Outdoor education – Option 7 Expedition preparation



## Contents

[Contents 1](#_Toc121473927)

[Focus 2](#_Toc121473928)

[Outcomes 2](#_Toc121473929)

[Course content 2](#_Toc121473930)

[Rationale 3](#_Toc121473931)

[Aim 4](#_Toc121473932)

[Purpose and audience 4](#_Toc121473933)

[When and how to use this document 4](#_Toc121473934)

[Learning activities 6](#_Toc121473935)

[Planning considerations 8](#_Toc121473936)

[Interpersonal and self-management skills for safe participation in the outdoors 11](#_Toc121473937)

[Team building and practical expedition skills 13](#_Toc121473938)

[Resource – Expedition challenges 16](#_Toc121473939)

[Additional information 20](#_Toc121473940)

[Assessment for learning 20](#_Toc121473941)

[Differentiation 21](#_Toc121473942)

[About this resource 22](#_Toc121473943)

[References 25](#_Toc121473944)

[Additional resources 25](#_Toc121473945)

## Focus

Students develop, understand and apply logistical planning and preparations for a three-day hike through the Blue Mountains. They will participate in several team building activities to develop and reflect on the interpersonal and self-management skills necessary for the success of their group. Students will develop and apply technical and expedition skills and act out a scenario to overcome several challenges when constructing a campsite and preparing a meal. Students will self-reflect on their ability to plan for the challenges presented and the impersonal and interpersonal skills necessary to overcome.

### Outcomes

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

### Course content

Students:

* plan and prepare for the safe undertaking of an adventurous journey, for example:
* considerations for selecting equipment relevant to expedition area, such as location, duration, terrain, anticipated weather conditions
* nutrition and fluid requirements of individuals and group
* communication requirements and procedures
* equipment requirements, such as appropriate clothing, camping, navigation, cooking, hygiene, activities
* environment assessment, such as potential hazards and risks
* risk management plan and emergency procedures
* activity choice and land management requirements
* develop and apply technical and expedition skills within various practical contexts, for example:
* food preparation and camp cooking
* shelter and campsite construction
* develop and apply interpersonal skills and self-management skills for safe participation, for example:
* communication, such as verbal, nonverbal and augmentative communication, listening, negotiation and conflict management
* collaboration and relationship-building
* decision making
* problem solving
* organisation.

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).

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

### 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.

## Learning activities

Participating in activities and adventures to be had outdoors in the natural world allows practical and active learning experiences to take place and positive relationships with the environment, ourselves and others to develop. It also promotes connection with Country.

Brainstorm all the activities that could be completed in the following environments:

* **aquatic and marine** – for example, canoeing, kayaking, sailing, sailboarding
* **rock and mountain** – for example, abseiling, rock climbing
* **alpine** – for example, cross country skiing
* **bush** – for example, bush walking, mountain bike riding.

Participating in activities like the ones just brainstormed with friends can be really rewarding. Students can form positive relationships through collaboration and develop an appreciation for the natural environment and the importance of sustaining it. However, being able to enjoy participation in the outdoors, relies on good preparation. The amount of planning and preparation done, more than often contributes to the success or failure of the experience.

Students choose one outdoor activity from their brainstorm list. Create a checklist of everything they would need for that activity. On completion, answer the following questions:

* What helped or influenced your decision making in relation to what you need and what to take?
* Did you have items you would take but don’t need? If so, what were they and why would you take them? What purpose would they serve on the trip?
* How prepared do you feel for your activity?
* Is there any other information you would need to ensure you were better prepared?

What is taken on an outdoor expedition can ensure the safe participation and enjoyment of the experience. Although we have items we need for survival, we also need to consider what we take in terms of what we can carry, transport, use or access. We also consider what we need for enjoyment and comfort. All those decisions are influenced by a range of factors.

As a class, determine the influences on what we need and what we take, including:

* location
* duration/time, for example, for how long and what time of year
* terrain, for example, physical features of the land being covered for example, mountainous, flat
* anticipated weather conditions, for example, heat, humidity, cold / snow / frost
* participant numbers, experience, abilities and needs.

Students unpack the statement ‘failing to plan is like, preparing to fail’. What does this mean? Use an example to explain your understanding.

