Tourism in a Seaside Resort

Embedding fieldwork into the curriculum

Tourism is a popular option for many pupils and it has the potential to be combined with and enhance existing fieldwork opportunities. It is relatively straightforward to plan and manage and there are many seaside locations that would serve as a good example.

In addition there are many themes that can be explored including:

- Resort development
- Tourism services and infrastructure
- Tourist attractions and entertainment
- Accommodation and hospitality
- Impacts of tourism
- Image and brochure design
- Tourist zones and signage

There are several cross unit themes such as:

- Links with a coastal study and in particular geography Unit 8 'Coastal Environments'
- Linking with ideas of development geography Unit 16 'What is development'
- Links with geography Unit 24 'Passport to the World'
- Could be incorporated into a unit about retail, geography Unit 9 'Shopping - past present and future'
- Links with geography Unit 3 'People everywhere'
- Could be incorporated into a unit about the geography of crime, geography Unit 15 'Crime and the local community'
- Further integration is possible with history Unit 11 'Industrial changes action and reaction'
- Includes Key Skills for all subjects such as Communication, Application of Number, ICT, Working with Others, Working Independently
- Links to ICT, for example using the Internet as a research tool, using digital images, word-processing and desk-top publishing
- Links to Citizenship, such as investigating responsibilities of individuals, roles of local government, expressing and explaining views, considering other people's experiences, conflicts of opinion
- Fieldwork enhances thinking skills, taking part in group discussion, learning through enquiry and problem-based learning

QCA Geography Schemes of Work are available to download from
Geography
http://www.standards.dfes.gov.uk/schemes2/secondary_geography/?view=get
History
http://www.standards.dfes.gov.uk/schemes2/secondary_history/?view=get

Accompanying scheme of work

The Scheme of Work has been created using aspects from a variety of QCA units and schemes available, including:

Unit 19: Tourism – Good or Bad?
http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo19/?view=get
Unit 8: Coastal Environments
http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo08/?view=get
Unit 3: People Everywhere
http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo03/?view=get

Tourism

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 a selected resort.

Through a detailed case study, 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 seaside 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
patterns and processes**
Explored through:
economic activity
development

**Knowledge and understanding
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 seaside resorts and countries dependent on the industry; recognise the positive and negative aspects of the industry in a selected resort; 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; 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 tourist resorts
• 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, *e.g. tourism, primary, secondary, tertiary, quaternary, industry, resort, seasonal unemployment, social*
• the environment, *e.g. 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 Board website
• the local Tourist Information Centre (listed in the telephone directory or on-line)
• the local County Council website
• the Regional Tourist Board website
• the British Tourist Authority website www.visitbritain.com
• internet searches for tourist and/or themes, *e.g. tourism AND Weston-Super-Mare, tourism AND environment*
• 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?'
mathematics – interpreting and representing data, drawing conclusions
ICT – using audio and video recorders, using presentation packages
Leisure and Tourism GNVQ

Learning objectives Pupils should learn:	Possible teaching activities	Learning outcomes Pupils:	Points to note

What is a seaside resort? How important is tourism as an economic activity?			
• 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	• As a whole class, brainstorm ideas about holidays. Sort these into different types, *e.g. home, abroad, sightseeing, adventure, full board, self-catering.* • As a whole class identify and map a range of popular seaside tourist resorts in the UK. • Using a variety of brochures or guides on the Internet identify a range of attractions that can be found in a seaside resort. • For one of these seaside resorts in the UK identify the range of jobs that takes place to support tourism. Identify which jobs are seasonal. Ask pupils to present this information as a diagram, with explanatory labels. • Provide statistics about the contribution tourism makes to the resort and/or the wider region. 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.	• identify different types of holiday • draw and interpret diagrams/ maps showing the difference in seasonal employment and the contribution made to the local economy	• Mathematics: interpret and represent data using a range of graphs and charts.

