

Introduction

The activities found within the content of the ‘virtual textbook’ are designed to support the teaching and learning of the key ideas and concepts contained within the unit as well as to help prepare students for the requirements of the Controlled Assessment.

In this section, suggested answers are provided to the activities and in some cases with ideas as to how the assignment can be approached.

Very often there is more than one right answer and it might be appropriate to discuss the range of answers with students as well as helping them to understand why there is more than one correct answer.

Some of the assignments relate to leisure and tourism facilities and organisations in the specific area where the centre is located. The value of students having a clear awareness of leisure and tourism provision in their locality cannot be stressed enough, especially if this is the area which will be chosen for the Controlled Assessment.

It is suggested that centres consider the demands of the Controlled Assessment at an early stage in planning the course to identify how the assignments can be used to consolidate learning and develop an understanding of leisure and tourism provision.

A number of assignments relate to a study of specific leisure and tourism organisations. It is highly recommended that visits are arranged to leisure and tourism organisations in the locality. It may be possible to cover the demands of a number of assignments through a visit.

Activity 1

Think about the statements below which relate to leisure time.

- Leisure is described as being the things people do in their free time.
- Leisure time is the time left over when people are not working, studying or sleeping.
- People use their leisure time to relax, be with their friends and family or take part in a sport.

From the list below, tick which activities you think take place in leisure time. You may wish to discuss your answers in class.

Activity	Leisure time?
A family celebration at home	Yes
Watching a DVD	Yes
Reading a magazine	Yes
Using a computer for homework	No
Mowing the lawn	Yes/No
Driving to work	No
Eating a takeaway pizza	Yes
Ironing clothes	No
Watching a game of football	Yes
Reading an e-mail from a friend	Yes
Washing a car	Yes/No

Most of the answers to these questions are straightforward. Activities such as washing cars and mowing lawns are considered as leisure activities by some people. For examples, a person could be interested in classic cars and washing the car could be an important activity. This could be discussed with the class.

Activity 2

Study the grid of leisure activities below. Different types of people tend to enjoy different leisure activities. For each of the people suggest the leisure activities they might take part in and discuss your answers with others. There is no right answer because any of the people can choose to take part in any of the activities if they choose to.

Playing golf	Sewing	Meeting friends at a social club	Playing badminton	Swimming
Watching a film on TV	Listening to music	Cycling	Playing football	Windsurfing
DIY	Watching DVD	Walking	Fishing	Using a computer to email friends
Singing in a choir	A day out at a theme park	Going shopping with friends	Playing bingo	Kick boxing
Gardening	Riding a motorcycle	Going to church	Playing basketball	Eat a meal in a pub with friends
Going to a night club	Going to a cinema	A night out in town	Skate-boarding	Keep fit classes at a gym

Mr Senior Age – 48 Likely leisure activities: Playing golf Playing badminton Fishing Gardening	Asif Age –15 Likely leisure activities: Listening to music Watching DVD A day out at a theme park Playing football Fishing	Sonia Age –19 Likely leisure activities: Listening to music Watching DVD A night out in town Keep fit	Mrs Smith Age – 68 Likely leisure activities: Gardening Singing in a choir Going to church Sewing Playing bingo	Malcolm Age -26 Likely leisure activities: Playing basketball Riding a motorcycle A night out in town Going to a night club
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It is important to stress that these activities are only what that type of person is likely to enjoy. Each activity could be used for more than one person. The lists could be discussed by the class.

Activity 3

Leisure Diary

- Keep a diary of all the leisure activities you take part in. This could be over a weekend or a full week. Make a note of the times you spend doing different leisure activities, even if it is talking to friends or watching television. Compare your leisure diary with your friends.
- Draw a **time line** for how you spend a Saturday or Sunday, starting from when you get up to when you go to bed. Draw a second line for a weekday and compare the two.
- Draw another line for your Mum, Dad or another relative to show how they take part in different leisure activities.

Time line - Saturday



9.00 – get up and have breakfast
9.30 – read paper and listen to music
10.15 – get ready to go shopping for new tee shirt
10.30 – catch bus with two friends to shops
11.00 – walk around shops and buy T-shirt
12.00 – buy drink and sandwich for lunch
12.45 – return home
1.30 – leave home to watch rugby match
5.30 – return home and watch television
6.30 – order takeaway pizza meal
7.00 – eat meal watching television
10.30 – go to bed

Leisure diaries can help students understand how they make choices about their leisure activities, even when they don’t think about it. They can also be used to get students to consider who influences what they do in their leisure time as well as the other factors which influence their choice.

