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Being active in the outdoors

Strands

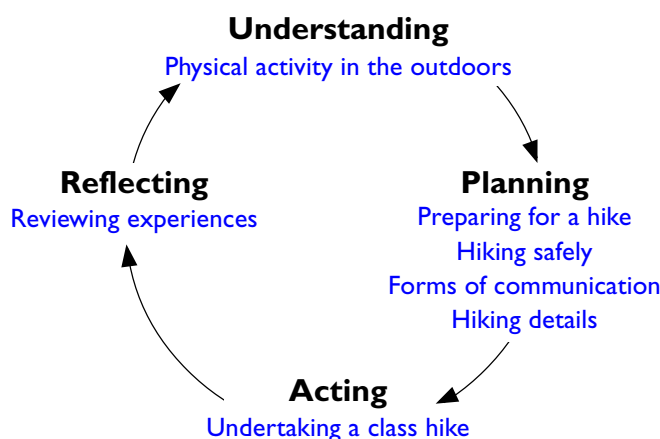
Promoting the Health of Individuals and Communities
 Developing Concepts and Skills for Physical Activity
 Enhancing Personal Development

Purpose

Students plan and undertake a class hiking adventure. They explore the range of outdoor physical recreational activities in which they, their friends and their families participate. They propose and demonstrate ways to promote safety during a hiking activity, and practise a range of verbal and nonverbal interpersonal skills which they may need to express ideas, needs and feelings during a hike.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1–10 Health and Physical Education Syllabus:

Promoting the Health of Individuals and Communities

2.3 Students propose and demonstrate ways to promote personal safety and the safety of others.

Developing Concepts and Skills for Physical Activity

2.4 Students identify physical activities in which they, their friends and family participate, and suggest reasons for different choices.

Enhancing Personal Development

2.4 Students demonstrate verbal and nonverbal skills to express ideas, needs and feelings and to show consideration of others.

Core content

This module incorporates the following core content from the syllabus:

Promoting the Health of Individuals and Communities

- safe, unsafe, risky and challenging behaviours in physical activities;

Developing Concepts and Skills for Physical Activity

- specialised skills for movement, in particular adventure and challenge activities and other physical activities;
- safe behaviours in physical activities;

Enhancing Personal Development

- interpersonal skills in expressing feelings, ideas and emotions, and in cooperation.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

Promoting the Health of Individuals and Communities 2.3

- **Students propose and demonstrate ways to promote personal safety and the safety of others while preparing for and undertaking a hike.**
 - Can the student identify safety concerns?
 - Can the student suggest appropriate responses to safety concerns?
 - Can the student differentiate between safety concerns for self and others?
 - Can the student demonstrate appropriate safety practices while preparing for and undertaking a hike?

Developing Concepts and Skills for Physical Activity 2.4

- **Students identify outdoor recreational physical activities in which they, their friends and their family participate and suggest reasons why these activities are chosen.**
 - Can the student identify outdoor activities in which he or she, friends and family members participate?
 - Can the student suggest reasons why these outdoor recreational physical activities are chosen by friends and family members?
 - Can the student suggest why hiking may either be a suitable or unsuitable physical activity for some friends and family members?

Enhancing Personal Development 2.4

- **Students demonstrate their verbal skills to express feelings and show consideration for others as they prepare for and undertake a hike.**
 - Can the student use appropriate expressions, tone and manners when expressing feelings and ideas during activities?
 - Can the student ask questions, offer opinions and information, and affirm others’ points of view appropriately?
- **Students demonstrate their nonverbal skills as they prepare for and undertake a hike.**
 - Can the student use appropriate gestures, facial and body expressions, and proximity when expressing feelings and ideas during activities?
 - Can the student use silence appropriately to express feelings and emotions?
 - Can the student use appropriate signals (for example, to indicate ‘stop’ or to indicate silence) to express an idea, need or feeling?

Background information

Hiking as an outdoor recreational activity

In this module, students have the opportunity to plan a hiking adventure in either the school grounds or a nearby location. In so doing, the module helps students develop an understanding of how preserving the environment and being safe in the outdoors improves their health.

While acknowledging the focus on fun, enjoyment and adventure, this module should also help students understand the importance of minimising human impact on the environment and allowing for sustainable activities in the outdoors.

