



# **Shape of ACT Senior Secondary Curriculum**

## **Outdoor Recreation A/M/V**

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## 1. PURPOSE

- 1.1 The *Shape of ACT Senior Secondary Curriculum: Outdoor Recreation 2.0* will guide the writing of the *Outdoor Recreation A/M/V* course.
- 1.2 This paper has been prepared following the deliberations of the Outdoor Recreation writing team, feedback from a period of Public Consultation and consultation with Dr John Rafferty, Associate Head of School, Environmental Science and Management, Charles Sturt University, Ian Neville, Lecturer in Outdoor Recreation/ Education, Victoria University and Andrew Davis, Teacher of Outdoor Leadership, Wodonga TAFE.
- 1.3 The paper should be read in conjunction with The Shape of the ACT Senior Secondary Curriculum located at: [http://www.bsss.act.edu.au/curriculum/bsss\\_course\\_development\\_consultation](http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation)

## 2. INTRODUCTION

- 2.1 The *Outdoor Recreation A/M/V* course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools.
- 2.2 The course may make provision for VET qualifications or a Statement of Attainment from the Sport, Fitness and Recreation training package (SIS), SIS20419 Certificate II in Outdoor Recreation and SIS30619 Certificate III in Outdoor Leadership.

Refer to [training.gov.au](http://training.gov.au) for details of the Training Package.

## 3. BACKGROUND

- 3.1 The ACT Board of Senior Secondary Studies is developing the *Outdoor Recreation* course in response to the Final Recommendations of the *Review of C and E Course Classifications*.
- 3.2 *Outdoor Recreation A/M/V* develops skills, knowledge, and understandings, as well as a range of General Capabilities to safely participate and lead modern, inclusive outdoor recreation activities, events, and programs.

All courses under development are required to meet Board design specifications and to align with Board requirements for the senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with flexibility to plan, teach and assess according to the needs and interests of their students.

- 3.3 The BSSS *Outdoor Recreation* course is to be developed under the *Health, Outdoor and Physical Education Framework* as they engage with concepts, theories and methodologies in emotional and physical health and wellbeing. Drawing on research from outdoor recreation and leadership literature, the *Outdoor Recreation* course develops the technical, conceptual, interpersonal, intrapersonal, and metacognitive skills required to enable students to successfully engage with, and lead in the growing outdoor recreation industry. In addition, *Outdoor Recreation* Education promotes a deep knowledge and appreciation of the environment and how to inspire an appreciation in others. The *Health, Outdoor and Physical Education Framework* is located at:

[https://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0014/413015/Draft\\_Health\\_Outdoor\\_and\\_Physical\\_Education\\_Framework.pdf](https://www.bsss.act.edu.au/_data/assets/pdf_file/0014/413015/Draft_Health_Outdoor_and_Physical_Education_Framework.pdf)

- 3.4 The rationale for the *Health, Outdoor and Physical Education Framework* that states:

*Courses written under this framework enable learners to understand how health practices and physical activity participation are, in part, socially constructed and therefore require diverse strategies for gaining and maintaining positive outcomes for all. Such knowledge has the potential for students to enhance their own and others' health and well-being in varied and changing contexts.*

*Students develop their knowledge and understanding of theories, concepts, and perspectives to explain health, physical performances, participation, and performance. They analyse the nature and purpose of physical activity and develop insights into how values, behaviours, priorities, and actions reflect the complex contexts in which people live.*

*Students develop skills to improve their own and others' health, well-being, and physical activity opportunities. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about physical activity. They develop skills to communicate effectively and present logical and coherent arguments.*

(BSSS, Health, Outdoor and Physical Education, 2019, p. 4.)

**3.5 All courses based on this framework should enable students to:**

- analyse health, outdoor and physical education theories, concepts, principles, methodologies, assumptions, perspectives, and ideas
- analyse the nature and purpose of health, outdoor and physical education and the impact of factors that influence self, others, and well-being
- analyse values and attitudes and evaluate their influence on health, outdoor and physical education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills, and strategies.

