

# C.H.E.C.K. Project

## Teacher Registration Pack

### Stage 3 resource

OUTCOMES CONTRIBUTED TO:

GE3-1  
GE3-2  
GE3-3  
GE3-4  
ST3-1WS-S  
ST3-2DP-T  
ST3-4LW-S  
EN3-3A  
EN3-5B



# Frequently asked questions

## What is C.H.E.C.K?

- Science for Wildlife and Sydney Zoo have partnered to launch an exciting Stage 3 education program: C.H.E.C.K. (Climate, Habitat, Environment and Conserving Koalas). After a fire season no one will forget, this cross-curricular program will educate the next generation about bushfires, local wildlife and the iconic species, Koalas, while contributing to Geography and Science & Technology syllabus outcomes.

## What does the program cost?

- \$750 per class to sign up. This includes \$100 donation to Science for Wildlife
- This cost can be shared over multiple classes that wish to participate as it is a cost per tower.
- Apply for the **Woolworths Junior Landcare Grant by March 19 valued up to \$1000 (spend \$250 on plants!)**

## What is included?

- A **water tower** installed at your school in a part of the gardens that may support local wildlife and is accessible for classes – this needs to be pre-approved by the school with a large tree/post or fence to attach the tower to on fairly level ground.
- **An incursion** with a Sydney Zoo education officer on the day of installation to talk to you about your water tower and how you can help wildlife at school
- A **free trip to Sydney Zoo** for up to 30 students from schools who raise \$300 or more for Science for Wildlife over the course of the program. This visit will allow students to share what they have learnt with the Science for Wildlife and Sydney Zoo experts and will be held during Threatened Species Week 6<sup>th</sup>-10<sup>th</sup> September 2021
- Lesson plans with supporting **resources**

## How much time will I need to put in with my class?

- Each part of the project covers new information that ties into the water tower story. There are accompanying activities and instructions on how to check and maintain the water tower that can be split up over your own schedule to make it work for your class.

## How much support is there for the program?

- You can contact [education@sydneyzoo.com](mailto:education@sydneyzoo.com) with any questions about the program.

## What are the Covid Safe protocols in place for this program?

- At any point where there are staff coming to your school site, all Covid safe protocols will be followed including social distancing, sanitising and wearing of masks by staff presenting where they cannot be at a distance from students.
- If required during the final presentation day – classes will be kept socially distanced in the presentation amphitheatre.
- You can read more about the Covid safe current protocols on the website [Sydneyzoo.com](http://Sydneyzoo.com)

[CLICK HERE FOR MORE INFORMATION AND REGISTRATION](#)

# Optional extras

## Wildlife trail cameras

- Assessing what wildlife is coming to visit your water tower can be done in a variety of ways including scat assessments, evidence collection e.g. prints or feathers and the use of wildlife trail cameras.
- These need to be booked in when signing up for the program. This is part of the registration form and dates will be arranged for the use of the cameras.
- Instructions come with the cameras.
- There is a \$50 cost associated to help cover maintenance costs of the cameras – this is added onto the total cost at the start of the program.

## Additional fundraising projects

- We encourage students to share what they are learning with their community and school
- Up to 30 students from schools that fundraise a minimum of \$300 to donate to Science for Wildlife are then eligible to go to **Sydney Zoo for free** during Threatened Species week for a special presentation day.

## Do we have to attend the presentation day?

- To first be eligible a school needs to have held a fundraiser for Science for Wildlife
- There is no obligation to attend and present on presentation day, though it is strongly encouraged – students will be able to see what other schools have also found on their school sites.
- Certificates for the schools that complete the program will be supplied on the presentation day

## Are there any other resources to use?

- [C.H.F.C.K. \(google.com\)](https://www.google.com)
- [www.scienceforwildlife.com](http://www.scienceforwildlife.com)
- [www.sydneyzoo.com](http://www.sydneyzoo.com)

# Terms and conditions

## Water Towers

- The water towers are the property of Science for Wildlife.
- Delivery date will be organised in conjunction with an incursion to engage students with the water tower. It is advisable that the General Assistant and an additional staff member for the school be onsite on the day to assist with moving the water tower.
- Location for the tower must be pre-organised and approved with the school on fairly level ground – it is best if the delivery vehicle (ute) can be driven as close to the site as possible.
- The towers will be cabled to a secure post, fence or larger tree (diameter at least 30cm) on the day they are installed by Sydney Zoo staff.
- For safety – students are not allowed to climb or play with the water towers, students that are part of the maintenance and monitoring project can assist staff but only under supervision.
- After a risk assessment is approved onsite at the school, school insurances will cover personal risk of the water towers as per any other installation on school grounds
- If maintenance is required e.g. broken pipes, email [education@sydneyzoo.com](mailto:education@sydneyzoo.com) to state the problem and Sydney Zoo maintenance will assess and fix or replace.
- If at any time there is a crisis that requires the water towers to be deployed in the field, the school will be notified and the water tower arranged for pick up. Students can be involved in this process and find out information about where they are being deployed to further the project.

