TREE Mappa 2.0

The Custodians

Exploring the stories of significant trees in your region

Education package

A TreeLine Project

Background

Tree Mappa 2.0 has involved university students, teachers and students in creating stories and digital content about significant trees in their area. Utilising drama, art and new media students have engaged with local history and stories (Indigenous, post settlement, contemporary) to create and share their work. Other local artists and community groups involved have included Lyndon Davis from Gubbi Gubbi Dancers, Stephanie Haslam and Wendy May from "What LOCAL Native Plant is that" program and Wendy Birrell from Discover Eumundi.

The idea of mapping significant trees draws on the concept of Mappa Mundi which were medieval maps of the world that were created. One of them is in Hereford Cathedral in the UK. Mappa Mundi maps were not accurate geographic maps. They showed different ways of seeing the world and places of significance.

Tree Mappa 2.0 and Mappa Mundi 2.0 revisit the concept by mapping significant content onto a virtual map. By using Google maps and embedding content onto it, maps and journey will be created that can be viewed on the Internet by anyone.

The project has been developed by Sue Davis of CQUniversity Noosa working with leading international arts and multi-media company, C & T (from the UK). Tree-Mappa 2.0 will be linked to the C & T's 2010 project 'Mappa Mundi 2.0'. C&T plans to re-invent the medieval form of map making, commonly know as 'Mappa Mundi' for the globally-connected digital age. A web-based platform is being developed which will use maps of the region, onto which various digital content is being embedded.

Tree Mappa 2.0 has been sponsored by CQUniversity, in partnership with Eumundi & District Historical Association and Sunshine Coast Regional Art Gallery. The project was also funded through the Sunshine Coast Regional Council and Arts Queensland through the Regional Arts and Development fund.

For further information about this project and the materials in this kit contact Sue Davis on s.davis@cqu.edu.au or 54407000.

Introduction to this package

Rationale: Through this unit students will gain an understanding of the significance of trees for environmental, historical, cultural and personal reasons. Through arts-based experienced students will be enrolled as Custodians for specific trees and research their botanical, environmental and cultural significance. They will shape their work into various arts-based products and engage in action to promote environmental action.

Key Questions:
- Why are trees important?
- Which trees in our region are significant and why?
- What trees were important to Indigenous people, for what purposes?
- How can we use the arts to express our ideas and promote environmental action?

The Concept for the TreeMappa project
To help build student commitment to the project a dramatic frame is used as a way in with participants being invited to become 'custodians' for a particular tree or group of trees. This will hopefully provide students with the motivation to create different drama/media/arts based content that can then be shared in a range of ways, from school exhibitions and presentations to sharing digitally only. Content can be uploaded to various accounts and then embedded on My Maps in Google Maps. Journeys can also be mapped and shared. Content can juxtapose ideas, moods, eras, cultures, perspectives.

Content type can include material that looks at trees as significant for different reasons e.g.:

- Cultural
- Social
- Political
- Historical
- Personal
- Environmental

Initial workshops – From March – May 2010 a number of different workshop activities have been trialled with primary and tertiary students. These can be adapted for use in various contexts.

Dramatic frame or way in – An international research consortium has discovered methods for tapping into the sounds and memories of trees (could develop a class 'bioscanner'). We need to gather the stories of our significant trees as in the future we may lose many of them due to global warming and climate change. Students are invited to become "Custodians" of a tree or group of trees. They need to research the tree, gather stories, generate creative content and take action.

Possible workshop activities

Games
Use a range of different warm ups and games to begin each lesson

Warm up – Walk around the room, not touching, purposeful, not in a circle, don't touch anyone else (spin off). Practice freeze. Add characteristics to make a statue when you freeze (e.g. spiky, smooth & silky, old and gnarled, creeping vines)

Clumps and shapes- Ask students to walk around the room (not touching, not just with friends, not always in a circle). Then call out a number and they need to make a group of that size as quickly as possible, then call out a shape that they must make as a group using their bodies with minimal talking (anyone who misses out may stand at the side and join in the following round).
Group of 4 – Christmas tree,
Group of 3 – autumn leaves
Group of 5 - Tree of knowledge
Group of 6 – Harvest time

Shapes – Ask students to work in groups of four – then call out shapes for them to make. Encourage them to work quickly and respond to the physical offers made, don't talk through it first.
E.g. tree house, timber, rainforest, serenity

Tree version of ship to shore - Call out words and demonstrate the action. The whole group has to respond as quickly as possible. The caller starts to mix them up.
. plant the seed (kneeling)
. climb the bunya
. pick the berries (way up high)
. timber!!!! (fall down)
. treehugging day (could find a partner)
. leaves blown south
. leaves blown north

Class Activities

Timeline – Pick a tree in the school that students all know. Ask students to think about what they tree would see in a typical day. Divide students into groups, give each group a time of day and ask them to create a moving tableaux of what the tree can see and hear.
Variation - Determine how old the tree is. Give students different years or eras and ask them to depict then what the tree might have seen or heard (this may require some input first to build student knowledge of different eras)

Trees in our school/area – In pairs, ask students to select a tree to focus on, research and document. Ask students to take five photos of

their tree focussing on different angles and features (could create a photosynth – see resource section for link).

