

# Get Out There!

## Exploring Canberra's Parks

A 7-10 TEACHING PACK

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Parks Conservation and Lands.

Canberra, 2009



*Healthy Parks  
Healthy People*

Further information  
Canberra Connect: 13 22 81  
Website: [www.tarma.act.gov.au](http://www.tarma.act.gov.au)

## GET OUT THERE! EXPLORING CANBERRA'S PARKS A 7-10 Teaching Pack



### WELCOME!

Canberra is the bush capital of Australia and Canberrans love their parks. More than 70% of the ACT is open space and every year Canberra residents visit their city parks in excess of 12.2 million times. Parks are a natural part of living in Canberra and, as such, a valued asset to the local community.

Schools can benefit greatly from Canberra's open spaces and are in a position to explore these natural surroundings in a meaningful way through the curriculum. Ample opportunities for inclusion of parks and open spaces abound in the context of school and classroom programs. This pack is designed to help teachers make parks a natural resource in their teaching and planning.

There are a multitude of areas to visit as part of your school program to encourage environmental studies, introduce cooperative activities or to support current school themes and topics.

This pack contains activities that can be easily used in any classroom to help celebrate the richness of ACT parks and open spaces. We encourage you to use them not only as part of a set theme or topic, but as an integral part of your school classroom program.

So, "Get Out There" and explore ACT Parks with your class!

Our diversity of natural surroundings,  
along with the abundance of city parks and open spaces,  
make Canberra a very special city.  
So why not get out there and enjoy it!



## WHAT THIS PACK CONTAINS

The activities presented in this pack have been designed to support the *Every Chance to Learn: Curriculum Framework for ACT Schools P-10*.

The overall aim of this teaching pack is to encourage education about and in Canberra's parks and open spaces, and a greater appreciation of the value of parks within our community and lives.

The pack is in four sections:

**Section 1 How To Use This Pack** This section provides suggestions on how to use this pack, guiding questions, as well as how to use this pack with other themes, across KLAs and with special days and events.

**Section 2 Information for Teachers** This section provides a brief background to parks in the ACT, where to find additional information, as well as 10 easy ways to include parks and open spaces in your teaching.

**Section 3 Teaching and Learning Activities** This section provides a set of activities supporting the theme and guiding questions. They have been organised in a Bloom's/MI grid.

**Section 4 KLA Activities Bank** This section provides a set of learning activities organised by KLA's



## SECTION 1

### HOW TO USE THIS TEACHING PACK

This section suggests ways the content and activities in this pack may be used by teachers.

#### OVERVIEW: Possible ways to use this pack

1. Use the suggested activities and handouts to develop your own unit of work around the theme of Canberra Parks and Open Spaces
2. Use the suggested activities and handouts to supplement an already established topic e.g. Outdoor Education, Canberra, Leisure, Games, Environment, Volunteers
3. Use the activities as stand-alone tasks, enrichment activities or to supplement already-planned lessons
4. Use the MI/Blooms activities grid to plan your sessions
5. Use the suggested guiding questions to formulate an activities plan

### SUGGESTED GUIDING QUESTIONS

The suggested guiding questions have been formulated to reflect the goals of this unit. The activities and themes covered in this unit provide ample opportunity for students to explore these questions and formulate some of their own.

The guiding questions may be used to:

- a. Guide choice of activities
- b. Focus student research and learning
- c. Provide a framework for unit planning and assessment
- d. Form part of your class display and research focus

#### GUIDING QUESTIONS

What role do parks play in urban areas?

How do parks help define Canberra's identity?

How are Canberra's parks managed?

