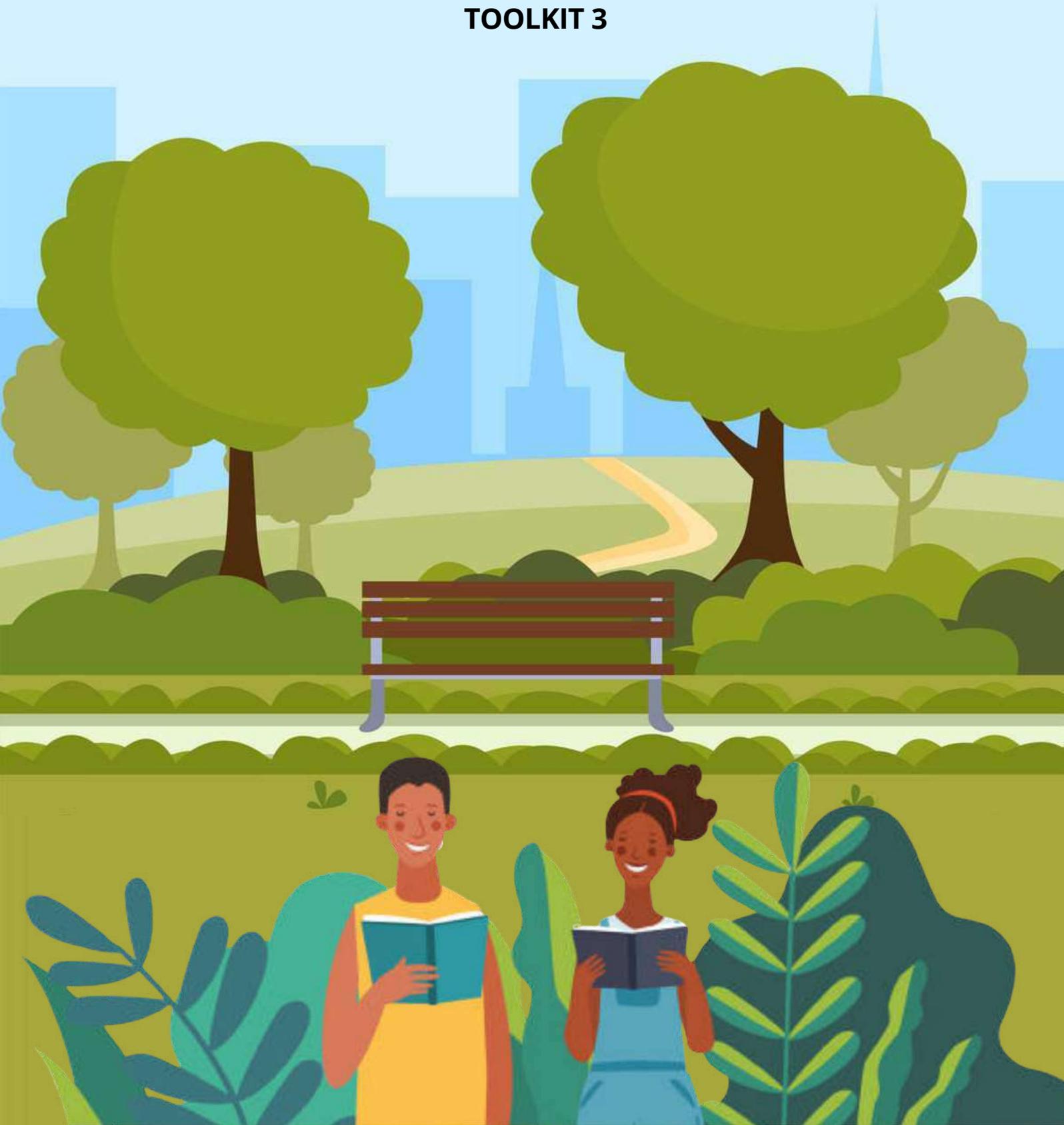


# LEARNING in the OUTDOORS

PHYSICAL EDUCATION

TOOLKIT 3



# TEACHER TOOLKIT SCHEDULE

Outdoors Victoria, in partnership with the Australian Council for Health, Physical Education and Recreation (ACHPER Victoria), Geography Teachers Association (GTAV) and Parks Victoria (Parks Vic) will be creating the 2nd series of Outdoor Learning teacher toolkits. These toolkits will build upon the 1st series of Outdoor Learning toolkits which was targeted towards primary school teachers between 2018 and 2021. The 2nd series will focus on Outdoor Learning in secondary schools which are scheduled to be released within three stages between 2021 and 2023

