Bjarne K
Dahl Trust

Gum Nut Trail Resources

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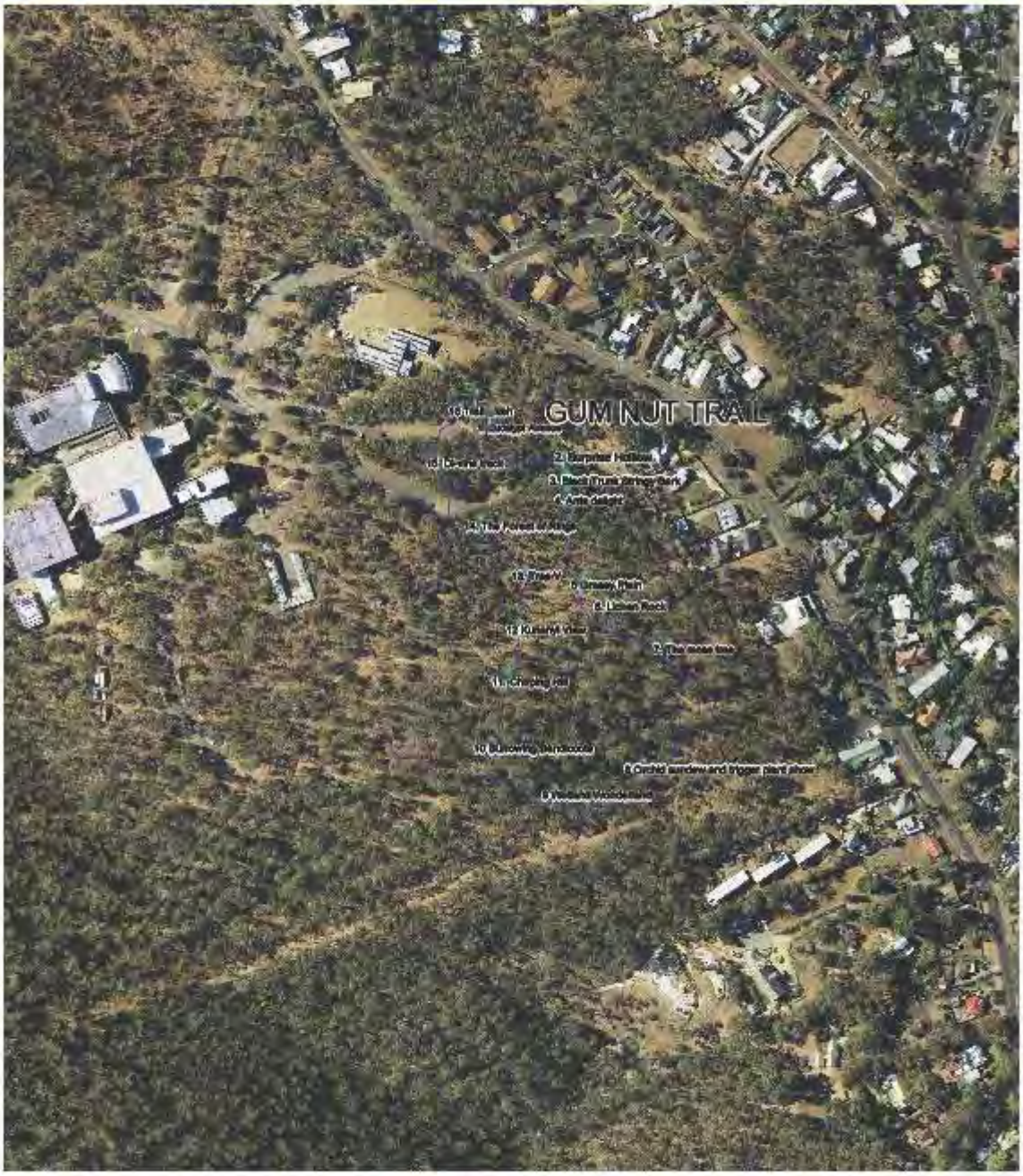
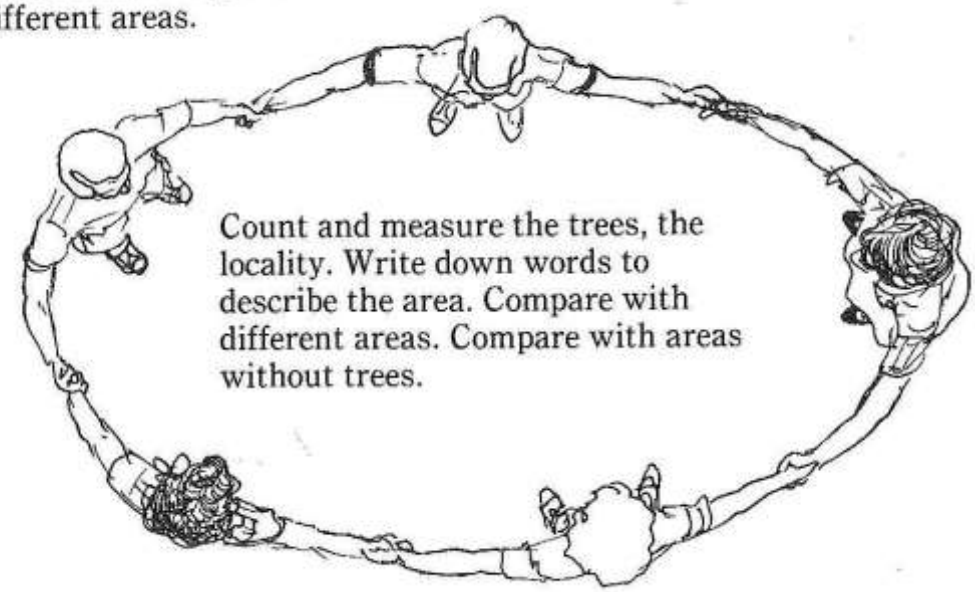


