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**NSW NATIONAL PARKS & WILDLIFE SERVICE**

**Who cares about national parks?**

**Stage 2 Teacher Guide**

environment.nsw.gov.au

**Contents**

[Description of Unit 3](#_Toc39831003)

[NSW Syllabus Outcomes by  
Key Learning Area (KLA) 4](#_Toc39831004)

[Learning across the Curriculum 7](#_Toc39831005)

[Teacher preparation 8](#_Toc39831006)

[Lesson summaries 11](#_Toc39831007)

[Lesson 1 11](#_Toc39831008)

[Lesson 2 11](#_Toc39831009)

[Lesson 3 11](#_Toc39831010)

[Lesson 4 12](#_Toc39831011)

[Lesson 5 12](#_Toc39831012)

[Lesson 6 12](#_Toc39831013)

[Lesson 7 13](#_Toc39831014)

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| Description of Unit |
| **Know and learn:** Students will learn about national parks and research their local national park to study their local environment, plants and animals. Students will study different perspectives around the purpose and management of national parks and how this continues to change over time.  **Apply:** Students will critically engage with resources and research to gather information about the different elements of NSW national parks. Students will examine the importance of natural vegetation and natural resources to the environment, animals, plants and people and learn about the different ways that people value the environment. Students will use a range of tools to investigate their local national park and gather data to create a poster to convince their audience to act for the protection and conservation of national parks. Students will identify their local national park, reflect on the role national parks play in protecting the environment and reflect on how they can care for national parks.  **Reflect and refine:** Students will explore the range of environmental issue that national parks currently face and will face over time. Students will identify sustainable practices and recognise that there are differing views on how sustainability can be achieved. They will think creatively to produce persuasive text with images to develop a solution and encourage change within the community. |

**Student resource:** <https://sites.google.com/view/npwsstage2/who-cares-about-national-parks>

**Teacher resource:** <https://sites.google.com/view/npws-wcanp-s2-teacher-resource/home>

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| NSW Syllabus Outcomes by Key Learning Area (KLA) | | | |
| **Geography K-10** | **Factors that Shape Places**  **GE2-1** examines features and characteristics of places and environments  **GE2-2** describes the ways people, places and environments interact  **GE2-3** examines differing perceptions about the management of places and environments  **GE2-4** acquires and communicates geographical information using geographical tools for inquiry  **Geographical Inquiry Skills**  Acquiring geographical information, processing geographical information, communicating geographical information  **Geographical Concepts**  Place, Space, Environment, Interconnection, Scale, Sustainability, Change  **Geographical Tools**  Maps, Fieldwork, Graphs and Statistics, Spatial Technologies, Visual Representations | | |
| **Science and Technology K-6** | **Skills**  **ST2-1WS-S** questions**,** plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations  **The Living World**  **ST2-4LW-S** compares features and characteristic of living and nonliving things | | |
| **English K-10** | **Speaking and Listening**  **EN2-1A** communicates in a range of informal and formal contexts by adopting a range in group, classroom, school and community contexts  **Writing and Representing**  **EN2-2A** plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language  **EN2-7B** identifies and uses language forms and features in their own writing appropriate to a rang of purposes, audiences and contexts  **Handwriting and using digital technologies**  **EN2-3A** uses effective handwriting and publishes texts using digital technologies  **EN2-7B** identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts  **Reading and Viewing**  **EN2-4A** uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies  **Grammar, Punctuation and Vocabulary**  **EN2-9B** uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts  **Thinking Imaginatively, Creatively, Interpretively and Critically**  **EN2-10C** thinks imaginatively, creatively, interpretively about information. Ideas and texts when responding to and composting texts  **Expressing Themselves**  **EN2-11D** responds to and composes a range of texts that express viewpoints of the world similar to and different from their own. | | |
| **Creative Arts** | **Visual Arts**  **Making**  **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter. | | |
| Learning across the Curriculum | | | |
| **General capabilities** | | **Cross Curriculum Priorities** | **Quality Teaching Framework** |
| **Literacy**  **Critical and Creative Thinking**  Personal and Social Capability  **Ethical Understanding**  Intercultural understanding | | **Aboriginal and Torres Strait Islander Histories and Cultures**  **Sustainability** | **Intellectual Quality**  Deep Knowledge  Deep understanding  Problematic knowledge  Higher-order thinking  Metalanguage  Substantive conversation |
| **Quality Learning Environment**  Explicit quality criteria  Engagement  High expectations  Social support  Students’ self-regulation  Student direction |
| **Significance**  Background knowledge  Cultural knowledge  Knowledge integration  Inclusivity  Connectedness  Narrative |
| Teacher preparation | | | |
| **Technology**  This unit uses Google Sites as a student resource, for students to explore the content, watch videos and be presented with activities (which are provided as Google Docs). Students will therefore need access to a device (laptop, PC or tablet) and connection to the internet.  The unit has been designed so that it can be delivered remotely to students working from home, either in part or in total. It is suggested that online communication tools such as Google Classroom or SeeSaw are good options for communicating with your students about this unit. However, any medium that allows hyperlinks, including email, could be used.  The following online tools are useful in the delivery of this unit:   * Google Slides * Goggle Docs * Google Classroom, SeeSaw or another method of digital communication between teacher and students * Canva, PowerPoint, Google Slides or another tool that can be used for graphic design (optional).   Ensure that students have access to a Google account, they can sign up to Google using their department email address.  You may also ask students to sign up to a free Canva account using their department email address.  If students can’t access online tools to do the activity sheets there are alternatives in the worksheets where they can draw pictures and/or write by hand, then take photos of their completed work and return to the teacher.  Use the link to the Stage 2 Who cares about national parks? To direct students to the student resource: <https://sites.google.com/view/npwsstage2/who-cares-about-national-parks> | | | |
| **Activities**  This unit has been designed so that you can choose from a range of activities to allocate to your students to complete based on which lessons you feel are the most appropriate for your students. You may choose to teach the entire unit or pick and choose between the different lessons. You can also choose which activities within each lesson to assign your students, based on your knowledge of their capabilities and capacity.  *Using the original activities*  There is a link for students to open their own copy of each worksheet in the student resource (Google Site).  Provide your students with the following instructions:  *For each activity that I ask you to complete follow these steps:*   * *click on the link in the Google Site that says, “click here to open your copy of the worksheet”* * *save a copy of the worksheet* * *use your copy to type your answers into the worksheet* * *submit your completed worksheet to me via…*   *Modifying the activities*  You can create your own versions of the worksheets to change the content to fit within your own teaching strategies and style. If you would like to alter the activity, use the “Click here for your copy of the worksheet” links that are available in the teacher resources.  You can then edit your copy and present it to your students to complete as an alternative to the activities that are embedded in the student resource in Google Sites. If you choose this option make sure you remind your students to download a copy of your modified version, not the original version linked to in the student resource.  To allow your students to open their own copy of your worksheet, share the link to the worksheet with your students, but remove the last section of the link and replace it with “copy”  e.g. <https://docs.google.com/document/d/11n3e3rayHKzh0Tb0KQRDOxaiMZn9fals5uewckzGI-8/edit?usp=sharing>  Delete up to the first backslash (/) and replace with “copy”  e.g. <https://docs.google.com/document/d/11n3e3rayHKzh0Tb0KQRDOxaiMZn9fals5uewckzGI-8/copy> | | | |
| **Assessment**  If you are using Google Classroom you will need to create submission links for the lessons that you allocate to your students in your Google Classroom so that they can submit their competed work. | | | |

