

CURRICULUM FOR OUTDOOR EDUCATION

CURRICULUM FOR OUTDOOR EDUCATION IS AN ESSENTIAL FRAMEWORK DESIGNED TO GUIDE EDUCATORS IN DELIVERING EXPERIENTIAL LEARNING OUTSIDE THE TRADITIONAL CLASSROOM SETTING. THIS CURRICULUM INTEGRATES ENVIRONMENTAL AWARENESS, PHYSICAL ACTIVITY, TEAM-BUILDING, AND PRACTICAL SKILLS TO FOSTER HOLISTIC DEVELOPMENT IN LEARNERS. BY INCORPORATING HANDS-ON EXPERIENCES IN NATURE, IT PROMOTES CRITICAL THINKING, PROBLEM-SOLVING, AND SOCIAL-EMOTIONAL GROWTH. THE CURRICULUM FOR OUTDOOR EDUCATION VARIES ACCORDING TO AGE GROUPS, EDUCATIONAL GOALS, AND REGIONAL ENVIRONMENTS, MAKING IT ADAPTABLE AND VERSATILE. IT ALSO ALIGNS WITH EDUCATIONAL STANDARDS WHILE EMPHASIZING SUSTAINABILITY, SAFETY, AND INCLUSIVITY. THIS ARTICLE EXPLORES THE KEY COMPONENTS, BENEFITS, INSTRUCTIONAL STRATEGIES, AND ASSESSMENT METHODS RELEVANT TO AN EFFECTIVE CURRICULUM FOR OUTDOOR EDUCATION.

- KEY COMPONENTS OF CURRICULUM FOR OUTDOOR EDUCATION
- BENEFITS OF OUTDOOR EDUCATION CURRICULUM
- INSTRUCTIONAL STRATEGIES IN OUTDOOR EDUCATION
- ASSESSMENT AND EVALUATION METHODS
- CHALLENGES AND BEST PRACTICES

KEY COMPONENTS OF CURRICULUM FOR OUTDOOR EDUCATION

THE CURRICULUM FOR OUTDOOR EDUCATION IS STRUCTURED AROUND SEVERAL FUNDAMENTAL COMPONENTS THAT ENSURE COMPREHENSIVE AND MEANINGFUL LEARNING EXPERIENCES. THESE COMPONENTS ADDRESS COGNITIVE, PHYSICAL, SOCIAL, AND EMOTIONAL DOMAINS.

ENVIRONMENTAL EDUCATION

ENVIRONMENTAL EDUCATION FORMS THE CORNERSTONE OF MOST OUTDOOR EDUCATION CURRICULA. IT INVOLVES TEACHING STUDENTS ABOUT ECOSYSTEMS, BIODIVERSITY, CONSERVATION, AND HUMAN IMPACT ON THE ENVIRONMENT. ACTIVITIES OFTEN INCLUDE NATURE WALKS, WILDLIFE OBSERVATION, AND ECOLOGICAL PROJECTS THAT FOSTER ENVIRONMENTAL STEWARDSHIP.

PHYSICAL ACTIVITY AND ADVENTURE

PHYSICAL ENGAGEMENT IS A VITAL ELEMENT, PROMOTING HEALTH AND FITNESS THROUGH ACTIVITIES SUCH AS HIKING, CLIMBING, CANOEING, AND ORIENTEERING. THESE ACTIVITIES DEVELOP MOTOR SKILLS, ENDURANCE, AND RISK MANAGEMENT ABILITIES, WHICH ARE INTEGRAL TO OUTDOOR EDUCATION.

SOCIAL AND EMOTIONAL LEARNING

OUTDOOR EDUCATION CURRICULA EMPHASIZE COLLABORATION, COMMUNICATION, LEADERSHIP, AND RESILIENCE. GROUP CHALLENGES, TEAM-BUILDING EXERCISES, AND REFLECTION SESSIONS HELP LEARNERS DEVELOP INTERPERSONAL SKILLS AND EMOTIONAL INTELLIGENCE.

