Here in our Garden
The Unit

Ashfield Public School is a land user in the Iron Cove Subcatchment via Dobroyd Canal part of the Parramatta River Catchment. The school is part of the Ashfield Council local government area.

As a land user in the catchment, Ashfield Public School has a relationship the Parramatta River and the biodiversity of the area. This relationship is one that is worthy of educational focus.

To this end a whole school unit of work, *Here in our Garden* has been created to reflect, to explore and to develop skills, knowledge and understandings about living and working in the catchment area of the Parramatta River.

Integral to this unit are the significant green spaces on site at Ashfield Public School including:

- The Wangal Playground
- The Harmony Garden
- Orchard
- A Sensory Garden
- A heritage fig tree

*Here in our Garden* is a HISE, Science & Technology unit but is designed to be integrated into PDHPE, Creative Arts, Mathematics and English unit. It is aligned to the NSW Board of Studies syllabus Outcomes. The unit has also been designed to be implemented over ten weeks (one school term) at Ashfield Public School. The unit is flexible enough to be shortened if required.

The unit is a sequence of eight key indicators:

- Describe a personal relationship with green spaces in the local area
- Describe the biodiversity of the local area
- Recount the history of the local area
- Explain the purpose of a green space in an urban environment
- Create a green space that incorporates history & heritage of the local area
- Consider aspects of an interactive green space
- Reflect on the importance of green spaces in an urban community
- Celebrate a Garden Festival
Design of the Unit

Information about the Parramatta River Catchment Area, its history and environmental issues, is immense and detailed. The unit of work presents a slight portion of this information and is presented in a way to give students a sense of the relationship that they have with the natural and built environment. It is designed to enable teachers, students and the community to enter into learning about the topic with a sequence of specific activities and resources.

The activities presented in this unit are fully supported in the classroom with teacher directed lessons, hands on activities and whole class and group discussions. Teachers are encouraged to enrich the activities with personal skill and expertise. Hands on science lessons, local excursions, mural painting, guest speakers, mathematical data collection, wikis, story writing are a few ways to embrace this unit in the classroom.

The unit will be published as a booklet and electronically to allow teachers to modify, adapt and innovate on learning activities relevant to demographics of a particular class group.

The unit has been planned in collaboration between teachers from Ashfield Public School, Seed, Harvest, Spoon, consultants from Ashfield Council and the Green Way Project.

Background

Ashfield Public School has a very active P&C who are committed to creating and maintaining innovative and quality green spaces on the school site. The P&C has worked with the teachers and the local community to link the green spaces to the curriculum.

The Here in our Garden project is about facilitating the children’s connection with nature and creating the opportunities to learn about nature within a quality learning environment. It is a collaborative effort between the teachers, parents, Ashfield Council and local businesses to teach children about the biodiversity of the local area and foster a love for the natural world.

A highlight of the unit of work will be a Garden Festival at Ashfield Public School towards the end of Term 3. This will involve the students sharing learning including art and projects. It will include local artists and performers and be about celebrating the natural world.

Resources

Greenway Primary Schools Sustainability Program
Parramatta River Catchment Group Website

Nourishing Terrains, Australian Heritage Commission, Canberra, 1996, Deborah Bird Rose

The Longing, Candice Bruce

Bringing Our Awareness Back To Nature, Claire Thompson

Thank you

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Dao Nguyen & Walid Zahab  Ashfield Public School Parent - Workbook Preparation & Styling
Reiko Azuma  Ashfield Public School Parent - Logo design in headers
Icons used in this booklet

- Something for you to write.
- Something for you to think about.
- A question for you to answer.
- A research project that might take extra space which is available at the end of the booklet.
- A talk for you to deliver.
- An artwork for you to create
- An interesting fact that you might not have known
- A place in the local area for you to visit
- Use the Internet to find out facts.
Activity One

Describe a personal relationship with green spaces in the local area

The Parramatta River is located in Sydney, New South Wales, Australia. The river is the main tributary of Sydney Harbour. Sydney Harbour is a branch of Port Jackson. Port Jackson is an inlet of the Tasman Sea.

