

Pink Lakes - fieldwork

Aim and introduction

The Pink Lakes of Oman are a unique natural landform which have attracted visitors from far and wide to explore the landscape and surrounding area. This is the second lesson of two looking at the Pink Lakes and has been designed to help pupils understand why tourists might visit these places and the impacts they have on them.

It is anticipated that this lesson will take between 45 and 60 minutes.

Curriculum links

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Learning goals

- Interpret a series of sources exploring the physical features of an area.
- Use source material to show understanding of the impacts of tourism in an area.
- Offer solutions to the impacts of tourism in an area.

Learning outcomes

Greater depth: pupils will be able to draw upon their previous knowledge to show understanding of the potential impacts of tourism in Oman as well as the pink lakes. They will be able to apply their understanding through several mediums and extract relevant source information accurately to justify their opinions. Pupils will be able to formulate relevant conservation solutions to the impacts of tourism drawing upon the information from learning and their own knowledge.

Expected level: pupils will be able to show understanding of the potential impacts of tourism in Oman as well as the pink lakes. They will be able to apply their understanding through some mediums and use source information to justify their opinions. Pupils will be able to formulate several conservation solutions to the impacts of tourism drawing mainly upon the information from the lesson.

Working towards: pupils will be able to show some understanding of the potential impacts of tourism in Oman and/or the pink lakes. With guidance, they will be able to show understanding through some mediums, justifications may be limited. Pupils will be able to identify conservation solutions to the impacts of tourism but not through the information gained in the lesson.

Support: with guidance, pupils will be able to show some understanding of the potential impacts of tourism at the pink lakes. They will be able to access some of the source evidence but might not draw conclusions from them to help with understanding. Pupils will be able to identify conservation solutions but might not link these may be more generalised.

Key terms

- Fieldwork
- Fieldsketch
- Data analysis
- Ecosystem
- Tourism
- Conservation

Learning resources

- Teacher presentation PowerPoint: Pink lakes – fieldwork
- Station resources – end of the PPT
- Carousel worksheet for virtual fieldwork

What you will need

- Plain paper (for fieldsketches if completing)
- Pencils
- Highlighters

Challenge and support

Support pupils by identifying some 'typical' impacts of tourism from social, economic and environmental perspectives.

A challenge task could be to manipulate the data to produce developed analysis of tourist numbers. I.e. the number of tourists have (increased/decreased) by (add number) since (add year).

Starter

Play a game of 'just a minute' (link in the clock image to an online countdown timer, also found [here](#)) where pupils either write or discuss what they can remember about the pink lakes from last lesson.

Teacher leads on from this to open a class discussion about why people might want to visit these places. If needed, the teacher can help with categories such as scenery, unique experiences etc.

If time permits, pupils could undertake a field sketch by going back to street view used last lesson and use the ideas discussed as a class to annotate the sketch with the reasons tourists might want to visit the pink lakes.



Main 1

Teacher explains to the class that they will be going on a virtual fieldtrip to the pink lakes to look the impacts of tourism in the area. Teacher should introduce the question as well as the virtual fieldwork techniques the class will work on in the lesson.

Pupils could write an equipment list as well as think about some of the risks they might face if they were visiting the pink lakes in person and how they could overcome them.

Main 2

Set up the classroom as a number of investigation stations. Each one will look at a different aspect of fieldwork as follows:

Station 1: Completion of a bar graph to explore the numbers of tourists to Oman over time. This could be used to explore the overall impact on tourism.

Station 2: Photo analysis to look at the environmental impact of tourism.

Station 3: Money generated from tourism. Analysis to look at the economic impact of tourism.

Station 4: Tourist review analysis to look at the social impact of tourism.

Pupils visit each station to be able to investigate the impact of tourism on the pink lakes.

Plenary

Pupils can design a poster or a slogan to help protect the pink lake. Alternatively, if short on time, a quick class discussion on the impacts of tourism and how the lakes could be protected.