

# Our World of Tourism

Continuing the 2017 International Year of Sustainable Tourism for Development in this environmental education series by Jeanie Clark

'Tourists' all do what? (The key word from the last *Otherways* edition was ... travel!) Travel involves communication – verbal, numeric and visual. Travel involves geographic skills and learning. Travel involves economic learning and skills. Travel may involve History and Science learnings, and communication in a language other than English.



In the new Victorian Curriculum F-10\*, tourism is specifically mentioned in the 'elaborations\*' of middle-school years for two of the Learning Areas\* of the Humanities (Geography and Economics) and Languages. However, it could be in so many other Learning Areas. (See breakout box.)

In the last article we discovered that the IY2017 (International Year of Tourism for Sustainable Development) adds impacts on sustainability as another aspect to travel, and involves thinking about how travel can aid sustainable development in the recipient societies. As some background to this, this article will focus on some broad geographic activities about tourism today.

## Where do we go?

How prevalent is tourism in your social circles? Where do people you know go? How do they travel? How could you show that? Well you could make lists, starting with your family and then friends. Then this could be made into a multi-map diagram. This would involve geographic knowledge and skills. What base maps would be needed? Probably at least these three scales: world, Australia and Victoria. Other maps may be needed to find where places are to be able to mark the base maps. Here is an example:



Base maps can be found with a google search. The above diagram used: [https://www.goway.com/media/uploads/maps/australia\\_and\\_south\\_pacific/australia/victoria\\_map.jpg](https://www.goway.com/media/uploads/maps/australia_and_south_pacific/australia/victoria_map.jpg), [https://upload.wikimedia.org/wikipedia/commons/3/3b/Australia\\_states\\_blank.png](https://upload.wikimedia.org/wikipedia/commons/3/3b/Australia_states_blank.png) and [http://www.johomaps.com/world/worldblank\\_bw.jpg](http://www.johomaps.com/world/worldblank_bw.jpg)

## Travel words

Introduce geographic words that fit the discussion and student ages – long/far, directions, overseas/interstate, country/state/region names. Discussion – so much is possible in making this and from it! What patterns emerged? Might the maps of other families' maps be similar? If you are referring to the Vic F-10\*, the youngest level (F-2\*) Geography includes learning about 'connections to places'. Clearly this could be about 'tourism' (not mentioned) in 'elaborations'\* VCGGC059\* and VCGGK065\*, which suggest things that tourists do eg. family ties, or purchases, as connections.

## Where do Aussies go OS?

Now for some Maths with tourism. As Australia had a population of 18,500,000 in 2016, how many Australian departures for overseas (OS) would you expect then? Think about what you know about OS travel in your circle to help make this guess. The answer is almost ten million. (Another eight million departures were from OS tourists going home after their visits.) Make these figures into fractions. What does it say about tourism and Australia? What about those who didn't go OS but travelled within Australia? How far do you have to travel to be a tourist?

Returning to the pattern of your social circle. Is it typical of Australians? Compare it with the data on the Australian Bureau of Statistics website at <http://www.abs.gov.au/AUSSTATS/abs@.nsf/Previousproducts/3401.0Feature%20Article1Dec%202016?opendocument&tabname=Summary&prodno=3401.0&issue=Dec%202016&num=&view=>. Half-way down the page is the "2016 Short-term Resident Departures - Top 10 Countries". This can be further used for Maths, Geography and Critical Thinking skills. Choose the relevant parts of the table, note the units and graph the data. Does this show countries' locations? Use an atlas to identify any unfamiliar ones. Then make a choropleth map, like the example below.



A 'choropleth map' shows amount by depth of shade. To make this type of map, first group the data into at least three levels – high, medium, low. Choose the

colour and scale of the base map. Shade, add heading, key and data source.

So now it is easy to see that Australians go more to the USA, NZ and Asia than in my social circle. There could be other discussions with older students using this map and/or data: For what reasons might Australians visit the top country? And the next three? And then the next six? Does this data give the best information possible? (eg. Do Australians visit the whole country or is there one area of attraction? E.g. Bali) How do Australians connect to the world by our tourism? Do there seem to be different types of tourism?

