



Monday 16 August
9:15am-10:15am

ForestLearning in Australia

Presenter:

Beth Welden,

Program Manager

beth@forestlearning.edu.au



AN INITIATIVE OF



Workshop Overview:

- Introductions
- ForestLearning and the shape of Australian education and perceptions of forestry and wood products
- Background to ForestLearning and Strategic Directions
 - Robust Resources
 - Productive Partnerships
 - Promotions
- Where to from here?
- Summary and close



Forest & Wood
Products Australia

ForestLearning is an initiative of Forest and Wood Products Australia

FWPA's mission

We collaborate with government and industry stakeholders to determine strategy and deliver programs designed to grow the market for forest and wood products, increase productivity and across the value chain and ensure positive environmental and social outcomes.

What we do

- Industry services company
- Owned by members (180 members)
- Contract with the Australian Government
- Funded through compulsory levy (growers, processors and importers) and Government
- R&D investor, Market development, Statistics and economics, Promotions, Education

ForestLearning < FWPA Program 1: Promoting the advantages of wood products

Scope: Develop new innovative and interactive teaching resources to help increase the uptake and active use of teaching resources from the forestlearning.edu.au website.



Talk with a group of 2-3 on your table for 4 minutes



1. Introduce yourself and your role
2. What are you hoping to get out of this session?
3. Decide on the top 3 reasons for forestry as a sector to 'meaningfully' engage with schools – teachers and students?

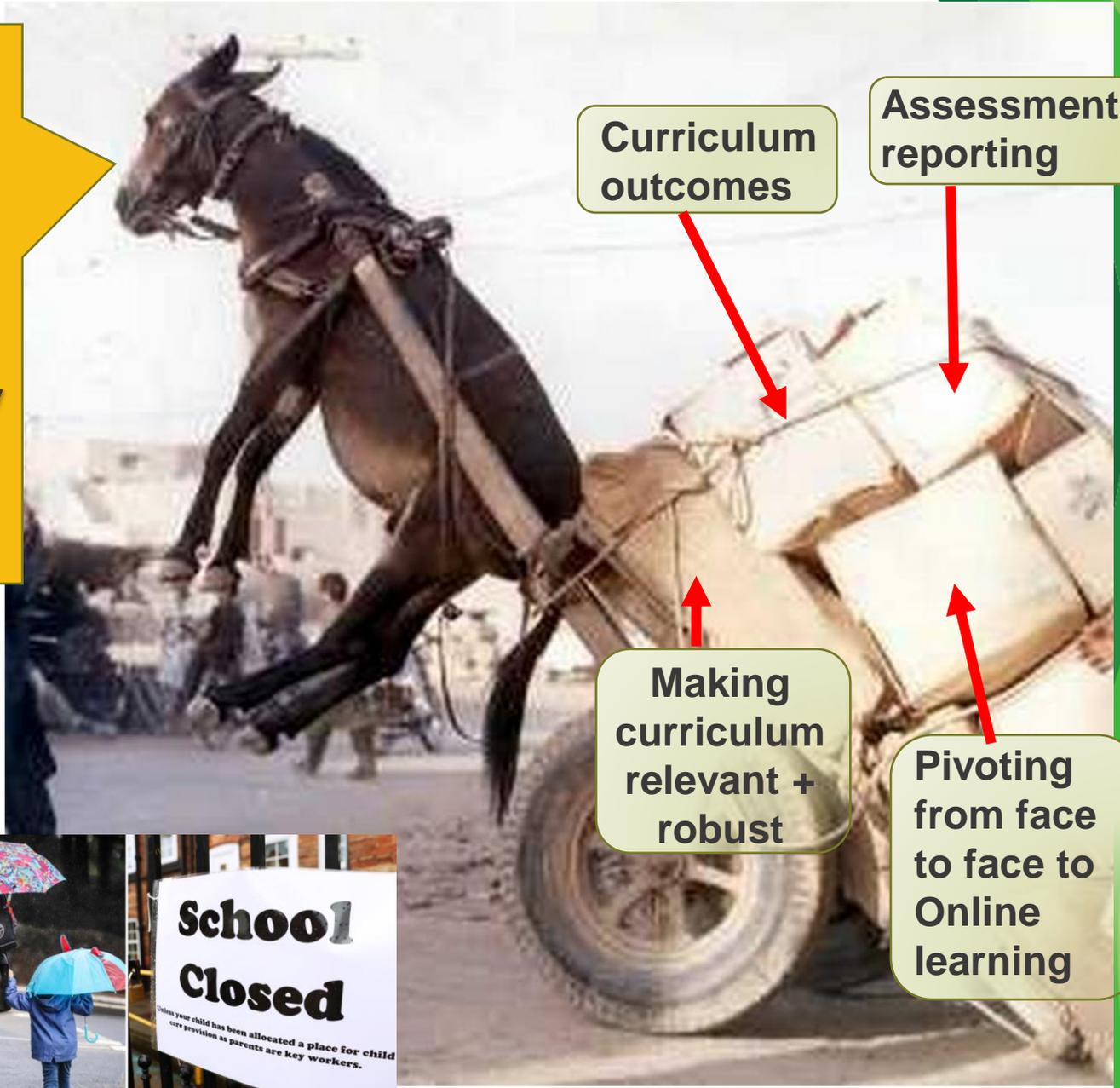


Can you empathise –
does this feel like you
when thinking about
school engagement?...

*(SPOILER ALERT: There is
hope in partnerships to share
the load)*



Teachers too - and this has only increased with Covid19 uncertainty + lockdowns...



Curriculum outcomes

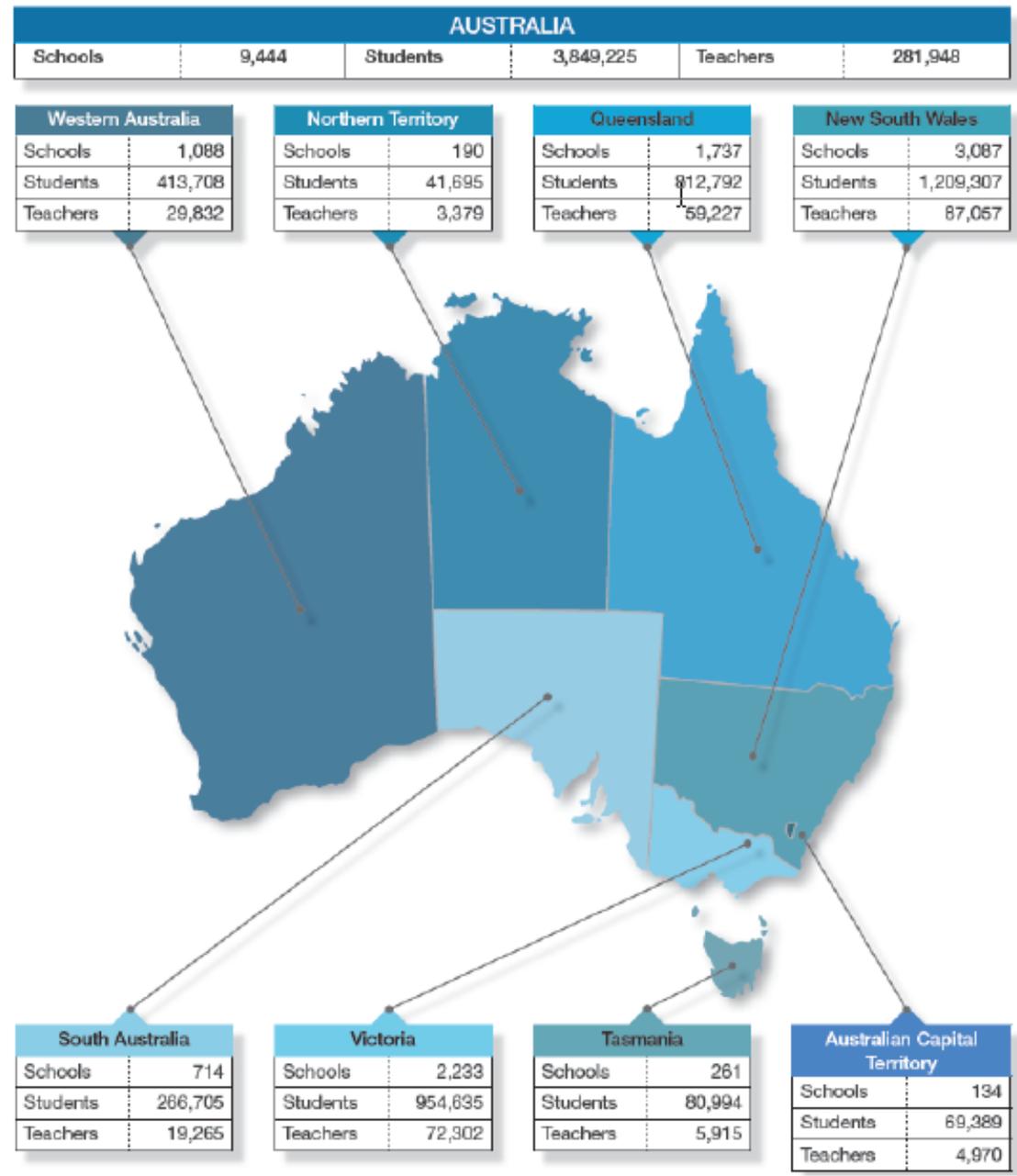
Assessment & reporting

Making curriculum relevant + robust

Pivoting from face to face to Online learning



forestlearning.edu.au



Source: <https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-2017#Link1>



Working from an evidence base -



Teachers and Primary Industries

Insights into teachers' needs in order to improve student engagement with Primary Industries

2021 FULL REPORT HERE -

https://www.piefa.edu.au/uploads/9/8/9/8/98986708/piefa_teachers_survey_report.pdf

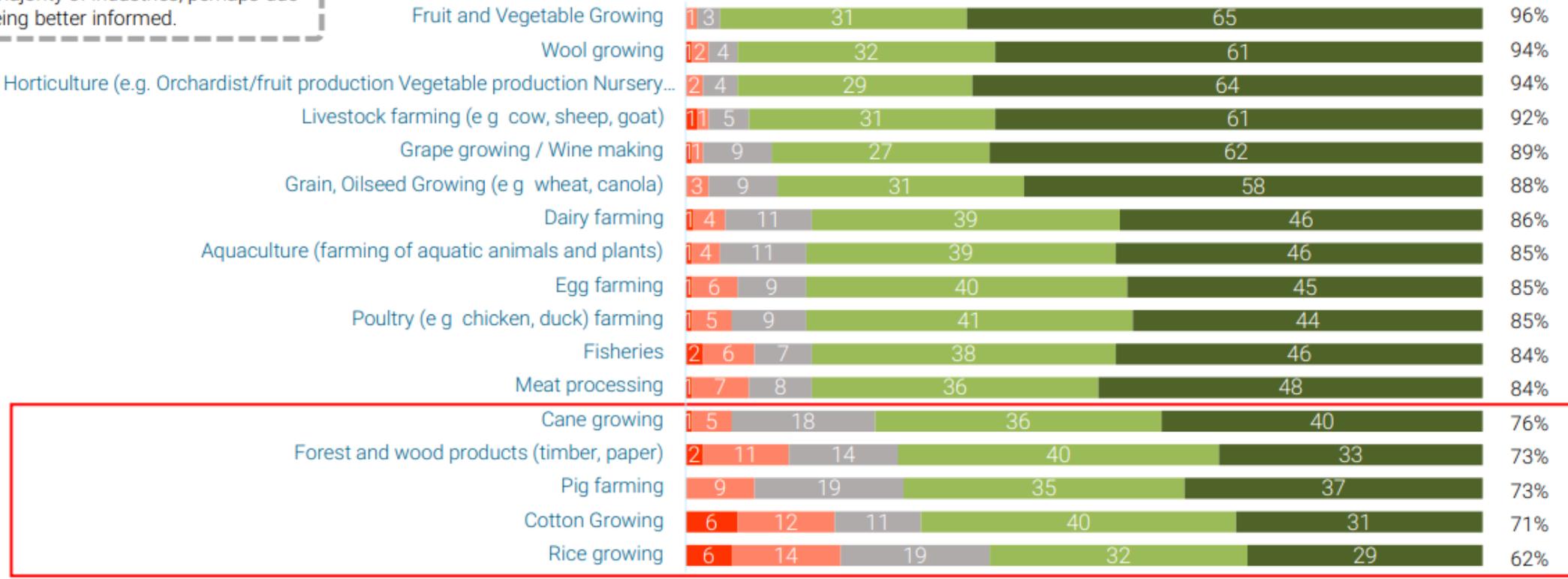
FORESTLEARNING TEACHER FEEDBACK SURVEY – OPENING THIS WEEK FOR TEACHERS



Teachers' negative perceptions of food and fibre industries are based on latent environmental concerns

Those who teach PI-related subjects were more likely to feel positive about the majority of industries, perhaps due to being better informed.

