

PREP - YEAR 6

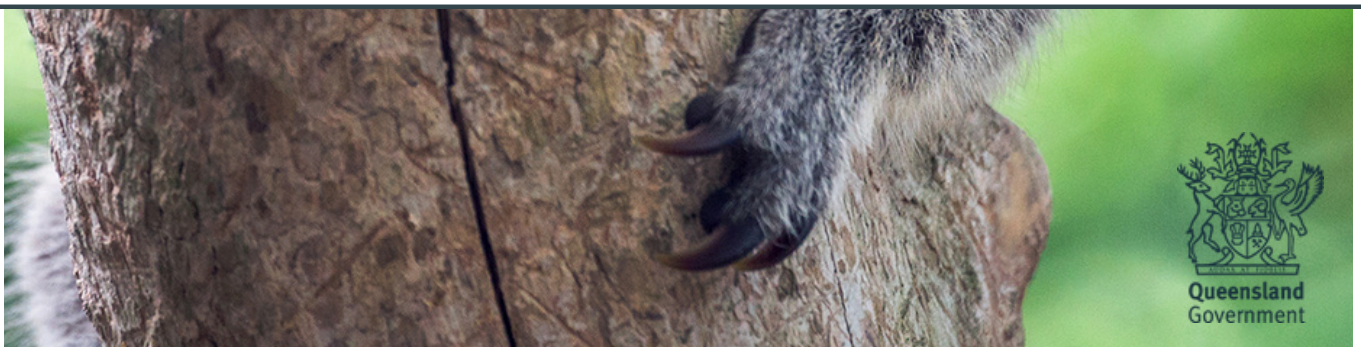
# TEACHER PACK

## DAISY HILL KOALA EDUCATION PROGRAM



### **LESSON PLANS, ACTIVITIES AND RESOURCES**

FOR PRIMARY SCHOOL EXCURSIONS TO THE KOALA BUSHLAND CONSERVATION AREA &  
DAISY HILL KOALA CENTRE



## ACKNOWLEDGEMENTS

THIS TEACHER PACK WAS PRODUCED BY THE DAISY HILL KOALA CENTRE ON BEHALF OF THE DEPARTMENT OF ENVIRONMENT AND SCIENCE.

THE DAISY HILL KOALA CENTRE WOULD LIKE TO RESPECT AND ACKNOWLEDGE THE TRADITIONAL CUSTODIANS OF THE DAISY HILL AND LOGAN CITY AREA, THE YUGGERA AND YUGAMBEH LANGUAGE SPEAKING PEOPLE. WE PAY RESPECT TO THE ELDERS PAST AND PRESENT FOR THEY HOLD THE MEMORIES, THE TRADITIONS, THE CULTURE AND HOPES OF AUSTRALIA'S FIRST PEOPLES.

DAISY HILL KOALA CENTRE ACKNOWLEDGES THERE ARE ALSO OTHER ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE WHO LIVE, WORK IN AND CONTRIBUTE TO THE CULTURAL HERITAGE OF LOGAN CITY AND DAISY HILL.

Text and edits: Maggie Muurmans, Lily Topp, Yolande Campbell, Kristen Garnett and Monique MacLeod. Acknowledgement of Country by Aussie Childcare Network  
Images: Kristen Garnett, Maggie Muurmans, Lily Topp, Michael Scully and Department of Environment and Science, Daisy Hill, Queensland, 2023



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## INTRODUCTION TO THE KOALA BUSHLAND CONSERVATION AREA

Located in Logan and Redland cities, the Koala Bushland Conservation area is a forested oasis surrounded by urban development - protecting important koala habitat while also being one of South East Queensland's most significant recreation hubs. The conservation area provides habitat for wildlife such as red-necked wallabies, glossy black-cockatoos, greater gliders and of course koalas! As you explore, look for tell-tale scratch marks left by resident koalas on their food trees.

A world class recreational trail network allows visitors to explore vibrant bushland in every direction - by foot, mountain bike and horse! The area is carefully managed by Queensland Parks and Wildlife rangers and community volunteer groups who ensure that invasive weeds, pest animals and wildfire are kept in check. The area covers 1,500 ha of remnant bushland, making it one of the largest protected areas between Brisbane and the Gold Coast.

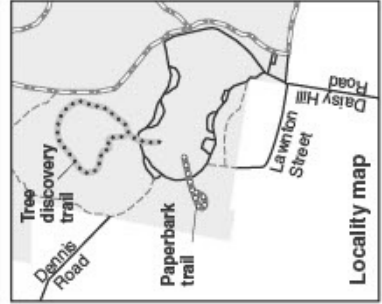
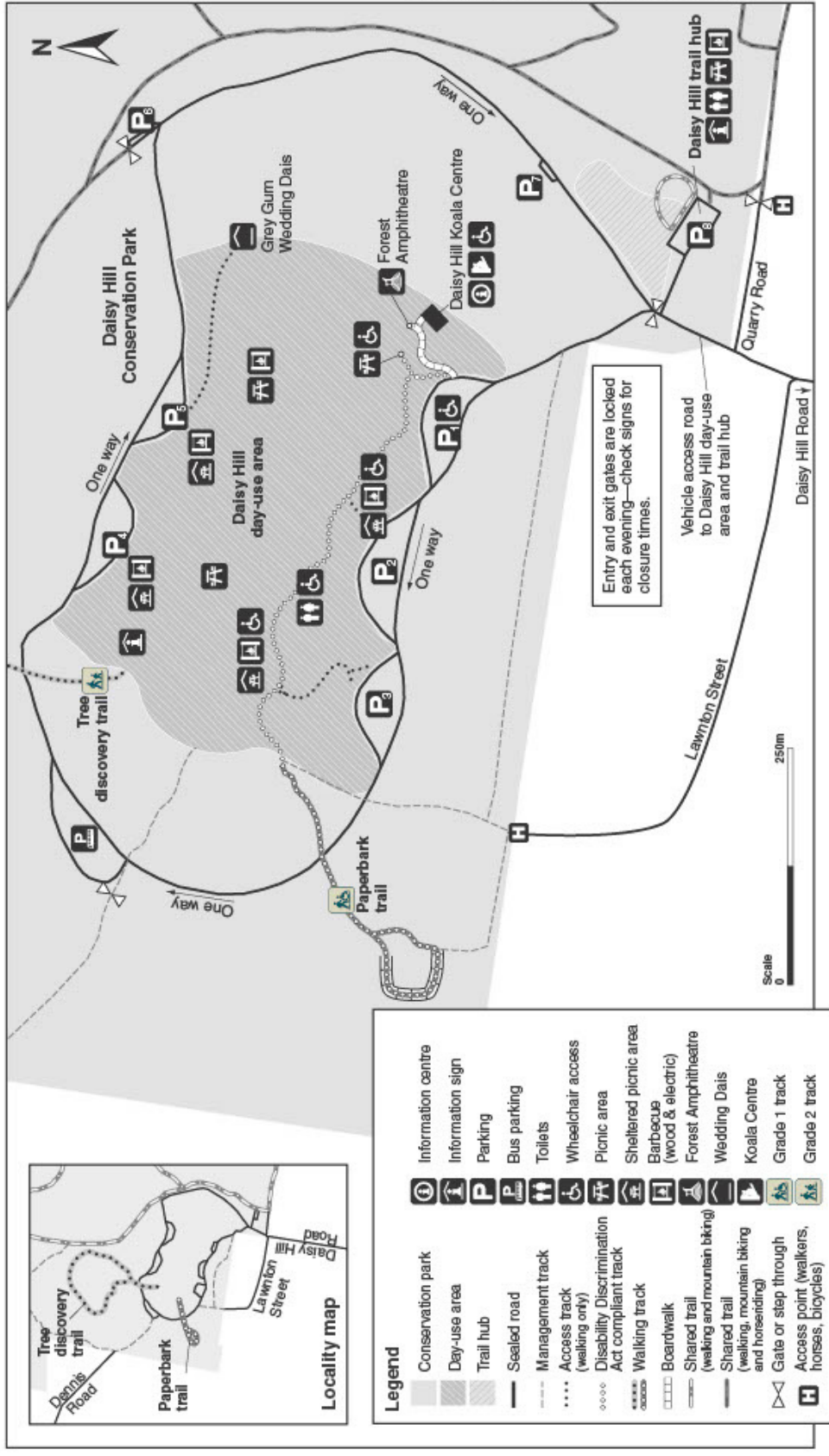
The trails introduced in this teacher pack are single-use only, specifically designated as walking trails without access to mountain bikers or horses (see Paperbark and Tree discovery trails on the map in this pack).

