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Accom-modation	Food & Beverage	Transpor-tation
Adven-ture Tourism	TOURISM INDUSTRY SECTORS	Events & Confer-ences
Travel Trade	Attrac-tions	Tourism Services

Learning Outcome # 1:   Tourism Ambassador

An Academy graduate is able to cultivate a professional attitude that meets industry expectations, integrating knowledge and skills, required of tourism professional.

Learning Outcome # 2:   Effective Communicator

The Academy graduate is able to communicate effectively in written, spoken and visual forms to meet the needs of tourism audiences.

Learning Outcome # 3:   Critical Thinker

The Academy graduate is able to analyze and reframe travel and tourism information, ideas and concepts using a variety of formats.

Learning Outcome # 4:   Technologically Literate

The Academy graduate is able to use a variety of technological tools appropriate and necessary to the performance of tourism tasks.

Learning Outcome # 5:   Team Player

The Academy graduate is able to interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Learning Outcome #6:   Problem Solver and Decision Maker

The Academy graduate is able to evaluate the steps and processes used in problem solving and decision making.

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Learning Outcome #7: Information Processor, Organizer And Time Manager

The Academy graduate is able to collect organize and analyze relevant information from a variety of sources while managing the use of resources to achieve goals.

ACTIVITY SHEET

Assignment: Students will research and prepare a case study to understand how the management of a local, provincial, national park or a tourism attraction is affected by tourism.

Preparation:

Prior Knowledge and Skills:

Appendix A:

✓ How to write a case study

Appendix B:

✓ Case Study # 1 Example – "Managing the Effects of Tourism on Gros Morne National Park"

Materials/Resources: Resource Tools

http://parkscanada.pch.gc.ca

www.GTTP.org

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Appendix C:

✓ Investigative Steps of Canadian Academy of Travel & Tourism Students for Processing the Gros Morne National Park Case Study

Appendix D:

✓ Presentation at the Canadian Academy of Travel & Tourism Annual Conference Sunday, October 22, 2000

Appendix E:

✓ Ideas on Ecotourism (source: Heritage Tourism "Discover the Opportunity", Parks Canada)
✓ Foundations of Environmental Education (United Nations)
✓ UNESCO International Science, Technology & Environmental Education Newsletter statement
✓ Groth, Annette. 2000. Connect: Sustainable Tourism and the Environment. UNESCO

Appendix F:

✓ Materials and Resources used in Case Study # 1

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Suggested Activities:

Information Exchange

Academy school initiates activity with a business partner, and/or stakeholders such as Parks Canada. An information exchange will be necessary to understand the roles of the school and the partner to commence the case study project/s objectives and outcomes.

Project with Specific Outcomes

Theme: What is the impact of tourism on the management of a local, provincial, national Park or tourism attraction.

Project Issue: Students prepare and research an issue that they have formulated pertaining to environmental and ecotourism situations and tourism business practices in a local, provincial, national Park or tourism attraction. By studying a specific area (i.e. wetland, heritage site, game park, conservation area, desert, protected heritage and the logistics of introducing tourism attractions/ events) the student illustrates how successful ecotourism practices have been demonstrated.

Some sample research questions:
- ✓ How is your nearest national park attempting to maintain it's ecological integrity while still allowing opportunities for public use and enjoyment?
- ✓ Has the tourism attraction the potential to benefit local populations economically and culturally while at the same time providing incentives to the community to protect the natural resources which creates the attraction?

End Product:

Write a case study which identifies the students' understanding of ecotourism management policies and practices.
The written case study could include the following sections:
Introduction
Partnerships formed
Strategies Undertaken and Investigative Process
Presentation
Lessons Learned
Summary

Suggested Teaching Strategies:

Direct Instruction: Structured Overview
Indirect Instruction
Interactive Instruction
Independent Study
Experiential Learning: Community Service Project
Constructivist Learning

Suggested Follow-Up:

Exchange Visit
- Working with another Academy or a GTTP country doing a similar project in their community, plan an exchange through a simulation on the internet/ e-mail or a real life travel exchange.
- Present the case study at a local/ provincial/ national/international student conference, at a chamber of commerce meeting or at other appropriate events.

Assessment/ Evaluation (performance indicators):

Decide on the skills you want to evaluate. The following rubrics give a variety of competency skills for assessment.

Case Study (Process) Rubric
Research Report (Process) Rubric
6 Key Qualities in Assessing Writing Rubric
Business Letter Rubric
Oral Presentation Rubric
Interview Rubric
Independent Study Rubric
Problem Solving Rubric
Collaboration Rubric
Written Report Rubric
Public Speaking Process Rubric

The Case Study

a) Students will need to understand case studies. The process for students to understand how the use of case studies can help them understand issues.

b) Reminder: The case study is an in-depth study of a single case or of an organization on a given circumstance for the purpose of understanding it fully. Usually, study is necessary on many similar cases before a general theory or conclusion can be derived.

c) Introduce examples of case studies and get your students to answer:

   1) How has the case study review help bridge the understanding of social and economic situations of either local, regional, national or international ecotourism issues? (Each case study issue is unique but has characteristics in common with others. The task is to discover the similarities while reorganizing the significance of their differences.)

   2) How are these case study initiatives good navigational charts in the evolution of sustainable tourism?

   3) If an independent project, get student to prepare a report answering the above two questions.

What Is a Case Study?   (compliments of Dr. Nancy Needham)

A case study is a puzzle that has to be solved. The first thing to remember about writing a case study is that the case should have a problem for the readers to solve. The case should have enough information in it that readers can understand what the problem is and, after thinking about it and analyzing the information, the readers should be able to come up with a proposed solution. Writing an interesting case study is a bit like writing a detective story. You want to keep your readers very interested in the situation.

A good case is more than just a description. It is information arranged in such a way that the reader is put in the same position as the case writer was at the beginning when he or she was faced with a new situation and asked to figure out what was going on. A description, on the other hand, arranges all the information, comes to conclusions, tells the reader everything, and the reader really doesn't have to work very hard.

When you write a case, here are some hints on how to do it so that your readers will be challenged, will "experience" the same things you did when you started your investigation, and will have enough information to come to some answers.

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There are three basic steps in case writing: research, analysis, and the actual writing. You start with research, but even when you reach the writing stage you may find you need to go back and research even more information.

The Research Phase:

1.   Library and Internet research. Find out what has been written before, and read the important articles about your case site. When you do this, you may find there is an existing problem that needs solving, or you may find that you have to come up an interesting idea that might or might not work at your case site. For example, your case study might be on a national park where there have been so many visitors that the park's eco-system is in danger. Then the case problem would be to figure out how to solve this so the park is protected, but tourists can still come. Or, you might find that your selected site doesn't have many tourists, and one reason is that there are no facilities. Then the case problem might be how to attract the right kind of businesses to come and build a restaurant or even a hotel -- all without ruining the park.

        Once you have decided on the situation or issue you would like to cover in your case study (and you might have several issues, not just one), then you need to go to the site and talk to experts.

