

# **Summary:**

## **Accessibility and inclusion in outdoor education and recreation**



Image source: Halberg Foundation

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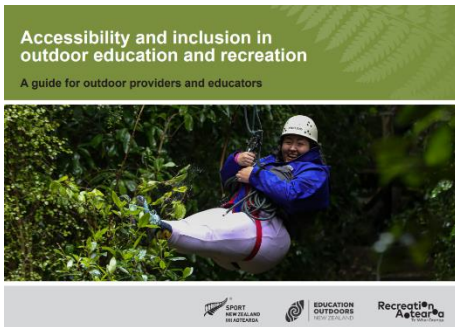
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# What this Easy Read is about

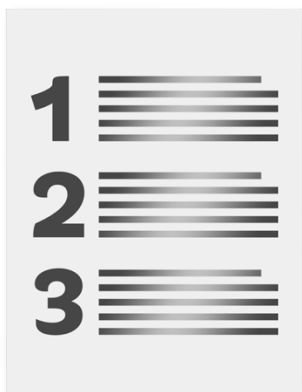


This Easy Read is a **summary** of a longer document called:

**Accessibility and inclusion in outdoor education and recreation: A guide for outdoor providers and educators.**



We will call the longer document **the guide**.



A **summary**:

- is shorter than the full document
- says the main points.



The guide is by:

- Sport New Zealand Ihi Aotearoa
- Education Outdoors New Zealand
- Recreation Aotearoa.



You can find the guide on this  
**website:**

**[sportnz.org.nz/resources/accessibility-  
and-inclusion-in-the-outdoors](http://sportnz.org.nz/resources/accessibility-and-inclusion-in-the-outdoors)**



This Easy Read summary document  
tells you what you can find in the  
guide.



The guide is about outdoor activities like:

- **outdoor education**
- **outdoor recreation.**



**Outdoor education** is learning new activities / skills in the outdoors.

**Outdoor recreation** is spending time doing outdoor activities to:

- have fun
- be active
- enjoy nature.





Image source:  
Whenua Iti Outdoors

The guide is for:

- **outdoor providers**
- **outdoor educators.**



Image source:  
First Step Outdoors



Image source:  
Parafed Waikato

**Outdoor providers** offer programmes / activities for people to do things like:

- hiking
- rock climbing
- sailing
- kayaking.





Image source:  
Blind Sport NZ



**Outdoor educators** are people who teach students outside the classroom like on a:

- camping trip
- recreation activity
- nature visit.

They teach skills like:

- team work
- **confidence**
- leadership.

**Confidence** means being sure of your ability to do things your way.

# What is the guide about?



The guide is about making sure everyone in Aotearoa New Zealand can **access** outdoor activities.



**Access** means you can:

- get to a service
- use the service.



In Aotearoa New Zealand outdoor activities should be available for all:

- tamariki / children
- rangatahi / young people.

Image source:  
Parafed Waikato





Tamariki / children and rangatahi / young people should be able to access outdoor activities no matter their:

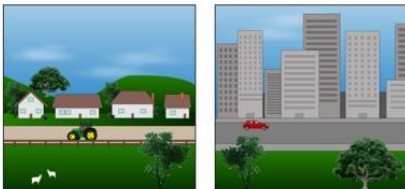


- age
- gender which is whether they are:

- a man
- a woman
- another gender like non-binary



- sexual orientation which is who they are attracted to



- place where they live.



Image source:  
Halberg Foundation

Tamariki / children and rangatahi / young people should also be able to access outdoor activities no matter their:

- **ethnicity**
- ability / what they can do.



**Ethnicity** means what culture you are part of like:

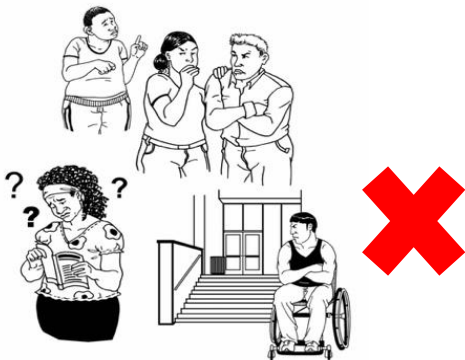
- Māori
- Pasifika
- New Zealand European / Pākehā
- Chinese



Image source:  
Halberg Foundation

Outdoor providers / educators in Aotearoa New Zealand should think about:

- accessibility which is making sure everyone has a way to do the outdoor activity
- inclusion which means everyone feels welcome to do the outdoor activity.



This is to remove barriers to access which are the things that stop some people from being able to take part.



