HOW CAN WE WELCOME OTHERS TO OUR WORLD?

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners consider what tourism is and create a voiceover for a silent tourist video. They consider what they know about Wales and why people visit, and explore different aspects of how tourism affects Wales and the people who live there. Learners interrogate data about tourist numbers and attractions and consider the pros and cons of increased tourist numbers. They find out about tourist attractions and explore what the key features and special qualities of their locality are. Learners think about the criteria for a good poster before creating a poster to promote responsible tourism to their local area. Finally, learners combine ideas from their posters to create a short video clip to promote responsible tourism in their local area.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Means of recording sights and sounds, e.g. tablet, smart phone, paper and pencils, etc.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT IS TOURISM?

Explain to learners that this task should help them to understand what tourism is and to explore the reasons people decide to visit certain places.

Screen 3

The first screen is designed to activate learners' prior knowledge and understanding. Invite learners to consider the 'talking heads' and to suggest who they agree with the most and why and who they disagree with and why.

Screen 4

Show learners the silent video clip and ask them to think about the questions posed.

Focus questions

- What can you see? How do you know?
- Where do you think this is? Why do you think that?
- What do you know about this place? How do you know these things?
- Why might this place be popular with tourists? Why do you think that?

Screen 5

Explain to learners that the video clip showed drone footage of Aberystwyth and that you want them to create a voiceover for this video to promote tourism. To provide background information to support the creation of a voiceover, invite learners to carry out research to find out about the key features and special qualities of Aberystwyth and why it is popular with tourists. Ask them to consider the questions posed before they begin to research.

Focus questions

- What are the key features and special qualities of Aberystwyth?
- How will you find this information? Why will you do it like that?
- How will you know the information you find is reliable? Why is this important?
- How will you know if the information you find is biased? Why is this important?

Screens 6-7

Ask learners to watch the video clip again and in their group to create a voiceover script for the video, discussing the questions posed.

Focus questions

- How long is the video? How do you know? How will you ensure your voiceover is the same length?
- What do you want to tell viewers about this place? Why?
- What information could you include?
- What is the most important information to include? Why?
- What do you know about this place? How do you know these things?
- What is special about this place? Why?

After each group has created a voiceover, invite learners to play the video clip and present their voiceover with it.

TASK 2

WHY DO PEOPLE VISIT WALES?

Explain to learners that this task will support their understanding of tourism in Wales. They will explore where and why people visit, the different types of tourism and the pros and cons of increasing numbers of tourists.

Screen 3

Ask learners to watch the video (about 3 minutes) about Wales and to discuss the questions posed.

Focus questions

- What features of Wales did you see in the video? How do these features attract tourists?
- What do you know about these features? How?
- What places in the video did you recognise? Why?
- Why do you think people visit Wales?

You could ask learners to share their ideas with the class.

Screen 4

Talk to learners about Wales having a unique culture, heritage and many traditions.

Explain to them that planning for tourism requires knowledge of the statistics and geography of the country.

In small groups, ask them to complete the table. The information in the end column will only be revealed after learners have written their guess in the middle column. You could encourage learners to use an online map to explore which region and local authority they are in and where the nearest city is. They could also search for data about the local population.

Screen 5

Explain to learners that the most popular and traditional form of tourism in Wales is Heritage tourism, where tourists are exposed to history through museums and heritage sites. However, many people are making a case for a shift towards cultural tourism, centred on music and literary festivals and food. This could significantly contribute to the status of Welsh as a living language and promote the diverse Welsh culture to the world.

The National Eisteddfod and, its youth counterpart, the Urdd National Eisteddfod, celebrate Welsh arts, language and culture and bring in many tourists from across the world.

Screen 6

Explain to learners that the National Eisteddfod of Wales is held at a different setting in the first week of August each year. With a modern history dating back over 150 years, the festival alternates between north and south Wales, to showcase Welsh music, literature, art and much more. The eight days of competition and performances is considered as the largest music and poetry festival in Europe, with around 150,000 visitors and over 250 trade stands and stalls.

Invite learners to discuss what they already know about the National Eisteddfod and to carry out research to find more information and consider the questions posed.

Focus questions

- What do you know about the National Eisteddfod?
- When did the National Eisteddfod take place in or near your local area? Where was it? You could use this link to find out more – Eisteddfod: Past locations
- If the National Eisteddfod was close to where you live, how many new visitors were there to your area? What was that like?
- What evidence is there that the National Eisteddfod took place? How do you know?
- Have you or your school taken part in the National Eisteddfod? If so, when and how?
- What's the history of the National Eisteddfod?

Screen 7

Provide learners with background information about the Urdd Gobaith Cymru.