Title your map: Port Jackson

Label the map:
- Tasman Sea
- Sydney Harbour
- Ashfield
- Botany Bay
- Middle Harbour
- Parramatta River
- Bondi Beach

Draw lines to show:
- The Harbour Bridge
- Iron Cove Bridge
- Gladesville Bridge

Colour the Harbour and the Sea: Light Blue
Colour Parramatta River: Dark Blue
Colour the land: Green
A catchment is an area of land, often bounded by hills, where water collects when it rains. As the water flows over the landscape it finds its way into streams and down into the soil, eventually feeding the river. Every inch of land on the Earth forms part of a catchment. The total catchment area of the Parramatta River is approximately 252.4km². 

The Parramatta River catchment is divided into subcatchments. Ashfield Public School is in the Iron Cove Subcatchment.

- Title your map:  
  *The Iron Cove Subcatchment*

- Colour the Iron Cove Subcatchment: *Green*

- Colour Parramatta River: *Dark Blue*

- Add a compass rose to the map.

- Mark in Ashfield Public School
Ashfield Public School is about 5 kilometers from Iron Cove. Iron Cove is on the Parramatta River.

If you empty a bucket of water in the school playground, it will run down a drain, to Dobroyd Canal and into Iron Cove.

- Title your map: *Our local area*
- Match the numbers to the map
- Find your home on the map and mark it with a cross
- Add a compass rose to your map
Activity One
Describe a personal relationship with green spaces in the local area

The Iron Cove Subcatchment is divided in two sections:

1) via Dobroyd Canal (formally Iron Cove Creek).
2) via Hawthorne Canal (formally Long Cove Creek).

Think!
What natural geographical feature divides the Iron Cove Subcatchment into two parts?
Activity One
Describe a personal relationship with green spaces in the local area

What is the relationship between Dobroyd Canal and Ashfield Public School?

The Iron Cove Subcatchment via Dobroyd Canal can be described as being an urban environment including building and roads.

The catchment area also has areas of green spaces. A green space can be described as an area of grass, trees, or other vegetation set apart for recreational or aesthetic purposes in an otherwise urban environment.

Identify green spaces in the Iron Cove Catchment via Dobroyd Canal.

Choose one green space that you have identified.
Conduct some research about it.
Perhaps you might visit this green space.
Describe what you can do in the space.
Explain why the green space is important.
Reflect on what it would be like if this green space was built upon.
Imagine something that you could add to the green space.
Biodiversity is the variety of life in the world or in a particular habitat or ecosystem.

Examples of biodiversity in the Iron Cove Subcatchment Area

Plant Communities
- Wetlands
  - Swamp Oak
  - Sydney Turpentine Ironbark
  - Sydney Sandstone Health

Invertebrates and other organisms
- Insects
- Fungi

Vertebrates

Endangered Communities
- Swamp Oak
- Sydney Turpentine Ironbark

Threatened & endangered populations
- Eastern Bentwing-bat
- Grey-headed flying fox
- Green & Gold Bell - Frog
- Long-nosed bandicoot

Use the Internet to locate some images of biodiversity (vertebrates) in the Iron Cove Subcatchment Area

Grey Headed Flying Fox  Eastern Bentwing Bat  Green & Golden Bell Frog
Activity Two
Describe the biodiversity of the local area

Colour the:
- Sandstone Heath: Light Green
- Turpentine Ironbark Forest: Orange
- Eastern Suburbs Banksia Scrub: Purple
- Blue Gum High Forest: Dark Green
- Port Jackson & Timor Sea: Light Blue

Natural Vegetation 1788
- Blue Gum High Forest
- Turpentine-Ironbark Forest
- Eastern Suburbs Banksia Scrub
- Estuarine and Freshwater Wetlands
- Sandstone Heaths, Woodlands and Forests

Did you know?
Iron Cove Bay and its catchment area are the most heavily polluted in Port Jackson.

Take a visit
Take a visit to Ashfield Park and see if you can find an old turpentine tree.

On the map above, draw in the Iron Cove Subcatchment Area.

What are the 2 major types of vegetation in the Iron Cove Subcatchment Area?
2 Activity Two
Describe the biodiversity of the local area

The GreenWay is an urban green corridor in Sydney's Inner West. It is a bush corridor and a hub for community arts and groups, bushcare, walking and cycling.

Circle the part the GreenWay Corridor that is shown on the map.
Put a cross to show Ashfield Public School.
Add a compass rose.

The GreenWay is home to an endangered population of Long-nosed bandicoots.

Long-nosed bandicoots are an Australian native animal that are about the size of a rabbit, with pointed ears, a short tail, grey-brown fur and, of course, a long nose. The bandicoot is native to the Iron Cove Subcatchment.

