Travel and Tourism

Holiday Issues

[INTERMEDIATE 1]

Cameron Robbie
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INTRODUCTION

How to deliver the unit

The unit has been sub-divided into three parts. These are:

1. Pre-departure arrangements
2. Coping with issues
3. Impact of tourism

This unit is designed to give the student a comprehensive picture of what is involved between getting a holiday booked up and the departure date. It will focus on what may be required to finally get organised to depart.

It is also designed to enable the candidate to develop skills and coping strategies to deal with holiday problem situations that may occur before, during and after a holiday. The focus is therefore on the practical and written skills required by tourists who come into contact with those employed in the tourist industry and those others whose assistance may be required at problem times. It covers the key skills involved in being able to identify and deal appropriately with problem situations as well as developing effective behaviour for personal interaction.

Practical activities and exercises will form the basis of the delivery of this part of the unit, backed up by some basic activities involving customer complaint procedures. The candidate will be required to take an active part in the learning process by participating in role-play situations, which will provide the means of practising the skills required to achieve this unit. Written communication, role-play, video or audio playback will be the main teaching approaches. The tutor will provide the prompt card scenarios to which the role play will be directed. The tutor will also provide guidance and support to the student as to the most effective strategies for each holiday problem. A student resource pack is available which can be made into and used as OHTs by the tutor.

The third part of the unit is designed to give the student an awareness of the effects of the tourism industry and tourist behaviour on the countries and inhabitants they visit. They will also do a study of the impact of tourism in the area within fifty miles of the school/college. They compare how visitors affect their part of Scotland with how they themselves may affect an overseas area that they may visit in future. This will include an awareness of the responsibilities that tourists should have to the people and the environment.
Frameworks for induction

An initial teaching input will be required for each part of the unit, but practical exercises and activities will form the basis of the delivery of this unit. Students should be introduced to the content of the unit prior to the commencement of delivery. It should be stressed that the focus of the unit is the development of the practical skills outlined above. A scheme of work would help students organise their study time. Some students may express concern about participating in role-plays, which can be stressful for less confident students. The tutor should attempt to allay these fears and should stress that ample opportunities to practise taking part in role-plays will be provided.

The materials should be examined in three contexts. Holiday problems before departure, holiday problems during a holiday and holiday problems after a holiday.

Learning environment

It is assumed that students will have access to class sets or half class sets of a range of holiday brochures. There are several kinds of brochures that will be needed:

- UK Mini breaks and Resorts including a Center Parcs or Oasis brochure
- City Visits and Tours
- European Camping
- European Summer Sun
- Winter Sun and Long Haul
- Winter Sports
- Special Events, Activities and Interests.

There should also be a library of guidebooks for resorts and holiday areas and other reference materials.

There are no special classroom equipment requirements other than an overhead projector and wallboard.

- **Health Card (Form E111)** can be obtained from any Post Office and it is contained inside a very useful booklet that is used in some Student Activities. It would be a good idea to copy the application form inside with the instructions to avoid tearing up a booklet each time it is used. It is freely available from Post Offices, usually in the pigeonhole units on the public side of the counter. The students should be encouraged to get them for themselves.
• **The Passport application form** is also available from main Post Offices. However it is probably best to get it by asking each student to collect one. They will have to ask for it. It is very difficult to photocopy clearly. Non-UK passport holders should get an application form from the appropriate agency e.g. consulate or embassy.

• A few copies of **Local Area Yellow Pages** are useful for the last section on Personal Requirements.

In part 2, the case studies, which are on the prompt cards, can be approached as a game for either the whole group or for individual students. The students can select a problem from the bank of prompt cards and the tutor can offer support and direction as to the best solution. The Resource pack has a selection of forms, resources and contact numbers.

An internal telephone link would be useful to authenticate the oral responses. A video camera/audio taping facilities will be necessary for the collection of evidence of oral response.

There are videos available on the subject of customer care, FETV Shortcuts BBC (0131 248 4261). The tutor may wish to use entertainment programmes where relevant, such as *Holiday* (BBC), *Wish You Were Here?* (ITV) and consumer watchdog clips. The tutor may also wish to use holiday brochures, as well as Ceefax or Teletext and the internet to stimulate and enhance the role-plays as well as collecting customer care guidelines to update the resource pack.
Scheme of work

Part 1: Pre-departure arrangements

<table>
<thead>
<tr>
<th>Hours</th>
<th>Key Content</th>
<th>Specific Content and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Passport Form</td>
<td>Familiarity and instructions for Completion</td>
</tr>
<tr>
<td>2</td>
<td>Spending Money</td>
<td>Methods of Obtaining: Advantages and Disadvantages.</td>
</tr>
<tr>
<td>5</td>
<td>Additional Admin.</td>
<td>Driving Abroad: Information and Precautions.</td>
</tr>
<tr>
<td>6</td>
<td>Personal Requirements</td>
<td>Cancelling Home Deliveries, Boarding Pets, Plant Care, etc.</td>
</tr>
<tr>
<td>7</td>
<td>Personal Requirements</td>
<td>Home Security, etc., Compile a Holiday List.</td>
</tr>
</tbody>
</table>

Part 2: Coping with issues

<table>
<thead>
<tr>
<th>Hour</th>
<th>Prompt</th>
<th>Content</th>
<th>Source of Solution in Resource Pack</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>A1</td>
<td>Booking/Payment</td>
<td>ABTA, Booking Terms, Credit Card</td>
</tr>
<tr>
<td>9</td>
<td>A2</td>
<td>Holiday Changes</td>
<td>Booking Terms, Insurance, Travel Agent</td>
</tr>
<tr>
<td>10</td>
<td>A3/A4</td>
<td>Customer Change</td>
<td>Booking Terms, Insurance, Travel Agent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Company Change</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>A5</td>
<td>Hidden Costs</td>
<td>Health Line, Passport, Travel Agent</td>
</tr>
<tr>
<td>12</td>
<td>B1</td>
<td>Flight Delays</td>
<td>Booking Terms, Airport Staff</td>
</tr>
<tr>
<td>13</td>
<td>B2</td>
<td>Accommodation</td>
<td>Representative, Invoice, Reception</td>
</tr>
<tr>
<td>14</td>
<td>B3</td>
<td>Excursions</td>
<td>Excursion Booking Form, Representative</td>
</tr>
<tr>
<td>15</td>
<td>B4</td>
<td>Illness/Theft</td>
<td>Insurance, E111, Police, Representative</td>
</tr>
<tr>
<td>16</td>
<td>B5</td>
<td>Car Hire</td>
<td>Insurance, Car Company, Representative, Police</td>
</tr>
<tr>
<td>17</td>
<td>B6</td>
<td>Curtailment</td>
<td>Insurance, Representative, Reception</td>
</tr>
<tr>
<td>18</td>
<td>C1</td>
<td>Travel Difficulties</td>
<td>Customer Complaint Form, Letter, Representative</td>
</tr>
<tr>
<td>19</td>
<td>C2/C3</td>
<td>Personnel Problems/Accommodation</td>
<td>Customer Complaint Form, Letter, Representative</td>
</tr>
<tr>
<td>20</td>
<td>C4</td>
<td>Luggage Problems</td>
<td>Airline Staff, Insurance</td>
</tr>
<tr>
<td>21</td>
<td>C5</td>
<td>Company Insolvency</td>
<td>Insurance, Credit Card, ATOL, ABTA</td>
</tr>
</tbody>
</table>
# Part 3: Impact of tourism

<table>
<thead>
<tr>
<th>Hours</th>
<th>Key Content</th>
<th>Specific Content and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Benefits</td>
<td>Introduction</td>
</tr>
<tr>
<td>23</td>
<td>Benefits</td>
<td>Economic</td>
</tr>
<tr>
<td>24</td>
<td>Benefits</td>
<td>Social/Cultural/Political/Environmental</td>
</tr>
<tr>
<td>25</td>
<td>Benefits</td>
<td>Summary and examples from Mountains, Coast, Home and Abroad</td>
</tr>
<tr>
<td>26</td>
<td>Harms</td>
<td>Environmental</td>
</tr>
<tr>
<td>27</td>
<td>Harms</td>
<td>Economic and Political</td>
</tr>
<tr>
<td>28</td>
<td>Harms</td>
<td>Social and Cultural</td>
</tr>
<tr>
<td>29</td>
<td>Harms</td>
<td>Summary and Examples from Mountains, Coast, Home and Abroad</td>
</tr>
<tr>
<td>30</td>
<td>Case Study 1</td>
<td>Guidelines for Local Area Case Study: Host Perspective. Choose area and get maps</td>
</tr>
<tr>
<td>31</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Research/Report Writing</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Report Writing</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Case Study 2</td>
<td>Guidelines for Non-local/Foreign Area Case Study: Visitor Perspective. Choose area. Get maps</td>
</tr>
<tr>
<td>36</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Research/Report Writing</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Report Writing</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Assessment</td>
<td>Unit Assessment</td>
</tr>
</tbody>
</table>
Schedule of work

The tutor notes that follow the key elements gives an indication of the delivery time required for each topic and a possible sequence to tackle the unit.

Part 1: Pre-departure arrangements

Administration
- Filling in the Passport application
- Health requirements – World Health Geography
- Preparation for driving abroad.

Finances
- How to obtain spending money – advantages and disadvantages
- Foreign currencies, exchange rates and the single currency
- Getting value for money on holiday.

Personal requirements
- What has to be done before leaving – deliveries, pets, plants, etc.
- Home security
- Compiling a holiday list.

Part 2: Coping with issues

Centres delivering this part of the unit are likely to have delivery slots of varying lengths. As a result, it is impossible to provide specific lesson plans. It is suggested that tutors use the following as a guide to the topics to be covered.

Issues before departure
- Booking and Payment
- Changes to Travel Arrangements
- Cancellation of Holiday by Customer
- Cancellation or Alteration by Travel Company
- Unforeseen Hidden Costs

Issues during a holiday
- Flight Delays
- Accommodation, Inventory and Service Difficulties
- Booking, Cancelling or Changing Excursions
- Illness, Accidental Injury and Theft of Property
- Car Hire Problems
- Early Emergency Departure
**INTRODUCTION**

**Issues after a holiday**
- Travel Arrangement Difficulties
- Sub-standard Service
- Accommodation Problems
- Loss/Damage to Luggage
- Departure Cancellation

**Key elements of this part**

Using a case study and a role-play approach the student should be able to:
- Deal with and properly direct complaints as regards problem situations which may occur before, during and after a holiday
- Demonstrate effective behaviour for personal interaction by telephone or face to face.

**Part 3: Impact of tourism**

This part of the unit will cover the section of the course in the time available and prepare the student for the assessment. However, every centre will wish to modify some areas on the basis of experience.

**The benefits of tourism**
- Economic benefits
- Social/Cultural/Political/Environmental benefits
- Summary with examples from Mountains, Coast, Home and Abroad.

**The harm caused by tourism**
- Environmental
- Economic/Political
- Social/Cultural
- Summary and examples from Mountains, Coast, Home and Abroad.

**Case study of a local area: Host perspective**
- Research
- Report writing.

**Case study of a non-local/foreign area: Visitor perspective**
- Research
- Report writing.
## Tutor notes

<table>
<thead>
<tr>
<th>Suggested lesson structure</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Pre-departure arrangements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Passport Form</strong></td>
<td>Student Activity sheet/Passports</td>
<td>1 hour</td>
</tr>
<tr>
<td>Ideally the students, especially non-British nationalities,</td>
<td>Handout 1/Passports</td>
<td></td>
</tr>
<tr>
<td>should try to get application forms or teacher could ask for a set.</td>
<td>Example of passport (not essential)</td>
<td></td>
</tr>
<tr>
<td>Talk over the need for a passport.</td>
<td>Passport forms</td>
<td></td>
</tr>
<tr>
<td>Look at the sections in the form. Note that everyone, including babies must now have their own passport.</td>
<td>Dictionary</td>
<td></td>
</tr>
<tr>
<td>Students do Activities 1, 2 and 3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spending Money</strong></td>
<td>Student Activity sheet/Spending money</td>
<td>1 hour</td>
</tr>
<tr>
<td>Talk about how you should plan for the types of money for the holiday. Through some discussion try to bring out some of the advantages and disadvantages of the three main ways. Read over the handout first paragraph together.</td>
<td>Handout 2/Spending money</td>
<td></td>
</tr>
<tr>
<td>Students do Activity 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exchange Rates</strong></td>
<td>Student Activity sheet/Exchange rates</td>
<td>1 hour</td>
</tr>
<tr>
<td>Teach exchange rates. Perhaps get a current newspaper with the rates given. Take the students through some simple calculations as in the Examples in the Handout. Mention how some exchange rates make it cheaper or more expensive to buy abroad.</td>
<td>Handout 3/Exchange rates</td>
<td></td>
</tr>
<tr>
<td>Students do Activities 1, 2, 3 and 4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visas and Health</strong></td>
<td>Student Activity sheet/Visas, Health card (E111), Health requirements</td>
<td>1 hour</td>
</tr>
<tr>
<td>Briefly go over the need for a visa in some countries. Talk over the medical arrangements of the EU and the Health Card (E111). Look at example and go over application form at back.</td>
<td>Handout 4/Visas, Health Card (E111), Health requirements</td>
<td></td>
</tr>
<tr>
<td>Students fill in the form, Activity 1.</td>
<td>Copies of Health Card Form (E111) from Post Office</td>
<td></td>
</tr>
<tr>
<td>Students do Activity 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You could do a lesson on one of the diseases that may affect travellers, e.g. malaria.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Personal Requirements

Talk over the Introduction.
Discuss the sections on the Dog, Deliveries and Plants.
Students do Activities 1, 2 and 3.
Briefly mention car insurance and preparations to drive own car abroad or hire one.
Students do Activity 4.
Discuss Home Security.
Activity 5
Discuss the sorts of ways you could break down the holiday list into categories. Put on board, then look at the list on handout.
Talk over the medical list, go over the common ailments and cures.
Students do Activity 6. Once they have rough copy show the Overhead. They should then write out the list neatly and ready for use (perhaps a checklist with tick boxes). Get them to mark all the items that are luxuries.

<table>
<thead>
<tr>
<th>Student Activity</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheet/Personal requirements</td>
<td>Handout 5/Personal requirements</td>
</tr>
<tr>
<td>Yellow Pages (an advantage but not essential)</td>
<td>AA or RAC</td>
</tr>
<tr>
<td>European Touring Guide</td>
<td>OHT/Packing list</td>
</tr>
</tbody>
</table>

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Part 2: Coping with issues

Holiday issues

Tutor information

The following case study prompts are designed to stimulate role-play responses to issues that may occur before, during or after a holiday. The case studies should be photocopied and cut into cards. The students can then select a prompt card which gives them a holiday issue to which they must respond appropriately, either in writing or verbally.

An enquiry approach should be adopted in each case, using the problem-solving task sheet.

The tutor should act in an advisory role.

• What is the problem?
• Where can information be collected to solve the problem? (The tutor can direct the student to the most effective solution to each problem using the resource pack as a guide.)
• Which solutions are available?
• Which solution offers the best outcome?

Students can then make their choice of response using the problem-solving worksheet on the next page.

A list of further suggested scenarios has been included for each.

The purpose of the Student Resource Pack in the Student Handout section of this pack is to provide a selection of forms and documents that will help the student find solutions appropriate for solving holiday issues. The sheets can be photocopied and then filed into sections as a classroom resource, so that the students can access them when required. This section of the pack will also offer support to course tutors, as the sheets can be copied onto OHTs and should serve as a starting point to which tutors can add their own materials when and where required.
### Part 2: Coping with issues

#### Before departure

**Booking/Payment**
Discuss the various methods of booking a holiday. Issue Case Prompt no. A1. An example of some Teletext offers would be helpful. Discussion can take place on the benefits of credit card booking. The students can be introduced to the concept of ABTA and ATOL. The students should complete a problem-solving worksheet. The solution is decided by the student.

<table>
<thead>
<tr>
<th>Case Prompt A1</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teletext</td>
<td></td>
</tr>
<tr>
<td>Item 10: ABTA, ATOL</td>
<td>Problem-solving worksheet</td>
</tr>
</tbody>
</table>

#### Booking Changes
Issue Case Study Prompt no. A2. Discuss why problems like this can occur and the role of the travel agent. Direct the students to the brochure terms and conditions of the travel company. In particular attention should be drawn to the time and penalty clauses. Discussion of the role of the insurance company can also ensue. Students should complete a problem-solving worksheet. Student selects solution.

