



SAMPLE COURSE OUTLINE

OUTDOOR EDUCATION
GENERAL YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Outdoor Education – General Year 11

Unit 1 and Unit 2

Unit 1

Week	Key teaching points	Assessment
1	<p>Personal skills</p> <ul style="list-style-type: none"> definition of self-awareness, self-appraisal, goal setting, time management, flexibility, monitoring, reflection, commitment and self-concept identifying personal strengths and weaknesses <p>Safety</p> <ul style="list-style-type: none"> safe practices and safety guidelines relevant to outdoor activity equipment and behaviours necessary for personal protection from environmental conditions and hazards related to the activity <p>Skills and practices</p> <ul style="list-style-type: none"> technique development of a variety of skills in an outdoor adventure activity strategies to improve own performance in an outdoor adventure activity 	
2	<p>Working with others</p> <ul style="list-style-type: none"> definition of communication skills, assertion, cooperation, collaboration, problem-solving, and negotiation active listening and types of communication skills <p>Safety</p> <ul style="list-style-type: none"> definition and importance of personal comfort 	
3	<p>Working with others</p> <ul style="list-style-type: none"> characteristics and functions of an effective group <p>Relationships with nature</p> <ul style="list-style-type: none"> definition of nature and natural environments motivation for seeking outdoor experiences characteristics of natural environments that people seek out during an outdoor experience introduction to 'Leave No Trace' principles 	
4	<p>Planning</p> <ul style="list-style-type: none"> aspects of expedition planning to assist in personal preparation <ul style="list-style-type: none"> pre-European and post-European history of the area information about features of the natural environment map showing route schedule equipment lists menu standard operating procedures minimum impact practices environmental management rules 	

Week	Key teaching points	Assessment
5	<p>Environmental management</p> <ul style="list-style-type: none"> • functions of Western Australian government environmental management departments and other local agencies/organisations • Western Australian land management classifications <ul style="list-style-type: none"> ▪ national parks ▪ conservation parks ▪ nature reserves ▪ state forests ▪ marine parks • rules, regulations and guidelines for using a managed area for specific outdoor activities 	
6	<p>Personal skills</p> <ul style="list-style-type: none"> • entering details of, and reflecting on, an experience in a journal <p>Skills and practices</p> <ul style="list-style-type: none"> • strategies to improve own performance in an outdoor adventure activity 	
7	<p>Leadership</p> <ul style="list-style-type: none"> • generic leadership qualities <ul style="list-style-type: none"> ▪ trustworthy/honest ▪ fair ▪ open ▪ instils confidence in others ▪ good listener • leadership qualities of significant outdoor leaders • contents and purpose of an activity briefing 	<p>Task 1: snorkelling skills (7.5%)</p>
8	<p>The environment</p> <ul style="list-style-type: none"> • definition of ecological terms <ul style="list-style-type: none"> ▪ ecosystems ▪ abiotic ▪ biotic ▪ trophic levels ▪ producers ▪ consumers ▪ decomposers ▪ flows ▪ food webs • abiotic and biotic features of natural environments within a local natural environment 	
9	<p>Safety</p> <ul style="list-style-type: none"> • identification and treatment of common outdoor illnesses and injuries • selection, packing and use of essential first aid equipment <p>Skills and practices</p> <ul style="list-style-type: none"> • technique development of a variety of skills in an outdoor adventure activity 	

Week	Key teaching points	Assessment
10	<p>Skills and practices</p> <ul style="list-style-type: none"> • tying common knots <ul style="list-style-type: none"> ▪ reef ▪ figure eight ▪ bowline ▪ clove hitch ▪ figure eight on the bight and follow through ▪ round turn and two half hitches • use of ropes • types and care of ropes • roping skills relevant to the outdoor activity, first aid and excursion/expedition 	
11–12	<p>Skills and practices</p> <ul style="list-style-type: none"> • types of maps, features of maps, using a map to navigate • generic expeditioning skills <ul style="list-style-type: none"> ▪ campsite selection ▪ shelter construction ▪ cooking ▪ hygiene ▪ water treatment ▪ correct selection of expedition-specific equipment • introduction to a compass <ul style="list-style-type: none"> ▪ parts of a compass ▪ orientating a map using a compass 	
13–14	<p>Safety</p> <ul style="list-style-type: none"> • identification and treatment of common outdoor illnesses/injuries • selection, packing and use of essential first-aid equipment • completion of medical forms 	<p>Task 2: sea kayaking skills (7.5%)</p> <p>Task 3: investigation (10%)</p>
15	<p>Relationships with nature</p> <ul style="list-style-type: none"> • human responses to nature <ul style="list-style-type: none"> ▪ fear ▪ appreciation ▪ awe ▪ contemplation 	<p>Task 4: topic test (10%)</p>

