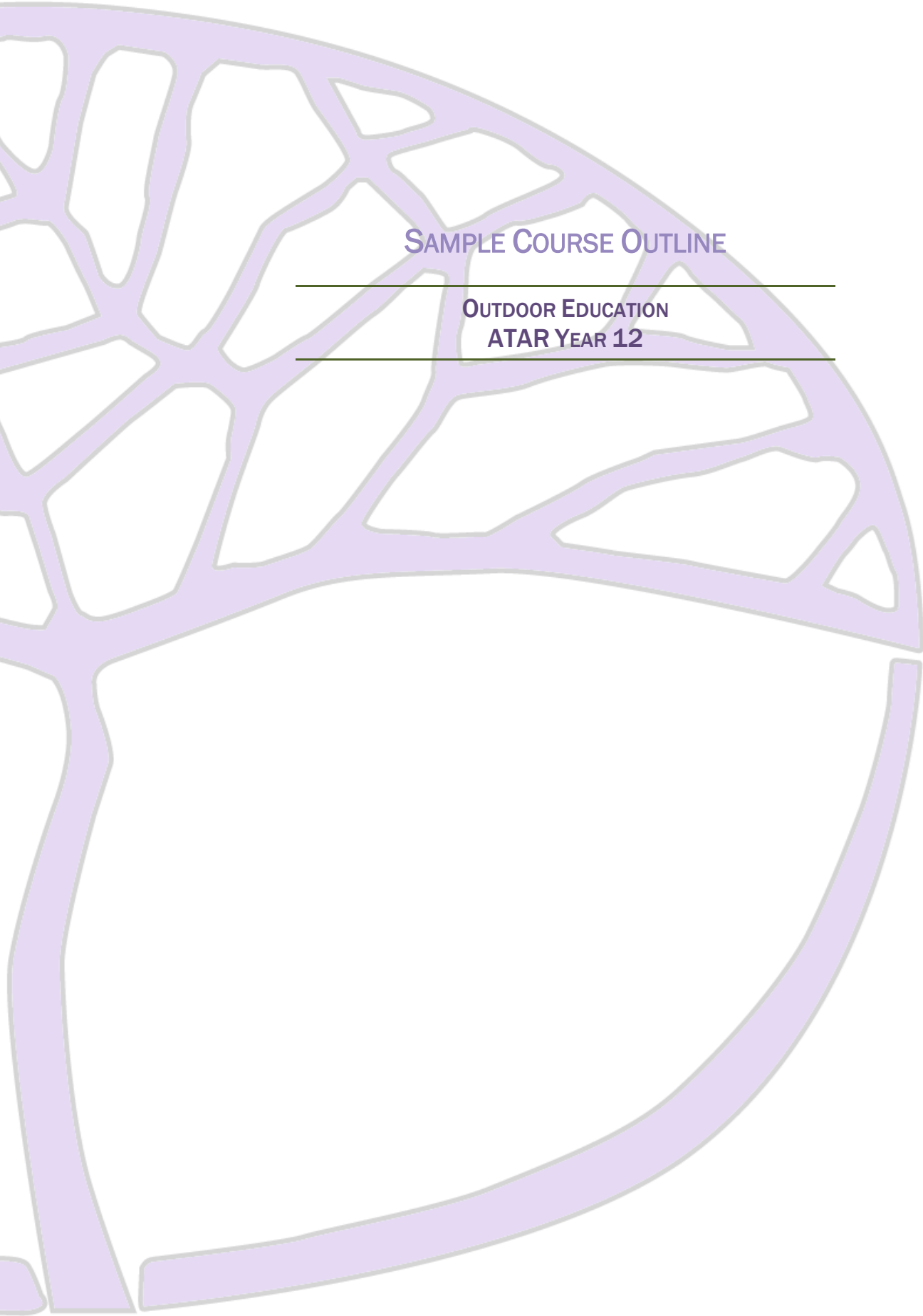




SAMPLE COURSE OUTLINE

OUTDOOR EDUCATION ATAR YEAR 12



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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Disclaimer

