# Outdoor education



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## Introduction

Outdoor education is a Stage 5 NSW Department of Education approved elective course.

The [Curriculum planning and programming, assessing and reporting to parents K-12 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) and the associated policy standards set out the requirements for schools regarding the mandatory hours for additional studies (electives) in Stage 5. Version 9.3 of the policy standards introduces the option of NSW Department of Education approved elective courses which can make up a maximum of 200 hours of the mandatory 400 hours of electives.

If a school chooses to deliver a NSW Department of Education approved elective course, students and parents/carers need to be consulted and understand that the course will not be listed on the Record of School Achievement (RoSA).

### Rationale

Outdoor education is based on experiential learning where students explore and gain a deeper understanding of their surroundings. Students learn through planning and participating in outdoor experiences and reflecting on their involvement.

Through participation in a range of outdoor activities, students will develop and apply their knowledge and skills to work together to be active and safe in a variety of outdoor environments. They learn to assess risk, identifying and applying appropriate management strategies and emergency response procedures.

Through studying outdoor education, students will develop personal wellbeing and a sense of place and connection as a result of a greater understanding and appreciation of the local natural environment. Outdoor education has the potential to explicitly promote and encourage on-Country learning and include Aboriginal perspectives.

Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important. They will have opportunities to understand environmental management, including the ways Aboriginal peoples manage and work to actively conserve environments.

The course has links with NSW Stage 5 HSIE, science and PDHPE curriculum.

The course will provide students with a pathway into 3 proposed Stage 6 courses:

* Course A: Outdoor and environmental studies (ATAR).
* Course B: Outdoor education general course.
* Course C: Certificate II in outdoor recreation.

The course is relevant to all students and will prepare students for pathways into further high school studies and subsequently tertiary or vocational education and training pathways. Career pathways include outdoor leadership and guiding, environmental interpretation, environmental planning, ecotourism, outdoor education and many of the evolving career paths of the outdoor industry.

### Aim

Outdoor education aims to enable students to develop:

* a range of interpersonal skills, self-management and specialised movement skills to participate safely in a range of outdoor activities and challenges
* technical knowledge, awareness and skills to plan and prepare for safe participation in a range of outdoor activities
* responsible attitudes towards respecting and protecting the natural environment
* positive habits and behaviours to connect with the natural environment and support lifelong health and wellbeing.

### Purpose and audience

This resource communicates the outcomes and content students will engage with throughout their study of the course. It is developed for teachers to provide consistent advice in the subject selection process for Stage 5 students and for use when developing resources and implementing the course.

### When and how to use this document

This resource is an essential document to ensure that all material developed and used for this course meet the requirements for hours, outcomes, and content. Use this document when offering the course, when developing teaching and learning resources, and when maintaining records to indicate students have met the requirements for the course.

## Course structure and requirements

The content is organised in modules reflective of 5 focus areas:

* outdoor activity and exploration skills
* environmental awareness, conservation and sustainability
* personal and social skills, growth and development
* connecting with the natural environment
* health, safety and wellbeing in the outdoors.

Students may undertake either 100 or 200 hours of study in Outdoor education in Stage 5. Courses are structured in the following ways:

**100-hour course**

* core
* study of additional options to meet the 100-hour requirement (minimum of 3).

**200-hour course**

* core
* study of additional options to meet the 200-hour requirement (minimum of 7).

Schools are required to complete the core module with all students. It should precede any options and be taught in full. Schools develop programs by selecting option modules and/or integrating content from option modules. Option modules can be studied in any order.

### Core

Indicative time – 25 hours.

* Core: Experiencing the outdoors.

### Options

Indicative time – 15-30 hours for each option.

* Option 1 – Bushcraft and navigation in the outdoors
* Option 2 – First aid in outdoor environments
* Option 3 – Survival in outdoor environments
* Option 4 – Environment and conservation
* Option 5 – Building connection
* Option 6 – Mental and physical preparation for the outdoors
* Option 7 – Expedition preparation
* Option 8 – Climbing and rope activities
* Option 9 – Bushwalking, orienteering and mountain biking
* Option 10 – Snorkelling, surfing and beach activities
* Option 11 – Kayaking, canoeing, sailing and sailboarding
* Option 12 – Snow sports
* Option 13 – School-developed option.

Schools must ensure that the options chosen enable all outcomes to be addressed by the completion of the course.

### School-developed option modules

Schools may include additional content in the form of school-developed options. A school-developed option can be designed to include content not represented in any other Outdoor education course module. The content must contribute to student achievement of the Outdoor education outcomes and it should not duplicate essential content from other Stage 5 elective or NSW Education Standards Authority syllabuses.

### Additional requirements

School based outdoor education programs should have a strong focus on practical application, movement and experiential learning in outdoor environments.

