

FIELDWORK ACTIVITES



20. Question bank for SOSE fieldwork in a national park

NOTE to teachers: Select from the following questions to suit your excursion's aims.

Questions marked with an asterisk need to be answered by referring to park information sheets, visitor centre displays and/or a talk to your class by the ranger. If these are not available at the time of your visit, please check with the ranger for this information so that you can provide students with the necessary support data. Some of the information is available on Parks Victoria website under Parks Access and Parknotes.

Link to Section 4
For additional ideas and questions, see Section 4 of this education resource kit, in particular the fieldwork activities provided for each of the four parks.

Characteristics

1. Name of the park.
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2. Size of the park.
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3. Entrance fee (if any).
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4. How many visitors visit this park per year? *
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5. Which are the busiest months? *
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6. When was the park first established? Include any increases to its size and the dates these occurred. *
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7. Facilities available in the park (tick the relevant boxes)

- toilets
- fresh water
- signs
- camping sites
- barbeques
- information boards
- cabins
- car parking
- caravan sites
- boat launch
- nature walk
- nature drive
- fireplaces
- visitors' centre
- walking tracks

8. What is special about this park?
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9. Note the main kinds of plants and animals found here. Choose two plants and two animals that are of special interest to visitors.
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Briefly record and sketch (or photograph) them in detail if possible. You may need to take notes and complete more research back in class. Use a separate sheet for each sketch.

10. Describe the topography of the park or area you are visiting.
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11. Describe any distinctive geological features.
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12. Attach a map to your fieldwork if there is one available.

Management

13. How many rangers work at the park? *

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14. What work are they involved in at present? *

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15. What other jobs do they carry out in the park? *

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Flora and fauna management

16. Write down any evidence of management actions to protect or improve plants and animals here. This could include actions such as revegetation programs, tree planting or installing nesting boxes. (Complete this on a blank sheet)

17. Sketch or photograph one example of such action. (Complete this on a blank sheet)

Pest plants and animals

18. Can you identify any pest plants? Where do these seem to mostly occur? Observe or find out what management activities are carried out by Parks Victoria staff and contractors to control or eradicate them.

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19. Is there any evidence of pest animals? List any that are a problem in the park and include any action that is taken by rangers to control or eradicate them. *

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Edge effects

20. What surrounds the park?

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21. What problems does this create for park management (if any)? Issues such as weeds, illegal grazing, fires, cats and dogs could be considered.

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22. What actions have been taken to reduce these problems and to establish links with the local community? *

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Visitor management

23. Note evidence of facilities that are designed to help visitors make the most of the park and also conserve its environment. This could be fencing, tracks, visitor information boards, car parks, bicycle facilities, toilets, shelters and kiosks. (Complete this on a blank sheet)

24. What are the main activities carried out by visitors in this park. Give evidence for your answer and/or confirm this with the ranger, if he/she is available to speak to your group.

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25. Are there any restrictions on certain activities in the park overall, or in particular zones of the park? (If possible add this information to your map.)

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26. Take a photograph or complete a sketch of something that illustrates visitor management.

Your analysis

27. What do you think are the best aspects of this park?

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28. What do you think would be the main difficulties in managing this park?

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29. What would you do over the next five years to improve the park? Include what you would need to make this happen (money, staff, experts).

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REMEMBER: These are your rough field notes. They will be used in class to write a fieldwork report.