**Innovation and Curriculum Materials: Assessment, examination and critical discussion integrating theory and practice.**

**1. School Context:**

This unit of work will be undertaken at Gleneagles Secondary College and taught to a Year 12 class who are studying VCE Outdoor and Environmental Studies. Gleneagles Secondary College is located in Endeavour Hills, Melbourne and is a modern, purpose-built school. The suburb, Endeavour Hills, is typically a hilly and leafy residential suburb with many parks, gardens and a variety of wildlife, such as a range of trees and birdlife. Endeavour Hills, but more specifically Gleneagles Secondary College, is within walking distance of a number of natural locations and resources such as Lysterfield Park, Churchill National Park, the Dandenong Police Paddocks and Eumemmerring Creek.

**2. VCE Outdoor and Environmental Studies Unit Outline:**

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| **UNIT TITLE:**  Conflicts of the Use of Outdoor Environments and Exploring Different User Groups Views. | **BAND/YEAR:**  Year 12 |
| **Area of Study (AOS):**  Unit 4, Area of Study 2, Outcome 2. | **SEQUENCE & LENGTH:**  6 Lessons worth of teaching. (2x double periods [100mins] and 4x single periods [50mins])  1 Lesson is part of the fieldtrip. |
| AOS Description:  Sustainable outdoor environments – “Students investigate at least two case studies of conflicts of interest between people involved in uses of outdoor environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts” (VCAA, 2012). | **WEEK/DATE/TERM:**  Term 2, Weeks 1-2 |
| Key Knowledge/s:   * At least two conflicts of interest between people involved in uses of outdoor environments, including at least one from the following: * Marine national parks and sanctuaries (Victoria) * Franklin River campaign (Tasmania) * Grazing in the Alpine National Park (Victoria) * Desalination plant at Wonthaggi (Victoria) * The methods used by individuals and groups to influence decisions about the use of outdoor environments. * The decision-making processes followed by land managers and/or governments or their agencies relating to conflicting interests over the use of outdoor environments, including the role of the Victorian Environment Assessment Council (VEAC) | Key Skills:   * Explain the actions undertaken by individuals and groups with respect to conflicts over the use of outdoor environments * Analyse methods used by individuals and groups to influence decisions about the use of outdoor environments * Evaluate decision-making processes relating to conflicting interests over the use of outdoor environments * Analyse specific management strategies and policies for maintaining outdoor environments |
| Assessment Ideas:   * The first assessment will be the debate. Class time is allocated for students to prepare for the debate, however, the final debate is implimented into the fieldtrip. Following the debate students will undertake a written analysis and evaluation task of how they viewed the conflict using their selected user groups point of view. * Second assessment will be a written assessment in the form of a test. This will be conducted at the finish of the overall unit and area of study 2. Students will sit the test at school within the allocated class time for this subject VCE Outdoor and Environmental Studies. | |

