

LEARNING in the OUTDOORS

IN HEALTH EDUCATION

TOOLKIT 10



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

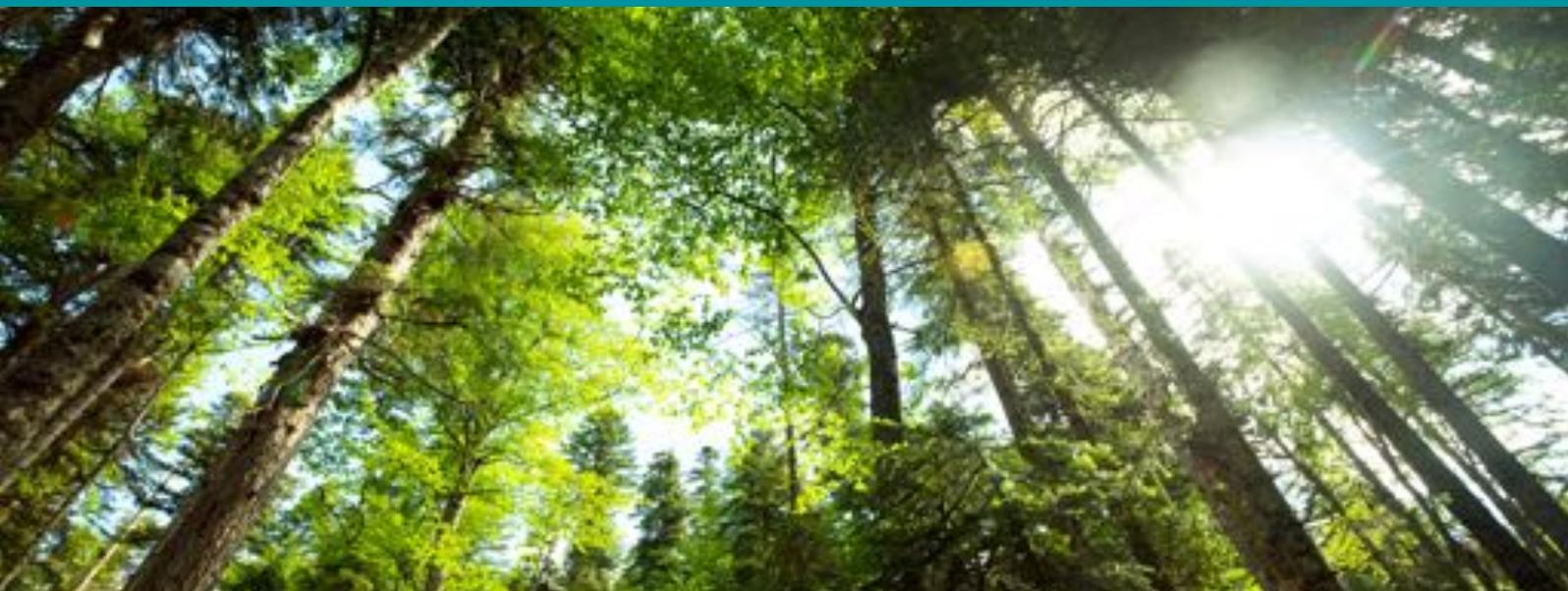
2020

- 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.



LEARNING IN THE OUTDOORS

IN HEALTH EDUCATION

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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 Health Education

One of the key reasons why thousands of educators use Outdoor Learning as a teaching tool is due to the inherent nature of positive impacts for students, one of these main impacts is related to their health and wellbeing.

The Australian Curriculum notes a strong connection between Outdoor Learning and the Health and Physical Education curriculum as these Outdoor Learning activities “contribute to health and wellbeing through direct personal experiences and promote lifelong physical activity” (p.1). Furthermore, it is noted that depending on the structure of the program there is scope to focus on areas including “health benefits of physical activity, food and nutrition, mental health and wellbeing” (p.1) through an Outdoor Learning program. (1)

Homan, 2018 for The Outdoor Classroom Day found that “when it comes to children's mental health and wellbeing, regular opportunities for outdoor play are paramount” with reasons including;

- allowing students a break from the classroom environment;
- a range of positive impacts on mental health;
- the outdoors relieves stress and anxiety

(Homan, 2018)(2)

Abroad, the English Outdoor Council note there are 10 key outcomes of high-quality outdoor learning, included in this list of 10 outcomes is Outcome 3 - Health and wellbeing. The English Outdoor Council found that 5 key ways in which exposure to the natural environment is beneficial to human health:

- enhanced personal and social communication skills;
- increased physical health;
- enhanced mental and spiritual health;
- enhanced spiritual, sensory, and aesthetic awareness;
- the ability to assert personal control and increased sensitivity to one's own well-being. (3)

Outdoor Learning and the connection to health has long been a focus for research and major studies, included below are selected snippets from research studies within this area. It is important to note that Outdoor Learning has benefits to both students and staff and the environment.

