

Advanced GCE TRAVEL and TOURISM

Unit 13 (G732) ADVENTURE TOURISM

Exemplar (Grade A)

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.

| Unit Title | 13 Adventure tourism | Unit Code | G732 | Session | Jan / June | Year | 2 | 0 | 0 | 7 | |
|---|--|--|--|---------|------------|----------|--|---|---|---|--|
| Centre Name | [REDACTED] | | | | | | | | | | |
| Candidate Name | [REDACTED] | | | | | | | | | | |
| Evidence: You need to produce evidence of your investigation into tourism activities (ATAs) through the use of examples at a local, national and international scale, and evidence of your involvement in the planning, of and participation in an ATA. | | | | | | | | | | | |
| Criteria | | Teacher Comment | | | | Page No. | | | | | |
| <p>AO1.1: You produce a brief report of ATAs in the chosen destinations which shows some understanding of growth in ATAs, with some omissions, and you put forward limited reasons for the development of ATAs which will not be specific to the destinations; you make limited reference to organisations involved in the development of ATAs and although all destinations will be addressed, detail may be lacking in more than one of these and there will be little reference to the values and attitudes of the chosen organisations;</p> <p>[0 1 2 3 4]</p> | <p>AO1.2: you produce a descriptive report of ATAs in the chosen destinations which shows knowledge and understanding of the reasons for growth, and you link reasons for development to the destinations where appropriate; there are some omissions in covering the range of organisations involved in the development of ATAs, but there is an attempt to explain the values and attitudes of the ATAs;</p> <p>[5 6 7]</p> | <p>AO1.3: you produce a detailed report of ATAs in the chosen destinations which demonstrates thorough knowledge and understanding of reasons for growth in ATAs, with few omissions; you link organisations and reasons for the development and growth of ATAs clearly to the chosen destinations and how this has been affected by the values and attitudes of the different organisations.</p> <p>[8 9 10]</p> | <p>Detailed report provided on ATAs in 3 destinations (UK, local and overseas).</p> <p>Reasons for growth linked to each destination (including historical, socio-cultural, accessibility and environmental)</p> <p>Range of organisations involved in development discussed</p> | | | | <p>local p44-48 UK p6-10 overseas p26-30</p> <p>UK p10-16 overseas p31-35 local p48-50</p> <p>p17-25 UK p31-41 overseas p50-52 local</p> | | | | |
| <p>AO2.1: You show some ability to identify the impacts and benefits of adventure tourism with little amplification, and there is an imbalance between discussion of positive and negative impacts of ATAs, with some omissions; some of your recommendations for management of impacts may be unrealistic or not related to the chosen destinations; your use of terminology is not always accurate and written communication lacks detail in accuracy and content;</p> <p>[0 1 2 3 4]</p> | <p>AO2.2: you show an understanding of both the positive and negative economic, environmental and socio-cultural impacts and benefits of ATAs in the chosen destinations; you discuss ways of managing the impacts and relate these to chosen destinations where appropriate, but with some omissions; you present materials suitably with appropriate use of some terminology and your understanding is conveyed through use of appropriate language;</p> <p>[5 6 7 8]</p> | <p>AO2.3: you show a thorough understanding of both the positive and negative impacts and benefits of ATAs in the chosen destinations; you discuss fully ways of managing impacts and clearly relate these to the chosen destinations where appropriate; you make realistic recommendations where management strategies are not in place; you present your work logically, showing use of appropriate terminology, and your meaning is clear and accurately conveyed.</p> <p>[9 10 11 12]</p> | <p>Thorough understanding of positive and negative impacts of ATAs in each destination discussed.</p> <p>How these impacts are managed in each destination is discussed.</p> <p>Recommendations made which are realistic.</p> <p>Report logical and clear.</p> | | | | <p>p53/54 p58-60 p63-64</p> <p>p55/56 p61/62 p63</p> <p>p57 p60 p61</p> | | | | |
| Mark | | 8 | | | | 11 | | | | | |

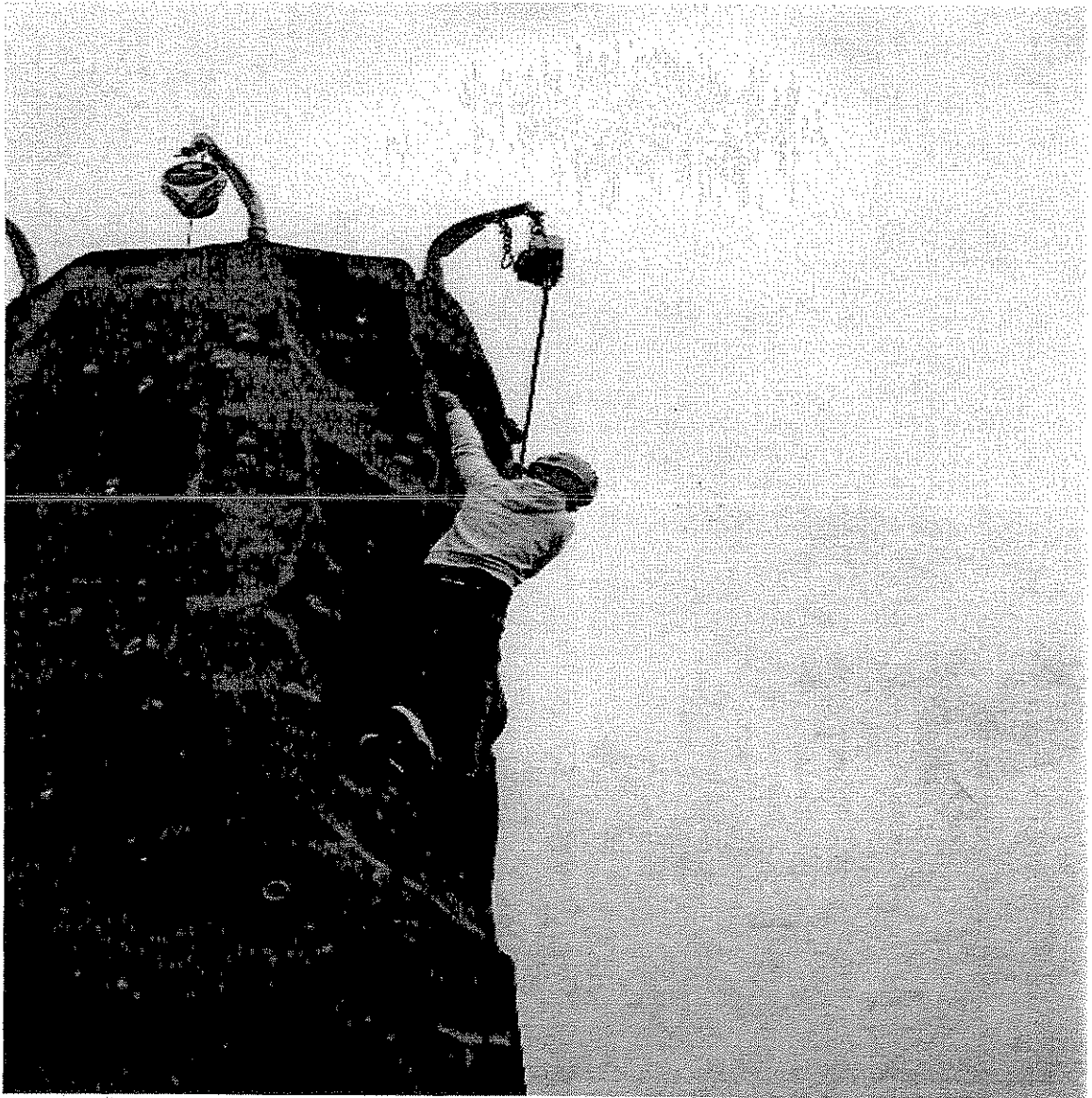
| Criteria | | Teacher Comment | Page No. |
|--|---|---|--|
| <p>A03.1: You undertake some research from limited sources when assessing the feasibility of your selected activity and assess one or two ATA options for their feasibility; you produce a brief outline of the expected benefits of the activity to your group and contribute to the planning of the activity; your record of contribution shows your involvement; the selected activity is not undertaken by the group; it includes some inaccuracies/omissions; you meet most planning deadlines but not all;</p> <p>[0 1 2 3 4 5]</p> | <p>A03.2: you undertake research from different sources when assessing the feasibility of your selected activity and assess a wide range of activities and venues for their feasibility; you produce a description of the potential benefits of the activity to individuals and the group, and you make a sound contribution to the running of the activity; your record of contribution shows your consistent involvement in the selected activity, with some attempt at solving any problems which arise; it also includes some inaccuracies/omissions but you meet all planning deadlines;</p> <p>[6 7 8 9]</p> | <p>Research undertaken to assess feasibility of 3 venues and range of activities.</p> <p>Analysis of benefits for activity to group and individuals provided.</p> <p>Record of contributions provided showing that they played a valuable role and that problems could be solved + deadlines met</p> <p>Mark 11</p> | <p>p67 p98 p102/103 p100-101</p> |
| <p>A04.1: You attempt an evaluation of your own performance, and the team's performance, in planning and carrying out the activity; you make little attempt to match actual benefits with expected benefits and you make limited and basic recommendations for improvement, some of which may be unrealistic;</p> <p>[0 1 2 3 4 5]</p> | <p>A04.2: you provide an evaluation of your own performance, and the team's performance, in planning and carrying out the activity; you make some attempt to match actual benefits with expected benefits for the group and individuals, and you make limited but realistic recommendations for improvement, with some relevance to your values and attitudes;</p> <p>[6 7 8 9 10]</p> | <p>Evaluation of own performance and group performance provided</p> <p>Clear statements of how actual benefits match perceived benefits made</p> <p>Realistic recommendations made reflecting values + attitudes</p> <p>Mark 12</p> | <p>p116/117 p118/119 p120/121</p> |
| Total/50 | | | |
| 47 | | | |
| <p>If this work is a re-sit, please tick</p> | | <p>Session and Year of previous submission</p> | <p>Jan / June</p> |
| | | 2 | 0 |
| <p>Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk). Please complete one Centre Authentication Form (CCS160) for each unit and forward to the moderator with your sample.</p> | | | |
| <p>Please tick to indicate this work has been standardised internally</p> | | | |
| | | 0 | |

Guidance on Completion of this Form

- One sheet should be used for each candidate.
- Please ensure that the appropriate boxes at the top of the form are completed.
- Please enter specific page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.

St. Agny

Adventure Tourism



A01

Adventure Tourism

Adventure tourism is a type of Niche tourism involving exploration or travel to remote areas, where the traveller should expect the unexpected. Adventure tourism is rapidly growing in popularity as tourists seek unusual holidays, different from the typical beach vacation.

Adventure tourism typically involves travelling into remote, inaccessible and possibly hostile areas. It may include the performance of acts that require significant effort and grit and may also involve some degree of risk.

According to the (US-based) global adventure Travel Trade Association, "adventure travel" may be any tourist activity including two of the following three components: a physical activity, a cultural exchange or interaction and engagement with nature.

There are a lot of adventure tourism activities; they are categorized into the following:

| <u>Water-based ATA's</u> | <u>Land-based ATA's</u> | <u>Air-based ATA's</u> |
|--------------------------|-------------------------|------------------------|
| Kayaking | Caving | Bungee jumping |
| River rafting | Kart | Kite surfing |
| Sailing | Horse riding | Paragliding |
| Surfing | Skiing | Windsurfing |
| | Mountain biking | Scuba-diving |

A report that examines the growth of ATA's in the UK

UK
example

The Peak District National Park

The Peak District is an upland area in central and Northern England, lying mainly in Northern Derbyshire, but also covering parts of Cheshire, Greater Manchester, Staffordshire and south and west Yorkshire.

Most of the areas fall within the Peak District National Park, whose designation in April 1951 made it the earliest national park in the British Isles, covering 1438 square kilometres (555 square miles) of beautiful countryside.

Around 38,000 people live in the park in 125 parishes. Visitors from all over the world come to the park to find peace and tranquillity and to reconnect with the natural world.

The diversity of habitats and wealth of wildlife make the region internationally important. The landscape has been shared by thousands of years of human activity in the form of farming, settlement and industry. The Peak District is valued for its cultural heritage including stone circles, ancient hill forts and much more. The Peak District National Park is one of the most visited areas in the world.

Why do people visit the Peak District?

Most people visit the Peak District to enjoy outdoor activities in a spectacular landscape and because of the peace and quiet they find there.

Reasons for Visiting the Peak District National Park
(taken from the Peak District National Park Visitor Survey 1998)

| Outdoor activities / Walking | 56 |
|----------------------------------|----|
| Scenery / Landscape | 51 |
| General countryside visit | 42 |
| Enjoyed previous visit | 39 |
| Peace and quiet | 31 |
| Sightseeing | 29 |
| Easy to get to | 26 |
| New place to come to | 17 |
| Other | 14 |
| Variety of thing to see and do | 9 |
| Refreshments | 8 |
| Recommendation from others | 7 |
| Shopping | 5 |
| Visit attraction / Film location | 4 |
| Visit event | 2 |

Types of activity's available in the Peak District

Having looked briefly at the development of the area, I now intend to examine the adventure tourism activities that take place within the Peak District National Park. The Peak District National Park offers many different adventure tourism activities below are examples.

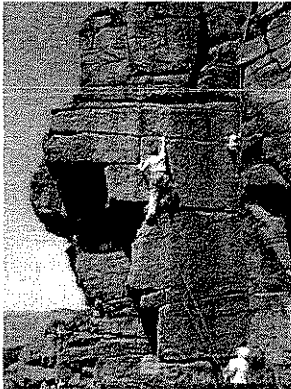
Rock-climbing – is a land-based activity.

The Peak District provides a wealth of climbing for all values. Rock-climbing in the Peak began with the Early Pioneers in the 1890s, and has now developed into a tourist hotspot, with visitors rock-climbing every weekend. The Peak has a wide range of crags both large and small, which accommodate tourists with an interest in rock climbing.

Below are the crags that are available in the Peak District:

- Stanage Edge
- Laddow Rocks
- Burbage Edge
- Valkyrie – froggart edge
- High Tar
- Tissington Spiles
- Kinder Downfall

Description of
ATAs in UK
destination



This is a picture of Stanage Edge, a popular rock climbing resort.

Visitors interested in undertaking an organised climbing session have a choice of some 11 local providers.

- The British Mountaineering Council- the body which speaks for mountaineers and climbers in this country.
- Adam Evans- professional caving instruction.
- Hollowford Centre- outdoor activities instruction and accommodation.
- Peak activities LTD- outdoor activities instruction- climbing, walking and caving.

Description of ATAs

Walking – is a land-based activity

The Peak District has a huge variety of walking in all sorts of the country:

- High Moorland
- Moorland and valley
- Cycle / walking trails
- Short walk trails
- Limestone dales

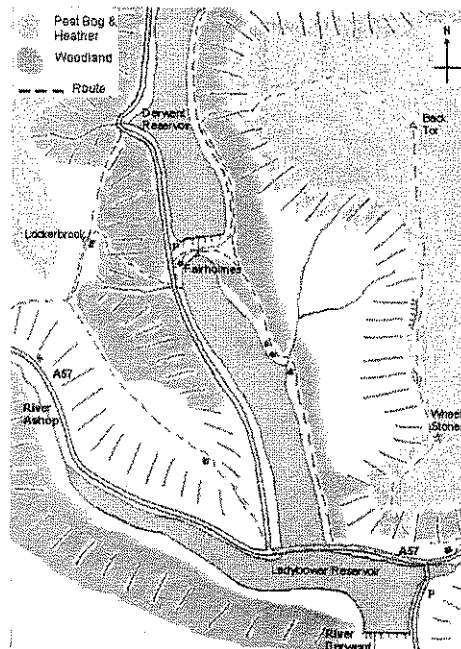
A very popular walking trail is the Pennine Way, it is a long distance footpath along the spine of the Pennines. The Pennine way starts in Edale and ends in Kirk Yetholm, so it links Derbyshire with Scotland. Many tourists have walked this route. It is stated in the Peak District National Park visitor survey (1998) that 56% of the total visitors visit the National Park for the walking.

Walking can be undertaken with the specific purpose of exploring and enjoying the scenery within particular destination, usually carried out on land above 300 metres and will involve rough ground.

The Peak District National Park provides over 30 different walks of all types and in all areas of the Peak District. Below are some of the different walks offered:

Derwent Edge and Hagg side

The upper part of Ladybower is mostly on good ground. This exposes visitors to great views of the countryside elements. This would attract people who enjoy scenery; this is a very popular trail.



Description of ATA's

Win Hill and Lose Hill

The Hope of Win Hill and lose hill has excellent views on good ground with few route finding problems. This route will interest people who enjoy sight sights and beautiful scenery.

Potholing- is a land-based activity

Potholing is a sport which has quite a few adherents compared to walking or even rock-climbing. The Peak District is one of the best places in the country to practice this minority sport.

Much of the Peak district is made up of limestone rock, so there are numerous cave systems. This means that caving and potholing are popular sports locally, with a wide range of natural cave systems and past lead mines to explore. There are a few natural potholes in the Peak area. The significant ones are Eldon Hole and Nettle Pot.

Within the Peak District area there are 7 local providers below is a two examples:

- Adam Evans- professional caving instruction
- David Matthews adventure- outdoor activities instruction.

Hang-gliding and paragliding- is an air-based activity

Paragliding was developed from parachuting – it is basically gliding with an especially developed parachute canopy. Para-gliders are more transportable and a little easier to learn to fly than hang-gliders; they are more held back by strong winds but are easier to land in small fields.

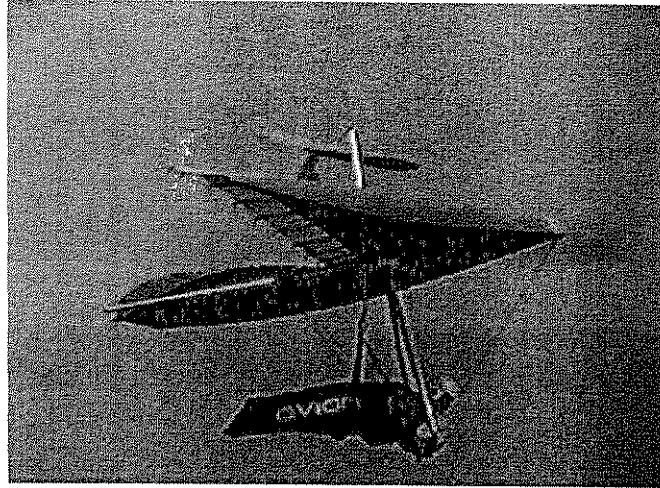
Hang-glider plots, suspended from their glides by a special harness, launch from the hills facing into the wind, from winches on flat ground.

Hang-gliding and paragliding are very popular sports around the Peak District; there are a number of favourable locations for this sport:

- Mam Tor
- Hope Valley
- Shinning Tor
- Curbar Edge

As a form of flying the sport is ultimately under the control of the Civil Aviation Authority who have accepted a self regulatory system controlled by the British Hang-gliding and Para-gliding Association. This means that to become a hang-glider or Para-glider you must join a club affiliated to this association and undergo training at a licensed school, of which there are several in the Peak District.

Description of ATAA



This is a person hang-gliding in Mam Tor

In the Peak area there are three local providers, two of which are active clubs, the Derbyshire Soaring Club (which covers the northern and central area) and The Peak Soaring Association (which is active in the Southern Peak) and lastly there is Airways Airsports – a local supplier and instruction school.

Cycling – is a land-based activity

The Peak District offers many opportunities for on and off road cycling, so this is a popular activity, especially on summer weekends when the weather is good.

The main centres in the Peak District for cycling are the trails set up along previous railway tracks, the Upper Derwent Valley and the area around Carsington reservoir. There are currently six cycling trails:

- The Longendale Trail
- Sett Valley Trail
- Monsal Trail
- Tissington Trail
- Manifold and Hamps Trail
- High Peak Trail

Each of these trails is different and offer different experiences for example The Longendale Trail provides a simple route along the valley with fine views and the Monsal Trail has rocky diversions around closed tunnels. The Peak district does offer different trails to suit different tourists' tastes.

The peak district also offer helicopter rides around the peaks – an air-based activity

The flight takes place from The Craven Heifer, Skipton to make a memorable tour of approximately 30 minutes offering spectacular views of the Yorkshire Dales.

The journey covers the Yorkshire Three Peaks, namely Pen-y-ghent, Whernside and Ingleborough and passengers also obtain a first class view of the famous Ribbleshead

Description of ATAT

Viaduct and its magnificent 24 arches, together with spectacular views of Malham / Malham Tarn.

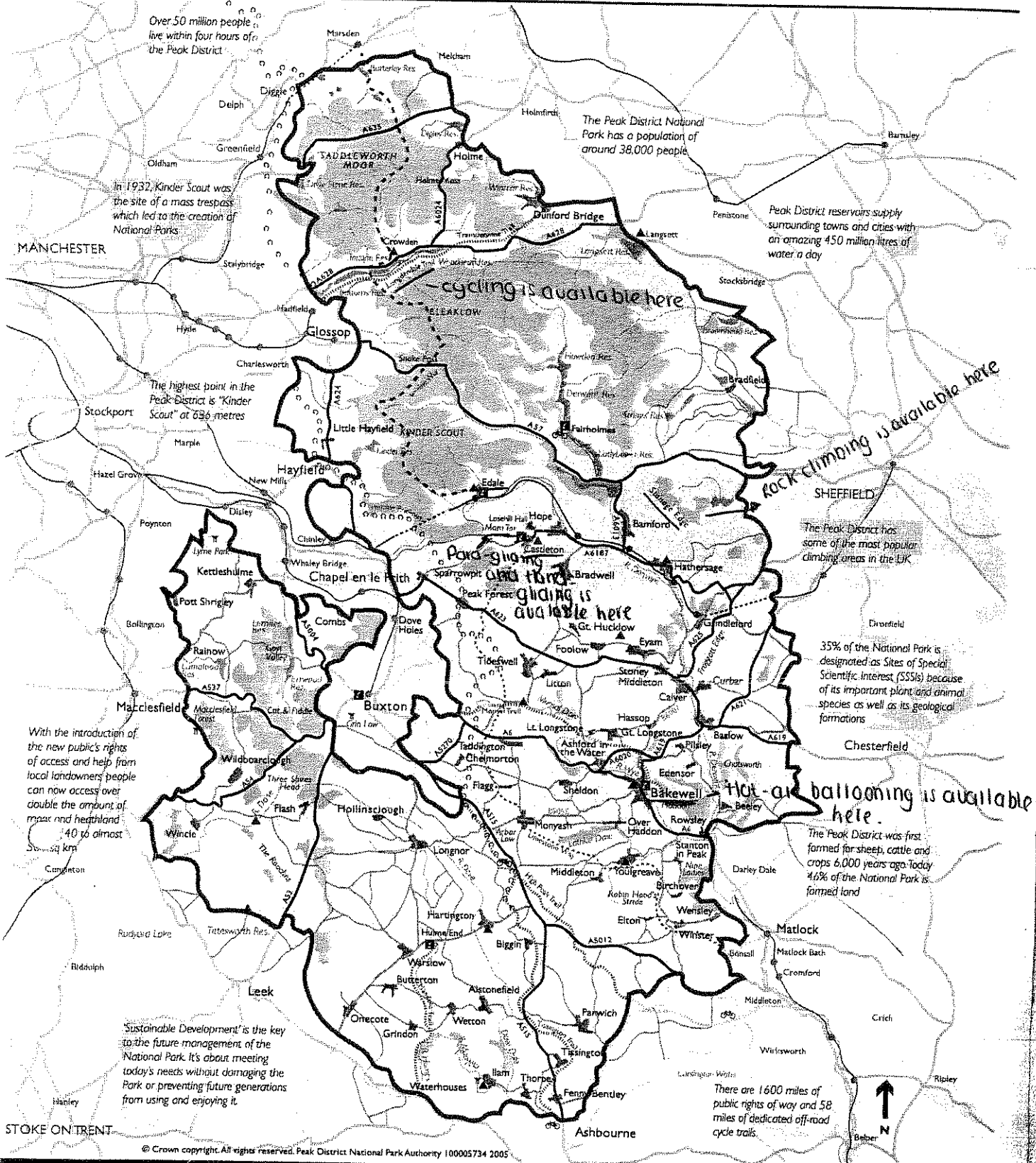
The helicopter normally reaches a height of 1500 feet, offering views of some of the Dales' favourite beauty spots including the famous limestone areas surrounding Ingleton, Clapham and Horton-in-Ribblesdale. This is a very interesting adventure activity.

The Peak District also offers hot air ballooning – an air-based activity

Flights are over the spectacular countryside of the Peak District and Derbyshire Dales the Dragon Balloon Company provides a choice of launch sites from Bakewell in the heart of the Peak District and Whatstandwell, south of Matlock, in the Derbyshire Dales.