For more information on the Koala Bushland Conservation area visit: [www.qld.gov.au/nationalparks](http://www.qld.gov.au/nationalparks) or visit the Daisy Hill Koala Centre for a brochure. A comprehensive map of the Daisy Hill day-use area is included on the next page.



# Daisy Hill day-use area map

## Daisy Hill Conservation Park



Legend	
	Conservation park
	Day-use area
	Trail hub
	Sealed road
	Management track
	Access track (walking only)
	Disability Discrimination Act compliant track
	Walking track
	Boardwalk
	Shared trail (walking and mountain biking)
	Shared trail (walking, mountain biking and horse riding)
	Gate or step through (walkers, horses, bicycles)
	Information centre
	Information sign
	Parking
	Bus parking
	Toilets
	Wheelchair access
	Picnic area
	Sheltered picnic area
	Barbecue (wood & electric)
	Forest Amphitheatre
	Wedding Dais
	Koala Centre
	Grade 1 track
	Grade 2 track

Entry and exit gates are locked each evening—check signs for closure times.

Vehicle access road to Daisy Hill day-use area and trail hub



## DAISY HILL KOALA CENTRE

The Daisy Hill Koala Centre was built by the Queensland Government as a dedicated koala education facility and opened to the public in 1995.

The centre is nestled amongst eucalypt trees and features a large outdoor koala enclosure with a number of koalas and interactive displays inside the building.

Koala keepers feed the resident koalas daily at 2pm, so this is a perfect time to visit with your school group to join the koala keeper talk. The koalas are quite active during feeding time, but visitors are unable to handle or pat the animals.

The visitor centre displays provide an opportunity to learn more about koalas. Visitors are able to:

- Watch short films in the Woodland Theatre
- Discover all about the koala's life cycle and unique biology
- Learn the signs and symptoms of a sick or injured koala
- Learn how you can contribute to the conservation of koalas
- Learn about QLD government's projects and strategies
- Learn about other interesting flora and fauna
- Learn about the life cycle of a eucalyptus tree



The centre is open 7 days a week from 10am to 4pm.

Closed on Good Friday, Christmas Day and New Years Day.

For more information on how to get there and the centre:

[environment.des.qld.gov.au/wildlife/animals/living-with/koalas/care-and-rescue/daisy-hil-centre](http://environment.des.qld.gov.au/wildlife/animals/living-with/koalas/care-and-rescue/daisy-hil-centre)

## DAISY HILL KOALA EDUCATION PROGRAM

Bookings are essential for groups larger than 20 wishing to visit the Daisy Hill Koala Centre. The centre is open for self-guided group visits during the centre's opening times.

If you would like one of our keepers to speak to your group, please book this in advance. This is pending on availability and time frame.

To make a school or community booking or if you have questions about this teacher pack, please get in touch: [koala.centre@des.qld.gov.au](mailto:koala.centre@des.qld.gov.au).



## THREATENED SPECIES PROGRAM

Queensland's Threatened Species Program provides the framework for helping conserve Queensland's most vulnerable flora and fauna species.

It aims to deliver coordinated actions to identify, protect and recover threatened species across our terrestrial and aquatic environments and mitigate the threatening processes that impact them.

The program is designed to meet Queensland Government's responsibilities and obligations to manage and conserve threatened species including those under Queensland and Commonwealth legislation and international agreements.

The Threatened Species Program is underpinned by 5 key focus areas that will guide Queensland Government implementation and actions:

- Legislation, policy and governance
- Planning and management
- Science and knowledge
- Connect and communicate
- Monitoring, evaluation, reporting and improvement framework

For more information about the Queensland Threatened Species Program visit [the Queensland Threatened Species Program webpage](#).

## SOUTH EAST QUEENSLAND KOALA CONSERVATION STRATEGY

The Queensland Government's South East Queensland Koala Conservation Strategy 2020–2025 (the Strategy) outlines the actions that will be delivered to reverse the decline in koala populations across SEQ, and secure their long-term survival. The strategy was developed in close consultation with the Queensland Government-appointed Koala Advisory Council—which includes representatives from state and local government, community organisations, non-government organisations and industry—and responds to the key recommendations of the Koala Expert Panel.

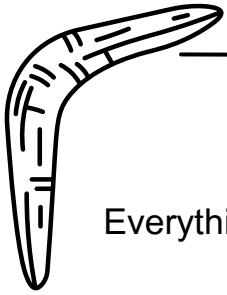
The key areas of action in the strategy focus are protecting and restoring koala habitat and managing threats and caring for koalas.

For further information on the strategy and reports visit the [Department of Environment and Science's koala conservation webpage](#).



# CONNECTION TO COUNTRY (PREP - YEAR 6)

Activities have been developed to assist you in your visit with your students and learn about the indigenous history and the importance of Country to the First Nations people who belong to this area.



## Remember!

Dogs may be present  
Walk Softly - leave only footprints  
Take all rubbish with you  
Everything is protected. Please do not take sticks, rocks or any other natural materials outside the boundaries of the park.

## Starting point



You can start this activity anywhere in the day use area, which has a large open grassed area with towering eucalypts.  
Bus parking is available past P3 public parking.  
Shelters and toilets are available within the day-use area.  
A map has been provided with this pack for your orientation.