The following activities will be built around a scenario. Students will plan and prepare for the safe undertaking of an outdoor mountainous hiking expedition in the bush. Depending on the location and needs on your students, you may wish to change the scenario to a more suitable outdoor option and have students complete a similar planning process in preparation for the activity.

**Scenario**

You and three classmates are going for a three-day hike through the Blue Mountains. You will be hiking during the Easter school holidays and will be camping over two nights in the bush. You are required to take all your equipment, food and water with you.

Using the scenario, students work in groups to plan and prepare for the safe undertaking of the adventurous journey. [Websites and resources](#Planning_and_preparation) have been provided to guide students with planning. Students present the expedition plan to the class highlighting all the factors considered as part of the planning process.

### Planning considerations

#### Route

* Research the area. Nominate and map a route. Include:
	+ total distance and distance to be covered each day
	+ a description of the terrain to be encountered, for example rolling hills, bush track, fire trail, stairs.
	+ nominated places to camp each night, including whether it is open air or established huts and shelters
	+ water sources and places to refill water
	+ forecasted and predicted weather conditions, for example warm climate, low humidity
	+ group member profiles, for example, experience, strengths or abilities, heights, weights, ages, disabilities.

This could include consultation with local Aboriginal community and consideration should be made regarding engaging a cultural guide for a hike.

#### Equipment

* Select equipment relevant for the expedition.
	+ What equipment is needed and most suitable for the location and terrain?
	+ What equipment is needed and most suitable for the duration?
	+ How will the forecasted and predicted weather conditions influence equipment needs?
	+ What are the clothing requirements? Create a checklist for packing by nominating suitable clothing for each day. Consider the weather, terrain and duration.
	+ What are the campsite requirements? Create a checklist which includes camping, shelter, cooking equipment for the group and individuals. Consider the weather, terrain and duration.
	+ What navigation and communication equipment will be needed?
	+ What other equipment is necessary? For example, first aid, waterproofing, flint, hygiene

#### Nutrition and fluid

* Research the nutrition and fluid requirements for individuals and the group. Devise a menu for the duration of the expedition. Include:
	+ daily fluid requirements and whether this can be topped up from water sources in the day
	+ any additional considerations or requirements, for example allergies, fire bans
	+ daily nutrition requirements and what foods will meet these requirements for individuals and the group
	+ food checklist for the group for the duration of the trek. Note – This would be used for shopping and also for division of food across individuals for transporting food each day.

#### Communication

* Research the communication requirements and procedures for the area.
	+ communication and procedures prior to leaving
	+ stakeholders, individuals and groups to communicate with before, during and after the expedition. This should include local Aboriginal community
	+ relevant information before, during and after
	+ time periods and processes for communication, for example daily, on emergency
	+ methods of communication for daily contact and emergencies. For example, satellite phones, recording in national parks trip logs and hut logs, emergency apps, hiring of an Emergency Personal Locator Beacon (PLB).
* As a group, identify reasons to establish clear communication strategies during the hike. Develop a team strategy for communication and include in your planning. For example, how will the team approach different situations which may arise, such as boosting morale, accessing help from team members, blisters or injury?
* Plan the agenda and focus for team meetings. At least 2 team meetings should occur before the expedition and daily team meetings should occur during the expedition. How will these be run? What will be the purpose of the meetings? For example, planning, check ins, debriefs.

#### Environment assessment, risk management and emergency procedures

* Conduct an environment assessment using the information gathered from your route planning research.
	+ Identify potential risks and hazards for the whole trip and each day.
	+ Identify strategies to manage the risk.
	+ Create a risk management plan/check list. On this plan include all risks, strategies to manage each risk, equipment and resources needed.
	+ Identify emergency scenarios which could occur.
	+ As a team, how will you manage these in the unlikely event they occur?
	+ What other challenges or issues may arise on the hike? For example, team dynamics, lost members, communication process breakdown. Propose strategies to counteract or prevent these from occurring.

#### Activity choice and land manager requirements

* Research the land management requirements for the area. Identify the activities you wish to undertake, to establish any restrictions or requirements for those activities.
	+ Are there any requirements or checks that need to be done prior to the expedition? For example, do you need to register your group and the route. National Parks and Wildlife Service use a sign in book at the entry point of all parks.
	+ Are there any areas of Aboriginal significance that is inappropriate or disrespectful for the group to enter?
	+ How will you care for the land for the duration of your expedition? What are the leave no trace principles and how will you apply them as an individual and group? Consider these principles for the transport, trek, cooking, washing and hygiene practices and all activities. Record your plans and strategies.

