DRONES IN
FORESTRY

CASE STUDY
Student Response Booklet

Sarah Maddison - Case Study

NAME: _____

1. What is a Geographic Information System (GIS)?

2. Explain how Sarah Maddison uses GIS to assist her in forestry.

3. What is a UAV? Explain how Sarah uses UAVs to assist her in forestry.

Sarah Maddison - Case Study

NAME: _____

4. What is Sarah's current project?

5. How did Sarah get into forestry?

6. What is Sarah's favourite thing to do in the forest?

7. What is a UAV? Explain how Sarah uses UAVs to assist her in forestry.

Sarah Maddison - Case Study

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8. What features does she like best about her drone? Why?

9. What is Sarah's biggest hazard when flying her drone?

10. How does Sarah plan her drone flights?

11. When does Sarah fly manually?

Sarah Maddison - Case Study

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12. What does the information from the drones help the foresters to do?

13. What is stockpile analysis and why is it used?

14. What is LiDAR and what is it used for?

Sarah Maddison - Case Study

15. Sarah uses thermal infrared technologies. Why and why is this important?

16. Why are top-down photos of trees so important?

17. Sarah told us about her favourite project. What technologies were combined and why was this information useful for harvester operators?

18. Sarah told us that drones are used to access difficult to reach parts of the forest to keep workers safe. Explain why modern technologies help foresters to address competing considerations as they survey the forests.

Sarah Maddison - Case Study

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Biography

Compile the answers to your questions in a biography to tell a story of a day in the life of Sarah Maddison, planning forester. Develop further questions to help you locate any information you still need and research answers on the internet. Find and create suitable maps (with compass direction included) and images of forests and digital systems to illustrate your story. Include tables to collate forest data as you describe where Sarah works and what she does.

You may present your biography as a slideshow, magazine feature article or narrated video with supporting imagery.

Use this space to help with your planning.

THANK YOU!

This unit of work has been brought to you by She Maps and was developed in partnership with ForestLearning. You can find out more about ForestLearning at forestlearning.edu.au

We hope that you love our resources, and that you are excited for what we will release next! To see more She Maps resources check out our Teacher resources page.

1300 895 785 | hello@shemaps.com | www.shemaps.com

WHAT DO YOU NEED?

We're always looking for recommendations for topics or themes for drone and geospatial teaching resources. If you've got something in mind, then please email

programs@shemaps.com

Australian Geography Teachers' Association Limited

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Category:
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Years 5-6 Drones in Forestry
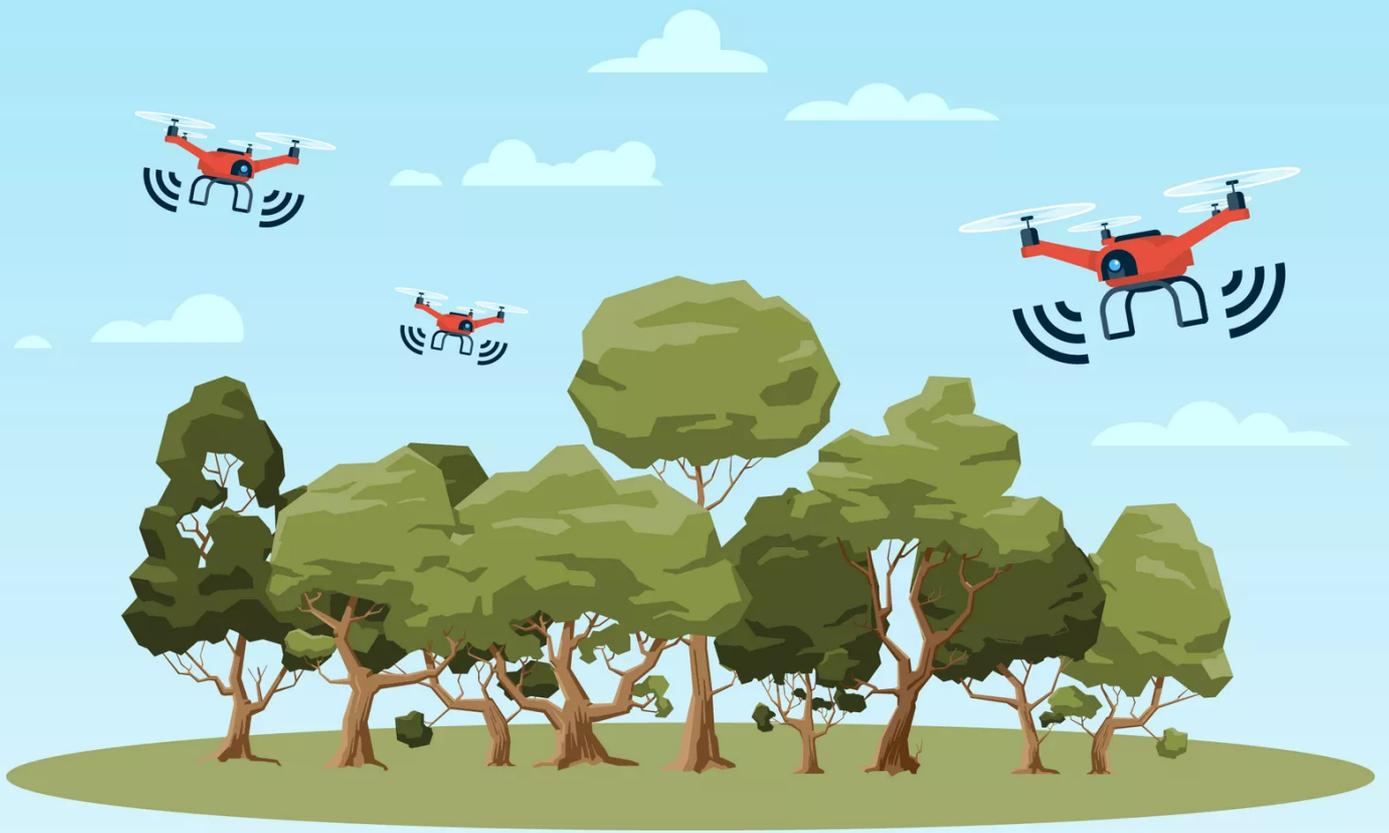*Years 9-10 Drones in Forestry*

Publisher:

ForestLearning and She Maps

This certificate has been presented in recognition of the quality of the product in terms of its:

❖ currency
❖ authenticity
❖ application of contemporary understandings about how students learn
❖ the use of cutting-edge production, and
❖ contemporary and innovative style in supporting geographical education in Australian schools.

The ForestLearning and She Maps Drones in Forestry units dynamically engage with emerging technology for a contemporary learning experience for all students. The significant support and resourcing attached to the unit empowers teachers to implement contemporary geographic tools in their curriculum, underpinned by strong vocational links.

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Dr Susan Caldis
Chairperson of AGTA Board

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