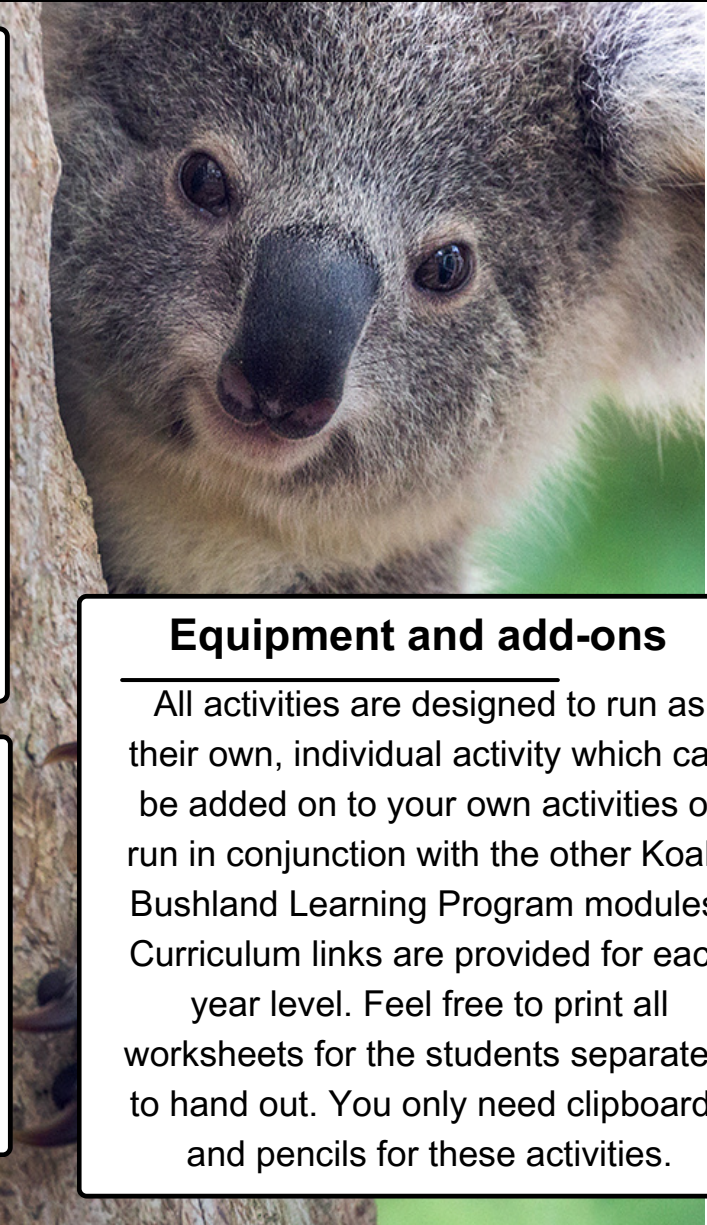
## Timing

The activities are developed to run between 30-40 minutes, but can extend depending on the sizes of the groups.



## Equipment and add-ons

All activities are designed to run as their own, individual activity which can be added on to your own activities or run in conjunction with the other Koala Bushland Learning Program modules. Curriculum links are provided for each year level. Feel free to print all worksheets for the students separately to hand out. You only need clipboards and pencils for these activities.





# CONNECTION TO COUNTRY

## DAISY HILL KOALA EDUCATION PROGRAM - MODULE 1

### Australian National Curriculum Links

Foundation years: AC9HSFK03, AC9HSFS02, AC9HSFS03, AC9HSFS05, AC9SFU01

Year 1: AC9HS1K03, AC9HS1K04, AC9HS1S02, AC9HS1S03, AC9HS1S05, AC9HS1S06, AC9S1U01

Achievement standards for Foundation Years and Year 1 for Science and HASS included in page 43

### Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 20-30 minutes

Location: Day use area at Daisy Hill Conservation Park

#### Activity 1: Treasure hunt

Each student will need to find ONE natural item that they feel has relevance to them. This item may be a leaf that they think is pretty, a stick that has a funny shape etc. (5-10 mins)

#### Remember!

Make sure to set a safe boundary for the students' "treasure" hunt, and remind them not to handle or collect live animals.

Items will need to be returned after completion of the activity.

#### Activity 2: Yarning circle

Students return to their group with their chosen item and create a circle. This could be similar to a yarning circle. More information about yarning circles can be found [here](#). Ask the students to place their item behind their back after sitting down. (10 mins)

#### Activity 3: Show and Tell

Explain that they have created a yarning circle and that this is a perfect time to acknowledge the Traditional Owners of the land they are sitting on. Share an appropriate acknowledgement to Country (your own or the one from the worksheet).

After Acknowledging Country, ask the students (some or all) to share why they chose their item and show this to the group. They can then place them into categories by shape, size or other features. Following the show and tell activity, ask the students to return the item (close) to where they found them. (15 mins)

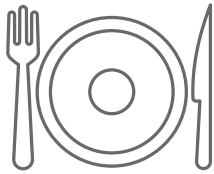
Following Activity 3, hand out the worksheets and answer each of the questions together

Name:

Answer these questions together in your group:

Can you see something today that may also have been here thousands of years ago?

How would you find:



Food



Shelter



Warmth

Sit still for a moment....  
What can you.....



Hear , See and  
Smell?

**Acknowledgement to Country**

Here is the land, here is the sky  
Here are my friends and here am I  
We thank the First Nations people for  
the land on which we play and learn  
Hands up, hands down  
We're on Turrbul, Yugambah and  
Yuggera ground.

Do you think koalas lived here  
thousands of years ago?  
Why or Why not?



**How I can care for Country**



# Connection to country

## Daisy Hill Koala Education Program - Module 1

### Australian National Curriculum Links

Year 2: AC9HS2S02, AC9HS2S03, AC9HS2S05, AC9HS2S06

Year 3: AC9HS3S06, AC9HS3K07

Achievement standards for Year 2 and Year 3 for Science and HASS included in page 43

### Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 20-30 minutes

Location: Day use area at Daisy Hill Conservation Park

#### Activity 1: Treasure hunt

Each student will need to find ONE natural item that they feel has relevance to them. This item may be a leaf that they think is pretty, a stick that has a funny shape etc. (5-10 mins)

#### Remember!

Make sure to set a safe boundary for the students' "treasure" hunt, and remind them not to handle or collect live animals.

Items will need to be returned after completion of the activity.

#### Activity 2: Yarning circle

Students return to their group with their chosen item and create a circle. This could be similar to a yarning circle. More information about yarning circle can be found [here](#). Ask the students to place their item behind their back after sitting down. (10 mins)

#### Activity 3: Show and Tell

Explain that they have created a yarning circle and that this is a perfect time to acknowledge the Traditional Owners of the land they are sitting on. Share an appropriate acknowledgement to Country (your own or the one from the worksheet). After acknowledging Country, ask the students (some or all) to share why they chose their item and show this to the group. Can they think of a reason that their item could be used or be of importance to the First Nations people living here thousands of years ago? Following the show and tell activity, ask the students to return the item (close) to where they found them. (15 mins)

Following Activity 3, hand out the worksheets and answer each of the questions together

Name:

Answer the following questions by working in pairs:

Look around you....do you think this place looked the same thousands of years ago? Was this something natural? Or was this made by people?

