Outdoor education – Option 6 Mental and physical preparation for the outdoors



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## Focus

Through this learning sequence, students will explore a variety of outdoor activities, case studies and situations to learn more about the relationship between people and the environment. They will explore the role of food and fluid as fuel sources for a range of outdoor activities. Students will identify and plan for the physical fitness requirements of different outdoor education activities. They will apply interpersonal and self-management skills as they experience and apply other content in practical applications.

### 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 apply 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.

### Course content

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.
* 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.
* 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.
* 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.

Outcomes referred to in this document 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).

### 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 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.

## Teacher note

As part of the training program development, students could conduct pre and post testing.

**Fitness testing should only be used to:**

* offer opportunities for teaching and learning about fitness concepts and goal setting
* offer practical experience of the tests to help students to understand broader concepts, such as the nature of fitness, how it is developed, its links to health and how progress can be monitored
* support and encourage students to set goals and increase participation in physical activity
* offer opportunities for students to identify their strengths and work towards building on these and improving other areas.

**Do not use fitness testing to:**

* assess student achievement against PDHPE outcomes
* compare the performance or results of individual students with others in the state or against each other in the class.

A range of fitness tests can be used to test each component of health-related fitness. Some tests are more easily administered in the school situation than others. These include:

* aerobic capacity – treadmill stress test, bicycle ergometer (VO2 max) test, multistage fitness test, 1.6 kilometre run / walk, Coopers 12 minute run
* muscular endurance – curl-up test, push-up test, bench jumps
* muscular strength – basketball throw, pull-ups, push/pull dynamometer, handgrip dynamometer
* flexibility – sit and reach, shoulder stretch, trunk hyperextension.

## Impact of environments on body and mind

Research the mental and physical benefits of outdoor experiences, for example physical fitness, challenge, resilience, connection.

Review case studies of individuals who have pushed boundaries and comfort zones and reflect on the impact of the experience, for example Turia Pitt, Bear Grylls, Jessica Watson, Alwyn Doolan or Clinton Pryor.

Consider:

* How did they push their boundaries or move outside their comfort zone? What was the challenge or fear to overcome?
* What made it outside the individual’s boundaries or comfort zone? Consider physical, mental, emotional and spiritual factors such as level of personal risk, fear of other’s opinions, lack of self-confidence, physical or mental strength or endurance.
* How did they overcome their fears? Explain their actions.
* What new knowledge and skills did they acquire from the experience? How could they apply this new knowledge or skills in the future?
* How did they manage risk and challenges?
* In your opinion, do you think the extension of their boundaries or comfort zone will remain forever, or was it a short-term situational change? Do you think they would approach a challenge like this differently next time? Explain your answer.
* How did the experience allow them to grow? Consider things such as find purpose, live dreams, set new goals or realize aspirations.

Create an education or health promotion campaign that promotes:

* the mental and physical benefits of outdoor experiences for a specific group within their community, or
* the value of balancing modern lifestyles with time in nature.

Campaign materials might include a poster, blog post, infographic, presentation, billboard, social media post, video, podcast, radio custom gifs or advertisement (radio, TV, Spotify, social media).

Identify a personal experience where they pushed personal boundaries and comfort zones. Outline or detail a reflection on the experience.

* How did the situation push your boundaries or make you move outside your comfort zone? What was the challenge or fear to overcome?
* How did you overcome or manage the challenge or fear? Explain your actions.
* What new knowledge and skills did you acquire from the experience? How have you applied this new knowledge or skills since the event?
* As a result of your personal experience to push your boundaries or comfort zone, have you approached any challenges or situations differently? Explain your answer.
* Have your boundaries and comfort zone remained expanded? How did the experience allow you to grow? Consider things such as set new goals, willingness to try new things, develop persistence or resilience.

In small groups, work cooperatively to complete an initiative game or activity. Focus on demonstrating the interpersonal and self-management skills needed in outdoor education, such as persistence, communication, decision making, leadership and problem solving.

