



Outdoor Education

TEACHING & LEARNING SUPPLEMENT

Teaching and Learning Supplement

Outdoor Education (OXP215118)

ADVICE TO TEACHERS

Outdoor education provides opportunities to develop positive relationships with the environment, others and ourselves through interaction with the natural world. These relationships are essential for the wellbeing and sustainability of individuals, society and our environment.

“Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school classroom. In these environments, students develop the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.”

(<https://outdooreducationaustralia.org.au/education/rationale-for-oe/>, accessed Jan 2018)

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

At the core of the Outdoor group of courses are the concepts of

- a broad appreciation of Outdoor Education philosophy and approaches
- well-developed personal, social and interpersonal skills
- fundamental skills, technical knowledge and awareness that will enable them to safely participate in a range of activities and challenges
- responsible attitudes towards respecting and protecting the natural environment
- positive lifestyle habits and behaviours to support lifelong health.

The area of Outdoor Learning also provides opportunities for learners to participate in active citizenship and contribute to the wider community. Outdoor Learning has an important role to play in promoting physical and mental health. Given the current intent to become the “nation’s fittest state”*, Tasmania will need to foster a generation of lifelong learners who embrace and enjoy active participation in their chosen forms of regular physical activity.

*(Healthy Tasmania Five Year Strategic Plan, Dec 2015)

Teachers should ensure they are familiar with the different roles, pathways and purposes of all courses across the HPE suite and particularly the connections aligned to those within the Sport Group.

HEALTH AND PHYSICAL EDUCATION SUITE				
Level	Sport Group	Recreation Group	Health Group	Outdoor Group
3	Sport Science 15		Health Studies 15	Outdoor Leadership 15
2	Sport Science-Foundation 15 Athlete Development 15 Community Sport and Recreation 15		Personal Health and Wellbeing 15	Outdoor Education 15
1	Fitness Experiences 5 Sport and Recreation Experiences 10		Personal Care 10	Outdoor Experiences 5
Pre	Sport and Recreation for Life 10			

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for *Outdoor Education* Level 2 must be read in conjunction with the *Outdoor Education* Level 2 course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

Outdoor Education is a Level 2 course in the Outdoor Learning group of the Health and Physical Education (HPE) suite of courses.

Outdoor Education Level 2 provides a range of experiences that engage and develop learners in a holistic way. Outdoor activities explicitly use experiences which challenge learners across three domains:

- the physical self (through physical activity)
- the cognitive self (through questioning and reflection)
- the emotional self (exploring themselves and their relationships to others).

Outdoor Education builds learners' capacity to enjoy active participation in a diverse range of activities within the natural environment. During the course learners are exposed to various experiences designed to expand their awareness of, and skills in recognising and dealing with, a range of challenges. The course will expose them to key concepts in: safety, personal development, interpersonal skills, fundamentals of expedition navigation, and environmental awareness.

Outdoor Education aims to provide learners with:

- a broad appreciation of Outdoor Education philosophy and approaches
- well-developed personal, social and interpersonal skills
- fundamental skills, technical knowledge and awareness that will enable them to safely participate in a range of activities and challenges
- responsible attitudes towards respecting and protecting the natural environment
- positive lifestyle habits and behaviours to support lifelong health.

The area of Outdoor Learning also provides opportunities for learners to participate in active citizenship and contribute to the wider community. Outdoor Learning has an important role to play in promoting physical and mental health. Given the current intent to become the "nation's fittest state"*, Tasmania will need to foster a generation of lifelong learners who embrace and enjoy active participation in their chosen forms of regular physical activity. *(*Healthy Tasmania Five Year Strategic Plan*, Dec 2015)

Outdoor Education Level 2 is designed to foster the development of independence and self-sufficiency within the context of outdoor adventure activities and experiences.

Skills and knowledge will be developed through a mix of both theoretical learning and practical experiences in a range of outdoor activities. Learners will develop expertise, specialised skills and experiences through:

- planning and preparation for chosen activities
- skills and techniques associated with chosen activities
- appropriate use of resources, equipment and procedures
- application of appropriate safety processes.