Activity 4

Tourism involves travel away from the place where a person usually lives or works. Most tourists stay away from home for at least one night and intend to return home in the near future.

For each of the activities below show if you think the activity is tourism. Write either **yes** or **no** in the box.

Activity	Tourism?
Darren goes to school each morning at 8.30am and returns home in the evening.	No
Mrs Singh goes to India for three months to look after her father.	Yes
Pauline Brown and her children Matthew and Claire spend a week at a seaside resort in Spain.	Yes
Mr Macdonald flies to Ireland to spend three days visiting customers.	Yes
Denzil spends two years at a university in Australia studying sport and training to be a hurdler.	No
The Taylor family spend the day visiting a country park and a house owned by the National Trust.	Yes/No
Sharon spends three years working for a company in New York.	No
Mr and Mrs Griffiths spend a day shopping in Calais.	Yes
Stephen and Neil go to Canada on a ‘backpacking’ holiday for three months.	Yes
Asif works as a van driver and spends his day making deliveries to factories around London.	No
Mr and Mrs Ali have just retired and decide to spend two weeks on a cruise on the Caribbean Sea.	Yes
Samantha and Jane walk to the leisure centre to go for a swim.	No
Ms Clarke drives from London to Manchester for a business meeting and drives back the next day.	Yes
A party of young musicians from a school in Southampton spend three days in Liverpool at a music festival.	Yes
The Oswald family from Llandudno take their caravan to France for two weeks in August.	Yes
A cricket team from Birmingham spends a weekend ‘on tour’ playing against teams in Swansea.	Yes

Although one or two of these could be debated by the class, generally tourist activities involve trips outside of the area where the person lives and last for less than one year. The family visit to the country park is debateable because it would depend on the location of the park in relation to where the family lives.

Activity 5

Tourists have a number of reasons for making a visit including:

- Going on a holiday
- Sightseeing
- Visiting an attraction
- Visiting friends and relatives
- Going to a sports events

In the space below, write about some of the tourist activities you have taken part in, including the places you visited and what activities you took part in. If you know when you will next be a tourist, describe briefly what the trip is.

This exercise should provide an opportunity to gauge whether the student understands the principle of what a tourist trip is as well as obtaining some idea about their ability to write and express themselves.

Activity 6

For each of the organisations in the table below decide whether they are commercial or non-commercial organisations. You might need to investigate web sites to find out the information.

Put a **C** for commercial of **N/C** for non-commercial.

	C or N/C?		C or N/C?		C or N/C?
Horse-riding stables	C	Burger bar	C	A London theatre	C
Country Park	N/C	Windsurfing school	C	Local cycling club	N/C
Sports stadium	C	Italian restaurant	C	Hotel in a holiday resort	C
Travel agent	C	Theme park	C	Airport	C
National art gallery	N/C	National Park	N/C	Taxi firm	C
Cinema chain	C	National Trust historic house	N/C	Industrial museum	N/C
Bed and Breakfast	C	Country pub	C	Boys football club	N/C
Skateboard park	N/C	Night club	C	Local railway society	N/C
Spa and beauty salon	C	Community Centre	N/C	Youth club	N/C
Fast-food restaurant	C	Golf course	C	Coach company	C
YHA Hostel	N/C	Sailing club	N/C	Hill walking club	N/C

In a few cases the facilities and organisations above could be either commercial or non-commercial. For example, most golf clubs are commercially owned and managed, however some public courses are managed by local councils. This could be discussed using local examples.

Activity 7

The purpose of the exercise is to demonstrate that in every locality there is a wide range of leisure activities, clubs and societies operating. It may be the case that some students would have no interest in some of these, but others may be members of swimming or football clubs or have other interests.

Students can also appreciate that there is a wide range of facilities provided for these clubs and organisations, most of which operate non-commercially.

