

PLANNING FIELDWORK EXERCISES

MAYNOOTH TOURISM DEVELOPMENT EXERCISE

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Introduction

The following fieldwork exercise is designed for use with Leaving Certificate students. It is based on the town of Maynooth which includes both a medieval castle and a university that is almost two hundred years old. It has within its environs a number of important elements of Ireland's heritage including Carton Demesne and Castletown House. While it is acknowledged that not all towns have the same range of tourist attractions, the exercise outlined here can be suitably adapted for application in other urban settings. The author gratefully acknowledges the helpful comments of AGTI members who "road tested" the exercise in May 1992.

Goals

- 1 To develop an understanding of local factors affecting development of an area
- 2 To develop an understanding of factors affecting tourism and its impact on a local economy
- 3 To develop a clearer understanding of the form of a settlement.
- 4 To apply a variety of geographical skills and techniques
- 5 To develop decision making, interpretation and analysis skills

Related Sections of Leaving Certificate Syllabus

Social Geography - (d) the social landscape (1) settlement... development, form

Economic Geography - (3) tertiary industry - tourism

Regional Geography - Ireland

Teaching Objectives 'investigate social and economic problems of own area'

'... should acquire facility in the use of geography's mode of enquiry'

Rubric

'... from the study and construction of... bar graphs, pie charts... as well as from other cartographic forms'.

Prior Learning Required

- a Map reading skills, e.g. location, scale
- b Land use mapping techniques (just a brief introduction)
- c Knowledge of tertiary sector, particularly position of tourism in Irish economy, including multiplier effect on economy of a local area.
- d Understanding of types of features/amenities which attract or deter tourists. (Slides could be used to show this)
- e Tourist development in other areas of the world in general and in Ireland (to help to stimulate ideas). (e.g. Examples of tourist trails elsewhere, discussion of what people want on visits).

The Fieldwork

Teacher Preparations

- a Prepare and duplicate local map - 1:1000, 1:2500 or based on one in a local guide book (N.B. Because of copyright restrictions it might be better to produce your own - once it is done it can be re-used)
- b Obtain (and read) copies of any local guides/histories/Community Council Reports, etc. dealing with aspects of tourism. Use these to supply ideas for focusing teaching (see d and e above) (Also these would be useful in possible follow-up exercises)
- c Prepare a preliminary version of the student exercise handout
- d Visit the area and test the exercise to ensure its practicality.
- e Amend handout if necessary, then duplicate

Other Requirements (in an ideal world)

Clipboards (1/student) (students could supply their own), Large polythene bags (to put clipboards in if it is wet - large enough to write on board when inside)

Immediately Before the Exercise

- a Review exercise with students, stressing practical details and safety.
- b Divide class into 3's (a group this size is safe for working, unthreatening to passers-by, and ensures that the group can make decisions)
DO NOT ALLOW STUDENTS TO TAKE HANDOUTS, ETC. AWAY WITH THEM BEFORE THE EXERCISE.

