

1. Park boundaries and access

Aim

This activity introduces students to Port Campbell National Park's location, size, shape, boundaries and access.

Materials

- Road map of western Victoria.
- *Visitors Guide to Port Campbell National Park*. This Parknote includes a location and park map. It is included as part of this education resource kit and can also be downloaded from Parks Victoria's website www.parkweb.vic.gov.au. Click on Publications then on Parknotes. Parks are listed alphabetically.
- Highlighter pens – orange, blue, yellow, light green, brown.

Activities

1. Distribute copies of the Port Campbell National Park maps to small groups.
2. Name a large town on the eastern and one on the western side of Port Campbell National Park.
3. What is the distance to the park from Melbourne, Warrnabool, Colac, your school?
4. Highlight the main features of the park on your copy of the park map:
 - a. Highlight the entire boundary of the park in red.
 - b. Mark a cross at the eastern entrance and also at the western entrance (where the park boundary crosses the Great Ocean Road).
 - c. Highlight the Great Ocean Road in orange.
 - d. Highlight the edge of the ocean in blue.
 - e. Underline in yellow the names of any towns that are found in or very close to the park.

- f. Colour any private land that occurs south of the Great Ocean road in yellow.
 - g. The land north of the park is grazing and farming land. Use vertical brown lines to show this on your map.
 - h. Complete a key defining each of the colours used.
5. Locate the section of the park that was first proclaimed a National Park (in May 1964). Lightly shade this area in green.
 6. Locate the Sherbrooke River valley and the other land that was added to the park in 1981. Shade this area in light green then add darker diagonal lines.
 7. Add the information from steps 5 and 6 to your key.
 8. Describe the shape of this park (consider its length and its width).
 9. Estimate the distance it occupies along the coastline. Estimate how long it would take to drive from one end to the other if you were travelling at 50 kilometres per hour.
 10. In groups of two to four students discuss what problems may arise for the park rangers by having such a long boundary between farmland and national park. Also discuss the problems that could occur from being so close to the towns, and the rifle range. Report back to the class, making a summary of the main issues raised.

Link to Section 1

See also Section 1 of this Parks Victoria education resource kit, in particular:
Parks and SOSE
10. Park boundaries.