- (a) Name three organisations people could join if they were interested in dancing.
Dance Centre
Music and Arts Festival
Sequence Dancing Club
- (b) Name three organisations that people could join if they wanted to play a musical instrument.
Concert Club
Music and Arts Festival
Brass Band
Symphony Orchestra
- (c) Name two organisations that people could join if they were interested in art and painting.
Camera Club
Art Club
- (d) Name two organisations people could join if they were interested in local history.
Archaeological and Historical Society
National Trust
- (e) From the list of Arts organisations, name one that would meet in a room, one that would need a hall, one that would need a stage and one that might meet outdoors.
Room - **Camera Club**
Hall – **Brass Band**
Stage – **Amateur Operatic Society**
Outdoors – **Archaeological and Historical Society**
- (f) From the list of *environmental organisations*, name two local organisations, one national organisation and one international organisation.
Local – **Gardeners Club**
Local – **Conservation Volunteers**
National – **Ramblers Association**
International – **Worldwide Fund for Nature**

- (g) From the list of Leisure and General Organisations name two organisations for people who keep animals.
Dog Training
Racing Pigeon Club
- (h) From the Leisure/General list name two organisations involving wine and beer making.
Amateur Winemakers
Wine & Beer Circle
- (i) From the Sport list, give names of organisations that might need the following facilities.
A sports hall – **Amateur Boxing Club, Gymnastics Club, Judo Club**
A river – **Canoe Club**
A lake – **Sailing Club**
A large area of open space – **Golf Club**
A swimming pool – **Swimming Club**
A garage – **Motorcycle Club**
An artificial sports pitch – **Netball Club**
A running track – **Athletics Club**
A room – **Bridge Club**
- (j) Give two examples where organisations might compete against each other.
Britannia Swimming Club against District Swimming and Diving Club
Storm Junior Netball against Chrysalis Netball
- (k) From the Sport list, name three clubs and organisations that are unlikely to have existed 20 years ago.
Aikido Club
Tae Kwon-do Club
Triathlon Association

Activity 8

If you were moving into a different area of Wales, you would need to find out about the leisure facilities available and the clubs you might like to join.

Make a list of the **sources** you might use to find the information you need.

- 1. People you talk to**
- 2. Libraries**
- 3. Local guidebooks**
- 4. Brochures produced by the clubs and societies**
- 5. The local Tourist Information Centre**
- 6. The local newspaper – advertisements and reports**
- 7. Notice boards**
- 8. Radio programmes and advertisements**
- 9. Maps of the area**
- 10. Websites!**

It is important to make students aware of the fact that the Internet is only one source, no matter how many websites are accessed.

Activity 9

Put the following facilities into the correct component of the leisure industry.

Facility:

- Swings and slides in a public park
- Country Park
- Cricket ground
- Chinese restaurant
- Pizza delivery
- Amusement park
- Comedy club

Component	Facility
Sport and physical recreation	Cricket Ground
Arts and entertainment	Comedy club
Countryside recreation	Country Park
Home-based leisure	Pizza delivery
Children’s play activities	Swings and slides in a public park
Attractions	Amusement park
Catering	Chinese restaurant

Activity 10

The Millennium Stadium is an example of a leisure facility which could also fit into a number of components of the leisure industry. These components are:

- Sport and physical recreation
- Arts and entertainment
- Home-based leisure
- Catering
- Attractions

Study the website of the Millennium Stadium and then suggest why the stadium fits into each of the components listed.

Component	Explanation
Sport and physical recreation	Major sporting events take place in the stadium.
Arts and entertainment	Concerts by world-famous artists are held in the stadium.
Home-based leisure	People sit at home watching matches being played at the stadium on their televisions.
Attractions	Visitors to Cardiff can take a tour of the stadium.
Catering	Food and drinks are served at various locations throughout the stadium on match days and during concerts. Also, the stadium hosts a number of events and parties.

Activity 11

Think about some of the leisure facilities in the area near your home.

Complete the table below by listing two leisure facilities near your home and showing how far you have to travel to each.

Component	Facility 1	Distance	Facility 2	Distance
Sport and physical recreation				
Arts and entertainment				
Countryside recreation				
Home-based leisure				
Children's play activities				
Attractions				
Catering				

Can you compare your answers with someone in your class who does **not** live near you?

The object of the exercise is to get students thinking about the facilities close to where they live and to obtain some idea about precisely what is provided. This might be particularly useful if the local area is used for the Controlled Assessment.

Activity 12

Complete the table below by finding out where people in your area can take part in each of the sports below. Identify the organisation which runs the activity and also make a note of the *source* you used to find out the information.

Sport	Location/Facility	Organisation	Source
Tenpin Bowling			
Mini Rugby			
Lady’s Football			
Surfing			
Road Cycling			

The objective of this exercise is to increase student’s awareness of the availability of different sports facilities and organisations in their own locality. This may well be of value in preparing for the Controlled Assessment. Additionally, students will become increasingly familiar with the research methodology by identifying the source they use for each sport.

Activity 13

Imagine that someone is coming to stay in your area with a very wide taste in arts and entertainment.

