



## Activity teacher notes 1.1

### 1.1 What recreational activities can you do in parks?

<b>Levels:</b>	LP, P, S
<b>Focus curriculum areas:</b>	Health and well-being
<b>Supporting curriculum area:</b>	English/literacy, mathematics/numeracy
<b>Key concepts:</b>	Public land, collating data, leisure choices

#### Understanding goals

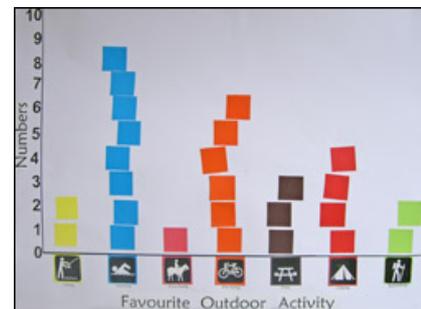
Students explore the importance of public land, including national parks, to society and to themselves. Students identify what outdoor leisure activities they enjoy and where they undertake them. Students identify how their leisure choices contribute to their well being. Students collate information about outdoor leisure popularity, make connections and comparisons and draw conclusions.

#### You will need

- A large [map of Tasmania](#) [PDF 3.7MB]
- Maps of your local area

#### Pre-activity discussion

Who has visited a council park or reserve, a bush or beach setting or national park? What did you see?



#### Activities

1. Think/pair share to answer the question: What activities can you do in a town park, national park or at a beach? (e.g. walking, picnic, birthday party, games, swimming, skiing, fishing, photography, BBQ, camping)

- List as many possible activities as you can.
- Identify 2 or 3 of your favourite outdoor recreational activities.
- Compile a class graph of the results of favourite outdoor activities. Try making a pictograph
- Analyse the class results and see what conclusions can be drawn.
  - Work out the percentages for each activity.
  - Which activities are the most popular?
  - Which are the least popular?
  - Which activities do the girls prefer to do, which do the boys prefer?
  - Which activity is the most unusual?
  - Which activity involves groups?
  - Which activities do you do on your own?
  - Which ones involve physical activity?
  - Which use specialist equipment?
- Identify the activities which you think have the highest potential to enhance people's fitness. Did any of your favourites rank highly?
- Make a space to display class observations /conclusions.



2. a) Design an invitation for your family (or a friend) to join you on your favourite outdoor activity. Include what the highlights will be for you; or
- b) Write an article for the newspaper about your favourite outdoors activity. (You may like to interview an expert on that activity.) Display them outside your classroom; or
- c) Design a radio advertisement for a community outdoor event.

### How useful are town (council) parks and national parks?

3. Investigate what older people think about parks and beaches and natural places. Compile four questions and conduct interviews. Record their answers. Invite grandparents to visit the class to talk about (show photos of) what your area looked like when they were younger and how it has changed.
4. a) In groups, brainstorm questions for a class or school survey of opinions. Use questions like: How useful do you think parks are? How often do you visit parks? Why do you go to X? Do you think there are enough parks where you live? Should there be more parks? Conduct the survey with different groups, peers, older grades, younger grades, your sports team, grandparents or parents.
- b) Choose a way to graph your results. Use column graphs, pie charts or percentile information for class discussion. Record any conclusions you have made as statements at the base of your graph.
- c) Class discussion. Why do you think people like doing these activities? What are the benefits to a family? What are the benefits to society?
5. How do you spend your weekend? What are some healthy choices you can make to improve your well being?

### Visit a park

6. Investigate the parks or reserves nearest to your school. Mark them on a map.
7. Visit a close park and interview the people who are there. Report why they have chosen to be there.
8. Discuss how you would feel if a large warehouse was to be built on your local park.

### Going further

See [Activity 2.1 Know Your Island](#)

On a large map of Tasmania (such as that illustrated), cut out and place the [park names shown on this](#) [PDF 24KB] using blu-tack.