www.thelist.tas.gov.au

Tasmanian Government

Make a human hoop with the class in different areas.



Count and measure the trees, the locality. Write down words to describe the area. Compare with different areas. Compare with areas without trees.

Leaf shake

You will need a large sheet of white paper, or a light-coloured towel or sheet.

Choose a low branch. Examine it for possible invertebrate life.

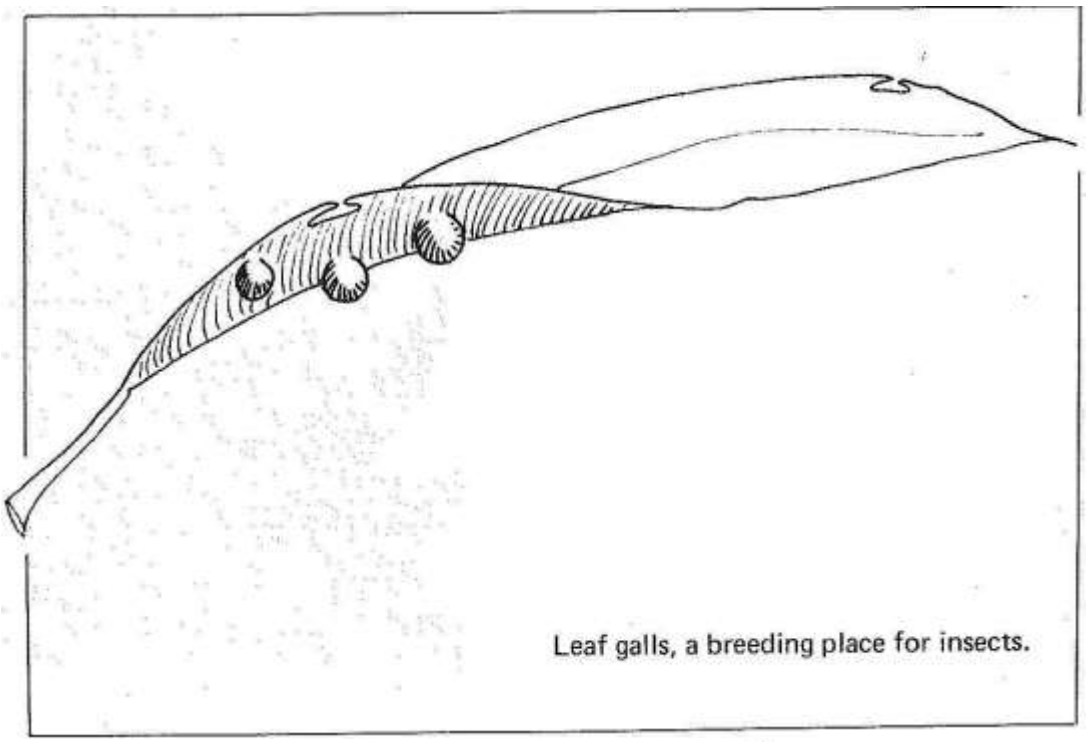
Hold the sheet under the branch and shake the branch vigorously. Look carefully for flying insects before they depart.