Feelings about food & fibre industries



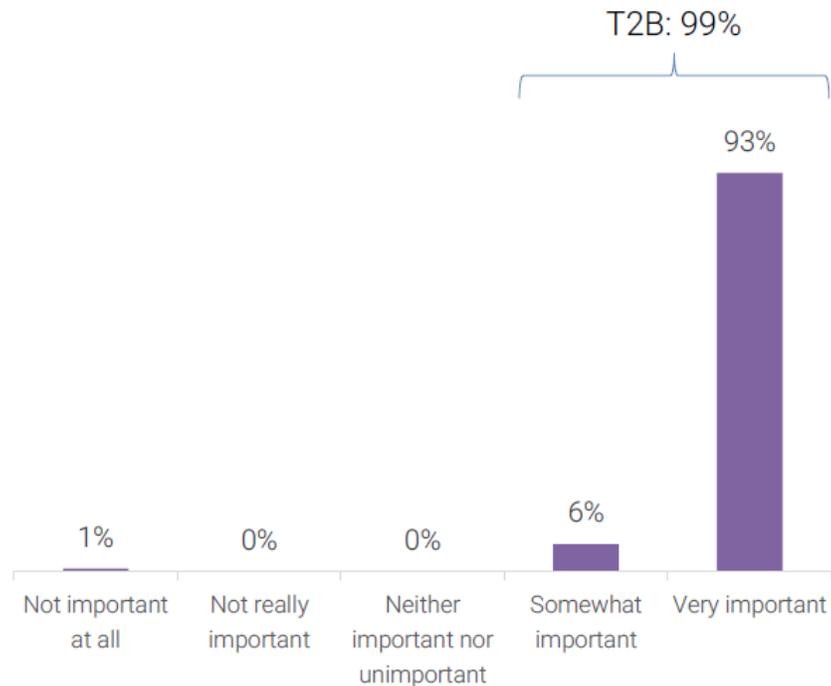
■ Not positive at all
 ■ Not really positive
 ■ Neither
 ■ Somewhat positive
 ■ Very positive



16. How do you feel personally about the following industries involved in producing food and fibre products in Australia? Total Base: n=139. No significant differences by key demos in T2B @ 95% CI
 Examples of Horticulture given - Horticulture (e.g. Orchardist/fruit production Vegetable production Nursery production Cut flower production)

Teachers' perceptions of the importance of teaching about f&f are driven by a desire to help students to understand global perspectives and the value in local, sustainable and responsible production

Importance of teaching about food and fibre production in Australia



"I have come from a migrant background where my parents knew real food shortages. Consequently, I have a huge recognition of the need to support a viable and vibrant farming sector."

"Finding a balance between human needs and the needs of the natural environment are things that need real understanding in order for future generations to make sound, informed decisions."

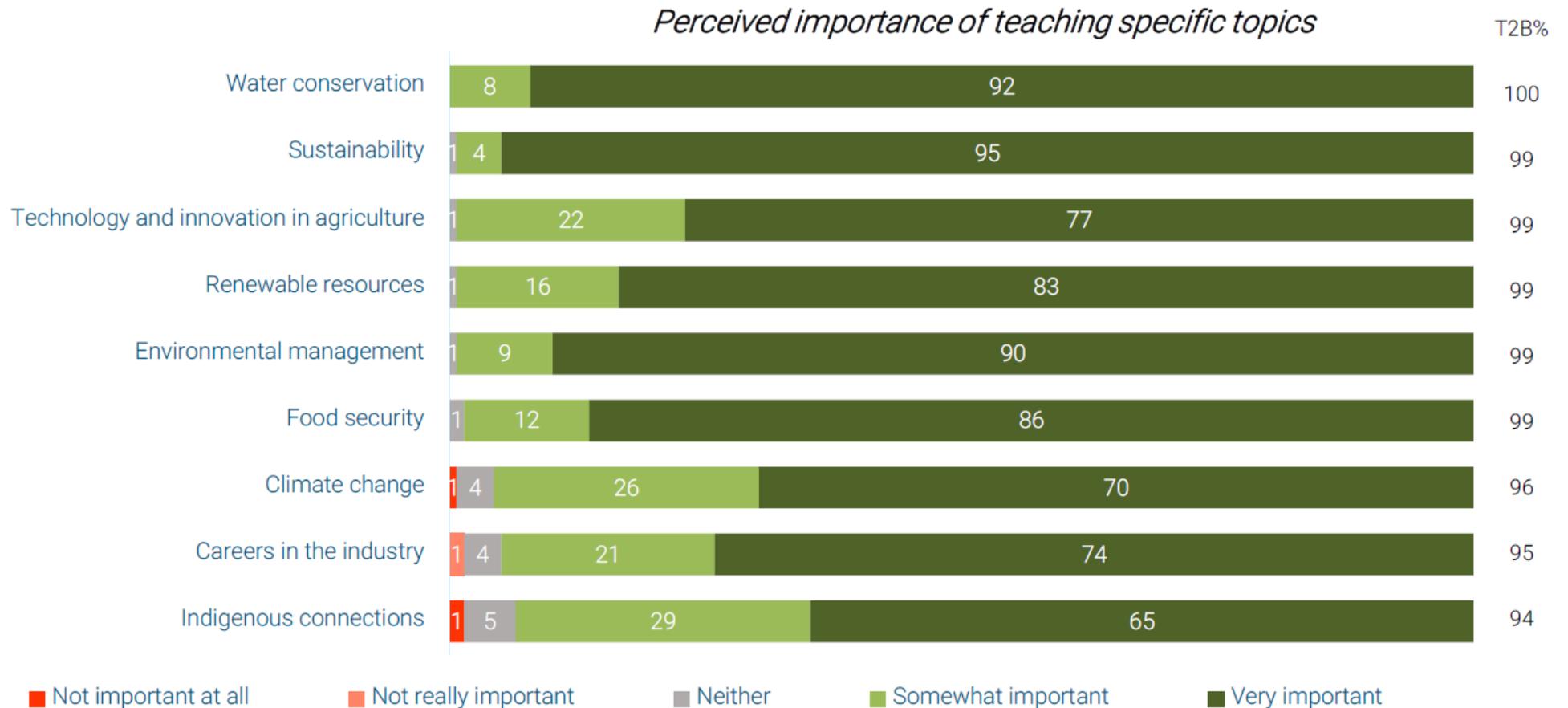
"The world has a rapidly growing population. Agriculture, science and technology will play a vital role in meeting the population's requirements in terms of food, clothing and shelter, energy and sustainability for human survival."

"More kids than ever are disconnected with where food and fibre comes from. Environmentally and politically, we should be aiming to produce as much of our own food in particular, in Australia. For Australians to value local production they need to know something about it."

How important do you feel it is to teach students about food and fibre production in Australia? / And why do you say that? Total Base: n=139. No significant differences by key demos in T2B @ 95% CI

But teachers rank the importance of these issues as essential

Teachers regard all key areas related to food and fibre production as being important with water conservation ranking as most important



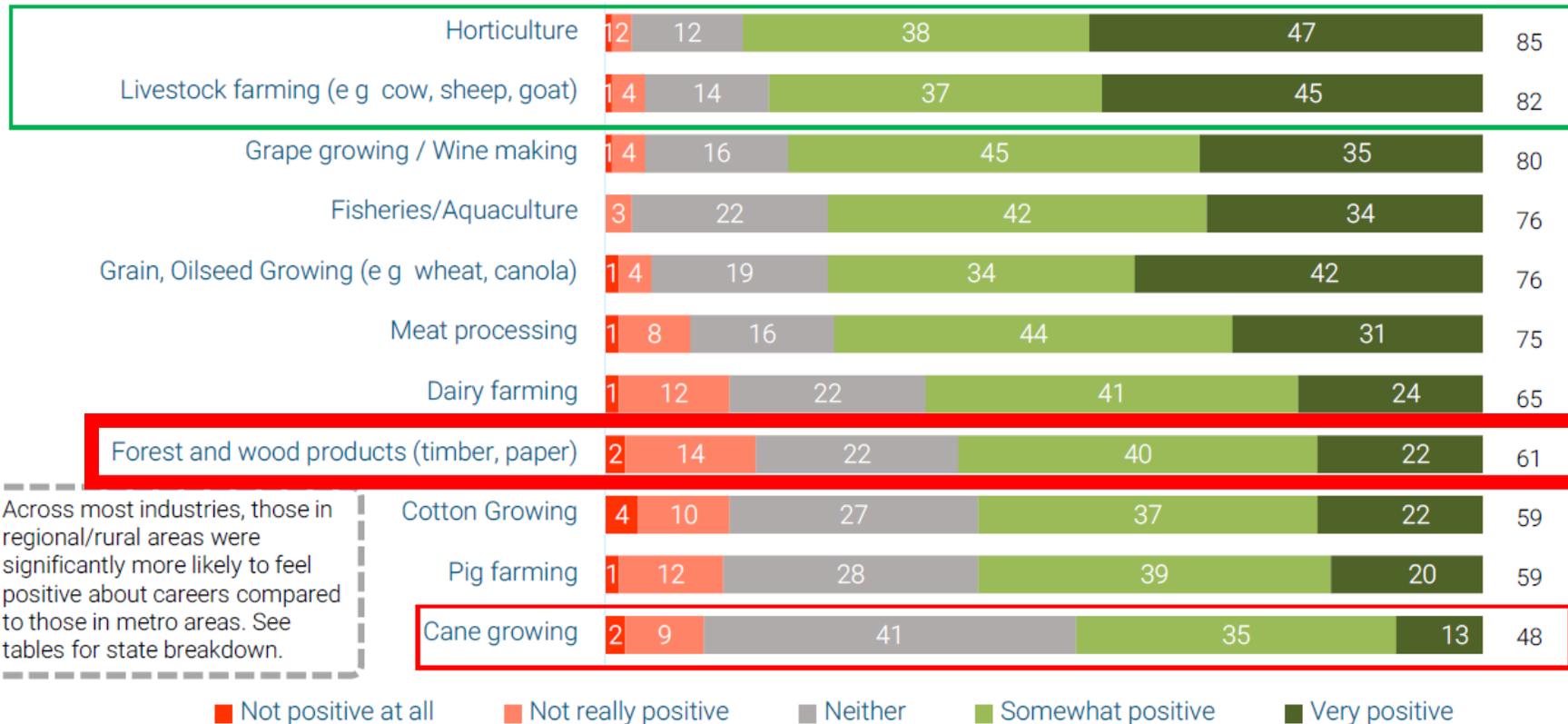
21. How important do you believe it is to teach students about the following in school today? Total Base: n=139. No significant differences by key demos in T2B @ 95% CI

Careers are unknown/misunderstood

Perceptions of job and career prospects are relatively strong and are led by horticulture, livestock farming and grape growing – driven by those in regional/rural areas

Feelings about job & career opportunities in primary industries

T2B%



Across most industries, those in regional/rural areas were significantly more likely to feel positive about careers compared to those in metro areas. See tables for state breakdown.