Use either the [Tasmanian parks map](#) [PDF 204KB] or online version at [Activity 2.2 Find the National Parks of Tasmania](#) to match the names of the national parks to their location. You may need an atlas to help you.

Using the web, research the Victorian campaign Healthy Parks, Healthy People at: [www.parkweb.vic.gov.au/1process\\_content.cfm?section=98&page=16](http://www.parkweb.vic.gov.au/1process_content.cfm?section=98&page=16)

What are some of the impacts of human activities on parks?

Search newspapers and magazines for articles about controversial uses of public land. Research a local, national or international group that has taken action to support sustainable use of land and protecting wildlife. List their key principles. Such groups might include:

- [Landcare](#)
- [Coastcare](#)
- [WWF](#)
- [IUCN](#)
- [Greenpeace](#)
- [UNESCO](#)





Parks & Wildlife Service  
TASMANIA



Parks & Wildlife Service  
TASMANIA

### Activity Teacher Notes 1.2

#### 1.2 Why do we have national parks?

Levels:	LP, P, S, SS
Focus curriculum areas:	Society and history
Supporting curriculum area:	Science
Key concepts:	Public land, national parks, values, biodiversity

#### Understanding goals

To stimulate discussion on why our society has established national parks. Students to understand their personal connections and responsibilities for the Tasmanian environment. Students look at the concepts of biodiversity and interdependence.

#### Workshop Method

This method assists with effective team participation, try it for any of these activities.

#### You will need

- A4 sheets of paper cut in half
- Blu-tack
- graffiti or white board

Students write one sentence answers to the focus question on half an A4 sheet. Use one sheet per statement and bold pens, so they can be read from the back of the classroom. Blu-tack or tape sheets to a board and then number each sheet. Using the numbers, students direct the teacher to group together sheets with similar ideas, into columns. Students suggest an overall title for each cluster of ideas.

#### Activities

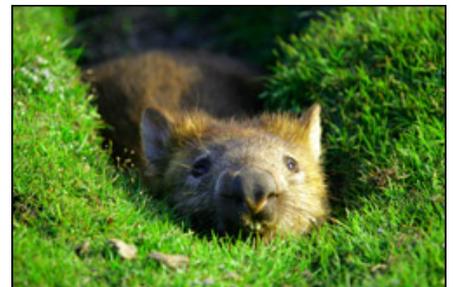
1. Discuss the focus question – "Why do we have public land and national parks?" See [Background Note 1a - What are national parks?](#) and [Background Note 1b - Why have parks?](#)
2. Use the workshop method for the following:
  - a. Which of the ideas do you think are most important to society? Write down each reason on a separate sheet of paper.
  - b. Group together sheets with like ideas. Give each group a title to reflect its contents.
  - c. Each student puts a star or dot beside the two group titles they think are the most important. Tally the class results and discuss.
3. Research and note the unique features of one of Tasmania's national parks. Share your findings with members of your class.
4. Write or list your thoughts about the statement. "Our national parks are living treasures." Discuss in pairs or have a class debate.
5. What is biodiversity and why is it important? What are threatened species?
6. How do national parks assist in protecting biodiversity including threatened species?
7. Research what you can do to help protect biodiversity and act as a responsible global citizen.
8. Have a class debate. "Our wildlife is the same as everywhere else and there is no need to look after them." ([Listen to a Grade 5 student's opinion.](#))
9. Interview four people. Ask them to comment on this statement. "All public land should be sold to private enterprise." Compile your results and compare with the class.

#### Going Further

Investigate why we need to maintain biodiversity including ecosystems and gene pool diversity.

Discuss – Is conservation a luxury?

Discuss – How might an eight-year-old's view of national parks vary from an eighty-year-old's?





## Activity Teacher Notes 1.3

### 1.3 What community benefits do parks provide?

<b>Levels:</b>	UP, S
<b>Focus curriculum areas:</b>	Society and history
<b>Supporting curriculum area:</b>	Health and well-being
<b>Key concepts:</b>	Land use, social responsibility, community

#### Understanding goals

Students identify different types of land use in Tasmania and their potential community benefits and impacts.

