

HIGH SCHOOL OUTDOOR EDUCATION: DUKE OF EDINBURGH GOLD – REFLECTION OF LOGGING HOURS ONTO THE ONLINE RECORD BOOK



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LEARNING PLAN OVERVIEW

Subject(s)	Outdoor Education
Grade Level (s)	High School (ages 14-18)
Systems Tool(s)	Systems Iceberg
Purpose of Using Tool	<ul style="list-style-type: none"> • Inquiry • Critical Thinking • Discussion • Action Planning • Reflection
Summary	The lesson plan involved a group and personal critical analysis of the cause of not logging their hours for skill, service and physical on the online record book. To hopefully find cause for a change in behaviour for students to begin logging in with or without prompts.

Learning Objectives

- The main lesson objective was to understand why students were not logging on to the ORB and set a personal target to amend that. Also to understand whether there was anything on a school level that we needed to correct to help this too.
- Reflection on Agency of the award.

Material and Settings

- A3 printout
- Post-it notes with prompts
- pens

Learning Context

International Award Gold students, in an activity slot around the program in a classroom. Students have spent a significant amount of time online learning this year (7 months), therefore some of this context is online fatigue.

Purpose of Using the Systems Thinking Tools

I used this system thinking tool as I believed it highlighted many areas where something may need to change in an individual to achieve the goal of logging more. Whilst making them critically aware that there are many factors to consider in an event.

Learning Plan Step-by-step Description

The lesson plan involved a group and personal critical analysis of the cause of not logging their hours for skill, service and physical on the online record book. To hopefully find cause for a change in behaviour for students to begin logging in with or without prompts.

1. Split into International Award Adventurous journey teams (2 groups of 7).
2. Give them the A3 sheet with the Systems Iceberg on it.
3. Begin the narrative of exploring the event - not logging on to the ORB.
4. Using prompts on sticky notes students discussed the Patterns of behavior.
5. Feedback on patterns of behaviour.
6. Move on to a discussion of systems and structures.
7. Feedback on systems and structures.
8. Discussion on mental models
9. Feedback on mental models.
10. Individual reflection on ideas for change of event. E.g. Setting weekly reminders in the calendar, downloading the ORB app directly onto the phone, having a change in understanding that the ORB section is needed to use IA Gold on university applications etc.

Availability for individual discussion after lesson.

REFLECTION

Plusses

I felt that this was a very useful 30-minute lesson for the students in DOE, it covered discussion amongst the group of different factors for the cause of the behaviour. It highlighted a better relationship with the students and me to understand more about them and them to understand

more about me (I work across 4 schools and have little contact with students regularly, for context).

Areas for Improvement

The key things we established were:

1. The thought of 'I'll just do that later' then they forget and becomes a mammoth task to catch up.
2. Not having the ORB App
 1. Everyone wants a different reminder time - so they have now scheduled their weekly reminder when it suits them.
 3. A big thing in mental models - agency for the reason they choose the award.

Also, they understood that we could not spend every activity slot on the ORB logging when we need to focus on preparing for adventurous journeys.

Since this lesson - I have seen a rise in logging among students. Still not perfect across the whole group but a significant improvement.

EVIDENCE