More specifically, in each activity learners will:

- complete checklists detailing personal organisational requirements (e.g. equipment, clothing, monetary and transport requirements)

- set personal goals related to their involvement in the activity and reflect on the degree to which they achieve these (e.g. factors which contributed to success/lack of success, how realistic the goals were)
- cooperate in a manner which facilitates the attainment of group goals
- record the experience, and their reflections on it, in their Journal (refer Appendix B). Journal entries can be completed using a variety of written and non-written formats
- communicate simple information in field-based contexts (e.g. receive and pass on instructions to safely apply practical activity skills)
- follow directions of leaders regarding engagement in the activity and safety procedures
- identify and manage personal and group risks associated with the activity
- identify ways in which the outdoor activity impacts on the natural environment
- follow environmental conservation principles (e.g. 'Leave No Trace')
- contribute to debriefing sessions in a meaningful and constructive manner.

Outdoor Education Level 2 consists of 5 units.

All course units are **compulsory**.

Units 1-4 have a theory focus and are intended for concurrent delivery with the practical elements of Unit 5.

PRACTICAL EXPERIENCES

Students will develop and apply their theoretical learning through experiences in a minimum of 4 (four) different outdoor activities selected from at least 4 (four) of the different activity categories.

The optional activities fall into 2 (two) categories:

- journey (multi-day expeditions) or
- centre-based outdoor adventure activities (one day or less).

Based on student interest and resource availability the provider may focus only on one category however, where circumstances make it viable, providers are encouraged to give learners exposure to a mixture of both journey and centre-based activities.

EXPECTATIONS OF LEARNERS

Learners undertaking this course must be aware of the complexity of the content and the high level of physical activity required. Participants must arrive organised and ready to participate fully in a range of practical outdoor learning experiences which comprise approximately two thirds of this course.

SEQUENCE OF CONTENT

In *Outdoor Education* Level 2 Units will:

- be addressed via a mixture of theoretical and practical experiences
- not necessarily be delivered as discrete units, but rather be integrated as appropriate with specific outdoor activities.

The balance of time used for the theory and practical components must be appropriate to the learning and assessment requirements of this course. This will require a time ratio of no less than one third theory (approximately 50 hours) and two thirds practical (approximately 100 hours).

Learners must complete all 5 units.

All content will be covered for Units 1-5, and this will involve approximately 50 hours of theory and 100 hours of practical experiences, spread across a range of *at least* (but not limited to) *four different outdoor learning activities and categories*.

Units to be covered:

UNIT 1: PERSONAL DEVELOPMENT

UNIT 2: SOCIAL AND INTERPERSONAL DEVELOPMENT

UNIT 3: SKILLS AND TECHNICAL KNOWLEDGE

UNIT 4: THE ENVIRONMENT

UNIT 5: PRACTICAL EXPERIENCES

TEACHING AND LEARNING

Unit I **Personal Development (approximately 10 hours)**

Suggested resources:

Martin, B; Breunig, M; Wagstaff, M; and Goldenberg, M; 2017,
Outdoor Leadership – Theory and Practice, 2nd edition, Human Kinetics.

Examples of Learning activities

Learners:

- create a collage representing a profile of themselves by highlighting things they enjoy doing or own, places they've been, people they admire, or careers they desire using pictures, words, or symbols cut out of magazines. Place their names on the back, and post the collages around the room. Have the other students guess which collage belongs to whom and state why they made that guess.
- tear a piece of paper into ten strips. On each they write a word or phrase that describes themselves. Assure learner's that no one will see what they have written, so a learner can be extremely honest. Then the learner arranges the traits in order from what they most like about themselves to what they least like. When done, they think about whether they like what they see. Do they want to keep it? Now decide to give up one trait. "does that affect you"? "Now give up another,.... Give up three. Now what kind of person are you?" After giving up six of the qualities, have learners regain the traits one by one. This activity can cause learner's tension, feelings of being incomplete, and build awareness of the importance of some traits, as they are regained. Afterwards , learners write some reflection in their journals regarding what they kept and what they learned about themselves from the experience.
- engage in a discussion on "getting out of your comfort zone" and how challenges and confronting tasks contribute to personal growth
- write themselves a letter. Explain that no one but they will read this letter so they can say anything they want in it. However, a part of that letter might include who their friends are, their current height and weight, favourite movies and music, and special things both good and bad that have recently occurred in their lives. On another sheet of paper or the back of that sheet have learner's write five goals they would like to accomplish in the next 5 years. Learner's seal this letter in an envelope, self-address it, and it is returned for review later in the year. This can be the end of the activity or it can be extended by revising the content, handing back to the teacher and then mailing it to the learner after another 12 months have passed.
- create a 2-3minute TV ad. The topic is why someone should employ you in an outdoor setting. The ad must depict the learner's qualities. After they work on these, the learner's present their ad's in front of the class. Another variation is for another person in the class to create an ad about someone else and then present it to the class. This can be a really positive activity if learners do not feel comfortable creating an ad about themselves.
- individually complete the goal setting activity – use the template. Give students 2 of these templates for them to design 1 x goal for this subject and 1 x goal for their personal life. Make them aware of the SMART process and how their goals also need to be reviewed regularly.

