

Outdoor Education - Knowledge and Practices

Phase 1 (Years 1-3)

Phase	Year	Current MOE Draft	Proposed by EONZ	Current MOE Draft	Proposed by EONZ
		<i>Knowledge</i>	<i>Knowledge</i>	<i>Practices</i>	<i>Practices</i>
		The facts, concepts, principles, and theories to teach.	The facts, concepts, principles, and theories to teach.	The skills, strategies, and applications to teach	The skills, strategies, and applications to teach
Phase 1	Year 1	<p>Being outdoors encourages curiosity, exploration, and personal growth.</p> <p>Following rules when in a natural environment is important for staying safe and enjoying nature.</p>	<p>Responsible behaviours outdoors keep us safe.</p> <p>Being outdoors encourages curiosity, creativity and personal growth.</p>	<p>Exploring natural environments safely and enjoyably by following agreed safety rules and procedures.</p>	<p>Following agreed outdoor safety rules and routines while exploring.</p> <p>Identifying who to check in with before going outside (e.g., teacher / whānau caregiver).</p> <p>Communicating a simple plan (where you're going and when you'll return) to a trusted adult.</p> <p>Exploring local outdoor places (school grounds or local place) by moving on different surfaces (e.g., mud, sand, grass, slopes) through guided activities (e.g., scavenger hunts; collecting/comparing natural objects; creating art out of natural objects).</p>
Phase 1	Year 2	<p>Nature-based learning inspires a lifelong connection to the environment.</p> <p>Following rules when outdoors includes taking care of the natural environment (e.g. not leaving rubbish, tiakitanga).</p> <p>Appropriate clothing and footwear vary depending on environmental conditions, activity type, and safety considerations.</p>	<p>Learning in the outdoors is good for social, cognitive and emotional development.</p> <p>Nature deserves our respect/care.</p> <p>Weather influences comfort and experiences in the outdoors.</p>	<p>Applying respectful and sustainable practices during outdoor activities.</p> <p>Identifying appropriate clothing and footwear for outdoor activities.</p>	<p>Working with others to create, build, and play using natural materials (e.g., move logs safely, dig sand structures, build shelters), practice kindness, turn-taking, and respect for people and place.</p> <p>Following simple codes and rules to apply respectful practices during outdoor activities (e.g., take rubbish, respect plants/animals, leave places tidy).</p> <p>Wearing appropriate clothing/footwear for conditions (e.g., sun hat, warm layer, waterproof layer, closed-toe shoes).</p>
Phase 1	Year 3	<p>Learning in the outdoors creates memorable and meaningful experiences.</p>	<p>Outdoor experiences with others support relationship development.</p>	<p>Using maps and signs to navigate outdoor environments to determine location and plan safe routes.</p>	<p>Participating in cooperative outdoor group tasks using interpersonal skills (e.g., turn-taking,</p>



		In outdoor environments, there are signs and symbols to support locational awareness and plan routes.	Signs and symbols support locational awareness and route planning. Outdoor learning builds connections to the natural environment.		negotiating, assertive communication, sharing, boundary setting). Using simple maps, signs, and landmarks to locate key places and choose safe routes in familiar environments (e.g., school grounds, local park). Noticing and describing features of the natural environment using the senses (e.g., sights, sounds, textures, smells) and share observations respectfully.
Phase 2	Year 4	Weather conditions influence human behaviour, enjoyment, and decision-making in outdoor settings. Collaborative problem-solving (mahitahi) and effective group dynamics can help people address challenges encountered during outdoor activities. Overcoming these challenges can be a source of satisfaction and enjoyment.	Learning in the outdoors builds confidence in exploring new places. Aspects of the natural environment are connected and affect each other. Weather conditions influence decision-making in outdoor settings. Effective collaboration outdoors enables task completion and strengthens group cohesion.	Evaluating weather conditions and making recommendations about activity options and clothing choices. Applying group problem-solving strategies to overcome challenging outdoor activities.	Exploring a range of outdoor places in the school grounds and local community, showing confidence to visit new spaces safely. Recalling and sharing outdoor experiences through reflection (e.g., oral recounts, drawings, simple journals) to build awareness of feelings and learning. Understanding that aspects of the natural environment are connected, e.g. ecosystems and water cycle. Identifying how different species (e.g. birds and flowering or fruiting plants) are interdependent. Showing how this knowledge leads to respectful behaviours in nature (e.g. not stepping on young plants). Describing weather conditions using accurate vocabulary (e.g. wind direction, strength, types of rain (showers, light, heavy), and choosing suitable clothing/activity options for the conditions. Using group strategies to complete shared outdoor tasks (e.g., pitching a tent, building a shelter, setting up a cooking area, group orienteering on a basic map).
Phase 2	Year 5	Outdoor activities can help people discover new strengths, build resilience, and enjoy personal challenges in nature. Different types of terrain (e.g. forested	Outdoor experiences can help people learn about themselves and others.	Identifying hazards in the school, home, and community. Creating risk management strategies for outdoor experiences around school	Reflecting on outdoor experiences using a simple structure/tool (e.g., photo journal, sit spot, think-pair-share) and identifying what helped/hindered.



