**Sample Expedition Journal**

Outdoor Education

**Copyright**

© School Curriculum and Standards Authority, 2019

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](http://creativecommons.org/licenses/by/4.0/).

**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.

Expedition Journal

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**To be completed prior to the expedition**

**Group goals**

List **three** of the goals as decided on by the group.

1.

2.

3.

It is important that you reflect on these goals throughout the expedition.   
It is up to every member of the group to commit to working towards achieving these goals.

**To be completed prior to the expedition**

#### Individual goals

###### Outline a personal goal for the expedition in each of the focus areas below.

###### Personal goal 1: personal preparation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### Personal goal 2: working with others \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### Personal goal 3: leadership \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### Personal goal 4: relationship with nature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### Personal goal 5: minimal environmental impact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(5 marks)

It is important that you reflect on these goals throughout the expedition   
and commit to working towards achieving them.

#### Log book – Day 1 (this section – 2.1 to 2.6 – may be repeated for each day of the expedition)

##### Route details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Leg** | **Start** | **Finish** | **Distance** | **Time** |
| **AM** |  |  |  |  |
| **PM** |  |  |  |  |

(2 marks)

##### Schedule

Enter times and details of **five** significant events, happenings, locations, stops, crossings.

|  |  |
| --- | --- |
| **Time** | **Description** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

(5 marks)

##### Menu

|  |  |
| --- | --- |
| **Meal** | **Consumed (indicate any food left over)** |
| **Breakfast** |  |
| **Lunch** |  |
| **Dinner** |  |
| **Other** |  |
| **Water**  **(consumed over the day)** |  |

(5 marks)

##### Environment

Weather observations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Temp** | **Rain** | **Cloud (% sky covered, type)** | **Wind (direction, speed)** |
| **AM** |  |  |  |  |
| **PM** |  |  |  |  |

(4 marks)

##### Observations

###### **Flora**

Describe **two** plants with details, including name, structure (e.g. forest, scrub, cleared).

(8 marks)

###### **Fauna**

Describe **two** animals with details, including appearance, scats, tracks, calls.

(8 marks)

###### **Camp site**

For the camp site on day 1, provide:

1. a sketch of the layout.

(2 marks)

1. a description of the area.

(2 marks)

1. **two** positive aspects of the camp site.

(2 marks)

1. **two** negative aspects of the camp site.

(2 marks)

##### Personal reflections

Select and respond to **two** of the questions below:

###### Describe **three** feelings you experienced during the day, what triggered them and why?

###### If you could change **three** things about the experiences you had today, what would they be and why?

###### What concerns did you have during the course of today? Explain.

Question \_\_\_\_\_\_\_

(3 marks)

Question \_\_\_\_\_\_\_

(3 marks)

#### Expedition evaluation

Set aside some time as soon as possible after the expedition (within 24 hours) to answer these questions while the experience is still recent and, therefore, fresh in your memory.

##### Planning

Comment on the suitability of the equipment you chose to take on the expedition. Include its suitability to the expedition and the environment. Discuss how these items assisted you during the expedition.

(4 marks)

##### Skills and practices

Comment on your level of skill in relation to

1. the mode of travel.

(2 marks)

1. roping in relation to the outdoor activity.

(2 marks)

1. navigation.

(2 marks)

##### Safety

Comment on how safe you felt, and on the effect your application of RAMS had during the expedition.

(2 marks)

##### Personal skills

Comment on your level of personal skills, as demonstrated while on expedition, in two of these areas: self-awareness; self-appraisal; goal setting; time management; flexibility; monitoring; reflection; and commitment.

(a)

(b)

(4 marks)

##### Working with others

###### As a result of your experiences while on expedition, comment on your personal qualities

1. that you and your peers are aware of (arena).

1. that you are aware of, but your peers are not (façade).

1. that your peers pointed out that you have, but were not aware of (blind spot).

(6 marks)

###### Comment on your level of interpersonal skills together with an example from the expedition. These skills must come from **two** of the following areas: communication skills; assertion; cooperation and collaboration; problem solving; and negotiation.

(i)

(ii)

(6 marks)

###### Outline **two** of the characteristics your expedition group displayed that contributed towards its effectiveness.

(2 marks)

###### Comment on how well members of your expedition group participated in a debrief.

(2 marks)

##### Leadership

###### Outline **one** instance when you displayed generic, specific and meta leadership skills during the expedition.

(3 marks)

###### Evaluate your leadership performance during the expedition.

(2 marks)

##### The environment

Comment on your ability and frequency of successful weather forecasting using natural indicators.

(2 marks)

* 1. **Relationships with nature**

Comment on the level of success of applying the ‘Leave No Trace’ principles to your expedition.

