



YEARS  
**11&12**

# Outdoor Leadership

TEACHING & LEARNING  
SUPPLEMENT



TASMANIAN  
**CATHOLIC**  
education office



---

# Teaching and Learning Supplement

## Outdoor Leadership (OX315118)

---

### ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

### COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for Outdoor Leadership Level 3 must be read in conjunction with the *Outdoor Leadership* Level 3 course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

*Outdoor Leadership* is a level 3 course in the Outdoor Learning group of the Health and Physical Education (HPE) suite of courses. Outdoor Learning provides a range of experiences that engage and develop learners in a holistic way. The area of Outdoor Learning provides opportunities for learners to participate in active citizenship and contribute to the wider community.

*Outdoor Leadership* is designed to develop learners' ability to interact effectively with others and increase their aptitude for leadership within the context of outdoor activities.

Central to this course are the following elements:

- leadership
- personal development
- social and interpersonal development
- skills and technical knowledge
- the environment.

These elements shape the way in which learners will:

- experience and learn leadership theories and practices
- manage and influence groups to work collaboratively
- develop effective communication
- develop problem solving strategies when planning and conducting group activities
- develop effective decision-making processes
- apply safety practices in outdoor-based adventure activity environments.

Learners undertaking *Outdoor Leadership* will examine multiple facets of skilled leadership in an outdoor context. Learners will apply theoretical concepts and further develop their practical leadership skills by participation in a range of learner-lead recreational activities.

The course will be delivered through connected theory and practical components. The strong link between these aspects of the course allows learners to develop knowledge and understanding and skills in a holistic way. Learners

will build a personal electronic folio by gathering resources and recording evidence of their work, experiences, and reflections during the year of study.

A time ratio of at least one third (approximately 50 hours) practical to two-thirds (approximately 100 hours) theory will be maintained. Providers must allow adequate time to introduce and ensure understanding of the content topics, enable learners to undertake investigative research and allow them to plan, manage and lead practical adventure activities in outdoor situations.

## SEQUENCE OF CONTENT

*Outdoor Leadership*, Level 3 consists of six (6) units of study. All units are compulsory.

UNIT 1 - PLANNING FOR OUTDOOR ACTIVITIES

UNIT 2 - LEADERSHIP THEORY

UNIT 3 - GROUP MANAGEMENT

UNIT 4 - ECOLOGICAL SUSTAINABILITY OF OUTDOOR ADVENTURE ACTIVITIES

UNIT 5 - HUMAN-NATURE RELATIONSHIPS

UNIT 6 - INDIVIDUAL OUTDOOR LEADERSHIP PROJECT

The order in which Units 1–5 are delivered is not prescribed. It is strongly recommended that all learners either lead or participate in at least one overnight expedition during Unit 6.

## TEACHING AND LEARNING

### **Unit 1 Planning for Outdoor Activities (suggested 25 hours)**

Learners consider important factors involved in planning for outdoor activities, particularly processes and accepted practice that supports safe participation in adventure based recreational activities.

The unit examines key topics including: activity structure and time management, planning, logistics, safety, communication, venue considerations, weather, navigation, risk management, emergency procedures, and health and wellbeing from a leadership perspective.

This unit has the potential to absorb a disproportionate amount of time. Much of the topic can be covered through discussion, observation, review and in the field. Many teachers would apply around four- six weeks to introduce the concepts. Contextual work would follow in the field

#### **Suggested resource:**

Martin, B; Breunig, M; Wagstaff, M; and Goldenberg, M; 2017,

*Outdoor Leadership – Theory and Practice*, 2nd edition, Human Kinetics.

#### **Examples of learning activities**

Learners:

- work in small groups to create a checklist for upcoming activity using the GOPREPARE Model. Share, compare and discuss group ideas and contributions as the whole group integrate their work to form a class checklist