When selecting practical applications, schools are encouraged to provide students with:

* the opportunity to explore a broad range of outdoor education experiences to identify with activities which they may pursue beyond school
* the opportunity to transfer knowledge and build personal and social skills across contexts and appreciate the variety of benefits from connecting with the natural environment to support lifelong health, wellbeing and relationships
* new experiences and challenges beyond those offered through the mandatory PDHPE Years 7-10 course
* experiences and activities that are relevant and suitably challenging for students, and that can be supported by school and community resources.

Some students with disability may require adjustments, including the use of adaptive equipment and/or additional support to engage in practical and/or theoretical applications.

In addition, schools should be aware of NSW Department of Education policies in relation to the safe conduct of particular activities and reflect on their capacity to meet these requirements when selecting the areas of emphasis in their course.

* [Sport safety guidelines](https://app.education.nsw.gov.au/sport/specific-sport-and-physical-activity-guidelines)
* [Principal endorsed activities](https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/principal-endorsed-activities)
* [Risk assessment](https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/procedures-and-tools)
* [Excursions and travel](https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/excursions-and-travel-health)

The following diagram shows a sample of the types of outdoor education activities and practical applications that may be considered in your school-based program. The practical applications, learning experiences and outdoor environments accessed and utilised by the schools should be reflective of the needs, interests and contexts of their students and the community.

Figure 1 – 'Suggested outdoor education activities', NSW Department of Education, 2021



## Outcomes

A student:

* **OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
* **OE5-2** investigates natural environments and their role in promoting health and wellbeing
* **OE5-3** analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-5** applies risk management techniques in outdoor education activities
* **OE5-6** understands first aid and emergency response procedures relevant to outdoor education activities
* **OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
* **OE5-10** explains the relationship between environments and the health and wellbeing of people
* **OE5-11** describes the impact of participation in practical outdoor education activities on natural environment/s over time
* **OE5-12** proposes ways in which natural environments can be protected and/or managed
* **OE5-13** demonstrates minimal impact techniques when participating in outdoor activities.

## Skills that enhance learning in outdoor education

The Stage 5 Outdoor education course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of outdoor education concepts. The Outdoor education course provides an opportunity for students to develop, strengthen and refine a range of personal and social skills. These skills align to the 3 skill domains of the personal development, health and physical education (PDHPE) K-10 syllabus.

A range of experiential teaching and learning approaches can be used to develop, apply and evaluate these skills.

Skills which enhance learning in outdoor education include, but are not limited to:

Table 1 – Skills which enhance learning in outdoor education

|  |  |  |
| --- | --- | --- |
| Self management skills | Interpersonal skills | Movement skills |
| * strengthening personal identity (building self-confidence, persistence, building resilience) * decision-making * problem-solving * goal setting * organisation | * communication (verbal and nonverbal communication, listening, negotiation and conflict management) * collaboration and relationship-building * leadership * advocacy | * managing risk and promoting safety * self-regulation in physical activity * fair and ethical participation * building physical activity self-efficacy * participating actively |

Source: [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) (2018) NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Core – Experiencing the outdoors

Through this mandatory core module, an experiential approach is used to discover what being active in the natural environment is all about. Students are introduced to outdoor education and its importance to their personal growth, skill development and overall wellbeing. They investigate foundational knowledge and skills for outdoor education activities. Students interact with local environments to explore its features, functions and benefits to individuals and the community. They develop and apply their interpersonal and self-management skills as they experience challenge, learn more about their comfort-zone and participate in planned outdoor activities.

**Indicative time** – 25 hours.

Schools are required to complete the core module with all students. It should precede any other option modules and be taught in full.

### Outcomes

A student:

* **OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
* **OE5-2** investigates natural environments and their role in promoting health and wellbeing
* **OE5-3** analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
* **OE5-6** understands first aid and emergency response procedures relevant to outdoor education activities
* **OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
* **OE5-11** describes the impact of participation in practical outdoor education activities on natural environment/s over time
* **OE5-12** proposes ways in which natural environments can be protected and/or managed.

### Content

**Note:** Students should be provided with opportunities to develop and apply their theoretical learning through experiences in different outdoor activities.

#### Outdoor experiences

Students:

* explore the value of outdoor education, for example
* types and examples of outdoor education, outdoor recreation and outdoor pursuits
* benefits of outdoor education
* motivations for participation in outdoor experiences, such as challenge, personal growth, environmental appreciation, physical fitness, social benefits
* participation rates and growth
* access to outdoor activities within the local community.
* investigate the role and importance of natural environments, for example
* features and characteristics of the local natural environment
* function of natural environments, such as to support life
* the diversity of natural environments in Australia, such as climate and terrain
* local environmental issues resulting from the impact of human activities.
* interact with the environment, for example
* connecting with local environments
* links to physical, mental, emotional and social health and wellbeing.

