



Lesson Eight:	The growth of adventure tourism		
Aim:	To investigate in detail the nature of adventure tourism in Oman, with particular focus on the 2018 UTMB trail running event, and to evaluate its impacts		
Specification Links:	<p>GCSE Geography AQA 8035:</p> <p>3.1.2.3 development of opportunities in hot desert environments: tourism</p> <p>3.2.2 strategies used to reduce the development gap: tourism</p> <p>GCSE Geography CIE 0460:</p> <p>3.4 describe and explain the growth of tourism</p> <p>3.4 evaluate the benefits and disadvantages of tourism</p> <p>GCSE Geography Eduqas A:</p> <p>6.2.1 a detailed study of the positive and negative effects of tourism</p> <p>6.2.1 potential impact of tourism’s growth on employment structures</p> <p>8.2.1 the concepts of ethical tourism and responsible travel</p>		
Key Vocabulary:	adventure tourism stakeholder conflicts of interests	Al Hajar mountains UTMB	Jabal Akhdar legacy work
Resources:		Learning Outcomes:	
PowerPoint: Growth of adventure tourism Adventure tourism mind map Jebel Akhdar factfile UTMB interview script UTMB Venn diagram sheet Stakeholder biographies UTMB conflict matrix		<ul style="list-style-type: none"><li>• To understand the nature and drivers of adventure tourism</li><li>• To evaluate the impacts of adventure tourism</li><li>• To be able to empathise with different stakeholders</li></ul>	
Lesson Introduction:			
<p>This lesson draws on a previously taught generic introduction to tourism and its impacts. It gives students an understanding of how a relatively new form of tourism (adventure tourism and international event staging) can manage stakeholder conflicts successfully. The UTMB in Oman will be studied as a case study of this type of tourism and its management.</p>			
Starter: (10 mins)			
<p><b>Slide 2-4: What is adventure tourism?</b></p> <p>Using the three images (and a further class discussion, if needed) students should attempt to define the term and give an example of it using <a href="#">Adventure tourism mind map</a>. Each of the ‘W’ questions should be answered with initial thoughts. These can be edited and discussed as the lesson progresses.</p>			
Main Activities (40 mins)			

**Slide 5: Jebel Akhdar**

Students should be shown the slide in thirty second chunks of time, during which they should attempt to read and take in as much information as possible. While the slide is displayed students are not permitted to record anything, but when it is hidden they should record their observations on [Jebel Akhdar factfile](#). The slide should be routinely shown and hidden until students have been able to complete the task.

**Slide 6-11 The UTMB**

Teachers can introduce students to the UTMB through the slides displayed and the videos. Students should then read the [UTMB interview script](#) and highlight the different social, economic and environmental impacts of the event. Students can then use this information to complete [UTMB Venn diagram sheet](#).

**Slide 12-13: The legacy of UTMB**

Teachers should explain the concept of legacy work and how this fits into an idea of sustainability. This can be used to create a class discussion about the legacy of the UTMB. The [UTMB interview script](#) can be used to support this.

**Reflection: (10 mins)****Slide 14: Stakeholders and conflicts of interests**

Students should read through the [Stakeholder biographies](#) and attempt to complete the [UTMB conflict matrix](#). Students should then look at any potential conflicts they have identified and firstly describe how such scenarios develop and secondly explain how organisers have successfully avoided these issues.

**Extension & AS/A Level progression:**

- Students can assess whether the 'UTMB model' for adventure tourism could be as successfully applied to other events and other countries

**Bibliography:**

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