Can you think of some natural items in your surroundings that can be used for food, shelter and warmth? Write/draw some of these items:

**Food**

**Shelter**

**Warmth**

Sit quietly for 5 minutes and record....  
What can you.....

**Hear:**

**See:**

**Smell:**

**Acknowledgement to Country**

Here is the land, Here is the sky.  
Here are my friends and here am I.  
We play and learn today  
on Turrbul, Yugambeh and Yuggera  
land of our First Nations people.  
We'd like to say thank you for letting  
us share the Land that you love. We  
promise to take care.

Do you think koalas lived here  
thousands of years ago? Why or Why  
not?



Can you give examples of actions  
you could do to be a good custodian of  
Country?

# Connection to country

## Daisy Hill Koala Education Program - Module 1

### Australian National Curriculum Links

Year 4: AC9HS4S06, AC9HS4K05

Year 5: AC9HS5S03, AC9HS5S07

Achievement standards for Year 4 and Year 5 for Science and HASS included in page 44

### Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 20-30 minutes

Location: Day use area at Daisy Hill Conservation Park

#### Activity 1: Talking "stick"

Each student will need to find ONE natural item that they feel has relevance to them. This item may be a leaf that they think is pretty, a stick that has a funny shape etc. (5-10 mins)

#### Remember!

Make sure to set a safe boundary for the students' "treasure" hunt, and remind them not to handle or collect live animals.

Items will need to be returned after completion of the activity.

#### Activity 2: Yarning circle

Students return to their group with their chosen item and create a circle. This could be similar to a yarning circle. More information about yarning circle can be found [here](#). Ask the students to place their item behind their back after sitting down. (10 mins)

#### Activity 3: Show and Tell

Explain that they have created a yarning circle and that this is a perfect time to acknowledge the traditional owners of the land they are sitting on. Share an appropriate acknowledgement to Country (your own or the one from the worksheet). After acknowledging Country, ask the students (some or all) to share why they chose their item and show this to the group. Can they think of a reason that their item could be used or be of importance to the First Nations people living here thousands of years ago? Following the show and tell activity, ask the students to return the item (close) to where they found them. (15 mins)

**Following Activity 3, hand out the worksheets and answer each of the questions together**

Name:

**Answer the following questions by working in pairs:**

Look around you....do you think this place looked the same thousands of years ago? What would be the same? What would be different?

Can you think of some natural items in your surroundings that can be used for food, shelter and warmth? Explain how and write/draw some of these items. Make sure to label the items.

**Food**

**Shelter**

**Warmth**

Find a quiet spot and sit down for 5 minutes. What can you.....

**Hear:**

**See:**

**Smell:**

**Acknowledgement to Country**

We from (name of your school), would like to say thank you to the original custodians of this land.

Thank you to the First Nations people from the past, the present and in the future of the Turrbul, Yugambah and Yaggura Country for letting us share your land. We promise to look after it, the animals and the people too.

Do you think koalas lived here thousands of years ago? Would there be more or less koalas back then? Why?



Can you give examples of actions you could do here at Daisy Hill Conservation Park and at home to be a good custodian of Country?

# Connection to country

## Daisy Hill Koala Education Program - Module 1

### Australian National Curriculum Links

Year 6: AC9HS6S03, AC9S6S07

Achievement standards for Year 6 for Science and HASS included in page 44

### Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 20-30 minutes

Location: Day use area at Daisy Hill Conservation Park

#### Activity 1: Talking "stick"

Each student will need to find ONE natural item that they feel has relevance to them. This item may be a leaf that they think is pretty, a stick that has a funny shape etc. (5-10 mins)

#### Remember!

Make sure to set a safe boundary for the students' "treasure" hunt, and remind them not to handle or collect live animals.

Items will need to be returned after completion of the activity.

#### Activity 2: Yarning circle

Students return to their group with their chosen item and create a circle. This could be similar to a yarning circle. More information about yarning circle can be found [here](#). Ask the students to place their item behind their back after sitting down. (10 mins)

#### Activity 3: Show and Tell

Explain that they have created a yarning circle and that this is a perfect time to acknowledge the Traditional Owners of the land they are sitting on. Share an appropriate acknowledgement to Country (your own or the one from the worksheet). After acknowledging Country, ask the students (some or all) to share why they chose their item and show this to the group. Can they think of a reason that their item could be used or be of importance to the First Nations people living here thousands of years ago? Following the show and tell activity, ask the students to return the item (close) to where they found them. (15 mins)

**Following Activity 3, hand out the worksheets and answer each of the questions together**

Name:

**Answer the following questions by working in pairs:**

Look around you....do you think this place looked the same thousands of years ago? What would be the same? What would be different?

Can you think of some natural items in your surroundings that can be used for food, shelter and warmth? Explain how each item was used for that purpose and write/draw some of these items. Make sure to label the items.

**Food**

**Shelter**

**Warmth**

Find a quiet spot and sit down for 5 minutes. Write 3 things that you can:

**Hear:**

**See:**

**Smell:**

**Acknowledgement to Country**

We from (name of your school), would like to say thank you to the original custodians of this land.

Thank you to the First Nations people from the past, the present and in the future of the Turrbul, Yugambeh and Yaggura Country for letting us share your land. We promise to look after it, the animals and the people too.

Did koalas live here thousands of years ago? Would there be more or less koalas back then? Describe some of the threats koalas face today.

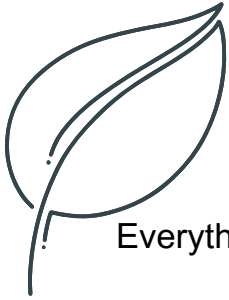


Can you give examples of actions you could do here at Daisy Hill Conservation Park and at home to be a good custodian of Country? How could you encourage others to do these actions?



# Koala feeding and habitat (prep - year 6)

Activities in this module have been developed to assist you in your visit with your students and learn about identifying koala food trees, biodiversity in an open eucalypt forest and koala habitat. Some prior knowledge of koalas and koala feeding are helpful but not essential. Check our [website](#) for more information on koalas.



## Remember!

Dogs may be present  
Walk Softly - leave only footprints  
Take all rubbish with you and stay on the trail!  
Everything is protected. Please do not take sticks, rocks or any other natural materials outside the boundaries of the park.

## Starting point

You can start this activity at the Tree discovery trail or Paperbark trail  
Bus parking is available past P3 public parking.  
Shelters and toilets are available within the day-use area.  
A map has been provided with this pack for your orientation.