- work in small groups to address a critical thinking exercise -“What key elements should we review through the post activity Reflection process ? The feedback from groups can then inform a wider class discussion
- work in pairs to contribute ideas to a [Post –it Parade](#) as the group review a recent teacher lead class activity against Unit 1 subtopics covered in class. Different coloured notes align to the categories for review : a) Comments b) Observations or c) Questions - and learners record their statements before positing them to the relevant area/summary sheet [a), b) and c] with under subcategories sorting their contributions into Plus/Minus/Interesting . The collated responses can be used in various ways – e.g. summarised and shared, unpacked as a small/full group, or divided for small groups to review and give brief reports
- reflect on a provided statement ( eg. “In terms of Leadership style - how might a person’s most natural or preferred attributes impact their activity choices and planning decisions/”) before posting a comment in a group online Forum by the end of the week. The following week they must read others posts, choose and respond to at least 3 peer comments or threads
- work together in a small group on a [round table](#).. The groups spend a maximum of 5 minutes where each person takes as turn to contributes a consideration for each of 3 planning focus areas (e.g. 1. safety, 2. weather and 3. risk management) and each learner keeps a summary recording their collective work. Following this activity learner’s work individually to build on the information to create a digital product ( e.g. [Prezi](#), [Sparkol](#), etc.) summarizing considerations for leaders on the areas of focus
- attend a guest speaker session where they listen, take notes and ask questions of a local Guest speaker (e.g. external guiding business, Parks and wildlife or similar, ) who is asked to provide a group presentation on the significance of/how their organisation take actions to address the 9 subtopics/dot points in Unit 1 in managing their overall approach to providing outdoor learning experiences
- work individually on a 10 minute challenge – you have 10 minutes create a written response to the question “outline possible issues and emergency procedures that may need to be addressed during planning for a high school group of 8 doing a 3 hour bushwalk or MTB trip”
- engage in a research and reporting contest, “The Weather Prophecy”, where 2 teams of 3 go head to head on each scenario. The scenario for competing groups is generated by a teacher random draw of cards from 3 categories – activity, venue, date of event. Teams have 20 minutes to use the BOM website to interpret weather maps and create a summary report outlining likely weather based issues, cues to monitor in the field and other relevant considerations for your activity. At the 15 minute mark teacher draws 2 cards for each group of 6 from an “unanticipated weather event” pile and there is a further 10 minutes added to the deadline for teams to include implications and strategies for dealing with these previously unexpected events into their report. Opposing teams finalise the activity by putting their reports side by side for comparison, judging and comments

## Unit 2 Leadership Theory (suggested 25 hours)

Learners consider accepted theories of leadership and their application in typical outdoor adventure settings and situations.

This unit explores:

the role of the leader during outdoor adventure activities, attributes of effective leaders, leadership theories and styles, group and task oriented leadership, equity issues in leadership, decision making, and techniques for reflection and review of outdoor adventure activities.

It is important to emphasise to students the difference between leadership theories, leadership styles and decision making models. Leadership theories assist the leader in choosing the most appropriate style of leadership when approaching a particular situation. They are not used to assist the leader in making general decisions such as whether to take a side trip up a mountain or whether to continue hiking or set up camp. Tuckman's theory of group development is not a leadership theory.

### **Examples of learning activities:**

Learners:

- work individually to summarise in 5 minutes or less the attributes of effective leaders. Use this to create a class list by "share one" rotation around the room until everyone is tapped out. Teacher/learners attempt to group attributes by colour coding or symbol using categories from Unit 2
- work both individually and collaboratively using a [jigsaw model](#) to build understanding of Leadership theories
- write a [1- Minute paper](#) on the leadership theory selected by the teacher. This activity can be repeated several times. ( eg "what makes a good leader?, what are the implications of group gender/ ability/ experience on leaders?, etc.)
- work in small groups on a range of provided scenarios applying leadership theory to field based examples groups review, discuss alternatives, comment on best ways to manage the situation. This may extend to a point where groups or individuals develop their own scenarios and provide a suitable review comment/ summary
- complete a group text reading and reflect on the concept of Leadership power – this part fo the activity maybe followed up by a whole class discussion or online forum
- have 10 minutes to create a dot point plan for an essay titled "Equity issues in leadership" – on completion share and compare with a partner and discuss
- demonstrate their capacity for on the spot decision making and application of topics covered in class via randomly drawn challenge scenarios – this might be varied through several sessions or part of sessions by having small groups or individual challenges/responses. This format (draw a scenario and respond connecting approaches supported by theory and course work to hypothetical field situations) has potential and flexibility to be used in many ways. It might grow into a class challenge (teams or individual), a periodic end of lesson activity or even as a way of evaluating actual field activities. Learning may be supported by peer point allocation (score response out of 10), adding clarifying questions, or giving learners overnight to prepare their response.
- Have 15 minutes to create a product which contains a selection of 4-6 nature based images that convey aspects of good leadership

- work individually to complete a short Personal reflection on the leadership approach and attributes used by the teacher following a practical session or activity. Learners then work with a partner through 3 cycles of pairs to share and compare observations with 3 other people. The teacher may wish to use some form of whole class summary, feedback or discussion to collate and explore the responses
- participate in a small group discussion to unpack Criteria 3 of the course. This might be guided by a set of provided discussion or trigger questions– e.g. What is the difference between leadership qualities and leadership approaches? What do we mean by leadership style, attributes or skills? How are intent, decision making and judgement linked for leaders?

