



Activity Guide: Haytor Case Study

In the classroom:

If you can't visit the site itself, or as background before your visit, your students can go on a virtual visit to see and hear what Haytor is like. Interviews with staff from the National Park Authority, archaeologists, historians and local people, give different views about the areas.

Visit the Virtually Dartmoor website and choose 'Haytor': www.virtuallydartmoor.org.uk

Listen to an audio walk around the site: www.dartmoor-npa.gov.uk/haytoraudiowalk

On site:

Explore why Haytor and Haytor Down are an attraction. This can be done by simply making a **sketch**, from the lower car park, of Haytor Rocks set on top of the Down.

Or you could take a short **circular walk** incorporating the Rocks, the quarry, the tramway, the moorland and valley mires of the River Lemon.

1. Features on the map

Most of the **features** in and around the car park have been deliberately **designed with visitors in mind**. In small groups, students should be sent with a blank site map to investigate and make notes of all the **features** that they can find in and around the car park, information centre and coach park and asked to consider the reasons behind them e.g. *the size of area of the car park tarmac = this limits the number of people that can use the area at any one time.*

Signs intrude into the natural beauty of the site, so any sign will have been put there because of a pressing issue or need to manage people's behaviour. Ask the students to make a list of all the **visitor-generated issues** they can identify e.g. *a sign asking visitors to keep their dogs under control = indicates an issue with grazing livestock and visitors' dogs.*

Look at the provided **Suggested Answer Sheets** and compare.

2. Information Centre

In smaller groups, students can visit the Information Centre and draw their own conclusions about what the Dartmoor National Park Authority is trying to communicate to the visitors.

3. Visitor Survey

If there are enough visitors around, students could follow this activity with a brief **visitor survey** to generate fieldwork data. (You need to consider matters of safety in the car park).

4. Managing Visitors

Students can draw their own conclusion about how well the National Park Authority is managing the visitors and achieving its **Purposes** which are:

- to conserve and enhance the natural beauty, wildlife and cultural heritage of the National Parks,
- to promote opportunities for the understanding and enjoyment of the special qualities of the National Parks by the public.

The National Park Authorities also have a duty to seek to foster the economic and social well-being of local communities within the National Parks.

5. Ranger Quotes

Use the **Ranger Quotes** resource sheet to give students some insight into how busy the area can become and what visitors get up to!

6. Sustainable Development

Sustainability and sustainable development can be explored by students in a number of ways. A visit to the information centre will illustrate how the National Park Authority has tried to include sustainable design and build elements into the fabric of the building. Students can also explore some of the wider issues through **direct experience and observation** using their own opinions as a resource.

Using the **Sustainability Prompt cards** – either in small groups or as a whole class – students should work in pairs and discuss their thoughts, observations and feelings about each of the questions. A plenary can stimulate debate especially where there are differences of opinion. Teachers can remind pupils about the interdependence of sustainability as defined through environment, society and economy.

The entire list given to pairs of students to try to answer all the questions takes about 20 – 30 minutes. The list 'chopped up' into 4 or 5 questions – placed in envelopes for separate teams to find answers to – report back plenary takes about 20 minutes.

Shortened version of the list – to save time and focus direction of enquiry

Example: only using prompt questions relating to energy