<table>
<thead>
<tr>
<th>Case Prompt A2</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 4: Brochure terms</td>
<td></td>
</tr>
<tr>
<td>Item 6: Insurance policy</td>
<td>Problem-solving worksheet</td>
</tr>
</tbody>
</table>

#### Customer Changes to Booking
Issue Case Study Prompt no. A3. A similar method as those shown above can be adopted. The students should be directed to the brochure booking terms and conditions, the insurance policy and their travel agent. Student completes problem-solving worksheet and selects solution.

<table>
<thead>
<tr>
<th>Case Prompt A3</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 4: Brochure terms</td>
<td></td>
</tr>
<tr>
<td>Item 6: Insurance policy</td>
<td>Problem-solving worksheet</td>
</tr>
</tbody>
</table>

#### Company Changes
Issue Case Study Prompt no. A4. Again a similar approach should be adopted with role-play. Students can be directed to the brochure booking conditions.

<table>
<thead>
<tr>
<th>Case Prompt A4</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 4: Brochure terms</td>
<td></td>
</tr>
</tbody>
</table>

*cont’d on next page*
**INTRODUCTION**

<table>
<thead>
<tr>
<th>It would be helpful if the tips for telephone techniques were also discussed.</th>
<th>Item 7: Telephone tips Problem-solving worksheet. Student solution.</th>
</tr>
</thead>
</table>

**Hidden Costs**

- Issue Case Prompt no. A5.
- Reiterate the need for insurance, Passport and health requirements as discussed in Unit 3. Problem-solving worksheet. Student solution.

<table>
<thead>
<tr>
<th>Case Prompt A5 Unit 3 revision Items 5 &amp; 6: Insurance Problem-solving worksheet</th>
<th>1 hour</th>
</tr>
</thead>
</table>

**During a holiday**

**Flight Delays**

- Issue Case Prompt for During a Holiday no. B1 role-play.
- Discussion of similar real-life scenarios should ensue.
- Students should be directed to the handout on effective behaviour for face-to-face communication.
- Students should be given time to practise the skills. Problem-solving worksheet. Student solution.

<table>
<thead>
<tr>
<th>Case Prompt B1 Item 8: Face-to-face handout Role play Item 4: Booking terms Problem-solving worksheet</th>
<th>1 hour</th>
</tr>
</thead>
</table>

**Accommodation**

- Issue Case Prompt no. B2 Role Play
- The students should attempt to solve the problem using the methods outlined above.
- The role of the Resort Representative, the customer services report form and why people complain should be discussed.
- This scenario may involve communication with non-English-speaking staff. Problem-solving worksheet. Student solution.

<table>
<thead>
<tr>
<th>Case Prompt B2 Item 8: Face-to-face handout Item 1: Customer services report form</th>
<th>1 hour</th>
</tr>
</thead>
</table>

**Excursions**

- Issue Case Prompt no. B3.
- Discuss the popularity of travel companies offering excursions to travellers.
- Students should explore how to book an excursion. Excursion booking form accurately completed by student.

<table>
<thead>
<tr>
<th>Case Prompt B3 Item 9 (a): Excursion selection Item 9 (b): Excursion booking form</th>
<th>1 hour</th>
</tr>
</thead>
</table>
### Theft/Illness
Issue Case Prompt no. B4 or B8. Students should be aware of the various persons they would have to contact during such scenarios. They should also be made aware of the necessary paperwork which is involved for successful claims (Insurance Company, Tour Representative and Police).

<table>
<thead>
<tr>
<th>Issue</th>
<th>Case Prompt</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>B4 or B8</td>
<td>B4 or B8</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

- Item 7: Telephone tips
- Item 8: Face-to-face handout
- Item 6: Insurance policy
- Form E111
- Problem-solving worksheet

### Car Hire
Issue Case Prompt no. B5. Students should be aware of the background to car hire as covered in Unit 3. The focus here can be on the most effective behaviour for face-to-face communication under stress with both English and non-English staff.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Case Prompt</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>B5</td>
<td>B5</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

- Item 8: Face-to-face handout
- Role play
- Problem-solving worksheet

### Curtailment
Issue Case Prompt no. B6 or B7. Discussion of the best means to solve these problems should be led by the tutor. Students should be directed to the insurance policy and the travel company booking conditions. Student completes problem-solving worksheet and selects solution.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Case Prompt</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>B6 or B7</td>
<td>B6 or B7</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

- Role play
- Communication skills
- Item 8: Face-to-face handout
- Item 6: Insurance policy
- Item 4: Brochure conditions
- Problem-solving worksheet

### After a holiday
**Travel Difficulties**
Issue Case Study Prompt no. C1. The students should be directed to the terms and conditions of the brochure relating to compensation. Face-to-face communication with airport staff can be discussed. Student completes problem-solving worksheet and selects solution.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Case Prompt</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>C1</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

- Role play
- Item 4: Booking terms
- Item 8: Face-to-face handout
- Problem-solving worksheet
<table>
<thead>
<tr>
<th>Poor Service and Accommodation</th>
<th>Case Prompts C2 or C3</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Case Study Prompt no. C2 or C3.</td>
<td>Items 1 and 2: Customer services report forms</td>
<td></td>
</tr>
<tr>
<td>Discussion of similar problems and perhaps TV or newspaper examples can be used.</td>
<td>Item 3: Letter writing</td>
<td></td>
</tr>
<tr>
<td>Students should be directed to the use of the customer services report form and should be able to complete it.</td>
<td>Problem-solving worksheet</td>
<td></td>
</tr>
<tr>
<td>Attention should be drawn to the need to follow up this form in writing to the travel company within 28 days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The compilation of, and types of, evidence can also be discussed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student completes problem solving worksheet and selects solution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Damaged Baggage</th>
<th>Case Prompt C4</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Case Study Prompt no. C4.</td>
<td>Item 4: Insurance policy</td>
<td></td>
</tr>
<tr>
<td>Students should be able to report the loss verbally to airline staff.</td>
<td>Problem-solving worksheet</td>
<td></td>
</tr>
<tr>
<td>The insurance company can be contacted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student completes problem-solving worksheet and selects solution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company Insolvency</th>
<th>Case Prompt C5</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Case Study no. C5.</td>
<td>Item 10: ABTA, ATOL</td>
<td></td>
</tr>
<tr>
<td>The students should be directed to the roles of ABTA and ATOL.</td>
<td>Problem-solving worksheet</td>
<td></td>
</tr>
<tr>
<td>Student completes problem-solving worksheet and selects solution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3: Impact of tourism</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Student Activities/ Introduction</td>
<td>1 hour</td>
</tr>
<tr>
<td>Discuss with the students a good meaning of 'tourism'. Write up their suggestions on why people go on holiday.</td>
<td>Handout 6/ Introduction</td>
<td></td>
</tr>
<tr>
<td>Set out this part in brief. Emphasise the words that will crop up a lot (as written out in the handout).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic Benefits</th>
<th>Student Activities/ Economic Benefits</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasise the size of the travel and tourism industry and the millions of people who are involved in it throughout the world. Brainstorm the type of jobs, especially the ones that are not the obvious hotel ones. Note that there may be</td>
<td>Handout7/ Economic Benefits of Tourism</td>
<td></td>
</tr>
</tbody>
</table>

*cont'd on next page*
benefits to both the host population and the tourist.
Explain the way that money being spent in a hotel will, via rates, benefit the whole community.

**Other Benefits**
Point out again the meanings of social, culture, political and environmental. Give some examples, perhaps using the bulleted section in the handout.

**Summary of Benefits**
Short resumé.

**Environmental Harm**
Talk through options. Stick to environmental damage.

**Economic and Political Harm**
Discuss handout or any other examples. If possible, point out any problems in the local area of seasonal work and the type of work on offer in the leisure and catering business.

**Social and Cultural Harm**
Perhaps use the image portrayed abroad of Scotland and the Scots. The truth and the caricature. Point out that, although we can see how ridiculous the image may be, we may also take ridiculous images abroad of what the local population will be like.
### Summary
Short resumé.

| Student Activities/Summary | 1 hour |
| Handout 16/Summary | |
| Blank world map | |
| Atlas | |

#### Local Area Study

#### Foreign Area Case Study
The handouts are designed to give the student some guidelines. The choices for each study must be approved by the teacher to ensure that the information needed is readily available, either in class or somewhere that can be accessed without wasting time. It might be advisable to warn students earlier in the sequence if they need to write or travel to get information.

Emphasise that they should think of themselves as the tourist in as many examples as possible and therefore what **they** think is important.

Remember that one of the requirements is that the students should be aware of the effects they may cause and how they should behave when abroad.

### Assessment

| 50 mins |
| Research and Report Writing |
| (5 hours on each study) |
Part 1: Pre-departure arrangements

Passports
(Read Handout 1)

Activity 1

Use the information on the handout sheet on passports.

1. Why is a passport necessary?
2. How long does it last?
3. Where can you get the application form?
4. What is the address of the nearest passport office?
5. If there is a new baby in the family what will you have to do?

Activity 2

Study the passport form. There are several words and phrases used in it. Copy out these words and give their meanings.

- Current
- Certify
- Endorsed
- Citizen
- Invalidate

Activity 3

When applying for or renewing a passport you will have to fill in an Application Form. This is the information that will be needed and which you will have to collect.

Can you answer the following questions?

1. Is this your first application for a passport? If ‘no’ do you know the number of your current passport?
2. What is the full address with postcode?
3. In which town were you born?
4. Do you know the full names your father and mother, their birthplaces and dates?
5. Can you find their passport numbers?
6. Do you know all the details above if you were born outside the UK?
7. You have to get a passport-sized photo. Where would you get it?
8. Somebody has to be able to confirm that the person in the photo is you. Who would you ask to do this? What are the name, job and address with postcode.
   (Note: It cannot be a relative and they must have known you for at least 2 years. It must be somebody with a job such as a member of parliament, justice of the peace, minister or priest, professional (like a doctor, lawyer, engineer or teacher), local councillor, bank officer, ‘established civil servant’, police officer or person of similar standing).
Spending money

Money abroad
(Read Handout 2)

Activity 1

Use the handout on Spending Money. Read over the information. Answer these questions.

1. Describe what you should be doing at least 2 weeks before the holiday.

2. Why is it a good idea to take some cash with you at the start of the holiday?

3. Why would you be advised to take travellers cheques for most of your money?

4. If you were going on a camping trip to several countries, how would you take money? Give an idea what the advantages would be for your choice compared to taking money in another form.

5. If you were going to take a lot of cash, can you write out about five ‘golden rules’ to help you keep it safe. For example, how could it be carried, spent safely and protected during the day and at night?

6. Can you describe how credit cards work? What happens when you buy something? What happens every month? Why does it cause problems and debt for some people?

7. What advantages has the adoption of the Euro brought for travellers in the EU?
Exchange rates
(Read Handout 3)

Activity 1

Use the handout on Exchange Rates. Read over the information and study the Currency Table. Try not to use a calculator for the first eight questions.

1. Why should a tourist need to know about the exchange rate?
2. How many United States dollars ($US) can you get for $100?
3. How many Euros (€) can you get for $100?
4. How many Tunisian dinars can you get for £300? (Calculate £100 first and then multiply by 3.)
5. How many Japanese yen can you get for £200?
6. Is a Cyprus pound worth more than a British pound?
7. How many Canadian dollars ($Canadian) can you get for £50? (Calculate £100 first and then divide by 2.)
8. How many euros (€) can you get for €10?

Activity 2

Use a calculator to work out these costs in foreign currency.

9. Spain. Two-day hire of a car costs £49. How many euros?
10. USA. An excursion to the Grand Canyon costs £99. How many dollars?
11. Italy. The bill for a stay in a hotel for 5 nights costs £210. How many euros?

Activity 3

Using estimates

12. You have returned from Greece with €321. How much is that in pounds sterling (£)?
13. You want to work out roughly how much something costs in the Czech Republic, and you think of £1 being worth about 45 crowns (CZK). What would these things cost approximately in pounds sterling and can you say if it is good value compared to your idea of what it would cost here. Copy and complete the table.
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>$</th>
<th>Value?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can of cola</td>
<td>50 CZK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD</td>
<td>900 CZK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry to cinema</td>
<td>210 CZK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td>30 CZK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restaurant meal for two</td>
<td>600 CZK</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 4

14. Find the tourist exchange rate in today’s newspaper (e.g. The Herald or The Scotsman etc.). Find out the euro (€) and US dollar ($US) exchange rates.
Visas, health card (E111), health requirements
(Read Handout 4)

Activity 1

Your teacher will give you a copy of the Health Card form (formerly E111). Fill it in. Invent any information you may not know such as the National Insurance number.

Activity 2

Use the Health Advice for Travellers that comes with the Health Card form. Answer these questions using the booklet.

1. Some threats to health are from food and drink, the effects of sunshine, and a range of other things that can be avoided with a bit of common sense. Choose two of these threats and describe the precautions you should take.

2. From the pages on diseases, choose malaria, rabies or HIV/AIDS. For the one you have chosen, write out a short summary of the causes and the best ways to prevent or cure the disease.

3. You are going on a round-the-world flight! From the information, copy and complete the table below that shows what diseases you should (recommended) or must (essential) be immunised against.

<table>
<thead>
<tr>
<th>Countries visited</th>
<th>Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahamas</td>
<td>Hepatitis A, polio, typhoid, yellow fever</td>
</tr>
<tr>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
</tr>
<tr>
<td>Nigeria</td>
<td></td>
</tr>
</tbody>
</table>

4. Find out and record what you will get for free and what you may have to pay for if you go to see a relative in Australia and fall ill.

5. What do you have to do once you have filled in the Health Card form?
Personal requirements
(Read Handout 5)

Remember your family situation as you do the activities.

Activity 1: Home deliveries

Describe how you would tackle each of the four things listed.

Activity 2: What to do with Ben?

1. Read the two adverts and fill in a copy of this table giving an idea of what is good or bad about each way of taking care of your pet.

<table>
<thead>
<tr>
<th></th>
<th>Cosy-Home Kennels</th>
<th>Pet-Sitting Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disadvantages</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Can you think of any other solution to the pet problem? Why might this way be good or bad?

2. What do you have to do before you can take Ben on holiday to France with you?

3. Can you think of any other pets that would cause major problems?

4. Using Yellow Pages, find the advert that you would choose for your dog. Write out the details.

5. Do the same for your cat.

Activity 3: Plants

Write a short description of how you would get round this problem.
Activity 4: Driving abroad

1. Why should foreign drivers want to know if the car in front is British?
2. What are the signs that indicate a car is from a foreign country?
3. Why should headlamps need adjusted?
4. Why does the AA recommend a phrase book to be carried in the car on holiday?
5. Write out at least five phrases that you would need to be able to say in a foreign language after a minor accident involving another car driven by a local man. Keep it polite!

Activity 5: Home security

Read over the section in the handout and answer these questions.

1. Suggest some safe places to keep valuables like jewellery.
2. What is an inventory? Why might it be needed?
3. Can you think why many experts tell you not to lock internal doors or drawers?
4. What is the point of leaving curtains open?
5. How can you use electric plugs with a timer mechanism?
6. What might you ask the neighbour to do once a day?
7. Can you think of any other ways not mentioned to keep a house safer?
8. Now write out a full list of all the things to check for security before you leave.

Activity 6: The holiday list and packing

You are going to France in August.

1. Make a list of the clothing and the footwear that you would pack.
2. From this unit you should now be able to list the essential documents.
3. What would you put in your toilet bag?
4. Suggest some miscellaneous items that you would put into the case.
5. From the medical kit, describe why four of the items would be essential on a family holiday to France. Add some detail. For example, do not just say diarrhoea treatment is to cure diarrhoea. Say why it is likely to occur and be more of a problem on holiday than at home.
Part 2: Coping with issues

Holiday issues

Student information

This part of the unit concerns understanding about holiday issues, learning to deal with issues before, during and after a holiday, and coping with them effectively. There is a selection of issues offered as Case Studies of activities in each category, with a further alternative list for each.

Each issue should be tackled using a copy of the Problem-Solving Worksheet.