Unit 2

Week	Key teaching points	Assessment
16	<p>Personal skills</p> <ul style="list-style-type: none"> time management and goal setting skills <p>Safety</p> <ul style="list-style-type: none"> role and importance of risk taking and challenge in outdoor education <p>Skills and practices</p> <ul style="list-style-type: none"> technique development of a variety of skills in an outdoor adventure activity 	
17	<p>Skills and practices</p> <ul style="list-style-type: none"> basic skills of navigation: natural indicators of direction, using a map/chart to navigate and feature based navigation application of strategies in response to a range of situations in an outdoor adventure activity 	
18	<p>Safety</p> <ul style="list-style-type: none"> definition of risk, adventure, peak experience, challenge, chance, competence, and danger simple risk assessment and management models <ul style="list-style-type: none"> traffic light Smartmove 	
19	<p>Skills and practices</p> <ul style="list-style-type: none"> roping skills relevant to the outdoor activity, basic outdoor first-aid and camping 	
20	<p>Planning</p> <ul style="list-style-type: none"> aspects of expedition planning to assist in personal preparation <ul style="list-style-type: none"> pre-European and post-European history of the area features and relationships between parts of the natural environment weather information personal and group goals map showing route schedule equipment lists menu standard operating procedures minimum impact practices relevant environmental management plans of the area fitness preparation for outdoor adventure activity and expedition <ul style="list-style-type: none"> identification of fitness requirements fitness goals fitness program design 	
21	<p>Working with others</p> <ul style="list-style-type: none"> assertion, cooperation and collaboration skills <p>Personal skills</p> <ul style="list-style-type: none"> time management and goal setting skills 	<p>Task 5: orienteering skills (7.5%)</p>

Week	Key teaching points	Assessment
22	<p>Leadership</p> <ul style="list-style-type: none"> characteristics of designated, emergent, elected and shared leaders <p>Personal skills</p> <ul style="list-style-type: none"> time management and goal setting skills 	<p>Task 6: Bibbulmun Track expedition planner (15%)</p>
23	<p>Leadership</p> <ul style="list-style-type: none"> autocratic, democratic and abdicratic (laissez-faire) leadership styles purpose of an activity debriefing and what is expected of the participants 	
24	<p>Relationships with nature</p> <ul style="list-style-type: none"> portrayals of nature culturally and in the media personal responses to risk in outdoor experiences role of technology in managing risk understanding the relationship between humans and nature through comparison with developing interpersonal relationships <ul style="list-style-type: none"> initial attraction acquaintance friendship intimate friendship ways in which humans value nature 	<p>Task 7: bushwalking skills (7.5%)</p>
25	<p>The environment</p> <ul style="list-style-type: none"> abiotic and biotic features of a local natural environment relationships between features within a natural environment synoptic charts and what they show 	
26–27	<p>Working with others</p> <ul style="list-style-type: none"> group goals for an outdoor experience <p>Personal skills</p> <ul style="list-style-type: none"> use of a logbook/journal during an outdoor adventure experience participation in a debriefing session 	
28	<p>Relationships with nature</p> <ul style="list-style-type: none"> application of the 'Leave No Trace' principles <p>Environmental management</p> <ul style="list-style-type: none"> introduction to conservation and biodiversity impact of humans on natural environments awareness of strategies used to manage specific environments 	
29	<p>Expedition Bibbulmun Track (overnight expedition, self-sufficient)</p>	<p>Task 8: practical performance while on expedition (20%)</p>
30	<p>Working with others</p> <ul style="list-style-type: none"> introduction to group dynamics ground rules for effective group operation 	<p>Task 9: bushwalking logbook/journal (15%)</p>