

C.H.E.C.K. Project

Teacher Registration Pack

Geography

Science and Technology

English

Sustainability



Frequently asked questions

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

- Science for Wildlife and Sydney Zoo have partnered to launch an exciting 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?

- \$200 for each water tower delivery and installation – at cost
- \$15 per student participating (minimum 30 students or cost thereof) – includes a \$3 per student donation to Science for Wildlife to continue their Koala conservation efforts.

Over \$30 worth of value for \$15 per student – see what is included below!

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. This may be a space designated to create habitat too.
- A **special 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 (includes some local wildlife to meet and greet)
- **Excursion to Sydney Zoo.** Students can put together a school video about their project. These will be played on the big screen at Sydney Zoo during threatened species week.
- Lesson plans with supporting **resources**
- \$3 **donation** per student to Science for Wildlife to continue their conservation efforts

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 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

[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 and hold a fundraiser for Science for Wildlife to continue their work conserving koalas
- The school that fundraises the most money for Science for Wildlife during the program will win an exclusive Koala talk and see a Koala up close during their visit to Sydney Zoo during Threatened Species week

Presentation of findings

- Each school is invited to create a short video and upload for the zoo's experts to see and provide feedback. A link will be supplied in the resources. Students and teachers are encouraged to film and photograph every stage of their project to include in this short video.
- Sharing can include; what wildlife they discovered live on their school grounds; what they have done to improve or protect habitat; what they did to fundraise or create awareness in their community; and any other learnings from the program

Are there any other resources to use?

- [C.H.E.C.K. \(google.com\)](http://C.H.E.C.K.(google.com))
- www.scienceforwildlife.com
- www.sydneyzoo.com
- A full document with lesson plans and activities to guide your investigation once fully enrolled

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 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 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 – participating students are treated to a self guided visit to Sydney Zoo at the conclusion of the program. There will be a sharing event each day in the Sydney Zoo Amphitheatre for schools to share what they found or fundraised during the program
- 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 2023.

Project timeline 2022



Term 4 2021/Term 1 2022

- 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 and completed
- 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
- Set excursion date for threatened species week in term 3



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
- Excursion during threatened species week



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.

Overview

Outcomes are focused across Stage 2 and Stage 3 but the C.H.E.C.K program can be adapted for any Stage.



Geography

Places and the Earth's environment

Students K-6 can aid in the protection and improvement of habitat on school grounds by actively assessing/mapping/managing the area e.g. tree planting, maintaining, clean up days

Learn about the local habitat and wildlife that live there

Researching how the land is impacted by bush fires over recent years



Science and technology

The living world

Learn about the features of living things in your own school grounds

Monitor the water tower to discover local species

How do adaptations aid in survival of a species such as a koala?

Discover how living things change and grow



English

Reading and viewing

Resources supply different sources and types of media for engaging students

Responding and composing

Students respond to different sources and complete a presentation task at the end of the program

Stage 3 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

Stage 3 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**

Stage 2 Content Overview



Geography

Places are similar and different

Climates of places

Students investigate the climates of different places

The Earth's Environment

Significance of environments

Students investigate the importance of natural vegetation and natural resources to the environment, animals and people

Protection of environments

Students investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples



Science and technology

Classification of living things

How can we group living things?

Life cycles of living things

What are the similarities and differences between the life cycles of living things?

Survival of living things

How are environments and living things interdependent?



English

Reading and viewing

Develop and apply contextual knowledge

Understand and apply knowledge of language forms and features

Writing and Representing

Develop and apply contextual knowledge

Respond to and compose texts

Stage 2 Outcomes



Geography

A student:

- examines features and characteristics of places and environments **GE2-1**
- describes the ways people, places and environments interact **GE2-2**
- examines differing perceptions about the management of places and environments **GE2-3**



Science and technology

A student:

- questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations **ST2-1WS-S**
- compares features and characteristics of living and non-living things **ST2-4LW-S**



English

A student:

- 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 **EN2-4A**
- identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts **EN2-7B**



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