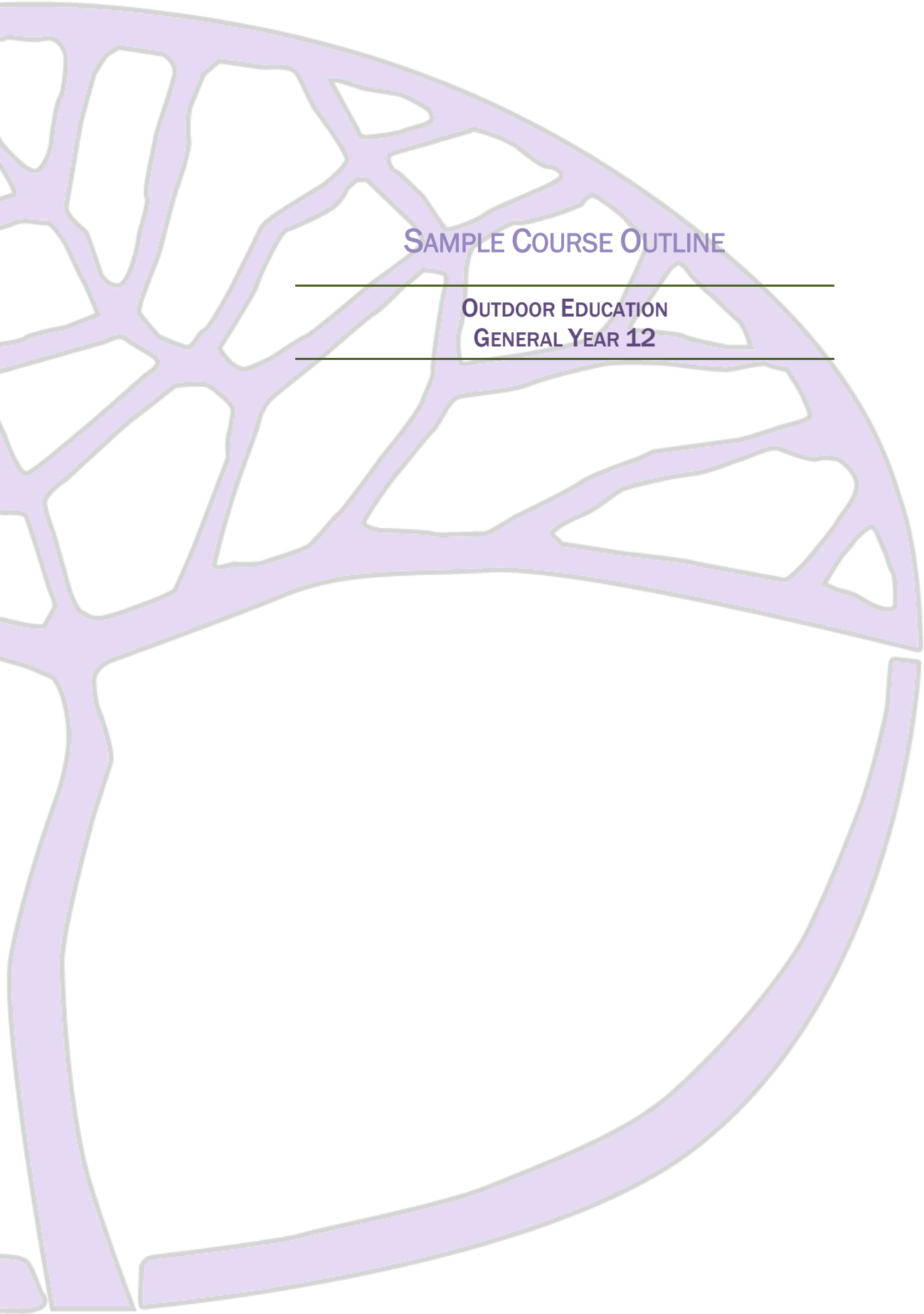SAMPLE COURSE OUTLINE

OUTDOOR EDUCATION
GENERAL 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.

