

# *Sustainable Adventure Tourism*

Pure Life Paddle Boards: A Case Study of Sustainable  
Adventure Tourism in Practice



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## ABOUT THE AUTHORS

### RISA NAKAHARA

My name is Risa Nakahara. I am 19 years old, currently studying in Canada as a Japanese international student at GW Graham Secondary School. I became interested in Tourism and Hospitality, when I came to Canada where I had also been involved in the Canadian Academy of Travel and Tourism (CATT) program. I am very grateful for being selected for this project. I hoped to learn a lot from this opportunity. When I compare my home country to Canada, I see many opportunities to discover each country's unique features and culture.

Most recently, my experience in Canada has been generally focused in the fields of hospitality and organization/leadership. I am in Leadership and Tourism classes and am also a member of Kiwanis Key Club which is an international student-led organization which focuses on volunteer work for the betterment of the community. Through activities in class and during volunteer experience, I learnt valuable skills in hospitality, specifically how to organize events and to share features and cultures. This project has helped prepare me for the field that I'm interested in and also has been a great opportunity to share each country's characteristics. I am very excited to learn about the variety of countries, and to learn more at the GTTP Conference.



### DANIELLE GEMMELL

I am a 17 year old student at G.W. Graham Secondary school. I have lived in Canada my whole life. I have always described myself as someone who doesn't like to stay put. Why would I want to stay where I am when there's a whole world out there to explore? I became interested in tourism after taking a spring break trip to France with my school. Last school year I completed the Canadian Academy of Travel and Tourism Level 1 program. This year, I am working towards my Gold Level certificate. I am excited about this project because

it gave me an opportunity to explore a topic I am very interested in. I am fascinated by cultures across the world and I love the idea of getting to experience them through tourism. I have learnt many skills in hospitality and customer service through my years of volunteering and my summer job at a water park. This project helped me understand adventure tourism and explore the area of tourism I'm most interested in. I am thrilled to be able to spend more time learning about GTTP and all the opportunities it presents.



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## **CASE STUDY EXECUTIVE SUMMARY**

Canada is a country with a variety of climates and landscapes, all offering different tourism experiences. Even though they are all very different, they all work towards a similar goal: preserving Canada's natural geography and achieving sustainability. Throughout this project we studied how tourism and sustainability play off each other in the city of Chilliwack, British Columbia (BC). Following that, we looked into one local business and the owner's experience in starting and staying a sustainable business. Pure Life Paddle Boards owner Ken Larsen does everything he can to help those coming to him to experience "Pura Vida." He also works locally to be as sustainable as possible to preserve the natural environment he works within.

## **RESEARCH METHODOLOGY**

In order to conduct our study, we relied on both primary and secondary data research. Innumerable websites and tourism materials provided a basis of understanding the tourism industry in Canada, British Columbia, and our community of Chilliwack. Focusing on our own community, we sought the assistance of Allison Colthorp, Executive Director Tourism Chilliwack, primarily through email as well as a face-to-face discussion. Ken Larsen, the owner/operator of Pure Life Paddle Boards allowed us to attend training classes and interview his customers. He was incredibly generous with his time in multiple face-to-face discussions and through innumerable emails as we explored his business and the ethos that guides him.

## **BACKGROUND REVIEW**

### **CANADA: A LAND OF PLENTY**



Figure 1: Canada in Our World (Geology.com, 2008), Canadian Flag (Wikipedia, 2015)

Canada is located in the northern half of the North American continent between the Pacific and Atlantic Oceans, and contains the St Lawrence area and 60% of all the lakes in the world. (Wikipedia,2015). Canada has a wealth of natural resources and environments, from oceans to mountains, for visitors to experience adventure tourism.

### Fast Facts about Canada

Area	9.985 million km <sup>2</sup> (Second largest in the world)
Population: (Statistics Canada, 2011)	35,851,800 81% of population Urban based 19% of population Rural based
Population Density (National Geographic, 2015)	approximately 75% of Canadians live within 161 km (100 miles) of the United States border. Four primary urbanized population centres: <ul style="list-style-type: none"><li>• Ontario</li><li>• Montréal region</li><li>• Vancouver city and Vancouver Island</li><li>• Calgary-Edmonton corridor</li></ul>
Population Makeup: (National Geographic, 2015)	28% British descent 23% French descent 2% Aboriginal Minorities include: Italians, Germans, Ukrainians, Chinese, other
Official Languages: (National Geographic, 2015)	English & French

Today, Canada is known as one of the most developed countries in the world. Granted the honour of hosting the 2010 Winter Olympics, Vancouver benefited from ongoing exposure and subsequent growth to the tourism industry (Huffpost Politics Canada, 2015). People visit Canada to experience the unique culture, tourism opportunities, and, as described by Tourism Canada, “the purest water and air, fertile abundance, and a natural richness” (2014). “In 2013, tourism activities represented almost 2% of gross domestic product (\$33 billion) and tourism revenues grew to \$84.3 billion” (Federal Tourism Strategy Annual Report, 2013). Also, in this year, non-residents made 16.6 million such visits, which defines Canada as a notable country “in the number of overnight travelers from key inbound tourism markets, such as China, Mexico, and South Korea” (Federal Tourism Strategy Annual Report, 2013). “The number of tourism jobs reached 618,100 in 2013” (Federal Tourism Strategy Annual Report, 2013). According to the CTHRC, the number balloons to 1.7 million when all tourism related jobs are taken into consideration. For example jobs that service locals as well as tourists such as food and beverage servers.

With a rich array of natural and cultural resources, Canada is intent on implementing sustainable practices. As Randy Williams former President and CEO of Tourism Industry Association of Canada stated, “Sustainability is more than a buzzword. For the tourism industry globally and here in Canada, it is nothing short of an imperative.” The Canadian Tourism Industry Mission is to “deliver world-class cultural and leisure experiences year-round, while preserving and sharing Canada’s clean, safe and natural environments, guided by values of respect, integrity and empathy.” Canada’s Code of Ethics & Guidelines for Sustainable Tourism require businesses to embrace the philosophy, “We will...” (Tourism Vancouver Island, 2014)

- Protect natural and cultural heritage resources through: supporting protection policies, building capacity through public awareness, encouraging establishment rather than destruction of natural and cultural resources
- Promote appreciation and enjoyment through: support of protecting and the sensitive use of the environment, provision of enriching travel experiences for visitors
- Respect and involve host communities by: respecting the rights and values, educating about tourism, involving the community through meaningful roles, ensuring the community benefits long-term
- Influence expectations and use through: information provided in marketing and trip planning materials, innovative and sophisticated activities, services and facilities
- Minimize impacts by: using resources responsibly, mitigating/limiting threats to resources, seeking innovative solutions.

### REGIONS OF CANADA



Figure 2: Atlantic region (Orange), Central Canada (Light blue), Prairie Provinces (Dark brown), The West Coast (Dark blue), and The Northern Territories (Light brown). (Discover Canada, 2015)

Canada is divided into five distinct regions. The Atlantic Region contains Newfoundland and Labrador (NL), New Brunswick (NB), Prince Edward Island (PEI), and Nova Scotia (NS). Since this region is located right beside the Atlantic Ocean, it brings “cool winters and cool humid summers” (Discover Canada, 2015). This region is famous for Hopewell Rocks in NB (Discover Canada, 2015) and Red Bay National Historic Site in NL (Park Canada).

Next to it, there is Central Canada, which contains the provinces of Quebec and Ontario. Ontario has the capital city of the country, Ottawa. The country's "financial centre and the seat of the stock exchange" is located in Toronto, Ontario (Canada Visa, 2015). Known as the Canadian heartland, it is a core industrial and manufacturing area. The most populous of all the Canadian regions, it is also the most culturally diverse. Ontario and Quebec have an abundance of natural resources and are strategically located to lead the Canadian economy (Discover Canada, 2015). This region is famous for Niagara Falls in ON (Tripadvisor Canada, 2015) and Legendary Perce Rock in Quebec (Quebec Tourism Website, 2015).

