TAS OUTDOOR EDUCATION

Scope & Sequence

A case study of application in a non centre-based, K-12 school

Presented by Darren Osmond and Emma Beveridge,
Trinity Anglican School, Cairns

Outdoor Education Australia

2018 NATIONAL OUTDOOR EDUCATION CONFERENCE
APRIL 9-12, HOBART, TASMANIA

TAS TRINITY ANGLICAN SCHOOL

Presentation Aims / Overview

1. To detail our context as a non centre-based Year 2-12 Outdoor Education Program as we are somewhat unique.
2. To explain our scope and sequence philosophy in regards to design and delivery of our outdoor education program.
3. To give practical examples of how implementing our scope and sequence helps to achieve cross-curricular learning.
4. Where to next / questions / sharing.

Our Context – Our School

- Leading independent (Anglican) school in Cairns region.
- Enrolment of approx. 750 students Years K-12, 2 campuses.
- Long-running OE program, Years 2-12, K-1 do nature play/forest schools etc.
- Well-supported by students, parents, staff and senior management.

Our Context - Programs

- Main OE program is a sequential program from Years 2-12 inclusive.
- Year 2 overnight sleepover, up to Year 9 with 18-day journey-based program
- Typical TAS student does 15 OE program days in primary and 35 OE program days in secondary - 50 days total (minimum and compulsory).
- Primary programs largely hard top, secondary programs journey and expedition-based
- TAS OE department also runs an elective Year 10 Outdoor Recreation Program, The Duke of Edinburgh (International Award) and World Challenge Expeditions.

TAS OUTDOOR RECREATION
Personal & Leadership Development Course

Proud to deliver THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

World Challenge

TAS TRINITY ANGLICAN SCHOOL

Our Context - Staffing

- Two full-time OE staff, registered teachers, tertiary outdoor education qualified.
- Approximately 10 contract staff, fly in 2-3 staff for secondary programs.
- All teaching staff attend programs each year, from Year 2-12.

Who Looks After Your Children on Camp?

Our Outdoor Education Staff for 2018

The TAS Outdoor Education Department consists of two full-time staff, Mr Darren Osmond and Miss Emma Beveridge. However, to assist with our adventure activities, we have up to ten casual outdoor education contract staff. For our Junior School Programs for 2018, we welcome Mike Barker, Leah Stevenson and Lou Mays.

Our Context - Venues

- No OE Centre owned by school – use area from Townsville to Cape Tribulation and West to Chillagoe. Benefit is that Scope and Sequence is determining factor – not venue.

TAS Outdoor Education – Year Level Programs Scope & Sequence

	Primary Programs					Secondary Programs					
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Duration	Overnight	3 Days	3 Days	3 Days	4 Days	5 Days	5 Days	18 Days	Optional Certificate II in Outdoor Recreation Program (Continues into Year 11)	4 Days	3 Days
Venue	School	Camp Tinaroo	Quinola Lakes	Camp Barrabadeen	Chillagoe	Wangetti Beach	Camp Paterson	Lake Tinaroo		Various	Quinola Lakes
Aims	Sleep away from home	Environmental Intro, Teamwork Intro, Initiatives Intro, Cross Campus Bonding	Hike Intro, Water Familiarisation, Teamwork, Cross Campus Bonding, Looking After Self	Abseil & Canoe Intro, Hike Practice, Tenting Intro, Cross Campus Bonding	Caving Intro, Teamwork, Initiative Development, Cross Campus Bonding	Intro to multi-day expeditions & minimal impact skills	Hiking development, Navigation training, MTB Intro, Canoe Development	Leadership Development, Personal Challenge & Growth, Group-work Skills		Leadership Development, Personal Challenge & Growth	Leadership Development, Personal Challenge & Growth
Activities	Group Games	Teamwork, Environmental, Exploration, Initiatives	Water, Hiking, Exploration, Teamwork, Initiatives	Canoeing, Hiking, Abseiling, Initiatives	Caving, Teamwork, Astronomy, History	Hiking, Tree Planting, Environmental	Hiking, MTB, Canoeing, Navigation	Hiking, MTB, Canoeing, Abseiling, Ropes Course Sailing, Navigation		Options of Sailing, MTB, Hiking, Paddling	Leadership, Personal Reflection, House Bonding
Accommodation	Classroom	Large Dorm	8-Bed Dorm	Tent	Tent	Tent	Tent	Tent		Tent	Dorms
Cooking	External Caterer	External Caterer	External Caterer	External Caterer	External Caterer	Own, Small Groups	Own, Small Groups	Own, Small Groups		Purchase Own (not sailing)	External Caterer
Toileting	Flush	Flush	Flush	Long Drop	Flush	Bush	Bush	Bush		Bush	Flush
Group Size	20-30	12-15	12-15	12-15	15-20	12-15	12-15	12-15		10-20	N/A
Solo/Reflection Time	15 Mins	30 Mins	30 Mins	1 Hour	2 Hours	3 Hours	3 Hours	6 Hours		3 Hours	1 Hour
Pre-Camp	30 Min Visit	30 Min Visit	30 Min Visit	30 Min Visit	30 Min Visit	3 x Lessons in Pastoral Care Classes	3 x Lessons in Pastoral Care Classes	3 x Lessons in Pastoral Care Classes		Whole Group & Small Group Briefings	Information Letter
Follow-Up	Teacher Led	Teacher Led	Teacher Led	Teacher Led	Teacher Led	2 x Lessons in Pastoral Care Classes	2 x Lessons in Pastoral Care Classes	2 x Lessons in Pastoral Care Classes		Assembly Talk	In House Groups

