



## SAMPLE COURSE OUTLINE

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### OUTDOOR EDUCATION ATAR YEAR 11

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## **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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Sample course outline  
 Outdoor Education – ATAR Year 11  
 Unit 1

Week	Key teaching points	Assessment
1	<p><b>Skills and practices</b></p> <ul style="list-style-type: none"> <li>• technique development of an increasing repertoire of skills in an outdoor adventure activity</li> </ul> <p>Note: the above content is ongoing and will be addressed throughout the adventure activity skill development teaching and learning activities. In addition, information specific to the expedition/excursion sites will also be addressed throughout the teaching/learning activities.</p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• definitions of relevant risk management terminology           <ul style="list-style-type: none"> <li>▪ risk</li> <li>▪ challenge</li> <li>▪ hazards</li> <li>▪ danger</li> <li>▪ misadventure</li> <li>▪ risk management</li> </ul> </li> <li>• principles of risk management           <ul style="list-style-type: none"> <li>▪ identification of risks</li> <li>▪ causal factors (people, equipment, environment)</li> <li>▪ types of risk (absolute, perceived, real)</li> <li>▪ assessment of risk (high/low likelihood; high/low occurrence)</li> <li>▪ risk management/reduction strategies</li> <li>▪ social and psychological factors contributing to risk</li> <li>▪ monitoring/evaluation of risk management plan</li> </ul> </li> </ul>	
2	<p><b>Personal skills</b></p> <ul style="list-style-type: none"> <li>• definition of experiential learning and reasons why it is effective</li> <li>• definitions of flexibility, monitoring, commitment, time management and decision-making skills, and their relevance to outdoor education</li> <li>• steps in decision making           <ul style="list-style-type: none"> <li>▪ identifying the problem</li> <li>▪ gathering information</li> <li>▪ exploring options</li> <li>▪ evaluating the outcome</li> </ul> </li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• introduction to Maslow’s Hierarchy of Needs           <ul style="list-style-type: none"> <li>▪ physiological needs</li> <li>▪ safety needs</li> <li>▪ love/belonging needs</li> <li>▪ esteem needs</li> <li>▪ self-actualisation</li> </ul> </li> <li>• relationship between physiological and safety needs (Maslow’s Hierarchy) and personal preparation for outdoor experiences</li> </ul>	

Week	Key teaching points	Assessment
3	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• characteristics of task and people oriented leadership</li> <li>• linking leadership styles to stages of group development</li> <li>• attributes of trait, behavioural, situational, transformational, and transactional leadership theories</li> <li>• characteristics of telling, selling, delegating, testing, consulting and joining leadership methods</li> </ul>	
4	<p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>• stages within Tuckman’s model of group development <ul style="list-style-type: none"> <li>▪ forming</li> <li>▪ storming</li> <li>▪ norming</li> <li>▪ performing</li> <li>▪ adjourning</li> </ul> </li> <li>• skills for building group relationships <ul style="list-style-type: none"> <li>▪ communication</li> <li>▪ active listening</li> <li>▪ assertiveness</li> <li>▪ negotiation</li> <li>▪ conflict resolution</li> </ul> </li> </ul>	
5	<p><b>Environmental management</b></p> <ul style="list-style-type: none"> <li>• definition of environmental sustainability and examples of individual, community and global practices which contribute to sustainability</li> <li>• examples of local WA environmental management strategies <ul style="list-style-type: none"> <li>▪ prescribed burning</li> <li>▪ Back from the Brink</li> <li>▪ Western Shield</li> <li>▪ Project Eden</li> <li>▪ disease management</li> </ul> </li> </ul>	
6	<p><b>The environment</b></p> <ul style="list-style-type: none"> <li>• relationship between, abiotic and biotic components of the natural environment</li> <li>• features of weather <ul style="list-style-type: none"> <li>▪ wind</li> <li>▪ clouds</li> <li>▪ precipitation</li> <li>▪ temperature</li> <li>▪ air pressure</li> </ul> </li> <li>• features of synoptic charts <ul style="list-style-type: none"> <li>▪ isobars</li> <li>▪ low and high pressure systems</li> <li>▪ fronts</li> <li>▪ ridges</li> <li>▪ troughs</li> <li>▪ wind direction and speed</li> <li>▪ rainfall</li> </ul> </li> </ul>	<p><b>Task 1:</b> topic test 5%</p>