#### Skills for the outdoors

Students:

* examine the preparation required for safe participation in outdoor education activities, for example
* equipment and clothing, nutrition and fluid requirements
* navigation plans and procedures
* weather and forecasting information
* trip or activity notification procedures
* communication procedures and equipment.
* develop and apply specialised movement skills to engage in and enjoy a range of outdoor education activities, for example
* health and fitness enhancing movement
* participating actively
* self-regulation in physical activity
* fair and ethical participation
* building physical activity self-efficacy.

## Option 1 – Bushcraft and navigation in the outdoors

Students will learn the skills necessary to travel through and be safe in a range of outdoor environments. Students will develop navigation skills and use these within a practical context. This will include competent use of navigation equipment. They will develop and apply their understanding of shelters, campsites, food collection and preparation for future expeditions.

### Outcomes

A student:

* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities.

### Content

**Note:** In accordance with the [NSW Department of Education Sport safety guidelines](https://app.education.nsw.gov.au/sport/page/1117?returnpageid=1114), students should light fires only in emergencies and use portable stoves for cooking and clothes for warmth.

#### Maps and compass skills

Students:

* develop and use navigational skills and equipment within a practical context, for example
* types and features of maps
* map and chart reading skills
* using a range of mapping tools to plan a route and navigate
* compass features
* orienteering using a compass
* natural navigation methods.

#### Ropes and knot skills

Students:

* develop and use rope skills and equipment within a practical context, for example
* care and maintenance of ropes
* qualities of an effective knot
* purpose and different uses of knots
* types of knots, such as reef, figure eight, bowline, clove hitch, figure eight on the bight and follow through, round turn and two half hitches, double fisherman.

#### Campsite and shelter building skills

Students:

* develop and apply camp craft knowledge and skills within a practical context, for example
* selecting a campsite
* setting up modern tarps and tents
* improvised emergency shelter construction
* camp hygiene
* fire preparation and management
* cleaning up and leaving no trace.

#### Food collection and preparation skills

Students:

* develop and apply food and nutrition knowledge and skills within a practical context, for example
* water (collecting, filtering and purifying)
* essential equipment for cooking
* menu planning for day trips and expeditions, including meal nutrition content
* food preparation
* safe use of tools for food preparation and cooking
* camp and communal cooking
* waste and rubbish considerations.

## Option 2 – First aid in outdoor environments

Students engage in practical application of the major assessment and management techniques for the types of injury and medical conditions that require first aid attention. They explore the cause and symptoms of common injuries and medical conditions which may occur through outdoor activities. This option module may be delivered in a way which allows students to gain an accredited first aid certificate where appropriate.

### Outcomes

A student:

* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-6** understands first aid and emergency response procedures relevant to outdoor education activities.

### Content

**Note:** First aid and DRSABCD are a component of personal development, health and physical education (PDHPE) K-10. Through Outdoor education, learning should focus on:

* identifying the main priorities for assessment and management of first aid patients in outdoor education activities
* understanding how the major types of injuries and medical conditions can be managed in outdoor environments
* identifying the basic first aid equipment required for outdoor education activities.

#### Assessment and management

Students:

* plan and conduct appropriate assessment and management procedures in response to a range of first aid scenarios, for example
* situational analysis, such as surveying the scene, primary and secondary survey
* priority assessment procedures
* DRSABCD procedures
* CPR
* calling for help and emergency services
* emergency contacts.
* demonstrate how the major types of injuries and medical conditions can be managed in wilderness first aid situations, for example
* cuts and abrasions
* burns
* shock
* bleeding
* poisons, bites and stings
* fractures and dislocations
* sprains and strains
* neck and spinal injuries
* environment illness, including hypothermia, hyperthermia, heat stroke and dehydration
* cardiac conditions
* asthma
* diabetes
* choking and breathing hazards.
* identify the basic first aid equipment required for outdoor education activities, for example
* first aid and survival kits
* management plans
* urban first aid versus wilderness first aid
* patient management in the outdoors, including improvisation techniques
* mobile and satellite phone
* water purification and filtering.

## Option 3 – Survival in outdoor environments

Students explore the challenges and risks associated with different outdoor environments. They identify ways to minimise risks associated with these challenges and prepare a risk management plan for a specific outdoor education activity. Students investigate basic survival techniques specific to different outdoor environments. They identify emergency procedures and apply personal skills to respond to emergency situations which may arise in outdoor environments. The use of scenarios and case studies will allow for practical application of student learning to plan for and manage emergency situations.

### Outcomes

A student:

* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-5** applies risk management techniques in outdoor education activities
* **OE5-6** understands first aid and emergency response procedures relevant to outdoor education activities
* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments.

### Content

#### Risks and challenges in the wilderness

Students:

* explore the risks and challenges associated with different outdoor environments, for example
* definitions of risk, challenge, hazards, dangers, misadventure
* identifying risks
* causal factors, such as people, equipment, environment
* types of risk, such as absolute, perceived, real, positive and negative
* social and psychological factors contributing to risk, such as pressure, support, confidence, self-awareness, motivation
* different environments and risks, such as water, land, alpine, wilderness, extreme environments.
* identify ways to minimise the risks associated with the challenges posed by different environments, for example
* assessment of risk, such as high/low likelihood; high/low occurrence
* risk management/reduction strategies
* monitoring/evaluation of risk management plan.

