

Tourism's Impact

Teaching and Learning Resource

Transforming the tourist one step at a time...

Introduction

These resources are provided for teachers who are planning a visit to Melbourne Zoo for VCE Geography students. Within this resource you will find information regarding:

- Key logistics of the program and site map
- Pre-excursion learning activities
- Tourism information for teachers
- Post-excursion learning activities (student booklet with answers)

Program objective

The program investigates the **impact of tourism** on the natural environment and the associated communities. Melbourne Zoo is not just interested in **identifying the impact of tourism** but delving deeper into **how to change the impact of tourists** to a more positive outcome.

"International tourist arrivals were 25 million in 1950. In 2011 this number was up to 980 million and is expected to reach 1.8 billion by 2030." TourismMarketTrends, UNWTO www2.unwto.org/en/node/35869

This projection for tourism does not include domestic tourism, with this in mind, studying the impact of tourism and how to transform the tourist is imperative. As global citizens we are responsible not only to study the impact of tourism but to enable the tourist to have a positive impact on the social, cultural and environmental context of tourism.

Once back at school the students will have **access to secondary data collected by Zoos Victoria staff** in relation to tourism. The information collected refers to: country of origin, period of visit, number of campaign actions completed and number of visitors overall. This data will support the students in completing their field work report.



The Melbourne Zoo Learning Experiences Team, respectfully acknowledges the Wurundjeri People, the Traditional Custodians of the land on which we work, live and learn. We recognise their continuing connection to land, water and wildlife and pay respect to Elders past, present and emerging.

Curriculum Links:

This program can be used to meet the requirements of the School Assessed Coursework (SAC) and addresses the area of study and outcomes in:

- VCE Geography Unit 2: Tourism
- Area of study 2: Impact of Tourism

Key Knowledge:

- the range of management strategies responding to environmental, economic and socio-cultural impacts, and the consequences of these responses
- the effectiveness of management strategies in response to the impacts of tourism, analysing data pre and post excursion from Melbourne Zoo
- the environmental sustainability, economic viability and socio-cultural value of tourism at a range of scales
- the role of planning for sustainable outcomes in tourism

Key Skills:

- collect, sort, process and represent data and other information
 - identify the types of tourism impacts at a range of locations and scales
 - evaluate the effectiveness of management strategies, in relation to environmental sustainability, economic viability and socio-cultural value of tourism, as appropriate
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Student Booklet

The Big Question:

How effective are organisations in having a positive impact on tourism?

(When answering the above question please consider the points below)

- *Consider the “impact of tourism vs. impacting the tourist” what is the relationship between the two?*
- *Is there a need for Tourism in the future?*
- *Is the impact of Tourism over stated?*

The aim of the workbook is to be a guide and challenge to the students’ thinking. The questions are designed to enable the students to think beyond the obvious and make critical decisions in regard to how the Melbourne Zoo is changing the negative Impact of Tourism.

The student workbook contains the data recording sheets to be used at any one of the three allocated sites and a map for gathering people movement.

On-Site Activities:

The students will commence their program in the Digest-Ed Learning Space where Melbourne Zoo education staff will facilitate the introduction to the program. Students will have the opportunity to ask questions of the Melbourne Zoo staff to deepen their understanding of the impact of tourism and how Melbourne Zoo is addressing those challenges.

The students have the opportunity to observe and gain insight into how an organisation gathers, collates and uses real data to inform their decisions relating to tourism and conservation. The program allows students to collect raw data (primary source) onsite for their fieldwork requirements, gain access to Melbourne Zoo staff for a more in-depth look at the impact of tourism and the steps taken by Zoos Victoria to alleviate the negative impacts.

Pre-Excursion Requirements:

Preparing your students for the *Tourism’s Impact* program will give them greater insight into the diversity of the tourist and the related positive or negative impacts of this phenomenon. Familiarisation of tourism terminology will give students a better understanding of the program and confidence when working independently from staff. There are a number of website links below and others attached to the student work book for both staff and students to access to gather further information.

