# Outdoor education – Core – Experiencing the outdoors



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## Focus

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.

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

### 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.

Outcomes referred to in this document are from the are from the [Outdoor education course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/outdoor-education#/asset2) © NSW Department of Education for and on behalf of the Crown in the State of New South Wales (2021).

### Course content

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, for example, 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, for example, to support life
* the diversity of natural environments in Australia, for example, 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.
* 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 (setting group goals)
* self-regulation in physical activity
* fair and ethical participation
* building physical activity self-efficacy.

The information below can be used to support teachers when using this learning sequence for Outdoor education.

### Purpose and audience

This teaching resource is for teachers delivering or planning to deliver the course. The learning sequence demonstrates how a combination of outcomes can be used to develop teaching and learning activities. It also suggests a range of resources to support teachers when planning and/or teaching the course.

### When and how to use this document

Use this resource when designing learning activities that align with the course outcomes and content. The activities and resources can be used directly or may be adapted based on teacher judgment and knowledge of their students. Core modules must precede options in the delivery of the course, consult the course document for further details on timing of core and options.

This resource provides some suggested teaching strategies that could be used in your classroom. There is no requirement to use all (or any) of the activities, as they are suggestions only. Content may be adapted, modified, and supplemented to meet the individual requirements of students undertaking the Outdoor education course. The length and timing of each activity will be dependent on your class and teacher judgement.

The [supporting EAL/D students in the outdoors](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/outdoor-education#/asset4) document provides further advice to support teachers and students when using this resource.

Blue feature boxes are used throughout the document for additional teacher notes to provide context and suggestions for the activities in each learning sequence.

The course supports the opportunity to explore a range of areas within the scope of Outdoor education. It is recommended that teachers should refer to the [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) policy.

## Learning activities

Through the following learning activities, students will learn to explore the value of outdoor education and what motivates people to engage in activities of this nature. They will connect with the local environment to develop their knowledge of different types of outdoor pursuits. Students will learn to develop positive habits and behaviours to connect with their natural surroundings in a safe and sustainable way. They will develop an understanding of the tools, resources, and skills required to keep them safe, and apply these whilst participating in outdoor education experiences.

Students will demonstrate their learning in the following ways:

* Identify different types and examples of outdoor education and recreation that exist within and outside the local environment.
* Describe the benefits of outdoor education to various groups.
* Explain what motivates people to participate in outdoor education pursuits and link this to participation rates and trends.
* Describe how Australia’s diverse natural environment and seasons influence outdoor education activities.
* Use their understanding and skills to actively and safely prepare for, and participate in, a variety of outdoor education experiences.

### Interact with the environment

Throughout these activities, provide students with the opportunity to interact with the local environment. Select outdoor activities which are available within the local environment. The course content and learning experiences have been written for experience based learning and practical application in outdoor activities where possible. Select outdoor activities that are accessible to all students.

For each outdoor activity, use the opportunity to:

* explore the value of the activity as part of outdoor education
* examine the preparation required for safe participation in the outdoor education activity
* develop and apply specialised movement skills to engage in and enjoy a range of outdoor education activities
* explore connection to the environment
* link to physical, mental, emotional, and social health and wellbeing.

Possible activities include bush walks, hiking, orienteering, kayaking, snorkelling, mountain biking, outdoor yoga, trail running, snow skiing, and fishing.

### Types of outdoor activities

As a class, use a [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to outline what students already know about outdoor education.

Use the definitions below to differentiate and record types and examples of outdoor education and outdoor recreation. List examples of outdoor education and outdoor recreation for the local area, different seasons, and different age groups.

**Outdoor education (OE)** is educating for healthy relationships through sustainable outdoor experiences. Outdoor education focuses on learning about self, others and the environment. It is different to outdoor recreation.

**Outdoor recreation (OR)** is the use of outdoor journeys for life-long play, enjoyment, adventure, health and wellbeing, fitness, and socialisation. Outdoor recreation skills are a tool to facilitate exploration of natural environments.

The tables below provide a guide for whole class responses.

Table 1 – Types of outdoor activities.

|  |  |
| --- | --- |
| Outdoor activities within the local area | Outdoor activities outside the local area |
| Bushwalking | Snorkelling |
| [insert activity/place] | [insert activity/place] |

Table 2 – Places where people can engage in outdoor activities.

|  |  |
| --- | --- |
| Local areas | Places outside my local area |
| Mutawintji National Park | Blue Mountains |
| Accessible walking paths in National Parks for students who are blind or in wheelchairs | [insert place] |
| [insert place] | [insert place] |

Table 3 – Outdoor activities that are seasonal and those that people can participate in all year round.

|  |  |  |
| --- | --- | --- |
| Summer-only outdoor activities | Winter-only outdoor activities | All year-round outdoor activities |
| Water skiing | Snowboarding | Bushwalking |
| [insert activity] | [insert activity] | [insert activity] |

### The benefits of outdoor education

Outdoor education provides opportunities to:

* develop positive relationships with the environment, others, and ourselves through interaction with the natural world
* engage in practical and active learning experiences in natural environments and settings
* 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 (Outdoor Education Australia, 2022).

Use sticky notes to brainstorm as many benefits of being physically active and engaging with the natural environment as you can. Classify the benefits into the main categories by allocating one colour per dimension of health. For example, on yellow sticky notes, students will record as many physical health benefits as possible.

Main categories for classification:

* physical health
* mental and emotional health
* social health
* spiritual health.

To adjust for students’ accessibility, this may include verbal listing, drawing, picture collection or identification, picture, and word/sentence matching.

As a class, create a [visual mind map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.YrJWp-9wXVI.link) or table of all the benefits of being physically active and engaging with the natural environment with students posting their notes into the designated space. Review as a class.

Alternatively, this activity can be completed in groups to encourage and support greater student engagement, with groups sharing their responses in a whole class discussion.

Table 4 – The health benefits of being active in natural environments.

|  |  |  |  |
| --- | --- | --- | --- |
| Physical health | Mental and emotional health | Social health | Spiritual health |
| Improved physical fitness | Reduced mental fatigue | Meeting up and spending time with friends | Feeling connected to nature |
| [insert benefit] | [insert benefit] | [insert benefit] | [insert benefit] |

Peer reading could be used to increase accessible information for the whole class. Divide the class into 5 mixed-ability groups. Use a group or collaborative learning strategy such as a [Jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.YrJWpxfsjTw.link), to explore the following articles:

* [Nine benefits of playing in nature](https://www.playgroupnsw.org.au/ParentResources/PlayActivities/playing-in-nature-benefits?gclid=EAIaIQobChMIy__fqK-S9wIVsINLBR1aaQf6EAAYASAAEgLxkfD_BwE) highlights the importance for young children to get outdoors and explore nature. It outlines 9 benefits that will support the growth and development of children and optimise holistic health.
* [Mother’s Day special: mums who run (ultra) marathon](https://www.canberratimes.com.au/story/7242267/the-rise-of-mums-who-ultra-marathon/) explores the reasons and motivating factors of mothers who engage in long distance running, either individually or as part of a mother’s running group. It addresses why they run and how they manage to participate in such a challenging outdoor education activity, whilst balancing motherhood.
* [5 Data-Backed Ways Working Outdoors Can Improve Employees Wellbeing](https://www.forbes.com/sites/alankohll/2018/06/25/5-data-backed-ways-working-outdoors-can-improve-employee-well-being/?sh=143ba7f04eb8) acknowledges that people are meant to be outdoors and interact with nature. This article highlights the benefits of outdoor activity for individuals and how this can impact work productivity.
* [Enjoying the Health Benefits of the Outdoors at Any Age](https://www.neefusa.org/health/outdoor-activity/enjoy-health-benefits-outdoors-any-age) outlines how age is not a barrier to engage with outdoor education activities. This explores how people of all ages can and do enjoy the great outdoors and reap the health benefits.
* [What Motivates People to Do Extreme Sports?](https://psychcentral.com/news/2017/05/11/what-motivates-people-to-participate-in-extreme-sports#1) explores what motivates people who partake in extreme sports such as base jumping, bungee jumping and sky driving. Are these outdoor education activities for everyone or just for people with certain characteristics?