Peak District National Park



Over 50 million people live within four hours of the Peak District

The Peak District National Park has a population of around 38,000 people

Peak District reservoirs supply surrounding towns and cities with an amazing 450 million litres of water a day

In 1932 Kinder Scout was the site of a mass trespass which led to the creation of National Parks

The highest point in the Peak District is "Kinder Scout" at 936 metres

The Peak District has some of the most popular climbing areas in the UK

35% of the National Park is designated as Sites of Special Scientific Interest (SSSIs) because of its important plant and animal species as well as its geological formations

With the introduction of the new public rights of access and help from local landowners people can now access over double the amount of moor and heathland 40 to almost 80 km

Hot air ballooning is available here

The Peak District was first farmed for sheep, cattle and crops 6,000 years ago today 46% of the National Park is farmed land

Sustainable Development is the key to the future management of the National Park. It's about meeting today's needs without damaging the Park or preventing future generations from using and enjoying it.

There are 1600 miles of public rights of way and 58 miles of dedicated off-road cycle trails.

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Key to Map

| | | | | |
|------------------------|---------------------|-------------------|--------------------|------------|
| National Park Boundary | Railway and Station | Pennine Bridleway | Information Centre | Settlement |
| Land over 400 metres | Railway Tunnel | Pennine Way | Cycle Hire | Reservoir |
| Land over 300 metres | A Road | Trail | Youth Hostel | Woodland |
| Land over 200 metres | B Road | Limestone Way | Country Park | |
| | Minor Road | | | |

0 Kilometres 5

walking is available here

Reasons for growth in adventure tourism within the Peak District

Whether and how adventure tourism develops in particular locations will be determined by the following factors:

- Environmental factors
- Historical factors
- Accessibility factors
- Social factors

I am going to examine each of these factors individually to determine the growth of the Peak District National Park.

Environmental factors

The development of adventure tourism in various locations is very strongly linked to the general environmental conditions. In the peak district area, within a two mile radius of the centre in Hathersage in the Hope Valley there are no less than five excellent rock-climbing, scrambling crags, spectacular gorges and rivers for walks, and miles of high moorland. In the white peak area, there is carboniferous limestone.

Within a ten miles radius there are many breathtaking limestone caverns and potholes, a great environment for potholing. There is also a great amount of moorland and lowland mountain bike trails many of which run alongside wonderful reservoirs surrounded by gently sloping hills.

The Dark peak area contains gritstone which has produced steep sided cliffs ideal for climbing. At the start of the Pennine Way there is some of the toughest walks across isolated upland land, with the closeness of neglected railway viaducts for abseiling, gliding-airfields, old lead mines for underworld exploring, and their extensive hill sheep farm estate for management training, problem-solving sessions, & team building exercises and for orienteering.

Overall, the Peak District National Park is one of the most diverse & reachable landscapes in which there is a wonderful variety of challenging outdoor programmes, if there wasn't the landscape the adventure activities would not be taking place. The environmental factors play an important part in the growth of adventure tourism. Without the Peak's beautiful landscape, the growth of adventure tourism would decline rapidly.

Historical factors

The Peak District has evolved due to its long history of expeditions and exploration. One key factor that inspired the demand for adventure tourism in the UK was the mass trespass on Kinder Scout in the Peak District in 1932. The trespass movement began on 24 April 1932, when around 600 ramblers walked from Hayfield in Derbyshire to Kinder Scout, a high flat terrain in the Peak District, estimatedly halfway between Manchester and Sheffield.

The vast concern which motivated the protesters was access. Their area, the Peak District, composed of moorland and mountains, was bad farming land and used mostly to graze sheep or to keep game birds. Kinder Scout itself was used to hold grouse for local landlords. These rich men only rarely went shooting and Kinder Scout was worked only around 12 days a year. The rest of the time the land was abandoned, and walkers were not allowed access.

The trespassers demanded one straightforward change: the landowners should open a public path through Kinder Scout, allowing local walkers to ramble through when the land was not in use. But behind this simple demand there were deeper questions. By the 1920s and 1930s most ramblers were working class. With so many unemployed, rambling grew in popularity. A vast amount of workers used their Sundays to go walking. By 1932 it is estimated that 15,000 working class ramblers left Manchester every Sunday.

After this mass trespass, there was the creation of National Parks in, 1949, with the passing of the National Parks and Access to the Countryside Act in that year. The Act made it clear that the purpose of the Parks were to preserve and enhance natural beauty and to promote their enjoyment to the public.

The Environmental Act 1995 revised the purposes of National Parks, which are now stated to be as follows:

- To conserve and enhance the natural beauty, wildlife and cultural heritage of the National Parks.
- To promote opportunities for the understanding and enjoyment of the special qualities of those areas by the public.

The Act also amended the 1949 Act to introduce a duty on public bodies to have regard to these purposes when carrying out their functions. A further boost was provided by the Countryside and Rights of Way Act (CROW) 2000, which radically changed the opportunities for access to open country, not only in National Parks but across land and throughout the UK.

Many of the people who walk on Kinder today do so in groups or on organised tours. People learn its history and know that they only have the right to walk there because the land was won in struggle. Many tourists would find this very interesting and therefore visitor numbers would increase.

In 1965 the Pennine Way, the first official long distance footpath, was declared open. This is a 267 mile walk from Derbyshire Peak District to Scotland. The route takes walkers through contrasting environments and allows them to visit various locations of historical and cultural interest such as:

- The site of the Kinder Scout mass trespasses of the 1930s
- The Southern Pennines, a cradle of the industrial Revolution
- Haworth, home of the Bronte sisters
- The Settle-Carlisle Railway
- Roman remains and Hadrian's Wall

- The Scottish borders

These new acts played an important part in the development of Adventure tourism within the Peak District, because without these Acts tourists would have never had the chance to explore the many walking trails available today.

Accessibility factors

Ease of access is a very important factor for the growth of any tourist destination. The Peak District National Park aims to make recreational facilities available to as many tourists as possible. They do this by providing special parking bays at popular car parks, accessible information centres and picnic sites and toilets with facilities for disabled people. The main reason for the growth of tourism in the Peak District was the expansion of the railway and road transport networks. On the following page there is a map of the Peak district showing the main road and rail lines. This map shows just how accessible it is to get about the peak district.

Typical car / minibus journey times to reach Hathersage in the Peak District -

Sheffield.....15 mins to 25 mins.
Buxton..... 30 minutes drive
Birmingham..... 1.5 to 2 hrs*
Cardiff..... 3 hrs
Derby..... 1 hr*
Leeds..... 1 hr*

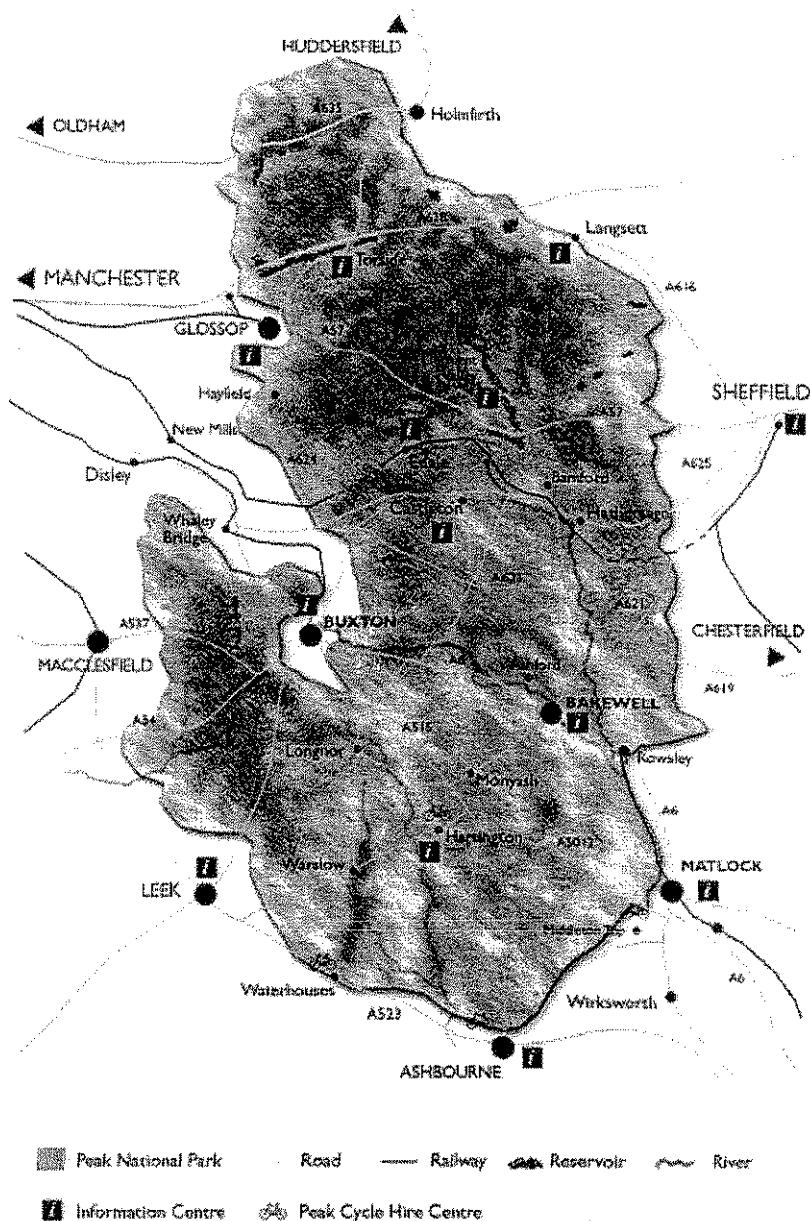
London..... 3 to 4 hrs*
Hull Ferry..... 1 hr

Manchester..... 35 to 50 mins.
Nottingham..... 1 hr*
Newcastle..... 2 hrs*

Below is a map of the UK and its major cities



This map shows that the Peak District is accessible to many major cities in the UK.



The first roads in the Peak were constructed by the Romans, although they may have followed existing tracks. Parts of the modern A515 and A53 roads south of Buxton are believed to run along Roman roads.

Derbyshire and the Peak District have one of the best rural transport networks of bus and train services in Britain providing access to all the towns, many of the rural villages and most of the county's top visitor attractions.

The Peak District enjoys an extensive public transport network, enabling you to have a full day out exploring the area without using the car. Getting to the Peak District couldn't be easier by train or bus, and regular services link many of the area's most popular destinations. The cities neighbouring the Peak District all have regular

intercity rail services from destinations across the country. From these cities, it's easy to make onward journeys into the Peak District by train.

The use of public transport reduces congestion in the Peak District National Park and helps to preserve the precious landscape. There are frequent links from all neighbouring towns and cities reflecting the long-standing tradition of city dwellers travelling into Derbyshire and the Peak District for walking and climbing.

The Hope Valley Line that runs between Sheffield and Manchester is one of the most popular and scenic train routes in the United Kingdom. At weekends and during the summer months, it is busy with visitors wanting to explore the wonderful countryside that surrounds the line. On a monthly basis, the Hope Valley line plays host to the popular 'Folk Train' which brings musicians and beer drinkers from Sheffield to The Rambler Inn at Edale and from Manchester to the Little John Inn at Hathersage.

Tourism is inconceivable without Transport and for domestic tourism the car is a major significance. Domestic tourism is very high in the Peak District as around 38,000 people live in the park in the 125 parishes. The increase in car ownership has given rise to major changes in leisure activities.

Social factors

Leisure time is a vital factor of human satisfaction and well-being together with family, friends and work. Leisure time balances work life and offers social relationships. Even though leisure time is usually to be relaxing and peaceful, it is also often expected to offer new, even extreme experiences. Clearly, leisure time is an important factor to consider in a socially sustainable society. One important aspect of socially sustainable society is participation, which has an emphasized function in leisure time.

There are many social factors which have led to an increase in the amount of visitors taking trips to the Peak District, such as an increase the spending power of the UK citizens and other European citizens and other world wide citizens. The trends in the UK over the last forty years have been towards a reduction in basic working hours and an increase in holiday entitlement. The average number of hours worked per week including overtime reduced from 45 hours in 1961 to less than 40 at present in many employment sectors. In 1961 97% of full time manual workers had a basic holiday pay entitlement of only two weeks a year. Today the majority of employees have between four and five weeks of annual paid leave. Both the reduction in hours worked per week and the longer holiday pay has enabled people to partake in more of a greater variety of leisure activities including adventure tourism.

Over the same period of time the increases in the amount of leisure time people have available have been paralleled by the increase in their disposable incomes. Consequently we are all subject to high profile advertising and other promotional activities of attractions, destinations and other leisure facilities. All this helps to create leisure activities that are now available.

Since the 1970's studies in travel and tourism marketing, generally have acknowledged new and mounting challenges arising from social and demographical changes. Increased spending power per capita and greater leisure time are two key factors that have changed the traditional leisure travel market place. A sensitive public, benefits from more convenient and cheaper transportation. This has resulted in extensive changes to the level of travel and leisure demand. There have been major changes to the pattern of international travel since the 1980's and there has been striking growth in particular types of tourism, such as nature tourism, ecotourism and special interest tourism which includes adventure tourism.

Society today has more disposable income to spend on adventure activities. Also the concern for health, with the increased media in health and staying fit, most people has discovered the enjoyment of the countryside, walking to rock climbing, so it increases the number of people who visit places like the Peak District Park.

Good understanding
shown of reasons for
growth in ATAs.

Reasons linked to
destination
MB3

Organisations involved in Development of ATA's in the Peak District

The rapid expansion of the UK Adventure tourism market has been influenced by a variety of organisations. I intend to focus on how the organisations involve themselves in Adventure Tourism and how they provide adventure tourism activities. These organisations are divided up into three parts:

- Public
- Private
- Voluntary

Public sector – Peak District National Park Authority

All public sector organisations are funded and directed by central government. The aims of the public sector are as follows:

- To improve balance of payments in a country, region or locality
- To aid regional or local economic development
- To help diversify the economy
- To increase income in a country, region or locality
- To generate new employment opportunities
- To promote an area as being politically acceptable place to visit
- To promote tourism development

Values / attitudes

The Peak District National park Authority is the Local Government Body appointed to look after Peak District. They have two main aims:

- To conserve and enhance the landscape, wildlife and cultural heritage of the Peak District
- To promote opportunities for the understanding and enjoyment of the special qualities of the Peak District

Organisations that have helped development

Both of these aims are important and if these aims are met it will help develop tourism as it would be a desirable place for tourists to visit.

The Peak District National Park Authority works with local people, businesses and organisations to make sure the Peak District can be enjoyed today in ways that look after it for the benefit of future generations.

The Authority also supports sustainable economic activity, they do this by:

- Providing marketing and grants for tourism, food, craft and innovative enterprises
- Helping farmers with grants
- Helping businesses which have social, economic or environmental benefit and do not harm the Park's natural beauty, wildlife and cultural heritage.

The Authority also helps individuals that are caring for listed buildings, preserving the traditional character of villages, protecting wildlife or bringing back native woodlands.

The Authority offers day-to-day management and also works with its partners to develop plans and policies which will protect the National Park's landscape and wildlife and sustain its communities by developing the rural economy.

The National Park Authority works hard to find reasonably priced homes for the local people: it was the first (in 1994) to identify that home building on new sites would usually be allowed only for local people, which reduced the price by about a third. As the area planning authority it advises people on designs and locations for residential and business developments, and it safeguards the special qualities of the National Park with its planning decisions. The planning regulations are a very important factor as; some development companies could ruin the natural areas, without consideration of its Outstanding Natural Beauty.

Visitor centres

Visitor centre's aim to provide information for tourists

There are currently four visitor centres within the Peak District:

- Bakewell visitor centre
- Edale visitor centre
- Castleton visitor centre
- Upper Derwent centre

Bakewell visitor centre



Bakewell visitor centre is situated in the 17th century Old Market Hall in the centre of town, Bakewell visitor centre is fully accessible. It has an interactive interpretation area on the first floor.

Their experienced staff provides a comprehensive information service for the National Park, offering advice on local events, public transport and how to make the most of a tourists visit. They provide information on the various adventure activities and where the providers are located.

They have a retail area which displays a wide range of locally produced arts and crafts. Gifts, souvenirs and local maps are also available as well a large selection of literature to appeal to walkers, cyclists and enthusiasts of the Peak District National Park.

They are also able to book accommodation anywhere in the country or reserve you theatre tickets for Buxton Opera House and a variety of other local events.

Castleton visitor centre

Castleton visitor centre is located in the very heart of the village and it offers an exclusive and inspiring experience to all tourists. The centre houses an attractive museum and a full range of tourist information services. The visitor centre supplies a vast amount of information on the unique history of Castleton and its surrounding area. All the artefacts on display have a direct link with the village and the interpretation panels provide interesting and factual information, from prehistoric times through to the modern day.

Each month the centre offers a different display within its exhibition room, which shows off the talents of local artists, photographers and crafts people, this would be interesting for tourists with a passion for art.

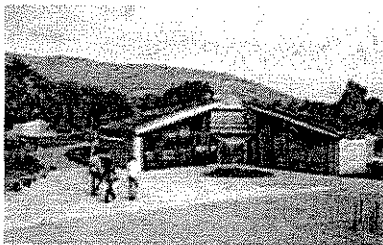
Their tourist information services include accommodation bookings, local theatre bookings, brochures, up to date information on events, attractions and the Peak District National Park. They have an experienced and welcoming team which are available for help and advice when needed.

The splendid retail area offers an outstanding range of products, from basic maps and guide books to gifts.

Q castleton centre

Edale visitor centre

Edale visitor centre is located in Edale, this centre of the Moors for the Future Partnership will provide information for visitors and ramblers who visit Edale and is an important environmental learning experience for visitors, a national focus for moorland research, and community facilities.



It's built near the start of the Pennine Way; the Moorland Centre's design reflects its upland setting. It has a living roof of sedum turf, intersected by a waterfall tumbling over glass panels into a pool at the entrance. The turf acts as an eco-friendly insulator, and the building is fuelled by an energy-saving ground-source heat pump.

Inside the centre, interactive exhibitions for all ages explain why the Moors for the Future Project that was set up to restore vast tracts of this threatened habitat, and conserve its heritage. 'Listening posts' enable visitors to hear reminiscences of people who live and work on the moors, as well as those who use them for recreation.

Their experienced and welcoming team are available at the Visitor Centre to help and advice on how to make the most of your visit to this beautiful valley of quiet hamlets and dramatic moors.

Information is available on accommodation, attractions, public transport, the Peak District National Park, the Pennine Way and details of local events.

The splendid retail area offers an outstanding range of products, from a variety of maps and guide books, through to wonderful gifts and clothing for the outdoors as

well a large selection of literature to appeal to walkers, cyclists and enthusiasts of the Peak District National Park.

Upper Derwent visitor centre



This visitor centre is situated in the middle of the Howden, Derwent and Ladybower Reservoirs complex, the centre is just 500 metres from the Derwent Dam and acts as a focus for the two million walkers, cyclists and tourists that make the journey into this beautiful valley each year. The valley and surrounding moorlands contain a wealth of places to explore and enjoy. From the grand reservoirs and quiet forests to the wide open spaces of the moors there is something for everyone.

The Upper Derwent visitor centre, along with a refreshment kiosk, cycle hire and ranger facilities form 'Fairholmes', a visitor complex run jointly by the Peak District National Park Authority and Severn Trent Water.

There are fully accessible disabled toilet facilities and the centre itself can also accommodate wheelchair users. It is staffed by experienced hill walkers with a wide knowledge of the Peak District National Park and local knowledge second to none, who are always willing to advise on ways of enjoying this unique area.

You can discover the fascinating history of the valley through the informative interactive displays. A variety of maps, guides, books, postcards and other gifts are also available.

Close by there are plenty of picnic sites and there is a museum, open most Sundays, in the West Tower of the Derwent Dam dedicated to 'The Dambusters', who used the dams to practise for their famous raid.

Overall each of the visitor centres provide information on the various activities, accommodation available etc. Each visitor centre is focused on providing a good service for tourists and if they continue to meet that objective, it will increase the growth of adventure tourism in the Peak District.

Another example of a public organisation is the National Park centre of Environmental Learning

Losehill Hall



Losehill Hall, the Peak District National Park Centre for Environmental Education, is owned and managed by the Peak District National Park Authority. It's located in the heart of the Peak District, on the edge of the village of Castleton. Losehill Hall is a traditional Victorian building with modern facilities set in 27 acres of beautiful parkland, garden and woodland.

Losehill Hall offers a wide range of environmental learning services for people of all ages including:

- School Visits, Teacher Training at a variety of locations in the National Park
- Training and Development for Environmental Professionals
- Special Interest Holidays - from archaeology to wildflowers
- provides the ideal setting for conferences, training courses and seminars

Each of these organisations plays an important role in the growth of adventure tourism. The visitor centres offers advice and information about the area, this is a very useful organisation for tourists as it will make them aware of the various activities etc. The Peak District National Park Authority looks after many areas, and enhances the beauty of the natural environment so that the growth of tourism keeps increasing and that the area is kept to a high standard for adventure tourism activities to happen.

Private sectors organisations

Private sector organisations are in business to maximise income and make a profit. They are reliant on sales of their products and services, so they must insure that customer perception is wholly positive. Public sector organisations can receive funding from several sources, including:

- Savings
- Loans
- Government grants
- Sales of shares

Peak activities Ltd

This organisation provides quality outdoor experiences, such as:

- Climbing
- Walking
- Caving and many more

They also hold team building events and serious training to improve communications and develop leadership and management skills. Peak Activities made a definite dramatic difference to the performance & the attitude of teams and individuals working for us..."this is a quote I took from www.iain.co.uk the Peak Activities Ltd website.

Derbyshire Soaring Club is one of the two soaring clubs. The Derbyshire soaring club is a registered British hang gliding and paragliding association. These types of providers are important in the growth of adventure tourism another few examples are as follows:

- Adam Evans a professional caving instructor
- Focus activities which supply professional instructors for climbing, walking, caving and team-building
- David Matthews Adventure which supply instructors for outdoor activities within the Peak District

There are a vast amount of private providers within the Peak District and their main aim is to maximise profit and enhance their public image.

Voluntary organisations

The voluntary sector is made up of not for profit organisations, such as registered charities, community groups and pressure groups. Their main aim is to:

- To promote special causes, issues and interests to benefit tourists and local people

The main source of funding for voluntary organisations is as follows:

- Donations
- Grants
- Membership fees
- Admission fees

Voluntary organisations in the Peak District area are as follows

The National Trust is a charity and is completely independent of Government. They rely for income on membership fees, donations and legacies, and revenue rose from commercial operations.

They now have 3.4 million members and 43,000 volunteers. More than 12 million people visit their pay for entry properties, while an estimated 50 million visit their open air properties.

They protect and open to the public over 300 historic houses and gardens and 49 industrial monuments and mills.

Ilam Hall is an example of a place in the Peak District that the national trust has a centre their and looks after.

Council for National Parks

Council for National Parks (CNP)

The council for National Parks is a charity that works to protect and enhance the National parks of England and Wales and areas

There aims are

- To protect and enhance National parks by promoting good practise, fighting threats and influencing policy.
- To promote sustainability with the National parks that is compatible with their purposes, f the benefit of society as a whole
- To ensure a new National park for the South Downs and to research other areas as candidate national parks
- To build support across all sections for the community and National parks and to improve the links between urban communities and National parks

Cheshire Wildlife Trust

Wildlife Trusts are the UK's leading conservation charity dedicated to wildlife in both towns and countryside.

Council for British Archaeology

The CBA is the principal UK-wide non-governmental organisation that promotes knowledge, appreciation and care of the historic environment for the benefit of present and future generations.

(Some not related to ATAs)

Derbyshire Archaeological Society

The DAS has long worked for the conservation of the more important sites and buildings in Derbyshire, and is one of the major county bodies consulted by planning authorities on matters concerning archaeological sites and historic buildings.

Derbyshire Wildlife Trust

Wildlife Trusts are the UK's leading conservation charity dedicated to wildlife in both towns and countryside.

English Heritage

English Heritage is the Government's statutory adviser on the historic environment. Officially known as the Historic Buildings and Monuments Commission for England, English Heritage is an Executive Non-departmental Public Body sponsored by the Department for Culture, Media and Sport.

Forestry Stewardship Council:

FSC is an international, non-governmental organisation dedicated to promoting responsible management of the world's forests. It was founded in 1993 in response to public concern about deforestation and demand for a trustworthy wood-labelling scheme. Find out which wood products support sustainable forestry before you buy.

Friends of the Peak District (Council for the Protection of Rural England)

CPRE campaigns to protect and enhance the countryside of the Peak District by monitoring planning applications and supporting local groups and communities.

Peak Park Countryside Volunteers

The volunteers work closely with the National Park Ranger Service to help with project of high conservation or amenity value e.g. footpath repairs, dry stone walling, tree planting.

Peak District National Park Forestry Service:

The Forestry & Tree Service works to care for the woodlands and trees in the living landscape of the Peak District National Park.

