

2016

Stage One Learning



Illawarra Fly Treetop Adventures

1/1/2016

Table of Contents

Program Overview	2
Syllabus Outcomes and Contents.....	4
ENGLISH OUTCOMES AND CONTENT	4
MATHS OUTCOMES AND CONTENT.....	8
GEOGRAPHY OUTCOMES AND CONTENT	9
HISTORY OUTCOMES AND CONTENT.....	10
SCIENCE OUTCOMES AND CONTENT	10
PRE-EXCURSION: SCHOOLYARD DETECTIVES	12
PROGRAM STRUCTURE	15
LIST OF TEACHERS INSTRUCTIONS	20
CHILDRENS WORKBOOK.....	25

Appendix

1. Education Group Benefits and Group Booking Form
2. Risk Assessment
3. Conservation At Illawarra Fly
4. Public Liability Certificate of Currency



Program Overview

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

The Stage 1 program incorporates a broad range of concepts across several subjects whilst getting out in the outdoors. 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 takes a strong focus within this program and has several outcomes addressed throughout the tour. Students will be provided with information and will be asked to respond to questions throughout the tour (EN1-1A, EN1-6B). Using the signs provided out on the walk gives students a perfect opportunity to implement and refine their reading skills whilst learning about the local rainforest (EN1-4A). Activities in the workbook address a range of skills further to those mentioned above with students having to form sentences, spell names of flora and fauna and express themselves through a creative writing task (EN1-2A, EN1-3A, EN1-5A, EN1-9B, EN1-10C, EN1-11D).

Science forms a solid foundation within the program as students are engaged with a natural environment. Students will continually attempt to identify and describe features of the local flora and fauna that they will see throughout the tour (ST1-10LW). A rainforest provides the perfect opportunity to see how different spaces within an environment can provide for the needs of living things and this concept is heavily embedded within this program (ST1-11LW). Students begin to investigate purpose influencing the design of products and are asked to communicate on this in relation to the Illawarra Fly Treetop Walk (ST1-14BE).

Mathematics is engaged with throughout the tour. Students become rainforest detectives and in combination with the identification of trees from the science element, must tally the amount of tree ferns they see on the tour into their workbooks (MA1-17SP). At conclusion of tour, students are asked how they got their answers and explain if there is any reason the data may not be correct (MA1-3WM). Students must apply using positioning of left and right during tour and engage in activities which require them to position themselves on a map (MA1-16MG). Students are also given the opportunity to investigate lengths by comparing the Illawarra Fly Zipline to everyday objects (MA1-9MG).

Geography is involved in the program in two main areas. Cross curricular links occur with Science in the area that students are asked to identify ways that people interact and care with places (GE1-2,

ST1-9ES). Students are asked to apply this knowledge to the context of the Illawarra Fly and also the context within their own lives. The description of Australia within a global context is also touched on briefly whilst on the tour (GE1-3).

History is not heavily within the program but is touched on briefly at the commencement of tour. Students are made aware that elements of the past can exist within the present environment and are able to tell a story of the history of an area (HT1-2).

As can be seen above in combination with the physical activity aspect of the tour, students are being provided with opportunities to utilise and develop their skills across a range of subjects. Teachers are able to use the workbook as a guideline to check student's learning and the tour structure and questioning provides a chance for teachers to assess student learning in an alternative context to the classroom.



Syllabus Outcomes and Contents

ENGLISH OUTCOMES AND CONTENT

SPEAKING AND LISTENING 1

OUTCOME-EN1-1A-communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

CONTENT

Develop and apply contextual knowledge

- listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions
- understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others

Understand and apply knowledge of language forms and features

- use turn-taking, questioning and other behaviours related to class discussions
- understand that there are different ways of asking for information, making offers and giving commands

Respond to and compose texts

- communicate with increasing confidence in a range of contexts
- engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
- describe in detail familiar places and things
- formulate open and closed questions appropriate to the context
- use a comment or a question to expand on an idea in a discussion
- use some persuasive language to express a point of view
- carry out complex instructions involving more than one step
- contribute appropriately to class discussions
- use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume

and pace appropriately

WRITING AND REPRESENTING 1

OUTCOME EN1-2A- plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

CONTENT

Understand and apply knowledge of language forms and features

- create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose

Respond to and compose texts

- draw on personal experience and topic knowledge to express opinions in writing
- reread and edit text for spelling, sentence-boundary punctuation and text structure

HANDWRITING AND USING DIGITAL TECHNOLOGIES

OUTCOME- EN1-3A-composes texts using letters of consistent size and slope and uses digital technologies

