

**Wotton House International School
Outdoor Leadership Framework**

Aim

To use outdoor leadership as a framework for Character Education for MYP2-5, based on weekly lessons of 90mins that culminate in an expedition suitable for each year group.

Students will be confident and competent during their expeditions, applying the outdoor leadership skills they've learned, while individually and collectively demonstrating a development of their Character Education *virtues* (below).

Character Education *virtues* practised and applied by students to outdoor leadership events:

Intellectual	Moral	Performance
Thinking skills Autonomy Reasoning Resourcefulness Reflection	Respect Courage Selflessness Integrity Honesty	Confidence Determination Motivation Resilience Teamwork

IB Learner Profile for learning the Outdoor Leadership Elements



Outdoor Leadership Elements

- Clothing
- Rucksack packing
- Orienteering
- Weather forecasting
- Route planning
- Risk assessment, contingency planning and decision making

- Potential hazards (livestock, weather, geographical features)
- First aid
- Fire lighting
- Knife skills
- Cooking (different heat sources)
- Food and water
- The Countryside Code
- Camp craft
- Tents
- Shelters (prepared and improvised)
- Raft building (teamwork, problem solving)
- River crossing

Assessment Events

The lessons for each year group will lead up to an assessment event, an expedition, designed to give students the opportunity to practise what they've learned.

Class	Walking/terrain	Camping	Additional assessment activity
MYP 2	Forest of Dean	none	Shelter building
MYP 3	Forest of Dean	1 night	Raft building
MYP 4	Hill/moorland	2 nights	Raft building & River crossing
MYP 5	Hill/moorland	2 nights wild	Raft building & River crossing

Build up to the expedition and assessment

Students will attend at least 6 x 90min lessons teaching the Outdoor Leadership Elements above. MYP 4 and 5 will need to attend practice days before going on their expeditions.

Where possible expeditions will be planned in line with Duke of Edinburgh Awards so as not to duplicate these activities.

The theory lessons will be classroom based, but most will be outdoors, using the grounds and surrounding area of The Wilderness Centre.

It is important that students feel confident when approaching the expedition. The *DofE 20 Conditions of the Expedition* is a useful guide to planning and executing the expedition, though it does not cover the Character Education elements fundamental to this programme

<https://www.dofe.org/wp-content/uploads/2019/08/20-Conditions-of-the-Expedition-section-2019-1.pdf>

Tracking Students' Development

Three methods are used to track development:

1. Instructor observation: triggered by an observable event completed by an individual or by the group during a specific lesson or during the assessment event
2. Self-reflection: students (MYP 3 and above) go through two self-reflection sessions during the programme, after the lessons and after the assessment event
3. Peer review (MYP 4 and above): students give each other feedback after the assessment event.

The Review Framework document on the below page is the tool used to give structure to these methods and discussions.

**Outdoor Leadership Programme:
Review Framework**

Student:

Instructor:

Session title:

Date:

Session Outcomes (attitude, behaviour, skills, IB learner profile):



Student Outcomes (attitude, behaviour, skills, IB learner profile):

Character Education Framework

Virtues	What happened?	Development points/progress
Intellectual Thinking Reasoning Resourcefulness Reflection		
Moral Respect Courage Compassion Integrity		