Royal Society for the Protection of Birds:

The RSPB is dedicated to developing a public interest in wild birds and their place in nature.

Sheffield Wildlife Trust:

Wildlife Trusts are the UK's leading conservation charity dedicated to wildlife in both towns and countryside.

Tree Warden Scheme:

Tree Wardens are volunteers, appointed by parish councils or other community organisations, who gather information about their local trees, get involved in local tree matters and encourage local practical projects to do with trees and woods. The scheme was founded by the Tree Council and is co-ordinated in partnership with The National Grid Company.

Working Woodlands Trust:

The Working Woodlands Trust was established in 1997 by a group of professional woodland workers in and around South Yorkshire. Their aims are to promote the sustainable use of woodlands and their products for the benefit of both wildlife and people. This site demonstrates traditional crafts and has event listings.

Yorkshire Wildlife Trust:

Wildlife Trusts are the UK's leading conservation charity dedicated to wildlife in both towns and countryside.

(some not related
to ATAs)

Range of organisations
involved in development
of ATAs

(some not
directly involved
in ATAs)

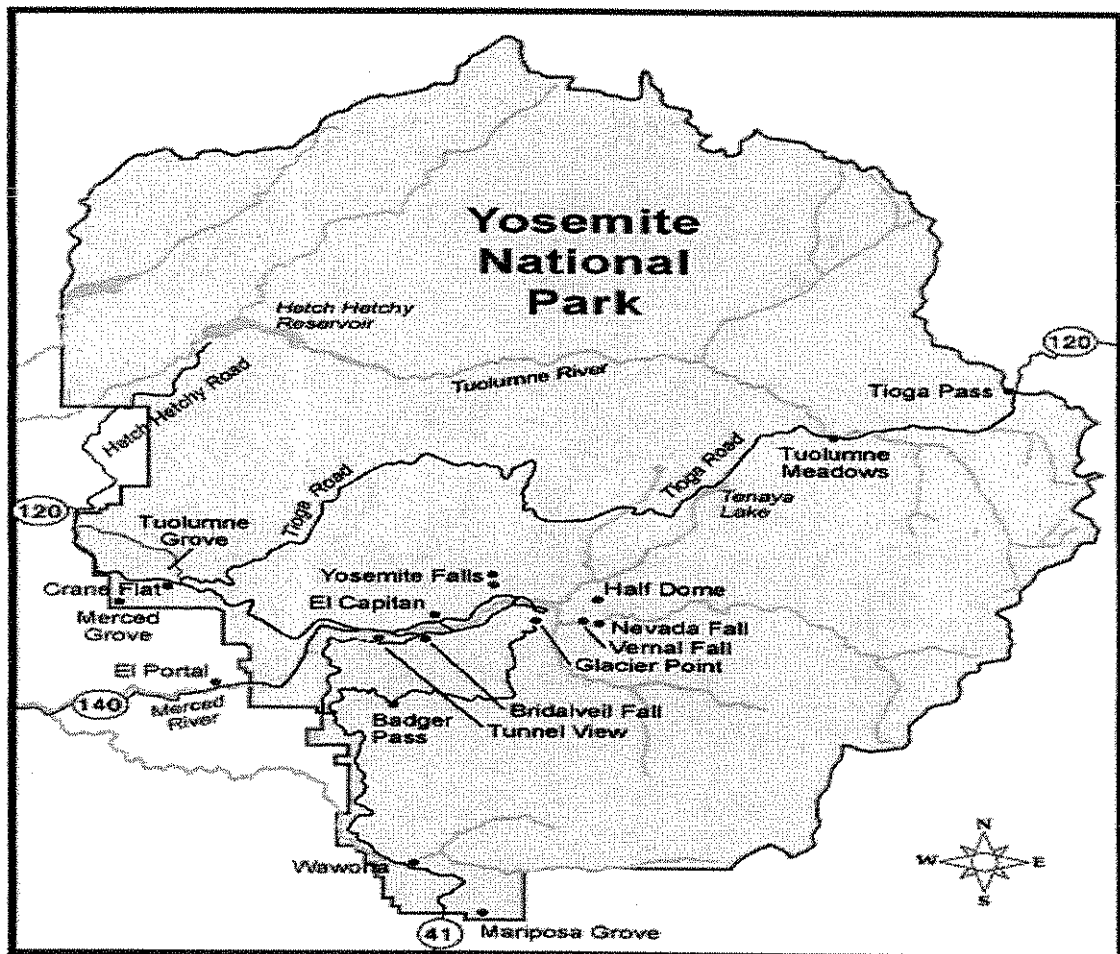
Yosemite National Park

Yosemite National Park is a national park largely in Mariposa County, and Tuolumne County, California, United States. Yosemite National Park is one of the first wilderness parks in the United States, it is best known for its waterfalls, but within its nearly 1,200 square miles, you can find deep valleys, grand meadows, ancient giant sequoias, a vast wilderness area, and much more.

Yosemite is visited by over 3.5 million visitors each year, with most only seeing the seven square miles of Yosemite Valley Designated a World Heritage Site in 1984. Yosemite is internationally recognized for its spectacular granite cliffs, waterfalls, clear streams, Giant Sequoia groves, and biological diversity.

About 89% of the park is designated Wilderness. It was also the first park set aside by the U.S. federal government. Although not the first designated national park, Yosemite was a focal point in the development of the national park idea, largely owing to the work of people like John Muir.

Map of Yosemite National Park



Types of adventure activities available in Yosemite National Park

ATAs
in
Overseas
destination

Yosemite activities and sightseeing are all about the great outdoors. Within the Park there are adventure activities that would suit all ages and all levels of skill, from tranquil strolls under the stars and family campfire story time to downhill skiing and extreme climbing.

Great adventures are available all year, from snowboarding and snowshoeing in the winter to hiking and swimming in the summer. They even have a golf course at Wawona and an ice skating rink at Curry Village.

Biking – is a land based activity.

Yosemite National Park has more than 12 miles of bicycling trails on the valley floor that have a range of prepared trails. These trails are also suitable for strollers, bikes with trailers and even wheelchairs, and they are one of the best ways to see the sights.

Off-trail riding and mountain biking are not permitted in Yosemite National Park. Biking through Yosemite Valley is not a real off-road adventure, nor is it challenging. There are a lot of eye-catching views and sites to see along the way. The route weaves through the rich, riparian environment of the Merced River. Then there are Yosemite Falls and Lower Yosemite Falls.

At the far end of the bike route is Mirror Lake. The lake is in the natural process of filling with silt and drying up, eventually becoming a meadow. And though you can see Half Dome, that uniquely shaped piece of granite from many places on the valley floor, the views from around Mirror Lake are especially beautiful.



Visitors in the local area have the choice of these providers

Rentals are available year-round at the Yosemite Lodge and most of the year at Curry Village.

Hiking - is a land based activity

Yosemite National Park provides one of the world's most exciting backdrops for hiking and exploration. There are over 800 miles of trails available to hikers, anything from the easy stroll, to the harder hikes up several park mountains, to multiple-day backpack trips.

ATAs in
Overseas destination

One of the best ways to experience Yosemite is by taking a hike. Here are some of hikes available in different areas of Yosemite:

- Yosemite Valley
- Glacier Point Road
- Wawona and Mariposa Grove of Giant Sequoias
- Hetch Hetchy
- Tuolumne Meadows

There are guides on a variety of day hikes ranging from a few hours in length to full day trips to the top of Half Dome.

Between late spring and early fall, much of the park is open to multiple-day backpack trips. All overnight trips into the back country require a wilderness permit and most require approved bear-resistant food storage.

Yosemite Valley offers some of the most popular trailheads in the park. Some trails are easy ventures around the valley bottom. Other, more tiring trails lead hikers up the granite walls which form the Valley. To reach the top of such spectacles as Yosemite Falls, Glacier Point, Half Dome, and El Capitan, the hiker will encounter steep land, switchbacks, and changing weather conditions. Impressive views from the edge of the valley quickly wipe out memories of any hardships suffered on the hike.

There is a vast amount of hiking areas within Yosemite. Here is an example of a place for hiking in Yosemite

Lower Yosemite Fall



This short, easy walk rewards with spectacular views of Upper and Lower Yosemite Fall. This waterfall is often dry from late July or August through October.

Providers

- Free information about hiking is available from the **Park Service** in Yosemite

Rock climbing – is a land based activity

Yosemite Valley and Tuolumne Meadows are renowned for their excellent granite walls and domes and fine weather - a combination that has made Yosemite National Park a popular place for rock climbers from all over the world. Given the exceptional

natural beauty of the surrounding meadows, lakes and forests, it's hard to imagine a finer place to learn the basics of rock climbing.

Providers

- **Yosemite Mountaineering School**

At YMS, their staff is dedicated to helping you climb. Whether it is your first time or you are an experienced climber, they have a class for you. They work with families, groups and individuals.

- **Guided Climbs and Private Classes**

All YMS guided climbs are private lessons. They will give you as much information and instruction as possible along the way.

Organized

Skiing – is a land based activity

Skiing is a great way to see Yosemite during the winter. There is a range of marked cross-country ski trails that exist throughout the park, including in the Badger Pass, Mariposa Grove, and Crane Flat areas.

For example Badger Pass has been a favourite ski spot. Today, California's original ski resort in the spectacular Sierra Nevada is an ideal family-friendly ski vacation with short lift lines, a down-home atmosphere and a season's worth of activities, festivals and friendly competitions.

In the Yosemite area visitors have a choice from two of the following providers:

- DNC Parks & Resorts at Yosemite rents skis and other equipment and provides lessons for adults and children

Rafting - is a water based activity

Rafting along the Merced River is popular activity during the summer months. You can rent a raft, typically in June and July or bring your own. Rafting is permitted on the Merced River between Stoneman Bridge and Sentinel Beach Picnic Area between the hours of 10:00 a.m. and 6:00 p.m. Rafting is not permitted whenever the river stage (depth) reads 6.5 feet or higher and the sum of air temperature and water temperature is less than 100°F.

Zephyr White-water is the largest white-water rafting outfitter on the Merced River, just minutes away from Yosemite Valley. The Merced River flows out of Yosemite Valley, gradually mellowing into a white-water river just below the town of El Portal. It is here that the adventure trips begin. Offering rich white-water confined by a narrow corridor, this river is a must for the white-water enthusiast. Indeed, the Merced River offers one of the best white-water rafting paddle-boat trips in California.

*ATAs in
Overseas
destination*



This is a picture of Visitors River rafting in Merced River

Visitors interested in undertaking white-water river rafting have the choice of the following providers:

American River Recreation provides Merced rafting in the spring. They feature one day to two day trips on this Class IV River close to Yosemite.

All-Outdoors

American River Recreation

ARTA Whitewater Rafting

Mariah Wilderness Expeditions

O.A.R.S. Inc.

Whitewater Excitement

Whitewater Voyages

Zephyr Whitewater

Reasons for growth in adventure tourism within Yosemite National Park

Whether and how adventure tourism develops in particular destinations will be determined by the following factors:

- **Environmental factors**
- **Historical factors**
- **Accessibility factors**
- **Social factors**

I intend to focus on each of these factors individually to determine the growth in adventure tourism within Yosemite.

Environmental factors

The growth of adventure tourism in various locations is very strongly linked to the general environmental conditions. Yosemite National Park occupies 1,200 square miles near the eastern border of Central California and is now one of the best known national parks in the entire world. It is oval in shape and has some 450 miles of roads, 800 miles of hiking trails a great environment for walking, biking, and hiking.

The walls of Yosemite Valley are draped with waterfalls that usually run full in the spring. Yosemite has two of the worlds ten largest waterfalls; Yosemite Falls, at 2,425 ft is the 5th largest and Sentinel Falls, at 2,000 ft, the tenth. Spring is arguably the most exciting time for the visitor, who will also see the valley floor covered with hundreds of varieties of wild flowers. In summer the flower show continues, to be followed by the glorious colours of autumn and the brilliant mountain light of winter.

For climatic reasons, the area is open only in summer and provides a wealth of waterfalls, brilliant blue lakes and rivers, a great environment for river rafting. There are also enormously huge granite domes all covered by an extensive web of well marked hiking trails, suitable for visitors look to hike.

In conclusion, Yosemite National Park is a varied and accessible landscape, which a range of adventure activities can take place. If there wasn't the beautiful landscape the growth of adventure tourism would decline rapidly as they wouldn't be able to take place. The environment is a very important factor in the growth of adventure tourism.

Historical Factors

Yosemite's history as a national park goes back more than 100 years; its geologic history is timeless. The greatest changes in Yosemite Valley were made by glaciers.

The force for federal protection of the Yosemite region began soon after the first non-Indian settlers arrived and before conservationist John Muir first visited in 1868. Abraham Lincoln provided this protection when he signed the Yosemite Grant on June 30, 1864. This grant is considered the foundation upon which national and state parks were later recognized. The grant deeded Yosemite Valley and the Mariposa

Grove of Giant Sequoias to the state of California. However, no such protection existed for the vast wilderness surrounding the Valley and grove.

In 1889, John Muir and Robert Underwood Johnson, the powerful editor of *Century* magazine, found the high country swarming with flocks of domestic sheep. Muir wrote of the destruction that these 'hoofed locusts' wrought upon the land as early as 1869. They not only insatiably consumed meadows and wildflowers but also destroyed the soul of the land. As they camped together in Tuolumne Meadows, Muir urged Johnson to do something about it. Johnson responded by using his influence on key citizens and politicians back East to help preserve the region. Johnson's determination became as strong as Muir's. Together, they planned a campaign to make the high country surrounding Yosemite Valley into a national park.

While Johnson lobbied for the park, Muir spoke and wrote expressively of the need for legislation to assign the land for a national park, as was done when Yellowstone National Park was established in 1872. Outstandingly, their efforts were rewarded in just one year. On October 1, 1890, the U.S. Congress set aside more than 1,500 square miles of 'reserved forest lands' soon to be known as Yosemite National Park. It included the area surrounding Yosemite Valley and the Mariposa Grove of Giant Sequoias. However, it took a meeting between President Theodore Roosevelt and John Muir in 1903, and the effective lobbying of railroad magnate Edward H. Harriman, to have Yosemite Valley and the Mariposa Grove ceded from the state of California's control and included with Yosemite National Park in 1906.

Yosemite Valley's first inhabitants were American Indians who occupied the Valley region perhaps as long as 4,000 years ago. By the time Euro-Americans entered the Yosemite region in the mid-19th century, the Valley was inhabited by the Southern Sierra Miwok. The Miwok called Yosemite Valley, *Ahwahnee*, which loosely translates into "Place of a Gaping Mouth." It was at that time that they began calling themselves the **Ahwahneechee**. They harvested black oak acorns, hunted and fished, and traded these and other items native to Yosemite Valley, with the Mono Lake Paiute people for obsidian, rabbit skins, pine nuts and insect foods.

Few non-Indians knew of the existence of Yosemite Valley prior to 1851. The discovery of gold in the Sierra foothills in 1848 brought thousands of gold seekers to the area. By 1851, the continued theft of Indian lands and murder of native people resulted in the Mariposa Indian War. On March 27, 1851, in an attempt to restrain a group of Indian people, the state-sanctioned Mariposa Battalion entered Yosemite Valley. They became the first group of non-Indians to record their entry into the Valley.

Word of Yosemite's beauty gradually spread, and in 1855, the first party of tourists arrived. Nine years later, in the middle of the Civil War, a group of influential Californians persuaded President Abraham Lincoln to grant Yosemite Valley and the Mariposa Grove to the state as the country's first public preserve. Overall the historical factors played an important role in the growth of tourism within Yosemite, without John Muir, Yosemite would have never been established as a National Park.

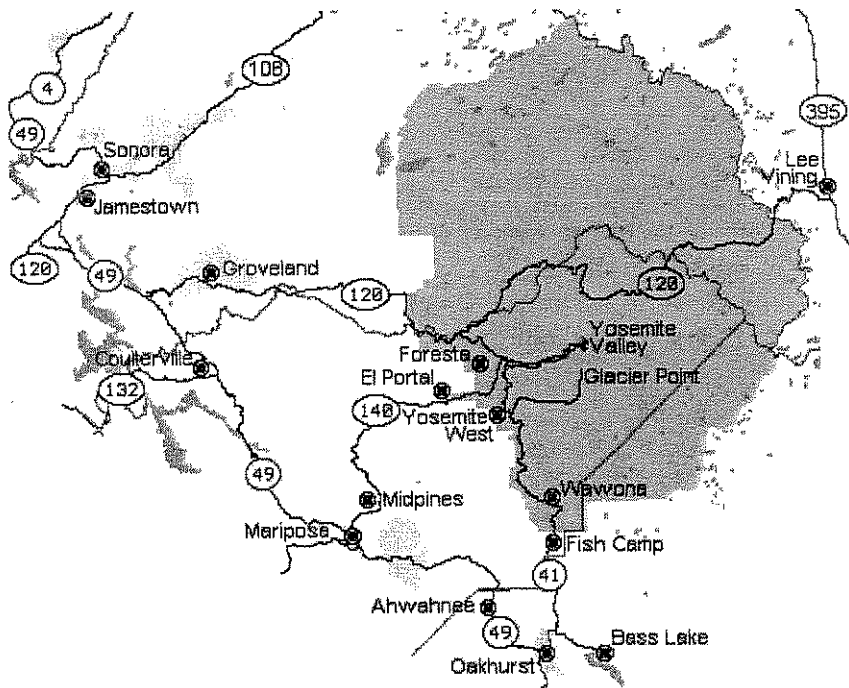
Accessibility factors

Ease of access is a very important factor for the growth of any tourist destination. First set aside in 1864 during the Civil War, Yosemite is recognized for its world-class scenery, cultural resources, and natural wonders. The park promotes the full and equal participation and contribution of visitors from around the world.

Yosemite National Park is persistently improving facilities for greater accessibility. They have an accessibility Guide for tourist which provides descriptions of facilities and services, as well as opportunities for persons with sight, hearing, and mobility impairments to enjoy a visit to the park. They consider this guide a living document to be regularly updated as conditions, facilities, and services change.

The number of roads and facilities in Yosemite have been increased to keep pace with the growing visitor numbers and to supply amenities, infrastructure and parking lots for all these tourists.

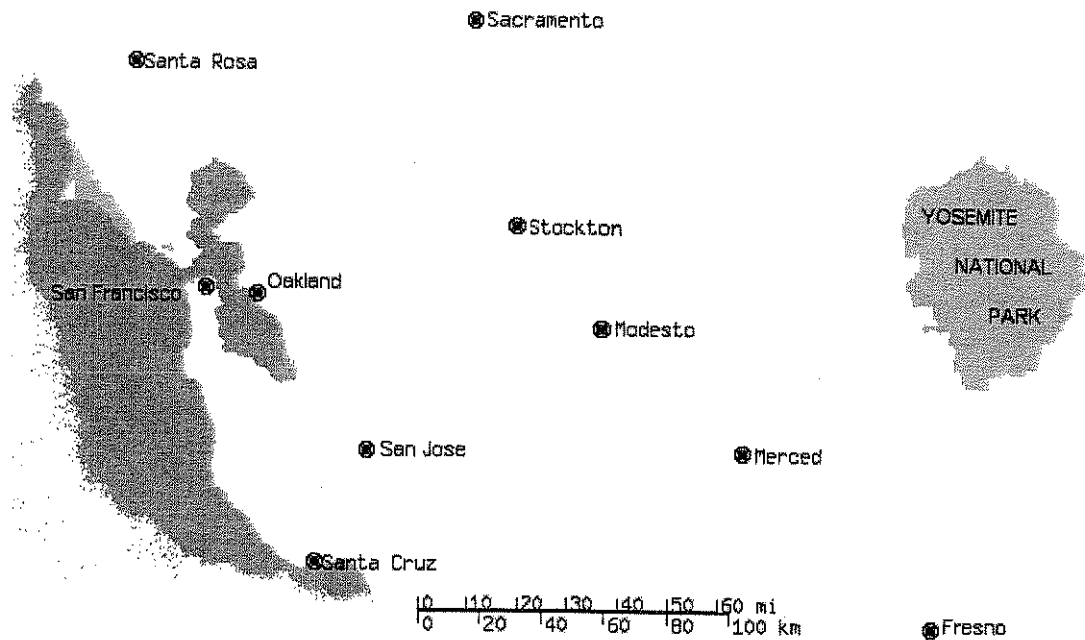
You can reach Yosemite by private vehicle from the west and the south via highways CA-120, CA-41 and CA-140 all year round. You can reach Yosemite by vehicle from East via highway CA-120 from Lee-Ving over Toga Pass. The map below displays this



There are various airports around the area of Yosemite, and then there is private coaches to take you to Yosemite, so it makes it very accessible for international tourists. The airports are as follows:

- Fresno-Yosemite International Airport
- Merced Municipal Airport
- Modesto City-County Airport
- Sacramento International Airport
- Oakland International Airport
- San Jose International Airport
- San Francisco International Airport
- Reno/Tahoe International Airport

Below is a map showing where the airports are situated and how close they are to Yosemite National Park



Visitors can also ride Yosemite Area Regional Transportation System (YARTS) buses from gateway communities outside the park into Yosemite Valley. They offer these buses in many areas of Yosemite

If you arrive in Yosemite Valley by bus, access to other areas of the park are possible, as follows:

- **Yosemite Valley** (free shuttle service in eastern Yosemite Valley)
- **Glacier Point** (late May/June through October via fee-based bus)
- **Badger Pass** (mid December through mid March via free shuttle)
- **Wawona** (no public transportation available from Yosemite Valley)
- **Tioga Road/Tuolumne Meadows** (July and August, along with weekends in June and September, via fee-based tour bus and YARTS Highway 120 East bus)
- **Hetch Hetchy Valley** (no public transportation)

Social factors

Increased leisure time, people have more free leisure time in today's society, with this in mind people are now more conscious of their health and staying active and so a vast amount of tourists have turned to adventure tourism, whether it be activities from River Rafting to more relaxing activities such as biking.

The average working hours has decreased, the average number of hours worked has decreased from 45 in 1961 to less than 40 in present day, the majority of employees have between four and five weeks of annual paid holidays. Both the reductions in hours and longer holidays have enabled people to partake in more of a greater variety of leisure activities, including adventure tourism.

Understanding of reasons
for growth shown
Reasons linked to
destination

Organisations involved in Development of ATA's in Yosemite National Park

Yosemite National park has formed partnerships with a range of organisations in order to fulfil its mission statement, without these partnerships Yosemite National Park would not be a success.

The Yosemite National Parks mission is:

"... to promote and regulate the use of the...national parks ...which purpose is to conserve the scenery and the natural and historic objects and the wildlife there in and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations."

The rapid expansion of the UK Adventure tourism market has been influenced by a variety of organisations. I intend to focus on how the organisations involve themselves in Adventure Tourism.

These organisations are divided up into three parts:

- Public
- Private
- Voluntary

Public sector

All public sector organisations are funded and directed by central government. The aims of the public sector are as follows:

- To improve balance of payments in a country, region or locality
- To aid regional or local economic development
- To help diversify the economy
- To increase income in a country, region or locality
- To generate new employment opportunities
- To promote an area as being politically acceptable place to visit
- To promote tourism development

The National Park service

The National Park Service is a bureau within the United States Department of the Interior. It is headed by a Director, and the organization consists of a headquarters office, seven regional offices and multiple park and support units.

The National Park Service is a Government Body appointed to care for national parks, a network of nearly 400 natural, cultural and recreational sites across the nation. The treasures in this system – the first of its kind in the world – have been set aside by the American people to preserve, protect, and share, the legacies of this land.

People from all around the world visit national parks to experience America's story, marvel at the natural wonders, and have fun.

The National Park Service helps communities across America preserve and to enhance important local heritage and close by recreational opportunities. Grants and assistance are offered to register record and save historic places; create community parks and local recreation facilities; conserve rivers and streams, and develop trails and greenways.

To achieve their mission, the National Park Service adheres to the following guiding principles:

Excellent Service: Providing the best possible service to park visitors and partners.

Productive Partnerships: Collaborating with federal, state, tribal, and local governments, private organizations, and businesses to work toward common goals.

Citizen Involvement: Providing opportunities for citizens to participate in the decisions and actions of the National Park Service.

Heritage Education: Educating park visitors and the general public about their history and common heritage.

Outstanding Employees: Empowering a diverse workforce committed to excellence, integrity, and quality work.

Employee Development: Providing developmental opportunities and training so employees have the "tools to do the job" safely and efficiently.

Wise Decisions: Integrating social, economic, environmental, and ethical considerations into the decision -making process.

Effective Management: Instilling a performance management philosophy that fosters creativity, focuses on results, and requires accountability at all levels.

Research and Technology: Incorporating research findings and new technologies to improve work practices, products, and services.

Shared Capabilities: Sharing technical information and expertise with public and private land managers.

The aims of the National Park Service are very vital and if these aims are met, it will help to develop tourism within Yosemite.