The solutions to the issue should be sought in the Student Resource Pack.
Problem-Solving Worksheet

Student’s Name: __________________________ Case Study No.: ____

1. Write a few sentences to describe the issue you have been given.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

2. Where will you obtain information to help you solve the issue?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

3. Who will you contact for information to solve the issue?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

4. Write down all the solutions that are available (both good and bad).

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

5. Complete the following:
   (a) The best course of action to solve this issue is:

       __________________________________________________________________

       __________________________________________________________________

   (b) Reasons for choice of solution:

       __________________________________________________________________

       __________________________________________________________________
Before departure

No. A1: Before departure – Booking
You have seen a holiday, on Teletext, to Majorca for yourself and a friend. The total cost of the holiday is advertised at £224 per person for half board. However, there is a 1 per cent charge for credit card bookings and a 10 per cent deposit required at the time of booking. You must work out the total cost of the holiday and make the booking.

No. A2: Before departure – Changes
You and three friends have arranged a holiday with T&T Travel to Ibiza to the Sunny Apartments for two weeks on 13 July, flying from Glasgow. You have booked two separate studio apartments. One friend has been made redundant and can no longer afford to travel and informs you of this ten weeks before you plan to fly.

No. A3: Before departure – Changes
You have booked a holiday costing £1,600 for your family of two adults and two children to Croatia. War has broken out there and the British government has advised against travel. You must try to claim your money back or arrange another holiday.

No. A4: Before departure – Changes
You have booked a holiday to Florida for yourself and your partner. It is a special anniversary and you have saved for many years the £3,000 it costs. It is now just two weeks before you are due to fly out, and the travel company writes to inform you that your hotel, the Mickey, has been overbooked and you are offered alternative, poorer-quality accommodation at the Minnie Hotel. Holiday dates 1–15 July.

No. A5: Before Departure – Health
You have booked a coach holiday to the Dutch bulb fields, 1 to 8 May, for yourself and a friend. Your friend informs you that she has just been diagnosed with a stomach ulcer, and although she can still travel, it is necessary for you to inform the holiday company and the insurance company.
Alternative student activities

Before departure

Booking and Payment Problems (Items 4, 7, 8, 10)
Budget (differences in payment between deposit and final date for payment)
Credit card charges
Teletext – booking a holiday
Change of number in party

Changes to Accommodation/Travel Arrangements/Resort (Items 4, 7, 8, 10)
War in destination
Tourist bombing
Outbreak of Legionnaires’ Disease
Pre-booking seats on flights
Pre-booking meals on flights
Arrange child seat/sky cots
Vegetarian meals

Cancellation of Holiday by Customer (Items 3, 4, 7, 8, 10)
Redundancy
Serious illness of party member
Death of a relative
Split with partner
Friend drops out

Cancellation of Holiday by Tour Operator (Items 3, 4, 6, 7, 8, 10)
Change to flight time – late arrival affects work commitments
Cancellation of hotel due to complaints from previous guests
Change of resort

Hidden Costs (Items 4, 6)
Obtaining currency
Ordering travellers’ cheques
Eurocheques
Passport for child aged 16
Passport validity three months before departure
Visa entry for some trips
Vaccinations for Turkey (write and telephone)
£10 English banknote for entry to Turkey
During a holiday

No. B1: During a holiday – Flight delay

You have arrived at Glasgow Airport to check in your luggage for your flight to Portugal. You pass through passport control, and as you are watching for your flight boarding you notice that there is a 14-hour delay. This means you will have less time at your holiday destination. You will also have to pay for food and drink until departure for which you have not budgeted.

No. B2: During a holiday – Accommodation

You have arrived at the Sunny Apartments in Ibiza only to discover that your apartment has no balcony but only has a window which is facing a brick wall. You specifically requested an apartment with a balcony and a sea view and you have a copy of your T&T Travel booking form as evidence. You do not unpack and head straight to the reception only to find out there is no one available, at present, who speaks English.

No. B3: During a holiday – Booking excursions

On the first day of your package holiday to Majorca you are invited to the ‘Welcome Meeting’ for new arrivals. It is at this meeting that you will be introduced to your T&T Travel holiday representative. He talks about the island and offers you the opportunity to book excursions. You book for the ‘Fiesta Night’. However, it is badly organised and you did not get as long at the destination as expected. You want your money back or compensation.

No. B4: During a holiday – Theft

You are on holiday in Spain with your friend. You decide to sit at a pavement café to have some lunch. While eating you are distracted, and as you try to pay the €20 (Euros) bill you notice your bag has been stolen from under your seat. The bag had your currency, travellers’ cheques and your passport in it. You now have no money and no passport to let you back into the UK.
No. B5: During a holiday – Car hire

You are on holiday in Spain and you have hired a car to drive around the countryside. It is midday, very hot (30°C) and you realise you have lost your way. You should have been heading into Sanfrano, but the roadside sign you have just passed said Sanmano. To make matters worse the petrol warning light is flashing on the dashboard, indicating that there is only enough petrol for 10 km. There is a map in the car, and a phrase book to help you get directions and petrol, and you do not speak Spanish.

No. B6: During a holiday – Curtailment

You and your partner are on holiday in Ibiza for two weeks in July. You are only three days into your holiday when the manager of your hotel contacts you. He informs you that, sadly, there has been a death of a close relative back home in Edinburgh. You must return home as soon as possible.

No. B7: During a holiday – Curtailment

You are on honeymoon in Venice and you telephone home to your family. You are told that your new marital flat, which contains all your wedding presents and new furniture and carpets, has been flooded by a burst pipe. You must return home.

No. B8: During a holiday – Illness

You and a friend are enjoying a two-week package in Ibiza. You decide to try paragliding. Your friend’s safety harness snaps as you are about to land and he is seriously injured. He must now spend at least six weeks in hospital. The hospital needs a guarantee that his treatment will be paid for. You must contact the holiday representative, the insurance company, your friend’s family and you must find the insurance policy and form E111 (Health Card).
Alternative student activities

During a holiday

*Flight Delays (Items 4, 7, 8, 10)*
- Time at airport while checking in
- Further delays while in departure lounge
- Overnight accommodation
- Coach to nearest airport
- Problem with aircraft

*Accommodation, Inventory and Service (non-English-speaking reception) (Items 2, 4, 7, 8)*
- Room not as requested
- No kettle in apartment
- Faulty bed
- Balcony faces brick wall
- Room over a disco/young children
- Lack of privacy
- No toilet rolls/towels
- Cockroaches in room
- Rats in grounds
- Theft of item from room

*Booking, Changing and Cancelling Excursions (Items 4, 7, 8, 9)*
- Selecting excursions
- Payment method/booking form
- Methods of contacting resort representative
- Offer of multi-trip savings
- Missed bus to catch excursion
- Bus would not wait
- Cancellation of excursion due to tummy upset
- Locally arranged deals cheaper – change?

*Illness, Accidental Injury and Theft (Items 2, 6)*
- Scooter accident
- Child illness (communication with reception, doctor, pharmacist, tour rep)
- Sunstroke
- Cut on rocks
- Stings
- Heart attack (new accommodation for partner)
- Theft of camera/handbag/cheques/CD (sitting at café/pickpocket)
- Theft of towels (or above) from pool
Leather jacket lost
Skis damaged

**Car-Hire Problems (Items 2, 6, 8)**
- International driving licence
- Lost in tough neighbourhood
- Highway code
- Puncture
- Ran out of petrol
  (Communication, details and directions under stress, with non-English-speaking people)

**Curtailment – Early Departure Home (Items 4, 6, 7, 8, 9, 10)**
- Death of relative
- Death of a pet
  (Communication under stress)
After a holiday

No. C1: After a holiday – Travel arrangements

You have just spent a relaxing holiday with your family of two young children in Minorca. You are collected from your hotel, two hours before your flight to Edinburgh is due to take off, and taken to Mahon Airport. You check in your baggage and pass through passport control. There is an announcement that your flight back will be delayed for at least eight hours. It is very hot and there are no seats in the departure lounge. You also have very few Euros left.

No. C2: After a holiday – Poor service

You have spent a week at the Sunny Apartments in Ibiza with your friend. During your stay the maid did not clean your room properly and the bed linen was not changed. You complained to the T&T Travel representative in the resort and you have filled in a customer complaint form. You must now write to the holiday company within 28 days stating your case for compensation.

No. C3: After a holiday – Accommodation

You have just spent two weeks of your summer holiday at the Merlin Hotel in Lloret de Mar on the Costa Brava. During the first week, you and your family with two young children were disappointed to discover that the swimming pool was out of order for three days. While you were at the resort, you complained to the T&T Travel representative and completed a customer report form. You must now contact the company within 28 days to make your complaint formal.

No. C4: After a holiday – Lost or damaged baggage

You have arrived back at Glasgow Airport after a week’s skiing holiday in the French Alps, only to discover that your skis, worth £150, have not arrived with the rest of your luggage. You must report this loss to the baggage handler on duty at the time, who will give you a written receipt. It is your task to contact your insurance company and the airline.
No. C5: After a holiday – Cancellation

You are on holiday with T&T Travel for a weekend in Paris with your partner. Unfortunately, the travel company goes bankrupt while you are there. You are left to make your own travel arrangements back to the UK. You must contact your insurance company as well as the credit-card company with which you paid for your trip.
Alternative student activities

Issues after a holiday (Complaints, Compensation and Insurance)

Travel Arrangements (Items 2, 3, 5, 6, 7, 10)
Delayed departure
Waiting on tarmac for hour in high temperatures
Left duty-free on plane

Poor Service by Holiday Personnel (Items 2, 3, 4, 7, 8)
Cleanliness
Rude staff
Inedible food
Strict rules at accommodation

Accommodation Problems (Items 2, 3, 4, 7, 8)
Incomplete building
Children’s section of pool closed
Lift out of order
Dangerous main road not mentioned in brochure

Loss of Luggage/Damage to Property (Items 3, 6)
Case damaged en route/case lost

Company Insolvency (Items 6, 10)
Company bankrupt
Government instruction
(Role of credit-card company)
Part 3: Impact of tourism

Introduction
(Read Handout 6)

Activity 1

1. Copy out the glossary.

2. Look at the list of reasons why people go on holiday. Select the six that you think are best and arrange them in order of importance. Add one or more of your own. Try to explain why you chose the one you have decided is the most important.

3. Imagine you have unlimited funds and are choosing four types of holiday. Write out each one, giving the reason why it attracts you.

4. Write out a holiday location that matches these requirements:

   - Sunny and mainly dry, beautiful scenery, friendly people, unspoiled, lots of interesting places to visit;

   - Within Britain, unspoiled, beautiful scenery, friendly people, lots of interesting places to visit.

Which of these requirements is difficult to match to popular holiday destinations?

Why is it difficult?
Economic benefits of tourism
(Read Handout 7)

La Taverna
***
Quality Fast-Food Restaurant
Grand Opening
21 May

Seaview terrace
140 seats
All local specialities

Benidorm Bugle Classified Adverts

WANTED
Local Craft Shop is looking for new suppliers of quality goods. Regular deliveries must be guaranteed. Priority to locally produced goods, woollens, pottery, woodcrafts, etc.

Call 01.332.5299

Item from the local radio station in Grenoble, French Alps

‘There is to be a major new development in the Chamois Valley. The international leisure group INTER-SKI are to announce a new €50 million resort to be built at the head of the valley. It will be based around a hotel/self-catering complex with a swimming pool, ice rink, shopping mall, theatre and cinema. There are plans for 40 kilometres of chairlifts and tows, a new ski school and France’s biggest artificial ski slope.’
1. Choose two of the foregoing advertisements and for each write out a list of the jobs that would be created. Put the jobs under these headings.

- Unskilled jobs
- Management jobs
- Jobs needing training
- Jobs created away from the location

2. Use the example of Hampton Hall and imagine yourself as the tourist. Make a list of all the things you could pay for on your day visit if you went there with a family group. Try to arrive at a rough idea of how much it would cost the family.

3. Imagine you are the mayor of the small village in the Alps that is getting the new ski development and you know that the council will get a lot of money in local taxes. Many of the local people are uncertain about the advantages of the scheme. Write out a short speech which spells out the good things that the development will bring to the village people and farmers. List some of the things you plan to spend the money on which will benefit everyone.
Social, cultural, political and environmental benefits of tourism
(Read Handout 8)

‘Culture’ is very difficult to describe. For example it could mean ‘all the ideas, beliefs, values and knowledge which are shared by a group of people; or it could be ‘the art, music and literature of a society as well as the leisure activities of the people’.

1. Construct a table like the one below and make a short list of the things that are part of your culture. Use the headings given to help you. Do the same in column 2, picking from one of the countries listed.

<table>
<thead>
<tr>
<th>My culture</th>
<th>Spain/Italy/Greece/France</th>
</tr>
</thead>
<tbody>
<tr>
<td>• National dress</td>
<td></td>
</tr>
<tr>
<td>• Food</td>
<td></td>
</tr>
<tr>
<td>• Drinks</td>
<td></td>
</tr>
<tr>
<td>• Sports</td>
<td></td>
</tr>
<tr>
<td>• Crafts</td>
<td></td>
</tr>
<tr>
<td>• Famous people in history</td>
<td></td>
</tr>
<tr>
<td>• Famous people today</td>
<td></td>
</tr>
<tr>
<td>• Attractions for a tourist</td>
<td></td>
</tr>
</tbody>
</table>

2. You are in charge of a huge national wildlife park in Africa. It is a treasure house of all the well-known animals like lions, giraffes, rhinos, elephants, ostriches, etc. It is not in a rich country and you are struggling to make improvements to the park with the small amount of money that the government gives you each year. You would like to raise money yourself.

Can you make out a plan of action or a list of ways:
• to get more tourists to come to the park?
• to increase the amount of money the tourists spend (what can you offer them)?
• to improve the park and its animals and keep it safe?

3. One other benefit is that the tourist industry has changed the employment pattern for women. The traditional role of women was as mothers, cooks and housekeepers, with some help on the farm at busy times of the year. Now the tourist industry can offer an
‘escape’. Write out a list of ten jobs in tourism that would be attractive to local women in an area like the Mediterranean or Africa.

4. Apart from a change in her lifestyle, what other advantages do you think a woman from a poor farming background might find doing a job as, for example, a receptionist in a big hotel?
Summary and examples of benefits
(Read Handout 9)

1. The handout shows what a farmer living in the south of Italy might think about the tourist developments along the coast. Write out a letter he might send to his brother who moved ten years ago to Milan in the prosperous north of Italy. Make the letter conversational and put in some personal details. At the same time include the improvements that are referred to on the handout.

2. Draw a picture in the same style as the handout diagram. Add word balloons that you might expect one of the following people to say:

- A sheep farmer who is struggling to farm in a beautiful area on the slopes of the Cairngorms.
- A Spanish farmer who lives in the dry, dusty lands along the Costa del Sol, which is being developed for tourists.

3. Copy out the list below making it into a key, giving each place a number. Using an atlas add these numbers to a blank world map either on the correct place or with an arrow pointing to it. Put each number inside a small box and colour the inside of the box green. Make a heading for your map: 'Benefits of Tourism'.

Some good things that have been brought about by tourism:

- Monasteries preserved in Ladakh in north India
- Economic development of the Costa del Sol
- Aborigines in north Australia set up their own tourist venture
- Game parks created in Kenya
- CAMPFIRE scheme in Zimbabwe helps local communities and wildlife
- Whale-watching in the Azores
- Development of isolated valleys in the French Alps stopping depopulation
- All-year-round tourism attracted by the Aviemore Centre
- 7 per cent of all jobs in UK are tourist related
Harm to the environment
(Read Handout 10)

Mini-investigation

Either

(a) Use one of the two case studies (Coral Reefs or Cairngorms) and any other information you can find to describe the problems caused by tourism in the chosen area.

Or

(b) You could also choose one of the following problem areas:

- Everglades swamp in Florida
- Antarctica
- Pollution in the Mediterranean Sea.
Economic and political harm
(Read Handout 11)

Answer these questions.

1. Can you think of the sort of food (like fresh milk) that tourists might expect to get even on holiday in a very dry and hot country?

2. Tourists also expect to have water for showers and swimming pools. What is mentioned that is a problem for farmers? Can you think of one other problem for the farmers who farm in the valley inland?

