



# Category 5: Local Attractions (Natural or Man-made)

## A: Task:

Design a website that showcases local natural and man-made attractions (e.g. swamps, rivers, beaches, pitchlake, mountains, caves, museums, zoo, parks, nature centres, mud volcanoes).



## CyberFair 2007 Theme: Empower and Unite!

What aspects of the future are possible, probable, preferable, and / or preventable? Tell an inspirational story that describes the future of natural or man-made attractions in your local community. What plans are there to protect and preserve these? Your story should serve to empower, inspire, motivate and encourage positive change.

## B: Learning Objectives:

1. Students will develop geographic literacy through an awareness of place...the dominant natural and man-made landscape features of their communities. (Natural physical characteristics include land forms, water bodies, soils, natural vegetation and animal life.)
2. Students will understand human events by first understanding the characteristics of the places in which these events occurred.
3. Students will be able to identify local natural and man-made attractions and explain their origin and importance.



# CATEGORIES



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### C: Discussion Questions:

- What physical features such as rivers, water, valleys or hills form a natural border or boundary for your community?
- What physical characteristics and natural resources have attracted people to your community?
- What are the man-made attractions in your area?
- How many people visit your area?
- Who are they and where do they come from? How long do they stay?
- What kind of impact do they have on your community?
- How are they spending their money?
- Do the visitors add money to the local economy or does it cost more than they spend to accommodate them?
- Is your local community dependent upon these visitors?
- What would happen if they stopped coming?





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### D. Suggested Starter Activities:

1. View past projects produced by students in this category. Go to the International CyberFair site at: <http://www.globalschoolnet.org/gsh/cf/categories/cat5.html>
2. List and classify reasons why people students know, have chosen to move to your community. Students can find newspaper articles and/or advertisement which represent the different attractions of the area.
3. Help students to classify responses into major categories. Possible categories are: climate, employment, educational opportunities, entertainment.
4. Distribute magazines and newspapers. Have the students work in small groups to scan the materials for articles, pictures and ads which relate to each of the categories identified.
5. Investigate the different attractions tourists visit, such as zoos and museums.
6. Students can develop a travel guide describing the various attractions that would interest a tourist to the community.