2.   Interview people who know the place or the situation. Find knowledgeable people to interview -- they may be at the park itself or work in a government office or company that deals with the park. In addition to people who work in the park, talk to visitors.

        When you are interviewing people, , ask them questions that will help you understand their opinions, questions like the following:
        "What is your impression of the park?"
        "How do you feel about the situation?"
        "What can you tell me about how the park (or the situation) developed?"
        "What do you think should be different, if anything?

        You also need to ask questions that will give you facts that might not be available from an article, questions like:
        "Would you tell me what happens here in a typical day?"
        "What kind of statistics do you keep? May I have a copy?
        "How many businesses are involved in the park?"

        When you ask a question that doesn't let someone answer with a "yes" or a "no" you usually get more information. What you are trying to do is get the person to tell you whatever it is that he or she knows and thinks -- even though you don't always know just

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what that is going to be before you ask the question. Then you can add these facts to your case. Remember, your readers can't go to your site, so you have to "bring it to them."

The Analysis Phase:

1.   Put all the information in one place. Now you have collected a lot of information from people, from articles and books. You can't include it all. So, you need to think about how to sort through it, take out the excess, and arrange it so that the situation at the case site will be understandable to your readers. Before you can do this, you have to put all the information together where you can see it and analyze what is going on.

2.   Assign sections of material to different people. Each person or group should try to figure out what is really important, what is happening, and what a case reader would need to know in order to understand the situation. It may be useful, for example, to put all the information about visitors on one chart, or on a chart that shows visitors to two different parks throughout a year.

3.   Try to formulate the case problem in a few sentences. When you do this, you may find that you need more information. Once you are satisfied with the way you have defined the problem you want your readers to think about, break the problem down into all its parts. Each one represents a piece of the puzzle that needs to be understood before the problem can be solved. Then spend some time discussing these with the others in your group.

        For example, suppose:
        a.   Your park doesn't have many visitors, but many people say they would like to be able to use the park if it had services
        b.   There is unemployment in the village around the park,
        c.   The park is big enough to be able to accommodate many more visitors, and
        d.   The animals and plants in the park need to be protected from too many visitors
        e.   The park is far away, but there are no places to eat or sleep in the park
        f.   The government owns the park, but the government does not want to run either a restaurant or a hotel
        g.   Current government policy says that private businesses cannot operate in the park.

How much information do people need to have in order to be able to discuss items a. through g.?

One answer to "a." is that they need to know data about past numbers of visitors, and they need to know what evidence exists that more people want to visit the park but are discouraged from going there. Your evidence will come from the articles and statistics you have gathered, and from the interviews you have completed.

Once you have broken down the problem into pieces, you can analyze the information you now have and see if you can think about possible answers to each of the pieces. If you have enough information, then you can think about how to write the case study itself.

Writing the Case Study:

1.   Describe the problem or case question you want the reader to solve. In a detective story, the crime happens right at the beginning and the detective has to put together the information to solve it for the rest of the story. In a case, you can start by raising a question. You can, for example, quote someone you interviewed. For example, suppose you interviewed a park supervisor and she told you she thought more people should be able to use the park. Then you could write something like this,

> *ABC Park is located in the mountains of country X. The park supervisor, Mrs. Joan Smith, said that she thought "many more people should be able to use this park, but we don't have any place for them to eat or sleep and it's too far to travel in one day from the nearest city."*

> *The case writers wondered what would have to happen in order to make the park more accessible.*

Because you are the authors, you and your fellow students, can write questions like this and set the stage for the rest of your case story. What your introduction does is give clues to the reader about what they should be thinking about.

Once you have told the reader what one person associated with the park thinks the problem is -- *how to make the park more accessible* -- you can give them the information they need to come to their own conclusions. And the trick is that, at the end, your readers will be asked to consider the even more basic question of whether there should be any change in the park at all.

2.   Organize the sections of the case. You will probably need to organize your information under topics like the following:

a.   Introduction to the problem

b.   Background on the park -- where is it, how big, what climate, etc. -- this part should be a brief, overall description. Think about having 2 pages of written material, photos, or even a video, so that your readers can really get a feel for what the park looks like. Summarize the plant and animal life found in the park. What makes it special?

c.   Visitors to the park -- you want to make the reader do some work, so you can say that the number of visitors to the park is shown on a table or chart you have compiled. You might

want to include a chart that shows the number of visitors that come to another park that does have facilities. This will let your readers make some comparisons. If possible, include information you received when you talked to visitors in the park - what did they like, dislike? What did visitors think should happen to the park?

d.   Government Policy -- include information about what government policy is with respect to this park. What is allowed, what is not allowed. Can policy be changed, and by whom?

e.   Business Opportunities in the park -- you have already said there are not enough facilities for tourists. Well, now you need to provide information on what it might cost to put a restaurant in the park. Suppose in one of your interviews, you talked to a business person who said that it would cost $250,000 to put a snack bar in the park. You need to give your reader that information, but that's not all. You also have to provide some information about what a typical snack bar menu would have, how much the food would cost to make and sell, and what price the owner would have to put on each item so that the price would not be too high for people to pay. And your reader has to figure out how many people would have to eat in the park in order for the snack bar to make money. This is where the statistics come in. Are there enough people who visit the park now that the snack bar cold expect to make money? How about the number of visitors to the other park -- what if that same number of people came. How would the snack bar do then?

f.   Potential employees in the park. You can't add facilities without adding people to staff them. Are there enough people in the local community to fill the new jobs that would be added? Do they have the right kind of education and training to fill those jobs, or would the snack bar owner, or the new hotel owner, have to train people, or bring people in from other locations? Could the local school system provide the necessary training?

You don't have to do all the calculations for the reader, but you need to do them yourself so that you know the reader will have enough information in the case to do them. For example, before you can decide whether a snack bar might be a good idea, you have to estimate whether you could get more visitors --and how many more. Can you match the number that go to the other park that has facilities? Or is your park so much farther to travel that you don't think that many more people would come. And just how many people have to use the snack bar in order for the owner to get back his $250,000 investment and also make some profit to pay himself a salary? This kind of analysis is really looking at the question of what kind of business opportunities are there in your park. Would a souvenir shop be a good idea?

Did you do this kind of analysis before writing? If not, then you will have to stop and think some more. Maybe you will need to find more information before you can continue writing.

g.   Implications for Animal and Plant Life of Changes in the Park. Since you already know that more visitors will cause a change, an important factor to consider is what will be the

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impact on plants and animals. Some parks protect the plants by only letting visitors' walk on special paths and visitors cannot pick any flowers or plants. Others say visitors can't feed the animals, or park rules say visitors must hire a guide if they are going into the park. Whatever the situation in your park, you need to consider this question very carefully.

Other sections of the case: Depending on the case you are researching and writing, the sections of the case will need to be organized so that each type of information is in its own section and understandable to the reader. You might not use all the sections described above, but certainly your case study will need to consider the business and economic implications of tourists and the park, and equally important, the implications for plant and animal life. Tourism has economic implications and environmental implications. Good planning must take both into account.