Sample course outline

Outdoor Education – General Year 12

Unit 3 and Unit 4

Week	Syllabus content	Assessment
1	**Personal skills** • definition of experiential learning and reasons why it is effective • definitions of flexibility, monitoring, commitment, time-management and decision-making skills and their relevance to outdoor education	
2	**Skills and practices** • technique development of an increasing repertoire of skills in an outdoor adventure activity **Personal skills** • personal reflective journal writing skills	
3	**Personal skills** • steps in decision-making ▪ identifying the problem ▪ gathering information ▪ exploring options ▪ evaluating the outcome	
4	**Working with others** • stages within Tuckman's model of group development ▪ forming ▪ storming ▪ norming ▪ performing ▪ adjourning	
5	**Planning** • introduction to Maslow's Hierarchy of Needs ▪ physiological needs ▪ safety needs ▪ love/belonging needs ▪ esteem needs ▪ self-actualisation • relationship between physiological and safety needs (Maslow's Hierarchy) and personal preparation for outdoor experiences	
6	**Leadership** • attributes of trait, behavioural, situational, transformational, and transactional leadership theories • characteristics of telling, selling, delegating, testing, consulting and joining leadership methods • characteristics of task and people oriented leadership • parts of a briefing session, including full value contracting, goal setting and framing the experience • personal skills in delivering a briefing ▪ establishing authority ▪ building relationships ▪ listening ▪ competence in speaking publicly	

Week	Syllabus content	Assessment
7	**Leadership** • linking leadership styles to stages of group development • parts of a briefing session, including full value contracting, goal setting and framing the experience • personal skills in delivering a briefing ▪ establishing authority ▪ building relationships ▪ listening ▪ competence in speaking publicly	
8	**Safety** • steps for emergency response/accident management ▪ surveying the scene ▪ primary survey ▪ secondary survey ▪ patient assessment and monitoring ▪ documentation/accident report forms • definitions of relevant risk management terminology ▪ risk ▪ challenge ▪ hazards ▪ danger ▪ misadventure ▪ risk management	
9	**Safety** • signalling methods used in an emergency ▪ whistle ▪ fire ▪ sand drawing ▪ mobile and satellite phone ▪ flare ▪ personal locator beacons (PLB) and emergency position indicating radio beacons (ePIRB) ▪ radio ▪ hand and/or arm signalling **Relationships with nature** • changes in the ways humans have valued nature over time • natural change and the effects it has on individuals and communities in Australia ▪ day to night ▪ seasonal variation ▪ drought and flood	

Week	Syllabus content	Assessment

10	**Relationships with nature**
	• commercial, recreational, conservational and human activities that alter places
	Planning
	• considerations for selecting equipment relevant to expedition area
	  ▪ location
	  ▪ duration
	  ▪ terrain
	  ▪ anticipated weather conditions
	  ▪ food and fluid requirements
	The environment
	• features and relationships in the natural environment of the expedition area
	• components of weather
	  ▪ wind
	  ▪ clouds
	  ▪ precipitation
	  ▪ temperature
	  ▪ air pressure
	• identification of local seasonal weather patterns
	• weather forecasting using synoptic charts and climatic averages
		Task 1:
		sailing skills
		10%

11	**Working with others**
	• skills for building group relationships
	  ▪ communication
	  ▪ active listening
	  ▪ assertiveness
	  ▪ negotiation
	  ▪ conflict resolution
	Skills and practices
	• map/chart reading skills
	  ▪ identifying features
	  ▪ interpreting and applying scales
	  ▪ using grid references
	  ▪ using contour lines
	  ▪ taking a bearing
	  ▪ travelling on a bearing
	  ▪ calculating back bearings and magnetic variation
	• purpose and elements of a simple route plan
	  ▪ destination and distances
	  ▪ times
	  ▪ terrain
	  ▪ stages/check points	

12	**Safety**
	• principles of risk management
	  ▪ identification of risks
	  ▪ causal factors (people, equipment, environment)
	  ▪ types of risk (absolute, perceived, real)
	  ▪ assessment of risk (high/low likelihood; high/low occurrence)
	  ▪ risk management/reduction strategies
	  ▪ social and psychological factors contributing to risk
	  ▪ monitoring/evaluation of risk management plan	

13	**Relationships with nature** • application of 'Leave No Trace' principles	

Week	Syllabus content	Assessment

14–15	**Environmental management**
	• definition of sustainability
	• sustainability issues
	   ▪ rare and endangered species
	   ▪ renewable resources
		Task 2:
		Externally Set Task
		15%