Located beside Ontario is the Prairie Provinces Region, which contains Alberta (AB), Saskatchewan (SK), and Manitoba (MB). The region is "mostly dry, with cold winters and hot summers" (Discover Canada, 2015). Also, it's known as one of the most sustainable zones in the world to produce wheat. It's famous for Moraine Lake (Tripadvisor Canada, 2015) and the Royal Tyrrell Museum in AB (Tripadvisor Canada, 2015).

On the western side of the Prairie Region, beside Alberta, there is the West Coast Region, which contains only British Columbia. Since the Pacific Ocean is right beside BC, it brings "warm airstreams" and thus a "temperate climate" making it comparatively warmer than the other regions not to mention a lot rainier in winters (Discover Canada, 2015). This region is famous for Stanley Park (Tripadvisor Canada, 2015), the Seawall in Vancouver (Tripadvisor Canada, 2015), and its wide variety of landscapes including forests, lakes, mountains and Canada's only desert.

The Northern Territories, which contains Yukon Territory (YK), Northwest Territories (NWT), and Nunavut (NU), encompasses one-third of Canada's land mass yet few people live there. Because it is located close to the North Pole, the Northern Territories experience summer days with 24 hours of daylight and winters with 24 hours of darkness thus earning it the name, "Land of the midnight sun." Also, since the Arctic Ocean brings freezing climates, the winters are cold and long while the summers are short and cool (Discover Canada, 2015). This region is famous for the Yukon Wildlife Preserve (Tripadvisor Canada, 2015) and Emerald Lake in the YK (Tripadvisor Canada, 2015).

### **FOCUS ON: SUPER, NATURAL BRITISH COLUMBIA**

British Columbia is located in the south-west corner of Canada. It's bordered by the Pacific Ocean to the west, Washington, Idaho and Montana of the United States to the south, the province of Alberta to the east and the Yukon and the Northwest Territories to the north. The entire land area of BC is 944,735 kilometers squared (Hello BC, 2015). This large amount of land is covered with a number of different landscapes: everything from sandy beaches, to majestic mountains with grassy valleys, forests, lakes, deserts and rough coastlines in between. The soils of southern parts of BC are perfect for farms and orchards. The Fraser Valley is teeming with farms filled with fruits and vegetables. Going east to the Okanagan and sprawling for miles, orchards and vineyards produce a wide range of fruits

and produce as well as some of BC's award winning wines. In the Northwest, inside the Powell River Valley, a large percentage of British Columbia's grains are grown (Wikipedia, 2015). This may seem like a lot of land in BC has been developed but, in reality, most of the land in the province is covered in untamed forest or provincial parks filled with well kept walking and hiking trails. In fact, 14% of the province is covered by parks, conservation sites, recreation areas, or eco reserves (Wikipedia, 2015). The population of BC is only 4.5 (Hello BC, 2015) of the approximately 36 million (Statistics Canada, 2014) in Canada and about half of this is located in the Vancouver area (Hello BC, 2015).

Destination British Columbia, emphasizes that sustainable tourism is not a “niche form of tourism, but rather a way of doing business.” They encourage all tourism businesses to adopt sustainable practices and explain businesses benefit by (Destination BC, 2015 Sustainable Tourism):

- Saving money
- Protecting resources
- Differentiating their business as a competitive advantage
- Attracting quality labour with similar concerns and practices
- Adding resiliency thereby ensuring long term survival

In 2008, the government contributed funds to create the BC Partnership for Sustainable Tourism. Within their mandate, they have focused on a number of initiatives including: establishing best practices, developing and implementing a “green” tourism operators certification program, offering educational workshops, communicating and reaching out to both businesses and travelers to name a few (Ministry of Tourism, Culture and the Arts, 2008).

## OUTDOOR ADVENTURE IN THE REGIONS

The six regions of British Columbia include:

- Vancouver Island and the Gulf Islands
- Vancouver Coast and Mountains (including Whistler)
- Thompson Okanagan
- Kootenay Rockies
- Cariboo Chilcotin Coast
- and Northern BC (Hello BC, 2014).

All of these areas in British Columbia offers varied adventure tourism experiences because of the diverse climates and landscapes (Hello BC, 2014). The following provides examples of opportunities; however, it is not an exhaustive list of adventure tourism available in each region.



Figure 3: Regions of BC (Destination, BC, 2015)

## Vancouver Island

Ocean kayaking, sailing or canoeing, hiking, scuba diving, surfing, cave exploration, golf, fishing, whale watching, zip lining and ropes course, floatplane tours (Hello BC, 2014).



Figure 4: Mystic Beach, Juan de Fuca Provincial Park (Aaron Clack/Getty Images photo)(Hello BC, 2015)



Figure 5: Wickaninnish Inn, Tofino, Vancouver Island (Wickinn.com, 2015)

## Vancouver, Coast, and Mountains

Ocean kayaking, windsurfing, sailing, mountain climbing, mountain biking, rafting, canoeing, scuba diving, whale watching, fishing, paddle boarding. (Hello BC, 2014).

### *Whistler and surrounding area*

Skiing (summer or winter), glacier climbing, canoeing, kayaking, sailing, windsurfing, whitewater rafting, mountain biking, hiking, atv touring, zip lining, dogsledding, cross country skiing (Hello BC, 2014).



Figure 6: Whistler Mountain bike trails (WhistlerBlackcomb.name, 2015)



Figure 7: Dog sledding on Whistler Mountain (Tourism Whistler, 2015)

## Thompson Okanagan

Sailing, parasailing, water-skiing, wakeboarding, jet skiing, whitewater rafting, rock climbing, mountain biking, fishing, zip lining, skiing (summer or winter), paddle boarding, boating (Hello BC, 2014).



Figure 8: Sailing on Okanagan Lake (Okanagan.com, 2015)



Figure 9: Riding the rapids in the Thompson Okanagan. (Photo credit Danielle Gemmell)

## Kootenay Rockies

Canoeing, mountain biking, hiking, hang gliding and parasailing, windsurfing, whitewater kayaking and rafting, skiing, snowboarding, snowmobiling, atv tours, zip lining, rappelling, golf, fishing (Hello BC, 2014).



Figure 10: Catching the breeze on Kootenay Lake, Nelson, BC. (Nelson Kootenay Lake Tourism, 2015)



Figure 11: Kootenay Rockies caving adventure (BC Canyoneers, 2015)

## Cariboo Chilcotin Coast

Sea kayaking, canoeing, fishing, river rafting, hiking, mountain biking (Hello BC, 2014).



Figure 12: Skimming the reflective waters of the Cariboo Chilcotin Coast (Hello BC, 2015)



Figure 13: Cariboo Chilcotin Coast fishing adventures! (107.1 Country, 2015)

## Northern British Columbia

Whale watching, kayaking, river rafting, hiking, canoeing, surfing, fishing (Hello BC, 2014).



Figure 14: A graceful killer whale says hello to visitors to Northern BC (Hello BC, 2015)



Figure 15: Kayak the glacier-fed lakes of Northern BC (Peter Mather, 2015)

### **BREATH-taking ABUNDANCE AND BEAUTY OF OUR REGION: THE VANCOUVER, COAST, AND MOUNTAINS REGION**

This region is filled with mountains, oceans, lakes, rivers and beaches. In 2012, the region recorded 8.2 million overnight tourists (Vancouver, Coast and Mountains Regional Tourism Profile, 2014), which contributed \$4.7 billion (Vancouver, Coast and Mountains Regional Tourism Profile, 2014) to the regional economy. As indicated by the numbers, tourism has been one of the principal industries in this region, with the beautiful surroundings and opportunities for adventure tourism drawing many tourists to the Vancouver, Coast, and Mountains region.