## 2021

- 1 Introduction to Outdoor Learning (Secondary)
- 2 Outdoor Learning In Geography\*
- 3 Outdoor Learning in Physical Education

## 2022

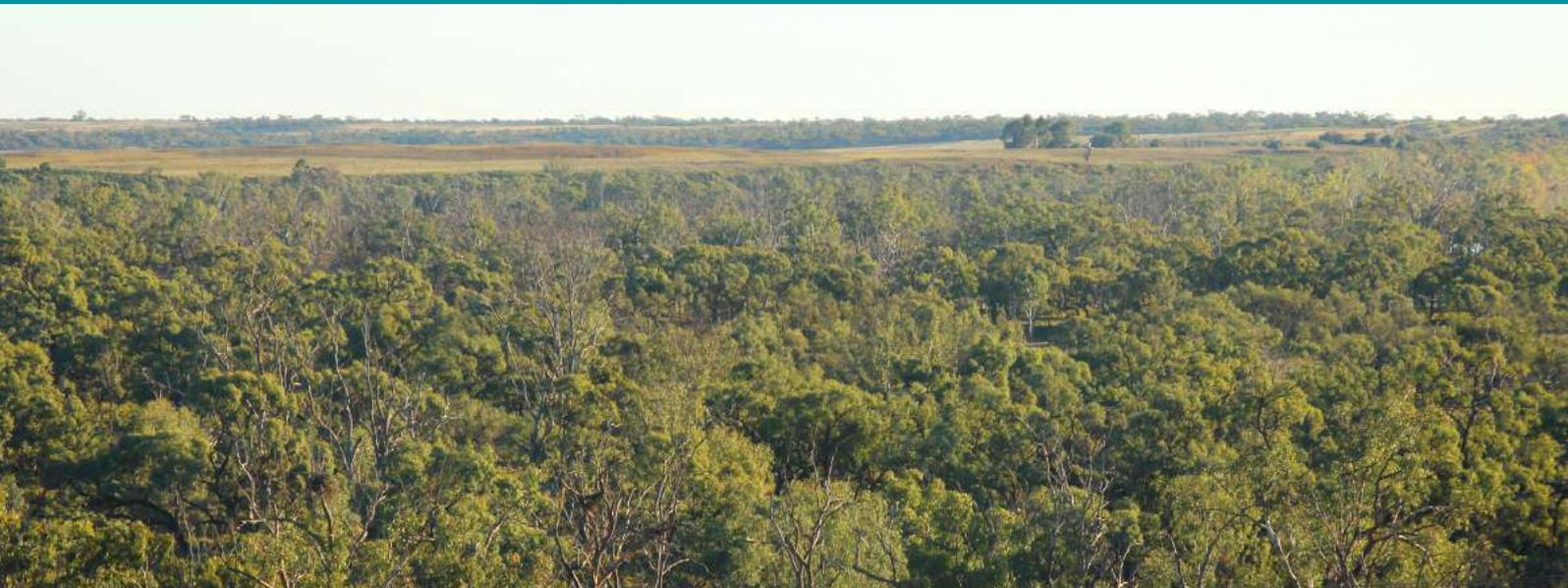
- 4 Outdoor Learning in Arts\*
- 5 Outdoor Learning in English
- 6 Outdoor Learning in Health\*
- 7 Outdoor Learning in History\*
- 8 Outdoor Learning in Languages (LOTE)\*

