
Interview
Research Process
Seminar/tutorial
Surveys
Writing Process

Assessment

As this is the culminating task of the course a great deal of planning and assessment is required. Teachers should make an effort to

Towards Sustainability: A Local Level Action Plan

Subtask 1

Towards Sustainability: A Local Level Action Plan An Integrated Unit for Grade 12

discuss with each student their progress on an

- GI2.05 A – evaluate the effectiveness of techniques used to predict the future (e.g., forecasting)
- GI2.06 A – draw conclusions or make judgements or predictions on the basis of reasoned analysis;
- GI3.04 A – identify practical applications in the local community of conclusions reached in the independent inquiry.
- GI2.09 A – collect data, using field study techniques, and analyse the data to identify patterns and relationships;
- GI1.03 A – demonstrate an understanding of the value and use of geographic representations and methods;
- HE2.05 A – evaluate some of the ways of promoting sustainable development (e.g., polluter-pays principle, zero population growth, local community initiatives) and assess their effectiveness in selected places and regions of the world;
- UC1.02 A – explain how local participation in the development process can build sustainable communities;
- SSV.03 A · demonstrate an understanding of the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global issues.
- SS1.06 A – identify the social, economic, cultural, and political components of selected issues;
- HEV.01 A · analyse selected global trends and evaluate their effects on people and environments at the local, national, and global level;
- GC1.02 A – demonstrate an understanding of how scarcities and inequities in the distribution of resources (e.g., water scarcity, unequal land distribution, confiscation of land) contribute to conflicts;
- GI3.03 A – produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills, and applications related to an issue;

ongoing basis. This can and should be done during each of the conferences listed in the phases of the activity and at other key times during the ISU process.

For the conferences the teacher may find it sufficient to record anecdotal comments based on progress, but as this is likely part of the students' final evaluation they should also be given plenty of opportunity to demonstrate their progress. Marks can be allocated throughout the project when students submit various components of the proposal.

Items ideal for evaluation throughout the process include:

- an initial annotated bibliography at the completion of phase two
- the field survey / questionnaire
- cause and effect analysis
- general data collection process
- statistical testing
- solution cost / benefit analysis
- breakdown for the action plan

Evaluation of the Final Product should be based on:

- Proposal (Based on the sections outlined in the Teaching and Learning Strategies section)
- Seminar

It would also be beneficial to have the students complete self evaluations throughout the process to assist them in identifying how their work could improve.

Peer Evaluation could also come into play during the seminar. There may be some hesitation at this point as this is part of the summative evaluation. Many students might feel it unfair to have their peers influencing their final marks. To avoid this, clearly establish with the class where marks will be allocated and by whom at the beginning of the entire process.

Assessment Strategies

- Conference
- Classroom Presentation
- Essay

Towards Sustainability: A Local Level Action Plan

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Teaching / Learning

Teaching and Learning Strategies

* As this project involves the students gathering data from the field on their own it is suggested that the teacher discuss the formalities with the administrators of their school. It may be suggested that letters be sent home to the parents informing them of the nature of the project... Look into your own board requirements for this.

Throughout the course students have been challenged to develop their analytical abilities and critical thinking skills. Students have learned to evaluate issues in an unbiased manner. They have been prompted to consider all stakeholders, be open minded and creative when developing solutions. Further they have been asked to create and criticize plans of action to implement these solutions.

As a course culminating activity students in pairs will be asked to select a relevant local issue, investigate it from both primary and secondary resources and finally develop a proposal that outlines a realistic and authentic Action Plan promoting sustainability in their local community.

As this project is quite time consuming and complex it is highly recommended that the teacher organize its implementation to be ongoing throughout the course. The ISU project should be introduced early on, and it should be completed in phases appropriate to the development of student skills as they are covered in class. The teacher should be tracking progress continually to identify problem areas and provide appropriate direction. Note that as this is an "Independent Study Unit" the majority of this work is to be completed on the students' own time. However, some solid classroom hours when introducing the project will minimize problems later on. It is recommended that the teacher allocate to this ISU project approximately 20 hours of "course" time, throughout the year.

