STAGE 2

OUTDOOR AND ENVIRONMENTAL EDUCATION

Eastern Fleurieu School 2013
LEARNING OUTCOMES

At the end of the program in Stage 2 Outdoor and Environmental Education, students should be able to:

1. Demonstrate skills in planning and implementing human-powered outdoor journeys or journeys that use natural forces;
2. Investigate, critically analyse and communicate information about the natural environment and outdoor journeys in a variety of ways and contexts.
3. Demonstrate initiative, self-reliance, leadership, and a sense of responsibility towards other people in a natural environment;
4. Choose, apply and evaluate personal and group risk and safety management practices;
5. Identify and apply the appropriate skills to minimise the impact of human-powered journeys or journeys that use natural forces, on fragile natural environments;
6. Investigate, critically analyse and reflect on the activities and strategies needed to achieve the sustainable use of natural environments, including for example, Indigenous perspectives.
7. Reflect on the personal, group, social and environmental outcomes of participating in an outdoor journey.

COURSE INFORMATION

20 Credit Subject

The subject, Outdoor and Environmental Studies, consists of the following six topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition.

ASSESSMENT

Assessment of Stage 2 Outdoor Education consists of the following components, weighted as shown:

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Outdoor Education (20 Credits)</th>
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</thead>
<tbody>
<tr>
<td>1: Course Work (Folio)</td>
<td>20%</td>
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<tr>
<td>2: Outdoor Journeys (Group Pract)</td>
<td>30%</td>
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<tr>
<td>3: Self-reliant Expedition (Individual practical)</td>
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<td>4: Investigation (External Component)</td>
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Assessment Component 1: Course Work (Folio) 20%
Students undertake at least four summative assessment tasks for the 2-unit subject and cover learning requirements 2, 3, 4, 5, 6.

Assessment Component 2: Outdoor Journeys (Group Practicals) 30%
This assessment component is designed to assess primarily Learning Outcomes 1, 3, 4, and 5. It is weighted at 30% for the subject.
The student’s performance in outdoor journeys will be judged by the extent to which he or she demonstrates:
- practical application of skills
- personal and leadership skills
- identification of risk
- skills of observation and analysis

Assessment Component 3: Self-reliant Expedition (Individual Practicals) 20%
This assessment component is designed to assess primarily Learning Outcomes 1, 2, 3, 4, and 7. It is weighted at 20% for the subject.
The self-reliant expedition must be a minimum of three days and involve lightweight travelling under indirect supervision. As far as possible, it should be planned, organised, and conducted by students themselves. The role of the teacher is to ensure safety, to observe, and to assess.
There are three parts to the self-reliant expedition:
- Planning (5%)
- The expedition itself (10%)
- Personal reflection on the expedition (5%)
Students undertake one summative task for this assessment component.

Assessment Component 4: Investigation (External Component) 30%
This assessment component is designed to assess primarily Learning Outcomes 2, 5, 6, and 7. It is weighted at 30%.
Students undertake one investigation, based on the self-reliant expedition and/or an outdoor journey. Students study one particular environmental issue that is related to the expedition and present an investigative report.
The emphasis of the investigative report should be on presenting information in a piece of extended writing that incorporates maps, tables, and other visual materials. The investigative report is to be up to a maximum of 2000 words. The investigation will be marked by the teacher, according to SSABSA guidelines. It will then be marked externally by SSABSA.
TOPIC DESCRIPTIONS

Environmental Studies

In this topic students develop the ecological knowledge to investigate the significance of natural environments in which outdoor journeys are conducted. Students apply the theory they have learnt to field investigations in natural environments.

Studies in this topic will include:
- biological and physical aspects of the environment;
- classifying and examining ecosystems;
- comparing environmental perspectives (e.g. Indigenous, European, scientific, economic);
- human impact on the environment (including that of Indigenous and other cultures, industry, and recreation).