Pre Visit activities:

Watch the following video links on Zoos Victoria's Conservation Campaigns

They're Calling On You



www.actwild.org.au/animals/gorilla/

Wipe for Wildlife



www.actwild.org.au/animals/wombat/

Don't Palm Us Off



www.actwild.org.au/animals/orangutan/

Environmental Interpretation



<https://goo.gl/v81L81>

Impact of Tourism



<https://goo.gl/c46M72>

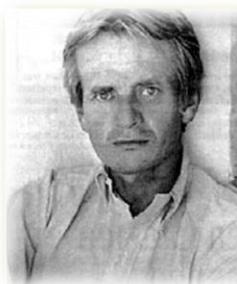
Visit some extra Tourism Website links

http://schools.ednet.ns.ca/avrsb/071/wdlincoln/tourism_11/tour_terminology.htm

<http://www.tourismsociety.org/page/88/tourism-definitions.htm>

Food for thought and discussion while you're at school

1. Analyse the changes to Melbourne Zoo over the past 150+ years. Discuss the potential impact these changes have had on the tourist.
2. Studying the Melbourne Zoo images, the Zoo's goal is 'Fighting Extinction' what messages would you apply to the earlier images of Melbourne Zoo?
3. Traditional tourism is often about consumerism, the needs of the tourist being met. Complete a cost/benefit analysis of the impacts of this form of tourism on environmental, cultural and economic aspects of a community.
4. Is there a place for 'Transformative Tourism' (Pro-Conservation behaviour change) in the future? Provide visual and statistical evidence to support your position.
5. After examining these quotes, do they have any relevance for tourism today and beyond?



Walking is a virtue, tourism is a deadly sin.

— Bruce Chatwin —



The traveler sees what he sees, the tourist sees what he has come to see.

(Gilbert K. Chesterton)

Tourism carries a tremendous potential that must be acknowledged as essential for the future of world heritage. But without proper management, we can easily get out of control.

Excursion Checklist:

- Print copies of the Student Workbook, a map of all relevant areas is included in the student notes and teacher resource pack
 - Watch the recommended videos with your students covering the Zoos Victoria Campaigns
 - Where possible, complete the suggested pre-excursion questions in preparation for your visit
 - Ensure students are familiar with the data collection table in their booklet as this may be completed independent of staff
 - For the student to have a clipboard, pen and electronic device e.g. tablet, smart phone will be incredibly helpful for plotting their position on Google map and tacking photos of their data collection sites
 - Melbourne Zoo Site Map with key VCE Geography Locations (Please see following page)
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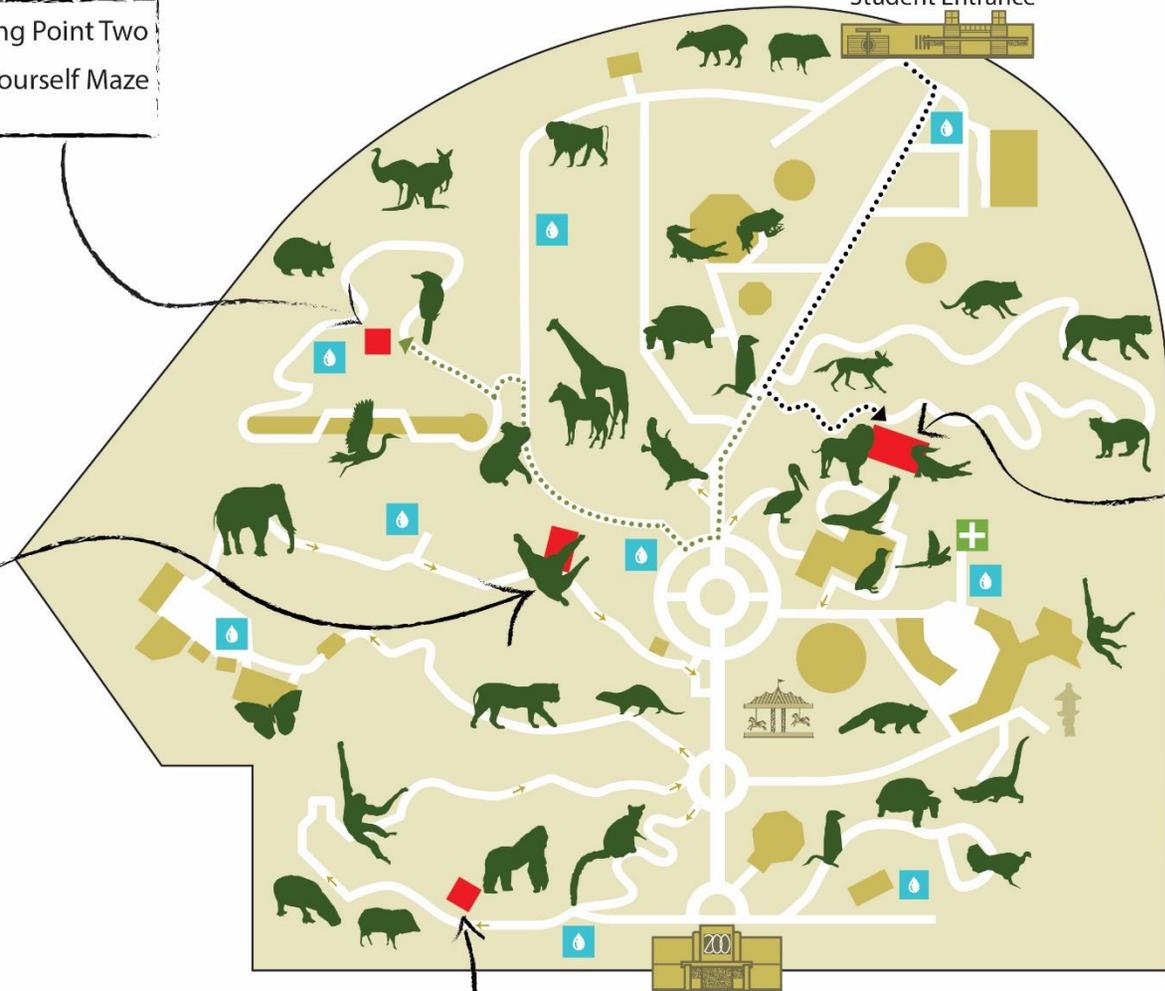
Student Entrance

