

Mini National Parks

Getting Started



What Can Be Learned?

There are many factors that National Parks managers consider when making decisions for a national park. A sample management plan might include the following points:

1. Reserve Conservation
 - Topography and Climate
 - Geodiversity
 - Landscape and Wilderness
 - Water Quality
 - Aboriginal Values
 - Historic Heritage
 - Flora
 - Fauna
 - Fire Management
 - Phytophthora Protection
 - Reserve Boundaries
2. Commercial Activities
 - Stock Agistment
 - Electricity Generation Potential
 - Mineral Resources
 - Leases and Licences
 - Commercial Fishing Infrastructure
 - Tourism Ventures
3. Visitor Services
 - Camping
 - Shacks
 - Vehicles Access
 - Walking
 - Hunting
 - Horse Access
 - Air Access
 - Interpretation and Education
4. Community Involvement

Working with Neighbours

In this activity students consider why areas might be suitable for protection and a range of issues that might be associated with managing a national park by giving them imaginary control of a piece of land.

Materials Required

For each pair of students provide;

- 1 hoop
- mini Park sketch sheet (sample included)
- writing and coloured pencils, eraser
- clip board

The Activity

Pairs of students use a hoop placed on the ground that acts as a boundary for an imaginary National Park. This enables them to imagine the values that might be associated with such an area if it were actually a National Park.

Ask students to find areas within a local park or the school grounds for their national park. Encourage them to find an area that might be unique and differ from other groups.

Students find an interesting section of land and place their hoops down to create the border of their own National Park.

Students use the



mini-park sketch map to name their park and sketch the aspects of the area. As they sketch they begin to consider what special values might be associated with the region and what threats might impact on their park.



Ask the students to be creative with any findings within the hoop (eg a piece of litter could be a cultural heritage site, shells are middens, rocks are fossils etc).

Visit each pair of students and ask them to place on their sketch map some of the management considerations listed above. For example water quality and camping areas, tourism ventures or neighbours.

Draw students back together and share some findings.

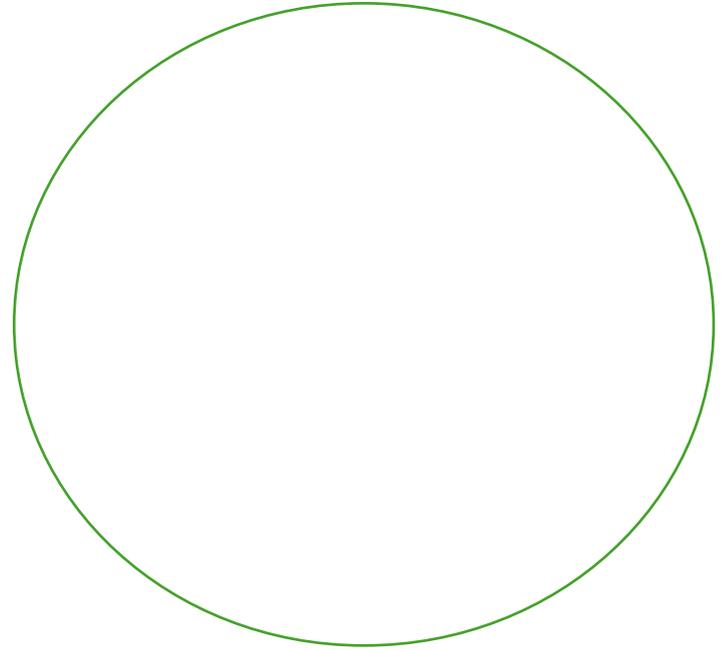
As a class undertake Mini National Park visits; walk to each hoop for a talk about that special area. Prompt students and ask questions about their parks. Such as: Why it is a National Park? and how they manage some potential issues within the park.

Students return to their hoops and complete all sketching and describing.

If time permits, or back in the classroom, ask the students to make notes about how to manage some potential threats and what staff might be needed to manage their mini national park.

Sample Mini-Park Sketch Sheet:

(Name Your National Park)



Sketch the features of your National Park.

Mark on your map:

- The main access point
- The major features (mountains, lakes, rivers, beaches)
- The walking tracks and roads