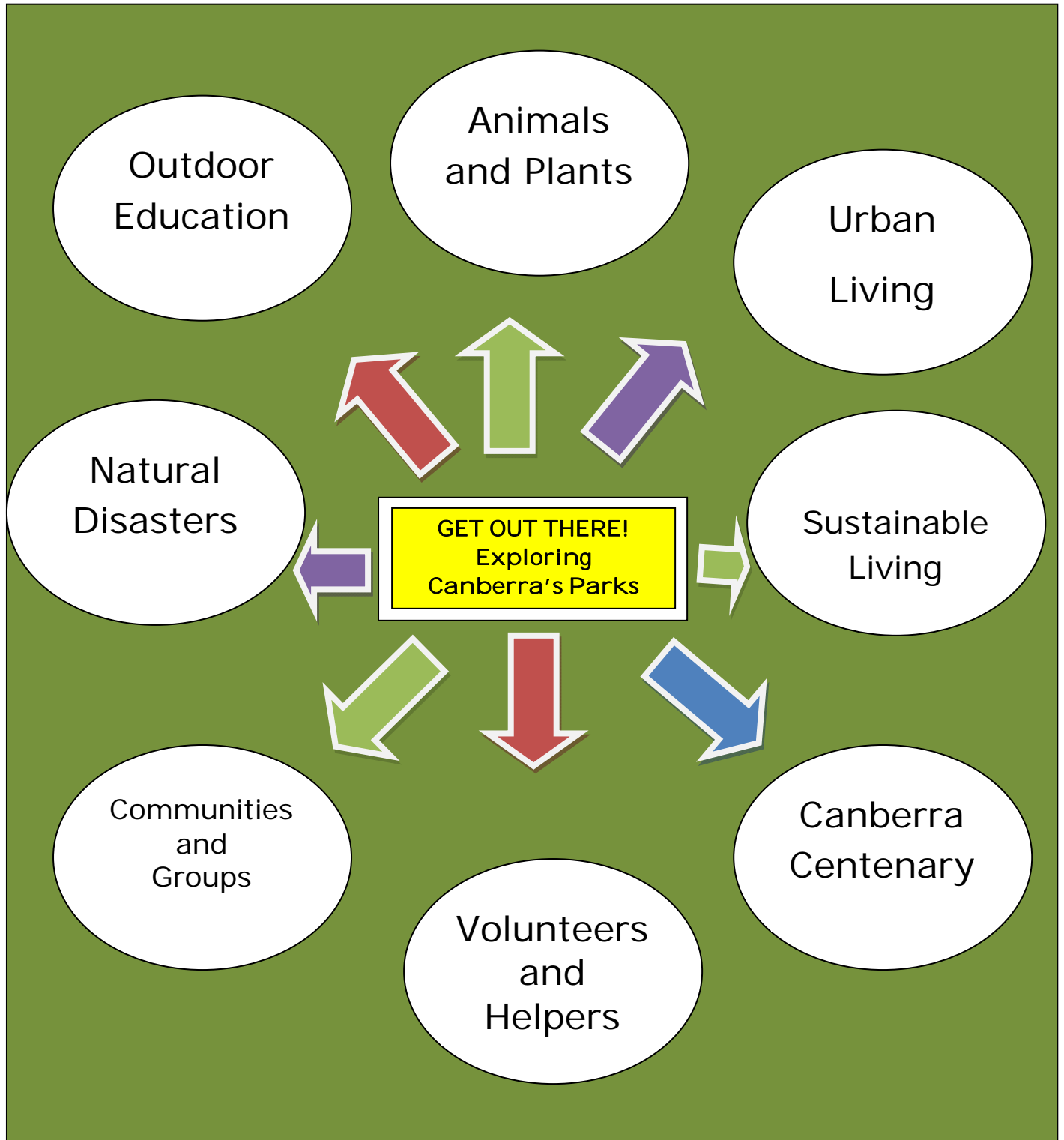
What issues currently concern ACT park managers?

How do urban parks reflect wider ecosystems?

What role do I play in the future of Canberra's parks?

## USING THIS PACK WITH OTHER THEMES AND TOPICS

The activities can be used as presented in this pack or integrated into a variety of related topics and themes. The following diagram illustrates possible topics and themes into which the activities could be incorporated and used to explore ACT parks and open spaces.



## USING THIS PACK ACROSS ALL KEY LEARNING AREAS

The following diagram provides an example of ways the activities and messages in this pack can be linked to Key Learning Areas.

### Use the activities in the following ways:

#### English

- Start discussions
- Write about parks
- Read about parks

#### Languages

- Find out how other cultures use parks
- Look up park words in other languages

#### The Arts

- Explore parks in art
- Create your own park art and music
- Perform in the park

#### Technology

- Appraise park structures
- Find out how new technology is used in parks

#### Social Science

- Understand the value of parks
- Explore Canberra's history
- Explore civics and citizenship issues

#### Health and PE

- Promote outdoor life
- Promote healthy life choices
- Participate in park activities

#### Science

- Find out about sustainable living
- Find out about animal habitats

#### Maths

- Apply concepts to real life situations
- Discover maths around us

## USING THIS PACK TO HELP CELEBRATE SPECIAL DAYS AND EVENTS

Parks, Conservation and Lands proudly support several community events and initiatives. View these at: [http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/get\\_out\\_there/organised\\_events](http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there/organised_events)  
The following chart includes some of these as well as additional opportunities to include Canberra's parks in your classroom programs and help you celebrate community events. So **Get Out There** and celebrate!

### **Sporting Events**

Hold the event or training activities outdoors.

### **School Concert**

Hold the concert outdoors and include a Parks Theme.

### **Clean Up Australia**

Adopt a park or open space to clean up and look after.

### **School Formals**

Celebrate the event outdoors

### **World Environment Day**

Encourage community participation at the local

### **Parks Week**

Have some lessons at a local park. Invite parents and carers to join in.