Creating a soundscape
Get students to look at visual elements in the tree – the line of the trunk, the line of the branches, the shape of the leaves, the way the leaves move.
Draw lines and shapes on a page (not in literal tree form, but across the page).
Explore interpreting these as sound. What might the 'voice' or music of the tree sound like?
Explore interpreting these also as body shapes, gestures and movement.

Three words at a time – after learning about the life cycle of the tree, the eras, or incidences of relevance to a particular tree, build class story (around circle) set constraints, such as only 3 words at a time. Side-coach students to help keep it going. Remind them to listen to what's come before and keep trying to build on that.

Discuss pre-text idea 1 – There are many different story books you can use as ways in to exploring trees. The introduction of 'The Seventh Reason' is quite useful. In this book a teacher asks his class why we should plant trees. Initially three reasons for planting trees are given in the book. Students could be asked to work out others and create freeze frames one based on a reason given in the book, and one that they come up with. (revise what is a freeze frame i.e. a still image made using participant bodies).

Working with pre-text 2 - read most of the 'Giving Tree' by Sal Silverstein (or watch it online on YouTube http://www.youtube.com/watch?v=1TZCP6OqRlE&feature=player_embedded). You could read it through once and discuss responses. Read it again and when you get to part where the trees offers herself to be cut tree down, stop. Teacher take on the role of the tree, enrol students as other forest trees. Ask the trees for advice, what should I do? I want to stay friends with the boy and help him, is this the right thing to do?

What do trees do for us? What can we do for them (what give back?)

Which trees should be saved – Set a challenge for students. Introduce the dramatic frame of 'The Custodians'. If only ten trees can be nominated by your group, which 10 should they be? Students have to share one sentence about why their tree is important.

The following section has been written as material that can be used with students

The Custodians - Exploring the stories of significant trees in your region

Welcome potential Custodians!

Trees - we often take them for granted, but not any more. This project asks you to think about the importance of trees - large and small, beautiful and scruffy, native and introduced. What do they provide for us, how do they help us and in what ways are they significant?

Throughout this project you are invited to take on the role of Custodian for a Tree, to explore its background and history and take action through using the arts. You will then create different content and maps that can be shared through the Internet.

This project has initially been created to support activities for the TreeMappa 2.0 project, as part of the TreeLine Art and Environment program on the Sunshine Coast in Queensland, 2010. We hope the project will continue, that it will grow and be taken on by others as the need to look after our trees is ongoing.

(PS… A custodian is someone who looks after or takes care of something or some one)

The Custodians …

Things for you to think about to begin with

- Do you have a favourite tree you like to sit under?
- Is there a great shade tree in your school?
- Were there any special trees planted in your town?
- Are there trees that used to grow here that don't any more?
- What kinds of products are/were produced by local trees and where did they go?
- How were different trees used by Indigenous people?
- In what ways have people cultivated or looked after trees?
- Are there any particularly beautiful trees or meaningful trees in your area?
- Are there trees that help people navigate their journeys and know where they are?
- How can trees be used to make art, and how can you make art about trees?

These are the kinds of questions you can investigate as you become a Custodian.

Not sure where to start… here are some trees that others have nominated as worthy of investigation:

Bunya Pine	Kauri Pine
Bush food tree (e.g. Lilly pilly)	Red Cedar
Tee trees	Pandanus
Tewantin Burial Tree	Eumundi Memorial Trees
Norfolk Is Pines (beach front)	Macadamia Nut
Lone Pine Tree (Coolum/Caloundra)	Wattle Trees

What other trees would you nominate?

Pandanus at Coolum

Bunyas at Yandina

The Custodians - telling the stories of the trees

Do you want to help make history?

Recent scientific breakthroughs have meant that the sounds and stories of the trees may now be recorded and we are working on ways to interpret and share their stories. We need custodians to interpret the stories and share them with the world.

http://www.youtube.com/watch?v=NRSj6IFSu5o

A special invitation has been extended to you to join The Custodians. Are you up to the challenge? Will you accept the offer and apply today?