### **Unit 3      Group Management (suggested 25 hours)**

Learners consider critical aspects, strategies and techniques used in leading and managing groups.

This unit covers topics including individual and group needs, stages of group formation, managing conflict, and communication.

Work in the Group Management unit explores the way that people behave and interact in a group environment, including reasons for observed behaviours and how a leader can best facilitate positive group dynamics in outdoor adventure activities. Leaders should be able to identify the stages of group formation, know how to facilitate transition through the stages, and be able to link leadership styles to stages of group development. An understanding of conflict, including conflict resolution techniques should be addressed. Learners will need to examine communication, in particular communication between a leader and participants. Leaders should be able to communicate effectively and be able to enhance communication between group members.

#### **Suggested resource:**

Martin, B; Breunig, M; Wagstaff, M; and Goldenberg, M; 2017, *Outdoor Leadership – Theory and Practice*, 2<sup>nd</sup> edition, Human Kinetics.

#### **Examples of learning activities:**

Learners:

- have 20 minutes to research and 5 minutes to share what they have learned about Maslow's Hierarchy of Needs. Follow up with a class or small group discussion on how this might be relevant and applied to outdoor activities
- complete set prior reading task on Group needs vs Tasks needs before the session. Commence the class by random group allocation and immediately engaging in small group sharing and discussion before collating feedback and comment from the whole class
- work individually or in pairs to produce an info graphic demonstrating the processes of Tuckman's stages of group formation. This product could have supporting documentation or be trigger for a more detailed presentation or discussion
- work in small groups to generate, swap and solve their own conflict resolution scenarios. In devising the scenario the group should identify and record the likely or preferred responses they feel should be used. Following the scenario swap the groups compare

their responses to each scenario and discuss key areas of congruence/difference and try to reach agreement on the best options

- work in small groups to undertake a [respond, react, reply](#) exercise on conflict resolution techniques
- find a film clip that triggers a strong response to support a written statement about tolerance and understanding the needs of others as applied to a leadership role. (e.g. [Why good leaders make you feel safe](#)) The statement must include some commentary on how this might be reflected in leading an outdoor activity
- engage in a whole class discussion on a) the importance of and b) examples of leaders practicing and modelling professional and ethical behaviour
- complete a reflection following an in class assessment task (e.g. past exam question competed under exam conditions). Learners experience the process of rating work against designated course criteria (rubric, standard elements, or both). Discussion or reflection may also include review of their work quality – examining both process and product, a summary of their key takeaways from the task, and self - identification of areas for further improvement in future tasks
- compete for the prestigious class title of Trangia Master chef

#### Unit 4

### **Ecological Sustainability of Outdoor Adventure Activities (suggested 25 hours)**

In this unit learners examine key concepts and contemporary approaches and practices related to sustainability and management of the outdoor adventure environment.

During the unit learners examine:

current and local ecological issues, minimal impact practices, and the roles of stakeholders involved in environmental management and conservation, including private and government organizations.

Unit 4 analyses the way in which outdoor adventure activities may impact upon the natural environment. It introduces the concept of minimal impact and specific practices people can follow in order to reduce their impact whilst participating in and leading outdoor adventure activities. It includes an investigation of current issues relevant to ecological sustainability of outdoor adventure activities such as controversial development projects in natural areas or damage to natural areas due to overuse, high visitor numbers or insufficient management practices.

Learners examine the perspectives of various stakeholders who are involved in environmental management and conservation from both the private and government sectors. Work in this unit explores and connects the significance of ecological sustainability to the broader context of human-nature relationships covered in Unit 5.