Allen & Balfour, 2014, p.20 found that,

“

Increasing engagement with the natural environment through the education system can therefore produce a number of beneficial health outcomes, such as increased levels of physical activity, helping tackle childhood obesity and greater well-being and potentially improving mental health (4)

Experience of the outdoors and wilderness has the potential to confer a multitude of benefits on young people's physical development, emotional and mental health and well being and societal development. Mental health and wellbeing benefits from play in natural settings appear to be long-term, realised in the form of emotional stability in young adulthood (5)

”

Wild Adventure space for young people - Literature Review by Penny Travlou, (2006)

Outdoor Learning in Health Education cont.

Marchant E, Todd C, Cooksey R, Dredge S, Jones H, et al. (2019) conducted a qualitative analysis of pupils and teachers views on Outdoor Learning for children aged 9-11.

“

“I think that they like us being outdoors because maybe they don't like us feeling stressed because we could be stressed in the classroom and instead of being stressed we're outdoors and we're happy”. (Pupil, School B, follow up)”

“And I just think it's, yeah, I think it's stress relieving for teachers as well as children”. (Teacher, School A, follow up)

“Just that happy that it's happening really... felt like a breath of fresh air..., being told by management and the head, let's get outdoors, it's like feeling like someone's taken the shackles off us and removed that oppressive feeling, so it has felt like a bit of fresh air around the school and there's a new buzz...my feeling is just like, wow, this is just what I came into teaching for”. (Teacher, School A, Baseline) (6)

”

Wells & Evans (2003) found that;

“

access to nearby nature can buffer the effects of stressful life events on psychological distress among children. The result makes the powerful suggestion that vegetation and natural elements in or near a residential setting may be among a variety of potential protective factors that can partially shield children from the impact of stress and adversity—contributing to their resilience (7)

”

Outdoor Education Australia found that;

“

Outdoor activities provide a valid environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge.(8)

”

To gain a deeper understanding of the importance of embedding Outdoor Learning into Health and Physical Education please consult with Tool kit 8 (Physical education) and Toolkit 1 - Introduction to Outdoor Learning.

1-<https://www.australiancurriculum.edu.au/resources/curriculum-connections/dimensions/?id=46765&searchTerm=health+and+physical+education>

2- <https://outdoorclassroomday.com/2018/03/19/five-reasons-going-outdoors-improves-childrens-mental-health-and-wellbeing/>

3- <https://www.englishoutdoorcouncil.org/outdoor-learning/what-are-the-benefits-of-outdoor-learning>

4- <http://www.instituteofthehealthequity.org/resources-reports/natural-solutions-to-tackling-health-inequalities/natural-solutions-to-tackling-health-inequalities.pdf>

5- <http://www.openspace.eca.ed.ac.uk/wp-content/uploads/2015/10/Wild-Adventure-Space-for-Young-People-Literature-Review-Survey-of-Findings-Document-WASYP-1.pdf>

6- <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0212242>

7- <https://www.ltl.org.uk/wp-content/uploads/2019/02/nearby-nature.pdf>

8- <https://outdooreducationaustralia.org.au/education/oe-curriculum-guidelines-for-hpe-geog-and-sc/#toggle-id-6>

Jurassic Park

Step 1: Gather students inside a boundary of cones for students to run inside safely (1-2m away from any obstacles such as fences and trees).

Step 2: Set the scene for students: Everyone has come to visit Jurassic Park (point out the boundaries). the dinosaurs have escaped from their enclosures and if they get you, you must crouch down with your hand up to show that you are injured. when injured, the ranger will come and save you with a high five and you will be free to roam around the park again.