Unit 2 **Social and Interpersonal Development (Approximately 10 hours)**

Suggested resources:

Martin, B; Breunig, M; Wagstaff, M; and Goldenberg, M; 2017,
Outdoor Leadership – Theory and Practice, 2nd edition, Human Kinetics.

Examples of learning activities:

Learners:

- engage in a “Creative and Spontaneous Thinking” activity - create a story having each learner build on the story told by the person before them. It could be I went into the outdoors and.....
- take part in a personal sharing activity. Begin by placing the same number of ‘outdoor’ objects in a box to correspond to the number of learner’s in the group. In turn, each person picks an object from the box, without looking, and has 30 seconds to tell a story about the object. The teacher should begin the story Eg. ‘We went camping and and.....’ the learner’s add the next part of the story. Each person’s story has to make sense and have some connection to the previous part of the story. After all the objects have been picked and each person participated in the story, the exercise can be repeated, or the group can discuss which objects just didn’t make any sense in the story.
- work as a class to brainstorm the skills necessary for building positive and strong group relationships. Have small groups find a youtube clip that demonstrates these necessary skills in action whilst partaking in a group activity to reach a common goal.
- engage in a group communication challenge. Place a small mat or towel about six giant steps away from a boundary line. The goal is to get everyone from behind the line across the open area onto the mat/ towel without touching the ground. Place a few hoops in between. The hoops can be used to cross the area, but once they are put on the ground they cannot be moved. Also, someone’s foot must be on the disk at all times until the last person crosses.
- attempt to set up a tent with everybody in the group blindfolded. Then complete again as a group race with one team member (not blindfolded) providing feedback. Afterwards hold a discussion on the experience and the importance of clear communication, listening, empathy and respect in building positive relationships.
- work in self-selected small groups on a problem solving and communication challenge. The goal is to build a structure that will prevent an egg from breaking when it is dropped from a height of 2.5m. The only materials allowed are 20 straws and 80cm of 1cm masking tape. Try to do it with as few materials as possible.
- engage in a fun whole group social activity by playing Zap. A large group gathers in a circle with one person in the middle. The middle person calls out a name, (eg. Tim). Tim will bob and the two people next to him must zap one another and say “zap!” before the other one. If they are last to say zap they must sit down and then the zapper’s change and continue to do so until there is two people left to have a battle.
- take part in an allocated team challenge. Teams are all blind folded and hold part of a rope in a straight line. The task is to create a square with the rope by talking to each other and working together. This game can be used as a competition with other groups. Review the experience afterwards focussing on the issues generated by working with

new or unfamiliar team members and brainstorming some examples that emphasise the importance of strong social and interpersonal skills when facing new challenges

- participate in a group activity in the bush based environment which aims to develop problem solving skills and working with a team. A leader chooses two teams and boundaries in a large area of bush. Two teams go off and hide their flag somewhere in the bush. They may choose a flag protector who is allowed to stand 4 metres from the flag. The teams also choose a gaol where they will hold their prisoners. When the teams have finished organising, they spread out and attempt to steal the flag from the other team without getting caught. If they get caught they must follow the catcher to the gaol and can only be released by a tag on the shoulder from one of their own team mates. If the flag is stolen, and safely makes it to the teams own side, that team wins! Equipment: Two different coloured flags, a large space of bushland and two even teams.

