# Tasmanian Forest Education Plan



A framework for supporting Forest Education in Tasmania The Forest Education Foundation acknowledges the traditional custodians of Lutruwita/Tasmania, the Palawa and Pakana peoples. We recognise forests are an essential part of our environment, our identity, and the deep connection Palawa and Pakana peoples have with country.

We proudly acknowledge the continuous cultural traditions, knowledge and people that have shaped Tasmania's forest country. Through education we respect the opportunity to contribute to students' developing an understanding of, and respect for, the value of First Nations peoples' knowledge, culture and language as they become stewards of the forest, today and into the future.

# Purpose

The Tasmanian Forest Education Plan is a framework for embedding forest education in schools.

*The Plan* illustrates how forest literacy can be integrated across the curriculum through teaching and learning.

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No matter where you live in Tasmania, forests are an essential part of our environment. Forests have played, and will continue to play, a major role in shaping our society. In learning about forests and our connections to them, students develop an understanding and appreciation of diverse natural environments and managed landscapes.

Schools and communities throughout Tasmania have the opportunity to engage in educational programs that explore forest environments and managed landscapes. By sharing this knowledge with students, we enable them to become active citizens, contributing towards the future sustainability of our forests.

Forest Education Foundation Inc.



The *Tasmanian Forest Education Plan* represents a common vision of forest literacy for Prep to Year 12 students, developed in collaboration with experts and specialists from across the education sector and forest industries. The framework is founded on environmental education theories that scaffold education for sustainability and outlines the knowledge and skills that support the development of forest literate students in Tasmania.

The Forest Education Foundation's four *Guiding Questions* (outined below) are designed to build upon each other as a scaffolding tool, enabling students to progress from a fundamental awareness to a deeper understanding of forests. See how they can be used to integrate forest literacy from Prep to Year 12 in the *Forest Literacy Learning Continuum*.



All life, including our own, depends on forests. Forests help to filter fresh water, supply oxygen, and modulate temperature and rainfall. They provide habitat for a diverse range of animal and plant species and store atmospheric carbon.

With growing awareness of changing climates, exploring the role that trees, forests and forest products play in cycling carbon is increasingly relevant for future decision makers.

Tasmania's diverse forest landscapes contribute to our community and hold multiple values. Forests provide us with renewable resources for timber, paper and heating, along with employment that supports families and communities. They also offer an active playground or quiet retreat for recreation and tourism. With almost half of Tasmania's land surface covered by forest, Tasmanians have an opportunity to play an active role in ensuring their long-term sustainability. To do this, we need the knowledge and skills to make decisions and understand the impact of our choices. We need to understand not only how forests function, but also how we are connected to them. A good place to start is with the forests in our own backyard.

Using our forests as a context for teaching can enrich student learning and extend it beyond the classroom walls. Studies have found that direct experiences in nature – with students actively involved in their own learning – can improve students' overall academic performance, self-esteem, community involvement and personal health.



Forest literacy refers to the knowledge and skills involved in understanding forests and our interactions with these environments.

A forest literate individual can use their knowledge and skills to make informed decisions about natural and managed forest landscapes.

# Forest literacy enables students to:

- Appreciate our forests and their place in them.
- Understand the ecological web.
- Comprehend the interactions and outcomes of cycles and flows in forest systems.
- Realise their connection and dependence on forests landscapes.
- Recognise the complexities of managing dynamic natural resources for a range of purposes.
- Make informed decisions and act as stewards for the future of forest landscapes and resources.

How to integrate Forest Literacy

Designed as a tool for educators, the Forest Education Learning Continuum outlines the concepts that support students to understand Tasmania's forest landscapes and the role we all play in sustaining them.

These concepts have been carefully designed to reflect key *knowledge and understanding* content from the Australian Curriculum. The continuum provides a means to map and sequence forest education across the year levels and curriculum areas.