Those in Rural and Remote schools were significantly more likely to have positive perceptions of jobs in many of these industries than those in Metro schools.

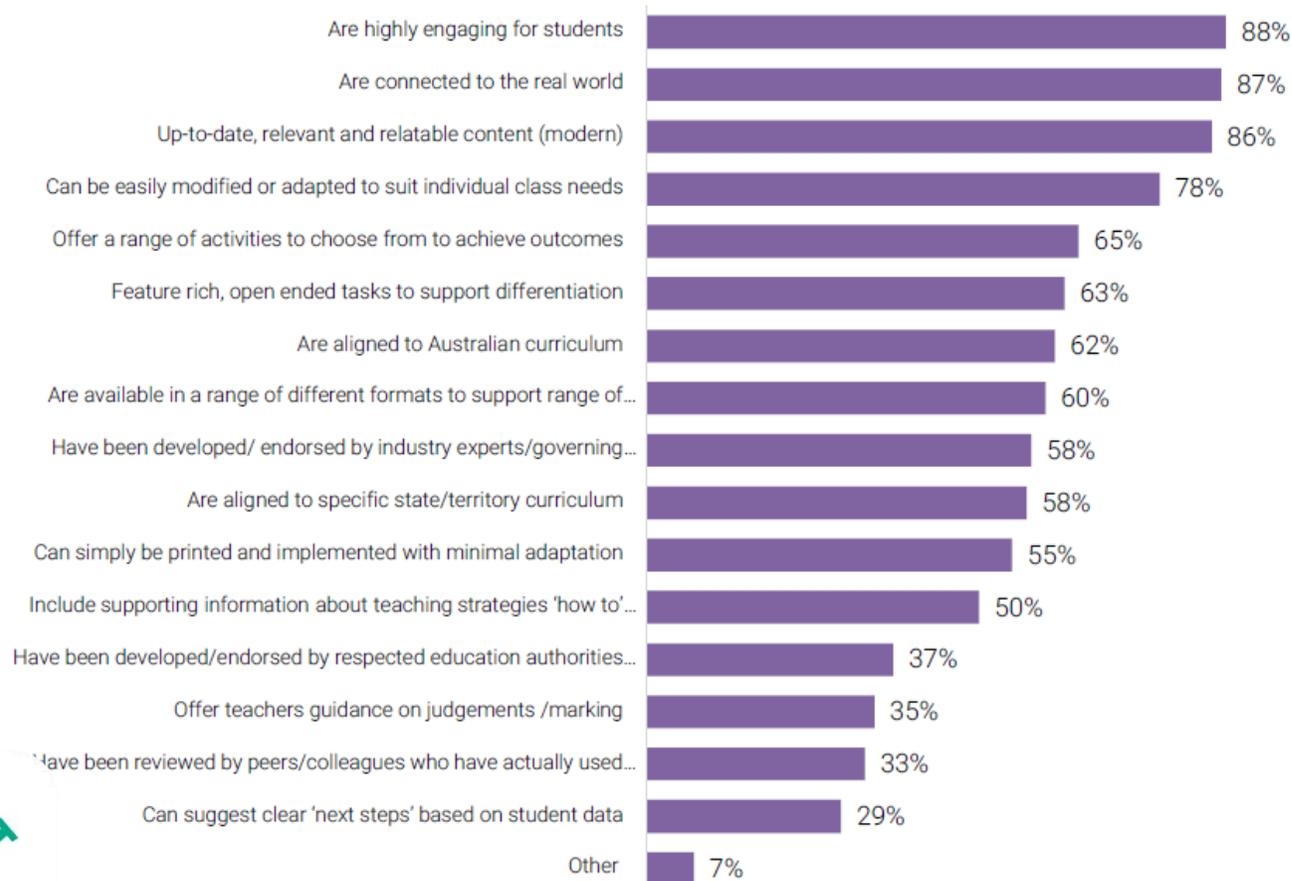
As do those who teach food and fibre regularly or more often as part of their classes, those who studied agriculture at university, and those who have worked in related industries.

Those who teach PI-related subjects were the most likely to feel positive across these industries, followed by STEM teachers and then followed by teachers of other subjects.

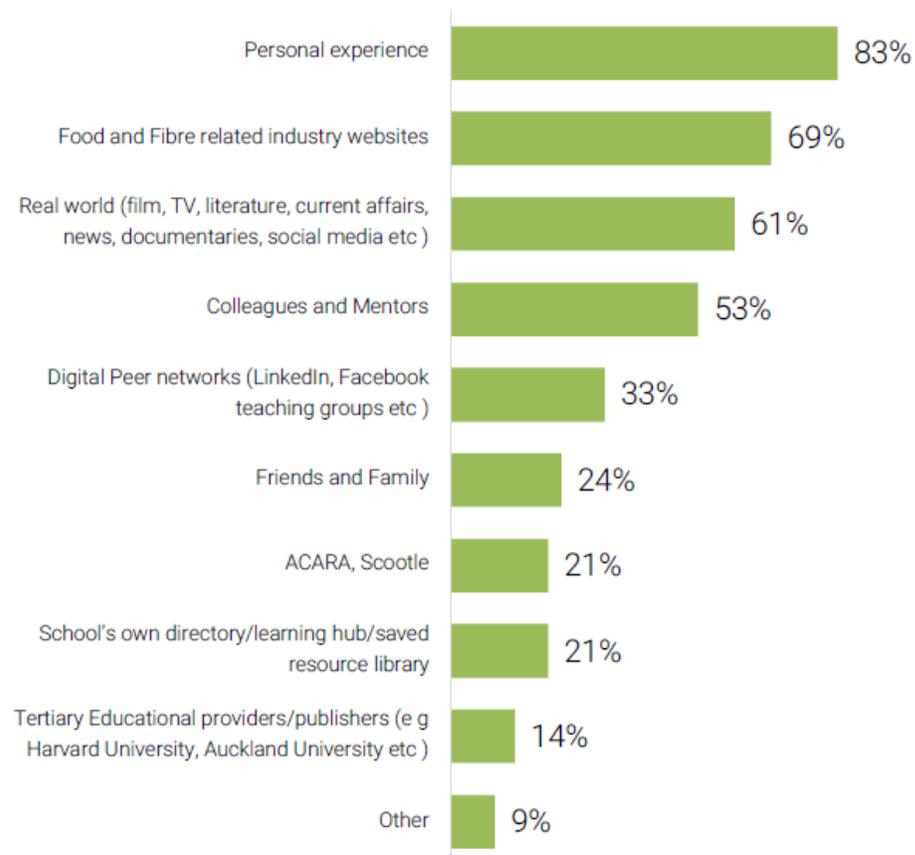


Teachers seek resources that are engaging, connected to the real world (relevant), and easily adaptable to their class needs. They are inspired by personal experience, industry news and the real world

Key requirements from resources sought



Source of inspiration for lesson plans



searching for teaching and learning resources related to food and fibre production, which of the following are important factors for you when considering which resources to use? 37. How and where do you get the come up with the activity ideas for your lesson plans around food and fibre lessons? Total Base: n=139 No significant differences by key demos in T2B @ 95% CI



Talk with a group of 2-3 on your table for 4 minutes



1. Are teacher perceptions in New Zealand similar to that found in Australia? Are there any differences?
2. What stories from the forest, and work being done, could help shed light on some of these issues of concern raised?

Water conservation

Sustainability

Technology and innovation in agriculture

Renewable resources

Environmental management

Food security

Climate change

Careers in the industry

Indigenous connections





We provide educators with free teaching resources relevant to the Australian Curriculum and with a focus on Australian forests and sustainable timber products.

ForestLearning website - 71 (+ growing) F-12 teaching and learning resources aligned to the Australian Curriculum – audit + refinement underway



forestlearning.edu.au

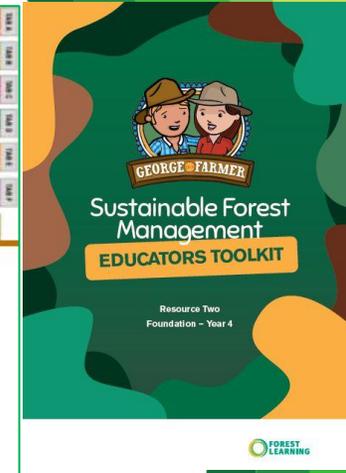
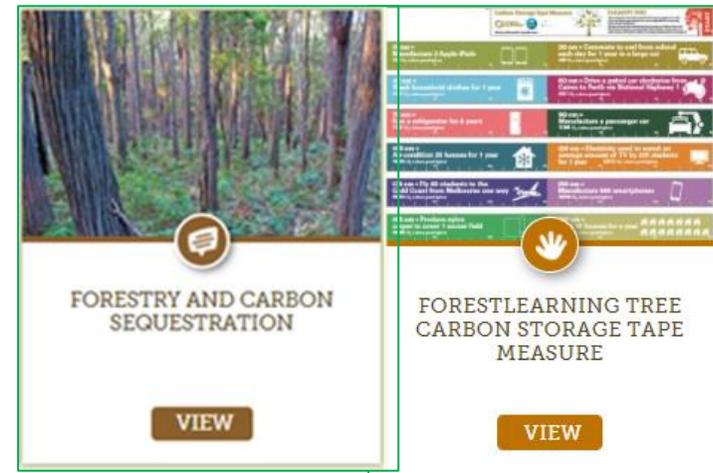
- From disconnected 'SILO' beginnings to a national collaborative agenda via the **Australian Forest Education Alliance**

- Evolution of ForestLearning teaching resources
- Evolution of the teacher one-stop-shop website **forestlearning.edu.au**