### **Fathers/Mothers Day**

Hold a picnic at the local park to celebrate the special day.

### **Harmony Day**

Have a multicultural picnic day in the park.

### **ANZAC Day**

Attend the special Schools' Ceremony in the park

### **School Assembly**

Hold it at the park and invite the local community to join in.

## SECTION 1: INFORMATION FOR TEACHERS

Canberra is unique in its interplay of built and natural environment. The region offers stunning national parks, reserves, parks and open spaces which are rich in flora, fauna and activities for everyone.

Canberra Nature Park includes 34 separate reserves interspersed through Canberra's suburbs. The Nature Park system is unique to Canberra and a legacy from the original design by Walter Burley Griffin. Hills, ridges and grasslands are protected from development and are accessible to all Canberrans. There are plenty of opportunities for relaxation, recreation, fitness, exploration and adventure whilst respecting the finely tuned balance of nature. The majority of users are nearby residents who exercise themselves and their dogs. Many visitors and tourists visit areas of Canberra Nature Park, Mt Ainslie, Black Mountain, Mt Taylor and Red Hill. The areas are also popular with cyclists.

Connectivity is critical to the well being of the Canberra Nature Park system. Birds use them as flight corridors and there are several endangered plants and animal communities that depend on them for survival. Canberra Nature Park also protects the Aboriginal, European and landscape heritage that we and our children's children own. Wherever you look, you can see a part of the nature park system. The Canberra Nature Park weaves its way throughout Canberra and leaves the city's footprint punctuated with open space.

Particularly exciting is the Mulligans Flat Woodland Sanctuary next to the suburb of Forde. All feral animals are being removed to allow native animals not seen for generations, re-establish themselves in the unique ecosystems. For further information go to [http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/parks\\_reserves\\_and\\_open\\_places](http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_reserves_and_open_places)

Canberra also enjoys the benefits of lakes, ponds and waterways also managed by Parks, Conservation and Lands. These allow for recreational activities such as boating, fishing and swimming to take place. Bike riding, walking and bird watching are also popular along the shores of Canberra's lakes. The only lake not managed by Parks Conservation and Lands is Lake Burley Griffin. This nationally significant lake provides the setting for many of our national buildings such as the National Gallery and new National Portrait Gallery and is appropriately cared for by the National Capital Authority. For further information go to: [http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/parks\\_reserves\\_and\\_open\\_places](http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_reserves_and_open_places)

There are many urban parks in Canberra. These include town, district and neighbourhood parks, and are all managed by ACT Parks, Conservation and Lands. There is a logical hierarchy to parks in Canberra. Taking Tuggeranong as an example, the Town Park is on the lake with facilities for major events, and a broad range of inclusions for all ages. Maintenance is most intense in Town Parks and the grass is irrigated. Town Parks are within walking distance of Town Centres. Tuggeranong Town Park extends between the College and Swimming complex. Lake Tuggeranong District Park is the less intensely developed park land that extends around the remainder of the lake foreshore. There are other District Parks in Tuggeranong. They are easily identifiable by the intensity of development and provision of facilities. They are at Fadden Pines, Kambah and Point Hut.

Elsewhere there are many smaller Neighbourhood Parks. These are within walking distance of houses with the main users being parents with young children. They are usually linked with or adjacent to cycleway, pedestrian parkland and laneways.

For information on the location and types of parks, go to: [http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/parks\\_reserves\\_and\\_open\\_places](http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_reserves_and_open_places)

Another and unique aspect about living in Canberra is the presence of 18 horse holding complexes. These consist of a series of paddocks and facilities that horse owners can use at a cost.

Beyond the city's footprint are a range of park types including our own National Park which is a part of the broader Alps National Parks which has recently been heritage listed, the nature reserves such as Tidbinbilla, the pine plantations that are no longer used commercially such as Majura Pines, Molonglo Gorge etc and the Murrumbidgee River Corridor (MRC) that bisects the ACT. Parts of the corridor touch the city's edge such as Pine Island and Point Hut. The Corridor (MRC) and Tidbinbilla are exceptionally good places to learn about nature and the value of parks. Tidbinbilla now includes Birrigai and offers a broad range of venues from which teaching can be conducted noting that the intent must be communicated with the Manager of Visitor Programs at Tidbinbilla prior to visiting. Call Canberra Connect on 13 22 81.

### What is **Get Out There?**

The Parks, Conservation and Lands have produced a booklet outlining some of the benefits of visiting our local parks and open spaces: ***Get out there! A Guide to the Australian Capital Territory's Parks and Open Space System.***

The booklet has information on all the parks and open spaces within and outside the city of Canberra, as well as the many activities that the community can participate in at these parks. It promotes the concept of *Healthy Parks, Healthy People* and is a valuable resource for any study of urban parks, outdoor education and Canberra.