Use a print or digital learning journal to reflect on their application of interpersonal and self-management skills through the initiative and challenge activities. Students use the activity reflection questions to reflect on their application of the skills in their group tasks.

* Did your group succeed with each task? Explain your answer and include how you judge and measure success in each task.
* What were some things that the group did well?
* What were some things you found challenging within the group and task? How did you overcome the things you found challenging?
* How well did you apply your communication, decision making, leadership and problem-solving skills in each task? Give examples to justify your answer.
* Explain what roles you adopted within the group? Did they change with each task? What influenced or impacted what role you adopted?
* What were your strengths across the tasks?
* What skills or actions need improving?
* What could you have done differently? How would this impact the outcome of the task and the group?

Research factors that contribute to rapid fluid loss across a range of outdoor activities they could engage in such as mountain biking in hot, dry conditions or hiking in hot, humid conditions.

In small groups, consider the following situations that could be encountered in the outdoors. Devise protective strategies or role play appropriate responses to manage each situation:

* dehydration
* sunburn
* heat stroke.

## Nutrition and hydration in the outdoors

**Case study 1**

The Fraser family are planning a three-day 46 kilometre one-way hike on the Six Foot Track from Katoomba to the Jenolan Caves, in March of 2022. This hike will be on the Dharug and Gundungurra Nations. The family consists of Jamie (42 years old), Clare (40 years old), Will (12 years old) and Brianna (10 years old). They regularly hike and camp, but this will be their first overnight hiking and camping trip. Brianna has asthma, but overall, family members are considered fit and healthy for their ages.

The Six Foot Track is rated as easy, with some steep sections, and is recommended as a great walk for families or beginners to overnight hiking. Camping sites and lodges are available along the way. It is essential that any water gathered from creeks and streams be treated or purified before consumption.

The family will depart from Katoomba on the first morning and have overnight accommodation booked at the Six Foot Track Lodge. The lodge has an outdoor kitchen in which to prepare meals. Their second day of hiking will see them camp overnight at the Black Range camping ground. This campsite is well equipped with picnic tables, toilets and tank water. It is one of the highest points of the walk and can be cold overnight. The third day of their trip will see them arrive at Jenolan Caves and overnight accommodation is booked for Caves House.

Use the information presented in the case study and information from your own research of the Six Foot Track to complete the following activities:

* Outline the role of food and fluid for the body during the three days on the Six Foot Track.
* Investigate and record the nutrition, energy and fluid needs of the adults compared to the children.
* Use the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) to determine the daily nutritional requirements for the different age groups.
* Use a website such as [Sports Dietitians Australia](https://www.sportsdietitians.com.au/factsheets/) to research the energy and fluid requirements for various sports. Evaluate how the trekking/ walking would impact the energy and fluid required each day.
* Determine the influences on nutrition, energy and fluid requirements, for example age, exercise intensity and duration, weather conditions, humidity and temperatures, access to food and fluids. How can these be accommodated in the group’s planning?

Compare the nutrition and energy needs for activities that vary in intensity and or time, for example a 3 hour hike vs a 2 day hike:

* This walk can be done in two days. Describe how the change in intensity of the walk would impact on the nutrition and energy needs of both adults and children.
* The Six Foot Track is also used for a marathon. How would competing in this event impact on nutrition and energy needs?

Create an infographic digitally or on paper for the fluid requirements for the 3 day walk. Consider possible variations that could impact on the family’s fluid requirements such as heat and exercise intensity. Include information on the most suitable types of fluid for this activity.

It is essential that all water gathered for use from natural water sources such as rivers and creeks is treated or purified before consumption.

* Investigate how to capture water from fresh water sources and maintain hydration and electrolyte balances.
* What options and strategies are available for treatment or purification?
* What impact could a period of rain or a period of drought before or during the trek have on water sources?
* How can access to water be planned for in the risk management plan?

In small groups, plan a menu suitable for the needs of the family for the 3 day expedition.

