

2016

Early Stages Learning



Illawarra Fly Treetop Adventures

1/1/2016

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Program Overview

All of the Stages within the Illawarra Fly Educational Program were designed by a practicing NSW qualified teacher

The Early Stage 1 program incorporates a broad range of concepts across several subjects whilst being in the outdoors and being in touch with nature. Students are provided with a small workbook in which they complete activities so teachers can use these as a checklist against the syllabus outcomes that are addressed through the implementation of the activities. Teachers are able to perform the tours themselves with guidance from a map and teacher resource which along with the signs on the walk itself, will provide all the information needed.

English is heavily embedded within the program with a prime focus on the speaking and listening components within the syllabus (ENe-1A, ENe-6B). There are opportunities for students to express themselves (ENe-11D), use their imagination and creativity (ENe-10C) and engage in small handwriting and spelling activities while going through the tour (ENe-2A, ENe-3A ENe-7B, ENe-5A).

Mathematics components concepts are touched on in the program with students being given opportunities to be questioned on concepts such as short vs tall (MAe-1WM), be questioned and engage with the concept of left and right positioning (MAe-16MG) and briefly touch on the concept of area (MAe-10MG).

There is a small amount of History being touched on in the tour with the basic concept of past and present being addressed when speaking about some of the old trees and how far they date back to (HTe-2).

Geography takes place during the time on the tour through students constantly being engaged with the concept of positioning on a map (GEe-2). At conclusion of the walk, students are provided with information about the environmental consideration strategies that the Illawarra Fly implement and are provided with an opportunity to communicate ways in which they conserve the environment (GEe-1).

With students being given the opportunity to experience a rainforest firsthand, Science forms the major component of the tour. Students learn about the local environment of the Illawarra Fly using all of their senses whilst drawing on prior knowledge and responding to questions that are given to them (STe-4WS). Students learn about the components of a rainforest and about the basic needs of a range of living things throughout the rainforest (Ste-8NE). Using the Treetop walk structure as the focus, students learn about objects being made from materials that are suited for their purpose (Ste-9ME, STe-10ME).

The workbooks provided with the tour also give a perfect opportunity for teachers to check student progression of learning that has occurred throughout the year. With such a range of subject content being addressed this program is a perfect opportunity for students within Early Stage 1 to learn whilst being amongst the outdoors and getting active.



Subject Outcomes and Contents

ENGLISH OUTCOMES AND CONTENT

SPEAKING AND LISTENING 1

OUTCOME-ENe-1A- communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

CONTENT

Develop and apply contextual knowledge

- understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns

Understand and apply knowledge of language forms and features

- communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance

Respond to and compose texts

- use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact
- listen to and respond orally to texts and to the communication of others in informal and structured classroom situations
- respond to simple questions either verbally or non-verbally
- use questions and statements appropriately in class discussions
- use correct intonation when asking questions and making statements
- carry out instructions involving one step
- respond to the shared reading of texts for enjoyment and pleasure
- retell familiar stories, including in home language
- understand simple classroom routines

WRITING AND REPRESENTING 1

OUTCOME-ENe-2A- composes simple texts to convey an idea or message

CONTENT

Understand and apply knowledge of language forms and features

- know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words

Respond to and compose texts

- identify and use words around the classroom and in books during writing
- compose texts using some sight words and known words
- compose texts on familiar topics using pictures and graphics to support their choice of words
- experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences

HANDWRITING AND USING DIGITAL TECHNOLOGIES

OUTCOME-ENe-3A- products most lower case and upper case letters and uses digital technologies to construct texts

CONTENT

Develop and apply contextual knowledge

- demonstrate a growing understanding that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

Respond to and compose texts

- use foundation movements as a basis for the introduction of formal letters when composing simple imaginative and other texts for enjoyment or to convey an idea or experience
- write from left to right and leave spaces between words
- produce some lower case and upper case letters using learned letter formations.

