



<b>Unit title</b>	Unit 12: Sports Tourism
<b>Guided learning hours</b>	60
<b>Number of lessons</b>	30
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
<ul style="list-style-type: none"> <li>• Unit 2: Careers in the Sports and Active Leisure Industry</li> <li>• Unit 4: Ethics, Behaviours and Values</li> <li>• Unit 14: Marketing Communications</li> <li>• Unit 31: Influence of Technology in Sport and Physical Activity</li> </ul>	

<b>Key to learning opportunities</b>			
<b>AW</b>	Assignment writing	<b>RS</b>	Revision session
<b>GS</b>	Guest speaker	<b>V</b>	Visit
<b>IS</b>	Independent study	<b>GW</b>	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim A: Explore the characteristics and the economic, social and environmental impact of sports tourism</b>				
1	Unit introduction	IS GW	<ul style="list-style-type: none"> <li>● <b>Introduce the unit:</b> outline the nature of the topics and the assessment that learners are expected to complete for this unit.</li> <li>● <b>Key command verbs:</b> describe/explore/explain/ assess/produce/analyse/evaluate. Discuss with learners what these mean and how they can be applied in the context of the unit learning aims and learning aim A.</li> <li>● <b>Whole-class activity:</b> learners to work individually, in pairs or in small groups to demonstrate prior knowledge of the subject. Suggestions include getting learners to independently recall prior knowledge before developing knowledge in pairs and finally small groups (using A3 paper as means to record findings). Learners to feed back with directed Q&amp;A.</li> </ul>	Unit specification Computers for internet research A3 paper and pens
2	<b>A1</b> Types of sports tourism	IS GW	<ul style="list-style-type: none"> <li>● <b>Ice breaker activities.</b> learners to complete a mind mapping activity for perceived key words associated with this unit (group activity).</li> <li>● <b>Tutor presentation:</b> explore the types of sports tourism.</li> <li>● <b>Whole-class activity:</b> learners work individually, in pairs or in small groups, to discuss types of sports tourism from a spectating point of view: <ul style="list-style-type: none"> <li>○ following a sports team or individual</li> <li>○ major events such as the Olympic Games, Wimbledon tennis tournament, Cricket World Cup</li> <li>○ small-scale events, e.g. local marathons, triathlons.</li> </ul> </li> </ul> <p>Learners to provide their own viewpoints to contribute to group discussion (pyramid to group learning).</p>	Research materials Command verb prompts



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Formative assessment activity:</b> learners to start to investigate types of sports tourism in their own sports and collate some information to share with the group at the next lesson.</li> </ul>	
3	<b>A1</b> Types of sports tourism	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> remind learners of the types of sports tourism.</li> <li>● <b>Whole-class activity:</b> learners share their findings about types of sports tourism in their own sports.</li> <li>● <b>Group activities:</b> get learners to work in small groups. Ask each group to research one of the examples of sports tourism participation: <ul style="list-style-type: none"> <li>○ amateur participation</li> <li>○ professional competition</li> <li>○ recreational tourism, such as family ski trips, walking, hiking, fishing, health break, surfing, fitness retreats</li> <li>○ school, college and university sports tours</li> <li>○ sports camps.</li> </ul> Learners will present their findings to the whole group in the next lesson as an annotated poster. </li> </ul>	Computers for internet research Poster paper and pens
4	<b>A2</b> Types of sports tourism business	IS GW	<ul style="list-style-type: none"> <li>● <b>Group presentations:</b> ask learners to present their information about their chosen examples of sports tourism participation.</li> <li>● <b>Tutor-led presentation/discussion:</b> to discuss sports tourism services, e.g. transport, accommodation, instruction, coaching, teaching, tour coordination, sourcing of event tickets and packages.</li> <li>● <b>Small-group activity:</b> each group could be assigned a different type of secondary business associated with the sports tourism sector, e.g. entertainment, restaurants, souvenirs, equipment rental.</li> </ul>	Computers for internet research



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			<ul style="list-style-type: none"> <li>● <b>Plenary:</b> check learner understanding of types of sports tourism businesses.</li> </ul>	
5	<b>A2</b> Types of sports tourism business	IS GW V	<ul style="list-style-type: none"> <li>● <b>Visit:</b> to a sports tourism business, e.g. a local company that specialises in sports tourism services. Learners will have an opportunity to see first-hand some aspects of: transport, accommodation, instruction, coaching, teaching, tour coordination, sourcing of event tickets and packages. Learners could discover the secondary businesses associated with the sports tourism sector: entertainment, restaurants, souvenirs and equipment rental.</li> <li>● <b>Individual activity:</b> learners to summarise key aspects of the visit. Evidence should be produced to aid formative and summative assessment.</li> <li>● <b>Plenary:</b> check learners' understanding of types of sports tourism businesses.</li> </ul>	Computers for internet research Pre-planned visit
6	<b>A3</b> Factors affecting sports tourism	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> introduce learners to the factors affecting sports tourism.</li> <li>● <b>Paired research:</b> learners should be allocated one of the factors affecting sports tourism below and research what it is, how it impacts on sports tourism. Learners should produce a PowerPoint presentation or a set of notes, which they can share with the group in the following lesson: <ul style="list-style-type: none"> <li>○ travel and infrastructure</li> <li>○ terrorism</li> <li>○ natural disasters and extreme weather</li> <li>○ antisocial behaviour and hooliganism at large sports events</li> </ul> </li> </ul>	Computers for internet research



