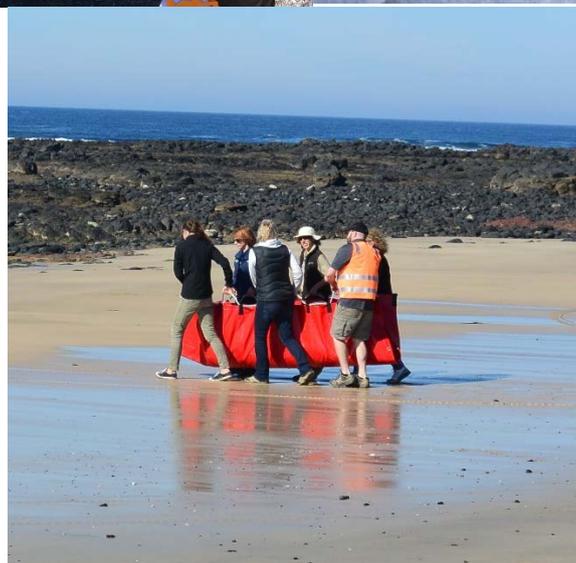


# Phillip Island Year 11 Task Pre-trip - 2016.

Complete as much of this as you can prior to the fieldtrip as this will mean you can give all of your attention to the tasks whilst on the fieldtrip. 😊 We will be working on this in class and it will also require you to do some homework. (yay)

1. What is the difference between a hazard and a disaster? How do we know? Will we be looking at Hazards or disasters whilst on this trip?
2. Create a table that covers the following?
  - a. What are the classifications of any Hazards we may see?
  - b. What are the most prominent hazards have occurred in the Summerlands Peninsula and Cape Woolamai areas in the last 100 years?
  - c. Does each type of hazard have a generic time-frame? If so how long?
  - d. Does each type of hazard have any warning?
  - e. Are they natural or man-made hazards?
3. What are the positive benefits of each of the hazards we will see when we are there? Do you think that the people who work at the Phillip Island Nature Park, local government, or those who live in the area in would feel that there were any positive affects? Why or why not? Would the way these groups of people react be different?
4. Find out 10 facts about the history of the Phillip Island Nature Park.
5. Find a current map of the Phillip Island Nature Parks property. Find a map from the year the Nature Park opened. Discuss how this has changed over time and what might be/was or is the reason for this.
6. What are the native flora and fauna of the Summerlands Peninsula? Find images that you can use as a fieldguide.
7. Which flora and fauna are considered pests/weeds? Why?
8. What management policies are in place currently in the Summerlands peninsula?

# Field Trip Booklet 2016:



# Itinerary:

**Please note times are merely a rough guide.**

Tasks and purpose.

To learn, physically see and understand the characteristics of both biological and hydro-meteorological hazards and explain the nature of the pest hazard and then discuss in detail the nature, purpose and effectiveness of the range of responses to the pest hazards found on Phillip Island that then has a greater effect on large scale Victorian ecosystems.

In order to do this we would look at the Phillip Island Nature Park, the Nobbies, the Penguin Parade and Port Phillip Bay. Unfortunately due to time constraints we will need to stick as close as possible to the time limits.

3:00 - 4:00pm Cape Woolamai walk to the Pinnacles looking for flora and fauna. Field-sketch.

4:30pm Penguin Parade talk about Pest control with Kim, followed by Penguin Parade and then back into Cowes

7:30/8:00pm dinner (dependent on weather at penguin parade this can be later).

## TUESDAY

9:00-10:30 Nobbies Centre to discuss invasive species and how these are being dealt with in comparison to human interventions with penguin boxes and introduced species such as bower spinach. Movement to PINP (With ranger)

11:00-12 Indigenous Use of the area. How has this changed over time and what damage has this caused between the local indigenous tribes in terms of the Sheerwaters and rabbits etc with nesting sites. How they (PINP) have combatted pest invasion and sustainable management of the area. (With ranger) Looking at scat trails, lighting and marine debris

12:00 Lunch in Cowes

2:00pm-4pm Looking at connection between hydrological and hydro-meteorological and biological hazards at Seal Rock. –Wildlife Discovery Cruise.

4:00pm Home.