SPELLING

OUTCOME-ENe- 5A- demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling

CONTENT

Understand and apply knowledge of language forms and features

- spell unknown words phonetically with closer approximations
- use and write beginning and ending sounds of spoken words

Respond to and compose texts

- attempt to spell unknown words using simple strategies, eg segmenting
- spell some common words accurately in their own writing

SPEAKING AND LISTENING 2

OUTCOME-ENe-6B- recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language

CONTENT

Develop and apply contextual knowledge

- recognise that there are different ways of using spoken language to communicate
- understand that language can be used to explore ways of expressing needs, likes and dislikes

Respond to and compose texts

- make simple requests using appropriate word order
- recognise and interpret a simple instruction from teachers and peers
- compose texts to communicate feelings, needs, opinions and ideas

WRITING AND REPRESENTING 2

OUTCOME-ENe-7B-recognises some different purposes for writing and that own texts differ in various ways

CONTENT

Develop and apply contextual knowledge

- understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes

Respond to and compose texts

- compose texts using drawings and other visual media to create meaning

THINKING IMAGINATIVELY AND CREATIVELY

OUTCOME-ENe-10C- thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

CONTENT

Respond to and compose texts

- use imagination to represent aspects of an experience using written text, drawings and other visual media
- share feelings and thoughts about the events and characters in texts

- communicate the purposes of drawings and other visual media

EXPRESSING THEMSELVES

OUTCOME-ENe-11D-responds to and composes simple texts about familiar aspects of the world and their own experiences

CONTENT

Engage personally with texts

- share responses to aspects of a text that relate to their own life

Respond to and compose texts

- compare and connect own experiences to those depicted in stories
- begin to recognise points of view in text

MATHS OUTCOMES AND CONTENT

LENGTH

OUTCOME- Mae-1WM- describes mathematical situations using everyday language, actions, materials and informal recordings

CONTENT

Use direct and indirect comparisons to decide which is longer, and explain their reasoning using everyday language

- identify the attribute of 'length' as the measure of an object from end to end
- use everyday language to describe length, eg long, short, high, tall, low
- use everyday language to describe distance, eg near, far, nearer, further, closer
- use comparative language to describe length, eg longer, higher, taller than, shortest, lower than, longest, the same as
 - ▶ identify an object that is longer or shorter than another(Communicating)

AREA

OUTCOME-MAe-10MG- describes and compares areas using everyday language

CONTENT

Use direct comparison to decide which shape has a larger area and explain their reasoning using everyday language

- use comparative language to describe area
 - ▶ ask questions about area in everyday situations (Communicating)
- compare two areas directly, eg superimposing or superpositioning two surfaces
 - ▶ demonstrate how one surface is bigger than another by comparing directly (Reasoning)

- ▶ predict whether a surface will be larger or smaller than another surface and explain the reasons for this prediction (Communicating, Reasoning)

POSITION

OUTCOME- Mae-16MG- *describes position and gives and follows simple directions using everyday language*

CONTENT

Describe position and movement

- give and follow simple directions to position an object or themselves,
 - ▶ follow directions to a point or place (Reasoning)

SCIENCE OUTCOMES AND CONTENT

WORKING SCIENTIFICALLY

OUTCOME-Ste-4WS- *explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas*

CONTENT

Students question and predict by:

- responding to questions about familiar objects and events they are curious about in the natural and made environments

Students plan and conduct investigations by:

- sharing what they already know and how they could find out more about their questions relating to the natural and made environments
- exploring and making observations by using their senses to gather information about objects and events in their immediate surroundings
- manipulating objects and materials through purposeful play

Students process and analyse data and information by:

- engaging in discussions about observations and using drawings to represent ideas

Students communicate by:

- using a range of methods to share observations and ideas, such as drawing, informal and guided discussion, role-play, contributing to joint construction of short texts and/or using digital technologies

NATURAL ENVIRONMENT

OUTCOMES-STe-7NE- *observes, using their senses, how daily and seasonal changes in the environment affect them and other living things*
STe-8NE- identifies basic needs of living things

CONTENT

Daily and seasonal changes in our environment, including the weather, affect everyday life.