Conclusion: Your case will need a conclusion. Rather than putting in your answer in the case, leave the reader with some more questions. For example, you might have learned that a government policy that says "*No private enterprise is allowed to do business in the park*" could be changed if there were a good argument for doing this. So you might conclude with a paragraph like this:

> *The park superintendent and the case writers discussed whether or not it would be a good idea to prepare a plan for park expansion. The plan could be used to show the government that a policy change to allow private enterprise would be a good idea. "Is there enough value in adding jobs in the village?" asked one of the case writers. Another said, "I think there is enough evidence that expansion would be the right thing to do." Still another case writer disagreed. What is your conclusion?*

By ending your case on a question like this, you let your readers discuss the situation themselves. If you have written a good case, they will have enough information to understand the situation and have a lively class discussion.

The whole purpose of writing cases and sharing them with others is to share experience without all of us actually having to be in the same place. The trade-off between developing a park to make it more accessible to tourist so local jobs can be created and on the other hand protecting the environment from too many visitors is a question that faces more than one country. But how the trade-off is resolved can vary from country to country. One country's solution might be useful for another country to know. The way in which one park worked with business could be copied by another park.

Suggestions if working with another country: Making Sure Your Case Can Be Used in Another Country

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Since different countries have different languages and cultures, you need to prepare a *Note for the Instructor* give additional background material that the teacher might need to know in order to help guide the student discussions.

It is often interesting to record any changes that actually occurred after or while the case was being researched and written. Once students have learned about a situation, they find it is very interesting to learn more. But this information should be separate from the case study so that it doesn't influence the class discussions.

If your case uses special terms, words, or refers to cultural customs that people in another country might not recognize, information about them should be put in the case (at the end in an appendix) or in the *Note for the Instructor.*

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Case Study # 1

Introduction:

The case study is set in the western coast of Newfoundland, Gros Morne National Park. The Canadian Academy of Travel & Tourism students from Hollands Memorial Central High School researched and prepared a case study on " Managing the Effects of Tourism on Gros Morne National Park". The study offers their viewpoint of this issue from their investigative work over several months with Gros Morne National Park and their community.

Partnership Formed:

Gros Morne National Park, Parks Canada, Newfoundland and the Canadian Academy of Travel & Tourism program at Hollands Memorial Central High School, Norris Point, Newfoundland.

The Academy teacher contacted the local Parks Canada staff at Gros Morne National Park listed for their school in the "Introduction " binder, Section 5: "Local Links" in the Discovering Canada Edukit.

This Parks Canada staff person was the client services manager for the park, who, over the course of the project, arranged for the teacher and students to discuss their project with other park staff such as a park interpreter, ecosystem scientist, land use planner and heritage presentation planner.

Parks Canada:

National Office:
Myrna Andrew, Heritage Communications

Superintendent Gros Morne National Park:
Chip Bird

Field Staff at Gros Morne National Park:
Ken Kennedy, Anne Marceau, Stephen Flemming, Jeff Anderson, Dave Morrow, Lois Luke, Dorothy Parsons

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Secondary School Academy Site:
Bill Taylor
Vice-Principal/ Academy Secondary School Co-ordinator
HOLLANDS MEMORIAL CENTRAL HIGH SCHOOL
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Lisa Parsons, Hollands Memorial CHS, NF
Dawn Pittman, Hollands Memorial CHS, NF
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Strategies undertaken:

Guideline questions below provide a core set of knowledge that supports the students' case study of Gros Morne National Park.   The first five questions concern essential "background" information that addresses the overall picture within which Gros Morne National Park operates. The last four questions provide focus within the actual case study.

1. What is: a "national park", a "national park reserve" and a "national marine conservation area"?

2. Why does Canada have a system of national parks and national historic sites?

3. What are the most important principles behind Parks Canada's approach to managing Canada's 39 national parks and national park reserves?

4. What is the connection between ecological integrity and ecotourism?

5. Why was the Gros Morne area chosen to be a national park and a World Heritage Site?

6. What are the main natural and cultural resource features and values of this national park?

7. How does the park provide educational and recreational opportunities in the region?

8. What are the major issues facing the managers of Gros Morne National Park?

9. Are any of these issues related to tourism, and if so, how?

10. What role should public education play in helping the park achieve its goals?

11. How can you help Gros Morne National Park (and other "protected" areas) keep or restore their ecological integrity while still allowing opportunities for enjoyment by a public who respects and understands the importance of the place?

Investigative process Used by Students:

Please see Appendix C

Presentation:

Please see Appendix D (File Name: Presentation)

Lessons Learned:

Many challenges were conquered in the organization of this major project. Scheduling was a major problem in the planning of the video interviews, and of course, getting the Academy students to Moncton. Trying to get 5 graduating students in the same building was interesting. With everyone's schedules including Mr. Taylor's schedule being different, meeting time was very difficult to schedule. Zooming in on the main problem and trying to identify the major issues, facing the effects of tourism on Gros Morne National Park, was also a challenge in the earlier process of the project. With six people all talking at once, finding the main problem sometimes seemed impossible. Equipment and supplies was difficult to keep on top of, as many of the resources such as the slide projectors and additional information were not available at the school site. Many of the resources were located at the park with only access through meetings with park staff. Other disadvantages were the distance of the park from the school and as well, the National Academy head quarters was in Ottawa. Personal contact was by phone, email and fax that made instant communication difficult at times.

Apart from the disadvantages, the advantages definitely out weighted them all. During this project it opened the eyes of the students to their surrounding areas. It also made them realize how precious and fragile their natural environment really is. A trip to another province, New

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Brunswick, was a major advantage for the graduates. It allowed them to experience another part of Canada. They had a fantastic time with their friends in their last year of high school.

The grand finale at the Conference introduced the students to official presentation giving, including how to organize a major project and present it successfully. Dedication and teamwork were the top skills demonstrated.

Summary:

An exceptional case study on "Managing the Effects of the Tourism Industry on Gros Morne National Park" was presented by five Grade 12 students from the Newfoundland Academy school (Hollands Memorial Central High School, Norris Point) to more than 30 Academy teachers from across the country, and numerous interested staff from the Tourism Industry Associations and the Canadian Tourism Human Resource Council at the 5th Annual Canadian Academy of Travel & Tourism Conference, October, 2000.

The presentation surpassed all expectations, showing an impressive knowledge base combined with excellent research and presentation skills. This project work will contribute to the students' Co-operative Work Placement requirement. Supported by their choice of park images, their presentation demonstrated an understanding of issues facing the park managers and approaches being taken to resolve them, set within the context of knowledge about the national and international significance of Gros Morne National Park, the system of national parks, ecological integrity and ecotourism.

This case study began at the 1999 Canadian Academy of Travel & Tourism conference with the interest of their teacher who wanted to partner two schools in different areas of the country to work independently on an in-depth research project of a national park, resulting in a student exchange of their findings. This idea and the jointly developed "Discovering Canada" Edukit inspired the Global Academy of Travel & Tourism program (available in 9 countries) to use the same topic at their 2000 student conference in Hungary. These students prepared a video of the same topic for the Hungary Student GTTP conference, which included interviews with staff at Gros Morne National Park and members of the local community.