Complete the table below to show how they could enjoy a different arts and entertainment experience every night of the week. Give exact dates and full details of costs.

You will need to do some research to find out what is on in your area. (The person might have to travel to reach some of the venues).

Day/Date	What is the venue?	What will the person see?	What is the cost?
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

The objective of the exercise is to get students to appreciate that there is a wide variety of entertainment available. Local newspapers, ‘What’s On’ guides and websites should be the main sources. It might be that the same venue can be used on more than one night. The idea is to make the programme as diverse as possible.

Activity 14

Make a study of a country park in your area. Use the following headings:

- Name and location (where is it)
- What activities are available (sports and recreation activities)
- What facilities are there (car parks, ranger service, guided walks, cafes, etc)
- What events take place in the country park
- Which organisation manages the country park
- What other organisations have an involvement in the country park (such as voluntary clubs and sports organisations)
- What activities are free and which have to be paid for
- What special events are held or have been held in the country park
- What types of people might visit the country park and why

This could be presented as a poster, leaflet, PowerPoint, fact file or even a website.

Ideally, students could make a visit to the country park being studied.

Activity 15

Using an *Argos* catalogue (or the website) complete the following tasks.

1. Identify home-based leisure products you might buy for the following people, complete the table below and give reasons for your choices.

Person	Item for £10	Item for £20	Item for £100	Item for £250
Young girl 5-7 years old				
Older teenage boy 19 years old				
A woman in her mid-30's				
A man of about 55 years old				

Activity 16

Make a collage on sugar paper to show the range of new products available for home-based leisure.

Activity 17

List:

- 10 products which would be used in the garden
- 10 products which would/could be used upstairs
- 10 products connected to cooking for pleasure
- 10 products which would not have been available 5 years ago

In completing these exercises students should become more aware of the wide range of products available from Argos and similar stores which are related to home-based leisure. The extended writing on Activity 15 enables students to justify their decisions as required for AO3 of the assessment objectives.

Activity 18

Identify four places near where you live which provide children’s play equipment.

Complete the table below.

Name and location of facility	The equipment provided

This activity should also help students to become more aware of the range of leisure facilities in their locality.

Activity 19

Tourist attractions can be one of three types. They can be:

1. Natural
2. Purpose built (man-made)
3. Not originally built as a tourist attraction but are now visited by tourists

For each of the following say if it is a natural attraction, a purpose built attraction or has become an attraction. (You could use the numbers 1, 2 or 3)

- | | | |
|-----|----------------------|---------------------------------|
| 1. | A waterfall | Natural |
| 2. | A theme park | Purpose-built |
| 3. | A castle | Has become an attraction |
| 4. | A beach | Natural |
| 5. | A lake | Natural |
| 6. | A theatre | Purpose-built |
| 7. | A historic building | Has become an attraction |
| 8. | A range of mountains | Natural |
| 9. | A church | Has become an attraction |
| 10. | A fun fair | Purpose-built |
| 11. | A Royal palace | Has become an attraction |
| 12. | A museum | Purpose-built |
| 13. | A battlefield | Has become an attraction |
| 14. | A forested area | Natural |
| 15. | A waxworks | Purpose-built |
| 16. | A zoo | Purpose-built |
| 17. | An historic ship | Has become an attraction |
| 18. | An old factory | Has become an attraction |
| 19. | An abbey | Has become an attraction |
| 20. | A Shopping mall | Purpose-built |
| 21. | An extinct volcano | Natural |

- | | | |
|-----|------------------------------|---------------------------------|
| 22. | A canal | Has become an attraction |
| 23. | A Government building | Has become an attraction |
| 24. | A bridge | Has become an attraction |
| 25. | A holiday village | Purpose-built |
| 26. | An ancient burial ground | Has become an attraction |
| 27. | An historic farm | Has become an attraction |
| 28. | An island | Natural |
| 29. | A mountain railway | Purpose-built |
| 30. | An area of coast with cliffs | Natural |

Activity 20

Choose one area of the United Kingdom. This could be a city, a National Park or a seaside town. (Choose an area large enough to have a range of attractions).

For your chosen area, describe the major natural attractions, purpose built attractions and places that have become tourist attractions.

Name of chosen area.....

Natural attractions

Purpose built attractions

Places that have become tourist attractions

An area such as Pembrokeshire would work well for this exercise. The coastal areas have a range of natural attractions. Oakwood, Heatherton and Bluestone are good examples of purpose-built attractions and there are a number of castles and similar buildings. This exercise might also help to understand how tourist destinations contain a range of attractions, which is covered in Unit 2.