(3 marks)

# Marking key for sample expedition journal

| **Description** | **Marks** |
| --- | --- |
| **1. Individual goals**   * for each focus area, provides an appropriate goal written in correct format | 1–5 |
| **Subtotal** | **/5** |
| **Question 1 Subtotal** | **/5** |
| **2. Log book – Day 1**  **2.1 Route details**   * provides accurate AM travel details * provides accurate PM travel details | 1  1 |
| **Subtotal** | **/2** |
| **2.2 Schedule**   * provides an accurate time stamp and details of **five** significant events | 1–5 |
| **Subtotal** | **/5** |
| **2.3 Menu**   * provides an accurate outline of each meal | 1–5 |
| **Subtotal** | **/5** |
| **2.4 Environment**   * provides comprehensive, accurate AM weather details * provides comprehensive, accurate PM weather details | 1–2  1–2 |
| **Subtotal** | **/4** |
| **2.5 Observations**   1. **Flora**   Describe **two** plants with details, including name, structure (e.g. forest, scrub, cleared)  For each of the **two** plants provides:   * name * structure (e.g. forest, scrub, cleared) * description | 1  1  1–2 |
| **Subtotal** | **/8** |
| 1. **Fauna**   Describe **two** animals with details, including appearance, scats, tracks, calls  For each of the **two** animals describes:   * appearance * scats * tracks * calls | 1  1  1  1 |
| **Subtotal** | **/8** |
| 1. **Camp site**   For the camp site on Day 1, provides:   1. a sketch of the camp site | 1–2 |
| 1. a description of the area | 1–2 |
| 1. **two** positive aspects of the camp site | 1–2 |
| 1. **two** negative aspects of the camp site | 1–2 |
| **Subtotal** | **/8** |
| **2.6 Personal reflections**  For each of the **two** questions selected:   * provides comprehensive reflection together with description of future use of the experience * provides appropriate reflection with most relevant information included * provides incomplete reflection with minimal detail | 3  2  1 |
| **Subtotal** | **/6** |
| **Question 2 Subtotal** | **/46** |
| **3. Expedition evaluation**  **3.1 Planning**   * makes statements with detailed explanation and supporting evidence * makes statements with detailed explanation * makes statements with some explanation/supporting evidence, but lacking detail * makes statements, but with minimal explanation | 4  3  2  1 |
| **Subtotal** | **/4** |
| **3.2 Skills and practices**  Mode of travel   * provides comprehensive reflection of own skills relating to the mode of travel * provides basic description with minimal detail | 2  1 |
| **Subtotal** | **/2** |
| Roping   * provides comprehensive reflection of own roping skills * provides basic description with minimal detail | 2  1 |
| **Subtotal** | **/2** |
| Navigation   * provides comprehensive reflection of own navigation skills * provides basic description with minimal detail | 2  1 |
| **Subtotal** | **/2** |
| **3.3 Safety**   * provides comprehensive description of feelings of safety with reference to RAMS * provides basic description with minimal detail | 2  1 |
| **Subtotal** | **/2** |
| **3.4 Personal** **skills**  For each of the **two** areas selected:   * provides comprehensive reflection of skills * provides basic description with minimal detail | 2  1 |
| **Subtotal** | **/4** |
| **3.5 Working with others**   1. As a result of your experiences while on expedition, comment on your personal qualities   For each of the **three** areas of personal qualities:   * provides comprehensive reflection of personal qualities * provides basic description with minimal detail | 2  1 |
| **Subtotal** | **/6** |
| 1. Comment on your level of interpersonal skills together with an example from the expedition   For each of the **two** areas selected:   * provides comprehensive reflection of interpersonal skills * provides basic description with minimal detail * provides appropriate example from the expedition | 2  1  1 |
| **Subtotal** | **/6** |
| 1. Outline **two** of the characteristics your expedition group displayed that contributed towards its effectiveness  * outlines **two** characteristics that were displayed by the group | 1–2 |
| **Subtotal** | **/2** |
| 1. Comment on how well members of your expedition group participated in a debrief  * provides comprehensive description of the group’s participation in the debrief * provides basic description with minimal detail | 2  1 |
| **Subtotal** | **/2** |
| **3.6 Leadership**   1. Outline **one** instance when you displayed generic, specific and meta leadership skills during the expedition  * outlines appropriately when each of the three leadership skills were displayed during the expedition | 1–3 |
| **Subtotal** | **/3** |
| 1. Evaluate your leadership performance during the expedition  * provides comprehensive evaluation of the student’s leadership performance while on expedition * provides basic description with minimal detail | 2  1 |
| **Subtotal** | **/2** |
| **3.7 The environment**  Comment on your ability and frequency of successful weather forecasting using natural indicators   * provides comprehensive description of the student’s weather predictions during the period of the expedition * provides basic description with minimal detail | 2  1 |
| **Subtotal** | **/2** |
| **3.8 Relationships with nature**  Comment on the level of success of applying the ‘Leave No Trace’ principles to your expedition   * makes reflection with detailed explanation * makes reflection with some explanation, but lacking detail * makes reflections, but with minimal explanation | 3  2  1 |
| **Subtotal** | **/3** |
| **Question 3 Subtotal** | **/42** |
| **Total** | **/93** |