



Outdoor Experiences

TEACHING & LEARNING SUPPLEMENT



TASMANIAN
CATHOLIC
education office



Teaching and Learning Supplement OUTDOOR EXPERIENCES (OXPI05118)

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/>

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

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 Experiences* Level 1 must be read in conjunction with the *Outdoor Experiences* Level 1 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 Experiences is a Level 1 course in the Outdoor Learning group of the Health and Physical Education (HPE) suite of courses. It provides learning experiences that engage and develop learners in a holistic way.

Outdoor Experiences offers the learner personal challenges across three domains:

- physical (activities requiring learners to be active at a variety of levels)
- cognitive (thinking and asking questions)
- emotional (feelings about, and engagement with, the physical and social self).

Outdoor Experiences aims to provide learners with:

- a broad appreciation of Outdoor Education philosophy and approaches
- basic skills, technical knowledge and awareness of the natural environment that will enable them to safely participate in a range of outdoor activities and challenges
- opportunities to develop self-management, personal, social and interpersonal skills
- positive lifestyle habits and behaviours to support lifelong health.

Outdoor Experiences encourages learners to develop an understanding of self, to foster positive relationships with others and the natural environment and contribute towards achieving an ecologically sustainable world. *Outdoor Experiences* is designed to foster the development of learner independence and self-sufficiency within the context of outdoor recreational activities

Through practical experiences in **two or more** outdoor recreation activities (typically containing an element of adventure) the learner will develop a variety of skills and knowledge.

The following elements are central to this course:

- personal development
- social and interpersonal development
- skills and technical knowledge
- the environment.

These elements shape the way in which learners:

- think about themselves and their experiences
- learn sustainable environmental practice
- learn to be effective members of a group
- communicate with others
- solve basic problems associated with outdoor activities
- understand and apply safe practice in an outdoor-based adventure environment.

Learners studying *Outdoor Experiences* must undertake at least **two (2)** outdoor recreation activities in the year of study. In undertaking these practical activities learners will be introduced to technical activity skills and associated safety and best practice processes. **The course must be predominantly delivered through practical components using field-based experiences.**

Learners will be provided with opportunities to interact with, and reflect on, their own relationship with the environment. Providers will design experiences to be delivered in a holistic way by providing appropriate learning opportunities which integrate and reinforce key theory concepts while developing practical skills.

SEQUENCE OF CONTENT

Learners will develop and apply their learning through experiences in two or more outdoor activities. Within each outdoor activity undertaken, learners will undertake learning in the:

- basic skills and techniques associated with the activity
- 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 goals (e.g. factors which contributed to success/lack of success, how realistic the goals were)
- record the experience, and their reflections on it, in their Outdoor Journal – (see Appendix for details)
- communicate simple information in field-based contexts (e.g. receiving and passing on instructions to safely apply practical activity skills)
- follow directions of leaders regarding engagement in the activity and safety procedures
- identify some 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) as directed
- verbally contribute to debriefing sessions in a meaningful and constructive manner
- cooperate in a manner which facilitates the attainment of group goals.

Learners must undertake **at least two (2)** outdoor activities that align with different Activity Categories. Experiences may include (but are not limited to) the specific activities listed below, and may vary, based on learner input and capacity, logistics and resources of the provider.

No more than one specific activity may be selected from each Activity Category.

Activity Category	Specific Activity
Boating and Sailing	<ul style="list-style-type: none"> • dinghy and catamaran sailing • board sailing • keel boats and multi hull.
Short Bushwalks	<ul style="list-style-type: none"> • day coastal walks • day alpine walks.
Camping	<ul style="list-style-type: none"> • residential and base camps • overnight camps.
Flat-water Paddling	<ul style="list-style-type: none"> • canoeing or kayaking • stand up paddleboard.
Canoeing/Kayaking - White-water	<ul style="list-style-type: none"> • up to river grade two water levels • surf kayaking (waves less than 1 metre.)
Canoeing/Kayaking - Sea	<ul style="list-style-type: none"> • part/single day sea kayaking.
Caving	<ul style="list-style-type: none"> • horizontal caving which could involve crawling through narrow openings, and climbing up and down short rock faces.
Diving	<ul style="list-style-type: none"> • snorkelling • free diving.

Fishing	<ul style="list-style-type: none"> • freshwater fishing • saltwater fishing.
Cycling	<ul style="list-style-type: none"> • mountain biking • road cycling.
Orienteering	<ul style="list-style-type: none"> • orienteering activities • local courses • courses in bush environments.
Rafting	<ul style="list-style-type: none"> • white water rafting on rivers up to grade 3 level.
Rock Climbing – Indoors	<ul style="list-style-type: none"> • climbing and abseiling on artificial climbing structures • sport climbing/wall climbing.
Rock Climbing – Outdoors	<ul style="list-style-type: none"> • bouldering • top rope climbing (single pitch only).
Abseiling	<ul style="list-style-type: none"> • indoors • outdoors.
Snow Activities	<ul style="list-style-type: none"> • downhill skiing • snowboarding • cross country skiing within confines of a managed area.
Small Wheel Activities	<ul style="list-style-type: none"> • skate boarding • long boarding • roller skating / blading.
Surfing (Introductory)	<ul style="list-style-type: none"> • surf swimming • body boarding • surfboard riding • surf/ wave ski