Meeting Point Two
Loos Yourself Maze

Digest Ed
Meeting Point One

Orang-utan
Sanctuary

Gorilla
Rainforest



Post-Excursion Activities

The zoo visit is designed for equipping the students with skills and knowledge to complete their fieldwork report. The raw data (primary source) collected by the school will allow the students a plethora of data for their analysis. The secondary data will be distributed by the classroom teacher for further analysis by the students.

As stated in the Geography Study Design field report there are a number of components that the students are required to complete.

Presentation of processed data and information

The Presentation of processed data and information uses:

- Appropriate conventions
- Techniques most appropriate to the meaning conveyed by the data and information – students to ensure the data collect at Melbourne Zoo is represented in the most appropriate way as to avoid ambiguities and misinformation.
- Correct sourcing of the data and information

Analysis of processed data and information

An Analysis of processed data and information should:

- Identify key features
 - Describe patterns identified in the processed data and information
 - Draw relationships between key features and patterns in the processed data and information -
 - Relate back to the research question and discuss whether or not the data and information has supported the hypothesis
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Conclusion

A Conclusion should:

Identify the extent to which the analysis has answered the research question, students at this point need to readdress the “Big Question”

How effective are organisations in having a positive impact on tourism?

(When answering the above question please consider the points below)

Consider the “impact of tourism vs. impacting the tourist” what is the relationship between the two? Is there a need for Tourism in the future? Is the impact of Tourism over stated?

Note any specific points to be learnt from the investigation

Evaluation

An Evaluation considers:

- The relative effectiveness (limitations and weaknesses) of the techniques implemented and sources used – What variables are to be considered that may have distorted the data and collection at Melbourne Zoo? Has the use of IT added or hindered the collection?
 - Future possibilities for any subsequent investigation – What recommendations would you suggest to Melbourne Zoo as a result of your fieldwork report?
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Google Document Data Sharing

Once students have finalised their primary data collection and are ready to upload their data from Melbourne Zoo. Clicking on the link below will give you access to a data entry document displaying schools data collected from previous visits.

We trust that you will pass on to your students to take care to input their data accurately to ensure the integrity of their analysis. <https://goo.gl/Y6cEjT>

The screenshot shows a Google Spreadsheet with the following data:

School Name	Gender		Ages							Participation		Time observing animals				Time spent reading signage/TV			Time spent us	
	Male	Female	-5	5+	10+	18+	30+	40+	50+	Yes	No	1-2	3-4	5-6	7+	1-2	3-4	5-6	7+	1-2
Example School (scot)	12	18	2	4	2	10	8	4	0	6	24	16	6	4	4	24	3	3	0	12
Brentwood SC	33	47	8	14	11	17	18	9	3	7	13	18	19	8	12	39	17	9	3	23
Marymede SC	4	4	0	0	7	0	1	0	0	8	0	3	5	0	0	8	0	0	0	1
GVGS	6	4	1	0	2	1	2	2	2	1	9	4	3	2	1	3	3	0	1	4
Parkdale SC	21	31	9	6	9	4	15	4	5	0	52	23	12	4	0	32	6	1	1	32
GGs Corio	41	58	21	25	22	9	15	16	8	13	81	33	38	18	14	47	44	6	0	39
Alkira SC	52	18	4	13	47	4	5	0	0	0	0	4	0	0	0	41	23	5	0	33
Ivanhoe GS	12	7	1	2	1	5	4	1	4	0	18	9	7	2	0	9	9	0	0	11
Total	169	169	44	60	99	40	60	32	22	29	173	94	84	34	27	179	102	21	5	143

Secondary Data

Nationality of tourists and what site they visit (MZ, WORZ, and HS) 16/17 financial year

Werribee Open Range Zoo

1. Singapore
2. China
3. NZ
4. UK
5. Malaysia

Healesville Sanctuary

1. UK
2. USA
3. China
4. Singapore
5. Malaysia

Melbourne Zoo

1. China
 2. UK
 3. NZ
 4. USA
 5. India
-

Actions and Pledges...