Established in 1922, it has over 55,000 members and gives children and young people opportunities to learn and socialise in Welsh and enables them to make positive contributions to their communities.

The Urdd National Eisteddfod is the youth counterpart of the National Eisteddfod and is arguably the largest youth festival in Europe. Held during May half-term, at different locations alternating between south and north Wales, the festival consists of singing, recitation, art, composition, dance and instrumental events. With attendances of around 100,000, The Urdd encourages tourism and provides a boost to the local economy.

Screen 8

Explain to learners that people visit Wales because more than a third of the country has 'dark skies'. Invite them to watch the video (about 1 minute and 30 seconds) and discuss the questions posed.

Focus questions

- Why would dark skies be a tourist attraction?
- Where in Wales do you think are the best dark skies? Why?
- How can we maintain dark skies in Wales?

Screen 9

Explain to learners that Wales receives more than 67 million visits for tourism purposes each year. This includes Welsh people taking trips to other parts of Wales and is made up of 62 million tourism day trips in Wales and about 5 million overnight stays for holidays. Invite them to consider the table of data and consider the questions posed.

Focus questions

- How could you encourage more day trippers to stay overnight? Why would these ideas work?

Screens 10-11

Explain to learners that the people most likely to visit Wales are from England, accounting for 94% of overnight stays.

Invite them to look at the table that breaks down the number of visitors to Wales by nationality and to consider the questions posed.

Focus questions

- Why do you think so many people visit from England?
- Scotland and France are about the same distance from Wales. Why do you think the visitor numbers are so different?
- Why do you think so many more visit from USA than Italy when it is much further away?
- Is this the best way to show this data? Why do you think that?
- How else could you show this data?

Ask learners to use Excel to redraw the data in a chart or graph to show them more clearly.

Invite them to:

- Import the data into an Excel spreadsheet.
- Highlight the table and click on ‘Recommended charts’.
- Select ‘All charts’.
- Scroll through to find the best way of showing the data.

Ask learners to discuss the questions posed.

Focus questions

- Which chart shows the data the most clearly? Why?

Screen 12

Explain to learners that tourism accounts for approximately £6 billion in revenue for Wales each year and can be broken down as follows:

- £3.4 billion spent on day trips to Wales by British people
- £2 billion spent on overnight visits to Wales by British people
- £0.5 billion spent by international visitors to Wales.

Invite learners to consider how they might improve these figure and to discuss the questions posed.

Focus questions

- International visitors are more likely to come from Germany, Irish Republic, France, Netherlands, Australia, Italy and Canada. Why do you think they are from these countries?
- Which type of tourist attractions do you think international visitors come to Wales to see? Why?
- How could you encourage more international visitors? Why would this work?

You could ask learners to share their ideas with the class.

Screen 13

Explain to learners that there are lists of the top most visited free and paid for attractions in Wales. Invite learners to consider what attractions they think might be on these lists and to record their ideas.

Screen 14

Show learners the 2021 list of the top 10 free entry attractions, with annual visitor numbers shown in brackets:

- Barry Island Pleasure Park (1,250,000)
- Funland, Towyn (1,000,000)
- Pembrey Country Park (804,513)
- Newborough Forest (559,939)
- Walkers on Yr Wyddfa / Snowdon (544,489)
- Gwydir Forest Park (408,511)
- Wepre Country Park (400,000)
- Stackpole Nature Reserve (390,498)
- Margam Country Park (305,678)
- Pontcysyllte Aqueduct (285,411)

Invite them to discuss the list and answer the questions posed.

Focus questions

- How does this list compare with your list?
- Which attractions were on your list too?
- Which attractions on this list surprise you? Why?
- Which of these is closest to where you live? How do you know?
- Which of these have you visited? When? Why?
- Which was your favourite? Why?
- How did you get there? Why?
- Which would you like to visit? Why?

Screen 15

Show learners the 2021 list of the top 10 paid for attractions, with annual visitor numbers shown in brackets:

- Cardiff Castle (372,606)
- Folly Farm (348,689)
- Portmeirion (285,191)
- Swansea Leisure Complex (285,047)
- Bodnant Garden (239,790)
- Nova Prestatyn (200,000)
- Zip World Forest (180,225)
- Zip World Slate Caverns (160,255)
- Conwy Castle (152,281)
- Zip World Penrhyn Quarry (142,889)

Invite them to discuss the list and answer the questions posed.

Focus questions

- How does this list compare with your list?
- Which attractions were on your list too?
- Which attractions on this list surprise you? Why?
- Which of these is closest to where you live? How do you know?
- Which of these have you visited? When? Why?
- Which was your favourite? Why?
- How did you get there? Why?
- Which would you like to visit? Why?

