**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 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 |  |
| 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 |  |
| 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 |  |
| 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% |