# Design & Technologies Wood products and innovation







# Geography

- Place, space and scale
- Land management
- Sustainability

# Agriculture

- Trees on Farms
- Carbon
- Resources



	Prep - Year 2	Year 3 - 6	Year 7 - 10	Yea
What is a forest?	<ul> <li>Identify and group plants and animals based on observable features.</li> <li>Identify how Tasmanian forests provide shelter, air, water and food to meet the needs of a range of plants and animals.</li> </ul>	<ul> <li>Identify the living, non-living and once living components of forests.</li> <li>Explain the roles and interactions of consumers, producers and decomposers within forest ecosystems.</li> <li>Examine the structural features and behaviours of living things in Tasmanian forests and identify how these features enable survival.</li> <li>Investigate how the growth of plants in forests is affected by changing physical conditions.</li> </ul>	<ul> <li>Explore forest food webs to understand the flow of energy and matter between organisms and the impact of changing abiotic and biotic factors on populations.</li> <li>Examine the characteristics of different Tasmanian forest ecosystems and identify the key biotic and abiotic features.</li> </ul>	<ul> <li>Determine the that influence and vegetation Tasmanian la</li> <li>Understand the regeneration Tasmanian for the maintener environment.</li> </ul>
Why are forests important?	<ul> <li>Explore the ways that people are connected to forests (or local trees) and what makes them special.</li> <li>Identify how plants and animals are grown for food, clothing and shelter.</li> </ul>	<ul> <li>Understand how forest ecosystems provide habitats for other living things.</li> <li>Identify types of natural resources, their value and how these are used in a variety of ways to meet human needs and wants.</li> <li>Learn about the sustainable use and management of wood fibre as a renewable resource.</li> </ul>	<ul> <li>Explore the role forests play in sequestering carbon and supporting biodiversity across different landscapes.</li> <li>Identify the diversity of renewable resources provided by managed forest environments.</li> <li>Analyse the sustainability of forest resources and explore the diversity of managed landscapes providing these resources on a local, national and global scale.</li> </ul>	<ul> <li>Explore the irr services proviand the connul by individuals</li> <li>Evaluate the vegetation coagricultural location cycles</li> <li>Examine way managemen impacts of climatical services and the service of the s</li></ul>
How do we interact with forest landscapes?	<ul> <li>Share stories about experiences in forests/with trees and describe how people can care for them.</li> <li>Identify the managed, natural and constructed features of local reserves/parks/forests.</li> </ul>	<ul> <li>Identify the ways in which people are connected to forests, such as employment and recreation.</li> <li>Understand how forests are managed, such as the use of fire as a management tool.</li> <li>Understand how and why fibre is produced in native forests and plantations.</li> </ul>	<ul> <li>Explore the ways people interact with forests and landscapes to provide resources and services.</li> <li>Investigate the variety of career pathways that connect to forests and the resources and services they provide.</li> <li>Explore how forest environments and forest resources are managed sustainably to meet social, environmental, and economic needs of society.</li> <li>Identify the diversity of wood and fibre products sourced from forests.</li> </ul>	<ul> <li>Evaluate the oprocesses and involved in su for a range of tenure.</li> <li>Examine the optimization in understand informing nat practices.</li> <li>Explore the diperspectives optimanagement global scale.</li> </ul>
What role do we play in the future of forests?	Through engage experiences, stu- understanding c between people while building th critical thinking s	ement in learning dents develop an of the connections and forest landscapes heir knowledge and skills.	By appreciating the values communities', students hav to contribute to decision m towards the future sustaine environments.	of individu ve the cape aking proc ability of or

# ır 11-12

ne key environmental factors the distribution of forest on communities in diverse andscapes.

the natural fire cycle and pathway of different orest types.

liversity (genetic, species, and the processes that impact ance and health of forest ts.

mportance of the ecosystem ided by forest environments nection to value systems held s, groups and communities.

impact native and planted an have on the productivity of andscapes.

he role forests play in global s (sequestration and storage).

ys sustainable land It practices address the limate change.

complex systems, planning d legislative responsibility ustainable forest management f values across different land

role scientific research plays ding natural systems and tural resource management

lifferent stakeholder and attitudes towards forest t on a local, national and

uals and acity cesses ur forest The cross-curriculum priorities (CCPs) of the Australian Curriculum are designed to support and enrich young peoples' understanding and engagement with their world. Forest education in Lutruwita/Tasmania is inextricably linked with two of the CCPs; Aboriginal and Torres Strait Islander Histories and Cultures, and; Sustainability.

The following tables outline the organising ideas of each CCP which can be directly addressed when utilising forest education as a context for teaching and learning across Science, HASS, Secondary Geography and Design and Technologies.



Forests provide an authentic context for connecting with the knowledge, culture and history of the Tasmanian Aboriginal community. Engaging with Palawa and Pakana knowledge of, connections to and cultural practices on forest country enriches our understanding of forest ecosystems and allows Aboriginal students and teachers to see themselves and their cultures reflected in their learning.