Students clarify their own ideas and values about parks and public land. Students compare and contrast these with other people's ideas, and examine preferred futures.

#### Activities

**1.** Discuss and list the major uses of land in Tasmania. Group the like ones together (private land, farms for cropping, grazing, national parks, forestry, tourist enterprises, towns and buildings). See [Background Notes 1b - Why have parks?](#) and [Background Notes 1c - Tasmania's protected areas.](#)

- a. Who or what benefits from each type of land use? Can you think of some impacts of these uses? Do you think they are sustainable?
- b. In pairs choose two different types of land use. Consider how important you think they are to the community.

**2.** Name the council parks and national parks that you have visited in Tasmania. Fill out the [worksheet in this PDF](#) [65 KB] or use the table below:

Name of park	Where park is	What you like/dislike about it

**3.** List the pros and cons of having council and national parks. Put a star beside the reasons that are most important to you.

**4.** Speculate what Tasmania would look like now - if we had no council parks, national parks or reserves.

**5.** How would it affect your community? How would it affect parents of young children, people walking their dogs and retired people?

6. Have a class debate - "We should have to pay to visit our local council park."
7. In groups, create a 3-minute role-play with a reporter interviewing some people in a park. Act your play for the class.
8. Visit your local park. Discover and list its benefits to your community.
9. In what ways might you or your class be able to help to improve your local park? Write a letter with your suggestions to your local council or park manager.

## Going Further

1.4 What do you think about national parks?





Parks & Wildlife Service  
TASMANIA



Parks & Wildlife Service  
TASMANIA

Activity Teacher Notes 1.4

1.4 What do you think about National Parks?

Levels:	P, S, SS
Focus curriculum areas:	Society and history
Key concepts:	Social responsibility, sustainability, opinions

### Understanding goals

For students to consider their views about how public land should be utilised. To encourage students to look at public land from different peoples' perspectives. To collate class data and draw conclusions.

1. Print out and read the statements in the [What do you think about national parks PDF](#) [101 KB] and decide whether you agree, disagree or have no opinion at all and tick the appropriate column.
2. As a class collate the results for each question on the board.
3. Choose two statements that had 'strongly agree' response from the group. In pairs discuss why this might be so.
4. Next choose two statements that had 'strongly disagree' from the group. In pairs discuss why this might be so.
5. Choose a statement where your opinion differed quite strongly from that of the group. Consider reasons why this may be so. Write a brief explanation of this.
6. Consider ways in which you might be able to influence other people's opinions. Is it appropriate to do this? Write a brief explanation about why or why not. Suggest two ways that might successfully influence other people's opinions.
7. In groups, list possible reasons why some people would agree and others disagree. Present your information to others as a debate, a role-play or a written pamphlet.

Thanks to Parks Victoria for the use of these pages from Understanding Victoria's National Parks [www.parkweb.vic.gov.au/education/resource\\_kit/section1.htm](http://www.parkweb.vic.gov.au/education/resource_kit/section1.htm).



Statement	Strongly agree	Mildly agree	No opinion	Mildly disagree	Strongly disagree
1. Access to national parks should be restricted to those who have an interest in studying some aspect of it.					
2. If oil supplies run short it would be worthwhile exploring for oil in national parks.					
3. If I study a book about plants and animals I can learn more about natural environments than by actually visiting a national park.					
4. Cars should be banned in parks. They should be left in a central car park and people can ride bicycles or walk.					
5. Even if I never visit a national park it is important for me to know they are there.					
6. People should be allowed to undertake whatever kind of recreational activities they want to in a national park.					
7. Rangers should be trained as experts in the plants and animals of their park and should be able to explain them to visitors.					
8. People fishing for recreation in a national park should be allowed to catch as many fish as they can.					
9. I feel I have a responsibility to do something positive to help conserve the environment in national parks.					
10. New tourist accommodation should be established anywhere within national parks so people can stay overnight.					
11. National parks have a value that cannot be fairly calculated in economic terms. They provide an understanding of the natural world and inner peace.					