**3.6 Concepts, knowledge, and skills from the Health, Outdoor and Physical Education Framework**

**Concepts and knowledge**

- learning through movement
- understanding movement
- physical movement
- contributing to healthy and active communities
- communicating and interacting for health and wellbeing
- being healthy, safe, and active.

**Skills**

- critical and creative thinking, analysis
- evaluation, reflection, and synthesis
- research
- leadership
- application of theories, concepts, models, and principles
- problems solving, and decision making
- communication
- use of technology
- logic and reasoning
- performance of physical skills
- work independently and collaboratively.

**3.7 All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners as proposed by the *Alice Springs (Mparntwe) Education Declaration* (2019) “to prepare young people to thrive in a time of rapid social and technological change, and complex environmental, social, and economic challenges” (2019, p. 3). This is in part developed in all ACT BSSS courses through the Australian Curriculum General Capabilities, which comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions. (ACARA, 2016) The course will help students to develop consciously the clusters of**

skills and dispositions that they can transfer from role to role as they adapt to a rapidly changing world and work context. (Snow, A, 2019)

*Outdoor Recreation* integrates areas of study that addresses content across several learning areas. As such the General Capabilities of Personal and Social Capability, Literacy, Numeracy, Information and Communication Technology and Critical and Creative Thinking find place in its delivery.

*Students develop Personal and Social Capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and Social Capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others, and understanding relationships, establishing, and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.*

The full reference can be found [here](#).

*In the Australian Curriculum, students become literate as they develop the knowledge, skills, and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing, and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.*

The full reference can be found [here](#).

*In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.*

The full reference can be found [here](#).

*In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills, and confidence to make ICT work for them at school, at home, at work and in their communities.*

The full reference can be found [here](#).

*In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives, and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation in all learning areas at school and in their lives beyond school.*

The full reference can be found [here](#).

- 3.8** The importance of the senior years of schooling as a critical transition point for young people is highlighted in two extracts from the Alice Springs (Mparntwe) Education Declaration:

*All Australian Governments and the education community need to support students in their senior years by helping them acquire the cognitive and social skills necessary for life after school and equip students to remain engaged in learning throughout life.*

*Australian Governments commit to working with the education community to provide a senior secondary education that equips young people with the skills, knowledge, values, and capabilities to succeed in employment, personal and civic life.*

<https://docs.education.gov.au/documents/alice-springs-mparntwe-education-declaration>

## **4. THE CONTEXT OF THE ACT**

### **4.1** Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective, respectful, and contributing participation in a diverse society.

### **4.2** Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

### **4.3** In consideration of the ACT context, and in response to contemporary research and literature, the *Outdoor Recreation* courses should include:

- a student-centred pedagogical approach
- an interdisciplinary approach
- the educational needs of young people with respect to developing technical, interpersonal, intrapersonal, and metacognitive knowledge and skills
- the Health, Outdoor and Physical Education Framework and Achievement Standards
- the needs of different schools and sectors (government and non-government)
- acquiring and practicing skills for own and others improved health and wellbeing
- learning how own and others' attitudes and perspectives on physical activity, risk, and nature influence recreation experiences
- opportunities to apply learning and skills through engagement in the natural environment.

## 5. AIMS OF THE OUTDOOR RECREATION CURRICULUM

- 5.1 *Outdoor Recreation A/M/V* is a course that has far reaching and cross disciplinary connections that aims to deliver improved health and wellbeing and the capacity to share outdoor recreation experiences with others. According to the *Nationwide Impacts of Outdoor Recreation*, 'nature-based outdoor activities form a major part of the Australian lifestyle and cover a diverse range of participants and organisations- both young and old, public and private, for-profit and not-for-profit, community, business-oriented, voluntary and professional'. (Cheeseman et al, 2018).

This course provides opportunities for students to develop the technical, interpersonal, and intrapersonal knowledge, metacognition, and skills required to actively participate and lead others in diverse outdoor recreation activities. In doing so, they may become confident individuals who can adapt to change, meet challenges, show resilience, and make decisions.

The *Outdoor Recreation A/M/V* course endeavours to engage thinking and practice associated with the development of responsive outdoor recreation opportunities for the improved health and wellbeing of a growing and diverse population.

