

# LEISURE TRAVEL EDUCATION

*Tania Muscat*

**“The introduction of leisure travel education across the curriculum should help students penetrate and read the mechanism of the travel industry”**

## Introduction

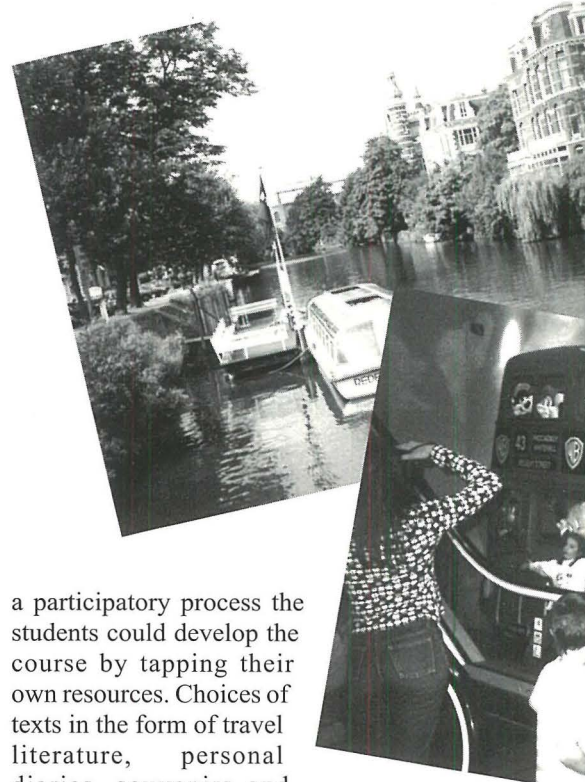
In the 21st century, people from different walks of life, class and country will be roaming every part of the world. The global industry is expected to employ 338 million people reaching \$7.2 trillion in revenues. The sooner education encourages students to understand how the industry is creating new ventures and catering for new travel needs, the better prepared they will be as young and older tourists themselves. The introduction of leisure travel education across the curriculum should help students penetrate and read the mechanism of the travel industry. If primary education seeks to improve rather than reproduce society, then leisure travel education should equip children to assume responsibilities for world citizenry and prepare them to understand that they should not be simply directed by external forces to the extent that they get carried away by the currents of fashion and convenience. Moreover, the pedagogy most conducive to leisure travel education is that which enables the student in a sense to use his/her own brains, not somebody else's. To live rather than exist.

## Teaching methodologies

The introduction of an experience common to both teacher and pupil, as well as pupil and pupil, offers critical reflection. They should gain a common ground where investigation may be carried out on equal terms and at the same time from different perspectives. Experiences and information do actually exist 'out there' but they should serve as a springboard for the creation of new knowledge. In fact the students should be given the opportunity to produce their own knowledge.

## Active learning

Leisure travel education will be based on the experience brought in by the student. In



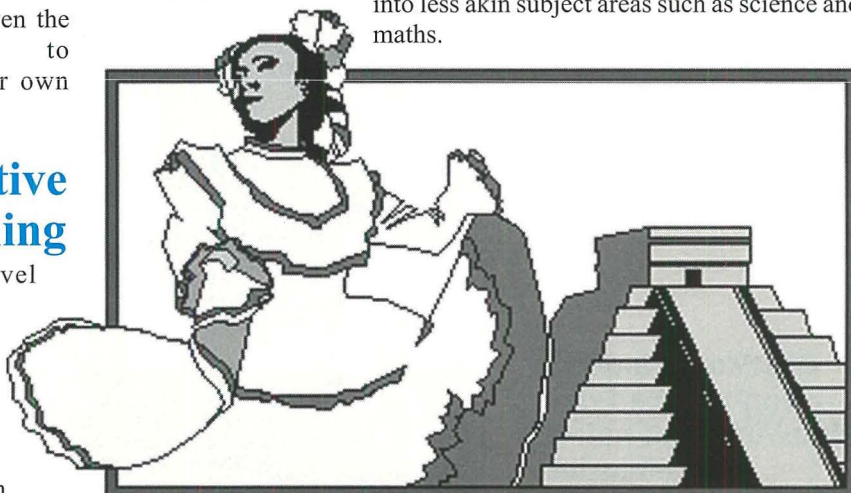
a participatory process the students could develop the course by tapping their own resources. Choices of texts in the form of travel literature, personal diaries, souvenirs and artifacts, home made videos and photographs/albums should be used as the starting point for a critical study of themselves and their society. Active learning could be discovered through play activity. Exercises and games could be improvised by students to uncover truths about society and culture. For instance the 'role' of a waiter/ress in an Italian/McDonald's outlet could be enacted. Different attitudes during the 'serving' act could be acted highlighting the way the order is taken.

## Practical work

Leisure travel education across the curriculum may easily be integrated with other established curricula as a coherent part of, for example, the teaching of languages, especially the mother tongue, literature, environmental studies as well as other subjects such as art, media and drama. It may also be adapted to fit into less akin subject areas such as science and maths.