The group strategy should be designed to allow students to become an expert on the allocated article and key messages and report back to the class for discussion. Each group should consider the following questions to help them build their expert opinion:

1. What are the main points of the article?
2. What types of outdoor education activities are mentioned in the article?
3. Explain what link the article made between outdoor activities and physical, social, emotional, mental, or spiritual aspects of health.
4. What were some of the reasons or motivations for people to participate in this activity?
5. Is the outdoor activity from the article increasing in popularity? Why or why not?
6. Do you agree or disagree with the messages in the article? Why or why not?

Revisit the class table on the benefits of being active in the outdoors and add any additional benefits found across the articles.

### Motivating factors

As a class, discuss what motivates people to participate in outdoor activities. Are these reasons the same for people of different ages? Explain your answer.

Order the potential motivating factors below, from least to most motivating:

* challenge
* personal growth
* environmental appreciation
* physical fitness
* social benefits.

Consider the following questions:

1. How might the motivating factor for an individual or group influence the types of outdoor activities they participate in?
2. To what extent do you think people need to be motivated to start an outdoor education activity?
3. Can motivation come from participating in the activity and enjoying it? Explain your answer. For example, does a person have to be motivated to run and then trains to complete a marathon or, does a person start running and enjoy the experience so much, that they continue to run and end up running a marathon?

Review the statements below and answer the question, ‘Why do you think the natural environment is so powerful in promoting health and wellbeing?’:

* The health benefits of being outdoors are extensive and holistic.
* The rate of mental health issues are increasing.
* ‘One-fifth of patients who attended an emergency department from hotel quarantine were suffering from mental health emergencies’ (*Guardian*, 2022).
* Brainstorm a variety of outdoor activities that have an indoor equivalent. For example, running on a treadmill, or virtual training apps where people can ride a stationary bike in their own home, but virtually see themselves riding anywhere they chose. Do you think participants receive the same health benefits as those who are participating in the outdoors? Explain your answer.

### Participation rates and growth

This next activity is designed to gauge students’ level of understanding and their ability to interpret information to make a prediction, as a marker of critical thinking. Students will draw on all previous taught content to make a prediction on the participation rates and growth of outdoor education activities. A detailed recap of all taught content is essential to ensure students are adequately prepared to make an informed prediction and be able to justify their response.

Place the [Resource: Position cards](#_Resource:_Position_cards) around the room or on the floor in the correct order.

Explain to students that you are going to read a series of statements related to outdoor education participation rates and growth. They have not been explicitly taught this content but are encouraged to use their knowledge to make an informed prediction.

Inform students that once they have thought about the statements, they need to move to the position card that best represents their thoughts about the statement. For example, do you strongly agree, agree, disagree, or strongly disagree with the statement?

It is important to understand that there are no right or wrong answers in this activity and that students are free to change their mind at any time. After each statement is read out and students have positioned themselves, invite them to share their thoughts about the statement. Ensure that a range of views are discussed.

Sample statements:

* Participating in outdoor education activities has health benefits for individuals of all ages.
* There are a variety of outdoor education opportunities in Australia.
* There are a variety of outdoor education opportunities in your local area.
* People of all ages and ability levels can participate in outdoor education activities.
* Outdoor education offers something for everyone.
* Outdoor education activities are all designed for thrill seeking and adrenaline rushes.
* People enjoy outdoor education activities for a variety of reasons.

After each statement, invite students from a variety of positions to share their views and thought process.

#### Think-Pair-Share

Use [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.Yq-9omj-HdA.link) to discuss the following questions and justify responses:

1. Do you believe the participation rates for outdoor education activities are high, medium or low?
2. Would you predict these rates to be increasing or decreasing?
3. What influenced their opinion?
4. Make links to the previous activity in the discussion. For example, were opinions on participation rates influenced by the accessibility and availability of outdoor education activities in Australia and the local area?

#### Focus activity: Making the links

As a class, access the latest National participation data from [Sport Australia, AusPlay](https://www.clearinghouseforsport.gov.au/research/ausplay/results). The sport and physical activity reports can be used to gather information and trends. Respond to the following questions:

1. What do you notice about the participation rates? Provide a quick overview.
2. How did the participation rates compare to your earlier predictions? Were you surprised by the participation rates? Why or why not?
3. Are there any differences between male participation rates and types of activities and female participation rates and types of activities? Explain the differences and provide reasons for it.
4. Suggest reasons for the activities such as walking being the most popular. Link back to what you have learnt about the types of outdoor activities and the motivating factors for participation.
5. If walking is the most popular activity, why is orienteering not as popular?

In groups of 2 or 3, students create a profile of an outdoor activity such as bushwalking, canoeing/kayaking, fishing, mountain biking, rock climbing/abseiling, sailing, ski, snowboarding, and surfing and provide a quick overview of the participation rates.

1. How did the participation rates compare to your earlier predictions? Were you surprised by the participation rates? Why or why not?
2. Are there any differences between male participation rates and types of activities and female participation rates and types of activities? Explain the differences and provide reasons for it.

### Bucket list

Not only do outdoor education and nature-based recreation activities play a major role in the promoting health and wellbeing, but they also contribute significantly to our tourism industry. People don’t just have a desire to engage in outdoor education activities, but also to participate in them in significant, world-renowned locations, often as part of their ‘bucket list’, or their list of the experiences or achievements that they hope to have or accomplish during their lifetime.

According to [thedailyadventuresofme.com](https://thedailyadventuresofme.com/home/outdoor-adventures-in-australia), the top 10 outdoor activities to do in Australia are:

* snorkel the Great Barrier Reef
* visit Great Ocean Road waterfalls
* see koalas along the Kennett River koala walk
* explore Daintree National Park
* walk around Uluru
* surf in Torquay
* spot wildlife on Kangaroo Island
* hike in the Blue Mountains
* swim with whale sharks in Exmouth, Western Australia
* crocodile cruise in Darwin.

As a class, brainstorm a wide range of outdoor adventure activities at world-renowned locations throughout Australia. In addition to those listed above, examples might include: climbing the Sydney Harbour Bridge, cycling the Great Ocean Road, hiking Cradle Mountain, or kayaking Katherine Gorge.