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Investigative Steps of the Canadian Academy   **Appendix C**
of Travel & Tourism Students for Processing
the Gros Morne National Park Case Study
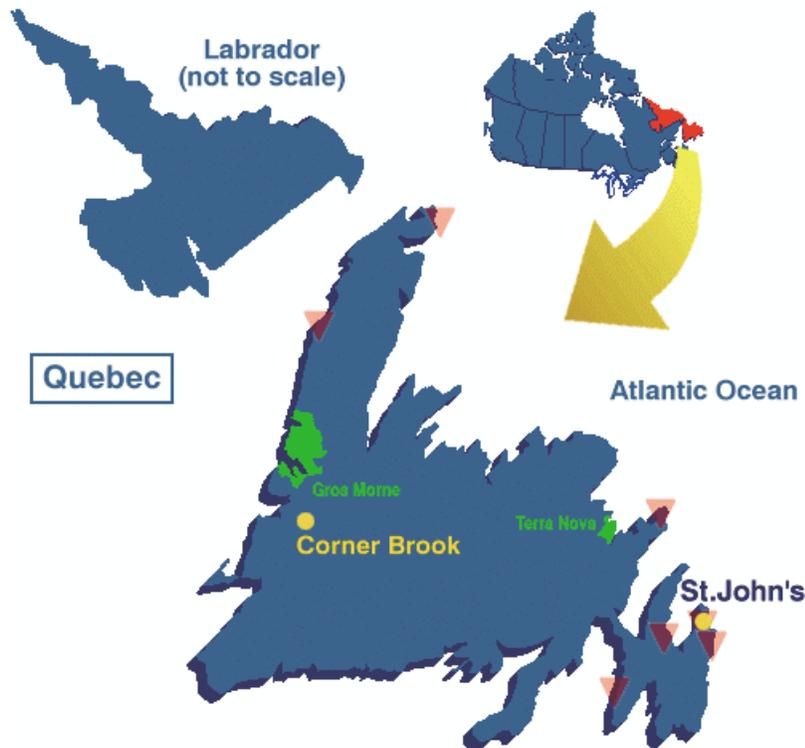
In May 2000 the grade 11 students, now grade 12 of the Canadian Academy of Travel & Tourism program from Hollands Memorial Central High School, met with Dr. Steve Flemming at Gros Morne National Park to investigate the effects of tourism on the park. A park slide show was presented to them. With Dr. Flemming's help and National Parks Canada office's help in Ottawa, the students prepared questions to help them research the issue and prepare a case study. These questions were used later in interviews that would assist them in constructing their presentations. To assist in further researching the questions, Park staff, library resources and the internet were used.

The students were told that complications had occurred in the Hungary trip. A video prepared by the Academy students would go to Hungary and would describe their case study. Many interviews were done with residents old and new from the park area. The knowledge from the interviews was used in the students' presentations. Over the course of time, interviews with Jeff Anderson and Dr. Steve Flemming were taped for the video. Editing was then done to make sure the taped conversation and theme ran smoothly. An introduction was done with Mr. Jim Forward, the principal, at Holland Memorial Central High school in Newfoundland, and a brief conclusion was prepared.

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The video was then couriered to Hungary to be presented at the Student GTTP Conference in October, 2000.

The students then organized a slide presentation by modifying the interviews from the video. They went to Gros Morne National Park in order to pick the slides to be used in the presentation. The Academy students then practised their speeches that they were to present in Moncton, New Brunswick. On October 19th the students flew to Moncton. On October 21 & 22 the students helped volunteer as assistant support personnel for the Canadian Academy of Travel & Tourism Annual Conference. At 11:00 am on October 22 the 5 Newfoundland Academy students were in the spotlight. They presented their Gros Morne National Park Case Study to the delegates at the conference.

These are the processing steps used to organize the case study:

- Initial meeting about presentation

- Dr. Flemming presented on Gros Morne National Park to help us start our case study project.

- Given a set of questions to answer that would help us with the presentation and found answers from park staff, library, and internet.

- Rewrote and typed notes so that it flowed and formed a speech.

- Interviews with the residents of the area.

- Interviews with the park staff while video taping so that it could be used in the video for Hungary.

- Editing of the tape so that it flowed to form a logical presentation.

- Pick out desired slides at the Gros Morne visitor centre that we would use for the Moncton presentation.

- Wrote and practised the speeches that we would use in Moncton, N.B.

- Signed out slides and projector from Gros Morne National Park.

- Practised slide show and speeches to make a logical presentation.

- Flew to Moncton.

- Helped out at the conference as assistant support personnel for conferences and events

- Dry run of the speeches and slide show at "Crystal Palace" Hotel.

- Gave presentation at the conference.

- The process of preparing and sending all of our information to Bonnie Stevens after the presentation so that materials were available for the Academy curriculum.

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Ideas on Ecotourism from Heritage Tourism "Discover the Opportunity" (Parks Canada)

Definition: " Ecotourism is an enlightening nature travel experience that contributes to conservation of the ecosystem, while respecting the integrity of host communities" Ecotourism in Canada, Canadian Environmental Advisory Council

Key Characteristics of Ecotourism Include:
- involves a first-hand experience with the natural and cultural environment
- involves experiencing nature on its terms , not the traveler's terms
- recognizes that the natural and cultural resources are essential to the travel experience, and therefore, there are limits to its usage
- promotes positive environmental ethics
- provides benefits to participants through education and interpretation
- provides economic benefits to the tourism industry
- includes grassroots involvement from planning through to delivery
- directs a portion of the economic benefits towards the enhancement of the resource base

What Ecotourists want:
- enjoy the scenery and nature
- visit new places
- new experiences
- see the mountains
- view scenery and wildlife
- have wilderness experience
- learn about nature
- see cultural attractions
- learn and experience other cultures

Natural settings, parks and protected areas play a very important role in meeting the needs of ecotourists.

Sources of Information used by ecotourists in order of importance:
- friends
- personal experience/ been there before
- books/ magazines
- travel brochures
- travel association/ bureau
- word of mouth
- travel agent

- television

By definition, Heritage Tourism includes a variety of experiences focused on natural, cultural and historic resources. Heritage tourism is "an immersion in the natural history human heritage, arts, philosophy, and institutions of another region or country."
 The World Tourism Organization

Foundations of Environmental Education (United Nations)

Definition: "Environmental education is a process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments, and skills to work individually and collectively toward solutions of current problems and the prevention of new ones."

Goals of Environmental Education:
- To foster clear awareness of and concern about economic, social, political, and ecological interdependence in urban and rural areas.
- To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment.
- To create new patterns of behaviour of individuals, groups, and society as a while toward the environment.

Objectives of Environmental Education:
- Awareness: to help social groups and individuals acquire an awareness of and sensitivity to the total environment and its applied problems.
- Knowledge: to help social groups and individuals gain a variety of experiences in and acquire a basic understanding of the environment and its associated problems
- Attitudes: to help social groups and individuals acquire a set of values and feelings of concern for the environment and motivation for actively participating in environmental improvement and protection
- Skills: to help social groups and individuals acquire the skills for identifying and solving environmental problems
- Participation: to help provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems.