Unit 3 Skills and Technical Knowledge (Approximately 10 hours)

Suggested resources:

Martin, B; Breunig, M; Wagstaff, M; and Goldenberg, M; 2017,
Outdoor Leadership – Theory and Practice, 2nd edition, Human Kinetics.

Examples of learning activities:

Learners:

- work in designated small groups for an MKR Trangia (or similar) cooking challenge or series. This activity offers many variations of the theme and ideally involves multiple spaced sessions to support reflection and development. Each group could be given a different cuisine to cook (eg. Italian), or different product to cook with (eg. silver beet) or a different group of people with particular eating habits to cook for (eg. gluten free). Have 2 judges external to your class judge the MKR challenge and announce a winner based on particular criteria for the challenge that must be met.
- work in small groups using a map of local regions. Ideally areas represented are one's that they will be visiting as part of this class. Give each group particular features related to their region that they have to identify (eg. rivers, dams, train lines, hills, mountains, dirt roads, sealed roads etc, have them interpret and apply scales, have them use contour lines. Give them particular points of reference on their map to find using bearings. Then have each group present their map to the class to teach other about particular locations they will be visiting.
- take part in and prepare a simple route plan in pairs. They must plan:
 - Their starting point and point of destination
 - How much distance will be travelled
 - Mode of transport
 - How long it will take to get from start to finish using this mode of transport.
 - What terrain will be crossed
 - What equipment is required
 - Anticipated challenges, strategies and justification of actions
 - How many stage/ check points will there be and where.
- view a provided youtube clip on [weather](#) or similar. Learners work individually to record key points and write a ½ to 1 page reflection summary ensuring that they include information on wind, clouds, precipitation, humidity, temperature and air pressure. This may be followed up by a partner share and/or electronic submission to the teacher.

- work in small groups on a provided range of different outdoor scenarios (eg. 2 night walking trip on the 3 Cape Track). Each group works on their particular scenario to construct a detailed relevant equipment list based on location, duration, terrain, anticipated weather conditions and food and fluid requirements. Groups share their work in an online class space, review and post comments on the work of others.
- work in groups to prepare a digital or video presentation after a whole group discussion clarifying and explaining the principles of risk management. The product should address elements such as: identification of risks, causal factors (people, equipment, environment), types of risk (absolute, perceived, real), assessment of risk (high/low likelihood; high/low occurrence), risk management/reduction strategies. Either as follow-up or as part of the presentation groups are to find a clip that depicts an example that does not follow these principles. Groups share their clip to the class and explain using identified examples why this clip goes against all risk management principles and what should be taking place instead.

Unit 4 **The Environment (Approximately 10 hours)**

Suggested resources:

Martin, B; Breunig, M; Wagstaff, M; and Goldenberg, M; 2017,
Outdoor Leadership – Theory and Practice, 2nd edition, Human Kinetics.

Examples of learning activities:

Learners:

- watch the clip – [Leave no trace](#). Following viewing learners post comments to the class online forum and contribute to a shared review/reflection leading into a class discussion (this activity may scaffold/ lead nicely into the minimum work requirement task on minimal impact).
- work in small groups to create a short video demonstrating practical examples of positive and negative minimal impact behaviour in action around their school. Include what is being done and what can be done to improve on this.
- read the handout - [Rules for park visitors](#). Working in pairs, learners create a 200-300 word table or summary describing happens if these rules are not adhered to.
- work individually on a staged series of 3 short reflections which a gradually shared by the teacher. Initially write a 2 minute answer as to why minimal impact is important to you. Reflection 2 is a 2 minute response on “why is minimal impact important to your community?”. The third response is on “ why is minimal impact important to Tasmania.” Learners debrief and share in small group afterwards and then follow up with a whole class summary and feedback
- brainstorm a list of current local environmental issues. As a class discuss each situation, the potential impacts of it and any ideas learner’s have for the best management options, likely long and short term consequences, stakeholders involved, and a recommended management approach.
- create a portfolio/ journal of photographs of their involvement in outdoor activities. Present work in class or online using a digital tool (eg [Prezi](#) or [Sway](#)) including notes and comments on what they like most about partaking in that activity and whether or not they feel a connection to nature whilst doing it.