#### Wilderness survival

Students:

* investigate basic survival techniques specific to outdoor environments, for example
* sourcing food and water
* fire craft, such as sourcing fuel, ignition, management
* improvised shelter construction
* regulating body temperature
* weather forecasting while in the natural environment using natural indicators, such as clouds, wind, temperature.
* identify procedures used in an emergency in various outdoor environments, for example
* signalling methods, such as whistle, fire, sand drawing, flare, hand and/or arm signalling
* communication and technology, such as mobile and satellite phone, personal locator beacons (PLB) and emergency position indicating radio beacons (EPIRB), radio, Global Positioning Systems (GPS)
* basic search and rescue techniques on land and water
* evacuation procedures, including immediate and pre-warned.

#### Taking responsibility

Students:

* identify and apply interpersonal and self-management skills to promote responsibility and action in emergency situations in outdoor environments, for example
* prioritising the health, safety and wellbeing of self and others
* communication, such as verbal and nonverbal communication, listening, negotiation and conflict management
* collaboration
* leadership
* strengthening personal identity, such as persistence, building resilience
* decision-making and problem-solving
* risk management
* route planning and environment assessment, such as potential hazards and risks
* equipment management, such as rationing food and water, communication, first aid.

## Option 4 – Environment and conservation

Students will develop their understanding of different environments and the impacts of human actions and decisions on the natural environment. They will develop their understanding of a range of different perspectives on the natural environment, including Aboriginal perspectives. They will investigate strategies that positively contribute to conservation and sustainability. Through practical opportunities to interact with the environment, students will identify and demonstrate appropriate actions to support conservation and sustainability to minimise human impacts.

### Outcomes

A student:

* **OE5-2** investigates natural environments and their role in promoting health and wellbeing
* **OE5-10** explains the relationship between environments and the health and wellbeing of people
* **OE5-11** describes the impact of participation in practical outdoor education activities on natural environment/s over time
* **OE5-12** proposes ways in which natural environments can be protected and/or managed
* **OE5-13** demonstrates minimal impact techniques when participating in outdoor activities.

### Content

#### Ways of knowing nature

Students:

* demonstrate understanding of characteristics of the environment, for example
* terrain and landscapes
* features of weather, such as wind, clouds, temperature, air pressure, precipitation
* range of plants and animals to local environment, such as suitability, purpose
* effect of environmental features on distribution and location of plants and animals.
* investigate the impact of human participation in outdoor education activities on natural environment/s over time, for example
* erosion, degradation and environmental damage
* pollution
* disruption to ecosystems.

#### Relationships with nature

Students:

* investigate factors that influence relationships with nature (individual and group), for example
* weather and seasons
* landscapes
* natural disasters, such as drought, flood, fire
* beliefs, values and perspectives, such as cultural, rural vs urban.
* identify ways people and groups interact and connect with their local outdoor environment, including Aboriginal peoples, for example
* spiritual connection
* recreation and adventure
* natural resources
* commercial or tourism uses.

#### Caring for nature

Students:

* demonstrate understanding of environmental management, including the ways Aboriginal peoples manage and work to actively conserve environments, for example
* the importance of healthy outdoor environments
* locally protected areas and national parks
* contribution and value of Aboriginal peoples’ knowledge and practice.
* identify and apply responsible, ethical and sustainable environmental practices, for example
* leave no trace and minimum impact practices appropriate to the environment
* sustainable use of wilderness environments, such as individual, community and global practices.

## Option 5 – Building connection

Students explore the environment and its features through participating in outdoor activities in the natural environment. Through experiential learning in nature, students will establish a connection with nature which impacts positively on students’ mental and physical health and wellbeing. Students will participate in learning experiences in natural environments to promote their sense of adventure, personal growth, and development of social skills. Opportunities should be provided for students to collect evidence of and apply reflective practice to self-assess personal learning progression and skill development.

### Outcomes

A student:

* **OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
* **OE5-2** investigates natural environments and their role in promoting health and wellbeing
* **OE5-3** analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
* **OE5-10** explains the relationship between environments and the health and wellbeing of people.

### Content

#### Environmental appreciation

Students:

* explore and develop an appreciation for the environment through, for example
* awe walks or mindful walks
* benefits to physical, social, and emotional wellbeing
* self-awareness
* feelings of connection
* curiosity and wonder
* tours owned and operated by local Aboriginal people.
* identify and propose the impact of outdoor activities and journeys on personal health, safety, wellbeing and relationships, for example
* personal growth
* psychological benefits
* satisfaction of needs, such as safety needs, esteem needs and self-actualisation
* physical development, such as physical fitness
* social benefits
* sense of belonging and connections.

