

STAGE 1 AND 2 OUTDOOR EDUCATION

SUMMARY OF ZOOM CHAT COMMENTS

The following is a summary of the comments, suggestions and ideas from teachers during the Outdoor Education Zoom workshop on 30 March 2020

Performance standards

Some suggestions were made regarding amendments to the specific features to cater for the varied opportunities for outdoor experiences.

The 2020 amended specific features will be posted to the COVID-19 teacher portal once confirmed.

Ideas for continuing the planning/teamwork/leadership/collaboration

Most schools are continuing the planning as if the camps/excursions will continue (even if they don't)

Students are planning their self-reliant after completing the first trip and can reflect on their skill and knowledge development through this process - lots of leadership and group dynamics happening through this

For developing student leadership, you could create a 'mock' scenario of something that may have gone wrong on a camp and then the students need to apply risk management strategies to solve the issue and assess which students show strong leadership

Observe the interactions of others involved in outdoor experiences e.g. "Survivor" episodes to evaluate and analyse leadership styles, collaboration and teamwork

PA1 - Working by themselves or with another student (when back at school) to get around all the expos, have them plan and apply a skill (trangia cooking/meal prep/tents/ leadership or group dynamic activity) and then run it, get feedback and reflect. With the hope of course that they can get 1 or 2 trips in later in the year. This would give them plenty to reflect on

Microsoft Teams is working well for us for online teamwork and collaboration

Ideas and suggestions for continuing Practical Outdoor skills

Could you do a skill analysis task or multimodal 'how to' guide - for example analysing how to stand up on a surfboard and reflecting on the appropriate technique and comparing their performance to a skill diagram- kind of like a PE biomechanical analysis

It is feasible for students that have already gone home to create their own experience within their backyard, and then reflect on the experience

Students choose own outdoor activity to do at home or out by themselves/with a partner (eg mountain biking, walking, camp in back yard)

Could get students to research making a bivvy to sleep in. They could build one in the back yard to sleep in. Assess how it went, tweak some improvements. Build it again reflect on this experience.

To reflect on development and application of practical skills we have had our students use the skills audit to identify their knowledge and skill level at the start of the year and after an advanced nav unit with map & compass work based at school then reassess and create a video reflection that includes: prep needed for an orienteering day, minimal impact practices, safety equipment & procedures, then outline a key skill needed to orienteer successfully and then reflect on how this nav skill will change their approach to nav... seems to be working all right both at school and those at home.

Understanding that we are limited to two persons in a group outside, I'm encouraging my students to get out as often as they can and record their experience. Today I'm awaiting approval from Admin if students can take Trangias and backpacks home to use for developing their practical experiences. Country kids who are on farms could also access their properties, giving them the equipment (tent, Trangias etc) could work well

I'm in favour of students undertaking a safe "recreational outdoor pursuit" in their own time that they can form a video log of their learning. Could be something as simple as fishing or camping in their backyard. Ideally something they have had little-to-no experience in.

Community activities for kids to do in pairs such as set up an orienteering course at a local park post maps online

Home prac activities are a great idea but need to consider risk management if kids are undertaking activities themselves eg taking Trangias home

If people would like a resource developed- we have access to a past Outdoor ed student who has done a film and sound production course- he has just developed a small video analysing Morialta for a small env issue. He would want to be paid and obviously depends on your budget- however he will individualise and area for you- go to that area and film what you want filmed- if interested email me lpope@immanuel.sa.edu.au

We have had a very small outdoor experience to start our first "experiences in natural env" task- holding out in case we get another experience to do the 2nd task- Obviously this will lack the depth initially expected but will give them something that they can work on.

At this point of time, we're encouraging as many practical mini-tasks as possible, in which we are assessing for planning/evaluation. For instance, we have students (1) planning and preparing a camp-based meal from home, (2) setting up tents in their backyards, (3) trialling ideas such as 'slops pits' on their private residence.

One of the really positive conversations I had with Stage 2 students last week was how can you connect with nature and look after your mental health in a situation where you cannot leave your own home. We brainstormed a list of activities you could do in your own backyard/porch without owning much outdoor equipment. Could include sleeping outside (practical skills in using what you have at home to build a shelter), cooking in the backyard, picnic, outside yoga, meditation, star gazing, bird watching etc. There are still many outdoor skills you can learn in the backyard without leaving your home and that don't require students to spend money. It's an opportunity to get creative, not only can it provide evidence but may also really help our students to look after themselves in this difficult time., my email is max.mccoll@thebartonsc.sa.edu.au and number is 0431214750 if anyone would like to bounce some ideas around.

Self directed skill development can be suited to group and level of experience provided we can get out eventually.

If no outdoor experiences can go ahead e.g. Stage 1 10 credit – could use reflection of prior outdoor experiences that haven't previously been assessed in SACE? I.e Year level , leadership camps that had an outdoor theme etc

Resources

Many good feature films available online which students might be able to identify with and analyse risk management and skills

On Youtube – “Cold Wet Alive”. An excellent film by the USA Canoe Association where you can look at Risk, Safety and Group management. Test student knowledge through reflection, creation of risk management docs etc

I like the idea of using a documentary or movie where students reflect on the experiences of the character

The “Dawn wall” is on Netflix, good for climbing: great movie for risk and safety management

Other Film/Resource Ideas: lots of stuff going online and shared from the Outdoor Educators

Association of South Australia <https://protect->

[au.mimecast.com/s/0C3NCK1qq1u24VuGgE6D?domain=facebook.com](https://protect-au.mimecast.com/s/0C3NCK1qq1u24VuGgE6D?domain=facebook.com)

If you have not already liked the OEASA Facebook page, you should as there are many useful links posted there...

Banff Film Festival have released over 100 outdoor and environmental films for free online. Have students watch and reflect on a range of topics <https://protect->

[au.mimecast.com/s/cBR3CL7rr7fRQ6crueJE?domain=banffcentre.ca](https://protect-au.mimecast.com/s/cBR3CL7rr7fRQ6crueJE?domain=banffcentre.ca)

OESA have put up the link on the Facebook page.

ACHPER Vic – ideas for adapting their Outdoor Education practicals -

<https://www.youtube.com/watch?v=WsPvE87HDck&t=740s>

External

The investigation can be started now but allow them to add as time goes by

For the external for stage 2 it may need to become more researched based accepting primary sources may be difficult

Connection with the outdoors and natural environments can still occur online

With everything going on, students can look at mental health and the benefits of going into the outdoors for mental health. They could reflect on different practices in the outdoors (a walk, an activity, just laying on grass etc), research and discuss how it impacts mental health and then reflect on whether it has helped them during this time. Lots of reflective opportunities considering the feeling of being cooped up at home vs their prior freedoms

Other Logistics/suggestions

10 credit semester 1, Stage 1 students could roll over to Semester 2 and do their journeys (and assessment that goes with this) then - assuming we will be able to do experiences by then Delaying result submission for stage 1 semester one would make sense and hoping by term 3 something can happen.

Most schools have rearranged the assessments and learning and are doing the AT1 tasks (modified if necessary) now, in the hope of getting out later in the year.

For students with no internet – suggestion: most kids have a phone and can talk to their comms provider for free/cheap increased data

Leave the LAP till end of course and then write modifications based on what *did* happen.