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			<ul style="list-style-type: none"> <li>○ physical and historical geographical factors affecting sports tourism activities, e.g. weather-reliant activities, e.g. dry, warm, snow conditions, geographic factors, e.g. mountains, water, historic relationship, e.g. birthplace of the sport, large established following for a particular sport, sporting heritage linked to historical, cultural or national influences, e.g. sumo wrestling in Japan, ice hockey in Canada, Australia rules football in Australia.</li> <li>● <b>Plenary:</b> check learning of the factors affecting sports tourism and the impact on and the consequences that the factors bring.</li> </ul>	
7	<b>A3</b> Factors affecting sports tourism	IS GW	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> pairs to deliver their PowerPoint presentations or set of notes on the factors affecting sports tourism.</li> <li>● <b>Knowledge quiz:</b> quiz learners to check their knowledge of the concepts taught by the group 'experts'.</li> <li>● <b>Plenary:</b> check learning and understanding about the different factors affecting sports tourism.</li> </ul>	Computers for internet research
8	<b>A4</b> Roles and responsibilities within the sports tourism sector	V IS GW	<ul style="list-style-type: none"> <li>● <b>Visit:</b> to a sporting venue to experience the roles and responsibilities within the sports tourism sector. Roles: manager, organiser, travel agent, coach, instructor or activities leader, security, caterer, usher, promoter, entertainer, trainer. Responsibilities: following codes of conduct and approved procedures, health and safety checks and approval, risk assessments, adhering to local customs and being aware of cultural norms, following safeguarding policies for working with children or vulnerable adults.</li> <li>● <b>Individual activity:</b> learners to summarise key aspects of the visit. Evidence should be produced to aid formative and summative assessment.</li> </ul>	Pre-planned visit  E.g. The London Stadium to visit West Ham Utd etc.



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9	<b>A5</b> Economic, social and environmental impact of sports tourism	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce learners to the economic impact of sport tourism at different scales, e.g. multiplier effect in local and national economy, impact of sports tourism on a country's Gross Domestic Product, costs of major sports events have international impact by boosting economies of multiple countries in a region.</li> <li>• <b>Tutor delivery:</b> explain to learners the social impact of sports tourism, e.g. development of infrastructure in host area, community development and community cohesion through hosting and participating in events associated with sports tourism, impact on local traditions and quality of life, disruption, crime and antisocial behaviour.</li> <li>• <b>Tutor-led discussion:</b> lead learners in a discussion about the environmental impact of sports tourism, e.g. managing increased visitor numbers to an area, overcrowding and congestion, damage to the physical environment, e.g. litter, graffiti, destruction of habitats, loss of green space, cost of repairing damage or disposing of waste caused by sports tourism, environmental conservation projects can benefit from funding generated by sports tourism.</li> <li>• <b>Formative assessment activity:</b> ask learners to consider the economic, social and environmental impact of sports tourism.</li> </ul>	Computers for internet research
10	<b>A5</b> Economic, social and environmental impact of sports tourism	GS IS GW	<ul style="list-style-type: none"> <li>• <b>Small-group activity:</b> learners discuss and write questions for a guest speaker.</li> <li>• <b>Guest speaker:</b> a sports tours organiser from a sports tourism company discusses the services associated with the sports tourism economy, e.g. transport, accommodation, catering, security. And the products associated with sports tourism economy, e.g. merchandise, clothing, equipment, ticketing.</li> </ul>	<p>Guest speaker E.g. invite a speaker from Sports Tours International etc.</p> <p>Questions for visiting speaker</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Formative assessment activity:</b> focus on what the guest speaker has said about services and products associated with the sports tourism economy.</li> </ul>	Computers for internet research
11-13	Assessment of learning aim A	RS AW	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> allocate time for learners to write up notes and to prepare for assignment 1, which covers learning aim A.</li> <li>• <b>Summative assessment activity:</b> learners to produce a presentation or report that includes:                             <ul style="list-style-type: none"> <li>○ information about the range of sports tourism available for both professional athletes and recreational participants</li> <li>○ factors influencing the sector</li> <li>○ roles and responsibilities associated with working in sports tourism</li> <li>○ organisations involved</li> <li>○ economic contribution and impact of sports tourism.</li> </ul> </li> </ul>	Computers and internet access Textbooks, journals and magazines Assignment brief
<b>Learning aim B: Investigate the opportunities, demand and requirements for a sport tourism enterprise</b>				
14	<b>B1</b> Market research	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> discuss market research skills.                             <ul style="list-style-type: none"> <li>• Research skills:                                     <ul style="list-style-type: none"> <li>○ primary and secondary research</li> <li>○ collecting information</li> <li>○ organising information</li> <li>○ competition, e.g. type of company, type of event, type of enterprise, proven track record</li> <li>○ resource availability – financial, human and logistical</li> <li>○ facilities and infrastructure available in local area</li> <li>○ amateur/professional requirements to host event</li> <li>○ use of relevant case studies.</li> </ul> </li> </ul> </li> </ul>	Computers for internet research Textbooks Case studies