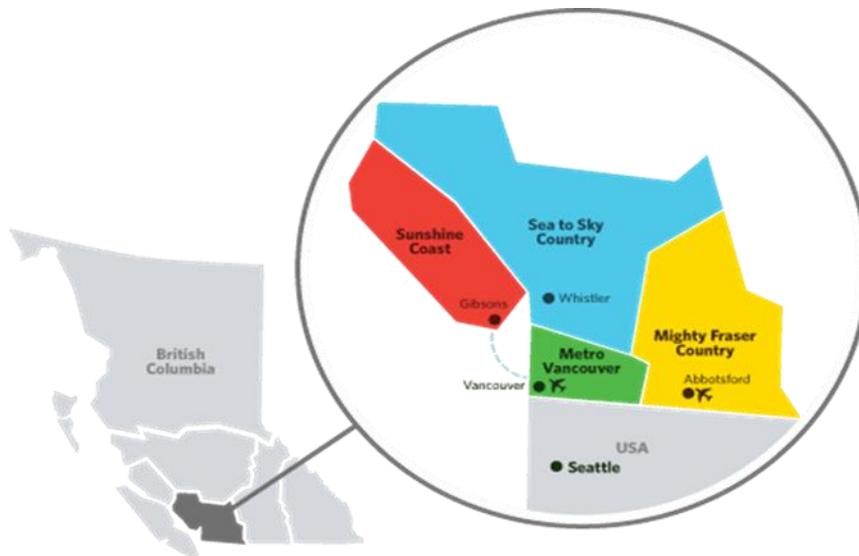


Figure 16: Vancouver, Coast, & Mountains Region (Destination BC, 2015)

The Vancouver, Coast, and Mountains region is located in British Columbia, in the south-west corner of Canada and shares a border with the United States to the south. It consists of four areas (refer to Figure 16): Sunshine Coast (Red), Sea to Sky Country (Blue), Metro Vancouver (Green), and Mighty Fraser Country (Yellow). It covers 41,000 km<sup>2</sup> of the province (Vancouver, Coast and Mountains Regional Tourism Profile, 2014) and is the smallest region yet the most populated area in BC.

The population of the region is 2,677,617 (Vancouver, Coast and Mountains Regional Tourism Profile, 2011), which occupies more than half of the population of BC. In particular, Metro Vancouver has a population of approximately 2 million (Welcome BC, 2014), and is a world-class city.

The climate and weather of the region is comparatively warm moderated by the proximity of it to the Pacific Ocean with Vancouver Island affording it protection from direct impact of the weather systems moving across the Pacific Ocean and onto the land (Wikipedia, 2015). It has warm and dry summers and cool and rainy winters particularly during the months October through March (Wikipedia, 2015).

In spite of the changeable weather patterns, this region's natural attractions remain with an extensive number of wonderful places to visit through all the seasons.

### **Outdoor Adventures in the Region**

Within each part of the Vancouver, Coast and Mountain Region, there is a lot of exciting outdoor adventures to take part in. Tourists can experience activities such as camping, hiking, mountain biking, canoeing, cycling, sailing, and powerboating across each of these regions. However, each of these regions has their own unique attractions that take advantage of each land's features. What follows is a brief introduction to some of the many activities you can experience but is by no means a complete listing.

## Sunshine Coast

Whitewater rafting, scuba diving, kayaking, and paddle boarding.



Figure 17: Exploring the water of the Sunshine Coast (Groupon, 2015)



Figure 18: Sunshine Coast (REO Rafting Resort, 2015)

## Sea to Sky Country

Bungee jumping, zip lining, rock-climbing, skiing & snowboarding, snowshoeing, whitewater rafting, windsurfing & kiteboarding, and scuba diving.



Figure 19: Bungee Jumping in the Canyon (Whistler Vacation Club @ Lake Placid Lodge, 2015)



Figure 20: Ziplining in Whistler (Whistler Hotels, 2015)

## Metro Vancouver

Hang gliding & paragliding, golf, horseback riding, skiing & snowboarding, ice skating, snowshoeing, skydiving, windsurfing & kiteboarding, scuba diving, and kayaking.



Figure 21: Perhaps you would prefer whooshing through the powder with the vast blue backdrop! (BCPassport, 2015)



Figure 22: Endless trails to wile away the hours on horseback (Find Family Fun in Vancouver, 2015)

## Mighty Fraser Country

Skydiving, snowshoeing, whitewater rafting, windsurfing & kiteboarding, kayaking, paddle boarding.



Figure 23: How brave are you? Enjoy the view as you float to the floor of the valley. (Skydiving Vancouver Abbotsford BC Canada, 2015)



Figure 24: Commune with nature and feel the water ripple as you drift along. (Groupon, 2015)

## "THE GREEN HEART OF THE PROVINCE"

### CHILLIWACK, BC

Chilliwack city is located in the Fraser Valley of British Columbia. It is around 105 km east of Vancouver (Hello BC, 2015) and has an approximate population 93,208 (City of Chilliwack, 2015). The land area of the city is 298/km<sup>2</sup> (Wikipedia, 2015). There are many distinct geographical features in Chilliwack. It is divided by the Fraser, Chilliwack, and Vedder Rivers. Local mountains such as Mount Cheam and Elk and Slesse Mountains provide a wealth of unique hiking and walking trails. Chilliwack is known as a farm town, with corn as one of its most plentiful crops. The weather in Chilliwack greatly favours the farming culture with large amounts of rain throughout the year and a rather warm climate over all. The average low of the winter months is about 0 degrees Celsius and the average high of the summer months is about 23 degrees Celsius. The average amount of rainfall over a year is 1'582mm per year (Wikipedia, 2015).



Figure 25: Green fields, majestic mountains, rushing rivers, Chilliwack has it all (Hello BC, 2015)



Figure 26: Adventure awaits in the rivers of Chilliwack (Photo credit: Ken Bramble)

Chilliwack was founded in 1873, as the third municipality in British Columbia (Wikipedia, 2015). However, the community truly started with the Stó:lō people around 10,000 years ago (Wikipedia, 2015). If outdoor adventure tourism is what you're looking for, Chilliwack is a good place

to start your search. Because it's nestled in between mountains and hills, it's never a far drive or a long search for a hiking trail. Many of the trails are found in and around Cultus Lake which is a short 15 minute drive from downtown Chilliwack. Other options in Cultus Lake include paddle boarding, boating, swimming, and kayaking at the lake.

There are also dozens of campsites located along the shore or a short drive from the lake. The Fraser River runs through Chilliwack attracting many people looking



Figure 27: Soaring high above Chilliwack BC, 2015. Photo credit: Danielle Gemmell



Figure 28: Water, trees, mountains...Cultus Lake has it all. Photo credit: Danielle Gemmell, 2015

for the excitement of whitewater rafting or our famous sturgeon fishing. The city is also home to eight beautiful golf courses that range from beginner to more challenging links. If you are looking to explore the beauty and adventure of British Columbia, Chilliwack is a good place to stop and visit. (Tourism Chilliwack, 2015)

## CASE STUDY PROBLEM STATEMENT

Marketing itself as “The Great Outside,” Chilliwack offers visitors and residents a wide range of outdoor recreational activities from golfing, hiking, and river rafting to its world-famous freshwater fishing. We focused on trying to understand how an adventure tourism business, operating out of Chilliwack, BC, became and continues to maintain its sustainability through researching and analysing the first two years of Pure Life Paddle Boards’ operation. Furthermore, we investigated how this business interacts with its surroundings, without negatively impacting the environment and community within which it is situated.

## CASE STUDY PROBLEM DESCRIPTION

Establishing clear definitions of sustainable tourism and adventure tourism was important to understanding and analyzing Pure Life Paddle Boards. The Travel Industry Dictionary defines sustainable tourism as: “the development of a region’s tourism industry in such a

way as to not damage or deplete the resources and attractions that make the region attractive to tourists” (2015). The World Tourism Organisation defines it as, "tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities" (UNWTO, 2005). Thompson River University, located in the Thompson Okanagan Region of British Columbia, describes adventure tourism as, "leisure activity that takes place in an unusual, exotic, remote, or wilderness destination and tends to be associated with high levels of involvement and activity by the participants, most of it outdoors" (2015). It is such a simple way to detach ourselves from the stresses of everyday life and connect with our world.