- To join The Custodians, you need to develop your role (see the profile form in the Appendix) and fill in the application form.
  This can be done individually or in small groups.
- You then need to forward your profile and application to your branch leader
- Once you are accepted to be a Custodian, in groups you must then research your tree and possible stories.
- You will then explore different art and media activities to find the best way to share your story and content.
- This material may then be uploaded to the Internet by your teacher (once permission forms are signed and returned) and shared with others.
- You will also have to decide on what 'action' to take using the arts.

Eumundi Memorial Trees

Anzac Wreath made by local school children

Steps you need to take...

1. Create a Role and fill in the application

If you are engaging in the drama aspect you might consider roles such as: botanist, environmentalist, anthropologist, historian, media journalist, writer, documenter.

In your group (out-of-role) you might take on different roles, dividing up where each person will conduct research, or what kind of production role each member could take on if you are making a video photostory and so on.

2. Find out and research trees - past and present

Look around you, go to local museums and historical societies, contact local environmental groups.
There is a presentation on slideshare that might get you started. http://www.slideshare.net/TreeMappa/sunshine-coast-trees
Once you've decided on the tree to focus on, research it on the Internet, in the library, by speaking to local people who know about the trees.

3. Share your research and interact with others

As you find out information, you might write up a short paragraph and do a drawing. You might also take photographs. Fill in the Tree Profile and share what you are finding out with others in your class and perhaps outside of your class. By sharing what you know, other people might share more information with you.

4. Engage in creative work

Try out different ways of capturing how the tree looks, how it makes you feel and so on. For example you might do some drawing (try using different materials such as charcoal and pastels) or painting, you might do a silhouette and focus on the shape of the tree.

You can also use materials from the tree to create art (make sure you check first with your teacher that you are not damaging or harming the tree before removing any leaves, bark or twigs). You could create bark or leaf rubbings and collage them. You could use the bark or twigs to create park pictures or collages. You can create nature weavings or wall hangings. You can even use twigs, gum nuts and leaves to make nature puppets and creatures.

You might also look at doing some creative writing – write a diary from the perspective of the tree, write a narrative about its life, or a poem such as a haiku, an acrostic or one in verses.

You can also use the shapes and lines of the tree as a stimulus for creating movement, or even sound and music.

5. Digitise your content

- Once you have done your research and created different work, you can then scan it or save it onto computer and create different kinds of digital products.
- You can scan images, take photos, make powerpoint presentations and digital photostories, audio clips, video clips etc …
- Photo stories can be created in a range of different software programs. Common ones are Photostory 3 and MovieMaker (for PCs) and imovie (for macs). Here are some examples of some photostories about trees.

  "The Man Who Planted Trees" by Frederick Back (on Veoh)
  "The Willow Tree" by Jeff Chang (on YouTube)
  "Our Willow Tree" A digital story by Regina Service and Elana Consoli

6. Share your work!

Your teacher or facilitator will advise and help upload your work to the spaces you can use on the Internet. This might be in a space such as The Learning Place. Your teacher might be responsible for uploading to some other sites that can be shared with the world. Some of the kinds of places people often share content on the internet include the following:

- You can share powerpoint presentations on Slideshare,
- Photos can be shared on lots of different sites including Flickr, and
- Videos are often shared on sites such as YouTube and vimeo

7. Decide on what action you can take, what you can give back

What can be the legacy of your work? What can you do to make a difference? Can you help protect a tree, plant a new one? Can you use your work to help raise community awareness about your tree and why it is important?

8. Create a map or journey

If possible you should create a google map for your story and content. If your content has been uploaded to sites like YouTube, Flickr and Slideshare, you can then embed links on Google Maps. Other people can then see your content too when they search google maps or you can share your google map with others.

On the Google map website they have a video which shows you how to create a google map
http://maps.google.com/support/bin/answer.py?hl=en&answer=68480

9. Engage in discussion about what you have learnt

- What have I learnt about trees and the environment?
  What have I learnt about our history?
  What have I learnt about working with the arts?

What have I learnt about the people I am working with?
What have I learnt about myself?

Another way of reviewing this is to create a list.
e.g. Five things I know now that I didn't before.
You could also draw a picture of your favourite part of the unit.
Finish the following sentence starters:

- The best thing about this unit was…
- The hardest thing about the unit was …
- One thing I'll never forget is …
- One thing I'd do differently is …
- I'm most proud about …

Your teacher or facilitator may provide a specific evaluation form for you to fill in or they may provide a link to an online survey.

