

Slide 1: Introduction

Hello, my name is Patrick, and I'm excited to share my proposal for **developing the Cynefin site** to incorporate outdoor adventure activities. These activities are designed to supplement the Queensland curriculum in meaningful ways, particularly for students aged 15 to 17.

At this age, students begin preparing for final exams, and physical education is no longer mandatory. This makes it crucial to provide exciting opportunities that support their physical, mental, and academic growth.

Let me start by asking: Have you ever experienced a moment in nature that completely shifted your perspective or recharged your energy? (3-second break to let people think)

I hope you have all got a memory in your mind. Now, imagine offering students these powerful experiences regularly through structured learning.

This proposal focuses on three key developments:

1. Firstly Developing a **native forest** for hands-on learning.
2. Secondly Creating **outdoor classrooms** that connect students with their environment.
3. And thirdly the conversion of an existing building on the site into a climbing and caving facility.

The intention is to encourage physical and mental challenges while working in an outdoor environment that supports the QLD curriculum.

Slide 2 forest

The first element is the planting of a **native forest**, which will require significant adaptation to the current landscape. This forest will be designed to:

- Support **biodiversity**, ensuring a rich and varied ecosystem.
- And eventually grow into an **old-growth forest**, providing a long-term environmental and educational resource.

The reason for focusing on planting a forest is based on research conducted by Jeff Mann et al, in 2022 who found that access to natural spaces supports improved physical and mental health. And spending time in nature improves focus, reduces stress, and fosters creativity all of which benefit a student's ability to learn.

We'll adapt the site to facilitate this forest while preserving its natural diversity. Here's how:

- Thoughtful planning before the planting will determine where paths and clearings go, ensuring minimal disruption to the ecosystem.
- Joschko et al, suggest in their 2023 study that time in nature helps restore mental clarity and focus.
- The incorporation of outdoor classrooms into the student's studies will allow students to learn directly from their surroundings.
- The paths would be made out of rubber or similar material to allow easier access.

The site would also have offroad wheelchairs that are for the students.

This forest will provide opportunities to study subjects such as ecology, science, and geology which are offered within the 2024 Queensland syllabus, allowing us to make the natural world into a living classroom. Not only can these outdoor spaces and classrooms be used to supplement learning, but the students could also take flora back with them to support their learning in mainstream classrooms.

Slide 3: Outdoor Classrooms

Before planting begins, careful planning is essential. We'll map out:

Classroom spaces: These outdoor classrooms will complement traditional indoor learning environments, creating seamless transitions between theory and practice.

As Jose, Patrick and Moseley, in their 2017 paper commented on the importance of outdoor classrooms in Environmental Education, the relationship of outdoor experiences with indoor theory enhanced the learning of the students making the learning more memorable.

Additionally, we propose to repurpose the current bike track. By retaining its shapes and flow, we will integrate it into the forest design as a creative feature, blending recreation with nature. Introducing an element of challenge into the pathway promoting the development of Physical Literacy as outlined by Margret Whitehead.

The use of the paths and trails will allow access for all students while preserving the forest's natural flow.

As outlined by researchers including GISELLE and BARBARA R. students are more engaged with their learning if they physically interact with their studies hence the inclusion of outdoor classrooms in the forest to support students' learning.

Slide 4: Climbing and bouldering spaces

Moving away from the forest to the transformation of the existing building.

We plan to develop a **climbing, bouldering, and caving space**.

Climbing aligns with the 2024 Queensland PE curriculum by encouraging students to demonstrate:

- **Physical and mental growth** through challenges over the year.
- **Individual progression**. Where each student works at their own pace which can develop self-confidence.

Unlike team sports, climbing and bouldering emphasize personal achievement and minimize social pressures, offering an alternative to traditional physical activities.

This facility will cater to various physical and mental abilities as well as a range of different skill levels, making it inclusive for all students with a British Mountaineering Council study showing that children with cerebral palsy can climb and show progress. Additionally, climbing and bouldering teach problem-solving, resilience, and perseverance—transferable skills that are just as valuable in the classroom as they are in life.