16/17 Financial Year totals

They're Calling on You = 8,455 phones equal to over \$13,000.

Beads for Wildlife = 33,760 units sold equal to \$253,107

Don't Palm Us Off = 63,235 emails

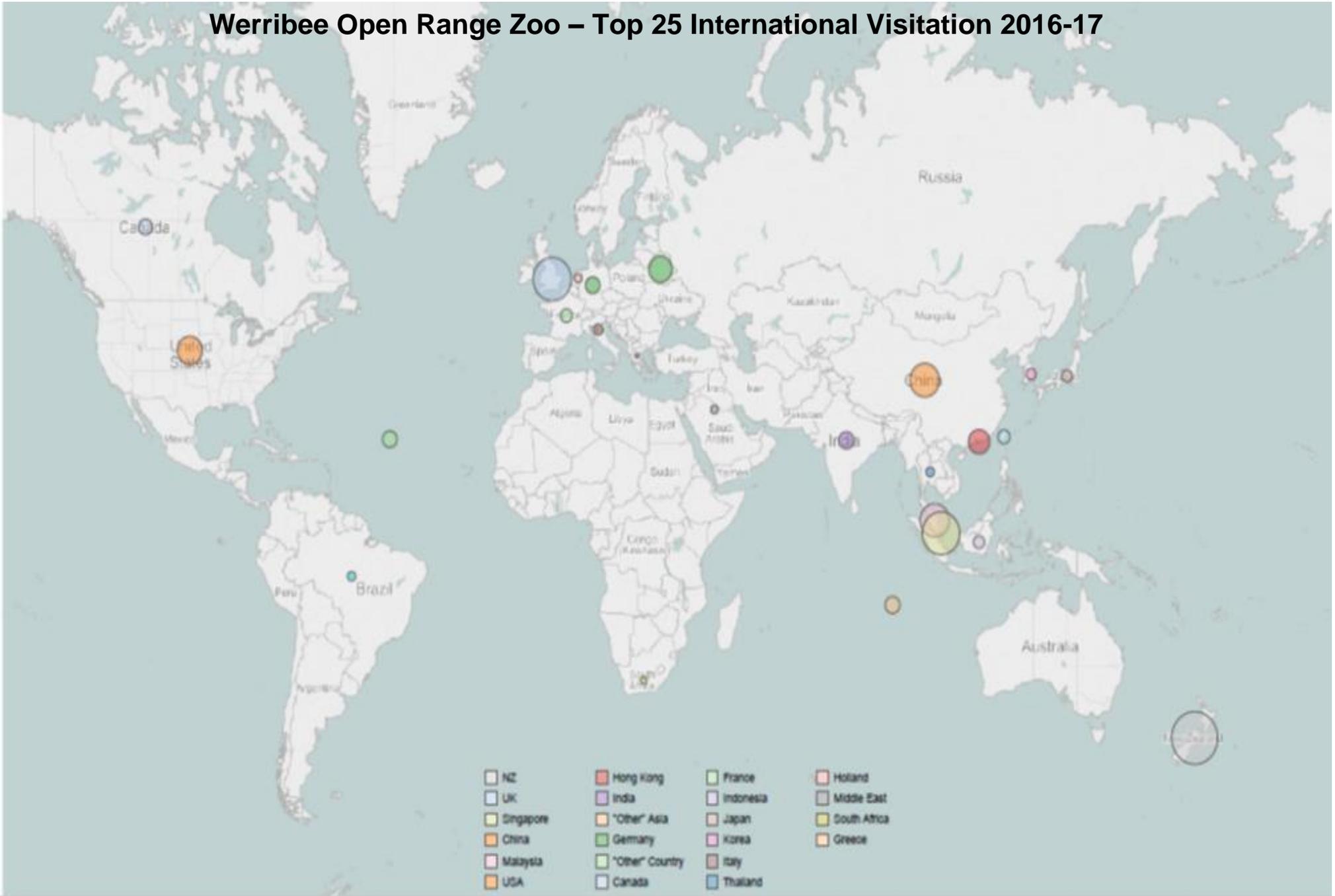
Wipe for Wildlife = 25,412 pledges to purchase recycled paper toilet paper.

Love your Locals = e-book about a Lord Howe Island Stick Insect was created, with over 2,300 downloads so far.

Seal the Loop = 1,200 participants over 12 sites around Victoria collected 60 boxes of rubbish and over 100 metres of fishing line on Seal the Loop Action Day.