## 2023

- 9 Outdoor Learning in Mathematics\*
- 10 Outdoor Learning in Science\*
- 11 Outdoor Learning in Technologies\*
- 12 Outdoor Learning in Cross-Curriculum Priorities\*
- 13 Outdoor Learning in Indigenous Education\*
- 14 Outdoor Learning in Secondary Education (Book)\*

Outdoors Victoria, in partnership with ACHPER (Victoria), GTAV, and Parks Victoria, are always interested in finding out what is occurring outdoors in your school. If you are proud of a new program you have implemented or would like to be involved in, or contribute to any of the Teacher Toolkits, contact any of the above organisations.

Outdoors Victoria, in partnership with ACHPER (Victoria), GTAV, and Parks Victoria, respectfully acknowledges the Traditional Custodians of the land and their Elders past and present, for the important and enduring role that Aboriginal and Torres Strait Islander peoples play in Australia regarding the land, water and sky used for learning in the Outdoors.



# LEARNING IN THE OUTDOORS

## PHYSICAL EDUCATION

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*Throughout the construction of this teacher toolkit, careful attempts have been made to ensure the included activities and explanations do not contain offensive materials, the materials contained in this document will be periodically reviewed. As a result of this review, some activities may be tweaked and an updated version may be uploaded to the relevant website in which this document was downloaded. Before implementing activities or content included in this document please review to ensure the appropriateness for your class and or school.*

This Secondary Teacher Toolkit is offered as a framework for developing your own tailored curriculum specific ideas and activities for Outdoor Learning. The activities included within this document are quite flexible and before implementing you should consider your own needs and tailor each activity to this need. As highlighted in Toolkit 1 : Introduction to Outdoor Learning, there are a range of benefits to embedding Outdoor Learning within your teaching area, please navigate back to this document to find benefits, tips, relevant research , case studies and other exemplars that may help in building an Outdoor Learning program at your school.

# Outdoor Learning in Physical Education

The outdoors and physical education come hand in hand together, yet this does not discount the possibilities that exist with embedding physical education activities in the outdoor environment in secondary schools. Embedded within this toolkit you will find a range of activities that can be a guiding point into embedding curriculum-aligned outdoor learning activities across various year levels and student groups.

In this Teaching Toolkit, we provide sample activities that use minimal equipment and have a quick setup time. As for all activities in the tool-kits, it is important to survey your environment carefully, to ensure it is safe and appropriate for students. Remember that rain can trigger good conversations about safety. You may need to have a safety chat at the start of every rainy session. For example; steep hills, banks, and grass can become slippery.

Outdoor Learning activities are only limited by your imagination. We hope the activities described below will inspire you to explore further. Do you have a great activity that you would like to share? Please feel free to email - [outdoorlearning@outdoorsvictoria.org.au](mailto:outdoorlearning@outdoorsvictoria.org.au) with any suggestions.



# Benefits of Outdoor Learning in Physical Education

Before divulging the noted benefits of Outdoor Learning in Physical Education it is important to note how different intentions when using the outdoors. As noted by Mann, et al (2021)

“Physical education often occurs in an outdoor environment, although the distinction could be made between natural settings and ‘hardened’ outdoor spaces (e.g., an oval) which have been modified for human use, there is no doubt that students benefit simply from being outside and undertaking physical activity [84]. However, the learning focus of the outdoor component of physical education is on specific sports and the skills they require, and outdoor settings merely provide an appropriate playing surface and area for the target sport rather than being an fundamental element of learning. For example, volleyball skills could be taught just as effectively at an indoor or outdoor court (p.1)(1)”

Therefore, although there is a longstanding connection between physical education and outdoor learning you must consider the purpose and goals of this activity. As noted in the above example playing a game of volleyball outdoors is different from activities dedicated to observing the effects of different weather elements on different sporting balls.