The knowledge and training of staff to be able to facilitate more complex disabilities like how to make a 3-to-1 pulley system or having the holds being different textures is one of the main priorities for the development of the site.

Climbing and bouldering are more than sports; they are tools for personal growth. What better way to prepare students for the challenges ahead?

Slide 5: Caving

Caving, while a more niche sport, offers an incredible opportunity to fulfil the Queensland requirements for **physical and mental development**.

At first glance, caving might seem intimidating, but that's part of its value. The activity challenges students to face fears, solve problems, and navigate unfamiliar environments. For many, the mental challenges are greater than the physical ones.

Even at 17, the brain is still developing. By participating in activities like caving, students build habits that promote lifelong health and well-being. These challenges also foster resilience and perseverance, traits that are harder to cultivate as students grow older.

To be as inclusive as possible there would be alternate pathways for students who are in a wheelchair or have other forms of restrictive ability.

Although caving doesn't directly align with curriculum subjects like the forest or climbing, it supports the development of fundamental movement skills and critical thinking.

How often do students get opportunities to test their limits in a safe, supportive environment? Caving provides exactly that—a chance to grow and learn in unique ways.

Slide 6: Conclusion

the proposal for the development of Cynefin focuses on incorporating **adventurous learning activities** that enhance the current Queensland curriculum by utilising the existing structures and landscape of Cynefin.

The introduction of a native forest will allow for many and various real tangible learning experiences within the various outdoor classrooms throughout the site.

The transformation of unused spaces on the site will allow for the incorporation of adventure activities into student's learning of the Queensland curriculum.

Where the goal of the centre is tied in with the research of Mutz and Müller (2016) who found that outdoor education was not only concerned with the growth of physical literacy but also mental “resilience, well-being and good health”.

Together, these elements will turn Cynefin into a site that facilitates powerful, meaningful learning moments for our students.

Thank you for your time and attention. I welcome any questions and I am keen to hear your thoughts about my proposal for this exciting project.

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- A proposal for the development of the Cynefin site to incorporate greater outdoor and adventurous learning in keeping with the Queensland Curriculum.



Map of proposed forest development and leaning forest walk

Key to map |

 main forest walk

 outdoor classroom 1

 outdoor classroom 2

 outdoor classroom 3



Speech reference
(Mann *et al.*, 2022)
(Joschko *et al.*, 2023)



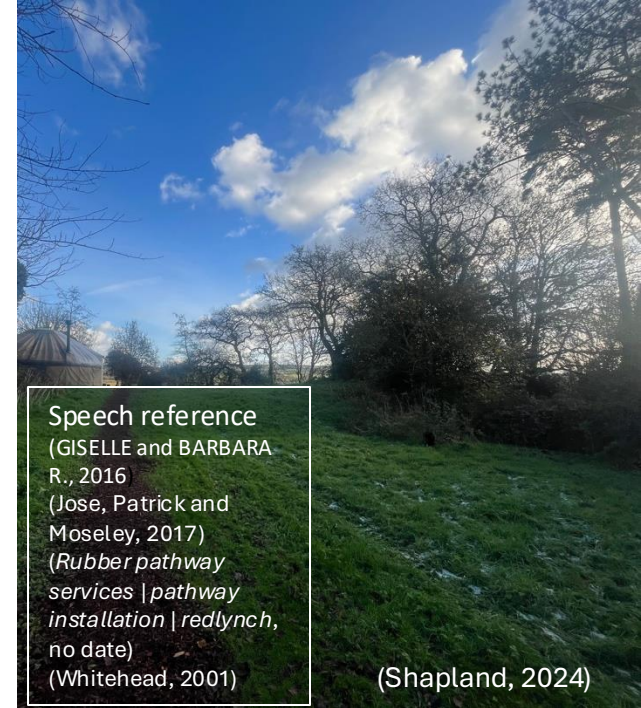
(Shapland, 2024)



(Shapland, 2024)



(Shapland, 2024)



(Shapland, 2024)

Speech reference
(GISELLE and BARBARA
R., 2016
(Jose, Patrick and
Moseley, 2017)
(*Rubber pathway
services | pathway
installation | redlynch,*
no date)
(Whitehead, 2001)



(Goldfields Guide, 2022.)