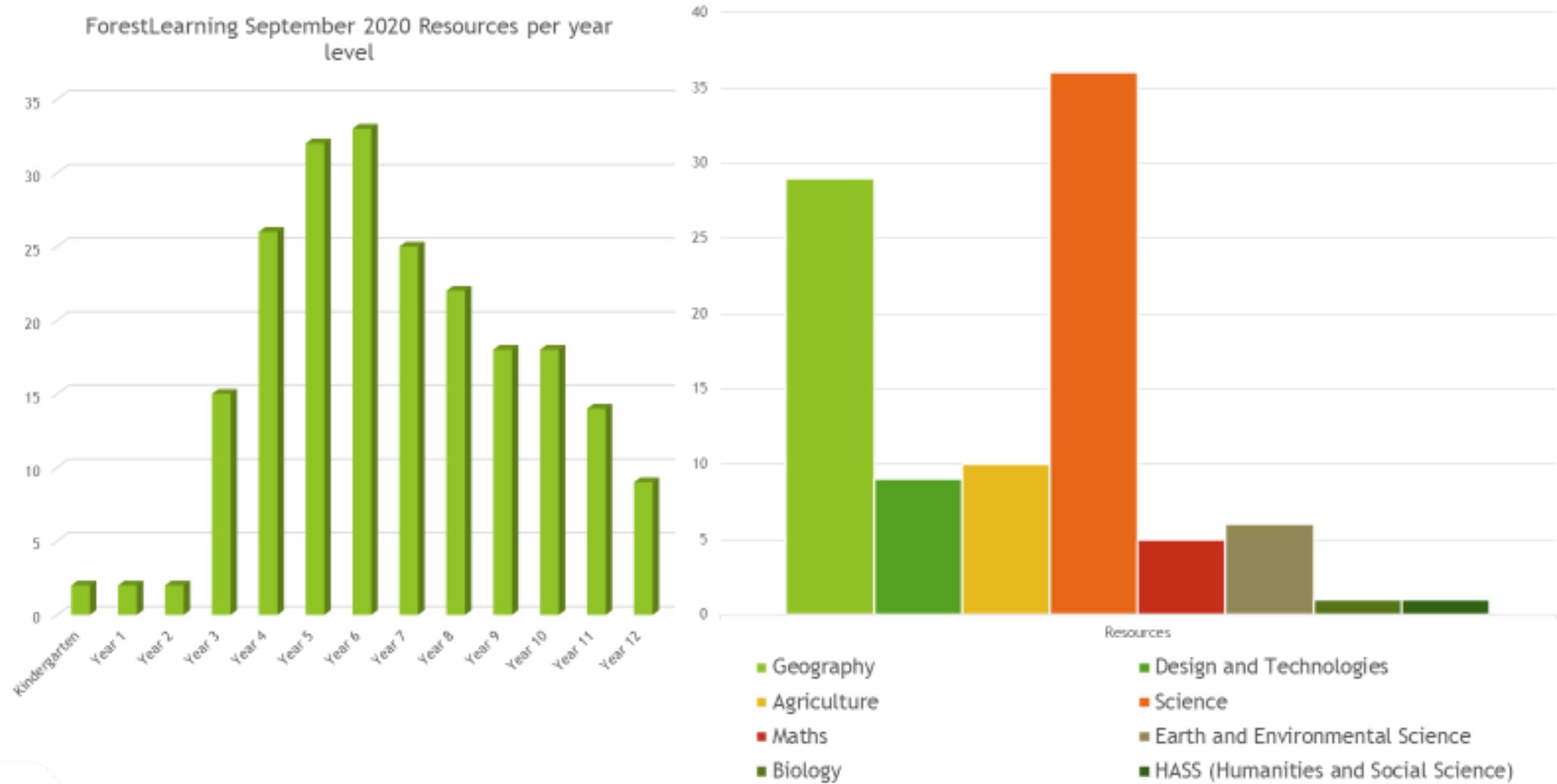




- **Robust Resources** – free F-12 teaching resources aligned to the Australian Curriculum
- **Productive Partnerships** – Education and Industry collaborators, including Australian Forest Education Alliance, ForestLearning Industry Education Champion Program (150+), member of PIEFA since its inception 2009.
- **Communication** – 8200+ teachers currently on the quarterly e-newsletter distribution list, 2273 Facebook Followers, free teacher packs mailed to schools



Current Resources on forestlearning.edu.au



forestlearning.edu.au

All resources on the ForestLearning website have been:

- **Developed** by classroom experienced educators / professional teacher association groups
- Aligned with the **Australian Curriculum**
- **Supported** by all members of the Australian Forest Education Alliance.



forestlearning.edu.au

Robust Resources

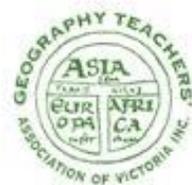
- Desire is for adoption not the unending development of new
- Audit, evaluation + refinement
- Partnering with trusted sources
- Design layout easy for teachers to use and branding – building trust, consistency and reliability



myfuture



SIPP
SCHOOL TO INDUSTRY
Partnership Program



AUSTRALIAN
SCIENCE
TEACHERS
ASSOCIATION



GEOGRAPHY



YEAR 10

ENVIRONMENTAL CHANGE AND FOREST MANAGEMENT

TEACHER RESOURCE

DOWNLOAD YOUR FORESTVR™ APP



AUSTRALIAN CURRICULUM LINKS

- ACHGK070
- ACHGK072
- ACHGK073
- ACHGK074
- ACHGK075
- ACHGS075
- ACHGS076
- ACHGS077
- ACHGS080

For State Curriculum links go to page 47.

Forests are of enormous importance to all species on earth. They provide shelter, food, and other resources. They help to clean our water and protect our soils. They are the guardians of the climate and are economically important. They provide us with inspiration and enjoyment. We need forests.

Forest.Learning has developed this unit in conjunction with the Geography Teachers Association of Victoria (GTAV) to assist geography teachers to explore Australian forests using innovative spatial and virtual reality technologies including ForestVR™ (forestlearning.edu.au/forestvr). Although not intended as a replacement for actual on-ground fieldwork, ForestVR virtual excursions can offer unique and exciting immersive learning experiences for students and can be a particularly powerful online learning tool to "enhance a learner's knowledge of spatial concepts" (Southgate, 2020).

Forest.Learning's ForestVR Toolkit for Schools provides 360-degree video experiences and 360-degree photo tours of some of the major productive forest types of Australia. It also explores timber manufacturing processes as well as the final uses of renewable forest products in buildings, flooring and everyday items like paper and cardboard. The accessibility of 360-degree cameras and 360-degree images opens many new opportunities in this field, particularly for investigating forest environments and management.

gtav **FOREST LEARNING**

INTRODUCTION AND LESSON SEQUENCE

LESSON SEQUENCE

Lesson 1
page 2

INVESTIGATION OF THE LOCATION, CLASSIFICATION AND MANAGEMENT OF FORESTS IN AUSTRALIA

ACTIVITIES:

- 1 Is It a Forest? - Gameshow - page 3
- 2 Forests of Australia - page 4
- 3 Digital Maps - page 7

Lesson 2
page 13

AUSTRALIA'S TIMBER PLANTATIONS

ACTIVITIES:

- 1 Australian Plantations at a glance - page 16
- 2 Softwood pine plantations - page 18
- 3 Statements about forestry and their implications for sustainability - page 21
- 4 Forest plantation location and management - page 23

Lesson 3
page 24

USING DATA AND TECHNOLOGY TO MANAGE FORESTS

ACTIVITIES:

- 1 Using Geographical Information Systems in sustainable forestry - page 24
- 2 Recent innovations for forestry inventory and data capture - page 25
- 3 Data Interpretation - page 29

Lesson 4
page 33

FOREST COVER CHANGE

ACTIVITIES:

- 1 Forest cover change - Introductory activity - page 34
- 2 Forest cover change - Main activity - page 35
- 3 Final Activity - Wildlife corridors - page 39

Lesson 5
page 41

HOW DOES AUSTRALIA'S FORESTRY PRACTICE COMPARE WITH BRAZIL?

ACTIVITIES:

- 1 Starter activity - using Venn diagrams for analysis - page 41
- 2 Main activity - analysing the social, environmental, and economic impacts of various forest management practices - page 43
- 3 Summary activity - Sustainable forest practices reflection - page 46

 Forest.Learning, in partnership with the GTAV, respectfully acknowledges the Traditional Custodians of the land and their Elders past and present, for the important and enduring role that Aboriginal and Torres Strait Islander peoples play in Australia regarding the land, water and sky.

FOREST LEARNING

B | ENVIRONMENTAL CHANGE AND FOREST MANAGEMENT | YEAR 10 GEOGRAPHY

LESSON 2

AUSTRALIA'S TIMBER PLANTATIONS

 60 minutes

 For each question, teacher answers are provided on blue.

OUTCOMES

Students will:

- understand the different stages of a timber plantation cycle
- identify key changes in forest characteristics at different stages of the plantation.

AIM: To study the distribution and functioning of Australia's timber plantations and identify some of the changes to the environment.

MATERIALS

- Computers
- Student workbook/Lesson 2 - in which to complete answers
- Optional: VR headsets (if available), or iPads or laptop/computers

TEACHING INSTRUCTIONS/PRIOR KNOWLEDGE

It is important that the main points in the introduction are discussed, including the importance of people managing the planting, growth and quality of trees to supply the human demand for construction timber and paper and other timber-based resources.

The concept of renewable resources and sustainable management needs to be approached without giving too much detail. You want students to make their own assessments of these concepts.



AUSTRALIA'S FORESTS

Australia has the seventh largest reported forest area of any country, occupying 134 million hectares, which is 17% of Australia's land area and 3% of the world's total forest area (ABARES, 2021).

The diverse forests are among the country's most important natural resources (ABARES, 2021a).

They are valued for their diverse ecosystems and unique biodiversity, and for products such as wood. They perform important environmental functions, including storing carbon and protecting soil and water. Forests are also places with cultural, aesthetic and heritage values and provide recreational opportunities (ABARES, 2021b).

PLANTATION FORESTS

Plantation forests are intensively managed stands of trees that have been artificially planted with native or exotic species in rows, like an agricultural cropping farm. Plantation species are described as either hardwood (mostly eucalypts) or softwood (pines).

The distinction between hardwood and softwood is botanical, rather than referring to the strength or hardness of the wood. Hardwoods are relatively broad-leaved trees with seeds that are produced in an enclosed form, such as a fruit or nut; softwoods are coniferous or cone-bearing trees with needle-like leaves. Due to their higher density, hardwood is usually stronger than softwood, but this is not always the case, for example, balsa is a hardwood and white cypress is very strong softwood (Wood Solutions, 2021).

The primary purpose of a plantation forest is commercial wood production. They produce most of the volume of logs harvested annually, accounting for 87% of total wood production in Australia (ABARES, 2021). Plantations also provide a range of environmental services, such as salinity and erosion control, and support regional employment. Plantations provide habitat for some native flora and fauna species that generally do not inhabit cleared agricultural land, although the population densities of forest-dwelling species are usually lower in plantations than in native forests. (ABARES, 2018b).

