Managing the Dorset Coast: Teachers Notes

This is the one of two programmes produced by Pumpkin Interactive about coasts and coastal management. This programme is concerned with pressures on the Dorset coast which result from uses by people. The second – 'Holderness: Sustainable Coastal Management' – concerns the issues about physical coastal protection. Each will suit GCSE and post-16 Geography courses, including AS, A2, Scottish Highers, IB and Pre-U.

This programme focuses upon Studland, a coastal spit with one of the Jurassic Coast's most popular beaches, on the south coast of England in Dorset. Its natural beauty combined with its location close to Bournemouth and Poole means that it attracts thousands of tourists; it provides an excellent case study example of a honeypot site. Almost all tourists arrive by car, and the area makes a fascinating study about the impacts of tourism, and how far these impacts can be managed effectively and sustainably.

The programme deals with several challenges for the organisations involved in managing Studland, particularly the National Trust. Students watching the programme will gain insight into the challenges in managing such a popular stretch of coast, together with other potential areas of conflict, such as the presence of Britain's only on-shore oil industry.

Teachers' notes

There are three Teachers' Guidance Sheets, providing guidance and background information about:

- Using video resources in classrooms
- The Jurassic Coast, its background, and the issues that it faces.
- Links between this programme and GCSE, AS and A2 specifications.

Teachers will find it especially helpful to read the background information about Studland (Teacher Guidance Page 2), which provides a geographical background to Dorset's Jurassic Coast, and to Studland itself. The notes will assist teachers in handling some of the follow-up activities.

The basis of the programme and follow-up exercises here are that students should:

- know about the location of Studland, and about its attraction as a tourist destination;
- understand the challenges presented by tourism and to the organisations that manage it;
- develop skills in analysing the impacts of tourism upon Studland;
- be able to judge whether or not it is being managed effectively by the organisations and interests involved.

There are ten Resource Pages, numbered 1-10, and each indicates whether they are intended for teachers or students. (NB some worksheets are held as PDFs)

Bob Digby,
August 2012

Contents:

Teachers Guidance Page 1. Using this DVD for active learning

Watching a TV programme can often be interpreted by students as a passive experience. Jane Ferretti (2009) has followed Margaret Roberts' research (1986) on the attention given to narration rather than pictures on a DVD. Asked to make notes, students usually make notes on what is said and not what they see. Yet, surely the purpose of programmes such as this is for students to be able to see places which they may be unlikely to visit. The strategies below are therefore designed to help students to engage with the programme in order to make sense.

1 **Describing**

- Select scenes (e.g. scenes showing tourists in large numbers on Studland Beach) and ask students to describe in detail – e.g. '20 words to describe what is happening'.
- Ask students to describe a scene and to devise a script (e.g. for the scenes on Brownsea Island and the oil industry). This is especially effective if done without sound.
- Reverse the process; ask students to predict what pictures are being shown, and details about these, by listening to the narration but with the screen picture turned off. This could be done for scenes showing ways of managing tourist threats.

2 **Understanding**

- Before a clip, (e.g. Managing Studland's environment) give students specific things to look for. This is especially effective if you ask the class to think about an interview with a National Trust manager – 'what problems do you think they'll meet?', 'do you think there are ways of stopping tourists damaging sand dunes?', 'how effective do you think these methods will prove to be?'
- Freeze-frame scenes and discuss students' understanding of what is being shown.
- Give students comprehension questions – but beware that they may be listening to the narration, with eyes down, rather than watching the picture. If you choose this strategy, watch the class carefully to ensure that they are watching, and give them time afterwards to make any notes that you want.

3 **Listening**

- Give students a list of key words to listen out for, and then identify their meaning.
- Ask students to identify key words or phrases, and define these, based on the narration. Some ideas for these are given in Student Resource Page 3 'Understanding the programme'.

4 **Creative follow-up**

- Role-play Interviews. Here, students work in interview pairs. One acts as a journalist, devising questions for the second, who acts as the person being interviewed e.g. a National Trust worker in Studland. A 5-minute interview follows which can either be done privately in pairs or by 'hot seating' in front of the class. Students then feed back about the interviews. A Teacher Resource page is available for organising a role play.
- Information Gap. You need two rooms for this. Half the class watches part of the programme without sound, while the other hears it without pictures. Each then discusses what they think will be in the script (one group), and shown as

pictures (the second group). Students then return to class, pair up, discuss the situation and characters, and put together sounds and pictures. The teacher then shows the complete part of the programme.

- Fractured scenes. Write parts of the dialogue (included in this DVD) on strips of paper; place these in random order in envelopes, and ask students to re-sequence. Or, distribute strips randomly among students, and ask them to describe the scene in which their script occurs.