16	**Skills and practices** • matching and adjusting skills and techniques in changing situations in an outdoor adventure activity **Note**: the teaching of the above content is ongoing and will be addressed throughout the practical skill development during teaching and learning activities. **Working with others** • use of journal writing, questionnaires, ratings, video, interviews, debriefings and solo time to self-appraise interpersonal skills	
17	**Personal skills** • use of journal writing, questionnaires, ratings, video, interviews, debriefings and solo time to self-appraise personal skills • components of the Johari Window and how the model is applied to illustrate and improve self-awareness **Working with others** • peer and self-evaluation of performance within a group	
18	**Skills and practices** • applying roping skills to outdoor activities • navigational strategies, including aiming off and use of attack points and handrails • construction and use of detailed expedition route cards which include elevation data and evacuation points **Leadership** • generic, specific and metaskills for effective outdoor leadership • advantages and disadvantages of shared outdoor leadership during an expedition	

19	**Planning**
	• expedition planning considerations
	   ▪ overview of expedition
	   ▪ participant information
	   ▪ minimum impact practices
	Leadership
	• evaluating performance in activity briefings and personal leadership using self, peer and written methods
		Task 3:
		abseiling skills
		10%

20	**Planning** • expedition planning considerations ▪ research into expedition area: Aboriginal and European history, flora and fauna, weather data **The environment** • features of the natural environment of the expedition area	

Week	Syllabus content	Assessment

21	**Planning**
	• expedition planning considerations
	  ▪ leadership
	Working with others
	• responsibilities of group members during a debrief
	  ▪ contributing
	  ▪ accepting others
	  ▪ refraining from judgements
	  ▪ following group norms
	  ▪ using active listening skills
	  ▪ feedback
	  ▪ problem solving
	Leadership
	• generic, specific and metaskills for effective outdoor leadership
	• advantages and disadvantages of shared outdoor leadership during an expedition
	• evaluating performance in activity briefings and personal leadership using self, peer and written methods
		Task 4:
		topic test
		10%

22	**Planning**
	• expedition planning considerations
	  ▪ schedule
	  ▪ route planning
	  ▪ simple risk assessment model
	Safety
	• apply a risk analysis management system (RAMS) to a specific activity
		Task 5:
		expedition planner
		10%

23	**Planning**
	• expedition planning considerations
	  ▪ group and personal SMART (specific, measurable, achievable, realistic, timely) goals
	  ▪ fitness needs
	Safety
	• methods and procedures for conducting a search and evacuation
	  ▪ search organisation
	  ▪ stages of a land search: reconnaissance, rapid comb, line search
	  ▪ types of searches
	  ▪ evacuation procedures: immediate and pre-warned	

24	• cause and prevention of hypothermia, signs and symptoms of hypothermia, and treatment at various stages of the condition
	Skills and practices
	• care/maintenance of ropes
	• qualities of an effective knot
	• types of knots related to camp craft/shelter construction
	  ▪ reef
	  ▪ figure eight
	  ▪ bowline
	  ▪ clove hitch
	  ▪ figure eight on the bight and follow through
	  ▪ round turn and two half hitches
	  ▪ double fisherman's	

Week	Syllabus content	Assessment
25	**Planning** • expedition planning considerations ▪ equipment and menu planning **The environment** • weather forecasting using natural indicators while in the natural environment ▪ clouds ▪ wind ▪ animal behaviour	**Task 6**: research-based investigation 5%
26	**Expedition**	**Task 7**: practical performance on expedition 20%
27	**Relationship with nature** • technology and the environment ▪ improvements to equipment ▪ electronic equipment • the impact of urbanisation and changing lifestyles • minimising human impact on nature	**Task 8**: expedition journal 10%
28	**Planning** • expedition planning considerations ▪ minimum impact practices • considerations for selecting appropriate expedition equipment for specific environments and activities **Relationship with nature** • concept of wilderness • application of 'Leave No Trace' principles	
29–30	**Environmental management** • features of a sustainable project relevant to the local area or expedition • responsibility of individuals, communities, governments and industry for the environment	**Task 9**: mountain biking skills 10%