Step 3: Choose a ranger marked by a coloured bib and a dinosaur, marked by a strength item/equipment. Introduce the different dinosaurs one by one and explain what they can do. The dinosaurs are only limited by your (and students') imagination! Some examples are:

- Sting-o-saurus: stings you with a ball in hand;
- Chain-o-saurus: the two-headed dinosaur (two students linked) tags you with their unlinked hand;
- Gator-dactyl: throws it's gator (soft ball) at your legs and feet;
- Blind-o-saurus: cannot see you if you are standing still but tags you when you are moving (a different coloured bib to the ranger is needed for identification)

Step 4: Allow students time to move away from the dinosaur(s) before they aim to tag as many players as possible. **Step 5:** After a couple of minutes, pause the game. Gather in students to introduce a new dinosaur and swap the other dinosaurs and ranger/s.

Discussion Questions

- How did you feel when you were injured?
- How did you feel being a dinosaur and what were your strengths?
- What are your strengths in real life?
- How does this make you who you are?
- Something we can learn from this game is that everyone has different looks, qualities and strengths. We all have feelings/emotions and we are all part of this class/school/your family. It is important to treat each other fairly.
- When students mention others are not playing by the rules or mistreating each other, it's a great time to talk about why rules exist and how others feel when we don't play by the rules.

Curriculum Outcomes

- F**
- Identify personal strengths (VCHPEP057)
- 1-2**
- Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071)

Additional Resources:

Bluearth Foundation: <https://www.bluearth.org/>



Equipment & Materials

- 2-4 coloured bibs (two different colours)
- A few different types of balls or hand-held items (eg: tennis ball, gator skin ball, pimply ball)

Yes/No Batting Partnerships

Step 1: Set up one cricket pitch per six students (one pitch = two wickets spaced 6-8m apart and 2 cones, 1m in front of each wicket for the batters to stand between).

Note: You can use any target equipment or striking implement to substitute wickets and bats.

Step 2: In groups of five or six, students negotiate who performs the following roles first: 1 bowler (delivers 6 underarm or overarm balls before everyone rotates positions) 2 batters (hitting the ball forwards past the bowler) 1 or 2 fielders (at the bowler's end) 1 wicket keeper (if you have smaller groups, this position can be omitted)

Step 3: The batter (facing the bowler) strikes the ball forwards into the field. The two batters call out "yes" or "no" to signal if it is safe to make runs (ie. they can switch ends or continue running before the ball returns to the bowler).

Note: if students are struggling to hit a moving ball, place ball on a tall cone/tee for students to strike and bowler becomes an additional fielder.

Step 4: The fielders retrieve the ball and when it is in the bowler's hands they shout, "stop." Batting partners keep their own score/number of runs. Note: the focus is on batting communication and therefore batters remain batting for six balls, even if they are called, 'out'. Step 5: As a student-led activity, positions are rotated whenever each group is ready, usually after a bowler has bowled six balls, or after six hits.

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Step 6: In partners, role play one person making the other uncomfortable (eg: by placing their arm around you, without asking). Your partner should practise saying "no" followed by what they do not want (eg: no, please don't put your arm around me). Step 6 variation: Role play making an emergency call when someone is injured or needs help (Police, Fire or Ambulance). You may need to give students a script.

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Discussion Questions

- How clear was the communication between you and your batting partner?
- When were you unsure about what your partner wanted to do (run or stay at the wicket)?
- It's important to have clear communication in relationships (with friends, teachers, sports coach, music teacher, uncle, grandparent, etc).
- If someone does something to make us uncomfortable in a relationship, we have the right to tell them "no" or "stop" like we did in the game. By communicating clearly, others are more likely to understand when we feel uncomfortable.
- In a game of cricket, if your batting partner starts to run and you don't feel safe, you call out "no" so we are going to practice how to use clear communication when we don't feel safe or comfortable.

Curriculum Outcomes

- 1-2** • Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073)
- 3-4** • Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)

Additional Resources:

Emergency call script (optional): <https://www.esta.vic.gov.au/kids-zone>



Equipment & Materials

- cricket bats
- cricket stumps
- cricket/tennis balls
- 4 cones per 6 students

Note: You can use any target equipment or striking implement to substitute wickets and bats.

Take a walk

Step 1: As a class, walk around your school in different directions.