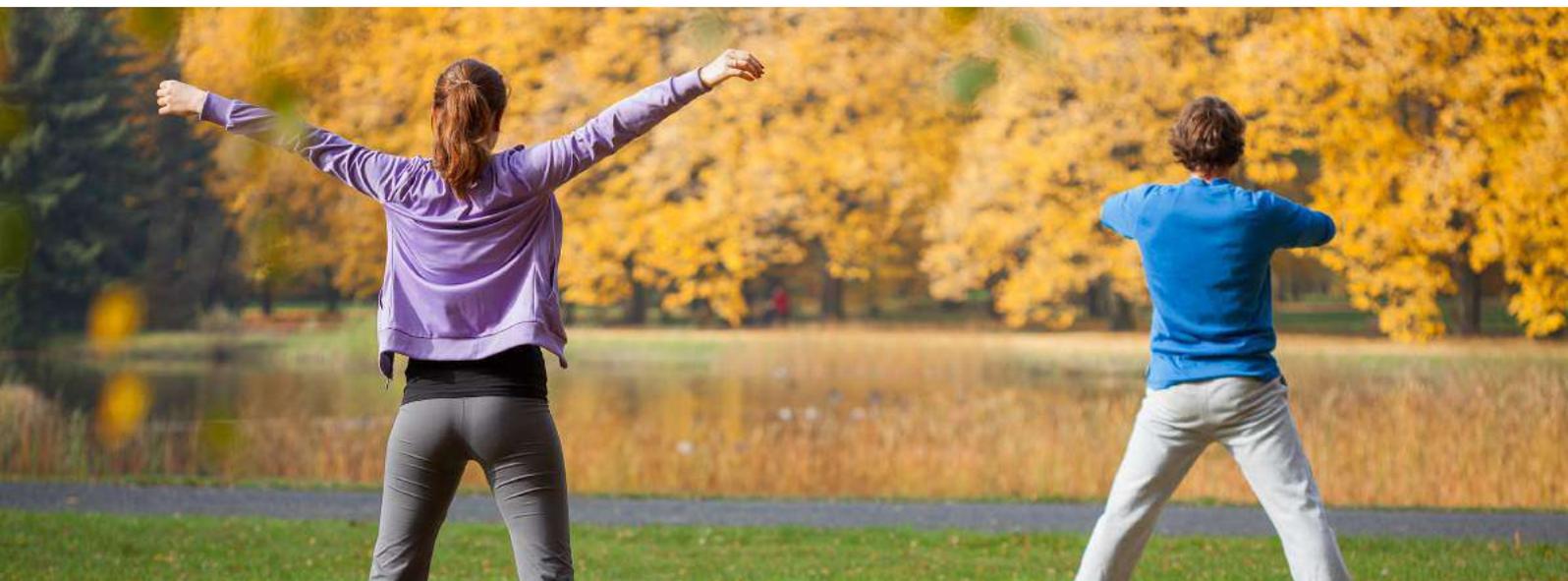
The benefits of outdoor learning and physical education have been long noted, these range from increased health benefits such as Increased vitamin D, to an increase in self-esteem, increased vitamin D, increased self-confidence (2). Other benefits include that Physical interactions in nature feed cognitive engagement (3) and increase student performance in the classroom environment (3) and increases in various cognitive skills and attitudes (3)

#### References:

1- A Systematic Review Protocol to Identify the Key Benefits and Efficacy of Nature-Based Learning in Outdoor Educational Settings - Jeff Mann, Tonia Gray, Son Truong, Pasi Sahlberg, Peter Bentsen Rowena Passy, Susanna Ho, Kumara Ward, Rachel Cowper.

2- Steffen, J., & Stiehl, J. (2010). Teaching lifetime outdoor pursuits. Human Kinetics.

3- Centers for Disease Control and Prevention. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.



# Healthy & Active Communities (7-10)



## Unit Content Activities

### 1. Community Facility Audits

- Excursions to local community outdoor facilities (parks, gardens, sporting facilities) to experience what is available and how these spaces can be used by the community.
- Undertake audits of the spaces based on the safety, promotion of health and wellbeing and accessibility.
- Develop a proposal on how to improve these spaces to maximise the concept of healthy community interactions

### 2. Community Connections Projects

- Plan and present a public facility for the community to access that would promote healthy living. Examples - Inclusive playground, disc golf course, green space, sensory garden.
- Design & plan an 'app' that would increase engagement in an outdoor environment.