Aboriginal and Torres Strait Islander Histories and Cultures	Country/ Place	A_TSICP1	First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.
	People	A_TSIC2	First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.
	Culture	A_TSIP3	The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowl- edged locally, nationally and globally.

Forest education is also a perfect opportunity for teaching the knowledge, understanding and skills of sustainability. While students build their understanding of forest ecology and the systems that support life on earth through the curriculum content, there is also opportunity to explore the values which shape our past, present and future interactions with forests. Understanding the diversity of environmental, socio-cultural and economic values held for forest environments is essential to sustainable futures for our forests.

		SS1	All life forms, i Earth's systen survival.
	Systems	SS2	Sustainable p resources, ma environments
Sustainability		SS3	Social, econor sustainability
	World Views	SW2	World views a national and community, b
	Design	SD1	Sustainably de to minimise th of environme
	)		



including human life, are connected through ms on which they depend for their wellbeing and

patterns of living require the responsible use of aintenance...preservation...restoration of healthy s.

mic and political systems influence the of Earth's systems.

are formed by experiences at personal, local, global levels, and are linked to individual, pusiness and political actions for sustainability.

lesigned products, environments and services aim he impact on or restore the quality and diversity ental, social and economic systems.



# Curriculum Links: Prep-2

Early Years students are active explorers and are naturally curious about their world. They learn best through direct discovery in hands-on experiences that engage the five senses. During the Early Years, students develop the ability to pose questions based on their interests, personal experiences and familiar contexts.





Students may have no first-hand experience in forests and often have preconceived notions about them based on stories or movies. Teachers can support students in building their understanding of the natural world and Tasmanian forests by providing handson experiences in collecting, comparing, categorising and making connections between natural objects. Inquiries that support forest literacy in the Early Years may explore;

- What do you see, smell, hear and feel in a forest?
- What makes our local forests special?
- What do living things need to stay healthy?
- How do forests provide homes for different Tasmanian animals?
- What can we do to care for forests?

Where are you on your environmental maturity journey?

> Understand ecosystem connections

Experience and observe nature

Learn to enjoy the outdoors

# PREP-2

Make decisions on environmental issues

Be responsible for the future

# PRFP

Foundation/	Science	HASS (Geography)
Prep	Observe external features of plants and animals and describe ways they can be grouped based on these features (AC9SFU01)	The features of familiar places they belong to, why some places are special and how places can be looked after (AC9HSFK03)
	Explore the ways people make and use observations and questions to learn about the natural world (AC9SFH01)	The importance of Country/Place to First Nations Australians and the Country/Place on which the school is located (AC9HSFK04)
	Design and Technologies	
۵	Explore how familiar products, services and environments are designed by people (AC9TDEFK01)	
Inquiry Skills	Engage in investigations safely and make observations using their senses (AC9SFI02)	
	Share questions, predictions, observations and ideas with others (AC9SFI05)	
	Represent observations in provided templates and identify patterns with guidance (AC9SFI03)	



# Build a Tree

What are the main observable features of a tree? Gather natural resources and build a model.



Feathers, fur or scales? Provide pictures of Tasmanian native animals, discuss their external features and work together to sort them into groups. Get in contact with your local museum and borrow a specimen to study in the classroom.

ar 1	Science
	Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01)
	Design and Technologies
ی ک	Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)
ar 2	
	Desian and Technologies
۵	Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)
quiry Skills	Science
	Pose questions to explore observed simple

patterns and relationships and make predictions based on experiences (AC9SII01/AC9S2I01) Make and record observations, including informal

measurements, using digital tools as appropriate (AC9SII03/AC9S2I03)



# Herbivory Hunt

What are the basic needs of plants and animals? Invite students to pose questions about eucalypt trees, their leaves and the creatures that depend on them for food and shelter. Make predictions about what would be eating the leaves, gather samples and record findings.

# HASS (Geography)

The natural, managed and constructed features of local places, and their location (AC9HS1K03)



How places change and how they can be cared for by different groups including First Nations Australians (AC9HS1K04)

# HASS (Geography)

How places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales (AC9HS2K03)



The interconnections of Australian First Nations Peoples to a local Country/Place (AC9HS2K04)

# **HASS**

Develop questions about objects, people, places and events in the past and present (AC9HS1S01/ AC9HS2S01)

Discuss perspectives related to objects, people, places and events (AC9HS1S04/AC9HS2S04)



# Home in a Hollow

Explore local forests and trees for evidence of hollows. Research which animals use hollows in Tasmania and produce scientific drawings of these animals.