Image source:  
Blind Sport NZ

Removing barriers allows disabled tamariki / rangatahi to take part in outdoor activities.



1 in 4 New Zealanders are disabled.

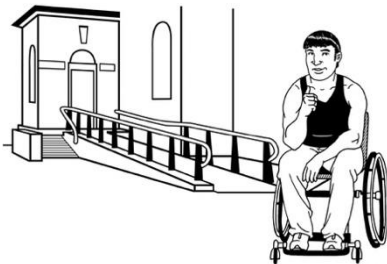


About 1 in 10 people less than 15 years old are disabled.

The guide teaches people to:



- see the barriers to access as the problem
- not see the ways people are disabled as the problem
- remove barriers so that disabled people can access outdoor activities.



# What the guide includes



The guide includes the following information.

## 1. Words to use about disability



This part of the guide has advice about the right words to use when talking about disability like:

- **respectful** words
- inclusive words
- **accepted terms** like disabled people
- words the person you are talking to likes to use.





**Respectful** means having care for:

- who people are
- all the things about a person.



**Accepted terms** means the words that a community has decided are the right ones to use for them.



## 2. About DEI in outdoor activities

**DEI** stands for:

- **diversity**
- **equity**
- **inclusion.**



Image source:  
Halberg Foundation





**Diversity** means how people have different:

- things that are part of who they are
- backgrounds which means the type of life they had before now
- ways of looking at the world.



**Equity** means that:

- different people start from different places in the world
- different people need different types of support.



**Inclusion** means creating spaces where everyone:

- feels welcome
- can fully join in.





DEI is important because it helps make activities for all of the communities in Aotearoa New Zealand.

Different communities in Aotearoa New Zealand:



- have different needs
- should all be able to be a part of society.



The guide talks about how DEI works in outdoor activities.



### 3. How to include everyone

The guide gives advice about how to make outdoor activities that:

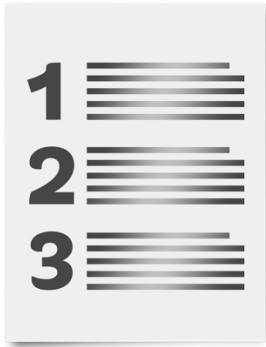
- are safe to do
- are welcoming for everyone
- make every person feel valued.



The guide gives different ways to make people feel like part of the group such as how to:

- include everyone
- bring all the people together
- keep everyone safe.





## 4. Guiding frameworks / mindsets

The guide includes some:

- guiding **frameworks** to use when making activities more inclusive of disabled people
- **mindsets** to think from when making outdoor activities.



**Frameworks** are ideas you can use when making something new so that you do not need to start from the beginning.

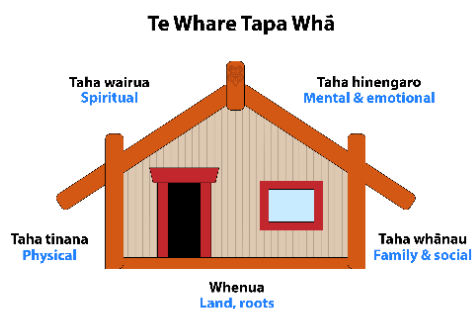


**Mindsets** are ways of thinking about things that assist you to see more about a topic.



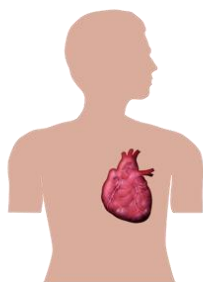
There are 4 frameworks / mindsets:

- **Te Whare Tapa Whā**
- **Mana Taiohi**
- **United Nations Article 30**
- **Enabling Good Lives.**



## Te Whare Tapa Whā

Te Whare Tapa Whā is a Māori **wellbeing** framework about balance between all the different parts of the wellbeing of a person.



**Wellbeing** means how good you feel in your:

- body
- mind.



## Mana Taiohi

Mana Taiohi is a set of guidelines about assisting rangatahi / young people to grow up well in Aotearoa New Zealand.



## United Nations Article 30

United Nations Article 30:

- is a part of the agreement between different countries how countries should look after their people
- says that countries should make sure disabled people can access recreation.







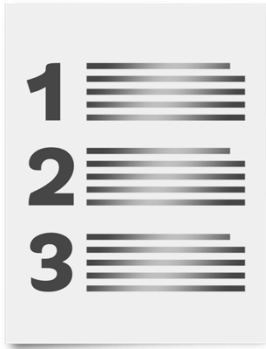
## Enabling Good Lives

Enabling Good Lives is a different way of thinking about support.