#### **Examples of learning activities:**

Learners:

- work in small groups to undertake a [Respond, React, Reply](#) activity around ecological sustainability. The trigger statement might be “access should always be open - having larger numbers of people engaged in activities which develop greater awareness and affinity for nature should be treated as a higher priority than ecological sustainability – if the experience deteriorates then management of overuse will self-regulate anyway as people will go elsewhere...”
- prepare a 3 – 5 minute podcast or video report of an investigation of a local outdoor recreation area or reserve looking into adherence to minimal; impact principles and practices. The images and discussion to lead towards a close of “XXX reserve – evidence of minimal impact practices – my overall score (/10)...”
- brainstorm a list of relevant stakeholders attached to a particular venue/activity. The teacher then facilitates a discussion identifying and unpacking any conservation and environmental management issues which relate to each stakeholder in turn. This might be followed up by a short reflection or written statement or an online forum post regarding a) balancing and respecting the needs of stakeholders and b) a personal opinion on the example used in class
- work with a partner to prepare an infographic that shows strategies stakeholders use to evaluate the effectiveness of environmental management approaches
- work individually to find and analyse an advertisement, article or clip that is current and high profile and which is focussed on addressing or publicising the impacts of sustainability issues on the environment
- identify, research and give a verbal report on a community environmental group
- work in small groups to undertake a 20 minute online investigation of ways respect for Tasmanian aboriginal values have/have not been duly considered in managing Tasmania’s wilderness resource in a sustainable way. Groups then use the remainder of the session/next session to report back and the class collectively organise and highlight common or key issues and flag any potential actions, positive suggestions or solutions.
- create a music and image rich presentation (encourage use of their own photography) communicating how they experience nature and connect to the natural environment

## **Unit 5 Human-Nature Relationships (suggested 25 hours)**

In this unit the focus is in considering the various levels of human nature connection and the impact this has on experiences, attitudes, values and decisions about the outdoor environment.

Key topics explored include:

historic and contemporary values towards natural environments, ways in which humans have experience of natural environments, human relationships with nature, and threats to wilderness areas and the potential impacts on human-nature experiences.

A significant part of Outdoor Education is to facilitate meaningful relationships with the natural environment. All people have different frameworks and backgrounds that shape their values, attitudes, beliefs, uses, and experiences of nature. Therefore, all people have different relationships with nature.

Historic and contemporary values for nature should be considered in order to explore the concept of change in approaches to human-nature relationships as well as concepts of place and space.

Learners also consider environmental worldviews, the formation, ongoing history and role of National Parks and conservation groups, and wilderness areas – exploring both the importance as well as threats, both past and present.

This unit connects and builds on the concepts from unit 4 by considering aspects of both the potential impacts on human-nature experiences as well as the ways in which Outdoor Leaders can facilitate a connection to nature.

### **Examples of learning activities:**

Learners:

- work in 8 small groups to collectively examine some of the historic values of natural environments from various contexts. Each group starts at one of 8 stations with a sheet of butcher paper (one labelled for each of the subtopics mentioned in Unit 5 dot point 1 of the course document). Each group has 5 minutes to discuss and contribute at least 1 point to under the designated context topic. Groups rotate every 5 minutes and continue until all 8 stations have been visited. Groups then have 15 minutes to move around and read the finished statements on each sheet. The work from this activity can be recorded and summarised, returned to and unpacked further next session, and/or used as a scaffold to further work within the unit
- work in pairs or small groups to generate a statement of 100 words or less that accurately describes the connection between values, attitudes and beliefs
- participate in a [Quescussion](#) around sub topic 2 (Ways in which humans have experience of natural environments) focussed on questioning the nature and impacts of human experiences
- read, reflect and discuss the [research article](#) by Dr. Peter Martin. Particularly focus on discussion around the proposed links outlined in Page 5 Figure 1 - Significant Signposts to Human Relationships With Nature. Have there been changes in the 15 years since?
- prepare and deliver a verbal presentation for a staff meeting outlining the role and significance of Outdoor Learning and Human- Nature relationships
- complete a walk and talk activity with a partner sharing personal experience and feelings as a lead into the topic “Sense of space and place”. Learners take turns to do 2x10 minute stints as the speaker and listener. During each stint both partners take a short local walk and the listener remains silent while the talker shares a special place that they value, like to return to (physically or otherwise) and try to explain why they feel connected to that particular place. At the end of each stint the listener has 5 minutes to summarize what they heard and for both learners to ask/answer clarifying questions
- watch the film - [The Hunter](#) (or another movie selected by the teacher). Following viewing learners post comments to the class online forum and contribute to a shared review/reflection leading into a class discussion (this activity may scaffold/lead nicely into either of the minimum work requirement tasks.)
- work individually, in pairs or as a small group to create a digital report and present it to the group. Learners research the controversial and high profile of the Lake Pedder and