# Curriculum Links: 3-6

Students in the Primary Years have natural curiosity about how things work in the world around them. Hands-on experiences allow them to investigate directly, deepening their understanding and providing opportunity to practice inquiry skills.





At this stage, students' are moving from the here-and-now to abstract thinking. Through collaborative learning experiences they can explore different perspectives, deepen their knowledge and gain a greater understanding of big ideas and increasingly complex topics. Students can pose questions, gather data, critically analyse information and use their findings to solve problems or justify decisions. Inquiries at the Primary level that support forest literacy may explore:

- What role do producers, consumers and decomposers play in forest ecosystems?
- How do living things change throughout their life cycle?
- What are the special features of plants and animals that help them to survive in Tasmanian forests?
- What are the key features of Tasmania's diverse forests?
- What natural resources do forests provide?

Where are you on your environmental maturity journey?

> Understand ecosystem connections

Experience and observe nature

Learn to enjoy the outdoors

# 3-6

Make decisions on environmental issues

Be responsible for the future

## Year 3 Science

Compare characteristics of living and nonliving things and examine the differences between the life cycles of plants and animals (AC9S3U01)

## **Design and Technologies**



Describe the ways of producing food and fibre (AC9TDE4K03)

## Year 4 Science

Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (AC9S4U01)

# Design and Technologies

Describe the ways of producing food and fibre (AC9TDE4K03)

## Inquiry **Science**

Skills

Pose questions to explore observed patterns and relationships and make predictions based on observations (AC9S3I01/AC9S4I01)

Follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate (AC9S3I03/AC9S4I03)

Construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns (AC9S3I04/AC9S3I04)

# HASS (Geography/Civics and Citizenship)

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The ways First Nations Australians in different parts of Australia are interconnected with Country/Place (AC9HS3K04)

Who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed (AC9HS3K06)

# HASS (Geography/Civics and Citizenship)



The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent (AC9HS4K05)

Sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place (AC9HS4K06)

The differences between "rules" and "laws", why laws are important and how they affect the lives of people (AC9HS4K07)

## HASS

Develop questions to guide investigations about people, events, places and issues (AC9HS3S01/ AC9HS4S01)

Locate, collect and record information and data from a range of sources, including annotated timelines and maps (AC9HS3S02/AC9HS4S02)

Interpret information and data displayed in different formats (AC9HS3S03/AC9HS4S03)

Analyse information and data, and identify perspectives (AC9HS3S04/AC9HS4S04)

Propose actions or responses to an issue or challenge that consider possible effects of actions (AC9HS3S06/ AC9HS4S06)



Tree Life Cycle Explore the stages of the life cycle of a tree from seed to maturity. Identify what trees need in order to grow throughout their life.

## **Decomposer Search**

Observe samples of rotting logs and discover the diversity of living things found within. Explore the important role decomposers play in keeping a forest healthy.



Year 5 Science Examine how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01) Describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth's surface (AC9S5U02) Design and Technologies Explain how and why food and fibre are produced in managed environments (AC9TDE6K03) Year 6 **Science** Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions (AC9S6U01) Inquiry **Science** Pose investigable questions to identify patterns and test relationships and make reasoned predictions (AC9S5I01) Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate (AC9S5I03/ AC9S6I03) Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships (AC9S5I04/AC9S6I04) **Measuring Physical Conditions** 



Visit a forest and start making connections between the physical conditions (slope, aspect, soil, canopy cover) and the plants that grow there.





# HASS (Geography)

The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (AC9HS5K04)

The management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones and their consequences (AC9HS5K05)



# Design and Technologies

Explain how and why food and fibre are produced in managed environments (AC9TDE6K03)

# HASS

Develop questions to investigate people, events, developments, places and systems (AC9HS5S01/ AC9HS6S01)

Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS5S02/AC9HS6S02)

Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS5S03/AC9HS6S03)

Develop evidence-based conclusions (AC9HS5S05/ AC9HS6S05)

Propose actions or responses to issues or challenges and use criteria to assess the possible effects (AC9HS5S06/AC9HS6S06)



# Fire Management

Investigate the role of fire in Australian forests and First Nations use of fire as a management tool.