Pure Life Paddle Boards’ motto is “Pura Vida,” meaning “Pure Life” in Spanish. With their motto, they want to help tourists discover their surroundings in a new light. Pure Life represents a lifestyle where the people around you are more important than the screen in front of you; where even the smallest win deserves to be recognized; and where taking time to enjoy everything life has to offer, is never unusual. Their mission is to get those consumed by the stresses of the world to authentically connect with the natural environment and people around them, once again.

Through the following questions, we explored the Vancouver, Coast, and Mountain Region of BC to learn how/if the concept of sustainable adventure tourism was being implemented in our region. We focused on our community of Chilliwack searching for answers to questions such as:

- What is adventure tourism?
- What is sustainability?
- How can adventure tourism businesses be sustainable?
- How do you keep your business sustainable?
- What steps go into creating a sustainable adventure tourism business?
- Are there any rules in sustainable tourism that should be changed or established?
- Is it difficult to keep adventure tourism businesses sustainable?

Finally, through a close analysis, we engaged in discussion and learning from the personal perspective of an adventure tourism entrepreneur in order to gain a greater knowledge of how sustainable adventure tourism is achieved at the individual business level.

## **DATA PRESENTATION**

Allison Colthorp, Executive Director Tourism Chilliwack, defines sustainable adventure tourism as “Tourism businesses that contribute and help find ways to protect the places they depend on” (Personal communication, June 30, 2015). She went on to explain that there seems to be no sense in ruining the environment off of which you thrive. Adventure tourism is one of the top drivers for visitors to Chilliwack (Personal communication, June 30, 2015).

Adventure tourism thrives in Chilliwack, especially in the summer months. Sustainability is something Chilliwack strives for with its adventure tourism businesses but we do not have any set guidelines. Instead, we encourage what Destination BC has already laid out (Colthorp, personal communication, June 30, 2015). Colthorp also informed us that “sustainability is part of every level, it is not just directed nationally,” as previously discussed, “but provincially and municipally too (personal communication, June 30, 2015). Destination BC references the “Triple Bottom Line” against which businesses should measure their sustainability. The measurements include “traditional profit and loss account, second is an account of social responsibility, and third is an account of environmental impacts” (Destination BC, 2013). Technology is an important tool in this generation making it easier to connect with others and businesses. Because of “communication via social media and online, in general” more “awareness of the importance of sustainability” has been created (Colthorp, personal communication, June 30, 2015).



Figure 29: Chilliwack, The Great Outside (HelloBC, 2015)

When asked about adventure tourism businesses in Chilliwack that have adopted the standard of sustainability, Colthorp referred us to the Tourism Chilliwack website. Here they had examples such as *Great River Fishing Adventures*, *Chilliwack River Rafting*, *Chilliwack Golf Club*, *Cultus Lake Golf Club*, and more (Tourism Chilliwack, 2015). There is a cost with achieving sustainability, it “can cost more to start up and set up but the long term benefits are extremely high,” so there is almost no reason not to (Colthorp, personal communication, June 30, 2015). Sustainability creates a welcoming environment that is set to last for generation after generation to enjoy.

### **Tourism Chilliwack Challenges in Implementing/Encouraging Sustainability in the Chilliwack Area**

Chilliwack Tourism often finds challenges with feasibility when encouraging sustainability. There is often an increase on the cost of putting this into place. There is also a lack of education and resources to inform people of how to implement sustainability and why it is of such high value in our environment. Tourism businesses and opportunities in Chilliwack are fairly spread out and public transportation to all areas is incredibly limited. Vehicles are often required to reach these destinations and therefore not as environmentally friendly as could be hoped for.

## Pure Life Paddle Boards Customer & Owner/Operator Interview Data

Interviews were conducted with a number of Pure Life Paddle Boards' customers (see figure 30 for the Age Group distribution). A summary of information gathered from these customers through face-to-face interviews on-site at Cultus Lake paddle boarding sessions, is provided here.

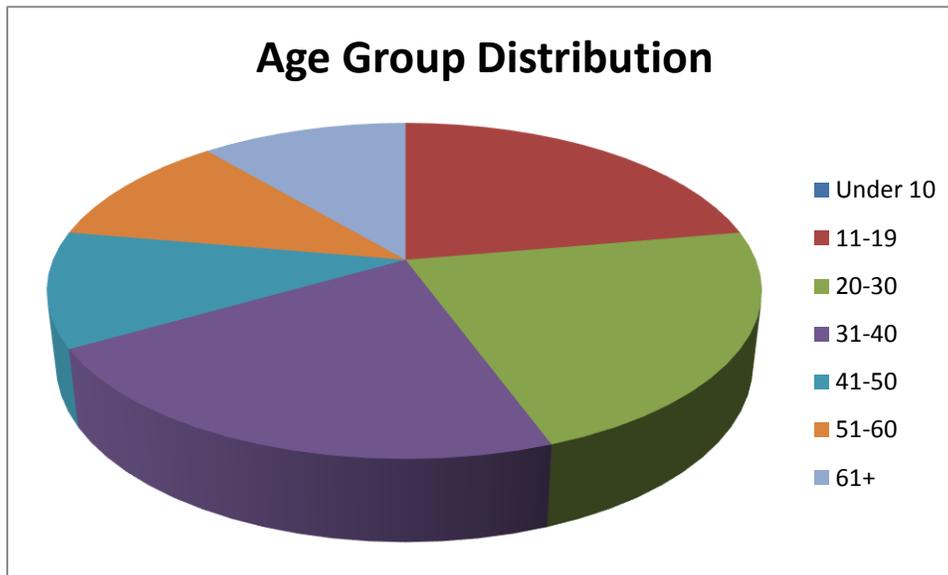


Figure 30: Age distribution of interviewees.

When asked what attracted them to paddle boarding, Pure Life Paddle Boards' customers reported things such as "versatility in different types of paddling," the "whole family can participate," "ease of equipment [can access] all waterways, family friendly", "love the water and the exercise it provides," it is "extremely fun", it can be done as a "group exercise," and it is "peaceful and fun."

Participants often heard about the business through word of mouth through contacts such as "Ken Larsen," "main beach boat rental," "the race circuit," "Facebook," "through a group of friends," and because "Ken is my husband's patient."

When asked how Pure Life Paddle Boards and the company ethos related to their lifestyle, interviewees reported:

- Pure Life and the sport of paddle boarding has put the 'Pura Vida' into my life and now I am glad it is there! (11-19 yr old)
- Just love living and experiencing the outdoors and what better way than with a Pure Life board! (20-30 yr old)
- I have always been into water sports and this one I can do with my kids (31-40 yr old)

- Ken includes everyone! Racers, leisure, yoga, advanced skill level, beginner, differently abled like myself and especially youth which is so important to my family. Pure Life always makes it fun. (31-40 yr old)
- Consistent (41-50 yr old)
- I love nature and love to be out on the water. Paddle boarding helps connect you with nature. (61+ yr old)
- I like going outside it fits in my lifestyle (20-30 yr old)