Unit 5 **Practical Experiences (approximately 100 hours)**

Suggested resources:

Martin, B; Breunig, M; Wagstaff, M; and Goldenberg, M; 2017,
Outdoor Leadership – Theory and Practice, 2nd edition, Human Kinetics.

Examples of learning activities:

Learners:

- organise and plan to collect evidence of their work in the field using video clips or photos of the activities they complete. Ensure permission is granted for any photos that have people in them. At the end of a term learners choose their personal top 3 photos from activities completed and share with the class whilst reflecting on the image and explaining why it made their top 3
- spend time during a rest break in the middle of a hike or mountain bike ride on a group discussion connecting theory concepts to the practical experience
- create a digital presentation reflecting on at least 1 activity from each of 4 different activity categories and summarising (for each activity) 1) personal preferences and experiences , 2) examples of social development, 3) clothing , equipment and safety considerations , 4) connection and respect for the environment, 5) which was their favourite and why
- work with a partner to create a video capture or series of still images that can be used in a presentation to demonstrate basic skills and equipment for an activity of their choice
- hold a group discussion before entering the water for a bodysurfing session on ways to ensure they remain in the same position (using lined up landmarks, how deep to wait for the waves (where is the break zone?), how to choose the right wave, and how to get the longest ride (timing, body position, head position, breath holding, etc.) Review afterwards and perhaps discuss the unique connection to nature that surf sports offer
- follow instructions to tie their own fishing fly and then attach it to their tippet and leader and use it to practice cast or fish on the water. Discuss the importance of observing natural insects and their behaviour in choosing a fly pattern to deceive fish.
- work in groups to collect testimonial style comments from their peers during/after a white water rafting trip and use them to help create an advertising tool to encourage other young people to give it a try.
- engage in a small group discussion and feedback to class on the important safety considerations associated with an upcoming snow activity
- cycle to a local indoor climbing venue, work together to practice and give feedback during bouldering, climbing and abseiling, then cycle back to campus and spend 5 minutes entering their reflections into their online journal using their smartphones

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

Outdoor Education Level 2 builds on foundation concepts emerging from the cross curricular approaches of the Australian Curriculum F-10:

These Curriculum Connections for Outdoor Learning are designed to address four dimensions:

1. Skills and knowledge
2. Human–nature relationships
3. Conservation and sustainability
4. Health and wellbeing

Cross-curriculum experiences may be organised and delivered through Outdoor Learning in Health and Physical Education, Humanities and Social Sciences, Geography, Science. Outdoor Learning F-10 also provides opportunities to develop the General capabilities particularly:

- Personal and Social Capability,
- Critical and Creative thinking
- Ethical understanding

Teachers may find the following references helpful in aligning with current approaches to Outdoor Learning

The Australian Curriculum Outdoor Learning - Curriculum Connections

<https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/outdoor-learning/>

Outdoor Education Australia – Curriculum Guidelines

<https://outdooreducationaustralia.org.au/education/curriculum-guidelines/>

WORK REQUIREMENTS

The work requirements outlined in the course document should form the minimum assessment tasks for each of the units. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program. The learning activities, described in the preceding section, may support, facilitate and enrich learners' understandings in preparation for completion of the following work requirements.

SUMMARY OF MINIMUM WORK REQUIREMENTS

Unit	Task	Criteria	Elements
1	One (1) goal-setting task (400 words)	1	C1 E3
1	One (1) oral presentation (3 minutes)	2	C2 E1-5
1	One (1) reflective journal entry for each of the 4 (four) practical activities (150 words or equivalent)	1, 4, 5	C1 E1,4,6,7 C4 E4 C5 E6,7
2	Report – Interacting and working collaboratively with others (300 words)	3	C3 E1,3,5
2	Two (2) reflections – relationships (200 words per reflection). Choose 2 (two) from relationships, communication or interpersonal.	2,3	C2 E1-5 C3 E1,3,5
3	One (1) Multi-modal task – impact of weather (300 words)	5	C5 E1-7
3	One (1) Assignment – expedition planning (650 words or equivalent)	1, 4, 5	C1 E1,2, 4-7 C4 E4,5 C5 E6,7
3	One (1) Food Plan – multi-day trip (250 words)	1, 3, 4	C1 E1,2 C3 E1-6 C4 E1-5
4	One (1) Presentation – Minimal Impact	6	C6 E1-4
4	One (1) Investigation – Local Environmental Issue (600 words)	6	C6 E1-4
4	One (1) Visual Presentation – Human Connection to Nature	2, 6	C2 E1-5 C6 E1,4
5	Logbook entries for each practical session	4	C4 E1-5