* Apply decision making skills and provide a justification for your food choices based on nutrition and energy needs, item weight, perishable or non-perishable items, temperatures, access to food and cooking facilities, duration or trek.

Prepare and share one meal from the planned menu. It should be a meal that the family could make on their second night, camping at the Black Ridge Camping grounds.

## Physical fitness for the outdoors

The focus of the following activities is to build understanding that health related fitness components target individual health and wellbeing and that skill related components are to enhance performance in the chosen activity.

Physical fitness is related to an individual’s capacity to perform activity. The components of physical fitness are often divided into two categories:

* **Health-related fitness** – including body composition, aerobic capacity, flexibility, muscular endurance and muscular strength
* **Skilled-related fitness** – including agility, balance, anaerobic power and those specific motor skills, such as throwing and catching, required for performing different games and physical activities.

Review prior learning of health-related fitness. Focus on the benefits of regular participation in physical activity, the components of health-related fitness and the activities that can develop each of these components.

Review prior learning of skill related fitness components. Focus on the components of skill related fitness, how they could enhance performance in outdoor activities and ways to develop each of these components.

Participate in a range of outdoor education activities taking accessibility requirements into consideration such as orienteering, climbing activities, cycling or mountain biking, bushwalking or aquatic activities such as snorkelling or canoeing.

For each outdoor education activity students have participated in within the course, answer the following questions:

* What health and skill related components of physical fitness are needed to participate safely and successfully in the activity?
* Does the activity require more health related or skill related components of fitness? Identify target groups of people who may be most suited and interested in participating in this activity. Explain your answer.
* What are the 3 most important components of fitness for the activity? Justify why they are most important.

Review prior learning of the FITT principle and any other information on programming for fitness, including types of training, for example aerobic training methods and cardio training, cross training, strength or resistance training, circuit training, High Intensity Interval Training (HITT) and flexibility training such as yoga.

In groups, choose one outdoor education activity. Use the information from earlier activities to identify the 3 most important components of fitness for that activity. Brainstorm how each step of the FITT principle could be applied to those components of fitness to produce fitness gains or improvements in components of fitness in preparation for participation in that outdoor education activity in the future.

Components of fitness:

* **Frequency** – outline how often an individual would need to train or be physically active to develop the fitness components.
* **Intensity** – describe the intensity of activity for the duration of a session to train or be physically active to develop the fitness components. How hard would someone need to work? Explain using heart rate as a measure of intensity.
* **Time** – outline how long an individual would need to train or be physically active for to develop the fitness components. What would be the duration of each session?
* **Type** – outline examples of activities an individual would need to participate in to develop the fitness components. Explain the importance of specificity and justify why these activities would be most suitable for development of the fitness components.

Select **one** outdoor education activity. Imagine you will participate in that activity in 6 weeks’ time. Apply your understanding of the health and skill related components of fitness to develop a program to build the required components of fitness over the 6 weeks.

* Set 2 fitness related goals. This could be specific improvements in an aspect or component of fitness, such as being able to swim one kilometre. Make sure the goals are specific, measurable, achievable, realistic and have a time frame.
* Develop an action plan to achieve these goals. Identify some short-term steps (1-2 days), mid-term steps (1-2 weeks) and long-term steps (2-6 weeks) to achieve these goals.
* Outline the actions that need to be done.
* Outline the resources needed and how you will access them.
* Record any possible barriers and possible solutions for each.
* Identify how you will monitor your progress to stay on track with your goals.
* Participate in the fitness program for the period of 6 weeks.
* Use a paper or digital learning journal to encourage students to reflect on their actions, response to the program and progress across the 6 weeks.
* Use observations and any fitness testing data to evaluate the effectiveness of the program and its relevance to the identified skills and goals. What worked? What didn’t work? What needs changing?

## 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 teaching resource 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).

### 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.

**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**: Teaching resource

**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.

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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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AITSL (Australian Institute for Teaching and School Leadership (2017) ‘[Feedback Factsheet](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide)’, AITSL, accessed 09 December 2022.

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