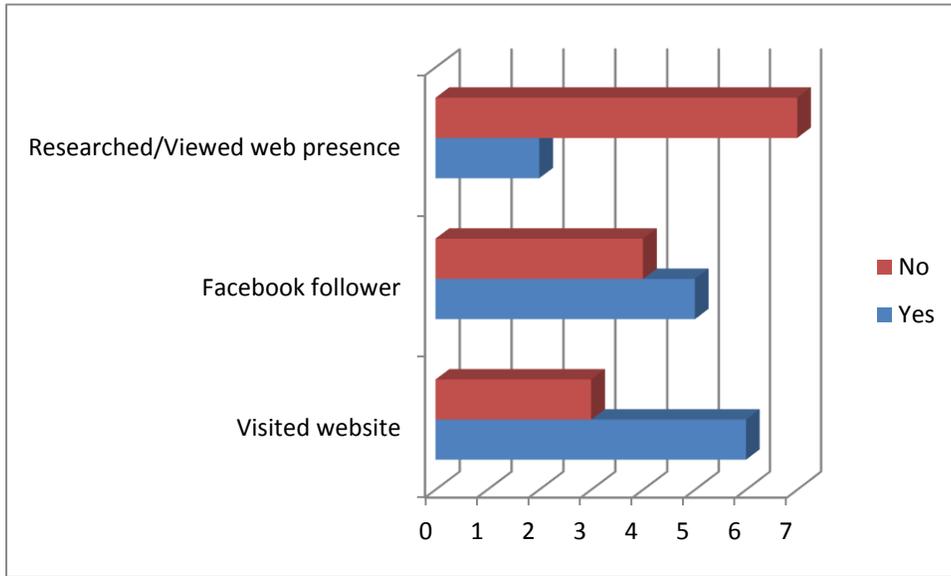


Figure 31: Connecting to Pure Life through Technology

Considering technology is so pervasive in our everyday life and used to seek information on a regular basis, we were curious what role technology played in Pure Life Paddle Boards connecting with their customers. With this in mind, we asked interviewees if they had ever visited the company’s website or Facebook page and if they had researched the company online. Figure 31 provides a bar graph with the results of our question. Direct contact through the social media tool, Facebook, and the company website was far more common than viewing any other form of web presence. Aside from face-to-face word-of-mouth, customers and potential customers communicated via social media which illustrated how word-of-mouth through use of technology may drive business to this company. Seeking information and communicating through the company website was also significant.

We described how sustainability is defined to interviewees and asked them if they believed Pure Life Paddle Boards was sustainable. Customers responded with statements such as, “with a focus in giving back and cleaning the environment, Pure Life is a sustainable business,” “getting people on the water makes them more aware of the water environments,” and “Pure Life is very inclusive, broad ranging and an excellent LOCAL business. Additionally, a local board maker in Canada!”

When asked what opportunities Pure Life Paddle Boards had provided to them, interviewees emphasized things such as, “pure enjoyment,” “family time, exercise, fresh

air,” “the ability to get out on the water and stay fit,” and “365 days a year outdoor exercise in beautiful BC, making friends and being in nature without a motor.”

In addition to interviewing customers, we conducted several interviews with the owner/operator of Pure Life Paddle Boards, Ken Larsen. The customer information along with that gathered from Larsen was used to analyse Pure Life Paddle Boards through the lenses of socio-sustainability, environmental sustainability, and economic sustainability.

## PURE LIFE PADDLE BOARDS DATA ANALYSIS

### Socio-Sustainability

Maintaining socio-sustainability refers to involving the locals and community in the tourism industry. Pure Life Paddle Boards’ actions support the definition in three ways.



Figure 32: Engaging youth in fitness and fun. (Pure Life Paddle Boards, 2014)

### 1. The Business Goal

Pure Life Paddle Boards’ business goal is to help its customers discover the “Pura Vida” spirit, which embodies a way of living where family and community are the priority. They also promote the notions that “successes [should be] celebrated, no matter how large or small”, “Enjoy life at a leisurely place, yet to its fullest, is the norm”, and “Paddle boarding allows for you to step onto the water and reconnect with family, friends and the environment itself”. These are revealed in the analysis; approximately 90% of the customers embrace the ethos, as demonstrated by their comments; “This one I can do with my kids” and “Paddle Boarding helps connect you with nature”. Additionally, this business received positive comments, “Pure Life is very inclusive, broad ranging and excellent LOCAL business”, and

Sustainable tourism is not a niche form of tourism, but rather a way of doing business,  
- Destination BC

“Ken is helping establish a paddle boarding community at Cultus.”

## **2. The Director is a local**

Ken Larsen, the director of Pure Life Paddle Boards, was born and raised in Chilliwack, home to Cultus Lake and Pure Life Paddle Boards’ base of operation. He has been active here for his entire life resulting in him being well-connected within the community which provides the opportunity to expand his business. He constantly introduces his business wherever he goes even driving his car emblazoned with the company logo and motto. He lives the lifestyle he promotes by helping to keep the environment clean, sharing his knowledge with others, purchasing locally, as well as working and building a local business with a focus on benefiting the community. He positively influences those that come into contact with him who in turn spread the word about the business and Larsen. In this way, he gets a lot of recognition and help from the local community which is helpful and necessary to create sustainability for his business.

## **3. Programs and Events**

Larsen runs most of his programs and events at his home lake. He provides services for beginners to experts from kids to adults of all ages. All the events are available for everyone, and skill is not required to participate. Following is a list of some of the events he has run.

- Speed and Efficiency Clinic
  - To learn how to paddle faster and more efficiently.
- SUP (Stand Up Paddleboard) Yoga Workshop
  - For SUP skill development and experience of Yoga.
- Full Moon Night Paddle
  - To experience paddle boarding under the full moon.

Each of these events has been done at the home lake, and approximately 60% of the customers are local people, 40% are from different regions. This reveals that local people make up the base of the business with excursionists/visitors making up the balance.

## **Environmental Sustainability**

While it is necessary to be mindful of how one’s business impacts the community in which it operates, conscious and deliberate sustainability practices for the natural environment are equally important in creating and maintaining the sustainability of adventure tourism. Pure Life Paddle Boards promotes environmental sustainability in 3 ways.

### **1. Activities**

Pure Life Paddle Boards does not engage in any activity that negatively impacts the environment. Engines are not required to experience paddle boarding, which means that they are limiting the possibility of destroying the clean water. Also significant, they host biannual garbage clean-ups of Cultus Lake. About 20 - 30 people participate in this activity every year, and the number is growing rapidly. As a business, they do not benefit financially by taking part; however, it allows them to put into practice the Pura Vida ethos thus benefit spiritually. Most of the garbage that they collect is empty cans, plastic, and tires. This activity assists in making customers aware of the importance of the environment.

## 2. Local Equipment

One of Pure Life Paddle Boards' business goals is to "try to create sustainability through constantly trying to improve [their] product line to offer higher quality, more locally made items in order to decrease [their] overall environmental footprint" (Larsen, personal communication, 2015). In this way, there are low emissions related to transportation and the 'import' of equipment to the operational site. This has the added economic benefit of lowering business costs. Working with local suppliers, including development of their own products, is evidence of Pure Life engaging in greater environmental sustainable practices.



Figure 33: Traversing the choppy waves of the river. (Pure Life Paddle Boards, 2015)

## 3. Contribution

Pure Life is an active contributor with the Stand Up 4 Great Bear Society, which is dedicated to protecting the Great Bear Rainforest and the Great Bear Sea. This region is one of the most unique marine and terrestrial ecosystems in the world and is currently under threat from the movement of crude oil through pipelines and super tankers passing through the "most dangerous navigable waters" (standfilm.com, 2015). They donate \$10 from every paddle board sold, directly to the organization, and its initiatives (Larsen, personal communication, 2015). Through this contribution, they are trying to increase the awareness of threats to one of BC's ecosystems.

### Economic Sustainability

Keeping a business economically stable is key to a business' sustainability. The World Tourism Organization has defined sustainable tourism as "Stable employment and income earning opportunities and social services to host communities" (The World Tourism Organization, 2004). Pure Life fits this definition well.

## 1. Stable Employment

There are currently 4 instructors including the owner/operator of the business. He has targeted local skilled youth, such as people who just graduated from high school, to employ as instructors. Through these actions, Pure Life demonstrated a commitment to building capacity within the community through job creation and they identified the importance of growing the business by attracting youth and establishing loyal life-long customers.