Organizational Phases: A Local Level Action Plan Towards Sustainability (ISU)

Phase One

Introduction to the Project (Completion: Within the first 3 weeks with new class based on semesters.)

During phase one of this project the teacher is introducing students to the idea of the proposal, what it will involve and the criteria expected for successful completion. Examples from past students should be reviewed at this time as well. By the end of the third week in the course students should have chosen a topic and a partner. Note it might be worth mentioning that the students should be very sure that they have chosen a compatible partner who will share equally in the workload. It is possible for a student to work independently on this project, but there is a large amount of work to be completed in the field. For safety reasons as well as workload it is recommended highly that students work with someone else.

Teacher's To Do

1. Introduce the project. Discuss criteria...
2. Record student partners and their chosen topics.
3. Discuss details with the principal to see if you need to send home a notice or permission form.
4. Brainstorming the issue. The students ask where do we start.
5. Initial conference session. Teacher meets with each pair to discuss the topic and direct the "issue" to be solved.
6. Keep an anecdotal record of students' progress.

Possible Local Topics (Based on ?]b[grcb)

- Green Tourism (Fad or Trend)
- Garbage a) Proximity to the USA b) Recycling programme - failure of local business to recycle
- Agriculture a) Subsidies b) Practice - water pollution, loss of soil c) Greenhouses d) Organic
- Water Pollution a) Clean up of the St. Lawrence b) Local Tributaries to Lake Ontario
- Water Use a) Industrial use of water b) Recreational Uses of Water c) Shoreline

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- Transportation	a) International Truck traffic	b) public	c) bike paths	
- Industrial Pollution	a) water	b) air	c) dumping	d) noise
- Brain Drain	a) The Canadian Resident, US employed Commuter			
- Land Use	a) American Ownership of the Canadian Shoreline (cottages...)			
- Air Quality				
- Health of Kingstonians				
- Lack of proper medical facilities	a) cancer treatments required in the USA			
- Multicultural Population	a) International Festival s			
- Cross border tourism barriers				
- Regeneration of Downtown				

Phase two

Initial Background Research (completed by week 6)

In this phase the students should begin researching their topic by looking into recently published articles and other related information. This initial research will allow them to become familiar with the background of the issue, which will ultimately allow them to make a more informed decision regarding their approach towards solutions for sustainability. Beyond this initial research phase the students should be brainstorming about the issue and making a list of the potential stakeholders. A visit to observe the field site may also assist them in formulating a hypothesis regarding the cause and effects of their issue. Remind students to take pictures of their site and the surrounding area. Cameras often pick up detail missed by people during initial observation. Finally during this phase students should be formulating a cause and effect analysis of their issue - preparing them for the next phase.

Teacher's To Do

1. Provide the students with some common time to research their issue. It is important to survey the progress of the students at this time and offer direction when needed. This avoids the frustration of all later on - during the time crunch.
2. Conference with the students to check progress with regard to their brainstorming of stakeholders and possible cause - effect analysis. Remind students to be open minded and thorough.
3. Start reminding students to think about the survey / questionnaire they will develop in the next phase.
4. Keep an anecdotal record of the students' progress.

Phase Three

Determining the Cause and Assessing the Effects : A field Survey / Questionnaire (completed by week 9)

During this phase the students will be required to collect data in the form of a survey or questionnaire that assesses the effects of the "issue". This establishment of the effects is essential in developing a solid solution that works toward sustainability. Again this data is collected in the field.

It is important to note that students will be completing a statistical analysis of their data in phase four. For this to be simplified ensure that students have identified factors that can be measured relatively easily in their cause and effect analysis. The ultimate purpose of their statistical analysis will be to determine the strength of relationship found between the causal factors and the effects being experienced in the community.

