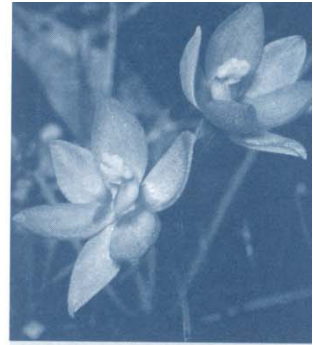


Parks Victoria

Education Resource Kit

Section 3

Planning fieldwork



www.parkweb.vic.gov.au/education

Content

Section 3: Planning fieldwork

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1. Planning an excursion to a park

Subject:

Class/level

Park to be visited

Step 1. Check Parks Victoria's Education website for information, activities and booking forms.

www.parkweb.vic.gov.au/education

Step 2. Book your excursion (check Parks Victoria's Education website – see above – for the current booking form). Contact the park you wish to visit several weeks before your excursion date to make a booking and to **obtain relevant information** of the park to help you prepare for and make the most of your visit.

Step 3. Conduct **pre-excursion activities** such as practicing fieldwork skills and researching information about the park (See also Sections 1 and 2). Advise students what to wear/bring (see 3: What to wear and to bring).

Prepare a park related activity for students to complete while travelling to the park.

Step 4. It is strongly recommended that teachers or group leaders **visit the park before fieldwork** with students. This will ensure that the unique features and potential of the area are fully appreciated and contact with the ranger is established. Try to plan your national park study program jointly with the park ranger using the approach below.

Step 5. The excursion **at the park** with students. Note that if you have booked a ranger session, the teacher's role is to supervise student behaviour and to assist the ranger during activities. Remember to take advantage of the unique qualities of the park you are visiting.

Step 6. Conduct **post-excursion activities**.

Pre-visit planning

Activity	Purpose	Resources needed
1.		
2.		
3.		
4.		

On-site activity planning

Activity	Purpose	Resources needed
1.		
2.		
3.		
4.		

Follow-up activity planning

Activity	Purpose	Resources needed
1.		
2.		
3.		

2. What to wear and what to bring

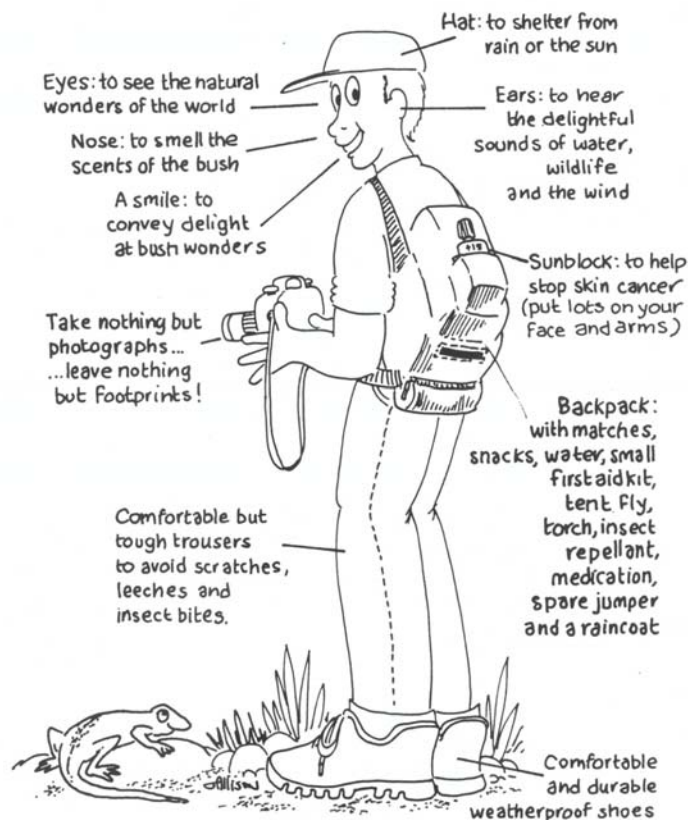
This will depend on the season of your visit, the particular park and park site(s) you intend to visit and the purpose of the fieldwork, but the following lists serve as a guide.