All primary programs focus on developing independence, comfort in and familiarity with the outdoors, teamwork and an awareness of group dynamics. Key outdoor activities of hiking, canoeing, abseiling, low ropes courses and navigation are introduced in primary programs.

All secondary programs focus on leadership and teamwork, and include a community service component. The programs are journey-based, using non-motorised transport and incorporating a large range of expedition skills. In addition to the further development of the key outdoor skills introduced in primary programs, new activities including high ropes courses, mountain-biking and sailing are also undertaken.

TAS OUTDOOR EDUCATION	Year 2	Year 9
Duration	Overnight	18 Days
Venue	School	Lake Tinaroo
Aims	Sleep away from home	Leadership Development, Personal Challenge & Growth, Group-work Skills
Activities	Group Games	Hiking, MTB, Canoeing, Abseiling, Ropes Course Sailing, Navigation
Accommodation	Classroom	Tent
Cooking	External Caterer	Own, Small Groups
Toileting	Flush	Bush
Group Size	20-30	12-15
Solo/Reflection Time	15 Mins	6 Hours
Pre-Camp	30 Min Visit	3 x Lessons in Pastoral Care Classes
Follow-Up	Teacher Led	2 x Lessons in Pastoral Care Classes

Begin with the end in mind

Year 2 Skills Taught:

- How to pack bags
- ***Gear organisation***
- How to wash up
- How to eat nice camp meals
- ***Resilience***
- ***How to listen in a group*** (being quiet)
- ***How to teach each other*** (tying shoes)

Year 9 Skills Taught:

- Intermediate bush navigation
- ***How to listen in a group*** (value diff opinions)
- How to be a leader
- Meaningful self-reflection
- How to prepare nice camp meals
- ***Resilience***
- ***How to teach each other*** (navigation)
- ***Gear organisation***

TAS TRINITY ANGLICAN SCHOOL

Scope & Sequence for Primary Programs

	Year 2	Year 3	Year 4	Year 5	Year 6
Duration	Overnight	3 Days	3 Days	3 Days	4 Days
Venue	School	Camp Tinaroo	Quinola Lakes, Malanda	Camp Barrabadeen, Lake Tinaroo	Chillagoe
Learning Outcomes	Sleep away from home, become accustomed to various outdoor education procedures eg dishwashing	Environmental Intro, Teamwork Intro, Initiatives Intro, Cross Campus Bonding	Hike Intro, Aquatic Activities Familiarisation, Teamwork, Cross Campus Bonding,	Abseil & Canoe Intro, Hike Practice, Tenting Intro, Cross Campus Bonding	Caving Intro, Teamwork, Initiative Development, Cross Campus Bonding
Activities	Group Games	Teamwork, Environmental, Exploration, Initiatives	Aquatics, Hiking, Teamwork, Initiatives	Canoeing, Hiking, Abseiling	Caving, Teamwork, Astronomy, History
Accommodation	Classroom	Large Dorm	8-Bed Dorm	Tent	Tent
Cooking	Tuckshop provided	External Caterer	External Caterer	External Caterer	External Caterer
Transferrable Skills	Self-Responsibility	Self-Responsibility, Listening to and following instructions	Self-Responsibility, Trying New Things	Self-Responsibility, Challenging Yourself	Self-Responsibility
Cross-Disciplinary Learning	Plants & Animals, Biology	Plants & Animals, Biology	Plants & Animals, Biology	Communication, Geography, History	History, Geography
Solo / Reflection Time	15 Mins	30 Mins	30 Mins	1 Hour	2 Hours
Pre-Camp Activities	30 Min Visit	30 Min Visit	30 Min Visit	30 Min Visit	30 Min Visit
Follow-Up Activities	Teacher Led, using reflection journal also	Teacher Led, using reflection journal also	Teacher Led, using reflection journal also	Teacher Led, using reflection journal also	Teacher Led, using reflection journal also