Advice for teachers

Preparation - it is a good idea to do some research about local trees first. This includes knowing what kinds of trees grow in the area (or did in the past), what are native and introduced species, as well as finding out what trees are important culturally and historically. Also try to establish links with local environmental groups and historical groups or museums. Many of these welcome the opportunities to work with students and schools.

Digital spaces and technology - You don't need to be an expert, but you do need to have some basic facility with tools and spaces you want the students to use. Also be brave and try out new tools. It is a good idea to make up examples and models to share with students.   When it comes to digital spaces to use, educational institutions often have certain spaces they want teachers and students to use. Find out about how to set up the space. If students have not used forums, wikis and so forth before, it is a good idea to teach them how to use these, before then embarking on using them within the drama or creative frame. It is essential to test out access, download speeds and times before work with students actually begins. Also check basic skills and available software, e.g. for resizing and cropping photos.

Co-artistry - the notion of teacher working in a co-artistic way with students is helpful in work with the arts and new media. This means that the teacher can contribute creative ideas and content along with the students (and be a characters within the drama), but at other times the step back, listen and watch what students are making and saying and then work out the next step to take based on that.

Sharing and reflection - Make sure you allow time for sharing student work as they go and reflecting on what they have learnt and what else they need to know about. A useful reflective model to use is:

1. *What did I experience?*
2. *What did I think or feel?*
3. *What did I learn?*

Mooloolaba SS students participate in the "What native LOCAL plant is that program". Drawing by Kitti Utbutt

APPENDIXES

The Custodians Application Form

The Custodians Tree Profile

Tree Profile example – The Burial Tree, Tewantin

Creating drama and dramatic conventions

Resources and links

The Custodians – Application Form

"The custodians" are a select group of people who are on a mission to protect and look after our trees. Not just anyone can be a custodian. You must prove that you are worthy and ready to take on the challenge!

Name:

Location:

Tree/s you propose to be custodian for:

Reason for nomination:

Relevant experience:

Three goals:

Your slogan or motto:

Date: **Signature:**

Supporter for your nomination:

The Custodians – Tree Profile

Tree or trees:

Location:

Nominees:

Why is this tree significant?

What are the botanical features of this tree?

What stories can be told about or by this tree?

Image/s

The Custodians – Tree Profile
(sample)

Tree or trees: The Burial Tree, Tewantin

Location: To the north, west of the council offices at Tewantin

Why is this tree significant? The original fig tree is believed to have been an Aboriginal burial tree. It has been reported that the bodies of some Aboriginal children were wrapped in tea-tree bark and buried between the roots of the tree. The original tree was apparently over 600 years old. When the tree died back, concrete supporting was created to try and support the tree, and a new white fig tree was planted to grow up and around the old one.

What are the botanical features of this tree?

It is a white fig

What stories can be told about or by this tree?

One story about the tree is that early in the 20th century some local people were removing the bodies and trying to sell them.

Image/s

Creating drama and dramatic conventions

These activities can help you find ways into possible characters and storylines that may then be developed into scripts.

Creating roles, monologues and drama

- Identify an event of relevance to your tree – write it down

- Adopt the role of someone who may be in some way involved in the scenario. (In your group, identify roles with different perspectives). Who will you be?

  _____

- You should then write a paragraph in role like a short monologue of up to 50 words maximum.

- Read out your monologues to each other.

- Work out an order in which to present your monologues.

Look at ways these monologues could be used in relation to other content being developed by others in the group or in other lessons.

Some example of different dramatic conventions to explore
The following list of possible dramatic conventions could be explored by the whole class or (if the class has some drama experience) in small groups.

- Advertisement (& satirical advertisements) – create an advertisement promoting the use of your tree or a tree product

- Time lapse – create three freeze frames that show different stages of growth of your tree, or different parts of it. When these are done… add sound effects that could be heard in the vicinity of the tree.

- Hot seat/interrogation/interviews – select a key character who might be interviewed – by the media/by police/ by the people of the future

- Dream sequence – what might be the dream of the tree – past, present, future? Use slow motion action, stylised movement and sound

- News reports – present a news report of a key incident. This might be from an event in the past, present or could even be for one in the future

- Thoughts out loud – what might the tree think as it views or experiences the events unfolding (in the news event)?