Visitor centres

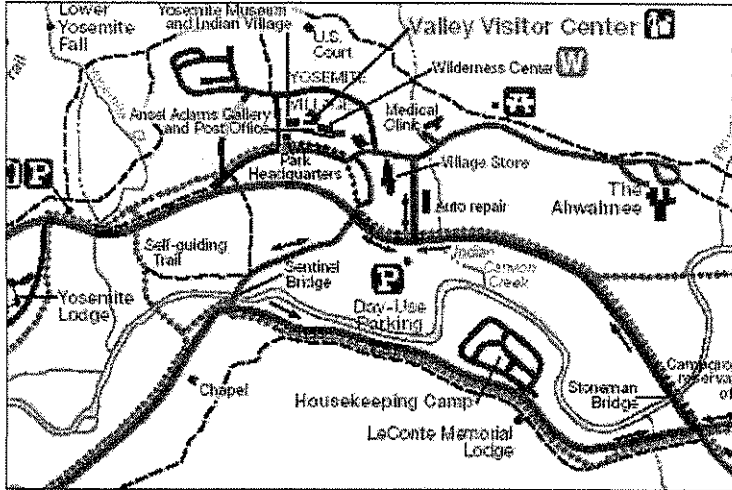
Visitor centres are located in Yosemite Valley and at Wawona, Big Oak Flat and Tuolumne Meadows.

Valley Visitor Centre

Valley Visitor Centre is located in Yosemite Valley, it offers natural history displays, audio visual programs and there is helpful staff to answer questions. Books and maps

are also available. A short video program at the Valley Visitor Centre entitled One Day in Yosemite will also give you basic information about how to get the most out of a brief visit.

Below is a map of the location of Valley Visitor Center



Tuolumne Meadows Visitor Center

This visitor centre is open in the summer only; the visitor centre has exhibits that feature information on the areas geology, wildflowers, alpine and subalpine ecology, bears and other wildlife, the area's human history and wilderness etiquette. This fascinating exhibit reflects naturalist John Muir's perspective on the meaning and value of Yosemite. Books and maps are also available at this visitor centre.

Big Oak Flat Information Station

This information centre is located on the Big Oak Flat Road; this station has educated National Park Service rangers and Yosemite Association staff on hand to answer any questions you may have. Books, maps and wilderness permits are also available within the information centre. The opening hours vary, as it is closed in winter.

Wawona Information Station

This visitor centre is located at Hill's Studio near the Wawona Hotel and the Pioneer Yosemite History Centre in Wawona, the station provides information on interpretive programs and park activities. There are books, maps and wilderness permits are also available. The opening hours also vary, as it is closed in winter.

These visitor centres are important in the growth of Yosemite, as without these visitor centres, tourists would be less knowledgeable on the attractions they are visiting and they therefore wouldn't be able to appreciate Yosemite's outstanding beauty as a National Park.

Private sector

Private sector organisations are in business to maximise income and make a profit. They are reliant on sales of their products and services, so they must insure that customer perception is wholly positive. Public sector organisations can receive funding from several sources, including:

- Savings
- Loans
- Government grants
- Sales of shares

Yosemite Mountaineering school

The mountaineering school's certified guides informs you about the flora and fauna and the history of Yosemite, while teaching you wilderness ethics, improving your knowledge and skill base and increasing your awareness for the safety of yourself and others. The Yosemite Mountaineering School can help for a one-on-one guided adventure, a group clinic or a team-building experience.

Organisations involved in development of ATAs

During the summer months, they offer rock climbing lessons and guided climbs based out of Yosemite Valley and Tuolumne Meadows, guided day hikes and overnight backpacking trips. During the winter they move up to the Cross Country Ski Centre at Badger Pass, where they offer XC ski lessons, rentals and overnight trips.

The Yosemite Mountaineering School and Guide Service has been a tradition in Yosemite since 1969. Their guides and instructors hold Wilderness First Responder certifications and many hold Wilderness EMT certification as well. They have a vast amount of experience. Their main aims are to share their knowledge and skills with others.

Yosemite Mountain shop

Yosemite Mountain shop was voted one of the top 10 mountain shops in America, the Yosemite Mountain Shop can equip you for hiking, backpacking, and climbing. Whether you need a pair of hiking socks or complete climbing gear outfitting for a big wall climb, their staff of outdoor experts is there to help. This private provider is a profit making organisation. They provide the equipment for such adventure activities and without private providers such as the Yosemite Mountain tourists wouldn't be able to access such special equipment.

Voluntary sector

The voluntary sector compiles up of non profit making organizations, such as registered charities, community groups and pressure groups. Their main aim is to promote special causes, issues and interests to benefit tourists and the local people.

The main source of funding for voluntary organisations is as follows:

- Donations
- Grants
- Membership fees

Admission fees

The voluntary organisations in Yosemite National Park are as follows:

The Yosemite Association

The Yosemite Association is a non profit making educational organization committed to the support of Yosemite National Park through a program that includes membership, book publishing and sales, outdoor seminars, and visitor services. The Yosemite Association was established in 1923, the association was the first "cooperating association" in the U.S. Our revenues are used to support education, museum, research, and environmental programs in Yosemite through donations to the National Park Service.

There Mission Statement is as follows:

The Yosemite Association initiates and supports interpretive, educational, research, scientific, and environmental programs in Yosemite National Park, in cooperation with the National Park Service. Authorized by Congress, the Association provides services and direct financial support to promote park stewardship and enrich the visitor experience.

Yosemite Fund

Yosemite Fund was founded in 1985 and built-in in 1988, the Yosemite Fund is an independent private non-profit foundation authorized by the National Park Service to apply for contributions for projects and programs to further protect preserve and enhance Yosemite National Park. The Fund's work improves Yosemite's natural, cultural and historic resources as well as the visitor experience. This therefore creates a growth in adventure tourism.

75,000 individuals and many corporations and foundations have enabled the Fund to grant over \$40 million to Park projects. Nearly 100 volunteers help with office operations, events and other fundraising activities, while the Fund's volunteer Council of Directors and various committees rule the organization, reconsider and approve grants and perform fundraising efforts. Day-to-day operations are managed by a permanent staff of nine individuals.

There mission statement: The Yosemite Fund provides broad-based private funding and resources for projects that preserve, protect or enhance Yosemite National Park. The ultimate result of Fund operations must be material improvement in the stewardship and quality of Yosemite's natural, cultural or historical resources or the visitor experience.

Another example of a voluntary organisation is **Yosemite National Institutes**

This organization was founded in 1971, Yosemite National Institutes (YNI) is a national organization dedicated to teaching science and environmental education in

nature's classroom to inspire a personal connection to the natural world and responsible actions to sustain it.

YNI currently has three campuses: Yosemite Institute in Yosemite National Park, Headlands Institute in the Marin Headlands in Northern California, and Olympic Park Institute in Olympic National Park in Washington.

YNI began as the Yosemite Institute, founded in 1971 in response to:

- The beginning of a local and national environmental consciousness;
- A growing demand from teachers interested in utilizing parks as classrooms, but unable to manage the logistics of providing high-quality programs for their students; and
- The National Park Service's interest in encouraging private partnerships to help expand its educational and interpretive mission.

YNI is a non-profit organization operating on public lands. YNI is a 'Park Partner' of the National Park Service (NPS) and the three parks in which it resides. Park Partners provide programs and services to help visitors better understand the rich histories of the parks and to enhance people's experience of the parks.

The Yosemite Area Regional Transportation System

The Yosemite Area Regional Transportation System began running regional transit buses in May of 2000, serving communities in the counties of Mariposa, Merced and Mono.

YARTS offers a choice to those travelling in the region by providing an affordable, dependable alternative to driving into Yosemite National Park and in the region.

YARTS provides:

- A completely voluntary option for those who would rather ride
- Service to activity centres in Yosemite National Park
- Seamless service with Yosemite shuttles, including the free Valley
- Service levels varied to meet seasonal demand as well as needs by day of the week

*Organisations
involved in
development of
ATA's linked to
overseas
Isaiah MB3*

A report examining the growth of ATAs in local destination

Craigavon Watersports centre

Craigavon lakes began in 1975 and now 30,000 people visit Craigavon Lakes per annum to participate in adventure activities. Craigavon Watersports is a centre of excellence for outdoor pursuits in Northern Ireland, located on the edge of Craigavon Lakes in attractive open parkland. This is an ideal venue for youth groups, coach parties or families looking for a varied and exciting day out. Choose from banana-boating, water-skiing, windsurfing, sailing or canoeing. The shallow lake adjacent to the centre is ideal for beginners, while the larger lake offers challenges to the advanced watersports enthusiast.

Craigavon Water sports centre

Craigavon has a host of facilities to satisfy the needs of the water enthusiast. Craigavon Watersports Centre has first class facilities catering for every need, from water skiing, windsurfing, sailing, canoeing, banana boating, powerboating, dinghy sailing and keelboating.

Under the management of Craigavon Borough Council, COAC offers the following activities to the public, customers and users.

Organisation involved in development

Water skiing/Wake boarding – water based activity

Water skiing is a sport and recreational activity invented in Lake City, Minnesota in 1922 by Ralph Samuelson and is popular in many countries around the world where appropriate conditions exist - an expanse of water unaffected by wave motion. Rivers, lakes, and sheltered bays are all popular for water skiing.

Craigavon Watersports centre is very renowned for providing an excellent facility and instruction for water skiing. It is among the most popular sport during the summer months in the Craigavon area.

The Watersports centre provides courses and private lessons for individuals and groups and beginners or improvers. They do this to fulfil their main aim which is to provide facilities, so that everyone can use.

The Watersports centres 4 master craft boats with 170hp and 190hp are the perfect boats to ski behind. For safety reasons, beginners learn on a ski boom before moving onto a rope.

The centre offers:

- IWSF Recreational Ski Coach
- IWSF Recreational Ski boat driver
- Group lessons
- Courses to suit all types of people
- Water-skiing for the disabled
- Private lessons

Description of ATAs

Wind surfing – water based activity

Windsurfing (also called boardsailing) is a sport involving travel over water on a small board powered by wind acting on a single sail, which is connected to the board via a flexible joint. The sport is a hybrid between sailing and surfing. The sail board might be considered the most minimalistic version of the modern sailboat, with the major exception that steering is accomplished by tilting the mast and sail rather than with a rudder.

Craigavon watersports centre also offer one of the most modern fleets of training boats boards in the province. With fully qualified staff delivering the full range of activities from taster sessions through to senior Instructor courses, there is something to offer everyone. The centre hosts an active club where windsurfers can further their qualifications or just come along for fun.

Windsurfing qualifications offered:

- RYA Introduction to Windsurfing course
- RYA Level 1, 2, 3 course
- RYA Assistant Instructors course
- RYA Fast-Forward Level 1 Instructor
- RYA Fast-Forward Level 2 Instructor
- Craigavon Windsurfing Club
- RYA T15 – Juniors
- Pay and play
- Private tuition

*Description
of ATAs*

Sailing - Dinghy sailing – water based activity

Sailing is motion across a body of water in a sailing ship, or smaller boat, powered by wind. There is a sailing club and it is based in the watersports centre. The club is in its fourth season and was formed to promote the enjoyment of sailing and to enable members to improve their sailing skills and work towards further RYA qualifications. The club has access to the full range of dinghies that are available at the Watersports Centre. These include Picos and Lasers.

Sailing qualifications offered:

- RYA Introduction to sailing course
- RYA Dinghy Sailing Level 1,2 course
- RYA Seamanship Skills course
- RYA Young Sailing stage 1, 2
- Pre-entry assessment
- RYA Dinghy Instructors course
- RYA Senior Instructors course
- Craigavon Lakes Sailing Club
- Sailing for the disabled
- Pay and Play
- Private tuition



Sailing at Craigavon Watersports centre

Canoeing – water based activity

Canoeing is the recreational or sporting activity of paddling a canoe or kayak. Canoeing in Craigavon lakes which is located right beside the watersports centre is an ideal location for canoeing. Canoeing is a very popular sport, many tourists visit the watersports centre to experience this fun activity.

The sessions and courses that the Water sports centre provides are:

- Group sessions
- BCU 1, 2, 3, 4 Star – Canoe
- BCU Canoe safety test
- BCU Level 2 Coach Training
- BCU Level 2 Coach Assessment
- Pay and play

Power-Boating Sports – water based activity

Craigavon Watersports centre offers National Governing Body courses using a wide range of boats, Pneumatic, master craft and a jet boat with inboard and outboard engines. An essential qualification for all staff working in the ‘Outdoor Industry’ Courses offered are as follows:

- RYA Powerboat level 1, 2
- RYA Safety Boat
- Private tuition
- Power boating for the disabled
- International Certificate of Competence
- RYA Diesel engine maintenance course

Paddle Sports – water based activity

Craigavon Watersports centre is a leading provider in Northern Ireland for training courses, covering the whole range of skills in Kayaks or canoes, dragon boating or rafts. They operate in all locations over the province to ensure that they maximise the full potential of their students. The modern and well maintained fleet of boats adds flexibility and diversity to every session.

The courses offered in the following Watersports are as follows:

Kayaking

- Group sessions
- BCU 1, 2, 3, 4 star – inland
- BCU 4 Star –sea
- BCU Canoe safety test
- BCU Level 2 coach training/assessment
- BCU Level 3 coach kayak training/assessment
- BCU White water safety and rescue
- C3 Canoe Club

- Freestyle courses beginner to advance
- White water courses beginner to advance
- Pool sessions
- BCU Disability awareness training
- Kayaking for the disabled
- Pay and Play

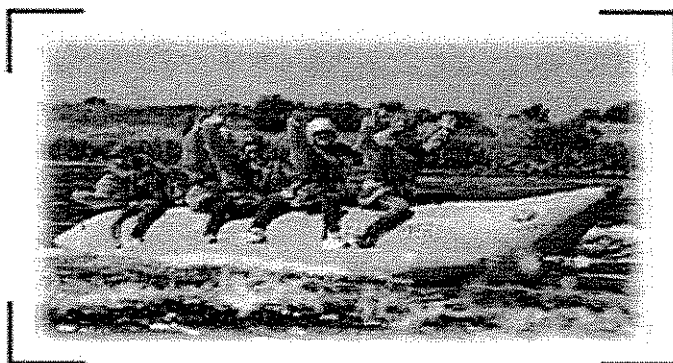
Dragon Boating

- Group sessions
- BDA Instructor and club coach
- Charity events
- Corporate games
- Irish league

Banana Boating – water based activity

A **banana boat** (or water sled), often referred to simply as a **banana**, is an unpowered recreational boat designed to be pulled by a larger boat. Riders sit astride a large tube which is supported by two smaller tubes which provide balance and footrests, allowing them to experience some of the thrill of moving fast and close to the water much more easily and safely than by water-skiing or surfing and they are therefore a popular ride for children.

The centre is the lead provider in the province for this activity. They can have 4 boats and bananas operating at the one time. Banana boating in the Craigavon lakes is a fun and exciting experience, it is very popular during the summer months. They offer group and private sessions.



Group banana boating in Craigavon lakes

Walking – land based activity

There is an extensive network of walking and cycling paths, which are set within the Parkland around the Craigavon Lakes and are suitable for disabled users and families and incorporate the National Cycle Network Route 9. The route around the two lakes is 3 miles, but there are many more paths besides.

| | |
|---|---|
| <i>Route Type</i> | Forest, Parkland |
| <i>Area of Outstanding Natural Beauty</i> | Other Area |
| <i>Route Description</i> | The starting points to the route are Craigavon Watersports Centre, Brownlow, Craigavon Watersports Centre and Tannaghmore Animal Farm and Gardens |
| <i>Access Information</i> | Take turn-off for Junction 11 on the M1 and follow signs to Portadown and then to the Watersports Centre. Cycling: NCN Route 94 |
| <i>Facilities</i> | Toilets and refreshments are available from the Craigavon Watersports Centre and Tannaghmore Animal Farm |

The paths by the lake lead to a number of visitor attractions including Tannaghmore Animal Farm & Gardens, the Barn Museum and Oxford Island, which are all well sign posted.

Cycling – land based activity

At Craigavon watersports activity centre you can hire a bicycle, so you don't have to worry about getting there with 4 or 5 bicycles and combine your day with other fun outdoor activities or even a bit of sightseeing. It's a great way to do 'something different' with the kids and you'll have the peace of mind that only a centre can offer – parking, refreshments, toilets, bike hire, and other facilities, all in one place.

Craigavon is renowned for its cycling and this centre is the foremost facility of its kind in Northern Ireland. The centre is currently recognised as a 'Centre of Excellence' by Cycling Ulster and squad training for 'Olympic 2012' as already started. The centre offers bicycle hire facilities as well as access to the new 10km family off-road mountain bike trail, which circumnavigates the 2 lakes. Expert instruction is offered if required. The centre offers something for everyone.

The centre holds many different sessions and courses:

- Group sessions
- Touring trips
- Time trails
- Off road track
- Cycling for the disabled
- Tandems
- Pay and play
- Cycling leader award

Orienteering – a land based activity

This is a sport in which participants called orienteers use a detailed, accurate map and a compass to find specific points on a landscape. Orienteering has commonly come to mean a type of competition at which competitors try to navigate across challenging terrain from point to point arriving at the finish first.

Craigavon Watersports centre offers this adventure activity and the trails run throughout the walking trails. It is a very exciting activity and it covers the whole area of the lake.

Team building days

To reward staff, break down barriers, or build on people's strengths. The day/s programme is individually designed with the customers needs on mind. They hold corporate events, Probation groups and School ice breakers.

Climbing

The climbing walls add to the many land based activities now on offer at the centre. They currently have 4 climbing surfaces, auto-belay systems; rope work and belaying the activity are suitable for both individuals and groups. Touring all over the province, the wall is a major attraction at events.

The centre holds many events and sessions:

- Group sessions
- Club
- Climbing for the disabled
- Private Sessions
- Climbing wall supervisors course
- Charity events
- Commercial events

Reasons for growth in adventure tourism within Craigavon Lakes

Whether and how adventure tourism develops in particular destinations will be determined by the following factors:

- **Environmental factors**
- **Historical factors**
- **Accessibility factors**
- **Social factors**

*Reasons for growth
linked to
destination.*

I intend to focus on each of these factors individually to determine the growth in adventure tourism within Craigavon Lakes

Historical factors

Two artificial lakes were created in 1963 to combat flooding in the area due to development of the 'new' city. These two artificial lakes were designed to be used for recreational purposes in order to maximise the potential of this man made area.

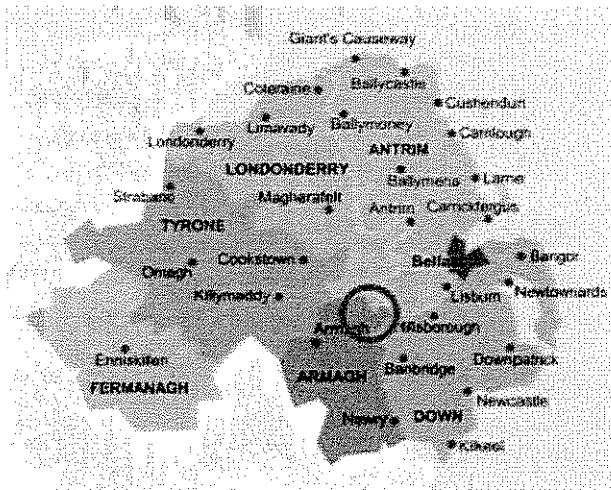
Environmental factors

The creation of two man made lakes is very ideal for every water sport that the Watersports centre offers. The 300 acres of open flat land is ideal for someone who wants to mountain bike.

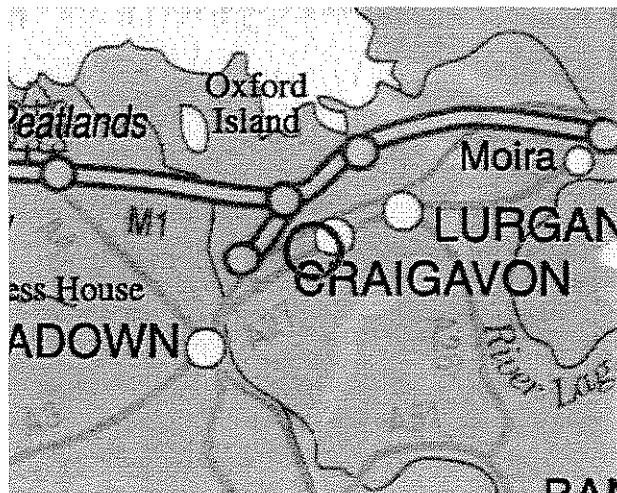
Accessibility factors

Ease of access is a very important factor for the growth of any tourist destination. The Watersports centre is located between two large towns (Portadown and Craigavon). There is a main motorway link (M1) which adjacently links to Belfast in East and Dungannon in west.

Map showing the location of the Watersports centre and its main local towns



A map showing the M1 and the location of Craigavon Watersports centre



Social factors:

More people have increased leisure time and this means that they now will be able to participate in the activities that the Watersports centre offers. Many professionals get paid holidays, the average working hours has decreased, the average number of hours worked has decreased from 45 in 1961 to less than 40 in present day, the majority of employees have between four and five weeks of annual paid holidays. Both the

reductions in hours and longer holidays have enabled people to partake in more of a greater variety of leisure activities, including adventure tourism, especially during the summer months when it is warm and people are looking to participate in Watersports. People now have a growing interest in outdoor activities and fitness. The population of Craigavon is very large as there is increased housing in the Craigavon area.

Knowledge +
understanding of
reasons
for growth
shown

Organisations involved in Development of ATA's in Craigavon Watersports centre

The rapid expansion of the UK Adventure tourism market has been influenced by a variety of organisations. I intend to focus on how the organisations involve themselves in Adventure Tourism.

These organisations are divided up into three parts:

- Public
- Private
- Voluntary

Public sector

All public sector organisations are funded and directed by central government. The aims of the public sector are as follows:

- To improve balance of payments in a country, region or locality
- To aid regional or local economic development
- To help diversify the economy
- To increase income in a country, region or locality
- To generate new employment opportunities
- To promote an area as being politically acceptable place to visit
- To promote tourism development

Craigavon Council

Values and attitudes of Craigavon Council

Vision Statement

Craigavon Borough Council will play a leadership role in protecting its high quality natural resources and fostering a responsibility among its citizens to ensure that the rich fabric of our local environment is appreciated now and passed on to future generations unharmed. An integrated approach to environmental protection, monitoring, conservation and awareness raising is required to ensure that all parts of government, industry and society live up to their environmental responsibilities.

The Council spends £15.5 million providing a wide choice of quality services to the 80,000 people living in the area. The Council provides over 80 services to the local population. Main services include refuse collection and disposal, street cleaning, community development, economic development, environmental health, leisure services, parks provision, arts, tourism development and sports development.

Sustainable Development involves ensuring comfort and quality of life for everyone, now and for following generations, by meeting social, environmental and economic needs. All of us have a responsibility to consider the impacts our actions and decisions may have on a local, and indeed, global level.

Craigavon Borough Council is committed to implementing the principles of sustainable development. They want to make sure that we.

- **Live Within Environmental Limits**
- **Ensure a Strong, Healthy & Just Society**
- **Achieve a Sustainable Economy**
- **Promote Good Governance**
- **Use Sound Science Responsibly**
- **Promote Opportunity & Innovation**

Values / attitudes



These are the key principles set out within the Northern Ireland sustainable development strategy First Steps Towards Sustainability which was published in May 2006.

These principles recognise the links between a healthy environment, a thriving economy and our well-being and quality of life.

Voluntary sector

The voluntary sector compiles up of non profit making organizations, such as registered charities, community groups and pressure groups. Their main aim is to promote special causes, issues and interests to benefit tourists and the local people.

The main source of funding for voluntary organisations is as follows:

Donations

Grants

Membership fees

Admission fees

The voluntary organisation in Craigavon Lakes is as follows:

Funding/Sponsoring for 'Free Sports' Adventurous activities and outdoor pursuits for the disabled by Big Lottery

The **Big Lottery Fund** is a grant-making organization in the UK. It gives out half the money for good causes raised by the National Lottery, giving it a budget of about £630 million a year (as of February 2007). The Big Lottery Fund was created in June 2004 by an administrative merger of the former UK lottery distributors Community Fund and New Opportunities Fund.

The Big Lottery Fund aims to support projects which bring real improvements to communities and the lives of people most in need.

Sports Council for Northern Ireland/ the Big Lottery fund

Community Sport Programme

The Sports Council for Northern Ireland, in partnership with the Big Lottery Fund, announced a planned investment of £2.4m for disadvantaged areas and under-represented groups through the launch of the Community Sport Programme.

To date 20 organisations from across Northern Ireland have been triumphant in securing between £30,000 and £129,000 through the Community Sport Programme. Each organisation is now in a position to employ a Community Sports Development Officer, on a full or part time basis, to plan and deliver a range of activities that meet local needs.

