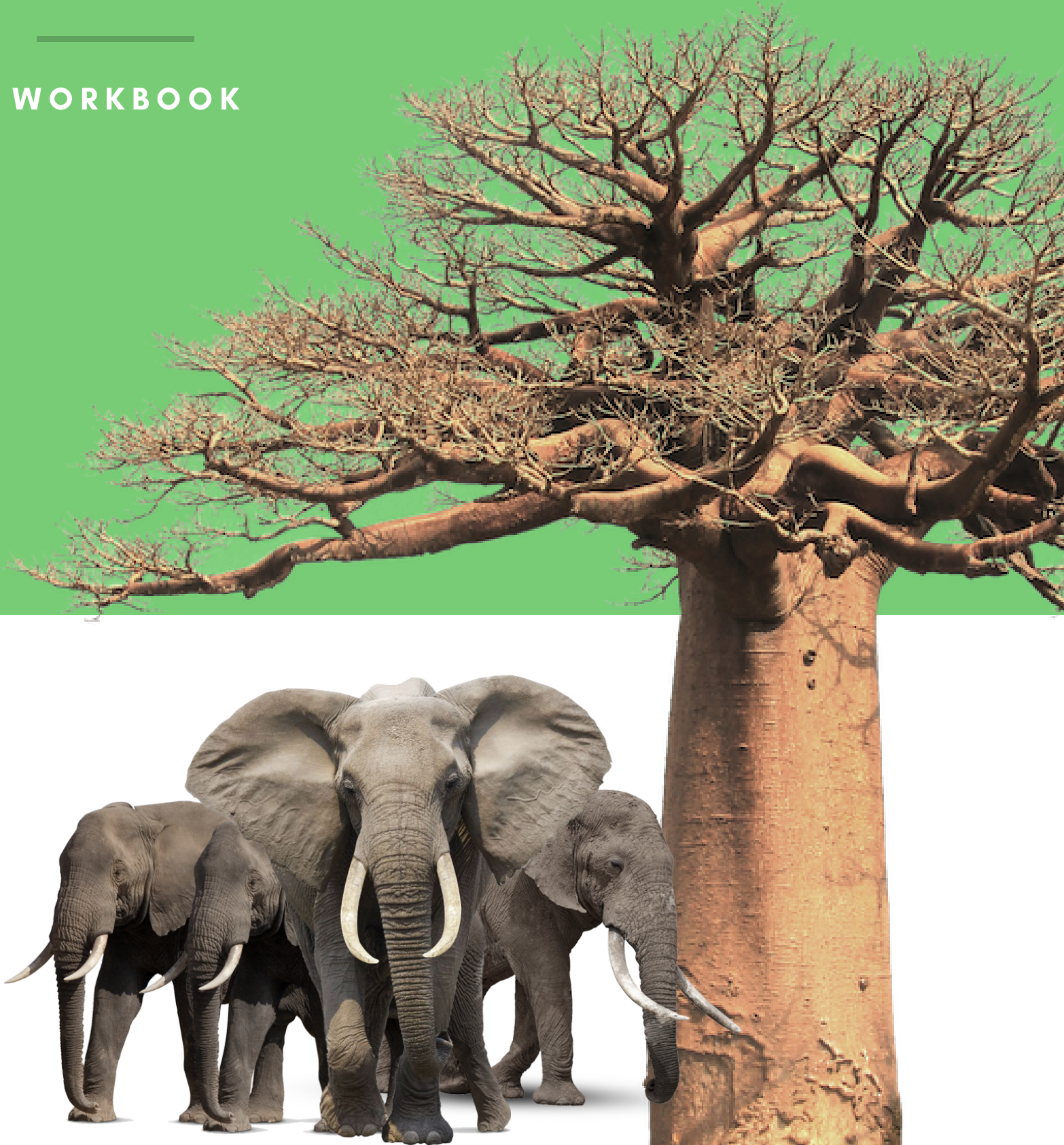
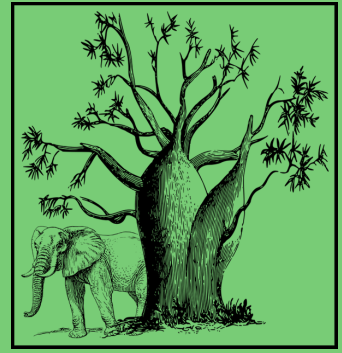


