DRAFT CURRICULUM FOR A POSSIBLE OPTION IN Outdoor Education: Levels 7 – 10

Rationale and Aims

Rationale

Outdoor Education enables students to develop positive relationships with self, others and outdoor environments through participation in outdoor experiences. These relationships support students’ investigation and articulation of their place in the world, and their development of strategies, such as resilience, that help promote wellbeing. Outdoor Education challenges students’ assumptions about these relationships, encouraging them to engage in sustainable practices.

In Outdoor Education students examine a range of human-nature relationships including those of Indigenous communities. They consider how humans have and currently interact with the natural world. As a foundation for current and future relationships, students evaluate the sustainability of these relationships. They analyse how changing human lifestyles have impacted upon natural systems and make recommendations for current and future relationships.

Engagement in and with outdoor environments

Students engage in both passive and active learning in outdoor environments. Outdoor environments range from those minimally impacted by humans, to those that have been subject to a range of human interventions. Outdoor environments may be local to the school or further afield.

Development of mastery

As a part of their learning and experiencing these outdoor environments, students develop the skills and understandings to engage safely and competently while developing improved relationships with self, others and outdoor environments. Outdoor Education provides learning opportunities for developing competence and mastery of movement through outdoor environments.

Promote curiosity

Outdoor Education allows students to investigate and explore their learning within the subject through the use of outdoor experiences that promote curiosity and investigation. Students develop inquiry skills through their own pursuit of knowledge and application of agency, engaging in the world around them through a range of experiences and investigations.

**Links to other areas**

Outdoor Education can have strong links to other areas of the curriculum—particularly Science, History, Geography and the General Capabilities. However, the aims and focus of Outdoor Education should not be confused with Outdoor Learning, a pedagogical approach that may be used to deliver any curriculum in the outdoors.

Aims

Outdoor Education aims to develop students’:

* relationships with outdoor environments, others and self,
* skills and understandings to move safely and competently in the outdoors,
* understanding of the importance and value of outdoor environments, both currently and over time
* capacity to engage sustainably with outdoor environments,
* awareness of how outdoor experiences and environments shape health and wellbeing,
* comprehension of local and global perspectives concerning engagement with outdoor environments, and
* agency over their existing and future engagements with outdoor environments and the natural world.

| DRAFT CURRICULUM FOR A POSSIBLE OPTION IN Outdoor Education: Levels 7 – 10 | |  | |
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| Levels 7 and 8 | | Levels 9 and 10 | |
| **Outdoor Knowledge and Skills** |  |  |  |
| **Relationships with Self, Others and Outdoor Environments** |  |  |  |
| Interpret the impact of experiences in nature on the wellbeing and disposition of self and others. | | Compare the way nature based experiences are undertaken in a range of cultural settings for improved wellbeing and recommend strategies for improvement in a local context | |
| Analyse factors that influence emotions, and develop strategies to demonstrate empathy towards self and others in challenging situations | | Evaluate challenging situations and propose appropriate emotional responses that support improved health and wellbeing in a team | |
| **Movement in Outdoor Environments** |  |  |  |
| Examine and identify barriers to seeking help in challenging environments and analyse strategies to overcome these | | Evaluate own and others participation in outdoor experiences | |
| Identify and define movement and skill requirements for accessing an outdoor environment | | Perform and refine specialised movement skills associated with moving through an outdoor environment | |
| **Safe and Sustainable engagement with Outdoor Environments** | | | |
| Analyse safety requirements and considerations relevant to accessing and studying outdoor environments | | Plan for, undertake and reflect upon safe access and study of outdoor environments | |
| Examine a range of minimal impact outdoor practices | | Evaluate a range of minimal impact outdoor practices | |
| **Changing Human-Nature Relationships** |  |  |  |
| **Historical Relationships with Outdoor Environments** | |  | |
| Investigate the cultural and historical significance of human interactions with outdoor environments in Australia | | Evaluate the role outdoor exploration plays in the lives of Australians and investigate how this has changed over time | |
| Investigate through a range of Indigenous perspectives the relationships Indigenous communities have with outdoor environments. | | Compare the resource management strategies of some outdoor environments used by Indigenous communities to other groups practices | |
| **Contemporary Relationships with Outdoor Environments** | |  | |
| Investigate and identify the roles different species have within the ecosystem of an outdoor environment | | Analyse the role of land managers, including their practices and strategies, in managing outdoor environments | |
| Examine the contemporary uses of an identified outdoor environment by a range of Indigenous communities and community groups | | Evaluate contemporary uses of and debates about the use of outdoor environments | |
| **Future Relationships with Outdoor Environments** | |  | |
| Identify a social, ethical, economic and sustainability consideration in the engagement with local outdoor environments | | Critically analyse factors, including social, ethical and sustainability considerations, that influence the future use of outdoor environments globally | |
|  | | Analyse and predict how future relationships with outdoor environments in Australia may change | |
| **Achievement Standard** |  |  |  |
| By the end of Level 8, students explain the role that outdoor experiences have on their own and others' dispositions. They analyse and discuss the way emotions may influence people’s experiences in challenging situations and the role empathy plays in supporting self and others. They can identify barriers to giving and receiving help in outdoor environments and how these may be overcome or addressed through independent or organisational action. Through engagement in an outdoor environment, they can apply feedback to improve their competence accessing and moving through that environment.  Students can discuss and explain the historical and cultural interactions people have had within Australian outdoor environments, including those of Indigenous communities. They can explain the ways in which ecosystems are structured and the roles of different species within an identified outdoor environment. Students can explain the contemporary and historical uses of an outdoor environment by a range of community groups, including Indigenous communities, and identify how these uses vary. Students can determine the social, ethical, economic and sustainability considerations to be made when engaging with a local outdoor environment. | | By the end of Level 10, students can evaluate the impact nature plays on the emotional dispositions of self and others in different cultural settings. They can analyse the impact a variety of environments play on these outcomes in a local context and identify strategies that may be adopted. They can explain the emotional responses experienced by self and others in challenging situations and identify a range of strategies and practices that support improved health and wellbeing for all members of a team.  They lead others, reflecting and evaluating, upon the time spent engaging in outdoor environments and can identify the impact this has on their independence and interdependence as a group. They can demonstrate an appreciation and understanding of the decision making processes and practices that inform outdoor activities, reflecting on the mastery of a skill within the context of an outdoor environment. Students can evaluate appropriate practices for sustainable engagement within a range of outdoor environments and adopt these practices in their own engagement in those environments. Students actively reflect on their own and others access and study of outdoor environments and can identify and evaluate changes that are required for future access.  Students evaluate the historical significance and importance that outdoor journeys have had in the past and how this has changed over time for all Australians. Students can identify and analyse different management strategies of outdoor environments including the various groups and individuals who undertake them. They can critically discuss the role contemporary land managers play in shaping outdoor environments including specific practices and strategies adopted. Students can discuss in detail a range of perspectives and debates, both historical and contemporary, connected to the conservation of natural ecosystems, drawing on both Indigenous and non-Indigenous practices.  Students can discuss the variety of factors including; social, ethical and sustainability considerations that are to be considered when predicting the futures of outdoor environments locally and globally. In doing so students can identify how outdoor environments in Australia may change and discuss the impact of this change on broader society, including industry. | |