## 2. Prices

This is a list of prices for a lesson.

➤ Introductions	2 hours	\$59
➤ Advanced	2.5 hours	\$69
➤ River	4 hours	\$99
➤ Race	3 hours	\$69
➤ Surf	4 hours	\$99
➤ Touring	8 hours	\$129

These prices include the cost for receiving a lesson and equipment rental. An all-inclusive pricing method is an effective marketing strategy with customers feeling there are not hidden additional fees. The pricing has been calculated to include operational expenses like getting enough to improve the equipment, salary for the employees, and for company/equipment traveling expenses. The price has been adjusted to seek the best for both the business and the customers, and has been key to running a sustainable business.

## 3. Stores for their products

As Larsen said during an interview, he is planning on expanding his business across the western region of Canada and beyond. In fact, he has already negotiated with stores in Peachland, BC and Saskatchewan which are, respectively, approximately 300 km and 1600 km away from the home lake. He also has been working on negotiating with stores in Alberta. Thus, the business is spreading gradually, and it would appear that they will gain more customers from different regions with a focus on educating customers of the importance of purchasing Canadian made products rather than through international manufacturers.



Figure 34: Locally produced boards (Pure Life Paddle Boards, 2015)

### Pure Life Paddle Boards commitment:

- Incorporate environmental stewardship and awareness into all programs and courses offered.
- Donate \$10 from every paddle board sold, directly to the StandUp4GreatBear Society and its initiatives.
- Continue sponsoring cleanup activities for our local waterways and shorelines.

## Pure Life Paddle Boards' Challenges in Implementing Sustainability

Some of the challenges that Pure Life has with sustainability are in relation to financial sustainability. Sourcing and developing local products is one way they make the business sustainable; however, all the products are environmentally friendly which comes at a higher cost. Therefore, when customers compare prices of products developed internationally and locally produced prices, it is reasonable and understandable for them to purchase the international products, because they are much less expensive than the local products. Pure Life feels this increases their carbon footprint when customers opt for the cheaper products that have required greater transportation emissions. This goes against their goal of creating sustainability by working with nature because importing international products increases the negative environmental footprint. In attempts to mitigate this, Pure Life attempts to educate their clients about how products purchased locally lessens the carbon footprint for their participation in the activity.

Based on the information gathered, we created a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of Pure Life Paddle Boards in order to understand some of the challenges, as well as opportunities, they face.



STANDUP4GREATBEAR

March 3, 2014 · 🌐

Thanks to Ken Larsen and Pure Life Paddleboards for donating \$10 from the purchase of each board to the Standup4Greatbear Society. It's a big commitment to protecting our coastline and bringing more awareness to the Great Bear Rainforest!!



### Our Commitment

Our world provides an incredible diversity of outdoor and paddling opportunities for us to experience, and there is no place where this rings truer than right here in British Columbia. The lifestyle that Pure Life Paddle Boards promotes is dependent on having healthy, intact

[PURELIFEPADDLEBOARDS.CA](http://PURELIFEPADDLEBOARDS.CA)

10 Likes

👍 Like    💬 Comment    ➦ Share

## Data Analysis:

### Pure Life Paddle Boards SWOT Analysis

#### Strengths:

- Only paddleboard company in Chilliwack
- Family oriented - has something for every person and every fitness levels
- If you have water, you can paddle board
- Personalized services
- Not seasonal in Chilliwack
- Price point for equipment rental is reasonable
- Highly trained and experienced teacher

#### Weaknesses:

- Not a well-known sport
- Pricey to purchase equipment
- Relies heavily on word-of-mouth for advertising
- Not enough teachers to promote growth of company to meet growing demands which may result in stagnation of business

#### Opportunities:

- Word of mouth - expansion
- Promotes local businesses and manufacturers for equipment
- Participates in regional competitions
- Connects with charitable causes which leads to company exposure

#### Threats

- Poor weather conditions
- Waters deemed unsuitable (closed lakes)
- Potential growth/development of competitors
- Clients lose interest

## RECOMMENDATIONS

Currently, adventure tourism is growing rapidly worldwide. The Adventure Tourism Development Index (2010) determined, an estimated yearly growth of 17% while The George Washington University, Xola Consulting, and the Adventure Travel Trade Association study determined 26% of travelers engaged in adventure activities to the tune of US\$89 billion yearly (Adventure Tourism Development Index, 2010). We think that now is the time for Chilliwack to capture a huge growth in tourism for Chilliwack by increasing the promotion of our extensive natural resources. Through our experiences, we feel that there is not enough awareness of adventure tourism opportunities in Chilliwack. Teaming up with sustainable adventure tourism businesses in the community, such as Pure Life Paddle Boards, Tourism Chilliwack could share in the promotion through word-of-mouth and technology marketing solutions such as social media and websites to promote our local industry in a financially viable way. Greater data collection of the true impact of sustainable adventure tourism may be achieved through establishing a forum within which businesses can share information about their customers which may provide greater direction to Tourism Chilliwack as to how and where to focus their marketing dollars.

For Pure Life Paddle Boards, water is key to their sustainability; there is no business without water! However, water at the home lake has "[suffered] from nutrient loading, which has led to an increase in algae and reduction of oxygen in some conditions. The nutrient problem comes from different human sources, including septic systems that serve residents and visitors, lawn/golf course fertilization and agricultural activity" (Cultus Lake Aquatic Stewardship Strategy, 2014). To protect the water, Pure Life Paddle Boards can continue to actively engage in and plan activities and events that assist in informing the public that the quality of the water is under pressure and the serious nature of this problem. Promoting appropriate use of the lake and the surrounding land as well as teaching people about their responsibility in ensuring a clean lake for generations to come, are areas Pure Life can help people understand what is really happening to the lake that they love and how they themselves are potentially negatively impacting the lake.

A study conducted in 2012 found that almost 50% of "global consumers are willing to pay more for products from companies that show a commitment to social responsibility (SustainableTourism.net, 2015). Pure Life is a great contributor of Stand Up 4 Great Bear. However, there is not enough recognition of it from consumers, because the business refers to it only on their website. Our recommendation for this is printing the logo of Stand Up 4 Great Bear on their t-shirts, cards, or even on their paddles if it can be done for a low cost. Furthermore, Pure Life instructors could incorporate sharing of information about these efforts at the beginning or end of class. In this way, they can make sure that the recognition is spreading and education about sustaining our environments is shared.

**Tourism will never  
be completely  
sustainable as  
every industry has  
impacts, but it can  
work towards  
becoming more  
sustainable.**

**-Sustainable  
Tourism.net**

## **OUR FINAL THOUGHTS**

Throughout the process we focused largely on the experience of starting up Pure Life Paddle Boards and keeping it as sustainable as possible in all ways. Ken Larsen does a number of things to give people a very pure experience when they come and paddle with him. He focuses on a lifestyle where people can connect with the world around them and not be overtaken by the technology that is encountered every day. We also discovered challenges and goals when encouraging sustainability in a city, as Allison Colthorp does through Tourism Chilliwack. In a city the size of Chilliwack with the same access to such breathtaking areas, sustainability is not that crazy of an idea. With people like Larsen making waves in the industry, it's a very achievable goal. We discovered that sustainability is not a complex idea; it is taking care of the earth that we inhabit.

### **Our Research Challenges**

Some of the challenges we came across when doing our research were internal and some were external. Internally, we both had conflicting schedules and very heavy work and course loads that couldn't be ignored. Overcoming the fear of deep water is something that needs to happen to paddle board and, as hard as it may have been, it happened and we were able to get more information through personal experience. Some of the external challenges arose when looking for secondary information. Sometimes it is not always clear as to what sector of tourism the information is referring to. Often, the information would need to be verified with a different website to be sure that it was correct and up-to-date. It also proved to be difficult to find specific information as adventure tourism statistics are generally not separated from the general tourism, particularly in small regions such as the community of Chilliwack.