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| **Week/**  **Lesson/**  **Date** | **Links to:**   * **Area Of Study** * **Outcome** * **Key Knowledge** * **Key skills** | **Text/Chapter & page no.**  **Other resources to be used.** | **Topic & Content to be covered** | **Teaching and Learning Activities** |
| **Week 1:** | | | | |
| Lesson 1 (Single) | Unit 4, Area of Study 2, Outcome 2.  Key Knowledge:   * At least two conflicts of interest between people involved in uses of outdoor environments, including at least one from the following: * Marine national parks and sanctuaries (Victoria) * Franklin River campaign (Tasmania) * Grazing in the Alpine National Park (Victoria) * Desalination plant at Wonthaggi (Victoria) * The methods used by individuals and groups to influence decisions about the use of outdoor environments.   Key Skills:   * Explain the actions undertaken by individuals and groups with respect to conflicts over the use of outdoor environments * Analyse methods used by individuals and groups to influence decisions about the use of outdoor environments | Nelson Outdoor and Environmental Studies VCE Units 1-4, 3rd Ed. Chapter 8, Pg. 274 – 301.  VCAA Examination Report 2014 - <http://www.vcaa.vic.edu.au/Documents/exams/outdoor/2014/outdoorenviro_examreport14.pdf>  Outdoor and Environmental Studies Resources - <https://vceoutdoorandenvironmentalstudies.wikispaces.com/Unit+4+Outcome+2+Key+Knowledge+1> | * Introduction of topic. * Conflicts of interest between people involved in uses of outdoor environments. * Discuss the following conflicts as a class… * Marine National Parks and Sanctuaries * Franklin River Campaign * Desalination Plant at Wonthaggi | In a class discussion…   * Students to discuss and identify the key parties involved in the conflict. * Teacher to explain Campaign methods that can be used in conflict situations. * Students to discuss and identify the methods used to express the parties point of view in the conflict. * Discussion as a class of the decision making process and the final result/outcome of the conflict. * Teacher to give prompts and steer the conversation to allow the students to eventually produce the correct answers. |
| Lesson 2 (Double) | Unit 4, Area of Study 2, Outcome 2.  Key Knowledge:   * At least two conflicts of interest between people involved in uses of outdoor environments, including at least one from the following: * Marine national parks and sanctuaries (Victoria) * Franklin River campaign (Tasmania) * Grazing in the Alpine National Park (Victoria) * Desalination plant at Wonthaggi (Victoria) * The methods used by individuals and groups to influence decisions about the use of outdoor environments. * The decision-making processes followed by land managers and/or governments or their agencies relating to conflicting interests over the use of outdoor environments, including the role of the Victorian Environment Assessment Council (VEAC)   Key Skills:   * Explain the actions undertaken by individuals and groups with respect to conflicts over the use of outdoor environments * Analyse methods used by individuals and groups to influence decisions about the use of outdoor environments * Evaluate decision-making processes relating to conflicting interests over the use of outdoor environments | Nelson Outdoor and Environmental Studies VCE Units 1-4, 3rd Ed. Chapter 8, Pg. 274 – 301. | Students to work in pairs and create a poster on one of the previously discussed conflicts.   * Marine National Parks and Sanctuaries * Franklin River Campaign * Desalination Plant at Wonthaggi | Students to work in pairs and create a poster on one of the following conflicts.   * Marine National Parks and Sanctuaries * Franklin River Campaign * Desalination Plant at Wonthaggi * What is the issue? * State key parties involved in the conflict. What is each key parties position on the issue? * State the methods used to express the parties point of view in the conflict. What are the advantages and disadvantages of these campaign methods used? * The decision making process and the final result/outcome of the conflict. * A timeline of events. |
| Lesson 3  (Single) | Unit 4, Area of Study 2, Outcome 2.  Key Knowledge:   * At least two conflicts of interest between people involved in uses of outdoor environments, including at least one from the following: * Marine national parks and sanctuaries (Victoria) * Franklin River campaign (Tasmania) * Grazing in the Alpine National Park (Victoria) * Desalination plant at Wonthaggi (Victoria) * The methods used by individuals and groups to influence decisions about the use of outdoor environments. * The decision-making processes followed by land managers and/or governments or their agencies relating to conflicting interests over the use of outdoor environments, including the role of the Victorian Environment Assessment Council (VEAC)   Key Skills:   * Explain the actions undertaken by individuals and groups with respect to conflicts over the use of outdoor environments * Analyse methods used by individuals and groups to influence decisions about the use of outdoor environments   Evaluate decision-making processes relating to conflicting interests over the use of outdoor environments | Nelson Outdoor and Environmental Studies VCE Units 1-4, 3rd Ed. Chapter 8, Pg. 274 – 301. | * Students to continue to work on their poster and finish in this class. | * Students to continue to work on their poster and finish in this class. |
| **Week 2:** | | | | |
