



SEAMEO-ACC SPORTS EDUCATION INNOVATION AWARD

2ND PRIZE (SECONDARY SCHOOL CATEGORY) Mayflower Secondary School (Singapore) *Outdoor Education Lesson Package*

A. Summary

The revised Physical Education (PE) Syllabus was approved by the Ministry of Education Curriculum Development Committee in 2013. This PE Syllabus included Outdoor Education (OE) as one of the learning areas which was to be implemented in the Lower Secondary levels in 2014. Mayflower Secondary School partnered MOE (PE and Sports Education Branch) in trialing the lesson package between May to July 2013 for the first phase and May to July 2014 for the second phase. The trial involved refining and co-development of lesson plans and sharing of ideas on the teaching and learning of OE in PE.

The lessons were subsequently shared with other PE teachers in the PE syllabus implementation workshops (in Sept and Nov 2013) for the new PE syllabus to be introduced in 2014 in all Secondary schools. Sharing of teaching resources and lesson ideas was also done with schools at the cluster level, other schools and at the IAEA, International Association for Educational Assessment Conference in June 2014.

The series of outdoor education lessons was embedded in the new PE curriculum. Besides equipping students with games skills and knowledge, students participating in PE lessons now get to learn navigation and outdoor living skills through outdoor education lessons.

Through a series of lessons that is progressively taught over 4 years, students grow to have a sense of belonging in their school, community and nation. The lessons lend themselves well to letting the students know more about their school and making connections with the place they live in.

Students were taught a series of navigation and camping skills that enable them to apply in an urban and natural outdoor setting.

B. Objectives

1. Enhance physical health and well-being;
2. Build competency in assessing and managing risks;
3. Develop a sense of place

C. Results/Outcomes

Assessment for Learning (AfL) strategies were used to check for understanding and learning. These were designed to show if they have acquired the basic orienteering skills and knowledge. Students showed positive increase in school performance.

Students also get to be creative in doing their own mapping using the various symbols taught. The tasks are problem-based in nature, thus enabling them to improve their creative and critical thinking skills.

Finally, students get to play different roles in the navigation games and challenges – either as observer, participant or scorer. Through these roles, they can then better appreciate and share their experiences of the outdoors. This appreciation for the outdoors will enable them to continue to lead an active and healthy lifestyle beyond their schooling years.