#### Connecting with others

Students:

* apply and reflect on their skills for building relationships, groups or teams, through different challenge and initiative-based activities, for example
* stages within Tuckman’s model of group development
* communication (verbal and nonverbal communication, listening, negotiation and conflict management)
* assertiveness
* collaboration, inclusion, and relationship-building
* leadership
* negotiation
* conflict resolution
* goal setting.
* use reflective practice to self-assess personal learning progression and skill development through participation in outdoor education activities, for example
* bushwalking or mountain biking
* climbing and rope activities
* beach activities
* swimming, surfing or snorkelling
* paddle boarding or sailboarding
* canoeing or kayaking
* snow sports.

## Option 6 – Mental and physical preparation for the outdoors

Students explore the relationships between people and the environment. These could be explored through a variety of outdoor activities. They will explore the role of food and fluid as fuel sources for a range of outdoor activities. Students identify and plan for the physical fitness requirements of different outdoor education activities.

### Outcomes

A student:

* **OE5-3** analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-10** explains the relationship between environments and the health and wellbeing of people.

### Content

#### Impact of environments on body and mind

Students:

* reflect on the relationship between outdoor activities and personal health, safety, and wellbeing, for example
* mental and physical benefits of outdoor experiences, such as physical fitness, challenge, resilience, connection
* balancing modern lifestyles with time in nature
* pushing personal boundaries and comfort zones
* factors that contribute to rapid fluid loss, such as physical exertion, sweating, humidity, high temperatures
* protective strategies, such as appropriate fluid intake, safety equipment and protective clothing, sunscreen.

#### Nutrition and hydration in the outdoors

Students:

* outline the role of food and fluid as fuel sources for a range of outdoor activities, for example
* nutrition and energy needs for expeditions and outdoor education activities
* water requirements for different outdoor education activities
* meal planning to cater for nutritional needs.

#### Physical fitness for outdoor activities

Students:

* identify and plan for the physical fitness requirements for different outdoor education activities, for example
* activity specific fitness requirements
* health related fitness development
* skill related fitness development
* fitness programming, such as FITT principle.

#### Self-management for the outdoors

Students:

* identify and apply self-management and interpersonal skills to prepare for the specific challenges within different outdoor education activities, for example
* decision-making, such as positive and negative decisions, decision-making process, activity specific decisions
* setting and achieving goals
* perspective forming and taking
* persistence in different activities, such as when faced with challenge, moving outside a comfort zone
* building resilience
* leading and communicating in the outdoors.

## Option 7 – Expedition preparation

Students develop, understand and apply logistical planning and preparations for a range of outdoor adventure activities in different environments, for example: ocean, mountain, snow or bush. Students will also evaluate the risks involved in the activities and learn to develop risk management and emergency response plans appropriate to the activity.

### Outcomes

A student:

* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-5** applies risk management techniques in outdoor education activities
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities

### Content

**Note:** Students should be provided with opportunities to develop and apply their interpersonal and self-management skills through facilitating one or more outdoor activities or experiences, such as using a stove, setting up a tent or planning a safe route.

#### Technical and expedition skills

Students:

* plan and prepare for the safe undertaking of an adventurous journey, for example
* considerations for selecting equipment relevant to expedition area, such as location, duration, terrain, anticipated weather conditions
* nutrition and fluid requirements of individuals and group
* communication requirements and procedures
* equipment requirements, such as appropriate clothing, camping, navigation, cooking, hygiene, activities
* environment assessment, such as potential hazards and risks
* risk management plan and emergency procedures
* activity choice and land manager requirements.
* develop and apply technical and expedition skills within various practical contexts, for example
* food preparation and camp cooking
* shelter and campsite construction
* fire preparation and management
* route planning and navigation
* activity specific skills, such as knot tying, harness instruction, hiking skills, snow skills, cycling skills, maintenance skills
* minimum impact practices appropriate to the environment.
* develop and apply interpersonal skills and self-management skills for safe participation, for example
* communication, such as verbal, non-verbal and augmentative communication, listening, negotiation and conflict management
* collaboration and relationship-building
* leadership
* advocacy
* strengthening personal identity, such as building self-confidence, persistence, building resilience
* decision-making
* problem-solving
* goal setting
* organisation.

### Practical outdoor education and adventure activity options

The following options are written around a range of practical outdoor education and adventure activities. The focus in each option is on applying knowledge, understanding and skills through participation in practical experiences. These may include excursions or expeditions.

Through each option, students should be provided with opportunities to:

* develop knowledge, understanding and skills that promote safe and enjoyable participation
* work collaboratively and cooperatively with others
* develop a high level of skills and competence in one or more of the suggested outdoor education or adventure activities
* learn about how to ensure safe participation in the chosen activity
* identify and wear the necessary safety equipment
* assess the potential for risk and harm, and devise and apply strategies to reduce and manage risk
* assess and respond to an emergency situation relevant to their suggested outdoor education or adventure activity.