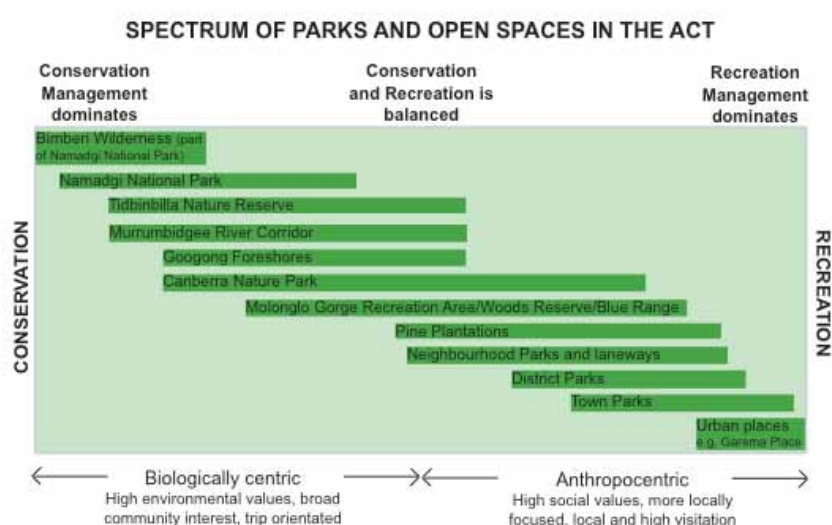
This unit has been developed to support the ***Get out there!*** publication and provide a springboard for the appreciation of the value of parks in the ACT area.

To view a copy of the ***Get out there!*** publication go to:

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/parks\\_-\\_education](http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_-_education)

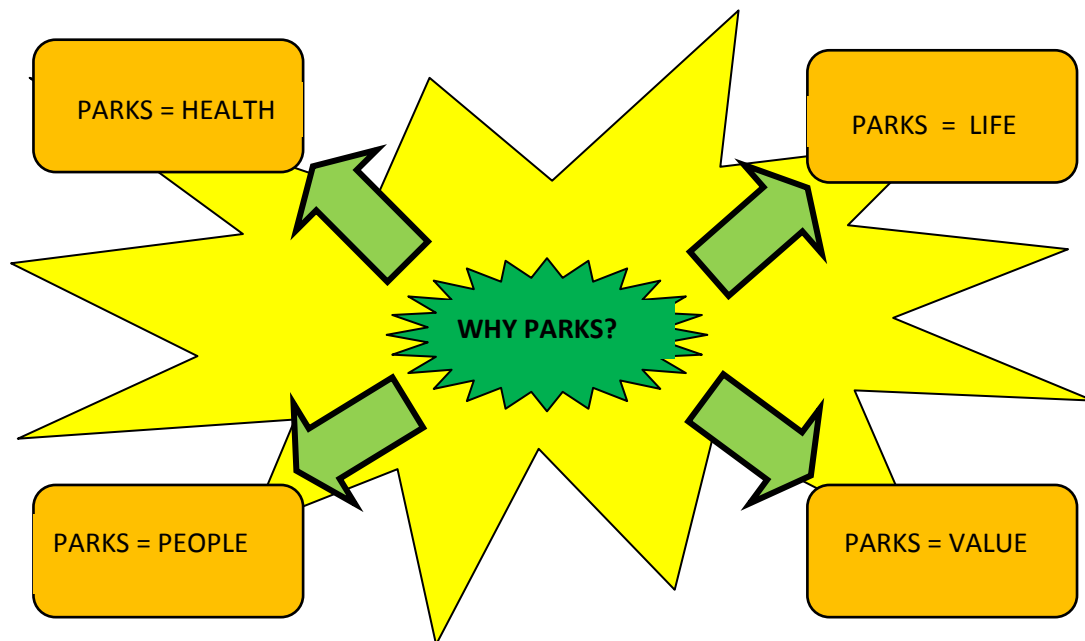
To find out more about ***The Value of Parks*** and ***Healthy Parks, Healthy People*** go to:

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/get\\_out\\_there!/the\\_value\\_of\\_parks](http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/the_value_of_parks)



### Why teach about parks

The human species has evolved from, and has been nurtured by, the natural environment – we are a biological product of the earth itself. This deep connection is one that we must all remember. Our parks are the storehouse of our past and, more importantly, of our future. (**The Value of Parks**, p1)



The importance of our parks is increasing with time, especially in the case of our urban parks. As we continue to expand the built environment, the natural environment is in danger of disappearing from the landscape. As children learn about the value of these open spaces, we help to protect our natural environment. In turn, the natural environment rewards us with benefits beyond measure.

By incorporating **Get out there!** into the teaching and learning program, teachers are encouraging students to learn *about* the natural environment while *in* the natural environment.