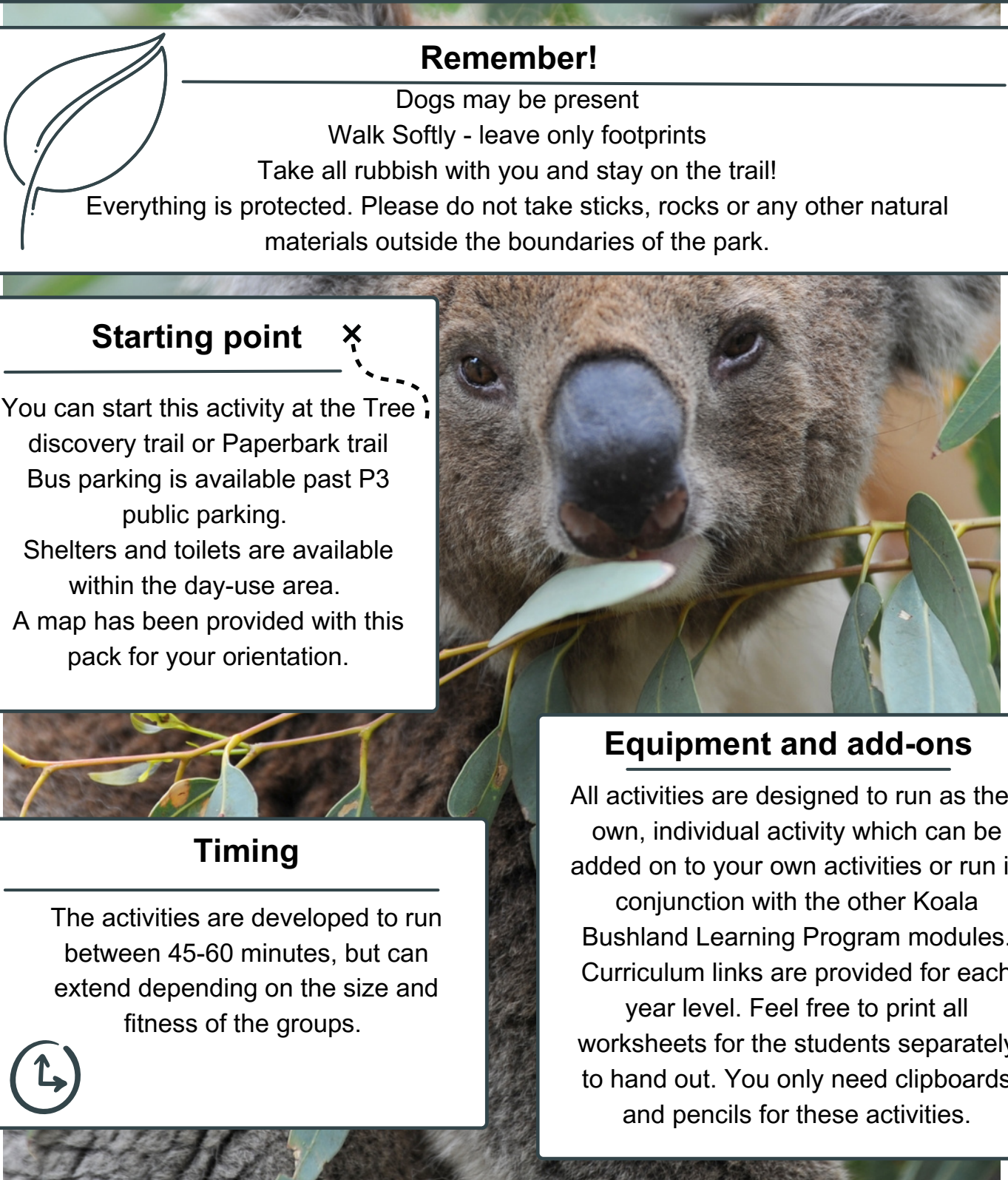
## Timing

The activities are developed to run between 45-60 minutes, but can extend depending on the size and fitness of the groups.



## Equipment and add-ons

All activities are designed to run as their own, individual activity which can be added on to your own activities or run in conjunction with the other Koala Bushland Learning Program modules. Curriculum links are provided for each year level. Feel free to print all worksheets for the students separately to hand out. You only need clipboards and pencils for these activities.



# Koala Feeding and Habitat

## Daisy Hill Koala Education Program - Module 2

### Australian National Curriculum Links

Foundation years: AC9HSFK03, AC9HSFS02

Year 1: AC9HS1K03, AC9HS1S02, AC9S1U01

Achievement standards for Foundation Years and Year 1 for Science and HASS included in page 43

### Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 30-45 minutes

Location: Tree discovery trail, 800 mtrs return loop OR Paperbark trail, 450 mtrs return loop

#### Activity 1: Koala tree ID

Use the worksheet to help you identify the koala food trees amongst the other trees on the trail. The eucalypts we're looking for can be 10-30 metres high and create a canopy that covers at least 50% of the sky. There are a number of eucalypt trees in the park, but not all of them are food trees.

#### Remember!

Make sure to stay on the trail. The trail goes into a loop and will return to the starting point. Good hiking shoes and mosquito repellent will make your walk more comfortable. Mind where you sit and step for wildlife

#### Activity 2: Wildlife spotting

Koala habitat is also home to many other animals other than the koala. Can you help us create a species list for this trail? Feel free to send your findings to the Daisy Hill Koala Centre via e-mail so we can keep a list of sightings. For full species lists of the area, request one [here](#) prior to your visit.

#### Activity 3: Koala spotting

There is a possibility to see a koala on this trail. Keep an eye out high in the trees. The feeding trees are especially favourite spots for the resident koalas, so make sure you get the koala tree ID down! You can add your sighting to the QWildlife app. This data assists the Department of Environment and Science to monitor, manage and conserve the koalas in Queensland.

**Prior to Activity 1, hand out the worksheets and answer each of the questions together or in pairs during your trail walk**

Name: \_\_\_\_\_

**Answer the questions together in your group:**

Koalas usually eat the leaves from eucalyptus (yoo-kuh-lip-tuhs) trees to survive. They climb high up into these trees to stay safe from predators. Can you find a leaf from a eucalyptus tree? We also call these gum trees. What does it smell like? Do you like the smell?

On your walk, tick the picture below if you have seen the bark:



**Tallow wood**



**Spotted gum**



**Brushbox**



**Ironbark**



**Grey gum**



**A bark with koala scratches**

Did you see any other animals along the trail? Circle the word if you have seen:

Spider

Bird

Lizard

Butterfly

Koala

Something else....draw here:

Did you spot a koala? Or koala scat (that's their poo....)? Can you draw it?



# Koala Feeding and Habitat

## Daisy Hill Koala Education Program - Module 2

### Australian National Curriculum Links

Year 2: AC9HS2S02

Year 3: AC9HS3S02

Achievement standards for Year 2 and Year 3 for Science and HASS included in page 43

### Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 30-45 minutes

Location: Tree discovery trail, 800 mtrs return loop OR Paperbark trail, 450 mtrs return loop

#### Activity 1: Koala tree ID

Use the worksheet to help you identify the koala food trees amongst the other trees on the trail. The eucalypts we're looking for can be 10-30 metres high and create a canopy that covers at least 50% of the sky.

There are a number of eucalypt trees in the park, but not all of them are food trees.

Download and print [pages 6 and 7](#) from the Moreton Bay gum tree ID guide for this activity.