A contemporary and future focused outdoor recreation course considers environmental and climate issues, engaging with scientific research to propose solutions for the sustainable implementation of recreation in both natural and built environments. Askew and Bowker (2018) argue that long-term climate change will affect outdoor recreation opportunities and participation. As such future providers and administrators of outdoor recreation require knowledge, understanding and skills for planning environmental and sustainable recreation opportunities to ensure their continued provision.

*Outdoor Recreation A/M/V* explores concepts of adventure, risk, and experiential learning to develop better understanding on how to intentionally structure outdoor activities and programs to achieve desired outcomes for participants and developing leaders. According to Paisley et al (2008) the investigation into the process of participant development focusing on both what students learn and how they learn it becomes important. The *Outdoor Recreation A/M/V* course provides opportunities to examine and reflect on the nature and purpose of outdoor experiences such as safety and risk taking and apply principles for to deliver participant development outcomes.

This course will allow for schools to draw on the concept of micro adventures (Humphries, 2016 and Beames and Brown, 2016) whereby students explore the changing landscape of outdoor recreation and the opportunities available in and through adventure that is close to home, cheap, simple, short, and yet very effective" to retain much of the animating qualities of more traditional expeditions but in a much more accessible and achievable format.

According to the authors of *More People, More Active Outdoors, A Framework for Outdoor Recreation in Western Australia* (2019) there is a need to cater for the diversity of people within Australian society, particularly culturally diverse and marginalised populations who may not be familiar with outdoor activities or landscapes. There is also a need to provide more entry points and pathways to participation in outdoor recreation to encourage progression from beginner to adventurer.

Students in *Outdoor Recreation A/M/V* investigate the outdoor recreation industry, such as Not-for-Profit, commercial and community group providers, their goals, purpose, and their regulatory requirements. Access and pathways for engagement in outdoor recreation experiences are examined and analysis of the current outdoor recreation industry provides students opportunities to reflect and consider future applications and entrepreneurial opportunities.

Thomas (2015) identifies a signature pedagogy for the outdoor education profession with its key characteristics including learner centeredness, the transition from participant to leader/ teacher and the use of reflection to integrate theory and practice. Practical fieldwork work and reflection in *Outdoor Recreation* fosters the development of essential knowledge and skills necessary to facilitate, guide and lead individuals and groups in simulated and natural environments further strengthening transitions into further study and work.

A range of VET elective competencies, in addition to the core, will be selected by the developers to provide a variety of learning opportunities and to complement the intent of units. A key feature of the course will be the ability to choose from a range of recreational activities depending on school context which may lead to the students attaining a nationally recognised VET qualification, such as the Certificate II in Outdoor Recreation and Certificate III in Outdoor Leadership. This integrated pathway is available should a school choose to offer VET.

Outdoor Recreation is distinct from Outdoor and Environmental Education. *Outdoor Recreation* aims to develop students' leadership and technical skill sin Outdoor Recreation. Whereas Outdoor and Environmental Education aims to develop environmental and cultural understandings of natural spaces and gain some technical skills to access areas for study and building lasting personal connections.

**5.2** In *Outdoor Recreation*, students are provided with the opportunity to develop skills, knowledge, and understandings regarding:

- knowledge and understanding of the Outdoor Recreation industry
- practical and technical skills in the participation and coordination of a variety of Outdoor Recreation activities
- personal and interpersonal skills and dispositions necessary to build effective relationships for facilitating and leading individuals and groups in challenging environments
- cultivate teamwork and collaboration skills
- communication and presentation skills to facilitate learning and experiences
- using critical and creative thinking skills and the capacity to make decisions
- literacy and numeracy skills
- research and analytical skills

## 6. STRUCTURE OF THE OUTDOOR RECREATION COURSE

The *Outdoor Recreation A/M/V* course develops knowledge and skills required to participate, lead, and manage a range of outdoor recreation and adventure tourism areas and industries. In addition, the course will foster physical and intrapersonal capacities and wellbeing. This course can provide students with a vocational pathway for future study. The course writers have been supported in their understanding of this area of learning by Dr John Rafferty of the School of Agriculture, Environmental and Veterinary Sciences, Faculty of Science and Health, Charles Sturt University, Ian Neville, Lecturer in Outdoor Recreation/ Education, Victoria University, and Andrew Davis, Outdoor Recreation Teacher, Wodonga TAFE.