## Interpersonal and self-management skills for safe participation in the outdoors

The interactions we have with others can have a big influence on the success, enjoyment and safety of participation in an outdoor activity. There are a number of interpersonal skills and self-management skills necessary to ensure safe and enjoyable participation. Participating in outdoor settings can provide students with the opportunity to develop, apply and evaluate these skills and make improvements.

Students should use a reflective journal throughout the next few activities to document and reflect on their ability to execute the skills.

#### Graffiti movement activity

Use a graffiti movement activity to explore the skills. Display the skills around the room.

* communication
* collaboration
* relationship-building
* decision making
* problem solving
* community engagement.

As students move around the room, they record information they know about each skill on the graffiti sheet or appropriate device. As a class, identify the skills using the following questions:

* When you think of this skill, what comes to mind?
* What do people look like, sound like and feel like when doing this skill well?
* How would this skill be used or applied when participating in a group outdoor activity?
* In a group outdoor activity, how would this skill promote safe and enjoyable participation?

#### Journal self-assessment

Students use their reflection journal (paper or digital) to complete a self-assessment of the following skills:

* communication
* collaboration
* relationship-building
* decision making
* problem solving
* community consultation.

Use the questions below to help with self-reflection and setting improvement goals:

* What strengths do you bring to the group?
* What are some areas you could access help with?
* What skills are you good at? What makes you say that?
* What skills do you feel you need improving on? What makes you say that?
* What are three goals you can set for yourself and for the group to help execute these skills well? For example, I plan to listen more to people’s ideas when put forward, I plan to weigh up all our options before just jumping in to fix an issue, I plan to support and help others more.

## Team building and practical expedition skills

**Students** will work in their groups to participate in a number of technical and expedition skills to develop, strengthen and refine a range of interpersonal and self-management skills. At the conclusion of each activity, students will self-reflect on their involvement in the activity in relation to the skills brainstormed above.

#### Technical and expedition skills activities

##### Raft activities

* Use a small tarpaulin, blanket or gym mat.
* **Task one** – fit on the tarpaulin. Students work in groups or a class and attempt to all fit on the tarpaulin. They remain on the tarp while it is folded in half, quarters, eighths. How far can the group go?
* **Task two** – travel on the tarpaulin. Students attempt to transport their group across a distance. For example, school oval or basketball court. All students must remain on the tarp as they cross the area to the other side. If they touch the ground, they need to start again.

**Variation** –students are to complete the task without speaking.

##### Shelter and campsite construction

* **Task one** – tent relay. Students work in their groups to put together a tent. Each student within the group will have one minute to attempt to put some part of the tent together. After the minute is up, the student must stop, run back to their group and tag the next person. This continues until the tent has been assembled and approved by the teacher. First tent up wins.

**Variation** – Students complete task without speaking. Teacher removes an aspect of the tent, for example takes pegs, missing fly. Students have to problem solve to figure out another way.

* **Task two** – waterproof shelter. Students work in groups to create a waterproof shelter that can fit all group members. They are given a tarp, rope, bucket and may use any equipment planned for in their Blue Mountains expedition (except the tent). The shelter will be tested for waterproofing with the bucket filled with water.
* **Task three** – research traditional Aboriginal shelters.

##### Food preparation and camp cooking

* **Task one** – cooking relay. Students work in groups of four to collectively cook one of their planned dinner meals from the planning work earlier in the sequence within 60 minutes. They have ten minutes as a group to plan the cook. Each person will have 10 minutes to cook before handing over to the next person. They must have enough food for all members.

**Variation** – Take out an ingredient or remove some equipment or utensils used for cooking.

* **Task two** – research local bush foods.

##### Self-reflection

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 went well?
* What were some things you found challenging?
* How did you overcome the things you found challenging?
* Explain what roles did you take on 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?
* Did you improve on your intended goal? Why or why not?

##### Adopting roles

On the school grounds, students use a trial run to practise for their three-day expedition.