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Whole-class discussion:</b> discuss with learners why a sports tourism enterprise would need market research.</li> <li>• <b>Plenary:</b> prepare for the group to split into a small-group activity next lesson. Ask learners to explore why these different research skills would ensure a successful sports tourism enterprise.</li> </ul>	
15	<b>B1</b> Market research	IS GW	<ul style="list-style-type: none"> <li>• <b>Small-group activity 1:</b> ask learners to work in small groups. Each group should discuss and identify research skills relevant to a sports tourism enterprise. Each group should record this information as an annotated poster or spider diagram.</li> <li>• <b>Small-group activity 2:</b> in their groups, ask learners to extend their poster/spider diagram to include additional research skills and to look at each other's posters/diagrams so they are familiar with all the different research skills that require consideration for a sports tourism enterprise. Learners should explore why these different research skills would ensure a successful sports tourism enterprise.</li> <li>• <b>Key command verbs explore/describe/assess/evaluate:</b> in the context of understanding what research skills are required and how these will be organised.</li> </ul>	Computers for internet research Textbooks Poster paper and pens
16	<b>B1</b> Market research	GS IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> recap on previous sessions then introduce and discuss some of the ideas and potential impacts for a sports tourism enterprise of market research.</li> <li>• <b>Small-group activity:</b> learners discuss and write questions for a guest speaker.</li> <li>• <b>Guest speaker:</b> a market researcher from a sports tourism enterprise discusses how they utilise market research.</li> </ul>	Guest speaker E.g. invite a speaker from TUI Travel or its activity arm - Gullivers, Events International, Thomson Sport etc.



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Formative assessment activity:</b> focus on what the guest speaker has said about market research</li> </ul>	<p>Questions for visiting speaker</p> <p>Computers for internet research</p>
17	<b>B2</b> Opportunities	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> investigate the opportunities for a sport tourism enterprise. Discuss the suitable enterprise opportunities, e.g. fundraising services, partnerships, arranging staff, and then e.g. sport event organisers, referees, score keepers, statisticians. It will be useful to show learners examples of these opportunities.</li> <li>● <b>Key command verbs explain/analyse/evaluate</b> in the context of exploring opportunities for a sport tourism enterprise and the impact they have on an enterprise's success.</li> <li>● <b>Individual activity:</b> give learners a specific opportunity for a sport tourism enterprise and ask them to consider the positives and negatives of it for the sport tourism enterprise.</li> <li>● <b>Plenary:</b> ask learners questions about the importance of the opportunities available to a sport tourism enterprise.</li> </ul>	Computers for internet research
18	<b>B3</b> Demand	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> investigate the demand for a sport tourism enterprise.</li> <li>● <b>Individual or paired activity:</b> ask learners to research the types of customer consideration: <ul style="list-style-type: none"> <li>○ demographic</li> <li>○ customer profile</li> <li>○ standard and level of ability of performers and players</li> <li>○ national governing body rules</li> <li>○ domestic/ international competition.</li> </ul> </li> </ul>	Computers for internet research