[Franklin River](#) campaigns in Tasmania and the motives behind the many passionate, emotive and/or polarizing responses it triggered in stakeholders. The report should conclude by linking this example to a) other past or current conservation examples which are similar and b) the broader concept of threats to wilderness areas and the potential impact on human-nature experiences

- undertake a group problem solving task and pitch their suggestions via a small group presentation to the whole class. The focus of the task is to consider future concerns and long-term management strategies for our growing number of popular or iconic destinations in Tasmania. – (e.g. Blue Derby, 3 Capes Track, Overland Track, Wineglass Bay, Cradle Mountain). This activity scaffolds Unit 5 Minimum work requirement task 1

## **Unit 6 Individual Outdoor Leadership Project (suggested 25 hours)**

As a major applied element of the course all learners must lead at least one experience and participate, support and provide feedback to their peers in other expeditions. Performing in the leadership role is a major responsibility which is critical to success in this course and provides evidence of integrating theory work covered in the other five course units.

This unit may be flexibly delivered in a range of models or combinations including spaced, intensive or culminating activities. Experiences aligned to Unit 6 will need to be suitably scaffolded with classwork and scheduling organised to provide students with the skillset required to lead outdoor activities safely.

Learners will plan, conduct, lead and report on an adventure activity. The activity may be part of a multi-day trip or a stand-alone activity. Learners must reflect on that activity in a Reflective Report, relating their experiences to concepts and theory in outdoor leadership and their personal skills, responsibilities and leadership roles.

As a guide, 15 hours should be allocated for learners to complete the planning and implementation of the activity, including the Reflective Report).

In their project learners will:

- undertake a practical leadership role in an outdoor or adventure activity
- demonstrate applied knowledge and understanding of leadership concepts
- organise photos, video footage/clips of their activity for use as evidence in the Reflective Report.

### **Examples of learning activities:**

Learners:

- work individually to generate a draft plan for their project. This draft can be shared and reviewed with feedback gathered in multiple ways – (e.g. share with a partner, small group feedback and suggestions, submit to teacher, etc.) The key focus of this activity is the process of developing and refining the project plan on the basis of feedback

- prepare and take part in a whole class session where each person reports on their progress towards planning their activity, asks any questions of the group, identifies specific areas where they need help or information. Group feedback and discussion can occur both after each learner and as a collective at the end of the session
- work in small groups to brainstorm the generic steps, timelines and processes required for planning and running an outdoor adventure activity. Groups share and discuss their work and the group work towards collating and distributing an electronic summary of the sessions work
- work individually to create a run sheet for their activity. Use a [Think-Pair-Share](#) to work collaboratively to review each person's run sheet and share with the class the areas or points that they identified for adjustment, inclusion or update
- work as small group to create a list of challenging [but reasonably foreseeable] scenarios or circumstances that may impact their planned events. (What challenges might you face?) The teacher may generate subcategories to ensure balanced consideration (e.g. weather, injury, conflict within group, equipment issue, wide range of skill variation, etc.). Learners then work individually to reflect and create coping or management strategies. They then review their planning to see if there is a need to incorporate or adjust for any of the scenarios
- work individually to draft a presentation template for images or film evidence they wish to gather on their activity. This could be used to generate a list and timeline of shooting that can overlay or be included in their activity run sheet
- undertake individual reflection and summarise their thoughts in an emailed report to the teacher either/both pre and post event. The teacher could frame the focus by sending a trigger email of questions based around the specifics of the negotiated adventure activity and the profile of the learner to check/revisit class work. This may also be a supportive way to help reinforce thorough planning and safety of group members. A sort self-reflection sent within 24 hours post event would support the teacher feedback loop
- work individually to generate a digital post activity self-review report and reflection. Learners create a digital presentation post event that includes logical subcategories/sequence, images, video footage, review, observations etc. The report should focus on evidence of leadership examples, situations, approaches and learning that took place as a result of the activity. This activity may be developed in conjunction with the Minimum work Requirement task for this unit

## **SUPPORTING STUDENT RESPONSES AND ELABORATIONS**

Through undertaking this course learners will develop an understanding of leadership theories, qualities and skill sets of a leader, and observe and practice choosing and applying various approaches in outdoor activities. Learners will develop an awareness and knowledge of the requirements and procedures for planning activities, and managing groups in outdoor activities.

