**Sample Course Outline**

Outdoor Education

ATAR Year 11

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Sample course outline

Outdoor Education – ATAR Year 11

Unit 1

| **Week** | **Key teaching points** | **Assessment** |
| --- | --- | --- |
| 1 | **Skills and practices**   * technique development of an increasing repertoire of skills in an outdoor adventure activity   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.  **Safety**   * definitions of relevant risk management terminology * risk * challenge * hazards * danger * misadventure * risk management * 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 |  |
| 2 | **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 * steps in decision making * identifying the problem * gathering information * exploring options * evaluating the outcome   **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 |  |
| 3 | **Leadership**   * characteristics of task and people oriented leadership * linking leadership styles to stages of group development * attributes of trait, behavioural, situational, transformational, and transactional leadership theories * characteristics of telling, selling, delegating, testing, consulting and joining leadership methods |  |
| 4 | **Working with others**   * stages within Tuckman’s model of group development * forming * storming * norming * performing * adjourning * skills for building group relationships * communication * active listening * assertiveness * negotiation * conflict resolution |  |
| 5 | **Environmental management**   * definition of environmental sustainability and examples of individual, community and global practices which contribute to sustainability * examples of local WA environmental management strategies * prescribed burning * Back from the Brink * Western Shield * Project Eden * disease management |  |
| 6 | **The environment**   * relationship between, abiotic and biotic components of the natural environment * features of weather * wind * clouds * precipitation * temperature * air pressure * features of synoptic charts * isobars * low and high pressure systems * fronts * ridges * troughs * wind direction and speed * rainfall | **Task 1:**  topic test  5% |
| 7 | **Planning**   * considerations for selecting equipment relevant to expedition area * [location](http://cms.curriculum.edu.au/mindmatters/resources/mmbook.htm) * duration * terrain * anticipated weather conditions * food and fluid requirements |  |
| 8 | **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 |  |
| 9 | **Relationships with nature**   * effect of technology on an individual’s outdoor experience * role of technology in mediating human relationships with natural environments in relation to personal comfort levels, risk taking, and types of equipment   **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 |  |
| 10 | **Relationships with nature**   * 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   **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 |  |
| 11 | **Safety**   * steps for emergency response/accident management * surveying the scene * primary survey * secondary survey * patient assessment and monitoring * documentation/accident report forms * 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 | **Task 2:**  sailing skills  5% |
| 12-13 | **Relationship with nature**   * factors influencing people’s relationships with nature * weather * seasons * urban versus rural landscapes * natural disaster (drought, flood, fire) * differences in beliefs and values of urban and rural dwellers |  |
| 14 | **Personal skills**   * personal reflective journal writing skills |  |
| 15 | * revision and preparation for end of semester examination |  |
| 16 | **Examination week** | **Task 3:**  Semester 1 examination  10% |

Unit 2

| **Week** | **Key teaching points** | **Assessment** |
| --- | --- | --- |
| 17–18 | **Skills and practices**   * matching and adjusting skills and techniques in changing situations in an outdoor adventure activity   Note: the above content is ongoing and will be addressed throughout the adventure activity skill development teaching and learning activities.  **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   **Skills and practices**   * care/maintenance of ropes * qualities of an effective knot * applying roping skills to outdoor activities | **Task 4:**  research investigation 10% |
| 19 | **Planning**   * expedition planning considerations * research into expedition area (Aboriginal and European history, flora and fauna, weather data) * overview of expedition * participant information * group and personal SMART (simple, measurable, achievable, realistic and time-specific) goals * schedule * fitness needs * leadership * route planning * simple risk assessment model * minimum impact practices * equipment and menu planning * considerations for selecting appropriate expedition equipment for specific environments and activities   Note: the above content is ongoing and will be addressed as required throughout the teaching of the unit in preparation for the expedition.  **Skills and practices**   * types of knots related to campcraft/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 |  |
| 20 | **The environment**   * similarities and differences between natural environments of two expedition areas   **Working with others**   * use of journal writing, questionnaires, ratings, video, interviews, debriefings, and solo time, to self-appraise interpersonal skills * peer and self-evaluation of performance within a group * responsibilities of group members during a debrief * contributing * accepting others * refraining from judgements * following group norms * using active listening skills * feedback * problem solving |  |
| 21 | **The environment**   * use of synoptic charts to forecast anticipated weather conditions for expedition * weather forecasting while in the natural environment using natural indicators * clouds * wind * temperature * animal behaviour |  |
| 22 | **Leadership**   * generic, specific and metaskills for effective outdoor leadership * evaluating performance in activity briefings and personal leadership using self, peer, and written methods * advantages and disadvantages of shared outdoor leadership during an expedition |  |
| 23 | **Skills and practices**   * 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 |  |
| 24 | **Safety**   * apply a risk analysis management system (RAMS) to a specific activity * cause and prevention of hypothermia and hyperthermia, signs and symptoms and treatment at various stages of the condition | **Task 5:**  mountain biking expedition planner  10% |
| 25 | **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) |  |
| 26 | **Relationships with nature**   * strategies to support the application of ‘Leave No Trace’ principles related to specific outdoor activities and the natural environments in which they are performed | **Task 6:**  mountain biking skills  5% |
| 27 | **Relationships with nature**   * definition of heritage, and examples of Western Australian historical, cultural and Indigenous heritage sites   **Environmental management**   * the use of outdoor environments for recreation purposes versus public conservation efforts for the benefit of future generations * examples of strategies used to manage the following biodiversity issues * salinity * dieback * threatened species * introduced species |  |
| 28 | **Expedition** | **Task 7:**  performance while on expedition  20% |
| 29 | **Leadership**   * evaluating performance in activity briefings and personal leadership using self, peer and written methods | **Task 8:**  mountain biking expedition journal  15% |
| 30–31 | Revision and preparation for end of year examination |  |
| 32 | **Examination week** | **Task 9:**  Semester 2 examination  20% |