

OLE Participation Scope & Sequence

The PSPE Scope & Sequence, Transdisciplinary skills, Learner Profile and Attitudes are fully encompassed within this OLE Participation Scope & Sequence document. This document should be used together with the other Scope and Sequence documents to plan and deliver the outdoor learning program.

<u>Phase 1</u>	<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 4</u>
<u>Conceptual understanding</u>	<u>Conceptual understanding</u>	<u>Conceptual understanding</u>	<u>Conceptual understanding</u>
<p>Our actions affect others.</p> <p>There are differences between indoor and outdoor environments for which we need to be prepared.</p> <p>As people grow and change they develop new skills, understandings and abilities.</p> <p>A resource is anything we use.</p> <p>Caring for resources fosters an appreciation of them.</p> <p>Emotions, attitudes and beliefs influence the way we act.</p>	<p>Participation in a group can require members to take on different roles and responsibilities.</p> <p>The choices we make can support ourselves and others in learning.</p> <p>Our actions towards others influence their actions towards us.</p> <p>Responsible citizenship requires conservation of the local environment.</p> <p>A positive attitude helps us to</p>	<p>An effective group capitalizes on the strength of its members.</p> <p>People have a collective responsibility to care for resources and the environment.</p> <p>Increasing our self-reliance and persisting with tasks independently support our efforts to be more autonomous.</p>	<p>An effective group can accomplish more than a set of individuals.</p> <p>People are interdependent with and have a responsibility towards the environment and others.</p> <p>People have a responsibility to repair and restore resources and environments where harm has taken place.</p>

	overcome challenges and approach problems.		
<u>Learning outcomes</u>	<u>Learning outcomes</u>	<u>Learning outcomes</u>	<u>Learning outcomes</u>
Learners:	Learners:	Learners:	Learners:
<p>* apply knowledge from one environment to another (e.g. from indoor to outdoor, from outdoor to indoor)</p> <p>* recognize that acting upon instructions and being aware of others helps to ensure safety</p>			
* wear appropriate clothing for the season and weather conditions	* choose appropriate clothing for the season and weather conditions	* understand and take responsibility for the consequences of not being appropriately dressed for the outdoor environment	
* share their ideas and feelings in an appropriate manner		* use emotional awareness and personal skills to relate to and help others	
* appreciate learning and being outdoors in all kinds of weather	* demonstrate a positive attitude towards being outdoors		* recognize benefits of learning outdoors.
* listen respectfully to others	* cooperate with others	* apply different strategies when attempting to resolve conflict.	* independently use different strategies to resolve conflict
* are aware of the risk associated with being outside	* can identify hazards and associated risks of outdoor learning experiences - linked to BRA.	* can identify precautions to minimize hazards and risks of outdoor learning experiences - linked to BRA.	* can independently create a Benefit Risk Assessment (BRA)
* talk about their interactions with the environment	* understand the impact of their actions on each other and the environment.	* evaluate how people have an impact upon their environment and change their own actions if necessary	* take action to repair relationships and the environment when harm has been done

<p>* can identify, name and use resources</p>	<p>* choose the appropriate resource</p>	<p>* become aware the resources are finite</p>	<p>* preserve and conserve resources</p>
<p>* enjoy interacting, playing and engaging with others.</p>	<p>* value interacting, exploring and learning with each other</p>	<p>* adopt a variety of roles for the needs of the group (eg leader or resource provider)</p> <p>* identify individual strengths that can contribute to shared goals</p>	<p>* build on previous experiences to improve group performance</p> <p>* appreciate the ideas of others and extend these ideas in new directions</p>
<p>* demonstrate a sense of competence with daily tasks and seeks support to develop independence</p>	<p>* demonstrate a positive belief in their abilities and believe they can reach their goals by persisting</p>	<p>* work and learn with increased independence</p>	<p>* embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.</p>
<p>* participate in individual and collaborative creative experiences</p>	<p>* can differentiate between manmade and natural resources</p> <p>* choose the appropriate location in the OLE environment for their purpose</p>		

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