From the list created, produce a tally surveying the class on which activity they want to do the most. Discuss the reasons for student selections and link to their motivations. Use the following questions as a guide for the discussion:

1. Is the location or the activity the motivating factor?
2. Is the activity available in our local area? If so, do you participate in that activity now? Why or why not? For example, if a student picked snorkelling at the Great Barrier Reef, but lived somewhere they could snorkel daily, is it snorkelling or the Great Barrier Reef that is the motivating factor, or a combination of both? Would this person be satisfied visiting the Great Barrier Reef and not snorkelling? Would this person be happy to snorkel as often as they liked at home, but never on the Great Barrier Reef?
3. In your opinion, what role does tourism and advertising play in attracting people to outdoor education activities? What are the advantages and disadvantages of local and state governments promoting outdoor education activities to draw in tourists?
4. Does your local government or council use outdoor education activities or local environments to promote the area and attract tourists or visitors? What are some of these activities or environment? Are they used regularly by locals or designed to cater for people outside of the town or area? What is the benefit of having these spaces for your local town, suburb, or community?

#### Focus activity: Imagine this

Students consider an outdoor education activity from their bucket list or an activity they will participate in through the outdoor education course. This could be something within or outside of their local area. This becomes their focus activity.

For this focus activity, students:

* find one image of the activity, in the desired location if possible
* imagine that what they are seeing in the image is through their own eyes
* explain what has motivated them to get to this point
* describe their emotions and thoughts before, during, and after the activity
* outline any part of the experience they are concerned about or could prevent them from doing the activity, for example, wanting to climb the Sydney Harbour Bridge, but having a fear of heights
* describe some of the immediate physical, emotional, social, and spiritual health benefits they would expect to experience and why.

### Self-efficacy theory

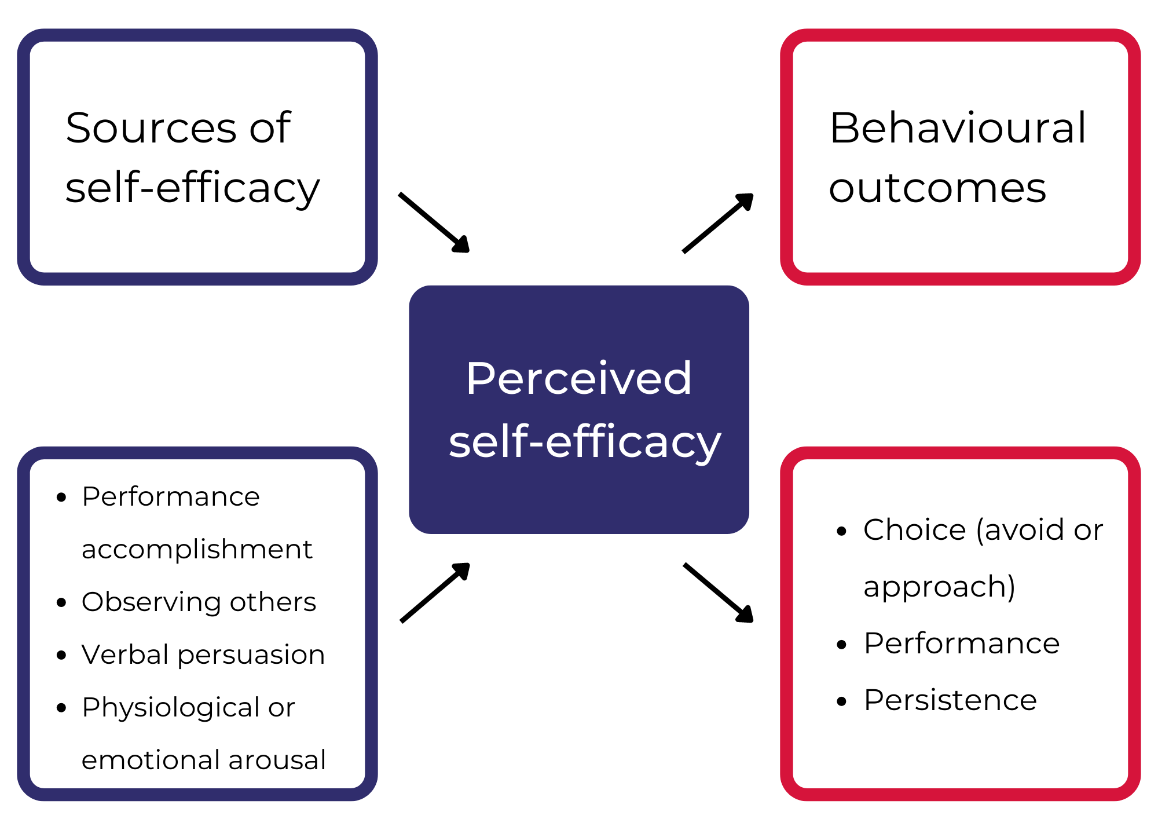
Self-efficacy is a person’s set of beliefs that determine how well one can execute a plan of action in a prospective situation (Bandura, 1977) or a person’s belief in their ability to succeed in a particular situation (Lopez-Garrido, 2020).

A person’s self-efficacy has a large influence of their level of motivation and ultimately if they attempt and succeed at a new task. This theory also applies to outdoor education activities.

In the following activities, students will apply the Self-efficacy theory to their bucket list activity. This provides the understanding required to develop and apply their overall physical activity self-efficacy throughout the course.

As a class, use a range of stimulus material to explain self-efficacy and identify different sources of self-efficacy. Watch [Self Efficacy (7:06)](https://www.youtube.com/watch?v=HnACsrdGZAI) or refer to the image below to explore the concept.

Figure 1 – Sources of self-efficacy and behavioural outcomes.



Adapted from Richardson, 2019.

#### Applying the theory

1. **Modelling the process:** Model the use of dialogue or self-talk as an application of self-efficacy theory. Share the image and script below with the class.

Figure 2 – Person on edge of platform, ready to bungee jump.



[“Bungee”](https://www.flickr.com/photos/41153475@N04/10630737725) by [Mark Harkin](https://www.flickr.com/people/41153475@N04) is licensed under CC BY 2.0.

I have always wanted to experience the thrill of bungee jumping and push myself to the limit but am super scared of heights. I am in New Zealand with friends, we have all agreed to bungee jump. This is my chance to tick off my bucket list and face my fears. I am standing on the ledge. I am excited, nervous, anxious, my heart is racing. I have high self-efficacy. I love a challenge and embrace all challenges with a ‘can do’ attitude. I got this!

**Performance accomplishments:** I have high self-efficacy. I love a challenge and embrace all challenges with a ‘can-do’ attitude. I’ve got this! I was scared to learn to drive but succeeded at that. I was scared on the flight to New Zealand as I hate flying (heights), but I got on that plane and landed safely in New Zealand and am having the time of my life.

**Vicarious experience/observing others:** I am here with my 4 best friends. They have all finished their bungee jump and are super pumped and proud. They were all nervous, but they managed to put their nerves aside and step off the ledge. If they can do it, so can I.

**Verbal persuasion:** The guide has been really supportive, telling me to inch forward a little bit at a time. My friends are cheering me on, ‘go girl, you got this’. The pep talk is helping. People bungee jump all the time. I am here. Now is my opportunity. I may never get this opportunity again.