When Balloons Fly, Seabirds Die = 41,591 pledges to swap balloons for bubbles at their next outdoor event.

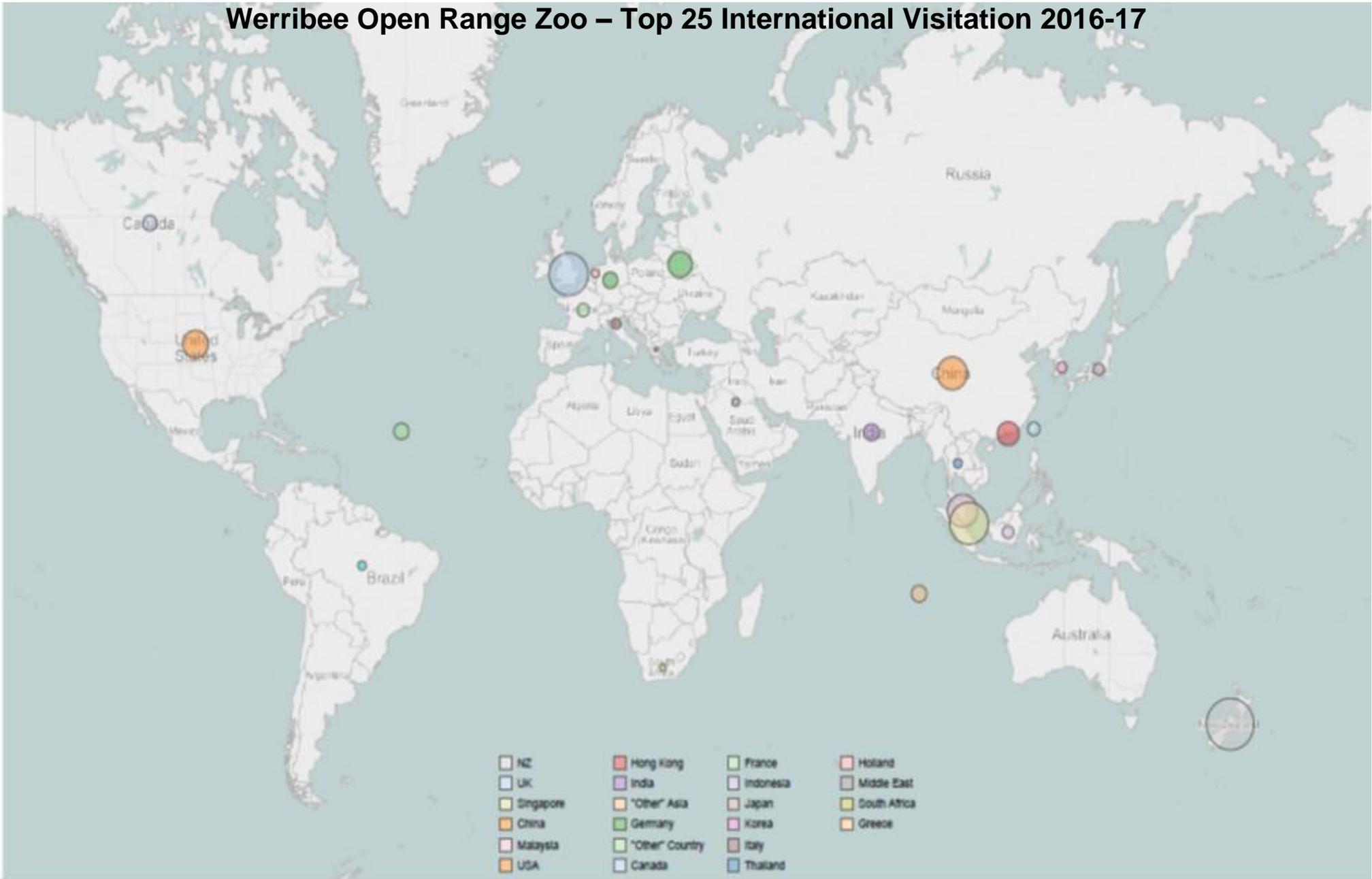
Werribee Open Range Zoo – Top 25 International Visitation 2016-17



Healesville Sanctuary – Top 25 International Visitation 2016-17



Werribee Open Range Zoo – Top 25 International Visitation 2016-17





Does the time of year influence when tourists visit our Zoos and from what countries

Monthly international visitation patterns are different from our overall visitation. Typically January, February and March are the business visitation periods for international visitation due to major events such as Chinese New Year, Australian Open, Boxing Day Test, Grand Prix etc.