PRACTICAL SKILLS AND SAFETY

ESSENTIAL PRACTICAL SKILLS INCLUDE MAP READING, FIRST AID, SHELTER BUILDING, AND FIRE SAFETY. THE CURRICULUM ENSURES STUDENTS GAIN COMPETENCE AND CONFIDENCE IN MANAGING OUTDOOR ENVIRONMENTS SAFELY.

CURRICULUM INTEGRATION

INTEGRATING OUTDOOR EDUCATION WITH OTHER ACADEMIC SUBJECTS SUCH AS SCIENCE, GEOGRAPHY, AND PHYSICAL EDUCATION ENHANCES INTERDISCIPLINARY LEARNING AND RELEVANCE.

BENEFITS OF OUTDOOR EDUCATION CURRICULUM

IMPLEMENTING A WELL-STRUCTURED CURRICULUM FOR OUTDOOR EDUCATION OFFERS NUMEROUS ADVANTAGES THAT CONTRIBUTE TO STUDENT DEVELOPMENT AND WELL-BEING.

IMPROVED ACADEMIC PERFORMANCE

STUDIES INDICATE THAT OUTDOOR LEARNING EXPERIENCES BOOST ENGAGEMENT AND RETENTION, POSITIVELY IMPACTING ACADEMIC OUTCOMES. EXPERIENTIAL LEARNING COMPLEMENTS THEORETICAL KNOWLEDGE, MAKING CONCEPTS MORE TANGIBLE.

ENHANCED PHYSICAL HEALTH

REGULAR PARTICIPATION IN OUTDOOR ACTIVITIES PROMOTES CARDIOVASCULAR HEALTH, MUSCULAR STRENGTH, AND OVERALL FITNESS. IT ALSO ENCOURAGES LIFELONG HABITS OF PHYSICAL ACTIVITY.

DEVELOPMENT OF LIFE SKILLS

OUTDOOR EDUCATION NURTURES CRITICAL THINKING, PROBLEM-SOLVING, LEADERSHIP, AND TEAMWORK SKILLS, PREPARING STUDENTS FOR REAL-WORLD CHALLENGES.

EMOTIONAL AND PSYCHOLOGICAL BENEFITS

EXPOSURE TO NATURAL ENVIRONMENTS REDUCES STRESS, ANXIETY, AND SYMPTOMS OF DEPRESSION. THE CURRICULUM SUPPORTS MENTAL WELL-BEING AND FOSTERS A POSITIVE SELF-IMAGE.

ENVIRONMENTAL AWARENESS AND RESPONSIBILITY

STUDENTS DEVELOP A CONNECTION WITH NATURE AND A SENSE OF RESPONSIBILITY FOR ENVIRONMENTAL CONSERVATION, WHICH IS CRUCIAL FOR SUSTAINABLE FUTURES.

INSTRUCTIONAL STRATEGIES IN OUTDOOR EDUCATION

EFFECTIVE DELIVERY OF THE CURRICULUM FOR OUTDOOR EDUCATION REQUIRES SPECIALIZED INSTRUCTIONAL APPROACHES TAILORED TO THE OUTDOOR SETTING.

EXPERIENTIAL LEARNING

EXPERIENTIAL LEARNING IS THE FOUNDATION OF OUTDOOR EDUCATION. IT INVOLVES ACTIVE PARTICIPATION, REFLECTION, AND APPLICATION OF KNOWLEDGE IN REAL-WORLD CONTEXTS.

COLLABORATIVE LEARNING

GROUP ACTIVITIES ENCOURAGE COOPERATION AND SHARED PROBLEM-SOLVING. FACILITATORS PROMOTE INCLUSIVE PARTICIPATION AND PEER LEARNING.

INQUIRY-BASED LEARNING

STUDENTS ARE ENCOURAGED TO ASK QUESTIONS, INVESTIGATE PHENOMENA, AND ENGAGE IN CRITICAL THINKING, FOSTERING CURIOSITY AND SCIENTIFIC REASONING.