Step 2: Stop at buildings, trees, fences, gardens and pretend you have arrived at an area where people in your community participate in physical activities (Some schools may have an actual view of facilities they can point to from the school boundary). Name what the specific facility is (eg: community centre, fitness gym, lawn bowls club, tennis courts, swimming pool, giant chessboard, fishing lake) and discuss the following:

- What activity can people do here?
- Why do people participate in this activity, what are the benefits?

If it is an outdoor public space, the activities are endless (eg. tai chi, walking, playground, kicking a ball, cycling, scooting, etc).

Step 3: If there are students in your class who regularly take part in the activity, ask them to describe their experiences through a role-play interview at a radio station or for a social media channel.

Appoint a student as an interviewer, a student as the community expert and the rest of the class as listeners/viewers with extra questions such as;

- What do you do?
- When do you come here? Who with?
- How much does it cost?
- What do you enjoy about the facilities or the surroundings?

Curriculum Outcomes

- 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)
- 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)

Additional Resources:

Google Maps: <https://www.google.com/maps>



Equipment & Materials

- Map of your local area accessible from Google Maps

NOTE: It is suggested for the teacher to prepare this before the lesson, highlighting places where organised activities and recreational activities can occur.

Walking with our senses



Step 1: Stand silent, in your own space where you are unlikely to be disturbed by others. If the area is safe to do so, remove shoes and socks.

Step 2: Rock back from heels to toes, playing with your balance. Make the rocking movements smaller and stand still when you are evenly balanced.

Step 3: Take a couple of deep breaths and be aware of how you feel.

Step 4: Practice mindful walking as if you were on a walking track in the Australian bush. Before moving, explain to students:

- Walk very slowly from heel to toe, moving around a large area (as far as possible whilst still being visible to the teacher).
- Try to see things in detail you've never noticed before.
- Try to hear as many sounds as you can without needing to respond to them. Just look, listen and see how you feel. If you see a creature, no matter how big or small (ant, bee, worm, spider, butterfly, bird) try to move slowly and quietly around them trying not to disturb their natural ways.

Equipment & Materials

No materials required

Discussion Questions

- What did you notice and experience? By being silent and calm, we can be attentive to our senses (what we see, hear, smell and feel around us) as well as what's going on inside us (what we are thinking and feeling in that moment).
- If barefoot, how did the ground feel under your feet?
- Being mindful and focused on the task we are doing helps us be the best possible versions of ourselves.

Discussion extension 1: How do you feel about the creatures and insects around us after mindfully walking around them? How can we care for and respect each living thing? How can we care for and respect each other through our environment? (eg: take nothing but pictures, leave nothing but footprints, clean up any rubbish you see, do not feed native animals).

Discussion extension 2: By being mindful, you can focus on the moment and what matters at that time. It might be what your friend is saying to you, enjoying the fresh produce you are eating or trying to understand how the homeless person is feeling that you walk past. How do you pass on your positivity to other members of your class, family and the local community? How can you regularly practice mindful activities to keep your mind healthy?

Curriculum Outcomes

- 1-2** • Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)
- 3-4** • Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)
- 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)

Additional Resources:

Kids Health Senses: <https://classroom.kidshealth.org/classroom/prekto2/body/functions/senses.pdf>

Kai

Step 1: Explain to students this Indigenous game was played in Torres Strait using the red, oval-shaped fruit from the kai tree. Ask students to think of trees in their area that drop seeds, pods or fruit (eg: large gum nuts, bommy knickers/sweet gum, banksia).

Step 2: In groups of 3 - 5, students stand in a circle 1m apart, facing each other.

Step 3: Students hit the seed, pod or ball up to each other with the palm of their hand, aiming to get as many hits as they can in a row. Students call out letters of the alphabet, receiving one letter per successful hit (received by another player).

Step 4: Repeat the game multiple times, trying to get further through the alphabet each time.



Equipment & Materials

- 1 round tree seed/pod (or small ball) per 3-5 students

Discussion Questions

- How did you feel when you dropped the seedpod/ball? How did your teammates react?
- How do you help each other improve your hits?
- How did you encourage each other?

Discussion extension 1: What situation might you have at school or home where you feel unhappy, frustrated, angry or another negative feeling and you want to move on and improve the emotion? Answers can be related to resilience.

Discussion extension 2: Think of a situation at school or home where you need a group of people to cooperate. How would you communicate effectively?