Overall visitation by month:

Description	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
% contribution each month	7%	8	9%	10%	9%	10%	11%	6%	9%	10%	7%	6%

International visitation

		Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Grand Total
International	Melbourne Zoo	7%	8%	5%	8%	8%	11%	11%	10%	10%	9%	6%	6%	100%
International	Healesville Sanctuary	7%	7%	5%	9%	10%	15%	10%	11%	10%	7%	4%	4%	100%
International	Werribee Zoo	5%	6%	5%	8%	8%	14%	11%	10%	10%	9%	6%	8%	100%
Grand Total	Total	7.00%	7.00%	5.00%	8.00%	9.00%	13.00%	10.00%	10.00%	10.00%	8.00%	5.00%	6.00%	100.00%



Interstate Tourism

Melbourne Zoo

13% of visitation = 106,058 visitors

76% increase from 2013/2014

Healesville Sanctuary

4% of visitation = 9,476 visitors

89% increase from 2013/2014

Werribee Open Range Zoo

9% of visitation = 26,927 visitors

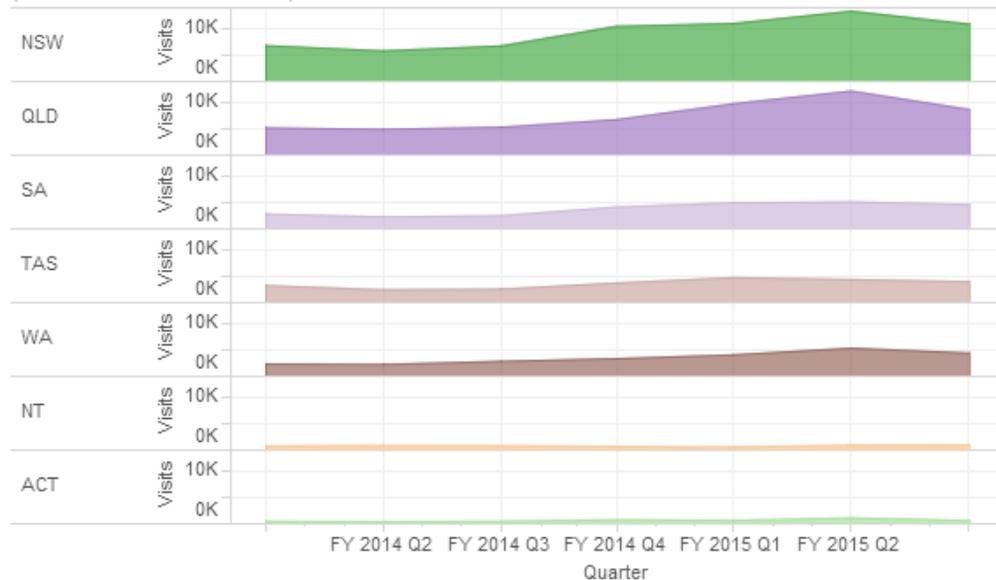
7% increase from 2013/2014

The following table showcases interstate source markets by property for the last two years

Tourism Visitation

Campus: All

(excludes scanned members)



Property Positioning

Healesville Sanctuary

Explore a bushland haven for Australian wildlife

Primary

- Focus on Australian wildlife
- Comprehensive Australian wildlife viewing. Over 200 species of Australian wildlife
- Natural setting, visitors feel like they are in a regional area visiting animals in their natural landscape
- Guaranteed close up viewing opportunities not available in the wild
- Australian wildlife hospital
- World first platypus show and experience
- Indigenous Wildlife Journey
- Located within the Yarra Valley, Victoria's premier wine region
- Strong regional packaging opportunities with wineries and other attraction
- International education program
- Conservation organisation
- Kids are free

Melbourne Zoo

Journey through a world of wildlife in the heart of Melbourne

Primary

- Melbourne CBD location – short stay opportunities
 - Australian wildlife viewing opportunities including iconic species (koala, kangaroo and penguin)
 - Breakfast with Australian Wildlife
 - Comprehensive wildlife viewing. Over 320 species from around the world
 - Conservation organisation
 - Kids are free
-

Werribee Open Range Zoo

Experience an African adventure

Primary

- Open range, 500 acres of open savannah, free safari tour
 - Overnight experience – Slumber Safari
 - Part of the Werribee Precinct and Great Ocean Road, ability to leverage other attractions/accommodation
 - Conservation organisation
 - Kids are free
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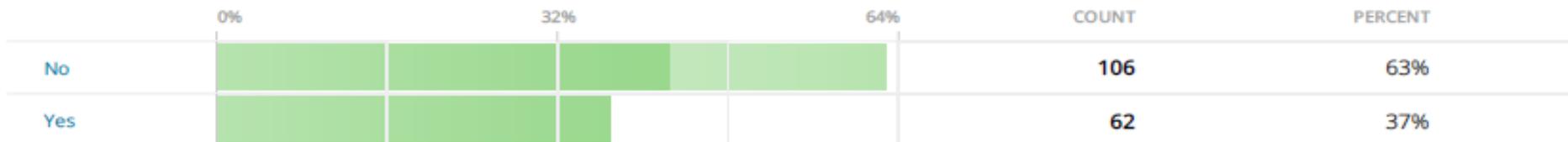
Question