CONTENT

Develop and apply contextual knowledge

- understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

Understand and apply knowledge of language forms and features

- develop clear and consistent writing using NSW Foundation Style as appropriate
- understand that the position and size of letters supports consistent handwriting

Respond to and compose texts

- write legibly and with growing fluency using unjoined upper case and lower case letters
- use appropriate strategies when writing, eg maintaining correct body position, holding/using writing tools or using assistive digital technologies

READING AND VIEWING 1

OUTCOME- EN1-4A- draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies

CONTENT

Respond to, read and view texts

- read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading
- self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on
- read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting
- read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch
- use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures
- use background knowledge of a topic to make inferences about the ideas in a text

SPELLING

OUTCOME- EN1-5A- uses a variety of strategies, including knowledge of sight words and letter- sound correspondences, to spell familiar words

CONTENT

Develop and apply contextual knowledge

- demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently
- begin to understand how knowledge of word origins supports spelling and vocabulary

Understand and apply knowledge of language forms and features

- know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words
- begin to understand how knowledge of word origins supports spelling and vocabulary

Respond to and compose texts

- spell high-frequency and common sight words accurately when composing texts
- spell known words using letter names
- recognise when a word is spelt incorrectly

SPEAKING AND LISTENING 2

OUTCOME- EN1-6B- recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts

CONTENT

Develop and apply contextual knowledge

- understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others
- understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background

Understand and apply knowledge of language forms and features

- identify language that can be used for appreciating texts and the qualities of people and things
- understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts

Respond to and compose texts

- make short presentations using some introduced text structures and language, for example opening statements
- rehearse and deliver short presentations on familiar and new topics
- retell familiar stories and events in logical sequence, including in home language
- rephrase questions to seek clarification
- explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction
- demonstrate active listening behaviours and respond appropriately to class discussions
- recognise and respond to instructions from teachers and peers

GRAMMAR, PUNCTUATION AND VOCABULARY

OUTCOME- EN1-9B- uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

CONTENT

Develop and apply contextual knowledge

- understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs

Respond to and compose texts

- begin to organise ideas into paragraphs when composing texts
- compose sentences effectively using basic grammatical features and punctuation conventions

THINKING IMAGINATIVELY AND CREATIVELY

OUTCOME- EN1-10C-thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

CONTENT

Engage personally with texts

- engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses
- recognise the way that different texts create different personal responses
- respond to a wide range of texts through discussing, writing and representing

Respond to and compose texts

- jointly adapt a well-known text for a different audience and purpose
- express a range of feelings in response to a text

EXPRESS THEMSELVES

OUTCOME- EN1-11D-responds to and composes a range of texts about familiar aspects of the world and their own experiences

CONTENT

Engage personally with texts

- recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts
- identify aspects of different types of literary texts that entertain, and give reasons for personal preferences

Develop and apply contextual knowledge

- respond to texts drawn from a range of cultures and experiences

Respond to and compose texts

- compose simple print, visual and digital texts that depict aspects of their own experience
- respond to a range of texts that include issues about their world, including home life and the wider community

MATHS OUTCOMES AND CONTENT

LENGTH 2

OUTCOME- MA1-9MG- measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres

CONTENT

- Compare and order several shapes and objects based on length, using appropriate uniform informal units
- compare and order two or more shapes or objects according to their lengths using an appropriate uniform informal unit
- **compare the lengths of two or more objects that cannot be moved or aligned (Reasoning)**

POSITION 1

OUTCOME-MA1-16MG-represents and describes the positions of objects in everyday situations and on maps

CONTENT

Give and follow directions to familiar locations

- use the terms 'left' and 'right' to describe the positions of objects in relation to themselves and from the perspective of a person facing in the opposite direction, eg 'The ball is on her left'

POSITION 2

OUTCOME- MA1-16MG-represents and describes the positions of objects in everyday situations and on maps

CONTENT

- Interpret simple maps of familiar locations and identify the relative positions of key features
- interpret simple maps by identifying objects in different locations, eg find a classroom on a school plan map

DATA 1

OUTCOMES- MA1-17SP-gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results
MA1-3WM- supports conclusions by explaining or demonstrating how answers were obtained

CONTENT

Choose simple questions and gather responses

- investigate a matter of interest by choosing suitable questions to obtain appropriate data
- gather data and track what has been counted by using concrete materials, tally marks, words or symbols
-
- Represent data with objects and drawings where one object or drawing represents one data value and describe the displays
- **explain interpretations of information presented in data displays, eg 'More children like dogs because there are more dog pictures than cat pictures' (Communicating, Reasoning)**
- **interpret information presented in data displays where one object, picture or drawing represents one data value**