BAOBAB CHALLENGE



WORKBOOK





FAMILY DETAILS

Family Details	
Father (name and surname)	
Mother (name and surname)	
Sibling #1 (name, surname, school)	
Sibling #2 (name, surname, school)	
Sibling #3 (name, surname, school)	
Residence	
Contact email	
Contact phone number	
Date commenced	
Date completed	
Teacher Assistant	
Signature (mother or father)	
Please attach proof of payment	Payment will purchase the baobab pins, tree and plaque





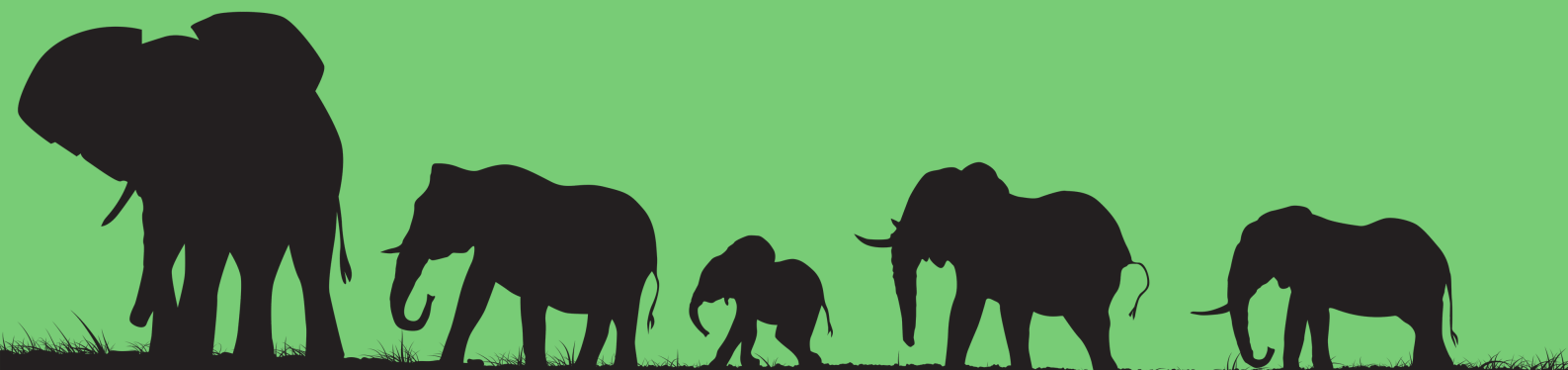
HOME

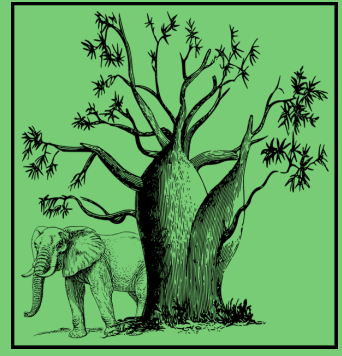
SUSTAINABILITY

Water Management Logbook

*75% of these initiatives need to be implemented on a continual basis for the duration of 3 months over a year in order to qualify for this category. Please indicate if already practising the changes.

Household Solutions				
Change	Start Month Date	Checker	Check Month Date	Checker
Check taps and pipes for leaks				
Check toilets for leaks				
Installation of water saving shower heads				
Installation of low-flow faucet aerators				
Float booster in toilet cistern				
Insulating water pipes				





HOME

SUSTAINABILITY

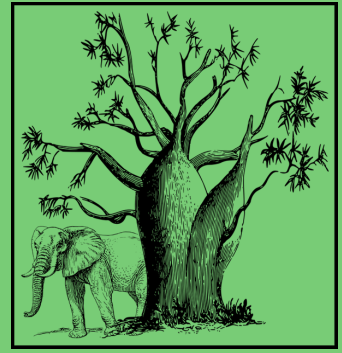
Water Management Logbook

*75% of these initiatives need to be implemented on a continual basis for the duration of 3 months over a year in order to qualify for this category. Please indicate if already practising the changes.