Examine other specimens on the sheet with a hand lens.

Record findings and compare with different trees of the same species and with trees of different species.

Are some small creatures specific to particular trees at different times of the year, different times of the day, or in different weather?

Try to discover why the animal was using the tree and if the animals are helping or harming the trees.



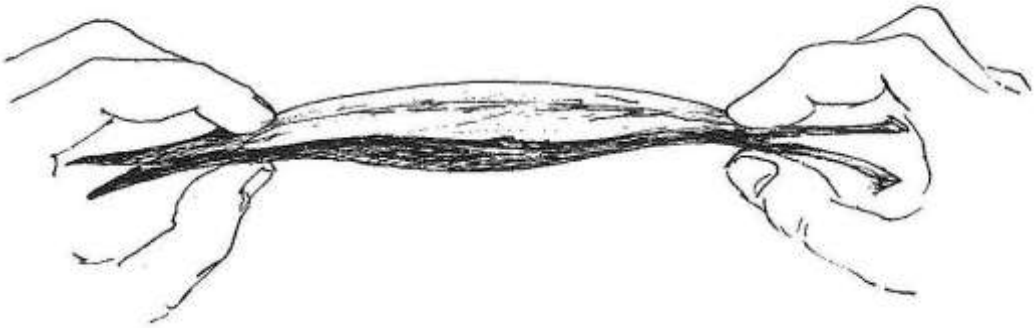
Leaf galls, a breeding place for insects.

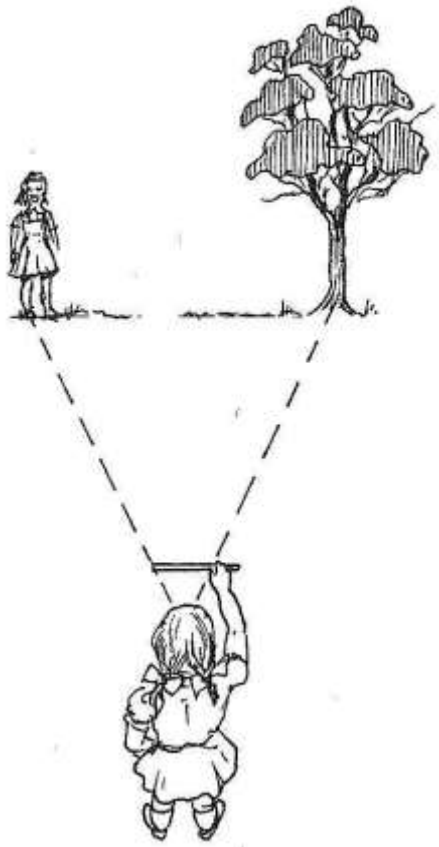
On a windy day, listen to the trunk of a smooth-barked tree.

In the bush, collect some parts of a tree with which you can make a sound. Experiment with different sounds, combine them together, make sound patterns with some friends.

Do different types of wood make different sounds? Experiment with things around you. Look at and listen to wooden musical instruments such as a flute, violin, guitar, didgeridoo.

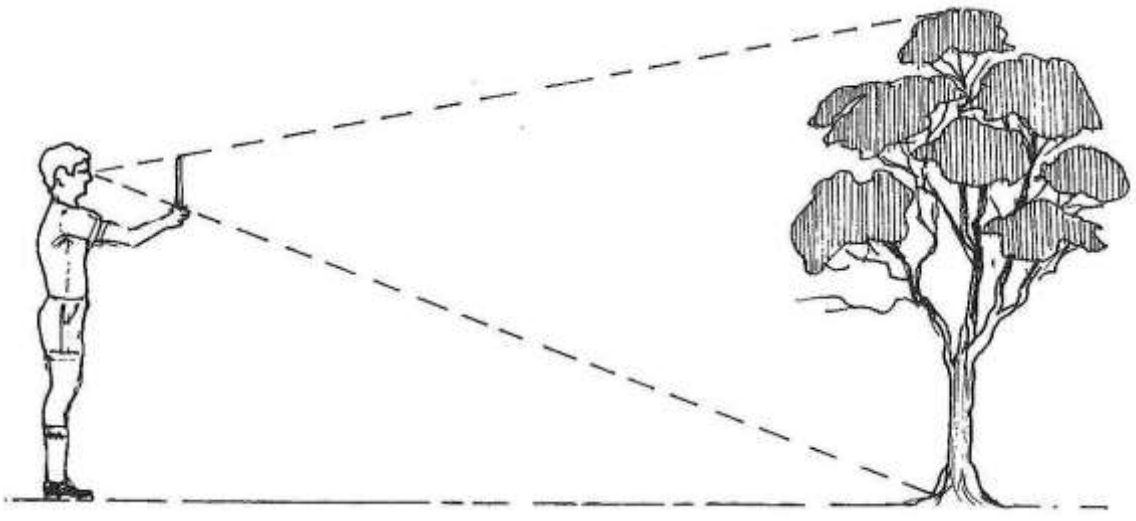
Make a gumleaf whistle. Hold two soft, narrow leaves together at both ends. Put your lips on the edge of the leaf and blow gently. You should make a buzzing sound.