Use the Internet to find the colouring of the long-nosed bandicoot

Accurately colour the long-nosed bandicoot, remembering to show its fur.
Prior to the arrival of the English in Port Jackson in 1788, the area of land we now know as Ashfield and surrounding areas was the home of the Wangal Australians. The area was possibly called Ngurra or Country of the Wangal.

What is now called the Hawthorne Canal (and was originally the Long Cove Creek) appears to have marked the boundary between the Wangal and Cadigal lands.

In the early days of the English colony, the stretch of land between Iron Cove and the Cook’s River was known as the Kangaroo Ground. The use of this name suggests that kangaroos were then common in this area, and therefore that the country was probably fairly open (the type of terrain favoured by Kangaroos); and secondly, that kangaroos may have formed a significant part of the diet for the Australian families living in this area.

Iron Cove and the mangrove-lined estuaries of the Long Cove and Iron Cove Creeks would have provided a good source of fish and molluscs, the most common food of the coastal tribes in the Sydney basin.

A knowledgeable person is able to navigate across the land by repeating the words of a songline or dreaming track which describe the location of landmarks, waterholes, and other natural phenomena.

Tell a story about some natural landmarks in our local area.

Create a short film of your story.

Did you know?

In Aboriginal English people talk about country in the same way they would talk about a person: they speak to country, sing to country, visit country, worry about country, feel sorry for country, and long for country. People say that country knows, hears, smells, takes notice, takes care and is sorry or happy. Country is a living entity with a yesterday, today and tomorrow, with a consciousness, and a will toward life. Because of this richness, country is home, and peace; nourishment for body, mind and spirit; heart’s ease.
Activity Three

Recount the history of the local area
Copy the symbols onto the map to show a busy and traditional life for the Wangal people living in Ngurra. You may use the same symbol as many times as you want.

Use the Internet to locate other symbols that you can use on your map.

**Did you know?**

With the English invasion came the displacement of the Wangal people. Although the Australians put up resistance, they lost. The English colony quickly expanded. Four months after creating the small township at Sydney Cove, the invaders travelled by boat and established a gaol town and farm later to be known as Parramatta.

Pemulwuy was an Australian who fought hard against the English invaders. In 1879 it may have well been Pemulwuy who was responsible for the burning and ransacking of what was probably the first house to have been built in Ashfield.

What happened to Pemulwuy?

**Take a visit**

Take a visit to the mural in Elizabeth St, Croydon which is an artistic impression of what the area may have looked like prior to the arrival of the First Fleet.
A path between Parramatta to Sydney was hacked out through the dense bush. As the amount of traffic track on this path and on the Liverpool Road increased, so too did the number of staging inns that were needed to service the mail coaches. With the inns came tradesmen such as blacksmiths, wheelrights, saddlers, and yardsmen creating the nucleus of a village community.

By 1810 all the land in the Ashfield municipal area had been granted to Europeans. The name ‘Ashfield’ was first recorded in a newspaper advertisement in early 1816.

Title the map: **Parramatta Road 1800’s**
Label the map: *Sydney Cove*  *Parramatta*  *Ashfield*
Draw: The road between Sydney Cove and Parramatta via Ashfield
Add: A key to your map.
Soon after settlement, the English embarked on extensive land clearing. From around 1800 to 1860, development in the Ashfield area was slow with the forests gradually being cleared for orchards and grazing land.

In 1855, the Sydney-Parramatta railway was built through the area which led to a housing boom around Ashfield station. Ashfield soon ceased to be a village. It grew from 70 houses and 200 people in 1855, to 200 dwellings and approximately 1000 residents by 1866. Ashfield quickly became urbanised and industrialised.

Add to your map the railway line. Add houses to show the urbanisation and industrialisation of the natural environment.

Explain the effect that urbanisation and industrialisation had on the flora and fauna in the Ashfield area.

Refer to specific examples such as Iron Cove Creek becoming a canal, the clearing of the Turpentine Ironbark Forests and Ramsay’s Bush or the long nosed Bandicoot becoming an endangered species.

Use maps and labeled photographs in your answer.