### 3. Community Service

- Connect with local stakeholders (Landcare, Parks Victoria, local councils, local government area representatives, local land managers, local volunteer groups) and offer student contributions to maintaining outdoor community spaces OR assisting in promotion of active spaces to local communities.

This could include, but not limited to, rubbish collection, tree planting, video promotions of accessing and using outdoor community facilities

### 4. Minimal Impact

- Bush walking excursion putting minimal impact measures in place (taking rubbish, sticking to paths, not taking anything, using stoves for cooking rather than campfire).
- School audit on a whole school approach to minimise impact

## KEY QUESTIONS

1. Why is a sense of community important?
2. What does it mean to be a part of a 'healthy community'?
3. In what ways can natural environments promote improved health and wellbeing?

## Curriculum Outcomes

- 7-8**
- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
  - Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)
  - Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (VCHPEP132)
- 9-10**
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)
  - Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)
  - Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)

# Mental Health & Wellbeing (7-10)



## Unit Content Activities

### 1. Practical Experiments

- Ask students to complete puzzles, brain teasers and/or memory games pre and post exercise to see if there is a difference.
- Encourage students to keep a diary where they can reflect on how they are feeling before and after exercise. This could be part of an ongoing task for the entirety of the unit. Prompting questions could include emotional check ins, attitudes and motivations towards physical activity, goal setting around both mental and physical fitness.

### 2. Relay brainstorm

- Small teams performing a locomotive movement back and forth from a collaborative space (chalk on an outdoor surface, butchers paper)
- Potential prompts:
  - What can you do to improve your mental health and wellbeing?
  - What types of physical activity could you do to improve your mood?
  - What factors can impact on your mental health and wellbeing? Positive vs Negative
  - What support services are available to you to support your mental health and wellbeing?

### 3. Mindfulness exercises outdoors

- Mindful movements could include, but not limited to, walking, yoga, tai chi, solo experiences that are controlled.
- Walk and Talk sessions with guiding questions for conversation.
- Practicing guided meditations & breathing.
- Development of guided meditation using aspects of nature

### 4. Sensory Walk

- Student development/planning/design of a sensory walk using aspects of nature.
- Student participation in accessing an existing sensory walk and being able to reflect on and identify how this may assist in improving overall mental health and wellbeing.

### 5. Air Museum

- Development of outdoor displays for staff and students to observe and/or engage with. This could include, but not limited to informative posters, representative artworks, quotes, support services.

### 6. Discussion and debrief opportunities

- Rock, Stick and Leaf reflections where students can spend some time moving around an environment in search of a rock, a stick and a leaf. They then bring these items back to the group and share, if comfortable, something that 'rocks' their world (gratitude), something that will 'stick' with them throughout their life and something that they would like to 'leaf' behind.

## KEY QUESTIONS

1. In what ways can outdoor environments impact on mental health and wellbeing?
2. What are the benefits of a sensory walk?
3. What strategies can you adopt to improve your mental health and wellbeing?
4. What supports are available to you?

## Curriculum Outcomes

- 7-8**
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)
  - Develop skills to evaluate health information and express health concerns (VCHPEP129)
- 9-10**
- Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)
  - Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)

# Mental Health & Wellbeing (7-10) cont.



## Additional Resources:

*The Smiling Mind* - <https://www.smilingmind.com.au/>

*Institute of Positive Education* - <https://instituteofpositiveeducation.com/collections/free-resources>

*The Kindness Factory* - <https://kindnessfactory.com/>

*The Black Dog Institute* - <https://www.blackdoginstitute.org.au/education-services/schools/school-resources/>

*Brain teasers & puzzles* - <https://www.teachstarter.com/au/blog/10-visual-brain-teasers-kids-will-love/>

# Healthy Benefits of Physical Activity (7-10)



## Unit Content Activities

### 1. Scavenger Hunt/Amazing Race

- Teacher to create an outdoor scavenger hunt that contains opportunities to be active and to gain new knowledge.
- Students to create their own scavenger hunt to share with peers.

