**Presenter** - Welcome to this on-demand video related to the new study design for outdoor and environmental studies to be implemented in 2024. The purpose of this video is to give an overview of the new unit one, introducing teachers to the revised and new key knowledge points. It will also highlight the resources available including lesson ideas and links, sample activities and assessment examples. The new study design involves inclusion of the cross-study specifications on page 10 to 13. These provide consistency with other VCE study designs and are threaded throughout units one to four. The underpinning organising ideas of unit one are key concepts, mainly indigenous Australian's knowledge, culture and history, and outdoor environments involving the types of outdoor environments, human relationships with outdoor environments, environmental citizenship and the health of outdoor environments.

A feature of the new study design is clarity on the outdoor experiences component of the curriculum. From the study design it reads, it is recommended that in completing each unit, students spend between 25 and 50 hours participating in outdoor experiences. This is not inclusive of time spent travelling or sleeping. How will you plan to achieve at least 50 hours of practical experiences? A suggestion could be to complete a single day excursion locally and combine this with a four-day outdoor experience further afield to achieve the desired amount of learning time in outdoor environments. Examples of types of outdoor environments and experiences are included in the support materials and reference to the Department of Education's Safety Guidelines is recommended.

Now to the specifics. The unit one structure has changed. It has a new title. Changed from exploring outdoor experiences to connections with outdoor environments, which is part of a scaffolded approach to the four units, slowly building student knowledge of and in outdoor environments. This is clearly seen in area study three, a new inclusion that builds students participation in outdoors through to peer led experiences, through to leading outdoor experiences, specifically in area study one of this unit. 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. There's been a title change to our place in outdoor environments. This is a change from motivations for outdoor experiences. There's been a reduction in key knowledge from six to four points. This respects the inclusion of area of study three later in the unit. There is an inclusion of indigenous ways of defining and experiencing outdoor environments as some words to generate definitions for. The features of biomes is now included as a key knowledge point as opposed to types of outdoor environments to bring our language into a more correct scientific characterization of environments.

You'll find that the motivations for seeking outdoor environments and responses to outdoor environments have been combined into a single key knowledge point. You'll also find that safe participation knowledge and associated skills that were previously found in this area of study have shifted to area of study three. The cross-study specification threaded in this area study are indigenous Australians' knowledge and outdoor environments, characterising types, and relationships. Into area study two specific changes, on completion of this unit, students should be able to explain factors that influence personal responses and access to outdoor experiences and interact sustainably with outdoor environments. There's been a title change to exploring outdoor environments. That's changed from influences on outdoor experiences. The influence media has been expanded to include more mediums as depictions. These now include mainstream media, social media, music, art, writing, and advertising. The codes of conduct key knowledge point found in the previous study has been removed from this study design. And you'll find that the specific key practical skills that you did previously find in area study two are now located in area study three.

The cross-study specifications are threaded in this area of study as the outdoor environments, particularly focusing on relationships which we know to grow even further in unit three of this study design. Now onto area study three, specific changes. Well, the largest change is the fact that the review panel chose to include an area study three, which brings this study design in line with many other VCE subjects. On completion of this unit, the student should be able to evaluate strategies for safe and sustainable participation in outdoor experiences. It's looking for students to adapt or contribute to designing an outdoor experience to generate appropriate demonstration of the knowledge and skills, as well as undertake the outdoor experience and reflect on it suggesting changes for the future.

Again, the key practical skills from area of study one and two have shifted to this new area of study, plus additional key knowledge and skills. You'll find that the additional skills involve minimum impact strategies for individuals, route planning, tent site selection, fuel stove usage, navigation, and packing a pack along with basic first aid skills including blister management, small wounds, snake bites, severe bleed treatment, CPR, and immobilisation techniques. The cross-study specifications are threaded through this area of study through outdoor environments relationships and key practical skills and outdoor experiences. This area of study is a very strong part of what our study design represents in this subject.

Now logbooks have been introduced in this study design as a way of recording learning. A logbook of practical activities is maintained for unit one, area of study three for recording, authenticating and assessment purposes. It is a source of primary data to assist students in their assessments throughout unit one and multiple modes are encouraged in the logbook. They can use it for writing, drawing, putting in photos, and they can even use audio or audio, visual, self-recorded things to support their logbook entries and their knowledge gathering. The presentation of the logbook is a school decision, and no specific format is prescribed.

Thinking about matching your cohort learning needs, your outdoor experiences and locations, and what other cross-curricular skills you can add into the delivery of this subject. Logbook criteria, so something you may look to include could involve entries describing location, environment type or biome, flora and fauna, outdoor activities undertaken, sustainability measures, and then observation of specific key knowledge relevant to the experience chosen by a teacher.

So, these would be area study three key knowledge and skills but also specific ones that you know will enhance their learning of area studies one and two, knowing that the outdoor practical experiences apply to the complete unit. Now new study design support materials. They'll be supplied by VCAA in a sample materials for teacher downloadable documents and online readable documents. They include updated resources for teaching unit one key knowledge and skills, detailed examples per area of study, and an example of a logbook. Here's just a snapshot of sample learning activities for unit one. There's three included here on the screen if you have a read along, but I'll particularly draw your attention to the third dot point, which is encouraging an activity to complete during two experiences to complete some field work 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. We ask you to suggest for students to compare the varieties and establish opinions as to why people choose to experience locations differently. And then furthermore, to grow this activity, in small groups, you could have students film short ten-second grabs of these observations and edit it into a short film. This can make it a great learning tool for all students to learn from and increase engagement and use of other resources from other parts of the school in the delivery of outdoor and environmental studies. An example of a detailed example within the sample materials for teachers is this effect of technologies activity encouraging you to bring in old and new technologies. You can play with the definition of old and new technologies, as leather ski boots, or as old as first buckle ski boots.

You know, you can mix up as to your expertise as a teacher to deliver this engaging lesson. And then updated versions can go as far as including drones and drones ability to deliver emergency first aid supplies or whatever else drones are delivering. There's some fantastic new tech out there that is impacting students and teachers experiences of outdoors. Mainly, we're looking to include the positive and negative changes or effects of these technologies on experience. So how has that technology improved an experience to be a more positive one? Has it allowed a user to take higher risks knowing there's better safety equipment protecting them or higher speeds knowing the increased technology and the brakes of mountain bikes can stop them quicker.

Get into activities, engage your students, and can really dig into this technology aspect, an aspect that's been continued in the revised study design. Now here's an example of a logbook. Not the most amazing graphic artist piece. Again, we encourage schools to design their own, use of logbook and type of logbook from assigned notebooks from a news agent through to graphic artists displays that this one teacher may create and print out for students. We do encourage a page per key knowledge or key skill to encourage students to collect the right amount of primary data and observation to meet the competency needs of area study three. And then area study one and two to increase their knowledge to achieve their assessments. For further information on unit one or any of the units about your environmental studies, you can contact Chris Clark, the Curriculum Manager of Health and PE. There's his phone number and email address on the screen. Thanks for watching this on-demand video.

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