Further reading

- Ferretti, Jane (2009) ‘Effective use of visual resources in the classroom’ in ‘Teaching Geography’, Autumn 2009
- Roberts, Margaret (1986) ‘Using video’ in ‘The Geography Teachers’ Handbook’, Geographical Association

Teachers Guidance Page 2. Background to the Dorset Coast

The Dorset coast is well known as one of the UK's most beautiful areas of coastline. With unique geology, coastal features of both erosion (e.g. the Old Harry Rocks near Swanage) and deposition (e.g. Studland, the focus for this programme) and nature reserves rich in flora and fauna, it is no surprise that it became the UK's first coastal World Heritage Coast (see Figure 1), as designated by the United Nations, to recognise its global significance. Culturally, the area is also important as the setting the novels of Thomas Hardy, which are set in Dorset's landscapes.

Its geology is varied, and has a significant impact on landforms and scenery. Most rock types were formed during the Jurassic period; hence the name 'Jurassic Coast' which is often used. It is often quoted in textbooks as the classic example of a coast where geology helps to determine coastal formations of headlands and bays, formed respectively from resistant chalk and Purbeck Limestone (forming steep cliffs, and coastal features such as stacks and arches) and less resistant clays and sands (forming bays). These alternate in bands, so that sometimes they lie parallel to coast (concordant coasts, as at Lulworth Cove), and sometimes at right angles to the coast (discordant coasts, as along the coast between Old Harry Rocks, Swanage and Poole Harbour. Because of its fossil-rich sediments, Kimmeridge Bay is popular with fossil hunters.

Studland

The focus for this programme is Studland Beach, which is part of the Studland peninsula, lying towards the easternmost extent of the Jurassic Coast (see Figure 1). The Studland peninsula is a sand spit which extends northwards from Studland Bay into Poole Harbour.

Ecologically, the Studland coast has some of the UK's most important plant communities, formed by the process of plant succession on the sand dunes. Deposition of sand by longshore drift has led to the formation of Studland beach and its sand dunes. Along the coast, the sand forms a coastal spit as far north as the entrance to Poole Harbour. Much of the spit and its dunes is a Site of Special Scientific Interest (SSSI). The dune succession produces communities of heath further inland, succeeding in turn to low shrubs (e.g. heather, gorse), and then further inland to acid-tolerant trees such as birch. Rare plants, insects, birds and reptiles are found here. Ecologists would seek to protect dunes from further development.

Tourism

Tourism is the largest employer in Dorset's economy, with a third of its population working in accommodation, food and related industries such as supply. Dorset's World Heritage status can only enhance this, but of course it brings problems in its wake. Tourism impacts heavily on Studland's dunes and conflicts are bound to arise. How can tourism be managed sustainably?

Studland Bay is owned by the National Trust. Its proximity to Poole and Bournemouth (reached by a ferry), and the density of its south coast population, results in 1.5 million people visiting annually. Their reasons vary, from sunbathing and picnicking in the dunes, to activities such as sailing and jet skiing off-shore. Peak summer traffic queues often lie the full length of the Studland peninsula, and it is common at Public Holiday times for over 25 000 people to visit in a day. Traffic congestion, litter, and

plant trampling on dunes are common. Off-shore, water- and jet-skis bring noise and swash which damages rare seagrass beds, as well as threatening swimmers and dolphins from outboard motors.

This programme therefore focuses upon ways in which these threats can maintain the very thing that people come to see. How far can different users along Studland's coast co-exist alongside each other?