**Psychological/emotional state:** I have butterflies in my tummy. My feet feel heavy, I know I am scared looking over this edge, but I also know I am excited. I want to experience this and know I will regret it if I don’t. Just a little step is all it will take. The fear will pass, the adrenaline will kick in and it won’t be long, before I am taking in this beautiful view with the wind racing through my hair.

I am committed to this goal, to this challenge and will give it my all.

**Outcome:** Ok, here I goooooooooooooooooooooooooooo!

1. Guided application: Students record a potential dialogue or self-talk as they imagine they are about to commence their focus activity. Encourage students to address all sources of self-efficacy and behavioural outcomes in their dialogue. Students share their dialogue with a peer and explain how the sources of self-efficacy will influence the behaviour outcome such as completing the focus activity or choosing to not attempt it.
2. Independent reflection: Individually, students explain how they think they would feel having completed their focus activity. Use the following questions as a guide for the reflection:
3. How could it inspire or motivate you to tick more things off your bucket list or try another outdoor education activity?
4. Would this be different if you didn’t succeed in the focus activity? If so, how and why?
5. Which of the 4 sources of self-efficacy do you think would have the greatest impact on you and why? Remember that the 4 sources of self-efficacy are performance accomplishment, vicarious experience/observing, verbal persuasion, and psychological/emotional state.
6. How can you apply this theory of self-efficacy to another outdoor education activity in your local area, such as mountain bike riding or kayaking?

### Local outdoor activities

Students access a natural environment, for example, their backyard, garden, a local beach, forest, or bush area. Take a 30 minute mindful walk. During the walk, students should pay attention to each part of the experience and stop and discover what is above and below them at different stages. They can pause and explore the soothing sounds of the outdoors, touch and feel the contact of air against their skin, and smell the scents around them.

Students complete a reflection by answering the following questions:

1. On a scale of one to 10, with 10 being the highest rating, how did you feel:
2. before the experience?
3. during the experience?
4. when you paused to listen to the sounds or smell the scents around you?
5. after the experience?
6. Based on how you felt before, during, and after the experience, what are some of the immediate benefits for your mental and emotional health?
7. Do you think that everyone will have the same mental and emotional benefits for the same physical activity? Explain your response.
8. To what extent do you think you could participate in the activity in the future? Explain why and provide some long-term benefits for your mental/emotional health in your answer.
9. To what extent do you think participants experience the same health benefits from an indoor equivalent of a physical activity as those who are participating in the outdoors? Examples include running or walking on a treadmill instead of in nature, or indoor rock climbing rather than outdoor rock climbing or abseiling. Explain your answer.

### Local indoor activities

Provide students with the opportunity to engage in the indoor equivalent to the outdoor education activity they engaged in where possible. For example, if the class went bushwalking, they can now explore the classroom environment or walk on a treadmill. Complete the activity for the same amount of time and under similar conditions. For example, if completing an activity on a treadmill, do not listen to music, use the television or utilise the fan feature.

Students complete a reflection by answering the following questions:

1. On a scale of one to 10, with 10 being the highest rating, how did you feel:
2. before the experience?
3. during the experience?
4. after the experience?
5. Based on how you felt before, during and after the experience, what are some of the immediate benefits for your mental and emotional health?
6. Do you think that everyone will have the same mental and emotional benefits for the same physical activity? Explain your response.
7. To what extent do you think you could participate in the activity in the future? Explain why and provide some long-term benefits for your mental and emotional health in your answer.
8. To what extent do you think participants experience the same health benefits from an indoor equivalent of a physical activity as those who are participating in the outdoors? Explain your answer.
9. After completing the indoor version of the activity, do you think participants receive the same health benefits as those who are participating in the outdoor version of the activity? Explain your answer.

With students now having engaged in both an indoor and outdoor experience, discuss the following as a class:

1. Which activity did you prefer and why?
2. Use a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Yq_CfAsVPLc.link) to compare the motivations of peoples’ participation in outdoor activities against indoor versions, or modifications of the outdoor education activities. What are the similarities or differences?

### The role and importance of natural environments

‘The natural environment comprises the atmosphere, land, water, oceans, and the diversity of living things (UN 2019). It provides essential resources for health and wellbeing including food, fresh water, wood and fibre, fuel, and medicines. It also helps regulate weather, vegetation, soils, and the quality of water and air, and provides a range of aesthetic, cultural, recreational, and spiritual services to people (Whitmee et al. 2015).’ (AIHW, 2020)

The Australian landscape is diverse in nature, and it is this diversity that avails Australians of a vast array of outdoor education opportunities. This activity allows students to connect with their local environment and appreciate its diversity.

The natural environment includes all living or non-living thing that occurs naturally within that environment.

Students work in 2 groups. One group will brainstorm as many man-made resources as they can. The other will brainstorm all the natural resources. These should be resources from the student’s local area.

Sample answers have been provided and may be given to prompt student thinking.

Table 5 – Examples of natural and man-made resources from the local area.

|  |  |
| --- | --- |
| Natural resources | Man-made resources |
| Plants | Houses |
| Water | Light bulbs |
| River | Fences |
| Mountains | Mobile phones |
| Animals | Clothing |
| Grass | Computers |

Using the lists of natural and man-made resources, groups identify which resources are living and which are non-living. For example, plants are a natural resource and are living. Mountains are a natural resource but are non-living.

Students work in 8 groups. Each group is assigned a type of natural environment, for example, mountains. Provide each group with an image of their environment where possible. Information can be found on the [Australian Government Department of Agriculture, Water and the Environment website](https://www.awe.gov.au/).

In groups, students create a profile of the environment and link to the outdoor education activities which can be performed in these environments, for example:

* rock environments – climbing and rope activities
* bush environments – bushwalking, orienteering, and mountain biking
* marine environments – snorkelling, surfing, and beach activities
* aquatic environments – kayaking, canoeing, sailboarding, and sailing
* alpine environments – snow sports.

Use the questions below to guide the discussion:

1. Is the environment natural or man-made?
2. Is the environment living or non-living?
3. Where in Australia can this environment be found? Indicate this on a map.
4. Is this type of environment in the local area?
5. What are some features and characteristics of the environment?
6. What function does this environment play, for example, to support life?
7. Record any information you can access about the climate and terrain of the environment.
8. What issues resulting from the impact of human activities may exist in this environment?
9. What outdoor education activities could be performed in this environment? For example, rock climbing can be performed in mountains.
10. Is this environment the same throughout all seasons? How does it change? For example, snow fields.
11. Do seasonal changes change the type of outdoor education activities that can be participated in? For example, in summer, the snow fields are used for trail horse riding or mountain bike riding.
12. Why is the protection of this environment important? What measures are in place within these environments to protect it?
13. Thinking holistically, how can this environment promote health and wellbeing in people?

### Seasons

It is important that students develop an understanding of the seasons and how they can influence the type of outdoor education activities people can safely engage in. Through exploring the different seasons, students are also supported to develop an understanding of the diversity of the natural environment in Australia.

Having a sound understanding of the climate and weather is essential to ensure safe participation in any outdoor education experience. Some Aboriginal Peoples recognise there to be 6 different seasons and sometimes many more, as opposed to the 4 we commonly use in the Anglo-Western traditions. Each of the 6 seasons has slight changes that are vital to the sustainability of our natural landscape. Kakadu’s Aboriginal custodians, the Bininj and Mungguy peoples, have lived with the changing landscape for tens of thousands of years and have used their knowledge of the changing seasons to adapt the way they use and protect the precious land.

