**Sample Course Outline**

Outdoor Education

General Year 12

**Acknowledgement of Country**

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# 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*** **i**ntroduction 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
 |  |
| 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
 |  |
| 10 | **Relationships with nature*** commercial, recreational, conservational and human activities that alter places

**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

**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 skills10% |
| 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
 |  |
| 14–15 | **Environmental management*** definition of sustainability
* sustainability issues
* rare and endangered species
* renewable resources
 | **Task 2**:Externally Set Task15% |
| 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 skills10% |
| 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
 |  |
| 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 test10% |
| 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 planner10% |
| 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
 |  |
| 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 investigation5% |
| 26 | **Expedition** | **Task 7**:practical performance on expedition20% |
| 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 journal10% |
| 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 skills10% |