



# **Outdoor education activity management basics template**

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# Outdoor education activity management basics

## Unit 1

### **OUTDOOR EDUCATION ACTIVITIES (OEA) AS A CAREER – professional profiles of: OEA organizer (2) OEA leader/trainer (3) sports tech specialist**

- What is OE? key elements/trends of OEA (*Kristi*)
- Why OE - philosophy/ies of OE / cultural aspects (*Kristi*)
- The motivation for career development in OEA practices (*Kristi*)
- Competences / qualification requirements (all)
- Local legislation / career statue / career perspectives (all)

## UNIT 2

### **PEDAGOGY OF OUTDOOR EDUCATION (OE)**

#### **OEA basics** - *Silvia*

- Choosing the right goals, approaches, models of OE (focused on key competencies)
- Developing safe and inclusive OE programs/modules (training design)
- Developing safe and inclusive learning resources, technologies, tools, environments
- Applying specific teaching & learning approaches, methods, techniques in OEA
- Developing the support, stimulation, and evaluation model (feedback, empowering, evaluation etc.)

#### **Integrating new technologies in interdisciplinary OEA** (based on project outputs) - *Martin*

- Best OEA models/practices (based on project survey and review analysis)
- Integrating sport, social and science education (principles, best approaches, and practices)
- OEA networking (whole school approach)

## UNIT 3

### **OEA MANAGEMENT BASICS** - *Hristijan & Natalia*

- Institutionalization – who's who, grouping, team, work plan
- Security & safety – rules, regulations, procedures, roles & responsibilities, crisis management

- Accessibility & equality – support and inclusion measures for allowing the participation of all students.
- Resource management – planning / developing resource checklist, tools and techniques for managing resources during outdoor activities.
- Time and space management - planning / developing time & space plan, tools and techniques for time & space managing during outdoor activities.
- Group management – communication management, management of group/team discipline and behaviour.
- Group ecosystem management – managing communication, coordination and mutual support between the leadership team, the students’ group and all the partner organizations and staff incl. parents and their communities.
- IT support

## Structure for the units

### Table of Contents

*Create a table of contents for easier understanding and usage.*

### Introduction and Aims

*Introduce the title of the module, provide a brief description, list the learning outcomes and outline the main content areas of the module.*

### Key Learning Content

*This will be the core element of the module and will be the longest and most extensive phase of the content.*

### References

*Reference all sources, data and figures at the end of the document using the APA referencing style. Do not use Wikipedia as a reference.*

## Structure for the games

<b>Country</b>	Estonia
<b>Name of the game</b>	Directing your partner to treasure
<b>Duration of the activity</b>	20 minutes (depending on how far the objects are)
<b>Materials required for the activity</b>	Objects to hide, a compass for each pair, printed out instructions for each pair to the hidden object
<b>Aim of the activity</b>	<p>The partner orientation game:</p> <ul style="list-style-type: none"> <li>- develops an understanding of North, South, East and West;</li> <li>- gets participant acquainted with a compass</li> <li>- Improves communication skills</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Assign a partner to each participant.</li> <li>2. One partner is given a list of instructions and the other a compass.</li> <li>3. Different aspects of each pair lead to a specific hidden object that you have previously configured.</li> <li>4. The directions, different for each pair, lead to a particular hidden object, which you have previously set out. For example, the instructions include walking two steps north, then jumping three times west, and so on.</li> <li>5. The partner with the compass must hear all directions and then use the compass to perform each step. If the instructions lead the other pair to the corresponding hidden object, he or she will pick it up and return to his or her partner.</li> </ol>

## Tips for Successful Content Development

When developing the Curriculum Content under your assigned units, please bear the following in mind at all times:

- The maximum length for each partner should be no more than 15-20 pages which includes both the module and 3 practical activities.
- Avoid using abbreviations. If abbreviations have to be included, the terms should be written out in full on first use.
- Pay careful attention to the logical sequence of the text.
- Ensure consistency of phraseology throughout the text.
- Remember Quality over Quantity.
- Keep the target group in mind at all time.
- Ensure that your content specifically addresses the questions that have been listed for each module.
- Use short sentences and paragraphs in preference to long complex sentences and paragraphs.
- Reference all sources, data and figures at the end of the document using the APA referencing style. (Do not use Wikipedia as a reference).
- Use UK English and not American English in all content.

## Timeline

10.02.2021 - template and division sent to all partners (Eesti Terviserajad)

28.02.2021 - 3 local games (based on a template) and a draft of work so far uploaded to [Drive folder](#) (all)

15.03.2021 - units finished (all)

15.-18.03.2021 - peer review (all)

- Kristi reviews Martin
- Martin reviews Silvia
- Silvia reviews Natalia
- Natalia reviews Kristi

18.-25.03.2021 - corrections (if needed) and final version ready (all)

26.-30.03.2021 - assembling the units into one document (Eesti Terviserajad)

31.03.2021-... - translations (all)