

Unit 19 Tourism – good or bad?

About the unit

In this unit pupils examine the changing patterns, and the processes that cause them, in one particular economic activity – tourism. They consider the contribution made by tourism to the economies of countries in different states of economic development.

Through two case studies in contrasting economic contexts pupils assess the social, economic and environmental costs and benefits of this rapidly expanding industry. They also investigate aspects of sustainability and its implications for the management of tourist resorts in the future.

There are opportunities for pupils to analyse data and select their own methods for representing it.

This unit is expected to take 4–7 hours.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- suggest investigation sequences
- collect/record/present evidence
- analyse evidence/conclusions
- communicate appropriately
- use secondary evidence
- draw maps, plans and graphs

Knowledge and understanding of places

Pupils will:

- describe scale contexts
- describe and explain physical and human features
- investigate change in places
- explore interdependence and global citizenship

Knowledge and understanding of patterns and processes

Explored through:

- economic activity
- development

Knowledge and understanding of environmental change and sustainable development

Pupils will study:

- sustainable development

Expectations

At the end of this unit

most pupils will: describe and explain economic processes which create geographical patterns in the tourist industry and how they lead to changes in tourist resorts and countries dependent on the industry; recognise the positive and negative aspects of the industry in more economically developed countries (MEDCs) and less economically developed countries (LEDCs); recognise how conflicting demands on the environment may arise; compare different approaches to managing tourist environments sustainably; suggest relevant questions and appropriate sequences of investigations into tourism issues; select and use effectively a range of skills and secondary sources of evidence; present their findings in a coherent way and reach conclusions that are consistent with the evidence

some pupils will not have made so much progress and will: describe and begin to explain economic processes which create geographical patterns in the tourist industry and how they lead to changes in tourist resorts and countries dependent on the industry; appreciate the positive and negative aspects of tourism in MEDCs and LEDCs; recognise how people may try to manage tourist environments sustainably; begin to suggest relevant geographical questions about tourism and begin to select and use appropriate skills and sources of evidence; begin to suggest plausible conclusions to their investigations and present their findings both graphically and in writing

some pupils will have progressed further and will: describe interactions between physical and human processes and begin to explain how these interactions create geographical patterns in the tourist industry and how they help change resorts and countries dependent on the industry; appreciate that considerations of sustainable development will affect their own lives as well as the future planning and management of tourist environments; identify geographical questions and establish their own effective sequence of investigations into tourism issues; select and use effectively and accurately a wide range of skills and evaluate critically sources of evidence; present full and coherently argued summaries of their investigations and reach substantiated conclusions

Prior learning

It is helpful if pupils have:

- classified industry into primary, secondary, tertiary and quaternary categories
- considered the characteristics of MEDCs and LEDCs
- practised asking and answering geographical questions and carried out short enquiries
- interpreted a wide range of statistical, graphical and cartographical information, and constructed a range of graphs and diagrams

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- economic activity, *eg tourism, primary, secondary, tertiary, quaternary, industry, resort, seasonal unemployment, social, MEDCs, LEDCs*
- the environment, *eg economic and environmental impacts, management, sustainable development*

Speaking and listening – through the activities pupils could:

- discuss and evaluate conflicting evidence to arrive at a considered viewpoint

Writing – through the activities pupils could:

- structure paragraphs to develop points, using evidence and additional facts

Resources

Resources include:

- the local tourist information centre (listed in the telephone directory)
- the British Tourist Authority website www.visitbritain.com
- the World Tourism Organisation website www.world-tourism.org/
- internet searches for countries and/or themes, *eg tourism+Italy, tourism+environment*
- travel agents
- newspaper travel supplements
- general broadcast and school television programmes
- textbooks
- thematic atlases

Future learning

This unit provides a basis for work on economic activities and development in GCSE Geography, GNVQ Travel and Tourism, and Part One GNVQ Leisure and Tourism.

Links

The activities in this unit link with:

- other geography units – unit 16 ‘What is development?’, unit 24 ‘Passport to the world’
- mathematics – interpreting and representing data, drawing conclusions
- ICT – using audio and video recorders, using presentation packages
- Leisure and Tourism GNVQ

What is tourism? How important is tourism as an economic activity?