SCAFFOLDED INSTRUCTION

EDUCATORS PROVIDE STRUCTURED SUPPORT THAT GRADUALLY DECREASES AS STUDENTS GAIN INDEPENDENCE AND MASTERY OF OUTDOOR SKILLS.

USE OF TECHNOLOGY

WHILE PRIMARILY NATURE-FOCUSED, INTEGRATING TECHNOLOGY SUCH AS GPS DEVICES, DIGITAL CAMERAS, AND EDUCATIONAL APPS CAN ENHANCE LEARNING AND SAFETY.

ASSESSMENT AND EVALUATION METHODS

ASSESSING STUDENT PROGRESS IN OUTDOOR EDUCATION REQUIRES DIVERSE METHODS THAT CAPTURE KNOWLEDGE, SKILLS, AND ATTITUDES DEVELOPED THROUGH EXPERIENCES.

PERFORMANCE-BASED ASSESSMENT

STUDENTS DEMONSTRATE COMPETENCIES THROUGH PRACTICAL TASKS SUCH AS NAVIGATION, FIRST AID DRILLS, OR GROUP CHALLENGES, PROVIDING TANGIBLE EVIDENCE OF LEARNING.

REFLECTIVE JOURNALS

MAINTAINING JOURNALS ENCOURAGES SELF-ASSESSMENT AND CRITICAL REFLECTION ON EXPERIENCES, CHALLENGES, AND PERSONAL GROWTH.

PEER AND SELF-EVALUATION

COLLABORATIVE EVALUATION PROMOTES AWARENESS OF GROUP DYNAMICS AND INDIVIDUAL CONTRIBUTIONS, FOSTERING ACCOUNTABILITY.

RUBRICS AND CHECKLISTS

CLEAR CRITERIA HELP EDUCATORS CONSISTENTLY EVALUATE SKILLS, BEHAVIOR, AND KNOWLEDGE, ENSURING OBJECTIVE AND COMPREHENSIVE ASSESSMENT.

CHALLENGES AND BEST PRACTICES

IMPLEMENTING A CURRICULUM FOR OUTDOOR EDUCATION PRESENTS UNIQUE CHALLENGES THAT REQUIRE THOUGHTFUL SOLUTIONS AND BEST PRACTICES.

SAFETY AND RISK MANAGEMENT

ENSURING STUDENT SAFETY IS PARAMOUNT. BEST PRACTICES INCLUDE THOROUGH RISK ASSESSMENTS, TRAINED STAFF, EMERGENCY PROTOCOLS, AND APPROPRIATE EQUIPMENT.

ACCESSIBILITY AND INCLUSIVITY

CURRICULA SHOULD ACCOMMODATE DIVERSE ABILITIES AND BACKGROUNDS. ADAPTING ACTIVITIES AND PROVIDING NECESSARY SUPPORT PROMOTES EQUITABLE PARTICIPATION.

RESOURCE AVAILABILITY

LIMITED ACCESS TO NATURAL SPACES OR EQUIPMENT CAN HINDER PROGRAM DELIVERY. PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS AND CREATIVE USE OF LOCAL ENVIRONMENTS CAN MITIGATE THIS ISSUE.

PROFESSIONAL DEVELOPMENT

ONGOING TRAINING EQUIPS EDUCATORS WITH PEDAGOGICAL SKILLS AND OUTDOOR EXPERTISE ESSENTIAL FOR EFFECTIVE CURRICULUM IMPLEMENTATION.

ENVIRONMENTAL IMPACT

ADOPTING LEAVE NO TRACE PRINCIPLES AND PROMOTING SUSTAINABLE PRACTICES MINIMIZE ECOLOGICAL FOOTPRINTS AND MODEL RESPONSIBLE BEHAVIOR.