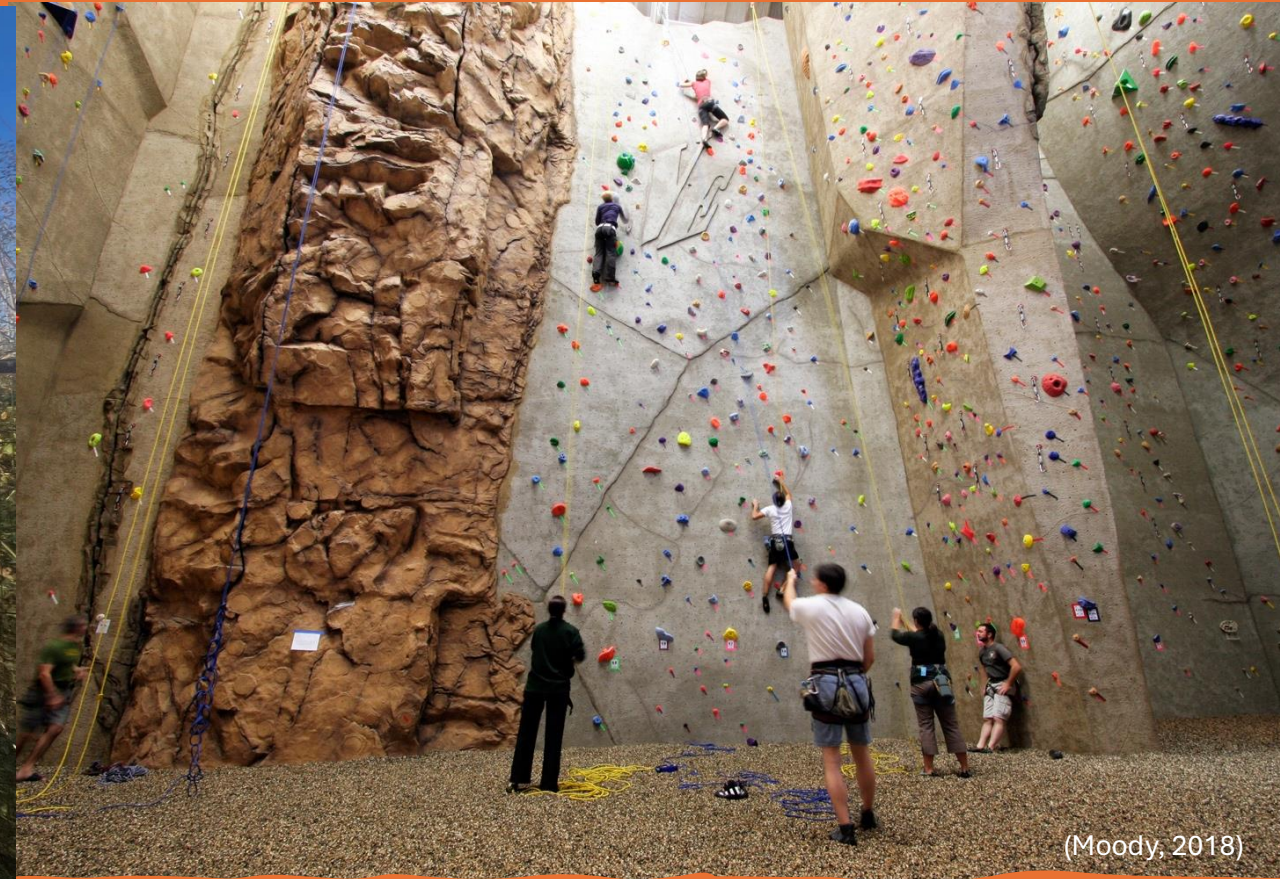
Outdoor Learning

“Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and throughout their lives.”

(F-10 curriculum | v9 Australian curriculum, 2024).



(Shapland, 2024)



(Moody, 2018)



(Agrawal, 2021)

Climbing and bouldering

“All participants performed best in the absence of social tensions and when the atmosphere between the climbing partners was positive.”