APPENDIX

OUTLINE OF OUTDOOR EDUCATION LOGBOOK REQUIREMENTS

Throughout the year of study all learners undertaking the *Outdoor Recreation* Level 2 course must use and submit a logbook as a major source of evidence for assessment. Content must be regularly updated and the learner is responsible for ensuring content is current and appropriately organized.

Logbook Content

The Outdoor Education Logbook must contain (but is not limited to) sections that address the following content:

- Activity Type
 - Trip name
 - Venue
 - Date and Time
 - People involved
 - Role
 - Conditions
- Other information that could appear in the logbook:
 - Visual resources (e.g., maps, photographs).
 - Teacher verification
 - Local contacts, emergency, weather and other useful numbers or links
 - Travel and Accommodation details
 - Resource links

Format

Content for the logbook may be maintained in a traditional paperbased ledger or folder, stored digitally online, or a combination of both. Tools such as [Googledocs/sheets](#), [nolrs](#) templates and OneNote are examples of products that can help in creating and maintaining digital logbook entries. Providers and learners must ensure processes are in place to secure and back up this important assessment material.

RESOURCES

Recommended books

- Martin, B; Breunig, M; Wagstaff, M; and Goldenberg, M; 2017,
- Outdoor Leadership – Theory and Practice, 2nd edition, Human Kinetics. Northouse, P,
- Leadership: Theory and Practice, 7th Edition, Western Michigan University, USA Young, J., Hass, E., McGown, E., 2010,
- Coyote's guide to connecting with nature, 2nd edition, Owl Link Media, Washington, USA.

Additional books

- Outdoor Leadership (OXF315113) – Peer Developed Teaching Guide 2015, Co-authored by Steve Cameron, Rebecca Hughes, Alison Savage, Pat Stam and David Witcomb, March 2014 (intended for update during 2018) Eksteen, Chris, 2018,
- Group Dynamics: Icebreakers, team-building and leadership exercises (Outdoor Education Resource Series) Vol. 3, Panza Publishers, Florida USA. Rath, T., Concie, B., 2009,
- Strengths Based Leadership: Great Leaders, Teams, and Why People Follow. Gallup Press, Michigan, USA. Graham, John 1997,
- Outdoor Leadership: Technique, Common Sense and Self Confidence, Mountaineers Book, UK.
- [Strong sustainability for New Zealand](#), 2009, Nakedize Limited, New Zealand.

Film/video

- Jumbo Wild - [Jumbo Wild](#)
- Why the giant otter needs the snail - [Why the giant otter needs the snail](#)
- Alone – TV Series - [Alone](#)
- Sea Shepherd – Whale Wars TV series - [Sea Shepherd - Whale Wars](#)

Websites

- VCE – Outdoor and Environmental Studies - Study Design
http://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES_SD_2018.pdf
- Australian Curriculum, Curriculum connections – Outdoor Learning
<https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/outdoor-learning/>
- Outdoor Education Australia – The Australian Curriculum: Learning through the Outdoors
<https://outdooreducationaustralia.org.au/event/the-australian-curriculum-learning-through-the-outdoors/>
- The Outdoor Leader Online
[The Outdoor Leader Online](#)
- Literature Review on Outdoor Education in Australian Schools
<http://search.ror.unisa.edu.au/media/digital/open/9916123199301831/12143386400001831/13143386390001831/pdf>
- Outdoors Victoria
<https://outdoorsvictoria.org.au/category/outdoor-education/>
- The Institute for Outdoor Learning
<https://www.outdoor-learning.org/>
- BBC News – Outdoor learning “boosts children’s development”
<http://www.bbc.com/news/science-environment-36795912>
- Coyote’s Guide to Connecting With Nature
<http://coyotesguide.com/>
- Abe Books
[Abebooks.com](#)
- Strong Sustainability for New Zealand
[Strong sustainability for New Zealand](#)

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State of Tasmania (Department of Education) 2016