### Rationale

*Outdoor Recreation* focuses on the significance and practices of the outdoor recreation industry. It explores the role of outdoor recreation in the life of individuals and communities. It provides students with the opportunities to learn in, through and about the technical, interpersonal, intrapersonal, and metacognitive skills required to participate in and lead simulated and actual activities. *Outdoor Recreation* provides avenues for mental and physical growth, relaxation, management of risk, and social connection through activities as varied as, but not limited to, bushwalking, abseiling, rock climbing, caving, canoeing, kayaking, snorkeling, and scuba diving.

Through the study of *Outdoor Recreation*, students examine the features of the current outdoor recreation industry. They analyse models of outdoor recreation and adventure learning that incorporates managing risk and consider opportunities for innovation. Students investigate industry practices and procedures to plan, participate in, and facilitate outdoor recreation experiences. They develop practical skills in a variety of outdoor recreation activities to enhance their own and others' participation, health, and well-being.

Students analyse the nature and purpose of outdoor recreation and adventure learning models. They analyse pedagogy and leadership theories, communication, and collaboration models used in outdoor recreation and adventure learning contexts to apply in practical environments.



Students investigate professional standards in the outdoor recreation industry such as regulatory requirements, sustainability, climate change, and accessibility to pose solutions for the provision of recreation to a diverse range of people. The course provides a variety of pathways.

The *Outdoor Recreation* course provides opportunities for students to develop leadership and technical skills in natural spaces. This course provides skills that contribute to enhancing students' well-being. The course makes provision to complete VET qualifications in Certificate II in Outdoor Recreation, and/or a Statement of Attainment Certificate III in Outdoor Leadership, both from the Sport, Fitness and Recreation Training Package (SIS).

## Units

### Recreation Industry

In this unit students analyse the nature and purpose of the outdoor recreation industry and enterprises which provide outdoor recreation programs to individuals and groups. They evaluate the health and wellbeing benefits to themselves and others of participating in chosen outdoor recreation and adventure programs. Students analyse regulatory expectations and apply these requirements practices in outdoor recreation activities. They develop chosen outdoor recreation technical skills and reflect on their personal growth and development.

### Outdoor Recreation Planning

Students investigate approaches to planning, and preparing participants for outdoor recreation experiences, including their access by diverse groups. They analyse operational concepts such as risk management, emergency response, physical capabilities, sustainability, minimal impact, and logistics to make plans and apply learning to practical contexts. Students develop knowledge and technical skills necessary to plan and implement outdoor recreation activities and reflect on their personal growth, skill development, and project success.

### Adventure Learning

Students analyse, concepts, models, and theories of adventure learning experience in a range of recreational and educational contexts. They analyse case studies of adventure learning programs designed for individuals and groups. Students reflect on learning and development gained through taking risks in outdoor recreation contexts. They develop technical knowledge and skills necessary to experience adventure learning in chosen contexts. They apply adventure learning understandings to outdoor recreation experiences.

### Leadership in Outdoor Recreation

Students analyse leadership, communication and collaboration theories and models and apply these to controlled practical adventure and recreational settings. They reflect on their personal attributes, traits, and leadership skills developed through participating in and leading elements of outdoor activities. Students develop knowledge and technical skills in a chosen outdoor recreational context and reflect on their own learning and the success of their participation, leadership, communication, and collaboration.

### Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent Study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enroll concurrently in an independent unit and the third 1.0 unit in a course of study.

*Please note:* Training Package requirements for students seeking vocational qualifications through the Training Package SIS must still be met.

## 7. CONSIDERATIONS

### Incorporating a futures orientation

To equip students to engage in their future, they should examine themselves, the processes, and systems at work in their world, how to learn, and how to respond to change. This intention follows the aims enunciated in the *Alice Springs (Mparntwe) Declaration*:

*“The skills and knowledge that young people acquire are critical to their success and happiness. The scale and pace of change in society and the economy mean that now more than ever, the ability to learn and grow beyond the compulsory years of education and training is essential. Skills, knowledge, and capabilities will need to be renewed and updated throughout life.” (Commonwealth Education Council, 2019, p. 10)*

In addition, the intention of this course also follows the ACT’s *Future of Education* plan.

