

## Liverpool John Moores University

Title: Environmental Perspectives in Outdoor Education  
Status: Definitive  
Code: **5361SSLN** (123313)  
Version Start Date: 01-08-2019

Owning School/Faculty: Sports Studies, Leisure and Nutrition  
Teaching School/Faculty: Sports Studies, Leisure and Nutrition

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**Academic Level:** FHEQ5      **Credit Value:** 20      **Total Delivered Hours:** 40  
**Total Learning Hours:** 200      **Private Study:** 160

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	12
Practical	18
Seminar	5
Tutorial	5

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS 1	Portfolio (4000 word equivalent)	100	

### Aims

*To examine the concept of sustainable living and the past, present and future impact of the human population on planet Earth. Analysis, synthesis and evaluation of the*

*nature, distribution and significance of physical and biological resources, their exploitation and conservation. Consideration of past societies, from prehistoric to present, and their impact on Earth's natural resources. Examination of environmental education initiatives based upon practical experience of woodland living, survival and bushcraft training gained during the module, students' personal experiences and background reading. This approach will enable students to begin to make reasoned and carefully constructed comparisons and evaluations of different approaches to sustainable living.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Identify and discuss the significance of the major ecological problems facing the planet through an examination of natural resource exploitation and environmental issues.
- 2 Evaluate the nature and impact of past societies on natural resource exploitation and environmental issues.
- 3 Integrate knowledge with personal experiences to develop an action plan for future sustainable living.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Portfolio	1	2	3
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## **Outline Syllabus**

*The nature and extent of the ecological crisis through the nature of physical and biological resources. The distinction between renewable and non-renewable resources. Exploitation and over-exploitation of resources - social and economic factors, ecological attitudes and planning. Ecological Footprints and Lifestyle Impact assessment. The response to the ecological crisis-historical review of environmentalism.*

*Examination of past societies from prehistoric, through Bronze Age, Iron Age, Roman, Dark Ages, Viking invasions, Middle Ages to present and their respective impact on Earth's natural resources.*

*Regional/National and International policy responses to the Ecological Crisis E.g. the National Curriculum; the history of its development in relation to Environmental Education. Other international approaches to Environmental Education such as Friluftsliv (Nature Life), Bushcraft, Earth Education, Learning Through Landscapes, Local Agenda 21 Initiatives. Environmental Administration, Stewardship and sustainability.*

*The responsibilities of outdoor and environmental organisations to the environment. An analysis of the theoretical foundations of environmentalism which could include*

*Ecosocialism and Utopianism, Social Ecology and Deep Ecology, aspects of Technological environmentalism, Ecopsychology.*

## **Learning Activities**

Lectures, tutorials, fieldwork, on-line learning

## **Notes**

This module will provide students with opportunities to analyse, synthesise and evaluate the nature, distribution and significance of physical and biological resources, their exploitation and conservation. It will focus upon the usage of natural resources from a personal and social perspective and provide students with opportunity to examine the impact of their own lifestyles and evaluate their attempts to lessen their ecological impact via woodland living experiences and ecological centre visit. It will also introduce students to a range of different environmental education initiatives using a theoretical, and discursive approach based upon practical experience gained during the module, students' personal experiences and background reading. This approach will enable students to begin to make reasoned and carefully constructed comparisons and evaluations of different approaches.