01

Q1. Were you previously aware that there is a new program / exhibit / activity each season at Melbourne Zoo, Healesville Sanctuary and Werribee Open Range Zoo? *(Mandatory)*

Answers
168
100%

Skips
0
0%



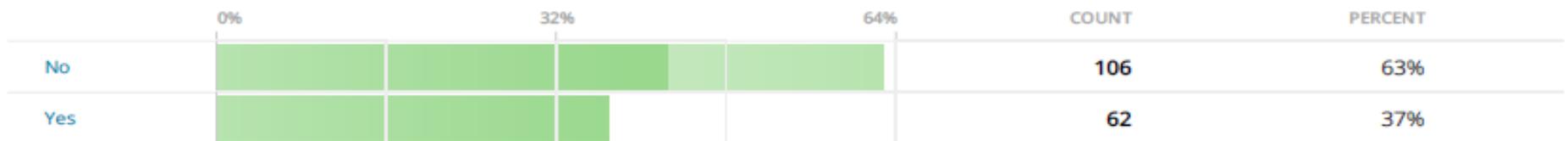
Question

02

Q2. Are you aware of Wombat's Secret Maze at Melbourne Zoo? *(Mandatory)*

Answers
168
100%

Skips
0
0%



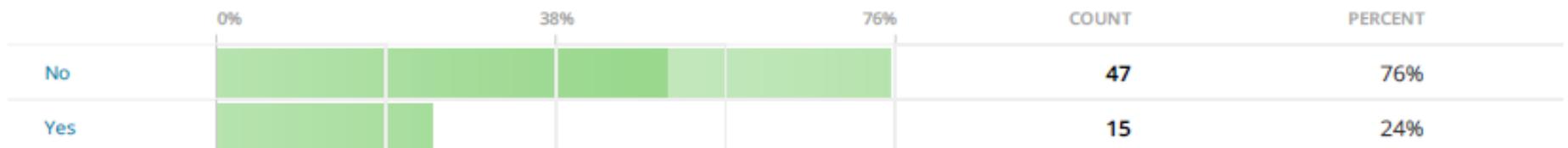
Question

04

Q4. Did knowing about Wombat's Secret Maze prompt you to visit Melbourne Zoo? *(Mandatory)*

Answers
62
37%

Skips
106
63%



Question

07

Q7. How interactive did you find Wombat's Secret Maze? (Mandatory)

Answers

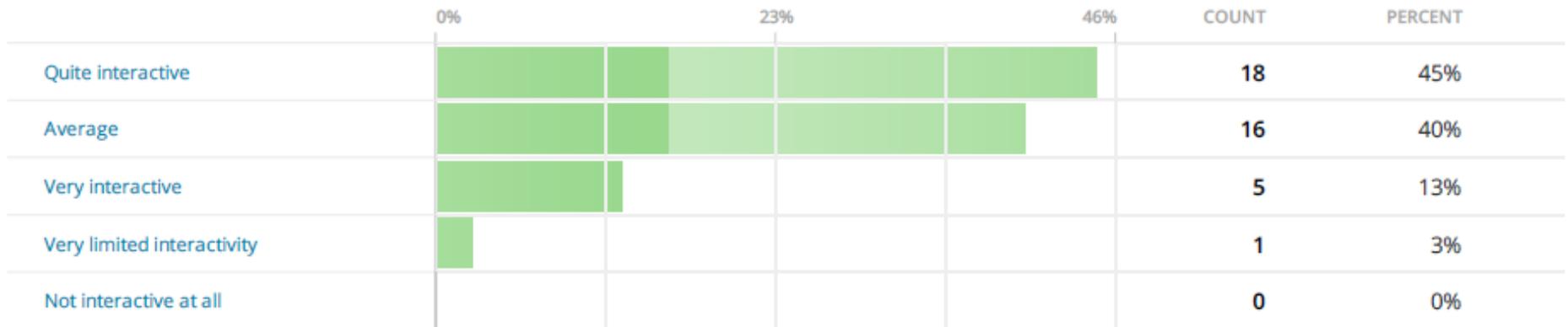
40

24%

Skips

128

76%



Question

08

Q8. To what extent were you aware of fighting extinction / saving wildlife information included in Wombat's Secret Maze? (Mandatory)