Take a visit

Take a visit to Peace Park, Ashbury. On the 28th May 1793 Reverend Richard Johnson, the Chaplain of the First Fleet, was granted land on this site. He called it Canterbury Vale. Johnson had ten convicts working for him and the first crops were grown in 1793 to 1794. In 1795 he was growing 38 acres of wheat, oranges, limes, almonds, apricots, guavas, vines and figs. He had 30 sheep and 50 goats on the farm.
Activity Four

Explain the purpose of a green space in an urban environment.

With the growth in population, the natural environment of Ashfield was destroyed. Creeks became canals and forests became housing developments and roads.

As Ashfield was becoming urbanised, green spaces were set aside to preserve a sense of nature. Green spaces in Ashfield include parks, school playgrounds, river banks, community gardens and cemeteries.

What are green spaces used for and why are they important?
(Hint: Think recreational, ecological and aesthetic value)

Think!

Why do houses for sale near green spaces cost more money?

Did you know?

South Ashfield was renamed Ashbury. The name is a combination of Ashfield and the neighbouring suburb of Canterbury.
Activity Five

Create a green space that incorporates history and heritage of the local area.

Heritage is about valuing and learning from our history. Ashfield Public School has a playground that connects us to a rich understanding that the school is built in Ngurra, the Country of the Wangal. This green space is a fun place to play and enjoy.

Think!

What native flora and fauna could be found or is found in the Wangal Playground?

Title the map of the school.

Label and colour the Wangal Playground.
Bush tucker traditionally relates to any food native to Australia and used as sustenance by the Australians before and post English occupation.

Match the flora and fauna listed with their uses.