Students work in 6 groups. Each group accesses and uses information on the seasons from the [Australian Government Department of Agriculture, Water and the Environment](https://www.awe.gov.au/) to gain expertise in one season. Each group uses the questions below to gather the required information for their season to report back to the class.

1. Explain the selected season in a few short sentences.
2. Which of the traditional seasons of summer, autumn, winter, and spring does this Aboriginal season experienced in Kakadu most closely represent and why?
3. Why is this season important for the natural flora and fauna, and how might this impact an outdoor activity in your local environment? For example, to protect Murray Cod during their breeding season, anglers are prohibited from fishing for the species for 3 months every year.
4. What things are important to consider about this season? For example, how does the climate impact the environment and the activities or preparation needed? Does this season change the availability of food or water? Is additional shelter needed?

### Sustainability

According to *National Geographic* (2022), ‘Humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, and deforestation. Changes like these have triggered changes to climate, soil erosion, poor air quality, and undrinkable water.’

In groups of 3 or 4, investigate an issue where human activity has impacted the physical environment in your local area. Suggestions include deforestation, overfishing, introduction of exotic species, overpopulation, erosion, infrastructure damage, pollution (air, soil or water), ocean acidification.

Once completed, share your investigation with another group who will provide feedback. Students will:

* investigate the environmental issue and the impact it is having on the local area including waterways, fauna and flora, native species
* investigate current strategies that have been implemented to sustain the area
* predict what might happen if this issue is not addressed.

As a class, discuss the quote, ‘Take only photos and memories, leave only footprints’, and consider the following questions:

1. What is the meaning of this quote?
2. Why is this quote relevant to outdoor education?
3. What are the implications of this quote for future activities and expeditions as part of this course?

‘Leave No Trace’ principles build awareness, appreciation, and respect for our natural and cultural heritage.

Students work in 7 groups where possible. Groups access [‘The 7 Principles of Leave No Trace’](https://outdoorsqueensland.com.au/resources/fact-sheets-master/caring-for-the-outdoors/leave-no-trace/) to develop a strong understanding of one of the key principles of Leave No Trace.

Students become experts on their allocated principle to educate the rest of the class. To share and discuss the principles, encourage groups to create a presentation for the class. Use the following as a guide for the presentation:

* Outline the principle.
* Why is this principle important to sustaining or having minimal impact on the local environment both now and over time?
* Propose ways that this principle will protect the local environment. Choose a specific location in the local environment, such as a local beach or nearby national park and propose some strategies which can be applied to implement the principle and protect the environment.

### Preparing for safe participation

In the following activities, students will explore the factors that will support their safe participation in outdoor education activities. This preparation should focus on practical outdoor education activities which are conducted in the class as part of this core topic.

#### Equipment and clothing

In groups, students develop their understanding of the equipment and clothing required for different outdoor education experiences. Groups select a specific outdoor education activity and compare clothing and equipment for different experiences, including hot and cold conditions, wet weather, humidity, snow, and dry conditions.

The following articles and sources could be used by groups to research the equipment and clothing needed:

* [The right clothing for hiking in Australia](https://www.trailhiking.com.au/gear/clothing-for-hiking/)
* [Hiking Gear](https://www.trailhiking.com.au/gear/clothing-for-hiking/)
* [Mountain biking gear must haves](https://www.verywellfit.com/mountain-biking-gear-and-equipment-3120191)
* [Snowsports](https://www.verywellfit.com/snow-sports-that-will-make-you-work-up-a-sweat-4158168)
* [How to dress for winter exercise](https://www.verywellfit.com/how-to-dress-for-winter-exercise-3120212)
* [What to wear when running in winter](https://www.verywellfit.com/cold-weather-running-clothes-and-gear-2911014)
* [A timeline of gear for the beginner climber](https://mountainequipment.com/blogs/mountain-equipment-blog/a-timeline-of-gear-for-the-beginner-climber-what-you-need-to-buy-when-if-youre-getting-into-rock-climbing)
* [Materials and Technology](https://www.kathmandu.com.au/what-to-wear-for-a-summer-hike)
* [Anaconda](https://www.anacondastores.com/)
* [Macpac](https://www.macpac.com.au/)

For the selected outdoor education activity:

1. What are the equipment requirements, including safety equipment, footwear, and specialised clothing?
2. What clothing is most suited for this activity in the following conditions – hot, cold, wet weather, humidity, snow, dryness? Why might the clothing change for the conditions?
3. What factors influence the equipment and clothing requirements? For example, the weather, the size and age of the person, the distance, carrying a pack and additional weight.

#### Nutrition and fluid requirements

You, a parent, and three classmates are doing the [New England Wilderness Walk](https://www.visitnsw.com/destinations/country-nsw/armidale-area/armidale/attractions/new-england-wilderness-walk). The 33-kilometre walk will take 3 days and 2 nights to complete. Packs are required for hiking, which can weigh no more than 18 kgs. The maximum weight of food in each pack is 5 kgs. The group is travelling in March, with no fire bans and readily available running water for drinking, washing, and cooking. There are no food allergies in the group.

1. What are the daily nutritional requirements for each member of the group?
2. What are the additional kilojoules and energy requirements for each person, based on the energy expended through the walking and other activities?
3. What factors influence the energy expended and the energy requirements for each person? For example, the weather, the size and age of the person, the distance, the intensity of the walk, carrying a pack and additional weight.
4. What are some meals and snack ideas to meet the nutritional requirements for each person, without exceeding the pack weight requirements?
5. Create a sample food and water plan for the scenario. Include ingredients with approximate weights and how all the food and water will fit into the 4 packs. Share with a peer and seek some feedback.

#### Navigation plans and procedures

As a class, access the [Bushcraft survival Australia](https://bushcraftsurvivalaustralia.com.au/navigation/) website to explore navigation. Discuss:

* methods of navigation
* the importance of being able to navigate and find your way
* the use of maps, compasses and GPS systems – what skills and equipment are required for each? When is each most suitable?
* natural navigation and how it is used.

Students create a map of their neighbourhood or local area. The map should not contain key elements such as border, orientation, legend, title, scale, source. Where possible, ask a family member or class member to use the map to get to a particular destination.

Consider and discuss the following questions:

1. How and why the map was difficult to use?
2. What tools and additions to the map would be needed to improve the navigation experience?

In pairs, students create 2 scavenger hunts. One will be for their peers and the other will be for their local community using the geocache method.

**Geocaching is a worldwide scavenger hunt based on Global Positioning System (GPS) devices that receive signals from satellites to determine their exact location. Students are encouraged to access** [Geocaching Australia](https://geocaching.com.au/) **to find out more.**

**Class peer scavenger hunt**

* Using a map, designate a starting point.
* Offer suggestions and directions to allow peers to navigate to different locations. At each location use clues to solve a puzzle.
* Use a scoring system. For example, points can be awarded for correctly solving a puzzle or finding certain item locations with the correct grid markings from the map.

