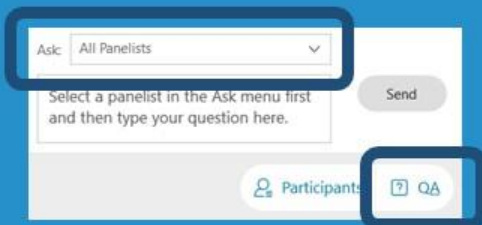


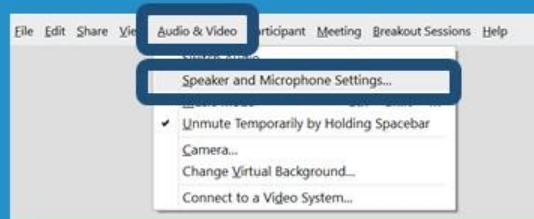
# This webinar will begin shortly



Please ask questions to 'All Panelists'



If you have any issues with your audio go to:



Need help? Go to <https://help.webex.com>

# VCE Outdoor and Environmental Studies (2024-2028)

## Unpacking Changes Unit 1&2 Webinar

Wednesday 12 July 2023



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.




# Asking Questions

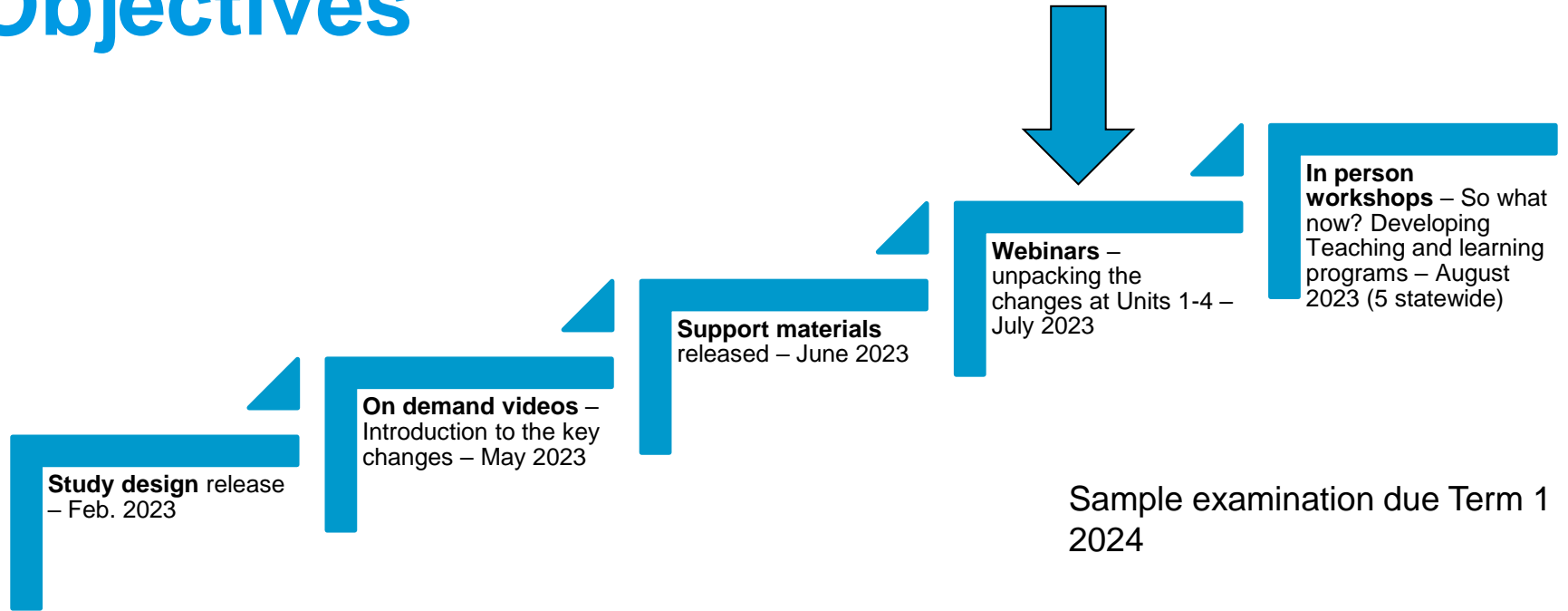
Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