### Suggested learning activities

The following activities provide a guide for teachers about what could be included in a teaching and learning program for this option. These activities are provided as suggestions only.

* Provide specific skill training for the chosen outdoor education or adventure activity, such as knot tying, harness instruction, paddle stroke production, hiking skills, snow skills, cycling skills, maintenance skills.
* Conduct an adventure competition related to individual skills in the chosen outdoor adventure activity.
* Provide leadership opportunities in the chosen outdoor education or adventure activity, such as be a lead cyclist, run a briefing, take responsibility for others, demonstrate a skill.
* Participate in cooperation leadership games involving assertive communication. Use group members to observe and provide feedback to the group.
* Conduct scenario training for emergency situations relevant to the chosen outdoor education or adventure activity, such as lost group member, avalanche, serious emergency requiring professional intervention.

## Option 8 – Climbing and rope activities

This option module focuses on activities which are climbing or rope based. This includes sports climbing, abseiling and rope courses. These activities must adhere to the department’s [sport safety guidelines](https://app.education.nsw.gov.au/sport/specific-sport-and-physical-activity-guidelines).

Students will apply their knowledge, understanding and skills across a variety of experiences. They will demonstrate:

* competence in specialised contexts
* leadership skills and the capacity to work cooperatively
* hazard perception and identification skills
* risk management and safety
* safe and ethical participation across a variety of outdoor experiences.

### Outcomes

A student:

* **OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
* **OE5-13** demonstrates minimal impact techniques when participating in outdoor activities.

### Content

Students:

* identify requirements for, and effective use of, personal protective equipment specific to climbing and rope activities, for example
* safe practices for participation
* maintaining safe equipment
* following safety rules/guidelines.
* apply risk management techniques for safe participation in climbing and rope activities, for example
* assessing risk
* applying risk management strategies
* procedures and systems relevant to the activity and/or equipment
* roles and responsibilities of participants, leaders, and external providers
* emergency procedures for the selected activity.
* develop and apply skills for safe and enjoyable participation in climbing and rope activities, for example
* foundational skills
* basic and intermediate skills and practical techniques specific to the climbing and rope activities
* personal and group performance skills
* minimum impact practices appropriate to the environment.

**Note:** Personal and group performance skills would be selected and applied based on the suitability of the activity. These might include:

* persistence and building resilience
* decision-making and problem-solving
* goal setting, organisation
* communication, such as verbal, non-verbal and augmentative communication and listening
* negotiation and conflict management
* collaboration and relationship-building
* leadership and advocacy
* self-regulation in physical activity
* fair and ethical participation
* building self-efficacy
* participating actively.

## Option 9 – Bushwalking, orienteering and mountain biking

This option module focuses on bushwalking, orienteering and mountain biking. These activities must adhere to the department’s [sport safety guidelines](https://app.education.nsw.gov.au/sport/specific-sport-and-physical-activity-guidelines).

Students will apply their knowledge, understanding and skills across a variety of experiences. They will demonstrate:

* competence in specialised contexts
* leadership skills and the capacity to work cooperatively
* hazard perception and identification skills
* risk management and safety
* safe and ethical participation across a variety of outdoor experiences.

### Outcomes

A student:

* **OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
* **OE5-13** demonstrates minimal impact techniques when participating in outdoor activities.

### Content

Students:

* identify requirements for, and effective use of, personal protective equipment specific to bushwalking, orienteering and mountain biking, for example
* safe practices for participation
* maintaining safe equipment
* following safety rules/guidelines.
* apply risk management techniques for safe participation in bushwalking, orienteering and mountain biking, for example
* assessing risk
* applying risk management strategies
* procedures and systems relevant to the activity and/or equipment
* roles and responsibilities of participants, leaders, and external providers
* emergency procedures for the selected activity.
* develop and apply skills for safe and enjoyable participation in bushwalking, orienteering and mountain biking, for example
* foundational skills
* basic and intermediate skills and practical techniques specific to bushwalking, orienteering and mountain biking activities
* personal and group performance skills
* minimum impact practices appropriate to the environment.

**Note:** Personal and group performance skills would be selected and applied based on the suitability of the activity. These might include:

* persistence and building resilience
* decision-making and problem-solving
* goal setting, organisation
* communication, such as. verbal, non-verbal and augmentative communication and listening
* negotiation and conflict management
* collaboration and relationship-building
* leadership and advocacy
* self-regulation in physical activity
* fair and ethical participation
* building self-efficacy
* participating actively.

## Option 10 – Snorkelling, surfing and beach activities

This option module focuses on open water-based activities, including but not limited to snorkelling, surfing and beach activities. These activities must adhere to the department’s [sport safety guidelines](https://app.education.nsw.gov.au/sport/specific-sport-and-physical-activity-guidelines).