GEOGRAPHY OUTCOMES AND CONTENT

FEATURES OF PLACES

OUTCOME- GE1-2- identifies ways in which people interact and care for places

CONTENT

- investigate features of places and how they can be cared for, for example:
- **consideration of how a place can be cared for eg a park, farm, beach, bushland**
-
- **PEOPLE AND PLACES**

OUTCOME- GE1-3-communicates geographical information and uses geographical tools for inquiry

CONTENT

- investigate Australia's location in the world, for example:
- **description of Australia's location in relation to the world eg continents, oceans**

HISTORY OUTCOMES AND CONTENT

THE PAST AND THE PRESENT

OUTCOME- HT1-2- identifies and describes significant people, events, places and sites in the local community over time

CONTENT

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)

- investigate an aspect of local history
- identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important

SCIENCE OUTCOMES AND CONTENT

EARTH AND SPACE

OUTCOME- ST1-9ES-identifies ways that people use science in their daily lives to care for the environment and Earth's resources

CONTENT-

Earth's resources, including water, are used in a variety of ways.

- identify some actions which could be taken to care for and use water sustainably, eg turning off dripping taps and/or taking shorter showers
- explore ways in which people use science knowledge and skills in their daily lives to care for the environment and use resources sustainably

LIVING WORLD

OUTCOMES-ST1-10LW-describes external features, changes in and growth of living things

ST1-11LW- describes ways that different places in the environment provide for the needs of living things

CONTENT

Living things have a variety of external features

- describe some external features of a variety of living things, including plants and animals
- use a range of methods, including fieldwork, to identify plants or animals in their local area

Living things grow, change and have offspring similar to themselves.

- compare the appearance of adult living things with their offspring, eg trees, insects, birds, reptiles, cats or humans

Living things live in different places where their needs are met.

- observe the different places in a local land or aquatic environment where living things can be found, eg a schoolyard, pond, beach or bush
- describe how some different places in a local land or aquatic environment provide for the needs of the animals or plants that live there
- explore the needs of a plant or an animal in its environment

BUILT ENVIRONMENTS

OUTCOME- ST1-14BE- describes a range of places and spaces in the local environment and how their purposes influence their design

CONTENT

The purposes of places and spaces in the local environment influence their design.

- describe how the different purposes of places and spaces in the local environment influence their design, eg storage and cooling areas in a supermarket and enclosures for pets and farm animals



PRE-EXCURSION:SCHOOLYARD DETECTIVES

Subjects: Active Science, Mathematics

Students Will Learn About (Content):

Living things have a variety of external features

- describe some external features of a variety of living things, including plants and animals
- use a range of methods, including fieldwork, to identify plants or animals in their local area

Living things live in different places where their needs are met.

- observe the different places in a local land or aquatic environment where living things can be found, eg a schoolyard, pond, beach or bush

Choose simple questions and gather responses

- investigate a matter of interest by choosing suitable questions to obtain appropriate data
- gather data and track what has been counted by using concrete materials, tally marks, words or symbols

Represent data with objects and drawings where one object or drawing represents one data value and describe the displays

- explain interpretations of information presented in data displays, eg 'More children like dogs because there are more dog pictures than cat pictures' (Communicating, Reasoning)

Students Will Learn to (Syllabus outcomes and indicators):

Students Will Learn to (outcomes):

ST1-10LW-describes external features, changes in and growth of living things

MA1-17SP-gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results

Teaching and Learning Strategies/Structure	Key Teaching Points	Equipment/ Resources
<p>Pre-lesson preparation Prior to lesson, go into playground and choose a certain tree. Write down a list of descriptive terms that students might use for the tree e.g. tall, green leaves, fat trunk, lots of leaves, colour of the trunk. Decide on the path to walk when implementing the lesson.</p> <p>Introduction Teacher introduces lesson within the classroom. Explain to students that they will be going out into the playground and doing fieldwork. Link this to the upcoming excursion to the Illawarra Fly as they will be doing similar activities. Tell students that the schoolyard is an example of one environment in which living things can be found.</p> <p>Activity- Schoolyard Detectives Gather students around a certain tree in the playground (tree choice is up to teacher). Teacher asks students to describe the visual features of the tree they are looking at. Explain to students that they will be walking around the playground and trying to find trees that are the same as the one they are looking at. To prompt students, get them to write the descriptive terms into the worksheet provided. Tell students that every time they find one of these types of trees, they are to put a tally mark in the box on their worksheets.</p> <p>Conclusion Ask students to add up how many tally marks they have and write the number of trees they found next to the tally marks. Ask class for answer as to how many of the same tree they counted. Explain to students that just like they used words to describe what a tree looks like, they can do the same for animals. Inform some trees and animals will look very similar and some will look very different. Explain to students that this is similar to the fieldwork they will be engaged in on their excursion to the Illawarra Fly.</p>	<p>Students understand that they will be partaking in fieldwork within their school. Students understand that schoolyard is an example of an environment in which living things can be found.</p> <p>Students understand the nature of the activity. Students communicate various descriptive terms for the appearance of the tree. Students understand that they are to put a tally mark for every time they see this tree.</p> <p>Students understand that flora can be identified by visual characteristics. Students demonstrate ability to interpret tally marks and write down whole numbers representing the number of tally marks written down.</p>	<p>Worksheet- schoolyard detective, chosen path to take with several trees</p> <p>Worksheet- schoolyard detective</p>

