

How to use this resource

The purpose of this resource is to help you organise your fieldwork trip and create a fieldwork book by following the simple steps below.

1. With your classroom content in mind, develop a theme or main focus for your trip. Simply put, what do you want the students to get from the day? Where possible draft a research question and a possible hypothesis that will be your focus. Some examples of these are below:

Environmental Change and Management Unit

- The research question could be: *“How effective are the management strategies implemented in the Mornington Peninsula/Port Phillip Bay region in managing the coastal and marine environments?”*
The hypothesis could be: *“That unless carefully managed, physical and human pressures will have a negative impact on the Mornington Peninsula/Port Phillip Bay environment”.*
- The research question could be: *“To what extent do physical and human forces impact the coastal environment in the Mornington Peninsula?”*
The hypothesis could be: *“That in the short-term pressures from human activities will have a large impact on the coastal environment in the Mornington Peninsula and that unless carefully managed these activities will cause damage to the surrounding environment”.*

Unit 1 Hazards/Case Study: Plastics in our Waterways

- The research question could be: *“What is the composition, extent and origin of plastics in Port Phillip Bay?”*
The hypothesis could be: *“The majority of plastics entering Port Phillip Bay are microplastics that come from the nearby river systems”*
- The research question could be: *“What impacts could plastics in Port Phillip Bay have on the marine environment”*
The hypothesis could be: *“That plastics in Port Phillip Bay need to be reduced in order to prevent severe impact to the marine life”*

Unit 2 Tourism

- The research question could be: *“What are the social, economic and environmental impacts of tourism in the Mornington Peninsula?”*
The hypothesis could be: *“The growth of tourism in the Mornington Peninsula has many economic benefits, but unless carefully managed, tourism will have negative consequences on the physical and built environment of this area”.*
2. Consider the length of your fieldwork trip and the budget you have been allocated. This obviously impacts on the number of sites visited and the activities undertaken. The length of your fieldwork trip could simply be visiting 1 or 2 sites in detail or using several sites from which to collect data.
 3. Pre-visit the fieldwork sites that you may be interested in. Choose the sites that suit your class, the content that you deliver and your research question(s). Whilst you are at each site take note of how much time you would allocate and the travelling time between possible sites.
 4. For each of the sites select those tasks that are relevant to your research question and that suit your class. To create your fieldwork book cut and paste these activities. If need be edit these to suit your class and add other tasks to suit your needs.
 5. From the above create your fieldwork book. It is suggested that your fieldwork book contain the following:
 - Cover Page, with images of sites to be visited
 - A statement of the research question and if applicable, the hypothesis that has been developed. Alternatively you could outline the purpose of the trip and your expectations.
 - Itinerary
 - Base Map
 - Activities and questions to be completed at each site.
 - Reminders about how to collect data (e.g. steps on how to complete a fieldwork sketch) and how to use the spatial technologies.
 6. Prior to your fieldwork trip provide instruction on the geographical skills required (e.g. how to draw a field sketch) and ensure students are familiar with using the spatial technologies that have been included.