Ongoing Household Solutions			
Change	Date Implemented	Checker	Comments about Change
Not using toilets as a rubbish bin			
Shorter showering time (specify length)			
Turning off the tap when brushing teeth			
Rinsing razors in the sink			
Dishwasher only for full loads			
Washing machine only for full loads			
Not leaving the tap running for other uses			
Using a bottle of drinking water in the fridge			



HOME SUSTAINABILITY



Garden Solutions

Change	Start Month Date	Checker	Check Month Date	Checker
Drought resistant plants				
Mulching				
Check efficiency of watering system				
Check for leaks in pipes and taps				

Ongoing Garden Solutions

Change	Date Implemented	Checker	Comments about Change
Watering at night (summer)			
Not over-watering			
Washing the car with a bucket not a hosepipe			
Using grey water for the garden			
Dishwasher only for full loads			
Adding organic matter to flower beds			
Using a bucket to clean tiles, paving, etc			





HOME

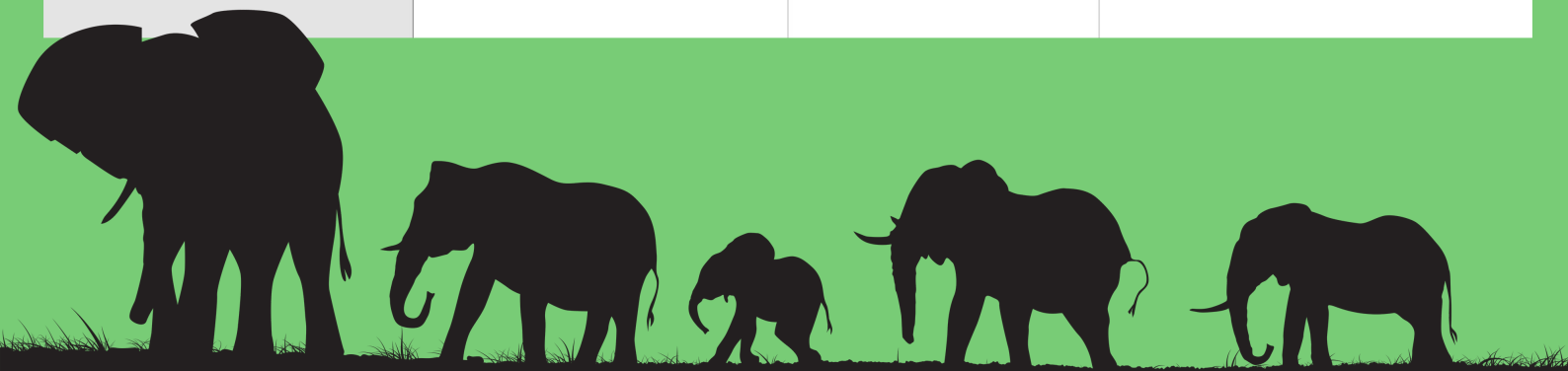
SUSTAINABILITY

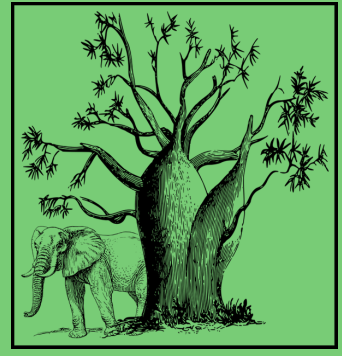
Electricity Management Logbook

*75% of these initiatives need to be implemented on a continual basis for the duration of 3 months over a year in order to qualify for this category. Please indicate if already practising the changes.

Electricity Solutions				
Change	Start Month Date	Checker	Check Month Date	Checker

Ongoing Electricity Solutions			
Change	Date Implemented	Checker	Comments about Change