#### Remember!

Make sure to stay on the trail. The trail goes into a loop and will return to the starting point. Good hiking shoes or closed toe shoes and mosquito repellent will make your walk more comfortable. Mind where you sit and step for wildlife.

#### Activity 2: Wildlife spotting

Koala habitat is also home to many other animals other than the koala. Can you help us create a species list for this trail? Feel free to send your findings to the Daisy Hill Koala Centre via e-mail so we can keep a list of sightings.

#### Activity 3: Koala spotting

There is a possibility to see a koala on this trail. Keep an eye out high in the trees (especially in the fork of trees). The food trees are especially favourite spots for the resident koalas, so make sure you get the koala tree ID down! You can add your sighting to the [QWildlife app](#). This data assists the Department of Environment and Science to monitor, manage and conserve the koalas in Queensland.

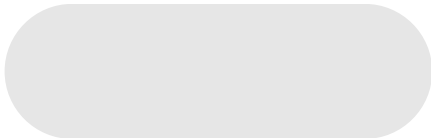
Prior to Activity 1, hand out the worksheets and answer each of the questions together or in pairs during your trail walk

Name:

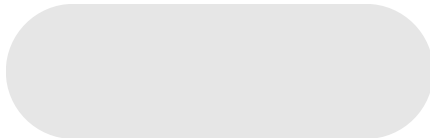
**Answer the questions and work in pairs:**

Koalas usually eat the leaves from eucalyptus trees (also called gum trees).  
Can you find a leaf from 2 eucalypt trees? Compare them. How are they different? Draw each leaf:

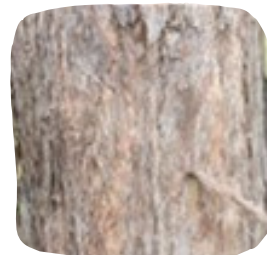
Gum leaf 1



Gum leaf 2



On your walk, are you able to identify the bark of the koala feeding trees below?  
Use pages 6 and 7 from the "key" provided to help you work it out.



Did you see any other animals along the trail?  
List them here if you have seen any:

Did you spot a koala? Or koala scat (that's their poo....)? Can you draw it? In which type of tree did you see the koala?



# Koala Feeding and Habitat

## Daisy Hill Koala Education Program - Module 2

### Australian National Curriculum Links

Year 4: AC9HS4S02

Year 5: AC9HS5S02, AC9HS5K08

Achievement standards for Year 4 and Year 5 for Science and HASS included in page 44

### Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 30-45 minutes

Location: Tree discovery trail, 800 mtrs return loop OR Paperbark trail, 450 mtrs return loop

#### Activity 1: Koala tree ID

Use the worksheet to help you identify the koala food trees amongst the other trees on the trail. The eucalypts we're looking for can be 10-30 metres high and create a canopy that covers at least 50% of the sky.

There are a number of eucalypt trees in the park, but not all of them are food trees.

Download and print pages 6 and 7 from the Moreton Bay [gum tree ID guide](#) for this activity.

#### Activity 2: Wildlife spotting

Koala habitat is also home to many other animals other than the koala. Can you help us create a species list for this trail? Feel free to send your findings to the Daisy Hill Koala Centre via e-mail so we can keep a list of sightings.

#### Remember!

Make sure to stay on the trail. The trail goes into a loop and will return to the starting point. Good hiking shoes or closed toe shoes and mosquito repellent will make your walk more comfortable. Mind where you sit and step for wildlife

#### Activity 3: Koala spotting

There is a possibility to see a koala on this trail. Keep an eye out high in the trees (especially in the fork of trees). The food trees are especially favourite spots for the resident koalas, so make sure you get the koala tree ID down! You can add your sighting to the [QWildlife app](#). This data assists the Department of Environment and Science to monitor, manage and conserve the koalas in Queensland.

Prior to Activity 1, hand out the worksheets and answer each of the questions together or in pairs during your trail walk.

Name: \_\_\_\_\_

**Answer the questions and work in pairs:**

Koalas are able to eat eucalyptus leaves, which are poisonous to most animals. What adaptations have koalas developed to be able to deal with the toxins?

Adaptation 1

Adaptation 2

On your walk, are you able to identify the bark of the koala feeding trees below? Use the "key" provided to help you work it out. Which tree is most common?



-----

-----

-----



Any bark with koala scratches

-----

-----

-----

Did you see any other animals along the trail?  
List them here if you have seen any:

Did you spot a koala? Or koala scat (that's their poo....)? What information from koala scat can be useful for a koala scientist or koala conservationist? List some ideas below.



# KOALA FEEDING AND HABITAT

## DAISY HILL KOALA EDUCATION PROGRAM - MODULE 2

### Australian National Curriculum Links

Year 6: AC9HS6S02

Achievement standards for Year 6 for Science and HASS included in page 44

### Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 30-45 minutes

Location: Tree discovery trail, 800 mtrs return loop OR Paperbark trail, 450 mtrs return loop

#### Activity 1: Koala tree ID

Use the worksheet to help you identify the koala food trees amongst the other trees on the trail. The eucalypts we're looking for can be 10-30 metres high and create a canopy that covers at least 50% of the sky. There are a number of eucalypt trees in the park, but not all of them are food trees.

Download and print pages 6 to 26 from the [Moreton Bay gum tree ID guide](#) for this activity.

#### Activity 2: Healthy Habitat

Koala habitat is also home to many other animals other than the koala, who are also benefitting from koala conservation efforts.

How can we ensure we have a healthy koala habitat? What is the role of a park ranger in keeping it healthy? Can you see any evidence of a good healthy habitat? Things such as other wildlife, no weeds, no litter etc. are all things to look out for.

#### Remember!

Make sure to stay on the trail. The trail goes into a loop and will return to the starting point. Good hiking shoes or closed toe shoes and mosquito repellent will make your walk more comfortable. Mind where you sit and step for wildlife.

#### Activity 3: Koala spotting

There is a possibility to see a koala on this trail. Keep an eye out high in the trees (especially in the fork of a tree). The food trees are especially favourite spots for the resident koalas, so make sure you get the koala tree ID down! You can add your sighting to the [QWildlife app](#) after your visit. This data assists the Department of Environment and Science to monitor, manage and conserve the koalas in Queensland.

**Prior to Activity 1, hand out the worksheets and answer each of the questions together or in pairs during your trail walk.**



Name:

**Answer the questions and work in pairs:**

Koalas are able to eat eucalyptus leaves, which are poisonous to most animals. What adaptations have koalas developed to be able to deal with the toxins?

Adaptation 1

Adaptation 2

On your walk, are you able to identify the bark of the koala feeding trees below? Use the "key" provided to help you work it out. Which tree is most common?



-----

-----

-----



Any bark with koala scratches

-----

-----

-----

How can we make sure that a koala habitat is healthy? (Think about some of the treats and management when answering this question). Can you see signs of a healthy habitat on this trail? What are they?