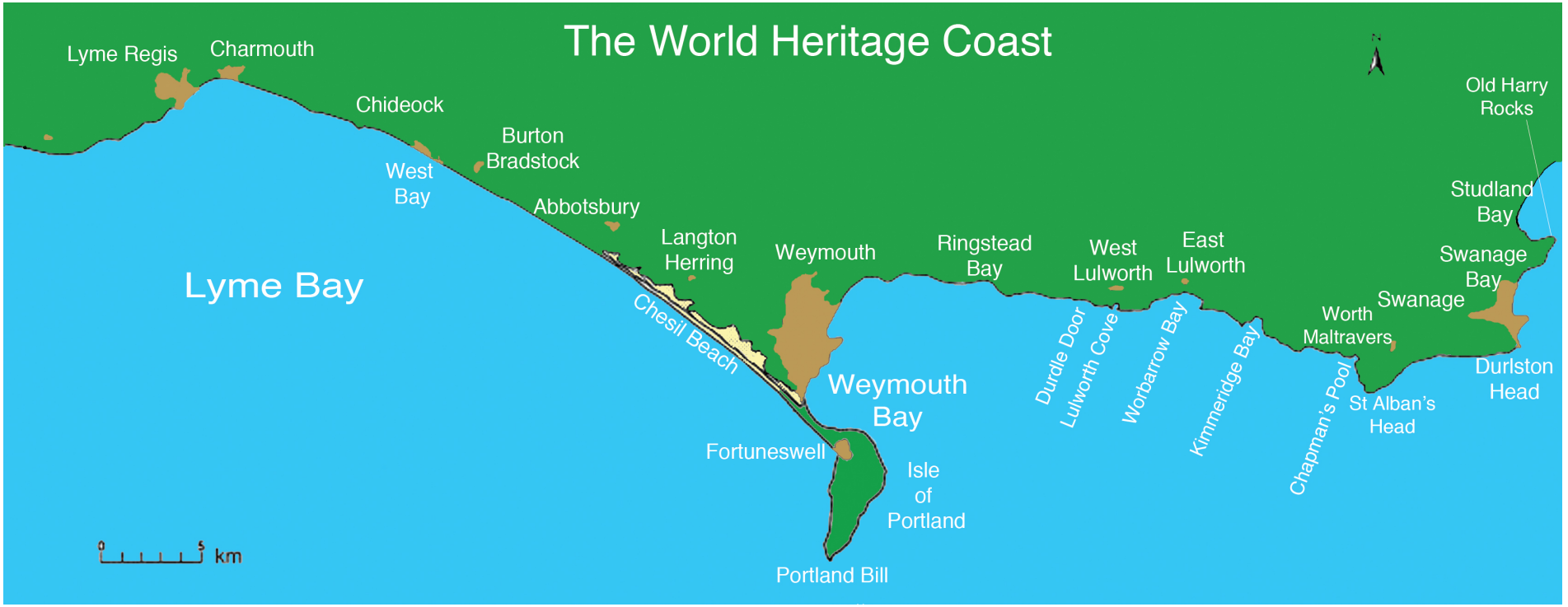


Figure 1. The World Heritage Dorset Coast

Teacher Guidance Page 3. Exam course specification links

The following list shows how this programme links to various parts of GCSE and AS/A2 specifications

1. Pre-16

AQA GCSE Geography A
Unit 1 The Coastal Zone
Unit 2 Tourism

AQA GCSE Geography B
Unit 1 The Coastal Environmental
Unit 3 Investigating Global Tourism

AQA iGCSE
Paper 1 Coastal Processes and Pressures
Paper 2 Contemporary Issues in Tourism

Edexcel GCSE Geography A
Unit 2 Section A Coastal Landscapes
Unit 3 Section B A Tourist's World

Edexcel GCSE Geography B
Unit 1 Section B Coastal Change and Conflict

Edexcel iGCSE
Section A Topic 2 Coastal Environments

OCR GCSE Geography B
Theme 1 Rivers and Coasts

OCR iGCSE
Theme 3 Leisure and Tourism

WJEC GCSE Geography A
Theme 7 Our Changing Coastline
Theme 10 Tourism

WJEC GCSE Geography B
Theme 2 Coastal Processes and Coastal Management

2. Post-16

AQA A level Geography
* Unit 3 A2 Ecosystems – change and challenge

Edexcel A level Geography
* Unit 2 AS Crowded Coasts

OCR A level Geography
* Unit 1 AS Coastal environments
* Unit 2 AS Managing rural change
* Unit 2 AS the growth of tourism

WJEC A level Geography
* Unit G3 A2 Theme 2 Coastal Landforms and their Management

IB Geography
* Oceans and their coastal margins
* Leisure, sport and tourism

Pre-U Geography
* Paper 2 Coastal Environments
* Paper 3 Tourism Spaces

Teacher Resource Page 1 Outline map of Studland

Figure 2.

Use the programme to help you identify and annotate features mentioned in the programme, e.g

- Where most visitors come from and how they get there
- Where most visitors park
- The pressure points where tourists make most impact
- The places where the National Trust manages these impacts
- Any features – physical or human – which you think are significant about Studland.

Student Resource Page 2 Notes from the programme

Use this framework as an A3 sheet to make brief notes on the programme using a) the pictures, b) the commentary.

	Pictures	Commentary
Part 1 Introduction		
Part 2 What makes Studland Special?		
Part 3 Managing Studland's Oil		
Part 4 Managing Tourism		
Part 5 Managing Studland's Environment		

Part 6 Managing the Changing Coastline		

Student Resource Page 3. Remembering the programme

A Remembering the names

1. The name of the county in which this programme is set?
2. The name of its largest city?
3. The name of the main beach on which the programme focuses?
4. The name of the organisation which manages much of this beach?
5. The name of one other organisation which is involved in managing this area?
6. The name of the company producing oil in this area?