Some students will be unfamiliar with hiking as an outdoor activity. In some instances it may help to use other terms more appropriate for the local community — for example, walk, bushwalk, trek, journey, expedition.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

bushwalk	help	pace	stride
competition	hike	plan	verbal
cooperate	injury	play	walk
expression	nonverbal	recreation	wound
gesture	outdoors	safe	

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, particularly those related to safety on excursions.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and equity. It includes activities that encourage students to:

- demonstrate ways to promote the safety of others;
- communicate ideas, needs and feelings that show consideration for others;
- develop the decision-making skills needed to contribute to group activities;
- cater for individuals and groups who have difficulty participating in outdoor activities.

Support materials and references

Bodsworth, N. 1989, *A Nice Walk in the Jungle*, Penguin Books, Ringwood, Vic.

Camping Network 1994, *Camping Programs for People with Disabilities*, Melbourne, Vic.

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Curtis, R., *Princeton University Outdoor Action*. Available URL: <http://www.princeton.edu/~oa/oa.html> (accessed 14 April 1999).

Nadler, R. S. & Luckner, J. L. 1992, *Processing the Adventure Experience: Theory and Practice*, Kendall Hunt Publishing, Dubuque, Iowa.

Orlick, T. 1979, *The Cooperative Sports and Games Book: Challenge Without Competition*, Writers and Readers Publishing Cooperative Ltd, London.

Outdoors Educators' Association of Queensland 1998, *Outdoor Education in Schools: A Guide for Planning and Implementation*, Brisbane.

Rohnke, K. 1991, *The Bottomless Bag Again*, 2nd edn, Kendall Hunt Publishing, Dubuque, Iowa.

Rohnke, K. 1989, *Cowstails and Cobras II*, Project Adventure Inc. & Kendall Hunt Publishing, Dubuque, Iowa.

Rohnke, K. 1984, *Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities*, Project Adventure Inc. & Kendall Hunt Publishing, Dubuque, Iowa.

Rohnke, K. & Butler, S. 1995, *Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership*, Project Adventure Inc. & Kendall Hunt Publishing, Dubuque, Iowa.

St John Ambulance Australia 1989, *First Aid — A Guide to Survival: An Authorized Manual of St John Ambulance Australia*, 2nd edn, Forrest, ACT.

St John Ambulance Australia 1989, *First Aid — A Guide to Survival: Teachers' Resource Book*, 2nd edn, Manuka, ACT.

Organisations

Check your local telephone directory for associations, clubs and organisations that may be able to support the implementation of this module.

Activities

Understanding

PHYSICAL ACTIVITY IN THE OUTDOORS

Developing an understanding of the outdoors

► Students listen and respond to a reading of the picture book *A Nice Walk in the Jungle* by Nan Bodsworth. They discuss the type of outdoor environment the class in the story are walking through, and the outdoor physical activity in which the class is participating. Students contrast the environment in the story with an environment they are familiar with, and identify some outdoor physical activities that are suitable for this environment.

Focus questions could include:

- What type of activities would you like to do in this environment?
- Would people with different interests or backgrounds use this environment differently?
- How do you think some of the children in the story would be feeling as they walk through the jungle?
- How could they be better prepared for a walk through the jungle?
- What type of people are in the story? Why aren't there different types of people?

Teaching considerations

If *A Nice Walk in the Jungle* is unavailable, choose another book that shows children participating in outdoor physical recreational activities.

Encourage students to take a critical view of safety and planning considerations that are obvious from viewing the illustrations in the book — for example, wearing protective clothing.

Use the question on the last page of the book ('Where shall we go for next week's Nature Walk?') as a stimulus to motivate students to suggest where, as a class group, they could go for a hike or walk in the school grounds or area around the school. These suggestions can guide the module.

► Students discuss and list the types of outdoor physical activities in which their friends and their family participate. They categorise the activities as either recreational (for example, rollerblading, kite flying) or competitive (for example, football, netball). Students can display drawings, maps and equipment related to outdoor physical activities in the classroom. Students may wish to survey their friends and family before compiling the list. They could write the survey questions as a class.

Teaching consideration

Students may identify a range of different outdoor physical activities, including sports and games played competitively or for recreation.

- ▶ Students suggest reasons for their friends and family choosing specific outdoor activities and write them on a chart to display for future reference.

Teaching consideration

Some students may be reluctant to share reasons why they do or do not participate in outdoor activities with friends or family. Teachers will need to be sensitive to the personal reasons some students may have for not wishing to participate.

- ▶ Students identify, list and discuss locations that people with different outdoor physical activity interests use — for example, park, beach, nature reserve.

Focus questions could include:

- Where do people who enjoy bushwalking, canoeing, mountain biking or rollerblading go to enjoy these activities?
- What do these people have to remember when they use these areas — for example, safety for themselves and others, how the environment should be cared for?
- Why do people choose to use these environments?