Before students go forward with collecting this data they should be required to submit a copy of their field survey / questionnaire for teacher approval. This is vital to ensure that students are asking valuable questions that will actually get down to the issue they are interested in (the Cause and its effect). Students at this point may also want to begin making contact with professions in the related field. Phone interviews with these experts will help clarify and direct the students with regard to the actual cause and effects and any potential politics that surround the problem.

Teacher's To Do

1. Review with students the steps involved in completing a Cause and Effect Analysis.
2. Complete a lesson that instructs students in the methods of creating and implementing useful surveys and questionnaires. Discuss ethics, and ideas and importance of anonymity and controlled groups.

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3. Review the procedure of survey / questionnaire analysis and make sure questions relate well to statistical analysis.
4. Conference with students regarding their survey / questionnaire. The collection of this data should not be completed until the teacher has approved the survey / questionnaire. Remind students to keep all of the questionnaires that they have collected. These will be submitted with the final proposal.
5. Keep an anecdotal record of the students' progress, record the names of professional contacts used by the students and remind the class to send letters of appreciation and thanks to those who have volunteered their time and thoughts.

Phase Four

Data Analysis (completed by week 12)

At this point students should have conducted a survey of the stakeholders, completed interviews with professional experts and they should have been taking pictures to record the entire process. To complete the data analysis students need to compile the results of their surveys and questionnaires. A statistical analysis of this information may help them to determine the strength of relationships between the cause and effect factors that were established in the Analysis conducted in phase 3. Students will need to choose a statistical test that is best suited to their data and what they wish to illustrate. Once the statistical test is completed students must assess and explain to the best of their ability the results. To assist students in the explanation of their results the students may wish to return to the field to interview more stakeholders or confer with their professional expert.

Teacher's To Do

1. Review with students a variety of statistical tests that can be used to determine the strength of relationships.
2. Conference with students to assist them with their understanding of the statistical results. Discuss with the students the idea of error and what could have gone wrong to contaminate their data and hence the results.
3. Keep an anecdotal record of the students' progress.

Phase Five

Finding Solutions (completed by week 15)

Once students have completed the statistical analysis of their collected data; determining the strength between the cause and effects, they can now begin to develop an action plan that focuses on solutions. To accomplish this students should brainstorm a list of all of the potential solutions. For each suggestion a cost / benefit analysis should be completed. When students have completed this and found a solution that maximizes the benefits and minimizes the costs they can now begin to create an action plan.

To achieve this students should consider both short term and long term goals. Beyond this they should consider the stakeholders and the "real" environment in which they wish to activate this plan. Steps of achievement for each stakeholder should be identified and measures for success should be identified as well.

Teacher's To Do

1. Provide the students' with time for brainstorming and analysing the cost and benefit of proposed solutions.
2. Conference with students and remind them to consider the actual environment and the relationships that are experienced between each of the stakeholders.
3. Keep an anecdotal record of the students' progress.

Phase Six

The Action Plan (completed by week 17)

Once the students have chosen the best solution for their issue it is now time for them to create the actual action plan. The Action Plan must clearly identify the problem, and state what the intended objectives include. In other words; what is the expected outcome. The plan should take into consideration all of the stakeholders and afford for implementation strategies for both the short and long term. These strategies must involve local participation at an awareness and implementation level. Further, the strategies must be outlined in a step by step manner and must be based on principles of sustainability. Beyond the steps toward improvement, the action plan must also include a section in which students

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attempt to forecast any roadblocks to implementation and provide possible scenarios for dealing with these potential problems.

Teacher's To Do

1. At this point the teacher should be reviewing with students the process of implementing solutions, discussing how to involve all stakeholders and how to measure success.
2. The teacher should also provide more detailed instructions regarding the expected format of the Action Plan at this point.
3. Keep an anecdotal record of students' progress.

Phase Seven

Writing the Proposal (completed by week 18)

At this point the students have completed all of the necessary steps required to formalize their proposal. Their proposal is simply a report that proposes the changes toward sustainability outlined in their action plan.