HOME

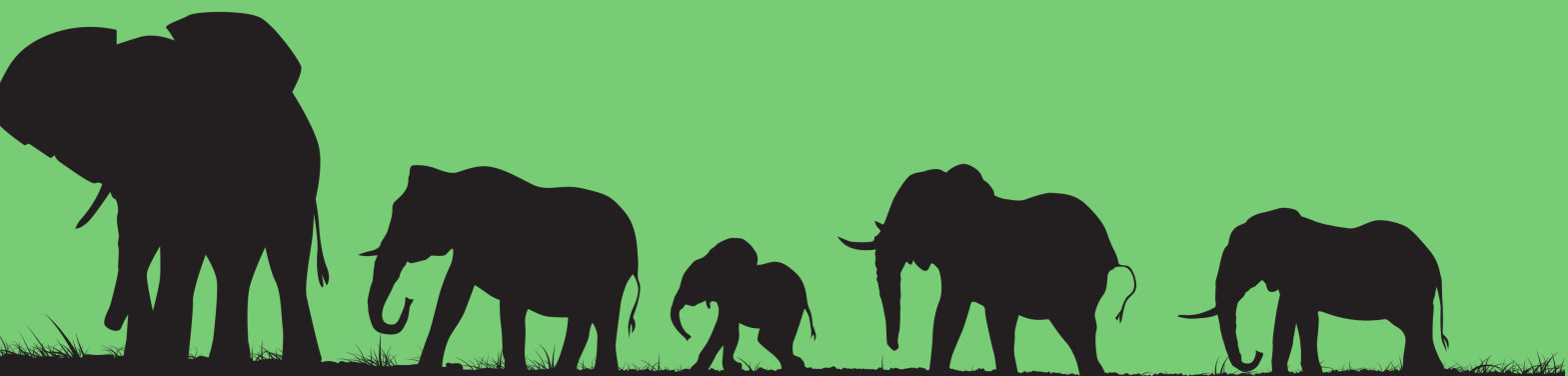
SUSTAINABILITY

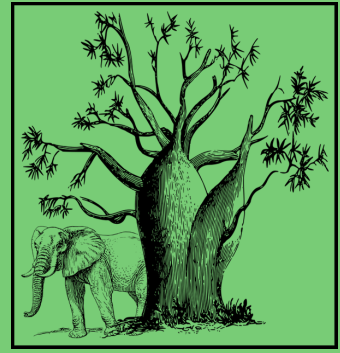
Reduce, Re-use and Recycle

*75% of these initiatives need to be implemented on a continual basis for the duration of 3 months over a year in order to qualify for this category. Please indicate if already practising the changes.

Reduce, Re-Use, Recycle Solutions

Change	Start Month Date	Checker	Check Month Date	Checker
Create a compost heap				
Create a Wormery				
Create a Bird Table				
Create bins for different waste types				
Ink Jet Recycling				
Create a vegetable garden				
Meat Free Mondays				





CONSERVATION AWARENESS

Interview

*The first ten questions are optional and the latter ten questions need to be of your own making. At least 20 questions need to be conducted in the interview (more than one person can be interviewed as well).

Name of Conservation Organisation:

Person Interviewed:

Position Held:

Place of Interview:

Date:

Question 1

What is your biggest challenge managing the ecology of...

Response

Question 2

Are there any conservation projects currently taking place? What is the impact of these initiatives?

Response

Question 3

How do you manage the diversity of the flora and fauna of...

Response

Question 4

Do you have any sustainable initiatives and how are these implemented?

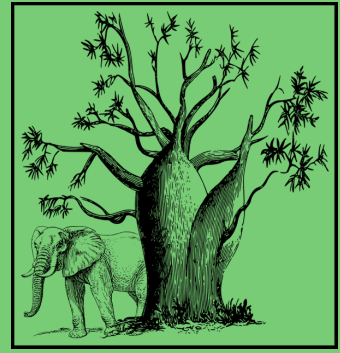
Response

Question 5

How do you ensure the future of ...

Response





CONSERVATION AWARENESS

Name of Conservation Organisation:

Person Interviewed:

Position Held:

Place of Interview:

Date:

Question 6

How can we help as the public to preserve the future of our natural environments and the species that inhabit them?

Response

Question 7

What are the environmental impacts which challenge the reserve and how are these resolves?

Response

Question 8

Is there any human/wildlife conflict and how is this managed?

Response

Question 9

What species are of the most/least concern?

Response

Question 10

Why do we need to preserve our wild places such as?

Response

Question 11

Response

Question 12

Response

Question 13

Response

Question 14

Response



CONSERVATION AWARENESS

Name of Conservation Organisation:	
Person Interviewed:	
Position Held:	
Place of Interview:	
Date:	
Question 15	
Response	
Question 16	
Response	
Question 17	
Response	
Question 18	
Response	
Question 19	
Response	
Question 20	
Response	





ECOLOGICAL PROJECT

The intention of this component is to enable you to have a well-rounded understanding of the relationships between the different species in your chosen National Park's ecosystem. You will need to have an understanding of ecology, food webs, food chains and the various relationships between similar and different species. The details below will assist with this understanding.

ecology

noun

1. the branch of biology that deals with the relations of organisms to one another and to their physical surroundings.

- the political movement concerned with protection of the environment.

noun: **Ecology**

food web

noun

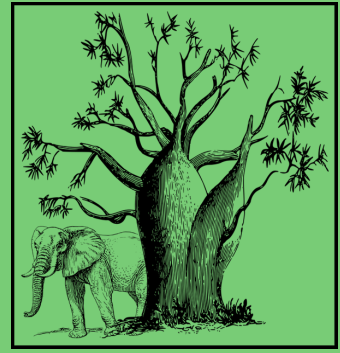
ECOLOGY

1. a system of interlocking and interdependent food chains.