Learners will be provided with opportunities to connect with, and reflect on, their own and others' relationships within a range of outdoor recreation activities (typically containing an element of adventure) including their connection with the natural environment.

Outdoor Leadership places an emphasis on applying critical and creative thinking to solve problems in response to environmental, technical and personal challenges experienced during outdoor activities. It is the only Health and Physical Education (HPE) course which is specifically targeted at developing the learner's capacity to fill a leadership role.

Teachers may find the following references helpful in aligning with current approaches to Outdoor Learning:

The Australian Curriculum Outdoor Learning - Curriculum Connections

<https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/outdoor-learning/>

Outdoor Education Australia – Curriculum Guidelines

<https://outdooreducationaustralia.org.au/education/curriculum-guidelines/>

## WORK REQUIREMENTS

The work requirements outlined in the course document should form the minimum assessment tasks for each of the units. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program. The learning activities, described in the preceding section, may support, facilitate and enrich learners' understandings in preparation for completion of the following work requirements.

### Summary of Minimum Work Requirements

Unit	Task	Criteria	Elements
1	One (oral presentation (3-5 min)	1	C1 E2,3,7
1	One (1) analytical response (800 words)	1, 8	C1, E1,2,4,6,7 C8 E 1-81
1	One (1) personal reflective response (800 - 1000 words)	1, 3, 4, 8	C1, E1,2,4,6,7 C3 E1
2	One (1) comparative response (1000-1500)	2,3,4	C2, E1,2,4 C3, E1-3, 5 C4 E 1, 7
3	One digital presentation - (5-10 minutes)	4, 5, 8	C4, E 3,5,7 C5, E 2,3,4 C8 E 1-8
3	One reflective response (800-1000 words)	2, 5, 8	C2, E 3,4 C5, E 2,3,4 C8 E 1-8
4	One multimodal response (5-10 minutes)	6, 8	C6, E 1,3,5 C8 E 1-8
4	One analytical response (1000 words)(1000 words)	3, 5, 6	C3, E 4,5 C5, E1,5 C6 E 1,5,6
5	One personal response (1000 words or equivalent)	6, 7, 8	C6, E 2 C7, E 1-3 C8, E 1,2,5
5	One analytical response (1000 words)	7, 8	C7, E1-4 C8, E 1-6
6	Reflective report on planning and delivery of Personal Outdoor Leadership Project (2000 - 2500 words)	1, 3, 4, 5,7,8	C1, E 1-7 C3, E 1-3 C4, E 2-5 C5, E1-6 C7, E 1, 4 C8, E 1-5

## RESOURCES

### Recommended books

Martin, B; Breunig, M; Wagstaff, M; and Goldenberg, M; 2017,  
*Outdoor Leadership – Theory and Practice*, 2<sup>nd</sup> edition, Human Kinetics.

Northouse, P,  
*Leadership: Theory and Practice*, 7th Edition, Western Michigan University, USA

Young, J., Hass, E., McGown, E., 2010,  
*Coyote's guide to connecting with nature*, 2nd edition, Owl Link Media, Washington, USA.

### Additional books

Outdoor Leadership (OXP315113) – Peer Developed Teaching Guide 2015,  
Co-authored by Steve Cameron, Rebecca Hughes, Alison Savage, Pat Stam and David Witcomb, March 2014  
(intended for update during 2018)

Eksteen, Chris, 2018,  
*Group Dynamics: Icebreakers, team-building and leadership exercises* (Outdoor Education Resource Series) Vol. 3,  
Panza Publishers, Florida USA.

Rath, T., Concie, B., 2009,  
*Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*  
Gallup Press, Michigan, USA.

Graham, John 1997,  
*Outdoor Leadership: Technique, Common Sense and Self Confidence*, Mountaineers Book, UK.

[Strong sustainability for New Zealand](#), 2009,  
Nakedize Limited, New Zealand.