| Lesson summaries | | |
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| **Lesson** | **Summary** | **Key Learning Area links (KLA)** |
| Lesson 1 | Students are introduced to national parks, what they are, why they exist and the different kinds of protected areas in NSW.  Students will explore the things that can be found in national park such as plants and animals, landforms, heritage places, aboriginal areas and people. Through this exploration they will come to understand the different purposes of national parks. | Geography  English |
| **What is a national park?** |
| L**esson 2** | Students will learn about the various environments that can be found in national parks.  As students explore the different environments they will gain a basic understanding of the topographies and different plant and animal communities that make each environment special and unique. | Geography  English  Creative Arts |
| **Natural environments** |
| Lesson 3 | This lesson highlights the different types of people who work for NSW National Parks and Wildlife Service (NPWS).  Students will learn about the different career opportunities at NPWS and wil explore how the people in each job role work to protect and conserve national parks. | Geography  English  Creative Arts |
| **Who works in national parks?** |
| Lesson 4 | This lesson introduces the idea of habitat and its importance to animals.  Students learn about the classification of living things plants, animal lifecycles and adaptations and how these features support the survival of animals and plants. | Geography  Science  English |
| **Protecting native animals and plants** |
| Lesson 5 | Students learn about threatened species and the role that national parks play to protect, and conserve threatened species.  Students will examine the threats to threatened and endangered species and will learn about the Saving our Species program. | Geography  English  Creative Arts |
| **Threatened species** |
| Lesson 6 | This lesson introduces the concept of heritage and examines how heritage helps us to understand how people lived in the past and how we live today.  Students learn about Aboriginal culture and heritage and how Aboriginal people are connected to country through customs and traditions that have been passed down for thousands of years. Students learn about the role that national parks play in protecting, conserving and interpreting Aboriginal culture and heritage. | Geography  English  Creative Arts |
| **What is heritage?** |
| Lesson 7 | Students learn about the ways that they can protect national parks when they visit.  They explore the different strategies that are used to help visitors protect national parks and consider how they can encourage others to protect and care for national parks. | Geography  English  Creative Arts |
| **Caring for your national parks** |



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Published by:  
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EES 2020/0190  
May 2020