# Outdoor education – Experiencing the outdoors assessment task

**The following sample assessment task is designed to be used within the experiencing the outdoors core module as part of the Outdoor education course.**

## Outcomes

* **OE5-9** demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
* **OE5-10** explains the relationship between environments and the health and wellbeing of people.

## Task

Adopt the role of the classmate experiencing fear in the self-efficacy case study provided.

Record a potential dialogue or self-talk script as you imagine you are about to commence their focus activity.

The dialogue or self-talk script can be submitted as a voice recording, a comic book, a written journal entry, a video, or a PowerPoint slide with voiceover.

Students will be marked on how well they:

* demonstrate knowledge and understanding of the core concepts in the experiencing the outdoors core module
* demonstrate how knowledge and understanding can be applied to support a person’s beliefs in their ability to succeed in this specific outdoor activity
* address all sources of self-efficacy and behavioural outcomes throughout the dialogue.

### Case study – Self-efficacy

At the end of the 3 days of the [New England wilderness walk](https://www.visitnsw.com/destinations/country-nsw/armidale-area/armidale/attractions/new-england-wilderness-walk), you connect with a group undertaking a 2-hour canoe trip. One of your classmates has a fear of the canoe tipping and becoming stranded. The other members of your group all want to join the canoe trip.

Use group work to allow students to develop their knowledge and understanding of the content. Groups can use the guiding questions to discuss the application of syllabus content to the situation. This information gathered can be used by each student to develop their own dialogue or self-talk script.

#### Guiding questions

* What is the challenge to be mastered for the fearful individual and the group members?
* What are the motivations for participation in outdoor experiences, for example, challenge, personal growth?
* How might these motivations influence the behavioural outcomes for the fearful individual?
* What adjustments to the group’s planning are needed in order to be involved in the canoe trip? Consider:
* equipment and clothing
* nutrition and fluid requirements
* navigation plans and procedures
* weather and forecasts
* trip or activity notifications procedures.
* What strategies can the group apply to support each group members, for example, communication?
* How can the group ensure they work together? Consider what strengths each group member can bring?
* What can you as an individual do to support the group and its member? What strengths and skills could you apply to this situation?

## Marking criteria

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| Characteristics of achievement | Marks |
| * Develops a detailed dialogue or self-talk script that demonstrates the attitudes towards the dilemma as they are about to commence this specific outdoor activity. (Challenge to be mastered). * Demonstrates extensive knowledge and understanding of the preparations for safe participation for the individual and **the roles and importance of the natural environment.** * Creates a clear relationship between how the building of knowledge and understanding can support a person’s set of beliefs in their ability to succeed in this specific outdoor activity. * Applies all sources of self-efficacy to promote active participation and experiences of success in a specific outdoor activity. * Draws a clear relationship between the sources of self-efficacy and the behavioural outcomes throughout the dialogue or self-talk script. * Consistently supports the dialogue with a wide variety of **specific examples** from the New England wilderness walk experience. | 10-9 |
| * Develops a dialogue or self-talk script that demonstrates the attitudes towards the dilemma as they are about to commence this specific outdoor activity. (Challenge to be mastered). * Demonstrates thorough knowledge and understanding of the preparations for safe participation for the individual and **the roles and importance of the natural environment.** * Creates relationship between how the building of knowledge and understanding can support a person’s set of beliefs in their ability to succeed in this specific outdoor activity. * Applies sources of self-efficacy to promote active participation and experiences of success in a specific outdoor activity. * Draws relationship between sources of self-efficacy and the behavioural outcomes throughout the dialogue or self-talk script. * Supports the dialogue with some **specific examples** from the New England wilderness walk experience. | 8-7 |
| * Develops a dialogue or self-talk script. * Demonstrates some knowledge and understanding of the preparations for safe participation for the individual and/or **the roles and importance of the natural environment**.**** * Describes how the building of knowledge and understanding can support a person’s set of beliefs in their ability to succeed in this specific outdoor activity. * Describes some of the sources of self-efficacy which promote active participation and experiences of success in a specific outdoor activity. * Supports the dialogue with some **examples** from the New England wilderness walk experience. * Identifies how one of the four sources of self-efficacy had an impact on behavioural outcomes for the individual. | 6-4 |
| * Develops dialogue or self-talk script * Demonstrates how limited knowledge and understanding can support a person’s set of beliefs in their ability to succeed in this specific outdoor activity. * Provides some examples. | 3-1 |