### Film/video

[Jumbo Wild](#)

[Why the giant otter needs the snail](#)

[Alone](#) – TV series

[Sea Shepherd - Whale Wars](#)

### Websites

[http://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES\\_SD\\_2018.pdf](http://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES_SD_2018.pdf)

<https://www.australiancurriculum.edu.au/resources/curriculum-connections/portfolios/outdoor-learning/>

<https://outdooreducationaustralia.org.au/event/the-australian-curriculum-learning-through-the-outdoors/>

[The Outdoor Leader Online](#)

<http://search.ror.unisa.edu.au/media/digital/open/9916123199301831/12143386400001831/13143386390001831/pdf>

<https://outdoorsvictoria.org.au/category/outdoor-education/>

<https://www.outdoor-learning.org/>

<http://www.bbc.com/news/science-environment-36795912>

<http://coyotesguide.com/>

[Abebooks.com](#)

[Strong sustainability for New Zealand](#)

All URLs (website addresses) cited were accessed and checked for accuracy and appropriateness of content on February 7th, 2018. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed.

## GLOSSARY

### Unit 1

**Absolute risk:** a category of risk, which for a given point in time and activity specified, is constant. It is the uppermost level of risk which could be present, before the impact of any safety measures or controls are considered

**Briefing:** a process of providing essential information to participants prior to the commencement of an activity or throughout an activity

**Debriefing:** a process of reflection completed at the end of an adventure activity to promote learning

**Goals:** general outcomes that are hoped to be experienced by all participants are a result of being involved in an outdoor activity

**GOPREPARE:** an acronym for a planning framework for outdoor adventure activities, standing for: goals, objectives, participants, resources, equipment, plan, access, rationing and emergency plan

**Objectives:** Objectives accompany goals. They are specific and tangible ways in which goals can be achieved and include targets which can be met to ensure goals are being accomplished

**Perceived risk:** an individual's subjective assessment of the risk present in an outdoor adventure activity

**Real risk:** absolute risk adjusted by the effect of safety controls and measures.

**Risk Management / Risk Assessment and Management Strategies (RAMS):** a process of identifying risks involved in outdoor adventure activities, assessing how people, environment and equipment could contribute to these risks and then applying strategies to reduce or remove the chance of the risk occurring

**Risk:** the potential to lose something of value, which could be physical (such as mobility from broken bones); mental (such as psychological stability); social (such as confidence through embarrassment or disgrace; or financial (such as loss of or damage to possessions)

**SMART goals:** an acronym for goal setting, standing for: specific, measurable, achievable, realistic and time-bound

**Topographical maps:** a map showing the surface features of an area such as elevation, valleys, mountains and tracks

### Unit 2

**Decision Making:** the process of choosing the most appropriate option from a range of solutions

**Equity:** the quality of being fair and impartial

**Goals:** the object of a person's ambition or effort; an aim or desired result.

**Hard Skills:** skills which are easily trained and easily assessed, such as technical activity, safety and environmental skills

**Judgement:** the ability to make an informed opinion based on past experience

**Metaskills:** higher-order core abilities that integrate hard and soft skills in a workable, systematic manner, including communication, decision making, judgement and problem solving

**Objectives:** Specific and tangible ways in which you will achieve your goals. They are targets which can be met to ensure goals are being accomplished.

**Problem Solving:** The process of applying an appropriate strategy to a specific situation

**Qualities / Attributes:** a quality or feature regarded as a characteristic or inherent part of someone

**Relationship Orientation:** the degree to which the leader is concerned about the group and the development of relationships within the group

**Soft Skills:** Soft skills relate to working in the field with people and include organisational and instructional skills. Soft skills are often intangible, difficult to measure and harder to train or assess than hard skills

**Task Orientation:** the degree to which the leader is concerned about completing the task or goal

### Unit 3

**Accommodation:** low assertive, high cooperative conflict management strategy which involves allowing the other party to satisfy their concerns while neglecting your own

**Avoidance:** a low assertive, low cooperative conflict management strategy which involves not paying attention to the conflict and not taking any action to resolve it

**Collaboration:** a high cooperative, high assertive conflict management strategy which involves cooperating with the other party to understand their concerns and expressing your own concerns in an effort to find a mutually and completely satisfactory solution

**Communication:** information exchange directed at conveying meaning and understanding between two or more people

**Competition:** a high assertive, low cooperative conflict management strategy which involves using formal authority or other power that you possess to satisfy your concerns without regard to the concerns of the party that you are in conflict with

**Compromise:** a medium assertive, medium cooperative conflict management strategy which involves attempting to resolve a conflict by identifying a solution that is partially satisfactory to both parties, but completely satisfactory to neither.

