**Belinda** - Hello, my name is Belinda, and today I'm here to present to you the Outdoor and Environmental Studies Study Design for Implementation, 2024 to 2028. I will introduce and familiarise you with the revised changes in Unit Three titled, Relationships with Outdoor Environments. I will outline the resources available, including the study design itself for 2024 to 2028, and the support materials for teachers, including sample activities and assessment examples.

The aim of this session is to provide teachers with an overview of Unit Three to ensure teachers feel confident in preparing a teaching and learning programme for their students, and teachers understand the requirements of the unit, including the importance of outdoor experiences. Unit Three is made up of two areas of study. Although we do need to begin planning for Unit Four, Area of Study Three, at the beginning of Unit Three, as this is an ongoing investigation starting in Unit Three into Unit Four. The cross-study specifications underpin and organise ideas that are proposed for VCE outdoor and environmental studies. They're broken into three sections: key concepts encompassing Indigenous Australians' knowledge; outdoor environments, including types of outdoor environments and environmental citizenship; and sustainability.

Section Two looks at outdoor experiences, the purpose of outdoor experiences, time spent in outdoor environments, and examples of the type of outdoor experiences. And Section Three looks at key practical skills. Outdoor experiences for Unit Three, the cross-study specifications outlines outdoor experiences and provides clarity of time in outdoor environments. It is recommended that in completing each unit students spend between 25 and 50 hours participating in outdoor experiences, not inclusive of time spent travelling or sleeping. Teachers need to ensure they need to plan to achieve 50 hours of practical outdoor experiences across the Units Three and Four. Please note that this time allocation for outdoor experiences could be over a single-day excursion locally or a four-day outdoor experience further afield. The selection of appropriate outdoor environments is contingent on the local school setting, resources, and capabilities.

Unit Four, Area of Study Three, this outcome is for students to undertake an independent investigation collecting and evaluating information gathered during at least two different visited outdoor environments across both Units Three and Four. This is an ongoing investigation for Unit Three and Unit Four. The Unit Three structure, the title, Relationships with Outdoor Environments. Area of Study One, changing human relationships. Area of Study Two, relationships with Australian environments in the past decade. We do need to remember that Unit Four, Area of Study Three is an ongoing investigation commencing at the beginning of Unit Three, which I'll unpack further. Commencing at the beginning of Unit Three is Unit Four, Area of Study Three, investigating outdoor environments. Please note that this has replaced all journal task assessments from the previous study design.

This is an ongoing investigation. Teachers are to select four key knowledge points across Unit Three and Four and a minimum of two outdoor environments visited for the year for outdoor experiences to occur. This planning phase needs to begin at the beginning of Unit Three so students can begin to plan their logbooks. Ideally, one key knowledge point from each Area of Study will be chosen for the ongoing investigation to occur across Unit Three and Four. For example, Unit Three, Area of Study One, key knowledge point one, Unit Three, Area of Study Two, key knowledge point two, Unit Four, Area of Study One, key knowledge point three, and Unit Four, Area of Study Two, key knowledge point four. They can be complimented by visiting two outdoor environments as a minimum throughout the year. At the completion of Unit Three, students will have had at least one outdoor experience with at least one entry into their logbooks reflecting two selected key knowledge points from across Unit Three, Area of Study One, and Unit Three, Area of Study Two.

Unit Four, Area of Study Three, Investigating Outdoor Environments. Logbooks are referenced in this study as a means for the students to keep their records of practical activities and observations of the key knowledge. Students would ideally have a physical hard copy logbook to enter their primary and secondary data directly into. Primary data is collected in the field through outdoor environments and outdoor experiences that is reflected by the four key knowledge points and key skills they are investigating. Examples of primary data collection may include field observations, participation in outdoor experiences, photographs, sketches, and interviews. Secondary data is information that someone else has collected and made available. For example, you as the teacher, a credible website, like the CSIRO, or the Department of Energy, Environment and Climate Action.