- CONDUCT COMPREHENSIVE RISK ASSESSMENTS BEFORE ACTIVITIES
- CUSTOMIZE ACTIVITIES TO MEET DIVERSE LEARNER NEEDS
- LEVERAGE COMMUNITY RESOURCES AND PARTNERSHIPS
- PROVIDE REGULAR STAFF TRAINING AND CERTIFICATION
- INCORPORATE SUSTAINABILITY IN ALL ASPECTS OF THE CURRICULUM

FREQUENTLY ASKED QUESTIONS

WHAT IS THE PRIMARY GOAL OF A CURRICULUM FOR OUTDOOR EDUCATION?

THE PRIMARY GOAL OF A CURRICULUM FOR OUTDOOR EDUCATION IS TO DEVELOP STUDENTS' PHYSICAL, SOCIAL, EMOTIONAL, AND ENVIRONMENTAL AWARENESS THROUGH EXPERIENTIAL LEARNING IN NATURAL SETTINGS.

WHICH KEY SKILLS ARE TYPICALLY EMPHASIZED IN OUTDOOR EDUCATION CURRICULA?

OUTDOOR EDUCATION CURRICULA TYPICALLY EMPHASIZE SKILLS SUCH AS TEAMWORK, LEADERSHIP, PROBLEM-SOLVING, ENVIRONMENTAL STEWARDSHIP, SURVIVAL SKILLS, AND PHYSICAL FITNESS.

HOW DOES OUTDOOR EDUCATION CURRICULUM SUPPORT ENVIRONMENTAL SUSTAINABILITY?

OUTDOOR EDUCATION CURRICULA SUPPORT ENVIRONMENTAL SUSTAINABILITY BY TEACHING STUDENTS ABOUT ECOSYSTEMS, CONSERVATION PRACTICES, AND THE IMPACT OF HUMAN ACTIVITIES ON NATURE, ENCOURAGING RESPONSIBLE BEHAVIOR AND ADVOCACY FOR THE ENVIRONMENT.

WHAT ARE COMMON COMPONENTS INCLUDED IN AN OUTDOOR EDUCATION CURRICULUM?

COMMON COMPONENTS INCLUDE NATURE STUDY, ADVENTURE ACTIVITIES (LIKE HIKING AND CLIMBING), SAFETY AND RISK MANAGEMENT, ENVIRONMENTAL ETHICS, AND PRACTICAL SKILLS SUCH AS NAVIGATION AND FIRST AID.

HOW CAN OUTDOOR EDUCATION CURRICULA BE ADAPTED FOR DIFFERENT AGE GROUPS?

CURRICULA CAN BE ADAPTED BY ADJUSTING THE COMPLEXITY OF ACTIVITIES, FOCUSING ON AGE-APPROPRIATE SKILLS AND KNOWLEDGE, AND TAILORING LEARNING OBJECTIVES TO SUIT DEVELOPMENTAL STAGES FROM EARLY CHILDHOOD THROUGH SECONDARY EDUCATION.

WHAT ROLE DOES ASSESSMENT PLAY IN OUTDOOR EDUCATION CURRICULA?

ASSESSMENT IN OUTDOOR EDUCATION EVALUATES NOT ONLY KNOWLEDGE ACQUISITION BUT ALSO SKILLS DEVELOPMENT, PERSONAL GROWTH, TEAMWORK, AND ENVIRONMENTAL ATTITUDES, OFTEN THROUGH REFLECTIVE JOURNALS, PRACTICAL DEMONSTRATIONS, AND GROUP PROJECTS.

ADDITIONAL RESOURCES

1. *DESIGNING OUTDOOR EDUCATION CURRICULUM: A PRACTICAL GUIDE*

THIS BOOK OFFERS EDUCATORS A COMPREHENSIVE FRAMEWORK FOR CREATING ENGAGING AND EFFECTIVE OUTDOOR EDUCATION PROGRAMS. IT COVERS CURRICULUM PLANNING, RISK MANAGEMENT, AND STRATEGIES FOR INCORPORATING ENVIRONMENTAL EDUCATION. THE PRACTICAL EXAMPLES AND ACTIVITIES HELP INSTRUCTORS TAILOR LESSONS TO DIVERSE LEARNER NEEDS AND OUTDOOR SETTINGS.