TRINITY ANGLICAN SCHOOL

Scope & Sequence for Secondary Programs

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Duration	5 Days	5 Days	18 Days	Optional Outdoor Recreation Course	4 Days	3 Days
Venue	Wangetti Beach	Camp Paterson, Mareeba	Lake Tinaroo		Various	Genazzano Conference Centre
Learning Outcomes	Intro to multi-day expeditions & minimal impact skills	Hiking development, Navigation training, MTB Intro, Canoe Development	Leadership Development, Personal Challenge & Growth, Group-work Skills		Leadership Development, Personal Challenge & Growth	Leadership Development, Personal Challenge & Growth
Activities	Hiking, Cooking, Navigation, Tree Planting, Environmental Education	Hiking, MTB, Canoeing, Navigation	Hiking, MTB, Canoeing, Abseiling, Ropes Courses Sailing,Navigation		Options of Sailing, Mountain-biking, Sea Kayaking and Hiking	Leadership, Personal Reflection, House Bonding
Accommodation	Tent	Tent	Tent		Tent	Dorms
Cooking	Own, Small Groups	Own, Small Groups	Own, Small Groups		Purchase Own	External Caterer
Transferrable Skills	Teamwork, Communication	Teamwork, Communication	Leadership, Teamwork		Leadership, Teamwork	Leadership, Teamwork
Cross-Disciplinary Learning	Hospitality (Food prep and cooking), Self Responsibility. Importance of Environmental Protection	Hospitality (Food prep and cooking), Self Responsibility. Awareness of others	Hospitality (Food prep and cooking), Self Responsibility. Awareness of others		Related to Values Education	Related to Values Education and School/House Values
Solo / Reflection Time	3 Hours	3 Hours	6 Hours		Group Debriefs	Reflection During Several Activities
Pre-Camp Activities	3 x Lessons in Pastoral Care Classes	3 x Lessons in Pastoral Care Classes	3 x Lessons in Pastoral Care Classes		Whole Group & Small Group Briefings	Information Letter
Follow-Up Activities	2 x Lessons in Pastoral Care Classes	2 x Lessons in Pastoral Care Classes	2 x Lessons in Pastoral Care Classes		Assembly Talk	In House Groups

TRINITAS
TRINITY ANGLICAN SCHOOL

Example – New Year 4 Program

	Year 3	Year 4	Year 5
Duration	3 Days	3 Days	3 Days
Venue	Camp Tinaroo	Quinola Lakes, Malanda	Camp Barrabadeen, Lake Tinaroo
Learning Outcomes	Environmental Intro, Teamwork Intro, Initiatives Intro, Cross Campus Bonding	Hike Intro, Aquatic Activities Familiarisation, Teamwork, Cross Campus Bonding,	Abseil & Canoe Intro, Hike Practice, Tenting Intro, Cross Campus Bonding
Activities	Teamwork, Environmental, Exploration, Initiatives	Aquatics, Hiking, Teamwork, Initiatives	Canoeing, Hiking, Abseiling
Accommodation	Large Dorm	8-Bed Dorm	Tent
Cooking	External Caterer	External Caterer	External Caterer
Transferrable Skills	Self-Responsibility, Listening to and following instructions	Self-Responsibility, Trying New Things	Self-Responsibility, Challenging Yourself
Cross-Disciplinary Learning	Plants & Animals, Biology	Plants & Animals, Biology	Communication, Geography, History
Solo / Reflection Time	30 Mins	30 Mins	1 Hour
Pre-Camp Activities	30 Min Visit	30 Min Visit	30 Min Visit
Follow-Up Activities	Teacher Led, using reflection journal also	Teacher Led, using reflection journal also	Teacher Led, using reflection journal also