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			<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> draw together the information learned from the individual activities.</li> </ul>	
19	<b>B4</b> Enterprise requirements	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> explore the enterprise requirements for a sport tourism enterprise. Learners need to understand: <ul style="list-style-type: none"> <li>○ legal and ethical compliance</li> <li>○ materials and resources</li> <li>○ marketing/raising awareness</li> <li>○ facilities</li> <li>○ staffing</li> <li>○ transport</li> <li>○ timelines.</li> </ul> </li> </ul> <p>Relevant video clips could be used to enhance the content and reinforce learning.</p> <ul style="list-style-type: none"> <li>• <b>Small-group activity:</b> learners are given a journal article or case study relating to a variety of enterprise requirements and instructed to read it through and summarise the key points. The groups could rotate around the teaching space to enable them to read and take notes from all the articles/case studies.</li> <li>• <b>Formative assessment:</b> learners write up their notes from each article/case study.</li> <li>• <b>Plenary session:</b> recap the main learning points covered in the lesson.</li> </ul>	Computers for internet research Textbooks, journals and magazines Case studies
<b>Learning aim C: Develop and present a plan for a sports tourism enterprise</b>				
20	<b>C1</b> Components of the plan for a sports tourism enterprise	IS GW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap the previous two aims and introduce the final aim.</li> <li>• <b>Tutor presentation:</b> introduce the components of the plan for a sports tourism enterprise.</li> </ul>	Computers for internet research



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			<p>Use current resources to support the delivery of this learning aim, e.g. <a href="https://sportseventsmagazine.com/2020/09/04/sports-eta-report-looks-at-economic-impact-of-u-s-sports-travel-post-covid-19-impact/">https://sportseventsmagazine.com/2020/09/04/sports-eta-report-looks-at-economic-impact-of-u-s-sports-travel-post-covid-19-impact/</a></p> <p>The world of sports tourism has changed irrevocably in the wake of the global COVID-19 pandemic.</p> <ul style="list-style-type: none"> <li>● <b>Group activity:</b> ask learners to research components of the plan for a sports tourism enterprise and identify common success factors. Ask them to consider the factors from the unit content: <ul style="list-style-type: none"> <li>○ Concept and USP (unique selling point)</li> <li>○ Market summary</li> <li>○ Target market</li> <li>○ Financial plan</li> <li>○ Resources, facilities and location</li> <li>○ Risks</li> <li>○ Staffing</li> <li>○ Marketing</li> <li>○ Legal and ethical considerations.</li> </ul> </li> <li>● <b>Plenary:</b> summarise the implications for a sports tourism enterprise if all the factors above are not considered.</li> </ul>	
21	<b>C1</b> Components of the plan for a sports tourism enterprise	IS GS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> recap on previous session about the components of the plan for a sports tourism enterprise.</li> <li>● <b>Small-group activity:</b> learners discuss and write questions for a guest speaker.</li> <li>● <b>Guest speaker:</b> a manager from a sports tourism enterprise discusses how they produce a plan, including which factors they prioritise and why.</li> </ul>	Guest speaker



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Formative assessment activity:</b> focus on what the guest speaker has said about the components of the plan for a sports tourism enterprise.</li> </ul>	
22-23	<b>C2</b> Presenting the plan	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> outline the key aspects of presenting the plan. Introduce learners to the types of information a plan should contain. <ul style="list-style-type: none"> <li>○ Communication format and methods suitable to audience and nature of enterprise.</li> <li>○ Key points that need to be communicated to the audience.</li> <li>○ Providing clear, effective summary information.</li> <li>○ Organisation and structure of ideas – arranging and prioritising different aspects of the presentation.</li> <li>○ Information graphics: diagrams, charts and other visual tools.</li> <li>○ Images.</li> </ul> </li> <li>● <b>Individual or paired activity:</b> to enhance their presentation skills, ask learners to prepare and deliver a presentation on a sports-related topic of their choice. The idea is to focus on the presentation of the plan not the plan's content. Learners present their plans to the whole group. Try to encourage a receptive and supportive atmosphere in the whole-group audience.</li> <li>● <b>Plenary:</b> collate learner suggestions and ideas about presenting the plan.</li> </ul>	Computers for internet research Textbooks, journals and magazines Case studies
24	<b>C2</b> Presenting the plan	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> recap on previous session about presenting the plan.</li> <li>● <b>Paired activity:</b> learners to work in pairs to explore examples of well-compiled plans. Examples could be provided by the tutor. Learners should produce a PowerPoint presentation or a set of</li> </ul>	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>notes, which they can share with the group at the end of the lesson.</p> <ul style="list-style-type: none"> <li>● <b>Plenary:</b> check learning and understanding about presenting the plan.</li> </ul>	
25–30	Assessment of learning aims B and C	RS AW	<ul style="list-style-type: none"> <li>● <b>Individual activity:</b> allocate time for learners to write notes and to complete assignment 2, which covers learning aims B and C.</li> <li>● <b>Summative assessment activity:</b> learners to produce an evaluation of the feasibility of a sports tourism enterprise opportunity, based on research carried out. Develop a plan for a sports tourism enterprise. Present the plan to an audience in order to detail the proposed sports enterprise.</li> </ul>	<p>Computers for internet research</p> <p>Textbooks, journals and magazines</p> <p>Assignment brief</p>

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*