3. Why is it likely that most of the money spent by holidaymakers on a ‘Fly Drive’ holiday may not stay in the country? Hint: Hertz Rental is an American firm.

4. Sort out these jobs into two columns. One column should have a heading of ‘Jobs that are unskilled and poorly paid’ and the other column should be headed ‘Jobs that are skilled and well paid’. Try to add three more jobs in each column.

<table>
<thead>
<tr>
<th>Labourer</th>
<th>Dishwasher</th>
<th>Manager</th>
<th>Bin-man</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gardener</td>
<td>Plumber</td>
<td>Waiter</td>
<td>Accountant</td>
</tr>
<tr>
<td>Chambermaid</td>
<td>Barman</td>
<td>Electrician</td>
<td>Laundryman</td>
</tr>
<tr>
<td>Shoeshine boy</td>
<td>Crèche attendant</td>
<td>Chef</td>
<td>Swimming pool attendant</td>
</tr>
</tbody>
</table>

5. Many of the people in your list in question 4 are not employed all year. Why is this the case? What will they do during the rest of the year? (Imagine yourself in this position in Britain.)

6. It is likely that there might be a dispute between Sherbrook International and a local environmental group about damage to an attractive scenic area. The government minister in charge of tourism decides to let Sherbrook expand their development. What are some of the reasons he might give for his decision?
Social and cultural harm

Answer these questions.

(Read Handout 12)
1. Use the table with the examples of problems. Choose the four that you think are the most damaging in your opinion. Write out each and say why you feel it is bad, perhaps putting yourself in the position of a local person.

(Read Handouts 13, 14 and 15)
2. There are three articles that describe actual events. Read each one. Imagine you are either a Mexican from Tepoztlan Morelos, or a representative of the hill tribes of Thailand, or a teenager born and brought up in Skye. Write a letter to a newspaper putting your point of view across and giving reasons why the ‘damage should stop’.

3. Write down a list of the things that you think are typically ‘Highland’ or Scottish and which you think a visitor would expect to see. (The expectations of a Japanese or American tourist are based on stories read as a child, watching films or TV programmes like Braveheart, Taggart, Balamory or Monarch of the Glen, or from tourist programmes and magazines.)

4. You will have attitudes you hold towards visitors to Scotland. Here are some examples of comments that may have been made by people in Scotland. Use them to help you make up a checklist of how you think visitors to this country should behave. Add anything else you can think of.

| The Japanese always seem better off than us and enjoy flashing it about. |
| A big German took a picture of me with my football scarf shoving his camera in my face. |
| That bunch of Italian students left a real mess in the Country Park. |
| That Frenchwoman just shoved her way to the head of the queue. |
| I didn’t know what he meant jabbering away. He just shouted louder and louder at me. |
| Their van was parked right across my driveway. |
5. If you go abroad you will carry images in your head of how you expect the local people to look or act. Here are some possible groups you might meet. Write out the sort of things that come into your mind when you think about them – their appearance, clothes, behaviour, etc.

- African farmer you see on safari
- Eskimo
- Hawaiian islander you meet at the beach
- Young male Afro-American you meet on the New York subway at night.

**Summary and examples of the harm done by tourism**

*(Read Handout 16)*

1. The handout shows the types of things said by people about the tourist industry. Make a table similar to the one below and put each person from the handout sheet who believes tourism has **bad effects** into the left-hand column. In the other column say, in your own words, why the person is complaining.

<table>
<thead>
<tr>
<th>Person against tourism</th>
<th>Reason why they are against it</th>
</tr>
</thead>
</table>

2. You are a tourist when you go abroad and leave your litter on a Spanish beach. You cause offence in Greece as part of a group of mates on the way back from a disco when you decide to go ‘skinny dipping’ in the pool. The British tourist is often said to have a poor image abroad, particularly young people in resorts like Benidorm. The ‘English’ football supporter is a tourist after all when he goes to Holland or Italy to support his team.

Design a poster that might be seen in Glasgow Airport which is aimed at the young adult going on holiday to Majorca with a bunch of mates for the first time (i.e. it is aimed at **you**). It sets out things you should keep in mind when in another country, general behaviour and respect for property, the environment and the local people.
(Optional question)

3. Copy out the list below making it into a key giving each place a number.

Using an atlas, add these numbers to your world map either on the correct place or with an arrow pointing to it. Put each number inside a small box and colour the inside of the box red. Make a red cross or dot at the location. Make a heading for your map: ‘Problems caused by Tourism’.
(This could be done on the same map as you used for listing some of the benefits of tourism.)

Some bad things that have been caused by tourism

• Great Barrier Reef polluted and damaged by visitors
• Skiing in Cairngorms causing erosion and disturbance to wildlife
• Pollution of Everglades swamps in south Florida
• Mediterranean Sea suffers from untreated sewage
• Mexican town fights the effect of developers on their community and culture
• Tribes in Kenya have been moved off land that has become a Nature Reserve
• Women from poor hill tribes in Thailand forced into prostitution
• Young people in Skye cannot afford housing that has become holiday housing
• Hotels in West Indies built using foreign materials and managed by foreigners.
Local area case study
(Read Handouts 17, 18, 19, 20, 21 and 22)

The handouts are designed to give the student some guidelines. The choices for the study must be approved by the teacher to ensure that the information needed is readily available, either in class or somewhere that can be accessed without wasting time. It might be advisable to warn students earlier in the sequence if they need to write or travel to get information in advance.

Emphasise that they should think of themselves as the tourist in as many examples as possible, and therefore that it is what they think that is important.

Remember that one of the requirements is that the students should be aware of the effects they may cause and how they should behave when away from home.

Foreign area case study
(Read Handouts 23, 24, 25, 26, 27, 28 and 29)

The handouts are designed to give the student some guidelines. The choices for the study must be approved by the teacher to ensure that the information needed is readily available, either in class or somewhere that can be accessed without wasting time. It might be advisable to warn students earlier in the sequence if they need to write or travel to get information in advance.

Emphasise that they should think of themselves as the tourist in as many examples as possible, and therefore that it is what they think that is important.

Remember that one of the requirements is that the students should be aware of the effects they may cause and how they should behave when abroad.
Pre-departure arrangements

Handout 1: Passports for British citizens

If you are a British citizen you need a British passport for all holidays outside the UK. It lasts for 10 years. It is like an identity card that almost guarantees that you are the person you say you are. This is essential when, for example, you are involved in a legal situation abroad. It also gives you some protection if you get into trouble as you can ask the nearest British consulate or embassy for help. Be sure to leave enough time for new applications, as there can be delays at peak periods. Application forms are free and can be collected at main Post Offices. Here is some information on filling in the application form.

Names

The name on the passport must match the name on the ticket for a flight. If not you may be unable to travel and an insurance claim may be useless.

Age

Everyone, including young children must now have their own passport. If you are under 17 you will need one of the sections completed by parent or guardian. If you are 18 or over you do not need this section completed.

Visas

In some countries you will also need a visa. Visas are described later in this unit.

Students born outside Britain

There are a range of possibilities depending on where parents or grandparents were born that may entitle the student to a passport. Students of another nationality need to make enquiries to their embassy or consulate.
Expiry

The passport must not run out halfway through the holiday.

Passport offices

London Passport Office, Clive House, 70 Petty France, London SW1H 9HD.
Liverpool Passport Office, 5th Floor, India Buildings, Water Street, Liverpool L2 0QZ.
Belfast Passport Office, Hampton House, 47–53 High Street, Belfast.
Glasgow Passport Office, 3 Northgate, 96 Milton Street, Glasgow G4 0BT.
Handout 2: Spending money

Where can you get your foreign money?

Foreign currency (money) can be obtained from banks. Usually it should be ordered two weeks in advance. However, it can be obtained immediately from larger branches of banks and from large travel agents like American Express and Thomas Cook that have banking facilities. You don’t have to get all your currency before you leave. It is possible to get a better rate of exchange while you are on holiday. A good idea is to buy enough currency to last a few days and take the rest in travellers’ cheques and sterling (£). Most hotels abroad will change travellers’ cheques or sterling so you do not have to worry about bank opening times. These can be very short in some countries. Also banks are often in town centres, which is not where many resort hotels are found. Since 1 January 1999 it is now possible to get travellers’ cheques in Euros. The Euro is the new currency that will eventually be used throughout the countries of the European Union. You will not have to continually change from one currency to another. The currency of most countries is at a fixed conversion rate and there is no commission charge.

<table>
<thead>
<tr>
<th>Type of spending money</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| **Cash.** Either in Sterling or Foreign Currency | • Best to have for immediate use on arrival  
• Easy to be aware of how much money you have spent | • Some countries limit the amount you can take  
• Scottish notes cause confusion  
• Attractive to thieves  
• Can’t be recovered if lost or stolen |
| **Travellers’ Cheques.** In Sterling or a Foreign Currency | • Safest way to carry large sums of money  
• If lost the full value is recovered if authority is told immediately | • Need access to a bank regularly  
• May need passport to get it cashed |
| **Credit Cards.** | • Widely accepted  
• Easy to carry  
• Can be used in cash dispensers in many countries with your usual PIN number | • If lost without you informing company somebody can use it to steal a lot of your money  
• Can run up large debts  
• Some countries may not take your particular card |
Handout 3: Exchange rates

What are exchange rates?

Everybody knows that the price of things you buy in the shops can change, sometimes on a day-to-day basis. For example, imagine you spend £10 in a supermarket on the 23 January buying fruit. If you came back a week later you would not be surprised if you got more fruit for your £10. The value of the pound (£) changes.

If you are going to Denmark you have to buy Danish kroners. In the same way as fruit, the amount of kroner you get for your pound changes from day to day. This is called the exchange rate. It is published in many newspapers, is available on Ceefax or Teletext and many banks and travel agents display it on a board (sometimes called a ‘Currency Table’).

Example of currency table

<table>
<thead>
<tr>
<th>Country</th>
<th>Currency</th>
<th>Rate per £1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eurozone</td>
<td>Euros (£€)</td>
<td>1.45</td>
</tr>
<tr>
<td>Denmark</td>
<td>Kroners</td>
<td>10.8</td>
</tr>
<tr>
<td>Czech Rep.</td>
<td>Crowns</td>
<td>45</td>
</tr>
<tr>
<td>USA</td>
<td>Dollars</td>
<td>1.90</td>
</tr>
</tbody>
</table>

(In 2005, the 12 euro zone countries are: Austria, Belgium, Finland, France, Germany, Greece, Holland, Ireland, Italy, Luxembourg, Portugal and Spain.)

Example 1
If I had £100 and wanted to get euros (£€) to take on holiday, how many euros would I get for my £100? The table shows that £1 would be worth €1.45.
£100 would therefore get me exactly (100 multiply by 1.45) = €145

Example 2
At the end of a trip to the USA I have $95 left. How many pounds sterling (£) is this worth? The table shows £1 is worth $1.90 (US)
$95 would therefore get me exactly (95 divided by 1.90) = £50

To calculate exactly how much money you can get you would need a calculator. However, most people looking in a shop on holiday or comparing prices on a restaurant menu get used to making quick estimates.
**Example 3**

A restaurant in Spain has steak and chips on the menu at €7.50. I want to know how that compares with a typical price in the UK. I know that £1 is worth about €1.5 and I can see that if I multiplied this 5 times to get a figure of €7.5 it would be close enough to say that the steak and chips is costing me about £5. I know that a local restaurant at home sells steak and chips for £8.99. Spain is obviously good value!
Handout 4: Visas, health card (E111), health requirements

Visas

Visas are stamps put into your passport, which allow you to enter and leave foreign countries. You need them for many countries but not for EU countries and the USA. They cost money. You get them from embassies of the country you are going to visit and most embassies are in London. Most visas are given for the length of time that covers your visit. Again, a passport photo is needed. Countries include Canada, India, and Australia, etc.

Health card (formerly E111)

Travellers from the UK can get emergency treatment in all the other EU countries plus Iceland, Liechtenstein and Norway. However they must have filled out a form that is available from the Post Office for free. The booklet that comes with the application form is full of information on health matters.

There are over 30 countries in the world which have reciprocal healthcare agreements with the UK. This means that when you are in the country and fall ill you will get the same treatment as a local person. The UK guarantees to do the same for anyone travelling to the UK and falling ill. Sometimes the Health Card (E111) is not accepted and a payment must be made. This can be reclaimed from your insurance company.

Immunisations

This is another word for a vaccination. Before you set out to travel anywhere in the world, check the health requirements for your destination. Look at the potential risks and plan the precautions you need to take both before you go and once you are away. You should consult your doctor at least two months in advance.

Most European countries require little in the way of precautions while travellers to Asia or Africa may need a range of injections or tablets.

The booklet that has the Health Card (E111) form is full of health information.
Handout 5: Personal requirements

Introduction

You are, once again, in charge of your own family. The family is going to be taking a holiday in France in August, staying in a hotel. It is the week before you go and you have to make arrangements to leave the house in proper order. You have also decided it is a good idea to make some checklists so that nothing is left behind. However, your family has now got a family dog, a Labrador called Ben. He must be left behind.

You have broken down what you have to do into six areas:

1. Cancelling home deliveries
2. Getting Ben somewhere to stay
3. Making sure the plants in the house do not die
4. What do you need if you drive a car abroad?
5. Keeping the house secure from burglars
6. Deciding what to take (making a holiday list).

1. Home deliveries

You get:

• Letters and parcels delivered daily
• Milk delivered daily
• Newspapers delivered daily
• The bins emptied every Thursday.

2. What to do with Ben?

Option 1: Use the adverts in the Yellow Pages

<table>
<thead>
<tr>
<th>Cosy-Home Kennels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set on 3 acres, Air Conditioning, Heating, Music, and Outdoor Covered Runs.</strong></td>
</tr>
<tr>
<td><strong>Grass Paddock, Woodland Walks.</strong></td>
</tr>
<tr>
<td><strong>Open all year</strong></td>
</tr>
<tr>
<td><strong>Fully licensed</strong></td>
</tr>
<tr>
<td><strong>Vet on call 24 hours</strong></td>
</tr>
<tr>
<td><strong>13 High Farm Road</strong></td>
</tr>
<tr>
<td><strong>Bogton B22 5AJ</strong></td>
</tr>
<tr>
<td><strong>Tel/Fax</strong></td>
</tr>
<tr>
<td><strong>01243 536633</strong></td>
</tr>
</tbody>
</table>
Option 2: Use local adverts in paper.

Pet-Sitting Service
Call Janice at 01239 39322

A yearly vacation or weekly shopping trip can be a time of great stress for your pet. In addition to being separated from their owners, pets often face the added strain of being placed in a kennel surrounded by strange, possibly hostile animals, unknown conditions and unfamiliar people. We enable you to leave your beloved friend in his own environment away from the unwelcome pests and potential diseases to which he could be exposed in a kennel. Our service includes visits twice a day to feed and exercise your pet, mail and newspaper pick-up, plant watering, and, of course, lots of Tender Loving Care. We have extensive experience with all types of domestic and exotic small animals.

During peak vacation and holiday times reservations are recommended.

3. Plant care

You have a big collection of tender (don’t like the cold) plants indoors and two hanging baskets. You do not want to leave it all to a neighbour.

4. Driving abroad

The big motor rescue companies like the AA and the RAC give lots of advice and products to help you drive abroad.

Insurance cover will need to be extended and the car insurance company informed. The insurers may ask you to fill in an International Motor Insurance Certificate (Green Card). If you are driving in the USA and Australia and some European countries you need an International Driving Permit that you can get from the AA or RAC.

Your car needs to display a GB sticker, have headlights adjusted, and it must have a warning triangle to place at the roadside if the car has broken down.
5. **Home security**

There are basically two kinds of housebreaker. There is the professional burglar and the sneak thief. For most of us the professional burglar is not the problem. The majority of break-ins are carried out by sneak thieves. Nearly 70 per cent of them are children or teenagers who are looking for easy access. About 25 per cent of all home robberies involve a thief who enters through an open door or window! If they can’t get in, they move on. The house should look occupied at all times and entry must be made difficult at all times. If you want to find out how secure your house is, the police advise you to go out and ‘lose’ your key and then try to get back in, perhaps causing a little damage.

Five ways to protect the home would include:

1. Putting valuables away
2. Commonsense measures – marking items with UV ink, insuring valuables, keeping an inventory
3. Installing essential security items on doors and windows
4. Carry out essential drill – cancel newspapers, curtains kept open, lock garage and huts, tell neighbours
5. Obtaining advice from the local Crime Prevention Officer.