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

- students communicate terms to describe the visual characteristics of the chosen tree
- students apply these descriptors and attempt to, and successfully identify other same trees throughout the walk
- students are recording a tally mark for each tree they see
- students implement the cross stroke when marking down the 5th tree
- students communicate using numerals the number of trees they recorded down

Schoolyard detective

In the space below, write down as many words as you can to describe the tree you are looking at

In the box below, put a tally mark for every time you see the same type of tree that you wrote the words for above.

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PROGRAM STRUCTURE- STAGE 1

Teaching and Learning Strategies/Structure	Key Teaching Points/Content Being Addressed
<p>POINT A- RAINFOREST GIANTS Teacher reads 'Rainforest Giants'. Teacher explains that similar to activity they did at school, they will become rainforest detectives and will be identifying and describing trees and animals in the forest.</p> <p>POINT B & C- TREE FERN FACTS Stop students at the 'How fast do soft tree ferns grow?' sign next to 'Rainforest Giants'. Choose a student to come forward and read the sign. Reveal answer and allow student to read answer to class. Ask students to think about how you can tell the difference between an old and young tree fern (answer-height). Explain to students that the soft tree fern has been around since the time of dinosaurs and is a great example of things from the past still existing in the present day.</p> <p>Group then moves down the path to the 'Tree or Fern' sign. Teacher reads this sign to students. Ask students what they think rough and soft tree ferns will look like. Point out rough tree ferns (one either side) of the sign. Ask students to verbally describe the features of the plants. Students now put one tally mark underneath rough tree ferns on page 3 of their workbooks. Explain to students that they will be tallying the amount of soft and rough tree ferns they see throughout the tour.</p> <p>POINT D- CREATURES EVERYWHERE Teacher reads 'Creatures Everywhere' sign to students. Explain to students that there</p>	<p>Students are introduced to the Illawarra fly rainforest and learn information about the Brown Barrel Eucalyptus trees. Students understand that they will be doing an activity similar to the pre-excursion activity in their time at the Illawarra Fly. <i>English-</i> speaking and listening <i>Science-</i>identification of plants and animals</p> <p>Students are introduced to the native tree ferns that grow within the Illawarra Fly. This forms the basis for an activity that will be used throughout the program in which students tally the amount of these ferns that they see. Students find out that tree ferns have been around since dinosaurs. Students have the tally activity explained to them and begin to engage with the activity in their workbooks.</p> <p><i>History-</i> things from the past can still exist today <i>English-</i> reading and interpreting, speaking and listening, express themselves <i>Maths-</i> Data <i>Science-</i>identification of living things, describe external features of living things</p> <p>Students are made aware that there are a vast array of animals that exist within a rainforest. Students are given opportunity to describe visual features of the animals</p>

are a wide range of animals that exist within a rainforest. Students are to complete the activity on page 4 of workbooks 'what makes me special?'

POINT E- RICH IN LIFE

Teacher reads 'Rich in Life' sign to students. When finished reading, students are asked to close their eyes and smell the rainforest. Teacher picks up a few sassafras leaves from the ground (or bunch can be provided pre-tour). Ask students to verbally describe the shape/look of the leaves. Crush up the leaves and pass them around to the students so that they are able to smell the leaves. Explain that things can be identified by using not only sight but other senses as well.

POINT F- DOZER'S BURROW

Teacher turns around from point E and gathers around mailbox 'Chez Dozer'. Teacher explains to students that on the rainforest floor, a lot of animals like to live in burrows. Ask students to now focus on the tree fern to the right of the burrow. Ask students how the structure of this fern is different to the first two that they saw. Inform students that this is a soft tree fern and is visibly different to the rough tree fern. Students will then turn to page 3 of their workbook and add a tally mark underneath 'soft tree fern'.

POINT G- LAYER UPON LAYER

Teacher reads 'Layer upon layer' sign to students. Teacher explains to students that within the rainforest environment, there will be a lot of smaller environments existing within it. In a rainforest, explain these will be the layers/strata. Teacher explains that each layer will provide different environment and different food. Students are to complete the matching activity on page 5 of their workbooks 'Rainforest Levels'.