Enabling Good Lives is about having:

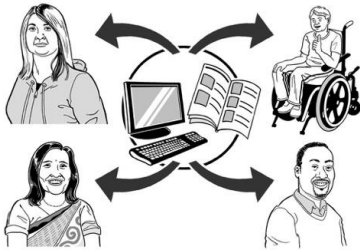
- choice / control in your life
- the support you need / want
- a good life.





## 5. Policies

A **policy** is a set of rules an organisation makes about how they will do something.



The guide talks about how DEI policies must be shared with all people in their organisation so that:

- everyone knows what the DEI policy is
- everyone knows how they can be part of making an inclusive environment.





## 6. Inclusion training

Inclusion training is for staff to:

- teach them what inclusion is
- assist them to be more inclusive of the people who use a service.



Image source:  
Halberg Foundation

The guide also talks about how to do inclusion training that:

- builds staff confidence
- makes sure the DEI policies are used well.

## Extra information for outdoor providers



The guide gives extra information for outdoor recreation providers.



This part of the summary is some of the advice we give to outdoor providers.



When we say **you** in this part we mean outdoor providers.



## 1. Communication

When making things for your business you should make:

- accessible websites
- inclusive **marketing materials**.



**Marketing materials** are things that tell people about a service like:

- pamphlets
- flyers
- ads.

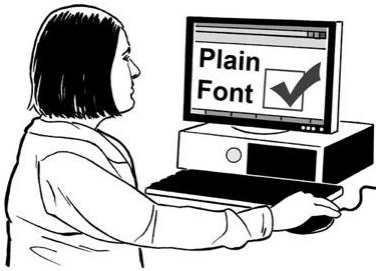


Many people will visit your website first.



Make sure your website:

- is welcoming
- is easy to use
- has clear information about what you offer.



The guide also advises you about making registrations forms that:

- ask people the right questions
- get all the information about the needs of people
- have enough options to choose from to fit everyone.







On registration forms:

- ask people what makes them feel safe and happy
- do not ask medical details
- ask everyone about their needs.



Use different ways to communicate like visual aids.

Assist people who will be doing the activities to prepare with:

- videos
- maps
- pictures.



Have 1 contact person with a phone number for questions.



## 2. Making your activities suit different people

Work with each person to plan activities that are a good fit for them.



Ask the people who will be doing the activities for advice about what they need.



Also ask their support people for advice.



Image source:  
Whenua Iti Outdoors

Spend time getting to know:

- the people who will be doing the activities
- their families.



Image source:  
Halberg Foundation

### 3. Overnight camps

Plan ahead to make sure everyone can join the camp.



Choose a good place with easy access to:

- toilets
- staff.



Use tents that are easy for everyone to:

- get into
- get out of.



## Extra information for schools / educators



The guide gives some extra information for schools / educators about:

- how to make outdoor classes accessible to everyone
- working with ākonga / students
- working with whānau / families
- **advocating** for inclusive education outside the classroom.



**Advocating** means:

- speaking up for other people
- making sure other people get what they need.



Schools can make great experiences for young people through outdoor activities.



Image source:  
Halberg Foundation

All students should be able to:

- join in
- learn in different environments / places.



Teachers should get training / support to teach them how to assist all students to take part.



To know more about the support an ākonga / student needs ask the:

- ākonga / student
- their whānau / family.



They know best about what support they need.



Image source:  
Halberg Foundation

Plan carefully with whānau to make sure everyone feels:

- safe
- comfortable.

Show everyone how outdoor education can assist all students.



Work with outdoor providers to make sure they can support all students.



Share student support plans to make sure everyone knows all they need to.



# Where to find more information



The guide gives some extra information including:

- some **case studies** that show what you can do
- where to get funding
- where to get training
- links to some inclusive outdoor organisations
- where to find more information.



Image source:  
Parafed Bay of Plenty,  
Sailability Tauranga

**Case studies** are information about what other people have done including:

- how they did it
- what was difficult about it
- how they succeeded.



You can find the guide at this **website**:

**[sportnz.org.nz/resources/accessibility-and-inclusion-in-the-outdoors/](https://sportnz.org.nz/resources/accessibility-and-inclusion-in-the-outdoors/)**



The guide has links to lots more information about inclusive outdoor activities.



This information has been written by Sport New Zealand Ihi Aotearoa, Recreation Aotearoa, and Education Outdoors New Zealand.



It has been translated into Easy Read by the Make it Easy Kia Māmā Mai service of People First New Zealand Ngā Tāngata Tuatahi.



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