Curriculum Outcomes

- 3-4** • Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)
- 5-6** • Practise skills to establish and manage relationships (VCHPEP109)

Additional Resources:

Yulunga Traditional Indigenous Games, Sport Australia: <https://www.sportaus.gov.au/yulunga>

Moody & Moovin'



Step 1: Partners face each other, standing 5-10 metres apart.

Step 2: One partner moves towards the other whilst making movements and expressions to show an emotion. Teachers might need to demonstrate some ideas and encourage students to choose less common emotions (display the emotion cards and distribute to students as necessary).

Step 3: The other partner guesses what the emotion is and receives a point if they can guess it correctly within 5 attempts.

Step 4: An extra point can be awarded if the partner guessing can describe the body language they saw or identify reasons why people would feel that emotion.

Step 5: Partners switch roles each turn and play for multiple turns.

Equipment & Materials

- Emotion Cards

Discussion Questions

- As a class, share and discuss Step 4.

Curriculum Outcomes

- F** • Identify and describe emotional responses people may experience in different situations (VCHPEP061)
- 1-2** • Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)

Additional Resources:

Moody & Moovin' Emotion Cards - See next page for resource

Moody & Moovin' Emotion Cards

ANGRY



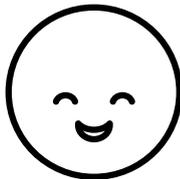
(Stomping and Frowning)

HAPPY



(Skipping and Smiling)

RELAXED



(Quiet and Slowly)

TIRED



(Droopy walking and yawning)

UPSET



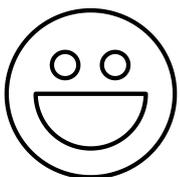
(Scuffing and head down)

WORRIED



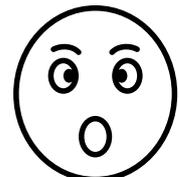
(Raised eyebrows and looking side to side)

EXCITED



(Fast feet and waving hands over head)

SURPRISED



(Wide open mouth and eyes)

5 Tree Trunks

Step 1: Point out or set up a designated area for students to move safely inside.

Step 2: Explain that trees have parts just like our bodies and that we are going to use these parts of our body to represent different tree parts:

- Trunk = legs
- Branches = arms
- Twigs = fingers
Roots = feet

Step 3: Specify a way for students to move (running, hopping, skipping, walking backwards, etc) and inform them of a word or sound to signal to pause the game (music/whistle/magic word).

Step 4: After moving for thirty seconds to a minute, pause the game and call out a number and a tree part, eg: 5 tree trunks.

Step 5: Students form groups with the number of correlating body parts reaching into the middle of their group, eg: 5 legs to represent 5 tree trunks.
Step 6: Repeat steps 3 - 5, playing the game for as long as you like.

Discussion Questions

- How did you feel when you did or didn't find a group?
- Are some people's reactions to being left out different to yours?
- Is there more than one way of forming groups?
- When someone left your group to complete another group, how did you feel?
- What can you do to include others, even if your group is already complete?
- How can you use these strategies at playtime or at home?

Curriculum Outcomes

- 1-2** • Describe ways to include others to make them feel that they belong (VCHPEP075)
- 3-4** • Investigate how emotional responses may vary in family situations and friendship groups (VCHPEP093)

Additional Resources:

Bluearth Foundation (5 Noses): <https://www.bluearth.org/>



Equipment & Materials

- No materials required

Making Connections (Individual Activity)

Step 1: Students sit or lie in their own space, looking at one tree near them.

Step 2: Read this script slowly with pauses for observation:

- 1) Silently observe what the tree looks like. Look at the trunk, the branches and leaves or flowers if they are present. Observe if the tree is still or moving. Can you hear or smell it? Just be silent and observe these things.
- 2) Place your right hand on your heart and your left hand on your belly. Notice what your heartbeat and breath feels like in this moment.
- 3) Observe your breath for 5 full breaths.
- 4) Close your eyes and inhale through your nose. Pause briefly then exhale out your mouth.
- 5) Keep your eyes closed and inhale through your nose for 3 counts. Pause briefly and this time exhale out your nose this time, for 4 counts.
- 6) Inhale through your nose for 3 counts and exhale out your nose for 4 counts.
- 7) Continue inhaling and exhaling like this. After a minute or two ask students to open their eyes.



Equipment & Materials

- An area with trees

Discussion Questions

- How did you feel when you focused on your breathing?
- How did your body react?
- How can you use your breath to calm yourself and refocus in difficult situations?
- Set a goal this week to practise mindful breathing every day.

