

LEARNING in the OUTDOORS

IN PHYSICAL EDUCATION

TOOLKIT 4



TEACHER TOOLKIT SCHEDULE

Outdoors Victoria, in partnership with the Australian Council for Health, Physical Education and Recreation (ACHPER Victoria), Environment Education Victoria (EEV), Geography Teachers Association (GTAV) and Parks Victoria (Parks Vic) will produce 15 Teacher Toolkits between 2018 and 2020. These toolkits will be delivered to the following order:

2018

- 1 Introduction to Outdoor Learning
- 2 Outdoor Learning in the Play Ground
- 3 Outdoor Learning in Water-Based Environments

2019

- 4 Outdoor Learning in Physical Education
- 5 Outdoor Learning in Art
- 6 Outdoor Learning in Geography
- 7 Outdoor Learning in Science
- 8 Outdoor Learning in Mathematics
- 9 Outdoor Learning in Urban Environments

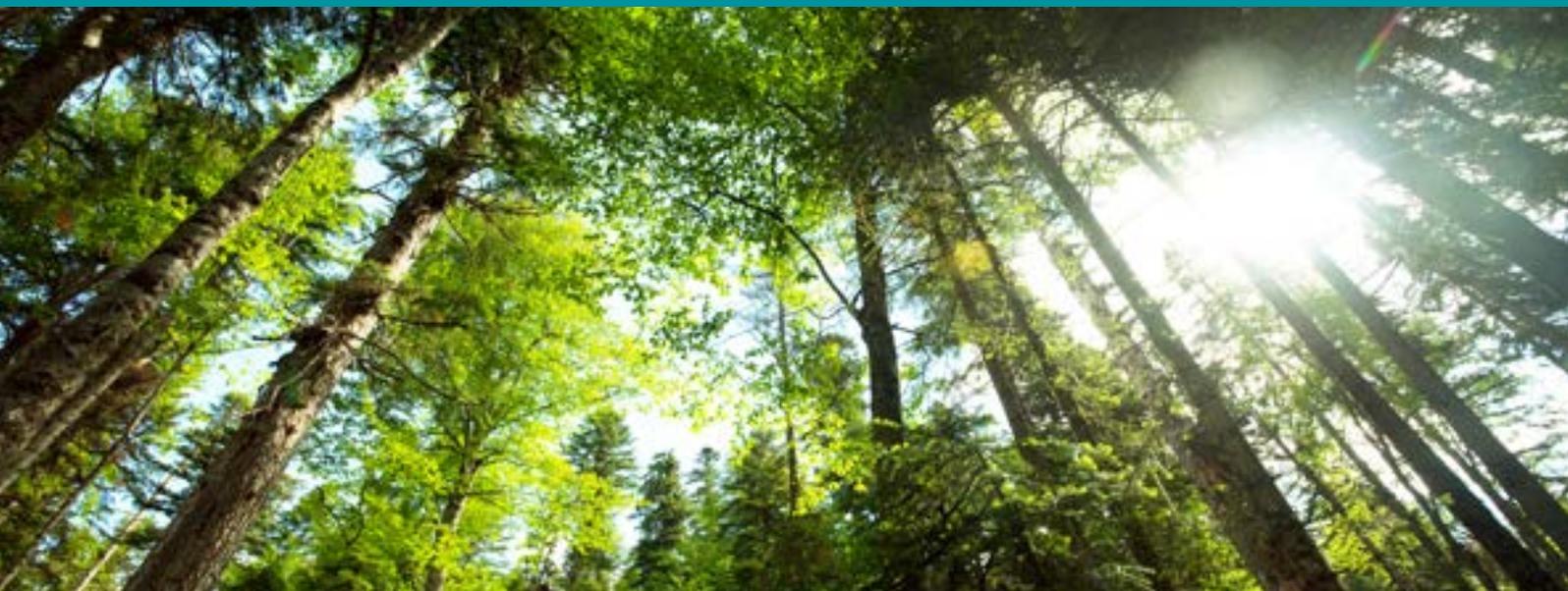
2020

- 10 Outdoor Learning in Health
- 11 Outdoor Learning in Sustainability
- 12 Outdoor Learning in History
- 13 Outdoor Learning in Reading & Writing
- 14 Outdoor Learning in Speaking & Listening
- 15 Outdoor Learning in Indigenous Activities

Outdoors Victoria, in partnership with ACHPER (Victoria), EEV, GTAV and Parks Victoria, are always interested in finding out what is occurring in the 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. (Contact details are provided on the final page of this document)

Outdoors Victoria, in partnership with ACHPER (Victoria), GTAV, EEV 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.