# Curriculum Links: 7-10

Secondary students are gaining a deeper sense of themselves as members of society. They are becoming aware of how people's actions impact others, and their role in local and global systems.





Secondary students are encouraged to understand that problems have multiple solutions and to acknowledge different perspectives. By developing an understanding of forest systems and cycles students' can critically analyse information and draw opinions based on evidence. Inquiries that support forest literacy at the Secondary level may focus on:

- How does energy flow in a forest system?
- Where do forests fit into global systems and cycles?
- How can different environments support the provision of renewable resources?
- How are different values reflected in the ways people interact with forests?
- What is the role of science and technology in sustainable forest management?

# Where are you on your environmental maturity journey?

Understand ecosystem connections

Experience and observe nature

Learn to enjoy the outdoors

# 7-10

Make decisions on environmental issues

Be responsible for the future



Year 7	۲	Science Investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys (AC9S7U01) Use models, including food webs, to represent matter and energy flow in ecosystems and predict	Geography Classification of environmental resources and the way that water connects and changes places as it moves through environments (AC9HG7K01)	۵ ک	Design & Technologies Analyse how food and fibre are produced in managed environments and how these can become sustainable (AC9TDE8K04)	Year 9	Science Represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (AC9S9U03)
		the impact of changing abiotic and biotic factors on populations (AC9S7U02)				Year 10	Geography The human-induced changes
Year 8		Geography The location and distribution of Australia's distinctive landscapes and significant landforms (AC9HG8K02)		۲	Design & Technologies Analyse how food and fibre are produced in managed environments and how these can become sustainable (AC9TDE8K04)		<ul> <li>that challenge the sustainability of places and environments (AC9HG10K01)</li> <li>The environmental world views of people and their implications for environmental management (AC9HG10K02)</li> </ul>
Skills		Science Select and use equipment to generate and record data with precision, using digital tools as appropriate (AC9S7I03) Select and construct appropriate representations, including tables, graphs, models and mathematical relationships, to organise and process data and information (AC9S7I04)	Geography Collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate (AC9HG7S02/AC9HG8S02) Interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships (AC9HG7S03/	Identify a relation to social or ot potential in AC9HG8SC	strategy for action in environmental, economic, ther factors, and explain mpacts (AC9HG7S05/ )5)	Skills	ScienceSelect and use equipment to generate and record data with precision to obtain useful sample sizes and replicable data, using digital tools as appropriate (AC9S9103)Select and construct appropriate representations, including tables, graphs, descriptive statistics, models and mathematical relationships, to organise and process data and information (AC9S9104)



AC9HG8S03)

**Food Webs** Build a Tasmanian food web to explore how energy flows through forest ecosystems.

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**Invertebrate Classification** Discover the diversity of invertebrate species found in rotting logs using a dichotomous key. Understand the important role decomposers play in forest ecosystems.



# 9-10

# **Geography**

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The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (AC9HG9K01)

The effects on environments of human alteration of biomes to produce food, industrial materials and fibres (AC9HG9K02)

First Nations Australians' approaches to custodial responsibility and environmental management in different regions of Australia (AC9HG10K03)

Causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability (AC9HG10K04)

# Design & Technologies

Analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises (AC9TDE10K04)

# Geography

Collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate (AC9HG9S02/AC9HG10S02)

Develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts (AC9HG9S05/ AC9HG10S05)

# Data Collection - Forest Ecosystems

Use scientific equipment and field work skills to collect abiotic and biotic data in a forest ecosystem.



**Vegetation Transect** Conduct a transect to determine the distribution, abundance and size of dominant tree species in a forest environment.

# Curriculum Links: 11-12

Senior Secondary students are able to use sophisticated reasoning when exploring difficult concepts, particularly when the learning context is familiar to them. Using forests as a context for learning is beneficial for Senior Secondary students, as it provides them with a real-world basis for applying new knowledge.





Providing opportunities to collect data and develop explanations, based on evidence collected, can support students to develop informed decisions making strategies and take action based on logic and evidence. Questions that support forest literacy at the Senior Secondary level may explore:

- What factors contribute to the biodiversity of Tasmania's forests?
- How do people manage sustainability in diverse forest landscapes?
- What role do governments, private companies and individuals play in managing Tasmania's forests?
- What role does sustainable forest management play in addressing climate change?