Opportunity for better progression for toileting, wagons instead of dorms, overall ruggedness

TRINITY ANGLICAN SCHOOL

TAS Year 4 Outdoor Education Program
Intended Outcomes - Skills, Knowledge & Understanding
By the conclusion of the program the majority of students should have:

Hiking Skills

- Understanding of importance of staying together when hiking in a group;
- Understanding of the importance of adequate hydration when completing outdoor activities;
- Understanding of importance of sun protection and how to minimise sun exposure in outdoor environments.

Outdoor Activity Skills

- Basic understanding of how to put on a climbing helmet, for ropes courses.
- Basic understanding of how to put on a personal flotation device (PFD).
- Awareness of safety procedures around campfires.

Food

- Understanding of hygiene practices around preparing to eat;
- Understanding of importance of eating a balanced diet with lots of fresh fruit and vegetables;
- Understanding of how to wash up effectively.

Leadership and Group Dynamics

- Understanding of the importance of listening to all in a group and respecting differing opinions.
- Understanding of basic principles of spotting students on low ropes courses.

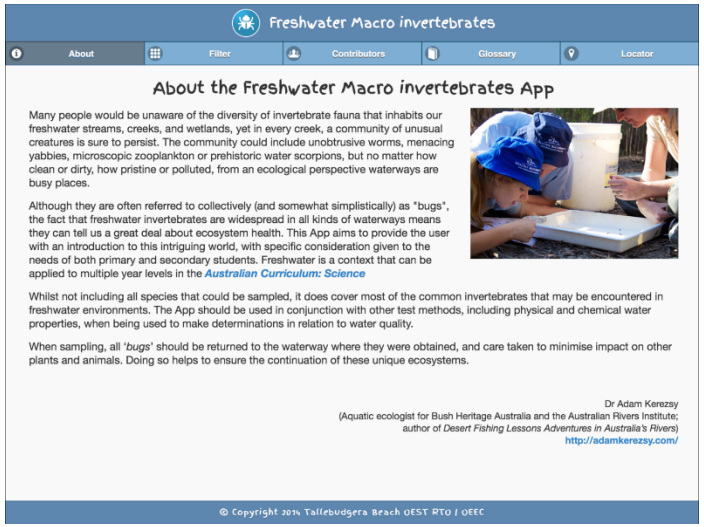
Self-reflection Skills

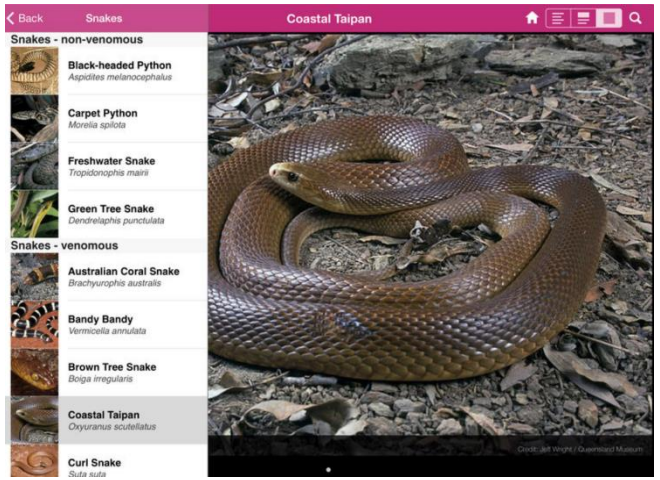
- Ability to feel comfortable and safe when alone for a small period of time.
- Ability to set simple goals in a range of areas.
- Ability to write a daily journal of events.
- Ability to contribute to group debriefs at a basic level.

Case Study 1

- Direct links to class curriculum – Year 3 OE Program Example

- Students use Dichotomous Key in science classes later that year, but are introduced to using them, both paper copy and electronically, on camp in a Lake Discovery activity. Two great app options.