2. *OUTDOOR LEARNING: THEORY AND PRACTICE*

COMBINING RESEARCH WITH HANDS-ON APPROACHES, THIS TEXT EXPLORES THE PEDAGOGICAL FOUNDATIONS OF OUTDOOR EDUCATION. IT PROVIDES INSIGHTS INTO HOW LEARNING TAKES PLACE IN NATURAL ENVIRONMENTS AND OFFERS GUIDANCE ON DEVELOPING CURRICULUM THAT FOSTERS CRITICAL THINKING AND ENVIRONMENTAL STEWARDSHIP. EDUCATORS WILL FIND VALUABLE METHODS FOR ASSESSMENT AND STUDENT ENGAGEMENT.

3. *CURRICULUM DEVELOPMENT IN OUTDOOR EDUCATION: PRINCIPLES AND PRACTICE*

FOCUSED ON THE THEORETICAL AND PRACTICAL ASPECTS OF CURRICULUM DESIGN, THIS BOOK ADDRESSES THE UNIQUE CHALLENGES OF OUTDOOR EDUCATION. IT EMPHASIZES EXPERIENTIAL LEARNING, STUDENT-CENTERED APPROACHES, AND

INTEGRATING LOCAL ECOSYSTEMS INTO LESSON PLANS. THE BOOK ALSO DISCUSSES ADAPTING CURRICULUM TO DIFFERENT AGE GROUPS AND CULTURAL CONTEXTS.

4. *ADVENTURE EDUCATION: THEORY AND APPLICATIONS*

THIS TITLE EXPLORES ADVENTURE-BASED LEARNING AS A CORE COMPONENT OF OUTDOOR EDUCATION CURRICULA. IT REVIEWS PSYCHOLOGICAL AND EDUCATIONAL THEORIES SUPPORTING ADVENTURE EXPERIENCES AND PROVIDES CASE STUDIES ILLUSTRATING SUCCESSFUL PROGRAM IMPLEMENTATION. THE BOOK IS IDEAL FOR EDUCATORS SEEKING TO INCORPORATE CHALLENGE AND RISK MANAGEMENT INTO THEIR COURSES.

5. *ENVIRONMENTAL EDUCATION AND OUTDOOR LEARNING: CURRICULUM PLANNING AND IMPLEMENTATION*

AIMED AT EDUCATORS INTERESTED IN ENVIRONMENTAL EDUCATION, THIS BOOK OUTLINES CURRICULUM STRATEGIES THAT PROMOTE SUSTAINABILITY AND ECOLOGICAL LITERACY. IT INCLUDES PROJECT IDEAS, FIELDWORK TECHNIQUES, AND ASSESSMENT TOOLS TO MEASURE STUDENT LEARNING OUTCOMES. THE FOCUS ON REAL-WORLD ENVIRONMENTAL ISSUES HELPS STUDENTS CONNECT CLASSROOM KNOWLEDGE WITH OUTDOOR EXPERIENCES.

6. *EXPERIENTIAL LEARNING IN OUTDOOR EDUCATION*

THIS RESOURCE DELVES INTO EXPERIENTIAL LEARNING THEORY AS APPLIED TO OUTDOOR EDUCATION SETTINGS. IT OFFERS CURRICULUM PLANNERS PRACTICAL ADVICE ON DESIGNING ACTIVITIES THAT FOSTER REFLECTION, PROBLEM-SOLVING, AND PERSONAL GROWTH. THE BOOK EMPHASIZES THE ROLE OF THE EDUCATOR IN FACILITATING MEANINGFUL OUTDOOR EXPERIENCES.

