LeisureEd



News from the Chairs

Comimg up Webinar – June 23, 2025 1-2pm CEST

It is our pleasure to deliver the third issue of the LeisureEd Newsletter - the official newsletter of our Special Interest Group on Leisure Education, focusing on the inclusive and educational aspects of leisure education. We invite you to join our upcoming webinar, "Breaking Barriers: Inclusive Leisure Education for Social Inclusion," on June 23, 2025, featuring Prof. Atara Sivan, Ms. Mabel Lo, Dr. Mahlaya Makhanya, and Prof. Marie Young registration information is attached. Don't miss our SIG LE session at the 2025 World Leisure Congress in Breda - Rotterdam, where academics and professionals will share their research and practices. We are happy to feature an inspiring piece by Dr. Natasha Janse Van Rensburg, "Cultivating Leisure Education in Sport Management: A 2024 Classroom Journey," highlighting her success in utilizing an authentic learning environment with students. Please email us anytime with your suggestions, insights, and comments.

Atara Sivan & Marie Young Co-Chairs, SIG LE





PRESENTERS



PROF. ATARA SIVAN

HONG KONG BAPTIST UNIVERSITY, HONG KONG "FROM THEORY TO PRACTICE: A FRAMEWORK FOR INCLUSIVE LEISURE EDUCATION" & "EVIDENCE OF IMPACT: A SYSTEMATIC STUDY OF TREATS' INCLUSIVE PROGRAMS"



MS. MABEL LO

TREATS HONG KONG "PLAY WITHOUT BOUNDARIES: TREATS HONG KONG'S INCLUSIVE RECREATIONAL PROGRAMS"



DR. MAKHAYA **MALEMA**

UNIVERSITY OF THE WESTERN CAPE, SOUTH "EMPOWERING LEADERS: LEISURE EDUCATION FOR YOUTH WITH SPECIAL NEEDS IN SOUTH AFRICA"

DISCUSSANT



PROF. MARIE YOUNG

UNIVERSITY OF THE WESTERN CAPE, SOUTH

WFBINAR



BREAKING BARRIERS: INCLUSIVE LEISURE EDUCATION FOR SOCIAL INCLUSION

Organized by the World Leisure Organization Special Interest Group on Leisure Education, this webinar explores how leisure education promotes social inclusion by breaking down barriers. Featuring perspectives from Hong Kong and South Africa, it blends a theoretical framework, practical programs, and research insights to empower diverse communities, particularly youth with special needs.

June 23, 2025 | 1-2pm CEST

https://us02web.zoom.us/meeting/register/2TtvCB -sTq2cEWvlBy5a4w#/registration



HERE

FOLLOW THE LINK TO REGISTER FOR THE WEBINAR:

CALL FOR ARTICLES

We plan to publish a Newsletter per term. Please send us a short article of your work or a project by September 2025 to be included in the next Newsletter. Contact details:

Chair: Atara Sivan at atarasiv@hkbu.edu.hk

Co-Chair: Marié Young myoung@uwc.ac.za

World Leisure Congress

18™ WORLD **LEISURE CONGRESS**

25-28 August 2025



LEISURE FOR A BETTER SOCIETY



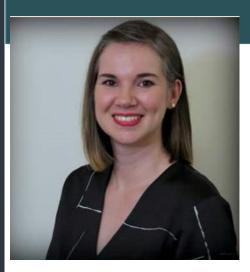


worldleisurecongressnl.com

SIG LE plans to hold a session on Leisure Education at The World Leisure Congress 2025, which will be held in Breda -Rotterdam, The Netherlands. We welcome researchers, academics, practitioners, and professionals from various disciplines to share their academic and professional work exploring diverse aspects of leisure education, including but not limited to theoretical frameworks, innovative pedagogies and models, program development and evaluation, and the role of leisure education in different settings and cultural contexts.

Registration is currently open. Don't forget to register to join us for stimulating and challenging discussions on the latest leisure issues

Member Contribution



Cultivating Leisure Education in Sport Management – A 2024 Classroom Journey

Dr. Natasha Janse Van Rensburg, Ph.D., University of Johannesburg, South Africa

In 2024, I set out to rethink how leisure education could be taught in a way that truly felt authentic and student-centred, speaking to the realities of the Global South. Working with 26 second-year Sport Management students at the University of Johannesburg, the Leisure Education module became my way of bridging the gap between Western academic frameworks and the lived experiences of my students. This journey made me feel like a scientist, blending my background in leisure studies with innovative teaching and learning practices. Shifting from a traditional, top-down approach to a more collaborative, shared learning process made the material feel more relevant and meaningful to the students' everyday lives.

Given South Africa's linguistic and cultural landscape diversity, accessibility became a core focus. Traditional written assessments often create barriers, so I moved away from the usual formats and introduced creative, interactive ways for students to express themselves. Through video reflections, voice notes, and even emoji-based responses, students engaged with the content in a more natural and authentic way. This approach not only made learning more accessible but also allowed them to communicate in their voices, whether through dynamic videos or voice notes filled with personality. It provided a powerful opportunity to develop digital communication skills while staying engaged in learning. I led by example, sensing that video-recording course announcements and assessment instructions helped students feel more connected to me. Seeing my face and voice made the content more approachable and personal. Hopefully, it encouraged them to overcome their insecurities as they saw me step out of my comfort zone to create a more open and accessible learning environment.

My goal was simple: to get to know my students, help them truly understand themselves, and encourage connection. This was about content and building a learning community where every voice mattered. Through Full Value Contracts, students co-created their own learning space, many realising what it meant to be genuinely heard and valued for the first time. We made origami, played bingo, daydreamed about leisure, created budgets for a zoo trip, and shared our leisure habits. Each activity encouraged creativity, fun, and connection while also fostering reflection. The origami butterfly symbolised a new start, the bingo game sparked a conversation about the leisure activities students desired, and the zoo trip exercise brought attention to transportation barriers. For some, it was a revelation that certain leisure activities could be accessed by foot, prompting more profound reflections on accessibility, privilege, and varying leisure experiences. These activities were framed to help students reflect on socio-economic, cultural, and infrastructural challenges in the Global South. They encouraged critical thinking about how leisure, though often seen as a personal experience, is shaped by socio-political contexts. The debrief discussions emphasised equity, access, and the privilege of leisure, leading to more inclusive, empathetic understandings of each other's experiences.

A larger assessment involved creating "how-to" YouTube videos teaching a simple leisure activity, like doodling between classes or meditation techniques. This task allowed students to learn something new and consider how leisure activities can be easily incorporated into everyday student life. By teaching others in an accessible, practical way, students had to think about how to adapt leisure activities for those with limited time or resources. It encouraged them to be mindful of how leisure can be made inclusive, adaptable, and accessible to all, especially in environments like a university where students may face academic and physical barriers. The course concluded with a reflective portfolio, where students evaluated their growth over the semester. It was inspiring to see how much they had transformed academically and personally. They shared how their perspectives had shifted and how the activities had challenged them to think differently about leisure, access, and community. Reflecting on this journey, I am reminded of the power of authentic engagement, where students and educators grow through shared experiences, and the importance of creating spaces where learning, like leisure, is expressive, inclusive, and transformative.