Send

Participant 

# Objectives

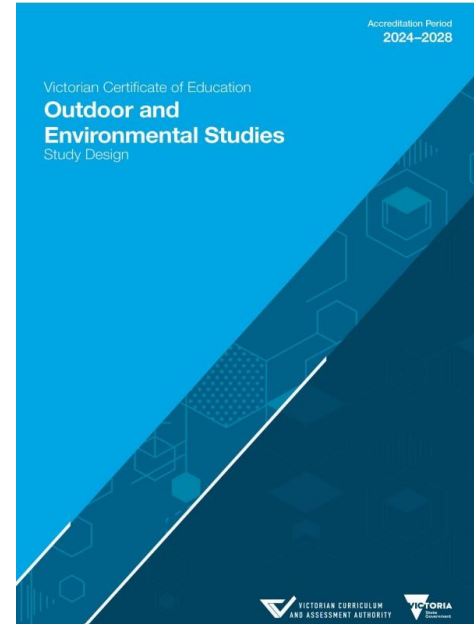


# In person workshops - August

- *Designed to provide the opportunity for teachers to collaborate with teachers in their 'local' area on ways and means of enacting the Study Design as interpreted and ultimately assist in developing teaching, learning and assessment programs.*
- Warrnambool (SW - Brauer College)– Tuesday 8 August 2pm – 4pm
- Horsham (W & NW– Federation University) – Wed. 9 August 2pm – 4pm
- Churchill (Gippsland – Federation University) – Tuesday 15 August 2pm – 4pm
- Shepparton (N & NE – Notre Dame College) – Monday 28 August 2.15pm – 4.15pm
- Bundoora (Bendigo, Ballarat, Greater Geelong, Morn. Pen. & Greater Melb. – Latrobe University) – Tuesday 29 August 2.30pm – 4.30pm

# Revised VCE Outdoor and Environmental Studies Study Design

- 2024 – 2028
- All units implemented concurrently from 2024
- Revised study design and support materials available from study page



# The 'big changes' overview

- Experiential learning focus (including suggested outdoor experience hours)
- Inclusion of Area of Study 3 (Unit 1, Unit 2 & Unit 4)
- Cross Study Specifications
- Expanded focus on Indigenous Australians' knowledge culture and history
- Scope of the study design – Themes & Realignment
- Assessment – Types & Mark allocation (Unit 3 & Unit 4)





## VCE OUTDOOR & ENVIRONMENTAL STUDIES STUDY DESIGN

The foundations of VCE study is the Scope, Rationale, Aims and the supporting Cross Study Specifications

# Cross-study specifications

## Key concepts

- Indigenous Australians' knowledge, culture and history
- Outdoor environments; Types of outdoor environments, human relationships with outdoor environments, environmental citizenship and health of outdoor environments
- Sustainability

## Outdoor experiences

- Purpose and type
- Time spent (recommended min. 25 hours per unit)

## Key practical skills - Area of Study 3

- Integrating theoretical knowledge and practical skills

# Assessment (Unit 1 & 2)

- Task types
- Logbooks

For this unit, students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the list below.

## Outcomes 1 and 2

For each outcome,

- a case study
- an oral presentation which can include the use of multimedia and podcast
- data analysis
- a written response to an issue
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster or presentation file.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

## Outcome 3

A practical demonstration of key skills, with reference to outdoor experiences in addition to ongoing logbook entries of outdoor practical experiences.

# Unit 1 Structure

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

# Unit 1 Area of Study 1

- Area of Study name change to 'Our place in outdoor environments'
  - Reduction in Key Knowledge from six to four

Multiple revisions have been made across Unit 1 and 2, condensing Key Knowledge, and expanding Area of Studies to 3

# Unit 1 Area of Study 1

- Indigenous peoples and non-Indigenous peoples' ways of knowing outdoor environments, including the meaning and use of terms such as Kinship, nature, Country, outdoor environments, private land, wilderness, managed parks, urban environments, built environments and outdoor experiences
  - *Combination of the old first and second dot points bringing key terminology into a single Key Knowledge, plus introduction of Cross Study Specification large focus on Indigenous Peoples.*
  - Resource – Explore different ways of understanding key terms, such as wilderness, Kinship, Country and outdoor experiences from Indigenous and non-Indigenous perspectives. Make a multimedia presentation using [Prezi](#)
  - Key Skills 'describe'
  - *New terminology – kinship & country. See next slide.*

# Clarification of terminology

## Kinship

- Kinship is at the heart of First Nations society. A person's position in the Kinship system establishes their relationship to others, to their Country and to the universe, prescribing their responsibilities towards other people, the land and natural resources.