Screen 16

Explain to learners that you want them to choose one of the lists of tourist attractions from the previous screens and to use Excel to show the data more clearly.

Invite them to:

- Import the data into an Excel spreadsheet.
- Highlight the table and click on 'Recommended charts'.
- Select 'All charts'.
- Scroll through to find the best way of showing the data.

Ask learners to discuss the questions posed.

Focus questions

- Which chart shows the data the most clearly? Why?

Screen 17

Tell learners that north Wales is the most popular region for overnight trips in Wales and that the table provides a regional breakdown.

Explain to them that south Wales has two of the top three free attractions and three of the top four paid entry attractions. Invite them to consider the questions posed and to list some possible reasons.

Focus questions

- Why do you think north Wales has the highest % of overnight trips?
- Why do you think north Wales has more overnight trips than south Wales?

Screen 18

Inform learners of some factual information about jobs in the tourism industry in Wales.

- Around 11% of people work in the tourism industry.
- In 2020, tourism employed 151,000 people – 11.3% of total employment.
- This was slightly higher prior to the pandemic when it peaked at 161,000 (12.1% of employment) in 2019.
- A recent survey found that 62% of English people think that tourism is Wales' biggest industry. However, this is not correct.
- The biggest industry in Wales is manufacturing which accounts for almost £12 billion each year, more than double what tourism brings in.

Screens 19-20

Invite learners to consider the 'talking heads', providing opposing opinions about tourism. Explain that people have different opinions about whether increasing tourism in Wales is a good or bad thing. Invite learners to consider what they think and to discuss the questions posed.

Focus questions

- What do you think?
- What are the positives of increasing tourism?
- What are the negatives of increasing tourism?

Ask learners to record their ideas in a pros and cons grid.

Screen 21

Refer learners to the BBC article, 2021 - Snowdon: Call to respect mountain amid spike in visitors.

Outline some of the main points raised in the article:

- 700,000 visitors a year – an increase of 40% in just three years.
- 45-minute queues at the summit – mainly due to people taking selfies.
- pressures of increased tourists significant – litter, footpath erosion, wild camping, traffic, parking.
- large numbers of these visitors not properly prepared to walk up the 1,085m (3,560 ft) peak – some dressed inappropriately and not having the fitness or hiking experience to get to the top.

Ask learners to discuss the questions posed and to make a list of 10 important rules you think people should follow.

Focus questions

- What guidelines would you have for people visiting the countryside? Why?

You could ask learners to share their ideas with the class.

Screen 22

Explain to learners that the Countryside Code is a set of guidelines that allows everyone to enjoy the health and well-being benefits that nature offers, while respecting the environment and people who live and work in it. Invite them to read more about the Countryside Code: advice for visitors by following this link and to discuss the questions posed.

Focus questions

- How does the Countryside Code compare to your list?
- What are the similarities?
- What are the differences?

Encourage learners to add any new ideas to their pros and cons grid.

Screens 23-24

Inform learners that Keep Wales Tidy has carried out research on the impact of tourism on litter and that the key points include:

- a correlation between visitor numbers and littering
- visitors may be unfamiliar with waste practice in the area they visit or they may be driven by 'holiday psychology' factors which can result in less responsible waste behaviours
- specific interventions, messaging and targeted awareness raising is required for visitors
- circular economy ambitions, e.g. reuse and repair initiatives, are essential for sustainable tourism.

Invite learners to discuss the questions posed.

Focus questions

- Why does the number of tourists correlate with the quantity of litter?
- How might tourists not be aware of how the tourist area deals with waste and rubbish? How could we ensure tourists are aware?
- What do you think 'sustainable tourism' means? Why?

Encourage learners to add any new ideas to their pros and cons grid.

Screens 25-26

Inform learners that there were 24,873 second homes in Wales registered for council tax purposes in January 2021, according to official figures. Explain that the number could actually be much higher, depending on the exact definition of a second home. This is because this number does not include holiday units, like AirBnbs and holiday lets, which are registered for businesses rates rather than those under second homes.

Invite learners to consider their ideas and to discuss the questions posed.

Focus questions

- Why could it be a disadvantage to an area to have many second homes?
- Why could it be an advantage to an area to have many second homes?
- What are your thoughts on second homes? Why?

Encourage learners to add any new ideas to their pros and cons grid. You could ask learners to share their pros and cons grids with the class.

TASK 3

HOW CAN WE ENCOURAGE RESPONSIBLE TOURISTS TO VISIT OUR LOCAL AREA?

Learners explore the key features and special qualities of their local area and create a poster and video clip to promote responsible tourism to their local area.

