LEARNING AND ASSESSMENT PLAN
Stage 2 Outdoor Education

School Eastern Fleurieu School

Contact Teacher Stephen Rofe

Other schools using this plan

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<thead>
<tr>
<th>SACE School Code</th>
<th>Year</th>
<th>Enrolment Code</th>
<th>Program Variant Code (A–W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 6 2</td>
<td>2013</td>
<td>2 O U E 20</td>
<td>(10 or 20)</td>
</tr>
</tbody>
</table>

COHORT/CONTEXT DESCRIPTION
This plan is designed to cater for a co-educational group of 13 students who have previously studied outdoor education in stage 1 at the school. All students have a high interest in practical skills related to outdoor recreation, however ability levels vary. Students also have a range of academic ability, learning styles and written language skills. The course aims to make use of its proximity to the coastal environment, Deep Creek, the Heysen trail and local river catchment systems.

PROGRAM DESIGN
Assessment tasks and journeys have been negotiated with local access to facilities such as the Victor Harbor Aquatics centre, student’s budget, and students’ interests.

The curriculum includes students undertaking coursework and skills training to safely take part in a 3 day Bushwalking expedition in the Gammon Ranges, a 3 day Kayaking/Canoeing expedition in Glenelg River during Semester 1 and a self-reliant journey in a local destination. Students will also undertake senior first aid and emergency procedures training in preparation for these journeys.

During coursework students will cover the 3 topics; Environmental Studies, Planning and Management Practices, and Leadership and Outdoor Journeys.

During outdoor activities students will demonstrate practical application of skills, personal and leadership skills, identification of risk, and skills of observation and analysis.

In order to give the students a wide range of experiences they will also be involved in navigation exercises, environmental observation and restoration exercises, mountain bike rides, and practice walks and paddles as practical outdoor activities during their double lessons.

Students will have the opportunity to demonstrate their learning through group tasks, research, and practical applications. Assessment tasks in Course Work can be presented in a variety of ways to suit student needs, and can include oral, multimedia, or written modes.

The course will be delivered over 4 lessons per week, with two single lessons and one double lesson. Many practical elements of the program such as outdoor journeys will be run and assessed off campus.

CAPABILITIES, LITERACY AND NUMERACY OPPORTUNITIES

Capabilities
The field-based activities incorporated into this program allow students to develop technical skills, leadership, independence, and self-reliance as they extend their personal development in a safe but challenging environment. They are able to explore and apply sustainable practices in relation to the environment as they develop their citizenship. As students share information, thoughts, and feelings in a range of settings and contexts, their capability for communication increases.

Literacy and Numeracy skills
Students' literacy skills are developed through recording, analysing, and interpreting information such as weather information, signage, and risk and safety guidelines. Estimating and measuring distance, calculating nutritional needs and the weight and quantities of food and water supplies for outdoor journeys, displaying data and interpreting maps give students the opportunity to develop numeracy skills.
<table>
<thead>
<tr>
<th>Weighting of Assessment Types</th>
<th>Name of Assessment (as described in the assessment details following)</th>
<th>Learning Requirements (Indicate the Learning Requirements addressed)</th>
<th>Assessment Design Criteria (Indicate the Assessment Design Criteria addressed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Practical Knowledge and Skills</td>
<td>Investigation and Critical Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection and Evaluation</td>
<td>Communication</td>
</tr>
<tr>
<td>Folio</td>
<td>20  <strong>Leadership and Emergency Response</strong></td>
<td>[ ]  [ ]  [ ]  [ ]</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>20  <strong>Planning and Management</strong></td>
<td>[ ]  [ ]  [ ]  [ ]</td>
<td>3  3  1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>30  <strong>River Ecosystem Study</strong></td>
<td>[ ]  [ ]  [ ]  [ ]</td>
<td>1, 2  1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>30  <strong>Bushwalk/ Kayak Journal</strong></td>
<td>[ ]  [ ]  [ ]  [ ]</td>
<td>3  1, 2  2  1, 2, 3</td>
</tr>
<tr>
<td>Group practical</td>
<td>30  <strong>Glenelg River Kayak Journey</strong></td>
<td>[ ]  [ ]  [ ]  [ ]</td>
<td>1, 2, 3</td>
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<tr>
<td></td>
<td>30  <strong>Gammon Ranges Bushwalk Journey</strong></td>
<td>[ ]  [ ]  [ ]  [ ]</td>
<td>1, 2, 3  1, 2  3  1, 3</td>
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<tr>
<td>Individual practical</td>
<td>20  <strong>Self-Reliant Journey</strong></td>
<td>[ ]  [ ]  [ ]  [ ]</td>
<td>1, 2, 3  1, 3  1, 3  1, 3</td>
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<tr>
<td>External component</td>
<td>30  <strong>Investigation</strong></td>
<td>[ ]  [ ]  [ ]  [ ]</td>
<td>Please refer to the Health and Physical Education Learning Area manual for details.</td>
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</tbody>
</table>

Eight to ten assessments. Please refer to the Outdoor Education Subject Outline.  
(Note: to record any changes to the assessment outline, please use the Addendum to Learning and Assessment Plan attached.)
Subject: Outdoor Education  
School: Eastern Fleurieu School  
Contact Teacher: Stephen Rofe

## ASSESSMENT DETAILS

Use the table below to provide details of the assessments designed to provide opportunities for the range of students in the cohort to show evidence of their learning against the performance standards.