This strand is the first element of the Big Lottery Fund's Community Sport programme. The second element, Active Lifestyles, is worth £2.1 million and was launched last September.

Ultimately, each project, although unique to its own community, aims to use sport and physical activity to achieve a number of outcomes namely:

- increased in levels of participation;
- improved health, fitness and well being;
- increased self-esteem and confidence;
- Enhanced social cohesion leading to improved levels of social capital.

Communities in Craigavon and Lurgan can now create their own wildlife friendly green havens thanks to a new £4 million programme from the Big Lottery Fund.

*Organisations
involved in
ATAs - linked
to destination*

A02

Impacts of Adventure Tourism Activities

UK example

Many adventure tourism activities take place in delicate environments and among people whose culture and traditions are different from our own. In order for this to be sustainable, any tourism development should attempt to make a small impact on both the local environment and local culture.

The positive and negative causes of tourism activity may be;

Economic impacts

Positive effects

- There are increased employment opportunities, over 300 people are employed in a variety of full time, part time and job share contracts, and casual and volunteer posts by the Peak District National Park. Tourism is one of the world's most rapidly growing industries and an important part of the Peak District National Park economy. It is estimated that tourism in the National Park provides around 500 full-time jobs, 350 part-time jobs and 100 seasonal jobs. There are also many more people working in shops and other service industries, whose jobs are also related to tourism. The service sector accounted for 41% of businesses in the National Park in 1997.
- With an increase in tourism, it can cause an increase in both local and regional income, which can be spent to enhance resources and facilities and it will therefore enhance the local way of life.
- Tourism provides an increased income for local shops, which might not remain open if they had to rely on local trade alone.

Negative effects

- Seasonal employment is created as visitor numbers are increased at peak times.
- The increased tourism could cause decline in traditional employment, e.g. farming, as more people are interested in the travel and tourism industry i.e. adventure tourism.

Environmental impacts

Positive effects

- Pollution controls
- Traffic management schemes are in place to keep traffic under control
- Conservation of heritage sites
- Regeneration of derelict sites

Negative effects

- Water pollution
- Air pollution

- Loss of open spaces e.g. trees
- Noise pollution
- Honey pots sites, will attract more people, which can result in crime
- Footpath erosion, as on the different trails the numerous walkers will cause footpath erosion. There are 3,005 km of public rights of way in the Peak District National Park. Heavy use of some routes has caused major erosion, especially on moorlands where damage is exacerbated by loose peat, high rainfall and wind. Particularly heavy wear is caused by off-road vehicles and mountain bikes.
- Damage and disturbance to wildlife - Wildlife may be disturbed by the level of use on some of the moorland that are open to the public. Moorland birds nest and roost on the ground and are therefore especially sensitive to people passing by. Orienteering, mountain biking and hang gliding are likely to cause unexpected disturbance. Climbing can result in the decline of many moorland edge species such as mosses, lichens and cliff-nesting birds.
- Litter of all kinds is both unsightly and can cause pollution, damage to livestock and wild animals. Broken glass is a danger to people and a possible cause of fire.

Social impacts

Positive effects

- With the increased income, they can provide better recreational facilities for local people as well as visitors and this will also enhance their way of life.
- Infrastructure is improved as more roads will be built to accommodate the number of visitors and also enhance the image of the area.

Negative effects

- Increased levels of crime
- Decline in traditional lifestyles, e.g. employment in the primary sector, farming
- Exposure to alternative lifestyles

Understanding of
Positive + negative
impacts

Management of Impacts

The National Park Authority encourages leisure activities that are suitable and do not clash with the Authority's main aim of conserving the natural beauty, wildlife and cultural heritage. The Authority strives to meet the needs of different groups of visitors by providing targeted facilities.

Many visitors drive around, visiting various tourist attractions and this may have caused traffic congestion and other negative impacts. So the Peak District has taken the following action:

- Car parks are provided in popular villages and at beauty spots, often with public toilets and information boards. This is helpful as it reduces traffic congestion. Picnic areas are often sited close to car parks, facilities like these are carefully designed to minimise their impact on the landscape.
- The National Park Authority also considers the needs of disabled people in provisions for recreation. Routes are now suitable for wheelchair users; an adapted fishing platform has been provided at Ladybower and a special bus service is financed by the Boar.
- The National Park Authority is helping residents to set up small businesses to market local products such as crafts, cheeses and honey, to sell to visitors in order to generate a better local economy.
- There are some 13 Information Centres in the Peak District. Centres are open all year at Bakewell, Castleton, Edale and Fairholmes in the Upper Derwent. Touch Screen information points are also open in a number of villages. Bakewell Centre has an average of 500 visits per day. This is very helpful to tourists.

Visitors are more educated on:

- Disturbance of wildlife is a major problem; people are informed to keep dogs on leads and keep of plants and flowers.
- The area is vulnerable to fire, so visitors are advised to take special care and avoid starting fires etc
- Litter is a major problem, so visitors are advised to take litter home, to use bins provided as it can harm the environment as well as the wildlife.
- Soil erosion easily occurs, so visitors are advised to keep on footpaths, don't climb over walls or gates
- Visitors are also advised to ensure they do not pollute streams or rivers

Another method of managing impacts is through traffic management schemes.

This is achieved through

- Parking only in designed places, e.g. car parks and lay-bys
- Providing bus services so that visitors can leave their cars at home and travel
- The road north of Fairholmes is closed to motor vehicles at certain times to provide traffic free areas; this decreases traffic congestion and other traffic problems.
- The South Pennines Integrated Transport Strategy (SPITS) has been devised by the Peak District National Park Transport Forum to control visitor traffic over the next 20 years.

- The Hope Valley Community Rail Partnership aims to encourage the use of buses and trains within this popular valley. Work includes publicity and marketing, enhanced service levels, special events, walks and local arts promotions.

Management Partnership

The Upper Derwent Valley has become so congested that a special Joint Management Scheme has been developed by the National Park Authority, local landowners and other bodies. As a consequence, an Information Centre, cycle hire base, refreshment kiosk and public toilet were opened; parking was re-organised; motor access was restricted so creating closed roads for walking, cycling etc.; a full time Ranger post was established and bus services from towns and cities were encouraged. This partnership approach now extends to other areas in the National Park.

Footpath Management

The National Park Authority assists its element Highway Authorities with the management and maintenance of the public paths network. They aim to resolve conflicts of use and address erosion problems through a wide range of practical measures.

The Pennine Way, the most popular long distance path and with the greatest erosion problems, has been paved for most of its length within the Park. This has prevented further erosion and has led to the re-vegetation of previously eroded peat. I personally feel they should create fences around these paths so that visitors can not walk off the paths and cause erosion and visitors should be educated further.

Dovedale is a honeypot area where the footpath through the dale can be used by up to 1,000 people an hour. To manage this impact a better path has been constructed to cope with this heavy pressure.

Ranger Service

The Peak District National Park Authority Ranger Service provides information and advice to visitors and local communities and resolves instant problems created by visitors. The Rangers carry out practical countryside work and provide rescue services. Conservation Volunteers help with wildlife conservation and practical maintenance.

Interpretation

The Peak District National Park Interpretation Team works with partners and local communities on projects that help people understand the environment and the rich cultural heritage of the Park. Interpretation panels, leaflets and trails help to provide visitors with information.

The Peak District Sustainable Tourism Strategy

The Peak District Sustainable Tourism Strategy was developed in 2000 by the Peak District Rural Development Partnership. It sets out a new vision for tourism in the Peak District:

The aims of the strategy are:

1. to increase visitor spend and maximise the local benefits of that spend
2. to encourage visitors to stay longer
3. to encourage visits throughout the year
4. to attract new visitors (with potential spending power) where appropriate
5. to reduce dependency on the car when visiting the area
6. to deliver for local people and not just visitors
7. to conserve the landscape, including the towns and villages, and their special qualities
8. to enhance visitor enjoyment and understanding of the market towns and rural areas
9. to ensure that the traditional enjoyment of the Peak District will be more accessible to a wider range of people
10. to encourage best use of existing resources

Management of
Impacts in destination

My own recommendations for the management of impacts

- To ensure that a wide range of facilities and amenities are provided in all areas of the Peak to meet all customer needs, so in turn it will retain visitor spending within the Peak District.
- Private organisations should use at least part of the revenue they generate, to invest in projects that will benefit the community. This would in turn, sustain the growth of tourism within the Peak District, while improving the infrastructure and preserving cultural heritage.
- Discount and concessionary rates should be intact for students, children and senior citizens, to help widen access.
- The peak district should use methods used to assess environmental impacts such as employing a ranger to look for footpath erosion and employing someone to measure the exhaust fumes levels in areas that are heavily congested with traffic.

Realistic
Recommendation for
destination

Impacts of Adventure Tourism activities

Economic Impacts

Yosemite is a regional economic powerhouse - contributing significantly contributing to the regional economies of the six counties surrounding it: Fresno, Tuolumne, Mariposa, Madera, Merced, and Mono. Visitors to the park are likely to spend money in towns such as Oakhurst, Mariposa, El Portal, Groveland, Sonora, Merced, Fresno, and Lee Vining.

Positive economic impacts

- There are increased employment opportunities in Yosemite. The DNC P&R at Yosemite is the main concessionaire in Yosemite and employs approximately 1,800 people during the peak summer season. Yosemite National Park employment positions include work in lodging, recreation, retail, food & beverage and employee services. Tourism is one of the world's most rapidly growing industries and an important part of the Peak District National Park economy.

In 2001:

- Yosemite National Park received 3,368,731 visitors, and the average visitor party spent \$116 per night.
- Total visitor spending was \$319.8 million.
- Visitor spending generated \$118.5 million worth of personal income, defined as wage and salary income, and employee benefits for local area residents.
- Tourist dollars supported 8,864 jobs.

This statistic's were took from www.npca.org

- With an increase in tourism, it can cause an increase in both local and regional income, which can be spent to enhance resources and facilities and it will therefore enhance the local way of life.
- Tourism provides an increased income for local shops, which might not remain open if they had to rely on local trade alone

Negative effects

- Seasonal employment is created as visitor numbers are increased at peak times.
- The increased tourism could cause decline in traditional employment, e.g. farming, as more people as interested in the travel and tourism industry i.e. adventure tourism.
- The importance of tourism to the local economy can be illustrated by the impact of the catastrophic 1997 floods that temporarily closed the Park. This caused locally severe economic losses to the areas around the Park. In the most heavily impacted area, Mariposa County, 1997 personal income was reduced by an estimated US\$1,159 per capita (US\$18 million for the entire county) - a 6.6% decline. The county was also estimated to have lost US\$1.67

million in county occupancy and sales tax revenues, and 956 jobs, a significant number in a county of fewer than 16,000 residents.

Environmental impacts

Positive effects

- Pollution controls are intact within Yosemite National Park
- Traffic management schemes are in place to keep traffic under control
- Conservation of heritage sites
- Regeneration of derelict sites

Negative effects

- There are two-hundred miles of winding roads and 840 miles of foot trail have lured tourists, which will create footpath erosion.
- Damage and disturbance to wildlife - Wildlife may be disturbed by the level of use on some of the moorland that are open to the public. Mountain biking are also likely to cause unexpected disturbance. Climbing can result in the decline of many moor land edge species such as mosses, lichens and cliff-nesting birds.
- Litter of all kinds is both unsightly and can cause pollution, damage to livestock and wild animals. Broken glass is a danger to people and a possible cause of fire.
- Vehicle traffic has increased about 30 percent over the last decade. Seven bears were killed by cars on park roads in 2003.
- The number of roads and facilities have been increased to keep pace with the growing visitor numbers and to supply amenities, infrastructure and parking lots for all these tourists. These actions have caused habitat loss in the park and are accompanied by various forms of pollution including air pollution from car emissions. Environmentalists have reported "smog so thick that Yosemite Valley could not be seen from the air". This occasional smog is harmful to all species and vegetation inside the Park. (Source: [Trade and Environment Database](#))
- Noise pollution from vehicles and campsites rivals the Park's natural noises (Yosemite National Park Planning Update). Buildings, roads, and parking lots have marred the aesthetic beauty of the Valley, while visitors are often stuck in traffic hoping to find a parking spot.
- Areas of river banks close to camp sites have been eroded by visitors, destroying natural habitats.

Social impacts

Positive effects

- With the increased income, they can provide better recreational facilities for local people as well as visitors and this will also enhance their way of life.
- Infrastructure is improved as more roads will be built to accommodate the number of visitors and also enhance the image of the area.
- Development continues to encroach on park boundaries, bringing new housing projects and commercial construction - and thousands more people. The newly

opened Chukchansi Casino, one of the state's largest, is just 30 miles down the road, advertising with billboards throughout the region: "Now, Yosemite has a night life." And with the recently approved SilverTip Resort Village, a 47-acre commercial and residential complex slated to go up in the tiny park border town of Fish Camp. All this would benefit the local community as well as tourists.

Negative effects

- Increased levels of crime, there was recently a murder in Yosemite, this would make a huge impact on the visitor numbers, as tourists would feel that Yosemite is not safe. Below is a report of the murder, I have shortened the report, as it was very long:

His first victims were a 43-year-old woman and two teenagers. They were missing for more than a month, and when the FBI located their bodies a cry of "serial killer!" shook the peaceful tranquillity of God's country.

- Decline in traditional lifestyles, e.g. employment in the primary sector, farming
- Exposure to alternative lifestyles

Understanding of
positive + negative
Impacts of
ATAs in
destination

Management of Impacts

- With development and a boost in domestic travel after the Sept. 11 terrorist attacks, visits to the Park are increasing and changing direction. The Park sees 3.5 million visitors annually. Thirty years ago, 80 percent of Yosemite's visitors stayed overnight; now, it's 80 percent day-use. So there are problems in terms of increased income for commercial providers. This issue needs to be addressed; my own personal recommendation would be for the commercial providers, i.e. accommodation providers to lower prices at the high peak time and maybe offer family deals, to make it interesting to the tourists.

The National Park service encourages adventure activities that are suitable and do not clash with the Park services main aim of conserving the natural beauty, wildlife and cultural heritage.

Park Rules from Yosemite Association to protect Yosemite

- Park animals are wild! Do not feed or approach Yosemite's wildlife. Enjoy animals from a safe distance and allow them to find their own natural sources of food.
- Store your food properly, keeping it away from bears and other Yosemite animals. Use food storage lockers when available. Bears are extremely smart, and have damaged over 1000 vehicles this year due to improperly stored food.
- Pets frighten wildlife and disturb hikers. They must be leashed at all times and are not permitted on any park trails with the exception of paved trails on the floor of Yosemite Valley.
- Do not remove any natural objects from the park, including pine cones, rocks, leaves, etc. Collecting natural specimens of any kind or defacing park features deprives other visitors. Leave everything as you found it for others to enjoy. If you must collect something, pick up litter!
- All bicycles, including mountain bikes, must remain on paved roads and designated paved bike paths. They are not allowed on hiking trails or in meadows.
- Motor vehicles must stay on established roads open to public travel. Vehicles are not permitted off-road.
- Firearms and hunting are prohibited in Yosemite National Park. Please report possible hunting violations by calling this anonymous toll-free hotline, 800/800/WARDEN, 5:00 a.m. to 5:00 p.m.
- All public buildings are designated as non-smoking, to decrease the chance of a fire.

- Due to its immense popularity, Yosemite Valley frequently becomes a very crowded in the summer months and on weekends throughout the year. The single loop road that circles the valley floor often becomes choked with traffic on popular summer weekends. The National Park Service provides a free shuttle bus around the loop from various parking areas outside of the valley. They are considering a ban on automobile traffic within the valley; but so far, the shuttle bus is just voluntary.

The need for a regional transportation system

In 1980, increasing automobile traffic was identified in Yosemite's General Management Plan (GMP) as the "single greatest threat to enjoyment of the natural and scenic qualities of Yosemite." Vehicle traffic has increased dramatically, damaging both natural resources and the quality of the visitor experience. From 1993 to 1996, the park entrance was closed several times each year due to gridlock in the Valley. Greatly reducing the number of vehicles in the Valley will allow the elimination of some roads, parking areas and support facilities.

The preferred method of reaching the General Management Plan's goal of "markedly reducing traffic congestion" is to institute a regional transportation system that would allow visitors to leave their cars outside the park and travel by shuttle bus into and around Yosemite Valley. The Yosemite Area Regional Transportation Strategy (YARTS) group - consisting of representatives from local and state government and the NPS - is working on developing a reliable, convenient and affordable alternative transportation system.

Management of impacts in local.

My own recommendations for management

- To make sure that there is an extensive range of facilities and amenities provided in all areas in Yosemite to meet all customer needs and if this happens, it will retain visitor spending within Yosemite.
- Private organisations should use part of the revenue they make, to invest in certain projects that will benefit the community.
- Discount and concessionary rates should be in place for students, children and senior citizens, to help widen access
- Organizations in Yosemite should use methods to assess environmental impacts such as employing a ranger to look for footpath erosion and employing someone to measure the exhaust fumes levels in areas that are heavily congested with traffic.
- They should employ a member from their local community to collect litter on a daily basis, to reduce litter in the area.
- My own personal recommendation would be for the commercial providers, i.e. accommodation providers to lower prices at the high peak time and maybe offer family deals, to make it interesting to the tourists.

Realistic Recommendation

Impacts of Adventure Tourism activities in Craigavon Watersports Centre

Economic impacts

Positive economic impacts

- There is employment: eight full time jobs, five part time jobs and ten seasonal jobs
- Over the last three years the Watersports centre ran a 25 week training course for the unemployed local people and a further 25 week work placements. 90% of the people that took the training course and work placements gained employment, some in the Watersports centre and some throughout Northern Ireland and overseas. The course and placements was funded by new deal and it encouraged employment between 18-30 year olds.
- Craigavon Lake prevents flooding in local residential areas for example Pinebank

Environmental impacts

Positive environmental impacts

- Conservation of area
- The two lakes prevents flooding in local residential areas
- Dredging of water improves habitats for bee orchids/rare sage/grasses
- Nature reserve status
- If lakes had not been created, wasteland would probably by now be residential. Council is now determined to sell the land for residential use and if this happens tourism may increase in the Watersports centre

Negative economic impacts

- Power boat activities for example banana boating create noise pollution and fuel spillage in water, which is a threat to plant/animal life.
- CO₂ is released for exhausts and causes air pollution
- Erosion is caused by off road paths by cycling
- 300 acres of Craigavon lakes contains 500 bee orchids plants, rare sage and grasses
- Nitrates from cleaning products used to clean water equipment may cause pollution

(There are minimal problems due to precautions taken)

Social/cultural

Positive Socio-cultural impacts

- The Watersports centre offers social activities, courses and training for people with all levels of ability and age. They provide lessons on many water sports activities (sailing, kayaking, and water skiing). Instructor courses are also available to enhance professionals' skills so that they can provide a high standard of instruction.
- The Watersports centre provides multi activity days, summer activity days, junior after school club that aims to children to have an enjoyable experience and enhance their way of life.
- Outdoor pursuits are available for disabled people, so that the centre is accessible for all types of people.
- The centre also provides activities for school groups, such as a GCSE PE group to participate in 6-8 week programme in kayaking, orienteering, climbing, cycling. They also offer educational benefits (Duke of Edinburgh awards).
- Team building days to reward staff and to break down barriers – probation groups, corporate events and school ice breakers. These team building days are all very useful to the staff as they develop many skills.

Impact of ATAs in
local destination
both pos + neg

Management of impacts

Management at Craigavon Watersports Centre constantly communicate with the Councils Biodiversity, conservation officers and agencies. They do this to try and reduce the negative impacts in Craigavon Watersports centre.

Ways in which Craigavon Borough council tries to manage the negative impacts are as follows:

- For the spillage of oil – ski boats use heavy fuel oil and this presents a less risk
- Petrol is stored in lockable metal containers to reduce spillages
- Petrol is stored in the correct fuel tanks
- Steel jerry cans are used to transport petrol
- Diesel boats are not to be refuelled on water encase of leakages
- The boats petrol cans are to be removed prior to filling
- Chemicals in water: non toxic chemicals used for cleaning water equipment e.g. boats and canoes
- Erosion of paths/damage to wildlife: when building the cycle trail, the council took advice from biodiversity/conservation officers and directed the trail away from land containing rare bee orchids.
- All waste from Craigavon Watersports Centre is removed and recycled where possible by Craigavon Borough Council.

Management of
Impacts

My own personal recommendations for management

- The Watersports centre should display a code of conduct within the centre grounds for visitors in the area to abide by and this in turn may reduce some problems such as littering
- The should display litter bins around the area, so that visitors would have no need to throw away rubbish on the land and in turn this would enhance the image of the Lakes and Craigavon Watersports centre
- Discount and concessionary rates should be intact for students, children and senior citizens, to help widen access.
- The Council should use methods used to assess environmental impacts such as employing a ranger to look for footpath erosion and employing someone to measure the exhaust fumes, water and noise pollution – to continually monitor the area.

Realistic
Recommendations

MBS

A03

Introduction

Goals and objectives

- Personal enjoyment
- To improve our communication, team work and leadership skills
- Social interaction
- To improve our fitness and health
- Personal development
- To develop personal values for life long learning
- To make sure that everybody participates
- To have a relaxing day away
- To gain knowledge about the environment around us

Before we plan the activity, it is very important that the characteristics of the group need to be taken into consideration. The characteristics of our group are as follows:

- **Size of group** – 12 (including two teachers)
- **Age of group** – 17-19 year olds and two teachers
- **Special needs** – no person in our group has any special needs
- **Length of time activity will last/travel** – under one hour

Introduction

This portfolio on Adventure tourism entails ten students, including myself in our Travel and Tourism class, to organise an adventure activity. We will have to decide on a particular event and we will do this by carrying out a feasibility study on our three proposed adventure activities, so that an informed decision can be made as a group.

The three proposed activities where:

1. Go-Karting
2. Banana Boating/cycling
3. Paintballing

Feasibility study

*Feasibility
Study of
3 venues +
range of
activities
MB2/3*

Go - Carting

Identifying a location for the adventure tourism activity, is it suitable for the chosen activity?

Go-Carting is located in Newry, which is approximately one hour's journey time from our School. Which is a suitable location for are chosen activity.

What are the benefits of the activity to the individuals and group?

The benefits are that you are trained how to drive a go-cart, which will be a fun experience.

How long will the activity trip last?

The activity should last up to two hours.

Have you the expertise to participate?

Yes everyone will have the expertise to participate as you are fully trained on arrival to the go-cart course.

What is the cost of the activity is this affordable and what is included in the price?

The cost of the activity is £35, this is expensive and I don't know if it is affordable for the groups' budget. The training and safety gear is provided within the price.

Transport arrangements

We could use the schools mini bus to get to Newry or we could hire out bus at an extra cost.

Insurance arrangements

The Go -Carting Company sorts out the insurance arrangements and pupils taking part in this adventure activity should get consent form parents/guardians.

Is specialised equipment needed? Who provides it?

Specialised equipment is needed to drive the Go-carts and the Go-carting company provides all specialised equipment free of cost.

Exploratory visit

An exploratory visit is not required

Staffing details

All of the staff has qualifications to teach individuals how to drive a Go-cart and the offer full supervision at all times during the activity.

Is the activity suitable for all members of the group?

Yes the activity is suitable for all members of the group.

Are there any physical ability and fitness constraints?

No there are no physical ability of fitness constraints

Is the size and gender composition of the group an issue?

No the size or gender is not an issue.

Contingency plans for bad weather

We will not have to make a contingency plan for bad weather, as Go-carting takes place indoors.