*“The Strategy is about developing capable adults who have learnt to learn, live productively in society, think, create, and work in an increasingly digital future... The Strategy also recognises that learning environments are places that bring people together as a community and enable relationships to form between people and services.” (Berry, 2018)*

Both the future orientations of the *Alice Springs (Mparntwe) Declaration* and the ACT’s *Future of Education* plan find a presence in the purpose of this course in that it builds the capacity to engage with future changes and adversity, and the skills to build a meaningful life.

### 7.1 Equity and opportunity

The *Outdoor Recreation* course provides flexibility and choice for teachers and students. Teachers will design programs of learning to develop the knowledge, understanding and skills outlined in the course. The factors that influence those programs include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources.

### 7.2 Connections to other learning areas

*Outdoor Recreation* incorporates knowledge and understanding across the curriculum for application in challenging and dynamic environments. Outdoor Recreation and Outdoor and Environmental Education complement each other.

### 7.3 Role of digital technologies

Students and teachers integrate a variety of online information, tools and applications into teaching and learning in this course. These include a range of online resources including databases, reference materials and national organisations. Students will develop skills for industry and lifelong learning through digital resources.

### 7.4 Clarity of curriculum

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience but avoids excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, while allowing all teachers to enhance it with their interests and expertise.

### 7.5 Breadth and depth of study

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions.

A program of learning is what a college provides to implement the course for a subject meeting students’ needs and interests. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

## 7.6 The nature of the learner

These courses address the needs of diverse learners and caters for Accredited (A) and Modified (M) levels of study, as well as providing for Vocational (V) pathways.

## 7.7 General capabilities

Skills and understanding related to thinking skills and creativity, self-management, teamwork, and intercultural understandings are further developed. In addition, capabilities such as ICT and ethical awareness are represented in the courses in ways appropriate to that area.

## 7.8 Cross-curriculum perspectives

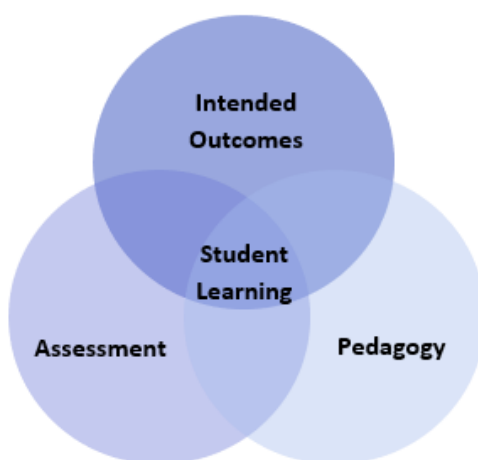
Each of these perspectives, Aboriginal and Torres Strait Islander Histories and Cultures, Australia's Engagement with Asia, and Sustainability, are represented in the course in ways appropriate to that area. Curriculum documents are explicit as to how the perspectives are dealt with in each course and how links can be made between learning areas. Both Outdoor Recreation and Outdoor and Environmental Education offers significant opportunities for students to engage with Aboriginal and Torres Strait Islander Histories and Cultures and, Sustainability when examining outdoor experiences in natural environments.

# 8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of the ACT Board of Senior Secondary School curriculum are as follows:

### Underpinning beliefs

- All students are able to learn
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.



### Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles, and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*

5. Learning needs to take place in a context of high expectations.  
(*High expectations*)
6. Learners learn in different ways and at different rates.  
(*Individual differences*)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
(*Socio-cultural effects*)
8. Learning is a social and collaborative function as well as an individual one.  
(*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
(*Explicit expectations and feedback*).

## 9. CONCLUSION

The *Outdoor Recreation* course is to be developed under the *Health, Outdoor and Physical Education Framework*. The course promotes critical and creative thinking and personal and social capabilities, equipping young citizens to engage with nature, physical activity, experience risk, and collaborate with others to improve their own and others health and wellbeing.

## 10. REFERENCES

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