

# Lesson Six:

## Sharqiya in a globalised world

### Objectives

- To know how the employment structure of Oman has changed over time.
- To understand the mechanisms of globalisation and how this applies to the Sharqiya Sands region.
- To be able to hypothesise about the future growth of Oman globally.

### Context and Rationale

Students cannot contextualise the full picture of Oman and the Sharqiya region without thinking of its sense of place globally. In this lesson, students will discover the many ways Sharqiya Sands is linked to other countries and especially through the growth of tourism in the region. Students will analyse and evaluate this tourism growth and hypothesise how the future of the Sands will change as other countries also become more globalised. By developing an understanding of what it means to be globalised, students will be able to suggest whether this was a positive development for the people and environment of Sharqiya Sands.

*This lesson is also presented as a walk-through PowerPoint presentation ([Lesson Six Walkthrough](#)).*

### Starter

Students are presented with [Indicators of globalisation presentation](#) and asked to think about how each of the factors relates to the UK. Then students, based on everything they have studied so far, may be able to think about how the different factors apply to Oman. Stronger students will be able to compare these two countries as well as suggest how the UK and Oman are linked through globalisation. Teachers should highlight that one of the main ways to further explore is the link through tourism.

### Body

Students should read [Pre-2000 Oman](#) and highlight any idea they come across which indicates a form of globalisation. They should then be able to offer comments about how globalised the country was then. Teachers should not accept the notion that 'Old Oman' was not in any way globalised, but rather that its form of globalisation has changed. This can be recorded through [Evidence of Oman globalisation](#) with further evidence being added through student independent research. Show students [Oman employment structures presentation](#) from which they can draw two pie charts for the employment structure for Oman in 1990 and 2017. Students can then be shown the Clark-Fisher Model and should be asked to comment on what they notice about the way countries theoretically develop and how this appears to be different for Oman, making links to globalisation as they do. Students can then generate ideas on three ways the employment structure has changed over time and the possible reasons for this with regards to globalisation (teachers may wish to read up on the Omanisation Policy of 1988).

Students are then given [Outcomes of tourism growth cards](#). In pairs, they should study the cards at the same time as they are gone through with corresponding images in [Outcomes of tourism growth presentation](#). It is important for the teacher to stress that these are impacts of the rise of tourism in

Sharqiya Sands, not simply of tourism occurring at all. The first task for the students is to sort the cards into positive and negative outcomes for the tourists. Teachers can gain a consensus around the room as to which cards apply to each polarity, either on a separate dry wipe board or a flip chart. The same exercise should be carried out for other interest groups, such as the Wahiba Bedouin and then the Omani government. Stronger students might also like to suggest other 'players' to consider. Led by the teacher, the students should then explore areas where the same impact is felt to be positive by multiple players as well as where there is disparity between the players. To conclude the task, students can be asked to write a piece of extended writing based in what they have found with the title "The Impact of the Rise in Tourism in the Sharqiya Sands". For this task, weaker students might find [Tourism impact writing frame](#) helpful.

## **Plenary**

In the previous exercise, the students will have recognised the detrimental environmental impact that some forms of tourism can have on the Sharqiya Sands. With this in mind, students can either design and produce an advert for an in-flight magazine or a short video to be played on *Oman Air* flights, advising tourists how to behave in such a way that their impact is minimal on the Sands' environment.

## **Homework or Extension / Enrichment Tasks**

By carrying out some research into the Butler Model, students can think about the position the Sharqiya Sands currently occupies in the model and then use this theory to predict how Oman may change over time as more tourists visit the region.