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This Teacher Toolkit is offered as a framework for developing your own curriculum specific ideas and activities for Outdoor Learning. It is quite flexible and should be adapted to suit your needs. Remember to note the benefits of Outdoor Learning in your teaching area, and to provide tips wherever you can for embedding Outdoor Learning into the curriculum. Include relevant research, case studies and examples that might assist teachers. Teacher Toolkit 1 Benefits of Outdoor Learning presents research that will help you argue the case for taking students out of the classroom.

Outdoor Learning in Physical Education

This Teacher Toolkit will be looking at the opportunities for integrating Outdoor Learning in Physical Education. The Outdoors has been used as a core component in Physical Education for many years, in this toolkit you will find a series of activities that can be used across various year levels and student groups.

In this Teaching Toolkit, we provide sample activities which 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 with any suggestions.

Benefits of Outdoor Learning in Physical Education

Physical Education and the outdoors have had a longstanding connection. Research by [Maynard & Waters, 2007](#) (1) has recently shown that teachers are becoming more apprehensive of taking classes into the outdoors due to the lack of security (Four walls and a roof). By taking student outdoors, you are providing them with additional methods and pathways for learning this includes the opportunity for students to learn skills in a range of environmental conditions (open environments) that include wind, rain, sun and different surfaces in comparison to closed indoor environments). [Benay, 2019](#) (2) suggests that combining aspects of free play and being outdoors for some students results in them becoming creators of their learning, the organisers and the referees all at once. More information can be located at

1 - Maynard & Waters, 2007 - <https://eric.ed.gov/?id=EJ815546>

2 - Benay, 2019 - <https://activeforlife.com/free-play-outside-physical-education/>



North East South West



This is a simple and engaging warm-up activity introducing students to compass directions and directional language. Before the class, ascertain which way north, south, east and west are.

Step 1: Gather students in the middle of an open space (approximately 15-20m x 15m), introduce the compass points and indicate which way each direction lies from your location. Use the phrase Naughty Elephants Squirt Water (or another) to help reinforce directions.

Step 2: Teacher calls out a point of the compass and all students must move to the corresponding area.

Step 3: Introduce the points of North East, South East, South West and North West for an extra challenge.

Curriculum Outcomes

- 1-2** • Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080)
- 3-4** • Construct and perform imaginative and original movement sequences in response to stimuli (VCHPEM081)
 - Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097)
 - Practise and apply movement concepts and strategies (VCHPEM099)

Additional Resources:

North, South, East, or West Lesson Ideas: https://www.educationworld.com/a_tsl/archives/07-1/lesson007.shtml



MODIFICATION SUGGESTIONS

- Vary the size of the playing area. Mark compass points with signs or coloured witches hat. Vary locomotion to move to compass points.
- Use hand signals with verbal cues initially, then reduce the use of signals.



Equipment & Materials

- Open space with an appropriate flat surface for running/movement - can be outdoor playing field, outdoor sports courts or open parkland.
- Compass

Map my area

In this activity students will be asked to pay attention to their surroundings and attempt to map out the school grounds, thinking about each area's possible use, size and purpose.

Step 1: Inform groups that they are going on a discovery walk of the school grounds and they need to pay attention to the layout of the buildings and school grounds as they will be drawing a map of the schoolyard, including buildings after.

Step 2: Divide the class into small groups of 2-4 and provide them with a clipboard, paper and pencils. Each group is to map building locations, playground areas, flower beds, grass playing areas etc, and label each item on the map.

Step 3: Once maps have been created ask students to answer questions like the ones below;

- How many steps is it from Point A to Point B?
- How many leaps does it take to get from Point C to Point D?
- What is the fewest number of jumps your group can take collectively to move from Point E to Point F?
- Can you mark on the map three different types of trees and other plants?
- Can you find and mark on your map the location of the tallest three trees in the school grounds? Guess how many meters high they are.
- Can you create a walking route on your map that will take 200 steps?
- Can you create an obstacle course around the grounds using running, walking, leaping, climbing (any combination of locomotor skills) and mark it on your map with a key?