<table>
<thead>
<tr>
<th>Name of Assessment (Assessment Type)</th>
<th>Description of Assessment (a description of the flexible, and where appropriate, negotiable, ways in which students show evidence that demonstrates their learning against the performance standards, including to the highest standard)</th>
<th>Assessment conditions as appropriate (e.g. task type, word length, time allocated, supervision)</th>
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</table>
| **Bushwalk/ Kayak Journal (Folio)**  | Students undertake a Bushwalk/Kayak journey to gain a first-hand understanding of the potential human impact a journey such as this may have on the natural environment. While on the journey, they gather evidence such as photographs or drawings to support an investigation and reflection in which they consider:  
  - the role of parks in preserving biodiversity  
  - impacts of user groups  
  - strategies used by park management to control/ manage this impact  
  - future initiatives that they would implement to help reduce human ecological footprint and provide a sustainable future for an area such as Mt Remarkable. Wherever possible, students include and refer to supporting evidence in their discussion. | Students have four weeks to complete the report including 8 lessons of class time. They have access to computers. Documents such as the management plan may be included as appendices to support the report. The report should be a maximum of 1500 words in writing. |
| **Leadership and Emergency Response (Folio)** | Students attain their Senior First Aid certificate. They identify the styles of leadership in an outdoor setting and when they are most appropriate. Students identify critical steps of leadership (including 1st aid) to group management in emergency situations. | Students have four weeks to complete the report including 4 lessons of class time. They have access to computers. This is assessed as an oral presentation or negotiated multimodal equivalent of approximately 5 minutes. The presentation is digitally recorded. |
| **Planning and Management (Folio)** | Students to critically evaluate two outdoor adventures which have resulted in misadventure for participants. They are to evaluate the risk management involved in these activities and identify changes and improvements for future participants. | Student’s role-play one incident and are supplied with two articles outlining tragedies. They have three weeks to complete a 1000 word maximum written report. |
| **River Ecosystem Study (Folio)** | Students undertake a river study in which they investigate the adaptations of two species of plants that live in the Bremer River environment. They record observations of food webs and energy transfer in a river environment. They also analyse the human impact on the environment and strategies for sustainable use of the area. Students are strongly encouraged to include annotated photographs where relevant. | Students have three weeks to complete the report, including 7 lessons of class time. The report should be a maximum of 1250 words in writing. |
### Kayak Journey (Group Practical)

Students undertake a four-day kayaking expedition at Glenelg River, during which they demonstrate their proficiency in kayaking, risk and safety management, and the use of environmentally-sustainable strategies suitable for the park area. They also demonstrate their leadership, self-reliance, and initiative. Students then write an evaluation focusing on their personal and group risk and safety management practices.

Using a checklist, the teacher assesses the students during the four-day expedition. The written response should be a maximum of 500 words or 3 minute for an oral presentation or negotiated multimodal equivalent. The oral presentation is digitally recorded.

### Bushwalk Journey (Group Practical)

Students undertake a four-day Bushwalking expedition within the Gammon Ranges National Park, during which they demonstrate their proficiency in Bushwalking, risk and safety management, and the use of environmentally-sustainable strategies suitable for the park area. They also demonstrate their leadership, self-reliance, and initiative. Students then write an evaluation focusing on their personal and group risk and safety management practices.

Using a checklist, the teacher assesses the students during the four-day expedition. The written response should be a maximum of 500 words or 3 minute for an oral presentation or negotiated multimodal equivalent. The oral presentation is digitally recorded.

### Kayak/ Bushwalk/ Mt Bike (Individual Practical)

Students prepare a planning folio for a three-day kayak expedition, including:

- weather forecasts
- menu plan
- route plan
- equipment list
- group selection and roles
- equipment checks
- relevant skill development requirements
- environmental impact of river use
- risk and safety identification and management
- plans for recording observations.

Students undertake the expedition and record observations and thoughts. While undertaking the practical part of the expedition, students are assessed on their proficiency in kayaking/ bushwalking/Mt Biking skills, risk and safety management, use of environmentally sustainable strategies, leadership, and self-reliance, and initiative.

After the expedition, students complete a reflection and evaluation which includes a review of their planning, an evaluation of risk and safety management practices, discussion of initiative, self-reliance, leadership, group responsibility displayed by participants. Students include a summary of their feelings and reactions to the environment during the expedition. Notes, photographs, or recordings made during the journey should be included as appendices to the report.

Students have some class and homework time over 3 weeks to complete Part A prior to undertaking Part B. Students complete a group planning folio and submit it 3 days prior to leaving for the expedition. Using the performance standards in the form of a checklist, the teacher assesses the students during the four-day expedition. Students may negotiate the format used to complete Part C. It must be submitted within 4 weeks of returning from the journey and has a maximum of 1000 words if written or 6 minutes if oral or equivalent in multimodal form.
| Investigation (External component) | Students undertake an investigation based on their study of an environmental issue or experience that is related to the group practical or individual practical, or to their own experiences of outdoor activities, and present a written report. The report should present information in a piece of extended writing that incorporates maps, tables, and other visual materials. | Students complete either one report of a maximum of 2000 words, or two reports, each of a maximum of 1000 words. If two reports, each must be on a different environmental issue or experience, or on a different aspect of the same issue or experience. |
Addendum to:

LEARNING AND ASSESSMENT PLAN
Stage 2 Outdoor Education

School ________________________________ Contact Teacher ________________________________

Other schools using this plan _____________________________________________________________

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<td>OUE</td>
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**CHANGES MADE TO THE LEARNING AND ASSESSMENT PLAN**

Describe any changes made to the Learning and Assessment Plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or individuals within the student group.

**PRINCIPAL ENDORSEMENT**

The changes made to the Learning and Assessment Plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of Principal or nominee ________________________________ Date ____________