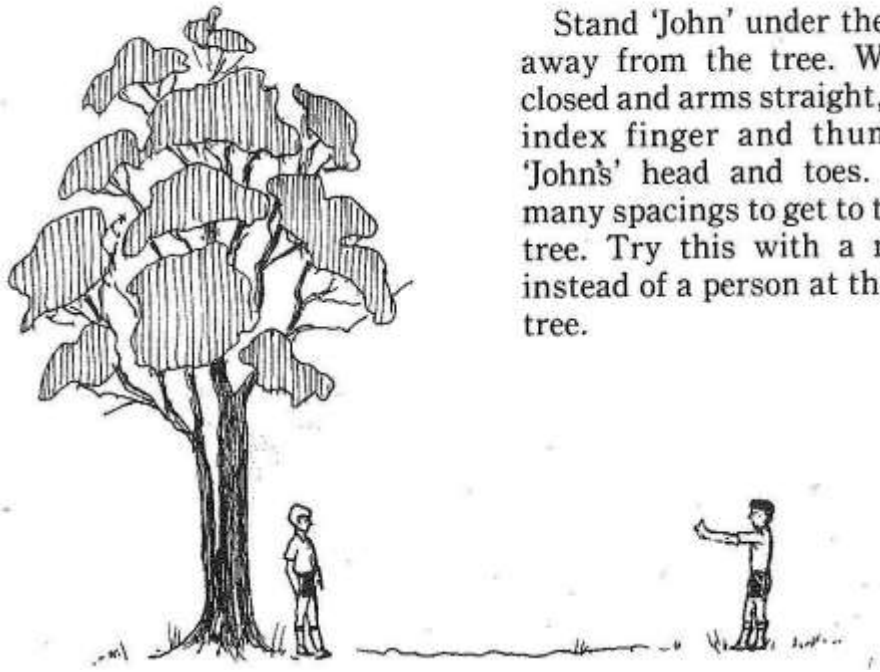


Felled-tree method

Stand so you can see the top of the tree. Hold a straight stick vertical towards the tree. Close one eye. Sight across the top of the stick in line with the top of the tree. Place your thumb on the stick, in line with the base of the tree. Hold the stick steady. Turn the top of the stick horizontally until it lines up with the ground. Note where the stick lines up with the ground and measure from that point to the base of the tree.