| Lesson 4  (Single) | Unit 4, Area of Study 2, Outcome 2.  Key Knowledge:   * At least two conflicts of interest between people involved in uses of outdoor environments, including at least one from the following: * Marine national parks and sanctuaries (Victoria) * Franklin River campaign (Tasmania) * Grazing in the Alpine National Park (Victoria) * Desalination plant at Wonthaggi (Victoria) * The methods used by individuals and groups to influence decisions about the use of outdoor environments. * The decision-making processes followed by land managers and/or governments or their agencies relating to conflicting interests over the use of outdoor environments, including the role of the Victorian Environment Assessment Council (VEAC)   Key Skills:   * Explain the actions undertaken by individuals and groups with respect to conflicts over the use of outdoor environments * Analyse methods used by individuals and groups to influence decisions about the use of outdoor environments * Evaluate decision-making processes relating to conflicting interests over the use of outdoor environments * Analyse specific management strategies and policies for maintaining outdoor environments | Nelson Outdoor and Environmental Studies VCE Units 1-4, 3rd Ed. Chapter 8, Pg. 274 – 301.  ABC Video – Should cattle graze in Victorias Alpine National Park? <http://www.abc.net.au/7.30/content/2013/s3921363.htm>  Victorian National Park Association ‘s Website - <http://vnpa.org.au/page/nature-conservation/parks-protection/alpine-cattle-grazing-%E2%80%93-it%E2%80%99s-a-park,-not-a-paddock>  Australian Alps National Park – Grazing Fact Sheet - <https://theaustralianalps.wordpress.com/the-alps-partnership/education/grazing/>  Grazing in the Australian Alps PDF - <http://www.australianalps.environment.gov.au/learn/pubs/grazing.pdf> Article - **Science the loser in Victoria’s alpine grazing trial -** <http://theconversation.com/science-the-loser-in-victorias-alpine-grazing-trial-3> | * As a class look specifically at the cattle grazing in the Alpine National Park (Victoria) conflict. | * Introduce the conflict with regards to; what is the issue, key parties involved, methods used to express the parties point of view, the decision making process and the final result/outcome of the conflict. |
| Lesson 5 (Double) | Unit 4, Area of Study 2, Outcome 2.  Key Knowledge:   * At least two conflicts of interest between people involved in uses of outdoor environments, including at least one from the following: * Marine national parks and sanctuaries (Victoria) * Franklin River campaign (Tasmania) * Grazing in the Alpine National Park (Victoria) * Desalination plant at Wonthaggi (Victoria) * The methods used by individuals and groups to influence decisions about the use of outdoor environments. * The decision-making processes followed by land managers and/or governments or their agencies relating to conflicting interests over the use of outdoor environments, including the role of the Victorian Environment Assessment Council (VEAC)   Key Skills:   * Explain the actions undertaken by individuals and groups with respect to conflicts over the use of outdoor environments * Analyse methods used by individuals and groups to influence decisions about the use of outdoor environments * Evaluate decision-making processes relating to conflicting interests over the use of outdoor environments * Analyse specific management strategies and policies for maintaining outdoor environments | Nelson Outdoor and Environmental Studies VCE Units 1-4, 3rd Ed. Chapter 8, Pg. 274 – 301.  VCAA Examination Report 2014 - <http://www.vcaa.vic.edu.au/Documents/exams/outdoor/2014/outdoorenviro_examreport14.pdf> | * Teacher introduces the activity – class debate. * Students plan for their debate. * Students have time to further research the conflicts. | * Students are split into equal groups to make of 6 groups and will prepare for a debate that will take place on the fieldtrip. Each group will take the side of a selected key party that is involved in the conflict. * Teacher is to decide groups and allocate the point of view on the conflict; for instance, one group of students might be in favour of The Mountain Cattlemen’s Association of Victoria, while another group will play the role of the Victorian National Park Association. There will also be a group that represents the Victorian Government, another to represent the Federal Government, a group to represent the scientists and finally a group that come as the general public and can sway between their opinions as the key stakeholders make their points apparent. |
| Lesson 6  (Single) | Unit 4, Area of Study 2, Outcome 2.  Key Knowledge:   * At least two conflicts of interest between people involved in uses of outdoor environments, including at least one from the following: * Marine national parks and sanctuaries (Victoria) * Franklin River campaign (Tasmania) * Grazing in the Alpine National Park (Victoria) * Desalination plant at Wonthaggi (Victoria) * The methods used by individuals and groups to influence decisions about the use of outdoor environments. * The decision-making processes followed by land managers and/or governments or their agencies relating to conflicting interests over the use of outdoor environments, including the role of the Victorian Environment Assessment Council (VEAC)   Key Skills:   * Explain the actions undertaken by individuals and groups with respect to conflicts over the use of outdoor environments * Analyse methods used by individuals and groups to influence decisions about the use of outdoor environments * Evaluate decision-making processes relating to conflicting interests over the use of outdoor environments * Analyse specific management strategies and policies for maintaining outdoor environments | Nelson Outdoor and Environmental Studies VCE Units 1-4, 3rd Ed. Chapter 8, Pg. 274 – 301.  Unit 3 and 4 Revision - <https://vceoutdoorandenvironmentalstudies.wikispaces.com/Unit+3+and+4+Revision> | Fieldtrip and debate on fieldtrip (See more details regarding fieldtrip in table below). |  |