Learning objectives Pupils should learn:	Possible teaching activities	Learning outcomes Pupils:	Points to note

How and why is the tourist coastal resort changing?			
• to analyse and evaluate evidence and draw and justify conclusions to write a report to consider patterns of change in tourism, the processes responsible for the changes and their impact	• Provide a range of statistics and other evidence about the changing character of the tourist industry in the UK in the last 30 years, *e.g. total demand, types of holiday, destinations.* Ask pupils to use this information to prepare a report which draws attention to the main changes and trends, the reasons for them, and how coastal resorts 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.	• 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	• 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.

Learning objectives Pupils should learn:	Possible teaching activities	Learning outcomes Pupils:	Points to note

What is the impact of the tourist industry at a seaside resort?			
• to ask geographical questions and suggest appropriate sequences of investigation • to use maps and secondary sources to determine the geographical context of places studied • to make decisions about the likely environmental impact of a new tourist attraction • how changes affect groups of people in different ways • to explore the idea of sustainable development and its implications within the study context	• Working as a whole class or in large groups, pupils should carry out a mini-enquiry into tourism at a UK seaside resort. Identify a range of positive and negative features. Ask the groups to present their findings. • As part of the enquiry, encourage pupils to identify appropriate questions, *e.g. 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?* As their work progresses ask them to add key pieces of information to a display which summarises their comparisons and may be used as the basis for a written or oral comparison. • Having established the positive and negative aspects of the resort, ask pupils to suggest how the place should be managed in the future to balance advantages and	• accurately describe the context of the resort studied • describe the main land-use zones of a 'typical' town or city, and offer reasons for their relative location • distinguish between the positive and negative effects of tourism • communicate their findings about the resort • make suggestions for the management of tourism to ensure a more sustainable future • organise ideas on sustainability into a formal letter • make and justify reasoned decisions about land-use choice in a coastal area • effectively evaluate a proposed development for impact and within the context of sustainability • describe and explain how changes affect groups of people in different ways	• Ideally, pupils should work in groups of no less than four. ⚠ **Safety** – all off-site visits must be carried out in accordance with LEA and school guidelines. • Mathematics: use and interpret maps and scales. • A generalised outline map of the tourist land-use zones of the coastal tourist resort for lower-attaining pupils to complete may be helpful. • An impact matrix (with the land uses on both axes) is helpful for pupils to tick/cross and comment on how one land use affects another. • 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. • Citizenship: this activity provides the opportunity for

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	disadvantages (sustainable development). Ask them to write a letter as a manager of a tourism business in the resort to the local tourist board recommending future management strategies. • Introduce pupils to a decision-making exercise: it is proposed that a new holiday leisure complex be built on this stretch of coastline. Ask them to evaluate its likely economic, social and environmental effects, *e.g. in a cost–benefit analysis,* and its potential impact on the surrounding area. Discuss with pupils the views of different interest groups.		pupils to express and explain viewpoints contrary to their own. • Key skills: links with working with others, where pupils work on a one-to-one or group basis and plan with others what needs to be done, confirm their understanding of the objectives, their responsibilities and working arrangements, and carry out tasks and review progress.

Potential fieldwork locations

Choosing a seaside resort

Any popular seaside tourism resort will be sufficient as a case study for this unit. It would be useful for pupils to visit the seaside resort. This may be part of a one-day fieldtrip or be an activity related to residential fieldwork. When researching possible locations it is worthwhile being aware of access, distance and potential hazards. Access to the sea is a concern so expectations will need to be clearly communicated. All off-site visits must be carried out in accordance with LEA and school guidelines.

Weston Super Mare

This resource is based around using Weston Super Mare to assess the impact of the tourism industry on the destination.
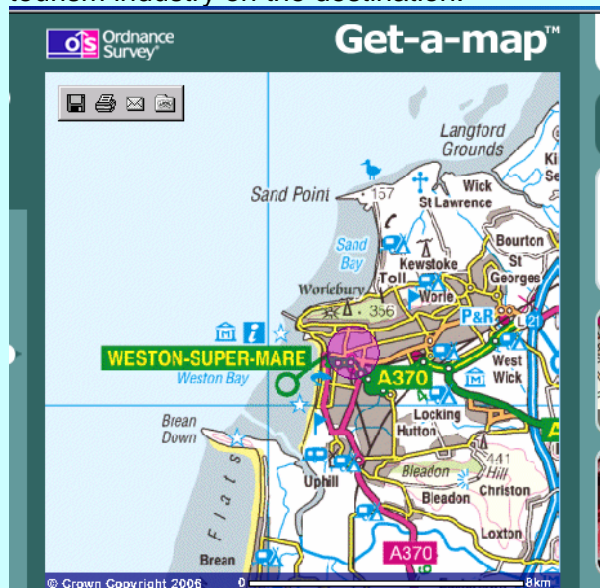
Map taken from Ordnance Survey Get a Map http://www.ordnancesurvey.co.uk/oswebsite/