7. *TEACHING IN THE OUTDOORS: CURRICULUM AND INSTRUCTION*

PROVIDING A THOROUGH OVERVIEW OF INSTRUCTIONAL STRATEGIES FOR OUTDOOR EDUCATORS, THIS BOOK COVERS CURRICULUM DESIGN, CLASSROOM MANAGEMENT IN OUTDOOR SETTINGS, AND INCLUSIVE TEACHING PRACTICES. IT HIGHLIGHTS TECHNIQUES FOR ENGAGING DIVERSE LEARNERS AND ADAPTING CONTENT TO VARYING ENVIRONMENTAL CONDITIONS.

8. *NATURE-BASED CURRICULUM: ENGAGING STUDENTS IN OUTDOOR LEARNING*

THIS BOOK FOCUSES ON CREATING NATURE-BASED CURRICULA THAT INSPIRE CURIOSITY AND CONNECTION TO THE NATURAL WORLD. IT INCLUDES LESSON PLANS, THEMATIC UNITS, AND ASSESSMENT METHODS TAILORED FOR OUTDOOR CLASSROOMS. EDUCATORS WILL FIND TOOLS FOR INTEGRATING SCIENCE, ART, AND SOCIAL STUDIES INTO OUTDOOR EDUCATION.

9. *OUTDOOR EDUCATION CURRICULUM: INTEGRATING ADVENTURE, ENVIRONMENT, AND LEARNING*

THIS COMPREHENSIVE TEXT EXPLORES THE INTERSECTION OF ADVENTURE EDUCATION, ENVIRONMENTAL STUDIES, AND CURRICULUM DEVELOPMENT. IT OFFERS FRAMEWORKS FOR COMBINING PHYSICAL ACTIVITY WITH ECOLOGICAL AND CULTURAL LEARNING OBJECTIVES. THE BOOK PROVIDES GUIDANCE ON CURRICULUM EVALUATION AND ADAPTING PROGRAMS TO DIFFERENT EDUCATIONAL SETTINGS.

Curriculum For Outdoor Education

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curriculum for outdoor education: *Outdoor Learning Across the Curriculum* Simon Beames, Peter Higgins, Robbie Nicol, Heidi Smith, 2023-09-14 Following the acclaim for *Learning Outside the Classroom* in 2012, this latest book more deeply explains how well constructed outdoor learning experiences can benefit children and young people's academic development and health and wellbeing. *Outdoor Learning Across the Curriculum* outlines the theory and practice to enable preservice and experienced primary and secondary school teachers to systematically incorporate meaningful outdoor learning opportunities into their daily teaching activities, in a range of environments and with diverse groups of students. Six of the chapters are substantially re-worked versions of the 2012 book, two are completely re-imagined, and four are entirely new. Topics for

developing learning and teaching outdoors include: Inclusive educational design Learning for sustainability Community-based learning The role of student curiosity and wonder Evidencing learning Developing a whole school approach Place-responsive education Integrating digital technology With practical and engaging chapters containing aims, case studies, and guidelines for practice, this timely book provides teachers the tools with which they can integrate outdoor learning into their daily timetable. It will also be a valuable resource to other professions which use the outdoors for educational purposes.

curriculum for outdoor education: *Teaching in the Outdoors* Donald R. Hammerman, William M. Hammerman, 1973 Three outdoor educators named Hammerman explain the philosophy and techniques they have developed for exposing elementary-school aged children to a wide range of subjects outdoors. First they explain why to do it. Then they look at extending the curriculum, outdoor laboratories, resident programs, evaluating procedures, lessons for educators, and the history of outdoor education. Earlier editions appeared from 1964 to 1994; the fifth includes electronic information sources. Annotation copyrighted by Book News Inc., Portland, OR