UNESCO International Science, Technology and Environmental Newsletter Statement

Sustainable Tourism and the Environment (Connect 2000+ UNESCO International Science, Technology & Environment Education Newsletter; Vol. XXV,No. 1, 2000)

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"The World Tourism Organization forecasts that there will be 702 million international arrivals in the year 2000, that arrivals will top 1 billion in the year 2010 and that by 2020 international arrivals will reach 1.6 billion – nearly three times the number of international trips made in 1996, which was 592 million."

Suggested Parks Canada Resources:

1. "**Discovering Canada" Edukit** : (for additional background understanding)
    a) Curriculum Guide:
    - Learning Outcome #2: The Atlantic Canada Heritage Pursuit:
        Appendix v: National Park and National Historic Sites Quiz-Newfoundland
        Materials: Places to Dream video
    - Learning Outcome # 4: World Wonders:
        Materials: World Wonders poster/brochure and
        13 Canadian World Heritage Sites Internet page
    - Learning Outcome #4: Park Ecosystem:
        Materials: Parks Canada Maps

    b) Introduction Binder:
    - Section 2: What's New:
        -Proudly Bringing You Canada At Its Best
        -Canada's National Parks and National Historic Sites: Share the Wonder

    - Section 3: Quick Facts About Parks Canada:
        -National Parks
        -National Marine Conservation Areas

2. **Parks Canada Website**: please note that some of these sections are previously referred to in the Curriculum Guide Activities binder of " Discovering Canada" Edukit.
    The following list is not exhaustive: new information is being constantly added to the Parks Canada website.
        http://parkscanada.pch.gc.ca **or** http://parcscanada.pch.gc.ca
    a) National Parks
    - Introducing the National Parks of Canada
    - National Parks, National Park Reserves and National Marine Conservation Areas Gros Morne National Park
    - Ecosystem Conservation Parks Canada Environmental Conservation Programs
    - National Marine Conservation Areas
        Introduction
        National Marine Conservation Areas System Plan
    - Panel on the Ecological Integrity of Canada's National Parks
        - Report of the Panel on the Ecological Integrity of Canada's National Parks:

> Volume 1: Canada's National Parks, Crisis, what crisis? , National Parks at the Crossroad, Why do we need National Parks? , A Call to Action: Parks Canada and All Canadians;
>
> Volume II: Chapter. 10: Interpretation and Outreach, Chapter. 11: Enjoyment and Appropriate use

- Minister of Canadian Heritage Action Plan in Response to the Report of the Panel on the Ecological Integrity of Canada's National Parks
- Panel news release on the Report:
  > Limits to Development in National Parks of Canada
  > Evolution of Ecological Integrity in the National Parks of Canada Science as a Key Element of Park Management
  > Education Panel backgrounder

- National Parks Policy all sections
- National Parks System Plan Introduction; Western Newfoundland Highlands; Maps.
- State of Protected Heritage Areas 1999 Report

b) Library
- Manuals Best Practices for Parks Canada Trails
- Map Cabinet
- Plans
  > Banff NP Management Plan Summary
  > Pukaskwa NP Management Plan Summary
- Guidelines Redevelopment Guidelines for Outlying Commercial Accommodations and Hostels in the Rocky Mountain National Parks
- Reports
  > State of the Parks 1997 Report Introduction, A Spirit of Cooperation, The State of National Parks (Introduction, Ecological Integrity of the National Parks, Preserving Parks for Tomorrow, Cultural Resources in National Parks)

c) National Historic Sites
- Introducing the National Historic Sites of Canada
- The National Historic Sites of Canada System Plan

d) World Heritage
- Canadian World Heritage Sites
- UNESCO World Heritage Sites

e) Related Links
- Heritage Discovery Channel's Great Canadian Parks television series

f) SchoolNet Projects
- Images of Parks Canada : Gros Morne National Park

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- Environmental Assessment at Point Pelee National Park

Additional resources:
     -articles from newspapers and other media related to issues facing the park
     -photos to highlight pre-park and the current situation
     -interviews with local community members
     -other related reports, guidelines, policies, strategies or management plan documents
     provided by the local, provincial or national park or the tourist attraction.

Presentation **Appendix D**

1. Introduction of Presentation

David Decker

Hollands Memorial Central High School

Canadian Academy of Travel & Tourism Student

Good morning. My name is David Decker and I'm a level three student at Hollands Memorial Central High School. The school has a population of 170 students Grade 7 to Level Three and is located in the centre of Gros Morne National Park. It is my pleasure to bring greetings from our principal, Mr. Jim Forward, the school staff and the student body.

Our school has been involved in the Canadian Academy of Travel & Tourism for several years and many of our students have graduated from this program and received certificates in tourism.

The students and staff of Hollands hope that everyone has a successful conference and that all goals and aims are reached. I would like to introduce to you my fellow students: Dawn Pittman, Lisa Parsons, Melanie Organ and Gregory Shears and our teacher advisor, Mr. William Taylor. Over the next 20 minutes we will offer to you a presentation and slide show concerning the effects of tourism on Gros Morne National Park. There will be a question/answer period after the presentation.

The group would like to thank the Canadian Academy of Travel & Tourism for sponsoring this trip. We would also like to thank Ms. Ann Marceau, Dr. Stephen Flemming, Mr. Jeff Anderson, Ms. Lois Luke, Mr. Ken Kennedy and Mr. Dave Morrow of Gros Morne National Park for their time and assistance in putting together the presentation.

Ladies and gentlemen, sit back and relax while my fellow students present to you Gros

Morne National Park and the effect of the Tourism Industry.

2.   Introduction to Gros Morne National Park

Melanie Organ

Hollands Memorial Central High School

Canadian Academy of Travel & Tourism Student

Gros Morne is a name that is derived from French and Creole languages. Gros is French for big and Morne is taken from a Creole word for a rounded mountain that stands apart from other hills.

Clouds over Gros Morne Mountain
© Parks Canada

Gros Morne is located on the west coast of the northern peninsula of Newfoundland. The park is 1805 sqKm and entails much of the Bonne Bay region. Gros Morne lies between 49 and 50 degrees north latitude, about the same as the cities of Vancouver and Winnipeg in Canada and Paris in France. One of only 39 national parks in Canada, Gros Morne Mountain contains less than 0.5% of the land area of the province. Gros Morne Mountain, standing at 806 metres, is the

highest point in the park and the second highest point in the province.

Gros Morne Mountain with blowing snow
© Parks Canada

Established in 1973, Gros Morne National Park is the most frequently visited park on Newfoundland's West Coast.

Tablelands from Norris Point
© Parks Canada

The park has an abundance of beauty and distinctive features. In 1987 it was declared a United Nations Educational, Scientific and Cultural Organization (UNESCO) world heritage site because of its complex geology and remarkable scenery. Gros Morne is considered an international treasure. The tablelands, which can be seen in the background, were created during the continental drift. This is one of the few places on earth that the evidence of this drifting can be seen.

