FIELDOFMARS
ENVIRONMENTAL EDUCATION CENTRE
EXPERIENCE ENGAGE ENABLE

Introduced Species

Field of Mars Reserve - Stage 6 Earth & Environmental Science

School name:	
School phone:	
Organising teacher - first name:	
Organising teacher - last name:	
Email:	
Mobile:	
Excursion program list:	E+ES - Introduced Species
Start time:	9.30
Finish time:	2.30
1st date (refer to the booking calendar above):	
Approx student numbers:	
Number of classes:	
Grades:	
What Field of Mars EEC programs have your students participated in the past?:	
Participating staff and email addresses:	
Comments and additional information:	

Field of Mars Environmental Education Centre
Postal: PO Box 2082 BORONIA PARK 2111
Street: 220 Pittwater Rd EAST RYDE 2113
Phone: 98161298 Fax: 98163279

E-mail: fieldofmar-e.school@det.nsw.edu.au
Web: www.fieldofmarseec.nsw.edu.au
Twitter: @fieldofmarseec #eecnsw
https://www.facebook.com/fieldofmarseec/

NSW GOVERNMENT Education

Teacher checklist

Location – Field of Mars Reserve, western side of Pittwater Road, East Ryde.

Bus access - give supplied access information to driver. No bus entry into Field of Mars Reserve.

Cost - DOE $18.00 per student, no GST.
Non Gov School Cost: $28 per student (GST free, minimum charge $550)

Bring - essential items only: medications, food, water, sunblock, hat and raincoat packed in a small backpack. There are no shops to purchase food.

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.

Extreme or wet weather - may result in the excursion being modified, postponed or cancelled. This includes days predicted to be above 35ºC, high winds, extreme bush fire danger and dust storms.
Ph: 98161298

Cancellations - less than two weeks notice $100. This does not apply to cancellations due to weather.

Medical or special needs - please notify 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

Introduction - Field of Mars classroom
A brief session will introduce students to the reserve, the purpose of the fieldwork and the day's activities.

Prepare for fieldwork - Field of Mars classroom
The students will form pairs or small groups and choose equipment to collect data from primary sources in several locations in the Field of Mars Reserve.

Site 1 - Buffalo Creek in Field of Mars Reserve

Close look at the introduced plant *Tradescantia fluminensis* - Wandering Trad (previously Wandering Jew). Assess the environmental impacts and determine the relative merits of a range of possible control strategies.

We may also include some measurement activities at this site to identify and distinguish between biotic and abiotic components of this environment that have been affected by introduced species.

Site 2 - Field of Mars Reserve

- Close look at the introduced animal *Vulpes vulpes*
- Human impacts – observe and record human impacts on the reserve.

Site 3 - cemetery perimeter
Close up on weeds to identify weed species and consider their impacts.

Site 4 - Strangers Creek

- Water quality assessment using water samples and macroinverterates.
  Close up on weeds to identify weed species and consider their impacts.

Conclusion - Field of Mars classroom
Tying the experience together, making sense of results, concluding statements as per syllabus and/or school assessment task.

Earth and Environmental Science Stage 6 syllabus

HSC course

9.5 Option - introduced species and the Australian environment

1. Survey of introduced species

- identify data sources, choose resources, plan and perform a first-hand investigation by visiting a local environment and identifying, classifying and accounting for the presence of non-indigenous flora and fauna

2. An analysis of introduced species indicates they may impact on either the biotic and/or the abiotic aspects of the environment

- perform a first-hand investigation by visiting a local environment, to identify and distinguish between biotic and abiotic components of the environment that may have been affected by introduced species

3. Identification of the conditions leading to introduced species becoming pests

- gather, process and analyse information from secondary sources and use available evidence to identify the features of the named introduced plant and animal.

4. Development of a case study on an introduced species that has an impact on the physical and/or biological environment

- analyse information from first-hand and/or secondary sources and use available evidence to assess the environmental impacts of the named plant and animal
- gather and analyse information from secondary sources to determine the relative merits of different possible control strategies for the named plant and animal

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