### Types of tourists

Discussions of the data and maps might have led to awareness that there are many different types of tourism, i.e. in the tourist sector of an economy. Going back to your social circle map, try to identify any different types of tourism. Consider group size-mass, individual, family. Consider reasons- family celebrations, history buff, photography, relaxation. How diverse is this? Ma'am L, of the Lyceum of the Philippines University, has a simple PowerPoint at <https://www.slideshare.net/reymarieoohlala/forms-of-tourism> grouping different travel reasons. Did you see a TV show called 'Travel Guides'? It relied on different tourist types! Three classifications of tourists are Cohen's, Plog's and Pearce's classifications. These are described in a PowerPoint by T. A. Ofildada, Jr (Phil. Uni.) at <https://www.slideshare.net/tofujay/tsm-102-tourist-typologies>. Which type(s) are you? Why?

### A world of tourists

So how big is global tourism? Australian departures for OS were almost half the number of the Australian population. Is that repeated for the world? Consider the map of International Tourism in 2015 by the UN World Tourism Organisation at <http://media.unwto.org/content/infographics>. It shows both numbers and percent of world totals by regions. The world population in 2015 was 7.3 billion. (Write it in numbers!) In 2015, there were 1.2 billion tourist arrivals as OS trips from their countries of origin.



Who were the main travellers? Over half came from Europe and a quarter from the Asia-Pacific. The rest? A sixth from the Americas and less than a twentieth from each of Africa and the Middle East. But are there countries that dominate? For this, look at the five top tourism spenders? The Chinese are top, spending more than twice that of the second group ... the tourists of the USA!

The world of tourism is not equally spread. Tourists take their culture with them and can impact on destinations. Being aware of such patterns and the size

of overseas tourism might help us realise why there is a need to consider the effects, good and bad, of tourism on tourists, destinations and their residents, ie. the IY2017.



### \*A quick guide to the 'Vic F-10'

**'Vic F-10'** "is the Victorian version of the 'new' Australian Curriculum, implemented in schools from 2017. It aims to set out the "knowledge and skills ... for life-long learning, social development and active and informed citizenship.

It is made up of:

**Eight (Key) Learning Areas:** The Arts (6), English, Health and Physical Education, the Humanities (4), Languages (19), Mathematics, Science, and Technologies (2); (Some Learning Areas have a second level, such as Civics, Geography, History and Economics in the Humanities.)

and **Four Capabilities:** Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social.

(For more detail on these, see the VCAA 2016 'Home' page at <<http://victoriancurriculum.vcaa.vic.edu.au/>>. To get to the curriculum ("Content Descriptions") in detail: Under the "Curriculum" tab under the Vic F-10 heading, click on a Learning Area. There is other information about each Learning Area in the other choices in the LHS menu. Click on the "Curriculum" tab under the Learning Area name to go its Content Descriptions. )

Each Learning Area is broken into **Strands** (generally based on knowledge and unique concepts and skills) and **sub-strands**.

There are **5 levels** for regular students (years F-2, 3-4, 5-6, 7-8 and 9-10) and **4** for students with disabilities (A-D).

**Content descriptions** are detailed lists of learnings for each Learning Area, by Strands and Sub-strands at each grouped year level.

A **code** identifies each content description eg. VCGGC059

Clicking the code brings up **Elaborations** i.e. some suggestions of ways to achieve that aim.

So for **examples of elaborations**, children at F-2 level are expected to "identify how people are connected to different places"

This is given by the Content Description VCGGC059 in Geography (Learning area) –Concepts and skills (Strand) - Place, Space and Interconnection (Sub-strand) at F-2 level.

They are also expected to have knowledge of "Connections of people in Australia to other places in Australia and across the world"

This is given by the Content Description VCGGK065 also in Geography (Learning area) –Knowledge (Strand) – Places and our connections to them (Sub-strand) at F-2 level.

Both of these could be used to justify some 'tourism'-based learning under the Vic F-10, but neither of them suggests it in their Elaborations – hence some F-2 suggestions in this article.