Weston Super Mare has a strong history, found at http://www.weston-super-mare.com/
The resort has retained much of its original charm, lines
of limestone houses, the beautiful parks and the piers can still be seen. People
often take several short holidays a year to the resort and the town has adapted to meet those needs. Many initiatives have taken place in recent years to improve the surroundings and amenities, to ensure the resort continues to thrive.

Fieldwork activities

Teacher Guidance

What is a seaside resort? How important is tourism as an economic activity?

Seaside resorts combine urban areas with many tourist services and attractions including accommodation, restaurants, shopping and entertainment. They are located next to areas of coastline that provide access to the sea and a beach.

A survey by Holiday Which? Magazine in 2006 revealed that Whitby was voted as Britain's top seaside resort. The town has a population of 14,500 and attracts over 550,000 visitors each year. Around a fifth of local residents are employed in the tourist industry. Other popular seaside destinations outlined in the report include: Frinton-on-Sea, Essex; Swanage, Dorset; Sidmouth, Devon; St Ives, Cornwall; Tenby, south Wales, Abersoch, north Wales; Rothesay, Isle of Bute and Portrush, Northern Ireland.

The report can be purchased from Holiday Which? or a summary can be viewed as a press release.
Alternatively, newspapers and other media report such newsworthy items.

The Daily Telegraph
'Vampires and chips make Whitby best resort' by Paul Stokes, 09/05/2006
http://www.telegraph.co.uk/news/main.jhtml?xml=/news/2006/05/09/nwhit09.xml

Holiday Which?
http://www.which.co.uk

Details of seaside holiday guides can be found on-line at Visit Britain
http://www.visitbritain.com

Employment figures related to tourism can be found in various industry reports, in news items and in textbooks.

Useful sources of information can be found on the Visit Britain tourism trade site
http://www.tourismtrade.org.uk

UK Government, Department for Culture, Media and Sport (DCMS)
http://www.culture.gov.uk/tourism

Details of tourism statistics in the UK (STAR UK)
http://www.staruk.org.uk

When identifying the range of jobs within tourism at a seaside resort it is worthwhile considering the range of employment opportunities within the tourism sectors. These include

- Retail travel
- Catering
- Attractions
- Tour operations
- Transport
- Finance
- Accommodation
- Government organisations

As you can gather the list can be pretty exhaustive. This gives an indication to the pupils that a seaside resort is touched by the tourism industry in many ways. Not just the tourist attractions, catering and accommodation providers but also the service industries and other industries that benefit indirectly.

Details of the economic impacts of a specific seaside resort can be found through local newspaper reports on-line, the Regional Tourist Board, the Local Tourist Board and the Local Authority.
As an example, details for Weston-Super-Mare could include:

South West Tourism (Regional Tourist Board)
http://www.swtourism.co.uk

Somerset County Council
http://www.somersetcoast.com/about/index.asp

North Somerset Council
http://www.n-somerset.gov.uk/Leisure/Tourism/Tourism/

Town Council
http://www.weston-super-maretowncouncil.gov.uk

Weston and Somerset Mercury (the on-line edition of the Weston Mercury newspaper)
http://www.thewestonmercury.co.uk/content/twm/default/

How and why is the tourist coastal resort changing?