Activity 21

Produce a display to show the variety of catering facilities in the area where you live. This could take the form of a map of the area showing where different types of catering facility are found.

Alternatively, you could produce a PowerPoint presentation which shows the variety of catering facilities in your area and their location, together with the types of food and drink they serve and an outline of the prices charged.

Make a list of all the sources of information you use to complete the activity.

Again, this activity helps to build awareness of the range of catering facilities in the area and their location.

Activity 22

Put the following facilities into the correct component of the tourism industry. Because of the way in which travel agents and tour operators work, **one** of the organisations in the list below fits into two components.

Facility/organisation:

- Tourist Information Centre
- Travelocity
- First Great Western
- Hilton Hotels
- Oakwood
- Thomas Cook

Component	Facility
Travel agents	Thomas Cook
Tour operators	Thomas Cook
Tourist information and guiding services	Tourist Information Centre
On-line travel services	Travelocity
Accommodation and catering	Hilton Hotels
Attractions	Oakwood
Transport	First Great Western

Activity 23

Answer **true** or **false** to the following questions about travel agents.

Question	True or false?
<i>Travelocity</i> is an example of a high street travel agent.	False
'Incentive travel' is a form of leisure travel.	False
Large travel agents have high street shops so that they can attract people passing by.	True
The number of cruise holidays sold by travel agents has grown in recent years.	True
People contact call centres by using the internet.	False
<i>Lastminute.com</i> is an example of an on-line travel agency.	True
Retail travel agents are more likely to deal with very high spending clients.	True
Foreign currency can be bought at travel agents.	True
<i>First Choice</i> is an independent travel agent with only a small number of branches.	False
The number of travel agents found on the high street is increasing.	False
More people are likely to buy travel products on-line in the future.	True
The <i>Expedia</i> company can be contacted mainly through a call centre.	False

Activity 24

Using old brochures make a collage to show the range of holidays available through tour operators.

Activity 25

Using websites and brochures compare the holidays available from a mass-market and a domestic tour operator.

The mass-market tour operator could be Thompson (TUI), MyTravel, Thomas Cook or First Choice Holidays.

Both of these activities will help with student’s understanding of Unit 2 concepts as well as with the role of tour operators. A variation of a collage could be images of tours featured which visit areas close to where the school is located.

Activity 26

Visit a Tourist Information Centre in your area and find out:

- What is the name of the organisation which funds and manages the centre.
- How many people work there and what their jobs are.
- What sort of information is available from leaflets and brochures? How is this information displayed?
- Is all the information in paper format, or are there electronic forms of information such as display boards or screens.
- What is for sale in the centre? Describe the range of products for sale.
- What information can be obtained from the people working in the centre?
- What travel products can be purchased from the people working in the centre?
- Is the centre easy to find?
- Where is it located?

A local TIC could be a very important source of information and is well worth a visit. Students may be able to obtain information which could be useful for the Controlled Assessment.

Activity 27

Use the websites below to check the price of a return flight from any UK airport to Rome, Paris or Barcelona. The length of stay could be four or five nights. Choose a date for the outward and return flights about three months ahead of when you are completing the activity. Complete the table below.

Chosen destination

Date of outward flight

Date of return flight

	www.ryanair.com	www.ba.com	www.easyJet.com	www.expedia.co.uk
Departure airport				
Departure time				
Arrival airport				
Cost of outward flight				
Cost of return flight				
Total cost of flight				
Baggage allowance				

Which of the flights you would choose? Explain why.

The exercise should help students become more familiar with how airlines sell seats via web sites. Variables such as convenient departure and arrival times could be discussed, as well as the total cost of the flight. The written exercise should help students to justify their choices, which is a requirement of AO3.

Activity 28

Do a web site search for accommodation in your area. What is the cheapest hotel room you can find for a certain night and what is the most expensive?

Date

Cheapest

Most Expensive

This exercise should help students become familiar with the range of accommodation available in their own locality, the location of the accommodation and the price range.

Activity 29

Using www.lastminute.com and www.thomascook.com compare prices and how easy the websites are to use for the following holiday.

A family of two adults and one child under 11 years old, anywhere in Spain, any time in August. ‘Four star’ accommodation required.

Some students might be able to produce a comparison of the usability of the two sites in terms of accessing information and obtaining a price. The exercise will also help students become more aware of the process of making package holiday bookings on-line.