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 – ATAR Year 12

Unit 3 and Unit 4

Semester 1

Week	Key teaching points	Assessment
1	<p>Planning</p> <ul style="list-style-type: none"> • logistical aspects of expedition planning to assist in group preparation <ul style="list-style-type: none"> ▪ budget ▪ transport ▪ accommodation ▪ equipment bookings ▪ relevant correspondence ▪ communications ▪ emergency response ▪ support crew 	
2	<p>The environment</p> <ul style="list-style-type: none"> • participation in practical environmental interpretive activities 	
3	<p>Tools and processes</p> <ul style="list-style-type: none"> • tools and processes for the observation and analysis of personal skills in others <ul style="list-style-type: none"> ▪ group/peer or personal reflection ▪ questioning ▪ performance rating ▪ video 	
4	<p>Personal skills</p> <ul style="list-style-type: none"> • Kolb’s model of experiential learning, including the four-stage cycle of learning, and characteristics of converger, diverger, assimilator and accommodator learning styles • stages within Joplin’s model of experiential learning <p>Tools and processes</p> <ul style="list-style-type: none"> • tools and processes for the observation and analysis of personal skills in others <ul style="list-style-type: none"> ▪ group/peer or personal reflection ▪ questioning ▪ performance rating ▪ video <p>Leadership</p> <ul style="list-style-type: none"> • purpose and phases of a debrief <ul style="list-style-type: none"> ▪ what happened? ▪ so what? ▪ now what? <p>Skills and practices</p> <ul style="list-style-type: none"> • skills, techniques and strategic responses in varied and changing situations in an outdoor adventure activity • skills specific to outdoor activity and emergency response 	

Week	Key teaching points	Assessment
5	<p>Safety</p> <ul style="list-style-type: none"> • apply a risk analysis management system (RAMS) with the following features, to a specific outdoor activity/situation <ul style="list-style-type: none"> ▪ causal factors (people, equipment, environment) ▪ risk management strategies (specific to causal factors) ▪ identification of relevant industry standards ▪ recommended policies and guidelines ▪ key skills required by staff ▪ recommended course of action • key aspects of the Western Australia Department of Education <i>Outdoor Education and Recreation procedures and guidelines</i> <ul style="list-style-type: none"> ▪ identifying risks ▪ supervision strategies ▪ qualifications of instructors ▪ information to be provided to parents/ guardians ▪ emergency response planning ▪ communication strategies • definition and purpose of the Adventure Activity Standards (AAS) <p>Skills and practices</p> <ul style="list-style-type: none"> • skills, techniques and strategic responses in varied and changing situations in an outdoor adventure activity • skills specific to outdoor activity and emergency response 	
6	<p>Planning</p> <ul style="list-style-type: none"> • the impact of lower order needs from Maslow’s hierarchy on program development <ul style="list-style-type: none"> ▪ physiological needs ▪ safety needs ▪ love and belonging needs ▪ esteem needs • logistical aspects of expedition planning to assist in group preparation <ul style="list-style-type: none"> ▪ budget ▪ transport ▪ accommodation ▪ equipment bookings ▪ relevant correspondence ▪ communications ▪ emergency response ▪ support crew <p>Skills and practices</p> <ul style="list-style-type: none"> • skills, techniques and strategic responses in varied and changing situations in an outdoor adventure activity • skills specific to outdoor activity and emergency response 	