curriculum for outdoor education: The National Curriculum Outdoors: Year 3 Deborah Lambert, Michelle Roberts, Sue Waite, 2020-06-25 Part of the National Curriculum Outdoors series, aimed at improving outside-the-classroom learning for children from Year 1 to Year 6 Teaching outside the classroom improves pupils' engagement with learning as well as their health and wellbeing, but how can teachers link curriculum objectives effectively with enjoyable and motivating outdoor learning in Year 3? The National Curriculum Outdoors: Year 3 presents a series of photocopiable lesson plans that address each primary curriculum subject, whilst enriching pupils with the benefits of learning in the natural environment. Outdoor learning experts Sue Waite, Michelle Roberts and Deborah Lambert provide inspiration for primary teachers to use outdoor contexts as part of their everyday teaching and showcase how headteachers can embed curriculum teaching outside throughout the school, whilst protecting teaching time and maintaining high-quality teaching and performance standards. All of the Year 3 curriculum lessons have been tried and tested successfully in schools and can be adapted and developed for school grounds and local natural environments. What's more, each scheme of work in this all-encompassing handbook includes primary curriculum objectives; intended learning outcomes; warm-up and main activities; plenary guidance; natural connections; ICT and PSHE links; and word banks. Please note that the PDF eBook version of this book cannot be printed or saved in any other format. It is intended for use on interactive whiteboards and projectors only.

curriculum for outdoor education: *Teaching Outdoors Creatively* Stephen Pickering, 2017-04-21 Teaching Outdoors Creatively offers guidance and a variety of exciting ideas to suit the full range of primary schools and locations. Underpinned by current research and practical experience, it investigates innovative approaches to working creatively with children beyond the classroom. While recognising the diverse needs and opportunities that primary schools have to develop the outdoors as part of their curriculum, it presents a broad range of activities, philosophies and approaches. Key themes explored include: Understanding and using local and home environments Investigating streets and buildings in your area Planning fieldwork Using rivers to inspire children Forest schools Beach schools Physical education outdoors Learning through adventure. Teaching Outdoors Creatively supports teaching and learning in a wide range of settings, from schools in rural and urban areas, to off-site outdoor education centres and residential visits. With a focus on developing effective and stimulating learning environments for children it is a must-have resource for all busy trainee and practising teachers.

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curriculum for outdoor education: *Learning Outside the Classroom* Simon Beames, Peter Higgins, Robbie Nicol, 2012-03-22 Learning Outside the Classroom outlines theory and practice that will enable and encourage teachers to systematically and progressively incorporate meaningful outdoor learning opportunities into their daily teaching activities in a wide variety of environments

and with diverse populations of pupils. This is the first textbook based around the curriculum for prospective and practising primary and secondary teachers and other outdoor educators. The principles and examples presented are intended to be adapted by teachers to suit the needs of their students in ways that draw upon content offered by the local landscape and its natural and built heritage. Although the focus of this book is 'the real world' beyond the classroom, it is also about good teaching — wherever it takes place. While there are chapters on practical issues such as risk-management and supervising groups outdoors, the chapters on curriculum, sustainability, curiosity, responsibility, and educational communities will serve as a valuable guide for anyone interested in applying educational theory to practice.

curriculum for outdoor education: *John Dewey and Education Outdoors* John Quay, Jayson Seaman, 2013-04-19 In this book we take the reader on a journey through the various curriculum reforms that have emerged in the USA around the idea of conducting education outdoors – through initiatives such as nature-study, camping education, adventure education, environmental education, experiential education and place based education. This is a historical journey with an underlying message for educators, one we are able to illuminate through the educational theories of John Dewey. Central to this message is a deeper understanding of human experience as both aesthetic and reflective, leading to a more coherent comprehension of not just outdoor education, but of education itself. Whether we knew it or not, all of us interested in the field of education have been waiting for this book. *John Dewey and Education Outdoors* is the tool we need to help understand and explain experiential education in general and outdoor education in particular. This is an expertly researched and written account of how and why outdoor education has developed, and been such a vital feature in exemplary educational practices. Because of this work I will no longer have to stumble through some inadequate explanation of the history and philosophy of outdoor education, I can now simply point to this book and suggest that everyone read it. —Dr. Dan Garvey, President Emeritus, Prescott College, Former President and Executive Director, Association for Experiential Education. *John Dewey and Education Outdoors* is a well-researched book that explores the tenets of Dewey within the contexts of progressive reforms in education. The authors provide detailed explanations of Dewey's thoughts on education while exploring the historical intersections with outdoor education, camping, and environmental education. While situated within a historical perspective, this book provides insights relevant for today's discussions on new educational reform possibilities, learning focused on the whole child that includes out-of-school time experiences such as camp, and the development of 21st century skills needed to navigate our global society. —Dr. Deb Bialeschki, Director of Research, American Camp Association.