As part of the trial run, students could:

* pack their bags for the approximate weight they will carry each day
* move together as a group around the school for 30 minutes while carrying their weighted rucksacks on their backs
* arrive at a designated campsite and set up camp
* cook a meal from their planned menu.

During the trial run, provide a number of problems or challenges that students may encounter while on the expedition. A range of expedition challenges have been provided. Questions can be used for each situation to guide critical thinking.

Students analyse each problem and work together to determine how it will be managed using the equipment, food and resources available to them as part of their planning.

At the conclusion of the trial run, students reflect on their ability to manage each problem and situation using the following questions:

* How well did you and your group manage each challenge on a scale of one to 10, with 10 being excellent handling?
* Did you plan for this issue to arise? If not, did you have the resources and knowledge available to help overcome the issue? What else would you need?
* What aspects of your planning assisted in overcoming each challenge?
* What did you need to plan for better?
* What additional planning will you do in preparation for your next expedition?
* Is there anything you would do differently next time?
* Evaluate the interpersonal or self-management skills used by your group for each challenge. Which skills were used most effectively overall and why? Which skills did your group need improvement on?

## Resource – Expedition challenges

The following situations can be used for the adopting roles activity.

#### Situations

There are 6 situation activities.

##### Situation 1 – 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.

Questions:

* What adjustments to your planning are needed?
* Which foods can you keep, and which foods will no longer be suitable?
* How can you adjust your menu to meet your group’s needs?
* Was this planned for in your risk management plan? If not, how could you include it in the plan? What are the risks and strategies to manage the risks?

##### Situation 2 – Rain

Rain has started and continued throughout the second day of the expedition. You are finding it difficult to cook. Fire is not an option.

Two members of the group have wet sleeping bags as they forgot to encase with plastic before putting them in rucksacks.

**Questions:**

* What adjustments to your planning are needed?
* What are some strategies for staying warm? What are the dangers of being cold?
* Was this planned for in your risk management plan? If not, how could you include it in the plan? What are the risks and strategies to manage the risks?

##### Situation 3 – Equipment

**Issue 1** – Your rucksack handle broke and all your equipment won’t fit in your bag.

**Issue 2** – The weather is windy and an aspect of your tent is missing, broken or forgotten, for example missing pole or tent pegs or fly zipper broken.

**Questions:**

* What adjustments to your planning are needed?
* How will you carry your pack? What resources do you or your team have available to help fix the issue?
* How do you make do without an aspect of your tent? What resources can you use? How do you solve the issue?
* What are some strategies for staying protected from the environment? What are some strategies for staying warm? What are some strategies for staying safe?
* Was this planned for in your risk management plan? If not, how could you include it in the plan? What are the risks and strategies to manage the risks?

##### Situation 4 – Navigation

**Issue 1** – The group didn’t make the campsite and are having to camp in an area which is not part of the original plan.

**Issue 2** – A large tree has fallen across the track completely blocking the route.

**Issue 3** – The track has been overgrown and can no longer be seen.

**Issue 4** – The campsite is overgrown and there is minimal space to camp.

**Issue 5** – You come across a sign that indicates a site of cultural significance and hikers are asked not to enter that area.

**Questions:**

* What adjustments to your planning are needed?
* What influences your decision to continue along the route to find a new location to camp or to set up camp at an unplanned or unexpected location?
* How would you identify a safe and suitable place to set up camp?
* How would you adjust and replan your route? What resources do you have to assist you? On changing the route, what else do you need to consider for your day, for example water sources, camp sites, distance, terrain?
* If the track is overgrown, what landmarks are on your map to help change your route, for example railway tracks, peaks?
* Describe how you camp without damaging the environment?
* Was this planned for in your risk management plan? If not, how could you include it in the plan? What are the risks and strategies to manage the risks?

##### Situation 5 – Group dynamics and functioning

**Issue 1** – A group member has rolled their ankle halfway through the expedition. First aid has been administered and they are choosing to continue.

**Issue 2** – One member of the group continues to power ahead while other group members trail behind with injury, for example rolled ankle, blisters.

**Issue 3** – You are on an expedition with a group of mixed ability hikers. Some are super fit and have trekked before. Others are trekking for their first time and are struggling.