Activity 30

For each of the statements in the table below, state if it is true or false.

Statement	True or False
Most organisations providing accommodation operate on a voluntary basis.	False
Hotels, motels and lodges are examples of serviced accommodation.	True
For accommodation to be ‘serviced’ food has to be provided.	False
Half-board means that breakfast and one meal is provided.	True
In guesthouses, the bar and restaurant is normally open to the public.	False
The Youth Hostel Association is an organisation providing accommodation from the commercial sector.	False
A range of catering is provided in gites and villas.	False
Centre Parcs is an example of a hotel chain.	False
Holiday villages have evolved from holiday camps, such as those operated by Butlins.	True
Second homes are common in South West England and parts of rural Wales.	True

Activity 31

For the area in which you live, find out about the following types of accommodation, give the location and brief information about the accommodation.

Type of accommodation	Example from your area
A YHA youth hostel	
A four or five ‘star’ hotel	
A guesthouse	
A campsite	
A caravan park for mobile homes	
A Bed and Breakfast	
A Travelodge/ Travel Inn or Holiday Inn Express	
A holiday flat or apartment	

For each of your answers make a note of the **source of information** you used.

Depending on the nature of the area in which the centre is located, accommodation which is near to the area might be acceptable. Some of the accommodation types will not be found in cities and large towns, but will be in the surrounding countryside areas.

Again, this exercise will help students become more familiar with the range of accommodation available in their area.

Students should be encouraged to list the sources of information they use.

Activity 32

Either

Produce a guide to the range of accommodation in your area.

Or

Produce a PowerPoint showing the range of accommodation in your area.

Or

Produce a wall display of the range of accommodation in your area.

Make sure you list all the **sources of information** you use and suggest which were the most useful.

It is possible that activities such as this exercise could form part of a controlled assessment. The exercise also provides an opportunity for group work and research.

Activity 33

Find out about transport in your area by answering the following questions.

1. Find out the names of 2 taxi firms.
2. How long does it take to get to London from a major station in your area? What station does the train leave from and which company operates the train? What is the peak rail fare?
3. Which airport is closest to your area? Compare two ways of getting to the airport from your home.
4. Which bus company operates services between towns and cities in your area?
5. What are the problems in getting from place to place in your area using public transport?
6. What sources of information have you used to find out this information and which did you find most valuable?

Students should be provided with resources such as Yellow Pages and Thompson’s directories to help them with this exercise. Again, students should be encouraged to identify and evaluate the sources used, if possible.

Activity 34

Complete the table below using examples of leisure and tourism facilities and organisations in your area.

Name two natural attractions in your area which are likely to be used by local people and tourists.	1. 2.
Name two purpose-built attractions in your area which are likely to be used by local people and tourists.	1. 2.
Name two places which have become attractions over time , which are likely to be used by local people as well as tourists.	1. 2.
Name two hotels which provide restaurants used by local people as well as tourists staying in the hotel.	1. 2.
Name two leisure facilities which are likely to be used by local people as well as tourists.	1. 2.
Name two transport organisations which are likely to provide transport for local people as well as tourists.	1. 2.
Name two catering facilities (not hotels) which are likely to be used by local people as well as tourists.	1. 2.
Name two sports facilities which are likely to be used by local people as well as tourists.	1. 2.

Make a note of the **sources of information** you used to complete the activity.

It is important to identify an area large enough to contain a sufficiently wide range of features and facilities for students to identify. This is likely to be the case with the Controlled Assessment as well.

Activity 35

Having completed Activity 34, explain what you think are the main links between the leisure and tourism industries in your area.

Attractions and major leisure facilities are likely to be the most likely facilities identified. For example, in coastal towns beaches would form the main links and in cities major sporting facilities or large attractions could also be identified.

Activity 36

For each of the leisure and tourism organisations in the list below, match it to the system in the box it is most likely to have.

- Private health club
- Travel agents
- Theatre
- Leisure centre with 100 staff
- Airline
- Voluntary organisation preserving a country home
- Ordering system for food and drinks

System	Organisation?
Booking system for tickets and seats	Theatre
Records of customers holidays bought	Travel agent
Employment and training records	Leisure centre
Total of donations from people over the last year	Voluntary organisation
Fast food restaurant	Ordering system for food
Emergency contact details on a database	Private health club
System to check passengers booked on to a flight	Airline

Activity 37

It is very important that you are aware of the range of products and services provided by the leisure and tourism industry in your area. Not all of the organisations and facilities listed in the section above will be found in your area, but most will be.