**4. Fieldtrip:**

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| **Title of Excursion:** Experiencing the Victorian Alpine National Park in the view of many. | |
| **Location:** Mount Stirling and Mount Buller. | **Duration:** The fieldtrip will run in week 2 of term 2 and will be 2 days long (the second day is the same day that lesson 6, week 2 will run). |
| **Activity:** The main recreational activity that will occur during the field trip is hiking. | **Learning Activities:** There will be a number of discussions, which will take place on the fieldtrip that link specifically to the grazing cattle conflict. History of the area will be given, the number of uses of the region and the user groups, further information given about the grazing conflict, a revisit over the timeline of the grazing conflict and the debate will take place on the fieldtrip. |

5. These lessons and unit of work reflect upon and are in line with the VCAA key knowledge and key skills in unit 4, area of study 2, outcome 2 and help prepare students for the end of year exam (VCAA,2012). The lessons flow logically and work towards students’ better understanding of the conflicts that occur with user groups over the use of outdoor environments, but particularly to understand the selected conflicts that may appear in the exam. The assessments that have been implemented into this unit of work have been selected carefully to help students demonstrate their knowledge of the content. The debate acts as one of the tasks, which contributes to the assessment marks and will be undertaken on the fieldtrip as stated in the unit overview. The debate allows students to research in class, to gain an overall understanding of the conflict and learn more about their allocated user group, however, once on the fieldtrip, students will be encouraged to delve deeper into the feeling and reasoning behind their particular user group within the conflict (Stewart, 2008). This activity truly allows students to better understand the content being taught and they get to imagine the key parties way of thinking in the environment itself and the “inter-relationships of man and the environment” (McRae, 1990), linking theory to practice (Preston, 2004). Furthermore, the teacher will run a number of small activities to help this learning take place and the debate will also stand as one of the main foci, helping "students acquire an awareness of the sensitivity to the total environment” (McRae, 1990). When students return they will undertake a written analysis and evaluation task relating to the debate as a form of reflection. There is also a second assessment which too is inline with the VCAA expectations, the written assignment will be undertaken in the form of a test and will take place at the end of which allows the students to demonstrate what they have learnt throughout this unit of work (VCAA, 2012). The fieldtrip location was selected carefully as it is directly linked to the major conflict, cattle grazing in the alpine national park, which was selected for this unit of work. It allows for students to really investigate into the conflict issue and imagine what it is like with and without cattle grazing, possibly even seeing some evidence or impacts. The fieldtrip not only supports the theory content of this unit 4, area of study 2, but allows the students to undertake and practice other outdoor education practices which relate to other units within the study design, such as hiking, minimal impact, learning about flora and fauna, seeing environmental impacts or management strategies that have been put in place (Mannion, Cross, Hughes, Park, 2015). This allows the teacher and students to bring together all the content and put what they have learnt into practice. If students also see and experience different aspects of the study content in person on these fieldtrips then they are more likely to relate to it and be able to write about it in a realistic manner in the exam.

**References:**

Mannion, Andrew; Cross, Marcia; Hughes, Phillip; Park, Leigh. (2014). Nelson Outdoor and Environmental Studies. VCE Units 1-4. (3rd Ed) Cengage Learning Australia Pty Limited.

McRae, K. (1990). Chapter 1: Introduction to the Purposes and Practices of Outdoor Education. Outdoor and Environmental Education: Diverse Purposes and Objectives, South Melbourne, McMillan, pp.1-27.

Preston, L. (2004). Making connection with nature: Bridging the theory-practice gap in outdoor and environmental education. Australian Journal of Outdoor Education, 8 (1), 12-19.

Stewart, A. (2008). Whose Place, Whose History? Outdoor Environmental Education Pedagogy as ‘reading’ the landscape. Journal of Adventure Education in Outdoor Learning, 8 (2), 79-98.

VCAA. (2012). VCE Outdoor Environmental Studies Unit guide, 2012-2016. Received from: http://www.vcaa.vic.edu.au/Pages/vce/studies/outdoor/outdoorindex.aspx