This section considers the rise of the seaside resort in the nineteenth century, its demise in the mid-twentieth century and its possible comeback. There are many textbooks that describe the development of the UK seaside resorts. Some on-line resources are also available including:

Seaside history
Facts, figures, memories and history of the British seaside resort
http://www.seasidehistory.co.uk/index.html

BBC Social History
The Victorian Seaside
Perceptions and history of the Victorian seaside resort
http://www.bbc.co.uk/history/society_culture/society/seaside_01.shtml

Further useful resources may be found in your school history department.

However, rather than just giving a historical narrative, it would also be useful to underline some of the major trends that have occurred in travel and tourism that have affected the popularity of the UK seaside resorts. The changing fortunes of the seaside resort are due to changes in social trends, in technological advances and competition from other destinations.

Some of the key changes include:

- Development in the transport network – road network, ferry and the growth in cheap air travel
- Cheaper forms of transport due to mass production methods - affordability of the motor car and other forms of transport
- Increased knowledge of destinations through advertising and the media
- Changes in social trends – rising income, greater amount of leisure time
- Lack of investment in the seaside resort

- Development of the internet for access to information and on-line booking

A useful resource that contains a PowerPoint presentation, lesson plan and activity sheet, although aimed at BTEC Travel and Tourism, can be found at http://www.bized.ac.uk/educators/16-19/tourism/index.htm

A useful exercise would be to find old pictures of a seaside resort in the past and compare it to today. If possible it would be ideal to link this section with the case study of a seaside resort that the class studies in depth. This would allow pupils to describe the changes that they see and to suggest reasons why change has taken place.

Some useful resources include:

History Year Group 2 -Unit 3 What were seaside holidays like in the past?
http://www.ict.oxon-lea.gov.uk/best_practice/seaside/index_main.html

Free historic seaside photograph
http://www.burntcakes.com/resources/resource_214_3.html

Resources tracing the development of Weston Super Mare

Weston Super Mare.com
http://www.weston-super-mare.com/newhistory/newhistory.html

Weston Super Mare Town Council
http://www.weston-super-maretowncouncil.gov.uk/infopage.asp?infoid=316

The Weston Super Mare Pier Company – Birnbeck Pier
http://www.birnbeck.co.uk

However, recent trends have caused the seaside resort to regain popularity as a short stay destination. Examples of investment in new attractions and redevelopment have smartened up the image of some traditional seaside resorts. The increased threat of international terrorist activity has encouraged UK holidaymakers to consider taking more holidays at home.

What is the impact of the tourist industry at a seaside resort?

Some of the key questions that need to be addressed are:

- Where is the resort located?
- 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?
- How should the resort be managed in the future to balance advantages and disadvantages and become more sustainable?

Mapping exercise

The main focus of activity at the destination is to find out what the resort is like and what it offers. Pupils can be given a list of key features that they are to find out about the resort.

Groups of pupils can be given the task of identifying as many different forms of tourist services that exist.

Prior to the visit pupils provide a list of services that a tourist would find useful. However they should be reminded not to just write down the obvious, such as accommodation or restaurants but consider a range of activities such as transport, entertainment, banking and medical services.

Pupils can be given a base map of the resort and asked to identify and record a range of information relating to the resort, for example location of hotels, bed and breakfasts and other accommodation. Another group can focus on leisure and entertainment services such as visitor attractions, amusement arcades, street entertainment, etc.

e.g. for accommodation

Location number on map	Name of accommodation	Description of accommodation	Number of stars awarded (if any)	Other comments
1				
2				
3				

Get-a-map http://www.ordnancesurvey.co.uk

From the fieldwork pupils can identify the types of services found in Weston Super Mare. The distribution of these services can be compared when back in the classroom to identify any patterns, clusters or tourist zones within the resort.

Follow up activity

In the classroom pupils can investigate the importance of tourist services. From the list of tourism services that the pupils identified, they are then asked to rank these into order of importance. This can be carried out in a linear fashion or using the diamond nine formation. Pupils can then be

asked to justify their decisions in terms of what is more important within a tourist resort. Many may say hotels and accommodation but this is not a high priority for day-trippers.

Then in groups pupils consider any gaps in provision and to identify any services that need to be added. This may mean the building of new attractions or modifying existing services.

In groups, pupils select one tourist service from the list at Weston Super Mare that they would like to add or remove. The group needs to give reasons for their decision and the potential impact that this would have.

