

Task focus

The importance of safety practices and precautions is discussed throughout *Outdoor Adventures* but it does not go on to discuss things people can do to keep themselves safe if something goes wrong. The action-based task allows students to research ways to keep themselves safe in the event of being lost outside when involved in a variety of outdoor activities.

(Understanding the challenges of outdoor activities and the necessity for safety precautions; Understanding the outdoors provides a wide variety of opportunities for a range of activities)

The students undertake research and write a report that focuses on being prepared and safe when participating in outdoor adventures.

Motivating the students and unlocking prior knowledge

- ◆ Brainstorm with the students all the things that can go wrong when involved in outdoor activities. List them on the board.
- ◆ For every situation listed, ask the students if they can think of how they should react in that situation; that is, should they have been better prepared, or what actions they should have taken.
- ◆ Draw a chart naming each emergency situation and list what the students think is an appropriate reaction.
- ◆ Display these charts in the classroom.
- ◆ Invite a Search and Rescue officer to come in and talk about rescues they have been involved in and the things people can do to help themselves (i.e. risk assessment) if they get into trouble while engaged in an outdoor activity.
- ◆ Prior to this visit, encourage the students to prepare interesting questions to ask the speaker based on their knowledge or lack of knowledge on the chart they compiled.
- ◆ After the speaker's visit, students need to revise their charts based on the answers they received to the questions they asked.
- ◆ List any further questions students may have in regard to their chart which were not answered during the talk. For example, how to be better prepared before undertaking an outdoor adventure in the snow.

Focus**Activity focus**

- ◆ Writing interview questions
- ◆ Undertaking research to answer questions
- ◆ Writing a report, based on their research, which prepares them for an outdoor activity, including safety procedures
- ◆ Presenting an oral report

Language skills focus

- ◆ Writing procedural texts, using a definite order with clear instructions
- ◆ Decoding new words by looking closely at the parts: root words, prefixes and suffixes
- ◆ Writing interesting, intelligent and appropriate questions to elicit answers that give the needed information
- ◆ Using adverbs
- ◆ Demonstrating an understanding of the topic and being able to contribute relevant ideas and information to a discussion

Literacy focus

- ◆ Reading, viewing, writing and interpreting procedural texts
- ◆ Reading, viewing, writing and interpreting information texts
- ◆ Report writing based on research undertaken
- ◆ Speaking and listening through discussions, conversations and oral presentations

Bring to class

- ◆ Photographs of outdoor activities which show the appropriate equipment and clothing for the activity, its climate and level of exertion
- ◆ Organise a speaker from a Search and Rescue organisation. Brief them on the focus of the action-based task

The action task

- ◆ Students undertake research to write a report on an outdoor activity of their choosing. They will need to identify a safe and suitable location and the preparation needed to undertake this activity.
- ◆ The report will include a risk assessment and an emergency plan. The risk assessment should identify safety issues with the activity as well as things that may go wrong as a result of the location that has been chosen, for example bushwalking in a local park as compared to bushwalking in a tropical jungle setting. The emergency plan should include things such as notifying police and other local authorities when and where the intended activity will take place and how long it will take, identifying the nearest doctors and hospitals, identifying where to locate transport that may be needed in case of an emergency, etc.
- ◆ Students can use various resources for their research—the library, the Internet, information gathered from the speaker, pamphlets, etc.
- ◆ Students should be given the *Action worksheet: Preparing for an outdoor activity* (page 102) to use as a guide while researching. Note: teachers should enlarge this worksheet to A3 size for the students.
- ◆ Ensure the students understand the following report headings on the worksheet before starting their research.
 - ◆ Type of outdoor activity
 - ◆ Description of the activity
 - ◆ Where the activity will be held
 - ◆ The nature of the climate, terrain, etc.
 - ◆ Equipment list needed for the activity
 - ◆ Training and fitness level required
 - ◆ Safety equipment list
 - ◆ Risk assessment
- ◆ Emergency procedure plan. This should be written as a step-by-step procedure.
- ◆ Students present their findings to the class. They can use the *Action worksheet: Preparing for an outdoor activity* to prepare a poster or a PowerPoint presentation. The report should include the challenges of the outdoor activity, the preparation needed, the safety precautions undertaken and the risk assessment.

Assessment opportunities



- ◆ Note the way students participate, ask questions and build upon what has been said during the speaker's presentation.
- ◆ Assess the questions to ensure they are open and can elicit appropriate answers and information.
- ◆ Check the chart to see if the students demonstrate an understanding that the outdoors provides a wide variety of opportunities for a range of activities.
- ◆ Check the chart and the students' reports to ensure they understand the challenges of outdoor activities, the preparation needed and the necessity for safety precautions.
- ◆ Assess the students' knowledge and ability to explain how to build a good fire and their ability to justify the decisions they have made.
- ◆ By observing their participation in group and class discussion, check the students' ability to observe appropriate protocols and verbal interaction with others.
- ◆ Check that the procedural texts are in a logical order and that they include the use of adverbs to explain how things are done.
- ◆ Check the students' understanding of new and technical words and encourage students to break them down into base word and suffix to work out the meaning.
- ◆ Assess the students' ability to participate in discussions, demonstrating:
 - ◆ an understanding of the topic
 - ◆ providing relevant ideas and information
 - ◆ speaking audibly.