FOREST LEARNING

13 | ENVIRONMENTAL CHANGE AND FOREST MANAGEMENT | YEAR 10 GEOGRAPHY

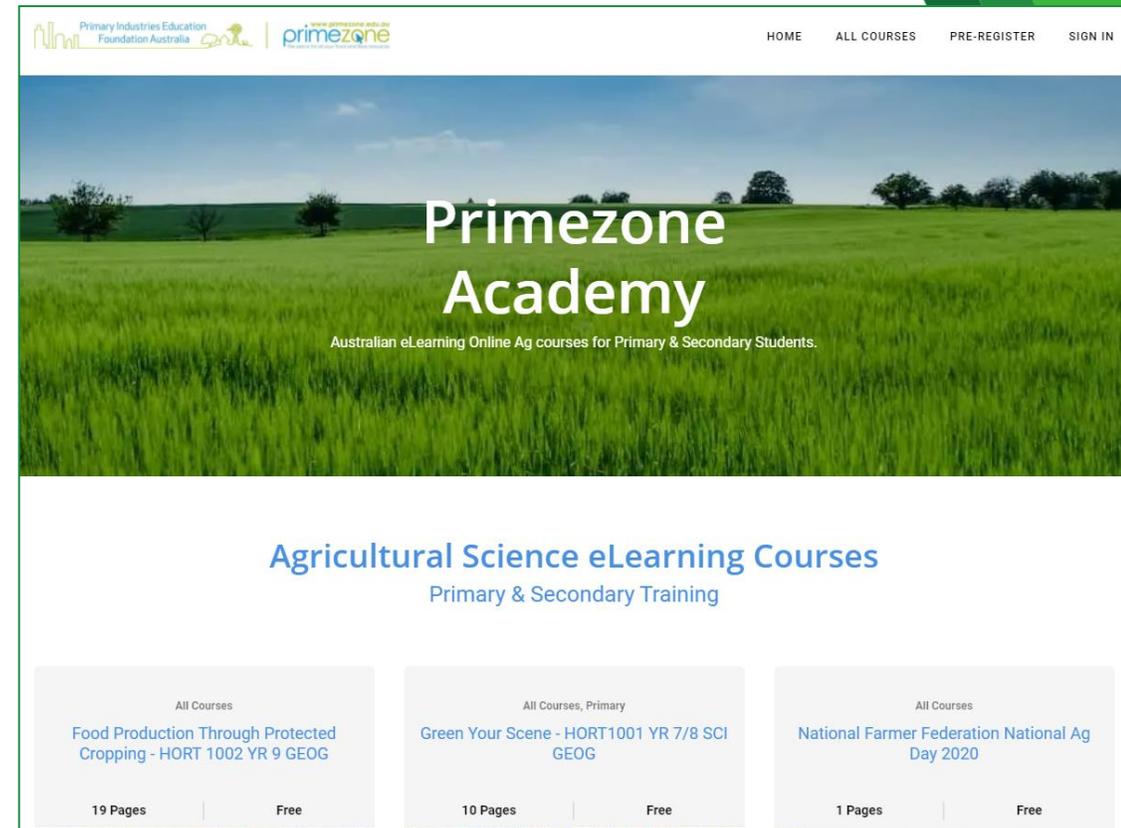
Ask students to read the notes in this section and add any new terms to their glossary definition table.



Design and Branding refresh following teacher consultation and feedback surveys

Future Projects 2021:

- Teacher Professional learning videos – 3-4 minutes for each website flagship resource to help inspire and upskill teachers
- Primezone academy courses – fully online lessons in e-learning style with PIEFA
- Indigenous linkages across all resources – building connections
- Virtual Classrooms with ‘known children entities’ e.g. George the Farmer for online learning



WOOD

**The Ultimate
Renewable™**



**Forest & Wood
Products Australia**

Linkages with industry wide campaigns



SEARCH FOR A TEACHING RESOURCE BY:



CURRICULUM CODE ▾

THEME ▾

SUBJECT ▾

YEAR ▾

STATE ▾

SCOT ▾

TYPE ▾

KEYWORD ▾



GEOGRAPHICAL
INFORMATION SYSTEMS
LESSON PLAN

VIEW



GOING BUSH – A
BIODIVERSITY MELTING POT
IN NORTHERN NSW

VIEW



THE ROLE OF FORESTS IN
ENVIRONMENTAL
PROTECTION

VIEW



VARIOUS DEMANDS FOR
PLANTATION AND NATIVE
FORESTS

VIEW



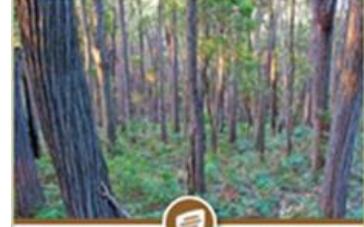
PLANTATION VS NATURAL
AND SOFTWOODS VS
HARDWOODS

VIEW



SOCIO-POLITICAL ISSUES IN
FORESTRY

VIEW



FORESTRY AND CARBON
SEQUESTRATION

VIEW



Find resources on forestlearning.edu.au using simple but powerful search tools

Emerging projects

- **ForestVR teacher toolkit** – VR experiences, Teacher tools, PowerPoint lesson slides, KMZ files Google Earth, VR Tours
- Federally funded **Kids to Farms projects** in every state since 2020 – partnering to build in forestry to the program:
 - **Agroforestry resources + Agroforestry Forester Time** partnerships – Vic
 - **George the Farmer:** primary school resources including Video, VR, Teacher and student activity based workbook, Online Classroom
 - **Ag Inspirations and conferences** – Qld (sharing with other states)
 - **Ag teacher conferences** and links with industry – NT/Qld/National
- **Virtual Classrooms** – Kimberlin Education partnership (MLA, Eggs, Dairy etc), with George the Farmer live + Expert Forester
- **Forestry Hubs in WA, SA, QLD, NNSW, Vic** - education engagement outcomes.



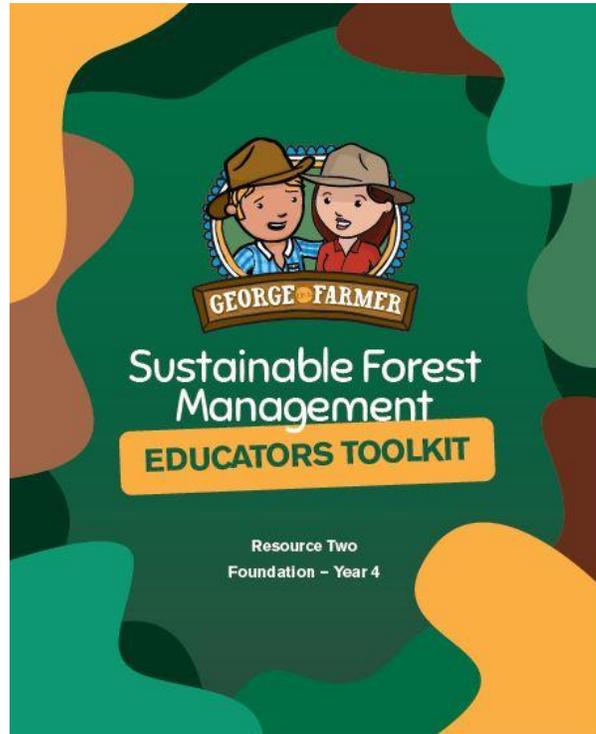
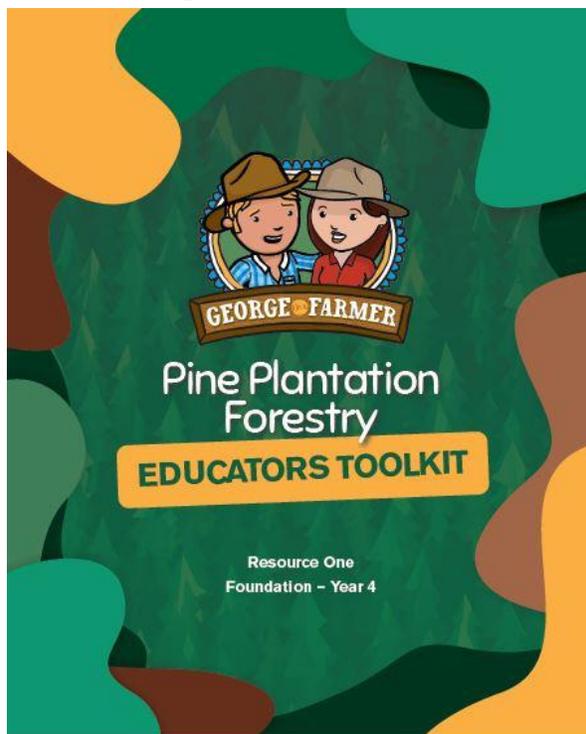
VIC Farmer Time: Agroforestry and sheep production with Hannah and Kristy

Farmer Profile
Hannah and Kristy Stewart

Watch on YouTube

VIC Farmer Time Feedback Survey

Industry and ForestLearning Partnership Snapshot: George the Farmer



+

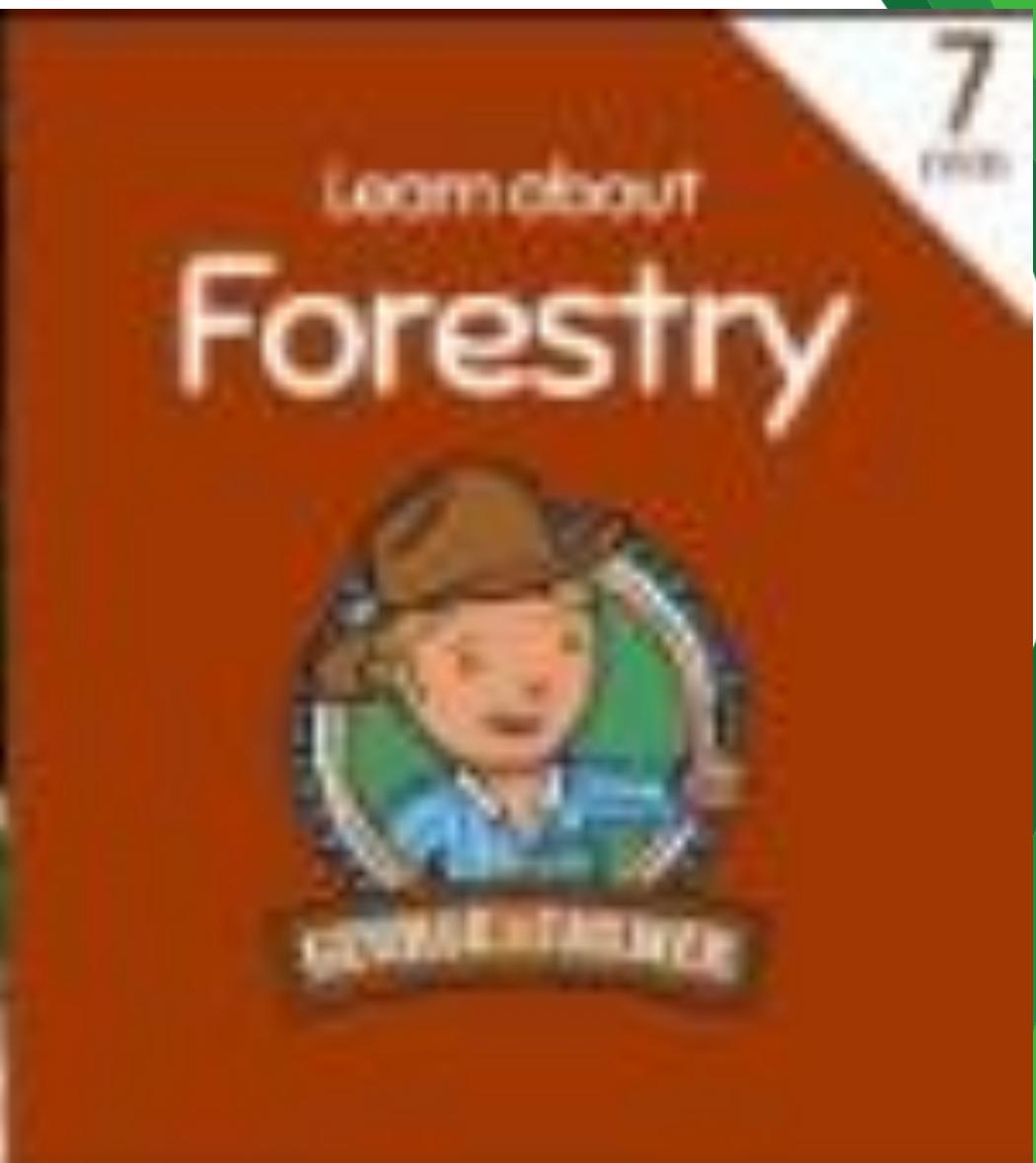


Emerging Leaders Program



TIMBERLANDS Pacific





https://youtu.be/9V_f4P4bYNE

forestlearning.edu.au

Tapping in to emerging tech in schools + meeting teacher/student online learning needs:



Education Field Trips – 2020+ Barriers

SCHOOLS → Field Work:

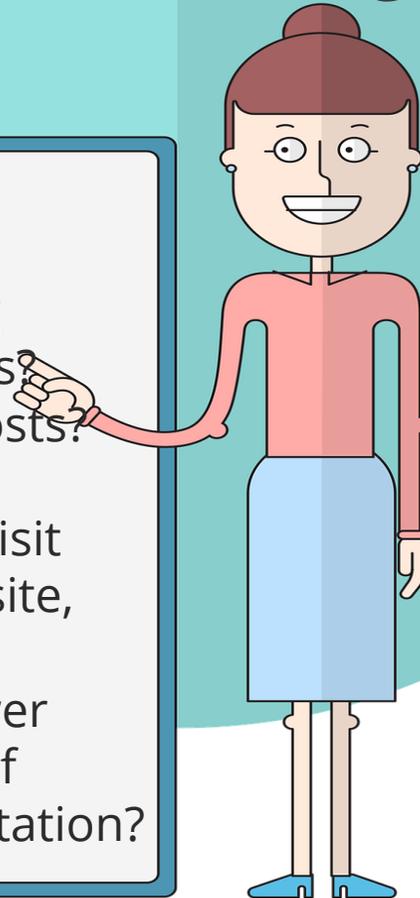
Skills, Landscapes, Forest environments,
Mapping, Biomes, Environmental Change &
Management....