		<p>areas, coastal zones, elevated landscapes) present distinct environmental challenges and require terrain-specific safety protocols and preparation.</p> <p>Risk assessment and management strategies include pre-activity research and planning to reduce risk and increase enjoyment.</p>	<p>Actions to protect and enhance natural environments have lasting effects.</p> <p>Outdoor activities in different natural environments require specific preparation considerations.</p>	<p>and the local community.</p>	<p>Identifying the skills and attitudes needed for participation (e.g., perseverance, communication, preparedness) and practising them in context.</p> <p>Investigating how people's actions affect outdoor places over time and identifying practical ways to protect/enhance the school environment.</p> <p>Recognising features of different environments (beach, forest, park, urban area) and making preparation choices (e.g., footwear, layers, sun protection) based on conditions.</p>
Phase 2	Year 6	<p>The joy of outdoor activities comes from balancing adventure with responsibility.</p> <p>Natural landmarks, topographical features, and basic navigation tools (e.g. compass, sun position, contour lines) in outdoor environments are key to accurate map orientation and identification of cardinal directions.</p> <p>Being responsible in natural environments involves minimising human impact on the land, wildlife, and ecosystems.</p>	<p>Being responsible in natural environments involves minimising human impact on the land, water, and ecosystems.</p> <p>Landmarks and basic directional awareness are essential for navigating outdoors.</p> <p>Outdoor experiences build skills in shared decision making, supporting others, and taking responsibility in group situations.</p>	<p>Using navigation tools to plan routes in outdoor environments.</p> <p>Identifying ways to engage responsibly with natural environments during outdoor activities (e.g. 'leave no trace' principles, demonstrating Guardianship - tiakitanga).</p>	<p>Identifying ways to engage responsibly with natural environments during outdoor activities (e.g. 'leave no trace' principles, demonstrating guardianship - tiakitanga).</p> <p>Using basic wayfinding strategies (e.g., landmarks, sun position, handrails) and identifying cardinal directions (North, East, South, West) in familiar settings.</p> <p>Taking a role in group outdoor activities (e.g., navigator, timekeeper, gear checker) and following through on shared responsibilities.</p>
Phase 3	Year 7	<p>Spending time outdoors can support wellbeing, spark curiosity, and develop a lifelong appreciation for nature and adventure.</p> <p>Risk management in outdoor environments involves dynamic assessment processes that account for environmental variability, group capabilities, and activity-specific hazards. This informed decision-making maintains safety and enables joyful and meaningful engagement with the natural world.</p>	<p>Engagement with natural environments enhances wellbeing and develops a connection with the outdoors.</p> <p>Safety in outdoor environments is supported by an understanding of NZ outdoor safety principles.</p> <p>Map reading supports location awareness and route planning using symbols, scales, and features.</p>	<p>Identifying potential evolving risks, considering group needs, and making informed decisions to stay safe in outdoor conditions.</p>	<p>Identifying ways in which natural environments support wellbeing.</p> <p>Reflecting on a meaningful outdoor experience and identifying contributing factors (place, people, challenge, safety choices).</p> <p>Applying the NZ Outdoor Safety Principles to practical scenarios (e.g., clothing/temperature management, shelter, water management, cooking).</p> <p>Reading a simple map and planning a short route using symbols/scale/features, then checking progress while moving.</p>