### 2. Fitness Testing

- Conduct fitness tests to measure all fitness components.
- Potential opportunity to connect with local organisations or universities to deliver accurate testing.

### 2. Peer led physical activity session

- Students become the 'expert' on a fitness component and deliver a session to peers that includes information around their component, the fitness test that best aligns as well as ways to improve capacity of that specific component.
- Plan and deliver a session to a class/group of students outdoors. Session could include any of the health-related or skill-related fitness components.

### 3. Outdoor Activity Initiatives

- Students plan and propose an initiative that will see more people being physically active in the outdoors. An example could be a monthly or term based challenge or the introduction of an outdoor gym.

### 4. Obstacle course development in an outdoor environment

- Parameters may include number of obstacles or readily available materials.

### 5. Outdoor workouts with consideration and education around the fitness component being trained within each exercise

- Incorporate aspects of the environment to develop a fitness circuit.
- Bike ride (mountain biking or existing bike track)
- Swimming

## KEY QUESTIONS

1. In what ways can you further develop health and skill related fitness components in your local environments?

## Curriculum Outcomes

- 7-8**
- Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139)
  - Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (VCHPEM136)
  - Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)
- 9-10**
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)
  - Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)

# Risk Taking & Safety in the Outdoors (7-10)



## Unit Content Activities

### 1. First aid application

- Role play of wilderness-based scenarios and application of basic first aid
- Peer designed scenarios in a think, pair, share with discussion to overcome the challenge of the incident
- Create a photo story on how to respond to a first aid incident in the great outdoors

### 2. Water Safety

- Rescue scenarios at local pool
- Canoeing experience with capsizement role play
- Paddle boarding experience at local body of water
- Can link physical experiences to beach education around rips, undertow, current, waves & flags and river education around current, snags, depth awareness

## KEY QUESTIONS

1. Brainstorm some examples of how you could provide basic first aid if you did not have access to a first aid kit.
2. List 5 essentials that you would include in a DIY first aid kit if you were planning a bush walk?
3. How could you identify the safest space to swim in a beach environment?

## Curriculum Outcomes

- 7-8** • Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)
- 9-10** • Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)

## Additional Resources:

*First Aid Scenarios* - [http://www.firstaidscenariolibrary.co.uk/public/activities/first\\_aid\\_scenario\\_cards](http://www.firstaidscenariolibrary.co.uk/public/activities/first_aid_scenario_cards)

*Bush Walking First Aid* - <https://bushwalkingmanual.org.au/emergencies/first-aid/>

*Life Saving Victoria* - <https://lsv.com.au/toolkit/pdf/LSV-Survival-Swimming-Additional-Activities-v3.pdf>

# Initiatives (7-10)



## Unit Content Activities

### 1. Initiatives

- Link to the environment by outdoor participation and using trees as anchor points. Opportunity for education around the strength and age of native trees.
- Development and completion of a low ropes course.
- Circle games including but not limited to human knot, lap circle.
- Team problem solving games including but not limited to river crossings, ground is lava

## KEY QUESTIONS

1. What aspects of your life could you apply the skills and learnings from initiative games?

## Curriculum Outcomes

- 7-8**
- Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139)
  - Evaluate and justify reasons for decisions and choices of action when solving movement challenges (VCHPEM140)
- 9-10**
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158)
  - Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)
  - Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)

## Additional Resources:

*Initiative Games* - <https://www.ultimatecampresource.com/camp-activities/>

# Invasions & Evasion Games (7-10)



## Unit Content Activities

### 1. Minor Games

- Create connections to the environment by using natural materials as bases, safety zones, protected items or boundaries
- Possession games for example Capture the Flag, Steal the Bacon
- Territorial games for example End Zone, Kick the Can
- Modified sport games for example Multi sports, Number Soccer

