

Active participation: Outdoor education

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, pp.22–23).

Year 7	Year 8
Knowledge The facts, concepts, principles, and theories to teach	
7K13 Experiences in the outdoors are influenced by the demands of both the environment and the activity. Engaging with challenging experiences can foster confidence, resilience, and courage. 7K14 Planning and preparation help people participate confidently in outdoor experiences by matching equipment, clothing, and actions to the environment and activity.	8K13 Low-impact outdoor practices protect ecosystems by reducing human disturbance, such as minimising and managing waste, staying on tracks, cleaning footwear or gear, closing gates, and avoiding damage to plants and waterways. 8K14 Outdoor safety decisions are based on assessing how activity, environment, and people interact, such as weather changes, terrain, water, equipment, group experience, confidence, readiness, and supervision.
Practices The skills, strategies, and applications to teach	
7P12 Reflect on personal responses to outdoor experiences and recognise opportunities for growth or challenge. 7P13 Plan and prepare for an outdoor experience by selecting appropriate clothing, equipment, and actions.	8P13 Apply low-impact and tiakitanga (stewardship) practices that protect ecosystems and reduce human disturbance. 8P14 Analyse how activity, environment, and group readiness influence outdoor safety planning and decisions.

Unpacking

What does this mean for teaching and learning in our context?

PHASE 3 BIG IDEA

Outdoor experiences develop confidence, resilience, and responsibility through challenge and engagement with the environment.

KU

Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

E

Experiences
Which learning experiences build this in, through and about movement?

In movement

Varied, increasingly complex contexts.

Through movement

Leadership, manaakitanga, feedback.

About movement

Science, culture, mātauranga Māori, technology.

S

Skills
What will ākonga actually do? Turn each practice into observable actions.

Connections and progression
Which practices consolidate which knowledge? What needs explicit teaching? How does Year 7 lead into Year 8?

Progress (provisional)
What would show secure learning? Progress content is due in 2027; use existing practice until then.

Capabilities
Where will this grow the Te Mātaiaho capabilities?

Communication

Relating to others

Self-management and self-regulation

Problem solving

Creativity

Local curriculum and te ao Māori
Which people, places, pūrākau and mana whenua knowledge replace the ‘e.g.’ examples?

Time and key considerations
How many hours, and what must be planned for before teaching?

Hours

Year 7Year 8

Think about: EOTC requirements, consent and RAMS. Local outdoor spaces and transport. Navigation equipment. Mana whenua and local stories of place.