(Simen, Hohmann and Siener, 2022)

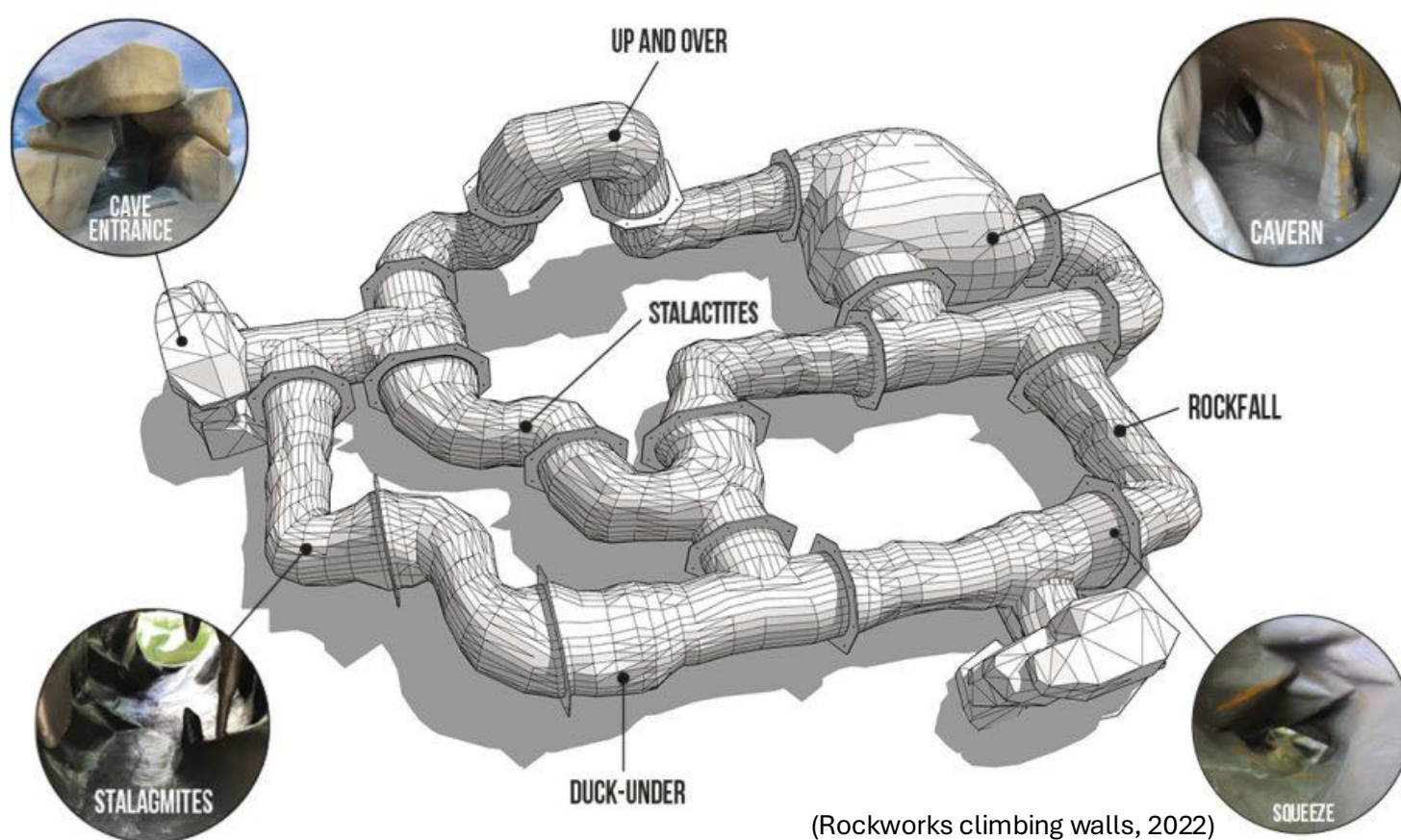
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(Wilson et al., 2019)



Caving

“Caves verify human weaknesses, they are ‘Another reality, where everyone is equal, there is no swag, we act together, we take care of each other’ (survey participant)”

(Chylińska, 2024)