Image: Victorian National Park Association

BUT ...

- Covid19!
- Social distancing
- Industry contacts?
- Distance? Bus costs?
- OH&S? PP&E?
- Permissions to visit (e.g. harvesting site, mill....)?
- Confidence - lower understanding of forestry/deforestation?



forestlearning.edu.au



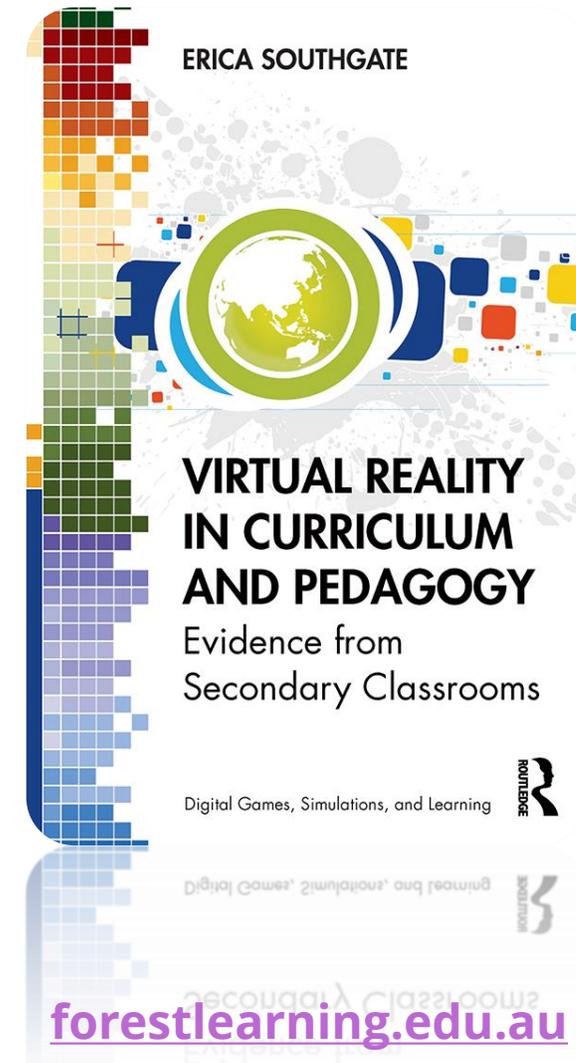
ForestVR – meeting the rise of tech in schools



2020/21... Covid19 and the call for educational VR

Virtual reality enhances limited physical environments
(e.g. during school lockdown, no excursions)

“ ...educators should leverage the established instructional strategies of their field, and their deep pedagogical knowledge of this, to create immersive learning experiences that resonate with the curriculum and students”
Erica Southgate, University of Newcastle



forestlearning.edu.au

Immersive Technology Applications in Geography

Instructional

- “How to do something”
- Can be Passive and/or Interactive)

Virtual Field Trips

- “Visit locations in Virtual Reality”
- Undertake field surveys using 360-degree photos and video experiences

Begin by considering the purpose of the field trip.

- What will students do when they've completed the experience?
- How does the experience connect to curriculum goals and the development of an information fluent (student)?

Field Trip intro/ reflection

- “Great for taster or revision pre- or post-field trip”
- Helps to fill in the gaps to a 'cycle' or system, rather than a field trip 1 day in time

Student Created Content

- “Ask students/ participants to create their own”
- Use as an extension activity
- Use as an assessment piece with hotpots
- Post field trip revision





Engaging,
creates
interest

Greater
student
interaction to
learning cp
2D video

New/
Innovative -
doesn't feel
like school
'work'

Benefits of
Virtual
Technology
in the
Classroom

Links to
curriculum
outcomes

Safe

Practical

ForestVR™ Toolkit for schools

Written by teachers - for teachers!

Teacher
Workbook

ForestVR 360-degree
Google expedition
tour of world forests

.kmz files for
Google Earth
Pro

Video Tutorial Files
(via YouTube, Vimeo,
ForestLearning website)

Student
Workbook

ForestVR™ 360-degree video
experiences + virtual 360-
degree photo tours
(via ForestLearning website,
ForestVR Apps, YouTube, Vimeo,
Roundme)

Lesson
PowerPoint
presentations





7 Virtual Expeditions FOR STUDENTS

Explore Australia's Forests Today
www.forestlearning.edu.au/forestvr



ForestVR Toolkit = 360-degree Video Experiences + 360-degree photo tours + teaching resources

	A. Forestry Management	B. Milling	A + B Full Forest and Wood Cycle	C. Additional End Product milling
Pine Story - Softwood	1. Pine Forest Story 	2. Log to Lumber Story 	3. Seed to Shelter 	4. Pine Plantation to Paper 
Spotted Gum Story - Hardwood	5. Spotted Gum Forestry Story 	6. Tree to Timber 	7. Forest to Fine Flooring 	

News

ForestVR APPs
now available



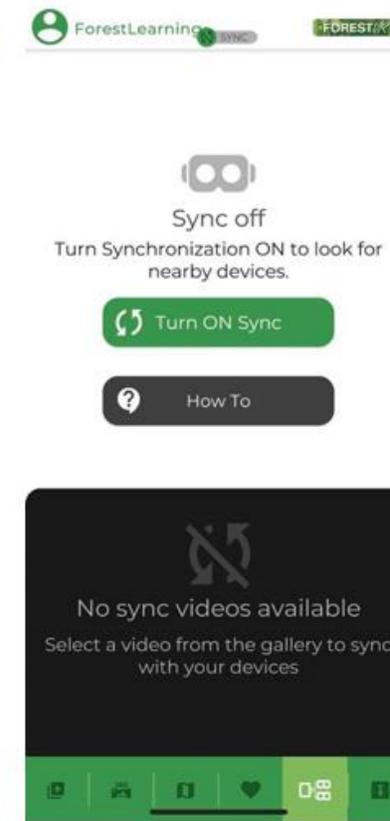
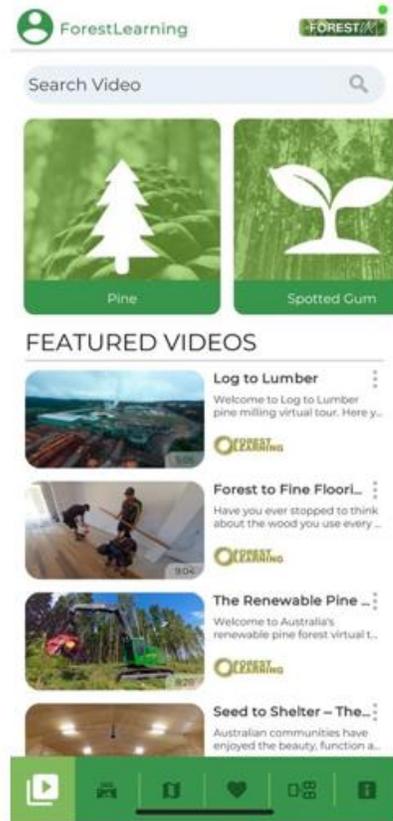
FORESTVR TOOLKIT FOR SCHOOLS

--> **forestlearning.edu.au/forestvr**



ForestVR™ App features for classrooms

– IOS, Android and Oculus Go





ForestVR APP's
available free at:



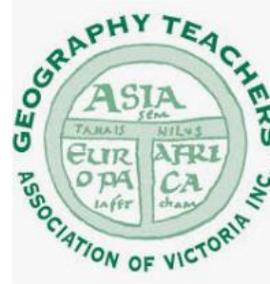
forestlearning.edu.au/forestvr



Collaborators



**THINK.
DIGITAL**



Pine Cycle contributors:



Spotted Gum Forest and Wood Product Contributors:



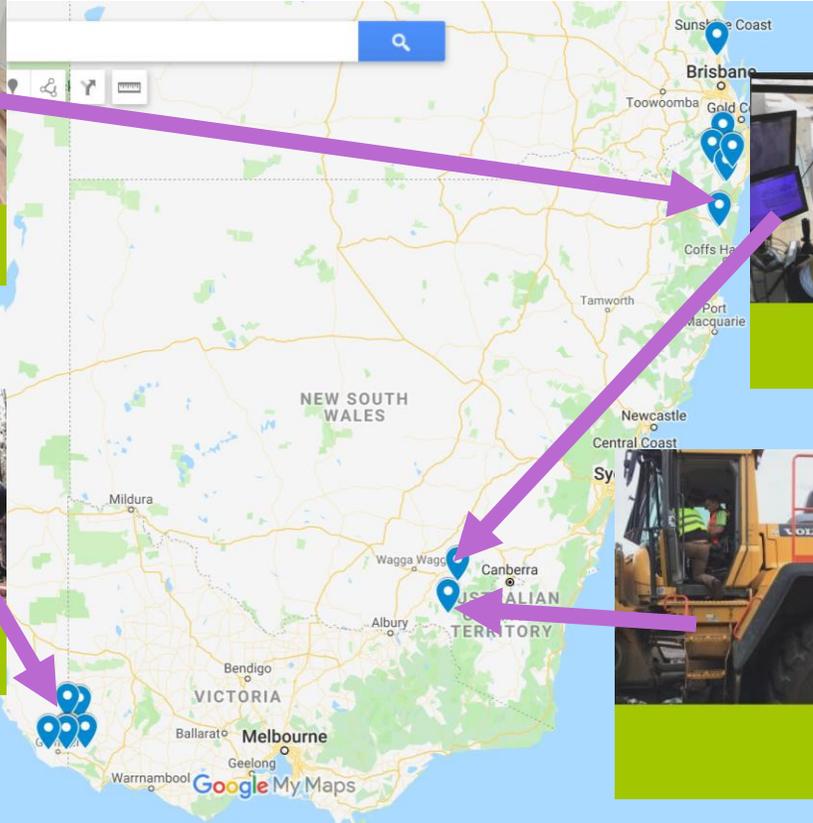
forestlearning.edu.au

Filming phase

28 filming locations around Australia



NORTHERN NEW SOUTH WALES
The VR Spotted Gum Story



VISSY PAPER MILL, TUMUT NSW
The VR Pine Tree Story



MOUNT GAMBIER, SOUTH AUSTRALIA
The VR Pine Tree Story



HYNE MILL TUMBARUMBA, NSW
The VR Pine Tree Story



forestlearning.edu.au

New ForestVR tools to come in late 2021 –

- **Forest Science Explorers** - years 3-6: Biomes, Adaptations, forests of Australia
- **Agroforestry** – trees at work on the farm
- **Careers in forests and wood products**
 - Forester
 - Ecologist
 - Mill processing cadet



How to access ForestVR™



- **ForestLearning website** - www.forestlearning.edu.au/forestvr
- **ForestVR™ APP for IOS, Android and Oculus:**



<https://tinyurl.com/AppStoreForestVRapp>



Google Play

<https://tinyurl.com/GoogleForestVRapp>



Email info@forestlearning.edu.au
to access a one time pass key to
download APP.

