

Introduction

This resource contains information and activities for primary and secondary level students. These can be used to stimulate students to investigate Victoria's national parks.

Sections 1-3 provide Statewide and general information and activities applicable to all national parks.

Section 4 provides specific information and activities for four national parks.

The activities meet Victorian curriculum requirements for SOSE and Science CSF II Levels 4 to 6. Many of the activities could be adapted to suit other subjects/Key Learning Areas and curriculum levels.

Introduction

Section 1: Parks and SOSE
(information and classroom activities)

Section 2: Parks and Science
(information and classroom activities)

Section 3: Planning SOSE and Science fieldwork

Section 4: Park specific information and activities:

4A: Dandenong Ranges National Park

4B: Grampians National Park

4C: Kinglake National Park

4D: Port Campbell National Park

Section 5: CSF links

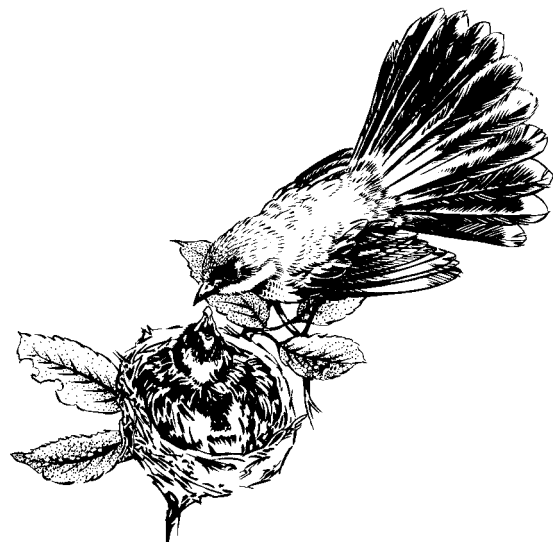
Aims of this resource

To develop in students an awareness and appreciation of:

- the role of national parks
- the interrelationship between plants, animals and their natural environment
- the diversity and special nature of the natural environments in Victoria, and how these came to be represented in the national parks system
- park management issues and solutions

The information provided in this resource was up-to-date at the time of printing.

For the most up-to date information, visit Parks Victoria's website
<http://www.parkweb.vic.gov.au>



Why visit a national park?

Direct experience is essential for students to gain appreciation, skills and understanding of the natural environment. However, these benefits can be diluted if the fieldwork is not part of an integrated unit of work.

Introduce students to fieldwork progressively. They can develop initial skills by collecting data and making observations in school grounds and local parks. This will allow students to undertake more effective fieldwork during their excursion to the national park as they will already have some of the necessary skills. They can then spend more of the excursion time enjoying and appreciating the special places that are national parks.

Many activities are permitted in national parks - bushwalking, photography, creative writing, observing and recording vegetation at sites designated by the ranger. Management issues such as soil erosion, weeds, pest animals and siting of visitor facilities are also important within national parks. Contact the park ranger or education officer to check which location is most suitable for your needs. Section 3 of this resource provides specific assistance on planning an excursion.

Some activities are **not** permitted in national parks. These include any kind of disturbance to or collection of plants, animals, rocks, fossils and soil. For example, in some parks orienteering is not allowed because walkers must keep to tracks.

If you wish to conduct fieldwork that involves activities such as soil profiles, stream analysis, vegetation quadrats or transects, building bush shelters or vegetation sampling, it may be more appropriate to take your students to a state forest, education area, metropolitan park or private property (with the permission of the owner).

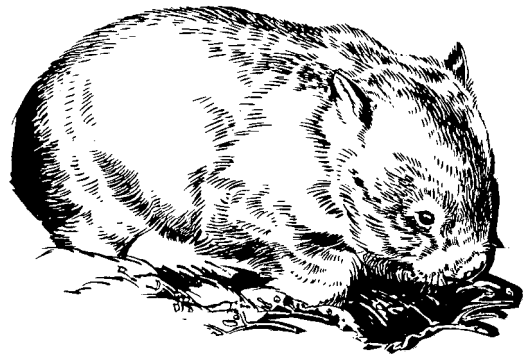
Fieldwork

Teachers and group leaders considering fieldwork in national parks should **contact the Park Ranger** in advance. It is highly recommended the teachers visit the park beforehand.

These steps help ensure that:

- Several groups do not arrive at a site at once.
- Activities are coordinated and relevant to the students' learning.
- Students have the correct equipment and clothing.
- Accurate statistics on school use and demand can be gathered to further develop activities and resources for students and teachers.
- The leaders or teachers are confident about the location and activities.

See Section 3 of this education resource kit: Planning SOSE and Science fieldwork.



Common Wombat © MT