Health and safety or child protection issues

Risk Assessment for Go-Karting

1. Hazards

- 1.1 Slips, trips and falls
- 1.2 Weather conditions
- 1.3 Equipment
- 1.4 Lack of communications
- 1.5 Transport
- 1.6 Lack of supervision
- 1.7 Extreme of temperature
- 1.8 Falls from heights
- 1.9 Falling objects
- 1.10 Fire
- 1.11 Electricity

| Yes | NO |
|-----|----|
| ✓ | |
| | ✓ |
| ✓ | |
| | ✓ |
| ✓ | |
| ✓ | |
| | ✓ |
| | ✓ |
| | ✓ |
| ✓ | |
| | ✓ |

2. Persons at risk

- 2.1 Staff
- 2.2 Students
- 2.3 Other (specify)

| | |
|---|---|
| ✓ | |
| ✓ | |
| | ✓ |

3. Current controls

The following controls have been reviewed and are considered suitable and sufficient

| Yes | No | N/A |
|-----|----|-----|
|-----|----|-----|

| | | | | |
|-----|---|---|--|--|
| 3.1 | Buses/mini buses are in good condition and are fitted with seat belts | ✓ | | |
| 3.2 | Students are instructed how to use selt belts in the bus | ✓ | | |
| 3.3 | Staff: students ratios are adequate fro the activities to be undertaken | ✓ | | |
| 3.4 | Where particular are required, specific staff | ✓ | | |
| 3.5 | A trainer first aider is available for the duration of | ✓ | | |

| | | | | |
|------|--|---|--|---|
| | the activity | | | |
| 3.6 | 'Adventure activities are only undertaken at licensed centres | ✓ | | |
| 3.7 | Necessary parental consent forms and medical forms are obtained | ✓ | | |
| 3.8 | The activities to be undertaken have been assessed and safety guidelines produced | ✓ | | |
| 3.9 | Where practicable a pre-visit has been made out to check the site | ✓ | | |
| 3.10 | All equipment is checked before use | ✓ | | |
| 3.11 | Known hazards in the area taken into account when planning activities | ✓ | | |
| 3.12 | Whether conditions are checked each day prior to embarking on the activity | | | ✓ |
| 3.13 | An emergency pack with essential items, including means of communication is taken on each trip | ✓ | | |
| 3.14 | Accommodation is checked over for familiarisation, particularly for fire procedures | ✓ | | |
| 3.15 | Students are informed of fire procedures | ✓ | | |
| 3.16 | Students are informed of rules | ✓ | | |
| 3.17 | An emergency contingency plan has been drawn up. | ✓ | | |

Additional current controls

Are there any additional controls that you would expect to see present to control the above hazards in the specific circumstances you are considering? Consider the people, environment, likelihood of injury and potential severity. If so please list them and answer the question 'are they provided or not'.

| | Yes | No |
|------|-----|----|
| 3.18 | | |
| 3.19 | | |
| 3.20 | | |
| 3.21 | | |
| 3.22 | | |

4. Additional controls required

For each of the controls which have received a negative answer (NO) indicate in this section the appropriate additional controls required, along with the individual's name, responsible for reviewing this control.

| | | | |
|-----|--|--|--|
| 4.1 | | | |
| 4.2 | | | |
| 4.3 | | | |
| 4.4 | | | |

5. Residual risk and risk assessment rating

Where applicable the residual risk must be clearly identified and the risk assessment rating defined

5.1 The risk assessment rating is considered to be:

High risk Fatal or major injuries or irreversible health effects to one or more people highly probable.

Medium risk Serious injury or health effects are possible.

Low risk Minor injury or reversible minor health effects may occur.

Insignificant

The activity presents no greater risk than those associated with life in general.

Print name: [REDACTED]

Signature: [REDACTED]

Date: 13/3/07

Security Risk Assessment for Go-Carting

A risk assessment refers to reasoned judgements about the risks and extent of those risks to individual's health, safety and security, based on the application of information which leads to decisions on how risks should be managed. The risk of a hazard harming any individual is increased if we do not identify the hazards and take the corrective action to protect ourselves.

To ensure the health and safety of our group whilst taking part in Go-carting, I have compiled a risk assessment.

| Hazard | People who are at risk | Existing control measures |
|--|------------------------|---|
| Slips, trips or falls | All involved | <ul style="list-style-type: none"> ▪ The staff: student ratio should be adequate for the activities to be undertaken. ▪ All staff must be fully qualified ▪ A trainer in first aid is available for the duration of the activity ▪ The race tracks should be checked for safety reasons and track should be clean with no spillages ▪ Students should be informed of rules before beginning the activity |
| Equipment i.e. Go- carts failing and there is a collision between two drivers | All involved | <ul style="list-style-type: none"> ▪ Students should be instructed on how to use seat belts on Go-carts ▪ Helmets should be worn at all times ▪ Staff should be supervise tracks at all times ▪ A trainer of first aid should be |

| | | |
|----------------------------|--------------|---|
| | | <p>present at all times during the duration of the activity</p> <ul style="list-style-type: none"> ▪ Necessary parental consent and medical forms should be obtained before beginning the activity ▪ Go-carts should be checked for safety measures before the activity begins ▪ Go-carts are checked before use ▪ Students are informed of all rules |
| Fire | All involved | <ul style="list-style-type: none"> ▪ Staff supervision at all times during the duration of activity ▪ A trainer of first aid should be available for the duration of the activity ▪ Students are informed of fire exits and fire procedures ▪ The complex is checked over by pupils undertaking activity for familiarisation |
| Lack of supervision | All involved | <ul style="list-style-type: none"> ▪ Supervision is provided at all times. A member of staff stands at certain locations of the track so that every member of the group is visible |

Feasibility study for Banana Boating/Cycling

Identifying a location for the adventure tourism activity, is it suitable for the chosen activity?

The centre is located beside the Craigavon Lakes halfway between Portadown and Lurgan in Co. Armagh. It was purpose built in 1998 and is the most modern and well equipped centre.

What are the benefits of the activity to the individuals and group?

Cycling will help build physical fitness. It will be an enjoyable day for all group members and it will improve the mood of the group. Banana Boating will build team spirit and it will enhance each group member's confidence. Overall it will provide us as a group with an enjoyable day out.

How long will the activity trip last?

Banana Boating will last one hour and cycling will last one hour also.

Have you the expertise to participate?

This activity is ideal for beginners and the more experienced. The centre caters for all levels of ability and experience. An enclosed area adjacent to the centre is ideal for beginners while a large outer lake offers challenges to those who are ready for a little adventure.

What is the cost of the activity is this affordable and what is included in the price?

The price of **cycling** is £35 as a group, so there is 10 people in our group so that equals till £3.50 per head. This price includes all equipment needed this is a very cost effective activity.

The price of **banana boating** is £90, which equals to £9 per head. This price includes all equipment needed and training.

Transport arrangements

We would use the school's mini-bus as the centre is very close to our School and as our teacher is insured on the min bus, it would be cheaper than hiring out a bus.

Insurance arrangements

The price includes all insurance arrangements and the pupils taking part in this adventure activity will need to get consent from parent/guardian.

Is specialised equipment needed? Who provides it?

Helmets and safety gear is needed for cycling and the centre provides this specialised equipment.

Water sports equipment example life jackets are needed and this equipment is provided by the centre.

Exploratory visit

Exploratory visit if required by group

Staffing details

Teacher will be needed to supervise during the activity. The centre has qualified instructors to provide quality instruction; they do this by offering modern and advanced teaching techniques using specialised equipment.

Is the activity suitable for all members of the group?

Yes this activity is suitable for all members of the group and every member will be able to take part as every member can swim.

Are there any physical ability and fitness constraints?

No there are no physical ability and fitness constraints

Is the size and gender composition of the group an issue?

The size of the group is perfect for both activities

Contingency plans for bad weather

Extreme weather i.e. thunder and lightening will lead to the activity being postponed.

Health and safety or child protection issues

Risk Assessment for Banana Boating

1. Hazards

- 1.1 Slips, trips and falls
- 1.2 Weather conditions
- 1.3 Equipment
- 1.4 Lack of communications
- 1.5 Transport
- 1.6 Lack of supervision
- 1.7 Extreme of temperature
- 1.8 Falls from heights
- 1.9 Falling objects
- 1.10 Fire
- 1.11 Electricity

| Yes | No |
|-----|----|
| | ✓ |
| ✓ | |
| ✓ | |
| ✓ | |
| ✓ | |
| ✓ | |
| ✓ | |
| | ✓ |
| | ✓ |
| | ✓ |
| | ✓ |

2. Persons at risk

- 2.1 Staff
- 2.2 Students
- 2.3 Other (specify)

| | |
|---|------------|
| ✓ | |
| ✓ | |
| ✓ | instructor |

3. Current controls

The following controls have been reviewed and are considered suitable and sufficient

| Yes | No | N/A |
|-----|----|-----|
|-----|----|-----|

| | | | | |
|-----|---|---|--|--|
| 3.1 | Buses/mini buses are in good condition and are fitted with seat belts | ✓ | | |
| 3.2 | Students are instructed how to use selt belts in the bus | ✓ | | |
| 3.3 | Staff: students ratios are adequate fro the activities to be undertaken | ✓ | | |
| 3.4 | Where particular are required, specific staff | ✓ | | |
| 3.5 | A trainer first aider is available for the duration of | ✓ | | |

| | | | | |
|------|--|---|---|--|
| | the activity | | | |
| 3.6 | 'Adventure activities are only undertaken at licensed centres | ✓ | | |
| 3.7 | Necessary parental consent forms and medical forms are obtained | ✓ | | |
| 3.8 | The activities to be undertaken have been assessed and safety guidelines produced | ✓ | | |
| 3.9 | Where practicable a pre-visit has been made out to check the site | | ✓ | |
| 3.10 | All equipment is checked before use | ✓ | | |
| 3.11 | Known hazards in the area taken into account when planning activities | ✓ | | |
| 3.12 | Whether conditions are checked each day prior to embarking on the activity | ✓ | | |
| 3.13 | An emergency pack with essential items, including means of communication is taken on each trip | ✓ | | |
| 3.14 | Accommodation is checked over for familiarisation, particularly for fire procedures | ✓ | | |
| 3.15 | Students are informed of fire procedures | ✓ | | |
| 3.16 | Students are informed of rules | ✓ | | |
| 3.17 | An emergency contingency plan has been drawn up. | ✓ | | |

Teacher visited with previous group

Additional current controls

Are there any additional controls that you would expect to see present to control the above hazards in the specific circumstances you are considering? Consider the people, environment, likelihood of injury and potential severity. If so please list them and answer the question 'are they provided or not'.

| | Yes | No |
|------|-----|----|
| 3.18 | | |
| 3.19 | | |
| 3.20 | | |
| 3.21 | | |
| 3.22 | | |

4. Additional controls required

For each of the controls which have received a negative answer (NO) indicate in this section the appropriate additional controls required, along with the individual's name, responsible for reviewing this control.

| | | | |
|-----|--|--|--|
| 4.1 | | | |
| 4.2 | | | |
| 4.3 | | | |
| 4.4 | | | |

5. Residual risk and risk assessment rating

Where applicable the residual risk must be clearly identified and the risk assessment rating defined

5.1 The risk assessment rating is considered to be:

High risk Fatal or major injuries or irreversible health effects to one or more people highly probable.

Medium risk Serious injury or health effects are possible.

Low risk Minor injury or reversible minor health effects may occur.

Insignificant

The activity presents no greater risk than those associated with life in general.

Print name: _____

Signature: _____

Date: 13/03/07

Risk Assessment for Cycling

1. Hazards

- 1.1 Slips, trips and falls
- 1.2 Weather conditions
- 1.3 Equipment
- 1.4 Lack of communications
- 1.5 Transport
- 1.6 Lack of supervision
- 1.7 Extreme of temperature
- 1.8 Falls from heights
- 1.9 Falling objects
- 1.10 Fire
- 1.11 Electricity

| | Yes | No |
|---|-----|----|
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| | | ✓ |

2. Persons at risk

- 2.1 Staff
- 2.2 Students
- 2.3 Other (specify)

| |
|---|
| ✓ |
| ✓ |
| |

3. Current controls

The following controls have been reviewed and are considered suitable and sufficient

| Yes | No | N/A |
|-----|----|-----|
|-----|----|-----|

| | | | | |
|------------|---|---|--|--|
| 3.1 | Buses/mini buses are in good condition and are fitted with seat belts | ✓ | | |
| 3.2 | Students are instructed how to use selt belts in the bus | ✓ | | |
| 3.3 | Staff: students ratios are adequate fro the activities to be undertaken | ✓ | | |
| 3.4 | Where particular are required, specific staff | ✓ | | |
| 3.5 | A trainer first aider is available for the duration of | ✓ | | |

| | | | | |
|------|--|---|---|--|
| | the activity | | | |
| 3.6 | 'Adventure activities are only undertaken at licensed centres | ✓ | | |
| 3.7 | Necessary parental consent forms and medical forms are obtained | ✓ | | |
| 3.8 | The activities to be undertaken have been assessed and safety guidelines produced | ✓ | | |
| 3.9 | Where practicable a pre-visit has been made out to check the site | | ✓ | |
| 3.10 | All equipment is checked before use | ✓ | | |
| 3.11 | Known hazards in the area taken into account when planning activities | ✓ | | |
| 3.12 | Whether conditions are checked each day prior to embarking on the activity | ✓ | | |
| 3.13 | An emergency pack with essential items, including means of communication is taken on each trip | ✓ | | |
| 3.14 | Accommodation is checked over for familiarisation, particularly for fire procedures | ✓ | | |
| 3.15 | Students are informed of fire procedures | ✓ | | |
| 3.16 | Students are informed of rules | ✓ | | |
| 3.17 | An emergency contingency plan has been drawn up. | ✓ | | |

Teacher visited with previous group

Additional current controls

Are there any additional controls that you would expect to see present to control the above hazards in the specific circumstances you are considering? Consider the people, environment, likelihood of injury and potential severity. If so please list them and answer the question 'are they provided or not'.

| | Yes | No |
|------|-----|----|
| 3.18 | | |
| 3.19 | | |
| 3.20 | | |
| 3.21 | | |
| 3.22 | | |

4. Additional controls required

For each of the controls which have received a negative answer (NO) indicate in this section the appropriate additional controls required, along with the individual's name, responsible for reviewing this control.

| | | | |
|-----|--|--|--|
| 4.1 | | | |
| 4.2 | | | |
| 4.3 | | | |
| 4.4 | | | |

5. Residual risk and risk assessment rating

Where applicable the residual risk must be clearly identified and the risk assessment rating defined

5.1 The risk assessment rating is considered to be:

High risk Fatal or major injuries or irreversible health effects to one or more people highly probable.

Medium risk Serious injury or health effects are possible.

Low risk Minor injury or reversible minor health effects may occur.

Insignificant

The activity presents no greater risk than those associated with life in general.

Print name: [REDACTED]

Signature: [REDACTED]

Date: 13/03/07

C

E

Security Risk Assessment for Banana Boating/cycling

| Hazard | People who are at risk | existing control measures |
|------------------------|-------------------------------|--|
| Slips, falls and trips | All involved | <ul style="list-style-type: none"> ▪ The staff: student ratio should be adequate for the activities to be undertaken. ▪ All staff must be fully qualified ▪ A trainer in first aid is available for the duration of the activity ▪ The tracks should be checked for safety reasons and track should be clean with no spillages ▪ Students should be informed of rules before beginning the activity ▪ Each member of the group is provided with safety gear i.e. helmet and knee pads. |
| Weather conditions | All involved | <ul style="list-style-type: none"> ▪ Weather conditions are checked each day prior to embarking on the activity ▪ An emergency contingency plan has been drawn up |
| Equipment failing | All involved | <ul style="list-style-type: none"> ▪ Equipment should be checked for safety measures before the activity begins ▪ Helmets should be |

| | | |
|--------------------------|--------------|---|
| | | <ul style="list-style-type: none"> worn at all times ▪ A trainer of first aid should be present at all times during the duration of the activities ▪ Students are instructed what they should do in emergencies. ▪ Students should be informed about the rules |
| Lack of communications | All involved | <ul style="list-style-type: none"> ▪ Group should be informed about information on a regular basis ▪ An emergency pack is available with essential items such as a mobile phone ▪ The group should organise a meeting point, encase any member of the group gets lost. |
| Transport | All involved | <ul style="list-style-type: none"> ▪ Mini buses are in good condition and are fitted with seatbelts ▪ Students are advised to wear seatbelts on the mini bus ▪ An emergency pack with essential items, including means of communication should be available at all times |
| Lack of supervision | Pupils | <ul style="list-style-type: none"> ▪ Teacher always present with pupils ▪ Staff: student ratios are adequate for the activities to be undertaken |
| Extremes of temperatures | All involved | <ul style="list-style-type: none"> ▪ All involved should bring |

| | | |
|-----------------------------------|--------------|---|
| | | appropriate clothing |
| Fall from heights/falling objects | All involved | <ul style="list-style-type: none"> ▪ Safety gear worn wear necessary ▪ The staff: student ratio should be adequate for the activities to be undertaken. ▪ All staff must be fully qualified ▪ A trainer in first aid is available for the duration of the activity ▪ The cycling tracks should be checked for safety reasons and track should be clean with no spillages ▪ Students should be informed of rules before beginning the activity |

Feasibility study for Paint-balling

Identifying a location for the adventure tourism activity, is it suitable for the chosen activity?

The Paint balling complex is in Bandbridge in Co. Down.

What are the benefits of the activity to the individuals and group?

This activity is a group activity so you can work with your friends. It will be an enjoyable day for all group members and it will improve the mood of the group. It will build team spirit and it will enhance each group member's confidence. Overall it will provide us as a group with an enjoyable day out.

How long will the activity trip last?

You can choose between half a day and a full day

Have you the expertise to participate?

This activity is ideal for all individuals.

What is the cost of the activity is this affordable and what is included in the price?

| Rates | Full day | Half day |
|--|-----------------|-----------------|
| Basic rate | £10 | £6 |
| 200 rate = basic rate + 200 paintballs | £20 | £16 |
| 500 rate = basic rate + 500 paintballs | £36 | £32 |
| 1000 rate = basic rate + 1000 paintballs | £60 | £56 |

Extra paint

100 paintballs = £7

500 paintballs = £32

Transport arrangements

We would use the school's mini-bus and as our teacher is insured on the min bus, it would be cheaper than hiring out a bus.

Insurance arrangements

The price includes all insurance arrangements and the pupils taking part in this adventure activity will need to get consent from parent/guardian.

Is specialised equipment needed? Who provides it?

Helmets and safety gear is needed for paint-balling and the centre provides this specialised equipment.

Exploratory visit

Exploratory visit is not required

Staffing details

Teacher will be needed to supervise during the activity but the complex does offer supervision, marshals are watching our each group to ensure safety at all times.

Is the activity suitable for all members of the group?

Yes this activity is suitable for all members of the group

Are there any physical ability and fitness constraints?

No there are no physical ability and fitness constraints

Is the size and gender composition of the group an issue?

The size of the group is perfect for both activities

Contingency plans for bad weather

Extreme weather i.e. thunder and lightening will lead to the activity being postponed.

Health and safety or child protection issues

Risk Assessment for Paintballing

1. Hazards

- 1.1 Slips, trips and falls
- 1.2 Weather conditions
- 1.3 Equipment
- 1.4 Lack of communications
- 1.5 Transport
- 1.6 Lack of supervision
- 1.7 Extreme of temperature
- 1.8 Falls from heights
- 1.9 Falling objects
- 1.10 Fire
- 1.11 Electricity

| | Yes | NO |
|---|-----|----|
| ✓ | | |
| ✓ | | |
| ✓ | | |
| | | ✓ |
| ✓ | | |
| ✓ | | |
| | | ✓ |
| ✓ | | |
| ✓ | | |
| ✓ | | |
| | | ✓ |

2. Persons at risk

- 2.1 Staff
- 2.2 Students
- 2.3 Other (specify)

| |
|---|
| ✓ |
| ✓ |
| ✓ |

3. Current controls

The following controls have been reviewed and are considered suitable and sufficient

| Yes | No | N/A |
|-----|----|-----|
|-----|----|-----|

| | | | | |
|-----|---|---|--|--|
| 3.1 | Buses/mini buses are in good condition and are fitted with seat belts | ✓ | | |
| 3.2 | Students are instructed how to use seat belts in the bus | ✓ | | |
| 3.3 | Staff: students ratios are adequate fro the activities to be undertaken | ✓ | | |
| 3.4 | Where particular are required, specific staff | ✓ | | |
| 3.5 | A trainer first aider is available for the duration of | ✓ | | |

| | | | | |
|------|--|---|---|--|
| | the activity | | | |
| 3.6 | 'Adventure activities are only undertaken at licensed centres | ✓ | | |
| 3.7 | Necessary parental consent forms and medical forms are obtained | ✓ | | |
| 3.8 | The activities to be undertaken have been assessed and safety guidelines produced | | ✓ | |
| 3.9 | Where practicable a pre-visit has been made out to check the site | ✓ | | |
| 3.10 | All equipment is checked before use | ✓ | | |
| 3.11 | Known hazards in the area taken into account when planning activities | ✓ | | |
| 3.12 | Whether conditions are checked each day prior to embarking on the activity | ✓ | | |
| 3.13 | An emergency pack with essential items, including means of communication is taken on each trip | ✓ | | |
| 3.14 | Accommodation is checked over for familiarisation, particularly for fire procedures | ✓ | | |
| 3.15 | Students are informed of fire procedures | ✓ | | |
| 3.16 | Students are informed of rules | ✓ | | |
| 3.17 | An emergency contingency plan has been drawn up. | ✓ | | |

Additional current controls

Are there any additional controls that you would expect to see present to control the above hazards in the specific circumstances you are considering? Consider the people, environment, likelihood of injury and potential severity. If so please list them and answer the question 'are they provided or not'.

| | | Yes | No |
|------|--|-----|----|
| 3.18 | | | |
| 3.19 | | | |
| 3.20 | | | |
| 3.21 | | | |
| 3.22 | | | |

4. Additional controls required

For each of the controls which have received a negative answer (NO) indicate in this section the appropriate additional controls required, along with the individual's name, responsible for reviewing this control.

| | | | |
|-----|---------------------------|---|--|
| 4.1 | Teacher gives a pre-visit | ✓ | |
| 4.2 | Equipment provided | ✓ | |
| 4.3 | Fire regulation in place | ✓ | |
| 4.4 | | | |

5. Residual risk and risk assessment rating

Where applicable the residual risk must be clearly identified and the risk assessment rating defined

5.1 The risk assessment rating is considered to be:

High risk Fatal or major injuries or irreversible health effects to one or more people highly probable.

Medium risk Serious injury or health effects are possible.

Low risk Minor injury or reversible minor health effects may occur.

Insignificant The activity presents no greater risk than those associated with life in general.

Print name: Stacey Donaghy

Signature: Stacey Donaghy

Date: 12/13/07

Risk assessment for paint-balling

| Hazard | People who are at risk | Existing control measures |
|--------------------------------------|------------------------|---|
| Slips, trips or falls | All involved | <ul style="list-style-type: none"> ▪ The staff: student ratio should be adequate for the activities to be undertaken. ▪ All staff must be fully qualified ▪ A trainer in first aid is available for the duration of the activity ▪ The complex should be checked for safety reasons and track should be clean with no spillages ▪ Students should be informed of rules before beginning the activity ▪ Each member of the group is provided with safety gear i.e. helmet and knee pads. |
| Extreme weather conditions | All involved | <ul style="list-style-type: none"> ▪ All involved should bring suitable clothing ▪ Rearrange another date to visit the attraction |
| Lack of supervision | All involved | <ul style="list-style-type: none"> ▪ Teacher always present with pupils ▪ Staff: student ratios are adequate for the activities to be undertaken ▪ Supervision is provided by the marshals to ensure group safety |
| Falling objects/falling from heights | All involved | <ul style="list-style-type: none"> ▪ Safety gear worn wear necessary |

| | | |
|-------------|--------------|--|
| | | <ul style="list-style-type: none"> ▪ Helmets are provided in the case of a falling object ▪ The staff: student ratio should be adequate for the activities to be undertaken. ▪ All staff must be fully qualified ▪ A trainer in first aid is available for the duration of the activity ▪ The cycling tracks should be checked for safety reasons and track should be clean with no spillages ▪ Students should be informed of rules before beginning the activity |
| Fire | All involved | <ul style="list-style-type: none"> ▪ Fire safety issues are in place in the complex ▪ Staff supervision at all times during the duration of activity ▪ A trainer of first aid should be available for the duration of the activity ▪ Students are informed of fire exits and fire procedures ▪ The complex is checked over by pupils undertaking activity for familiarisation |
| Getting hit | All involved | <ul style="list-style-type: none"> ▪ Students are informed of rules at the beginning of the activity; you are not allowed to |

| | | |
|---------------|--------------|--|
| | | <p>hit anyone within 6 metres.</p> <ul style="list-style-type: none"> ▪ Marshals are supervising at all times ▪ A trainer of first aid should be available for the duration of the activity |
| Facial injury | All involved | <ul style="list-style-type: none"> ▪ Marshals are supervising at all times ▪ A trainer of first aid should be available for the duration of the activity ▪ Students are informed of the rules |

Good work!

Go-carting

Below is a table portraying the advantages and disadvantages of this proposed activity.

| Advantages | Disadvantages |
|------------------------------------|---|
| Its fun and enjoyable experience | The longest journey travel |
| You are trained to drive a Go-cart | Expensive |
| Training and safety gear provided | It can be dangerous if go-carts are not drove right |
| All staff are fully qualified | Need parental consent |
| Its indoor | |

Banana Boating/cycling

Below is a table portraying the advantages and disadvantages of this proposed activity

| Advantages | Disadvantages |
|---|--|
| Its fun and enjoyable | There is health and safety aspects |
| Low cost | Every individual needs permission to take part in these adventure activities |
| Banana boating is more accessible than the other adventure activities | |
| Craigavon is a familiar area | |
| A lot more information would be gathered as we would be taking part in two adventure activities | |
| There are qualified instructors | |
| All equipment is provided | |

Paint-balling

Below is a table portraying the advantages and disadvantages of this proposed activity

| Advantages | Disadvantages |
|--|--|
| It would be fun and exciting | Expensive |
| You can choose between a half day and a full day | Extra paint is available at extra cost |
| The complex provides all safety equipment | Very sore when hit with a paintball |
| Supervision is provided by the company | Health and safety aspects |
| | |

Justification of our group's choice

After analysing each adventure tourism activity, in to advantages and disadvantages we decided as a group that Banana boating/cycling would be the most suitable choice for the group. We came to this decision by considering the location of the banana boating/cycling compared to the other activities' and banana boating/cycling is more accessible from our school and it is also a familiar area.