**Questions:**

* What adjustments to your planning are needed?
* What strategies can the group apply to get through each day and support your fellow group members?
* As a group, how could you manage the equipment of members who are injured or struggling?
* How could individuals and the group support members who are injured or struggling throughout the expedition, for example communication, group strategy
* How can the group ensure they work together as a team? Consider what strengths each group member can bring?
* What can you as an individual do to support the group and its member? What strengths and skills could you apply for each situation?
* Was this planned for in your risk management plan? If not, how could you include it in the plan? What are the risks and strategies to manage the risks?

##### Situation 6 – Food/water

**Issue 1** – You have just put your tent up and set up the campsite. You are about to start preparing your meal for dinner and a big storm starts to roll in.

**Issue 2** – The group forgot the gas cooker or Trangia.

**Issue 3** – As a group, you run out of water purifying tablets.

**Issue 4** – A reliable water source on your trek has dried up or is contaminated.

**Questions:**

* What adjustments to your planning are needed?
* How do you manage the situation?
* What resources do you or your team have available to manage the situation?
* What adjustments if any do you make? How did you solve this issue?
* Was this planned for in your risk management plan? If not, how could you include it in the plan? What are the risks and strategies to manage the risks?

## 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.

**Creation date**: 1st December 2021

**Rights**: © State of New South Wales, Department of Education

**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.

If you use the links provided in this document to access a third party's website, you acknowledge that the terms of use, including licence terms set out on the third party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.

All material [© State of New South Wales (Department of Education), 2021](https://education.nsw.gov.au/about-us/copyright) unless otherwise indicated. All other material used by permission or under licence.

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.

NESA (NSW Education Standards Authority) (2020) [*Nurturing Wonder and Igniting Passion, designs for a new school curriculum: NSW Curriculum Review* [PDF 1.12MB]](https://nswcurriculumreform.nesa.nsw.edu.au/pdfs/phase-3/final-report/NSW_Curriculum_Review_Final_Report.pdf), NESA, accessed 09 December 2022.

State of New South Wales (Department of Education) and CESE (Centre for Education Statistics and Evaluation) (2020a) ‘[What works best: 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update)’, CESE, NSW Department of Education, accessed 09 December 2022.

State of New South Wales (Department of Education) and CESE (Centre for Education Statistics and Evaluation) (2020b) ‘[What works best in practice](https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/what-works-best-in-practice)’, CESE, NSW Department of Education, accessed 09 December 2022.

## Additional resources

**Walks and campgrounds**

* Aussie Bushwalking (n.d.) [*Getting started with hiking – Aussie Bushwalking*](https://www.aussiebushwalking.com/articles/getting-started-hiking), Aussie Bushwalking website, accessed 20 January 2022.
* NSW National Parks and Wildlife Service (2021) [*Camping and accommodation*](https://www.nationalparks.nsw.gov.au/camping-and-accommodation/search?stayoption=1&Near=Blue%20Mountains%20National%20Park&extent=In) NSW NPWS website, accessed 20 January 2022.
* Oliver D (n.d.) ‘[Guide to Overnight Walks near Sydney](https://hikingtheworld.blog/hiking-guides/overnight-walks-near-sydney/#Mt-Victoria-to-Blackheath)’, Hiking the World blog, accessed 20 January 2022.
* Six Foot Track (2020) [*Getting Started – Videos*](http://www.sixfoottrack.com/videos/), Six Foot Track website, accessed 20 January 2022.

**Planning and preparation**

* Bushwalking NSW Inc (2017) [*Getting Started*](https://www.bushwalkingnsw.org.au/getting-started-on-your-first-walk/), Bushwalking NSW website, accessed 20 January 2022.
* Dedman G (2022) [*Bushcraft Survival Australia* *Blog*](https://bushcraftsurvivalaustralia.com.au/blog/), Bushcraft Survival Australia website, accessed 20 January 2022.
* National Parks Association of NSW (NPA) (n.d) [*Bushwalking 101*](http://bushwalking101.org/) [website], accessed 20 January 2022.
* NSW National Parks and Wildlife Service (2021) [*Think before you TREK*](https://www.nationalparks.nsw.gov.au/safety/bushwalking-safety/think-before-you-trek), NSW NPWS website, accessed 20 January 2022.