B Remembering numbers

1. The number of visitors in a day during peak season	
2. The number of horses which are kept in the stables offering beach rides	
3. The number of boats that visit Studland on a summer's day	
4. The percentage of visitors who come to Studland by car	
5. The total number of jobs generated by tourism in the Studland region	
6. The number of jobs created by the local on-shore oilfield	
7. The number of kg of rubbish at Studland during a busy summer's weekend	
8. The total number of beach huts along the beach at Studland	
9. The number of hectares of Studland's heathland that caught fire in April 2010	
10. The number of spaces in Studland's car parks	
11. The number of people who actually work at Studland during peak season	
12. The estimated number of birds that over-winter in Studland	
13. The number of barrels of oil produced daily by the local oilfield at its peak	
14. The number of barrels of oil produced daily by the local oilfield now	

Choose from these	**numbers**	

10
26
90
120
300

300
300
440
2,300
4,500

5,000
15,000
20,000
110,000

Student Resource Page 4. Understanding the programme

A Knowing the key terms

Define these terms:

1) Beach zoning
2) Beach regeneration
3) Boardwalk
4) Conservation
5) Deposition
6) Environmental Impact Assessment
7) Erosion
8) Fauna
9) Flora
10) Footfall
11) Footpath erosion
12) Fragile environment
13) Gabions
14) Heathland
15) Honeypot site
16) Infrastructure
17) Longshore drift
18) Managed retreat
19) Marine Conservation Zone
20) Marram grass
21) No anchor zone
22) Roll-back
23) Sea grass
24) Spit
25) Tenant business
26) World Heritage Site
27) Zoning

B Understanding the key points

Part 1 Introduction

- Why does Studland's location place it under pressure from visitors?
- Why should Studland be part of Dorset's World Heritage 'Jurassic Coast'?
- In what ways is Studland a 'honeypot site'?
- How far does it seem as though tourists damage the very things that they come to see at Studland?
- Explain how conflicts are almost bound to arise between different users of Studland.

Part 2 What makes Studland Special?

- Explain how 'Studland's location makes it an easy day trip for visitors from London and the home counties and anyone south of the M4.'
- What are the arguments for and against the provision of more car parking spaces at Studland?

- Explain the arguments for and against raising car park charges at Studland.
- There are seagrass meadows off the shore of Studland – so what?
- How far would Julie Hatcher (Dorset Wildlife Trust) and Emma Wright (National Trust) agree about Studland's problems?

Part 3 Managing Studland's Oil

- Explain the potential conflict between the oil industry and the different stakeholders of Studland.
- Explain the measures that have been taken by the oil industry to address the fact that 'planners and society didn't want to see, smell or hear it'.
- Use evidence from the programme to discuss whether 'this development has managed to find a balance between economic gain and minimising social and environmental impacts'.

Part 4 Managing Tourism

- Explain the range of jobs which involve day-to-day and periodic maintenance on-site at Studland.
- Explain the idea of 'zoning' different parts of Studland and why this is considered necessary.
- How far do you support the idea of 'zoning'?
- Why won't the National Trust allow any horse riding on the beach during July and August?
- Why is litter at Studland 'the biggest single cost of managing the site'?
- Explain how a beach barbecue at one point can lead to a dune or heath fire 100 or more metres away.

