

# CLASS CLIPS

## GEOGRAPHY 2

TEACHERS NOTES

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## Clubbing Tourism - Ibiza

BBC Class Clips Geography 2  
Clubbing Tourism – Ibiza start time 00:41

### Clip Sequence Description:





This sequence explores clubbing tourism on the Spanish island of Ibiza. Over four clips the spatial relationships between tourism and different locations are presented and explained. Rather than focus on a narrative that follows issues, these clips focus on the experiences of people in different places.

The clips have been designed for students to discover some of the located social, economic and environmental impacts of tourism in Ibiza. The on screen activity draws on this by asking students to map the patterns of tourism's influence.

### On screen activity:

How does proximity to centres of clubbing tourism have an impact?

Using evidence from the following clips, annotate a map to show the effects of tourism on Ibiza

Example Frames	Information	Description
	<p>Part 1 Location: San Antonio, Ibiza Duration: 4:28 Start time: 1:11</p>	<p>This first clip introduces Ibiza as a destination for clubbing tourism, setting the scene for students to explore the positive and negative effects of the industry. The final two thirds of the clip concentrates on tourism in San Antonio.</p>
	<p>Part 2 Location: San Antonio &amp; San Gertrudis Duration: 2:16 Start time: 5:51</p>	<p>Part 2 explores the relationship between urban clubbing tourism and rural communities. This includes a farmer explaining the causes of rural-depopulation and some locals describing how the island has changed.</p>
	<p>Part 3 Location: Ibiza Duration: 1:54 Start time: 8:12</p>	<p>Part 3 outlines some of the key benefits of clubbing tourism for the island.</p>
	<p>Part 4 Location: Santa Eularia &amp; San Carlos Duration: 6:14 Start time: 10:10</p>	<p>During part 4 a range of people explain their views on temporal and spatial variations of tourism in Ibiza. The end of the clip explores how tourism is influencing the future of the island and how the industry might become more sustainable.</p>

<b>Five other activity ideas:</b>		
<ol style="list-style-type: none"> <li>1. Play clips 1 and 3. Ask students to identify one person from each clip that are in different places and hold different views about clubbing tourism. Using these two people, ask your students to write an essay explaining how their location influences their point of view.</li> <li>2. Split your class into five groups representing clubbing tourists (clip 1), the rural population (clip 2), club owners (clip 3) and local government and other tourists (clip 4). Show each group the respective clip only then mix the class into new groups so that each type of stakeholder is represented. With their different knowledge students could then complete a role play of a town meeting in which a new (fictional) superclub is proposed for San Carlos.</li> <li>3. Ask students to identify the different effects clubbing tourism has while watching the clips. Using their research students should create an advert of some kind that is aimed at clubbing tourists to promote responsible tourism.</li> <li>4. Play clips 1 to 3. How can the future development of Ibiza be made sustainable? Ask students to come up with their own solutions before watching clip 4. Students can then evaluate what the clip suggests.</li> <li>5. Extend the on screen activity by asking students to research the effects in greater depth and completing their maps in more detail. You could even visit Ibiza to carry out some field research (do these clips match what you find?).</li> </ol>		
<b>Websites</b>		
<a href="http://www.illesbalears.es/ing/ibiza/home.jsp">http://www.illesbalears.es/ing/ibiza/home.jsp</a> <a href="http://www.world-tourism.org/sustainable/IYE/Regional_Activites/Seychelles/Balears-Indicators.htm">http://www.world-tourism.org/sustainable/IYE/Regional_Activites/Seychelles/Balears-Indicators.htm</a>		
The BBC is not responsible for the content of external internet sites		
<b>Links</b>		
QCA Scheme of Work: Tourism – Good or Bad? <a href="http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo19/?view=get">http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo19/?view=get</a>		
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## London Olympics 2012

BBC Class Clips Geography 2  
London Olympics 2012 start time: 16:03




### Clip Sequence Description:

This sequence presents one academic's journey towards and opinion on the 2012 Olympics. The focus is on the socio-economic impact and legacy of the Olympics and presents a platform for a student investigation and debate.

The three clips have been designed so that students can start creating a cost benefit analysis of the 2012 Olympics. Students can use these clips as a starting point but it is likely that they would need to do their own additional research to find out current statistics, problems and environmental issues.

### On screen activity:

Use the following clips as evidence to complete a cost benefit analysis of the London 2012 Olympics.

Example Frames	Information	Description
	Part 1 Location: Stratford, London Duration: 3:56 Start time:16:28	Part 1 introduces the area which is to be developed. The clip then explores how the provision of housing is changing and the issues this raises for prospective buyers, sellers, home owners and the homeless
	Part 2 Location: London Duration: 1:53 Start time:20:35	This clip explores one of the most fundamental questions, will the Olympics bring economic benefits to the local community?
	Part 3 Location: London Duration: 4:27 Start time:22:32	The presenter argues that proximity to the Olympic site and the dwell time of visitors is key to local communities benefiting from the Olympic games. He then hears from some local businesses that are being moved due to the games. Part 3 ends with an interview with the ODA about how they hope to create a legacy of the games.

### Five other activity ideas

1. Watch all of the clips. After each one ask students to pose more questions to analyse the video. What does the presenter say and not say? What does the video show and not show? How is it shown, what is the clip arguing? Now visit Stratford and allow students to speak to people, explore the issues and visit some of the places affected. Students could then create their own argument in a medium of their choice.
2. Ask students to write a report on how the Olympics is going to change the geography of Stratford.