Did you spot a koala? Or koala scat (that's their poo...)? What information from koala scat can be useful for a koala scientist or koala conservationist? List some ideas below



# A visit to Daisy Hill Koala Centre (prep - year 6)

Activities in this module have been developed to assist you in your visit to the Daisy Hill Koala Centre with your students and learn about koala life cycles, threats and actions to take. Some prior knowledge on koalas and koala feeding are helpful but not essential.

Check our website for information on koalas.

## Remember!

Please keep the noise down. Koalas seem relaxed but they are easily disturbed even when asleep. No running. The centre is open to other members of the public and we don't want to spoil their visit. Take your time! There is lots to learn. Make sure to book your visit if your group is larger than 20 people. Please, take all rubbish with you.

## Starting point

You can start this activity at Daisy Hill Koala Centre's amphitheatre near the entrance.

Bus parking is available past P3 public parking.

Toilets are available within the centre.

Contact details of the centre are provided at the start of the pack.

## Timing

The activities are developed to run between 45-60 minutes, but can extend depending on the size of the groups.



## Equipment and add-ons

All activities are designed to run as their own, individual activity which can be added on to your own activities or run in conjunction with the other Koala Bushland Learning Program modules. Curriculum links are provided for each year level. Feel free to print all worksheets for the students separately to hand out. You only need clipboards and pencils for these activities.



# A visit to the koala centre

## Daisy Hill Koala Education Program - Module 3

### Australian National Curriculum Links

Foundation years: AC9HSFS02, AC9HSFS04

Year 1: AC9HS1S02, AC9HS1S05

Achievement standards for Foundation Years and Year 1 for Science and HASS included in page 43

### Group size, time frame and location

Optimal group size: One class can be split in 3 groups, with each group starting on a different activity. Students in each of these groups can work in teams of 2-3.

Ideally 1 teacher/teacher aide to join each roving group.

Estimated activity time: 60-80 minutes

Location: Daisy Hill Koala Centre

### Activity 1: Close up Koala

Students will observe and record behavioural and morphological features of the koalas in the enclosure using the worksheet. Recognise differences between females and males and learn about the individual koalas at the centre.

### Remember!

Keep the noise down.

Move around without running.

Book your visit if your total group size is 20 pax or above.

Chats with a koala keeper can be organised but depend on availability and prior booking.

### Activity 2: Fun facts

Students will interact with the displays within the centre and complete the worksheet accordingly. Take a moment to watch 1 movie within the theatre and continue the journey from Module 1 and Module 2 to learn about food trees, feeding and habitat. There is also an opportunity to learn about other protected wildlife. Take your time!

### Activity 3: Koala Action

What are some of the things you can do to at home to help koala conservation? What are some of the threats koalas are facing? How can you recognise a sick koala and how can you get them some help. Learn about the actions the Department of Environment and Science, at the Queensland Government is undertaking to assist in the management, monitoring and conservation of the endangered koala population.

**Prior to activity 1, hand out the 2 worksheets and let the kids explore in groups of 3-4.**

Start worksheet 1 here:



Name: \_\_\_\_\_

Meet our resident koalas. What are they doing?



Sleeping



Eating



Awake & alert



Moving

Can you draw one of the koalas? Which one will you draw? How can we tell this koala apart from the other koalas?

Koala's name: \_\_\_\_\_

There are male and female koalas at the centre. Can you spot the differences? Have a look at our koalas and tell your teacher what you think.



How are the koalas sitting in the tree? Do you think they are hot or cold?



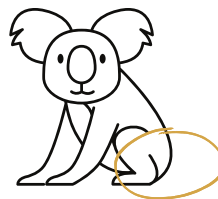
Start worksheet 2 here:



## Fun facts!



Circle the parts on the koala that make them an excellent climber



Do Koalas have a tail?

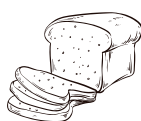
Yes No

How big is a 1 day old koala Joey?



Rice grain Jelly bean Peach Apple

How many leaves do koalas eat every day?



Loaf of bread

Packet of butter

1 Litre of milk

Bag of potatoes

How much does an average Northern male koala weigh?



Basketball Bowlingball Car tyre Pizza

Do koalas drink?



How old do wild koalas usually get (in years)?

12

8

4

2

How long do koalas usually sleep?

1 hour to 5 hours (short naps)

10 hours to 12 hours (as much as you sleep)

16 hours to 22 hours (2x your sleep time)

What does a male koala mating call sound like? How far does it reach?

It sounds like:



1 km

3 km

5 km

10 km

1 kilometer is as far as 2 laps around the school oval!

Which picture is koala poo?



Start worksheet 3 here:




# Koala Action!


Why do we have less and less koala trees? Talk to your buddy why and how you can help.

## Which koalas are sick?

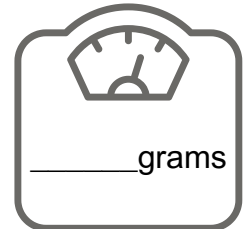


How many koalas were hit by  last year ? -----

How many koalas were attacked by  last year ? -----

What number do I call when I see a sick koala?  1300 -----

Can you weigh one of the koalas in the hospital? How much does it weigh?



At what time of the day are koalas usually hit by cars?



Day

Night

How can you help protect koalas?

Watch 1 of the movies in our theatre. Which one did you see? What did you:



# A visit to the koala centre

## Daisy Hill Koala Education Program - Module 3

### Australian National Curriculum Links

Year 2: AC9HS2S02, AC9HS2S05

Year 3: AC9HS3S02, AC9HS3S03, AC9HS3S06

Achievement standards for Year 2 and Year 3 for Science and HASS included in page 43

### Group size, time frame and location

Optimal group size: One class can be split in 3 groups, with each group starting on a different activity. Students in each of these groups can work in teams of 2-3.

Ideally 1 teacher/teacher aid joins each roving group.

Estimated activity time: 60-80 minutes

Location: Daisy Hill Koala Centre

### Activity 1: Close up Koala

Students will observe and record behavioural and morphological features of the koalas in the enclosure using the worksheet. Recognise differences between females and males and learn about the individual koalas at the centre.

### Remember!

Keep the noise down.

Move around without running.

Book your visit if your total group size is 20 pax or above.

Chats with a koala keeper can be organised but depend on availability and prior booking.

### Activity 2: Fun facts

Students will interact with the displays within the centre and complete the worksheet accordingly. Take a moment to watch 1 movie within the theatre and continue the journey from Module 1 and Module 2 to learn about food trees, feeding and habitat. There is also an opportunity to learn about other protected wildlife.

### Activity 3: Koala Action

What are some of the things you can do to at home to help koala conservation? What are some of the threats koalas are facing? How can you recognise a sick koala and how can you get them some help. Learn about the actions the Department of Environment and Science, at the Queensland Government is undertaking to assist in the management, monitoring and conservation of the endangered koala population.

**Prior to activity 1, hand out the 2 worksheets and let the kids explore in groups of 3-4.**

Start worksheet 1 here:



Name: \_\_\_\_\_

Meet our resident koalas. What are they doing?



Sleeping



Eating



Awake & alert



Moving

Can you draw one of the koalas? Which one will you draw? How can we tell this koala apart from the other koalas?