**Community scavenger hunt**

* Use a **geocache method.**
* **Access the** [Geocaching Australia website](https://geocaching.com.au/) **to experience a geocache that may currently exist in local area.**
* **Students could use this site to create their own geocache treasure hunt for the local community.**

Critique and discuss each scavenger hunt as a class. Discuss the positives and negatives of each scavenger hunt. Outline ways to improve maps for users and discuss what was important when using navigation tools for both experiences.

#### Weather and forecasting information

One of the first things participants need to do before engaging in any outdoor education expedition is to check the weather and the weather forecast.

As a class, listen to [Weather and hiking (23:48)](https://australianhiker.com.au/episodes/068-weather-and-hiking/). A text version of the podcast can be found on the [Australianhiker.com.au](https://australianhiker.com.au/advice/weather-and-its-impact-on-hiking/) website. Consider the following questions:

1. How do we access weather forecasts? Locate or name 3 sources of weather forecasts, including the [Australian Bureau of Meteorology](http://www.bom.gov.au/) website.
2. What should we look for in a weather forecast?
3. What information is accessible and useful when planning an outdoor education activity? Give reasons for your response.
4. In what ways can the weather impact our preparations for an outdoor education activity?
5. Explain how hot and cold conditions, wet weather, humidity, snow, and dry conditions impact the following in different outdoor education experiences and different environments:

* clothing and equipment requirements
* nutrition and fluid requirements
* routes and trip planning
* considerations for human impact on the environment.

#### Trip or activity notification procedures

Explain to students that when we are participating in outdoor activities in different environments, it is crucial we notify a range of people including parents, carers, landowners or managers, National Parks, or police. Providing details of the date and time of departure and return, locations, route, and communication plans will protect the health and safety of any group members or individuals undertaking outdoor activities.

As a class, or in groups, access [Stay safe in NSW National Parks](https://www.trailhiking.com.au/preparation/think-before-you-trek/) and answer the following:

1. Who is the target audience of this information?
2. What are the key safety messages of the think before you trek campaign?
3. What is a trip intention form (TIF)? Who should use a TIF? Why is completing a TIF important? Who does a TIF go to and why? Does a TIF automatically prompt a rescue?
4. Describe a personal locator beacon (PLB)? Do they work like a mobile phone? Explain your answer. Where are they available from?
5. What should be included in a safety plan before accessing a national park?

In small groups, read ['Plan your hike like your life depends on it – because it does'](https://www.trailhiking.com.au/preparation/plan-your-hike-like-your-life-depends-on-it-because-it-does/). Discuss the following questions in groups:

1. Does the title reflect the content? How so? Justify your answer giving relevant examples.
2. Who was the target audience?
3. What were the key safety messages?
4. How will you use this information to inform your next outdoor education experience?
5. What are the top 3 takeaways for individuals? Groups?

Students choose one outdoor education activity. Use 2 class concentric circles to allow students to speak with one partner at a time before moving on to speak with a new partner. Allow the inside circle to speak for one minute. The outside circle must listen to their partner. Reverse, so the outside circle speaks for one minute while the inside circle listens to their partner. After 2 minutes, move the inside circle to the left one place. To adjust this activity, provide options to express student understanding in different ways, through written, spoken, pictures or the use of digital tools.

Justify the 3 most important things to ensure a safe experience in your selected outdoor experience.

### Dilemmas

Students apply their knowledge, understanding and skills to think critically about the dilemmas provided and develop solutions or strategies to solve the problem reflective of fair and ethical participation in outdoor education. [Resources](#_Resource_links) have been provided to support research of each situation. These dilemmas could be incorporated throughout the earlier course work as an opportunity to apply learning.

#### Dilemma 1 – Water sources

Earlier in the course, you planned a menu and water supplies for you, a parent and 3 classmates to complete the [New England Wilderness Walk](https://www.visitnsw.com/destinations/country-nsw/armidale-area/armidale/attractions/new-england-wilderness-walk) over 3 days and 2 nights. Planning is done and food is packed. As you walk after lunch on day one, a reliable water source on your walk has dried up or is contaminated.

**Questions:**

1. What adjustments to your planning are needed?
2. What are some alternatives for accessing safe drinking water?
3. What adjustments if any do you make? How did you solve this issue?
4. What resources do you or your team have available to manage the situation?
5. How could you plan for this before the trip? What equipment could assist with the management of this situation?

#### Dilemma 2 – Communication

Your group does not make the campsite on day one and are having to camp in an area which is not part of the original plan. The campsite you have stopped at is overgrown and there is minimal space to camp.

**Questions:**

1. What adjustments to your planning are needed?
2. What influences your decision to continue along the route to your planned camp location or to set up camp at an unplanned or unexpected location?
3. How would you identify a safe and suitable place to set up camp?
4. How will you camp without damaging the environment?
5. How will you communicate your changed plans to people outside of the group? What methods of communication could you use? Why is it important to communicate changes to your group plans?

#### Dilemma 3 – Group functioning

The parent of your group has rolled their ankle halfway through the [New England Wilderness Walk](https://www.visitnsw.com/destinations/country-nsw/armidale-area/armidale/attractions/new-england-wilderness-walk). First aid has been administered and they are choosing to continue.

**Questions:**

1. What adjustments to your planning are needed?
2. What strategies can the group apply to get through each day and support each group member?
3. As a group, how could you manage the equipment of members who are injured or struggling?
4. How could individuals and the group support members who are injured or struggling throughout the expedition. For example, communication, group strategy.
5. How can the group ensure they work together as a team? Consider what strengths each group member can bring.
6. What can you as an individual do to support the group and its member? What strengths and skills could you apply for each situation?
7. How could you plan for this before the trip? What equipment could assist with the management of this situation?

#### Dilemma 4 – Fire ban

Planning is done and food is packed. On arrival to the start of the track, a sign tells you there is a 5-day fire ban starting the day before you enter.

**Questions:**

1. What adjustments to your planning are needed?
2. Which foods can you keep, and which foods will no longer be suitable? Explain your answer.
3. How can you adjust your menu to meet your group’s needs?

#### Dilemma 5 – Weather and forecasting

On day 2 of your [New England Wilderness Walk](https://www.visitnsw.com/destinations/country-nsw/armidale-area/armidale/attractions/new-england-wilderness-walk), unpredicted heavy rain starts and continues throughout the entire second day. You are finding it difficult to cook. Fire is not an option.

Two of your classmates have wet sleeping bags as they forgot to encase them with plastic before putting them in rucksacks.

**Questions:**

1. What adjustments to your planning are needed?
2. What equipment may assist the group with cooking, staying warm, and sleeping comfortably?
3. What clothing would be most suited to pack and use to keep members of the group safe, warm, and dry during the day and overnight? Explain your answer.
4. What are some strategies for staying warm? What are the dangers of being cold?
5. Was this planned for? How could you access reliable weather information prior to commencing your trip? Why is forecasting weather important in outdoor education experiences?

#### Dilemma 6 – Confidence and self-efficacy

At the end of the 3 days of the [New England Wilderness Walk](https://www.visitnsw.com/destinations/country-nsw/armidale-area/armidale/attractions/new-england-wilderness-walk), you connect with a group undertaking a 2-hour canoe trip. One of your classmates has a fear of the canoe tipping and being stranded. The other members of your group all want to join the canoe trip.