Planning and Management Practices

In this topic students develop skills of planning, organising, and managing the safe conduct of themselves and others in outdoor journeys. They explore risk, risk assessment, and risk management in the context of outdoor activities.

Studies in this topic will include:
- setting aims and outcomes to follow when planning, conducting, and reviewing outdoor journeys;
- ensuring adequate personal preparation for outdoor journeys (e.g. menus, navigation, assessment of weather, first aid, choice of equipment, methods of travel, and experience);
- risk assessment and risk management of simple outdoor activities;
- land management and access;
- basic leadership, group management, and decision-making;
- legal responsibilities of land managers, leaders, and organisations.

Outdoor Journeys

In this topic students develop skills in outdoor activities under supervision. Studies in this topic will include:
- the skills needed for outdoor expeditions;
- planning for safe participation in chosen outdoor journeys;
- developing practical skills for minimum-impact outdoor travelling, outdoor living, and the investigation of natural environments;
- developing an aesthetic appreciation of natural environments;
- evaluating the personal and group outcomes of an outdoor journey;
- leadership and decision-making;
- personal care practices;
- applying theory concepts of planning, management, and leadership;
- appropriate group behaviour;
- behaviour appropriate to the environment;
- observing and recording in order to interpret environmental issues;
- the personal relevance of outdoor journeys to the student.

Students will be involved in the following journeys:
- A bushwalking journey of a minimum of three days in the Gammon Ranges.
- A kayaking journey of a minimum of three days in either the Murray River or Glenelg River. Students working in teams collaboratively plan, participate in, and evaluate the journey.

The student can negotiate alternative arrangements with their teacher if they are unable to undertake one or both of the three-day journeys, so that the student can complete the equivalent of the three-day journey(s).
Sustainable Environmental Practices
In this topic students demonstrate their ecological knowledge, and interpret the significance of natural environments in which outdoor journeys are conducted. Field trips allow students to analyse sustainable practices, including Indigenous practices, in relation to the natural environment.

Studies in this topic will include:
- investigating impacts on particular natural environments;
- strategies for managing and maintaining the ecologically sustainable development of natural environments;
- the role of culture in developing sustainable practices.

Leadership and Planning
In this topic students learn skills of planning, management, and leadership needed for the safe conduct of self-reliant outdoor journeys involving lightweight travelling.

Studies in this topic will include:
- emergency response systems, including first aid and group management procedures;
- skills of navigation and route-planning;
- in-depth risk analysis of an activity, including the preparation of a risk management plan;
- models and styles of leadership, and decision-making processes;
- communicating with land managers and emergency response organisations;
- evaluating the personal, group, and environmental outcomes of an outdoor journey.

Self-reliant Expedition
This topic is the culminating activity. Students conduct, review, and evaluate a three-day self-reliant outdoor journey. The expedition must take a minimum of three days and must involve lightweight travelling under indirect supervision. At this stage we are looking at making this journey a bushwalk in the Deep Creek Region during Term 3.

The focus of this expedition is on:
- planning
- self-reliance;
- the application of risk management practices;
- the evaluation of risk management practices and relevant environmental issues;
- reflection.

Studies in this topic will include:
- the skills needed for outdoor journeys;
- leadership and decision-making;
- personal care practices;
- theories of planning and management;
- group behaviour;
- behaviour appropriate to the environment;
- observation, investigation, recording, interpretation, and evaluation of environmental issues related to the expedition;
- the personal relevance of outdoor journeys to the student.
MODERATION

Moderation is a process designed to place different teachers’ assessments of their students’ performance in the same subject on the same scale so that valid comparisons between performances can be made. The purpose of moderation is to help to ensure fairness to students and to provide the wider community with reliable information about student performance. Moderation is undertaken to ensure that the school-assessed scores or SACE designations given to students who take the subject are comparable from school to school.

Assessment Component 1: Course Work, Assessment Component 2: Outdoor Journeys, and Assessment Component 3: Self-reliant Expedition will be centrally moderated. Assessment Component 4: Investigation will be externally marked by SSABSA.