

## **Treasure Hunting Trio: teacher activity**

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## **Geography: People are connected to many places**

### **Preparation:**

1. Refer to the following website:  
[http://www.environment.sa.gov.au/parks/Find\\_a\\_Park/Browse\\_by\\_region/Adelaide\\_Hills/belair-national-park#maps](http://www.environment.sa.gov.au/parks/Find_a_Park/Browse_by_region/Adelaide_Hills/belair-national-park#maps)  
Download: Belair National Park map
2. Determine a suitable GPS app for your school IT. Download the GPS app to the school tablets or ipads.

### **Activities:**

#### **1. Concept: Different ways of representing places using technology**

Locate Belair National Park on a map of the Adelaide region and South Australia.

Look at the maps specific of Belair National Park. Have the students compare the Belair National Park Map with the Belair National Park location on the tablet or ipad.

- Discuss the similarities and differences between the two maps.
- Compare how features are represented on each type of map.
- Discuss advantages and disadvantages of each type of map.
- What equipment do you need for each type map? (eg compass for paper map, means of charging GPS)
- Identify the landmarks mentioned in Treasure Hunting Trio. (Echo Tunnel, the Lower Waterfall and the Upper Waterfall)
- Try to locate path that Bradley, Molly and Uncle Joe followed, using the description in the text. (They entered from Sheoak Road, walked south down Microcarpa Hike path, east along Echo Track to Echo Tunnel and then walked in a loop, taking Workanda Track and Wilyawa Track back to the car.)
- The Sheoak Road gate is currently closed to public access. Due to the railway crossing, it is also not the safest route to approach Echo Tunnel. Look at the map and plan a different route to Echo Tunnel and the Lower Waterfall.

Field trip: If you visit the area a safer approach to Echo tunnel is to drive into the park and park near Pines 1 and 2 picnic areas. There are toilets, parking and a picnic area. From here you can follow Echo Track from to Echo Tunnel and the waterfalls. The quickest way back is to retrace your steps and enjoy the tunnel a second time.

(If you have time I recommend visiting the adventure playground before leaving the park.)

**2. Concept: Places are given meaning by people. This meaning differs between individuals and groups and may change over time.**

Resource:

[https://www.environment.sa.gov.au/parks/Find\\_a\\_Park/Browse\\_by\\_region/Adelaide\\_Hills/belair-national-park](https://www.environment.sa.gov.au/parks/Find_a_Park/Browse_by_region/Adelaide_Hills/belair-national-park)

Scroll down to find and expand sections titled “Traditional Owners” and “History”

Discuss the different connections of people to Belair national Park:

- It’s Aboriginal History (The Kaurna Aboriginal people knew it as 'Piradli' meaning 'baldness')
- It was set aside as government farm for sick horses and bullocks in 1840
- from 1849-1852 it was used for police horses
- It became a forest reserve in 1886
- It was named as a national park in 1891
- The control of the park passed to the National Parks and Wildlife Service in 1972

Resource:

[http://www.environment.sa.gov.au/parks/Find\\_a\\_Park/Browse\\_by\\_region/Adelaide\\_Hills/belair-national-park#see-and-do](http://www.environment.sa.gov.au/parks/Find_a_Park/Browse_by_region/Adelaide_Hills/belair-national-park#see-and-do)

The “See and Do” page of the Belair National Park Website describes a range of current uses of the park. List some of the current uses of the park. Discuss how different groups of people may use the park differently