For posters and further information regarding the importance of parks within our community, contact Parks Conservation and Lands through Canberra Connect 13 22 81 or on the web at:

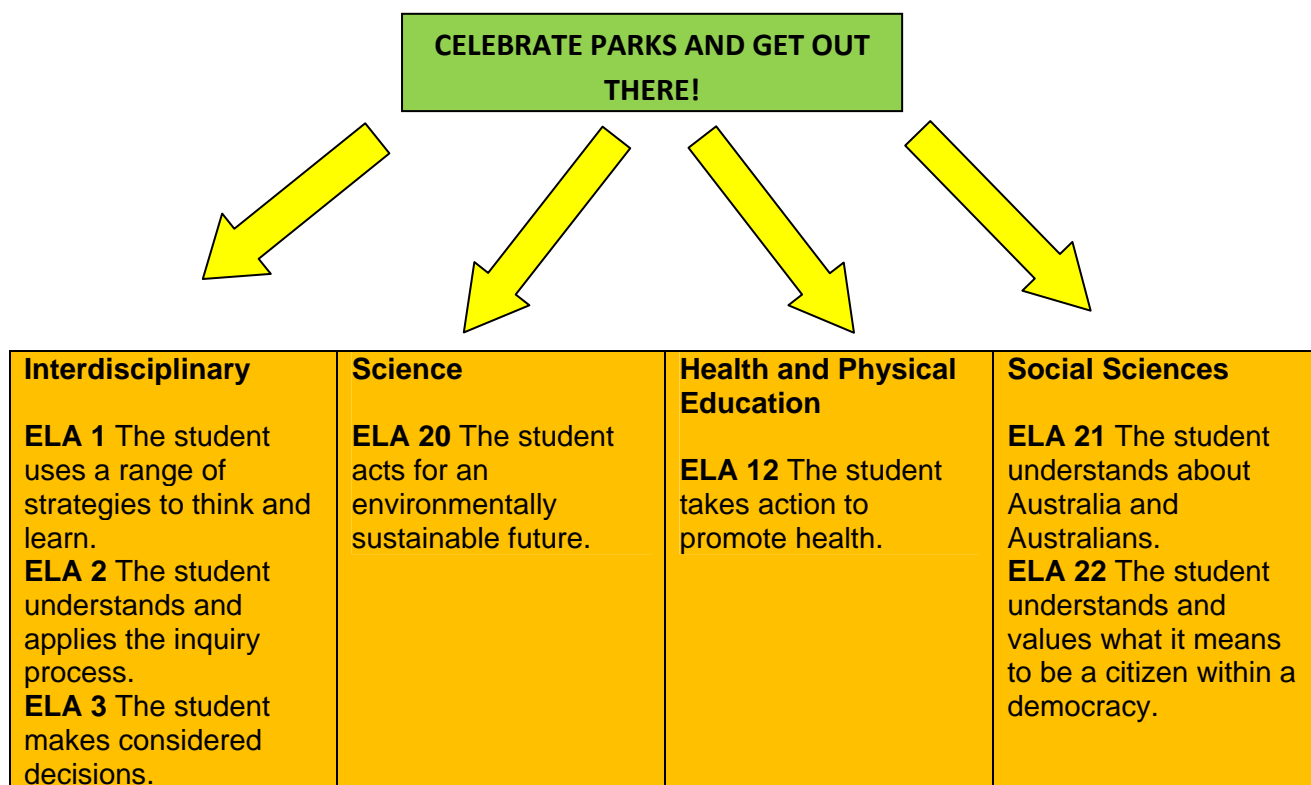
[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands](http://www.tams.act.gov.au/play/parks_conservation_and_lands)

You can also access the publication **The Value of Parks** at

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/get\\_out\\_there!/the\\_value\\_of\\_parks](http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/the_value_of_parks)

## Links to the ACT Curriculum Frameworks

This unit presents a practical way to meet some of the requirements set out in *Every Chance to Learn: Curriculum Framework for ACT Schools*. The following chart shows the links to the relevant Essential Learning Achievements.



## VALUES FOR AUSTRALIAN SCHOOLING

### Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life, take care of the environment.

## **10 Easy Activities that Promote Parks to Include in Your Teaching Day**

1. Join a park user group for a session eg Birdwatching or tree planting
2. Visit a local park for PE activities and games
3. Organise a community event at your local park
4. Have a planned lesson in the local park or outdoors
5. Use newspaper stories about events in Canberra parks to discuss with your class
6. Invite a land manager to speak to your class
7. Use parks as an added resource in your teaching eg for art, inspiration, recreation
8. Keep a class weekly journal of events and news about Canberra parks
9. Adopt a park or part of a park to look after
10. Add quick facts or questions about parks on the bottom of class handouts or on a display wall.

