# Years 9–10

#### Students at this stage

In these years, students develop a deeper understanding of, and reasons for, codes of conduct in outdoor recreation activities. They explore more adventurous activities as a way of exploring self and nature, and apply lessons learned to everyday living. Students are increasingly required to assess and manage risk in recreation and everyday life.

Through adventurous outdoor activity, students gain skills for personal and group wellbeing and develop positive attitudes towards ongoing healthy and safe outdoor recreation participation. They develop the knowledge and skills to prepare for and participate in an independent lightweight journey with adult guidance and supervision. They assume leadership roles in group management during these journeys. Students assume increased responsibility for the nature and forms of such journeys, and appreciate the role of vistas and expanse in developing a sense of wonder for the natural world.

Students develop an understanding of the impact of decision-making by administrative bodies and governments on natural environments through investigation of issues relating to conservation. Through conservation service students develop increased self-efficacy and citizenry towards the natural environment, and develop their own ideas and strategies to support such efforts.

Adapted from OEA website, accessed 8 December 2016. <http://outdooreducationaustralia.org.au/education/sequencing/>

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| **Dimension 1**  **There is a range of skills and knowledge required to work together, be active and be safe in the outdoors** |

Health and Physical Education

Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at short or long term risk (ACPPS091)

Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)

Critique behaviours and contextual factors that influence the health and wellbeing of diverse communities (ACPPS098)

Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)

Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)

Devise, implement and refine strategies when working in groups or teams that demonstrate leadership and collaboration skills (ACPMP105)

Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)

Geography Year 9

Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal [(ACHGS071)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS071)

Geography Year 10

Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal [(ACHGS080)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS080)

Science (Years 9 and 10)

Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community (ACSHE157 & ACSHE191)

Values and needs of contemporary society can influence the focus of scientific research (ACSHE228 & ACSHE230)

Plan, select and use appropriate [investigation](http://www.australiancurriculum.edu.au/glossary/popup?a=S&t=investigation) types, including field work and laboratory experimentation, to collect [reliable data](http://www.australiancurriculum.edu.au/glossary/popup?a=S&t=reliable+data); assess risk and address ethical issues associated with these methods [(ACSIS165](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS165) & [ACSIS199)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS199)

As well as this specific content description, the other inquiry skills could also be applicable, depending on the extent of the inquiry.

Personal and Social Capability

Self-management

Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations

Social management

Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

Sustainability

Field studies provide an excellent opportunity to develop and practise the skills to be safe in the outdoors, create human–nature relationships and develop personal and social capabilities while explicit subject learning also takes place.

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| **Dimension 2**  **An individual’s experience in natural environments enhances human–nature relationships** |

Science Year 9

The theory of plate tectonics explains global patterns of geological activity and continental movement (ACSSU180)

Science Year 10

The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)

Geography Year 9

The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)

Geography Year 10

The human induced environmental changes that challenge sustainability (ACHGK070)

The environmental world views of people and their implications for environmental management (ACHGK071)

Personal and Social Capability

Self-awareness

Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

Social awareness

Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Sustainability

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

Field studies provide an excellent opportunity to develop and practise the skills to be safe in the outdoors, create human–nature relationships and develop personal and social capabilities while explicit subject learning also takes place.

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| **Dimension 3**  **Ecological, cultural and personal knowledge of and experiences in places enhances decision-making about conservation and sustainability** |

Science Year 9

Ecosystems consist of communities of interdependent organisms and abiotic components of the [environment](http://www.australiancurriculum.edu.au/Glossary?a=S&t=environment); matter and energy flow through these systems (ACSSU176)

Science Year 10

Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere [(ACSSU189)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSSU189)

Geography Year 9

The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)

The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)

Geography Year 10

The human induced environmental changes that challenge sustainability (ACHGK070)

The environmental world views of people and their implications for environmental management (ACHGK071)

The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)

The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)

The application of environmental, economic and social criteria in evaluating management responses to the change (ACHGK075)

Investigating the use of geographic information systems (GIS) by Indigenous peoples in Australia and elsewhere for managing conservation (ACHASSI002)

Critical and Creative Thinking

Reflecting on thinking and processes

Identify, plan and justify transference of knowledge to new contexts

Analysing, synthesising and evaluating reasoning and procedures

Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action

Intercultural Understanding

Recognising culture and developing respect

Analyse how membership of local, regional, national and international groups shapes identities including their own

Ethical Understanding

Reasoning in decision-making and actions

Investigate reasons for clashes of beliefs in issues of personal, social and global importance

Aboriginal and Torres Strait Islander Histories and Cultures

The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

HPE

* investigating different approaches to managing environmental resources, including how Aboriginal and Torres Strait Islander communities demonstrate custodial responsibility for Country/Place

Geography Year 10

The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)

Sustainability

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Field studies provide an excellent opportunity to develop and practise the skills to be safe in the outdoors, create human–nature relationships and develop personal and social capabilities while explicit subject learning also takes place.

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| **Dimension 4**  Experiences in natural environments promote personal growth and development; and health and wellbeing |

Health and Physical Education

Evaluate factors that shape identities and critically analyse how individuals impact on the identities of others (ACPPS089)

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)

Plan and evaluate new and creative interventions that promote their own and others’ connection to community, natural and built environments (ACPPS097)

Design, implement and evaluate personalised plans for improving or maintaining own and others’ physical activity and fitness levels (ACPMP102)

Examine the role physical activity, outdoor recreation and sport plays in the lives of Australians and investigate how this has changed over time (ACPMP104)

Geography Year 9

The perceptions people have of place, and how this influences their connections to different places (ACHGK065)

Geography Year 10

The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)

Personal and Social Capability

##### Self-awareness

Assess their strengths and challenges and devise personally appropriate strategies to achieve future success

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

Sustainability

All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

**Teacher resources and support materials**

NSW Department of Education – Learning Systems, Engaging children in nature: interviews with Richard Louv (5-part series)

<http://www.youtube.com/watch?v=XJRQRDNliNE&list=PL4OaBCdO34bCqGmYtAskZqtvi0uMuYnef>

<http://projectwildthing.com/> http://filmplatform.net/?product=project-wild-thing

MacGibbon, A 2010, ‘Children respond to call of the wild’, May 10 2010, Sydney Morning Herald. Available at:

# <http://www.smh.com.au/national/education/children-respond-to-call-of-the-wild-20100509-ulqv.html>