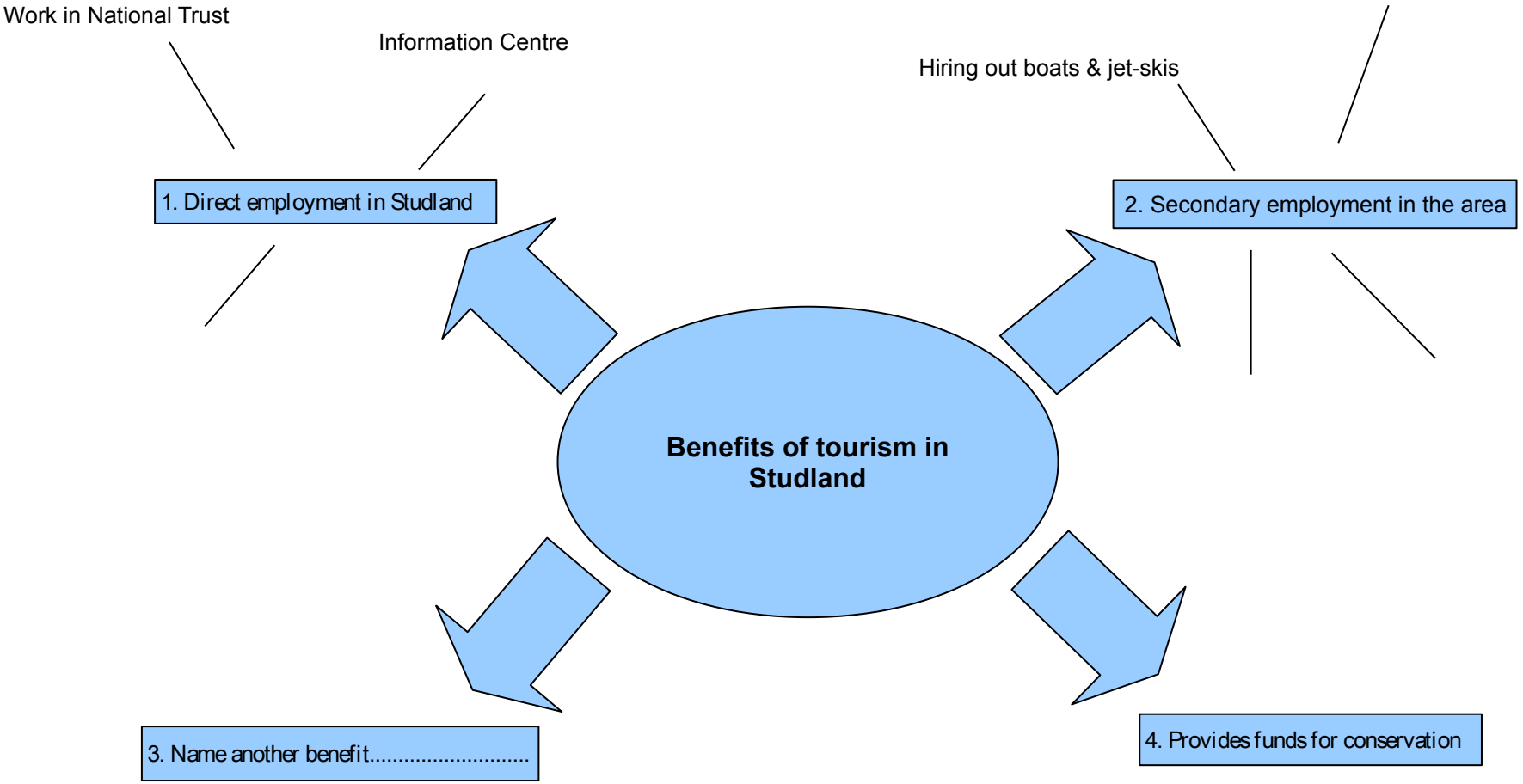
Part 5 Managing Studland's Environment

- Explain whether you believe that boardwalks, fences, benches and barbecue areas worth the expense of installation and maintenance to the National Trust.
- Explain the difference between current agreements with users (e.g. boat owners) and creating a Marine Conservation Zone at Studland.

Part 6 Managing the Changing Coastline

- Explain why the coast at Studland is a constant headache for the National Trust.
- On a copy of Figure 2, label where Studland is suffering most erosion, and where deposition is taking place.
- Draw a labelled diagram of the process of longshore drift, and explain how it causes erosion in one place whilst creating deposition in another.
- Add labels to your copy of Figure 1 to show the direction of longshore drift.
- On Figure 2, identify where the National Trust is spending most money on coastal protection at present.
- Explain a) what gabions are, b) how they are designed to prevent or reduce erosion, and c) how effectively they do this.
- Explain the difference between coastal management using gabions (as at present) and adopting a policy of 'roll-back' or 'managed retreat'.

