**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'll introduce and familiarise you with the revised changes to Unit 4. I'll 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 4 to ensure teachers feel confident in preparing a teaching and learning programme for their students and understand the requirements of the unit including the importance of outdoor experiences. Unit 4 is made up of three areas of study and we do need to begin planning for Unit 4 Area of Study 3 at the beginning of Unit 3 and it continues into Unit 4. The cross study-specifications underpin and organise ideas that are proposed for VCE Outdoor and Environmental Studies. The cross-study specifications are threaded throughout Unit 4, and they're broken into three key concepts including Indigenous Australians' knowledge, culture, and history, outdoor environments, and sustainability. Outdoor experiences, including the purpose of outdoor experiences, includes the recommendation of time spent in outdoor environments, and examples of types of outdoor experiences. And the key practical skills, including the purpose of outdoor experiences and designing a teaching learning programme. The cross-study specifications are found within the study design.

Outdoor experiences in Unit 4. A plan to achieve between 25 and 50 hours of outdoor practical experiences in Unit 4. Unit 4 Area of Study 3 commences at the beginning of Unit 3 and continues into Unit 4 and is assessed formally through school-assessed coursework in Unit 4. Students are to undertake an independent investigation collecting and evaluating information gathered in at least two different outdoor environments across both Units 3 and 4. In planning outdoor experiences, you could plan for a simple day excursion, a class time excursion on the school grounds, or a multi-day excursion. The selection on appropriate outdoor environments is contingent to the local school setting resources and capabilities.

The Unit 4 structure. Unit titled Unit 4 sustainable outdoor environments and has three areas of study. Area of Study 1, The importance of healthy outdoor environments. Area of Study 2, the future of outdoor environments. And Area of Study 3, investigating outdoor environments. Commencing at the beginning of Unit 3 and continuing into Unit 4, the investigation of outdoor environments. Area of Study 3. Students will have undertaken an independent investigation, collecting and evaluating information during at least two different visited outdoor environments across Units 3 and 4.

At the completion of Unit 4, students will have had a minimum of two outdoor experiences and two entries into their logbooks reflecting the four key knowledge points selected across Unit 3 Area of Study 1, Unit 3 Area of Study 2, Unit 4 Area of Study 1, and Unit 4 Area of Study 2 as evidence of their practical experiences. Unit 4 Area of Study 1 specific changes. The first key knowledge point now reads the pillars of sustainability and the interdependence between these pillars and related critiques of sustainability. Sustainable development has been deleted. The observable characteristics in essence remain the same, although we're looking at both species and ecosystem biodiversity.

The impacts of threats on society and outdoor environments. Students are to choose two of the following. There have been some new threats added. We're looking at land degradation, introduced species, urbanisation, climate change is new, flood is new, and fire. The importance of healthy outdoor environments, in essence, remains the same as a key knowledge point. And the final key knowledge point here is new. It reads local, national, and international solutions and mitigation strategies to combat climate change across a range of environments.

So, it's a really scaffolded approach to looking at local climate change solutions national and then international. Unit 4 Area of Study 2 specific changes. There has been a strengthening of contemporary Indigenous relationships here complementing the cross-study specifications. The first key knowledge point reads indigenous and non-indigenous peoples' land management strategies for achieving and maintaining healthy and sustainable outdoor environments. Acts or conventions key knowledge point has been strengthened. Students need to know how two acts from the prescribed list relate to the management and sustainability of a specific outdoor environment, species, or ecological community.

So, they need to look at a particular species, location, or ecological community and how that act actually functions to manage and improve the sustainability. The prescribed acts that students need to select two of are the Flora and Fauna Guarantee Amendment Act, Ramsar Convention, Environment Protection and Biodiversity Conservation Act, Victorian Environmental Assessment Council Act, and the Planning Environment Act. Actions has been broken into two separate key knowledge points. We now have community actions and individual actions as separate key knowledge points. Students need to select two community actions to sustain healthy outdoor environments. The prescribed list is regenerative farming, trust for nature, land care, community groups such as Friends Of, and individual actions to promote sustainable, healthy outdoor environments is the last key knowledge point. And students need to select two of environmental activism, environmental advocacy, ethical and sustainable consumerism, and green home design. Please note that state of the environment has been removed.

Unit 4 Area of Study 3, investigating outdoor environments. Students will have been collecting data throughout the year across Units 3 and 4 dependent on the four key knowledge points selected by the teacher at the beginning of Unit 3 and will have visited as a minimum two outdoor environments. The investigation within the selected outdoor environments can occur at any time during Unit 3 and 4 with the exception that the assessment of the investigation would occur at any time during Unit 4. Unit 4 Area of Study 3, as we know, is new. It replaces the journal assessment tasks from the previous study design. Unit 4 Area of Study 3 needs to encompass logbooks which are referenced in this study as a means for students to keep their records of practical activities. And the logbook is maintained and cited as a source of primary data and is also a requirement for satisfactory completion for each unit rather than being used as the actual assessment task.

Teachers are encouraged to regularly cite and monitor the logbook particularly for the investigation task of Unit 4 Area of Study 3. Students ideally would have a physical hard copy logbook and primary and supplement with secondary data. Primary data is collected in the field through outdoor environments and experiences reflected on the four key knowledge points collected by the teacher. Multiple sources of data collection provide credibility of the students' findings. Examples of primary data can include field observations, participation in the outdoor experiences and environments, photos, sketches, and reflections. Secondary data is information that someone else has collected and made available. For example, you as the teacher, a credible website such as the Department of Energy, Environment, and Climate Action. Logbooks.

For example, logbook templates and learning materials. Students undertaking this subject must maintain a logbook with their practical work for recording and authentication and assessment purposes. All items in the logbook must be dated and clearly documented. The logbook can be kept as a hard copy or electronic. However, a hard copy format of the logbook is to be used by students when completing the school assessed coursework task at the end during the assessment for Unit 4 Area of Study 3. Unit 4 Area of Study 3 written report. The investigation will be assessed as a written report in which students will use the evidence recorded in their logbooks to produce a written report that demonstrates the application of the key skills and key knowledge to the selected outdoor environments.

The written report can be set at any time in Unit 4 when there is enough evidence collected based on the four key knowledge points selected by the teacher. The logbook is used for authentication purposes when assessing the written report and documenting the investigation. The written report would be assessed like a normal school assessed coursework in a classroom setting. On the screen is some sample learning activities for Unit 4. In the support materials, these are broken into Unit 4 Area of Study 1, Unit 4 Area of Study 2. There has been particular emphasis on creating sample learning activities for some of the new key knowledge points. On your screen is a detailed example for Unit 4, a research task. This could be adapted into a school assessed coursework. What is available is not enough for assessment but could be used as a basis.

There are also some additional detailed examples in the support materials. New study design support materials include updated resources for teaching Unit 4, including Unit 4 Area of Study 1, Unit 4 Area of Study 2, and Unit 4 Area of Study 3. Detailed examples as I've shown you one on the screen earlier. Examples of logbook templates and glossary word clarifications. The contact at VCAA is Chris Clark, the curriculum manager for health and physical education, and his details are on the screen.

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