Curriculum Outcomes

- 1-2**
- Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080)
- 3-4**
- Levels 3 & 4 Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096)
 - Adopt inclusive practices when participating in physical activities (VCHPEM102)
 - Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097)

Additional Resources:

Make your own map: <https://outdoorclassroomday.com/resource/make-your-own-map/>

Making a neighbourhood map: <https://www.pbs.org/parents/crafts-and-experiments/make-a-neighborhood-map>



MODIFICATION SUGGESTIONS

- Provide students with a partially completed map of school buildings so they must then add in outdoor areas available to them.
- If you have a compass add in a north point to the map.
- Include the use of a key, allocating symbols for each feature on the map.
- Assign different tasks to each group by providing them with a laminated card with tasks printed on.
- Teams can create obstacle or movement routes, mark on routes on maps, then swap maps with another group to complete.
- Have students create a map of their local area around their house. Complete the map while going on a discovery walk with parents. Have students mark on their map areas or specific places available to them for different physical activities.

Equipment & Materials

- Clipboards
- A4 Paper
- Pencils
- Map of school grounds (for own reference or an example map to show class)

Scavenger Hunt

In this activity, students will discover what exists in their natural environment. Students will work in teams to find all possible items on the list, without harming the environment.

Step 1: Divide the class into small groups of 2-4 and provide them with a laminated list of natural objects or features they must find in the school grounds. Remind students they are not to take or destroy anything from nature - we are here to observe and appreciate. Groups are given an electronic device to take photos of items on their list as evidence of discovery and can then tick off their list with a marker once the photo is taken.

- An object that is _____ shaped / An object of a vibrant colour / Three different shapes of leaves / A smooth rock
- The tallest tree / Something that flies / An object that looks spiky / A smooth object / An object that has a curve / A feather / Something you have never seen before
- Something that has a pattern / An object that is the same colour as your uniform

Step 2: Groups return to the teacher to have their photos checked once completed.

Step 3: When all groups have completed the hunt, discuss the groups' findings and experience, use prompting questions to help:

- What are the types of trees, plants, flowers, birds that might be native or found in abundance in our local area?
- Do you know the names of any? Where might you find them? What do they look/sound like?
- Why is it important for us to just take photos rather than removing natural objects or features?
- Why do we need trees?
- Did you see any living creatures? What kind of animals/insects might our schoolyard be a home for?
- What activities could we do with our families in our local area to observe more local flora and fauna?
- How does building our towns and cities as we have, impact on the natural environment?
- Why would it be good for our bodies if we went for discovery walks/scavenger hunts/bird watching/hikes?

Curriculum Outcomes

- 3-4**
- Levels 3 & 4 Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096)
 - Adopt inclusive practices when participating in physical activities (VCHPEM102)
- 5-6**
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)
 - Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)

Additional Resources:

Scavenger Hunt template:

<https://www.natureplaycbr.org.au/library/2/file/Nature%20Play%20SCAVENGER%20HUNT.pdf>

Treasure Hunt template: <https://juniorrangers.com.au/cms/wp-content/uploads/2016/03/Treasure-hunt-1.pdf>



MODIFICATION SUGGESTIONS

- Create your list of natural features and objects specific to your local area / Complete a scavenger hunt in a local nature reserve or parklands

Equipment & Materials

- Class set of iPads/ tablets/ digital cameras or any electronic device with photo-taking capability.
- Laminated Scavenger Hunt lists
- Markers

The key to it all

This activity reinforces the skill of using a key on a map in a fun group activity that can be played outside on a suitable surface.

Step 1: Divide the class into groups of 3-4. Each group lines up behind a cone, with a pile of equipment 2-3m to their left and a hoop placed 5-6m in front of them.

Step 2: Each group is given a map. The aim is to create the same image shown on the map on the ground, using the key and equipment placed next to the group.

Step 3: One student at a time can move to the equipment pile and take one piece of equipment to add to the hoop in the appropriate place. They must then return to the group with the map and hand it to the next waiting group member who repeats the process.

Step 4: Groups aim to be the first to correctly complete the image shown on the map.