### **Where to find additional information**

#### **1. The Parks Education Webpage**

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/parks\\_-\\_education](http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_-_education)

Provides links to key publications, teaching packs and where to obtain additional resources.

#### **2. The Value of Parks**

Outlines the value of parks. Also contains stunning pictures and the language level is suitable for use with confident readers.

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/get\\_out\\_there!/the\\_value\\_of\\_parks](http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/the_value_of_parks)

#### **3. “Get Out There!” A Guide to the ACT’s Parks and Open Space Systems**

Contains information about Canberra’s parks and open space systems. A great resource to use when locating parks on a class map, discussing fun park activities and learning about park symbols.

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/get\\_out\\_there!/where\\_to\\_go](http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/where_to_go)

#### **4. Canberra Nature Park**

Contains information about Canberra Nature Park.

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/parks\\_reserves\\_and\\_open\\_places](http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_reserves_and_open_places)

#### **5. To find out about more about Canberra’s parks, forests and reserves go to:**

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands](http://www.tams.act.gov.au/play/parks_conservation_and_lands)

6. Information on **Canberra's parks and gardens** from a tourist perspective.

The links to the specific parks give a general description of the park, interactive maps and recommended park activities. Good photographs.

[www.totaltravel.com.au/travel/nsw/canberraact/directory/gardens](http://www.totaltravel.com.au/travel/nsw/canberraact/directory/gardens)

7. To find out about **Canberra's native plants and animals** see

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/wildlife](http://www.tams.act.gov.au/play/parks_conservation_and_lands/wildlife)

8. For information on **living with our environment** go to

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/wildlife/local\\_wildlife2](http://www.tams.act.gov.au/play/parks_conservation_and_lands/wildlife/local_wildlife2)

9. For information and teaching resources on **Sustainability Education** go to

<http://www.sustainableschools.act.gov.au>

10. For information on Parks Conservation and Lands **volunteer partners** go to:

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/about\\_us/employment/volunteering](http://www.tams.act.gov.au/play/parks_conservation_and_lands/about_us/employment/volunteering)

11. For information on **park user groups** go to

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/get\\_out\\_there!/organised\\_events](http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/organised_events)

12. For information on PCL Policies and Strategies go to:

[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/about\\_us](http://www.tams.act.gov.au/play/parks_conservation_and_lands/about_us)

13. For information on leadership in the parks industry go to

<http://www.parksforum.org/>



## SECTION 3:

### TEACHING AND LEARNING ACTIVITIES

This section provides teachers with different ways of organising teaching learning activities. All activities may be used in isolation or as part of a broader program. Some activities have student handouts included in the Student Activities section of this pack.

#### Blooms/MI Activities Grid

Chart 1 is a grid containing 48 activities for use in the classroom. The activities have been arranged using the Gardener's Multiple Intelligences/Blooms Taxonomy of Thinking Skills framework.

#### How to Use the Blooms/MI Activities Grid

Choose the activities that best suit the needs of your students. All activities can be adapted or presented to cater for the individual needs of students, as well as available resources and time.

Teachers may use the chart in a variety of ways, including:

1. Enlarge and display the chart in a prominent place for students to choose their activities.
2. Decide on the activities that best suit your current program.
3. Use the activities for homework, fast finishers or as challenge time.
4. Assign the activities as a learning contract. See below for example.

### LEARNING CONTRACT: Get out there!

Name \_\_\_\_\_

Date \_\_\_\_\_

In order to complete this learning contract, you must achieve a minimum of 18 points.

You decide which combination of activities to do. They must total 18 points.