- identify how plants and animals respond to changes in the environment, eg trees losing their leaves and the thickness of animals' fur

Living things have basic needs, including food and water.

- describe what plants and animals, including humans, need to stay alive and healthy, eg food, water and air
- identify the needs of a variety of living things in a range of situations, eg pets at home, plants in the garden or plants and animals in bushland and/or on farms

MADE ENVIRONMENT

OUTCOMES-STe-9ME- *identifies that objects are made of materials that have observable properties*
STe-10ME-recognises how familiar products, places and spaces are made to suit their purpose

CONTENT

Objects are made of materials that have observable properties.

- observe, using their senses, a range of materials used to make specific objects, products, places and spaces

Products, places and spaces in the immediate environment are made to suit their purpose.

Students:

- explore a range of existing products, places and spaces, and discuss their likes and dislikes
- identify a variety of materials that are used in a range of existing familiar products, places and spaces
- communicate their ideas about how familiar products, places and spaces work and have features that help them to be useful

GEOGRAPHY OUTCOMES AND CONTENT

PEOPLE LIVE IN PLACES

OUTCOMES- GGe-1- *identifies places and develops an understanding of the importance of places to people*
GGe-2-communicates geographical information and uses geographical tools

CONTENT

- investigate the importance of places they live in and belong to, for example:
 - ▶ identification of places they live in and belong to
 - ▶ discussion of why places are special and how people care for them
 - ▶ explanation of why people need to take care of places
- investigate how the location of places can be represented, for example:
 - ▶ location of familiar and local places on maps
 - ▶ description of the location of places

HISTORY OUTCOMES AND CONTENT

OUTCOME- HTe-2- demonstrates developing skills of historical inquiry and communication

CONTENT

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums

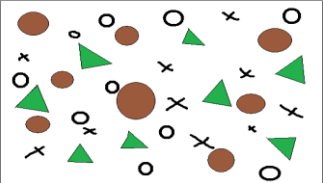
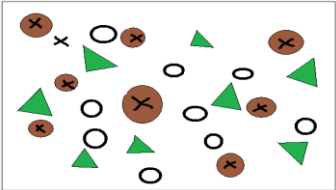
- discuss then and now; past and present

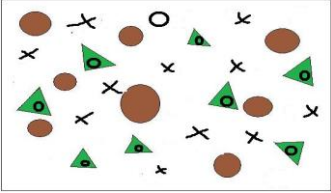


PRE-EXCURSION: WHERE DO THE ANIMALS LIVE?

Strand/s: Active Lifestyle, Games and Sports

<p>Knowledge & Understanding Outcomes-</p> <p>GSES1.2-demonstrates fundamental movement skills while playing with and sharing equipment ALES1.2-develops a repertoire of physical activities in which they can participate</p>	<p>Skills / Values Outcomes-</p> <p>INES1.2-relates well to others in work and play situations MOES1.2- demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences</p>
<p>Students Will Learn About (Syllabus content):</p> <p><i>Active Lifestyle</i> Ways to be active- *developing skills for participation in basic games and sports *applying movement skills in fun games and activities</p> <p><i>Games and Sports</i> Locomotor Skills *walking/running *jumping/landing *hopping/skipping *side sliding</p> <p>Games *spatial awareness (directions, pathways; boundaries, levels) *minor games (imaginative games, running/chasing games, cooperation games)</p>	<p>Students Will Learn to (Syllabus outcomes and indicators):</p> <p><i>Interacting-</i> *learns to share equipment, material and workspace *works happily with class peers *uses self-control to deal with anger or excitement</p> <p><i>Moving-</i> *maintains stillness of head and trunk when balancing *demonstrates balance and high knee lift when sprinting *walks, runs, slides at different tempo/speeds</p> <p><i>Active Lifestyle-</i> *takes part in different types of physical activity</p> <p><i>Games and Sports-</i> *shows understanding of the language used in games by responding to verbal and non-verbal directions *runs, skips and hops with equipment *participates in games where cooperation is important for success</p>