Ask students:

- Why would we want to be able to read a map and its key effectively?
- How can map reading ability help us with our physical activity levels? (Lead discussion towards orienteering.)
- What kinds of symbols do you think you might find on a map of an urban/city area compared to a natural environment?

Curriculum Outcomes

- 3-4**
- Practise and apply movement concepts and strategies (VCHPEM099)
 - Apply innovative and creative thinking in solving movement challenges (VCHPEM103)

Additional Resources:

The Power of PE: <http://www.powerofpe.co.uk>



MODIFICATION SUGGESTIONS

- Teachers can get as creative as they like with the pictures in their maps and the equipment they have available.
- Groups work in a team to draw their map with a key, using equipment provided. Swap maps with other teams to complete.

Equipment & Materials

- Cones
- Hoop
- Beanbags
- Printed map images with a key.

Outdoor Games Tabloid

Students will participate in several outdoor games and challenges that can be replicated in their playtime. Mix and match games using the areas in your school grounds.

This is an example of how to set up a simple tabloid of games or activities. In small groups, students work at each station for a set time before the teacher instructs students to move in an organised fashion to the next station. Feel free to use the layout of this tabloid and create your stations with equipment and space available to you. Please instruct student safety and demonstrate each activity before commencing tabloid.

Station 1: Hopscotch

Draw several hopscotch outlines on a paved area using chalk with 8 sections numbered (students can help with this task).

The class is divided into pairs and have a bean bag as a place marker. The first player tosses the bean bag into square one, before hopping over square one to square two and then continue hopping to square eight, turn around, and hop back again. Pause in square two to pick up the marker, hop in square one, and out. Next player's turn.

Pairs continue by tossing the beanbag in square two, three and so on, always hopping over the square the marker is in. Players hop on one foot in a single square and land on two feet when two squares are side-by-side.

Station 2: Under, Over, Around

The group is assigned to space in the grounds where they must find five things that can be crawled or ducked under, five that can be jumped over and three things to be dodged around. For example, jump over the path, duck under a tree branch, dodge a bin. What else can you find?

Alternatively, put out several mini hurdles to leap over, place hoops or rubber dot markers on the ground to jump between like steppingstones, place agility poles out in a zig-zag to dodge or weave through.

Station 3: Hula Hooping

Place several hula hoops in a designated area for students to try playing with them in any way they can think of;

- Can you roll your hoop over a flat space? Or down and up a rise in the land? Don't forget to follow it!
- Roll the hoop to a friend, count how many times you can do that in a row back and forth.
- Can you spin the hoop around your hips and your arm, leg, ankle and wrist?
- Can you skip with your hoop?

Station 4: Skipping

Two group members become the turners of a long skipping rope and the rest of the group forms a line. Students experiment with creating their own games with skipping.

How many group members can you get through before stopping? Can you count the jumps in different ways? Change the rope turners. when the skipping line stops.

Station 5: Risky throws

Organise five pins or half-filled large plastic water bottles into a circle approximately 1m in diameter. Place a cone two to three metres from the pin circle to mark the throwing line for the group. Group members take it in turn to underarm throw a beanbag into the middle of the pin circle, without knocking over any pins.

Once a student has been successful, they score a point. Student pick up any pins they knock over and collect the bean bags once all in the group have thrown.



Equipment & Materials

- Chalk
- Beanbags
- Cones
- Hoops
- Long skipping rope
- Pins
- Large water bottles.

Outdoor Games Tabloid Cont.

Reflection and Closure:

Ask students:

- Why is regular play, movement and exercise important?
- What other games do you play at lunch and recess? How much are you moving in these times?
- What type of games do you play at home or after school? Are they at the park, in the street, at a sporting facility?
- Are the games you play different in areas that are grassy from areas that might be built? Why?
- How can regular physical activity benefit our fitness, mood, concentration and sleep?

