



Blackpool - The Development of a Tourist Destination

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For Teachers

Brief Summary of Programme

Blackpool is an iconic British seaside destination. This programme traces the development of the town from small fishing village in the 18th Century, through rapid growth in Victorian times and the decline and fall of Blackpool in the late 20th Century. Contrast is made with Tobago's more recent development as an eco-tourist destination. The programme ends with some of the practical measures that have been taken to restore Blackpool's fortunes as a prime tourist destination.

Programme Timeline

00:00 – 01:15	Introduction
00:15 - 06:25	How Blackpool became a tourist destination
06:25 – 08:59	Blackpool in it's heyday
08:59- 15:55	The decline and fall of the destination as a tourist resort
15:55 – 20:45	How Blackpool is fighting back
20:45 – 24:35	Blackpool as a future tourist destination
24:35 – 25:30	Conclusion

Other Background Information for Teachers

Blackpool is a classic example of a tourist destination which follows Butler's model of development through the phases of exploration, development, stagnation and decline. This model is similar to a product life cycle model used in Business Studies, with references made to these stages during the programme. Aimed primarily at KS4 Leisure and Tourism/Geography, more able KS3 pupils should also be able to match phases in Blackpool's growth to Butler's model. The programme also serves as a useful addition to KS5 Travel and Tourism courses.

Curriculum Links

KS3 Geography

Key Concepts

1.1 Place

1. Understanding the physical and human characteristics of real places.
2. Developing 'geographical imaginations' of places.

1.5 Physical and human processes

1. Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

1.6 Environmental interaction and sustainable development

1. Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
2. Exploring sustainable development and its impact on environmental interaction and climate change.

Range and content of Geography

The study of geography should include:

1. a variety of scales, from personal, local, regional, national, international and continental, to global
2. a range of investigations, focusing on places, themes or issues
3. the location of places and environments
4. physical geography, physical processes and natural landscapes
5. human geography, built and managed environments and human processes
6. interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.

KS4 Geography

Several specifications include tourism as an optional topic. Examples include:

WJEC A Tourism Year 11 optional Human topic

AQA A Tourism Section B Human Geography optional topic

AQA B Unit 3 Investigating the Shrinking World optional topic

KS4 Leisure and Tourism

This programme will underpin many aspects of GCSE Leisure and Tourism specifications, for example:

AQA Leisure and Tourism Double Award:

- 3.1 Unit 1 Understanding leisure and tourism destinations
- 3.2 Unit 2 The nature of leisure and tourism
- 3.3 Unit 3 The business of leisure and tourism
- 3.4 Unit 4 Investigating tourism destinations and impacts

EDEXCEL Leisure and Tourism Double Award:

Unit 1 The Leisure and Tourism Industry

OCR Leisure and Tourism Double Award:

Unit B181 Understanding the Leisure and Tourism Industry

OCR GCE (A level Travel and Tourism):

AS Unit G722: Travel destinations – investigating two tourism destinations

Reference should be made to the relevant specification for details.

Other Useful Links (last accessed 14/08/2010)

www.visitblackpool.com

www.blackpool.com/

<http://en.wikipedia.org/wiki/Blackpool>

www.theblackpooltower.co.uk/

www.blackpoolzoo.org.uk

www.blackpoolpleasurebeach.com

www.sandcastle-waterpark.co.uk

Suggested Activities to Complete Before Viewing the Programme

1. Brainstorm attractions, known to students, in Blackpool
2. Group activity – which attractions would appeal to which groups of visitors (eg senior citizens, families with young children, teenagers, businessmen/women)
3. In pairs consider the main reasons why Blackpool became a tourist destination (eg climate, accessibility, coastal location)
4. As a class discuss outcomes and any personal experiences of Blackpool.

Suggested Activities to Complete During the Programme

Students can work in pairs – one half of the pair to complete the table, figure 1 below, to show the dates of significant developments in Blackpool's tourism history. The other half of the pair can note down key terms that occur in the programme ready to complete the mix and match activity, figure 2 below. Either the mix and match can be cut out to be matched up OR lines can be drawn from the key word to the explanation. You may also wish to discuss any terms students note during the video that are not included in the task.

Table 1 - significant events in Blackpool's tourism development

DATE	EVENT
1863	
	Central pier opened
1878	
	Start of Blackpool illuminations
1893	
1894	
	Sea Wall (Golden Mile) built

Table 1 ANSWERS

DATE	EVENT
1863	North pier built
1868	Central pier opened
1878	Winter Gardens opened
1879	Start of Blackpool illuminations
1893	South pier opened
1894	Blackpool Tower opened
1899	Sea Wall (Golden Mile) built

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Table 2 - Mix and match task using key words noted during the programme

TERM	MEANING
negative ripple effect	Money available to spend after all the main bills have been paid each month (also called discretionary income).
disposable income	Economic decline caused when one main business closed causing other related businesses to close down.
package holiday	This happens when the class of visitor goes down "cheapening" the resort.
mass tourism	Tourism which aims to minimise bad effects on the natural environment.
happy hour	A holiday where one price buys hotel, flights accommodation, meals and transfers to your hotel.
downmarket drift	When a significant number of tourists visit a place often outnumbering locals.
rejuvenation	The basic services and facilities in an area such as gas, water, electricity, roads and telephone system.
public sector	Businesses run by private companies or individuals.
private sector	Pubs try to get customers in by having a time when drinks are at a reduced price.
ecotourism	To improve a place by attracting new customers and making the economy better.
infrastructure	Places to stay with a high quality of accommodation.
upscale accommodation	Organisations run by local and national government.

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Table 2 ANSWERS

Term	Meaning
negative ripple effect	Money available to spend after all the main bills have been paid each month (also called discretionary income).
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public sector	Businesses run by private companies or individuals.
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ecotourism	To improve a place by attracting new customers and making the economy better.
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Suggested Activities for After Viewing the Programme (increasing level of challenge)

1. Use the internet to download a blank model of tourism development – the Butler model.
2. Use this diagram to add the terms “Exploration”, “Decline”, “Stagnation” and “Development” (NB depending on the Key Stage studied key terms can vary from these suggested. A3 size is best))
3. Annotate the model to explain what each stage means a) in general and b) specifically for Blackpool
4. In groups consider which way or ways forward tourism officials in Blackpool should try to take the resort. Each group could consider one of the following:

Develop facilities to attract business conferences/meeting especially during autumn and winter

Organise events that will attract a variety of visitors throughout the year eg Antiques Roadshow, tribute bands (or the real thing!), custom car rallies, Red Bull X Fighters.

Develop football related travel/hotel/ticket packages

Train “meeters and greeters” to be available at key arrival points (main car parks/airport/railway station/coach station) to help people visiting Blackpool for the first time. This would make Blackpool feel welcoming.

Build more indoor activities to help “weather-proof” Blackpool

Encourage the development of facilities aimed at the gay market

Try to attract visitors from Eastern Europe, flying in to Blackpool Airport

Try to develop Blackpool as an upmarket casino/gambling resort

Train people working in tourism/leisure in the highest standards of customer care

Develop eco-tourism like that in Tobago

5. Research the facilities/attractions in Blackpool for one of the following groups. Explain how customer service will have to be adapted for each group.

families with young children

teenagers

business men/women

gay visitors

ethnic minorities

senior citizens

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6. Using a blank Butler model, students can research and annotate their diagram with details of two other countries in each of Butler's stages of development. Images showing each stage from the countries studied can be printed off and added to the diagram. A level students may annotate the diagram to explain how sustainable tourism is at each stage of development taking into account social, economic and environmental sustainability.