We also considered the cost of each activity and Banana boating/cycling was a lower cost than the other two activities. The Banana boating and cycling is £10 for activities, so its good value for money and there would also be a lot of scope to work with on our portfolio as we are going to participate in two activities.

If the weather is in bad condition and the temperature of the water is too cold to participate in banana boating, our contingency plan is to do rock climbing instead. The two activities that we are intending to do, are well suited to our group, as our group consists of 10 students.

Our group thought that banana boating and cycling, would suit all our groups needs, as both activities are very enjoyable. Both of the activities are also fully supervised and banana boating/cycling would be safer than paintballing and Go-karting.

Banana boating/cycling had more advantages and less disadvantages than the other two activities, so that finalised are choice.

Planning of Adventure tourism activity (AO3)

Roles + Responsibilities

Below is a table of roles allocated to each of the members of my group:

| Name of member | Task allocated |
|---------------------------------|---|
| Christopher Mc Conville | To contact the provider and book the Water sports centre. |
| Joseph Molloy | To arrange transport to and from the Water sports centre. The mini bus booking sheet is included in (appendix 5) |
| Martin Boyle | To collect money off each member of the group. |
| XXXXXXXXXXXXXXXXXXXX | To write out a detailed risk assessment and contingency plan. Evidence of this is included in my portfolio. (Appendix 4) |
| Miss P Mallon (Group Leader) | To visit the Water sports centre before we undertake the activities. To design an adventure tourism witness statement; which will help us evaluate our own performance as well as the team's performance. The witness statement will include our own personal contribution to the group activity, our demonstration of listening skills, our interactions with others, skills development, our initiative in problem solving and the teachers' suggestions for improvements. This witness statement will be included in (Appendix 3) |
| Ronan O'Hara | To contact the principal for approval for our educational visit to the Water sports centre. Proforma from schools trips policy to be completed and signed. Evidence of this is included in (Appendix 2) |
| Ciaran Mc Geown | To distribute parental consent letters and collect letters off each member of the group. A copy of the parental consent is included in (Appendix 6) |
| Chantelle Mc Alinden | To write up a code of behaviour for each member of our group to have and to find a cover teaching for the teachers that will be supervising us on our activities. A copy of the code of behaviour is included in the school trips policy form and a staff absence request form is also included in (Appendix 1 and 2) |
| Louise Mc Cavigan | To compile a survey for each member of the group to monitor our performance. |
| Teacher/ instructor pro-forma | To complete a Teacher instructor pro- |

Own Contribution

My roles and tasks allocated to me

At the planning stage of the project I was allocated the task to write up a detailed risk assessment and a contingency plan, along with another member of my group. I have included the three detailed risk assessments that I devised in my appendix. We shared this task as it was a time consuming task. We both equally shared information together to complete a detailed risk assessment and contingency plan. I found when I was writing up a detailed risk assessment that the hazards repeated themselves as all activities where similar, in relation to hazards.

Own Record of involvement

As this was a small scale project, there were not that many tasks to complete. But during the feasibility study I researched Go-Carting in Newry, I done this by researching the net and phoning the complex to find out details in relation to our feasibility study.

Problems encountered with the roles and tasks allocated to me

When carrying out the individual tasks allocated to me, I encountered very little problems. However, with careful planning and thinking I was soon able to overcome these problems and continue to succeed. The problems are described in each point below:

- A minor problem I encountered was when I was researching Go-Carting as a possible adventure activity, I came across to much information so I had to go through everything and summarise all my points. With all my information I highlighted each different point and put them in bullet point form. So that the problem could be solved and my research would be easy and useful to read.
- When I was researching my computer shut down and I lost all information, so I had to find another available computer and research the information again.
- When our group were deciding on roles for each member, one member of the group was absent, so we had to withhold it back for a day until the absentee was present. We done this because, we wanted to give everyone a fair share of tasks and roles. This was the reason we did not meet our deadline.

Problem Solving

Below is a table of dates and deadlines:

| Task /dates | Deadline date/date | Completed date | Deadline met? |
|---|--------------------|----------------|---------------|
| Meeting to discuss feasibility options – agreed activities (Banana Boating/Mountain | 6/03/07 | 06/03/07 | N/A |

| | | | |
|--|--|----------|--|
| Biking at Craigavon lakes) | | | |
| Christopher Mc Conville to contact for available dates/activities and clarify price of chosen activity | 6/03/07 | 6/03/07 | Yes |
| Ronan O' Hara to seek permission from the principal | 6/03/07 | 6/03/07 | Yes |
| Date and time was agreed for our chosen activity (Banana boating/Mountain Biking at Craigavon lakes) | Date agreed (Tuesday 27 th March 1.15-3.15p.m) Banana Boating only if weather permits (otherwise climbing and biking) | N/A | N/A |
| Agreed deadlines for roles | 20/03/07 | 21/03/07 | No |
| Parental consent forms distributed | 20/03/07 | 20/03/07 | Yes |
| All parental consent forms and money to be collected by Ciaran Mc Geown and Martin Boyle | 23/03/07 | 22/03/07 | Yes, we met this deadline before the issued date, as every member in the group had handed in the consent form and money at an appropriate time |
| Adventure Tourism Activity Checklist Completed | 23/03/07 | 23/03/07 | Yes |

Ability to meet deadlines

How I contributed during the activity

Throughout the planning process, I personally believe that I played a very effective role by most importantly handling all task allocated to me in the best possible way. I supported and encouraged each member of my group whilst participating in the activities. This in turn developed effective team working skills I did notice that when we where participating in the activities, some members of the group found it difficult, so I gave them help. I fully participated in all activities and this helped enhance my confidence, especially when we were rock climbing as I was afraid of heights, but I overcame my fear with determination and help from group members.

Contribution to activity

Adventure activity checklist

1. Requirements of the adventure tourism activities

Banana Boating

Equipment - We are required to bring: our own swimming costume, towels, change of clothes and an old pair of trainers. The Watersports centre supplied us with the specialised equipment i.e. wet suits and life jacket, this equipment was all supplied in the cost.

Transport - We travelled to and from the watersports centre in our school minibus, in which one of the members of our group had arranged previously. Transport is not provided by the watersports centre.

Cycling

Equipment - The watersports centre provided us with the equipment; Mountain bikes and head gear. We were not required to bring any of our own equipment.

Transport - We travelled to and from the watersports centre in our school minibus, in which one of the members of our group had arranged previously. Transport is not provided by the watersports centre.

Rock Climbing

Equipment - The watersports centre provided us with the specialised equipment to carry out this activity; a special harness and protective head gear. We were not required to bring any of our own equipment.

Transport - We travelled to and from the watersports centre in our school minibus, in which one of the members of our group had arranged previously. Transport is not provided by the watersports centre.

2. Our reasons for doing the adventure tourism activities and the benefits we hope to gain.

Perceived benefits' of planning and participating in the adventure tourism activity for individual and group

*Perceived
benefits.*

- **To improve our communication, team work and leadership skills** - communication is a very important aspect. We will benefit from communicating. We hope to develop our written and verbal communication skills from planning and participating. For example working as a team we should develop our verbal communication skills by contacting the various providers to book activities, this should further develop our verbal communication. Our written communication skills should be developed by writing up our portfolio, risk assessments and parental consent letters.

- **To interaction with our group on a social basis as well as an educational basis** - we will be getting along with each other in a non school environment and we will still be educating ourselves as we are participating in some activities that we haven't done before.

- **To improve our fitness and health by participating in all activities** – by participating in all the activities we will improve our health and fitness. They cycling activity should improve our cardio fitness, climbing should improve our upper body strength and banana boating will improve all of our muscles

- **To develop personal values for life long learning** – by participating in the planning and in all the activities we will gain many life skills and qualities, which we will be able to use throughout our whole life. The skills and qualities we will gain will benefit us in future work environments. For example I gained adequate knowledge on how to write up risk assessments etc this could benefit me if I ever worked for a company that deals with water sports activities etc. Also from working in a team, we will develop team working skills, this would be important in a workplace as the work may involve people working together to achieve a common goal.

- **To have a relaxing day away with our group** – I hope to have a relaxing day away from the pressures of school, as at this time of the year, everyone is under pressure with exams.

- **To gain knowledge about the environment around us** – I hope to gain knowledge about the environment, as some individuals have not been around the lakes, they may gain some valuable knowledge.

- **Personal enjoyment** – we hope that it will be a good day out and that we will have a good laugh from participating in the activities, especially banana boating as it is an activity that most of the group has participated in.

Benefits for group

Cycling will help build physical fitness. It will be an enjoyable day for all group members and it will improve the mood of the group. It will also help us to gain knowledge about the environment surrounding us.

Banana Boating will build team spirit and it will enhance each group member's confidence. It will also help develop our team working skills, as every member has to work together to stay on the boat. It will also improve our fitness and it will provide us as a group with an enjoyable day out.

Rock-climbing will also help build physical fitness and it will also enhance each member of the group's confidence as rock climbing is a challenging activity, we will also be socially interacting with each other. It will also benefit us in that we will develop skills for life long learning.

✓
Analysis of
benefits
MB3

have to work together to stay on the boat. It will also improve our fitness and it will provide us as a group with an enjoyable day out.

Rock-climbing will also help build physical fitness and it will also enhance each member of the group's confidence as rock climbing is a challenging activity, we will also be socially interacting with each other. It will also benefit us in that we will develop skills for life long learning.

3. Objectives of Adventure tourism activities

Our main objectives and goals of these adventure tourism activities are as follows:

- Personal enjoyment
- To improve our communication, team work and leadership skills
- Social interaction
- To improve our fitness and health
- Personal development
- To develop personal values for life long learning
- To make sure that everybody participates
- To have a relaxing day away
- To gain knowledge about the environment around us

4. How the Adventure tourism activities can be evaluated in terms of the objectives

Throughout the planning of our project we will always refer back to our aims and objectives and we will alter them accordingly if we believe that they are not as smart as we had thought.

We could evaluate each of the activities in terms of the objectives by:

- Producing a questionnaire to each individual in our group to find out how the chosen activity went
- We will also use feedback from both are teachers as a form of evaluation as they will briefly explain there own evaluation of our planning, team work and overall participation
- By using our own observations and experiences
- From feedback from instructor

5. Resources needed (physical, human, equipment)

Physical resource needs

Physical resources include materials, equipment, venues, premises and facilities. The materials and equipment required for projects and events are as diverse as the project itself. We identified the physical resources by listing all of the group's requirements through a discussion.

As a group we need to make sure that all aspects of the physical resources are covered long before we participated in the adventure activities, this is so there is no confusion on the day.

We have physical resources which will aid us:

- We have the school minibus which won't have as big an impact on our budget as a private coach would have and this allows us more flexibility with our financial resources.
- Computer – to write out our portfolio
- Money – from each person in our group for the activities to take place
- Camera – to take photographs of our group participating in each activity
- The specialised equipment for each activity – which is provided by the Watersports centre

6. Dates, time, duration

| Activity | Date | Time | Duration |
|-----------------|----------|----------|------------|
| Rock – climbing | 22/3/07 | 1.15 p.m | 45 minutes |
| Cycling | 22/03/07 | 2.00 p.m | 45 minutes |
| Banana Boating | 22/03/07 | 2.45 p.m | 30 minutes |

7. Features of our group

The features of our group are as follows:

- **Size of group** – 10 students and 2 teachers
- **Age of group** – 17-19 year olds and two teachers
- **Special needs** – no person in our group has any special needs
- **Length of time activity will last/travel** – under one hour

8. Provider location and facilities offered

The Watersports centre is located in the heart of Northern Ireland, on the southern shores of Lough Neagh; Craigavon offers visitors a blend of town and country landscapes. The area embraces the historic towns of Lurgan and Portadown and many charming villages.

Within this rich tapestry of lakeland, parks and towns, visitors will find a host of activities for all the family to enjoy.

9. Range and choice of Adventure Tourism Activities available

Craigavon is renowned for its Watersports and **Craigavon Watersports Centre** is the foremost facility of its kind in Northern Ireland. Expert instruction is offered in a wide range of water sports in a safe environment including:

- water-skiing
- windsurfing
- canoeing

Planning

- sailing
- Banana boating.

Activities also extend on-land including orienteering, cycling and team building games.

10. Booking arrangements

Christopher Mc Conville contacted the Watersports centre for available dates/activities and he clarified the price of chosen activities. When he phoned they offered us another activity (Rock-climbing) in with the price.

11. Transport requirements and arrangements

| | |
|---------------|---|
| Joseph Molloy | To arrange transport to and from the Water sports centre. |
|---------------|---|

He arranged to book the school's mini bus in advance so that there was no hassle was caused on the day of the trip to the Watersports centre. The school's mini bus was free of cost because the Watersports centre was close by.

12. Costs/Value for money/payment

The cost of the three activities was £10, the specialised equipment and instruction was included in this price. I personally thought that it was excellent value for money.

13. Full risk assessment

The risk assessment is completed for the three activities; there are current controls in place to minimize risk assessed. Below is the three Risk Assessments:

Risk Assessment for Banana Boating

1. Hazards

| | Yes | NO |
|----------------------------|-----|----|
| 1.1 Slips, trips and falls | ✓ | |
| 1.2 Weather conditions | ✓ | |
| 1.3 Equipment | ✓ | |
| 1.4 Lack of communications | ✓ | |
| 1.5 Transport | ✓ | |
| 1.6 Lack of supervision | ✓ | |
| 1.7 Extreme of temperature | ✓ | |
| 1.8 Falls from heights | | ✓ |
| 1.9 Falling objects | | ✓ |
| 1.10 Fire | | ✓ |
| 1.11 Electricity | | ✓ |

2. Persons at risk

| | |
|-----------|---|
| 2.1 Staff | ✓ |
|-----------|---|

- 2.2 Students
2.3 Other (specify)

instructor

3. Current controls

The following controls have been reviewed and are considered suitable and sufficient

| | | Yes | No | N/A |
|------|--|-----|----|-----|
| 3.1 | Buses/mini buses are in good condition and are fitted with seat belts | ✓ | | |
| 3.2 | Students are instructed how to use seat belts in the bus | ✓ | | |
| 3.3 | Staff: students ratios are adequate fro the activities to be undertaken | ✓ | | |
| 3.4 | Where particular are required, specific staff | ✓ | | |
| 3.5 | A trainer first of first aide is available for the duration of the activity | ✓ | | |
| 3.6 | 'Adventure activities are only undertaken at licensed centres | ✓ | | |
| 3.7 | Necessary parental consent forms and medical from are obtained | ✓ | | |
| 3.8 | The activities to be undertaken have been assessed and safety guidelines produced | ✓ | | |
| 3.9 | Where practicable a pre-visit has been made out to check the site | | ✓ | |
| 3.10 | All equipment is checked before use | ✓ | | |
| 3.11 | Known hazards in the area taken into account when planning activities | ✓ | | |
| 3.12 | Whether conditions are checked each day prior to embarking on the activity | ✓ | | |
| 3.13 | An emergency pack with essential items, including means of communication is taken on each trip | ✓ | | |
| 3.14 | Accommodation is checked over for familiarisation, particularly fro fire procedures | ✓ | | |
| 3.15 | Students are informed of fire procedures | ✓ | | |

Teacher visited with previous group

| | | | | |
|------|--|---|--|--|
| 3.16 | Students are informed of rules | ✓ | | |
| 3.17 | An emergency contingency plan has been drawn up. | ✓ | | |

Additional current controls

Are there any additional controls that you would expect to see present to control the above hazards in the specific circumstances you are considering? Consider the people, environment, likelihood of injury and potential severity. If so please list them and answer the question 'are they provided or not'.

| | | Yes | No |
|------|--|-----|----|
| 3.18 | | | |
| 3.19 | | | |
| 3.20 | | | |
| 3.21 | | | |
| 3.22 | | | |

4. Additional controls required

For each of the controls which have received a negative answer (NO) indicate in this section the appropriate additional controls required, along with the individual's name, responsible for reviewing this control.

| | | | |
|-----|--|--|--|
| 4.1 | | | |
| 4.2 | | | |
| 4.3 | | | |
| 4.4 | | | |

5. Residual risk and risk assessment rating

Where applicable the residual risk must be clearly identified and the risk assessment rating defined

5.1 The risk assessment rating is considered to be:

High risk Fatal or major injuries or irreversible health effects to one or more people highly probable.

Medium risk Serious injury or health effects are possible.

Low risk Minor injury or reversible minor health effects may occur.

Insignificant

The activity presents no greater risk than those associated with life in general.

Print name: _____

Signature: _____

Date: 13/03/07

Risk Assessment for Climbing

2. Hazards

- 2.1 Slips, trips and falls
- 2.2 Weather conditions
- 2.3 Equipment
- 2.4 Lack of communications
- 2.5 Transport
- 2.6 Lack of supervision
- 2.7 Extreme of temperature
- 2.8 Falls from heights
- 2.9 Falling objects
- 2.10 Fire
- 2.11 Electricity

| Yes | No |
|-----|----|
| ✓ | |
| ✓ | |
| ✓ | |
| | ✓ |
| ✓ | |
| ✓ | |
| ✓ | |
| | ✓ |
| | ✓ |
| | ✓ |
| | |

2. Persons at risk

- 2.1 Staff
- 2.2 Students
- 2.3 Other (specify)

| |
|---|
| ✓ |
| ✓ |
| |

3. Current controls

The following controls have been reviewed and are considered suitable and sufficient

| | | Yes | No | N/A |
|-----|---|-----|----|-----|
| 3.1 | Buses/mini buses are in good condition and are fitted with seat belts | ✓ | | |
| 3.2 | Students are instructed how to use seat belts in the bus | ✓ | | |
| 3.3 | Staff: students ratios are adequate fro the activities to be undertaken | ✓ | | |
| 3.4 | Where particular are required, specific staff | ✓ | | |

| | | | | |
|------|--|---|--|---|
| 3.5 | A trainer of first aid is available for the duration of the activity | ✓ | | |
| 3.6 | 'Adventure activities are only undertaken at licensed centres | ✓ | | |
| 3.7 | Necessary parental consent forms and medical forms are obtained | ✓ | | |
| 3.8 | The activities to be undertaken have been assessed and safety guidelines produced | ✓ | | |
| 3.9 | Where practicable a pre-visit has been made out to check the site | ✓ | | |
| 3.10 | All equipment is checked before use | ✓ | | |
| 3.11 | Known hazards in the area taken into account when planning activities | ✓ | | |
| 3.12 | Whether conditions are checked each day prior to embarking on the activity | ✓ | | |
| 3.13 | An emergency pack with essential items, including means of communication is taken on each trip | | | ✓ |
| 3.14 | Accommodation is checked over for familiarisation, particularly for fire procedures | | | ✓ |
| 3.15 | Students are informed of fire procedures | | | ✓ |
| 3.16 | Students are informed of rules | ✓ | | |
| 3.17 | An emergency contingency plan has been drawn up. | ✓ | | |

Additional current controls

Are there any additional controls that you would expect to see present to control the above hazards in the specific circumstances you are considering? Consider the people, environment, likelihood of injury and potential severity. If so please list them and answer the question 'are they provided or not'.

| | Yes | No |
|------|-----|----|
| 3.18 | | |
| 3.19 | | |
| 3.20 | | |
| 3.21 | | |

| | | | |
|------|--|--|--|
| 3.22 | | | |
|------|--|--|--|

4. Additional controls required

For each of the controls which have received a negative answer (NO) indicate in this section the appropriate additional controls required, along with the individual's name, responsible for reviewing this control.

| | | | |
|-----|--|--|--|
| 4.1 | | | |
| 4.2 | | | |
| 4.3 | | | |
| 4.4 | | | |

5. Residual risk and risk assessment rating

Where applicable the residual risk must be clearly identified and the risk assessment rating defined

5.2 The risk assessment rating is considered to be:

High risk Fatal or major injuries or irreversible health effects to one or more people highly probable.

Medium risk Serious injury or health effects are possible.

Low risk Minor injury or reversible minor health effects may occur.

Insignificant The activity presents no greater risk than those associated with life in general.

Print name: _____

Signature: _____

Date: _____

Risk Assessment for Cycling

| 3. Hazards | | Yes | No | |
|------------|------------------------|-----|----|--|
| 3.1 | Slips, trips and falls | ✓ | | |
| 3.2 | Weather conditions | ✓ | | |
| 3.3 | Equipment | ✓ | | |
| 3.4 | Lack of communications | ✓ | | |
| 3.5 | Transport | ✓ | | |
| 3.6 | Lack of supervision | ✓ | | |
| 3.7 | Extreme of temperature | ✓ | | |
| 3.8 | Falls from heights | | ✓ | |
| 3.9 | Falling objects | ✓ | | |
| 3.10 | Fire | ✓ | | |
| 3.11 | Electricity | | ✓ | |

| 2. Persons at risk | | | |
|--------------------|-----------------|---|--|
| 2.1 | Staff | ✓ | |
| 2.2 | Students | ✓ | |
| 2.3 | Other (specify) | | |

3. Current controls

The following controls have been reviewed and are considered suitable and sufficient

| | | Yes | No | N/A |
|-----|---|-----|----|-----|
| 3.1 | Buses/mini buses are in good condition and are fitted with seat belts | ✓ | | |
| 3.2 | Students are instructed how to use seat belts in the bus | ✓ | | |
| 3.3 | Staff: students ratios are adequate fro the activities to be undertaken | ✓ | | |
| 3.4 | Where particular are required, specific staff | ✓ | | |
| 3.5 | A trainer of first aid is available for the duration of the activity | ✓ | | |
| 3.6 | 'Adventure activities are only undertaken at licensed centres | ✓ | | |
| 3.7 | Necessary parental consent forms and medical from are obtained | ✓ | | |
| 3.8 | The activities to be undertaken have been assessed and safety guidelines produced | ✓ | | |
| 3.9 | Where practicable a pre-visit has | | ✓ | |

Teacher visited with previous group

| | | | | |
|------|--|---|--|--|
| | been made out to check the site | | | |
| 3.10 | All equipment is checked before use | ✓ | | |
| 3.11 | Known hazards in the area taken into account when planning activities | ✓ | | |
| 3.12 | Whether conditions are checked each day prior to embarking on the activity | ✓ | | |
| 3.13 | An emergency pack with essential items, including means of communication is taken on each trip | ✓ | | |
| 3.14 | Accommodation is checked over for familiarisation, particularly for fire procedures | ✓ | | |
| 3.15 | Students are informed of fire procedures | ✓ | | |
| 3.16 | Students are informed of rules | ✓ | | |
| 3.17 | An emergency contingency plan has been drawn up. | ✓ | | |

Additional current controls

Are there any additional controls that you would expect to see present to control the above hazards in the specific circumstances you are considering? Consider the people, environment, likelihood of injury and potential severity. If so please list them and answer the question 'are they provided or not'.

| | Yes | No |
|------|-----|----|
| 3.18 | | |
| 3.19 | | |
| 3.20 | | |
| 3.21 | | |
| 3.22 | | |

4. Additional controls required

For each of the controls which have received a negative answer (NO) indicate in this section the appropriate additional controls required, along with the individual's name, responsible for reviewing this control.

| | | | |
|-----|--|--|--|
| 4.1 | | | |
|-----|--|--|--|

| | | | |
|-----|--|--|--|
| 4.2 | | | |
| 4.3 | | | |
| 4.4 | | | |

5. Residual risk and risk assessment rating

Where applicable the residual risk must be clearly identified and the risk assessment rating defined

5.3 The risk assessment rating is considered to be:

High risk Fatal or major injuries or irreversible health effects to one or more people highly probable.

Medium risk Serious injury or health effects are possible.

Low risk Minor injury or reversible minor health effects may occur.

Insignificant The activity presents no greater risk than those associated with life in general.

Print name: _____

Signature: _____

Date: _____

14. Safety equipment needed?

Yes all the safety equipment for each activity is needed and this is all supplied by the centre. The safety equipment that each individual needed to carry out the three activities was:

- A harness for rock climbing
- Helmets
- Mountain bikes
- Wet suits
- Life jackets

15. Accident and first aid procedures

A member of our group is trained in first aid and the instructors are also. The instructor said with our group throughout the duration of the activities, in case of any accidents.

16. Instructor support available and safety equipment supplied

The instructors are present at all times during the three activities and the safety equipment is supplied before starting each activity.