Food chains

All living things need to feed to get energy to grow, move and reproduce. But what do these living things feed on? Smaller insects feed on green plants, and bigger animals feed on smaller ones and so on. This feeding relationship in an ecosystem is called a food chain. Food chains are usually in a sequence, with an arrow used to show the flow of energy.





ECOLOGICAL PROJECT

A food chain is not the same as a food web. A food web is a network of many food chains and is more complex. Energy is transferred along food chains from one level to the next. Some of the energy is used up in growth, reproduction repair, movement and other ways, and not made available to the next level. Shorter food chains retain more energy than longer chains. Used up energy is absorbed by the environment.

Trophic levels of food chains

The levels of a food chain are called Trophic levels. The trophic level of an organism is the level it holds in a food chain. The sun is the source of all the energy in food chains. Green plants, usually the first level of any food chain, absorb some of the Sun's light energy to make their own food by photosynthesis. Green plants are therefore known as 'Producers' in a food chain. The second level of the food chain is called the Primary Consumer. These consume the green plants. Animals in this group are usually herbivores. Examples include insects, antelope, caterpillars and even cows. The third in the chain are Secondary Consumers. These usually eat up the primary consumers and other animal matter. They are commonly called carnivores and examples include lions, snakes and cats. The fourth level is called Tertiary Consumers. These are animals that eat secondary consumers.





ECOLOGICAL PROJECT

At the top of the trophic levels are Predators. They are animals that have little or no natural enemies. They are the 'bosses' of their ecosystems. Predators feed on prey. Prey is an animal that predators hunt to kill and feed on. Predators include owls, snakes, wild cats, crocodiles and sharks. Humans can also be called predators. When any organism dies, detritivores (like vultures, worms and crabs) eat them up. The rest are broken down by decomposers (mostly bacteria and fungi), and the exchange of energy continues. Decomposers start the cycle again.

Other Factors in a Food Chain

Abiotic: Physical, or nonliving, factors that shape an ecosystem.

Examples include rocks, climate, pressure, soils, precipitation, sunlight, winds and humidity. These abiotic have a direct influence on living things.

Biotic: Living factors such as plants, animals, fungi, protist and bacteria are all biotic or living factors. Biotic factors depend on abiotic factors to survive.

Symbiosis: Relationship in which two species live closely together, usually benefiting from each other. There are three types of symbiosis:

1. Parasitism: parasite benefits, the host is hurt.
2. Commensalism: one species benefits, the other is neither hurt nor helped.
3. Mutualism: both species benefit





ECOLOGICAL PROJECT

*Please include photographs and any additional material to supplement the table below.

National Park:
 Location:
 Date(s):

Biome

Geology

Climate

Category	Species	Interesting fact	Species	Interesting fact
----------	---------	------------------	---------	------------------

Grasses				

Shrubs and Trees				

Arthropods				

Amphibians				

Reptiles				

Birds				

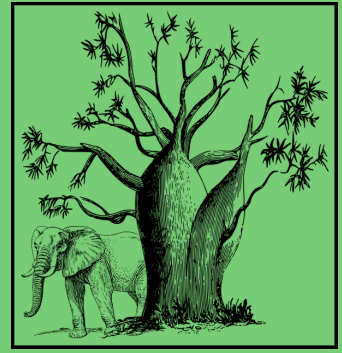
Mammals				



ECOLOGICAL PROJECT

Relationships between species in area of study						
	Trophic Level	Symbiotic	Commensalism	Mutualism	Parasitism	Competition/ Predation
Grasses						
Shrubs and Trees						
Arthropods						
Amphibians						
Reptiles						
Birds						
Mammals						





DO YOU REQUIRE **SUPPORT**

As indicated in the preamble, the value of this award is in creating discussions about preserving our environment and making good green decisions as families, and hopefully as our community. Although it is a minimum of a three month project over the course of a year, we hope that some of what you experience on this exciting journey will resonate in some happy memories and in your lives to come.

You are not alone, and if you require assistance or support, please do not hesitate to contact one of the Environmental/Footprint Representatives in the various schools:

- Junior Prep: Jenny Blamey
- Girl's Prep: Deirdre Harris
- Boys' Prep: Jenny Dryden
- Girls' College: Elana Shaw
- Boys' College: Courtney Watson

You can enroll with any of these staff members (but please choose only one), and can submit material upon completion as a whole or as each section is completed.



PERSONAL NOTES



PERSONAL NOTES