Suggested Proposal format:

Section One

A brief description of the problem and an assessment of the cause of and the effects that result. It is at this point that the students identify the problem clearly and introduce the key stakeholders; their involvement, and provide a description of any other key factors that have proven to be influential in the development of a solution and ultimately the action plan.

Section Two

Brief statement of the intended solution that will be supported in the Action Plan (thesis statement)

Section Three

A summary of the background information based on the initial research that supports the identification of the problem, the repercussions that will result if left alone and evidence that supports the solutions that are outlined in the action plan.

Section Four

Description of the Study - outlines how the students conducted their research.

This section should include the following:

- discussion the limitations and possible errors of their study and how these could have been avoided
- explanation of how the survey / questionnaires were distributed and analysed
- identification of any bias or difficulties encountered in the field that might skew the results of their statistical test

Section Five

The Results of the study - students analyze the results of their statistical test and explain the relationships found between the underlying causes and resulting effects. The students should also identify whether the results supported what they initially expected and provide explanations to explain why they may have been different.

Section Six

Identification of Possible Solution - Students outline the solution they have chosen and demonstrate its strength by expressing the cost benefit analysis they completed. It is also worth while in this section for students to identify one or two alternative solutions and explain why these potential solutions were surpassed. The possible shortcomings of the chosen solution should also be addressed at this point.

Section Seven.

Steps toward improvement - Description of the Action Plan

The action plan clearly addresses how the solution will be implemented. The short term and long term strategies should

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be laid out with the use of an organizer and the role of the stakeholders in successful implementation should be listed as well. Students should also attempt to forecast any roadblocks to implementation and provide possible scenarios for dealing with these problems.

Section Eight

Conclusion - In this section the students summarize the problem and remind the reader why the solution outlined in the Action Plan will be the most effective at improving the level of sustainability associated with the issue.

Section Nine

Photo Gallery - The graphics of this section could also be placed in various places throughout the proposal. Each photo should be clearly dated, identified and explained. The intention of this section is to improve the reader's understanding of the issue and to create a realism around the significance of the problem. A picture is worth a 1000 words.

Section Ten

Appendices - This section will include any graphs, maps and diagrams that are referred to throughout the proposal. A copy of any interview questions, surveys or questionnaires should also be included here. Finally a copy of the statistical tests used by the students should also be included.

Section Eleven

Annotated Bibliography - in this section students provide a list and a brief description (1 - 2 lines) each of the references used. A thorough reference list should include at least 15 - 25 varied sources of which at least 1 or 2 are based on interviews with professional experts.

Phase 8

Seminar Presentations (completed by week 21)

Adaptations

The project outlined is quite lengthy, to adapt this complete only portions of the activity.

The activity outlined in itself is a very thorough process that leads to the development of a local action plan based on sustainability. Many of the phases included are comparable to the type of critical thinking that should go on in a culminating task. It is feasible to complete the expectations by implementing only a few of the phases outlined.

Based on the capabilities of the class, manipulate the project to suite the time frame, and level of students that you have.

The next few pages give suggested support documents to facilitate your Independent Study planning and assessment.

Expectation List

Selected

Space and Systems

- SSV.03** · demonstrate an understanding of the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global issues. **1**
- SS1.06** – identify the social, economic, cultural, and political components of selected issues; **1**

-Human-Environment Interactions

- HEV.01** · analyse selected global trends and evaluate their effects on people and environments at the local, national, and global level; **1**
- HE2.05** – evaluate some of the ways of promoting sustainable development (e.g., polluter-pays principle, zero population growth, local community initiatives) and assess their effectiveness in selected places and regions of the world; **1**

-Global Connections

- GC1.02** – demonstrate an understanding of how scarcities and inequities in the distribution of resources (e.g., water scarcity, unequal land distribution, confiscation of land) contribute to conflicts; **1**

-Understanding and Managing Change

- UC1.02** – explain how local participation in the development process can build sustainable communities; **1**
- UC3.04** – produce an action plan for a local community initiative that contributes to the sustainability of a selected global resource; **1**
- UC3.05** – produce scenarios for probable and desirable futures based on current trends in the human use of the earth and its resources, including trends in technology; **1**