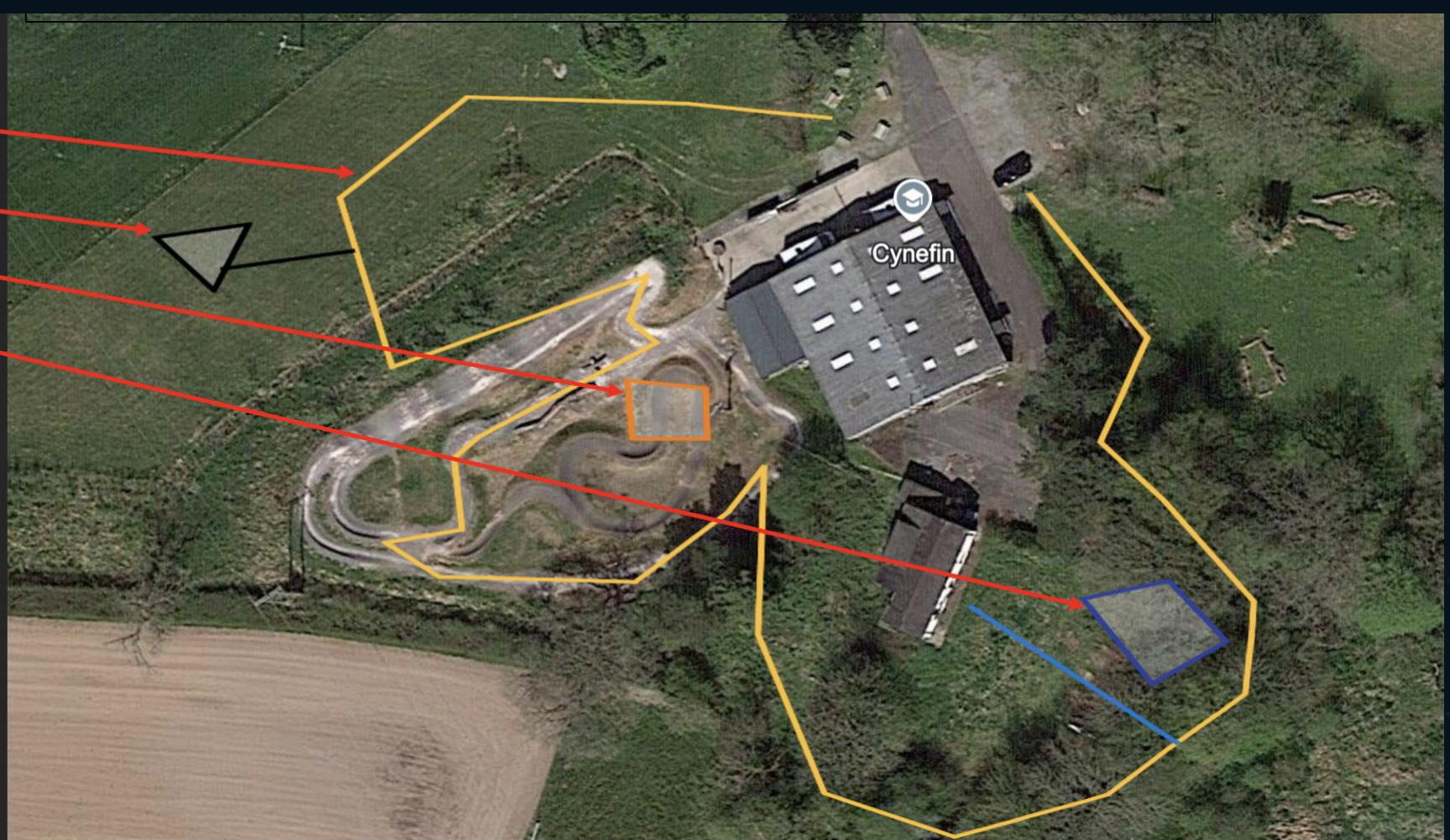
Key to map |

 main forest walk

 outdoor classroom 1

 outdoor classroom 2

 outdoor classroom 3



Conclusion

Young people's "experiences from outdoor excursions foster those psychological factors which are associated with resilience, well-being and good health."

(Mutz and Müller, 2016)

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