Teaching and Learning Strategies	Key Teaching Points	Structure	Equipment/ Resources
<p>Introduction</p> <p>Teacher introduces PE lesson as a lesson that is going to be related to upcoming excursion to Illawarra Fly and will address concepts that students will learn when on the excursion. Warm up to be used can be decided by teacher.</p> <p>Main Game- Birds and Wombats in the Forest</p> <p>Teacher explains rules of the game to students. This is a game of chase and tag with two groups (wombats and birds). Students move around the marked area using a variety of different locomotor skills (walking, skipping, side walking, jumping, hopping). When a teacher says wombats, the wombats must run back to their burrow without being tagged by the birds. When the teacher says birds, the birds must run back to their trees without being tagged by wombats. For wombat burrows teachers will use hoops and for bird trees teachers will use three (3) small cones marked out as a triangle. If tagged, students are asked to stand where they are tagged. Once next rotation begins (teacher tells students to hop, skip, walk) student becomes active again. Before first game, ask students if they have any questions about the rules. Play first game with all hoops and cones in the game. After students have had a turn of being either the wombat or bird, switch them over to the other animal. After a couple attempts, start to remove trees and burrows during the game.</p>	<p>Teacher outlines to students that concepts within the PE lesson will be related to excursion to Illawarra Fly.</p> <p>-Students understand the rules of the game that is about to be played. Students ask clarification of rules if they are unsure of anything.</p> <p>-Students demonstrate the locomotor skills related to teacher instruction that is given (running, hopping, skipping, balancing, side stepping)</p> <p>-Students play by the rules and play fairly</p> <p>-Students understand that they have switched to being the other animal during the game</p>	<p>Direct instruction to students sitting as a group.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>KEY-</p> <p>Brown Circles- burrows</p> <p>Green Triangle- trees</p> <p>X-wombats</p> <p>O-birds</p> </div> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;">  <div style="margin-left: 20px;"> <p>KEY-This is when teacher yells out "Wombats"</p> </div> </div>	<p>8 hoops, 24 markers, small playing area,</p>

<p>Conclusion</p> <p>Upon concluding the lesson, teacher sits students down. Ask students “Where does a wombat live?” and “Where does a bird live?” (prompt students if needed). To wrap up the lesson, teacher explains to students that just like in the game with the habitats disappearing in the later games, rainforests all over the world are being taken down and animals are losing their habitats.</p>	<p>-Students are made aware that the lesson had cross curricular links to science.</p> <p>-Students answer and understand that wombats live in burrows and that most birds live in trees.</p> <p>-Students are made aware that the amount of rainforest in the world is depleting due to deforestation</p>	 <p>KEY-this is when teacher yells out “Birds”</p>	
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Observational Focus: *(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding?)*

- students understand the rules of the game and participate safely and fairly
- students demonstrate basic locomotor skills being addressed
- students follow instructions when wombats or birds is yelled
- students identify that wombats live in burrows and birds live in trees