-Methods of Inquiry

- G11.03** – demonstrate an understanding of the value and use of various representations and methods; **1**
- G11.07** – explain why it is difficult to make accurate predictions relating to human use of the earth and its resources, and why some predictions are more (or less) accurate than others. **1**
- G12.03** – evaluate and effectively use information from a variety of primary and secondary sources (including mainstream and alternative print, broadcasting, and electronic sources) when conducting inquiries, and apply relevant data when making decisions and solving problems; **1**
- G12.05** – evaluate the effectiveness of techniques used to predict the future (e.g., forecasting); **1**
- G12.06** – draw conclusions or make judgements or predictions on the basis of reasoned analysis; **1**
- G12.09** – collect data, using field study techniques, and analyse the data to identify patterns and relationships; **1**
- G13.03** – produce a plan of action and conduct an independent inquiry that synthesizes concepts, skills, and applications related to an issue; **1**
- G13.04** – identify practical applications in the local community of conclusions reached in the independent inquiry. **1**

Towards Sustainability: A Local Level Action Plan An Integrated Unit for Grade 12

Analysis Of Unit Components

- 3 Subtasks
- 16 Expectations
- 2 Resources
- 13 Strategies & Groupings
- Unique Expectations --
- 16 Canadian And World Studies

Resource Types

- 2 Rubrics
- 0 Blackline Masters
- 0 Licensed Software
- 2 Print Resources
- 0 Media Resources
- 1 Websites
- 0 Material Resources
- 0 Equipment / Manipulatives
- 0 Sample Graphics
- 1 Other Resources
- 0 Parent / Community
- 0 Companion Bookmarks

Groupings

- 1 Students Working In Pairs

Assessment Recording Devices

- 1 Anecdotal Record
- 1 Rating Scale

Teaching / Learning Strategies

- 1 Conferencing
- 1 Field Trip
- 1 Interview
- 1 Research Process
- 1 Seminar/tutorial
- 1 Surveys
- 1 Writing Process