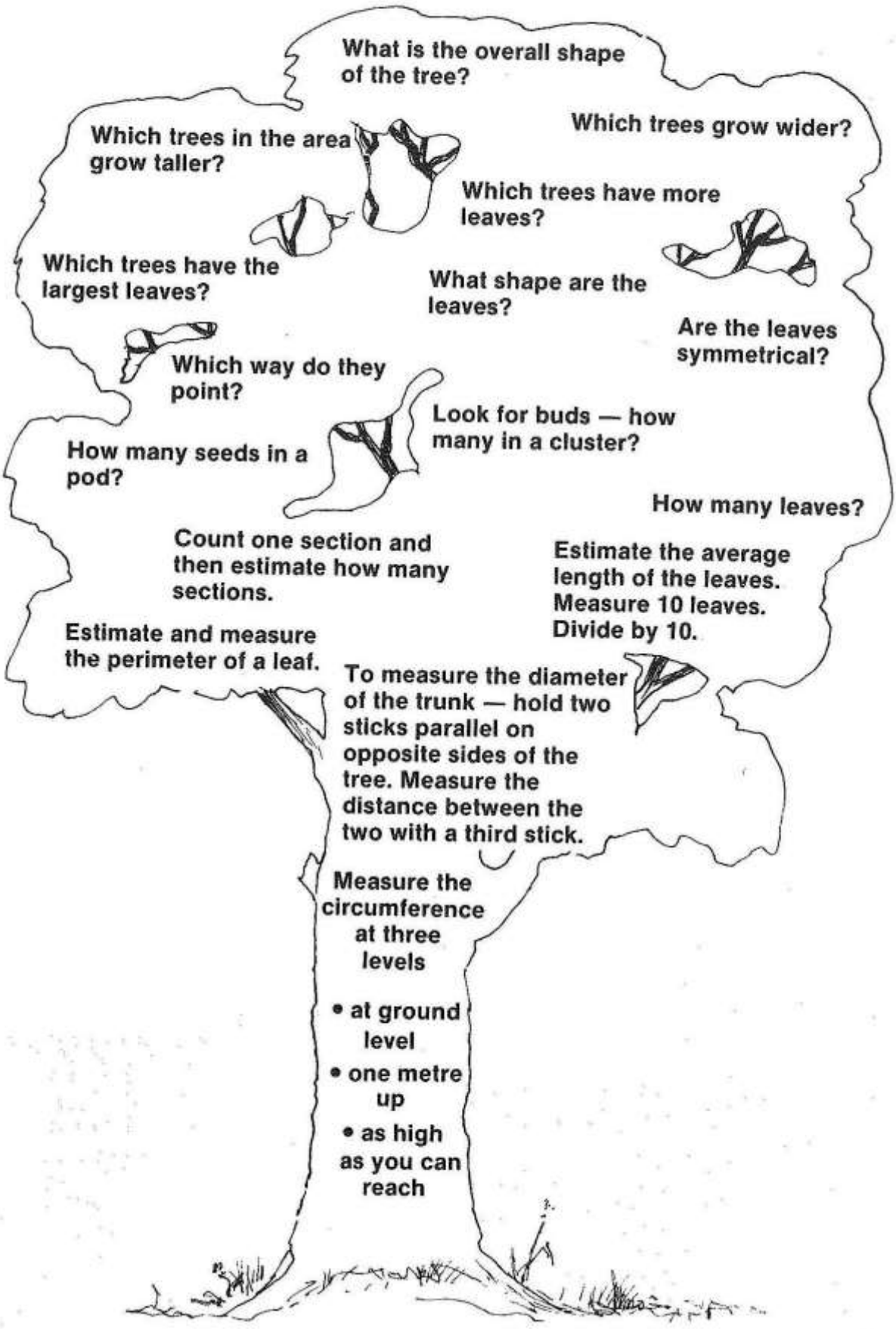


How many 'Johns' tall is the tree?



Stand 'John' under the tree. Stand away from the tree. With one eye closed and arms straight, spread your index finger and thumb between 'John's' head and toes. Count how many spacings to get to the top of the tree. Try this with a metre string instead of a person at the base of the tree.

TREE MATHS


What is the overall shape of the tree?
Which trees grow wider?
Which trees in the area grow taller?
Which trees have more leaves?
Which trees have the largest leaves?
What shape are the leaves?
Are the leaves symmetrical?
Which way do they point?
Look for buds — how many in a cluster?
How many seeds in a pod?
How many leaves?
Count one section and then estimate how many sections.
Estimate the average length of the leaves. Measure 10 leaves. Divide by 10.
Estimate and measure the perimeter of a leaf.
To measure the diameter of the trunk — hold two sticks parallel on opposite sides of the tree. Measure the distance between the two with a third stick.
Measure the circumference at three levels
• at ground level
• one metre up
• as high as you can reach

CHOOSE A LEAF

How far would it be for an ant to walk around your leaf?

Smell the leaf, feel it. Has anything been eating it?

What would the veins in your leaf carry? Can you count them?

Do a rubbing of your leaf. How does your leaf feel?

Estimate how long your leaf is. Measure it. How wide is it?

How thin is the leaf? How could you find out?

How heavy is your leaf? How could you find out?

How many leaves on a tree? How could you work it out?

Name it. What colours can you see?

Is your leaf damaged? What shape is your leaf?
Is it symmetrical?

Where did you find it?

What has happened to it?

