



<b>Lesson Seven:</b>	<b>The impacts of growing tourism</b>		
<b>Aim:</b>	To investigate the nature of tourism generally and understand why encouraging the growth of tourism in Oman is not a simple idea.		
<b>Specification Links:</b>	<p>GCSE Geography AQA 8035: 3.1.2.3 development of opportunities in hot desert environments: tourism 3.2.2 strategies used to reduce the development gap: tourism</p> <p>GCSE Geography CIE 0460: 3.4 describe and explain the growth of tourism 3.4 evaluate the benefits and disadvantages of tourism</p> <p>GCSE Geography Eduqas A: 6.2.1 a detailed study of the positive and negative effects of tourism 6.2.1 potential impact of tourism's growth on employment structures 8.2.1 the concepts of ethical tourism and responsible travel</p>		
<b>Key Vocabulary:</b>	inbound tourist outbound tourist	adventure tourism Butler Model	domestic tourism international tourism
<b>Resources:</b>	<b>Learning Outcomes:</b>		
PowerPoint: Impacts of growing tourism Butler model template Oman and UAE tourism data sheet Gallery walk of tourism images Impacts of tourism score card	<ul style="list-style-type: none"> <li>• To be able to describe different types of tourism</li> <li>• To understand the advantages and disadvantages that tourism can bring to a country or region</li> <li>• To assess whether tourism should be allowed to grow in Oman</li> </ul>		
<b>Lesson Introduction:</b>			
<p>In this lesson, students are given a good grounding in the main principles of tourism before using their evaluative skills to see how tourism can have both positive and negative impacts on different groups of people and in different social, economic and environmental ways. The lesson concludes with students assessing whether tourism should be allowed to continue to grow in Oman.</p>			
<b>Starter: (10 mins)</b>			
<p><b>Slide 2-12: Why do people go on holiday?</b> Students can try to find ten reasons people go on leisure holidays by using the symbols on the slide as hints.</p> <p><b>Slide 13-17: What is tourism?</b> Students should copy and complete the sentences to introduce the work they are about to complete on tourism.</p>			
<b>Main Activities (40 mins)</b>			

### Slide 17-22: The Butler Model

Teachers should explain that most tourist destinations go through a series of phases of development, and that this can be modelled on a graph. On a copy of [Butler model template](#), students should attempt to place the terms in the correct places.

Then in pairs, students should discuss where they might place on the model each of the destinations listed. Teachers can highlight to students that in many cases they are subjective opinions. Then as a class they should vote on where they think Oman, as a country, sits on the Butler model.

Teachers should then show the quotes from Philippe Georgiou – does this change their opinion?

### Slide 23: Comparing Oman and the UAE

Students can carry out a figure interpretation exercise by using [Oman and UAE tourism data sheet](#) and answering the questions on the slide.

### Slide 24-26: Why do people visit Oman?

Students can then carry out a gallery walk (using [Gallery walk of tourism images](#)) to try to find all the reasons why someone might wish to book a holiday to Oman. Teachers can ask students to create a human desire line showing the level of surprise they had at what Oman has to offer tourists and then whether they themselves would like to visit.

### Reflection: (10 mins)

### Slide 27-44: The impact of tourism on Oman

Using [Impacts of tourism score card](#), students should consider each of the slides and note the 'impact' in the appropriate column. Once all the impacts are listed, students should colour code the impact to show whether it is predominantly social, economic or environmental. Students should then allocate a weighting to the impact – i.e. how important they feel that impact is. A total score can then be calculated, helping them to evaluate whether Oman should encourage tourism and attempt to move up the levels on the Butler model.

This can lead into a further discussion where students justify their scores or look at whether they bias some types of impact (social, economic or environmental) over others.

### Extension & AS/A Level progression:

- Completion of a 'Follow the Dollar' exercise to see where Omani tourism revenue actually ends up.

### Bibliography:

Photographs on Gallery Walk resource: Simon Zeimke (camel) Photos particulieres (turtle) Robert Haandrikman (dolphins) Roberta (chameleon) pwelsh2008 (kayak) iragazzidiredbull (sailing) guitarfish (diving) pwelsh2008 (shoes looking down) Andries3 (4x4) Prasad Pillai (camp) Ros in Wonderland (camp) Hans Birger Nilsen (men) com4tablydumb (Bedouin woman) Joe Carr (food) Hannah Jane (rug) Katherine James (pots) hl\_1001 (milky way) SAF1 Photography (beach) Ryan Lackey (beach) mariusz kluzniak (mountains) hey tiffany (mosque) kendo1938 (ruin) mike-mojopin (ceiling) Riyadh Al-Baluski (opera house) All reproduced under the Creative Commons license.

Quote from Philippe Georgiou from interview with Ross Wales 03.03.19

Oman and UAE tourism data from World Bank Open Data [www.data.worldbank.org/](http://www.data.worldbank.org/)