Curriculum Outcomes

- 3-4** • Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)
- 5-6** • Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)

Additional Resources:

Kidshealth breathing techniques: <https://kidshealth.org/en/teens/relax-breathing.html>

Making Connections

(Partner Activity)

Extension to the activity above or a partner variation for all year levels

Step 1: Explain to students that we breathe automatically, without thinking about it. Ask students how they think our body breathes (diaphragm, lungs and airways, etc).

Step 2: Demonstrate how to do controlled breathing, in order to be mindful of how oxygen enters and exits our body: Take a deep breath through your nose. Expand your chest and belly. Pause briefly and exhale fully through your nose, pulling your belly button towards your spine. Repeat a few times.

Step 3: Ask students to pair up with another person whom they have not spoken to today and sit eye to eye, knee to knee.

Step 4: Read this script slowly with pauses for observation:

- 1) Silently observe each other's face. It's okay to smile but be silent and observe what the other person's face looks like, without any judgement.
- 2) Place your right hand on your heart and notice what your heartbeat feels like in this moment.
- 3) Observe silently for 5 controlled breaths.
- 4) Hold left hands gently then close your eyes. If you don't feel comfortable closing your eyes, look beyond the tip of your nose.
- 5) Explain the importance of compassion and making connections with people face to face, for example:
"At (our school), we are a community. We don't just come to school to gain knowledge and go home. We value each other and our social connectedness. You may not know what this person across from you is experiencing today or how they are feeling. Be mindful that your energy can transfer from one person to another. So give this person some positive energy. We will stay here for 5-10 deep breaths."
- 6) Open your eyes and give the person across from you one last smile.

Discussion Questions

- What should we do when we are actively listening?
- How can you positively interact with others?
- Challenge yourself to make more connections with people in your class this week. Find out something new about someone or ask how their day is going. Try to listen and observe what they are thinking and feeling, without judgement.

Curriculum Outcomes

- F** • Practise personal and social skills to interact with others (VCHPEP060)
- 1-2** • Describe ways to include others to make them feel that they belong (VCHPEP075)
- 3-4** • Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)
- 5-6** • Practise skills to establish and manage relationships (VCHPEP109)

Additional Resources:

Kidshealth breathing techniques: <https://kidshealth.org/en/teens/relax-breathing.html>



Equipment & Materials

- An area with trees

Rock, Tree, Bridge



Step 1: Split the class into teams of 4-6 students, standing in one line behind each other.

Step 2: Place three cones in front of each team line, approximately five metres apart.

Step 3: Each student in front of their line runs up to the 1st cone and assumes a rock position (a tight ball/tuck shape).

Step 4: The 2nd person in each line leaps over the rock and makes a bridge at the next cone (face-down plank position).

Step 5: The 3rd person leaps over the rock, crawls under the bridge and makes a tree at the last cone.

Step 6: The 4th student leaps over the rock, crawls under the bridge, and runs around the tree and straight back to the start. If there are 5 or 6 in a team, they repeat what the 4th person did, one at a time.

Step 7: When the tree returns, the bridge starts running back, then the rock.

Step 8: If the order above is followed when returning to the line, positions will be swapped and the replay can be repeated until all students have had a turn at each position.



Equipment & Materials

- Cones or markers

Discussion Questions

- How did you support your team when you were the rock, tree or bridge?
- Explain that rocks symbolise strength and stability in life. Who is the rock in your family? How can you be a rock for your family members too?
- Explain that bridges symbolise support. How can we support a friend or family member going through a tough time?
- Explain that we can be like trees blowing in the breeze. What are some situations where we need to be resilient and change what we think or what we do?

Curriculum Outcomes

- F** • Identify people and actions that keep themselves safe and healthy (VCHPEP059)
- 1-2** • Explore actions that make the classroom a healthy, safe and active place (VCHPEP078)
- 3-4** • Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)
- 5-6** • Practise skills to establish and manage relationships (VCHPEP109)

Additional Resources:

Transform-Us!: <https://transformus.com.au/for-teachers/>

Conclusion

There are countless possibilities to teach Health Education in the outdoors. These activities provide a starting point and you are encouraged to develop more teaching outdoors. Most importantly, take as many opportunities as you can to take your classes outside to learn.

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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