Assessment Strategies

- 1 Classroom Presentation
- 1 Conference
- 1 Essay

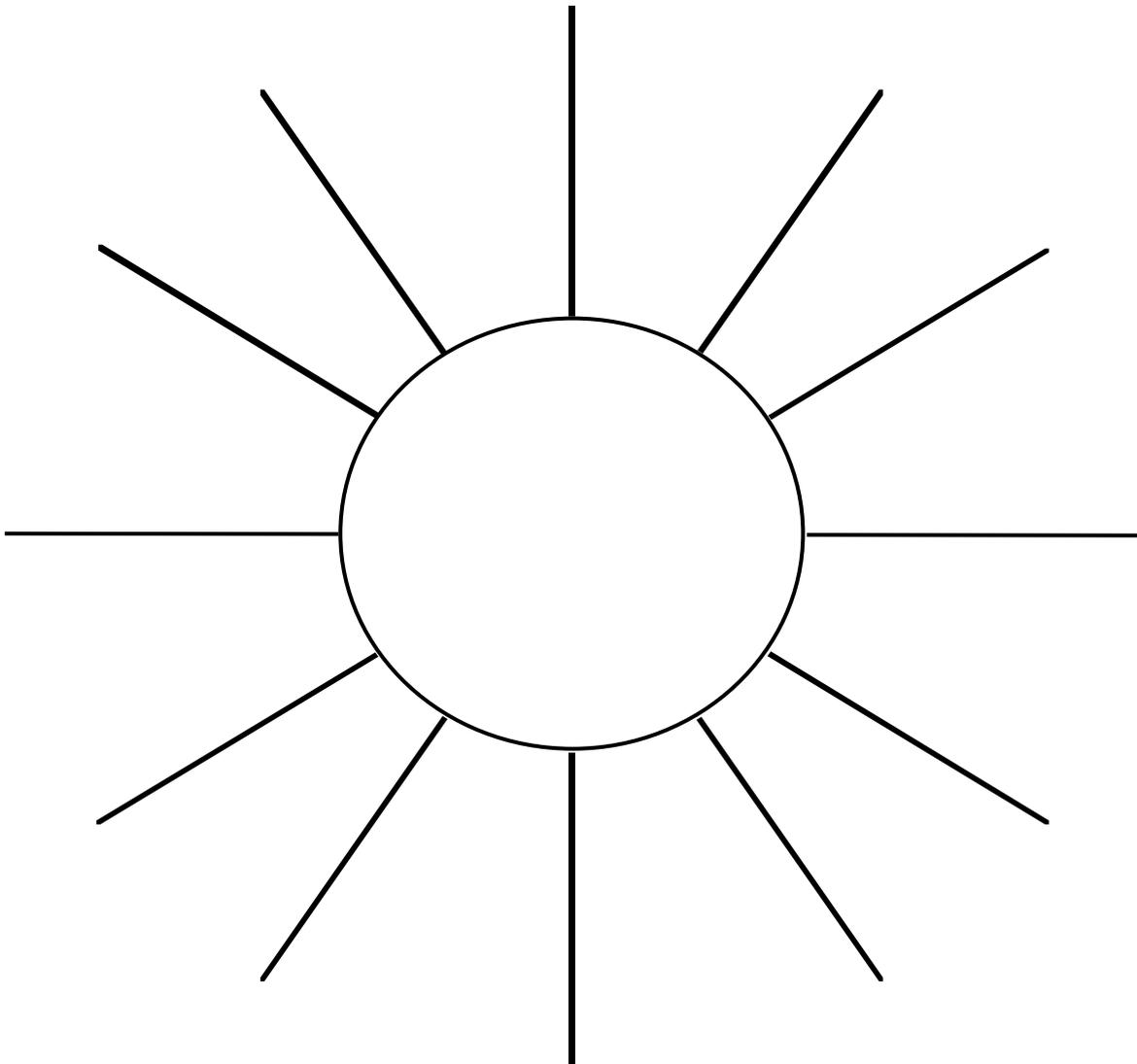
Appendix:

Discussing Local Issues Web

Discussing @WJ Issues Web

Name: _____

Using the following web diagram, write the central (main) idea in the centre of the web circle. As you and your group brainstorm issues related to the central idea, write these ideas on the spokes of the web. When you run out of spokes, you can draw more if necessary. Next, take four different colours (highlighters work well) to colour-code the issue to the stakeholder (ex. Red for Economic stakeholders, Green for Environmental stakeholders, Yellow for Political stakeholders, and Blue for Social stakeholders). Is your web balanced and well represented by all stakeholders equally?



Appendix:

Opinion Scale Survey

Opinion Scale Survey

Name: _____

Most people will have a particular opinion about any given issue. That opinion may be formed through experiences as well as media influence and even peer influence.

For your selected issue, survey at least 20 participants about their opinion about your issue. Every opinion should be treated as equally valid, as there is no right or wrong answer. Be sure to include your own opinion. (To test yourself, write down your opinion before you survey the participants, and then see if your opinion holds true after hearing everyone else's opinions. You may or may not be surprised).

Write your issue as a statement that participants can either agree or disagree with on the graded scale below. If participants are willing to provide reasons supporting their opinions, record them as further evidence for your survey results.

An example statement of issue is: Canada will benefit economically by selling freshwater to the U.S.A.

Statement of Issue: _____

Record the number of people who respond in each category:

1 – Strongly opposed	
2 – Opposed	
3 – Mildly opposed	
4 – Acceptable	
5 – Mildly agreed	
6 – Agreed	
7 – Strongly Agreed	
NO OPINION	

**Appendix
NGO Public Service Announcement
Video Assignment**



**NGO
Public Service Announcement**

Purpose: This activity will allow you to evaluate the role played by a specific Non-Government Organization in the promotion and advocacy of sustainable development, and resource management throughout the world.