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| <ul style="list-style-type: none"> • to select and use appropriate graphical techniques to present evidence on maps and diagrams • to analyse and evaluate evidence and draw and justify conclusions • to classify different types of holiday | <ul style="list-style-type: none"> • As a whole class, brainstorm ideas about holidays. Sort these into different types, <i>eg home, abroad, sightseeing, adventure, full board, self-catering</i>. • For one of these types of holiday that is characterised by seasonal unemployment, brainstorm all the jobs it supports. Ask pupils to present this information as two diagrams, one for winter and one for summer, with explanatory labels. • Provide statistics about the contribution tourism makes to selected MEDCs and LEDCs. Ask pupils to present this information using appropriate maps, graphs and diagrams, and to describe and suggest explanations for it. Some pupils may need more guidance about the sort of diagrams to draw, with more structured support for writing about them. | <ul style="list-style-type: none"> • identify different types of holiday • draw and interpret diagrams/ maps showing the difference in seasonal employment and the contribution made to various countries' economies by the tourist industry | <ul style="list-style-type: none"> • Mathematics: interpret and represent data using a range of graphs and charts. |
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How and why is the tourist industry changing?

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| <ul style="list-style-type: none"> • to analyse and evaluate evidence and draw and justify conclusions • to write a report • to consider patterns of change in an economic activity, the processes responsible for them and their impact | <ul style="list-style-type: none"> • Provide a range of statistics about the changing character of the tourist industry in the UK in the last 30 years, <i>eg total demand, types of holiday, destinations</i>. Ask pupils to use this information to prepare a report which draws attention to the main changes and trends, the reasons for them, and the people and locations which have benefited or suffered from them. Weaker writers may need more structured guidance for the report or may be asked to make an oral presentation. | <ul style="list-style-type: none"> • describe and explain in a well-structured and supported written report (or oral presentation) how and why the UK tourist industry has changed in the last 30 years, and how people and places are affected | <ul style="list-style-type: none"> • Mathematics: pupils interpret data and draw conclusions. • Language for learning: this activity provides pupils with the opportunity to develop points, using evidence and additional facts. Remind pupils of the features of report writing from earlier units. Agree a common outline structure with them. If necessary, provide a writing frame for weaker writers. • ICT: the presentation could be supported by audio or video recorders and the use of a presentation package allowing the use of various media. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

What is the impact of the tourist industry – good or bad?

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| <ul style="list-style-type: none"> • to ask geographical questions and suggest appropriate sequences of investigation • to use secondary sources • to determine the geographical context of places studied • to compare tourism in countries at different states of economic development • to consider the idea of sustainable development and its implications for the tourist industry | <ul style="list-style-type: none"> • Divide the class in two. One half (working in groups) should carry out a mini-enquiry into tourism at a UK resort and the other half a mini-enquiry into tourism in an LEDC resort, concentrating on positive and negative effects. Ask the groups to present their findings in a table and to share them. • As part of the enquiry, encourage pupils to identify appropriate questions, <i>eg What is the resort like? What does it offer? Who goes there? How many visitors are there? How and why does the resort benefit and suffer socially, economically and environmentally?</i> As their work progresses ask them to add key pieces of information to a chart on the board or wall which summarises their comparisons and may be used as the basis for a written or oral comparison (see unit 12 'Images of a country'). • Having established how each resort suffers, ask pupils to suggest how such places should be managed in the future to balance advantages and disadvantages (sustainable development). Ask them to imagine they are environmentalists writing a letter to the local tourist board recommending future management strategies. | <ul style="list-style-type: none"> • accurately describe the national and global contexts of the resorts studied • distinguish between the positive and negative effects of tourism in MEDC and LEDC contexts • communicate their findings about different resorts • make suggestions for the management of tourism to ensure a more sustainable future • organise ideas on sustainability into a formal letter | <ul style="list-style-type: none"> • Ideally, pupils should work in groups of three. • Language for learning: this activity provides pupils with an opportunity to discuss and evaluate conflicting evidence to arrive at a considered viewpoint. • Some pupils may need reminding of the layout and style of formal letters. |
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