**3.2.2- Factors influencing contemporary societal relationships with outdoor environments**

**This key knowledge area is divided into four separate parts:**

|  |  |
| --- | --- |
| **Factors** | **Page** |
| **1-** The effects of different technologies | 2-4 |
| **2-** Commercialisation of outdoor environments | 5-6 |
| **3-** Portrayals of outdoor environments | 7-8 |
| **4-** Social responses to risk taking | 9-10 |

**From the study design:**

* You are required to know about *examples* of each of these factors (listed above).
* You need to be able to *evaluate* the influence each of these factors has had on relationships with a specific outdoor environment.

**Factor 1- The effects of different technologies**

Ongoing technological advancement continues to influence almost every aspect of our society.

1. **Technological advances**

Complete the table below using an outdoor activity of your choice.

* Choose an outdoor activity you are familiar with or have participated in before
* Research how technological advances have progressed over time (ie: in a piece of equipment that helps people participate in an outdoor activity).
* For example- Camping- 80 years ago = cooking would have been done on an open fire / 20 years ago = Trangia’s were becoming a common camp stove / Today = There is a huge range of stoves to cover camping in all sorts of conditions and environments (ones that run on gas, ones that use petrol / ones that are super light weight / ones that work in sub-zero temperatures

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| **Outdoor Activity-** |  | | |
| **Technological advances** | **80 years ago** | **20 years ago** | **Today** |
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1. **Technology Paradox – Class discussion**

*The paradox is that each new layer of invention and innovation simultaneously enhances and separates us from the outdoor experience.*

Mike Bartle, Technology and Outdoor Education, 2000

1. Discuss this quote using an example of an outdoor experience that you have participated in.

(eg: think about the Bogong Camp- climbing Bogong / Hiking on the High Plains / completing your solo)

1. How has technology influenced your outdoor experience in this example?
2. Was it enhanced? Did you feel that you had been separated from the outdoors?

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1. **Influences of technology**

Technology is able to greatly influence:

* PERCEPTIONS: the way outdoor environments are *perceived*
* INTERACTIONS: how we *interact* with outdoor environments
* IMPACTS: the *impact* we have on outdoor environments

***Summarise each of the following influences on societal relationships using an example to support your response:***

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| **Alienation** |  |
| **Easier participation** |  |
| **Improves safety** |  |
| **Improves performance** |  |
| **Increases accessibility** |  |

**Factor 2- Commercialisation of outdoor environments**

1. **Commercialisation- Selling Australia**

* On the ESCAPEOES website are the following videos:
  + - Gruen Transfer “How do you sell Australia” – ***watch from 2.30 to 17min***
    - 2006 and 2018 Tourism Australia ads – compare these and see if you can identify the elements of ‘Selling Australia’ identified in the Gruen Transfer
    - Selling Western Australia- Version 1 and Version 2

1. Watch the Gruen Transfer episode:  
   Identify the key features that relate to OE that advertising companies use to try and sell a product.

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1. Explain how the two ad campaigns (2006 and 2018) are trying to work?   
   How do they use the features you have identified above?

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1. What don’t we see in these sort of ads?

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1. Watch the Western Australia ads (Version 1 and 2). Compare and contrast them– can you pick the differences between the two, and figure out why they’re different?   
   Who is each ad directed at?

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1. **Outdoor Recreation Company**

Research a commercial outdoor recreation company and respond to the following:

1. Explain why the chosen provider is a commercial operation.

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1. Outline the venues utilised by this commercial operator

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1. How is the environment perceived in their advertising

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1. Outline TWO ways this company is interacting with the outdoor environment

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1. How could this type of outdoor experience:
   1. Encourage greater participation rates?
   2. Cause decreased participation rates?

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1. How could the operations of this commercial operator impact negatively on the natural environment?

