**Stage 2 Outdoor Education**

**Assessment Type 2: Experiences in Natural Environments**

**My journey in self-reliance**

**Purpose**

Learning experiences in natural environments promote students’ personal growth and development of social skills. Experiential learning in nature impacts positively on students’ health and well-being and fosters a lifelong connection with nature and a commitment to responsible activity in natural environments.

Through the path towards self-reliance students develop an appreciation of the role of natural environments in providing life perspective. Learning experiences in natural environments enable students to evaluate and reflect on their own learning progression and skills development, and their collaboration with and leadership of others, as well as their relationship with and connection to nature.

**Description of assessment**

Students prepare for and undertake two journeys, a sailing expedition in the Lower Lakes and Coorong, and a kayaking or bushwalking journey under indirect supervision in remote areas. During each experience students need to apply their planning, leadership skills, safety management and environmentally sustainable strategies suitable to each location.

Students have opportunities to plan, lead, and implement journeys (or part thereof) with direct and in-direct facilitation. They use peer-assessment and self-assessment, together with reflective practice to evaluate development of their knowledge, understanding and skills towards self-reliance.

Students record relevant information whilst planning for and participating in the outdoor journeys that will enable them to evaluate and use reflective practice to present their learning over the two journeys.

**Assessment Presentation**

Students provide evidence through a presentation of their choice, and should include the following:

* Reflection and evaluation of development of planning, risk analysis and safety management, practical outdoor skills, leadership, self-reliance and collaborative skills.
* Reflection and evaluation of personal experiences and connections with the natural environments visited.
* Emotions toward natural environments, yourself or others.
* Changes to personal perception of natural areas
* Personal and social value of activities in natural areas
* Benefits of spending time in natural environments

**Assessment conditions**

Students may present evidence of their learning in various presentation formats:

* Video
* MP4 recording of a PowerPoint presentation
* Other live or online recording using video and imagery
* Any other multi-modal medium in discussion with their teacher

This presentation must be a maximum of 1500 words if written or 9 minutes if oral or equivalent in multimodal format.

Students will have two journeys plus in class preparation and reflection to record their experiences and 4 weeks of class time to complete the assessment.

Documents such as planning documents, scripts and communication plans, videos, photos and primary research may be included in a supporting portfolio and included in appendices to be referred to support the presentation.

**Assessment Summary:**

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| --- | --- | --- | --- |
|  | **Specific Features** |  | **Grade** |
| **Planning and Application** | Planning and application of responsibilities, leadership and risk management strategies to participate in safe and sustainable outdoor activities and journeys. | **PA1** |  |
| Evaluation and Reflective Practice | Evaluation and reflective practice of planning, leadership, and collaborative skills in natural environments. | **ERP1** |  |
|  | Evaluation and reflection of personal experiences and connections in natural environments. | **ERP3** |  |
| **Overall Grade** |

**Plagiarism and Collusion**

**Plagiarism**: using another person’s ideas, designs, words or works without appropriate acknowledgement

**Collusion**: another person assisting in the production of an assessment submission without the express requirement, or consent of the assessor

**TurnItIn**: ☐Yes ☐ No

I declare that all materials in the assessment task are my own work except where there is a clear acknowledgement and reference to the work of others.

Student signature: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

**Stage 2 Outdoor Education Performance Standards**

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| --- | --- | --- | --- |
| **Planning and Application** | | **Evaluation and Reflective Practice** | **Exploration, Understanding, and Analysis** |
| **A** | Highly effective planning and application of responsibilities, leadership and risk management strategies to participate in safe and sustainable outdoor activities and journeys. | Astute evaluation and critically-reflective practice of planning, leadership and collaborative skills in natural environments.  Astute evaluation and critically-reflective practice of the development and application of practical outdoor skills.  Comprehensive evaluation and discerning reflection of personal experiences and connections in natural environments. | Insightful and thoughtful exploration and understanding of the interaction of humans and natural environments considering a range of perspectives.  Comprehensive and critical analysis of environmental systems, issues and sustainability of natural environments.  Detailed and thorough exploration of personal connections with natural environments that enhance personal development, and/or strategies that enhance environmental sustainability. |
| **B** | Mostly effective planning and application of responsibilities, leadership and risk management strategies to participate in safe and sustainable outdoor activities and journeys. | Well-considered evaluation and mostly critically-reflective practice of planning, leadership and collaborative skills in natural environments.  Well-considered evaluation and mostly critically-reflective practice of the development and application of practical outdoor skills.  Detailed evaluation and considered reflection of personal experiences and connections in natural environments. | Mostly insightful exploration and well-considered understanding of the interaction of humans and natural environments considering a range of perspectives.  Mostly detailed and critical analysis of environmental systems, issues and sustainability of natural environments.  Mostly detailed exploration of personal connections with natural environments that enhance personal development, and/or strategies that enhance environmental sustainability. |
| **C** | Competent planning and application of responsibilities, leadership and risk management strategies to participate in safe and sustainable outdoor activities and journeys. | Considered evaluation and reflective practice of planning, leadership and collaborative skills in natural environments.  Considered evaluation and reflective practice of the development and application of practical outdoor skills.  Competent evaluation and mostly considered reflection of personal experiences and connections in natural environments. | Competent exploration and considered understanding of the interaction of humans and natural environments considering a range of perspectives.  Considered analysis of environmental systems, issues and sustainability of natural environments.  Informed exploration of personal connections with natural environments that enhance personal development, and/or strategies that enhance environmental sustainability. |
| **D** | Basic planning and application of responsibilities, and some leadership and risk management strategies to participate in safe and sustainable outdoor activities and journeys. | Some description of reflective practice of planning, and/or leadership and/or collaborative skills in natural environments.  Basic description of reflective practice of the development and application of practical outdoor skills.  Some reflection of personal experiences and/or connections in natural environments. | Some exploration and some understanding of the interaction of humans and natural environments considering some perspectives.  Basic identification of some environmental systems, issues and sustainability of natural environments.  Basic exploration of personal connections with natural environments that enhance personal development, and/or strategies that enhance environmental sustainability. |
| **E** | Attempted planning and some application of responsibilities participate in safe and sustainable outdoor activities and journeys. | Attempted description of reflective practice of some of the skills of planning, leadership and collaboration in natural environments.  Attempted description of reflective practice of the development and application of some practical outdoor skills.  Limited reflection of personal experiences or connections in natural environments. | Limited exploration and some attempt to understand the interaction of humans and natural environments.  Attempted description of environmental systems, and/or issues and/or sustainability of natural environments.  Superficial exploration of personal connections with natural environments. |