## Country

- Country is the term often used by Indigenous peoples to describe the lands, waterways and seas to which they are connected. The term contains complex ideas about law, place, custom, language, spiritual belief, cultural practice, material sustenance, family and identity: [Welcome to Country | AIATSIS](#)

# Unit 1 Area of Study 1

- features of biomes, including alpine, coastal, inland waterways, grassland, heathland, forest, marine and arid
  - *Brought forward to here in this revision from Unit 2, Area of Study1, replaced ‘characteristics’*
  - *New terminology of biome*
  - *Resource* – Complete a [world café](#) class activity where the heading on each piece of butcher’s paper is a biome. Teachers seed each piece to begin.
  - *Key Skills ‘describe ’*



# Unit 1 Area of Study1

- the range of motivations for experiencing outdoor environments and responses to outdoor environments such as fear and appreciation
  - Combined old 1.1.3 (Range) and 1.1.4 (responses).
  - *Key Skills analyse motivations and responses*
  - Resource: View a selection of short adventure films on an online service and analyse the motivation of the characters seeking this type of outdoor experience

# Detailed example Unit 1 Area of Study 1 – Survey about participation

Conduct a survey of students in the school, or of students beyond the school, to collect data on motivations for seeking, and responses to, outdoor experiences and environments.

- The survey could be conducted in person or using an online poll or survey
- Record the results of the survey in a shared online platform
- Students then write a short report *analysing* the data they have collected, including reflecting on how their personal responses are similar or different from those identified in the survey

(further information found within the VCAA Unit 1 Support Materials)

# Unit 1 Area of Study 2

- Area of Study name change to 'Exploring outdoor environments'
  - *This revision has seen specific key practical skills shifted to U1 Area of Study 3 and codes of conduct removed.*

# Unit 1 Area of Study 2

- the influence of depictions of experiencing outdoor environments on personal responses, such as in the mainstream media, social media, music, art, writing and advertising
  - *Revision includes 'depictions' as terminology, not portrayals*
  - Resource: Create a list of songs using Spotify that describe outdoor environments in their lyrics. Range the music from themes of environmentalism, primary industry/working on the land or recreating in outdoor environments
  - *Key Skills 'analyse the depictions of experiencing outdoor environments on personal responses'*

# Detailed example for Unit 1 Area of Study 2

## Loving Outdoor Environments to death

Students are to complete an image search of their favourite activities undertaken in outdoor environments, making sure they include images of humans interacting with the location.

Students should then note next to each image

1. How the outdoor environment is being depicted.
2. How the image makes them feel.

In a round-table class, each student presents their image and have the students vote on which of the outdoor environments they would like to visit. Tally the votes and then lead the students in discussing

1. What about the depiction made them want to visit
2. How the outdoor environment handle increased visitors

# Unit 1 Area of Study 3

Safe and sustainable participation in outdoor experiences

- *This has replaced all 'journal task assessments' from the previous study design*
  - Key practical skills from Area of Study 1 & 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
  - Adapt or contribute to designing an outdoor experience(s)
- At the completion of Unit 1 – Students should have had at least one outdoor experience

# Unit 1 Area of Study 3

- Safe and sustainable interactions with outdoor environments, involving minimum impact strategies for individuals, route planning, tent-site selection, fuel stove usage, navigation, packing a pack
  - Info
  - resource
  - Key Skills plan for participation in a range of sustainable outdoor experiences
  - Key Skills analyse relevant information collected during outdoor experiences