**Knowing and Understanding** activities are worth 2 points each.

**Applying and Analysing** activities are worth 4 points each.



## GET OUT THERE! ACTIVITIES GRID

Multiple Intelligences	Bloom's Taxonomy of Thinking Skills: Six Levels of Thinking					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
<b>Word</b> ( I enjoy reading, writing and speaking)	List at least 5 species of plants and animals found in a local park	Read the online information about the different types of parks in Canberra and explain their importance	Design a poster to educate others about the benefits of parks and open spaces in Canberra	Visit and compare different parks in Canberra. Design a static display on your findings.	Debate the amount of money necessary to take care of parks and open spaces	Combine the best features of three parks and design a new one. Name and advertise your new park.
<b>Maths</b> ( I enjoy working with numbers and science)	List the important dates about parks in Canberra's history. List number facts about Canberra parks.	Create a foodweb that would be found in a local park.	Draw a map of Canberra showing where all the reserves in Canberra Nature Park are located.	Investigate how parks survive and recover from bushfires. Draw a timeline or concept map to show what happens.	Use evidence to support the statement: "Parks promote healthy living".	Plan or create a website or PowerPoint presentation about your favourite Canberra park.
<b>Visual</b> (I enjoy painting, drawing and visualising)	Draw a number of plants/animals from the park and name them.	Make a collage of images associated with Canberra's parks. Include events and usage at different times of the year.	Create a photo-storyboard of Canberra parks and open spaces during a set time eg weekend, during a festival, early morning.	Use a Venn diagram to compare and contrast two parks in Canberra.	Imagine that you will visit your local park in 2030. What will you find then?	Illustrate the cover of a book called "Canberra's Parks and Open Spaces"
<b>Body</b> (I enjoy doing hands-on activities)	Plant a set of trees in your local park or school grounds. Contact Greening Australia for help.	Carry out an experiment to test soil condition at your local park	Teach another student how we can protect a local park	Experiment growing different native plants and seeds. Collect native seeds with Greening Australia.	Visit a local park and create a list of ways the local community could help take care of it.	Prepare a multimedia project based on two paths of action: protecting /not protecting our local parks
<b>Music</b> (I enjoy making and listening to music)	Find a piece of music that reflects parks or open spaces	Record the sounds at your local park. Compare the sounds with what you hear at school or home.	Come up with a radio ad for local parks or an event at the park. Add music and sound effects	Find forest or park music and listen to it. How does it make you feel? Why? Create a dance to one.	Pick an environmental song (eg Midnight Oil). How accurate are the claims? Do they relate to local parks?	Make a sound map of a walk through the park.
<b>People</b> (I enjoy working with others)	In a group, brainstorm the uses for parks and open spaces in urban environments	In a group. discuss and list some of the problems faced by Canberra's parks.	Create a dynamic group presentation on the role of urban parks in Canberra.	In a small group analyse the problem of vandalism in parks and open spaces. Can your group provide any suggestions for solving it?	Write a letter to the community to make them aware of problems. Include suggestions for solutions.	In your group, design a campaign to make people aware of the problems faced by ACT parks. Outline your solutions.
<b>Self</b> (I enjoy working by myself)	What can you do to encourage people to take care of parks?	Express how you feel about the state of your local parks.	What are some park-friendly ways for you to enjoy Canberra's parks?	List different park activities you could do on your own. Choose your favourite one and do it!	If you could spend a whole school day at a park, what would you do?	Write a letter or draw a cartoon strip to thank your park. Pretend your park has read it. How did it feel?
<b>Naturalist</b> (I enjoy caring for animals and plants)	Find a park or open area your class could 'adopt' and look after.	Explain how your class could look after the park or open area. Take pictures of the park.	Find information about how to best look after your park. Organise your class into work teams.	Go to your park or open area and do some of the caring activities you designed.	After some time spent looking after your park, take pictures and compare to the ones you took earlier.	Plan an excursion to your adopted park for a younger class or a community group

## SECTION 4:

### KLA ACTIVITIES BANK YEARS 7-10



#### The Arts

- Present your own version of 'art in the Park' and display work done by students.
- Examine Australian art work throughout the decades and discuss how the natural landscape has been depicted, including use of colour and symbolism.
- Visit the Australian National Gallery online resources and review some of the works from the perspective of how they depict the 'the great outdoors' and outdoor activities. How do these reflect Australia's outdoor image?
- Use different material to create visual representations of parks, outdoor activities and our natural environment.
- Design a poster to advertise Canberra Parks.
- Visit a park and take photos, make sketches and paint what you see.
- Role play a current 'hot issue' relating to parks. For example, horse riding in nature reserves or rubbish dumping in open spaces or Kangaroo management.
- Take a "Park Walk" or a "Texture Expedition" to discover some interesting park textures. Make a crayon or pencil rubbings collage or picture of these textures.

#### English

- Discuss the role of parks in the ACT.
- Debate: "The importance of parks will only increase with time".
- Visit a park and listen to the different sounds. Which can you identify?
- Read the ACT Parks, Conservation and Lands publication: *Get Out There!* What do you think is the main purpose of this publication? What values does it reflect? List the key facts it presents. Choose one park and find additional information about it (eg online). Visit the park to compare notes.
- Write a true/false quiz based on a park you have visited.
- Design a set of trivia cards based on parks in the ACT.
- Write poems about parks.
- Find online sites that encourage people to visit ACT parks. Use the information you have gained to create an information booklet.
- Write a book of facts about ACT parks for 5 year olds.

#### Health and Physical Education.

- List the benefits of outdoor activities.
- Identify healthy outdoor activities. Choose one and do it!
- Discuss responsible use of parks and open spaces.
- Do mind maps of the consequences of responsible and irresponsible behaviour in parks.
- Design an outdoor game for your class.
- Visit a park. Go on walks.
- Visit a park and, in a group, design a treasure hunt or fact finding trek for younger students.
- Participate in an orienteering day.
- Choose 5 walking tracks, do them, and then present your opinion on the most enjoyable one to the class. What makes a walk enjoyable?
- Walk to the summit of one of Canberra's famous hills.