12. I would like to spend a large part of the park's budget on purchasing an ecosystem that is not well represented at present in the national parks system, even though it would be expensive and the particular ecosystem may not be very attractive to many people.

--	--	--	--	--



Parks & Wildlife Service  
TASMANIA



Parks & Wildlife Service  
TASMANIA

## Background Notes 1a

### 1a What are national parks?

#### Parks and Wildlife Service Vision

Our vision is for all people to value, conserve and enjoy Tasmania's natural, historical and Aboriginal heritage.

#### Parks and Wildlife Service Mission

Our mission is to conserve and manage Tasmania's natural, historical and Aboriginal heritage for its own value and for the benefit of people now and in the future.

Park management agencies throughout Australia and New Zealand use the following definition of a National Park: A National Park is

a relatively large area, set aside for its features of predominantly unspoilt landscape, flora and fauna, permanently dedicated for public enjoyment, education and inspiration, and protected from all interferences other than essential management practices, so that its natural attributes are preserved.

#### Key features of national parks

- Unspoiled landscapes, plants and animals are protected.



- Managed wisely to ensure long-term protection of natural and cultural values.



- Protect significant Aboriginal and historical sites.



- Provide public enjoyment and recreational opportunities.



- Provide a place for education and inspiration.





Parks & Wildlife Service  
TASMANIA



Parks & Wildlife Service  
TASMANIA

### Background Notes 1b

#### 1b Why have national parks?

In a world where people take advantage of every resource to develop the full potential of farming land, mineral wealth, forests and rivers, the concept of reserving land to ensure it remains natural is becoming increasingly important.

- To ensure the survival of our diverse and often unique animal and plant life.
- To properly ensure the survival of animals and birds we must protect sufficient areas of the native habitats they require.
- As a store of plants and animals – we are still discovering uses for plants and animals previously thought to be unimportant. Scientists can research environments in their natural state.
- Tasmania is the last stronghold for many animals which have disappeared or are disappearing from mainland Australia because of habitat destruction or competition from introduced animals such as foxes and cats.
- Native forest ensures water in nearby streams is clean and clear, and constantly generates fresh air. Plants also purify the air we breathe.
- To protect important Aboriginal and other heritage sites.
- As recreation areas – for walking, camping, fishing, swimming, skiing, observing, learning, socialising, solitude, peace, quiet and adventure. By ensuring that such areas are protected, people will be able to enjoy and find inspiration in them now and into the future.
- For their *intrinsic value* - their value outside and beyond the values of people. Wild places existed before humans and will exist when humans are no more.





Parks & Wildlife Service  
TASMANIA



## Parks & Wildlife Service TASMANIA

### Background Notes 1c

#### 1c Tasmania's protected places

In Tasmania we have over 432 protected areas. Different types of parks provide different levels of protection depending on what pressures they face.

You can find out about the different categories below:

**National Parks** are a large natural area of land containing a representative or outstanding sample of a major natural region(s), features or scenery. The area is protected to:

- conserve natural biological diversity
- conserve geological diversity
- preserve the quality of water and protect catchments
- conserve sites or areas of cultural significance
- encourage education based on the purpose of reservation and the natural or cultural values of the national park
- encourage research
- protect the national park against, and rehabilitate it following, impacts such as fire, introduced species, diseases and soil erosion
- encourage and provide for tourism, recreational use and enjoyment consistent with the conservation of the park's natural and cultural values
- encourage cooperative management programs with Aboriginal people in areas of significance to them
- preserve the natural, primitive and remote character of wilderness areas.