**Conflict:** tension between individuals when each person wants a different outcome

**Effective communication:** when people receiving the information alter their performances or beliefs on the basis of what the senders meant to convey

**Facilitation:** the process of moving a group or individual toward a desired outcome Outdoor Leadership

**Group dynamics:** interactions that influence the attitudes and behaviour of people when they are grouped with others through either choice or accidental circumstances

**Group needs:** actions and behaviours which keep group relationships positive and require awareness of emotions and feelings

**Individual needs:** refer to Maslow's Hierarchy of Needs

**Maslow's Hierarchy of Needs:** a motivational theory represented by a hierarchical pyramid, which suggests people are directed toward goal attainment by achieving the highest levels of which they are capable

**Semantic noise:** noise which impacts the encoding and decoding stages of communication and results from how words are used and defined such as technical jargon which prevents understanding

**Semantic:** relating to the meaning of words

**Task needs:** the behaviours required of the group and leader in order to move towards accomplishing goals

**Tolerance:** a fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one's own

### Unit 4

**Ecological sustainability:** the use of a species or ecosystem within the capacity of the species, ecosystem and bioregion for renewal and regeneration

**Environmental Management:** actions taken by individuals, groups and governments in order to manage the impact and interactions of humans on the environment

**Minimal Impact:** a code of practice for users of natural areas designed to maintain the ecological and intrinsic values of natural settings

**Stakeholders:** a person or group with a concern or interest in something

**Sustainability:** the ability to carry out an activity without damaging the long-term health and integrity of natural and cultural environments

**Wilderness area:** an environment that is large, remote and untouched or relatively untouched, by humans

## Unit 5

**Aesthetic value:** a judgement of value based on the appearance of an object and the emotional responses it causes

**Alienated:** the feeling of being isolated from, estranged from, or indifferent to nature

**Anthropocentric:** human-centred view of the earth; people believe that human-beings, as the planet's most important and dominant species, can and should manage the planet, mostly for their own benefit. Other species are seen as only

having instrumental value

**Attitudes:** the way a person thinks or feels about a particular topic or issue

**Beliefs:** something that a person accepts as true or real, or firmly held opinions or convictions

**Biocentric:** life-centred view of nature; recognises that all forms of life have inherent value and have the right to struggle to exist and our actions should not lead to the premature extinction of species.

**Contemporary:** events or actions that have occurred within the last 15 years

**Deep Ecology:** conservationist philosophy that regards humans as one of many equal components of a global ecosystem

**Ecocentric:** earth-centred view of nature; believes that our primary role is in limiting our actions to those which do not degrade or destroy the earth's life support systems. This worldview is devoted to preserving the earth's biodiversity and ecological integrity

**Economic value:** the monetary value which can be gained from harvesting or using natural resources

**Ecotourism:** Responsible travel to natural areas that conserves the environment and improves the wellbeing of local people

**Facilitation:** the process of moving a group or individual toward a desired outcome

**Historic:** events or actions that have occurred prior to the last 15 years

**Integrated:** to be brought together

**Intrinsic value:** something that is prized for what it is, rather than what it can provide

**Kinship:** nature is subjectively identified with self

**Metaphorical:** a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, such as 'nature is a cathedral'

**Natural environment:** an area encompassing all living and non-living things that occur naturally on earth

**Relationship with nature:** involves a sense of connectedness with nature and describes your relationship to nature, ie. how you feel, what you know about nature and what it means in your life

**Sense of Place:** the ability to emotionally and physically identify with a place, and experience rootedness/ connection in that place

**Spiritual:** relating to the human spirit or soul, or of religious belief, as opposed to material and physical things

**Stewardship:** the responsible planning, care and management of the environment

**Values:** the regard that something is held to deserve; the importance, worth, or usefulness of something

**Wilderness:** an environment that is large, remote and untouched or relatively untouched, by humans

**Worldview:** ways people think the world works, what they think their role in the world should be, and what they believe is right and wrong environmental behaviour

**Worship:** nature is objectified, seen as having intrinsic worth

**Worthship:** nature is objectified, seen as having instrumental value

## Unit 6

### Individual Outdoor Leadership Project



Copyright: Creative Commons Attribution 4.0 International unless otherwise indicated.  
State of Tasmania (Department of Education) 2016