

Hypothetical National Parks

Follow-Up Activity



What Can Be Learned?

National Parks are dynamic. Even an island National Park has outside influences which can reflect on the type and number of staff working there.

In this activity working in groups and as a class a hypothetical national park is created and mapped and then subjected to outside influences.

Working in groups students transfer the maps onto ply wood and then build up the relief of the island to create a 3 dimensional model.

Students can imagine the staff that are needed to work there to manage some of the features and issues of such a park.

Materials Required

large poster paper
scissors
glue
pencils
erasers
colour pencils
large sheet of ply wood
lots of newspaper – half of it ripped for papier mache
papier mache glue
small cardboard boxes and egg cartons
masking tape

acrylic paints
PVA glue
aprons / smocks
paint and glue brushes
plasticine
craft materials (pop sticks, toothpicks, glue gun, tissue and cellophane paper etc)
collage materials (dried leaves and twigs and grass, sand, pebbles, soil, etc)

The Activity

On the board draw an island shape on the large poster paper.

Explain the activity to the class.

Break into groups of 3-5 students.

Cut the island into 6-8 wedge shapes and give each group a wedge of the island.

Ask each group to draw various features of the National Park. Walking tracks, bike tracks, camping areas, toilets, visitor information centres, mountains, rivers, beaches, roads, shacks, jetty.

At the front of the class join the sections together to create a whole again - changing some areas as the class sees fit.

Decide on a name for the National Park.



Students again take their section of the map and complete any details or modifications that the group has decided on.

Put the map pieces back together and display it so that all can see. Pose the question 'Who will we need to work in the National Park?'

Students individually begin constructing a list of: jobs that need doing; staff they think might be appropriate to work in the park; how many staff might be needed in each role.

The students should provide justification for their decisions from their observations during the field trip and discussions with the ranger. (Base information on peak visitation time in your National Park to make it easier.)



Share ideas and justifications of staff allocations.

Students with free time are encouraged to create profile drawings of the island from different approaches by sea (N,S,E,W) to assist with visualisation of a 3d model of a national park. Students should share their interpretations and discuss why they have portrayed features like mountains, cliffs and valleys in certain ways.

Transfer the outline of the island design onto the ply wood using pencil.

Use scrunched up newspaper and cardboard and egg cartons stuck down with masking tape to create the basic shape of the island.

Not all students will be able to work at the model at the same time, so small groups should take part in various stages of the construction of the model.

Papier mache over all rough shapes to create the surface of the island - the effects of valleys and lagoons.

When glue is dry, apply thick white paint to entire model as a base coat for further painting.

When base coat is dry, use coloured paints to represent the sea, rocks, beaches, vegetated areas etc.

When paint is dry, add details such as tracks, jetty, toilet blocks, Visitor Reception Centre, staff accommodation, boat sheds and so forth.

Add collage materials as necessary such as sand, dried leaves and twigs, cellophane for water.

Use your 3D model as part of a larger display.