6. **What to pack/holiday lists**

The one thing that causes endless thought and discussion is packing. Everyone gets that horrible feeling as they leave home that they have forgotten something. One way to ease this is to create a holiday list.

What goes into the suitcase will depend on where and at what time of the year you go. Activity holidays and camping holidays have their own special demands.

The main headings could be:

1. Clothing
2. Footwear
3. Documents
4. Toiletries
5. Medical supplies
6. Miscellaneous items.

Much of what you take is essential but there is usually room for some luxuries. Different people would consider some luxuries to be essential.
Possible list of medical supplies

<table>
<thead>
<tr>
<th>Selection of plasters and bandages</th>
<th>Paracetamol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antibiotic</td>
<td>Diarrhoea treatment</td>
</tr>
<tr>
<td>Travel sickness tablets</td>
<td>Insect repellent and cream for bites</td>
</tr>
<tr>
<td>Antiseptic cream</td>
<td>Sun block</td>
</tr>
<tr>
<td>Oil of cloves for toothache</td>
<td>Indigestion tablets</td>
</tr>
<tr>
<td>Safety pins</td>
<td>Throat lozenges</td>
</tr>
<tr>
<td>Cotton wool</td>
<td>Small pair scissors</td>
</tr>
<tr>
<td>Scalpel</td>
<td>Mosquito coils</td>
</tr>
</tbody>
</table>
OHT/Packing list
(To accompany Handout 5)

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Footwear</th>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underwear</td>
<td>Casual shoes</td>
<td>Passport</td>
</tr>
<tr>
<td>Day-time clothes</td>
<td>Good shoes</td>
<td>E111</td>
</tr>
<tr>
<td>Nightwear</td>
<td>Shoes for beach</td>
<td>Insurance cover</td>
</tr>
<tr>
<td>Beachwear</td>
<td>Sports shoes</td>
<td>Important telephone</td>
</tr>
<tr>
<td>Sportswear</td>
<td></td>
<td>numbers</td>
</tr>
<tr>
<td>Outdoor wear and</td>
<td></td>
<td>Visas</td>
</tr>
<tr>
<td>waterprooFs</td>
<td></td>
<td>Tickets</td>
</tr>
<tr>
<td>Dance/disco or</td>
<td></td>
<td>Vaccination certificates</td>
</tr>
<tr>
<td>‘posh’ gear</td>
<td></td>
<td>Cash etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Toiletries</th>
<th>Miscellaneous items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skin</td>
<td>Tissues</td>
</tr>
<tr>
<td>Hair</td>
<td>Maps and guides</td>
</tr>
<tr>
<td>Teeth</td>
<td>Small sewing kit</td>
</tr>
<tr>
<td>First-aid kit</td>
<td>Elastic bands</td>
</tr>
<tr>
<td></td>
<td>Pen and paper</td>
</tr>
<tr>
<td></td>
<td>Hair dryer</td>
</tr>
<tr>
<td></td>
<td>Camera</td>
</tr>
<tr>
<td></td>
<td>Travel iron</td>
</tr>
<tr>
<td></td>
<td>Detergent</td>
</tr>
<tr>
<td></td>
<td>String</td>
</tr>
<tr>
<td></td>
<td>Safety pins</td>
</tr>
</tbody>
</table>
Part 2: Coping with issues

Student resource pack (OHTs/Resource item lists)

The purpose of this section of the pack (to page 85) is to provide a selection of forms and documents that will help the student find appropriate solutions to solve holiday issues. The sheets can be photocopied and then filed into sections as a classroom resource, so that the students can access them when required. It will also offer support to course tutors, as they can be copied onto OHTs and should serve as a starting point to which tutors can add their own materials when and where required.
Customer services report form  T&T Travel  Item 1

<table>
<thead>
<tr>
<th>Issue Date</th>
<th>Property Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Name</td>
<td>Resort</td>
</tr>
<tr>
<td>(Lead name on booking [surname])</td>
<td>Room No.</td>
</tr>
<tr>
<td>Home Address</td>
<td>Date of Departure</td>
</tr>
<tr>
<td></td>
<td>No. in Party</td>
</tr>
<tr>
<td></td>
<td>Duration</td>
</tr>
<tr>
<td>(Town)</td>
<td>Departure Pt</td>
</tr>
<tr>
<td>(County)</td>
<td>Accommodation Booked</td>
</tr>
<tr>
<td>(Post Code)</td>
<td>Invoice No.</td>
</tr>
</tbody>
</table>

Details of Problem:

This form is for internal use only and must be followed up in writing to our Customer Services Manager within 28 days of your return to the UK, or in the case of insurance matters, directly to the insurance company. Please read the 'Important Notes' overleaf.

Signature (Customer) ________________________ Date ________

Received by (Rep) ________________________ Date ________

Representative’s Name (Block Capitals) ________________________
Important notes for customer services report form  Item 2

The Customer Services Report Form is obtained from the Holiday Company Representative at your resort. It is used to report any problems which may have occurred during your stay, e.g. theft of equipment, poor-quality accommodation. It is for the internal use of the Travel Company and allows them to monitor problems. It may also help you claim compensation at a later date. It must be followed up in more detail in writing by the party leader (person who booked the holiday) within 28 days. It is usually accompanied by the following instructions:

Customer services

If you have experienced a problem during your stay, which has not been resolved to your complete satisfaction or which you would like to write to us about, your party leader should write to our Customer Services Manager at the address below, within 28 days of your return to the UK.

CUSTOMER SERVICES
T&T TRAVEL
ANYTOWN
UK
PR4 T66

Please quote your full holiday details including the information at the top of the form. It would be of assistance if you could send a copy of this form and your holiday invoice. Your letter will be acknowledged within five days of receipt and then, depending on our enquiries, our full reply will normally be despatched in 28 days.

Travel insurance

Travel insurance policies vary and you should always refer to your policy for details of any action you must take following a loss. However, for guidance, most policies require that any loss of property whilst in the custody of an airline or other carrier be reported to that carrier within 24 hours. Any loss of money which includes travellers’ cheques, etc. must be reported to the local police within 24 hours and a report obtained. You as the customer are required to comply with these conditions.

All insurance claims should be notified to the insurance company without delay.
Letter-writing guidelines

It is a condition of most holiday booking agreements between the Traveller (customer) and the Travel Companies and between the Traveller and the Insurance Companies that all holiday problems are reported in writing as soon as possible after their occurrence (within 28 days).

**Style**
- Use clear, simple and straightforward language to describe the problem.
- Keep to the point when explaining the circumstances, and check that your facts and figures and dates are accurate with the information held by others who may be involved in the situation, e.g. police, holiday representative, other guests.
- Adopt a business approach. Do not be too friendly or too ‘offhand’.

**Layout**
- The letter should appear tidy and well presented.
- It should be well positioned against the space available on the paper.
- Most business letters are ‘left justified’ or ‘blocked’.
- Commas and full stops should be used to form sentences, but there is no longer the need for as many commas and apostrophes in the address and text as there was in the past.
- Use ‘Dear Sir or Madam’ if you are writing to a company. If you have a personal contact name within the company then use it.
- The ending ‘Yours faithfully’ always matches ‘Dear Sir or Madam’.
- ‘Yours sincerely’ is used if you have been in contact with the named person previously or if you have been instructed to contact that named person.
Example

(Your address)  
16 Smith Square  
Angeltown  
Ayrshire  
AY10 6HE  

31 January 2005  

T&T Travel  (Company address)  
Anytown  
UK  
PR4 T66  

Dear Mr Smith  

I would be grateful if you would send me a copy of your insurance claim form for compensation for the theft of baggage which occurred during a recent trip to Boston, USA. My policy number is LY123678.  

Yours sincerely  

(Space for your signature)
T&T Travel brochure booking terms and conditions  Item 4

The aim of these Booking Conditions is to explain where you stand as a customer should you have any queries at all about your booking. You are contracted to T&T Travel as soon as you book your holiday. The information in the brochure and these booking conditions form the basis of the contract between T&T and you and the other people on your booking.

1. Your contract

The party leader must sign the booking form. This confirms you agree to the booking conditions. The contract is confirmed when T&T Travel issue the confirmation and final invoice which will be no more than seven days after the booking is made. You must check this invoice as soon as you receive it and raise any queries directly with us.

2. Paying for your holiday

You pay the deposit immediately. The total cost of your holiday should be paid not later than 8 weeks before departure. If the balance remains unpaid within 8 weeks before departure T&T Travel reserves the right to cancel your booking and make a cancellation charge.

3. Changes to the holiday by you

If you wish to change your destination or alter your booking in any way, the person who signed the booking form must notify T&T Travel in writing at least 6 weeks prior to departure. The following charges will apply:

<table>
<thead>
<tr>
<th>Period prior to departure</th>
<th>Name change</th>
<th>Other change</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 31 days</td>
<td>£15 per name</td>
<td>£15 per name</td>
</tr>
<tr>
<td>17–31 days</td>
<td>£25 per name</td>
<td>50 per cent cancellation charge</td>
</tr>
<tr>
<td>0–16 days</td>
<td>£50 per name</td>
<td>100 per cent cancellation charge</td>
</tr>
</tbody>
</table>

In addition to the above, if one or more of your party cancels, we may have to add a supplement to cover the cost of under-occupancy of rooms.
4. **Insurance**

It is a condition of booking that you must be covered by a travel insurance policy.

5. **Brochure accuracy**

Our description of areas, accommodation and resorts are as up-to-date as possible. We will endeavour to inform you at the earliest opportunity of any changes. Should you find any minor problems you should report these in the first instance to the resort representative.

6. **Disputes procedure**

T&T Travel accepts full responsibility for ensuring that all aspects of your holiday are as described in this brochure. If any part of the holiday arrangement is not as described in the advertising, then you will be paid compensation. You should inform the holiday representative in the resort using a customer report form. If the matter cannot be resolved immediately, the party organiser should inform the T&T Travel customer services department within 28 days of departure date, quoting the holiday booking reference number.

7. **Changes to the holiday by T&T Travel**

Changes may be necessary and most are of a minor nature. Occasionally we may have to make a major change which could include the following:

(a) Change of UK departure airport
(b) Change of resort airport
(c) Change of departure time of more than 12 hours
(d) Change of resort
(e) Change of accommodation to that of a lower quality

Should you decide not to accept the changes, you may cancel your booking and T&T Travel will refund all monies paid to it, plus compensation according to the period of notice given.

<table>
<thead>
<tr>
<th>Period of notification</th>
<th>Compensation per full fare-paying passenger (up to a max of 50 per cent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 8 weeks</td>
<td>Nil</td>
</tr>
<tr>
<td>Within 8 weeks</td>
<td>£15</td>
</tr>
<tr>
<td>Within 6 weeks</td>
<td>£30</td>
</tr>
<tr>
<td>Within 4 weeks</td>
<td>£45</td>
</tr>
<tr>
<td>Within 2 weeks</td>
<td>£60</td>
</tr>
</tbody>
</table>
8. **Flight times**

Flights are arranged many months in advance. There may be times when unforeseen circumstances cause delays. We cannot accept any responsibility for expenses in this event.

9. **Summary (see Item 10)**

T&T Travel aims to resolve amicably any complaints, but if this cannot be done, you are entitled to take advantage of a Scheme of Arbitration devised by the Association of British Travel Agents (ABTA). Air travel is protected by the Air Travel Organiser’s Licence (ATOL).
To tutors and students

The information contained in this document is a guide only. Students should be aware that each travel company has its own Terms and Conditions. These are usually found on the back pages of commercially produced travel brochures.
Travel insurance documents: advice for travellers  

Before your trip

If you wish to contact this company before you travel, please phone the number below, quoting your policy number.

24-hour pre-travel advice  Phone 0800 49922

You can also receive advice on your destination.

Medical emergencies
In cases of a serious medical emergency which may involve your admission to hospital, you must contact our 24-hour Medical Emergency Assistance Service. You will be given advice on what to do.

24-hour Medical Emergency Service
Phone +44 800 499299 (UK)
Fax +44 1698 49922

Please quote the policy number on your schedule.

Payment for treatment abroad

As an in-patient – T&T Insurance will arrange for all major expenses to be paid direct to the hospital.

As an out-patient – you should pay all medical bills yourself. Keep the receipts and pass these to T&T Insurance on your return to the UK.

[Warning: beware of excessive requests for you to sign for treatment. Please phone the 24-hour Medical Emergency Line for assistance.]

Curtailment of a journey

If you receive notice of the serious illness or death of a close relative at home, you must first call T&T Insurance on the number below. We will advise you and will arrange transport home. Phone +44 1698 49922 (UK).
24-hour non-medical emergencies

We will try our best to help if a serious problem arises while you are away. Our staff can:

- Arrange to pass on urgent messages to the UK
- Provide an emergency cash advance Phone +44 1698 49922 (UK)
- Assist with recovering lost baggage. (Please quote policy no. when calling)

24-hour legal advice

Practical advice for dealing with other countries’ legal systems.
T&T Insurance sample policy  Policy No. 31166/5231  Item 6

Policy No.  _____________________  Name of Insured  _____________________

Address  

Age  ________________________________

Start date  ________________________________

End date  ________________________________

No. of days cover  ________________________________

Cover

Important information

1. **Extension:** if your **return** journey is extended beyond your **last day of cover** for reasons beyond your **your** control, the cover will remain in force without further cost to you:
   
   - For up to 7 days in the event of a delay to any vehicle or aircraft in which you are travelling as a ticket-holding passenger;
   - For up to 30 days if the delay is due to **your** bodily injury or illness, in which event we will continue to pay for medical expenses.

2. **Excesses:** you may be required to pay an excess (small sum yourself) for some claims.

3. **Limits:** some sections of the policy have limits to cover. This means the company will only pay that sum and no more.

**Reciprocal health agreements (E111)**

European Union countries have reciprocal health agreements with the UK. To receive medical treatment **you** must produce Form E111 (available from Post Offices). Booklets on health advice for travellers are available free by calling 0800 555777 (ref T5). If we agree to a claim for medical expenses which has been reduced using an E111 form correctly, we will waive any excess.
The policy sections

Section 1: Personal accident

**Limit £25,000.** We will pay a cash sum for accidental bodily injury causing death, loss of sight or limbs whilst you were on a journey.

Section 2: Medical expenses

**Limit £5,000,000.** We will pay the cost of emergency medical treatment and expenses arising from accidental bodily injury or physical illness. In all cases the Medical Emergency 24-hour telephone line should be contacted for help and advice.

Tel: +44 1698 49922 (UK).

Section 3: Hospital benefit

**Limit £200.** We will pay you £20 per day for each day spent in hospital.

Section 4 Personal possessions

**Limit £1,500.** We will pay for accidental loss, breakage or damage to personal goods or baggage such as jewellery, photographic equipment, watches. Limit for one article £250.

Section 5: Emergency replacement of possessions

**Limit £100.** We will pay for the purchase of essential items if your personal possessions are temporarily lost or delayed whilst travelling, and not restored in 12 hours.

Section 6: Personal money

**Limit £500.** We will pay up to £500 for your personal money that is lost or stolen whilst on your journey or 72 hours before you depart.

**Conditions:** you must have reported this loss to the local police within 24 hours of discovery and obtained a written report; you must provide us, on request, with confirmation of the receipt of foreign currency you may have received.

**Excess:** you will be expected to pay the first £35 of each and every claim.
Section 7: Cancellation and curtailment (cutting short your journey)

Limit £5,000. We will pay compensation for loss of deposits, travel expenses paid following the cancellation or curtailment of the holiday due to death (family member, travelling companion or pet), sickness or accidental injury, jury duty, redundancy, government restrictions, theft at home, hijack, accidental damage at home (fire/flooding).

Conditions:
(a) Any medical condition must not have received a terminal prognosis before travel.
(b) You at the time of booking knew of no reason why it should be cancelled.

Section 8: Delayed departure

Limit £200. We will pay £20 for the first 12 hours delay and thereafter £10 for each subsequent full 12 hours.
Limit £600. We will pay for extra transport charges which are necessary for you to reach your destination or get back home as a result of transport failure (public or car).

Conditions: you will need a letter of proof and receipts for breakdown expenses.