Week	Key teaching points	Assessment
7	<p>Planning</p> <ul style="list-style-type: none"> • logistical aspects of expedition planning to assist in group preparation <ul style="list-style-type: none"> ▪ budget ▪ transport ▪ accommodation ▪ equipment bookings ▪ relevant correspondence ▪ communications ▪ emergency response ▪ support crew <p>Working with others</p> <ul style="list-style-type: none"> • advantages, disadvantages and appropriate situations to use the conflict management techniques of withdrawing, forcing, compromising, soothing, and confronting <p>Skills and practices</p> <ul style="list-style-type: none"> • skills, techniques and strategic responses in varied and changing situations in an outdoor adventure activity • skills specific to outdoor activity and emergency response 	
8–9	<p>Planning</p> <ul style="list-style-type: none"> • logistical aspects of expedition planning to assist in group preparation <ul style="list-style-type: none"> ▪ budget ▪ transport ▪ accommodation ▪ equipment bookings ▪ relevant correspondence ▪ communications ▪ emergency response ▪ support crew <p>Skills and practices</p> <ul style="list-style-type: none"> • skills, techniques and strategic responses in varied and changing situations in an outdoor adventure activity • skills specific to outdoor activity and emergency response 	<p>Task 1: in-class essay 7.5%</p>
10	<p>Relationships with nature</p> <ul style="list-style-type: none"> • strategies to develop a positive relationship between humans and nature <ul style="list-style-type: none"> ▪ maximising personal comfort levels ▪ revisiting places ▪ instilling a sense of place ▪ increasing knowledge of the natural environment <p>Skills and practices</p> <ul style="list-style-type: none"> • skills, techniques and strategic responses in varied and changing situations in an outdoor adventure activity • skills specific to outdoor activity and emergency response 	
11	<p>Skills and practices</p> <ul style="list-style-type: none"> • use of triangulation to accurately locate position • description and function of global positioning system (GPS) 	

Week	Key teaching points	Assessment
12	<p>Environmental management</p> <ul style="list-style-type: none"> • key programs ‘Natural Resource Management – Perth’ <ul style="list-style-type: none"> ▪ biodiversity ▪ sustainable agriculture ▪ water ▪ coastal and marine ▪ cultural heritage 	
13	<p>Relationships with nature</p> <ul style="list-style-type: none"> • relationships of Aboriginal and Torres Strait Islander Peoples with the Australian environment <ul style="list-style-type: none"> ▪ adapting to the environment ▪ relying on the environment for survival ▪ use of fire • relationships of early settlers with the Australian environment <ul style="list-style-type: none"> ▪ exploitation of land (clearing) and natural resources (whaling, timber) ▪ taming/colonising of wild land ▪ exploration of land (minerals and discovery of new lands, animals and cultures) and sea <p>Environmental management</p> <ul style="list-style-type: none"> • traditional and present day environmental management techniques and strategies <ul style="list-style-type: none"> ▪ firestick farming/controlled burns (fire management strategies) ▪ fish traps/fishing restrictions and/or permits ▪ sanctuary/national park management plans 	<p>Task 2: research-based investigation 5%</p>
14	<p>Outdoor experiences – Planning</p> <ul style="list-style-type: none"> • elements of outdoor programs with specific foci <ul style="list-style-type: none"> ▪ recreational ▪ developmental ▪ environmental ▪ educational ▪ therapeutic/redirectional (at risk) ▪ physical ▪ spiritual relationship 	<p>Task 3: abseiling skills 5%</p>
15	Revision and preparation for end of semester examination	<p>Task 4: Semester 1 examination 15%</p>

Week	Key teaching points	Assessment
16	<p>Safety</p> <ul style="list-style-type: none"> • components of the adventure experience paradigm <ul style="list-style-type: none"> ▪ exploration and experimentation ▪ adventure ▪ peak adventure ▪ misadventure ▪ devastation and disaster <p>Planning</p> <ul style="list-style-type: none"> • aspects of planning (participant, group, logistic) to assist in preparing to run an effective outdoor experience for a group with a specific focus <p>Skills and practices</p> <ul style="list-style-type: none"> • matching and adjusting skills, strategies and techniques in changing situations in an outdoor adventure activity 	
17–18	<p>Skills and practices</p> <ul style="list-style-type: none"> • matching and adjusting skills, strategies and techniques in changing situations in an outdoor adventure activity <p>Leadership</p> <ul style="list-style-type: none"> • facilitation skills for leading an expedition/outdoor experience <ul style="list-style-type: none"> ▪ establishing ground rules, including single speaking, non-violent, freedom to participate, responsibility of group members, and ensuring confidentiality ▪ valuing responses ▪ asking open ended questions ▪ using active listening ▪ decision making and problem solving ▪ controlling the discussion <p>Working with others</p> <ul style="list-style-type: none"> • tools and processes to assist in the development of interpersonal skills and enhance group performance in others <ul style="list-style-type: none"> ▪ coaching ▪ reflection ▪ videography ▪ scenarios 	