# Where are you on your environmental maturity journey?

Understand ecosystem connections

Experience and observe nature

Learn to enjoy the outdoors

# 11-12

Make decisions on environmental issues

Be responsible for the future

# 11-12

# Environmental **Science**

# Criteria 2

Develop, interpret and analyse experiments and investigations.

# Criteria 4

Analyse the application and impact of environmental science in society.

# Criteria 5

Unit 2

Apply ecological concepts and processes.

# Criteria 6

Apply concepts and processes of ecosystem change.

# Criteria 7

Apply concepts relating to human dependence and impact on ecosystems.

# Criteria 8

Apply principles and processes related to ecologically sustainable management of the environment.

# **Geography**

# Human Impact on Land Cover Change

The processes – nature, rate, extent, causes, impacts and consequences - of direct human actions resulting in land cover change.

Investigate how land cover change due to human activity is being addressed and evaluated.



Data Collection - Forest Ecology Using scientific field techniques, collect data to determine the key biotic and abiotic features of Tasmanian forest types.



Land Use and Human Activity Explore the key features of land cover change and understand the impact of human interactions on natural values. Investigate the provision of ecosystem services in natural and modified landscapes.

<u>gricultural</u> ystems	Unit 2 Ecosystems	Unit 3 Plant Production System
	Soil, nutrients and water.	Plant production systems.
	Factors contributing to the degradation of soil and water. Sustainable resource management.	Constraints on plant production. Managing plant production.
griculture nterprise	Unit 1 Managed and Natural Systems	Unit 2 Plant Production Systems
	Basic Anatomy and Morphology.	Management and Genetics in Plant Production.
	Natural Systems	Plants climate and



landscape.



# 11-12

resource interaction.

# **Trees on Farms**

Explore the different ways trees are used on farms to improve the overall productivity, and the impact they can have on a local and global scale. Use aerial imagery to identify the spacial distribution of trees in the agricultural

# Shelterbelt Design

Assess where trees are grown and their purposes. Design and plan for the integration of trees on a farm site.



The Tasmanian Forest Education Plan (TFEP) was first developed in 2019 following a professional learning study tour based at the World Forestry Centre in Portland, Oregon. As a result of this experience, the Forest Education Foundation collaborated with approx 30 professionals from across the Education sector and the Forest Industries in Tasmania. The key objective was to provide a guide that supported teachers in developing their students' understanding and forest literacy in Tasmania. The TFEP was disseminated through professional learning experiences, workshops and associated educational programs across Tasmania.



The plan has been updated in 2023 to reflect changes to the Australian Curriculum, as well as the changing nature of teaching and best practice approaches. The modified plan provides a greater depth of curriculum exploration, including the addition of relevant inquiry skills and cross-curriculum priorities across the year levels.

The Forest Education Foundation team would like to acknowledge and thank the individuals and organisations that have supported the implementation of the 2019 TFEP and contributed to the review of the 2023 edition. We look forward to continuing these relationships and your ongoing support into the future.

# FEF Team

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Emily Nash Teacher | Curriculum Innovation and Resource Development



The Forest Education Foundation provides high-quality educational experiences for students across Tasmania, Prep - Year 12. Our programs explore Tasmania's forest landscapes and the resources they provide.

# **Excursions & Incursions**

# **Primary**

Prep - Year 2 Forests Alive (Incursion)

Year 3/4 Ecosystem Explorers (Science)

Year 5/6 Adaptation Adventure (Science)

Year 5/6 Fire and Forests (Geography) Year 7 Forest Food Webs and Class (Science)

Secondary

Year 9 Forest Biomes (Geography)

Year 10 Forest Management (Geog

Year 7-10 Trees on Farms (Agriculture)

# Forest in a Box Resources





Prep - Year 2 Science

<u>Year 3 - 4</u> Science/Geography





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sification	Year 11/12 Forest Ecology (Environmental Science)
	<b>Year 11/12</b> Forest Landscapes (Geography)
, Iraphy)	<b>Year 11/12</b> Trees on Farms (Agriculture)

*Forest in a Box* is a series of resource packages designed to support forest education in Schools. Each box contains learning resources, books, specimens and a fully curriculum aligned teacher guide.



<u>Year 5 - 6</u> Science/Geography



<u>Year</u> 3 - 10 Design and Make 31



# Contact the FEF

The Forest Education Foundation Inc. (FEF) is a not-for-profit educational institution staffed by qualified and experienced teachers. For more information:

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