## Pet Geography

BBC Class Clips Geography 2  
Pet Geography start time 26:38

### Clip Sequence Description:



The QCA's proposed changes (2007) to the National Curriculum include a focus on some key geographical concepts or ideas needed for good geographical thinking. These two clips make up a resource to help learners make sense of these concepts or to simply explore an aspect of the geography of pets.

By first unpicking what each of the geographical concepts mean, it is then possible to work through the clips and start asking and answering some big questions such as: *How do dogs transform places? How can dogs change our social capital? Why does inequality exist between animals? How can a dog influence a place it has never been?* Either as answers or as a series of questions, these thoughts can then be placed in a mind or concept map to show their relationship with one and another as well as our understanding of dog geographies.

### On screen activity:

Mix these concepts with critical and creative thinking and we can develop a better understanding of our world, or for that matter a... dog. Using these concepts create a mind map to show the geography of a dog. Watch the following clip to help you.

### Example Frames

Example Frames	Information	Description
	<p>Part 1 Duration: 00:52 Start time:27:04</p>	<p>On Screen: To make sense of the world, geographers use a number of key concepts. Here are some of them... <i>[animated] place, space, scale, interactions, interdependence, diversity, inequality, distance, proximity...</i> The on screen activity is then introduced.</p>
	<p>Part 2 Location: Duration: 8:51 Start time:28:09</p>	<p>Two dogs, Izzy and Tia are followed for the day so that their lives, interactions and use of space can be compared and analysed. Geographer Jo Norcup points out some of geographies that can be identified and possibly explored.</p>

### Five other activity ideas

1. Play part 1. Working as a class ask students to create a series of posters, plays, movies or other formats that demonstrate the key concepts.
2. What are Tia and Izzy thinking? To develop empathy skills, ask students to write scripts for one of the two dogs to explain what they think the dogs are thinking.
3. Ask students to complete the on-screen activity. Now ask them to create a similar map for humans. How are they similar, how are they different, why?
4. Ask students to choose one issue raised within the clips and carry out an independent enquiry

into it that involves collecting primary data. They could explore the impact of dog poo, how dogs change places, the role of dogs in health, locations and routes for dog walking, human breeding of dogs for human functions (sheep dog, rescue dogs, hunting dogs etc). This could address a contemporary problem or an issue of interest to students.

5. Use part 2 when Izzy visits the hospital as a starter and then listen to the BBC Bitesize Podcast on population structure. Now ask students to research/think through the potential socio-economic impacts of Occupational Therapists in the UK.

#### Websites

<http://www.bbc.co.uk/schools/gcsebitesize/audio/geography/index.shtml>

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#### Links

Draft QCA concepts.





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## Geography of Graffiti

BBC Class Clips Geography 2  
 Geography of Graffiti start time: 38:30

### Clip Sequence Description:

Vandalism is a crime that can be seen in many communities and one that all students will have come in contact with in some way. This sequence presents a model sequence of enquiry in addition to some of the causes, effects and management techniques of graffiti. There is also examples of GIS and GPS analysis techniques. The sequence could also be used within a scheme of work on crime.

Example Frames	Information	Description
	Part 1 - Planning Location: Westminster, London Duration: 00:53 Start time:38:56	During 'Planning'  Luke Dickens sets up the rationale for a research project into Graffiti by asking where is it, what is it, what can we do about it, why does it happen and how can it be assessed?
	Part 2 – Researching Location: London Duration: 2:12 Start time:39:58	Researching in Westminster  Luke hears from a Westminster Council representative about the graffiti problem in the area, its causes and how they are tackling it. A dot map created from council data is shown and explained.
	Part 3 - Researching Location: Sandwell Duration: 3:49 Start time:42:17	Researching in Sandwell  In this clip Luke finds out how the police are using pocket PC's, GPS and GIS to present, analyse and tackle graffiti.
	Part 4 - Researching Location: Belgium Duration: 8:26 Start time:46:13	Researching in Bruges and Ghent  Luke visits Bruges where a solution that allows people to graffiti in specific places seems to be working well. The clip concludes with an experience and solution within a private art gallery in London.

	<p>Part 5 - Concluding  Location:  Duration: 0:38  Start time:54:47</p>	<p>Concluding</p> <p>Luke weighs up the advantages and disadvantages of the different approaches that his research has observed.</p>
<p>Five activity ideas</p>		
<ol style="list-style-type: none"> <li>1. Ask students to carry out an investigation into graffiti in their local area. Use each of the clips to set up each stage of their enquiry.</li> <li>2. Create an Environmental Vulnerability Survey. Ask students to complete the survey while observing the sorts of places affected by graffiti within the clips. Why are some places more vulnerable than others?</li> <li>3. Use clips 1, 2 and 3 to introduce how GIS can be used to show patterns and be used to solve problems. Ask students to thought shower all the other ways in which GIS could be used.</li> <li>4. Play clips 1 and 2. Ask students to get into teams in order to think of what they might have done in Bruges as a solution. Play clip 3 to find out. Could that work in the UK?</li> <li>5. As a teacher, go and film as if you're the graffiti manager in your local authority to show how the problem is currently being managed in your place. Add this clip to the other clips to personalise the video to your students. How are the problems and solutions different for your place than others?</li> </ol>		
<p>The BBC is not responsible for the content of external internet sites</p>		
<p>Links</p>		
<p>QCA Scheme of Work: Crime and the local community  <a href="http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo15/?view=get">http://www.standards.dfes.gov.uk/schemes2/secondary_geography/geo15/?view=get</a></p>		
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