<table>
<thead>
<tr>
<th>Name</th>
<th>How it was used by the Wangal Australians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wattle</td>
<td>The small native bees (which do not sting) provided this sweet liquid in their hives.</td>
</tr>
<tr>
<td>Bangalay Bark Tree</td>
<td>The large palm leaves were sometimes draped over small branches to make summer shelters.</td>
</tr>
<tr>
<td>Birds’ eggs</td>
<td>The tough, grass-like leaves could be dried and woven into baskets. The flower spike was stripped to make a spear. A stone arrowhead was held in place with sticky resin from the tree’s base. This glue also held hooks on fishing lines.</td>
</tr>
<tr>
<td>Heath Banksia</td>
<td></td>
</tr>
<tr>
<td>Golden Orb Web</td>
<td></td>
</tr>
<tr>
<td>Honey</td>
<td></td>
</tr>
<tr>
<td>Fish</td>
<td></td>
</tr>
<tr>
<td>Paperbark</td>
<td></td>
</tr>
<tr>
<td>Bracken Fern</td>
<td></td>
</tr>
<tr>
<td>Lizards</td>
<td></td>
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<tr>
<td>Wonga Vine</td>
<td></td>
</tr>
<tr>
<td>Possums &amp; Wallabies</td>
<td></td>
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<tr>
<td>Matt rush (Lomandra)</td>
<td></td>
</tr>
<tr>
<td>Grass Tree</td>
<td></td>
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<tr>
<td>Cabbage Tree Palm</td>
<td></td>
</tr>
<tr>
<td>Mussels and Oysters</td>
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<tr>
<td>Lilli pilli</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>How it was used by the Wangal Australians</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The thick, paper-like</td>
<td>The thick, paper-like bark was sometimes used to patch canoes. The smooth inside layers were used as a</td>
</tr>
<tr>
<td>bark was sometimes</td>
<td>soft blanket for newborn babies.</td>
</tr>
<tr>
<td>used to patch canoes</td>
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<td>The smooth inside layers</td>
<td></td>
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<tr>
<td>were used as a soft</td>
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<tr>
<td>blanket for newborn</td>
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<tr>
<td>babies.</td>
<td></td>
</tr>
<tr>
<td>These were bony, and</td>
<td>These were bony, and an important source of protein in the diet. The men and women paddled out in</td>
</tr>
<tr>
<td>an important source of</td>
<td>canoes and caught these on lines. Sometimes they were speared from the rocks by the men.</td>
</tr>
<tr>
<td>protein in the diet.</td>
<td></td>
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<tr>
<td>The men and women</td>
<td></td>
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<tr>
<td>paddled out in canoes</td>
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<td>and caught these on</td>
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<tr>
<td>lines.</td>
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<td>Sometimes they</td>
<td></td>
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<tr>
<td>were speared from the</td>
<td></td>
</tr>
<tr>
<td>rocks by the men.</td>
<td></td>
</tr>
<tr>
<td>This plant has</td>
<td>This plant has beautiful round, yellow flowers. The brown liquid (tannin) from the bark and leaves</td>
</tr>
<tr>
<td>beautiful round, yellow</td>
<td>could stun fish in waterholes. The fish would float to the surface and be caught.</td>
</tr>
<tr>
<td>flowers.</td>
<td></td>
</tr>
<tr>
<td>The brown liquid</td>
<td></td>
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<tr>
<td>(tannin) from the bark</td>
<td></td>
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<tr>
<td>and leaves could stun</td>
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<tr>
<td>fish in waterholes.</td>
<td></td>
</tr>
<tr>
<td>These were bony,</td>
<td>The men and women paddled out in canoes and caught these on lines. Sometimes they were speared from the</td>
</tr>
<tr>
<td>and an important source</td>
<td>rocks by the men.</td>
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<tr>
<td>of protein in the diet.</td>
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<tr>
<td>These were bony, and</td>
<td></td>
</tr>
<tr>
<td>an important source of</td>
<td></td>
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<tr>
<td>protein in the diet.</td>
<td></td>
</tr>
<tr>
<td>The juice from the ferny</td>
<td>The juice from the ferny leaves and stems stopped mosquito bites itching. The root was bitter but</td>
</tr>
<tr>
<td>leaves and stems</td>
<td>could be cooked and used as a vegetable.</td>
</tr>
<tr>
<td>stopped mosquito bites</td>
<td></td>
</tr>
<tr>
<td>itching.</td>
<td></td>
</tr>
<tr>
<td>These were bony,</td>
<td>The meat from these furry animals was roasted over an open fire then eaten.</td>
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<tr>
<td>and an important source</td>
<td></td>
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<tr>
<td>of protein in the diet.</td>
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<tr>
<td>These were bony,</td>
<td></td>
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<tr>
<td>and an important source</td>
<td></td>
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<tr>
<td>of protein in the diet.</td>
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<tr>
<td>The meat from these</td>
<td></td>
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<tr>
<td>furry animals was</td>
<td></td>
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<tr>
<td>roasted over an open</td>
<td></td>
</tr>
<tr>
<td>fire then eaten.</td>
<td></td>
</tr>
<tr>
<td>This vine was</td>
<td>This vine was strong enough to be used for fishing lines and skipping ropes.</td>
</tr>
<tr>
<td>strong enough to be used</td>
<td></td>
</tr>
<tr>
<td>for fishing lines and</td>
<td></td>
</tr>
<tr>
<td>skipping ropes.</td>
<td></td>
</tr>
<tr>
<td>These reptiles could be</td>
<td>These reptiles could be speared or trapped then roasted over an open fire.</td>
</tr>
<tr>
<td>speared or trapped then</td>
<td></td>
</tr>
<tr>
<td>roasted over an open</td>
<td></td>
</tr>
<tr>
<td>fire.</td>
<td></td>
</tr>
<tr>
<td>These salty shellfish</td>
<td>These salty shellfish were an important part of the Wangal diet.</td>
</tr>
<tr>
<td>were an important part</td>
<td></td>
</tr>
<tr>
<td>of the Wangal diet.</td>
<td></td>
</tr>
<tr>
<td>These were easily</td>
<td>These were easily collected from nests in trees and eaten raw.</td>
</tr>
<tr>
<td>collected from nests in</td>
<td></td>
</tr>
<tr>
<td>trees and eaten raw.</td>
<td></td>
</tr>
<tr>
<td>The spiky seeds from</td>
<td>The spiky seeds from these rushes were ground into a paste and roasted in the ground to make a kind of</td>
</tr>
<tr>
<td>these rushes were</td>
<td>Pitta bread.</td>
</tr>
<tr>
<td>ground into a paste and</td>
<td></td>
</tr>
<tr>
<td>roasted in the ground</td>
<td></td>
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<tr>
<td>to make a kind of Pitta</td>
<td></td>
</tr>
<tr>
<td>bread.</td>
<td></td>
</tr>
<tr>
<td>Whole sections of thick,</td>
<td>Whole sections of thick, dense bark were carefully removed from these trees to make waterproof canoes.</td>
</tr>
<tr>
<td>dense bark were</td>
<td></td>
</tr>
<tr>
<td>carefully removed from</td>
<td></td>
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<tr>
<td>these trees to make</td>
<td></td>
</tr>
<tr>
<td>waterproof canoes.</td>
<td></td>
</tr>
<tr>
<td>This tree grows sweet,</td>
<td>This tree grows sweet, smooth, purple berries that were food for the Eora.</td>
</tr>
<tr>
<td>smooth, purple berries</td>
<td></td>
</tr>
<tr>
<td>that were food for the</td>
<td></td>
</tr>
<tr>
<td>Eora.</td>
<td></td>
</tr>
<tr>
<td>The brush-like flowers</td>
<td>The brush-like flowers on this small tree drip nectar. The Wangal knew when to collect the flowers and</td>
</tr>
<tr>
<td>on this small tree drip</td>
<td>soak them in water to make a sweet, high-energy drink.</td>
</tr>
<tr>
<td>nectar.</td>
<td></td>
</tr>
<tr>
<td>This fine silk,</td>
<td>This fine silk, spidery thread was strong enough to use for twine.</td>
</tr>
<tr>
<td>spidery thread was strong</td>
<td></td>
</tr>
<tr>
<td>enough to use for twine.</td>
<td></td>
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</tbody>
</table>