- ▶ Students either visit a local park, nature reserve, beach or lake or look at pictures of a range of outdoor environments. They consider:

- how the area could be used for outdoor physical recreational activity by other people with different interests or needs. For example, could large groups, small children, elderly people and people in wheelchairs use this area? How could access to the area be improved?
- how safe the area is for particular activities. For example, does it have lighting for night activities, pathways, drinking water?
- how appropriate a particular activity is for the area. For example, kite flying is inappropriate in parks near power lines.

Teaching consideration

Ask community members from different cultural backgrounds to talk to students about how they use the local parks/reserves. They may be interested in becoming involved in planning the hike.

- ▶ Students write the word 'hike' and then list everything they know about hikes and hiking. They may need to refer to the story *A Nice Walk in the Jungle* or to pictures for some ideas. Students consider why people might choose hiking as an outdoor pursuit. The teacher then informs students that they are going to help plan a hike for their class. This will involve making some important decisions about safety while hiking, the route of the hike, anticipating problems that may occur on the hike and how they may be overcome, and learning skills they will need on the hike.

Planning

PREPARING FOR A HIKE

Investigating possible hiking routes to suit the needs of the class

► Students brainstorm possible hiking locations/routes in the school grounds or area around the school and show the possible routes on a map. They then discuss points that need to be considered in deciding an appropriate hike route — for example:

- ability of all students to participate with fun and enjoyment;
- student preferences;
- time limit;
- safety considerations for self and others;
- access to the area and ways of overcoming any barriers or restrictions;
- distance (from school);
- length of hike;
- individual special needs;
- participation of others (friends and family).

Teaching consideration

Before deciding on the hike route, students need to consider the type of activities they may participate in while on the hike. For example, if they want to do activities that involve open spaces, a hike along a creek bed may not be suitable.

HIKING SAFELY

Investigating safety considerations for self and others when hiking

► Students invite a first-aid officer, ambulance officer or local community health worker to visit the class to discuss safety aspects of hiking, such as how to prevent accidents and avoid injury, and how to identify through a student’s nonverbal communication or actions that he or she is having some difficulty during the hike. The officer should also demonstrate first aid students may need to administer should anyone be injured while on the hike.

► In pairs, students role-play situations that allow them to practise what they have learnt about first aid — for example, treating a grazed knee from a fall, applying an ice pack to a twisted ankle. Students could then recount or draw what they experienced in these situations.

Teaching considerations

Students could write a letter inviting the first-aid officer to visit.

Ask students to write a list of questions for the guest speaker. After the talk, have students compile a list of first-aid items they should take on the hike.

Consider both the emotional and physical responses students may demonstrate if distressed during a hike.

R Resource Sheet 1

- ▶ In groups, students discuss strategies to prevent and solve problems they may encounter on the hike (see Resource Sheet 1, ‘Hiking scenarios’).
- ▶ Students invite leaders from a local Scout Association or Guide Association group, bushwalking club or other similar organisation to talk about hiking and to demonstrate basic hiking skills. The talk could cover what to wear when hiking and how to pack a backpack. Students could also ask the guest speaker to discuss safety procedures to follow when hiking — for example, taking a whistle or a torch, walking with a group, using a buddy system and staying with an adult.

Teaching consideration

Ask the guest speaker to demonstrate hiking skills and safety procedures and give students an opportunity to practise some of these.

▶ Students practise efficient hiking skills focusing on the pace and rhythm of their walking. They can develop these skills in stages, such as in the following sequence:

1. Walk as a whole class. Students walk without a pack or schoolbag.
2. Walk as a whole class with each student carrying a pack containing some weight. The weight could increase over time. For example, initially, students carry their lunch only, and then gradually proceed to the point where they carry their lunch, a full water bottle and a raincoat.
3. Increase the length of walk to cover further distances and to cover more rugged terrain — for example, up and over the adventure playground, across hill slopes and up and down hills.
4. Walk in groups keeping the same distance between each group to maintain a steady pace.

Teaching considerations

Encourage students to keep their hands free, to maintain the same pace but vary their stride depending on the slope of the terrain, to wear sunscreen and suitable clothing, to walk at a slow and steady pace rather than stopping regularly, and to walk only as fast as the slowest person is walking.

Consider incorporating walking into the class’s daily fitness or physical education routine.

FORMS OF COMMUNICATION

Identifying and demonstrating verbal and nonverbal forms of communication

R Resource Sheet 2

- ▶ Students practise using a variety of verbal skills such as questioning, offering opinions and information, and affirming others’ points of view. They should be given some formal instruction in these skills as well as many opportunities to practise them informally throughout the module. Resource Sheet 2 provides ideas for helping students to develop these skills. Students should also know how to express a feeling or an idea clearly — that is, using good manners, correct tone and appropriate language.

