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| Outdoor Education Session Outline | | Planned By: Nichole Skews | |
| Title: Surviving the Conditions | | Topic: Building a Bivouac | |
| Key Competency: <i>Relating to others</i> – students will work co-operatively with others to achieve a common goal <i>Participating and contributing</i> – students will all need to be actively involved to ensure the task is achieved successfully | | Achievement Objectives: Soc Stu – L3 Understand how people view and use places differently P.E. – L3 <i>Movement Concepts and Motor Skills</i> – <i>Challenges and social and cultural factors</i> – participate in co-operative and competitive activities and describe how co-operation and competition can affect people’s behaviour and the quality of the experience | |
| Learning Intention/W.A.L.T.: work together to make a shelter that will protect us from the weather | | | |
| Special Features eg. Cultural considerations, time required, appropriate venue... *Ideally done in a forest area with a lot of natural resources available – however it is important for students to not use resources that are still living e.g. only branches that have fallen off trees already *Time given for building dependent on age group and physical ability; approx 20 - 30mins | | | |
| Resources: *Bucket, large rubbish bags (1-2 per group), rope (any length, 1-2 per group), natural resources (branches, shrubs etc) | | | |
| Assessment /What would success look like: *All students actively participating co-operatively *Students remain relatively dry when water is poured over their bivouac | | | |
| Activity | | Organisation/Management | |
| *Set the scene by explaining to the students that they are a group of trampers that have got lost. They had planned to only be a couple of hours and do not have any overnight gear. *Walk to area that would be best suited to build the bivouacs and explain that someone from the group thinks it’s going to rain so they will need to build shelters *Divide the students into smaller groups (4-5 students in each) *Explain that someone from each group does have a large rubbish bag and a rope that can be used to help make the hut – anything else they want to use has to be in the forest (or whatever area was chosen) *Students need to make a bivouac that is big enough for their whole group to fit in by the time the rain comes *Allow students a chance to ask any questions of the Teacher/Leader *Give students a time limit by explaining that you can hear the rain coming and it is likely to be only 20mins away (or whatever time you think is appropriate) *Groups go away to begin to build their bivouacs *When the time is up get all students to get inside their bivouac and the tchr/ leader throws a bucket of water over the hut which signifies the rain *Debrief using D.E.S.C model (describe how feel using ‘I’ statements, give example, suggest a change, explain a positive consequence) | | *Tchr/leader would need to establish the best area to use before the activity begins – ideally with a lot of branches and scrub that have fallen off trees *Try to mix groups up so students with different strengths are put together *Ensure that the rubbish bags and rope are taken away at the end of the activity *Tchr/ leader roams and continues to check safety factors but does not give students any help in the construction or design of their bivouac *Tchr/ leader continues to say how much time is remaining *A student can lead the debrief if similar with the model | |
| Risk Management: /People, Environment, Equipment. *Ensure weather conditions are appropriate – some rain is ok but strong wind and/or rain could lead to injuries *Check area for major obstacles/ dangerous objects eg. broken glass *Large branches need to be used carefully e.g. at least 2 people carrying it at a time *Ensure boundaries are clearly set and students know how far they are allowed to go to gather resources *Appropriate supervision required e.g. a leader per group *Carry first aid kit | | | |
| Poor Weather Alternative: *In very bad weather students could make huts inside using very limited materials e.g. newspaper to represent branches (by rolling them up) and shrubbery (by ripping it into smaller pieces) *A fan could be used to represent the wind and a drink bottle used for the rain instead of bucket | | | |