Another suggested activity is for pupils to identify a range of attractions and tourist facilities that are available for tourists during dry and sunny conditions and also during wet weather. This will allow pupils to investigate the diversity of attractions and facilities and the extent to which the seaside resort caters for the British climate. Pupils may be asked to identify any attractions, activities or events that would encourage people to visit out of season.

Pupils may also be asked to produce an itinerary or a range of suitable attractions, entertainment, catering and events for a selection of different age groups. This would be better carried out in the classroom once pupils have assembled their information. Another associated activity is for pupils to produce a promotional leaflet or poster based on the information collected and aimed at a specific age group. This could then be collated as part of a wall display.

Environmental quality survey

At Weston Super Mare an environmental quality survey could be used to measure the perception of the quality of the locality. Several survey points could be marked on a map for pupils to visit, assess and later compare. Such a survey could be linked with a hypothesis that the cleanest areas are those found near to the main tourist attractions.

Pupils can then 'score' each location by using a set of criteria, for example:

	5 (very good)	4 (good)	3 (adequate)	2 (poor)	1 (very poor)	
Clean						Dirty
Unpolluted						Polluted
Empty						Congested
Quiet						Noisy
Safe						Dangerous
Beautiful						Ugly
Interesting						Boring
No vandalism						Vandalism
No litter						Litter
Good condition of the buildings						Poor condition of the buildings

I suggest no more than 10 locations. At each of the stops pupils are reminded to observe a 360-degree panoramic view. Pupils then score each location based on the criteria. A score towards 50 indicates the site possesses a favourable environment, while a score towards 10 indicates that the environment is very unsatisfactory and that measures are needed to improve it.

Follow up activity

Back in the classroom pupils could be asked to represent the environmental scores on a map. Why do some areas score high and others low? Comparing the data collected on the day can the hypothesis be accepted? The decision needs to be justified using a range of evidence.

Synopsis

Pupils are then asked to assume that they are a manager for one of the tourist attractions or hotels in Weston Super Mare. They are asked to write a letter to the Regional Tourist Board, in this case it is South West Tourism, to suggest what measures need to be taken to ensure that the town is better managed for tourism, both now and in the future. Evidence collected through the mini-enquiry and through other parts of this unit can be used as supporting evidence. It is advisable that pupils clearly identify with the key issues, challenges and successes. They also need to be clear in their own minds in terms of what should be carried out in terms of a management strategy before committing their ideas to paper.

The management strategy needs to be sustainable. Not just sustainable in terms of protecting the natural resources for future generations but also local communities and the local economy. These ideas will need to be discussed with the pupils first to remind them of the concept.

Decision making exercise

Pupils can be given a briefing paper or a scenario that describes the potential development of a new leisure and entertainment and business complex to be built in Weston Super Mare. The pupils can be asked to describe a suitable location and to justify their recommendation.

The arrival of the new development will bring some changes to the town. Pupils are then asked to consider the economic, social and environmental effects that the development would bring.

An alternative would be for teams of pupils to decide on the type of leisure and entertainment complex that should be built and identify its location. Part of the brief would be for pupils to present their case for development identifying potential need. The development team would also need to consider the economic, social and environmental effects and produce a reasoned case for its development. The class can then judge on the most appropriate development and the best team presentation.

Adding value to your fieldwork with additional data

Using case studies from other areas

Decline of the British seaside?

Pupils can be asked to research the reasons of decline and the extent to which there is evidence from the fieldtrip that the resort is still in a state of decline or if it has begun a process of rejuvenation and development. Comparisons can be made with other resorts such in the area, a further afield such as Brighton and Southend.

The BBC has an excellent set of articles about resorts in the 4 corners of the UK, found at http://news.bbc.co.uk/1/hi/uk/1488677.stm These can be used as comparisons to Weston Super Mare (or whichever resort you chose as a field location).

Using Kelly's Directories

Kelly's Directories provides a useful historic record of local businesses. They can be found in public record offices and in some reference libraries. Some are also available to purchase online from specialist booksellers. Through a little research, a list of hotels or other tourist-related attractions can be produced for a destination. Pupils can then be asked to discover the current uses of these former tourist services.