**Questions**

1. What adjustments to your planning are needed?
2. What strategies can the group apply to support fellow group members? For example, communication, group strategy.
3. How can the group ensure they work together as a team? Consider what strengths each group member can bring.
4. What can you as an individual do to support the group and its member? What strengths and skills could you apply to this situation?

#### Dilemma 7 – Navigation and route planning

A large tree has fallen across the track completely blocking the route. The track has been overgrown and can no longer be seen.

**Questions:**

1. What adjustments to your planning are needed?
2. What influences your decision to continue along the route?
3. How would you adjust and replan your route? What resources do you have to assist you?
4. On changing the route, what else do you need to consider for your day? For example, water sources, camp sites, distance, and terrain.
5. If the track is overgrown, what landmarks may appear on your map or in the environment to help change your route and navigate? For example, railway tracks and peaks.

#### Dilemma 8 – equipment

* Issue 1: On day 2 of your [New England Wilderness Walk](https://www.visitnsw.com/destinations/country-nsw/armidale-area/armidale/attractions/new-england-wilderness-walk), your backpack zipper breaks and all your equipment won’t fit in your bag.
* Issue 2: The weather forecast predicts wind overnight for your [New England Wilderness Walk](https://www.visitnsw.com/destinations/country-nsw/armidale-area/armidale/attractions/new-england-wilderness-walk).

**Questions:**

1. What adjustments to your planning are needed for both issues?
2. How will you carry your pack and equipment for day 3? What resources do you or your team have available to help fix the issue?
3. What are some strategies for staying protected from the environment in windy conditions? What are some strategies for staying safe and warm?
4. What equipment could assist with staying protected from the environment and staying warm overnight in windy conditions?

#### Dilemma resources

**Equipment and clothing, nutrition, and fluid requirements:**

* [Let’s start hiking – 10 tips for beginners](https://australianhiker.com.au/advice/lets-start-hiking-10-tips-for-beginners/)
* [Gear selection: How to choose the right equipment](https://australianhiker.com.au/advice/gear-selection-how-to-choose-the-right-gear/)
* [Materials and technology](https://www.kathmandu.com.au/summit-journal/expert-advice/what-to-wear-for-a-summer-hike)
* [14 steps to Choosing Hiking Shoes: A Bigfoot View](https://australianhiker.com.au/advice/14-step-to-choosing-hiking-shoes-a-bigfoot-view/)
* [Tim’s Multi-Day Hiking Gear List 2022](https://australianhiker.com.au/gear/tims-multi-day-hiking-gear-list-2022/)
* [Packing list for a two day hike](https://www.paddypallin.com.au/blog/packing-list-for-a-2-day-hike/)
* [Portable Solar Power for hiking](https://www.snowys.com.au/blog/podcast-portable-solar-power-for-hiking/)
* [What to pack for an overnight hiking trip](https://www.snowys.com.au/blog/what-to-pack-for-an-overnight-hiking-trip/)
* [Beginner hiking checklist – 13 items you need](https://www.gocampingaustralia.com/hiking_gear.html)
* [How to choose a water filter or purifier](https://www.rei.com/learn/expert-advice/water-treatment-backcountry.html)
* [How to treat water in the backcountry](https://www.rei.com/learn/expert-advice/water-treatment-howto.html)
* [How to stay hydrated on the trail](https://www.rei.com/learn/expert-advice/hydrate.html)
* [How to choose energy and food drinks](https://www.rei.com/learn/expert-advice/energy-foods.html)
* [The ten essentials](https://www.rei.com/learn/expert-advice/ten-essentials.html)
* [Hiking for beginners](https://www.rei.com/learn/expert-advice/hiking-for-beginners.html)

**Trail hiking Australia:**

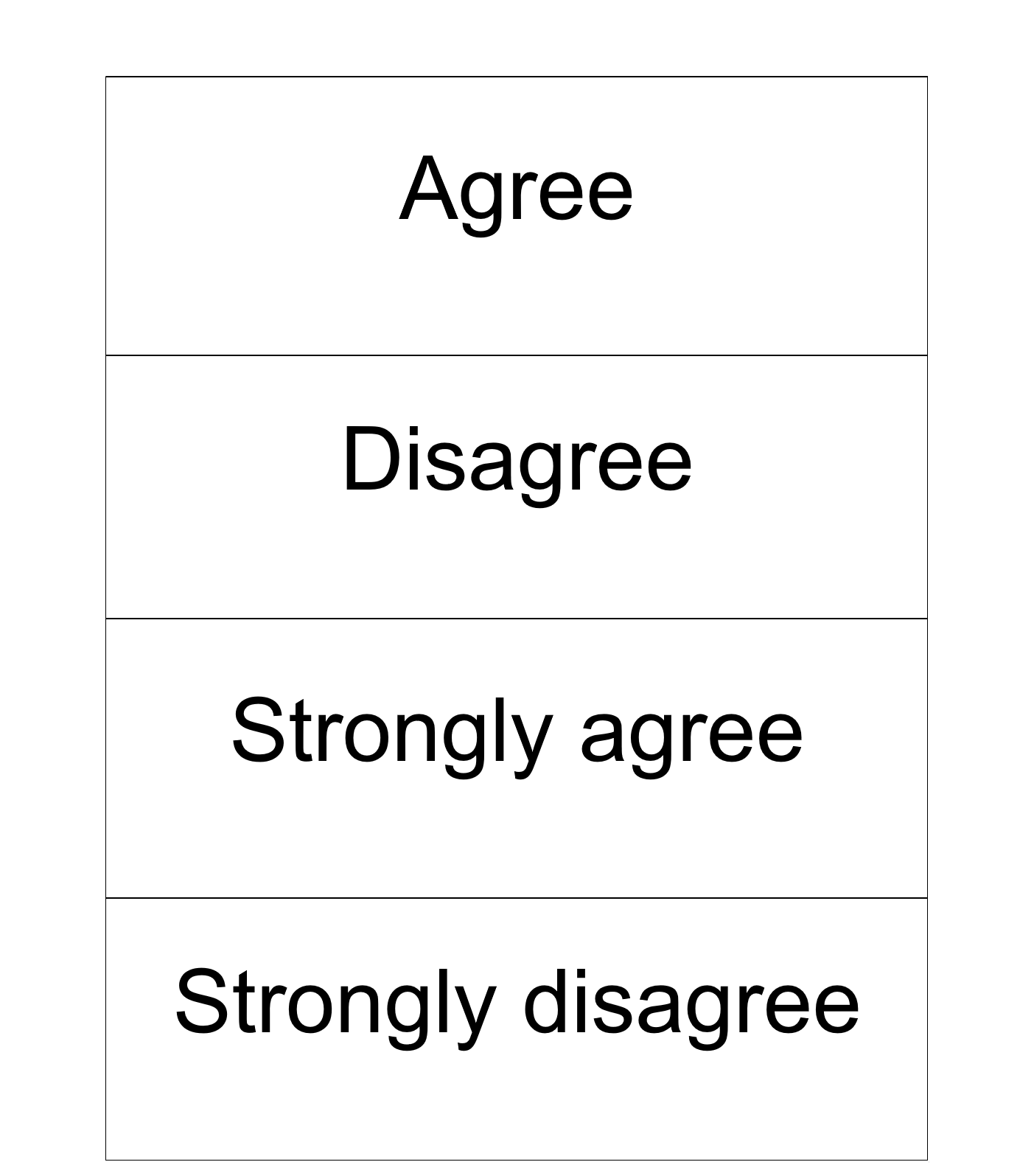
* [Hike survival kit – hiking safety](https://www.trailhiking.com.au/safety/survival-kits/)
* [First aid kit](https://www.trailhiking.com.au/safety/first-aid-kit/)
* [Hiking gear](https://www.trailhiking.com.au/gear/) articles
* [Hiking food for day and overnight hikes](https://www.trailhiking.com.au/food/food-for-hiking/)
* [The right clothing for hiking in Australia](https://www.trailhiking.com.au/gear/clothing-for-hiking/)
* [Checklists](https://www.trailhiking.com.au/hike-planning-packing-checklists/) for day hikes, overnight hikes, hike packing, hike planning, first aid, survival kit
* [Hike preparation](https://www.trailhiking.com.au/preparation/) articles
* [The ten essentials](https://www.trailhiking.com.au/preparation/the-ten-essentials/)
* [The benefits of hiking](https://www.trailhiking.com.au/preparation/benefits-of-hiking/)
* [Plan your hike](https://www.trailhiking.com.au/preparation/plan-your-hike/)
* [Be a better hiker with these six tips](https://www.trailhiking.com.au/preparation/better-hiker-six-tips/)
* [A first timer’s guide in preparing for multi-day hikes](https://www.trailhiking.com.au/preparation/a-first-timers-guide-in-preparing-for-multi-day-hikes/)
* [How to make your hiking experience more comfortable](https://www.trailhiking.com.au/preparation/how-to-make-your-outdoor-experience-more-comfortable/)
* [Be a better hiker with these six tips](https://www.trailhiking.com.au/preparation/better-hiker-six-tips/)
* [10 tips for hot weather hiking](https://www.trailhiking.com.au/preparation/10-tips-hot-weather-hiking/)
* [Cold weather hiking tips](https://www.trailhiking.com.au/preparation/cold-weather-hiking-tips/)
* [14 outdoor hacks for rainy weather](https://www.trailhiking.com.au/preparation/14-outdoor-hacks-rainy-weather/)
* [Leave no trace - hike preparation](https://www.trailhiking.com.au/preparation/leave-no-trace/)
* [Hiking trail etiquette](https://www.trailhiking.com.au/preparation/trail-etiquette/)