- **YouTube ForestVR playlist:** <https://tinyurl.com/YouTubeForestVR>
- **Vimeo Showcases:**
 - The Renewable Pine forest showcase: <https://vimeo.com/showcase/6041443>
 - Spotted Gum showcase: <https://vimeo.com/showcase/6043133>
- **ForestVR Roundme 360-degree photo tours:**
<https://roundme.com/@forestlearning/tours>



forestlearning.edu.au

Talk with a group of 2-3 on your table for 4 minutes

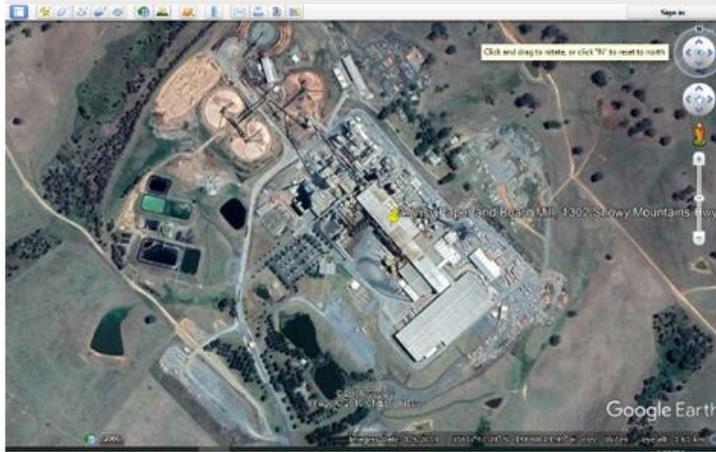


Try virtual environments on your iPad, smart phone or VR Headset

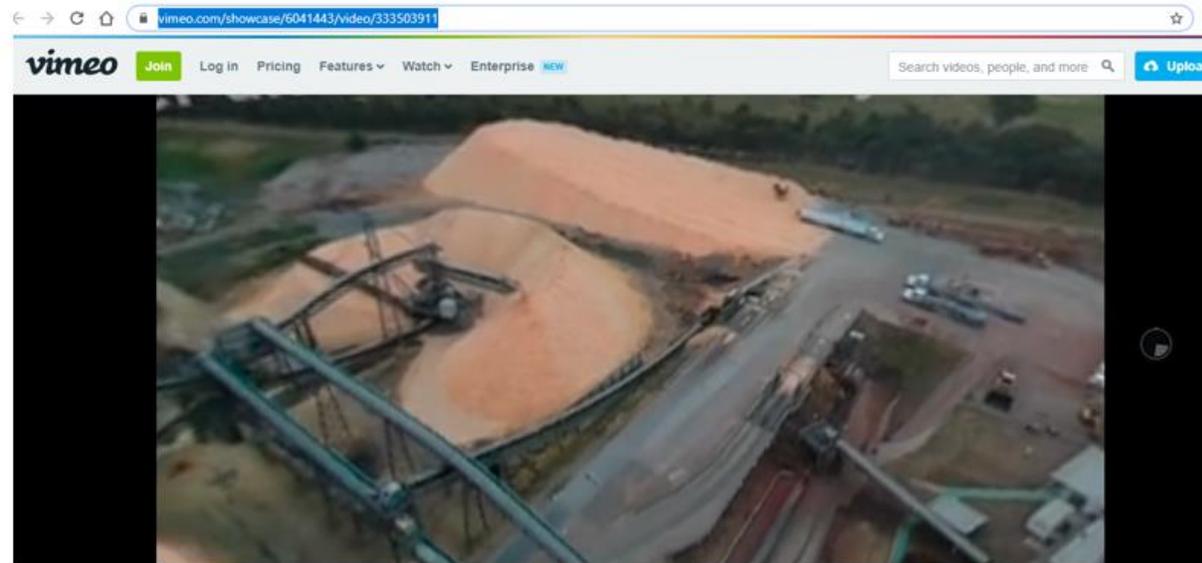
- YouTube – ForestLearning Channel
<https://tinyurl.com/ForestVRdemo>
- ForestVR™ Website stories – seed to to shelter including VR Tours - www.forestlearning.edu.au/forestvr



ForestLearning Resources/Activities – Follow up to VR sites



1.Site Preparation Mounding	19/06/2019 7:15 PM	KMZ	1 KB
4 Years	19/06/2019 7:03 PM	KMZ	1 KB
10 Years	19/06/2019 7:05 PM	KMZ	1 KB
15 Years	19/06/2019 7:08 PM	KMZ	1 KB
18 Months	19/06/2019 7:03 PM	KMZ	1 KB
20 Years Thinning Operation	19/06/2019 6:43 PM	KMZ	1 KB
20 Years	19/06/2019 6:47 PM	KMZ	1 KB
30 Years	19/06/2019 7:12 PM	KMZ	1 KB
<input checked="" type="checkbox"/> Pine Mill Snowy Mountains	19/06/2019 7:33 PM	KMZ	1 KB
Pine Mill Tumarumba	19/06/2019 7:27 PM	KMZ	1 KB



Pine Plantation to Paper - The Paper and

More from The Renewable Pine Forest Story

[Automaar näht videot](#)



KMZ files of all ForestVR locations can be downloaded from forestlearning.edu.au:

Print Resource:  

MAP DATA LAYER FILES

Lesson Overview:

These zipped .KMZ and .KML data layer files for student mapping activities are available to download to accompany ForestLearning ForestVR teaching and learning resources for Geography. These files are compatible to be uploaded as layers for use within Google Earth and other online mapping platforms that support these files.

Data layer locations are provided for the forests, timber mills and processing facilities that are explored in the teaching resources below that accompany ForestVR 360 experiences and virtual 360 tours. Other global and Australian sites referenced within the teaching resources are also available as data layers to download.

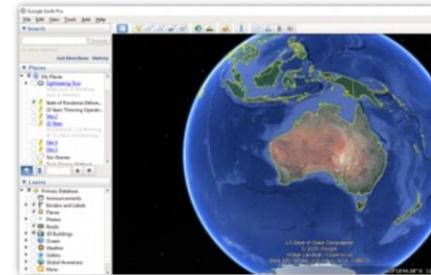
Teaching resources linking map data layers - .kmz and .kml files:

- Geography Year 8: Forest Landscapes
- Geography Year 10: Environmental Change and Forest Management

Year Level/s:

5, 6, 7, 8, 9, 10, 11, 12

Key Curriculum Areas / Subject:



STUDENT RESOURCE

Hinterland Wildlife Corridor Data Layers

Hinterland Wildlife Corridor.kml file (4MB compressed file, 31MB true size)

File Size: 3.93 mb
File Type: ZIP

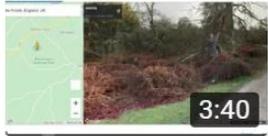
▼ DOWNLOAD

STUDENT RESOURCE



Step by Step Video Tutorials – ForestLearning YouTube Channel:

www.tinyurl.com/forestlerningyoutube



Google Tour Creator

This video has been developed as a tutorial to accompany the Geography...



Padlet Article Analysis

This video has been developed as a tutorial to accompany the Geography...



Comparing forests with 360 photos

This video has been developed as a tutorial to accompany the Geography...



Graphing Tree Coverage

This video has been developed as a tutorial to accompany the Geography...



Plantation Analysis GEP

This video has been developed as a tutorial to accompany the Geography...



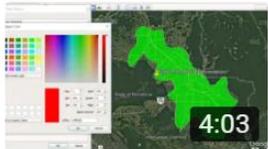
Hinterland Wildlife Corridor

This video has been developed as a tutorial to accompany the Geography...



Adding KML and KMZ files

This video has been developed as a tutorial to accompany the Geography...



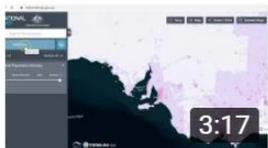
Measuring Tree Coverage Change

This video has been developed as a tutorial to accompany the Geography...



Australias state of the environment

This video has been developed as a tutorial to accompany the Geography...



National Map

This video has been developed as a tutorial to accompany the Geography...



Changing graph to percentage

This video has been developed as a tutorial to accompany the Geography...



VR and Student Created Content

- 360 Video experiences
- 360 Photos
- Virtual Tours for assessment! E.g. Roundme



Productive Partnerships 2021-

- **GTAV, PIEFA, ASTA** and **DATTAVic** - audit + refinement of all ForestLearning resources found at forestlearning.edu.au
- 2021 Partnership with **SheMaps** – capturing drones in schools new audience: Teaching resources + case studies + LiDAR mapping tools in forestry + teacher PL + more

GEOGRAPHICAL INFORMATION SYSTEMS LESSON PLAN

VIEW

AIEM

PLANTATION VS NATURAL AND SOFTWOODS VS HARDWOODS

VIEW

AIEM

FORESTRY AND CARBON SEQUESTRATION

VIEW

AIEM

STEM Education Programs and Resources for Teachers and Schools

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EduDrone Online Conference

Join our online conference for teachers and educators, focused on the use of drones and geospatial technology in education. **9 - 13 August**

[Register Now](#)

ForestLearning Industry Education Champions – the hands and feet

Forests & timber pathway program for Mount Gambier high schools
17 October 2019

OneFortyOne, in partnership with The Department of Education and Child Development has launched a pathway program at Mount Gambier High School which will provide students from Year 8 to Year 12 from different Secondary schools with an articulated pathway into the industry. Source: [Forestry Industry Source](#)

Forestry Corporation
Home > Sustainability > Education > Excursions
Forests excursions: Primary School Years 5-6 (Stage 3)

Sustainability
The Story of Forestry
Sustainability Framework
Certification
Timber
Ecology
Carbon and forests
Education
Excursions
Years K, 1 and 2 (Stage 1)
Primary School Years 3-4

This excursion is based at Gum...
This program is also available hours) and Activity 2.

Outcomes
This excursion program has links to be phased into NSW schools in 2012.

NSW Curriculum Links
This excursion program helps students to achieve:
• ENS3 5 Patterns of place and location - elements of Australia and global environments and how industry and development affect the environment
• ENS3 6 Relationships with places - Explains how we plan for our future workforce.

Primary Programs
Explore the relationships between living and non-living components of a forest ecosystem and how these are affected by the local environment. Walk through different forest types - exploring the changes, the adaptations, and the influencing factors.

Secondary Programs
Understand the importance of classification in organising food webs and ecosystems, investigate how water moves through a natural and modified landscape, and explore the global carbon cycle. Collect data from different forest types, and learn about managing landscapes for different purposes.