# Unit 1 Area of Study 3

- basic first aid skills, including blister management, small wounds, snake bite, severe bleed treatment, Cardio-Pulmonary Resuscitation (CPR) and immobilisation techniques
  - Key Skills demonstrate and apply basic first aid knowledge and skills
- equipment required to safely explore outdoor environments
  - Key Skills explain the use of equipment designed to improve the safety of participants in outdoor experiences
- risk management of outdoor experiences
  - Key Skills - identify hazards, analyse risks and suggest controls for an outdoor experience in a chosen outdoor environment



# Detailed example for Unit 1 Area of Study 3

## Using a Logbook before and during practical experiences

Students can present to the class (pre-trip or during the trip) the use of a particular piece of outdoors equipment designed to improve the safety of participants in outdoor experiences. This can be standard equipment or modern / brand new equipment.

- Consider adding a piece of equipment per student or forming small groups.
- Peers can use the presentation to reflect on and add to their notes recorded in their logbook.
- During practical experiences students are expected to demonstrate the key skills listed in the study design and provide observations and analysis of relevant information in their logbooks.

# Unit 1 Area of Study 3 - Assessment

- A practical demonstration of key skills, with reference to outdoor experiences in addition to ongoing logbook entries of outdoor practical experiences.

# Logbooks

- logbooks are referenced in this study as the means for students to keep their records of practical activities and observations of key knowledge. The logbook is maintained and cited as a
  - source of primary data,
  - as a requirement for satisfactory completion of each unit, rather than being used as a specific assessment task.
- Student logbooks can be a printed booklet with lines and headings
- Entries in the logbook could be in written, visual (drawing, photo), audio (self-recorded audio) or audio-visual (self-recorded video) format(s).
- Teachers must regularly sight and monitor the logbook.

# Logbooks

Logbook criteria may include:

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

# 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)	

Then one page per Key Knowledge for logbook entries

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

# Logbook Assessment

Location		Knowledge / Skill	Self assessment (S or N)	Notes (reference to logbook entries)	Teacher assessment S/N or NA	
Environment type						
Flora and fauna (including endemic)		<b>Correct and safe use of equipment including stove, tent and overnight backpack</b>				
		<b>Tent site selection</b>				
		<b>Route planning and navigation</b>				
		<b>First aid (if applicable)</b>				
		<b>Hazard identification and control</b>				
		<b>Minimal impact strategies</b>				
		<b>Equipment presentation to class (during or pre-practical experience)</b>				

# 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](#)

Outdoor environment	Outdoor experience	Duration
Grampians National Park, Wilson Promontory National Park	Bushwalking and overnight camping	Multi day / journey experience
Alpine National Park	Cross country skiing, snow shoeing and overnight camping	Multi day / journey experience
Murray River	Canoeing and overnight camping	Multi day / journey experience
King River	White water exploring	Multi day or day excursion
Westernport Bay	Sea kayaking, surfing and snorkelling	Day excursion
Surf Coast	Surfing, rock pooling, beachcombing, Great Ocean Road investigation	Day or multi day
Werribee Gorge	Rock climbing, abseiling	Day excursion
You Yangs, Lysterfield, Warburton, Red Hill, Bendigo, Falls Creek, Mt Beauty, Bright	Mountain bike riding	Day excursion
School grounds, local park	Observing and monitoring environmental characteristics	Class time on school campus or nearby park
School grounds, local park	Observing scientific understanding of outdoor environments	Class time on school campus or nearby park
School grounds, local park	Observing a range of sustainability measures	Class time on school campus or nearby park



# Unit 2 Structure

Unit Titles	Area of Study titles
<b>Unit 2:</b> Discovering outdoor environments	<b>Area of Study 1:</b> Understanding outdoor environments <b>Area of Study 2:</b> Observing impacts on outdoor environments <b>Area of Study 3:</b> Independent participation in outdoor environments

# Unit 2 Area of Study 1 Specific changes

*On completion of this unit the student should be able to describe a range of understandings of outdoor environments and the effect of natural changes with reference to specific outdoor experiences.*

- Revised title - Understanding outdoor environments
- Reduction in Key Knowledge from five to three