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1. Outline two ways that this commercial operator can minimise their environmental impact

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1. **Influences of commercialisation**

Commercialisation is able to greatly influence:

* the way outdoor environments are *perceived*
* how we *interact* with outdoor environments
* the *impact* we have on outdoor environments

***Use the table on pg.208 to help summarise each of the following influences on societal relationships:***

|  |  |
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| Companies focused on using the environment to make as much money as possible by organising and running outdoor experiences |  |
| Companies use opportunity to promote and educate participants about appropriate outdoors behaviours |  |
| Companies package, market and sell outdoor experiences to anyone who chooses to spend their money that way |  |
| Companies package, market and sell outdoor experiences to anyone who chooses to spend their money that way |  |

**Factor 3- Portrayals of outdoor environments**

1. **Summary of portrayals**

Summarise each of the ways outdoor environments can be portrayed through the use of metaphors. (pg.143 and pg.209 of text book will help)

* + - 1. ***Adversary***

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* + - 1. ***Gymnasium***

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* + - 1. ***Resource/storehouse***

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* + - 1. ***Museum***

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* + - 1. ***Cathedral/Temple***

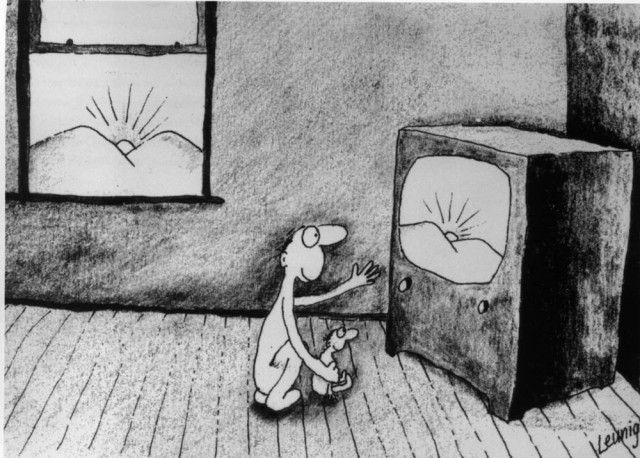
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* + - 1. ***Mother***

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* + - 1. ***Web***

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1. **Portrayals in media.**
2. Describe the scene in Michael Leunig’s ‘Sunset’ cartoon.

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1. What is the specific message is the artist trying to suggest with this piece of media?

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1. How is this piece of art trying to influence relationships with the outdoor environments?

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1. **Portrayed in Music**

Search online for a song with an environmental theme (or use one you already know).

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| **Title:** |  |
| **Artist:** |  |

1. Provide an excerpt from the song that demonstrates its environmental connection.

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1. Describe how is the environment portrayed in the song?

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1. Evaluate the effectiveness of this portrayal in providing the intended message (i.e. how successfully have they been able to influence perceptions on the environment and why?)

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**Factor 4- Social responses to risk-taking**

1. **Incident sequencing-**

Arrange the following responses according to the order in which they occur.

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| MEDIA COVERAGE OF INCIDENT | LEGAL PROCEEDINGS | REGULATION  -legislation -industry |
| INVESTIGATION INQUEST | TRAGEDY OCCURS | PUBLIC RESPONSE |

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| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |
| **5.** |  |
| **6.** |  |

1. **Case Study Debate - Death on Mt Bogong (2014)**

The following links will take you to articles regarding the deaths of men who died while back country camping and snowboarding at Mt Bogong.

* [Article 1](http://www.thecourier.com.au/story/2417784/search-crews-find-body-of-second-mt-bogong-snowboarder-martin-buckland/?cs=2452)
* [Article 2](http://www.traveller.com.au/when-a-ski-trip-goes-wrong-3dm4z)
* [Article 3](http://www.abc.net.au/news/2014-07-15/second-missing-snowboarder-at-mt-bogong/5597502)

1. Analyse the misadventure articles above.  
   \*You will also be shown other media responses to the incident
2. As a class, debate the following statement:   
   *“Media portrayal of misadventure in outdoor experiences is exaggerated when compared with other mishaps in the community”*
3. **Summary of social responses to risk taking**

Societies responses to risk taking is able to greatly influence:

* the way outdoor environments are *perceived*
* how we *interact* with outdoor environments
* the *impact* we have on outdoor environments

***Think about the Case Study from Question 5- Summarise how this case could relate to each of the following influences on societal relationships:***

|  |  |
| --- | --- |
| **Media reports:**   * Exaggerated * Dramatized |  |
| **Regulation of activities by:**   * Industry * Government |  |
| **Including:**   * Rules and regulations * Restricted venue access * Mandatory safety equipment * Instructor : Participant ratios * Training requirements * Infrastructure |  |