### **Danielle Gemmell: Final Reflection**

This project has been an absolutely wonderful experience for me. I have learned a number of important things that I will take with me into university and my future careers. Thanks to this project and CATT, I have a greater understanding of where I want to head with my life. When I started this project I was planning to do education in hospitality and now that I am nearing the end I have realized that this may not be the direction I would like to head. I would rather follow down a path that gives me more opportunities to do research like this. Also, while studying sustainability and how it has already been implemented into many areas of life, I discovered that I was extremely interested in finding ways to continue the path of creating a more sustainable world for us. Because of this experience with the GTTP and CATT I now have learned irreplaceable lessons in tourism, leadership and research that I am sure will help me in all aspects of my future life. When the time to present comes I believe I will learn very important things for public speaking and presenting things I am passionate about. I will be ever grateful for this once in a lifetime opportunity.

### **Risa Nakahara: Final Reflection**

Through this project, I have learned how complex it is to run a business, how hard it is to pursue the true meaning of the existence of the business, and how much Canada is blessed with nature. I had never thought of issues that Pure Life has, until I got involved in this project. To make this business sustainable takes an immense amount of effort that Ken

Larsen must put in but that nobody notices unless you actually ask him about it. He is very professional as a manager and business owner, and nobody else can easily play his role. Pure Life is keeping and growing its sustainability, because of his enormous passion towards that business and ethos. It hit in my heart very strong. His passion provides people a place to be aware of how beautiful our nature is and to challenge new things with family and friends. I think this is the answer for the reason why we have adventure tourism. However, it could be hard to keep a balance between nature and sustainable adventure tourism because stepping into nature causes environmental and financial issues. There is no guarantee that nobody is going to leave their garbage after the activity, or when a business tries to decrease environmental footprint, it costs a lot. Apparently, Pure Life has these issues too. This will be my next goal: studying how we can create sustainable adventure tourism without destroying nature at all. I will go back to Japan for my university next year where I will take tourism courses to expand my knowledge of the field. This project has driven my passion toward tourism a lot, and I'm very grateful for that. This precious experience will never be wasted, but will be utilized and unforgettable in my life. I will keep exploring "what tourism is", and will continue to discover the answer as I study tourism.

# Appendices



## Appendix I: Biography of Ken Larsen

Thanks to Mt. Waddingtons Outdoors  
(<http://mtwaddingtons.com/ambassador/ken-larsen/>)



# Ken Larsen

Ken was born and raised right here in Chilliwack where he has developed a strong passion for water sports and the outdoors. In 2012 he launched his company, Pure Life Paddle Boards Inc. and has since become immersed in the paddle board culture.

This past year has seen Ken compete in numerous races, most recently claiming the “King of Kalamalka” crown over two days of racing at B.C.’s largest SUP festival in Vernon. He also began pushing his endurance limits this summer, taking part in the 32km race around Bowen Island and paddling 68km from Nanaimo to Vancouver as a member of the N2V team for the charity Ruben’s Shoes.

As the popularity of the sport continues to grow Ken has taken his own paddling to new levels. He is a Paddle Canada instructor for both flat water and river skills courses, and is stoked to start introducing others to river SUP. Over the next few months he will be further improving on his own training and hopes to include more paddle surfing and touring throughout the fall and winter months.

## Appendix II: Teacher Notes

<b>CURRICULAR AREA:</b> Tourism <b>UNIT:</b> Sustainable Adventure Tourism	<b>GRADE LEVEL:</b> 11 <b>TIME FRAME:</b> 12-15 classes	
<b>DESIRED RESULTS/ACHIEVEMENT INDICATORS</b>		
<b>LEARNING OUTCOMES:</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b><i>What essential questions will be considered?</i></b></p> <p>What impact can adventure tourism have on community, culture, and the environment?</p> <p>What are the external and internal factors influencing the sustainability of adventure tourism businesses?</p> <p>What are the potential benefits of implementing sustainable tourism business practices? What are the potential challenges of implementing sustainable tourism business practices?</p> <p>Can sustainable adventure tourism be a force for peace and for preserving the environment?</p> </div> <div style="width: 48%;"> <p><b><i>What understandings are desired? (CATT learning outcomes)</i></b></p> <ul style="list-style-type: none"> <li>• cultivate a professional attitude that meets industry expectations, integrating knowledge, and skills, required of a tourism professional</li> <li>• to communicate effectively in written, spoken, and visual forms to meet the needs of tourism audiences</li> <li>• to analyze and reframe travel and tourism information, ideas, and concepts using a variety of formats</li> <li>• to interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals</li> <li>• to collect, organize, and analyze relevant information from a variety of sources while managing the use of resources to achieve goals</li> <li>• to use a variety of technological tools appropriate and necessary to the performance of tourism tasks</li> </ul> </div> </div>		
<b>ASSESSMENT EVIDENCE</b>		
<b><i>Assessment for Learning:</i></b> <ul style="list-style-type: none"> <li>• Unit concept/definitions introduction</li> <li>• Exit slips</li> </ul>	<b><i>Assessment as Learning:</i></b> <ul style="list-style-type: none"> <li>• Observations of small group discussions</li> <li>• Small group presentations</li> <li>• Group assessment</li> </ul>	<b><i>Assessment of Learning:</i></b> <ul style="list-style-type: none"> <li>• Learning Journal</li> <li>• Module reflections</li> <li>• Peer Assessments</li> <li>• Self-Assessment</li> <li>• Case Study &amp; Presentation</li> </ul>

LESSON FOCUS	LEARNER ACTIVITIES	ASSESSMENT	RESOURCES
<b>LESSON 1:</b> Introduction to Sustainable Tourism			
<b>Activity 1</b> Exploring terminology (20 mins)	<ul style="list-style-type: none"> <li>Working within small groups, students explore and define the terms: sustainable, adventure tourism, ecotourism, technology, tourist, tourism, tourism product, economic sustainability, social sustainability, and environmental sustainability</li> <li>Key factors of growth</li> <li>Categories of tourists: mass tourists, elite tourists, explorers, alternative tourists</li> </ul>	<ul style="list-style-type: none"> <li>Observations of small group discussions</li> <li>Group assessment</li> </ul>	Dictionary, access to internet, tablets/iPads /or computers, chart paper
<b>Activity 2</b> Determining shared definitions (20 mins)	<ul style="list-style-type: none"> <li>Students share individual groups' definitions of terms</li> <li>As a class, a shared understanding of definitions is established</li> </ul>	<ul style="list-style-type: none"> <li>Observations of small group presentations</li> </ul>	White board, white board markers
<b>LESSON 2:</b> Sustainable Tourism (UNESCO: Teaching and Learning for a Sustainable Future) (taken from <a href="http://www.unesco.org/education/tlsf/mods/theme_c/mod16.html">http://www.unesco.org/education/tlsf/mods/theme_c/mod16.html</a> )			
<b>Activity 1</b> (UNESCO)(30 mins): The Rise of Tourism, Tourism Categories, The Tourism Industry Response	<ul style="list-style-type: none"> <li>Tourism – one of the world's fastest growing industries</li> <li>Key factors of growth</li> <li>Categories of tourists: mass tourists, elite tourists, explorers, alternative tourists</li> </ul>	<p>Learning Journal:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of the four types of tourists by connecting local/global places they visit</li> <li>Explain the impact of visitors on local cultures and environments</li> </ul>	Copy of <i>Learning Journal</i> for each student
<b>Activity 2</b> (UNESCO)(45 mins): The Benefits and Problems of Mass Tourism, A Case Study of Mass Tourism	<ul style="list-style-type: none"> <li>Class exploration &amp; discussion: Exploration of the positive and negative impacts of tourism.</li> <li>Class discussion: Review four dimensions of sustainable living</li> <li>Small group discussion (record on chart paper to share back to class): Analyse case study of mass tourism: Thailand (Teacher</li> </ul>	<p>Learning Journal:</p> <ul style="list-style-type: none"> <li>Explain the benefits and problems of mass tourism <ul style="list-style-type: none"> <li>Determine criteria to use for analysis</li> <li>Correlate benefits of tourism to the four principles of sustainable living</li> </ul> </li> </ul>	<i>Learning Journal</i> , access to the internet or pre-print resources to provide to students, chart paper, felt markers