# Unit 2 Area of Study1

- Indigenous peoples land management understandings and perspectives of an outdoor environment
  - ***Support materials*** – Watch sections of the ABC documentary series [Back to Nature](#) and use [Google Doc](#) to take class notes on examples of Indigenous land management practices over time.
  - Key Skills explain Indigenous peoples' perspectives and different forms of land management within an outdoor environment

# Unit 2 Area of Study1

- understandings of vocational perspectives of outdoor environments, including at least two of the following:
  - natural resource management, nature-based tourism
  - outdoor leading and guiding , environmental research and policy
  - land management roles including Traditional Owner groups and National Indigenous Australian's Agency programs
  - Education, agriculture (these have been bunched for ppt)
- *Resource:* Students are to research their favourite outdoor adventure activity, passive of active and research what style of work exists in this field. Report back to the class the employment options and the training pathway to achieve this. For example a Ski guide and what levels of training they need to lead groups.
- *Key Skills compare a range of vocational perspectives on outdoor environments*

# Unit 2 Area of Study 1 detailed example

## Vocational perspectives

Students select one vocation that interests them and conduct research into this vocation; specifically to find out about:

- day-to-day activities involved
- locations and environments where the vocation is undertaken
- environmental impacts of this vocation
- qualification required and process for entering this vocation.

Prepare a presentation as a pre-recorded video or podcast.

Include an overview at the start of the presentation.

# Unit 2 Area of Study 2 – Specific Changes

Evaluate the impacts of humans on outdoor environments and associated management strategies, with reference to specific outdoor experiences.

- Revised title - Observing impacts on outdoor environments
- Increase in Key Knowledge from four to five

# Unit 2 Area of Study 2

- impacts of conservation, **economic** and recreational activities on a range of outdoor environments
  - ‘Commercial’ impacts changed to ‘Economic’ impacts inline with complete Study Design
  - Resource: Collate images of a particular environment using presentation software and explore the impacts of conservation, recreation, and economic activities on the chosen outdoor environment. Have students evaluate the impacts on contrasting outdoor environments..
  - Key Skills evaluate a range of impacts on contrasting outdoor environments

# Unit 2 Area of Study 2

- the impact of urbanisation on outdoor environments
  - Revision has reduced this Key Knowledge and made more specific removing reference to impact on human lifestyles
  - Resource: Develop a case study of an outdoor environment that has been heavily urbanised in recent decades. Collect ‘before’ and ‘after’ images and if possible visit this site. Compare the primary and secondary pressures of urbanisation on this environment and predict possible solutions to mitigate these impacts.
  - Key Skills discuss and predict impacts of urbanisation on outdoor environments



# Unit 2 Area of Study 2

- identification and management of threatened species and/or ecological communities in an outdoor environment
  - Additional Key Knowledge added to Area of Study 2
  - This Key Knowledge introduces concepts further expanded in unit 4
  - Resource: As a class read the FFGA 2019 and research some species or ecological communities that are listed in this legislation in a known environment. Discuss the listing status, management plan and pressures to these species and/or communities.
  - Key Skills discuss and predict impacts of urbanisation on outdoor environments

# Unit 2 Area of Study 2 detailed example

## Community based environmental action investigation

- Using the [Victorian Friends of](#) site (or similar) students:
  - find a group in their local area (where possible)
  - record details of the group: name of group, location, type of environmental restoration this group engages in, when and where the group meets, details of how people can join this group.
  - Prepare a presentation to the class about the selected group. Alternatively, this can be presented as a pre-recorded podcast.

# Unit 2 Area of Study 3

Independent participation in outdoor environments (scaffold from Unit 1)

- Key Knowledge how to conduct safe and sustainable peer-led outdoor activities, involving minimal impact strategies for groups, route planning, food and equipment planning, risk management planning and transport planning
  - Resource: Develop a class [Miro](#) board or [Google Document](#) for food and equipment planning. Consider using resources such as [Taste](#) for one-pot recipes when selecting meals and quantities of ingredients.
  - Key Skills plan and demonstrate safe and sustainable participation in outdoor environments

# Unit 2 Area of Study 3

- how to plan and adapt outdoor experiences due to weather, including weather patterns and extreme weather
  - Resource: View online weather tutorials by weather forecaster Jane Bunn. In small groups, record in logbooks what is learnt from the tutorials and report back to the class.
  - Key Skills describe the influence of weather and weather patterns on planning and conducting outdoor experiences