Student list

- Sturdy shoes. (Don't wear thongs or sandals)
- Suitable clothing for the weather conditions. This should include a wind and waterproof coat even if the weather looks fine. In cooler months bring hats and gloves.
- Sun hat and sunscreen.
- Insect repellent.
- Food and drink for the day.
- Camera and binoculars if you have them.
- Backpack for carrying the above.
- Fieldwork sheets, clipboard, pens and pencils.

Group list

- First-aid kit.
- Field guides (resources to identify plants or animals noted).
- Materials needed for activities (for example, light meter, pH meter).
- Camera and binoculars.
- Video-camera.
- Compass.
- Rubbish bags. (Most parks have a policy of no rubbish bins).
- Insect repellent.
- Additional copies of fieldwork and teachers notes.



3. Before you visit a national park

Discuss these visitor guidelines with your students before your site visit to a national park. Engage students in a discussion about how each of the following guidelines helps protect visitors and/or the park and its natural and cultural heritage.

1. Keep to the roads and walking tracks so you don't disturb the environment, and so you don't get lost.
2. Look and photograph or sketch plants and animals but don't disturb them or take them away.
3. Leave soils and sand dunes undisturbed and undamaged. Do not take rock, fossil or water samples.
4. Don't litter. This includes orange peel, bottle caps, cigarette butts and matches. Litter can pollute the natural environment or create fire or health risks.
5. Take your rubbish home with you. If bins are provided you should make sure your rubbish is securely placed in the bin so that the wind doesn't blow it away and animals can't easily remove it.

6. Leave your pets at home. Pets can bring in diseases that kill some wildlife species. Pets can also disturb wildlife as well as other park visitors.

7. Respect the rights of other people to enjoy a peaceful visit to a natural place.

8. Use a fuel or gas stove instead of a campfire when possible. If there are approved fireplaces you can use these but check that it is not a Total Fire Ban or fire restricted time, and check the fire is out when you leave.

All timber, standing or fallen, dead or alive, is a valuable habitat for animals.

9. Follow the advice and directions of rangers – they are experts on their park and know the current conditions to ensure you have a safe and enjoyable visit.

Always tell the ranger where you are going in the park, especially when going for an overnight walk.

10. Look after park furniture, signs and structures. They are provided for use by you and other members of the public.



4. Assessing poster or electronic presentations

Aims

Some effective ways of presenting information is via poster or annotated visual displays, or electronic presentations such as Powerpoint presentations. It draws together many student skills and a variety of information that can be presented in different ways.

However, students need clear instruction on what is expected, and a series of steps (as well as assessment points) should be built into the exercise. Another way of conveying expectations is to have examples of completed examples from other students or year levels. These could be displayed in the classroom.

The following student instruction sheet is an example of a fieldwork report to be presented in poster format at Year 10 level. Adapt these checklists to suit your own aims and assessment requirements.

Instructions to students

The task: Preparation of a poster in accordance with the preparation and fieldwork for National Park and the assessment criteria sheet below.

Group: This is a group activity that can be completed by 2 or 3 students.

Due dates: Class preparation before fieldwork by(add date).

Fieldwork data collection (to be handed in as a rough copy on the day).

Preliminary completion of poster (brief presentation by the group to the class or to the teacher on progress so far by(add date).

Final submission by(add date).....

Materials that could be used

Poster

- A2 poster paper.
- Coloured paper and card.
- Tracing paper.
- Coloured pencils.
- Line drawing pens.
- Felt tipped pens.
- Rulers, set squares.
- Pictures and line drawings from magazines or brochures.
- Photographs taken while of fieldwork.
- Photocopies of aerial photographs.
- Clear contact (to cover completed poster) or lamination.

Electronic presentation

- Software program such as Powerpoint.
- Scanned photographs or line drawings.
- Digital photographs.
- Photographs taken during fieldwork.
- Scanned aerial photographs.