POINT H- COPPERHEAD QUESTION

Group gathers around the sign "Is the copperhead snake dangerous?". Ask a student to come forward and read question to everyone. Before revealing answer, tell students who think the answer is yes to put hands on their head and students who think no to put their hands on their hips. Ask student reading the sign to roll over the answer and

that exist within a rainforest.

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

Science- describe external features of a variety of living things, identification of animals that exist within local area

Students are briefly introduced to the structure of a rainforest. Students are engaged with identification of local flora by using not only sight but can also use their other senses. Students again are utilising the skills of describing external features of living things.

English- speaking and listening, expressing themselves

Science- identification of living things within the local area, description of external features of living things

Students are shown a local living place for one of the resident animals of the Illawarra Fly. Students are introduced to the soft tree fern and are able to see how it's structure differs from the rough tree fern.

English- speaking and listening, expressing themselves

Science- identification of plants and animals, describe external features of plants, observe different places in local environment providing for the needs of animals and plants within it

Maths- Data

Students learn that there are several layers within a rainforest and each of these layers is unique. Students understand that within an environment, there can be smaller environments that exist. To further learn and ingrain the names of these layers, students complete matching activity in workbooks.

English- speaking and listening

Science- describe how different places within an environment meet the needs of animals and plants

Students learn about a snake that is resident to the Illawarra Fly. Find out information

reveal to students. After question about copperhead, ask students if they know which tree is above the sign. Explain that this is a Sassafras and then question students how they know it is the same tree that they smelt before. Ask students which tree fern they see to the right of the sign by looking at it. Ask students to add a tally mark to the tree fern in which they think it is.

POINT I- START OF TREETOP WALK

Teacher gather students at the start of the Treetop Walk next to the “Welcome to the Treetop Walk” sign. Teacher reads the sign to the group. Teacher outlines rules and expectations for Treetop Walk but can use sign to the left as a guide. Teacher asks students to observe and say which tree fern is to the right of the sign. Inform students that it is a soft tree fern if they do not get answer and ask students to mark 1 tally mark under soft tree fern page 3 of the workbook. Once students have put tally mark into work books, ask them to walk out and stop on the first circle platform that they see.

POINT J- ZIPLINE STATION 4

Students gather on first circle platform that there is on Treetop Walk. Teacher moves forward to front of group and asks students to look up to their left when facing the teacher. Teacher explains this is a component of the Zipline tour that runs at Illawarra Fly and the station is 15 metres off the ground. Students are then instructed to walk back so that the zipline cable is above their head and look at how long the cable is back to the other station. Teacher explains that this length is 106 metres. Students then complete the activity on page 6 of their workbook ‘Long Long Zipline’.

Once students have completed activity in workbook, teacher instructs students to walk to the end of the path, turn left and walk all the way out to the end of the cantilever/path.

POINT K- FIRST CANTILEVER

Once students gather as a group at the end of the cantilever, give students a minute to have a look around and take in the view. Ask students what they think of the view. Teacher picks a student to read the sign “How many wombats can this cantilevered walkway hold?”. Allow students to have a couple guesses at how many. Ask reading student to then roll over sign and reveal the answer. Students then complete activity on page 7 of the workbook “Where am I?”. Go through answer with students and ask

that it is a venomous snake.

English- reading and viewing, speaking and listening, expressing themselves
Science- learning about animals that exist within the local environment, identification of trees within local environment, describe external features of plants
Maths- Data

Students come to the start of the treetop walk and can see the structure that is used. Rules and expectations for the walk are set for students.

English- speaking and listening, expressing themselves
Maths- data, positioning (tree fern to the right)
Science- identification of plants in local area

Students become engaged with the Treetop Walk structure. Students are given information into the Zipline product which operates at the Illawarra Fly and some specs about the Zipline. Students are given a comparative activity to help them understand how long the Zipline is.

English- speaking and listening, reading and viewing
Maths- length, positioning (right and left), follow instructions to a particular point

Students are given a view of the Illawarra escarpment from high up in the trees. Students find out a fun fact about the strength of the treetop walk and how much it can hold. Students are engaged with their location on the map.

English- express themselves, speaking and listening, reading and viewing,
Maths- positioning themselves on a map, explaining how they found their position

how they found where they are.

POINT L- BIRDS LOUD AND SHY

Teacher gathers students around the 'Birds loud and shy' sign and reads this to students. Once sign is read, ask students to be very quiet, close their eyes and listen to the rainforest for 30 seconds to listen to the birds. Tell students that listening to animals is another way that they can identify them. On the topic of birds, quiz students by asking them what are things that all birds are likely to have (feathers, beaks, wings, feet/claws) and ask how birds might be different (body shape, colour, size, bird call).