ILLAWARRA FLY PROGRAM STRUCTURE

Teaching and Learning Strategies/Structure	Key Teaching Points/Content being addressed
<p>POINT A-RAINFOREST GIANTS Teacher gathers students next to 'Rainforest Giants' sign. Teacher asks students of class if they have been on a rainforest walk before. Allow for 3-4 answers from students. After a couple answers, teacher then reads 'Rainforest Giants' sign. Teacher asks students whether they think the brown barrel is tall or short. Put hands on head if they think the tree is tall. Hands on hips if they think the tree is not tall.</p> <p>POINT B & C- TREE FERN FACTS Teacher reads question about how fast a soft tree fern can grow. Reveals answer to students. Teacher moves to 'Tree or Fern?' sign. Read through fact sheet and then point to the tree fern in front to the left of the sign. This is a Rough Tree Fern. Teacher tells students to observe the 'spiky' nature of the trunk of the fern. Teacher explains to students that the origin of these tree ferns dates back to the days of when dinosaurs used to still be alive.</p> <p>POINT D- CREATURES EVERYWHERE Teacher reads 'Creatures Everywhere' sign to students. Teacher instructs students to then open their workbooks to the third page and to complete the following activity "What are 3 animals that live in a rainforest?". Students are given a couple minutes to complete and teacher then quizzes students on the answers that they got.</p> <p>POINT E- RICH IN LIFE Teacher reads 'Rich in Life' sign to students. Upon completing the reading, teacher tells students to close their eyes and take a 'big wiff' of the rainforest. After students have smelt the rainforest, teacher asks students to complete activity on page 4 of workbook by marking where they are on the map. To help students, teacher explains for students to hold map like they are going to 'follow it' or look for the wombat hole on the map</p>	<p>Students are introduced to the rainforest at the Illawarra Fly.</p> <p><i>History-</i> students speak about aspects of their past <i>English-</i> speaking and listening, expressing themselves <i>Maths-</i> concept of short vs tall</p> <p>Students learn information about some of the local fauna at the Illawarra Fly. <i>English-</i> speaking and listening <i>History-</i> aspects of the past still existing in the present</p> <p>Students are given brief overview of wildlife that lives in the rainforest. <i>Science-</i> respond to questions posed using previous information, engage in discussions about findings <i>English-</i> handwriting, spelling, expressing themselves, speaking and listening</p> <p>Students are engaging with their sense of smell and getting an idea of what a rainforest smells like. <i>English-</i> speaking and listening <i>Geography-</i> locating a spot on a map</p>

<p>POINT F- DOZER'S BURROW Teacher tells students to turn around and look at the wombat burrow. Teacher explains to students that a wombat lives in this burrow and his name is Dozer. Just like people need a house to live in, a Wombat needs a burrow to live in. Teacher then asks what else does a wombat need to survive aside from somewhere to live? (hint: what do people eat). Students then complete activity 'Which animals live in a burrow?' in their workbooks. Teacher then asks students which animals they circled and why.</p> <p>POINT G- LAYER UPON LAYER Teacher reads 'layer upon layer' sign to students. Teacher explains that a rainforest has layers and each layer will be home to different animals and plants. Teacher explains to students just as animals need food, trees also need food and use leaf litter as source of nutrients.</p> <p>POINT H- COPPERHEAD QUESTION Teacher stops at 'is the copperhead snake dangerous?' sign. Teacher asks students who think it is venomous to put hands on head and if they think it is not to put hands on hips. Teacher then rolls over to the answer and informs students.</p> <p>POINT I- START OF TREETOP WALK Teacher reads through 'welcome to the treetop walk' sign and the rules sign. Teacher reinforces the rules and expectations of student behaviour whilst on the treetop walk. Teacher is the leader of the group at start of the walk.</p> <p>POINT J-ZIPLINE STATION 4 Teacher turns around at first circle platform and asks all students to look up to their left. Students are informed that this is one of the platforms that make up the zipline and this is 15 metres from the ground. Teacher asks students to use sense of sight to look from the station and 'follow the tree' all the way down to the ground. Teacher then asks "Is this higher or lower from where you are standing?". Students are asked to then follow the zipline cable all the way to the station at the other side (may need to point and instruct students). Teacher then informs group that this cable is 106 metres long. Students then write "106" into page 6 in their workbooks.</p>	<p>Students are introduced to the home of one of the local residents at the Illawarra Fly and get to see a wombat burrow up close. <i>Science-</i> respond to questions using what they already know, use discussions, basic needs of living things <i>English-</i> speaking and listening, express themselves, imagination and creativity, writing and representing</p> <p>Students are introduced to the concept that a rainforest has many interconnecting layers and all of these are different. Students are made aware that trees need nutrients to grow. <i>Science-</i> basic needs of living things</p> <p>Students are made aware that the Copperhead snake is venomous and is the 11th most venomous snake in the world. <i>English-</i> speaking and listening, expressing themselves</p> <p>Students are given information about construction of the walk and the strength of the structure. Students are listening and they are aware of expected behaviour whilst on the treetop walk structure. <i>English-</i> speaking and listening</p> <p>Students find out about the zipline structure that runs at the Illawarra Fly. <i>Mathematics-</i> length, height (higher/lower), positioning (left/right) <i>English-</i> writing and representing, handwriting</p>
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POINT K- FIRST CANTILEVER