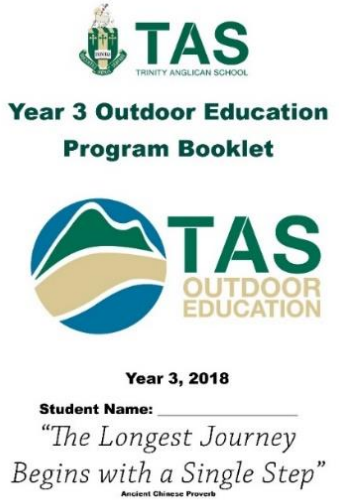


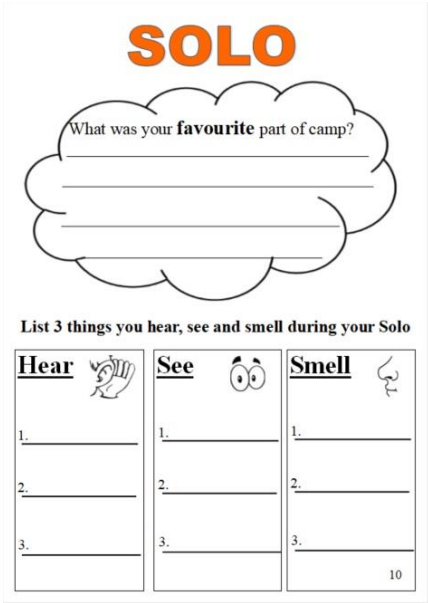
TRINITY ANGLICAN SCHOOL

Case Study 1

Case Study 2

- Student OE Program Booklets / Reflection Journals
- Pre, during and post program
- Daily quiet journal time just prior to dinner
- Solo Time Activities
- Links to themes taught in classroom e.g bounce back, courage, resilience
- Reflection activity PMI to prepare them for assembly presentation
- Journals used to write a piece for the Cairns Post Local Newspaper





TAS
TRINITY ANGLICAN SCHOOL

Case Study 2

Case Study 3

- Year 7 Program – Food Preparation Skills during hospitality classes

Penne Bolognese

Ingredients: each Trangia group will need:

- 1 Packet Pasta (500g)
- 2/3 Jar of Bolognese Sauce
- 1 Sachet Tomato Paste
- 1 lot of Mince (400g)
- 1/2 Onion
- 1 clove Garlic
- 1/2 Carrot
- 1/2 Zucchini
- 1/2 Capsicum
- Parmesan Cheese to serve (2 packets shared amongst the activity group)

Method:

1. Fill a large pot of water and bring to the boil.
2. In the meantime prepare the vegetables by chopping them and place into a spare bowl until they are required.
3. Once water is at a rolling boil, add pasta, being mindful how you pour it in so you do not get burned by water splashing. Stir pasta so it does not stick to the bottom of the pot.
4. Take the pot with pasta off the heat and sit it on the ground with the lid on. The pasta will continue to cook in the hot water on its own.
5. Use the small pot to cook the Bolognese sauce. Place oil in the pot, then add onions and garlic stirring regularly so they don't stick or burn.
6. Add the mince once onions are starting to brown. If the mince is sticking to the bottom of the pot a lot, add a little water and mix through.
7. Once mince is cooked through i.e. there are no pink bits, add carrots, stir through and cook for a few minutes then add the zucchini then capsicum.
8. Mix in the Bolognese sauce. Cook this for another 5-10minutes, stirring regularly.
9. Check on the pasta in the pot. Have someone taste test to see if it is cooked. If the pasta is mildly chewy but doesn't stick in your teeth, it is done. If the pasta seems a little hard or sticks to your teeth, cook it 1 minute longer then test it again. Avoid over cooking your pasta, mushy pasta is not enjoyable to eat. Drain water from pot before serving - ask a staff member for help if you're not sure how to
10. Serve pasta into bowls then add Bolognese sauce on top. Sprinkle with parmesan cheese if desired.

Year 7 Hospitality and Outdoor Education

An example of Cross Curricular Learning

Thanks to some innovative collaboration between several departments, our Year 7 students will be exceptionally well prepared for their Outdoor Education Program this year.

With one of the key objectives of the program being to develop food preparation and cooking skills using trangia stoves, students have begun learning this in hospitality.

