Perception and Protection of Environments: National Parks  
Lane Cove Bushland park - Stage 2

<table>
<thead>
<tr>
<th>School name:</th>
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<td>School phone:</td>
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<tr>
<td>Organising teacher - first name:</td>
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<td>Organising teacher - last name:</td>
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<td>Email:</td>
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<td>Mobile:</td>
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<td>Excursion program list:</td>
<td>Stage 2 - The Earth's Environment: National Parks</td>
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<tr>
<td>Start time:</td>
<td>9:30am</td>
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<tr>
<td>Finish time:</td>
<td>3:00pm</td>
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<tr>
<td>Date:</td>
<td>Thursday 08/12/2016</td>
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<tr>
<td>Approx student numbers:</td>
<td>21</td>
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<tr>
<td>Number of classes:</td>
<td>1</td>
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<tr>
<td>Grades:</td>
<td>3, 4</td>
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<td>What Field of Mars EEC programs have your students participated in the past?:</td>
<td>Some of this class has done the documentaries before.</td>
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<td>Comments and additional information:</td>
<td>This program is being funded by Lane Cove Council. The group is mainly year 4 children.</td>
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Teacher checklist

**Location** – Lane Cove Bushland park

**Bus access** - N/A

**Cost** - DOE $16.00 per student, no GST. Non Gov School Cost: $26 per student (GST free, minimum charge $550)

**Bring** - essential items only: medications, food, water, sunblock, hat and raincoat in a small backpack.

**Clothing** - sports uniform recommended. Hats and sturdy closed shoes essential for all visitors.

**Staffing** - classroom teachers will be involved in all activities including rugged bushwalking.


**Name tags** - reusable and pinned on.

**Extreme or wet weather** - may result in the excursion being modified, postponed or cancelled. This includes days predicted to be above 35°C, high winds, extreme bush fire danger and dust storms.

**Medical or special needs** - please notify Field of Mars EEC staff.

**Limited bin access** - all student waste will be taken home by students so “nude food” containers are encouraged.

**Student welfare** - students will be outdoors all day, carrying their bag and along rugged terrain. It may not be suitable for students who have been recently unwell.

**Learning activities**

**Inquiry question:**
How do people value Lane Cove Bushland park and what sustainable practices protect it?

- Where is Lane Cove Bushland park? (pre-visit)
- What are the features and uses of Lane Cove BP?
- Why there? Why is Lane Cove BP protected and how is it valued by people?
- Why care? How can Lane Cove BP be sustainably managed?

**Acquiring geographical information**

**Bushwalk**
The focus of the bushwalk is for students to observe the features of, variety of living things within, human uses of and management of the Sydney sandstone and Gully forest environments in Lane Cove Bushland park and the scenic riverbanks of Gore creek bay.

Students will use a variety of fieldwork tools to gather information and record their observations such as sketching, mapping, photography and scratch-art.

The bushwalk will include semi-structured nature immersion activities such as ‘nature spots’ and exploring the tidal mudflat environment (tide permitting).

The values of national parks and reserves will be explored in situ through role play, games, reflection and discussion. Strategies that protect the reserve will be highlighted throughout the walk.

**Processing geographical information**

**Values of Lane Cove BP - Ephemeral Art**
Students sort their information and represent it using an app such as PicCollage. They then work in pairs to create an ephemeral artwork using natural materials to represent the way they value Lane Cove BP. Students explain their representations to their peers.

**Syllabus outcomes and content**

**Geography K-6**
GE2-3, GE2-4

**Perception of environments**
- investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for example: (ACHGK022, ACHGK023, ACHGK024)
  - discussion of why people value environments differently eg cultural, recreational values

**Protection of environments**
- investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK023, ACHGK024, ACHGK025)
  - examination of how environments can be used sustainably eg recreational practices

**Other syllabus links**

Learning experiences will also support but not explicitly teach the following outcomes and content:

**Geography K-6**
GE2-1, GE2-2

**Significance of environments**
- investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example: (ACHGK021, ACHGK022, ACHGK024)

**Science and technology K-6**
ST2-10LW

Living things, including plants and animals, depend on each other and the environment to survive. (ACSSU073)