	will summarize student feedback on white board)	<ul style="list-style-type: none"> <li>• Analysis of impact of mass tourism in Thailand</li> </ul>	
<b>Activity 3</b> (UNESCO)(60 mins): The Benefits and Problems of Ecotourism	<ul style="list-style-type: none"> <li>• Class exploration &amp; discussion: Increasing awareness of mass tourism problems</li> <li>• Class exploration &amp; discussion: Reducing impact through ecotourism</li> <li>• Small group discussion (record on chart paper to share back to class): Rainforest Ecotourism Case Study (Teacher will summarize student feedback on white board)</li> </ul>	<p>Learning Journal:</p> <ul style="list-style-type: none"> <li>• Explain the benefits and problems of ecotourism</li> <li>• Case study analysis: Costa Rica, Brazil, comparison with an example from your own country</li> </ul>	Learning Journal, access to the internet or pre-print resources to provide to students, chart paper, felt markers
<b>Activity 4</b> (UNESCO)(30 mins): Being an Enlightened Traveller, Policies for Sustainable Tourism	<ul style="list-style-type: none"> <li>• Class exploration &amp; discussion: Exploring the six general principles of being a traveller</li> <li>• Class review: Policies for sustainable tourism: Global Code of Ethics for Tourism, Global Sustainable Tourism Criteria, IUCN Guidelines for Sustainable Tourism in Protected Areas</li> </ul>	<p>Learning Journal:</p> <ul style="list-style-type: none"> <li>• Define <i>enlightened traveller</i></li> <li>• Determine actions and barriers to enlightened travel to your local tourism</li> </ul>	Learning Journal, access to the internet or pre-print resources to provide to students
<b>Activity 5</b> (UNESCO)(60 mins): An Ecotourism Simulation Game	<ul style="list-style-type: none"> <li>• Ecotourism Simulation Game <ul style="list-style-type: none"> <li>o Working with a partner, students will play the Amazon Interactive: Ecotourism Game</li> </ul> </li> </ul>	<p>Learning Journal:</p> <ul style="list-style-type: none"> <li>• Reflection on decisions made during the ecotourism simulation <ul style="list-style-type: none"> <li>o Analyse the impact of decisions made</li> </ul> </li> </ul>	Learning Journal, access to the internet and 1 tablets/computers for every 2 students
<b>Activity 6</b> (UNESCO) (15 mins): Reflection on Activities 1-5 and concepts covered	UNESCO Sustainable Tourism Lesson Reflection	<ul style="list-style-type: none"> <li>• Identify 4 defining characteristics of sustainable tourism</li> <li>• Identify the significant implication of each activity</li> </ul>	Learning Journal
<b>LESSON 3:</b> Pure Life Paddle Boards: A Case Study of Sustainable Adventure Tourism in Practice			

<p><b>Activity 1</b> Case Study Exploration (90 mins)</p>	<ul style="list-style-type: none"> <li>Working in small groups, students read through the <i>Pure Life Paddle Boards</i> case study</li> <li>Students complete handout with comprehension/analysis questions as a small group</li> </ul>	<ul style="list-style-type: none"> <li>Observations of small group work</li> <li>Observations of class discussion</li> </ul>	<p>Copies of <i>Pure Life Paddle Boards: A Case Study of Sustainable Adventure Tourism in Practice</i> for each small group, Case Study Comprehension/Analysis Handout</p>
<p><b>Activity 2</b> (30 mins)</p>	<ul style="list-style-type: none"> <li>Class discussion of handout questions</li> <li>Small groups provided opportunity to add to their Comprehension/Analysis handout</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension/analysis handout</li> </ul>	<p>Copies of <i>Pure Life Paddle Boards: A Case Study of Sustainable Adventure Tourism in Practice</i> for each small group, Case Study Comprehension/Analysis Handout</p>
<p><b>Activity 3</b> How to Write a Case study (30 mins)</p>	<ul style="list-style-type: none"> <li>Teacher leads students through the elements of a case study</li> <li>Students refer to <i>How to Write a Case Study</i> document</li> <li>Utilizing <i>Pure Life Paddle Boards: A Case Study of Sustainable Adventure Tourism in Practice</i> students explore the implementation of case study elements and the Canadian case study</li> <li>Students write exit slips based on the questions: What could be improved? What was done well?</li> </ul>	<ul style="list-style-type: none"> <li>Exit slips</li> </ul>	<p><i>How to Write a Case Study</i> document (<a href="http://www.gttp.org/wp-content/uploads/2015/06/HowToWriteAGoodCase.pdf">http://www.gttp.org/wp-content/uploads/2015/06/HowToWriteAGoodCase.pdf</a>) Copies of <i>Pure Life Paddle Boards: A Case Study of Sustainable Adventure Tourism in Practice</i> for each small group, Case Study</p>
<p><b>LESSON 4:</b> Regional case study exploration, research, and writing</p>			

<p><b>Activity 1</b> Regional exploration of sustainable adventure tourism (30 mins)</p>	<ul style="list-style-type: none"> <li>• Students explore sustainable adventure tourism in their region/community/country</li> <li>• Create a list of potential focuses for case study project and resources</li> </ul>	<ul style="list-style-type: none"> <li>• List of potential case study ideas</li> </ul>	<p><i>How to Write a Case Study</i> document (<a href="http://www.gttp.org/wp-content/uploads/2015/06/HowToWriteAGoodCase.pdf">http://www.gttp.org/wp-content/uploads/2015/06/HowToWriteAGoodCase.pdf</a>) Copies of <i>Pure Life Paddle Boards: A Case Study of Sustainable Adventure Tourism in Practice</i> for each small group, Case Study</p>
<p><b>Activity 2</b> The Research Phase (±90 mins)</p>	<ul style="list-style-type: none"> <li>• Students engage in library and internet research, interview people who may be knowledgeable on the topic</li> <li>• Students submit topic and list of resources they plan to utilise for the case study project</li> </ul>	<ul style="list-style-type: none"> <li>• Topic description</li> <li>• List of resources being utilized for case study project</li> </ul>	<p>Access to a library and internet, <i>How to Write a Case Study</i> document</p>
<p><b>Activity 3</b> The Analysis Phase (±90 mins)</p>	<ul style="list-style-type: none"> <li>• Students will amalgamate all their information into one document according to targeted sections</li> <li>• Create a Case Problem Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Case Problem Statement</li> </ul>	<p>Access to a library and internet, <i>How to Write a Case Study</i> document</p>
<p><b>Activity 4</b> Writing the Case Study (±120 mins)</p>	<ul style="list-style-type: none"> <li>• Referring to <i>How to Write a Case Study</i>, students will develop all pertinent elements in their case study</li> </ul>	<ul style="list-style-type: none"> <li>• Peer review of rough draft</li> </ul>	<p>Access to a library and internet, <i>How to Write a Case Study</i> document</p>
<p><b>Activity 5</b> Case Study sharing (30 mins)</p>	<ul style="list-style-type: none"> <li>• Students share their case studies through carousel presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Peer-assessment</li> <li>• Self-assessment</li> </ul>	<p>Peer-assessment rubric Self-assessment rubric</p>

<b>END OF UNIT ASSESSMENT</b> (20 mins)	<ul style="list-style-type: none"><li>• Students complete a Unit Reflection and self-assessment</li></ul>	<ul style="list-style-type: none"><li>• Unit Reflection</li><li>• Self-assessment</li><li>•</li></ul>	Unit Reflection handout, self-assessment handout,
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