For at least one facility or organisation from each category of the list above, complete a table like the one below. This could be in the form of a fact file. The exercise could be completed in groups.

Name of facility or organisation	
Location	
Component of the leisure or tourism industry	
Main product	
Other products	
Services provided	
Examples of prices charged	

Make a list of the **sources** you used to find the information.

It might be best to organise this as a group activity in which students collect and share information about leisure and tourism organisations and facilities in their local area. Yet again, this exercise will help students prepare for the Controlled Assessment.

Activity 38

It is important that you understand how leisure and tourism organisations in your area operate as businesses. You may be able to visit a number of leisure and tourism organisations or do desk research using the internet to find out how they operate.

For a range of leisure and tourism businesses in your area, find out:

- In which sector of industry do they operate – public, private or voluntary?
- What are the objectives of the organisation?
- What is the employment structure – how many managers and other employees are there? What is the job title of the person in charge?
- How is the organisation funded? This might be easier to find out for local businesses rather than national or even international businesses.

As always, make a list of the **sources of information** you used.

The more students are aware of leisure and tourism organisations which operate in their chosen area, the better they will be prepared for the Controlled Assessment. This activity could be carried out in groups, producing a table or wall display with maps locating the different organisations. This activity could be merged with Activity 36.

Activity 39

Visit a leisure or tourism organisation and identify the health and safety features present. This could include equipment, notices and instructions.

You may be able to talk to staff working in the organisation about their qualifications and training in health and safety.

The organisation might be able to show you some of their health and safety documents or explain some of their emergency procedures.

This will be of particular value for students following the double award who will begin to understand more about business operations of leisure and tourism organisations.

Activity 40

Think about two different leisure and tourism organisations you have studied.

For each one, think about the needs of the people who visit the organisation and how these needs are met.

Write a profile showing how each organisation meets people’s needs, using the headings in the section above.

The focus of this activity is on customers’ needs and helping students to appreciate that customers have a range of needs. Suitable organisations might be large attractions or sports stadiums.

Activity 41

For the organisations you studied in Activity 40, consider the products and services the organisations provide for each of the groups of customers mentioned above.

Compare the different products and services provided by the two organisations.

Suggest which of your chosen organisations provides the widest range of products and services and explain why.

The focus of this activity is on products and services and identifying the range of products and services provided for different groups of customers. Students should be encouraged to *explain why* the organisation provides the range of products and services it does.

Activity 42

For each of the customer service situations listed below, give three examples of how they could occur in leisure and tourism situations.

Customer Service Situation
<ul style="list-style-type: none"> • Providing information to customers <p>Example 1 – Delayed flight via airport PA system</p> <p>Example 2 – Informing customers of feeding times at a zoo</p> <p>Example 3 – Theatre brochure of next months productions</p>
<ul style="list-style-type: none"> • Giving advice to customers <p>Example 1 – Travel agent advising on holiday resort</p> <p>Example 2 – TIC worker advising visitors on which local attractions are suitable</p> <p>Example 3 – Fitness trainer advising clients on exercise programmes</p>
<ul style="list-style-type: none"> • Receiving and passing on messages <p>Example 1 – Hotel switchboard passing on message to guest</p> <p>Example 2 – Tour manager receiving message about a change to an itinerary</p> <p>Example 3 – Leisure centre manager passing on messages about staff absence</p>
<ul style="list-style-type: none"> • Keeping records <p>Example 1 – Health club keeping medical records of members</p> <p>Example 2 – Boy’s football club keeping parents contact details</p> <p>Example 3 – Theatre keeping e-mail addresses of people booking tickets</p>
<ul style="list-style-type: none"> • Providing help and assistance <p>Example 1 – Coach driver helping elderly customers off a bus</p> <p>Example 2 – Cinema usherette helping a partially sighted person to their seat</p> <p>Example 3 - Gym attendants providing health checks for customers</p>

- Dealing with problems which customers might have

Example 1 – **Hotel receptionist dealing with guest who feels unwell**

Example 2 – **Leisure centre attendant dealing with a customer who has injured themselves**

Example 3 – **Theme park customer service department looking after a lost child**

- Dealing with dissatisfied customers

Example 1 – **Health club member complaining that she had not been told that a class had been cancelled**

Example 2 – **Hotel guest complaining that a room had not been cleaned**

Example 3 – **Father at football game complaining that fans had used abusive language close to his young son**

- Offering extra products and services to customers

Example 1 – **Hotel receptionist offers morning newspapers to guests**

Example 2 – **Health club receptionist offering extra health and beauty products to clients**

Example 3 – **Travel agent selling upgrade on a flight**

It would be beneficial to encourage students to draw their examples from across the leisure and tourism industries.