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Western Brook is composed of 1.25 billion-year-old fragments of the Canadian Precambrian Shield. The major settlements in the park are Norris Point, Rocky Harbour, Cow Head, Woody Point and Trout River.

Southeast hills looking south Sheldon Stone
© Parks Canada

With spectacular scenery and great amounts of wildlife, one could consider the park a photographer's paradise. With numerous hiking trails and a climate that is very unpredictable, the adventurous person should be prepared for weather suitable to that of a bikini or a snowsuit.

Last year, most of the 125 thousand visitors to Gros Morne National Park arrived by one of two means. They either flew into Deer Lake and drove 45 minutes via the Viking Trail, Route 430, to the park's geographical centre in Rocky Harbour, or they took the ferry from North Sydney to Port-Aux-Basques and drove four hours north on the Trans Canada Highway.

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Newfoundland map with Gros Morne and Terra Nova National Parks
© Parks Canada

Whatever the route, their arrival was met by beauty and warm Newfoundland hospitality!

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3.   Preliminary Research

Dawn Pittman

Hollands Memorial Central High School

Canadian Academy of Travel & Tourism Student

Parks Canada Beaver Symbol
© Parks Canada

In order to discover the impact of Gros Morne National Park and tourism in our area, our Canadian Academy of Travel & Tourism group interviewed several local residents. Many of the older people in the communities, who were in the area before establishment of the park, have been through a big change.

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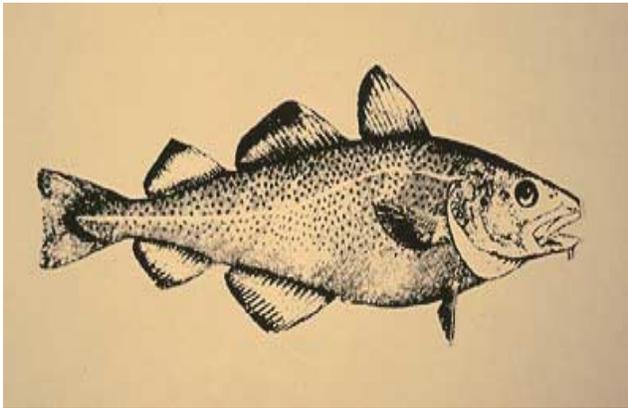
Cod
© Parks Canada

Before the park was established, the people could fish, hunt and trap at their own free will; however, there are now restrictions on these activities.

Looking into Ten Mile Pond
© Parks Canada

Il y a un grand nombre de tourists qui visitent cette region, environ 125,000 cette annee. Il y a beaucoup de personnes locales qui travaillent avec le parc national. Les habitants de Gros Morne aimeraient avoir plus de programmes pour presenter leur culture locale et pour payer moins pour les services offerts par le parc.

translation:

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There are a large number of tourists who visit this region, about 125,000 this year. There are also a lot of local people who work with the national park. The residents of Gros Morne would like to have more programs for presenting their local culture and to pay less for services offered by the park.

Sea Cave at Green Gardens
© Parks Canada

The park has increased the awareness of geology and beauty among the townspeople and has even attracted new people to the area. The people who came after the establishment have grown to love the area, but have not been through the changes the locals have.

Recreation Complex Rock Harbour
© Parks Canada

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Many of the residents feel that the area has improved by the creation of various businesses and park services.

Bull Moose
© Parks Canada

La difference principale entre les gens qui habitaient au parc avant la formation et les gens qui sont arrives apres est que le deuxieme groupe pense qu'il devrait avoir plus de restrictions sur la chasse, la recolte du bois et la motoneige et la premier groupe pense qu'il devrait avoir moins de restrictions.

translation:

The principal difference between the people who have been living in the park, from before the formation of the park, think that there should be less restrictions on hunting, logging and snow-mobiling than the people who have arrived to the park after the formation.

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**Gros Morne Mountain from Rocky
Harbour Pond**
© Parks Canada

Above all, everyone can agree that Gros Morne needs to gain more international recognition and be recognized worldwide as the geological and natural wonder that it is.

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4.   Understanding of National Park Areas

Melanie Organ

Hollands Memorial Central High School

Canadian Academy of Travel & Tourism Student

Parks Canada beaver symbol
© Parks Canada

The next portion of the presentation has been taken from an interview with the management planner of the park, Mr. Jeff Anderson. Mr. Anderson has been with the park staff for 18 years now.

Question # 1: **What is a national park, a national park reserve and a marine conservation area?**

A national park is an area in Canada that is set aside to protect a representative area of the country.

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Interpretative walk, Lobster Cove Head
© Parks Canada

The purpose of a national park is to provide opportunities for tourists to come enjoy themselves and learn about a particular area of Canada. It is necessary to be sure that these places are protected for use by future generations.

A national park is federal land. If a park is located in a particular province, the land must be turned over to the federal government. A national park reserve is a distinctive area which has been set apart to represent a place in Canada. In the case of a reserve, there are outstanding land claims. In the north, as well as in other parts of Canada, there are places with outstanding claims. These areas are set aside as reserves until the claims are settled.
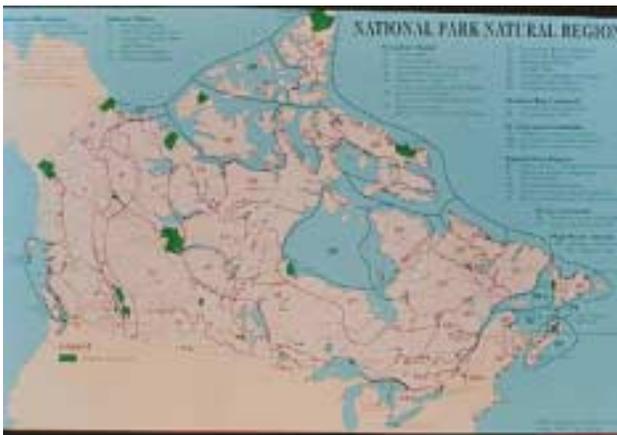
National Park natural regions map
© Parks Canada

A marine conservation area is a little different than the previous explanation of the conservation

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of land. Based on the name, they are constructed to protect marine areas. They include both salt and fresh water habitats. Marine conservation areas can also be national parks in themselves. Pacific Rim National Park in British Columbia has a marine conservation area associated with it, while Saganey National Park is a marine conservation area; thus, they can stand alone.