### 2. Tag games

- Create connections to the environment by incorporating interaction, for example once tagged, a student needs to run and hug a tree before joining back into the game. This will also encourage engagement and maximise participation through not going 'out'.
- Games could include, but not limited to Camouflage, Tail tag, Shadow tag, Oonch Neech

## KEY QUESTIONS

1. What are some examples, in nature, where we see 'invasion'?

## Curriculum Outcomes

- 7-8**
- Compose and perform movement sequences for specific purposes in a variety of contexts (VCHPEM134)
  - Practise, apply and transfer movement concepts and strategies (VCHPEM135)
  - Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (VCHPEM137)
- 9-10**
- Perform and refine specialised movement skills in challenging movement situations (VCHPEM152)
  - Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156)
  - Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159)
  - Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (VCHPEM160)

## Additional Resources:

*Invasion Games* - [https://thephysicaleducator.com/game\\_category/invasion/](https://thephysicaleducator.com/game_category/invasion/)

# Cultural Games (7-10)



## Unit Content Activities

### 1. Cultural games & contributions to sport in Australia today

- Sport in Australia themed session with an introduction and how sport has evolved in Australia and participation in games and links to athletes that have made contributions to the sport. An example would be Australian Rules Football. Discussion around the evolution of the sport from equipment, playing environment and surface and the contribution that indigenous players have made to the game including Nicky Winmar, Adam Goodes, Gavin Wanganeen & Lance Franklin.
- Participation in a range of games from around the world in an outdoor space. Could include, but not limited to, Lacrosse, Gaelic and Baseball.

### 2. Sport over time

- Education of students around the evolution of sport in Australia from pre and post European settlement including the use of animal skins, rocks, sticks and carved materials to the introduction of more technologically advanced sporting equipment and therefore the introduction of more organised sports including cricket, boxing and animal sports.
- Students can design their own games using naturally available resources in the surrounding environment and share with the class. Parameters set by teacher could include, but not limited to available materials, style of game or provision of document to dictate rules, scoring and overall aim of the game.
- Creation of a sports timeline where students work through activities and participation in the oldest sports of Australia's history. Students could facilitate or teachers could set up this tabloid style event.
- Facilitate a discussion and educate students around what a storyline is and how indigenous people used them to move through country. Students can then use movements through a space to create a storyline on how to get between two locations. Encourage students to use identifying features to assist in their storyline.

## KEY QUESTIONS

1. How has the changing environment impacted on sport in Australia over time?
2. In what ways can we continue to celebrate the contributions of historical figures in sport today?

## Curriculum Outcomes

- 7-8** • Participate in and investigate the cultural and historical significance of a range of physical activities (VCHPEM138)
- 9-10** • Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (VCHPEM157)

## Additional Resources:

*Indigenous Games* - <https://eprints.usq.edu.au/30730/1/Indigenous%20Traditional%20Games-Resource.pdf>  
*Australian Sporting History* - <https://www.clearinghouseforsport.gov.au/kb/australian-sport-history>

# Conclusion

There are countless possibilities to embed physical education in the outdoors and help students to be in the outdoors. These activities are a starting place and you are encouraged to develop more of your own fieldwork lessons. Most importantly, take as many opportunities as you can to take your students outside to learn.

As an emerging area (outdoor learning) we are always seeking further feedback, suggestions, or sharing of your experiences please [outdoorlearning@outdoorsvictoria.org.au](mailto:outdoorlearning@outdoorsvictoria.org.au) and we will review it and get back to you as soon as possible.

# Acknowledgments

This teacher toolkit could not have been created without the work and dedication of educators throughout Australia. Educators often need to look at their local environment and create activities that suit their needs for that day, we thank you for sharing your activities and hope others reading this document can utilise your creative thinking and implement these activities.

Furthermore, the following organisations and staff have assisted in the creation of this document including;

- Outdoors Victoria
- ACHPER (Victoria)
- Geography Teachers Association of Victoria (GTAV)
- Parks Victoria

## Get in contact:

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