## Wildlife Trail Cameras

- Rental of the wildlife trail cameras is optional and is an additional \$50
- The cost covers the maintenance and insurance of the camera.
- The rental is for a period of 2 weeks with a view to extend if no other school is booked in immediately afterwards
- Batteries are not included - they require 4 x AA batteries and this will run for an extended time.
- Depending on location of the school, pick up and delivery of the camera will be organised on a case by case basis e.g. teacher pick up, zoo drop off, postal service
- At the end of the project Sydney Zoo education would like to compile some of the images and footage captured on the cameras. If these can be shared by the organising teacher to [education@sydneyzoo.com](mailto:education@sydneyzoo.com) that would be greatly appreciated.

## General

- Pre-payment for the project upon confirmation of registration
- Upon payment confirmation resources pack will be sent to schools to engage with students and the incursion date will be set for the water tower installation.

## End of project

- Term 3 threatened species week – 30 students will be invited to Sydney Zoo from each participating school that fundraises \$300 or more for Science for Wildlife for a free visit to meet with experts, see wildlife up close and gain certificates for the project.
- Water towers will be picked up during a pre-arranged time during Term 4 to undergo maintenance in preparation for Summer deployment or re-deployment in schools in Term 1 2022.

# Project timeline 2021



## Term 1

- Register for the C.H.E.C.K. Project and book a time with wildlife trail camera
- Start using resources
- Water tower installation and incursion date set
- Start learning about your water tower



## Term 2

- Monitor and maintain your water tower
- Learn more about the impact of climate change and bushfires in the Australian landscape using the supplied links and resources
- Start planning fundraiser for Science for Wildlife (a prerequisite for attending the free Sydney Zoo presentation day)



## Term 3

- Students finish their monitoring project mid-way through term and collate their results
- Students can do an optional fundraiser for Threatened Species Day **(this can be run at any point in the year before Threatened Species Day 7th September)**
- Students put together a presentation type of their choice to share what they have learned about wildlife in their own school grounds and the impacts of fires on wildlife
- There will be presentation days at Sydney Zoo with free entry for your class to attend and spend the day at the zoo – this will be held during Threatened Species Week - 6th to 10th September 2021 (prerequisite for attending is having held a fundraiser for Science for Wildlife)



## Term 4

- Re-register for your Stage 3 class in 2022 or we will organise a pickup date for the tower to be redistributed for the program to another school.

# Content Overview



## Geography

### Factors that shape places

#### Bushfire hazard

Students investigate the impact of the 2019 summer bushfires in the Blue Mountains through data collected by Science for Wildlife.

What happened to start the fires?

What has been done to limit the impacts of fires?

#### Factors that change environments

Students investigate the ways people change the natural environment in Australia – looking at the impacts of anthropomorphic climate change.

How can people change the natural environment? Negative and positive impacts

What is climate change and how can people influence the climate?



## Science and technology

### Growth and survival of living things

How do physical conditions affect the survival of living things?

#### Adaptations of living things

How do the structural and behavioural features of living things support survival?



## English

### Reading and viewing

Develop and apply contextual knowledge

Understand and apply knowledge of language forms and features

#### Responding and composing

Develop and apply contextual knowledge

Respond to and compose texts

# Outcomes



## Geography

### A student:

- describes the diverse features and characteristics of places and environments **GE3-1**
- explains interactions and connections between people, places and environments **GE3-2**
- compares and contrasts influences on the management of places and environments **GE3-3**
- acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**



## Science and technology

### A student:

- plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions **ST3-1WS-S**
- plans and uses materials, tools and equipment to develop solutions for a need or opportunity **ST3-2DP-T**
- examines how the environment affects the growth, survival and adaptation of living things **ST3-4LW-S**



## English

### A student:

- uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies **EN3-3A**
- discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts **EN3-5B**



INFO@SYDNEYZOO.COM : 1800 843 966

[SYDNEYZOO.COM](http://SYDNEYZOO.COM)