17. How will the group function during the activity?

Our group will stay together during all three activities. The time and duration of activities are as follows;

1.15 pm – 2.00 pm = Rock climbing

2.00 pm – 2.30 pm = cycling

2.30 pm – 2.45 = changing for banana boating

2.45 pm- 3.30 pm = banana boating

18. How will you monitor each others performance and participation?

The teacher will provide you with a witness statement and in this witness statement it will cover:

- Individuals contribution to the group activity
- Demonstration of listening skills
- Interaction with others
- Skills development
- Initiative shown;/problem solving:
- Suggestions for improvements
- Our self evaluation

This witness statement will be very useful when it comes to evaluating my own performance and the group's performance.

A member of the group also produced a questionnaire to our group to find out how the chosen activity went; this will also be useful when it comes to evaluating.

A04

Evaluation

My own contribution to the activity and my the role that I played within the group

At the planning stage, I personally believed that I played a very effective role, whilst carrying out a feasibility study for go-carting and the detailed risk assessments for each activity we participated in. I worked well and I was always organised and I kept and met all my deadlines.

Throughout the planning stages I was allocated the task to produce a feasibility study for each activity, in order to this I externally communicated with a number of centres to obtain information. I attended every meeting and I communicated effectively with my team members. I always listened to other members of my groups opinions. In ways I believe that I motivated the group as I was always asking them what they where doing during the panning stages and the actual event

I fully participated in all three activities (Climbing, cycling, banana boating). During these activities I supported members of my group, an example of this was during the climbing activity, I gave words of encouragement to my class peers and in turn this made them overcome their difficulties, this was also another example of a method I used to motivate my team members, as I had previously stated before.

Overall I personally believe that I contributed well in the planning and actual activities to the best of my ability. One of the main reasons I worked well during the planning stages was that I had a great interest in Travel and Tourism and planning the activities. The planning of the activities was very interesting as this portfolio was very different from the other courses I was undertaking. This in turn, made me more determined to make it a success. I personally felt that I learnt a lot during the planning stages of the event; I learnt how to undertake feasibility studies and risk assessments.

Evaluation of own performance.

The group's performance during the activity

A team is a group of people who work together, in an efficient and effective way to achieve their goals. There are a various characteristics that are need in a team to establish an effective group.

They are as follows:

- Members of the team should display enthusiasm, commitment and motivation
- Members of the group should communicate effectively with each other
- All members should work together to achieve their main goal
- All members show be willing to co operate with each other

Group's performance

Our team showed characteristics of a good effective team. All members showed dedication by attending every meeting and each team member portrayed motivation by giving words of encouragement to their team members during the climbing activity. Lastly we communicated effectively with each other as we had class together everyday.

The group performed outstandingly well throughout the three activities. Every member was well behaved and had a genuine interest in the activity they where participating in. I know this because at all stages during the activity the instructor got full attention from all pupils.

During banana boating the team worked together to enable the banana boat not to tip, this was a great team building exercise, as all team members helped each other; an example of this was when I fell into the water I was unable to get on the boat, so a member of my group helped me onto the speedboat. Another example of team work was when we were cycling, I found it quite hard as it was a very challenging trail, so a member of my group directed me and gave me advice. This was very helpful to me. The close relationships that we had established during the year, were further enhanced whilst taking part in the activities, as at all times during the activities we were interacting with each other. At the end of the activities our teacher commented on our "effective team work".

Each member of our group enjoyed all three activities and each person gained benefits from them. As a group we not only participated in the activities, we learnt from our experiences and also about the surroundings in which we were carrying out these activities.

My teacher's assessment of my role in the planning of our groups chosen activity

My personal perception of my contribution to the planning of the groups chosen activity was that I contributed very well in all aspects of the planning stage. I portrayed very good written communication skills in the detailed risk assessments that I planned and completed.

My teacher's perception of my role in the planning of the groups chosen activity was very similar to my own perception. The teacher stated "Stacey made an excellent contribution to the planning of the activity by carrying out a feasibility study for go-carting in the local area in the local area. For the chosen activity Stacey produced risk assessments for each of the three activities.

My teacher thought that I was a full team player in the planning of the activities and that I always listened to other people's opinions during meetings. I personally think that I am a good listener and I feel that it is important to listen to other people's views, to achieve effective teamwork.

Overall my teacher's assessment for my role in planning of the groups chosen activity was a wholly positive one.

The activity instructor view on the development of my skills and my interaction with others

Throughout all three activities the instructor provided me with positive comments. Whilst I was climbing the wall, he noted that I had excellent manual dexterity skills. This made me more confident and determined to reach the top of the climbing wall.

At the end of the activities the instructor said that he has never seen a group work together so well.

Evaluation of
Own performance
based on
Teacher assessment

Did the actual benefits match the perceived benefits?

Clear statements of how actual & perceived benefits matched

I have taken each benefit and discussed whether I feel this was met and I will provide evidence to support my own opinion.

Personal enjoyment

I agree that our group met this objective. Ways in which the group achieved this objective

- It was a fun and enjoyable day out, as I personally never participated in any adventure activities before.
- We also got the chance to socialise with are team mates.
- It was also day out of school and a good laugh

To improve communication

I agree that our group met this objective. Ways in which the group achieved this objective:

- We communicated with each other on a daily basis and in turn this enhanced our confidence, so this meant that we could express our opinions more confidently
- Our written communication skills where improved during the planning stages when we where writing up risk assessments, parental consent letters, application for school visit, rota cover and emails to find out information.
- We also enhanced are verbal communication during the planning stages by taking part in team meetings, sharing our own viewpoints and making phone calls to activity providers.
- During the activity we also improved our verbal communication skills by encouraging group members, warning group members of risks and hazards and also by appraising group members.

To improve teamwork

I agree that our group met this objective. Ways in which the group achieved this objective:

- During the planning stages each person had their own role and each individual worked together to achieve their overall goal.
- The person on the front of the banana boat gave instructions to the team
- We helped each other change into our wet suits
- We physically helped each other when getting on to the speed boat as it was difficult
- We gave words of encouragement to each other

To improve leadership skills

I agree that our group met this objective. Ways in which our group achieved this objective:

- Each individual took responsibility of their own rules
- During the cycling activity one team member led the group through the trail
- We verbally encouraged each other throughout all activities
- When we where participating in Banana boating, the member of the group that was on the front of the banana boat gave directions to the other pupils.

Clear statements of how
actual + perceived
benefits matched
MB3

Social interaction

I agree that our group met this objective. Ways in which our group achieved this objective:

- We verbally encouraged each other
- We interacted on a social basis as well as on an educational basis
- We worked together as a team on the banana boat to keep the boat upright
- We interacted socially by talking to each other during all the activities

Improve our health and fitness

I agree that our group met this objective. Ways in which our group achieved this objective:

- Climbing improved our upper body strength
- Cycling improved our cardio fitness
- Banana boating improves all of our muscles

To have a relaxing day away

I agree that our group met this objective. Ways in which our group achieved this objective:

- By taking a relaxing cycle around the lakes as cycling was more relaxing than banana boating
- It was a break from having a stressful day in school

The benefits I gained and the group gained from participation in these activities

From participating in these activities I gained many benefits as well as the group;

- We also increased our fitness, when we were climbing as this improved our upper body strength, Cycling improved our cardio fitness and banana boating improved all of our muscles
- I also enhanced my confidence as I was interacting with people that I didn't know and hadn't met before for example the instructor.
- We developed good communications, through communicating internally and externally
- We have developed good listening skills, by hearing each team members personal views and opinions
- We have learnt how to overcome problems very quickly and effectively
- We have learnt how to make use of adequate resources when completing individual tasks
- I gained personal development by socially interacting with others.

Effectiveness of planning and the extent to which the plans were adhered to

Our team showed characteristics of a good effective team, because all members showed commitment and motivation throughout the planning stages. We also had very good communication skills as we were interacting with each other on a daily basis.

We decided the roles and responsibilities for each individual in the group at the very start of the project, this was successful as every individual was allocated a role that suited their own personal skills, and this made each team member more aware of what

they had to do. The work load was shared between our group. Each member of the team took their role seriously and carried them out effectively and each team member met all agreed deadlines.

The purpose of our own team is to achieve our aims and objectives that were decided as a team, at the beginning of the planning stage. Our project aims and objectives are very clear; therefore all members of the team can share this common purpose and work together to achieve great success.

What I have learnt about the importance of thorough planning

I have learnt many things from planning these activities. I have learnt that it is important;

- To ensure smooth running of the activities to ensure success throughout
- To ensure safety of all participants we did this by carrying out risk assessments for all three activities, we also included a contingency plan in case something went wrong on the day for example weather conditions.
- To identify the main areas of importance at an early stage. As a group we did this, we identified a venue by carry out feasibility studies on each adventure activities, we allocated someone to organise the transport to and from the Water sports centre.
- To share roles which in turn reduce workload and this would decrease the amount of stress between the group.

Overall it is important to forward plan because if one deadline is not met it makes an impact on the others. For example one task had to be completed by a member before another team member could undertake his/her task. For example budgeting and transport and the booking of the activity needed to be done before the parental consent forms were established.

My own appropriate recommendations and suggestions for future adventure activities, taking into consideration my values and attitudes

For planning

- We only started to plan on the 6th of March and the activity was to take place on the 27th of March. This was because we had to fulfil assessment objectives one and two first and then feasibility studies. We should have done the feasibility first then assessment one and two, to allow more time for planning.
- If I had to do this portfolio again, I would complete this portfolio in term one, so that we could undertake the activities in September. The time of year that we participated in our activities was very cold and our hands were very cold due to cold weather conditions. The instructor had actually said that we were the first group out in the lakes banana boating all year because of the cold weather conditions.

*Revaluate
Recommend*

- I would recommend that every group has quite a broad choice of activities to complete feasibility studies. If I was to do it again I would research another destination.

Realistic
Recommendations
MB3

For activities

- More time would be needed as time was spent getting changed into suitable gear and this left us with only 2 hours to complete three activities.
- If I was to complete the cycling activity again, I would ensure that all people had went out the night before on their bicycle to get some practice, as there where a few members of our group that hadn't drove a bicycle for a period of time and this caused them to be slower than the rest of the group.

These recommendations reflect our values and attitudes; the activities should allow us to develop;

- Personal enjoyment
- Educational purposes
- Teamwork
- Communication
- Leadership
- Social interaction
- Health and fitness

Recommendations
reflect values/attitudes
of team
MB3.


Bibliography

- 'Travel & Tourism' endorsed by OCR, Rowe et al
- www.peakdistrict.org
- www.cressbrook.co.uk
- www.nps.gov.uk
- www.org.co.uk
- www.discovernorthernireland.com
- www.craigavon.gov.uk

Appendix contents page

- 1. Staff absence request for cover form**
- 2. School trips policy (code of behaviour for pupils)**
- 3. Adventure tourism witness statement**
- 4. The three detailed risk assessments**
- 5. The mini bus booking sheet**
- 6. Parental consent form**
- 7. Pupil evaluation of adventure tourism activity**

STAFF ABSENCE REQUEST FOR COVER - CURRICULUM

Name: 

Date/s of absence Tuesday 23rd March

In the case of PARTIAL ABSENCE, indicate the periods for which you will be absent:

Period 7 to period 10

Work has been left for classes and I have arranged cover for duty if appropriate? []

Is SUBSTITUTE COVER available?

YES [] NO []

If YES, please indicate either:


the CODE for this cover _____

or the source _____

Reason for absence

Year 14 Travel and Tourism, Adventure

Tourism activity to Craigavon Lake
(required element)

Principal's/Vice-Principal's approval 

Application for the Approval of Educational Visits by Principal

Group leader: 

When approval is given, one copy should be retained by the principal and another by the group leader.

1. Purpose of visit and specific educational objectives:

The purpose of the visit is to fulfil requirements of OCR A2 Travel and Tourism Unit 13 Portfolio (AD3: Plan and evaluate participation of an adventure tourism activity) The objectives are: Skills development (Team work, Communication, Social Interaction)

2. Places to be visited:

Craigavon Water Sports Centre

- Mountain biking
- Climbing wall
- Banana Boating

Activities to be undertaken.

3. Dates and times:

Date of Departure: 27/3/07

Time: 1pm

Date of Return: 27/3/07

Time: 3.30pm

4. Transport arrangements:

Include the name of the transport company

School Minibus

Driver:  (Teacher).

5. Organising company/agency (if any):

Name: _____

Address: N/A.

Tel: _____

Parental consent for a school visit
(to be distributed with an information sheet giving full details of the visit)

Details of visit to: Craigavon Water Sports Centre

From: 27/3/07 Date/Time: 1.00 pm To: 3.30 Date/Time: _____

I agree to _____ (name)
taking part in this visit and have read the information sheet. I agree to _____ s
participation in the activities described. I acknowledge the need for _____ to
behave responsibly.

Medical information about your child

Any conditions requiring medical treatment, including medication? YES/NO

If YES, please give brief details:

Please outline any special dietary requirements of your child and the type of pain/flu relief medication your child may be given if necessary:

For residential visits and exchanges only

To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious? YES/NO

If YES, please give brief details:

Is your son/daughter allergic to any medication? YES/NO

If YES, please specify:

Code of Behaviour

A school visit / trip can be very rewarding and enjoyable. The happiest results come when everyone observes the codes of behaviour.

The success of our visit / trip is dependent on all pupils respecting the authority of staff members and adhere to our code of behaviour.

We are asking both parents and pupils to read the guidelines below carefully and to give us every assurance that you will share with your child the importance of their fullest cooperation with all of the enclosed.

- Pupils must acknowledge the authority of all group leaders.
- Pupils must behave in a manner which assures the safety and welfares of others.
- Pupils must respect all property and take responsibility for their own equipment.
- Pupils should never go anywhere alone, always informs a member of staff of your whereabouts.
- Pupils are not permitted to smoke* at any time throughout the trip.
- Pupils will attend all meetings on time and observe the curfew set.
- Pupils are not permitted to consume alcohol or use illegal substances* at any time. (The purchase of duty free alcohol is by law not permitted by anyone under the age of 18)
- Pupils must not take valuable items on the trip. Party leader will advise on spending money.

* Failure to comply will result in parents being notified immediately and relevant disciplinary action will be put in place.

Checklist for pupils going on a visit

Who is the group leader?

Where am I going to visit?

How can I contact my group leader?

How do I use the phone if help is required?

What will be done to keep me safe and secure on the visit?

What should I do if I get lost or into difficulties when not with the group leader?

What is written in the code of conduct for my visit?

What do I do to keep my money and valuables safe?

FOR RESIDENTIAL VISITS AND EXCHANGES:

The address(es) and telephone number(s) of the place(s) where I shall be staying?

How should I behave (house rules) where I am staying?

Where am I to sleep and where am I to dress?

What do I do if I am worried/unhappy about anything when staying with a host family?

ADVENTURE TOURISM WITNESS STATEMENT

Name of candidate: _____

Adventure activity: _____

Name of provider: _____

Date of activity _____ Group size: _____

Individual's contribution to the group activity:

Demonstration of listening skills:

Interaction with others:

Skills development:

Initiative shown/problem solving:

Suggestions for improvement

Signed: _____ Date: _____

Name and job title: Pauline Mallon (Travel and Tourism Teacher)

ADVENTURE TOURISM STATEMENT

Name of candidate:

Adventure activity: Climbing/Cycling/Banana Boating

Name of provider: Craigavon Borough Council at Craigavon Watersports Centre

Date of activity: Tuesday 27th March

Group size: 10 and 2 teachers

Individual's contribution to planning of the group activity:

Stacey made an excellent contribution to the planning of the activity by carrying out a feasibility study for go-karting in the local area. For the chosen activity Stacey produced risk assessments for each of the three activities Climbing, Banana Boating and Cycling.

Individual's participation in the group activity:

Stacey fully participated in all three activities climbing, banana boating and cycling.

Demonstration of team working skills:

Stacey was a full team player in planning the activities. She always listened to other people's opinions during meetings and contributed at every stage of the planning process. On the day of the activities Stacey fully supported the other pupils in all activities for example in the climbing activity, Stacey was giving words of encouragement to her class peers.

Interaction with others:

Stacey interacted with all members of the group during the planning and the actual event.

Demonstration of communication skills:

Stacey demonstrated good verbal communication skills during the planning during group meetings. Stacey demonstrated excellent written communication skill by producing risk assessments for the activities.

Initiative shown/problem solving skills:

Stacey showed initiative during the planning of the activity. Stacey solved any problem she came across during the planning and met all deadlines set.

Signed: *P. Mallon* **Date:** 28th March 2007

Name and job title: _____ and Tourism Teacher)

You can put into appendix — but you must comment on them

Risk assessment for a Banana boating activity at Craigavon Watersports Centre

Hazards:

| | Yes | No | N/A |
|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Slips, trips and falls | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Weather | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Equipment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lack of communication | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Transport | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lack of supervision | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Extremes of temperatures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Falls from a height | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Falling objects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fire | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Electricity | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

People who may be at risk:

| | Yes | No | N/A |
|----------|-------------------------------------|--------------------------|-------------------------------------|
| Staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Others | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Current controls:

| | Yes | No | N/A |
|---|-------------------------------------|--------------------------|--------------------------|
| Buses/ minibus are in a good condition and are fitted with seatbelts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff ratios 1 teacher for 10 students are adequate for the activities to be undertaken | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A trained first aid person is available during the activity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 13; Adventure tourism

Residual risk and risk assessment rating:

The risk assessment rating is considered to be:

Fatal or major injuries or irreversible health effects to one or more people highly possible

High risk

Serious injury or health effects is possible

medium risk

Minor injury or health effects are possible

low risk

The activity presents no greater risk than those associated with life in general

Insignificant

Signature; _____

Date; _____

The adventure tourism activity is undertaken at a licensed centre

| | | |
|---|--|--|
| ✓ | | |
|---|--|--|

The necessary parental consent and medical forms are obtained

| | | |
|---|--|--|
| ✓ | | |
|---|--|--|

A pre visit has been made to ensure the location was suitable

| | | |
|--|--|---|
| | | ✓ |
|--|--|---|

All equipment is checked previous to use

| | | |
|---|--|--|
| ✓ | | |
|---|--|--|

Know hazards in the location have been taken into consideration when planning the activity

| | | |
|---|--|--|
| ✓ | | |
|---|--|--|

An emergency pack with essential items including means of communication is taken on the trip

| | | |
|---|--|--|
| ✓ | | |
|---|--|--|

Students are informed of fire procedures and rules

| | | |
|---|--|--|
| ✓ | | |
|---|--|--|

An emergency contingency plan has been drawn up

| | | |
|---|--|--|
| ✓ | | |
|---|--|--|

Risk assessment for a Mountain Biking activity at Craigavon Watersports Centre

Hazards:

| | Yes | No | N/A |
|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Slips, trips and falls | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Weather | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Equipment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lack of communication | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Transport | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lack of supervision | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Extremes of temperatures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Falls from a height | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Falling objects | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Fire | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Electricity | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

People who may be at risk:

| | Yes | No | N/A |
|----------|-------------------------------------|--------------------------|-------------------------------------|
| Staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Others | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Current controls:

| | Yes | No | N/A |
|---|-------------------------------------|--------------------------|--------------------------|
| Buses/ minibus are in a good condition and are fitted with seatbelts | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff ratios 1 teacher for 10 students are adequate for the activities to be undertaken | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A trained first aid person is available during the activity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Residual risk and risk assessment rating:

The risk assessment rating is considered to be:

Fatal or major injuries or irreversible health effects to one or more people highly possible

High risk

Serious injury of health effects is possible

medium risk

Minor injury or health effects are possible

low risk

The activity presents no greater risk than those associated with life in general

Insignificant

Signature; I Mallon

Date; 20/3/07

MINIBUS BOOKING SHEET: Please enter - Department, Teacher and Destination

Week Beginning: 26/3/07

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| | DEPT. Teacher & Destination. | DEPT. Teacher & Destination. | DEPT. Teacher & Destination. | DEPT. Teacher & Destination. | DEPT. Teacher & Destination. |
| 9.30 | | | | | |
| 10.00 | | | | | |
| 11.00 | | | | | |
| 12.00 | | | | | |
| 1.00 | | | | | |
| 2.00 | | | | | |
| 3.00 | | | | | |

↑ Year 14.
Travel and
Tourism.
Craigavon
Water Sports
Centre ↓

(Teacher: P. Mallon)
Driver: T. Rodgers

Pupil Evaluation of adventure tourism activity

1. How well do you rate the adventure tourism activities?
(5 highest 1 Lowest)

| | | | | | |
|---------------------|---|---|---|---|---|
| Location used | 1 | 2 | 3 | 4 | 5 |
| Duration of journey | 1 | 2 | 3 | 4 | 5 |
| Ease of Travel | 1 | 2 | 3 | 4 | 5 |
| Activities offered | 1 | 2 | 3 | 4 | 5 |
| Activity Conditions | 1 | 2 | 3 | 4 | 5 |

2. How would you rate each activity?
(5 highest 1 Lowest)

| | | | | | |
|----------------|---|---|---|---|---|
| Climbing | 1 | 2 | 3 | 4 | 5 |
| Cycling | 1 | 2 | 3 | 4 | 5 |
| Banana Boating | 1 | 2 | 3 | 4 | 5 |

Additional comments about the activities

I thoroughly enjoyed each activity

3. What was your role within the group when organising the event?

Role: I produced detailed risk assessments for each of the three activities

How well do you feel you did this role?

I feel that I carried out my role effectively and I worked hard to ensure that I met my deadlines.

2. What contribution did you make during the adventure tourism activity?

At the planning stage I personally believed that I made a very good contribution by carrying out a feasibility study for go-karting in the local area and three security risk assessments on all activities. I worked well in the team and I always listened to members of my group. I fully participated in all three activities and also gave support to members of my group who found it difficult to participate in the climbing activity. I gave them words of encouragement, so that they could rise above their difficulties.

3. How well would you rate the group's performance during the activity?
(5 highest 1 Lowest)

| | | | | | |
|---------------------|---|---|---|---|---|
| Overall performance | 1 | 2 | 3 | 4 | 5 |
| Behaviour | 1 | 2 | 3 | 4 | 5 |
| Learning | 1 | 2 | 3 | 4 | 5 |
| Team work | 1 | 2 | 3 | 4 | 5 |

4. Did the instructor make any comments about your participation?

Throughout all three activities the instructor was very supportive and he made very positive comments about my manual-dexterity skills whilst participating in the climbing activity. The instructor at the end of all three activities said that I participated very well in all my activities.

5. What comments did your class peers make about your planning and participation?

During the planning stage Christopher said "I kept everything up to date and was always organised". Kathy said that during the activities "I was friendly and sociable, and that I always had a smile on my face" I did this to create a positive mood within the group.

6. How would you rate the instructor on his
(5 highest 1 Lowest)

| | | | | | |
|-----------------|---|---|---|---|---|
| Local Knowledge | 1 | 2 | 3 | 4 | 5 |
| Professionalism | 1 | 2 | 3 | 4 | 5 |
| Friendliness | 1 | 2 | 3 | 4 | 5 |
| Safety | 1 | 2 | 3 | 4 | 5 |
| Availability | 1 | 2 | 3 | 4 | 5 |
| Fun | 1 | 2 | 3 | 4 | 5 |

7. Did the activity meet the objective of:

Personal enjoyment (YES/NO)

Why?

It was a fun and enjoyable day out as we got the chance to socialise with our team members. It was a good day out and a good laugh

To improve communication (YES/NO)

Why?

We communicated with each other on a daily basis and our written communication skills were enhanced during the planning stages

To improve teamwork (YES/NO)

Why?

We gave words of encouragement to each other during activities. We helped each other get changed into our wetsuits. The person in front of the banana boat gave instructions to the rest of the group.

To improve leadership skills (YES/NO)

Why?

Each individual took responsibility of their own rules and during the cycling activity one team member led the way. We also verbally encouraged each other throughout all activities

Social Interaction (YES/NO)

Why?

Because we verbally encouraged each other, we interacted on a social basis as well as an educational basis. We also worked as a team on the banana boat to keep the boat upright

Improve health and fitness (YES/NO)

Why?

Climbing improved our upper body strength
cycling improved our cardio fitness
Banana Boating improved all of our muscles.

Have a relaxing day away (YES/NO)

Why?

It was a relaxing day as it was a break away from school and the cycling activity was very relaxing

8. What did you learn from planning and participating in the adventure tourism activities?

I have learnt to ensure that the activities run smoothly to ensure overall success. We also learnt how to make use of adequate resources when completing our own tasks. I learnt how to overcome problems.

9. What recommendations would you make about future adventure tourism activities?

recommendations for planning - We should have completed ~~assessment~~ the feasibility study first then assessment one and two, to allow more time for planning. I would have also completed the portfolio in term one, so that we could participate in the activities in September, so it would have been warmer. recommendations for activities - More time for activities and all pupils should have went out cycling the night before for practice as some team members were a bit slow when cycling.