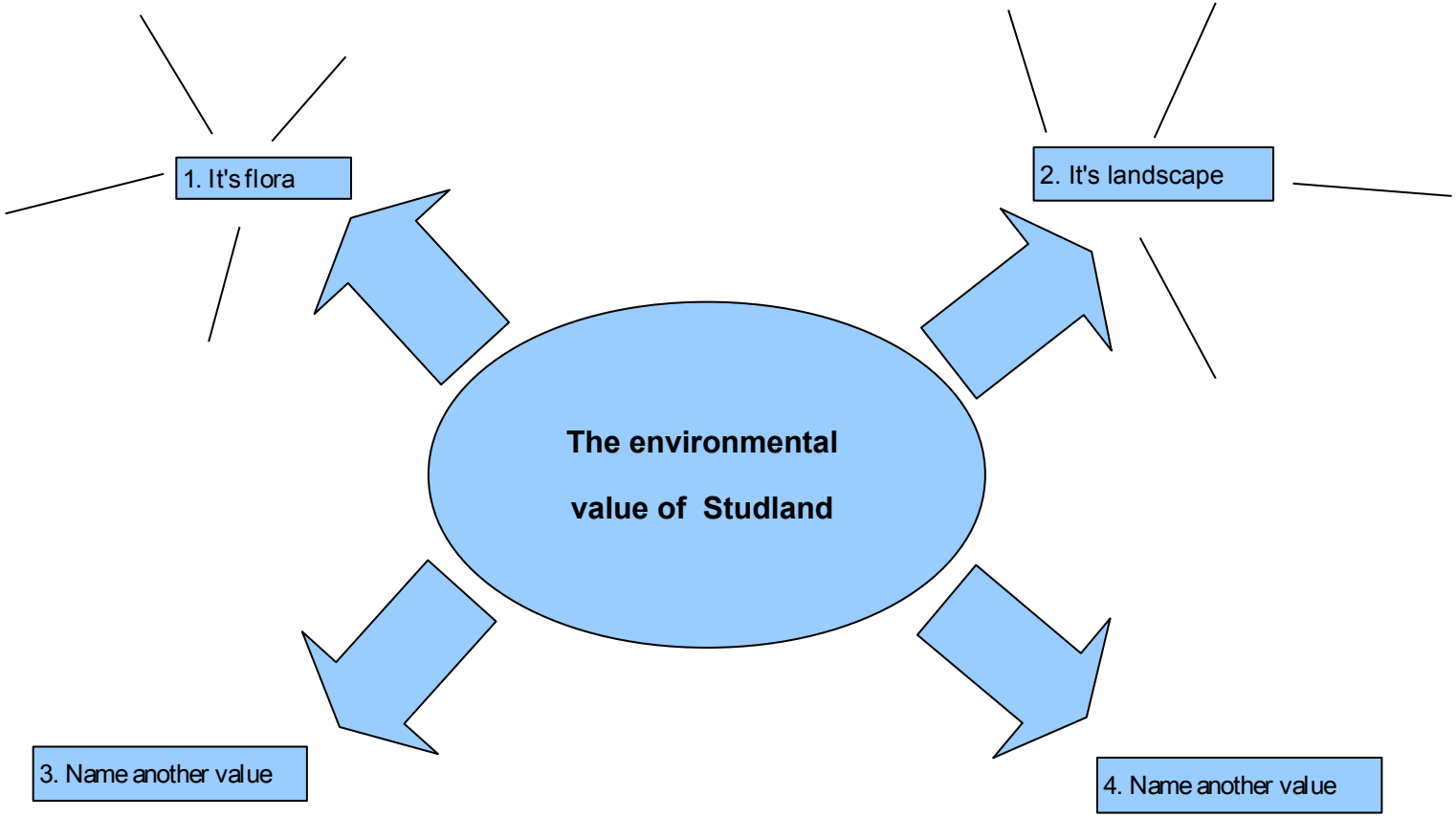
Student Resource Page 5. The benefits of tourism and its impacts



Activity

1. Complete Box 3, and then add examples of employment as shown for boxes 1 and 2.
2. Add examples to boxes 3 and 4.

Student Resource Page 6. The environmental value of Studland



Activity

1. Complete this diagram in the same way as for Student Resource Page 5, but this time identifying the environmental value of Studland with examples.
2. Write 400 words on the title 'Are the benefits of tourism putting the environmental value of Studland at risk?'

Student Resource Page 7. Managing the impacts of tourism

Assess how the following problems impact upon Studland, what attempts are made to manage these impacts, and how well.

Activity	Impact	Attempts to manage the problems	How effective are these attempts?
Litter from beach users			
Litter from boat users			
Barbecues			
Sitting on the dunes			
Footpath access to the beach			
Beach horse-riding			

Summary: Now write about 500 words on the title ‘Using examples, explain how well tourism at Studland is being managed’.

Student Resource Page 8. The impacts of the oil refinery on Studland's coastal environment

The law requires that an Environmental Impact Assessment (EIA) is carried out before any major development. An EIA estimates change to the environment that occurs as a result of a project, and whether pros outweigh the cons.

For this exercise, assess the impact of the oil industry on the scenery and environment of the Studland area. Do this as follows;

1. Judge each statement using the images you see in the programme
2. Record what you think are its main impacts on the grid below, and add up a total score.

	Positive impact	No impact	Negative impact			
Environmental Factors	**strong +3**	**general +2**	**slight +1**	**0**	**slight -1**	**general -2**
Impact on overall scenic quality of area						
Building design						
Effect on local wildlife habitats						
Visual impact of any built features - height						
Impact of the oli industry – noise?						
Economic factors						
Whether the land has other economic uses						
Impact of oil industry on local economy						
Social factors						
Whether the land has social uses e.g. housing						
Other impacts Its value for local people						

Impact on the amenity value of the area						

Total score = _____ out of 30

Discuss your scores. Does the oil industry bring more benefits than problems?