Screen 3

Explain to learners that you want them to consider what is great about their local area. Ask them to discuss the questions posed and to draw a mind map to organise their ideas.

Focus questions

- What do you think is great about your local area? Why do you think these things are great?
- Why do you think your local area is special? What are its special qualities and key features?
- Why would other people want to visit your area? How do you know?
- What is the local area famous for? Why do you think that?
- Are there any tourist attractions in your local area? If so, what are they?

You could ask learners to share their ideas with the class.

Screens 4-5

Explain to learners that when at home you want them to ask their friends and family the reasons they think people might visit the local area. They should also ask them to share their thoughts about what the special qualities and key features of the local area are. Older people might be able to tell learners about when tourists started visiting the area and how some attractions have changed over the years.

When back in school, ask learners to discuss the questions posed.

Focus questions

- What new tourist attractions did you find out about? Who from? How did they know about them?
- What surprised you the most about what you found out? Why?
- How has tourism to the area changed over the years? Why?

Encourage learners to add any new ideas to their mind map.

Screen 6

Invite learners to use the map to find their local area. They could take screenshots to use in their mind map. They might also wish to use the map to find out where the local tourist attractions are. To scaffold this you could use the questions posed.

Focus questions

- What tourist attractions feature on the map of your local area?
- What new attractions have you discovered? Why hadn't you heard of them before?
- Do each of your special qualities appear on the map? Why? Why not?

Encourage learners to add any new ideas to their mind map.

Screen 7

Ask learners to carry out an internet search to look for any other tourist information they can about the local area. Encourage them to consider the questions posed and to add any new ideas to their mind map.

Focus questions

- What did you find out from your internet search?
- What surprised you the most? Why?
- What new landmarks or attractions did you find out about?
- Which website contained the most useful information? Why?
- How reliable is the information you found? Why do you think that?
- How biased is any of the information you found? Why do you think that?

Screen 8

Explain to learners that they are going to produce a poster to encourage responsible tourism in their area. Ask learners to review their mind maps and consider the questions posed.

Focus questions

Which ideas...

- could be used in a poster
- could interest people who saw the poster
- would help to promote responsible tourism to your area?

Screens 9-10

Ask learners to look at the poster used to promote tourism and to consider the questions posed.

Focus questions

- What adjectives can you use to describe the poster?
- How does the poster use images to engage you?
- How does the image use colour to good effect?
- What information is the poster giving? How helpful is that to a tourist? Why?
- What would you find if you visited here? Why do you think that?
- What would you say are the special qualities of this place? Why?
- How well does the poster promote responsible tourism? Why?

Show the learners the second poster and ask them to consider the same questions.

Screens 11-12

Explain to learners that you want them to think about and discuss what makes a good responsible tourism poster. Ask them to consider the questions posed and to make a list of 10 features (success criteria) for what makes a good responsible tourism poster on the next screen.

Focus questions

- What are the important features of a good tourism poster? Why do you think that?
- How can we ensure our poster promotes responsible tourism?

Screen 13

Invite learners to prioritise their success criteria by dragging and dropping the word boxes into whatever shape they feel best represents the group's thinking. Explain that, for example, they could use a diamond, a triangle, a linear list, etc. Ask learners to discuss the questions posed and to be ready to justify their decisions.

Focus questions

- Which success criteria are the most important? Why?
- Which success criteria are the least important? Why?

You could ask learners to share their ideas with the class.

Screen 14

Remind learners what they have done already in preparation for creating a good responsible tourism poster.

- created a mind map to show the things people visit in the local area and the reasons why
- used a map to locate tourist attractions in the local area
- listed 10 features (success criteria) for what makes a good responsible tourism poster
- selected their top three success criteria and explained their reasons.

Invite learners to create their responsible tourism poster.

Screens 15-16

Inform learners that they are to make a video clip, about 1 minute long, to promote responsible tourism in the local area.

Explain that you want each pair to work with another pair to consider the questions posed and to make the video clip.

Focus questions

- Combining the ideas from your posters, which elements would be the most useful for the video clip? Why?
- Which of these chosen elements would be good to film for your clip? Why?
- Thinking about filming outside, how could you film your chosen elements?
- What other ideas do you have for filming outside? Why include these?
- How will you use voice or music in the video clip? Why do it like this?

Invite learners to go outside to film elements of their video clip.

Screens 17-18

Explain to learners that you want them to create a voiceover for their video clip.

Invite them to consider the questions posed and to add music or write their script or voiceover.

Focus questions

- How long is the video? How do you know? How will you ensure you use voice/ music of the same length?
- What do you want to tell viewers? Why?
- What information could you include?
- How will you ensure the video clip encourages responsible tourism?

Invite learners to present their video clip.