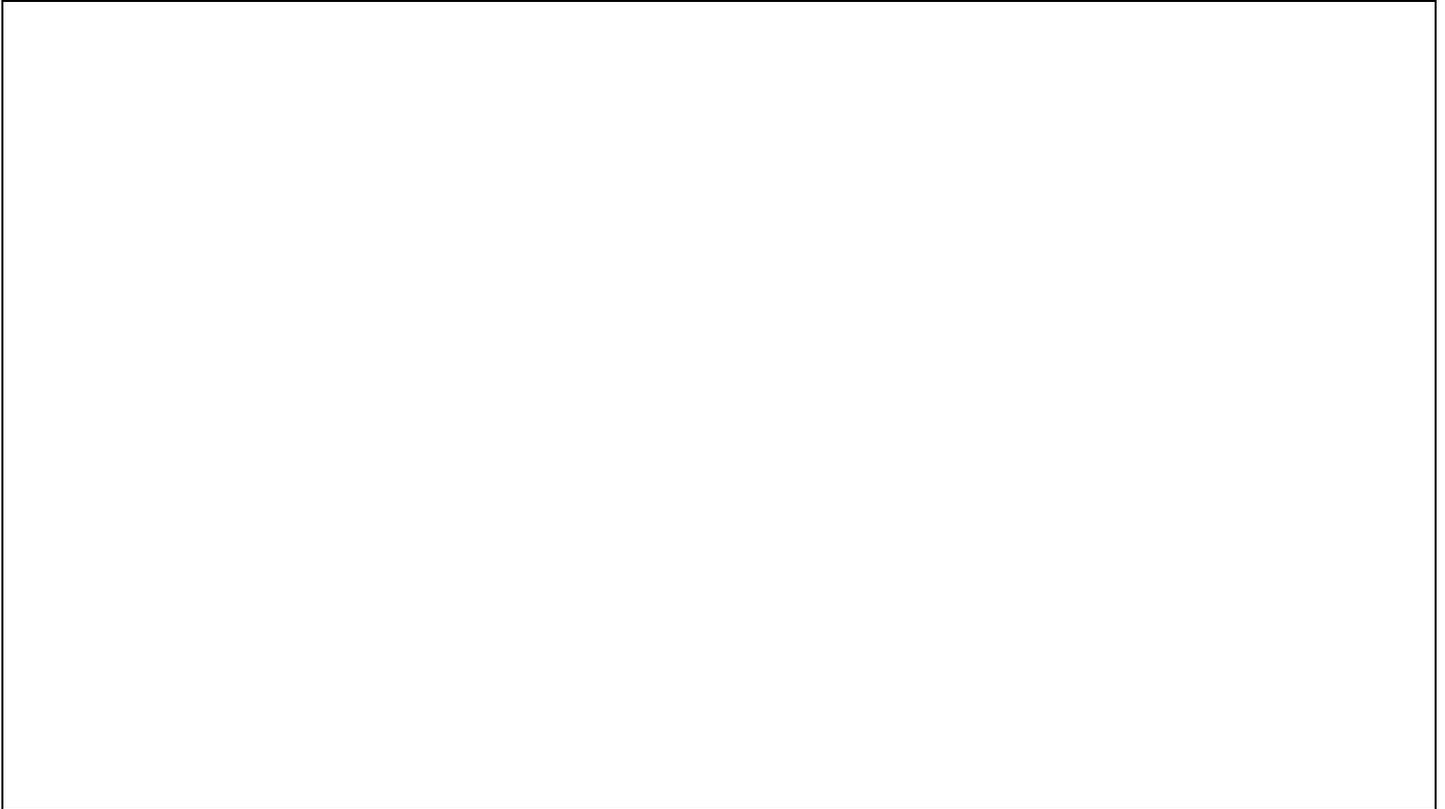
Accommodation at Cowes Caravan Park. <http://cowescaravanpark.com.au/>

# WORK BOOKLET

Use the notes pages you were asked to bring to answer the following questions:

## TASK ONE: Cape Woolamai

- Create a field-sketch from location one:



- Complete the task box below listing all the native flora and fauna you see at this location.

FLORA	FAUNA

TASK TWO: Take notes based on ranger Kim's discussion.

TASK THREE: Nobbies Centre: Location TWO: Field Sketch Two:

TASK FOUR: During Ranger speech and activity answer the following questions.

- What hazard are we discussing at this location?
- What flora and fauna is found at this location?

FLORA	FAUNA

- On the list above highlight which are invasive species versus which are indigenous.
- Discuss the reasons why these were introduced and whether or not that has been effective.

- Do 4 quadrants of 1m square. With 2 m space in between each quadrant. Take a photo and measure each space. What is happening in each space, what flora and fauna exists in each quadrant. Sketch each one.


- What have humans done in this area to deal with all invasive species?
- Why were some of these responses introduced in the first place?
- How and why has this changed over time? What effect has this then had on the species of flora and fauna here in the Summerland's Peninsula?
- Which response has been the most effective in dealing with the hazard?

- What is the frequency or magnitude of the hazard here? How do you know this?
- What spatial technologies have been used to deal with this hazard?

TASK FIVE: Indigenous Use of the area.

- Who are the Indigenous People of this land? How long have they been considered the original custodians of the land?
- How do they use/care for the land?
- Do they use/care for the land differently?
- How has this changed over time and what damage has this caused between the local indigenous people and local government? Does this then affect the land?

TASK SIX: Looking at connection between hydro-meteorological and biological hazards at Seal Rock. –Wildlife Discovery Cruise.

- How do each of these classifications hold true for this location?
- Take at least 20 photos to use for annotations on return to school looking at the combination of biological and hydro-meteorological issues.
- Which one would you think is the most 'dangerous' common or has the biggest effect on native biota?
- How are 'humans' dealing with this? How have they planned for future issues?

# IN CLASS SAC

## **Outcome 2:**

*On completion of this task the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.*

## **Fieldwork Focus:** IMPACT OF EXOTIC SPECIES ON NATIVE BIOTA

This fieldwork will investigate the impacts of exotic species on native biota, a biological hazard event, on the human and natural environment of Phillip Island Nature Park and the responses made by individuals, government agencies and community groups to these impacts. We will assess the recovery of both the community and environment of the Summerland Peninsula.

## **Research Questions**

*What is the impact of exotic species on the native biota of the Summerlands Peninsula and how has this been responded to by individuals, government agencies and community groups.*

*Have these responses been effective?*

During the explained four lessons you will write a written report using only the information you have brought in with you. You **MUST NOT** use the internet during the lesson at all other than to download and upload your entry.

All notes must be given to me by 9am on the day of the SAC.