Students are to walk out to extremity of cantilever and group up at the end. Teacher asks students to bounce up and down, and sway side to side. Teacher then asks “Do you think this platform will break?”. With group facing teacher away from end of cantilever, ask question “How many wombats can this cantilever walkway hold?”. Reveal answer to students and ask them to write into page 7 of their workbooks. Explain to students that the view down the mountain and out to the coast is of the Illawarra region.

POINT L- BIRDS LOUD AND SHY

Teacher reads “Birds Loud and Shy” sign. Upon completion of reading sign, students are asked to close their eyes for 30 seconds and listen out for some birds in the area. Teacher asks students to write down 3 types of birds that they might find in the rainforest on page 8 of their workbooks. Teacher explains to students that just like the wombat uses a burrow as its home, trees are home to many different types of birds.

POINT M- KNIGHTS TOWER

Teacher gathers students at the bottom of the Knights tower. Tell students to take their time walking up the tower and to hold onto rail. Once all students are at the top, teacher walks to sign on immediate right ‘How many steps is it to the top of the tower?’. Teacher reveals answer of 106 and asks students to write this into page 9 of their workbook.

Teacher then reads ‘Up in the Canopy’ sign and makes link back to trees providing food and shelter for Yellow Robin and Sugar Glider.

Students are then told to look out over towards the ocean and teacher points out Lake Illawarra and the ocean. Students are then asked to colour in which they think is bigger on page 10 of workbook.

Upon return to bottom of knights tower, teacher tells students to look up at the tower and see how high up they were when at the top of the tower.

POINT N- HIGH RISE HOUSING IN THE FOREST/ZIP STATION 1

Teacher tells students to look to their right as they are walking along path near point N to see the first zipline station. Teacher informs students that this station is 10 metres above where they are standing on the walk.

Teacher reads ‘High rise housing in the forest’ sign to students. Teacher asks students what

Students experience one end of the treetop walk and get to take in the view of the local area.

Science- investigate properties of objects/materials by bouncing and swaying→what is it built from? Is it suited for its purpose?

Mathematics- introduced to concept of mass, positioning of left and right, writing whole numbers down

English- speaking and listening, writing and representing, handwriting

Students learn about some of the birds that call Illawarra Fly their home.

Science- basic needs of living things→where birds live

English- handwriting, writing and representing, speaking and listening, spelling

Students are given opportunity to take in one of the key landmarks on the Illawarra Fly Treetop walk and take in the view of the local area.

Science- respond to questions with what they already know, basic needs of living things

English- reading and viewing, writing and representing, speaking and listening, handwriting

Maths- area (smaller vs larger), concept of high vs low

Students are introduced to the concept of nocturnal animals and tree hollows.

Science- environmental changes affecting living things (day vs night), responding to questions with prior knowledge, basic needs of living things,

English- speaking and listening, expressing themselves, writing and representing, handwriting, spelling.

they think nocturnal means? Teacher informs students that nocturnal means the animals are active at night. Students are asked to complete activity on page 11 of their workbooks using the pictures as a guide.

POINT O- SECOND CANTILEVER/BROWN BARREL GROWTH

Students walk out to the end of the second cantilever and look at the view. Get students to stand in silence for a minute and just look and listen. After a minute, teacher asks question to students “how high can a Brown Barrel Eucalyptus tree grow?”. Answer is revealed to students.

POINT P- END OF TREETOP WALK

Teacher gathers students at conclusion of the walk. Teacher tells students that the Treetop walk is a mixture of something man made in a natural environment. Teacher asks students “Which part was man made? Which part was the natural environment?”. Teacher then tells students that the structure was built for a specific purpose so that people could walk on it safely. Students are asked “what is the treetop walk built out of? Is it a suitable material?”. Prompt students to remember jumping up and down on first cantilever. Students to complete the activity on page 12 in their workbook and mark with an X where they are on the map.

