

VCE Outdoor and Environmental Studies 2024-2028

Unit 1: Connections with outdoor
environments



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



Accreditation Period
2024–2028

Victorian Certificate of Education
**Outdoor and
Environmental Studies**
Study Design

Purpose of video

- Introduce and familiarise teachers with Unit 1
- Resources available (including the Study Design)

Cross-study specifications (p. 10–13)

The development of cross-study specifications provides consistency with other VCE study designs and are threaded through unit 1.

1. Key concepts
2. Outdoor experiences
3. Key practical skills

Outdoor Experiences- Unit 1

- A plan to achieve between 25 - 50 hours in Unit 1.
- Examples of types of outdoor environments and experiences (in support materials) and reference to the [Department of Education's Safety Guidelines](#)

Unit 1 Structure

Unit Titles	Area of Study titles
Unit 1: Connections with outdoor environments	Area of Study 1: Our place in outdoor environments Area of Study 2: Exploring outdoor environments Area of Study 3: Safe and sustainable participation in outdoor experiences

Unit 1 Area of Study 1 Specific changes

On completion of this unit the student should be able to analyse motivations for experiencing outdoor environments and plan to safely participate in specific outdoor experiences.

- Title - Our place in outdoor environments
 - Reduction in Key Knowledge from six to four
 - Inclusion of Indigenous ways of defining and experiencing outdoor environments.
 - Features of biomes as opposed to types of outdoor environments
 - Motivations for seeking outdoor environments combined.
 - Safe participation knowledge
- Cross-study specifications threaded as:
- Indigenous Australians' knowledge
 - Outdoor environments (types, relationships,)

Unit 1 Area of Study 2 Specific changes

On completion of this unit the student should be able to explain factors that influence personal responses and access to outdoor experiences and interact sustainably with outdoor environments.

- Title - Exploring outdoor environments
- Influence of media has expanded to include more mediums as depictions
- Codes of conduct removed
- Specific key practical skills shifted to U1 AOS 3.

Cross-study specifications threaded as:

- Outdoor environments (relationships)

Unit 1 Area of Study 3 specific changes

On completion of this unit the student should be able to evaluate strategies for safe and sustainable participation in outdoor experiences.

- Adapt or contribute to designing an outdoor experience(s)
- Key practical skills from AOS1 & 2 have shifted to this new area of study, plus additional key knowledge and key skills
- Ongoing logbooks entries plus reference to outdoor practical experiences in logbooks will be used for assessment along with Practical demonstration of key skills

Cross-study specifications threaded as:

- Outdoor environments (relationships)
- Key practical skills

Logbooks (p 13)

Logbook criteria may include:

- location
- environment type
- flora and fauna
- outdoor activity(ies) undertaken
- sustainability measures
- observation of key knowledge relevant to the experience chosen by the teacher
- observation of key skills

New Study Design Support Materials

- Support materials will be supplied with
 - Updated resources for teaching Unit 1 Key Knowledge and Skills
 - Detailed examples
 - Example of a logbook

Sample Learning activities for Unit 1

AOS 1 Examples of learning activities

- create a [Wordcloud](#) to provide a pictorial representation of the most common words used in each definition; students rework the most commonly used words into individual definitions which can be displayed around the classroom; compare other well-known definitions with those generated by the class
- select, view and analyse a selection of short adventure films on an online service and analyse the motivation for the characters seeking this type of outdoor experience. Have each student select 2 of a larger selection and have them publish their analysis on a shared [Google Doc](#)
- during two outdoor experiences, complete fieldwork that either surveys users of an outdoor environment or observes and logs users, noting the variety of ways in which Indigenous and non-Indigenous peoples experience and understand outdoor environments. Compare the varieties and establish opinions as to why people choose to experience locations differently. In small groups have students film short 10 second grabs of these observations and edit it into a short film using Video editing software like iMovie or Windows Editor

Sample Learning activities for Unit 1

Detailed Example

The effect of technology

Bring in examples of 'old' technology (e.g. an old hiking pack, a closed cell foam mat, leather ski boots, a hand-held radio, compass and paper map) and the 'updated' versions (e.g. a new hiking pack, down or self-inflating mat, plastic ski boots, mobile phone, hand held GPS device).

Students create a table with the following column headings:

- the old technology, the new technology, how/what has changed, how this change has affected the individual's experience (include positive and negative effects).

Logbook example

VCE OES Unit 1 Logbook

Name:

Outdoor Experience 1

Location	
Environment type	
Flora and fauna (inc.endemic)	

Outdoor Experience 2

Location	
Environment type	
Flora and fauna (inc.endemic)	

The following pages are for student observations made during outdoor experiences.

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