Note copyright restrictions.

Your teacher will discuss with you which of the above will be available from the school.

Keeping track of progress

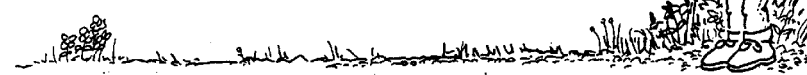
You will be completing your own group assessment on the sheet below.

Your teacher will also use these criteria to assess your activities and output.

Make sure you keep checking your progress against these assessment criteria and the due dates.

4. Assessing poster/electronic presentations

Features on your poster	Not included	Poor	Average	Very good
1. Text: Headings, small headings, brief descriptions, analysis of information				
2. Maps: Location and area map plus at least one other showing data				
3. Graphs: At least two bar, line, pie or climate graphs				
4. Photographs At least five relevant photos showing data in the field				
5. Diagrams or line drawings: At least four from cross sections, transects, block diagrams, field sketches or sketches of photographs				
6. Table of data: At least one showing relevant data				
7. Presentation: Balanced use of space on the poster, all features labelled, spelling and sentences checked and correct, mapping conventions used, name of authors listed				
8. Other				



5. Assessing SOSE fieldwork reports

Aim

One clear way of presenting information and assessing the skills and knowledge of students is via a written fieldwork report.

This instruction sheet outlines expectations for fieldwork report completion. It is focussed at Year 10 level and based on general SOSE fieldwork questions. Teachers can adapt it to suit different levels and their own aims and assessment requirements.

Materials

- A4 quality blank paper.
- Tracing paper.
- Line drawing pens.
- Felt tipped pens.
- Aerial photographs or photocopies of aerial photographs.
- Rulers (including 1 metre ruler), set squares.

OR

- Computer and word processing/graphics software.
- Digital photographs.

Instructions to students

The Task

Complete a written report, supported by visual material on National Park.

The author

This is an individual task based on information collected during fieldwork at the park.

Due dates

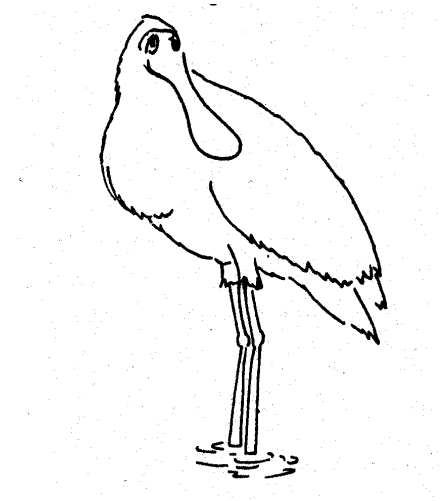
Outline:

Outline of the report including subheadings, list of photographs, maps and other visual material by(add date).

First draft:

To be discussed and evaluated with a workmate to check you both meet the assessment criteria by(add date).

Final submission by(add date).



5. Assessing fieldwork reports

Features on your poster	Not included	Poor	Average	Very good
1. Text Brief clear descriptions, analysis of information				
2. Maps location and area map				
3. Graphs At least one of bar, line, pie or climate graphs				
4. Photographs At least five relevant photos showing data in the field				
5. Diagrams or line drawings At least two from block diagrams, field sketches or photographs				
6. Presentation Clear format using subheadings, all visual material labelled, spelling and sentences checked and correct, mapping conventions used (BOLTSS), name of author listed				
7. Analysis Clearly stated opinions about the site, what you would implement and why.				
8. Other				

6. Other ideas for presenting SOSE fieldwork

Map skills

Describe and evaluate a selected park map.

Design your own park.

Surveys

Conduct a class survey on public knowledge of Victoria's national parks.

Debate

Do we have enough national parks in Victoria?

Should anyone be able to bring a dog to a national park?

Management Plan

Analyse a recent management plan for a park.

Other

Complete an advertising brochure for a selected park.