Section 9: Loss of passport

Limit £200. We will pay for travel and accommodation expenses incurred abroad whilst obtaining a replacement passport should yours be stolen or lost.

Section 10: Legal assistance

(a) Advice: phone the legal advice number in the UK – +44 1698 49922.
(b) Expenses: limit £25,000 for compensation claim made by you for bodily injury or death to you caused by the fault of another. Limit £250 for the initial cost of consultation by a lawyer if you are arrested (own fault).
Techniques for communicating by telephone

Introduction

It is practically impossible to avoid making a telephone contact when a problem arises in the stages of planning and participating in a holiday.

It may be necessary to make contact with some of the following:

(a) **Travel agent**: to book, change bookings, confirm departure details, arrange insurance, collect tickets, etc.

(b) **Insurance company**: to shop around for the best deal, to arrange insurance for you and the other party members, to make a claim, to ask for emergency assistance or advice.

(c) **Travel company (tour operator)**: to deal with holiday changes before departure, to find out more about the resort, to make a complaint.

(d) **Others**: banks (for currency/travellers’ cheques), credit card companies, long-term car parks, taxi firms, travelling companions.

Strategies/skills for effective telephone communication

Preparing the call

- Have a notepad and pencil ready. Information will be given to you during the call, which you will need to remember!

- Have written-down information which you know you are likely to be asked in relation to your call. e.g. your insurance policy number, your postcode, your credit card number, dates and times of the incident, room number.

- Have a list (headings) of the main points you wish to raise. This way you can ensure all the information is collected.

- Take a few moments to prepare (in your mind) while the telephone is ringing. In a crisis situation use the time to take deep breaths to compose yourself.
During the call

- Be polite and start by introducing yourself.
  ‘Hello my name is ……… and I am phoning about …………..’

- Do find out to whom you are speaking
  Write down this information and use during the call to address the person, and after the call in follow-up situations.

- Be concise.
  Avoid being sidetracked. Stick to the main points; the other details can be written down at a later date.

- Be clear.
  Repeat the information you have been given to ensure it is accurate, for example, ‘Can I just check these facts again?’ or ‘Can I run that past you again?’

- Be calm.
  Do not lose your temper.

- Be courteous – ‘Thank you and goodbye’.
  The person on the other end of the phone has no knowledge of your situation. They are employed by a company and probably deal with similar situations every day.

Taking a message from the telephone

You may be asked to contact another person or pass on a message to someone else in your party. Do the following:

- Include the caller’s name, title and telephone number.

- Include the name of the person who is to receive the message (note date and time of call).

- Be clear (repeat to clarify the points).
Methods of effective behaviour for face-to-face communication

Background

Most companies, and their employees, involved in the tourism industry are sensitive to, and have undergone training in, the issue of customer care. Customer care covers all the activities involved in meeting and, hopefully, exceeding the expectations of customers (that is you). This should bring benefits to you as a customer (positive experience), the staff (improved job satisfaction) and the company (more customers in the future = more profit!).

There will be times, however, when the holiday (or excursion) you have chosen may not meet your expectations. When you are disappointed with some aspect of your holiday, you are entitled to complain. Complaining is simply you the customer raising an issue which you feel needs to be addressed, to improve the quality of service given to you and other tourists.

Positive aspects of complaining (Why complain?)

- Businesses do expect a certain number of complaints.
- It offers them the opportunity to sort things out and improve customer service.
- Employees in the travel industry are trained to cope with problems.
- You as a customer are vital to the future existence of the company (they need customer goodwill; your dissatisfaction with that company can be passed on to ten of your friends).
- The company has entered into an agreement with you to provide a stated level of service (see Booking Conditions).
- It helps other tourists who may have had, or will have, similar complaints.
- You may gain compensation or a ‘goodwill gesture’ from the company to ensure you have positive comments to make regarding their service.
How to complain

You must remember that there are two separate things to deal with when you are complaining:

1. The **problem** itself
2. Your **feelings** (anger, rage, disappointment, sadness, frustration).

You must try to remain in control of your feelings and stick calmly to the problem itself. You are more likely to get a satisfactory outcome when you are composed.

- **State clearly what the problem is**
  It may help you to have your facts such as dates, times, etc. written down.

- **Be concise**
  Stick to the bare facts of your complaint until you have established that you are dealing with the person who has the responsibility to deal with your problem.

- **Stay calm and controlled**
  Try in your mind to detach yourself (pretend you are reporting the incident about someone else).

- **Have evidence**
  Once you have established that you are dealing with someone who can act on your behalf to improve your situation, then use evidence and information to support your claims, for example, video, photos, the company brochure you booked from, other witnesses, your booking form, etc.

- **Negotiate (be willing to give and take)**
  Both you and the other person will have their own idea as to how the situation should be resolved. It should be your wish as a customer, and theirs as a holiday provider, that the situation is retrieved so that your holiday becomes a pleasant experience for you. Both parties must then come to a mutually agreeable settlement.

- **Records**
  Keep a written account of the incident – and of any negotiations entered into – with dates, times, names, etc. These facts may be required at a later date either by the company involved or your own travel agent.
Tips

- Remain relaxed and in control
- Avoid unnecessary hand movements
- Avoid aggressive and foul language
- Maintain eye contact
- Avoid exaggeration
- Be dressed appropriately for the situation
- Have a witness (but they should stay silent)
- Avoid alcohol
- Be firm and serious
- Be punctual
- Convey your knowledge of your rights as a customer.
T&T Travel sample excursions (Buy 2 get one free!)  Item 9A

Excursion A: A pirate cruise

Spend a full day cruising the turquoise waters of the Mediterranean aboard our very own wooden sailing ship. Sail around three small islands, dropping anchor wherever our captain chooses, stopping for a full barbecue lunch prepared by the crew, while you sun worship in your own special paradise. Full programme of games to keep you amused. Arrive back refreshed and relaxed in time for dinner.

Cost: £15 per head (children under 12 half price)
Depart: 9 a.m. Arrive back: 5 p.m.
Sundays and Tuesdays

*****

Excursion B: Jeep safari

Explore the undiscovered countryside in your own ‘open-topped’ jeep. Leave the main roads behind and follow tracks, specially selected by our guides, which will bring you to little villages and to wonderful scenery seldom seen by the many tourists who visit our island. A picnic lunch will be provided.

Cost: £20 per head (not advised for children). Driving licence necessary.
Depart: 9 a.m. Arrive back: 5 p.m.
Wednesdays and Fridays

*****

Excursion C: Bus tour of island

Travel by fully air-conditioned coach to view the main sights of our island. In the morning visit Maketa, the site of our weekly craft market. Bargain with the locals for souvenirs to take back home. In the afternoon visit Roma, the site of an old Roman amphitheatre, followed by a stopover at a liqueur-tasting factory.

Cost: £12 per head (lunch not included).
Depart: 9 a.m. Arrive back: 6 p.m.
Saturdays only

*****
Excursion D: Fiesta night!

If you want fun then this is the night for you! Our fiesta evening takes place in an old castle, lit by torchlight. There you will be entertained by medieval knights who will re-enact a jousting tournament. There will be free drinks and a banquet to get you in the mood.

Cost: £15 per head.
Depart: 6 p.m. Arrive back: 1 a.m.
Mondays and Fridays
## T&T Travel excursion sample booking form

**Item 9B**

<table>
<thead>
<tr>
<th>Name</th>
<th>Excursion Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apart/Hotel</td>
<td>Date requested</td>
</tr>
<tr>
<td>Departure time</td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>No. of Adults @ per head =</td>
</tr>
<tr>
<td></td>
<td>No. of Children @ per head =</td>
</tr>
<tr>
<td></td>
<td>Total =</td>
</tr>
<tr>
<td>Your signature</td>
<td></td>
</tr>
<tr>
<td>Representative</td>
<td></td>
</tr>
</tbody>
</table>

(Please note there will be a 10 per cent charge made for all cancellations, once booking is made)
**ATOL**

ATOL means an Air Travel Organiser’s Licence. It is granted by the Civil Aviation Authority. Companies selling air travel in the UK are required by law to hold ATOLs.

ATOLs protect you from losing money, or being stranded abroad when travel firms go out of business. The CAA gives refunds to people who can’t travel, and pays for people abroad to finish their holidays and fly home.

If you pay money, even a deposit, to a travel firm in the UK with an ATOL, for a flight or a package holiday by air, you are protected. The rule is ‘Ticket or ATOL Receipt’.

ATOL numbers are usually shown in holiday company brochures and adverts. Travel agents often act for a number of ATOL holders.

(Taken from ATOL, CAA Document no. 384)

**ABTA**

If a tour operator is a member of ABTA, the Association of British Travel Agents, they will be bound by the ABTA code of conduct which ensures that:

1. booking conditions are easily read and understood
2. booking conditions do not include clauses to exclude the travel agent’s responsibility for brochure misrepresentations
3. brochures indicate prominently all surcharges which may apply
4. if a holiday is cancelled by the tour operator, then the client is offered the choice of an alternative holiday
5. agents advise clients of the necessary passport, visa and health requirements for the holiday.

Members of ABTA also have a bonding system. If a member goes bankrupt, they either refund the holidaymaker’s money or arrange for the holiday to be taken over by another tour operator.
Complaints

If you have a complaint which has not been satisfactorily dealt with by your travel agent or tour operator, send details to:

ABTA
55–57 Newman Street
London
W1P 4AH
Part 3: Impact of tourism

Handout 6: Introduction

‘No corner of the planet is immune, however remote or inhospitable. All the world is just another destination.’

Jonathan Porritt, January 1997

‘By encouraging the development of world tourism and by bringing the peoples of the world closer to each other ... a new international world order can be created which would help to eliminate the economic gap existing between the industrialised and developing countries.’

Brandt Report, 1980

If millions of people move from one country to another each year, there is going to be an impact. The economy will be affected. It can be clearly shown how much money a country makes from tourism but there are also problems. The local people will be affected, in many cases in many damaging ways. The environment, whether it is a coral reef or a medieval castle, suffers, but perhaps tourists bring some benefits. The problem in studying the effects of tourism is that one thing which is good, like job creation, can also have the effect of polluting the environment.

This unit looks at the effects of tourism and studies areas like mountains and coasts, both at home and abroad.

It also leads to two Case Studies. One looks at tourism in a local area. The other goes abroad. It tries to find out about the development of good tourism where the benefits far outweigh the problems.

Glossary

<table>
<thead>
<tr>
<th>Social</th>
<th>Anything to do with people and how they live</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural</td>
<td>Anything to do with the things that people have created, e.g. the arts, music, historic buildings, etc.</td>
</tr>
<tr>
<td>Economic</td>
<td>Anything connected with money and jobs</td>
</tr>
<tr>
<td>Political</td>
<td>Anything to do with how the country is run or should be run by government</td>
</tr>
</tbody>
</table>
Some reasons why people go on holiday

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays let you recharge your batteries</td>
<td>It is fun</td>
</tr>
<tr>
<td>It makes you a better person</td>
<td>You can let off steam</td>
</tr>
<tr>
<td>You meet people from another country and learn from them</td>
<td>It gives you a good tan and you feel better and healthier</td>
</tr>
<tr>
<td>The experience helps you to understand the world better</td>
<td>Travel is a way to escape the boredom of everyday life</td>
</tr>
<tr>
<td>It is relaxing and lets you cope with things back at home</td>
<td>Sun, sand, sea, sex ... and shopping, of course</td>
</tr>
</tbody>
</table>
Handout 7: Economic benefits of tourism

Economic benefits (or ‘How much money can we make from the tourists?’)

Tourism is probably the world’s biggest employer making more money than any other industry. It has a significant impact on our lives. For example, it affects our spending habits, leisure pursuits, even our tastes and lifestyles.

Remember that tourism is a two-way process: the tourist travels to a destination; the residents of the destination – the host community – receive the tourist.

There are three ways in which the tourist industry brings benefits to an area:

• **Employment.** There are few industries that employ more people. It is an industry that is labour intensive. This means that it needs to use people rather than machinery to operate. Imagine being taught to windsurf by a computer program or have the bed sheets changed by a mechanical maid. These are not just the people you see serving you on holiday, but all the people working behind the scenes, like the farmers growing lettuces for the hotel trade, or the person employed designing postcards.

• **Income.** Everyone spends a lot of money on his or her holidays. Obviously this money goes into the pockets of the people who organise or serve you during the holiday. Again there are hidden benefits for the whole community. The hotel owner has to buy more food from the farmers at the local market; the farmers have more money to pay their workers, and the workers spend more money in the local shops. The council gets more money from taxing the shops and they build another nursery school or improve the roads.

• **Development.** Tourism attracts money from businessmen from all over the world who want to see the area developed for the tourists. They put money into building airports, roads, hotels, restaurants, shopping malls, and factories making tourist-related goods like food products or furniture. All this development gives the government money from taxes that can be spent to make the living standards of the local people better, better jobs and pay, education for all. The whole of Spain has benefited from the tourist industry’s success.
Case Study: Benidorm

This Spanish resort has about half a million visitors from the UK each year. It is an almost completely artificial town that started its transformation from a sleepy little fishing village over thirty years ago. Do you find any dissatisfied Spanish fishermen on the seafront today? Can you find any local who hates what tourism has done to the local culture or the prospects for local people?

This part of Spain has few resources and if it were not for tourism it would still be an undeveloped backwater.
Handout 8: Social, cultural, political and environmental benefits of tourism

There is a range of good things that tourism can bring to an area:

- Contact with tourists can bring new friendships and local people get exposed to new ideas and attitudes.

- More facilities are provided that the locals can use – swimming pools, shops, etc.

- Tourism often brings awareness that old buildings or traditions need to be protected or conserved. The entrance money can be used to maintain the building.

- Many craft skills may be preserved because of tourist support. Tourism can also revive an interest in and support for crafts that may have died.

- Education and interest in wildlife. Many of the tour operators know their business depends upon the survival of the wildlife their customers come to see. They give money to conservation schemes, like the project to save turtles in Costa Rica. You can even adopt a killer whale in Canada.

- Young people who may have been forced to leave home to find work elsewhere can now stay.

Case Study 1: Aborigines in Australia

At the approach of the Sydney Olympics, Australia experienced a boom in the number of visitors from the countries around the Pacific – from Japan and Singapore to California. The people of the Jawoyn tribe in the north of Australia got together to train Aborigines as guides and boat operators. A group was set up in the town of Katherine to perform a traditional dance called the *corroboree* at the tourist hotel. At another location they offered the visitors traditional food, bush walks and even boomerang-throwing lessons. This is all seen as valuable education for the tourist who can learn to appreciate the tribal culture. It corrects the image of Aborigines as a downtrodden rag-tag people with social problems of alcoholism and a dependence on government handouts. It also emphasised to the Jawoyn people the significance of their own culture.
Case Study 2: Monasteries in Ladakh

Tourists who visit this isolated Indian province in the Himalayas can be asked to pay for entry into the Buddhist monasteries. This money is used to pay for keeping the monasteries from falling into disrepair. It is also used to restore old tapestries and to construct new shrines.

Case Study 3: Kenya

Tourism is Kenya’s number one industry. It provides 40 per cent of Kenyan foreign exchange earnings. In 1994 one million people visited the national parks. The money raised supports the Kenyan Wildlife Service. It funds anti-poaching activities and helps to protect the wildlife.

Case Study 4: CAMPFIRE program in Zimbabwe

By charging the hunters of animals and the tourists shooting with their cameras, a lot of money could be generated in poor, dry areas where the farmers struggled to make ends meet. This money was kept in the local communities who could spend it on improvements like schools, clinics, wells, beekeeping and tree planting. The locals were involved and saw that it benefited them to preserve the wildlife and keep their goats off the areas that supported the wild animals.

Case Study 5: Costa del Sol, Spain

The south of Spain is a very dry area and farming has to be linked to reliable sources of water in order to be profitable. The tourist developments along the coast have been a massive boost for the farmers. The need for additional water for the tourists led to the construction of reservoirs and pipes to carry water to the coast. Farming too now has access to increased water supplies and this has led to the extension of irrigated land that now supplies salad crops and fruits, not only to the hotel trade but also abroad to the markets in the north. This export trade was made easier by the new motorways and fast roads along the coast.
Handout 9: Summary and examples of benefits for a farmer in southern Italy

I’ve got a big market for my crops.