Answers

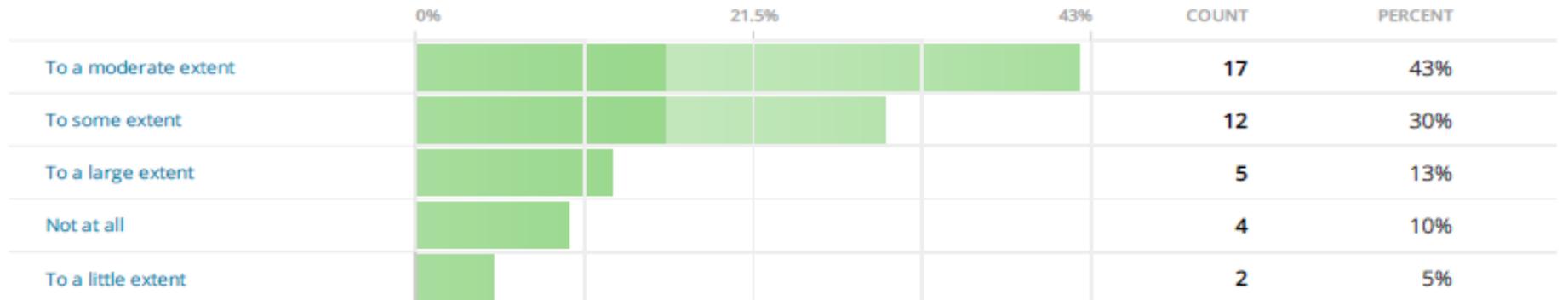
40

24%

Skips

128

76%



Glossary of terms

There are many hidden costs to conventional tourism and they can have unfavourable economic effects on the host community. Often rich countries are better suited to profit from tourism than poor ones. Although the least developed countries have the most urgent need for income, employment and general rise of the standard of living by means of tourism. They are often the least capable to realize these benefits. Among the reasons for this are large-scale transfer of tourism revenues out of the host country, exclusion of local businesses and products.

Leakage

The direct income for an area is the amount of tourist expenditure that remains within its borders. Very often, this is a relatively small amount due to "leakage" - the amount of money that is drained out of an area due to tax payments, profits and wages paid outside the area and expenditure for imports. When tourists demand standards of equipment, food and other products that the host country cannot supply. In most all-inclusive package tours, about 80% of travellers' expenditures are leakage. They go to the airlines, international companies (who often have their headquarters in the travellers' home countries) and not to local businesses or workers.

Local businesses often see their chances to earn income from tourists severely reduced by the creation of "all-inclusive" vacation packages. When tourists remain at the same cruise ship or resort for their entire stay, which provides everything they need and where they will make all their expenditures. This means that there is not much opportunity left for the local people to profit from tourism.' All-inclusive import more and employ fewer people per dollar of revenue than other hotels (Source: Tourism Concern).

Infrastructure cost

Tourism development can cost the local government and local taxpayers a great deal of money. Developers may want the government to improve the airport, roads and other infrastructure. Possibilities to provide tax breaks and other financial advantages which are costly activities. Public resources spent on subsidized infrastructure or tax breaks may reduce government investment in other critical areas such as education and health.

Increase in prices

Increasing demand for basic services and goods from tourists will often cause raised prices that negatively affect local residents whose income does not increase proportionately. Tourism development and the related rise in real estate demand may dramatically increase building costs and land values. Not only does this make it more difficult for local people to meet their basic daily needs; it can also result in a dominance by outsiders in land markets and in-migration that erodes economic opportunities for the locals. Long-term tourists living in second homes cause price rises in their new homes if their numbers attain a certain critical mass.

Economic dependence on tourism

Many countries have embraced tourism as the single most important way to boost their economy. This has made them very vulnerable to anything that negatively affects the local tourism industry (e.g. terrorist scares, military conflicts, impacts of natural disasters) have a devastating effect on overall economic climate. The Turkish economy for example has suffered a lot because of the war in Iraq at the beginning of the twenty-first century.

Seasonal character of jobs

The seasonal character of the tourism industry creates economic problems for destinations that are heavily dependent on it. Problems that seasonal workers face include job (and therefore income) insecurity, usually with no guarantee of employment from one season to the next, difficulties in getting training, employment-related medical benefits, recognition of their experience, unsatisfactory housing and working conditions.

Exercise for user

Public concern about the negative impacts of mass tourism has led to a reappraisal of the notion that tourism should be encouraged at all costs. Its growth creates problems, especially where fragile and remote environments are visited. Many commentators have attempted to categorise the positive and negative environmental effects of tourist development. These can be both generic and location specific.