**Activity Five**

Create a green space that incorporates history and heritage of the local area.

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**Use the Internet to find some bush foods that can be bought at a shop or via the Internet. Make sure you visit the Australian Bushfoods website to find out more.**

**Did you know?**

There are restaurants that specialise in Bush Foods or Bush Tucker. Visit the Bush Food Sensations website to find out more.
Activity Five
Create a green space that incorporates history and heritage of the local area

What is a native garden and what are the advantages of a native garden? (Hint: Think fast growing, low maintenance, water saving and good for wildlife)

The original eucalypt forest of Ashfield was swept away as many new species of both native and exotic species were introduced into the area.

Choose one of the trees that were introduced into the Ashfield and find some information about it.

Bunya Pine  Norfolk Island Pine  Camphor Laurel  Oak  Fig

Did you know?
There is a fig tree in the playground of Ashfield Public School

Think!
What is a heritage listing?
How and why does a tree achieve a heritage listing?
A sensory garden is specifically created to be accessible and enjoyable to everyone. A sensory garden is interactive and in some, the visitor can use their five senses to enjoy an outdoor space.

Think!

Why does Ashfield Public School have a sensory garden?
Activity Six
Consider aspects of an interactive green space

Visit the Sensory Garden in the playground. Name, describe and draw something that in the garden that relates to one of the following senses:

Think!
If you had to plant something in the Sensory Garden for the sense of taste, what would it be?

A sculpture is a three dimensional figure or design. Sculptures are often installed in gardens to enhance the beauty of the natural environment. Sculptures can be interactive and created to appeal to one or more of the senses.

What senses does this interactive outdoor sculpture appeal to?
Activity Six

Consider aspects of an interactive green space

Draw and label an interactive sculpture that will appeal to one or more of the senses. Describe your sculpture and its function.

Create a 3D model of your interactive sculpture.

Did you know?

The Sensory Garden was primarily designed for students with Autism and Special Needs but it is a wonderful space for all Ashfield kids. Some children with Autism love the opportunity to escape the sometimes overwhelming noise and movement of the back playground. The Sensory Garden provides all students a quiet place to play AND it's full of fun and engaging sensory play equipment! Things to touch, listen to, look at and feel. It is a great place for children of all abilities to play together.
Activity Seven
Reflect on the importance of green spaces in an urban community.

Title the map of the school.

Label and colour the Harmony Garden.

Label the amphitheatre, the frog pond and orchard.

Did you know?
The Harmony Garden amphitheatre can be used as an outdoor classroom. Also, did you know that the Roman Colosseum is an amphitheatre?

Think!
What are the advantages of a frog pond?
An orchard is an area of land set aside for the planting of fruit or nut trees.

Visit the orchard which is located in the Harmony Garden. List the trees that are growing in the green space.

Choose one tree in the orchard. Lists facts about the tree. For example, what time of the year it flowers and bears fruit; how high it grows; what country it is native to.

Prepare a short speech to deliver at an Ashfield Council general meeting. Your speech will give reasons why Tranquil Park should definitely not be sold to the Concrete Consortium who will bulldoze the park and construct new apartments.
“We were not born for pavements and escalators but for thunder and mud.”

Jay Griffiths

Here in our garden we understand that nature gives rise to all life.

Connecting with the natural world is an integral part of happiness and well-being.