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that make it easy to print only what you will need in the field.--[book cover].

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curriculum for outdoor education: *Outdoor Education* Donald R. Hammerman, William M. Hammerman, 1973

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curriculum for outdoor education: **Teaching the Primary Curriculum Outdoors** Learning Through Landscapes,, 2022-05-10 Research evidence consistently shows that an outdoor learning environment can improve behaviour, engagement and encourage more active participation in learning. So why keep learning in a classroom? In reality, we know the challenges teachers face. We know the barriers that get in the way of taking learning outside. Learning through Landscapes has three decades of experience supporting teachers with the everyday challenges of teaching outdoors. Through this real life understanding of teaching and step by step guidance, this book shows you that every curriculum subject in primary schools can be taught outdoors. Through the pages of this book, Learning through Landscapes shows you that learning outdoors not only improves the health, wellbeing and attainment of the children in your class - it also brings joy to your teaching.

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curriculum for outdoor education: **Using Indigenous Pedagogy and Philosophy to Enrich Outdoor Education Curriculum** , 2015 What purpose does outdoor education (OE) serve? What are the overall objectives of outdoor education programs, and are these objectives helping students connect with the environment around them? These are fundamental questions that need to be raised in order to provide outdoor education opportunities that are meaningful and enjoyable, and that encourage environmental sustainability among students. Currently, in Ontario, there is no

official Ontario Ministry of Education curriculum document for OE. In order for schools to offer OE, they must draw expectations from the physical education curriculum at the desired grade level. Thus, since there is no specific OE curriculum, students may not be receiving the teachings of OE such as being made aware of and learning how to appreciate the local environment, which may in turn prevent understandings of environmental sustainability. This thesis uses policy analysis to examine two curriculum documents that address the following research questions: 1. Does the course PPL30 in the Health and Physical Education (OME, 2000a) curriculum policy document include Overall Expectations that encourage knowledge about the practice of environmental sustainability? 2. Does the Native Studies (OME, 2000b) curriculum policy document, specifically the course within this document titled Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation, include Overall Expectations that encourage knowledge about the practice of environmental sustainability? Furthermore, this thesis references two Ontario policy documents that provide additional information about incorporating environmental sustainability throughout the curriculum: Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009) and Ontario First Nation, Metis, and Inuit Education Policy Framework (2007).

curriculum for outdoor education: *The Sustainability and Climate Change Curriculum Outdoors: Key Stage 2* Deborah Lambert, Sue Waite, Michelle Roberts, Alun Morgan, 2024-03-14 Provide quality curriculum-linked outdoor education in sustainability and climate change for pupils aged 7-11 with the authors of the bestselling National Curriculum Outdoors series. Designed to bring contemporary issues to life, this book contains everything you need to embed sustainability and climate change into your science curriculum, including key subject knowledge, case studies and a complete set of progressions for Key Stage 2. The detailed lesson plans are based around outdoor activities and are all in line with the Science National Curriculum. The book covers the following: - essential curriculum concepts - how to teach species identification - how to encourage pupils to care for the natural world - full curriculum-aligned lesson plans of outdoor activities, crafted to engage children in their local and global environments - ways to progress pupil's learning through leadership, both in a model science curriculum and through the reformation of their own school grounds. Situating this teaching outside the classroom ensures that the developing concepts and knowledge are grounded in the real world, and outdoor learning also has proven benefits for children's mental health and wellbeing. The guidance and templates for development planning are underpinned by current research, while vivid case studies bring these ideas to life.

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