Week	Key teaching points	Assessment
7	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• considerations for selecting equipment relevant to expedition area <ul style="list-style-type: none"> <li>▪ location</li> <li>▪ duration</li> <li>▪ terrain</li> <li>▪ anticipated weather conditions</li> <li>▪ food and fluid requirements</li> </ul> </li> </ul>	
8	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• parts of a briefing session, including full value contracting, goal setting, and framing the experience</li> <li>• personal skills in delivering a briefing <ul style="list-style-type: none"> <li>▪ establishing authority</li> <li>▪ building relationships</li> <li>▪ listening</li> <li>▪ competence in speaking publicly</li> </ul> </li> </ul>	
9	<p><b>Relationships with nature</b></p> <ul style="list-style-type: none"> <li>• effect of technology on an individual's outdoor experience</li> <li>• role of technology in mediating human relationships with natural environments in relation to personal comfort levels, risk taking, and types of equipment</li> </ul> <p><b>Skills and practices</b></p> <ul style="list-style-type: none"> <li>• map/chart reading skills <ul style="list-style-type: none"> <li>▪ identifying features</li> <li>▪ interpreting and applying scales</li> <li>▪ using grid references</li> <li>▪ using contour lines</li> <li>▪ taking a bearing</li> <li>▪ travelling on a bearing</li> <li>▪ calculating back bearings and magnetic variation</li> </ul> </li> <li>• purpose and elements of a simple route plan <ul style="list-style-type: none"> <li>▪ destination and distances</li> <li>▪ times</li> <li>▪ terrain</li> <li>▪ stages/check points</li> </ul> </li> </ul>	

Week	Key teaching points	Assessment
10	<p><b>Relationships with nature</b></p> <ul style="list-style-type: none"> <li>• introduction to 'Leave No Trace' principles to develop minimum impact practices related to specific outdoor activities and the natural environments in which they are performed</li> </ul> <p><b>Skills and practices</b></p> <ul style="list-style-type: none"> <li>• map/chart reading skills <ul style="list-style-type: none"> <li>▪ identifying features</li> <li>▪ interpreting and applying scales</li> <li>▪ using grid references</li> <li>▪ using contour lines</li> <li>▪ taking a bearing</li> <li>▪ travelling on a bearing</li> <li>▪ calculating back bearings and magnetic variation</li> </ul> </li> <li>• purpose and elements of a simple route plan <ul style="list-style-type: none"> <li>▪ destination and distances</li> <li>▪ times</li> <li>▪ terrain</li> <li>▪ stages/check points</li> </ul> </li> </ul>	
11	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• steps for emergency response/accident management <ul style="list-style-type: none"> <li>▪ surveying the scene</li> <li>▪ primary survey</li> <li>▪ secondary survey</li> <li>▪ patient assessment and monitoring</li> <li>▪ documentation/accident report forms</li> </ul> </li> <li>• signalling methods used in an emergency <ul style="list-style-type: none"> <li>▪ whistle</li> <li>▪ fire</li> <li>▪ sand drawing</li> <li>▪ mobile and satellite phone</li> <li>▪ flare</li> <li>▪ personal locator beacons (PLB) and emergency position indicating radio beacons (EPIRB)</li> <li>▪ radio</li> <li>▪ hand and/or arm signalling</li> </ul> </li> </ul>	<p><b>Task 2:</b> sailing skills 5%</p>
12-13	<p><b>Relationship with nature</b></p> <ul style="list-style-type: none"> <li>• factors influencing people's relationships with nature <ul style="list-style-type: none"> <li>▪ weather</li> <li>▪ seasons</li> <li>▪ urban versus rural landscapes</li> <li>▪ natural disaster (drought, flood, fire)</li> <li>▪ differences in beliefs and values of urban and rural dwellers</li> </ul> </li> </ul>	
14	<p><b>Personal skills</b></p> <ul style="list-style-type: none"> <li>• personal reflective journal writing skills</li> </ul>	
15	<ul style="list-style-type: none"> <li>• revision and preparation for end of semester examination</li> </ul>	

Week	Key teaching points	Assessment
16	<b>Examination week</b>	<b>Task 3:</b> Semester 1 examination 10%