Student Resource Page 9. A conflict matrix for Studland

A conflict matrix does three things –

- It shows groups or named individuals who may have a stake, view or interest in an area
- It uses a grid to show each group or named individual compares in their view to others
- It shows – using a spectrum from ++ (agree strongly), to '0' (neutral or no conflict) to - - (disagree strongly) – how far people are likely to agree or disagree about the proposal

Use this as follows:

a) Study the people in the conflict matrix below. Identify three additional people from the programme and add their names in the spaces 1, 2 and 3
b) Show – using the scale from ++ to -- - how far each of the named groups or named individuals agrees or disagrees with each other about managing Studland
c) Explain in 500 words the results of your conflict matrix.

Groups & individuals	National Trust				**Key:**
National Trust		Dorset Wildlife Trust			**Groups who:** ++ agree strongly '0' no conflict - - disagree strongly
Dorset Wildlife Trust			The oil industry		
The oil industry				Sun-bathers	
Sunbathers					1 (name)
1 (name)						2 (name)
2 (name)							3 (name)
3 (name)							

Teacher Guidance Page 10. A role play

Lesson 1 Set the scene

This role play is to decide whether Studland should become a Marine Conservation Zone (MCZ). The Marine and Coastal Access Act of 2009 allows the creation of Marine Conservation Zones (MCZ) to protect nationally important marine wildlife, habitats, geology and scenery. They can be designated anywhere in English and Welsh inshore and UK offshore waters. Lundy Island in the Bristol Channel became the UK's first MCZ in 2010.

For this lesson, you will need

- A copy of each role. There are nine roles in total.
- A copy of the role preparation sheet to help students prepare their presentation.

Before the role play, you will need to have shown the full programme.

Prepare the roles

Before the lesson, consider how you will allocate the nine roles. Rather than random distribution, you need to decide in advance upon groups that you select, since some differentiation may be required. Numbers suggested are for a class of 30; you can adjust numbers according to your class. You will need 3+ students per role. You need to decide –

a) **Are students capable of the role?** The role of **the Environment Agency** is the most demanding, since a questioning ability and ability to think on their feet is essential. At the end they will decide whether a MCZ should be granted to Studland. This is an opportunity to differentiate by ability. Least able students may be best suited to roles of tourists or National Trust workers, for example. Those with the role of boat owners will have to be fairly hardheaded, because they are likely to receive some flack if they argue for fewer pollution controls. Students with an interest in Science will make good representatives for the Dorset Wildlife Trust.
b) **What is the role of each group member** in the preparation stage, and in the role play itself? Will each group member have to speak? Will each person have a role in advance, so that there is a division of labour? The role of the Environment Agency will be different, since it involves preparing questions and perhaps interviewing each group in advance of the role play to get an idea of feelings, and how they might prepare questions.

In addition, you will need a chairing role to manage the agenda during the role-play itself, to invite questions and keep order. You can do this yourself – or why not invite in a sixth form mentor to do this? Especially important too is the need to allow students time in which to prepare their role.

The nine roles are –

1. **Environment Agency**. They will listen to all the arguments, ask questions, and at the end will make recommendations about whether Studland should become a Marine Conservation Zone.
2. **National Trust managers for Studland**. These people actually make the decisions about managing pressures on the Studland environment.
3. **Dorset Wildlife Trust**. Their evidence is critical to establishing any damage done both on- and off-shore by tourism at Studland.
4. **Beach tourists** who wish to lie back and enjoy the sun, swim etc.
5. **Beach tourists** who wish to take a more active role on their visit e.g. horse riding, kayaking.
6. **Representatives from local visitors** e.g. boat owners and beach hut tenants from Bournemouth and Poole who enjoy using Studland beach and the waters off-shore
7. **Representatives from local tourist businesses** e.g. the stables.
8. Those representing **National Trust workers** e.g. those who collect littler, repair footpath boardwalks etc.
9. **Dorset County Council** who will pay their share of costs for managing the coast of any coastal management strategies, e.g. more gabions.

Provide pupils with a copy of their role card, which will help them to consider who they are, and to identify how they feel about the issue. They will need time to prepare some of the detail. In addition, you might want to allow time for alliances to develop – e.g. between the National Trust roles and the Dorset Wildlife Trust.

Lesson 2 The role play

The following is the time allocation for a one hour lesson. Within it, about 10 minutes should be allowed for debriefing, followed by a homework or lesson follow-up in which students can write an evaluation of what happened. The written evaluation allows pupils to reflect on their learning about the issue, what happened in the role-play, and how they feel about it.

Public Meeting

Should there be a Marine Conservation Zone at Studland?