# Unit 2 Area of Study3

- how to monitor observations of own and other groups' impacts on the outdoor environment during an outdoor experience
  - Resource: Research minimal impact strategies for groups and create a Venn diagram that shows which aspects of *individual* strategies cross over with those of *group* strategies.
  - Key Skills analyse observations of impacts of groups on outdoor environments
- At the completion of Unit 2 – Students should have had at least two outdoor experiences

# Detailed example for Unit 2 Area of Study 3

**Preparation for, and recording of, a practical outdoor experience**

## **Task 1:**

In preparation for an outdoor environment experience students complete research and present to the class (either individually or in small groups) their findings on the points required for each Key Knowledge in this Area of Study.

## **Task 2:**

For Area of Study 3 students need to demonstrate practical key skills with reference to outdoor experiences and record them in a logbook.

**\* Use the same logbook style that worked for you in Unit 1. There is no prescribed template, but one offered in Sample Materials as a resource.**

# Outdoor Experiences- Unit 2

- A plan to achieve between 25 - 50 hours in Unit 2.
- Examples of types of outdoor environments and experiences (in support materials – Planning tab) and reference to the [Department of Education's Safety Guidelines](#)

# Revised Study Design Support Materials

- Support materials are available
  - Updated resources for teaching Unit 1 and 2 Key Knowledge and Skills
  - Detailed examples
  - Unit 1 and 2 Planners
  - Example of a logbook



# Example of Unit 1 planner

Week	Key knowledge	Assessment / Practical experience
1	•Indigenous peoples' and non-Indigenous peoples' ways of knowing outdoor environments, including the meaning and use of terms such as Kinship, nature, Country, outdoor environments, private land, wilderness, managed parks, urban environments, built environments and outdoor experiences	Outdoor experiences and formative logbook recordings
2	•Features of biomes, including alpine, coastal, inland waterways, grassland, heathland, forest, marine and arid	
3	•Safe and sustainable interactions with outdoor environments, involving minimum impact strategies for individuals, route planning, tent-site selection, fuel stove usage, navigation, packing a pack	
4	•Equipment required to safely explore outdoor environments	
5	•The range of motivations for experiencing outdoor environments and responses to outdoor environments, such as fear and appreciation	
6	•The variety of ways in which Indigenous and non-Indigenous peoples experience and understand outdoor environments: <ul style="list-style-type: none"> <li>• through custodianship</li> <li>• as recreation</li> <li>• as a resource</li> <li>• as spiritual connection</li> <li>• as a study site</li> </ul>	Area of Study 1 Assessment task – Case study
7		
8	•The influence of depictions of experiencing outdoor environments on personal responses, such as in the mainstream media, social media, music, art, writing and advertising	
9	•Factors that affect access to experiencing outdoor environments, including socioeconomic status, cultural background, age, gender and physical ability	
10	•Basic first aid skills, including blister management, small wounds, snake bites, severe bleed treatment, Cardio-Pulmonary Resuscitation (CPR) and immobilisation techniques •Risk management of outdoor experiences	Outdoor experiences (including practical demonstration of key skills) and formative logbook recordings
11		
12	•Relevant technologies and their influences on outdoor experiences	
13	•The variety of personal responses to risk when experiencing outdoor environments, including the interplay between competence, perceived risk and real risk	Area of Study 3 Assessment task
14		
		Area of Study 2 Assessment task – Visual presentation (This is placed here as content for Area of Study 3 has already been delivered, and thus assessed previous to Area of Study 2.)

# Contact

**Chris Clark**

**Curriculum Manager, Health & Physical Education**

**T (03) 9059 5314**

**M 0499 314 382**

**E [Christopher.clark2@education.vic.gov.au](mailto:Christopher.clark2@education.vic.gov.au)**

© Victorian Curriculum and Assessment Authority (VCAA) 2023. Some elements in this presentation may be owned by third parties. VCAA presentations may be reproduced in accordance with the [VCAA Copyright Policy](#), and as permitted under the Copyright Act 1968. VCE is a registered trademark of the VCAA.