Archive of CD books for purchase including some Kelly's Directories
http://www.rod-neep.co.uk

Using old maps

Historical maps can be used to compare changes in the development of the resort and the features of key buildings and attractions. Historical maps can be found on line at http://www.old-maps.co.uk or purchased from Ordnance Survey http://www.ordnancesurvey.co.uk/oswebsite/jsp/mapshop/mapShop.jsp?display=/products_new/oneinch/index.cfm?shop_ID=1

Some old maps are available online. Ward Lock Red Guides provides a glimpse of Weston Super Mare in the 1930s http://www.wardlockredguides.co.uk/RGfoldingmaps.htm

Looking at beach and water quality

Seaside Awards or Blue Flag awards are indicators of beach and water quality that have met UK and European standards respectively. Both awards are quality marks but have different criteria. Pupils could be asked to identify the differences between the two and whether having such an award makes a difference to the resort or the experience of visitors. Would they be more likely to visit a seaside resort that displayed each of these awards?

Blue Flag Awards
European awards for beach and water quality
http://www.blueflag.org.uk

Seaside Awards
Awards for beach quality and information about the Blue Flag campaign
http://www.seasideawards.org.uk

The Good Beach Guide
Published by the Marine Conservation Society, is an extensive beach guide with a description, photograph and map for 1,200 beaches in the UK and Ireland.
http://www.goodbeachguide.co.uk

Using tourism plans and strategy documents

North Somerset Council
http://www.n-somerset.gov.uk

To add a further dimension destination management plans can be used to put ideas into context. Pupils could be asked to provide an executive summary of an extract of the plan and compare the plan to what is currently being observed at the seaside resort.

Pupils could use the management plans to enhance their analysis of the data collected during the visit or to assist in the decision making follow-up activity. The management plans and strategy documents do contain technical phrases and written for a specific purpose. They may indeed provide a good resource but for those pupils at the lower ability range they may need support interpreting what is being discussed within the document.

It is also worth keeping in mind that many strategic tourism plans cover an administrative area that extends beyond the seaside resort.

Tourism plans at the local level may refer to plans at the regional level. For example Weston Super Mare is within the South West Regional Tourist Board. South West Tourism has published a report called 'Towards 2015' that outlines the strategic goals for the region. The report could be used as a resource to compare the experiences and expectations of the pupils, to assist in the analysis of the data collected, to help with follow-up activities of writing a letter to the Regional Tourist Board and helping to justify the building of a new leisure complex.
http://www.towards2015.co.uk/
http://www.swtourism.co.uk/html/towards_2015_.asp

Pupils could be asked to justify the main aims of the Towards 2015 report. The main aims are:

1. Driving up Quality
South West England is not, and does not want to become, a 'cheap' destination. By driving up quality and the competitiveness of businesses in the region, we will increase value and respond to the changing demands of our existing and new visitors.

2. Delivering Truly Sustainable Tourism
In order that tourism can continue to be a key sector of the South West England economy for decades to come, it is essential that we deliver truly sustainable tourism.

3. Creating Superior Destination Management Arrangements
For the strategy to be truly effective, it is essential that we rationalise the wide variety of methods and structures involved in supporting and promoting our tourism destinations, thus enabling professional destination management and targeted marketing. The visitor experience is ultimately delivered at 'destination level' and it is on this experience that visitors base their decisions on whether or not they will return.

These reports can be analysed in terms of what they are hoping to achieve for the region. Questions could be asked for example, why South West England does not want to become a 'cheap' destination. Pupils could also be asked to provide examples of the main aims.

Other useful resources

British Resorts and Destinations
Destination guides and information for the industry
http://www.britishresorts.co.uk

Return of the British Seaside
News item 10 April 2004
http://news.bbc.co.uk/1/hi/uk/3612329.stm

SeaBritain 2005
Campaign to promote the British Seaside
http://www.seabritain2005.com

Visit Britain student page
Useful links for advanced-level students and teachers
http://www.tourismtrade.org.uk/StudentPage/StudentPage.asp