Student Handout - See Separate Sheet

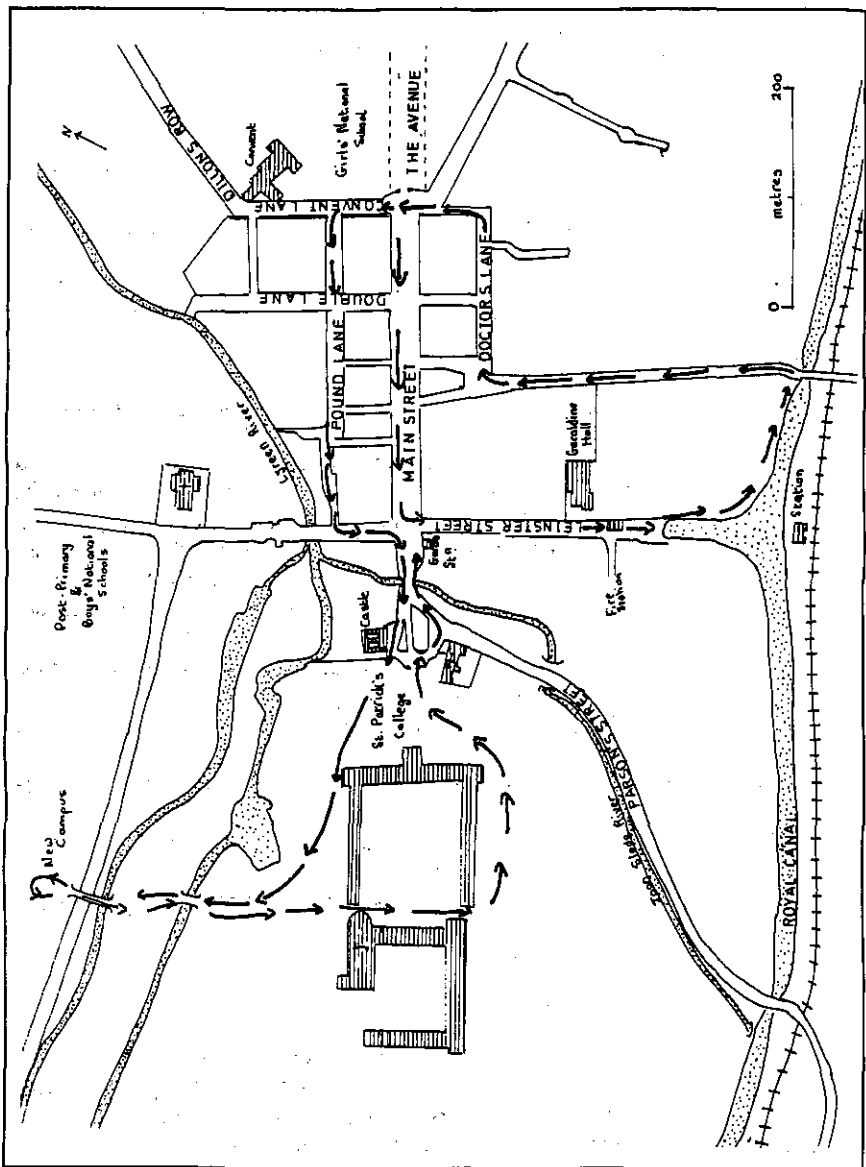
Data Analysis/Presentation (Some suggestions only)

Current Situation

- 1 Students prepare individual maps to show current attractions/deterrents.

Exercise B - Route Map

(N.B. There are two different circuits, some thought needs to be given to ensuring clear instruction are given for their completion)



- 2 Students analyse information in terms of total attractions/deterrents, types of these, locations in the town, etc. (A variety of bar/pie charts and maps are all possibilities for this)
- 3 Produce summary maps and graphics for whole class data. (This might be best done with different groups undertaking separate tasks, e.g. Summary sheet of attractions, map of these, summary sheet of detractions, map of these, analysis of types of attractions, etc.)
- 4 Students could discuss in groups or write individual answers to summary questions, e.g.
 - 1 What types of feature/amenity attract tourists to Maynooth? Why do you think this is the case?
 - 2 What types of feature deter tourists from visiting Maynooth? Account for this.
 - 3 Would it be easy to remove all the deterrents? Explain your answer.
 - 4 Do your group's assessments always agree with those of the rest of the class? Try to explain your answer to this question.

Future Development

- 1 Students prepare individual maps to show location and type of proposed developments.
- 2 Collect suggestions from all groups and produce a summary map and set of proposals. (This would probably be more successful with input from the teacher e.g. summary sheet then students draw maps or divided up between groups).
- 3 Students analyse suggestions in terms of location, cost, type of development, etc. (Maps and various types of graph could be drawn to summarize).
- 4 Students could discuss in groups or write individual answers to summary questions, e.g.
 - 1 Summarize the types of development with the class feel would be of most benefit for the development of tourism.
 - 2 State the THREE proposals which you feel would be of most benefit to tourism.
 - 3 Explain in detail your reasons for selecting these developments and suggest how they might be carried out.
 - 4 EITHER Prepare a plan for tourist development in Maynooth (or your own town)
OR
Prepare a plan for the further tourist development of the town, if tourism already exists.

Possible Extension to the Exercise

- 1 Devise a questionnaire and carry out a survey of existing tourists (if any) to find out their origins, what they think about the town and what developments they would like. Local residents' views could also be investigated.
- 2 If students have worked in more than one area, comparisons can be made.
- 3 Devise a tourist trail or similar for the town. It might be possible for real involvement in some towns e.g. Chamber of Commerce, Community Council may wish to have one developed. May stimulate interest of students if they feel work is real.