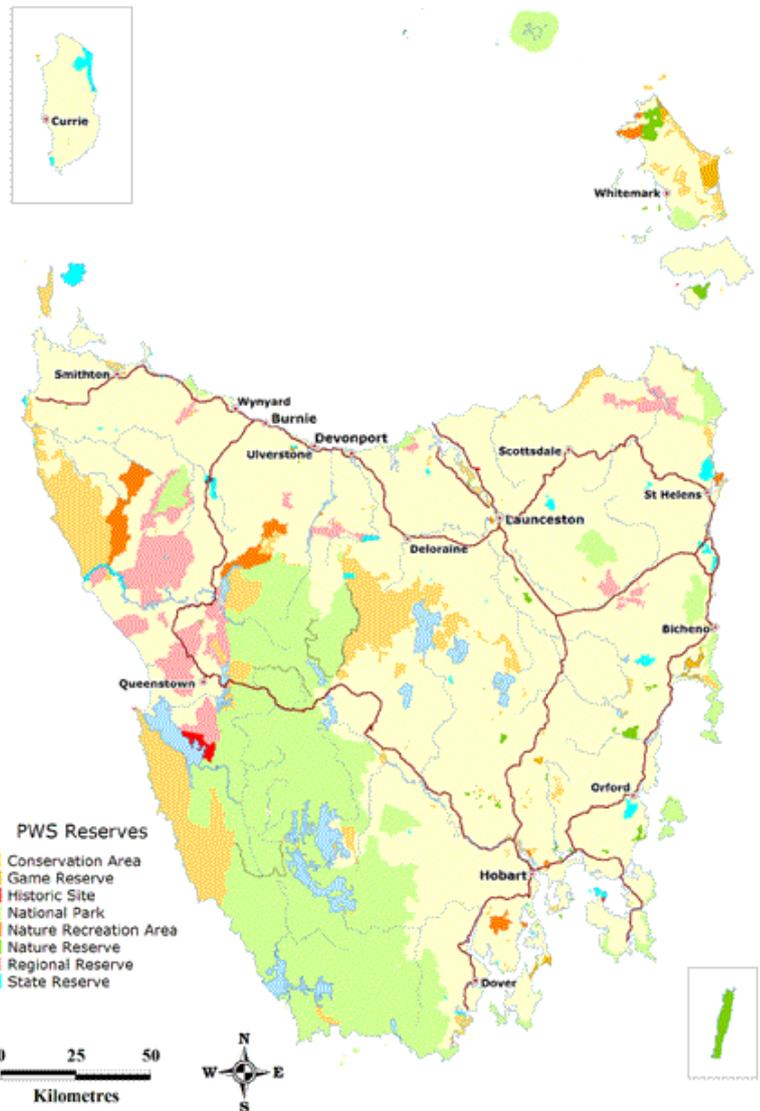
**State Reserves** contain significant natural landscapes, natural features and/or sites, objects or places of significance to Aboriginal people. They include national parks.

**Nature Reserves** (includes Marine Reserves) contain natural values that contribute to the natural biological diversity or geological diversity of the area, and are unique, important or have representative value.

**Conservation Areas** are predominantly in a natural state, but mining, and in some cases, hunting, may be permitted.

**Game Reserves** have natural values that are unique, important or have representative value, particularly for game species.

**Historic Sites** are significant for historic cultural heritage.



[Nature Recreation Areas](#) are predominantly in a natural state, or contain sensitive natural sites of significance for recreation.

[Regional Reserves](#) have high mineral potential or prospectivity, and are predominantly in a natural state.

### Going Further

The Parks and Wildlife Service also assists in protecting private land that is declared as Private Nature Reserves, Private Sanctuaries and Areas Covenanted for Conservation in Perpetuity. Details of these reserves are available on our [complete listing of reserves](#) [PDF 236KB].

There are other protected areas within Tasmania that are managed by authorities other than the Parks and Wildlife Service. For details of other reserves and parks in Tasmania, see the web site of the relevant managing authority:

- [Wellington Park Management Trust](#)
- [Forestry Tasmania](#)
- [Tasmanian local councils](#)