Curriculum Outcomes

- 1-2**
- Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (VCHPEM084)
 - Discuss the body's reactions to participating in physical activities (VCHPEM083)
 - Use strategies to work in group situations when participating in physical activities (VCHPEM085)
 - Identify and explore natural and built environments in the local community where physical activity can take place (VCHPEP079)
 - Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097)
 - Examine the benefits of physical activity and physical fitness to health and wellbeing (VCHPEM100)
 - Adopt inclusive practices when participating in physical activities (VCHPEM102)
 - Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096)

Additional Resources:

Junior Rangers: <https://juniorrangers.com.au/cms/wp-content/uploads/2014/11/go-play-OUTSIDE.pdf>

Hula Hoop Play: <https://outerbanksguides.com/event/hula-hoop-play/2018-06-21/>

Hopscotch: <https://www.kidspot.com.au/things-to-do/activity-articles/hopscotch/news-story/4272569c82c29d6bd2a66080f43ec352>

Things to do with a Hula Hoop: <https://childhood101.com/get-outdoors-6-things-to-do-with-a-hula-hoop/>



The Great Outdoors Dash



The teacher will direct the class on an imaginative activity moving through the great outdoors.

Step 1: Ask the class to imagine they are about to go for a great adventure through the bush or forest as explorers crossing new lands. They are no longer outside at school at all! Students spread out in their own space in front of the teacher.

Step 2: Teacher directs students with movements that will mimic what might happen while hiking in the bush. Call students to make these actions while not moving from their spot;

- Duck under branches and squat down.
- Leap or jump over fallen trees.
- Speed up. Increase pace the children are walking, increase to jog on spot, maybe you heard a noise in the bushes!
- 'Snake!' Students move their body to slither and make the hiss noises of a snake
- 'Mud!' Student lift their knees higher to step through the thick mud.
- 'Swim across a river.' Students mimic actions of swimming
- 'Let's climb!' students raise arms and legs in opposition climbing up a tree or cliff
- 'Look at that view!' Students stop and raise a hand to brow to look around and admire the beautiful view.

Continue movements for as long as needed, incorporate own movements and directions. Have students come up with own movements and share with others.

Step 3: Ask students:

- Do you know where they can go on walks in the bush/ forest around the local area?
- What do you think you would hear when you are hiking?
- What do you think you would smell?
- How would you feel after making it to a beautiful viewpoint? Or seeing birds or animals?
- Why do you think it is important we move our bodies regularly and in different ways such as walking/hiking?

Curriculum Outcomes

- F**
- Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings (VCHPEM064)
 - Participate in games with and without equipment (VCHPEM065)
 - Explore how regular physical activity keeps individuals healthy and well (VCHPEM066)
 - Identify and describe emotional responses people may experience in different situations (VCHPEM061)

Additional Resources:

Running through the forest: <https://www.playworks.org/game-library/running>

Equipment & Materials

An outside open area.

Build Your Own - Shuttle Golf

This is a great activity that can be used with almost any chosen equipment in a large outdoor area. Swap the badminton shuttle for a frisbee, a newspaper ball, a bean bag, a foam throwing rocket. The list is endless.

Step 1: In pairs, students are directed to build their own 'golf course'. Pairs are given a badminton shuttle, a witch's hat, a cone and any other equipment to act as an obstacle such as hoops, cones, wheelie bins etc.

Step 2: In pairs, students design their hole using a witch's hat as a tee or starting point and turning the cone upside down as the 'hole' placed up to ten metres away.

Step 3: Students use an overarm throw to 'tee-off' and an underarm throw as a putt when they are closer to the hole. Students must throw shuttle into the upside-down cone to finish the hole.

Curriculum Outcomes

- 5-6**
- Practise specialised movement skills and apply them in different movement situation in indoor, outdoor and aquatic settings. (VCHPEM115)
 - Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119)

Additional Resources:

Victorian FMS Activities Resource:
<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=6529c6ff-0c85-43b2-9e15-e91c67037308&SearchScope=All>



MODIFICATION SUGGESTIONS

- Increase/decrease distance from tee to hole.
- Have students progress across a playground, around various structures that exist in your school grounds.
- Pairs complete their hole and rotate to other pair's hole. Class rotates between groups designed holes.
- Have pairs test their golf hole and assign it a par score. See if students can achieve a par score.
- Keep score of how many throws it takes them at each hole- aiming for the least number of throws to make it to hole.

Equipment & Materials

- Badminton
- Shuttles Cones
- Witches hats
- Other suitable equipment to act as obstacles.

Hoop Naughts & Crosses



Two teams race to be the first to get 'three in a row' in the larger than life version of the classic game played outside.

Step 1: Divide the class into teams of 4-6. Two teams are required at each playing area.

