**Portfolio – Outdoor Life, autumn 2014**

**Portfolio 1. Waterways**

Exercise 1. Self-development

Fill in the requirement lists for waterways. (Before and after). Give a short description of your professional development and give an account of the most important experiences you did during the field trip. (Min.800 words, max 1000).

Exercise 2. Teaching programme

Plan a teaching programme for a group heading on a canoe trip. You decide the level of age and experience of the group members, group size and area. (Min.600 words, max 1000).

Exercise 3. Safety

Give a short account for the most important safety rules when it comes to canoeing with a group on waterways. (Min.600 words, max 1000).

**Portfolio 2. Mountains and forests**

Exercise 1. Self-development

Fill in the requirement lists for mountains and forests. (Before and after). Give a short description of your professional development, and give an account of your most important experiences you did during the field trip. (Min.800 words, max 1000).

Exercise 2. Teaching programme

Compose a teaching programme within a nature- or cultural to be thaught during a field trip on mountains and forests. The teaching programme will have to be performed during the Study trip. (Min.1600 words, max 2000).

**Portfolio 3. Coastline**

Exercise 1. Self-development

Fill in the requirement lists for coastline. (Before and after). Give a short description of your professional development and give an account of your most important experiences you did during the field trip. (Min.800 words, max 1000).

Exercise 2.

Give an account for what you relate to the term ”good seamanship”. (Min.1000 words, max 1600).

**Portfolio 4. Study trip**

Exercise 1. Self-development

Give a short description of your professional development according to Outdoor leadership competencies described in the “Brick Wall model”[[1]](#footnote-1) . (Min.1000 words, max 1500).

Exercise 2. Group exercise – trip planning

Work out a trip plan including safety, positive experiences and learning. The trip plan must be worked out according to the overall plan given by the responsible teacher.

Exercise 3. Group exercise - Group Journal

During the study trip the participants take turns writing in the Group Journal. The purpose with the Group Journal is to promote reflection, enhance understanding of the expedition experience, raise important questions, address conflict, explore difficult issues, enhance group development and cohesion, develop writing and speaking skills, and FUN. Group journal entries can include prose, poetry, art, songs, and skits. They can be hilarious beyond imagination as well as emotional expressions of appreciation, excitement, wisdom, insight, and sorrow, sadness. The Group Journal must be approved by the responsible teacher when the trip is over.

1. Priest, Simon. Outdoor Leadership Competencies. Chapter 32 in Adventure programming. [↑](#footnote-ref-1)