## Unit 2

Week	Key teaching points	Assessment
17–18	<p><b>Skills and practices</b></p> <ul style="list-style-type: none"> <li>• matching and adjusting skills and techniques in changing situations in an outdoor adventure activity</li> </ul> <p>Note: the above content is ongoing and will be addressed throughout the adventure activity skill development teaching and learning activities.</p> <p><b>Personal skills</b></p> <ul style="list-style-type: none"> <li>• use of journal writing, questionnaires, ratings, video, interviews, debriefings, and solo time to self-appraise personal skills</li> <li>• components of the Johari Window and how the model is applied to illustrate and improve self-awareness</li> </ul> <p><b>Skills and practices</b></p> <ul style="list-style-type: none"> <li>• care/maintenance of ropes</li> <li>• qualities of an effective knot</li> <li>• applying roping skills to outdoor activities</li> </ul>	<p><b>Task 4:</b> research investigation 10%</p>
19	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• expedition planning considerations <ul style="list-style-type: none"> <li>▪ research into expedition area (Aboriginal and European history, flora and fauna, weather data)</li> <li>▪ overview of expedition</li> <li>▪ participant information</li> <li>▪ group and personal SMART (simple, measurable, achievable, realistic and time-specific) goals</li> <li>▪ schedule</li> <li>▪ fitness needs</li> <li>▪ leadership</li> <li>▪ route planning</li> <li>▪ simple risk assessment model</li> <li>▪ minimum impact practices</li> <li>▪ equipment and menu planning</li> </ul> </li> <li>• considerations for selecting appropriate expedition equipment for specific environments and activities</li> </ul> <p>Note: the above content is ongoing and will be addressed as required throughout the teaching of the unit in preparation for the expedition.</p> <p><b>Skills and practices</b></p> <ul style="list-style-type: none"> <li>• types of knots related to campcraft/shelter construction <ul style="list-style-type: none"> <li>▪ reef</li> <li>▪ figure eight</li> <li>▪ bowline</li> <li>▪ clove hitch</li> <li>▪ figure eight on the bight and follow through</li> <li>▪ round turn and two half hitches</li> <li>▪ double fisherman's</li> </ul> </li> </ul>	



Week	Key teaching points	Assessment
20	<p><b>The environment</b></p> <ul style="list-style-type: none"> <li>• similarities and differences between natural environments of two expedition areas</li> </ul> <p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>• use of journal writing, questionnaires, ratings, video, interviews, debriefings, and solo time, to self-appraise interpersonal skills</li> <li>• peer and self-evaluation of performance within a group</li> <li>• responsibilities of group members during a debrief <ul style="list-style-type: none"> <li>▪ contributing</li> <li>▪ accepting others</li> <li>▪ refraining from judgements</li> <li>▪ following group norms</li> <li>▪ using active listening skills</li> <li>▪ feedback</li> <li>▪ problem solving</li> </ul> </li> </ul>	
21	<p><b>The environment</b></p> <ul style="list-style-type: none"> <li>• use of synoptic charts to forecast anticipated weather conditions for expedition</li> <li>• weather forecasting while in the natural environment using natural indicators <ul style="list-style-type: none"> <li>▪ clouds</li> <li>▪ wind</li> <li>▪ temperature</li> <li>▪ animal behaviour</li> </ul> </li> </ul>	
22	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• generic, specific and metaskills for effective outdoor leadership</li> <li>• evaluating performance in activity briefings and personal leadership using self, peer, and written methods</li> <li>• advantages and disadvantages of shared outdoor leadership during an expedition</li> </ul>	
23	<p><b>Skills and practices</b></p> <ul style="list-style-type: none"> <li>• navigational strategies, including 'aiming off' and use of attack points and handrails</li> <li>• construction and use of detailed expedition route cards which include elevation data and evacuation points</li> </ul>	
24	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• apply a risk analysis management system (RAMS) to a specific activity</li> <li>• cause and prevention of hypothermia and hyperthermia, signs and symptoms and treatment at various stages of the condition</li> </ul>	<p><b>Task 5:</b> mountain biking expedition planner 10%</p>
25	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• methods and procedures for conducting a search and evacuation <ul style="list-style-type: none"> <li>▪ search organisation</li> <li>▪ stages of a land search (reconnaissance, rapid comb, line search)</li> <li>▪ types of searches</li> <li>▪ evacuation procedures (immediate and pre-warned)</li> </ul> </li> </ul>	
26	<p><b>Relationships with nature</b></p> <ul style="list-style-type: none"> <li>• strategies to support the application of 'Leave No Trace' principles related to specific outdoor activities and the natural environments in which they are performed</li> </ul>	<p><b>Task 6:</b> mountain biking skills 5%</p>

Week	Key teaching points	Assessment
27	<p><b>Relationships with nature</b></p> <ul style="list-style-type: none"> <li>definition of heritage, and examples of Western Australian historical, cultural and Indigenous heritage sites</li> </ul> <p><b>Environmental management</b></p> <ul style="list-style-type: none"> <li>the use of outdoor environments for recreation purposes versus public conservation efforts for the benefit of future generations</li> <li>examples of strategies used to manage the following biodiversity issues <ul style="list-style-type: none"> <li>salinity</li> <li>dieback</li> <li>threatened species</li> <li>introduced species</li> </ul> </li> </ul>	
28	<b>Expedition</b>	<b>Task 7:</b> performance while on expedition 20%
29	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>evaluating performance in activity briefings and personal leadership using self, peer and written methods</li> </ul>	<b>Task 8:</b> mountain biking expedition journal 15%
30–31	Revision and preparation for end of year examination	
32	<b>Examination week</b>	<b>Task 9:</b> Semester 2 examination 20%