FIND TREE TREASURES

On your tree find something:

young
eaten

growing well

dried

dead

damaged, injured

old

rotten

growing on

unusual, special

scary

rough

hard

smooth

stringy

springy

prickly

soft

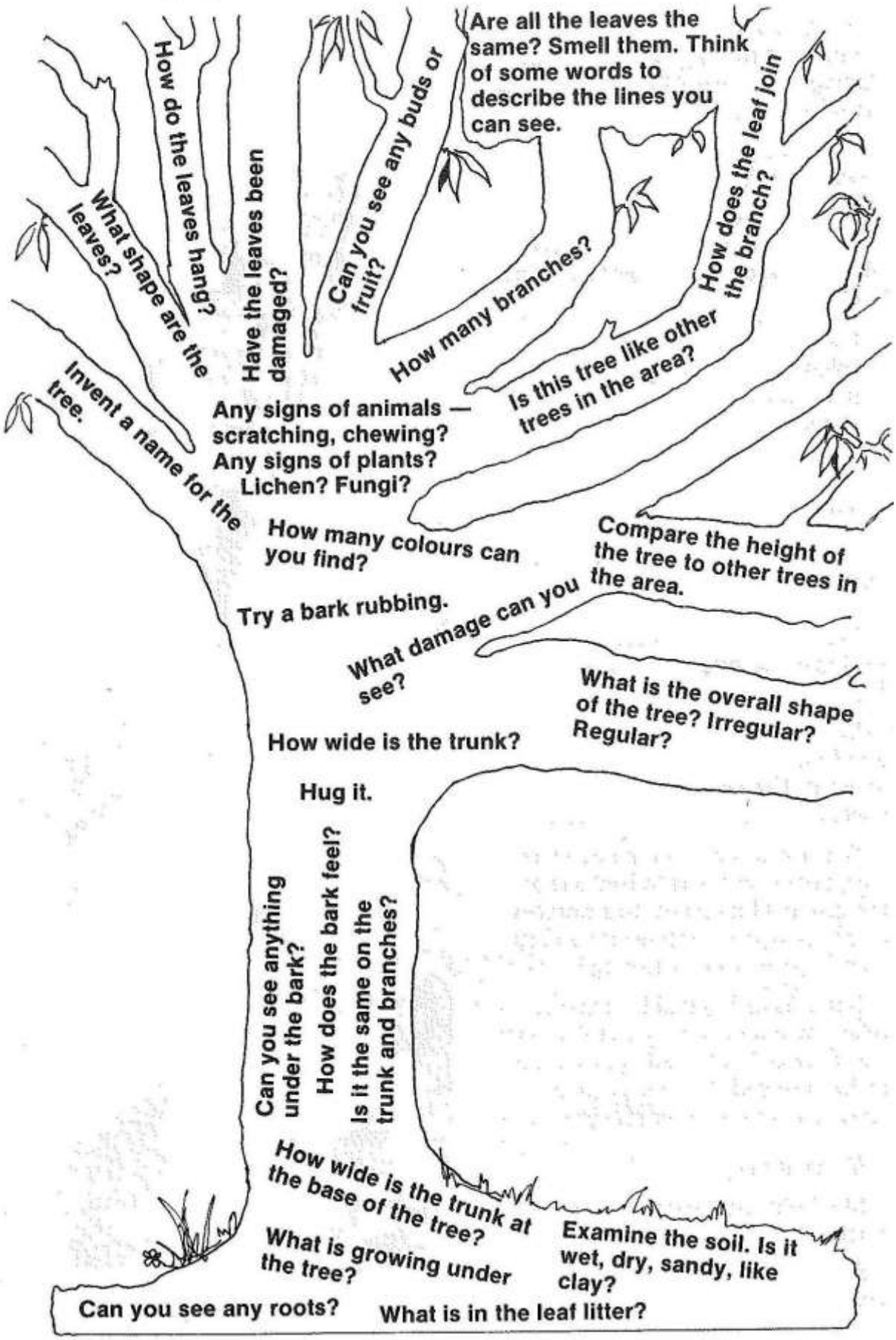
leathery

brittle

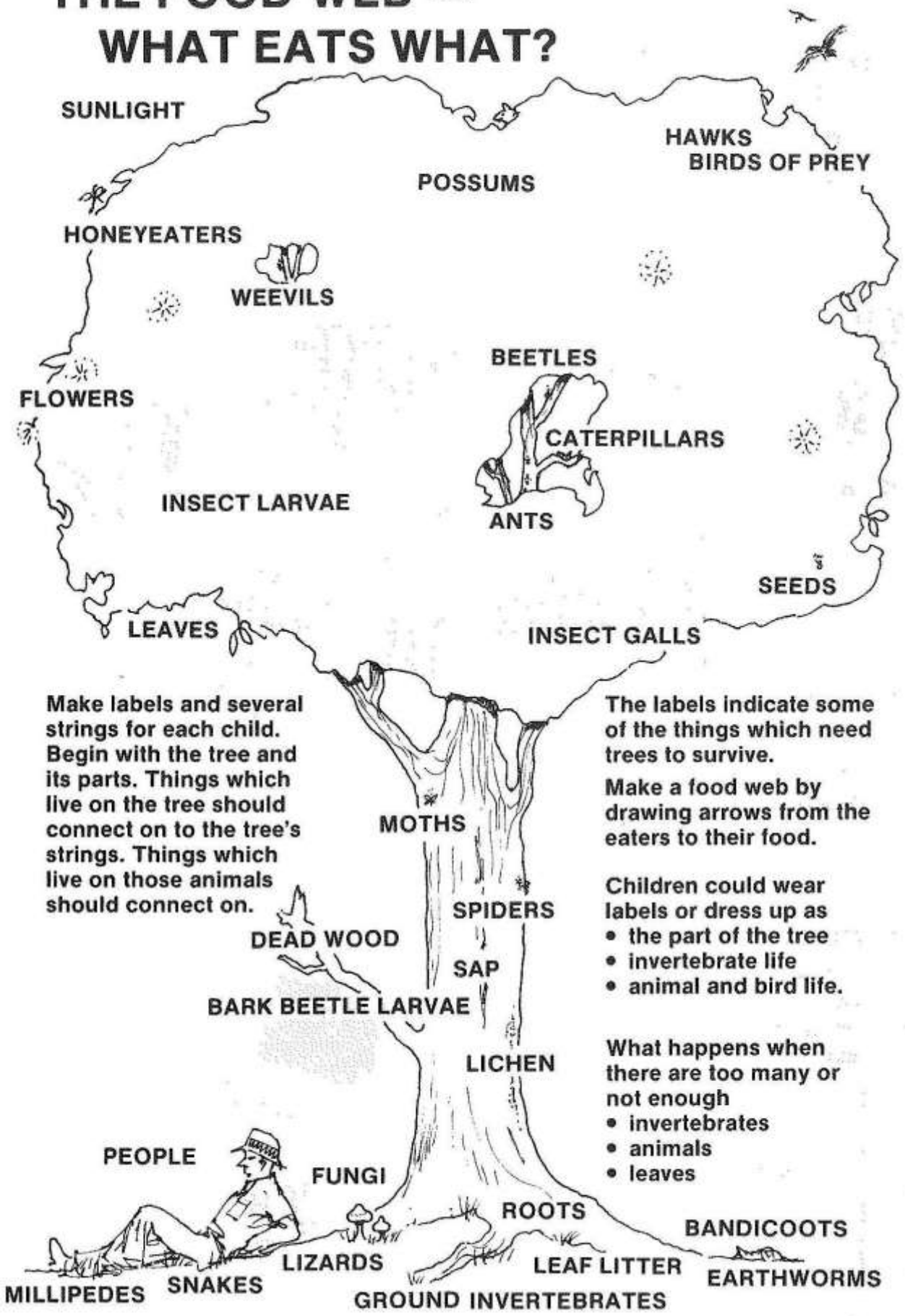
sharp

sticky.

GO AND EXPLORE A TREE



THE FOOD WEB — WHAT EATS WHAT?



Make labels and several strings for each child. Begin with the tree and its parts. Things which live on the tree should connect on to the tree's strings. Things which live on those animals should connect on.

The labels indicate some of the things which need trees to survive.

Make a food web by drawing arrows from the eaters to their food.

Children could wear labels or dress up as
- the part of the tree
- invertebrate life
- animal and bird life.

What happens when there are too many or not enough
- invertebrates
- animals
- leaves

Other ideas

- Collect words as you follow the trail.
- Collect some bark, leaves and natural materials. Use the bark to make a frame and make a picture using the natural materials. Name your work. Have an art exhibition.
- Take a colour chart (a paint sample) and see what part of the trees you can match.
- Who can find the longest leaf?
- Collect a gum nut from the ground. Put it in a paper bag on the window ledge and check to see if you can find deeds to plant.