Unit Three, Area of Study One, specific changes. The first key knowledge point has been enhanced to have the addition of Australian outdoor environments before humans arrived, including the characteristics of biological isolation, geological stability, and climatic variations. So, a focus on the Australian outdoor environment before humans. The second key knowledge point, relationships with outdoor environments expressed by specific Indigenous peoples' community before and after European colonisation have remained the same. The third key knowledge point has had some strengthening with time periods given some parameters. We're looking at relationships of non-Indigenous peoples with a specific outdoor environment as influenced by and observed in a local or visited outdoor environment during the following three time periods, and they're defined, early colonisation has got time parameters, pre-federation, and same with post-federation. The next key knowledge point is a merge of environmental movements and historical policies, a link between the selected historical campaign and resulting policy.

Unit Three, Area of Study Two, specific changes. The title name, Relationships with Australian Environments in the Past Decade has been updated to keep the contemporary nature of this Area of Study. Conflicts have been moved into this Area of Study Two from Unit Four, and there is a more focused look at environmental policies. The first key knowledge point reads Indigenous people's custodianship of outdoor environments, including the formation of land and water councils, gives a very current perspective of Indigenous people's relationships. Economic relationships has been replaced from tourism and primary industries. The three relationships there are conservation, recreation, and economic. That is encompassing the second key knowledge point. I will note here that there is a glossary of key terms in the support materials available. The conflict's key knowledge point has been merged from the previous study design. It includes the methods used by individuals or groups to influence decisions about two conflicts over the use of outdoor environments, and the processes followed by land managers to resolve said conflicts, including at least one conflict from the prescribed list in the study design.

The selected conflicts can include feral species in the Alpine National Park, commercial logging in Victoria, establishment of new mountain bike parks, Southern Ocean whale hunting, Murray-Darling basin water allocations. Please note that two conflicts need to be studied. The following key knowledge point an environmental issue in Australia and related policy from two federal political parties or representatives including at least one of the Labour Party, the Liberal-National Coalition, and the Greens. We're really wanting students to unpack one key environmental issue in Australia and know a related policy from at least two federal political parties. So, one from the prescribed list and perhaps another, an independent. But students to have a good grasp of an environmental issue, keeping that as contemporary as possible, and a related policy. The following key knowledge point is similar from the previous study design in the influence of social debates on relationships with outdoor environments including climate change, renewable energy, and water management. Students need to select and teach us just one of those.

This is a small example of the sample learning activities for teaching and learning in the support materials. This is for both Unit Three, Area of Study One, and Unit Three, Area of Study Two. There are plenty of examples available. This is a detailed example for Unit Three, Area of Study Two. There are two or three detailed examples for each unit. This detailed example could correlate with an outdoor experience. If this was an environment you were able to take your students to, and also would give detail for a logbook entry for Unit Four, Area of Study Three, if this was the key knowledge point selected at the beginning of Unit Three. Or you could use this detailed example in isolation. Logbooks, as we said earlier at the start of Unit Three, Area of Study One, there'll need to be a plan for the entire year in relation to the four key knowledge points selected, so Unit Four, Area of Study Three can be achieved. In order to document those outdoor experiences, a logbook will be required.

Criteria can include location, environment type, flora and fauna, the types of outdoor activities undertaken, examples of sustainability measures, observation of the key knowledge relevant to that experience, which would be chosen by the teacher at the beginning of Unit Three. There may be, for each outdoor experience, two or three examples of key knowledge, observation of key skills, and secondary data. There are examples of templates of logbooks in the teaching and learning materials in the support materials document. For authentication purposes, students' logbook entries should occur whilst completing outdoor experiences or within the classroom. A logbook can be kept in a hard copy or electronic form. However, a hard copy format of the logbook is to be used by students when completing the school-assessed coursework tasks in Unit Four, Area of Study Three.

New study design support materials, the support materials with updated resources for teaching and learning for Unit Three, Area of Study One and Area of Study Two, there are some detailed examples as I've taken you through one short one today, examples of logbooks, clarification of key terminology, and some teaching and learning activity suggestions. Please contact Chris Clark, the Curriculum Manager of Health and Physical Education. Details are on the screen.

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