Agenda

1. Welcome and introduction of each party by the Chair (1 minute)
2. The eight groups are invited to present their case – no more than two minutes each, with one minute to allow for two questions from the Environment Agency members. (8 x 3 minutes = 24 minutes): in order
3. Open questions are allowed between each of the groups and the Environment Agency. The Chair must promote fair play during this part of the meeting. (10 minutes)
4. The Chair briefly sums up each role (1 minute)
5. The Chair asks the Environment Agency to leave the room, and consider their verdict for no more than 5 minutes. (5 minutes)

   While the Environment Agency are out of the room, the Chair takes over, asking what verdict they think the judges will reach, and why. This is an important part of the role-play and should be conducted with students still in role.
6. The Environment Agency members return and deliver their verdict whether or not there should be a Marine Conservation Zone at Studland, and their reasons. (5 minutes)
7. The teacher debriefs the role play (10 minutes – see below)

3. Debriefing the role play

Debrief is a vital stage for role-play and should not be rushed. Its purpose is to allow pupils to reflect on what they have learnt. The teacher should allow pupils to reflect in open but structured discussion in which rules of debate are kept to. A full debrief should take about 15-20 minutes.

Possible questions for exploration –

a) how did each group feel about the verdict delivered by the Environment Agency?
b) Which case won the day, and why?
c) Which group's role was strongest during the role-play? Did this help to win the case?

d) Which roles do the **Environment Agency members** feel were carried out well? Why?
e) Were these actually the strongest cases, or were they cleverly played by those in role?
f) Did anyone find themselves arguing for something they didn't believe in? What was this like? Why?
g) Did anyone change their beliefs during the role play? Why?
h) Do you think that this is like the real enquiry that would take place in areas such as Studland? What would have been similar? What would have been different?

4. Follow-up work

A written evaluation of the role-play could take place here, using the following framework of questions –

a) What was the role-play about? How did the issue arise?
b) Whom did it involve? Why were these people involved? How did each person feel about MCZ?
c) What was your role? Were you for or against? Describe your role. How good was your case? Was it an easy case to prepare? Why?
d) How good were other cases put forward at the meeting? What made them good? Who made the strongest case? Were these easy cases to prepare? Why?
e) How did you feel about the decision made by the Environment Agency? Why? Why do you think they made this decision?
f) What did you find you learnt during the role-play? Why?
g) Did you change your views about whether there should be a MCZ during the role-play? Why?
h) How do you **now** feel about proposing a MCZ for Studland? How far do you think that tourism should be controlled more?

Role cards

Distribute these to the groups you have arranged.

Environment Agency You will listen to all the arguments, ask questions, and at the end will make recommendations about whether Studland should become a Marine Conservation Zone. Before the role play, you need to know what a MCZ is, how it works and what it would mean for Studland.	**National Trust managers for Studland** You actually make the decisions day by day about managing pressures on the Studland environment. Think about the programme you have seen. What are these problems? What is a Marine Conservation Zone? Would it help Studland?
Dorset Wildlife Trust Your evidence is critical to establishing any damage done both on- and off-shore by tourism at Studland. Think about the programme you have seen. What damage is being done? What is a Marine Conservation Zone? Would it help Studland?	**Beach tourists** You wish to lie back and enjoy the sun, swim etc. You visit Studland fairly often, certainly most weekends in summer. You enjoy the coastal scenery (describe this from what you've seen in the programme). You like the peace and quiet of Studland and so do not like the noise of jet skis and boats.
Beach tourists... who wish to take a more active role on their visit e.g. horse riding, kayaking. You come to Studland 3-4 times a year and really enjoy the activities that have been shown in the programme. Although you're active, you enjoy the coastal scenery (describe this from what you've seen in the programme). You are worried about horses and the noise of jet skis and boats.	**Representatives from local visitors** e.g. boat owners and beach hut tenants from Bournemouth and Poole You enjoy using Studland beach and the waters off-shore. Think about what you've seen in the programme, and how you enjoy visiting Studland in your boat, or staying in the beach hut. Would a Marine Conservation Zone allow you to continue to visit and use the area as you do?

Representatives from local tourist businesses e.g. the stables, kayak hire. You're dependent upon tourists coming to visit Studland and who want to take part in activities. What would a Marine Conservation Zone mean to you?	**National Trust workers** e.g. those who collect littler, repair footpath boardwalks etc. Think about the programme you have seen. What are your jobs? What is a Marine Conservation Zone? Would it help Studland?
Dorset County Council You will have to pay your share of costs for managing the coast of any coastal management strategies, e.g. more gabions. A Marine Conservation Zone might man more coastal protection, and more staff to monitor whether the MCZ is being complied with by the public.	