Activity 43

Study the customer service provided by a leisure or tourism organisation with which you are familiar. (You may need to visit the organisation to do this properly).

Make an **assessment** of the quality of the service provided. This involves identifying what is good and what is bad about the service, and saying why it is good or bad. You could also suggest ways in which the service could be improved.

This is a challenging activity which encourages students to make an objective assessment of the level of customer service provided by an organisation. Students should be encouraged to explain in detail why they feel the service to be good, bad or indifferent. Furthermore, they should also be encouraged to suggest the reasons why they feel that the standard of service is poor and to suggest how, if possible, it could be improved.

Activity 44

Match the jobs in the panel below to the correct component of the leisure or tourism industry.

Leisure industry component	Job?
Sport and physical recreation	Stadium ground staff
Arts and entertainment	Cinema box office assistant
Countryside recreation	Climbing instructor
Home-based leisure	Manager of DVD store
Children’s play activities	Play scheme assistant
Attractions	Zoo attendant
Catering	Bar staff

Travel & tourism industry component	Job?
Travel agents	Travel agent
Tour operators	Overseas ‘rep’
Tourist information and guiding services	Tour guide
On-line travel services	Website manager
Accommodation	Hotel receptionist
Attractions	Ride operator
Transport	Coach driver

Activity 45

Using examples from leisure and tourism organisations in the area where you live, together with the Fact File of jobs, complete the table below to show the range of jobs available.

Job title	Name of organisation	Manager, supervisor or operative?	Skills and qualities

This assignment could be completed during a visit to a leisure and tourism organisation, perhaps incorporating another assignment at the same time.

Activity 46

Answer the following questions by accessing information from the website:

www.visitcardiffbay.info

You may also need to visit the websites of the attractions and facilities in Cardiff Bay for more information.

1. What are the names of the two areas in Cardiff Bay which offer a number of catering facilities?
Mermaid Quay
Red Dragon Centre
2. Identify two attractions in Cardiff Bay which would appeal to education groups visiting the area.
Techniquest
Cardiff Bay Visitor Centre
3. Which accommodation would appeal to groups and which would be best for people who could afford high class accommodation?
Urdd City Sleepover
St David’s Hotel & Spa
4. Although Cardiff Bay is part of a city, are there any activities from the countryside recreation component which could be found in the area?
A number of water-based activities are available on the lake, in particular sailing.
5. Suggest how the facilities in Cardiff Bay could be used by people who live in Cardiff as part of their leisure time.
Enjoying a performance at the Wales Millennium Centre
Having a meal at Mermaid Quay
Watching a film in the Red Dragon Centre
Taking part in some of the arts activities
Walking/cycling around the area
Sailing or other water sports on the lake
6. Identify three methods of transport visitors could use to get to Cardiff Bay and what transport facilities are provided in the area?
Waterbus – terminal
Bus – bus stop
Car – car park
Train – station
7. Suggest two attractions in Cardiff Bay, which were not originally built as attractions.
Goleulong Lightship
Norwegian Church
Cardiff Bay barrage

8. Identify four facilities in Cardiff Bay which could be used by visitors and local people in the evenings.

Red Dragon Centre
Wales Millennium Centre
Mermaid Quay
Goleulong Lightship

9. Suggest how the facilities in Cardiff Bay could be used by:

- a. Children from 11 to 16 years old

Techniquest activities
Red Dragon Centre for cinema or bowling
Doctor Who Exhibition
Productions at the Wales Millennium Centre
Activities and events in Roald Dahl Plass

- b. People over the age of 60

Red Dragon Centre for cinema or meals
Productions at the Wales Millennium Centre
Eating at Mermaid Quay
Arts Centres
Sailing and other water-based activities
Walking around the Bay

10. Plan a day's activities in Cardiff Bay for a family with two children aged 13 and 11.

Time	Activity & cost

Itinerary planning is a skill which might be required to meet the needs of the Controlled Assessment. A specific day/date could be provided to students, such a date in a half-term week, to make the exercise more realistic. They could then identify specific events, exhibitions, films, productions etc. which the family might be interested in

Students should be encouraged to research the web sites of appropriate organisations to find out details of events such as prices and starting times.

It could be assumed that the family have been to Cardiff Bay before, or alternatively, this is could be their first visit.