

OUTDOOR ACTIVITY SCOPING

This factsheet will assist you in finding the ideal learning space for your class within any outdoor area.

The following sequence will allow you to create a series of notes and maps that, when finalised, will be brought with you while teaching the lesson. This factsheet asks that you visit the area you are considering prior to conducting the lesson.



PREPARATION

Step 1. Prior to traveling to the site, be sure to pack the lesson you will be teaching, your preferred notetaking materials, a map of the area, and any safety equipment needed for you to access the area.

Step 2. Travel to the location with your equipment. Keeping in mind how you will be traveling to the site with your students i.e. walking, cycling, catching public transport or hiring/driving a bus.

AT THE SITE

Step 3. Once you have arrived, assess the area for facilities such as toilets, access to water, shelter, track grade and any other needs your class may have.

Step 4. Now, consider the range of activities you will have your students participate in, and answer the following questions:

- Are there any specific requirements for the activities in the lesson, e.g. tall trees, areas of leaf litter? If so, make a list of these needs.
- Does the lesson require multiple areas or are you seeking a single space to teach in?

If a Park Ranger is available, consider consulting them at this stage.

Step 5. With the above information in hand, consult your map and search for areas that may be suitable. Depart for the location that you have identified as being potentially suitable for your lesson.

Step 6. Once you arrive at a potential location for your lesson, walk through the space and conduct the following assessment:

- Is there space for your class to comfortably, and safely, work in this area?
- Are there any hazards that will cause this area to be unusable?
- Are there any hazards that are avoidable but will need to be flagged with your students before the activity begins? If so, note these hazards on your map.
- Consider public access to the park. Is this a popular area, and will your students be likely to be interrupted during the lesson?

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If any of the above questions cause you to think that the area is inappropriate for the lesson, consult your map and look for an alternative location. Once you have arrived at this alternative location, return to step 5. Alternatively, once you have an area that you feel suits your needs, progress to step 6.

Step 7. Once you have found an acceptable area for the activity, mark it on your map. On a new page, draw a rough aerial view of the space. Read through the activities to be conducted in this space and add a class layout to your sketch.

Step 8. Note any movement around the space that the class will have to make during the lesson. If there is an element of the lesson where students need to explore the space in groups or independently, set physical boundaries for the class, such as the edge of a path or distinctive trees. Note the boundaries on your sketch of the area.

Step 9. If the lesson requires you to move to another location to complete further activities, return to step 3 and complete the same assessment for this alternative location.

Step 10. Consulting your map, plan how your class will enter and exit the site. If you will be driving to the location, consider where your bus can be parked and if this must be cleared with the land manager or Parks staff.

If your class will be visiting multiple locations in the lesson, consider how they will safely move between sites. Add this travel time to the timing of your lesson plan. Walk the desired route and, when finalised, mark the track on your map.

The on-site element of this scoping activity is now complete. Step 10 can be completed off-site at your preferred lesson planning space.