**Communication procedures and equipment:**

* [Emergency + App](https://australianhiker.com.au/advice/emergency-phone-app/)

## Resource: Position cards

Teacher can photocopy, cut out, and laminate.



## Assessment task

The following sample assessment task is designed to be used within the experiencing the outdoors core module as part of the Outdoor education course.

## Outcomes

* **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.

## Task

Adopt the role of the classmate experiencing fear in the self-efficacy case study provided.

Record a potential dialogue or self-talk script as you imagine you are about to commence their focus activity.

The dialogue or self-talk script can be submitted as a voice recording, a comic book, a written journal entry, a video, or a PowerPoint slide with voiceover.

Students will be marked on how well they:

* demonstrate knowledge and understanding of the core concepts in the experiencing the outdoors core module
* demonstrate how knowledge and understanding can be applied to support a person’s beliefs in their ability to succeed in this specific outdoor activity
* address all sources of self-efficacy and behavioural outcomes throughout the dialogue.

### Case study – Self-efficacy

At the end of the 3 days of the New England wilderness walk, you connect with a group undertaking a 2-hour canoe trip. One of your classmates has a fear of the canoe tipping and becoming stranded. The other members of your group all want to join the canoe trip.

Use group work to allow students to develop their knowledge and understanding of the content. Groups can use the guiding questions to discuss the application of syllabus content to the situation. This information gathered can be used by each student to develop their own dialogue or self-talk script.

#### Guiding questions

* What is the challenge to be mastered for the fearful individual and the group members?
* What are the motivations for participation in outdoor experiences, for example, challenge, personal growth?
* How might these motivations influence the behavioural outcomes for the fearful individual?
* What adjustments to the group’s planning are needed to be involved in the canoe trip? Consider
* equipment and clothing
* nutrition and fluid requirements
* navigation plans and procedures
* weather and forecasts
* trip or activity notifications procedures.
* What strategies can the group apply to support each group member, for example, communication?
* How can the group ensure they work together? Consider what strengths each group member can bring?
* What can you as an individual do to support the group and its members? What strengths and skills could you apply to this situation?

## Marking criteria

|  |  |
| --- | --- |
| Characteristics of achievement | Marks |
| * Develops a detailed dialogue or self-talk script that demonstrates the attitudes towards the dilemma as they are about to commence this specific outdoor activity. (Challenge to be mastered). * Demonstrates extensive knowledge and understanding of the preparations for safe participation for the individual and the roles and importance of the natural environment. * Creates a clear relationship between how the building of knowledge and understanding can support a person’s set of beliefs in their ability to succeed in this specific outdoor activity. * Applies all sources of self-efficacy to promote active participation and experiences of success in a specific outdoor activity. * Draws a clear relationship between the sources of self-efficacy and the behavioural outcomes throughout the dialogue or self-talk script. * Consistently supports the dialogue with a wide variety of specific examples from the New England wilderness walk experience. | 10-9 |
| * Develops a dialogue or self-talk script that demonstrates the attitudes towards the dilemma as they are about to commence this specific outdoor activity. (Challenge to be mastered). * Demonstrates thorough knowledge and understanding of the preparations for safe participation for the individual and the roles and importance of the natural environment. * Creates relationship between how the building of knowledge and understanding can support a person’s set of beliefs in their ability to succeed in this specific outdoor activity. * Applies sources of self-efficacy to promote active participation and experiences of success in a specific outdoor activity. * Draws relationship between sources of self-efficacy and the behavioural outcomes throughout the dialogue or self-talk script. * Supports the dialogue with some specific examples from the New England wilderness walk experience. | 8-7 |
| * Develops a dialogue or self-talk script. * Demonstrates some knowledge and understanding of the preparations for safe participation for the individual and/or the roles and importance of the natural environment. * Describes how the building of knowledge and understanding can support a person’s set of beliefs in their ability to succeed in this specific outdoor activity. * Describes some of the sources of self-efficacy which promote active participation and experiences of success in a specific outdoor activity. * Supports the dialogue with some examples from the New England wilderness walk experience. * Identifies how one of the four sources of self-efficacy had an impact on behavioural outcomes for the individual. | 6-4 |
| * Develops dialogue or self-talk script * Demonstrates how limited knowledge and understanding can support a person’s set of beliefs in their ability to succeed in this specific outdoor activity. * Provides some examples. | 3-1 |

## Additional information

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

The information below can be used to support teachers when using this assessment task and learning sequence for Outdoor education.

### 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).

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

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](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 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**: Teaching resource

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

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

**Creation date**: 1st December 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 teaching resource provides teachers with some examples of explicit and authentic learning experiences. The option to adjust these learning sequences leads to ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

The suggested strategies for teaching and learning align with the principles of explicit teaching. ‘The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding’ (CESE 2020a:11).

## 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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