POINT M- KNIGHTS TOWER

Gather students at the bottom of the tower. Teacher asks students to try to count how many steps they walk up to get to the top of the tower. Once all students reach the top of the tower, gather around the sign which asks "how many steps to the top of the tower?". Ask students how many steps they counted on the way to the top of the tower. Ask a student to come forward and reveal the answer on the sign. Once answer is revealed, allow students a couple minutes to have a look around from top of the tower. Bring students back together around the "up in the canopy" sign. Read this sign to students and then ask them to complete the activity on page 8 of their workbook. Explain to students that the ocean that they can see is the Tasman Sea and they are on the east coast of Australia. Students then complete the activity on page 9 of their workbook.

POINT N-HIGH RISE HOUSING IN THE FOREST

Read the sign "high rise housing in the forest". Explain that the canopy is home to a lot of the birds and how this is different to burrows on the ground. Teacher then walks to the "cabbage palm" sign and reads this to students. Teacher then asks students to point to the tree which they think is the Cabbage Tree Palm based on the description which was read to them.

POINT O- SECOND CANTILEVER

Students gather as a group at the end of the cantilevered walkway. Teacher allows students a couple minutes for them to take in the view. Whilst students are looking at the view, teacher asks for volunteer to read and reveal the "how high can Brown Barrel

Students learn a couple of the birds that are native to the local area. Students engage with their sense of hearing to listen to the sounds of the rainforest. Students recognise that bird calls/animal sounds are another way to identify different types of species in an environment.

English- speaking and listening, express themselves

Science- describe external features of animals, recognise ways to identify different types of animals within the local environment

Students experience the main component of the Treetop Walk. Students are able to take in the view of the Illawarra escarpment and learn about the canopy of the rainforest. Further knowledge of the levels of a rainforest are reinforced with the activity on page 8 of the workbook. Students then think about where they are within the country and must identify where they are on an Australian map.

English- speaking and listening, expressing themselves, reading and viewing

Science- observe different parts within an environment

Maths- positioning on a map

Geography- description of Australia's location in the world

Students learn that a lot of birds make their homes up in the canopy and that this is different to burrows being used on the ground. Students apply their knowledge of visual characteristics of trees to point at the Cabbage Tree Palm.

English- speaking and listening

Science- identification of plants within the local environment

Students are provided with another view point of the Illawarra Escarpment. Students knowledge from start of tour about Brown Barrel Eucalyptus trees is reinforced. Activity allows students another chance to utilise the skills of positioning themselves on a map.