Students will apply their knowledge, understanding and skills across a variety of experiences. They will demonstrate:

* competence in specialised contexts
* leadership skills and the capacity to work cooperatively
* hazard perception and identification skills
* risk management and safety
* safe and ethical participation across a variety of outdoor experiences.

### Outcomes

A student:

* **OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
* **OE5-13** demonstrates minimal impact techniques when participating in outdoor activities.

### Content

Students:

* identify requirements for, and effective use of, personal protective equipment specific to snorkelling, surfing and beach activities, for example
* safe practices for participation
* maintaining safe equipment
* following safety rules/guidelines.
* apply risk management techniques for safe participation in snorkelling, surfing and beach activities, for example

assessing risk

* applying risk management strategies
* procedures and systems relevant to the activity and/or equipment
* roles and responsibilities of participants, leaders, and external providers
* emergency procedures for the selected activity.
* develop and apply skills for safe and enjoyable participation in snorkelling, surfing and beach activities, for example
* foundational skills
* basic and intermediate skills and practical techniques specific to snorkelling, surfing and beach activities
* personal and group performance skills
* minimum impact practices appropriate to the environment.

**Note:** Personal and group performance skills would be selected and applied based on the suitability of the activity. These might include:

* persistence and building resilience
* decision-making and problem-solving
* goal setting, organisation
* communication, such as verbal, non-verbal and augmentative communication and listening
* negotiation and conflict management
* collaboration and relationship-building
* leadership and advocacy
* self-regulation in physical activity
* fair and ethical participation
* building self-efficacy
* participating actively.

## Option 11 – Kayaking, canoeing, sailing and sailboarding

This option module focuses on open water-based activities, including but not limited to kayaking, canoeing, sailing and sailboarding. These activities must adhere to the department’s [sport safety guidelines](https://app.education.nsw.gov.au/sport/specific-sport-and-physical-activity-guidelines).

Students will apply their knowledge, understanding and skills across a variety of experiences. They will demonstrate:

* competence in specialised contexts
* leadership skills and the capacity to work cooperatively
* hazard perception and identification skills
* risk management and safety
* safe and ethical participation across a variety of outdoor experiences.

### Outcomes

A student:

* **OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
* **OE5-13** demonstrates minimal impact techniques when participating in outdoor activities.

### Content

Students:

* identify requirements for, and effective use of, personal protective equipment specific to kayaking, canoeing, sailing and sailboarding, for example
* safe practices for participation
* maintaining safe equipment
* following safety rules/guidelines.
* apply risk management techniques for safe participation in kayaking, canoeing, sailing and sailboarding, for example
* assessing risk
* applying risk management strategies
* procedures and systems relevant to the activity and/or equipment
* roles and responsibilities of participants, leaders, and external providers
* emergency procedures for the selected activity.
* develop and apply skills for safe and enjoyable participation in kayaking, canoeing, sailing and sailboarding, for example
* foundational skills
* basic and intermediate skills and practical techniques specific to kayaking, canoeing, sailing and sailboarding
* personal and group performance skills
* minimum impact practices appropriate to the environment.

**Note:** Personal and group performance skills would be selected and applied based on the suitability of the activity. These might include:

* persistence and building resilience
* decision-making and problem-solving
* goal setting, organisation
* communication, such as verbal, non-verbal and augmentative communication and listening
* negotiation and conflict management
* collaboration and relationship-building
* leadership and advocacy
* self-regulation in physical activity
* fair and ethical participation
* building self-efficacy
* participating actively.

## Option 12 – Snow sports

This option module focuses on snow-based activities, including but not limited to skiing, cross country skiing and snowboarding. These activities must adhere to the department’s [sport safety guidelines](https://app.education.nsw.gov.au/sport/specific-sport-and-physical-activity-guidelines).

Students will apply their knowledge, understanding and skills across a variety of experiences. They will demonstrate:

* competence in specialised contexts
* leadership skills and the capacity to work cooperatively
* hazard perception and identification skills
* risk management and safety
* safe and ethical participation across a variety of outdoor experiences.

### Outcomes

A student:

* **OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
* **OE5-13** demonstrates minimal impact techniques when participating in outdoor activities.

### Content

Students:

* identify requirements for, and effective use of, personal protective equipment specific to snow sports, for example
* safe practices for participation
* maintaining safe equipment
* following safety rules/guidelines.
* apply risk management techniques for safe participation in snow sports, for example
* assessing risk
* applying risk management strategies
* procedures and systems relevant to the activity and/or equipment
* roles and responsibilities of participants, leaders, and external providers
* emergency procedures for the selected activity.
* develop and apply skills for safe and enjoyable participation in snow sports, for example
* foundational skills
* basic and intermediate skills and practical techniques specific to snow sports
* personal and group performance skills
* minimum impact practices appropriate to the environment.