Clean water from the new reservoir.

They will build a new school.

My son is not leaving for the big city after all.

A new TV at last.

We may get a hospital.

I’ll buy a tractor.

It will bring jobs for my wife and children.

My children meet children from other countries at the disco.

Better roads are promised.

I see that protecting wild animals is good for us all even if they trample my crops.
Handout 10: Harm to the environment

Introduction

In the last thirty years there have been enormous changes in the way people take their holidays. It was normal to go on holiday to Blackpool or St Andrews and, if your father had a very good job, perhaps to France or Majorca. Nowadays there are few places around the world that do not have visitors arriving with their foreign ideas and expectations. It could be poor fishing villages in Thailand, coral islands in the Pacific, mountain valleys on the slopes of Mt Everest or a remote rainforest in Central America. The effects on the local people and their environment have generally done more harm than good. In places their lives have been transformed for the worse. Let us look at some of these problems.

Environmental damage

The hit list includes:

- Pollution from sewage, rubbish and noise from cars and aircraft
- Concrete tower-block hotels disfiguring beautiful areas
- Trampling by thousands of feet destroys fragile habitats in sand-dune areas or mountainsides
- Overcrowding and traffic jams
- Land that is needed by local farmers, or harbours needed for fishermen, is taken over
- Animals are killed for souvenirs.

Case Study 1: Coral Reefs

Down the north-east coast of Australia there is a long coral reef. There are others around islands and continents in the warm tropical oceans of the world, but the Great Barrier Reef is the longest in the world.

Coral consists of billions of living animals and the coral we see in shops is just its skeleton. The reef is the feeding and breeding ground of thousands of species of fish that live nowhere else. Not only fish depend upon coral reefs. They also help to support other creatures like dolphins, sharks and whales. Like the rainforests, coral absorbs carbon
dioxide and releases oxygen. This keeps our atmosphere healthy and helps to prevent global warming. Reefs also protect low-lying land along the coast from the big ocean waves and allow fishing communities the shelter they need to survive. Almost all Pacific islands are protected in this way.

Why are coral reefs in danger?

1. Reefs are great fun for divers. However, the anchors of boats and snorkellers looking for souvenirs, damages and kills the coral.

2. Beach hotels release sewage and rubbish into the sea.

3. Propellers and building work on the coast disturb soil and sand that settle on the coral and kill it.

4. Locals break off coral to sell to aquariums and to tourists as ornaments and souvenirs. Tourists may try to collect their own souvenirs.

Case Study 2: The Cairngorms

The Cairngorms have become one of the best skiing areas in Britain. Before skiing, this was an inaccessible region that only attracted a few walkers, climbers and sportsmen like deerstalkers or fishermen. There was a range of wildlife such as grouse, ptarmigan, red deer, red squirrels, pine martens and mountain hares. In the valleys there was one of the last bits of the ancient Caledonian Pine Forest and in the high mountain plateau there was one of the last true wilderness areas in Europe. Mass skiing became popular and all this was threatened.

The criticism included:

- The landscape looked terrible with cables and pylons
- Noise and activity disturbed wildlife
- Snow is packed down by skis into ice that cuts off air to the soil below. This kills plants that do not recover when the ice melts. The soil is washed away by the heavy rain, leaving bare rock
- Footpaths to summits are trampled by thousands of feet causing erosion
- Litter attracts gulls that then steal the eggs of nesting birds.
Handout 11: Economic and political harm

Food from several other European countries.
Whisky - Scotland
Brandy - France
Beer - Germany

Hotel owned by Sherbrook International, based in New York. All profits to USA

Shop prices rise as owners realise tourist will pay more

Electrical work and air conditioning done by a German firm

Carpets - UK
Elevators - Japan
Furniture - France
Sanitation - Italy

Water for toilets, showers, swimming pools is local but means farmers lose irrigation for crops

Manager from UK. French entertainments manager. Catering staff and chambermaids all local. Women outnumber men by 3:1

Land prices rise. No land for housing for local people

Car hire firm is part of US company Hertz Rental

Beach and harbour used by local fishermen. They are relocated along with the people that lived along the beach

Demand for electricity rises. New HEP scheme built in valley inland – farmland lost
### Handout 12: Social and cultural harm

#### Examples of problems

There are many examples of damage to the local people and their way of life. This table lists some of the claims that are made when condemning the effects of tourism.

<table>
<thead>
<tr>
<th>Children drop out of school to sell souvenirs that can make a quick return rather than stay in education or training.</th>
<th>Young people may copy the behaviour and values of tourists. They may undervalue their own culture, seeing it as the culture of the old people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreigners come with an attitude that the local culture is 'primitive' or 'exotic'</td>
<td>Women may be exploited by sex tourism.</td>
</tr>
<tr>
<td>Tourists rarely mix with local people, offering little in the way of productive contact and interaction.</td>
<td>Visitors bring their own values that they impose, e.g. nude bathing.</td>
</tr>
<tr>
<td>Big differences in wages between the tourist industry and the rest of the economy breeds resentment.</td>
<td>In some cultures, taking photographs is seen as an invasion of somebody's privacy.</td>
</tr>
<tr>
<td>Staff in hotels may resent being put into the role of servant. They are poor and the foreigners seem rich and bossy.</td>
<td>Traditional arts and crafts are altered to suit the tourist market.</td>
</tr>
</tbody>
</table>
Handout 13: Social and cultural harm

Article 1

The Town That Hit Back

About an hour’s drive from Mexico City there is a small town called Tepoztlan Morelos. The townsfolk are a proud Nahuatl community which has farmed in this beautiful area for thousands of years. They have been able to keep many of their traditions, ceremonies and celebrations and don’t like the idea of their children becoming waiters and chambermaids to the incomers. The incomers in this case are not the ‘conquistadors’ of Spain but a company of investors who won planning permission to construct 800 houses, a hotel, a golf course, a tennis club and many other amenities. Even the fact that the area is also an ecological reserve and national park did not stop the state governor and the mayor from signing the consent for the development. The Tepoztecos fought back by taking six hostages in the City Hall and keeping them there for two days. Their argument is that the ground water they depend on for their farms would be plundered for sprinklers on the golf course and baths in the luxury houses. Rare plants and animals would disappear from the area. An archaeological site dating back 1,000 years would be endangered. At the heart of the matter is the effect on the culture of these fiercely proud people. Although only a few of the older people still speak it, the language is the same as the one spoken by the Aztecs. Their sense of community is based on the ownership of the land that their ancestors lived on. While the police and army watch, the Municipal Palace continues to be occupied by people from the town and the Tepoztecos say they are ready to defend it with their lives.

5 September 1995
Handout 14: Social and cultural harm

Article 2

Foreign Minister hosts Conference on the Growth of Sex Tourism

Yesterday in London delegates from around the world lobbied the Minister to act now to apply pressure to stop the cancer of prostitution and pornography that is spreading, particularly in countries like Thailand, Burma and the Philippines. They want legislation to prosecute British tourists who go to these countries to take part in the trade and who have fuelled its rapid increase in recent years.

• Estimates suggest that 4 per cent of Thai women are involved in the sex industry, many of them already infected with HIV. Because there are few jobs for women, prostitution is the only employment for many, particularly those from a poor area.

• An estimated 60,000 children are involved in child prostitution in the Philippines.

• Hill tribes in Northern Thailand and neighbouring countries are supplying the cities like Bangkok with children as young as 12, often being sold by fathers or uncles or being tricked by promises of work and training. These tribes are minority groups in the country with little political power. There are no education or employment opportunities in the area.

It is hoped to raise awareness amongst the British public and encourage UK citizens to take action.
Handout 15: Social and cultural harm

Article 3

Isle of Skye
Culture for Sale

As tourists head north to the Highlands and Islands they expect to see a place where time has stood still. They don’t expect to see houses built of brick or concrete but want a stone cottage, preferably with a thatched roof. They think it is OK to stick chilled food from Marks into the microwave, but on Skye they demand ‘authentic’ food cooked on an old open-range cooker yet still arriving on the table without waiting too long. Double standards abound. The locals must somehow be kept in limbo using none of the benefits of modern civilisation and being on show as a living, working museum.

On Skye many hotels are owned by incomers but rarely by locals. The brochures in the local tourist information office have pictures of tartan-clad grannies spinning wool. The houses that stand out as being quaint and picturesque were almost certainly bought at a huge price by an outsider as a holiday home, with young married couples forced to look elsewhere. The lobsters and prawns caught around the coast end up in London or Spanish hotels while local hotels buy in deep-frozen fish. The ceilidh, a homespun gathering of music and chatter, is packaged up to look like yet another Hogmanay production of a Glasgow TV company.

And yet it seems as if things are all right, with busy streets, at least in summer, and new buildings. Gaels look like anybody else in the UK and the Gaelic language is spoken more in homes than in public so there is not the feeling of loss that you might get in an African country. The schools may be kept open to cater for the children of incomers but the teaching environment is fundamentally different.
Handout 16: Summary and examples of the harm done by tourism

People affected by tourism

Hotel owner
‘The tourists who come here bring a lot of money. I know that the place couldn’t do without them now, what with all that they spend. We’ve never had it so good, selling them souvenirs, offering accommodation. Just look at all the new restaurants and hotels.’

Tourist
‘This is a tremendous place to come on holiday. The food and drink are really cheap. I think the locals are friendly and the beaches are out of this world. There is not a bit of litter.’

Waiter
‘I can’t stand them, even though my job depends on them. It’s only for the summer anyway. It’s a pretty poor area around here and there are many that would like my job. That’s why they pay poorly and if you complain they just sack you.’

Local businessman
‘You would think that we get lots of money from tourists, with all these new hotels. But the travel companies bargain really hard and there are lots of other places like this in our part of the world. Some of the companies are making almost no profit.’

Hotel gardener
‘I was a farmer. That is my land where that big hotel is. The government took my land from me saying it was needed for the good of the area. I got some money but not enough to keep me going for more than a couple of years. I had to go to the owners, cap in hand and beg for a job. It was my land but the tourists just look at me as if I’m nothing.’

Farmer
‘I thought I would make money selling to the hotels. My land is fertile enough. But I can’t get water for the dry season from the river. It has been dammed to make a reservoir to fill all those swimming pools. Most of the food is imported anyway. They don’t want the local produce.’

Fisherman
‘This coast had some of the best shellfish in the country. I used to sail up and down here each day making my living. Now the sewage from the
hotels gets dumped into the sea and the fishing beds are suffocating and you can’t even eat what you catch it’s so poisonous. It’s the locals who suffer. We need the sea for our livelihood and food.’

**Travel agent**
‘The coast is a haven for paradise lovers, long white beaches fringed by palms. Friendly waiters bring you exotic drinks as you relax and enjoy the sun. If you feel active there are lots of excursions on offer, out to the coral reef in a speedboat or inland on a Land Rover safari to one of the nearby national parks. See the Africa you dreamed about.’

**Politician**
‘The tourist trade is good for us. It brings in money, foreign exchange that we need to develop our country. It gives us jobs and forges links between the nations. I want to see tourism expand.’

**Old woman**
‘These foreigners disgust me. Look at them on the beach almost naked. Have the women no shame? Last week a group of them just walked into the temple in our village taking photos with their great flashing cameras. One of the women wore a bikini, nothing else. Didn’t they know it is our Holy Week and there was a special service going on?’

**Teenager**
‘I have been promised a job in my uncle’s hotel next year when I leave school. I work there every school holiday anyway and the money is good. But if my exam results are what I expect, I’m going to university to do a management course and the money from the holiday job will keep me all right. I’m going to get a hotel of my own.’

**Musician**
‘When I was young I always wanted to play guitar in a folk band but my mother said not to be stupid. Look at me now! I’ve given up my job in the factory and I make more than enough money playing with my group in the hotels along the coast. We offer local music and dancing and things have never been better.’
Handout 17: Local area case study

Summary

Study the impact of tourism in the local area (within fifty miles of the school): provision for tourists, developments from tourism, numbers of visitors, economic impact, pressure of change and the ability to resist within the community.

Introduction

What will you have to do?

The exercise will take about 5 hours of work in class and perhaps more in your own time. It will involve about 3 to 4 hours of research and the rest of the time in writing up a report. There is no set length for this report but you could aim for about 1,000 words (5 or 6 pages of writing).

It would be advisable to break down your plan of action into sections. For example, it could look like the following:

1. Select a place in the surrounding area, within fifty miles, which attracts tourists.

2. List the sort of things that may be involved in providing for tourists in your area.

3. Carry out an investigation using a variety of methods. This might involve a visit or writing away for resources or even a questionnaire.

4. Complete a report based on what you have found. The report must cover a number of factors affecting the tourist industry in the area. Some examples include:

   • Where is the area?
   • How do tourists get there?
   • How many travel there each year?
   • What kind of tourists are they in general? Family groups, young or old?
   • Where do they stay and where do they eat?
   • What is the general reason they have come to this area?
   • What do they visit?
• What do they take part in or do in the way of events?
• What jobs are created by tourism?
• Do the visitors affect the attitudes of the local people?
• Do local people complain about the tourists?
• What is your attitude to the visitors? Do you think they behave well and, if not, how do you think they should behave?
• Do the visitors generate problems? Think of the kind of problems and the places they occur.
• Would you say that the area and the local people benefit or suffer as a result of tourists?
Handout 18: Local area case study

Tourism in the area around the school

What is provided for tourists?

This could mean facilities used by tourists and events that are organised for the tourists.

1. Here is a list of the types of facilities your area may have:

<table>
<thead>
<tr>
<th>Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airport</td>
</tr>
<tr>
<td>Cinema</td>
</tr>
<tr>
<td>Concert hall</td>
</tr>
<tr>
<td>Museum</td>
</tr>
<tr>
<td>Zoo</td>
</tr>
<tr>
<td>Nature trail</td>
</tr>
<tr>
<td>Open farms</td>
</tr>
<tr>
<td>Castle</td>
</tr>
<tr>
<td>Coach station</td>
</tr>
<tr>
<td>Camp site</td>
</tr>
<tr>
<td>Sports centre</td>
</tr>
<tr>
<td>Art gallery</td>
</tr>
<tr>
<td>Adventure playground</td>
</tr>
<tr>
<td>Theme park</td>
</tr>
<tr>
<td>Golf courses</td>
</tr>
<tr>
<td>Archaeological sites</td>
</tr>
</tbody>
</table>

Railway station
Theatre
Swimming pool
Caravan park
Country park
Forest park
Shopping centre

There are many more that you may find.

2. Here is a list of some of the events that may attract tourists:

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music festivals</td>
</tr>
<tr>
<td>Sailing regattas</td>
</tr>
<tr>
<td>Excursions by coach</td>
</tr>
<tr>
<td>Highland games</td>
</tr>
<tr>
<td>Drama workshops</td>
</tr>
<tr>
<td>Professional football</td>
</tr>
<tr>
<td>Excursions by boat</td>
</tr>
<tr>
<td>Excursions by train</td>
</tr>
<tr>
<td>Golf tournaments</td>
</tr>
<tr>
<td>Theatre festivals</td>
</tr>
</tbody>
</table>

3. Here is a list of the sort of natural attractions that may bring in tourists:

<table>
<thead>
<tr>
<th>Attraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountains</td>
</tr>
<tr>
<td>Waterfalls</td>
</tr>
<tr>
<td>Fresh air</td>
</tr>
<tr>
<td>Rivers for fishing</td>
</tr>
<tr>
<td>Snow for skiing</td>
</tr>
<tr>
<td>Cliffs for rock climbing</td>
</tr>
<tr>
<td>Beaches</td>
</tr>
<tr>
<td>Lochs</td>
</tr>
<tr>
<td>Wildlife (give examples)</td>
</tr>
</tbody>
</table>
Handout 19: Local area case study

Here is a selection of the various jobs that the tourist industry offers.