Set out nine hoops in a 3x3 grid. Place two marker cones six to eight metres from each grid, three metres apart.

At each playing area, assign each team a colour, shown by bibs, for example Noughts carry blue, Crosses carry red. Each team lines up behind a marker cone with their coloured bib in hand.

Step 2: One at a time team members race from their marker cone to the hoop grid and place their bib in an empty hoop.

The aim is for your team to get three bibs in a row.

Curriculum Outcomes

- 1-2**
- Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080)
 - Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (VCHPEM084)
 - Propose a range of alternatives and test their effectiveness when solving movement challenges (VCHPEM086)
- 3-4**
- Practise and apply movement concepts and strategies (VCHPEM099)
 - Apply innovative and creative thinking in solving movement challenges (VCHPEM103)

Additional Resources:

Tic Tac Toe Relay: <https://fitkidshealthykids.ca/node/533>



MODIFICATION SUGGESTIONS

- Increase and decrease the distance from cone marker to hoop grid.
- Place separate collection piles of bibs that students must run to first before running to the grid to place them in the hoop.
- Create a larger grid to get 4 or 5 in a row.



Equipment & Materials

- Hoops
- Coloured Bibs
- Cones

Chalk Targets

On an outside asphalt surface, groups choose their challenges and practice their throwing skills.

Step 1: In pairs or small groups students are given chalk and three bean bags. Students design and draw their targets on the ground using chalk, with 30 seconds to think and one minute to draw.

Students can determine the shape and size of their targets but must have a predetermined number and value of targets, for example, four targets with values of 10, 20, 30, 40). Targets could be radial or separate shapes.

Step 2: Each student has three attempts to throw the bean bags into the target. Teammates assist in calculating scores, before collecting bean bags and returning to the next waiting student in the group. Use mini whiteboards and markers to tally scores.

Step 3: Pairs complete their targets and rotate to other pairs' designs. Class rotates between groups' designed targets.

Curriculum Outcomes

- 3-4**
- Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097)
 - Practise and apply movement concepts and strategies (VCHPEM099)
 - Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104)

Additional Resources:

Bean Bag Toss Game:

<https://www.trueaimeducation.com/educational-carnival-games-bean-bag-toss-remix/>



MODIFICATION SUGGESTIONS

- Increase/decrease throwing distance
- Substitute chalk targets for hoops or cones to create a variety of targets. Use mini whiteboards or printed cards to determine the value of each target.
- Students throw wet sponges at targets, gives good indicator of where sponge landed on concrete (outdoors).



Equipment & Materials

- Chalk
- Bean Bags
- Mini whiteboards

Corner Bowls

Play Bocce or Four Corner Bowls outdoors on a grassy area to practise the skill and accuracy of the underarm throw.

Divide class into pairs, join two sets of pairs to set up a 4x4m playing grid set out with four cones.

Pairs stand opposite each other at cones and each has two of the same coloured bean bags or balls.

One player begins the game by throwing or rolling a target ball, for example a cricket ball or brightly coloured other ball into the playing area.

Pairs work together to place their ball closest to the middle target to win the game. Players take turns to throw and are permitted to knock opponent's ball out of the way of target.

Teams score points for the four balls that finish closest to the target:

- 4 points for the closest,
- 3 points for the second closest,
- 2 points for the next closest,
- 1 point for the fourth closest.

Curriculum Outcomes

- 3-4**
- Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097)
 - Practise and apply movement concepts and strategies (VCHPEM099)
 - Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104)

Additional Resources:

Corner Bowls: https://www.sportaus.gov.au/data/assets/pdf_file/0007/703906/Corner-bowls.pdf



MODIFICATION SUGGESTIONS

- Increase or decrease size of playing area
- Players can roll balls instead of throw
- Players can roll or throw from anywhere
- around the square.



Equipment & Materials

- Cones
- Cricket Ball
- Coloured bean bags/tennis or other balls

Conclusion

These ten activities show how to integrate physical and health education into the outdoors. The outdoors is often perceived as a place exclusive to Physical Education teachers, but this is not the case.

As educators we are continually seeking development. If you have feedback or would like to share your experiences or activities please add a comment on the FUSE Webpage or email 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)
- Environment Education Victoria
- Geography Teachers' Association of Victoria (GTAV)
- Parks Victoria

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