Question # 2:   How was the decision made to make Gros Morne a national park?
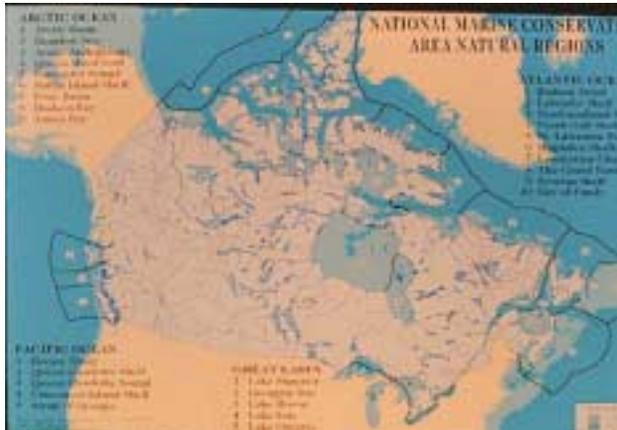
National Park marine natural regions map
© Parks Canada

First, a decision was made on how we would like to represent our entire country. Canada has been divided into 39 national regions. These areas were chosen by physiography, meaning the shape of the land and the type of vegetation. There was a national park chosen for each region so tourists can visit national parks and see different representations of Canada. Basically, you then know where you want to be in one of the 39 regions. For Gros Morne, you then ask yourself where is the best place that really represents western Newfoundland.

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West Brook Pond aerial
© Parks Canada

Outstanding features in Gros Morne, such as Western Brook Pond and the Tablelands, are the capital reason why Gros Morne was identified as a part of Canada's National Parks.

World Heritage Site plaque Visitor Centre
© Parks Canada

In 1987, Gros Morne was discovered as a World Heritage Site. The reason for this designation is because of its global significance. It is a World Heritage Site because of its geological features.

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Tablelands from Norris Point
© Parks Canada

Places like the Tablelands and Green Point show the evolutionary history of the earth in terms of the geological processes.

Contact zone (moho) in Tablelands
© Parks Canada

There are some places in Gros Morne that are the best examples in the world to show the changes in the earth with respect to plate tectonics (continents breaking up and are now drifting).

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Hikers at Ten Mile Pond
© Parks Canada

Generally, this research case study shows that tourism in the area has basically been positive. Anybody who knows Newfoundland understands the history of the negative impacts of the cod moratorium.

Cleaning Cod at Rocky Harbour
© Parks Canada

Tourism has had a positive effect on the park and has helped support the growing economic activity in the area.

At this time there are few concerns about the environmental effects in Gros Morne in respect to the tourism industry. As explained earlier there are still some prime spots, such as the top of Gros Morne Mountain, which should be watched carefully.

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Hikers atop Gros Morne Mountain
© Parks Canada

5. Understanding the Ecological Environment

Dawn Pittman,

Hollands Memorial Central High School

Canadian Academy of Travel & Tourism Student

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Steve Flemming banding sharp shinned hawk
© Parks Canada

To better understand the ecological environment of Gros Morne National Park we interviewed Dr. Stephen Flemming, an ecosystem specialist with the park. The first thing we asked him was the difference between ecological integrity and eco-tourism. Dr. Flemming explained that the main goal of the park was to have people enjoy it in a soft way, leaving it untouched. To do this the park is broken down into zones.

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Gros Morne National Park Zone Map
© Parks Canada

Each area is given a zone number with zone 1 being an area that the park tries to restrict people from entering while zone 5 includes park facilities and the roads. There are a couple of zone 1's in the park, like the top of the tableland, but most of the park is comprised of zone 2's and 3's.

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Tablelands from Norris Point scenic lookoff
© Parks Canada

Woodland Caribou Stag
© Parks Canada

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While the park was created to show its beauty to the world, it was also created to scientifically study the area. Science is used to study migrating animals, rocks and the affect 100,000 people have on the area. The park has a number of scientific projects underway right now.

Willow Ptarmigan
© Parks Canada

Park staff is studying the impact of tourists on the top of Gros Morne Mountain and the consequences that it has on the rock Ptarmigan. The staff is trying to find the critical habitats for the species and the possibility of re-routing trails so the birds live unharmed.

Salmon counting fence at Western Brook
© Parks Canada

The Atlantic Salmon is another area of the study because all along the coast the salmon population has been in trouble. In recent years, fish fences have been set up to monitor numbers.

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There is currently a lot of misunderstanding and a need for further salmon population study.

Bird being removed from mist net
© Parks Canada

The main role of the park is to provide and develop a sustainable economy on the West Coast of Newfoundland and to provide long-term jobs for the future.

6.   Lessons Learned

Melanie Organ

Hollands Memorial Central High School

Canadian Academy of Travel & Tourism Student

From viewing this slide presentation, you have probably concluded that although tourism has been rapidly growing in Gros Morne National Park over the last few years, one must be ever mindful that a National Park is still a fragile environment and should be handled with extreme

caution and care.

Western Brook Pond tour boat dock
© Parks Canada

The habitat of animals such as Caribou, Arctic Hare, Cod and Ptarmigan must be protected and preserved, while at the same time tourists must be able to view wildlife in their natural surroundings.

Willow Ptarmigan
© Parks Canada

Radio collared Caribou Calf
© Parks Canada

Bull Moose
© Parks Canada

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Park Managers must make visitors fully aware that the natural surroundings upon which they visit are very delicate.

Hikers at Gros Morne Mountain summit
© Parks Canada

These surroundings must be respected under every circumstance.

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Hiker at top of Western Brook Pond gorge
© Parks Canada

It is too late to preserve when the damage has occurred. There is much logic in the saying, "Take only pictures, leave only footprints."

© Parks Canada

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Rubric
SCORING

Case Study Report (Process)

Student Name _____

Country:

Title of Case Study _____

Description of the criteria in quality terms:	Self		Peer		Teacher/ Facilitator	
	Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
Research Phase						
• selects the topic by narrowing the focus						
• locates sources (working bibliography library, internet, expert, interview, site visit etc.)						
• prepares reading/ resources						
• records some information						
Analysis Phase						
• organizes and places information all in one place						
• defines the purpose and question						
• formulates the final case problem in a few sentences						
• records all information to be used						
Writing Phase						
• prepares skeleton outline with basic headings (introduction, background, current status, impact, lessons learned)						
• prepares point-form outline under the basic headings						
• identifies areas in each heading						
- introduction – states the issue/ key issues/ problem						
- background – descriptive details						
- current status – statistics, government policy, stakeholders						
- impact – business opportunities/ ecom/ socio/culture/						
- lessons learned – including conclusion						
• documents sources of information						
Rough Draft						
• uses paragraphing						
• uses quotations						

Rubric: Case Study Report (Process) - cont'd.

	Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
• drafts the introduction						
• drafts the body using appropriate headings						
• drafts the concluding summary						
• prepare conclusion so that encourages further reader discussion						
• uses tables, appendix or graphs						
• documents selected references						
• revises and edits						
Final Case Study						
• title page						
• prepares table of contents						
• offers pertinent illustrations; appendix						
• adds all revised headings and materials						
• prepared conclusion to engage further reader discussion						
• offers benchmarks or guidelines for further actions						
• document sources						
• offers clarification of special country's terms, cultural customs so case study could be used in another country						
Comments:						

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Rubric

Research Report (Process)

Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Self		Peer		Teacher/ Facilitator	
	Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
Research						
• selects the topic						
• narrows the focus						
• locates sources (working bibliography)						
• defines the purpose/question						
• prepares reading						
• develops the working outline						
• gathers resources						
• records information						
Written/Oral Presentation						
• shapes the outlines						
• basic outline						
• skeleton outline						
• point-form outline						
Rough Draft						
• uses paragraphing						
• uses quotations						
• drafts the introduction						
• drafts the body						
• drafts the concluding summary						
• revises and edits						

Final Draft						
• title page						
• table of contents						
• illustrations						
• appendix						
• document sources						
• list sources						
Comments:						

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Rubric

6 Key Qualities in Assessing Writing

Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale 3......2......1 high low	Self		Peer		Teacher/ Facilitator	
		Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
Ideas & Content	3 2 1						
• Clear message	3 2 1						
• Hold readers attention	3 2 1						
• Ideas fresh and original	3 2 1						
	3 2 1						
Organization	3 2 1						
• Inviting introduction	3 2 1						
• Supporting details placed in a logical order	3 2 1						
• Reader moves easily through the text	3 2 1						
	3 2 1						
Voice	3 2 1						
• Writer speaking directly to reader	3 2 1						
• Writer sensitive to the needs of an audience	3 2 1						
• Reader senses the person behind the words	3 2 1						
	3 2 1						
Word Choice	3 2 1						
• Words chosen: specific and accurate	3 2 1						
• Use of lively verbs to energize the writing	3 2 1						
0 Text free of jargon and cliches	3 2 1						

Fluency	3 2 1							
• Cadence and easy flow	3 2 1							
• Sentence structure that invites expressive oral reading	3 2 1							
• Sentences vary in length and structure	3 2 1							
Conventions	3 2 1							
• Grasps standard writing conventions i.e. grammar, punctuation,	3 2 1							
• Accurate punctuation	3 2 1							
• Correct spelling	3 2 1							
Comments:								

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Rubric

Business Letter

Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Self		Peer		Teacher/Facilitator	
	Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
Uses Word Processing						
Heading						
• uses correct address format						
• uses date						
Inside Address						
• uses correct address format						
Greeting						
Body						
• uses paragraph style						
• accurate information						
Closing						
Signature						

Comments/Reflections:

What did I learn?
How did I learn?
How will I improve?

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Rubric

Oral Presentation

Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale **3......2......1** high low	Self		Peer		Teacher/ Facilitator	
		Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
Body Language	3 2 1						
• showed confidence	3 2 1						
• established eye contact with audience	3 2 1						
Voice and Projection	3 2 1						
• spoke with a pleasant, clear voice	3 2 1						
Introduction	3 2 1						
• captured the audience's interest	3 2 1						
Ending	3 2 1						
• strong and memorable	3 2 1						
• summed up the presentation	3 2 1						
Organization	3 2 1						
• used interesting visuals	3 2 1						
• involved the audience	3 2 1						
• used notes/cue cards	3 2 1						
• invited and answered questions from the audience	3 2 1						
• kept within time frame	3 2 1						

Comments:

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Rubric

Interview

Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale 3......2......1 high low	Self		Peer		Teacher/ Facilitator	
		Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
Habits:	3 2 1						
• arrived on time for interview	3 2 1						
• dressed and groomed properly	3 2 1						
• prepared for the interview	3 2 1						
Impression:	3 2 1						
• made a good first impression	3 2 1						
• polite and courteous at all times	3 2 1						
• appeared relaxed	3 2 1						
• use of good attending behaviours, such as eye contact, gestures, etc.	3 2 1						
• paid attention to statements and questions	3 2 1						
• answered questions correctly	3 2 1						
• talked	3 2 1						
- too little	3 2 1						
- just enough	3 2 1						
• asked questions to get information	3 2 1						
• made positive statements about his/her qualifications	3 2 1						
• spoke clearly	3 2 1						
Comments:							

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Rubric

Independent Study

Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale 3......2......1 high low	Self		Peer		Teacher/ Facilitator	
		Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
Organizational Skills	3 2 1						
• applies creative/imaginative approaches	3 2 1						
Self-Discipline	3 2 1						
• works independently	3 2 1						
• seeks assistance as needed	3 2 1						
Presentation Skills	3 2 1						
• offers well organized presentations	3 2 1						
• demonstrates imaginative format	3 2 1						

Comments:

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Rubric

Collaboration

Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale 3......2......1 high low	Self		Peer		Teacher/ Facilitator	
		Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
Works towards group goals	3 2 1						
• committed to roles and responsibilities	3 2 1						
• follows through on group expectations	3 2 1						
Demonstrates interpersonal skills	3 2 1						
• is sensitive to feelings of others	3 2 1						
• participates in group discussions	3 2 1						
Contributes to group process	3 2 1						
• helps to identify changes and modifications	3 2 1						
• carries out changes	3 2 1						
Embraces opportunities to perform different group roles	3 2 1						
• is successful in being flexible within the group	3 2 1						
• is aware of own behaviour and adapts to change	3 2 1						
Comments/Reflections: What did I learn? How did I learn? How will I improve?							

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Rubric

Presentation/
Public Speaking (process)

Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Rating Scale 3......2......1 high low	Self		Peer		Teacher/ Facilitator	
		Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
A. LOGOS	3 2 1						
• has well researched the topic	3 2 1						
• uses an extensive vocabulary	3 2 1						
• develops a composition of thoughts and ideas that flow	3 2 1						
• demonstrates creativity and/or imagination	3 2 1						
B. ETHOS	3 2 1						
• develops credible story	3 2 1						
• provides the audience with information appropriate for the	3 2 1						
• maintains audience interest	3 2 1						
C. PATHOS	3 2 1						
• moves the audience's feelings	3 2 1						
• establishes sincerity in the speech	3 2 1						
• speaks with conviction	3 2 1						
• speaks with confidence	3 2 1						
D. TECHNIQUE	3 2 1						
• speaks loudly	3 2 1						
• speaks with enthusiasm	3 2 1						
• speaks with confidence	3 2 1						
• uses a clear voice	3 2 1						

• articulates and enunciates well	3	2	1						
• pronounces words clearly	3	2	1						
• maintains eye contact with the audience	3	2	1						
• uses gestures appropriately	3	2	1						
• memorizes speech	3	2	1						
• uses complete sentences when answering questions	3	2	1						
• uses appropriate visual or other aids including body language	3	2	1						
• uses effective introduction and conclusion	3	2	1						
• chooses a good topic	3	2	1						
• uses proper cadence in delivery	3	2	1						
• answers questions spontaneously	3	2	1						

Comments:

Canadian Academy of Travel & Tourism

Rubric

Written Report

Student Name _____

Peer _____

Teacher/Facilitator _____

Description of the criteria in quality terms:	Self		Peer		Teacher/ Facilitator	
	Quality	Not Yet	Quality	Not Yet	Quality	Not Yet
Title						
• capitalized and spelled out correctly						
Report (Body)						
• introduction grabs the attention of the reader						
• sticks to the main topic or theme						
• includes own ideas and words - has a balance of factual information and human perspectives						
Report (Mechanics)						
• 1 page typed in paragraph style and sequential order						
• correct spelling, grammar and punctuation						
• author's name and date on report						

Comments:

What did I learn?
How did I learn?
How will I improve?