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All LEARNZ field trips targeting primary and secondary schools are closely linked to the New Zealand Curriculum.

Key concepts for *Explore Outdoors*

Adventure, biodiversity, changing values, citizen science, citizenship, community involvement, conservation, ecology, environment, environmental impacts, expedition, future focus, goal setting, guardianship, hauora, heritage, human impacts, identity, kaitiaki, kaitiakitanga, land use, managing resources, monitoring change, native species, navigation, Outdoor Education, outdoor pursuits, people and the environment, people in the past, personal health, perspectives, pests, physical activity, resource use, restoration, risk management, science, scientific research, sustainability, threatened species, tramping, values, viewpoints, weather.

The New Zealand Curriculum - NZC

Key Competencies

LEARNZ virtual field trips contribute to the development of all five key competencies:

Key Competencies	Examples of Related Field Trip Components
Thinking	Constructing pre-organised and spontaneous questions to put to experts during Web conferences.
Using language, symbols and texts	Interpreting and making meaning of a variety of language and symbols in the Background Pages and throughout the web site.
Managing self	Numerous content-related Activities provide students with chances to engage with the material and create their own

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	interpretation of the content.
Relating to others	Videos connect students with a range of expert opinions. Students listen actively when seeking answers to video questions.
Participating and contributing	LEARNZ Virtual Field Trips are an ideal medium for group-based topic inquiry. They also enable students to transfer new learning into the context of their own communities where they are encouraged to take action.

(See page 12-13 NZC 2007)

Values

The **Explore Outdoors** field trip encourages, models and explores these values:

- innovation, inquiry and curiosity
- diversity
- community and participation

(see page 10 NZC 2007).

E-learning and pedagogy

The **Explore Outdoors** field trip directly involves learning that is supported by information and communication technology (ICT). In particular, the trip will:

- Assist the making of connections by enabling students to enter and explore new learning environments, overcoming barriers of distance and time.
- Facilitate shared learning by enabling students to join or create communities of learners that extend well beyond the classroom.
- Enhance opportunities to learn by offering students virtual experiences and tools that save them time, allowing them to take their learning further (Page 36 NZC 2007).

Health and Physical Education

Strand	Achievement Aims
Personal health and physical development - A	A2 Regular physical activity Level 2: Experience creative, regular, and enjoyable physical activities and



describe the benefits to well-being.

Level 3: Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.

Level 4: Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being

A3 Safety management

Level 2: Identify risk and use safe practices in a range of contexts.

Level 3: Identify risks and their causes and describe safe practices to manage these.

Level 4: Access and use information to make and action safe choices in a range of contexts.

Healthy communities and environments - D



D1 Societal attitudes and values

Level 2: Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

Level 3: Identify how health care and physical activity practices are influenced by community and environmental factors.

D3 Rights, responsibilities, and laws; D4 People and the environment

Level 4: Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Strand	Achievement Aims
<p data-bbox="113 197 379 235">Social Studies</p> 	<p data-bbox="794 197 1217 235">Continuity and Change</p> <ul data-bbox="890 320 1477 636" style="list-style-type: none"> • Level 2: Understand how time and change affect people's lives • Level 4: Understand that events have causes and effects • Level 5: Understand how the ideas and actions of people in the past have had a significant impact on people's lives <p data-bbox="794 678 1222 716">Place and Environment</p> <ul data-bbox="890 797 1477 1153" style="list-style-type: none"> • Level 2: Understand how places influence people and people influence places • Level 3: Understand how people view and use places differently • Level 5: Understand how people's management of resources impacts on environmental and social sustainability <p data-bbox="794 1196 1441 1234">Identity, Culture, and Organisation</p> <ul data-bbox="890 1314 1477 1832" style="list-style-type: none"> • Level 4: Understand how formal and informal groups make decisions that impact on communities • Level 4: Understand how people participate individually and collectively in response to community challenges • Level 5: Understand how systems of government in New Zealand operate and affect people's lives, and how they compare with another system

Science

Strand	Achievement Aims
<p data-bbox="113 1971 523 2056">The Nature of Science</p>	<p data-bbox="794 1971 1353 2056">Participating and contributing</p>



- Levels 1-2: Explore and act on issues and questions that link their science learning to their daily living.
- Level 3-4: Use their growing science knowledge when considering issues of concern to them.

Understanding about science

- Levels 1-2: Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.
- Level 3-4: Identify ways in which scientists work together and provide evidence to support their ideas.

Communicating in science

- Level 5-6: Use a wider range of Science vocabulary, symbols, and conventions.

Planet Earth and Beyond



Earth systems

- Level 2-5: Explore and describe natural features and resources

Technology

Strand	Achievement Aims
Technological Knowledge	Technological Products
	<ul style="list-style-type: none"> • Level 1-3: Understand the



relationship between the materials used and their performance properties in technological products.

Technological Practice



Planning for practice

- Level 1-3: Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making.

Brief development

- Level 1-3: Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome.

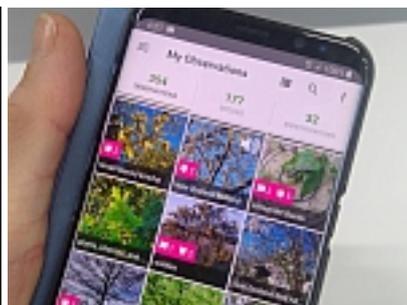
Outcome development and evaluation

- Level 1-3: Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.

Nature of Technology

Nature of Technology

- Level 1-3: Understand how technological development



expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

English

The selected processes and strategies indicators used in the table below are from Level three of the NZC, but aim to cover indicators from levels two to four.

Strand	Processes and Strategies Indicators	Example of Related Field Trip Component
<p>Listening, Reading and Viewing</p> 	<ol style="list-style-type: none"> 1. selects and reads for enjoyment and personal fulfilment 2. recognises connections between oral, written, and visual language 3. integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts 4. thinks critically about texts with increasing understanding and confidence 	<ol style="list-style-type: none"> 1. printed copies of Background Pages or Diaries or Ambassador pages could be part of classroom library 2. making links between Web conferences, Background Pages, and Videos 3. Web conferences, Videos, and Diaries can be used to make sense of Background Pages and generate questions to put to experts for further clarification
<p>Speaking, Writing and Presenting</p> 	<ol style="list-style-type: none"> 1. uses an increasing understanding of the connections between oral, written, and visual language when creating texts 2. creates a range of texts by integrating sources of information and processing 	<ol style="list-style-type: none"> 1. making the connection between Web conferences, Background Pages, Videos, and own discussion when generating written responses 2. assimilate information from Web conferences,

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strategies with
increasing
confidence

Background Pages,
Videos, to create a
range of texts

Geography

Level 6: Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.

NCEA Geography - Level 1

- 1.6 Describe aspects of a contemporary New Zealand geographic issue (**AS91012**)
- 1.8 Apply spatial analysis, with direction, to solve a geographic problem (**AS91014**)

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Links

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