TEACHING AND LEARNING

Examples of Learning activities

Learners:

- record a reflective response on viewing a range of 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 pick their top 3 photos from activities completed and show the class whilst reflecting on each of the images chosen and explaining why they made their top 3.
- work in small groups, determine and devise a checklist of equipment, clothing, monetary and transport requirements for specific activities throughout the year. Different groups could be in charge of doing this for different activities.
- are introduced to the concept of the SMARTER goal setting guidelines. Have them prior to each activity devise 2 personal goals. At completion of the activity have learners complete the last guideline which is to review/ reflect on their goal. Did they achieve it? What aspects went well? What aspects could be improved on? If doing the activity again, how could the original goal be extended on for next time?
- engage in small group discussions prior to activities to discuss any 'what if' situations that may happen when partaking in their upcoming activity. Eg. What if it's raining? What if I fall out of my kayak? Have them determine risks involved with these 'what if' situations and rank the risks from perceived most risky to least risky
- take part in a bush walking field trip where some time is dedicated to introducing the concept of Leave no Trace to learners. Have learners call out one at a time, examples of this principle. Eg, Dispose of waste properly and do not disturb the wildlife.
- discuss in either small groups, or as a whole class, different fitness needs/ requirements for different outdoor activities that learners will be participating in.
- work in pairs, to discuss what effective communication looks like? Then have learners discuss why effective communication is important in outdoor activities. Have learners do a small role play that demonstrates either effective or non-effective communication and have the rest of the class determine which type of communication they were using.
- take part in a round table review and debriefing at the end of a unit on a particular activity. This might involve taking turns, doing a PMI, scoring or brainstorming using a range of categories (eg. organization, enjoyment, safety, skill improvement, etc.)
- create a video blog style clip to summarize an activity they have completed in class (e.g. what, where, when, basic skills and equipment used, costs, safety procedures, personal experience and opinions on the activity.)

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

Outdoor Experiences Level 1 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 and Science. Outdoor Learning F-10 also provides opportunities to develop the [General capabilities](#) particularly:

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

Outdoor Experiences Level 1 also connects Outdoor Learning perspectives with concepts from the Personal, Social and Community Health and Movement and Physical Activity strands of the [F-10 Australian Curriculum – Health and Physical Education](#).

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

Learners are required to create and maintain an Outdoor Journal (see Appendix) consisting of a record of each activity session undertaken giving the date and time, and the venue and people involved in the activity. The log will also contain learner reflections on their experiences and learning. These reflections may comprise wordlists, images (e.g. collages, sketches, maps), photos and/or brief paragraphs. *Outdoor Experiences* requires all learners to maintain and regularly submit their Outdoor Journal for ongoing feedback and overall assessment purposes.

RESOURCES

When conducting outdoor experiences providers of this course must ensure that their Risk Management practices and planning meet the requirements of the Department of Education's Handbook for Off Campus Activities (or equivalent), which are aligned with the Australian Adventure Activity Standards and equipment/facilities depending on activities selected.

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

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.

Websites

VCE Outdoor and Environmental Studies

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/>
<https://outdooreducationaustralia.org.au/event/the-australian-curriculum-learning-through-the-outdoors/>

The Outdoor Leader Online

<http://outdoorleaderonline.org/content/olo/pagerend.php>

A Review of the Literature 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/>

Institute for Outdoor Learning

<https://www.outdoor-learning.org/>

All URLs (website addresses) cited were accessed and checked for accuracy and appropriateness of content on February 19, 2018. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed.

APPENDIX

Throughout the course of study all learners undertaking the *Outdoor Experiences* Level 1 course must use and submit a Journal as a source of evidence for assessment.

Content must be regularly updated and the learner is responsible for ensuring content is current and appropriately organised.

JOURNAL USE

The learner is typically expected to update entries within 48 hours of activities and events.

The Outdoor Journal is a tool to record and support personal reflection, information sharing and collation of relevant resources and materials. Details of specific activities, events, contacts and supporting resources should be recorded in the relevant sections.

JOURNAL CONTENT

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

- Outdoor Recreation Activities
 - Activity name
 - Venue
 - Date and Time
 - People involved
 - Short personal evaluation/reflection
- Visual resources (e.g. collages, sketches, maps, photographs).
- Reflection and Evaluation - (end of unit/block reviews - impact on experiences and learning)
- Learner self-evaluations

Other information that may appear in the Outdoor Journal:

- Teacher feedback
- Local contacts, emergency, weather and other useful numbers or links
- Resources, articles, and links

JOURNAL FORMAT

Content for the Journal may be maintained in a traditional paper-based ledger or folder, stored digitally online, or a combination of both. Tools such as Googledocs/sheets, nols templates and OneNote are recommended as some examples of options to consider to help in creating and maintaining digital Journal entries. Providers and learners must ensure processes are in place to secure and back up this important assessment material.



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