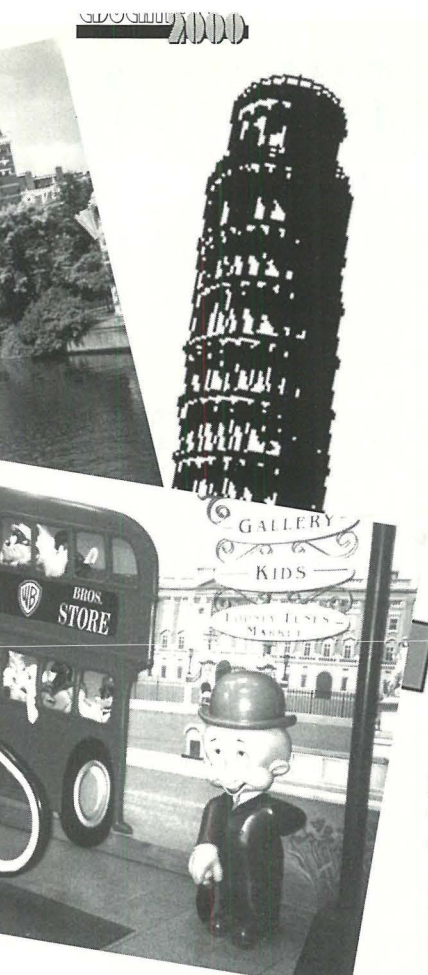
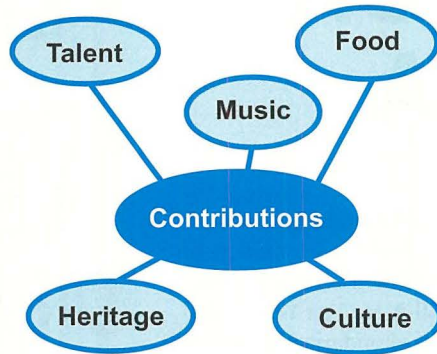


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# Leisure travel education across the curriculum



*...souvenirs and artifacts, home made videos and photographs/ albums should be used as the starting point for a critical study of themselves and their society*



**Folk:** Tarantella figures of farmers which children can find on Italian products such as Pasta Ambra

**Church:** Notre Dame Cathedral in Paris is one of the cartoon stories produced by Disney Productions for the cinema.

**Royalty:** The dolls representing the Queen's guards could be complemented with cuttings from the papers about characters from the British Royal Family.

## Ethnography (Art, English, Maltese)

Pupils are to analyse photo albums or videos of recent holidays taken abroad and in collaboration with the facilitator (teacher) to talk about, sketch, or show classmates in an attempt to respond to the 'why' questions in (sociological) generative themes such as:

**Catering staff:** minor staff viz cleaners, waiters, night receptionists, Who is doing these jobs?

North Africans, Turks, Eastern nationals, Asians

Why are these people doing these jobs (and not the locals)?

Buskers:

Entertainment: mime, tapping, juggling, burlesque street amusement.

Who is playing the roles? Why? Who are the spectators?

## Food

(Shapes in Maths)

Pupils may be asked to bring to the class pictures of food items originating in different countries. A classification will highlight the different shapes these items have:

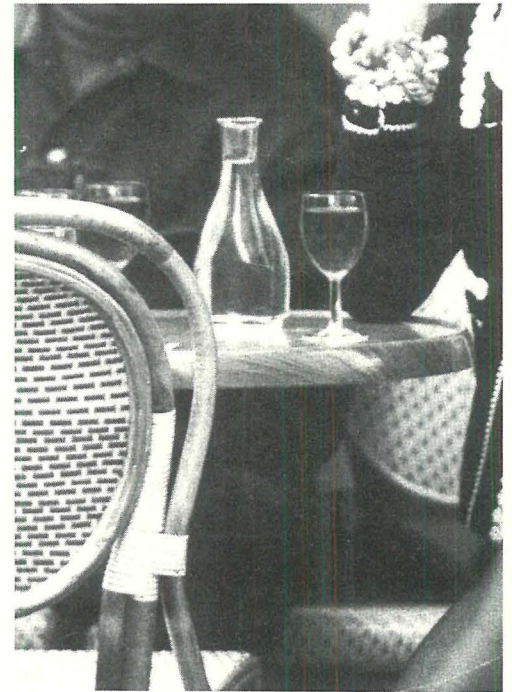
Hamburger	USA	Circle
Pizza	ITALY	Circle
Toast	BRITAIN	Square
Croissant	FRANCE	Half circle
Sausage	GERMANY	Oblong
Ice-cream	ITALY	Cone
Chocolate	SWITZERLAND	Rectangle

## Music

(Music, PE)

Pupils could bring their own compact discs, posters, video clips to see how the song is represented. They can also get their parents' video which shows the original dance of, say, flamenco, staged for tourists. Ideally the above exercise could culminate in making a chart with commercial songs that echo an ethnic origin or language in sound.

Maccarena	Los del Rio	Spanish folk song
Lambada	Kaoma	Brazilian dance
La Isla Bonita	Madonna	Spanish mandolin/guitar
Yekke Yekke	Mory Kante	African genre
Pour que tu m'aime encore	Celine Dion	French language
Downtown train	Rod Stewart	Scottish bagpipes



## Conclusion

The implementation of this curriculum could be even extended to secondary level and tertiary education. Leisure travel education should be a highly motivating aspect of education as long as teacher-facilitators work within a framework of an empowering education - a road from where we are to where we need to be.

## Heritage

The pupils can put up a wonder cabinet in class full of souvenirs that they bring from home. They can classify them in main themes:

Folk/ethnic; church, royalty