- ▶ Students identify and practise nonverbal forms of expression through watching the teacher model:
 - facial and body expressions — for example, smiling to indicate happiness, slumped shoulders to indicate tiredness;
 - gestures — for example, scratching your head to indicate confusion;
 - proximity — for example, standing in front of or near a person to get attention.

They list the elements of nonverbal communication (that is, facial and body expressions, gestures, proximity) and the teacher's examples on a chart or the board. Students then provide their own examples of each of the elements of nonverbal communication and add them to the list.

- ▶ Individual students role-play the following situations while the rest of the class identify the information carried by the student's nonverbal communication:
 - A student is having trouble keeping up with the group.
 - A student is puffing and sweating a lot.
 - A student is struggling while carrying a pack.
 - A student is not watching where he or she is walking.
 - A student is smiling and happy while hiking.
 - A student finds something interesting to share with the class.
 - A student is annoying another person.
 - A student is waving a stick around.

During the role-plays students should focus on how to interpret a person's feelings from their expressions and gestures and how to respond appropriately using both verbal and nonverbal communication.

- ▶ Students develop a range of signals using parts of their body, such as their hands, to communicate ideas, needs or feelings. They suggest when these signals may be required during a hike. Signals could be developed to communicate stop, go, turn around, injured person, help needed, drink needed or hunger.

HIKING DETAILS

Determining the route, equipment and activities for the hike

- ▶ Students discuss the preferred hike route and suggest what needs to be done before going on the hike. The decision on the route should be based on earlier discussions as well as on school authority/principal and parent expectations. Students should be made aware of any guidelines that may affect the final choice of route. They need to be reminded of the sample criteria identified earlier for choosing an appropriate route — for example, suitability for all students, safety, distance from school, and the time limit.
- ▶ Students suggest and consider activities they might enjoy doing during the hike — for example, kite flying, investigating animal tracks, drawing plants, identifying birds, pitching a tent. They can use these suggestions when planning what their group will take on the hike.

R Resource Sheet 3

Students play physically challenging initiative games using verbal and nonverbal communication skills within their groups (see Resource Sheet 3, 'Challenge activities').

Focus questions could include:

- Was your group successful in completing each activity? Why?
- How did all members contribute to the group effort?
- How was everyone included in solving the challenge?
- How did you use verbal and nonverbal skills to help you solve the challenges?
- Did everyone have an equal opportunity to participate?

Teaching considerations

Modify the games to suit the needs of students. Conduct the games at school prior to the hike to help students develop their verbal and nonverbal communication skills. Alternatively, use the games at activity stations along the hike route.

► Students are organised into groups to begin planning and preparing for the hike. They compile a list of items to take on the hike including:

- essential group items — for example, tent fly for shade, first-aid kit, bag for litter;
- essential personal items and clothing — for example, hat, sunscreen, water bottle, raincoat, food, backpack/schoolbag;
- items needed for the activities on the hike;
- non-essential but desirable items — for example, camera, binoculars.

► Groups compare their lists and then compile a single class list. Each group determines which group member is responsible for bringing particular items needed by the group. Individual students bring their own personal items.

Teaching consideration

Groups may wish to select a group name with an environmental theme.

► Students identify contingency plans for unfavourable weather and discuss possible options and safety precautions. When listing options, students should consider what they, their friends and their family do when a planned outdoor activity, such as a picnic, is affected by unexpected weather conditions.

► Students suggest details to be included in a letter to parents informing them of the hike — for example, the location of the hike, items required for the hike, whether parents can assist in supervising students. They write their own letters following the teacher's model. Alternatively, they could use templates provided by the teacher.

Acting

UNDERTAKING A CLASS HIKE

Making final preparations and then undertaking the hike

- ▶ On the day of the hike and before setting off, the students and teacher consider the weather conditions and other factors that may affect the hike. Modify the hike if necessary.
- ▶ In their groups, students determine who is going to carry particular items. They should each carry their own personal items, such as food, clothing and water, and share or take turns to carry group items. Students plan and share their ideas to achieve this, considering the needs, welfare and rights of others.
- ▶ Students begin the hike, staggering the time each group sets off. Each group should be under adult supervision, and complete planned activities along the way. Suggested activities include:
 - Draw and identify animals and plants.
 - Look for litter or signs of environmental damage.
 - Draw a map of where you have been and what you have seen along the way.
 - Note what fun activities people are doing outdoors.
 - Look for animal tracks and homes.
 - Complete an environmental treasure hunt — for example, find something prickly, find something smooth, find a feather.
 - Estimate the distance from one point to another.
 - Listen for different sounds. Use your other senses to observe the surroundings.
 - Find a seed, leaf, flower and piece of bark from a tree.