Week	Key teaching points	Assessment
19–20	<p>Skills and practice</p> <ul style="list-style-type: none"> • matching and adjusting skills, strategies and techniques in changing situations in an outdoor adventure activity <p>Leadership</p> <ul style="list-style-type: none"> • facilitation skills for leading an expedition/outdoor experience <ul style="list-style-type: none"> ▪ establishing ground rules, including single speaking, non-violent, freedom to participate, responsibility of group members, and ensuring confidentiality ▪ valuing responses ▪ asking open ended questions ▪ using active listening ▪ decision making and problem solving ▪ controlling the discussion <p>Working with others</p> <ul style="list-style-type: none"> • tools and processes to assist in the development of interpersonal skills and enhance group performance in others <ul style="list-style-type: none"> ▪ coaching ▪ reflection ▪ videography ▪ scenarios 	
21	<p>Leadership</p> <ul style="list-style-type: none"> • facilitation skills for leading an expedition/outdoor experience <ul style="list-style-type: none"> ▪ establishing ground rules, including single speaking, non-violent, freedom to participate, responsibility of group members, and ensuring confidentiality ▪ valuing responses ▪ asking open ended questions ▪ using active listening ▪ decision making and problem solving ▪ controlling the discussion <p>Leadership</p> <ul style="list-style-type: none"> • construction of, and strategies for, evaluating a debrief <ul style="list-style-type: none"> ▪ reflective questions ▪ checklists ▪ peer review <p>Skills and practices</p> <ul style="list-style-type: none"> • matching and adjusting skills, strategies and techniques in changing situations in an outdoor adventure activity 	
22	<p>Leadership</p> <ul style="list-style-type: none"> • construction of, and strategies for, evaluating a debrief <ul style="list-style-type: none"> ▪ reflective questions ▪ checklists ▪ peer review <p>Skills and practices</p> <ul style="list-style-type: none"> • matching and adjusting skills, strategies and techniques in changing situations in an outdoor adventure activity 	<p>Task 5: expedition planner 5%</p>

Week	Key teaching points	Assessment
23	<p>Leadership</p> <ul style="list-style-type: none"> • construction of, and strategies for, evaluating a debrief <ul style="list-style-type: none"> ▪ reflective questions ▪ checklists ▪ peer review • facilitation skills for leading an expedition/outdoor experience <ul style="list-style-type: none"> ▪ establishing ground rules, including single speaking, non-violent, freedom to participate, responsibility of group members, and ensuring confidentiality ▪ valuing responses ▪ asking open ended questions ▪ using active listening ▪ decision making and problem solving ▪ controlling the discussion <p>Safety</p> <ul style="list-style-type: none"> • the importance of the concepts of peak experience, adventure and misadventure 	
24	<p>Safety</p> <p>review of relevant emergency procedures in preparation for expedition</p>	
25	<p>Expedition</p>	<p>Task 6: performance while on expedition 20%</p>
26	<p>The environment</p> <ul style="list-style-type: none"> • facilitation of environmental interpretive activities 	<p>Task 7: expedition journal 12.5%</p>
27–28	<p>Relationships with nature</p> <ul style="list-style-type: none"> • strategies to develop positive relationships between humans and nature <ul style="list-style-type: none"> ▪ experiencing nature ▪ developing skill and competence in outdoor activities • methods to educate groups about ‘Leave No Trace’ principles <ul style="list-style-type: none"> ▪ communicating their importance ▪ demonstration/role modelling 	<p>Task 8: bushwalking skills 5%</p>
29	<p>Environmental management</p> <ul style="list-style-type: none"> • aims of World Heritage • examples of Western Australian World Heritage sites • criteria to achieve a World Heritage listing 	
30	<p>Revision</p> <ul style="list-style-type: none"> • examination preparation • strategies to maximise examination performance 	<p>Task 9: Semester 2 examination 25%</p>