**Note:** Personal and group performance skills would be selected and applied based on the suitability of the activity. These might include:

* persistence and building resilience
* decision-making and problem-solving
* goal setting, organisation
* communication, such as verbal, non-verbal and augmentative communication and listening
* negotiation and conflict management
* collaboration and relationship-building
* leadership and advocacy
* self-regulation in physical activity
* fair and ethical participation
* building self-efficacy
* participating actively.

## Option 13 – School-developed option

This option provides an opportunity for students to develop their knowledge and understanding of a particular area of learning of relevance and interest to them that is not studied through the core or options.

**Note:** Only one school-developed option can be studied within either a 100- or 200-hour course. Teachers select the outcomes which are most relevant and appropriate for the content designed by the school for their context.

NSW Department of Education policies and guidelines in relation to the safe conduct of particular activities should be considered and reflected in any school developed module. Teachers should reflect on their capacity to meet these requirements when selecting the areas of emphasis in their course. These include, but are not limited to:

* [Sport safety guidelines](https://app.education.nsw.gov.au/sport/Page/1114)
* [Principal endorsed activities](https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/principal-endorsed-activities)
* [Risk assessment](https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/procedures-and-tools)
* [Excursions and travel](https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/excursions-and-travel-health)

### Outcomes

A student:

* **OE5-1** participates safely in outdoor education activities demonstrating knowledge of natural environments
* **OE5-2** investigates natural environments and their role in promoting health and wellbeing
* **OE5-3** analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
* **OE5-4** explains and applies key considerations and skills related to planning and preparing for outdoor education activities
* **OE5-5** applies risk management techniques in outdoor education activities
* **OE5-6** understands first aid and emergency response procedures relevant to outdoor education activities
* **OE5-7** demonstrates skills and knowledge for relationship building and effective group functioning
* **OE5-8** demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
* **OE5-10** explains the relationship between environments and the health and wellbeing of people
* **OE5-11** describes the impact of participation in practical outdoor education activities on natural environment/s over time
* **OE5-12** proposes ways in which natural environments can be protected and/or managed
* **OE5-13** demonstrates minimal impact techniques when participating in outdoor activities.

### Content

Students:

* explore a specific area of interest in outdoor education, for example
* select an area of interest for research
* justify a research area in terms of its significance, relevance and interest
* identify the research process to be used
* conduct the research using a range of methods, including information and communication technologies, such as primary and secondary sources for research, recognition of different values and perspectives analysing issues, communication of findings through a range of media including computer-based technologies, reflection and evaluation of learning processes and outcomes achieved.
* investigate and analyse human impact over time on a specific natural environment, for example
* oceans, lakes, rivers or other water environments
* bush, forests or other land environments
* mountain or snow environments.
* apply and assess practical techniques and skills in outdoor activities, outside the existing practical options, that promote sustainability in the environment, for example
* safe practices and risk management skills and techniques, such as equipment, rules, guidelines, emergency procedures, role and responsibilities of participants, leaders and external providers
* foundational, basic and intermediate skills and practical techniques specific to the activity
* personal and group performance skills, such as interpersonal and self-management skills
* minimum impact practices appropriate to the environment.

## Additional information

Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

Curriculum design and implementation is a dynamic and contextually specific process. The department is committed to supporting teachers meet the needs of all students. The advice below on assessment and planning for the needs of every student may be useful when considering the material presented in this resource.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning intentions and success criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/557), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/564).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best update 2020](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation. (CESE 2020a:6).

## About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address Australian Professional Teaching Standards 2.1.2, 2.3.2, 3.2.2, 7.2.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, Outdoor education © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: Outdoor education

**Course outcomes**: OE5-1, OE5-2, OE5-3, OE5-4, OE5-5, OE5-6, OE5-7, OE5-8, OE5-9, OE5-10, OE5-11, OE5-12, OE5-13

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Course document

**Related resources**: Further resources to support Outdoor education can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: Join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Universal Design for Learning Tool**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D, School Sports Unit

**Reviewed by**: This resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 19 October 2021

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**Evidence Base**:

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘flexibility’ was the word most used by teachers to describe the systemic change they want
* teachers need more time to teach important knowledge and skills
* students want authentic learning with real-world application.

This course and the department approved electives provide teachers with flexibility in the curriculum and authentic learning experiences. They allow for ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

This resource has been developed so that teachers are able to use the principles of what works best. Explicit teaching using ‘the language of the syllabus to increase students’ familiarity with the vocabulary so students can unpack assessment questions and understand exactly what they are being asked to do’ (CESE 2020b:11).

Essential elements to be included in a school’s documented curriculum:

* syllabus outcomes and scope of learning for each KLA for each year
* a scope and sequence and associated learning programs for each course, including teaching activities mapped against NESA syllabus outcomes and content, and including registration and evaluation (NSW Department of Education 2021:7).

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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