Task: With a partner create a public service announcement that serves the purpose of educating the public about your mission, directives and programmes while at the same time motivating people to provide financial contributions and volunteer their assistance.

Objectives: Your public announcement must be both informative and motivating. In a 5 - 10 minute video segment you must complete the following:

- Summarize the cause and effects of your issue (What's at stake if you don't offer assistance?)
- Identify the mission statement of your organization
- Identify the directives followed by your organization (how the mission will be achieved)
- Description of the actions or specific programmes run by your organization and what they are meant to achieve.
- The "unique" strategies used by your organization to a) educate and inform the general public and b) to improve the success of your programmes.
- Difficulties you've encountered in the process of providing such programmes.
- Evidence of success with the assessment of Case Studies
- Description of how the funding is to be broken down.
- Motivational summary that drives home the importance of your organization.

Technique: Utilize the following suggestions to enhance the production of your video segment.

- Be creative!
- Include visual and auditory stimulation.
- Interview people who are involved in the programmes. (Volunteers and recipients).
- Use and graphically display statistics as fuel for your arguments.
- At the completion of your segment provide a section to display your credits.

**Appendix
 NGO Public Service Announcement
 Video Assignment
 Marking Scheme**

**NGO
 Public Service Announcement
 Marking Scheme**

Student # 1 _____ **Student # 2** _____

Information Criteria

- Summarize the cause and effects of your issue (What's at stake if you don't offer assistance?) / 5
 - Identify the mission statement of your organization / 2
 - Identify the directives followed by your organization (how the mission will be achieved) / 6
 - Description of the actions or specific programmes run by your organization and what they are meant to achieve. / 3
 - The "unique" strategies used by your organization to:
 - a) educate and inform the general public and b) to improve the success of your programmes. / 5
 - Difficulties you've encountered in the process of providing such programmes. / 2
 - Evidence of success with the assessment of Case Studies / 5
 - Description of how the funding is to be broken down. / 2
 - Motivational summary that drives home the importance of your organization. / 5
 - Specific instructions needed towards participation. / 2
 - Credits / Referencing / 3
- Total / 40

Presentation / Video Production

- Clarity of the video. / 3
 - Clarity of the audio. / 3
 - Flow of information and organization of ideas. / 4
 - Use of props / interviews and creative display. / 10
 - Overall rating of the information provided in the presentation. / 5
 - Level of audience motivation. / 5
- Total / 30

Additional Comments:

Student Name: _____
 Date: _____

- Case Study
 from the Grade 12 Unit:

Expectations for this Subtask to Assess with this Rubric:

- SS1.01 – demonstrate an understanding of the interdependence of ecology and economics;
- SS1.06 – identify the social, economic, cultural, and political components of selected issues;
- HE3.01 – explain the interactive nature of selected natural and human systems;
- GC1.01 – identify current global sustainability issues and environmental threats;
- UCV.01 – analyse, forecast, and evaluate changes in the human use of the earth and its resources;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
– understanding of concepts, principles, and theories	- demonstrates limited understanding of concepts, principles and theories	- demonstrates some understanding of concepts, principles and theories	- demonstrates considerable understanding of concepts, principles and theories	- demonstrates thorough understanding of concepts, principles and theories
– inquiry skills (e.g., formulating questions; organizing and conducting research; analysing, interpreting, and evaluating information; drawing conclusions)	- applies few of the skills involved in an inquiry process	- applies some of the skills involved in an inquiry process	- applies most of the skills involved in an inquiry process	- applies all or almost all of the skills involved in an inquiry process
– communication of information and ideas	- communicates information and ideas with limited clarity	- communicates information and ideas with some clarity	- communicates information and ideas with considerable clarity	- communicates information and ideas with a high degree of clarity, and with confidence
– making logical conclusions or generalizations	- infrequently makes logical conclusions or generalizations	- sometimes makes logical conclusions or generalizations	- usually makes logical conclusions or generalizations	- always or almost always makes logical conclusions or generalizations