Students have made one of the exact camp meals (honey and soy vegetable stir fry), using the camp recipe cards, but in a fully-equipped commercial kitchen. They will learn how to safely and effectively use a trangia metho stove later in the term and should be cooking up a storm during their Outdoor Education program in May.

TRINITY ANGLICAN SCHOOL

Case Study 4

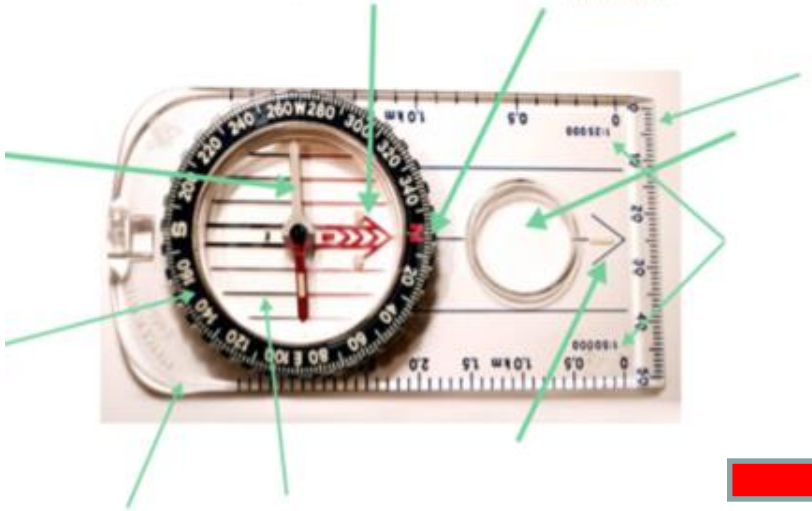
Using Stile for pre-program preparation in Year 9

Question 4

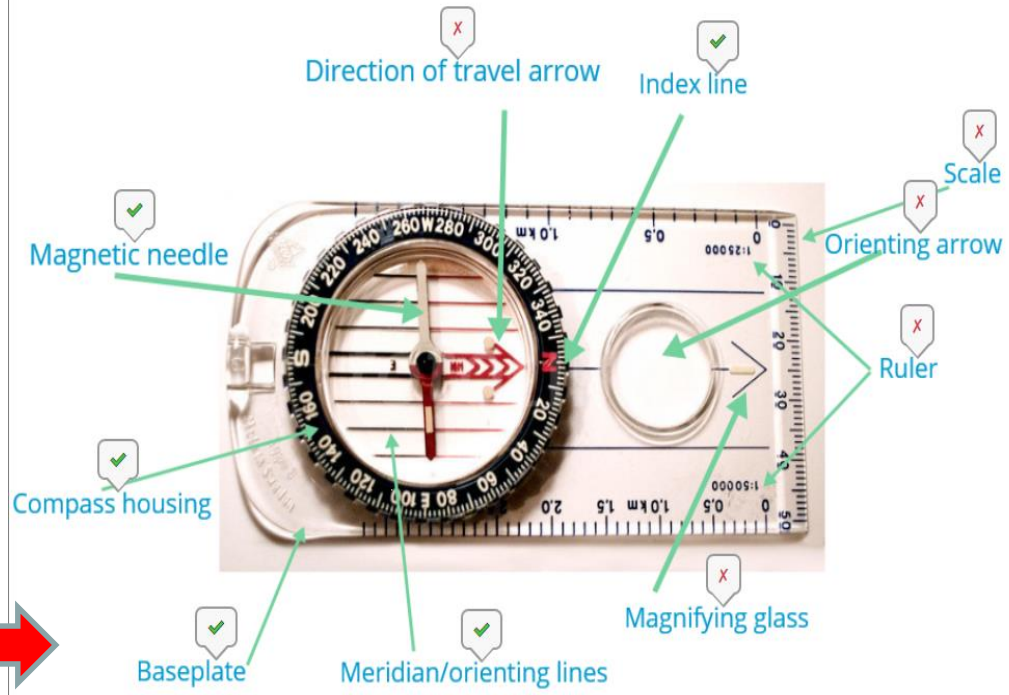
Parts of a compass

Use the words provided to label the parts of Move the words provided to label the parts of the compass. Check your work after you have submitted to see if you got the right answers.