## Mathematics

- Read 'Get Out There' and list all the ACT Parks maths facts you can find.
- Draw a pie graph to illustrate some of the facts from the text.
- Construct a timeline of public events held in parks in the ACT during the course of a year.
- Develop a maths puzzle based on the information found in 'Get out There'.
- Make number problems relating to parks in the ACT.
- "Where is the maths in parks?" Visit a park and use your observation skills and knowledge of maths to answer the question. Create a poster using your findings.
- Draw a plan of your local park.
- Design and carry out a survey to find out people's opinions or preferences relating to parks. For example, favourite parks, activities they participate in. Graph your results.
- Visit parks and give them a rating based on criteria you have devised after reading about parks, services and activities.
- Create a code relating to parks.
- Visit a park near a Primary school and create a treasure hunt for a K-2 class based on observation and estimation.

## Science

- Find out about the different species of plants found in ACT parks. List some of the most common trees.
- Review plant classification systems.
- A range of ecosystems typically occur within a park. Draw a diagram to illustrate this as it relates to a specific park. How does presence of people affect ecosystems?
- Look at topographic maps and identify the highest points in ACT. Walk to the summit of one Canberra's famous hills and mountains.
- "Where is the science in parks?" Visit a park and use your observation skills and knowledge of science to answer the question. Create a poster using your findings.
- What type of rock and soil is found at your local park? Why?
- Choose a local native animal to research. Where is the best place to see one?
- Choose a local native tree or other plant to research.
- Visit a local park and plan a nature walk for younger students. What should they look out for? What can they see?
- What species of birds can you see at your local park? Keep a record of the ones you see during several visits. Present your findings in a graph.
- Visit a park and discuss the interrelationship between plants, animals and humans. Present your findings in a chart or diagram. What are the challenges for each group?
- Are there any threatened native plants or animals in your area? What can be done to help protect them?
- Devise an activity to test the effect of hard-hoofed animals and vehicles on soil in parks. What are the implications for future use of parks?
- Debate: Parks promote a healthy lifestyle.
- Discuss the impact of human presence on parks. What is responsible use of parks?
- Make a list of the most commonly found native animals and birds in Canberra Nature Park. Choose one to study.

## Languages

- Use the signs and symbols in 'Get Out There' to design your own signs in your chosen LOTE language.
- Design a banner to encourage tourist speakers of other languages to visit ACT parks.
- Design a wordsearch puzzle about parks using words in your chosen LOTE.
- Compare and contrast parks in the ACT and an international city of your choice.
- Plan a multicultural picnic day at your local park.
- Learn some multicultural games to play at your local park. Play them!

## Social Sciences

- There are many types of urban parks in the ACT. Find out about them and create an informative guide for visitors based on your findings:  
[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands](http://www.tams.act.gov.au/play/parks_conservation_and_lands)
- Read 'Get Out There' and find out the different activities that people can participate in when visiting parks  
[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/get\\_out\\_there!/where\\_to\\_go](http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/where_to_go)
- Who uses parks and why?
- Use a map to mark where Act parks are located. Choose one and visit it.
- Debate: We need parks and open spaces for healthy living.
- Debate: Is Canberra still the 'Bush Capital'?
- How was Canberra designed? How was the natural environment influential in its original and current designs? How would you improve it?
- Visit the Parks, Conservation and Lands web pages and find out how parks are managed.  
[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands](http://www.tams.act.gov.au/play/parks_conservation_and_lands)
- Design your own park for a specific part of Canberra. Give reasons for your choice of location and design. Visit the location to assess your design plan.
- In a group, list ways to encourage public support for parks and responsible use of parks. Prepare an advertising campaign to promote your ideas.
- Read the publication 'Get Out There'. What values is the publication supporting? Do you agree?  
[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/get\\_out\\_there!/where\\_to\\_go](http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/where_to_go)

## Technology

- Visit a park and design a pathway that would enable visitors to see parts of the park with little environmental impact.
- Design and make a bird feeder to encourage native birds to your garden.
- Visit one of the reserves in Canberra Nature Park and rate the signs present. Design a set of signs or brochures suitable for families going on walks.
- How could solar power be used in parks? See information on Mulligans Flat Woodland Sanctuary for inspiration.
- How could wind energy be used in parks?
- Find out about the technology at Mulligans Flat Woodland Sanctuary to monitor the predator proof fence  
[http://www.tams.act.gov.au/play/parks\\_conservation\\_and\\_lands/parks\\_reserves\\_and\\_open\\_places](http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_reserves_and_open_places)