<p>Eucalypts grow?” sign. Once students have had good amount of time to look at the view, teacher asks students to complete the activity on page 10 of their workbooks “Where am I now?”. Teacher goes through answer with students.</p> <p>POINT P- END OF WALK Teacher gather students as a group at the end of the Treetop Walk. Let students have a quick break after doing the walk. While students are resting, teacher explains that the Treetop Walk allows people to experience the rainforest and look at the views of the Illawarra. Students are asked to complete the activity on page 11 of the workbook “Why is it here?”. Teacher will then ask a couple students for their answers.</p> <p>POINT Q- CRIMSON ROSELLA QUESTION Teacher gathers students around the sign “Where does the Crimson Rosella live?”. Teacher asks a student to come forward and read the question. Allow some students to answer the question. After two answers, ask reader to reveal the answer. Teacher explains that these birds are not the only thing that lives in tree hollows and questions students what other animals might live in tree hollows.</p> <p>POINT R- ULTIMATE COMPOST HEAP Teacher reads “Ultimate compost heap” sign to students. Teacher explains that the forest floor provides many food sources for different animals. Students are asked to complete the activity on page 12 of their workbooks “Forest Floor Feeding”. Go through the answers with the students. Teacher explains to students that this will be different to food available in the canopy.</p> <p>POINT S- VINES, CREEPERS AND CLIMBERS Teacher reads “Vines, creepers and climbers” sign to students. When finished reading sign, teacher asks students to describe the appearance of the vine that is wrapping around the tree. Teacher then prompts students to the rough and soft tree fern to the right of the tree. Students are to add 1 tally mark for each on page 3 of their workbook. Teacher reinforces that looking at the difference in height is one way to tell how old tree ferns are and the taller they are, the older they are.</p>	<p><i>English-</i> speaking and listening, reading and viewing <i>Maths-</i> positioning themselves on a map</p> <p><i>English-</i> speaking and listening, writing and representing, reading and viewing, expressing themselves, grammar, handwriting, spelling <i>Science-</i> what is the purpose of the design of the walk?</p> <p>Students demonstrate retention and application of prior knowledge about where animals live within a rainforest. Students communicate a variety of animals that might live in a tree. They understand that a range of animals can live in the trees, not just the Crimson Rosella.</p> <p><i>English-</i> reading and viewing, speaking and listening, expressing themselves <i>Science-</i> identification of living things within the local environment, observe different parts that exist within an environment</p> <p>Students are provided with more information about the forest floor as a level of the rainforest. Students apply their knowledge of different animals and attempt to match them to their correct food source.</p> <p><i>English-</i> speaking and listening <i>Science-</i> observe different parts that exist within an environment and how they provide different things for different animals and plants</p> <p>Students get to see up close one of the big Brown Barrel Eucalyptus trees and one a big vine. Students given opportunity to describe another type of local flora that exists within the rainforest. Knowledge of height being an indicator of tree age is reinforced.</p> <p><i>English-</i> speaking and listening, expressing themselves <i>Science-</i>compare appearance of young vs adult plants, identification of plants in the</p>
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<p>POINT T- CONSERVATION AND CONCLUSION</p> <p>Teacher gathers students on the grass outside of the visitor’s centre (or inside depending on the weather). Teacher explains to students that it is important to conserve the environment. Teacher reads through sheet which has a list of strategies implemented at the Illawarra Fly for conservation of the environment. Teacher asks students if there is anything they can suggest to add to the list and asks what students can do in their local area to conserve the environment. Ask students to turn to page 3 of the workbook and write next to the name of the fern, how many of each type of fern they saw. Teacher explains to students that some students might have different answers because they saw more ferns while out on the walk. To wrap up time at the Illawarra Fly, students complete the activity on page 13 “What was my favourite part of the day?”.</p>	<p>local environment, describe external features flora</p> <p>Students have completed the Treetop Walk and taken in the beauty of local environment. Environmental conservation activity is used for students to help to discuss and implement ways in which they can conserve the environment for the future. Students learn about the site specific environmental strategies that the Illawarra Fly have in place.</p> <p><i>English-</i> speaking and listening, think imaginatively and creatively, express themselves, writing and representing, reading and viewing, grammar, spelling, handwriting <i>Science-</i>how people use knowledge to conserve the environment <i>Maths-</i> communicating finding, interpreting recorded data (tally marks)</p>
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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

- Read 'Rainforest Giants' Sign
- Explain to students that they will be doing something similar to the 'Schoolyard Detective' activity where they will be identifying and describing trees

POINT B & C- TREE FERNS

- gather next to "how fast do soft tree ferns grow?"
- ask student to read and reveal answer
- ask students "What is one way you can tell a tree fern is older than another" answer- height
- explain to students that the soft tree fern is from the time of dinosaurs and this is an example of something from the past being in the present day
- walk over to "tree or fern" sign and read to students
- ask students what they think a soft or rough fern will look like
- point out rough tree fern either side of sign and ask students to describe what they look like
- put two tally marks under rough tree fern in page 3 of workbook
- explain to students that throughout walk, they will be tallying the number of rough and soft tree ferns

POINT D-CREATURES EVERYWHERE

- read "creatures everywhere" sign to students and tell students there are a lot of animals that live in a rainforest
- students complete activity on page 4 of workbooks "what makes me special?"

POINT E-RICH IN LIFE

- gather students around sign and read "rich in life"
- tell students to close their eyes for 10 seconds and smell the rainforest
- pick up a few sassafras leaves/take from collection on hand
- ask students to describe the leaves of the tree. Tell students to remember this type of tree.
- crush up the leaves and pass them around the class and ask students to smell
- explain to students that smell is another way that plants can be identified

POINT F- DOZER'S BURROW

- Turn around and gather in front of the mailbox "Chez Dozer"
- explain to students that on the forest floor, a lot of animals will lives in burrows
- draw students' attention to the tree fern to right of the burrow
- ask students how this is different to the two rough tree ferns they saw before
- inform students this is a soft tree fern and ask them to add a tally mark underneath soft tree fern on page 3 of workbook.

POINT G-LAYER UPON LAYER

- read "layer upon layer" sign to students
- explain to students that within the rainforest, there will be smaller environments that exist within it. These are the layers/strata of the rainforest. Each layer will provide different homes and different food.
- Students complete activity on page 5 of their workbooks "Rainforest Levels"

POINT H-COPPERHEAD QUESTION

- Gather group around the “is the copperhead snake dangerous?” sign
- ask student to come forward and read sign
- tell students to put hands on heads if they think it is a yes, hands on hips if it is a no. Give 15 seconds to decide. Reveal answer to students
- Ask students which type of tree is above the sign? Do they remember the name? How can they tell it is the same tree as before?
- Prompt students to look to the right of the sign. Which tree fern is this? Get students to add 1 tally mark to the fern they think it is on page 3 of their workbook.