Magnetic needle | Direction of travel arrow | Ruler | Orienting arrow
Compass housing | Magnifying glass | Meridian/orienting lines
Scale | Baseplate | Index line



Student's receive feedback instantly upon submitting their answers



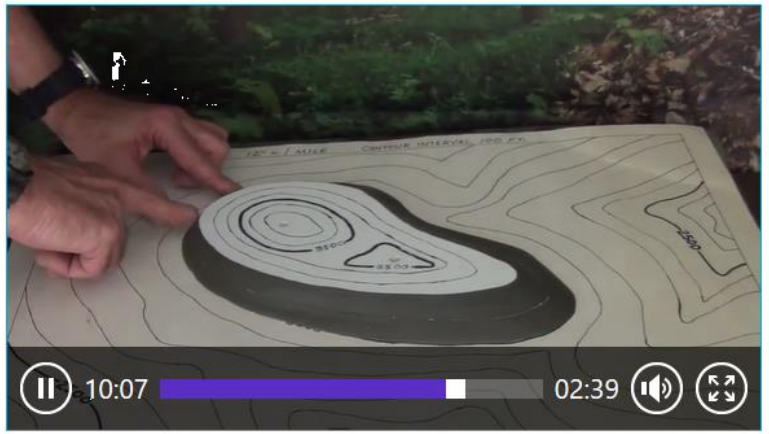
The question

Example of student response

TRINITY ANGLICAN SCHOOL

Case Study 4

Using Stile for pre-program preparation in Year 9



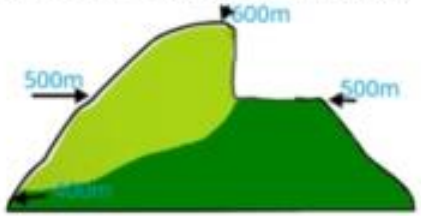
Watch the section from 8:50 to 11:45.

Student's watch the video then answer a short response question followed by using the interactive canvas to draw their next response.

Question 3

Draw a set of contour lines to represent the picture of the hill.

Remember to consider what the hill looks like from an aerial perspective. There is a cliff on the eastern side of the knoll, this will be represent by contour lines as close together as possible. (The two-tone green just represents grass, it does not interfere with elevation). The interval for the contour lines is 20m



Example of student work

Case Study 4

Using Stile for pre-program preparation in Year 9

SHOES

The type of shoes you wear on an outdoor education program are important as you need to protect your feet from injuries and be comfortable when hiking. Arrange these shoes by dragging the picture into 'acceptable' and 'not acceptable' to wear on camp.

Check your answers after you have submitted your work. You can click on the cross or tick to get more feedback on why it is correct or wrong.

Case Study 4

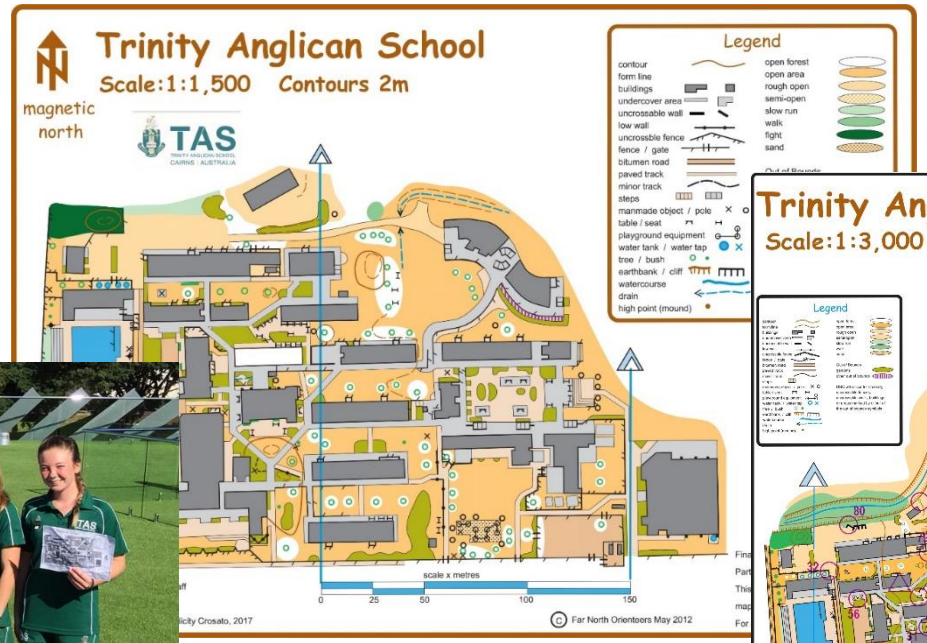
Using Stile for pre-program preparation in Year 9