- Create a series of short diary or journal entries for a character involved with the tree. Work out what kinds of everyday actions other group members could mime in the background – try this in different ways (e.g. slow it down and repeat it)

Other resources and websites

TreeLine and Green Art

- **TreeLine** Have a look at the website and the different artists involved http://www.treeline.org.au/program/lead-artists
- **Floating land** Another Sunshine Coast Environment and Art program is Floating Land http://www.floatingland.com.au/
- **Green Art** http://www.greenmuseum.org/ click on the blog or different artists names on the left

International work

- Andy Goldworthy http://www.morning-earth.org/ARTISTNATURALISTS/AN_Goldsworthy.html sculpture work http://graememitchell.com/blog/andy-goldsworthys-sculpture
- Tree of Life festival in Iran http://payvand.com/news/08/may/1121.html

Identify your tree!

- What do you know about the trees that grow in your area? If you live on the Sunshine Coast in Queensland have a look at the websites such as Noosa Native Plants. http://www.noosanativeplants.com.au/articles/flowering-now/
- Perhaps your school or group could participate in What LOCAL Native Plant is That? http://www.noosariver.com.au/whatplant/
- Historical images - Sunshine Coast trees http://www.treeline.org.au/historical-photographs-sunshine-coast-trees
- Have a look at the images on the TreeMappa photostream in flickr. http://www.flickr.com/photos/treemappa/show/. Write down the names of any trees that you can identify.

Other significant trees

- These blogs include images which can be great stimulus materials for discussing which trees are significant and why.
- http://ten-thousand-trees.blogspot.com/2008_02_01_archive.html
- http://www.dailycognition.com/index.php/2009/12/27/10-most-extraordinary-trees-in-the-world.html

Some Visual art ideas

- Botanical drawing (great kit from Australian National Botanic Gardens)
- http://www.anbg.gov.au/education/programs/topdraw.pdf
- Leaf Art - a range of different ideas (for rubbings use turn crayons sideways) http://www.kidscraftweekly.com/leaves_issue.html
- Silhouettes - project an image of a tree onto paper on a wall (or put a branch on a projector) and trace around the outside. Paint it black. http://commons.wikimedia.org/wiki/Category:Silhouettes_of_trees
- Flower pressing & drying - you can hang flowers upside down to airdry, use a flower press or even microwave.

http://www.hobby.net.au/flex/preserving-flowers/474/how-to-preserve-flowers.cfm

- Nature weaving - you can do this on a frame made from sticks, or as a hanging.
  http://www.packetinsider.com/blog/kids_nature/?p=39

Tech Stuff and sites

- http://treemappa.wikispaces.com/ - This is a closed wiki, that only members can post to. This is being used as a documentation site, though there are issues with wikispaces access at school. Once you are a member, you can edit pages, add content and create your own pages (contact s.davis@cqu.edu.au if you want to do this and need help).
- http://treemappa.ning.com/ - This is a social networking space that participants can contribute to, post content and interact within 'in role' as different custodians. New members need to be approved.
- www.candt.org - C & T – the website of UK based company who helped set up the project. Final maps will be uploaded to www.everymap.net

Google Maps
- http://maps.google.com/ A google map account has been set up for this project at treemappa@candt.org. you can set up your own account too.
- Go to 'My Maps' (top left) , then 'Get started'
- See icons in top left of the map for adding features and lines or shapes.
- When you add a placemark you can embed links to image, video, audio and weblinks.
- You can work on satellite, (image) street or terrain view (top right of map) and also look at layers of content
- Click on save at the end (you can choose to add collaborators to work on your map)

Slideshare
- Slideshare is an online space for sharing powerpoint presentations
- You can create an account and share your own material of use the TreeMappa account for this project
  http://www.slideshare.net/TreeMappa/

Flickr
- A TreeMappa account has been created and a bank of images of Sunshine Coast trees and related project is being built.
  http://www.flickr.com/photos/treemappa/
- You can sign in to upload photos by s.davis@cqu.edu.au
- To use a photo from flickr to embed in Google Maps, click on 'Share This' to top right, then click on 'Grab the HTML' .Make sure you acknowledge sources of photos.

YouTube
- A TreeMappa account has been set up.
  http://www.youtube.com/user/TreeMappa Email
  s.davis@cqu.edu.au if you wish to upload to this site.
- To Upload, click on "Upload" top right of page. Unless uploading
  from somewhere with high speed Broadband, it's often a good idea
  to save videos so the file size is under 5 MB. Keep them short – no
  more than 3 minutes usually.

Other useful sites:
- Photosynth – create 3D imagery by uploading multiple photos of a
  site http://photosynth.net/
- Fotobabble – add sound to pictures http://www.fotobabble.com/

Guest speakers can share Indigenous Tree Knowledge
- Gubbi Gubbi Dancers http://www.gubbigubbidance.com/ (07) 54
  727 613
- Dale Chapman, The Dilly Bag
  http://www.thedillybag.com.au/AboutDale.htm (07) 54851126