College Programs
Understand a range of sampling techniques that can be applied to terrestrial and aquatic environments. Students learn about the complex nature of ecosystem services that forest communities provide.

Engaging young minds through FOREST LEARNING

- 20,000 unique resource downloads
- 15% increase of web visitors
- 4,900 unique resource downloads
- 700 free teacher packs dispatched, reaching 32,000 students



TAEN at Forcio

by admin | Jan 31, 2019 | News | 0 comments



The Tasmanian Agricultural Education Network (TAEN) teachers spent the day with the FDP connecting with a range of experts at Forcio. With the opportunity to observe the cycle of seed selection, nursery production, harvesting, processing and research, at Forcio, TAEN teachers learnt about the complexities of sustainable plantation forestry and the numerous coverings for making links to trees in their classrooms/schools.



Forest Learning fosters teacher education

9 March 2018

Burnside teachers are taking forestry knowledge back to the classroom thanks to the latest Forest Learning Day.

Wespine's Brad Barr said the day was organized and funded by the Leitchfield Timber Industry Club (LTIC) and gave the teachers an understanding of timber's important role in a sustainable economy.

"We began in an Forest Products Commission pine plantation and saw a first thing before talking to Forster Jack Kaniwak, Assistant Operations Officer, Jim Newman and contractor Rari Anderson about career pathways into forestry," Mr. Barr said.

From there the teachers visited the Wellington Discovery Forest and learned about silviculture, harvesting, sustainability, and water catchments.

"We then took the teachers on a tour of Wespine Sawmill and heard more about the sustainability of timber as a construction material," Mr. Barr said.

The commercial aspects of forestry were outlined by Greg Mlachem from Timber Insight, while W4 Plantation's Ian Telfer discussed the environmental benefits of using wood.

"Feedback from the teachers was positive, with all enjoying the chance to connect with the forest and learn more about timber's role in a sustainable economy, which they can then pass on to their students," Mr. Barr said.

[Read more about the day here.](#)



Endangered bandicoots gain protection by ForestrySA

25 July 2019



Tatavilla Lutheran College students work with Department of Environment and Water Senior Ecologist Elisa Sparrow and ForestrySA Ranger Lennan Whiting to install a motion-detection camera within Southern Brown Bandicoot habitat in the Kuitpo Forest Reserve.

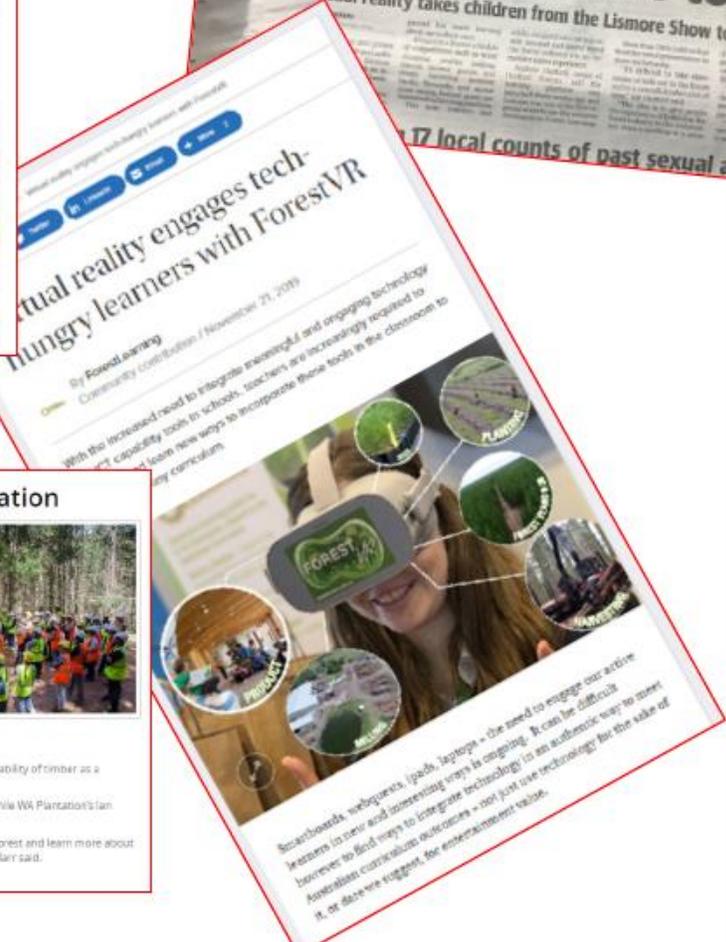
ForestrySA is working to protect endangered bandicoots living within the Kuitpo Forest Reserve as part of an eco-education collaboration with local school students. Source: Timberbiz.

The nationally endangered Southern Brown Bandicoot (*Isodon obesulus*) was rediscovered living in the forest in early 2018 – the first sighting since the Ash Wednesday bushfires in 1983. Source: Timberbiz.

Students from McLaren Vale's Tatavilla Lutheran College are assisting in the ongoing monitoring and protection of the typically shy marsupial.

As part of the monitoring program, participating students were briefed by Department for Environment and Water Senior Ecologist Dr Elisa Sparrow, before installing a motion detection camera on ForestrySA land near Kangarilla.

The camera was positioned within bandicoot habitat located in a degraded drainage line overgrown with declared noxious weeds Periwinkle and Blackberry. While both plant species are declared weeds,



Promotions

- **E-newsletter** quarterly – 8200 teachers
- **Social Media** – Facebook + LinkedIn
 - Competitions for prize packs
 - Promote regional initiatives
 - Don't feed the negative comments – ignore
- **Teacher + Industry Conference workshops/virtual sessions**
- Partners and their promotions
- Education department newsletters – 1 paragraph + URL more



ForestLearning
Published by Beth Welden · 12 August at 13:28 · 🌐

'Can't see the forest for the teachers!!'
It's great to see teachers in some parts of the country (Western Australia) still able to get out into the forest and learn of the sustainable cycle of forests and the renewable resource wood!

On 11 August 2021 the Leschenault Timber Industry Club hosted a ForestLearning Teacher Tour attended by 14 teachers from a variety of Perth and Bunbury schools. ... See more

A group of approximately 15 people, mostly men, are standing in a forest. They are dressed in outdoor attire like jackets and hats. The forest has tall, thin trees and a ground covered in dry leaves and twigs.

557 People reached 78 Engagements ↑ +1.8x higher Distribution score [Boost post](#)

👍❤️ 21 1 share

Free Teacher Packs

- 2021 undergoing evaluation survey

Last FY 312 packs/teachers reaching 13,500+ students



Starting with the end in mind

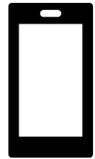
- Why engage with schools?
- What is currently successful in schools – school landscape survey
- What are the current needs of teachers
- What are the current needs, stories and capacities of industry in the regions
- What resources do we have?
- Who can we bring with us? Education and industry partners



For further information and contacts:

Beth Welden

Program Manager, ForestLearning

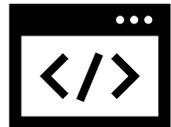


0490 857 058



beth@forestlearning.edu.au

Based in Brisbane, but national in reach

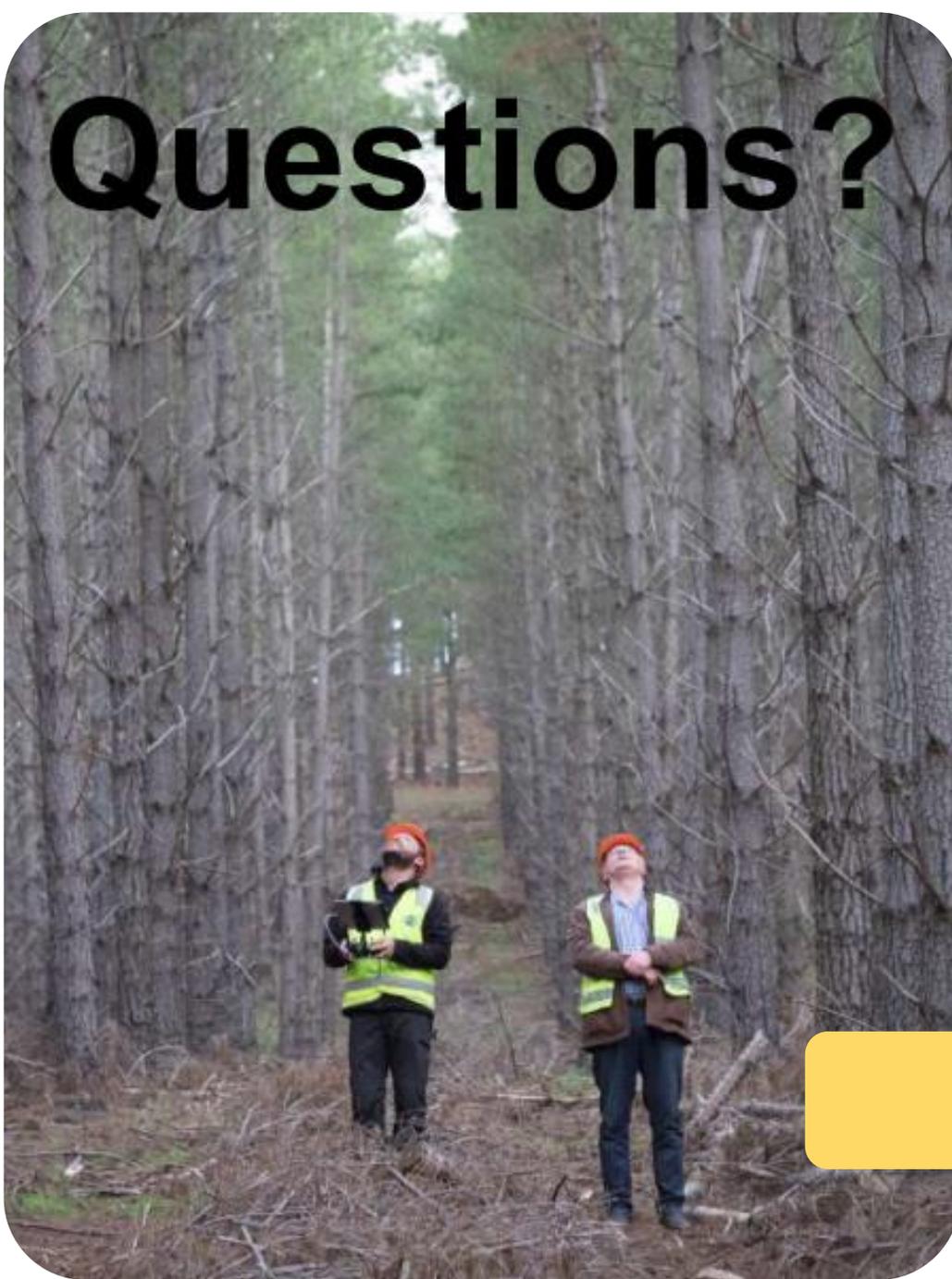


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Questions?

The logo for Forest Learning, featuring the words "FOREST" and "LEARNING" in a teal, sans-serif font, arranged in a semi-circle around a central circular graphic. The graphic consists of three overlapping, curved lines in shades of green and yellow, creating a sense of motion or a stylized 'O'.

Branch out with ForestLearning →
www.forestlearning.edu.au

A small version of the Forest Learning logo, featuring the words "FOREST" and "LEARNING" in a teal, sans-serif font, arranged in a semi-circle around a central circular graphic.