Reflecting

REVIEWING EXPERIENCES

Reflecting on the experience and what was learned, and considering future outdoor activities

- ▶ Students contribute to a class book about their experience titled 'A Nice Hike around _____'. This can be similar in style to the story *A Nice Walk in the Jungle*. Each group or student should write and/or illustrate a page.
- ▶ Students suggest ideas for future outdoor activities with their friends and family. They provide reasons for their choice of activities based on what they have learned during this module.
- ▶ Students discuss examples of people who would have difficulty participating in hiking and outdoor adventure activities and identify reasons for the difficulty. Using what they have learnt during the module, students suggest actions they could take to help overcome the difficulties experienced by these people.



Students complete a personal reflection form that indicates their interest and participation in the hike and associated activities (see Resource Sheet 4, 'Self-assessment form'). They then discuss this with their peers under teacher direction.

Hiking scenarios

Ask students to consider some of the following scenarios.

What would happen in your group if:

- someone had blistered feet?
- someone forgot a water bottle, a raincoat or lunch?
- someone could not keep up with the group?
- someone was badly hurt?
- the weather changed suddenly?
- someone was scared and/or upset?
- someone stopped to help someone else?
- the person leading would not wait for the group?
- someone would not or could not help carry the group equipment?
- a person in your group was very hot, puffed and unhappy?
- someone was exhausted but really excited at the end of the hike?
- someone got separated from the group?
- the group got lost?
- someone saw an animal such as a snake or a lizard in the bush or on the hiking track?
- you came across other bushwalkers on your hike?
- you saw someone damaging a tree?
- someone was not taking turns, sharing equipment or following rules?

Verbal skill activities



The following activities are samples only. Teachers could develop other activities to suit the needs and interests of their students.

Questioning

Students could ask each other questions about:

- specific items needed on the hike;
- specific hike routes;
- specific activities that are suitable for all students;
- adults who could be included/invited on the hike;
- how they must prepare for the hike.

Offering opinions

Students could offer their opinions on:

- what to take on the hike;
- where to go on the hike;
- how to ensure everyone's needs are met when going on the hike;
- how to help others plan and undertake the hike;
- why specific activities are suitable for certain outdoor physical activities;
- appropriate ways to overcome unsafe situations while on the hike.

Affirming another person's point of view

Students could:

- agree with a student who has offered an opinion or idea;
- praise someone and restate what the person said in his or her own words — for example, how to treat an injured student;
- rephrase another student's comments about a suggested hike route;
- explain why they agree with a student's or teacher's point of view;
- listen without interrupting as another student explains a point of view.

Challenge activities



The following activities are suitable for groups of approximately five and may need to be modified to suit specific student needs. Teachers will need to gather resources and undertake some preparation. The 'Support materials and references' section of this module (p. 4) includes many resources that provide activities to develop cooperation and communication among students.

All aboard

The purpose of this activity is to have all group members fit within a confined space — for example, on a sheet of newspaper or a gym mat, or inside a hoop. This activity requires students to support, encourage and possibly carry or hold each other to achieve this end.

Walk the plank

A small group of students places themselves randomly on a wide beam or log. The teacher then asks the group members to rearrange the group into a certain order (for example, according to height or alphabetical order of first names) without stepping off the beam.

Tangled arms

Members of the group face each other. Each person grasps the hands of two other people. They then have to try to untangle their arms to form a complete circle without letting go of each other's hands.

Moving turtle

The group squats on the ground under a gym mat, a piece of cardboard or a blanket. As a group, they have to move in a given direction towards a target keeping the mat, cardboard or blanket over them. Group members need to use verbal and nonverbal skills to reach the target.

Self-assessment form

R4

Resource Sheet 4

BEING ACTIVE IN THE OUTDOORS • LOWER PRIMARY

How did I try to help the group plan for the hike? _____

While I was on the hike, I ...

• took turns.	Always	Sometimes	Not at all
• shared with others.	Always	Sometimes	Not at all
• considered others' feelings.	Always	Sometimes	Not at all
• followed rules and regulations.	Always	Sometimes	Not at all
• cared for others.	Always	Sometimes	Not at all
• cooperated with others.	Always	Sometimes	Not at all

How did I stay safe and healthy in the outdoors?

At the end of the hike I felt ...



Why? _____

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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