POINT Q- WHERE DOES THE CRIMSON ROSELLA LIVE?

Ask students where they think crimson rosellas live using the sign. Some students may recall this information from prior in the tour. Reiterate to students that birds use trees of the rainforest as their homes and this is why it is important to conserve the world’s rainforest.

POINT R- ULTIMATE COMPOST HEAP

Teacher reads through ‘The Ultimate Compost Heap’ sign for students. Teacher explains to students that all levels of rainforest provide food for flora and fauna. As mentioned previously, trees use the compost as a supply of nutrients to help them grow. Worms and bottom feeders will also use the forest floor as a place to have food.

POINT S- VINES, CREEPERS AND CLIMBERS

Teacher reads information sign on ‘Vines, creepers and climbers’. Teacher informs students

Good way for students to take in the local area from another point of view. Students are also told again about the growth of a Brown Barrel Eucalyptus tree.

Geography-marking location on a map

Science- made environment→ is it fit for purpose?

English- speaking and listening, expressing themselves, writing and representing

Geography- why places are special- rainforest is home to many different types of flora and fauna

Science- basic needs of living things

English- speaking and listening, expressing themselves

Science- basic needs of living things

English- speaking and listening

Students are informed that plants can feed/be housed amongst other plants and that it is not just animals that use trees as a home.

Science- basic needs of living things

that trees not only provide a home for animals but it can also provide the home for other plants as well. Teacher then tells students to look at the vine wrapped around the tree in front of them and notice how strong it looks.

POINT T- CONSERVATION AND CONCLUSION

Teacher gathers students on grass outside of visitor's centre (or inside depending on weather) and asks students to think about conservation of the environment. Teacher reads through fact sheet on Illawarra Fly environmental strategies. Students are then asked what they can do in their local area to conserve the environment.

To conclude tour, on page 13 students are to draw a picture of what their favourite part of the tour was. Teacher then collects workbooks and takes them back to school to mark them.

Tour is concluded and students are asked to consider their environmental behaviours. Conducted at end of tour as students have become engaged with the rainforest first hand so may be able to think of more strategies to conserve the environment.

Geography- why are places special?, how can people take care of them?, how can students take care of the environment where they live?

English- speaking and listening, expressing themselves, writing and representing, imagination and creativity.

Observational Focus: *(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding?)*

- Students are responding to questions that are posed by the teacher throughout the tour

- Students are attempting to complete activities in the workbook provided

- Students are correcting mistakes that they may have in their workbooks

- Students are following all instructions that are provided by teacher throughout the duration of the tour



List of Teachers Instructions

Follow the points along the map and stop at each point. Use instructions below as guide for the tour.

Point A-Rainforest Giants

- Question students "Who has done a rainforest walk before?"
- Read 'Rainforest Giants' Sign
- Ask Students to put hands on head if they think tree is tall and hands on hips if they think tree is not tall.

Point B and C- Tree Ferns

- Read and reveal question about soft tree fern growth
- Read 'Tree or Fern to students'
- Point out Rough Tree Fern to students that is in front to the left of the sign
- Explain to students that these ferns date back to the time of when dinosaurs were still alive

Point D- Creatures Everywhere

- Read 'Creatures Everywhere'
- Get students to complete activity on page 3 of workbook 'Who lives here?'
- Ask a couple students to reveal their answers.

Point E-Rich in Life

- Read 'Rich in Life'
- tell students to close eyes "big wiff" and smell the rainforest
- complete activity on page 4 of workbook 'Where am I?'
- when students are completing the activity, instruct students to hold the map like they are going to 'follow' it.