<table>
<thead>
<tr>
<th>Hotels</th>
<th>Tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commissionaires</td>
<td>Tour guides</td>
</tr>
<tr>
<td>Bellboys</td>
<td>Couriers</td>
</tr>
<tr>
<td>Trainee managers</td>
<td>Travel agents</td>
</tr>
<tr>
<td>Receptionists</td>
<td>Airline staff</td>
</tr>
<tr>
<td>Housekeepers</td>
<td>Tourist information staff</td>
</tr>
<tr>
<td>Waiting staff</td>
<td>Coach drivers</td>
</tr>
<tr>
<td>Luggage porters</td>
<td>Airport staff</td>
</tr>
<tr>
<td>Cocktail bar staff</td>
<td>Tourist board staff</td>
</tr>
<tr>
<td>Chefs</td>
<td>Tour operators</td>
</tr>
<tr>
<td>Concierge (hall porter)</td>
<td>Train/underground/bus operators</td>
</tr>
<tr>
<td>Reservations staff</td>
<td></td>
</tr>
<tr>
<td>Hotel managers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leisure</th>
<th>Catering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box office assistants</td>
<td>Restaurant manager</td>
</tr>
<tr>
<td>Theatre/cinema staff</td>
<td>Cashiers</td>
</tr>
<tr>
<td>Museum and art gallery staff</td>
<td>Bar staff</td>
</tr>
<tr>
<td>Sports and leisure centre staff</td>
<td>Hosts and hostesses</td>
</tr>
<tr>
<td>Visitor attraction staff</td>
<td>Staff restaurant assistants</td>
</tr>
<tr>
<td>Curators</td>
<td>Waiting staff</td>
</tr>
<tr>
<td>Parks and gardens staff</td>
<td>Sommelier (wine waiter)</td>
</tr>
<tr>
<td>Receptionists/cashiers</td>
<td>Cellar staff</td>
</tr>
<tr>
<td></td>
<td>Counter hands</td>
</tr>
<tr>
<td></td>
<td>Chefs</td>
</tr>
</tbody>
</table>

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Handout 20: Local area case study

Effects of tourism

This is a list of the possible effects that tourism can have in an area.

<table>
<thead>
<tr>
<th>Travel</th>
<th>Railway stations, bus stations, airports, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation</td>
<td>Type available (B&amp;B, hotels, campsites, etc.)</td>
</tr>
<tr>
<td>Catering</td>
<td>Restaurants and cafés</td>
</tr>
<tr>
<td>Entertainment/Leisure</td>
<td>What is provided? Swimming pools, golf courses, theme parks, Highland games, museums, galleries, theatres</td>
</tr>
<tr>
<td>Jobs</td>
<td>See list on Handout 19 and add to it if necessary</td>
</tr>
<tr>
<td>Economy</td>
<td>Shops, businesses, factories making tourist-related goods, etc.</td>
</tr>
<tr>
<td>Social</td>
<td>Better bus services, recreation facilities used by community, summer fetes, dances, etc.</td>
</tr>
<tr>
<td>Problems</td>
<td>Traffic jams, litter, holiday homes, price of goods</td>
</tr>
<tr>
<td>Environment</td>
<td>\textit{Bad}: Footpaths worn away, noise, pollution, wildlife disturbed, etc. \textit{Good}: forest walks, picnic sites, conservation schemes, etc.</td>
</tr>
<tr>
<td>Developments in place now or planned for the future</td>
<td>Contact the local planning officer who can give information about plans for any new development</td>
</tr>
</tbody>
</table>
Handout 21: Local area case study

Sources

Every area will have a range of sources. You may be lucky and have a tourist information office very close or you may live in a town that has grown as a result of tourism with many facilities close at hand. If not then you will have to write away.

Once you have selected what sources you are going to try to use, check with your tutor to see what is available. You do not have to use all these sources.

Sources include:

• Books, magazines, leaflets, newspapers, websites, brochures, etc.

• Meeting people and carrying out interviews or questionnaires

• Media sources like TV, radio and pre-recorded videos

• Software on computers

• Visit to tourist area for research or fieldtrip.

Remember to make a list of the sources that you use and put it at the end of the report. It could be a table like this one:

<table>
<thead>
<tr>
<th>Name of resource with details of title, author, date</th>
<th>Type of source-book, video, brochure, etc.</th>
<th>Where it came from: geography department, library, tourist office, etc.</th>
</tr>
</thead>
</table>
Handout 22: Local area case study

Advice and tips

• Sort out the headings of the section you want to have in your report and use a different piece of paper for each section. As you find information, write out your notes on the correct piece of paper.

• Remember the aims of the investigation:

  1. What is provided for or has been developed because of tourism?
  2. What kind of tourist comes to the area? How many tourists come?
  3. What are the financial benefits or what are the costs?
  4. How has tourism affected the environment and the people of the area?

• When you finally come to write out the report, you can just take each section of your notes in turn without having to shuffle through a jumble of notes from different sources.

• Use a highlighter pen or marker to mark the important points.

• Keep your notes tidy. Use a folder or binder.

• There should be four sections in the report:

  1. Introduction of two or three paragraphs. Describe what the study is about and say what sources were used.

  2. Your main report broken down into the sections listed above. It would be useful to use the questions listed on Handout 17: Local Area Studies sheet to break the report down into manageable bits.

  3. Conclusion. This is just a brief summary of what you found about the impact of tourism in your area.

  4. List of sources used.
Handout 23: Foreign area case study

Summary

Study the impact of tourism in a foreign country from the point of view of a visitor. It will allow comparisons to be made with the local study. It aims to:

- Find out the effect that the British tourist can have on a foreign country and its people.
- Find out if there is such a thing as ‘good tourism’, which brings benefits for all and leaves environments in a healthy state. If there is such a target, what is needed to achieve it?
- Find out if there is a ‘good’ tourist (someone who benefits the holiday area and the local people). What characteristics would you have to have to be described in this way?

Introduction

What will you have to do?

The exercise will take about 5 hours of work in class and perhaps more in your own time. It will involve about 3 to 4 hours of research and the rest of the time in writing up a report. There is no set length for this report but you should aim for about 1,000 words.

It is advisable to break down your plan of action into sections. For example, it could look like the following:

1. Select a destination in a foreign area. Check that it is suitable and that there is likely to be enough information.
2. Plan the sort of things that need to be investigated in the report.
3. The investigation will probably involve writing away for some of the information.
4. Complete a report based on what you have found. It should cover a number of factors:
   • What is provided for tourists in the way of facilities and events?
   • The effects of tourism on the people of the area and their culture.
   • The effects of tourism on the environment.
   • What can be done to work towards creating a tourist and a tourist industry that will avoid the damage that has been caused in the past?
Handout 24: Foreign area case study

Choosing a destination

The tourist destination must be one where there have been significant effects. As a result there have been numerous reports expressing concerns about what is happening. There is also a resident population whose traditional way of life has changed. For example, do not choose the Antarctic that tourists visit (because it has no resident human population, apart from a few scientists). Ideally there should also be attempts to solve any problems that tourism has caused.

You have the example of Kenya in Handout 25, 26 and 27, with problems for the local people who are being affected by the desire among tourists for safari-type holidays. It may be a good idea to choose places you know more about, either because you have been there or you have seen TV programmes about it. Here are some of the areas and themes that you may wish to use.

1. The Spanish coast (Costa Blanca, Costa del Sol, etc.) or Majorca
   - The type of holiday on offer and the facilities needed.
   - The effect on the traditional Spanish way of life based on fishing and farming.
   - The effects on traditional Spanish ‘culture’.
   - The response of the Spanish to try to lessen the effects.
   - Problems for the Mediterranean Sea from so many people using the coast, with increase in pollution and sewage.
   - The ‘image’ of British holidaymakers abroad and how it could be improved.

2. Florida
   - Type of holiday, etc.
   - Effect on the people and the economy of Florida, etc.
   - Effect on the environment – coasts, coral reefs, Everglades swamp.
   - Response of the Americans to lessen bad effects of tourism.
   - The ‘image’ of British holidaymakers abroad and how it could be improved.
Tourism in the area that you have chosen

Use the lists and the advice in the handouts for the local area study. These may also help you in the foreign area study. Remember that this study places you in the position of a typical tourist. It is you and people like you who are causing any problems and it is you who should be thinking about the best ways you may be treating the people at your holiday destination and seeking to find ways to solve the problems that tourism causes for them.

It is worth considering the creation of a code of conduct for the tourist abroad as the final section in the report.
Handout 25: Foreign area case study

Example: Kenya

These handouts are designed to let you see the sort of information that would be useful in the report. It takes the example of the Game Reserves in Kenya. The local people are the Masai, who have led a way of life based upon cattle herding on the same grasslands that support the wildlife that today attracts the tourists.

Advantages of this choice of area

Descriptions of these National Parks are found in many geography books and should also feature in resources at any library. There is a range of issues that this type of tourism highlights. They include:

- the development and growing dependence on tourism in an African country
- the conservation of wildlife which may be threatened with extinction
- the clash of cultures – Masai (traditional and rural) and European
- local tribes in conflict with conservationists over access to grazing land
- solutions that allow local people to share in the benefits and help protect the land.

Note:

When you are looking for information to help you, there are some key words that may help. A lot of solutions to the problems are under headings like ECOTOURISM or SUSTAINABLE TOURISM or GREEN TOURISM or ALTERNATIVE TOURISM or TOURIST (TRAVELLERS’) CODE.

There was a big conference called the *Earth Summit* held in Rio de Janeiro in 1992. It produced a document that set out how sustainable development could be achieved. It is called *Agenda 21*. 
Handout 26: Foreign area case study

Example of Planning: Tourism in Kenya

1. Investigate all the possible sources of information. If you are using computer websites, newspaper references, CDs or encyclopaedias, make up a list of key words. Get some of the brochures that promote holidays to Kenya. Find a good map that you can use to show the developments.

2. Read over the ‘Advice and tips’ in the Handout/Local Area Study.

The main sections of this study could be:

- Tourist developments in Kenya, describing the numbers of tourists, types of holiday, and the resorts that are provided.

- What effects, good or bad, has tourism had on the economy?

- What effects, good or bad, has tourism had on the environment?

- What effects, good or bad, has tourism had on the people and their traditional way of life?

- What is being done to lessen any harmful effects?

- What can we, as the tourists, do to avoid harming the country we visit?

The next page continues with one example of the Kenyan Tourist Industry. Each section above is further broken down into elements or key phrases that could be expanded to make the report.
Handout 27: Foreign area case study

Case Study of the Safari Holiday in Kenya

Tourist developments


Tourism and the economy

How much money does tourism bring in? How does the money help Kenya? What types of jobs are created? Are local crafts benefiting? Are local farmers benefiting? Have tourist developments been a boost to the local economies, with new water supplies for example? Government sees a need to protect the wildlife resources but this has restricted the Masai grazing areas and their living conditions have deteriorated over the last twenty years. They have been forced off land they once cultivated. They were told to stop burning old grasses that would allow young tender shoots to provide good pasture for their cattle. The burning also killed insects like tics that cause disease in the herds. The Masai are now more dependent on external sources for food but they cannot raise the money to buy it. Big increases of grazing animals like wildebeest and zebras have put pressure on the grazing and water supplies.

Tourism and the environment

Type of landscape in the Game Reserves. Climate. Effect of vehicles on the surface of the land. Effect of tourists on wildlife. Campsites are a source of litter and they are eyesores. Many roads are created in the dry landscape, and are causing erosion.

Tourism and the local people

How the creation of the Game Reserve has affected the way of life of the Masai. The Masai have been forced off the land. Many Masai can only make money by begging at the roadside. Attitude of tourists to Masai and the attitude of the Masai to tourists.

Solutions

What could be done? Are there examples of good practice in other countries which could be copied? More Masai could be employed in
Parks. There might be shared management of the Reserve with the Masai. Masai might be kept on the land in the traditional way to help protect wildlife from poachers. There might be schemes to sell souvenirs direct to the tourists and organised walking safaris with Masai guides and with tourists staying in real Masai houses. Profits might be returned to benefit the community and compensate for loss of grazing land.

**What can the tourist do?**

Design a code of conduct that you think would be useful to stop damage to local people, wildlife and the environment.
Handout 28: Foreign area case study

Environmentally friendly tourism

This is a typical code that has set out to educate tourists before they go away on holiday. Try to find codes that are produced by organisations like Tourism Concern or Survival International, or make up your own code.

1. Show respect for the local people and their customs. Aim to get to know the country better. Read about its customs before you go. Try to learn some of the language.

2. Ask permission for anything that you do, like entering a house or farmland. Never take a photo without asking permission.

3. Behave and dress appropriately, especially in places of religion and worship.

4. Buy souvenirs made locally. Do not buy ivory, fur, skins, shells or coral.

5. Don’t waste resources that may be especially precious in the area, like water and electricity. Avoid driving. Do not use detergents in water that may be used for drinking.

6. Leave the land exactly as you found it. Take out what you take in. No litter, bonfires or damage to vegetation. ‘Leave only footprints.’

7. Do not give money to children. If you are concerned about the poverty you see then give to a local charity, health centre or school.

8. Bargaining or haggling over the price of goods is common but be aware that the lowest price will mean less money for the producer.

9. If you expect a ‘home from home’, why bother travelling?

Try to think how you would feel if a tourist came to your home area and did what you are doing!!
Handout 29: Foreign area case study

A code for the industry

Here is a typical example:

1. Tourism should be economically productive, socially responsible and environmentally friendly.

2. Companies should encourage interested, considerate and environmentally conscious travel among their clients.

3. They should respect local laws and customs.

4. They should work closely with the host population.

5. They should employ and train local people where possible.

6. Advertising should be honest and responsible. It should not treat local people in an insulting or patronising manner; for example, it should not make references to ‘primitive people’.

7. Operators should not organise trips to ethnic groups who choose to live apart from our western-style civilisation.

8. Local people should be paid properly for their services, the use of their property and access to their land.

9. Avoid overcrowding resorts.

10. Publish and distribute a policy on the environment.
There are several kinds of brochures that will be needed:

- UK Mini Breaks and Resorts including a Center Parcs or Oasis brochure
- City Visits and Tours
- European Camping
- European Summer Sun
- Winter Sun and Long Haul
- Winter Sports
- Special Events, Activities and Interests

**TV and video**

FETV Shortcuts on Customer Care
BBC Watchdog (where relevant)
Many companies now offer a selection of area-specific ‘Eco-tourism’ or ‘Green Tourism’ video case studies, of excellent quality. These are ideal for exploring the topic of visitor impact.

**Information for travellers**

Health leaflet (free)
Tel 0800 555 7777

MASTA (Medical Advisory Services for Travellers Abroad)
Information on health and vaccines for foreign travel
Travellers’ Health Line. Tel: 0906 822 4100
Calls 50p per minute
Be prepared to leave name, address and journey details.

ATOL (free leaflet)
Civil Aviation Authority
Air Travel Organiser’s Licensing
CAA House
45–59 Kingsway
London
WC2B 6TE

Tel: 020 7 832 6600
Organisations

There are many organisations that can offer excellent sources of information. They will have leaflets or teachers’ packs available to help with case studies and they will also supply links to other good resources, many of which can be accessed via the Internet. These organisations include:

British Tourist Authority (BTA)  
Thames Tower  
Black’s Road  
Hammersmith  
London  
W6 9EL  
Tel: 020 8 846 9000  
www.visitbritain.com

Tourism Concern  
Stapleton House  
277–281 Holloway Road  
London  
N7 8HN  
Tel: 020 7 753 3330  
www.gn.apc.org/tourismconcern

Survival International  
1–15 Emerald Street  
London  
WC1N 3QL  
Tel: 020 7 242 1441  
www.survival.org.uk

Worldaware  
31–35 Kirby Street  
London  
EC1N 8TE  
Tel: 020 7 831 3844  
www.oneworld.org.uk/worldaware/

Friends of the Earth  
26–28 Underwood Street  
London  
N1 7JQ  
Tel: 020 7 490 1555  
www.foe.co.uk/

OneWorld is an internet community of 260 organisations involved in human rights and sustainable development.  
www.oneworld.org.uk/index

Tourism Concern, for example, will supply an excellent teacher’s pack called *Be My Guest*. They have back copies of their magazine *Tourism in Focus* and research and discussion papers as well as collections of these articles in useful packs concentrating on the various impacts tourism makes around the world. There is a lending audiovisual library. Their list of websites is comprehensive and a very good starting point in any search. It is broken down into sections like Ecotourism, Environmental, Ethical/Responsible Tourism, Travel and Development NGOs.
Useful books

Carpenter, J, *Tourism: Exercises and Activities*, Hodder and Stoughton
*Leisure and Tourism for Intermediate GNVQ*, Various authors, Collins
Mason, Peter, *Tourism: Environment and Development Perspectives*