Phase 3	Year 8	<p>Outdoor activities offer opportunities for personal enrichment and enjoyment through shared experiences in nature.</p> <p>Safety in remote or unpredictable outdoor environments relies on proficiency in survival techniques, including shelter construction and basic first aid.</p> <p>Outdoor challenges build leadership skills in decision making, supporting others, and taking responsibility in team situations.</p> <p>Hypothermia is a risk in cold, wet, or windy conditions and can be prevented with appropriate preparation. Orienteering requires map reading, compass use, and route planning.</p>	<p>Local communities offer opportunities for diverse outdoor learning experiences.</p> <p>Environmental low-impact principles protect ecosystems and demonstrate stewardship.</p> <p>Safety in outdoor environments involves an assessment of potential hazards due to environmental variability, group capabilities, and activities.</p>	<p>Applying basic survival techniques, such as building shelter and performing first aid, to manage safety in outdoor or remote settings.</p> <p>Taking on leadership roles during outdoor challenges and taking responsibility for shared tasks and outcomes.</p> <p>Using correct safety equipment and appropriate wet weather clothing.</p> <p>Reading maps, using a compass, and planning safe routes including entry and exit points for land and water sections.</p>	<p>Identifying local outdoor learning opportunities and engaging with community groups/organisations in safe, respectful ways.</p> <p>Applying sustainable practices during outdoor activities and demonstrating tiakitanga (guardianship) through actions that protect and respect the natural environment e.g. leave no trace principles and or managing waste responsibly, staying on designated tracks, and avoiding disturbance to flora and fauna.</p> <p>Identifying hazards and risks by considering environment variability, group capability, and activity demands, then choosing context-appropriate controls.</p>
Phase 4	Year 9	<p>Outdoor activities can be personally meaningful, helping people to explore challenge and resilience.</p> <p>Following low-impact travel principles, managing waste responsibly, staying on designated tracks, and avoiding disturbance to wildlife supports the long-term health and resilience of ecosystems and demonstrates tiakitanga (guardianship).</p> <p>Planning and preparation are essential for safe and enjoyable outdoor experiences. They reduce risk, improve group coordination, and ensure participants are equipped to respond to environmental challenges (e.g. weather changes, terrain variability, emergency situations).</p> <p>Risk documentation provides a structured format for monitoring and reviewing risks over time and includes key features, such as clearly identifying potential hazards, describing the likelihood and consequences of each risk and outlining strategies to mitigate them.</p>	<p>Outdoor experiences enable people to develop agency and strategies to manage adversity.</p> <p>Active participation enhances the functioning of a group outdoor activity.</p> <p>Ecological and cultural knowledge is important to enact environmental care.</p> <p>Planning and preparation are essential for safe and enjoyable outdoor experiences.</p>	<p>Applying sustainable practices during outdoor activities and demonstrating tiakitanga (guardianship) through actions that protect and respect the natural environment.</p> <p>Effectively plan and prepare for outdoor experiences by assessing risks, coordinating group logistics, and adapting to environmental challenges to ensure safety and success.</p>	<p>Describing strategies that can help manage challenges and build agency, e.g. confidence, emotional regulation, coping strategies, communication, self-awareness, seeking support).</p> <p>Reflecting on a challenging time outdoors (e.g. hot/cold day, long walk, hunger/thirst) and identifying the strategies for coping. Identifying ways in which individuals affect groups functioning in the outdoors.</p> <p>Learning about a local place (ecology and cultural values/practices) and using that knowledge to guide respectful decisions/actions.</p> <p>Preparing for a trip/activity by selecting gear/food, checking weather, setting expectations, and planning contingencies.</p>



Phase 4	Year 10	<p>Outdoor education experiences can increase wellbeing and inspire environmental care and a love for adventure and learning.</p> <p>Outdoor leadership requires the ability to guide individuals or groups with a focus on safety, responsibility, enjoyment, decision-making, and environmental awareness (e.g. coordinating an adventure-based learning activity, sharing a skill or ngā kōrero tuku iho, knowledge passed down over time).</p> <p>Outdoor education experiences promote personal development, encourage environmental stewardship (tiakitanga), and strengthen connections within communities through shared experiences and collaborative learning.</p>	<p>Planning and preparation for outdoor experiences involves identifying and managing risks.</p> <p>Group work outdoors requires individuals to perform roles that support the group in achieving its goals.</p> <p>Reciprocity is a key principle of interaction between people, and with the environment.</p> <p>Protecting Aotearoa New Zealand's unique natural environments requires identifying what a place needs and the actions to address those needs.</p>	<p>Leading others in outdoor settings by making informed decisions, managing group safety, and fostering responsibility.</p> <p>Engaging in outdoor education experiences that support personal growth, promote environmental stewardship (tiakitanga), and build meaningful connections within communities.</p>	<p>Using a simple safety management process to plan an outdoor activity (identifying hazards, assessing risk, selecting controls, allocating roles, briefing, reviewing).</p> <p>Demonstrating fundamental skills and safety procedures in outdoor activities (e.g. keeping a group together, waiting at forks, communicating clearly, location awareness, regular food and water breaks).</p> <p>Identifying skill progression to enhance participation in outdoor activities.</p> <p>Understanding and describing roles and responsibilities within a group in the outdoors Identifying personal preferences for role-taking Describing types of leadership and participation.</p> <p>Negotiating group goals and challenge level based on skills, capability, and conditions, then communicating decisions clearly (e.g. difficulty of a walk, trees to climb, roughness of track, rivers/lakes to cross, navigation).</p> <p>Demonstrating reciprocity with people and place by planning and taking action that shows care for environment and community.</p> <p>Designing initiatives that promote environmental stewardship (tiakitanga) in your school or local community.</p> <p>Participating in activities that enhance or protect natural features in your school or local community.</p> <p>Learn about native plants, animals and birdlife, and their interdependence within local ecosystems.</p> <p>Identify and understand different types of ecosystems across Aotearoa NZ including wetlands, native forest, alpine and Coastal environments.</p>
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