Point F-Dozer's Burrow

- instruct students to turn around and walk over to the wombat burrow
- Tell students that this is Wombat Burrow and it is the Dozer's home
- Explain that just like people need a house to live in, wombats need a burrow to live in
- Question "what else does a wombat need to survive?" (give hint about eating)
- Students complete activity on page 5 "Which animals live in a burrow?"
- ask students which animals they circled and why

Point G-Layer upon Layer

- Read 'Layer upon layer'
- Explain that a rainforest has many layers and each layer will form different homes for plants and animals
- explain that just like animals need food for trees, trees use leaf litter to get energy

Point H- Copperhead Question

- Heads or hips activity
- Ask students to put hands on head if they think snake is venomous, hands on hips if not venomous
- reveal answer to students

Point I- start of walk

- Read 'welcome to treetop walk' sign
- inform students of rules and expectations for treetop walk
- add any extra rules if necessary
- teacher leads group out to point J

Point J-Zipline Station 4

- Gather students on first circle platform
- facing the students, tell them to look up and to the left
- tell students to look from station all the way to the ground (15 m)
- teacher asks students "is this higher or lower from where you are standing?" students reveal answer.
- tell students to now look and follow zipline cable to other station (to student's right)
- tell students that this is 106 metres long
- students write 106 into page 6 of their workbook

Point K-First Cantilever

- walk students out to cantilever (to left at first junction on walk)
- tell students to bounce up and down. Ask students if the platform will break.
- Ask question of how many wombats can cantilever hold? Reveal answer
- Students to write answer into page 7 of their workbooks

Point L- Birds Loud and Shy

- Read 'Birds loud and shy'
- When sign has been read, ask students to close their eyes and listen for birds
- Write down 3 birds they might see in the rainforest on page 8 of their workbooks
- explain that trees are home for the birds like a burrow is home to a wombat

Point M- Knights Tower

- Gather students at base of tower and tell students to count the amount of steps to walk up tower. Tell students not to read the sign at the top as they will be having a guessing game to see who got closest.
- once all students at the top, go to sign 'how many steps to the top of the tower?'
- reveal answer to students and get them to write into page 9 of their workbooks
- read 'up in the canopy' sign.
- Explain that trees provide food and shelter for Yellow Robin and Sugar Glider.
- ask students to look out over Illawarra escarpment. Teacher points out Lake Illawarra and the ocean to students.
- complete activity on page 10 of workbooks 'which is bigger?'
- When returning to base of tower, tell students to look up at how high they were at the top of the tower

Point N-high rise housing in the forest/zip station 1

- tell students to look up to the right to see zipline station and inform them this is 10 m above where they are walking
- read 'high rise housing in the forest sign'
- ask students what they think nocturnal means. Reveal to students that this means animals are more active at night.
- students complete activity on page 11 in their workbooks

Point O-second cantilever

- tell students to walk out to second cantilever and take in the view
- instruct students to stand quiet when looking at the view and take in the serenity
- ask question about brown barrel eucalyptus growth using sign and reveal answer to students

Point P- end of walk

- explain that treetop walk is mixture of something made in natural environment
- ask students which part was made? Which part was natural?
- teacher explains to students that structure was built for a specific purpose so that people could walk on it safely without it breaking.
- what is treetop walk built out of? Is it the right material? Allow for a couple answers from students
- complete activity on page 12 in their workbooks 'where am I?'

Point Q-Where does a crimson rosella live?

- ask question using sign 'where does a crimson rosella live?' allow for a couple answers from students
- reveal answer
- further reinforce that a lot of birds use trees as their home and this is why it is important to conserve the rainforest

Point R-ultimate compost heap

- Read sign 'ultimate compost heap'
- explain that all levels of rainforest provide food for plants and animals
- trees will get food using leaf litter on the forest floor
- worms and bugs will also feed on leaf litter on the forest floor

Point S-Vines, creepers and climbers

- read 'vines, creepers and climbers'
- tell students that trees can also be homes for other plants as well as animals
- tell students to look at the big vine wrapped around the tree and notice how strong it looks

Point T- conclusion of tour

- gather on grass or inside visitor centre with group. Tell students to think about conservation of the environment.
- Read through Illawarra Fly environmental strategies sheet
- ask students what they can do in their area to care for the environment
- students complete activity on page 13 and draw favourite part of tour
- collect workbooks