POINT I- START OF WALK

- teacher reads “welcome to the treetop walk” sign
- outline rules and expectations for students while on the walk
- bring students attention to the tree fern to the right of the treetop walk. Which type of tree fern is this? (soft tree fern). Ask students to add 1 tally mark to soft tree fern on page 3 of their workbook.
- tell students to walk out and stop on first circle platform they find

POINT J-ZIPLINE STATION 4

- move forward to the front of the group. Ask students to face teacher and tell students to look up and to the left.
- tell students that this is station 4 on the Zipline and is 15 metres above the floor.
- bring students back so zipline cable is above their heads. Tell them to follow the zipline cable all the way back to the other station. Inform students that this is 106 metres in length.
- Students to complete activity on page 6 of their workbook “long long zipline”
- move to the back of the group. instruct students to walk to the end of this straight and turn to the left. Once they turn left, walk all the way to the end.

POINT K-FIRST CANTILEVER

- let students look at the view
- pick student to read the sign “how many wombats can this cantilevered walkway hold?”. Let some students guess the answer then get student to reveal answer and read aloud to the class.
- students complete activity on page 7 of their workbook “Where am I?”. Go through answer with class

POINT L-BIRDS LOUD AND SHY

- read “birds loud and shy” sign to students
- ask students to close their eyes for 30 seconds, be quiet and just listen to the sounds of the rainforest
- explain to students that listening to animals is another way that they can be identified
- what are some things that all birds will have (feathers, beak, feet, wings, heart) and what are things that will make them different (colour, size, body shape, bird call).

POINT M-KNIGHTS TOWER

- gather at bottom of the tower. Ask students to count how many steps they walk to get to the top of the 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 at the top of the tower, gather around the sign “how many steps to the top of the tower?”. Allow for students to have a couple guesses. Ask one student to then come forward and read the answer.
- Allow students a couple minutes to have a look at the view from the top of the tower
- after a couple minutes, gather students and read “up in the canopy” sign to students.
- Students then complete the activity on page 8 of their workbook.

-prompt students to look out to the ocean and tell them this is the Tasman Sea. Students then complete the activity on page 9 of their workbooks.

POINT N-HIGH RISE HOUSING IN THE FOREST

-read sign "high rise housing in the forest"

-explain to students that the tree canopy is home to a lot of birds and this is different to animals using burrows on the ground.

-Read "cabbage palm" sign. Based on information given, ask students to point to the tree which they think is the cabbage palm. Correctly point out the tree if necessary.

POINT O-SECOND CANTILEVER

-gather group at the end of second cantilever

-allow for students to take in the view

-while class is looking at the view, ask a student to come and read sign "how high can brown barrels grow". Student reads aloud the answer

-students complete activity on page 10 of workbooks "Where am I now?". Go through the answer with students

POINT P-END OF TREETOP WALK

-let students have a quick break

-Explain that the treetop walk allows people to experience the canopy of the rainforest and look at the Illawarra.

-students complete activity on page 11 of their workbook "why is it here?". Ask a couple students for the answers they have written.

POINT Q-CRIMSON ROSELLA QUESTION

-gather students around "where does a crimson rosella live?" sign

-ask student to come forward and read question. Allow a couple students to give answers as to where they think it lives. Turn over sign and get student to read answer

-teacher explains to students that other animals will also live in tree hollows

-Ask students "what other animals live in tree hollows?". Allow for a couple answers from students

POINT R-ULTIMATE COMPOST HEAP

-read "ultimate compost heap" sign

-explain that the forest floor provides many different food sources for many different animals

-students complete matching activity on page 12 of workbook "forest floor feeding" go through answers with students

-explain to students that the food on the forest floor will be different to food available in the canopy

POINT S-VINES, CREEPERS AND CLIMBERS

-read "vines, creepers and climbers" sign to students

-ask students to describe the appearance of the vine that is wrapping around the tree in front of sign. Discuss answers.

-prompt students to the soft and rough bark tree ferns to the right of the sign. Ask students to put a tally under each type of tree fern in workbook.

-reinforce that height of trees is good indicator of telling how old they are

POINT T-CONSERVATION AND VISITOR'S CENTRE

-gather on grass outside visitor's centre or inside visitor's centre

-explain to students that it is important to conserve environment

-read through Illawarra Fly environmental conservation strategies

- What can be added to the list? What can you do at home to conserve the environment?
- Students write down the number of tally marks under soft and rough tree ferns on page 3 of the book. Teacher explains that some students may have seen ferns that others did not. This may be reason some students have more tally marks
- students complete activity on page 13 “what was my favourite part of the day?”