

THE FORKTREE PROJECT

EXPERIENTIAL SUSTAINABILITY EDUCATION



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PROJECT

Rewilding. It's in our nature.

OUR GOALS

The key goals of The Forktree Project are:

1. **To re-establish habitat on site** for native species and help combat climate change by rewilding the property (restoring habitat to the point where nature can take care of itself).
2. **To boost biodiversity through the work of our Nursery and Rare Seed Orchard:**
 - a. to grow native plants (trees, shrubs and grasses) for planting on both the Forktree Project site and on other properties
 - b. to grow rare native plants in our Rare Seed Orchard to create a security populations and in order to harvest seed for direct seeding and propagation.
3. **To be an educational resource** that enables and encourages engagement with nature and sustainable practices through experiential learning for school and university students and through volunteering opportunities for the wider community.

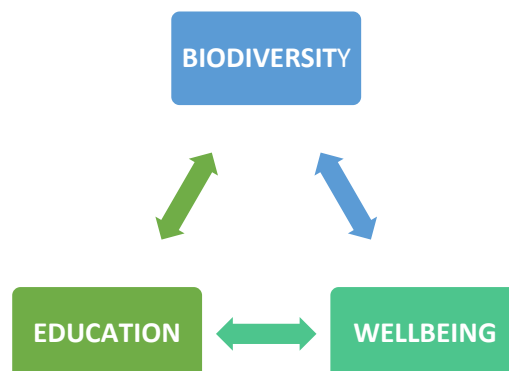
These goals tie in with the **three interconnecting pillars** on which The Forktree Project is built:

Biodiversity: Arresting and reversing biodiversity loss is an urgent priority for us all. At The Forktree Project we are contributing to this via habitat restoration and rewilding.

Education: Educating young people through service learning about the need for action against climate change and biodiversity loss is vital – we can't save what we don't love, we can't love what we don't know, and we can't know what we don't learn. At Forktree we believe passionately in the power of experiential learning to teach individuals about the important role we all can play.

Wellbeing: The scale of climate change and biodiversity loss can be overwhelming, causing many to avoid engaging in the issue or give up. However, through active engagement individuals become empowered, becoming part of the solution, not just victims of the problem. The wellbeing benefits of active engagement in rewilding are huge, particularly for young people.

When we feel good about ourselves and the role we can play, we are energised to do more and thereby educate others to do the same. And so, the cycle continues:



Linking learning at Forktree to the Curriculum

“The development of positive relationships with others and with the environment through interaction with the natural world can be facilitated through outdoor learning. These relationships are essential for the wellbeing and sustainability of individuals, society and our environment.” [Australian Curriculum]

“Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action” [Australian Curriculum]

Activities at The Forktree Project link to the **Australian Curriculum** via multiple learning areas, as well as via the **Cross Curriculum Priority of Sustainability**, the **Curriculum Connection of Outdoor Learning** and the **General Capabilities**.

Activities at Forktree can also be linked to **SACE** and **IB** curricula in a range of subjects.



Examples of experiential activities at The Forktree Project:

- **Tree planting:** prepare the ground, handle the tube stock, ease the roots, plant the saplings sensitively, protect them with tree guards. Work in pairs/teams to achieve planting goals.
- **Repurposing materials:** learn about the damaging effects of waste dumping, the severity of the building waste problem in this country, and the importance of recycling and reusing. Work as a team to achieve goals.
- **Infrastructure building:** reuse waste materials to create something useful, such as raised beds in the Rare Seed Orchard. Work together to achieve goals and learn about Circular Economy and the Hierarchy of Waste principles.
- **Propagating seedlings:** separate out seedlings and prepare tube stock in the nursery. Learn about and be part of the propagation process of new vegetation for Forktree and the region. Multiple touch points relating to ecology/biology.
- **Weeding and invasive species management:** learn about the importance of managing weed species to allow native bush to re-establish itself. Learn about principles such as succession ecology.
- **Seed collection and sorting:** collect seed from native plants on the property. Learn about different species, what to look for, how to store the seed and the role of fire in propagation.
- **Propagation of seedlings:** prepare trays for propagation, distribute and protect the seed. Learn how different species need to be propagated in different ways and why.
- **Species identification:** help survey species on the property, documenting success rates of different species in different locations on site; work out what might cause differentiation of success rates. Learn which species thrive in which conditions and the role climate change is having on the success/distribution of species.



Cross Curriculum Priority: Sustainability

Experiential learning at The Forktree Project has many links to the **Cross Curriculum Priority of Sustainability**, such as:

- **O13** - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
- **O15** - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
- **O16** – The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
- **O17** – Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- **O19** – Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.



Curriculum Connections: Outdoor Learning

These activities also link to the **Curriculum Connection of Outdoor Learning**, meeting all four dimensions of 1) Skills and knowledge, 2) Human-Nature Relationships, 3) Conservation and Sustainability, and 4) Health and Wellbeing.

General Capabilities

The **General Capabilities** of the Australian Curriculum are also met through activities at Forktree:

1. **Critical and Creative Thinking** – problem-solving and teamwork skills; initiative.
2. **Personal and Social Capability** – working together and developing an awareness of inter-reliance; developing leadership skills; risk assessment and management, particularly in the natural environment; resilience, initiative and perseverance; developing an awareness of the role each individual has to play and our potential to contribute; developing self-confidence through taking on new challenges.
3. **Ethical Understanding** – developing a greater understanding of the need for responsible stewardship of the planet from all members of society; understanding how we all can contribute to make the world a better place
4. **Intercultural Understanding** – developing an awareness that European settlement changed the landscape of the region and an appreciation of how land was managed by first nation peoples in the past.



WHAT OTHERS SAY:

“Our participation in this initiative has been an enriching and rewarding experience for our Year 7 team. The Forktree Project has provided our students with a unique opportunity to engage with environmental conservation in a hands-on and meaningful way. Our students have gained invaluable knowledge and skills through their involvement in the project, from understanding the importance of biodiversity to learning about the practical measures required for habitat restoration. These experiences were meticulously curated to align with our Year 7 Curriculum and unit focus, making the learning experience even more relevant and impactful.”

Adelaide Botanic High School



- ‘I was intrigued about how they used the rubble road and footpath.’
- ‘I was really interested in how they were making the project really sustainable by using everything.’
- ‘I found it so beautiful, that you are correcting a mistake others have made.’
- ‘I found it amazing that you want to do this project on your own.’
- ‘There were so many facts that we learnt.’

When asked by their teacher to sum up their visit in one word, the students offered the following: *exciting; inspiring; amazing; tiring; beautiful; epic; extraordinary; good.*

Year 6 students, Annesley Junior School

PLEASE GET IN TOUCH!

For more information on how your school can become involved in The Forktree Project, please contact us via email at hello@theforktreeproject.com.

We would love to hear from you and to welcome you and your students to The Forktree Project.



www.theforktreeproject.com

The Forktree Project acknowledges the Traditional Custodians of the land which it is rewilding, and recognises their continuing connection to land, water and community. We pay respect to Elders past, present and emerging.