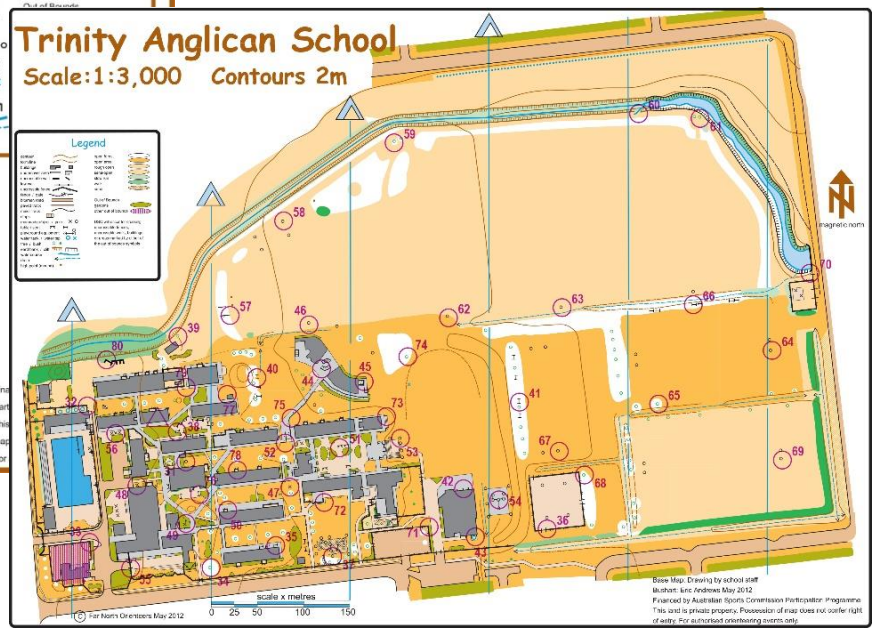
Example of student response

Student's receive feedback instantly upon submitting their answers

Case Study 5

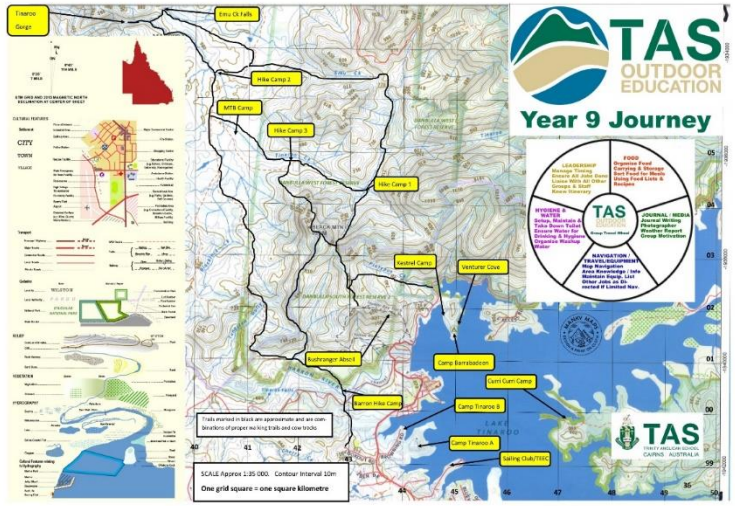
- Another example of OE teaching in normal class time not done by OE staff – Navigation Lessons in Geography





Case Study 6

- What's crossed between a hankie and a map? A Manky Map!
- For all journey-based senior school programs
- Navigation focus one side, group and emergency focus other
- All students receive one and carry at all times
- Becomes a souvenir / rite of passage token upon program completion
- www.mankymaps.com and tell them Darren from Cairns sent you!



TAS TRINITY ANGLICAN SCHOOL

Where to from here?

General capabilities and cross-curriculum priorities

Mapping on ATLAS to come

Questions? / Comments?

Thank you.