Koala name: \_\_\_\_\_

There are male and female koalas at the centre. Can you spot the differences?

What are they?



Female



Male

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How are the koalas sitting in the tree? Do you think they are hot or cold? Why?





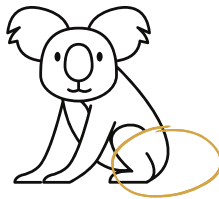
Start worksheet 2 here:



Fun facts!



Circle the parts on the koala that make them an excellent climber. Can you list some?



Do Koalas have a tail?

Yes No

How big is a 1 day old koala Joey?

The size of a....



Rice grain Jelly bean Peach Apple

How many leaves do koalas eat every day?

The weight of a....



Loaf of bread

Packet of butter

1 Litre of milk

Bag of potatoes

How much does an average Northern male koala weigh? They weight of a....



Basketball Bowlingball Car tyre Pizza

What is "Koala" in an Indigenous language?

\_\_\_\_\_

How old do wild koalas usually get (in years)?

12

8

4

2

How long do koalas usually sleep?

1 hour to 5 hours (short naps)

10 hours to 12 hours (as much as you sleep)

16 hours to 22 hours (2x your sleep time)

What does a male koala mating call sound like? How far does it reach?

It sounds like:



1 km  5 km

3 km  10 km

1 kilometer is as far as 2 school ovals!

Which picture is koala poo?













Why do we have less and less koala trees?

Which koalas are sick?



How many koalas were hit by  last year ? -----

How many koalas were attacked by  last year ? -----

What number do I call when I see a sick koala?  1300 -----

What happened to koala with ID667485? \_\_\_\_\_

What are some of the other animals you can find in koala bushland? Find out from the video next to the hospital.

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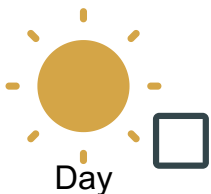


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At what time of the day are koalas usually hit by cars?





How can you help avoid koalas from being hit by cars?

Watch 1 of the movies in our theatre. Which one did you see? \_\_\_\_\_

What did you:

 Think \_\_\_\_\_

 Feel? \_\_\_\_\_

 Plan to do? \_\_\_\_\_



# A visit to the koala centre

## Daisy Hill Koala Education Program - Module 3

### Australian National Curriculum Links

Year 4: AC9HS4S02, AC9HS4S03, AC9HS4S06

Year 5: AC9HS5S02, AC9HS5S03, AC9HS5S07, AC9HS5K07, AC9S5U01

Achievement standards for Year 4 and Year 5 for Science and HASS included in page 44

### Group size, time frame and location

Optimal group size: One class can be split in 3 groups, with each group starting on a different activity. Students in each of these groups can work in teams of 2-3.

Estimated activity time: 60-80 minutes

Location: Daisy Hill Koala Centre

#### Activity 1: Close up Koala

Students will observe and record behavioural and morphological features of the koalas in the enclosure using the worksheet. Recognise differences between females and males and learn about the individual koalas at the centre.

#### Remember!

Keep the noise down.

Move around without running.

Book your visit if your total group size is 20 pax or above.

Chats with a koala keeper can be organised but depend on availability and prior booking.

#### Activity 2: Fun facts

Students will interact with the displays within the centre and complete the worksheet accordingly. Take a moment to watch 1 movie within the theatre and continue the journey from Module 1 and Module 2 to learn about food trees, feeding and habitat. There is also an opportunity to learn about other protected wildlife.

#### Activity 3: Koala Action

What are some of the things you can do to at home to help koala conservation? What are some of the threats koalas are facing? How can you recognise a sick koala and how can you get them some help. Learn about the actions the Department of Environment and Science, at the Queensland Government is undertaking to assist in the management, monitoring and conservation of the endangered koala populations.

**Prior to activity 1, hand out the 2 worksheets and let the kids explore in groups of 3-4.**

Start worksheet 1 here:



Name: \_\_\_\_\_

Meet the resident koalas at the centre. What are they doing? Tick all the behaviours you have observed:

Sleeping

Feeding

Awake & alert in a tree

Moving

Sitting on the ground

Draw one of the koalas. How can we tell this koala apart from the other koalas?

Write down 4 physical features that help koalas climb trees:

Koala name: \_\_\_\_\_

Is this a:  Female  Male

There are male and female koalas at the Centre. What are the main differences between a male and female koala?



Female



Male

How are the koalas sitting in the tree? Do you think they are hot or cold? Why?





Fun facts!

What makes a koala an excellent climber? Tick the ones you think are correct:

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> Double thumbs            | <input type="checkbox"/> Padded seat |
| <input type="checkbox"/> Rough pads on their paws | <input type="checkbox"/> Fused toes  |
| <input type="checkbox"/> Large ears               | <input type="checkbox"/> Large nose  |

Do Koalas have a tail?

Yes      No

How long is a koala pregnancy?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 35 days                  | 45 days                  | 65 days                  | 85 days                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How big is a 1 day old koala joey?

The size of a...

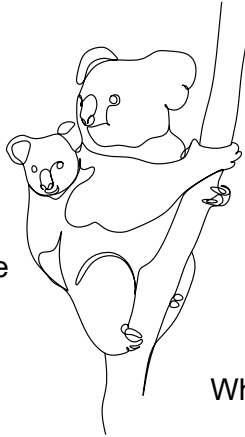
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Rice grain               | Jelly bean               | Peach                    | Apple                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

At what age is a koala joey able to fully survive on its own?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 8 months                 | 9 months                 | 12 months                | 18 months                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How much does a male koala in Queensland weigh (on average)?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 5.5kg                    | 7kg                      | 8.5kg                    | 12kg                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



How long do koala usually live?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 to 2 years             | 3 to 4 years             | 6 to 8 years             | 10 to 12 years           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What is the name of the giant extinct koala relative?

\_\_\_\_\_

Which way does the pouch of a wombat face?



How many leaves does a koala eat every day?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 250 gr                   | 500 gr                   | 1 kg                     | 3 kg                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How many Eucalypt species are koala food trees?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 134                      | 120                      | 14                       | 900                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How many hours do koalas sleep?

- |           |            |             |             |
|-----------|------------|-------------|-------------|
| 1-5 hours | 6-11 hours | 16-22 hours | 22-24 hours |
|-----------|------------|-------------|-------------|

What is "Koala" in an Indigenous language?

\_\_\_\_\_

How much sugar is in a koala leaf?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 4%                       | 6%                       | 7%                       | 15%                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do koalas drink?

Yes      No

Which picture is koala poo?



What does a male koala mating call sound like? How far does it reach?



- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 km                     | 3 km                     | 5 km                     | 10 km                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Start worksheet 3 here:



Koala Action!

How much koala habitat has been cleared since non-indigenous settlement? _____ %	When did koalas become a protected animal? In the year _____	How can everyone help protect koala habitat? _____ _____
---	---	--

Watch the screen "Losing Ground". Why do you think there has been a loss of koala habitat?

How many koalas were hit by cars last year ?  
\_\_\_\_\_



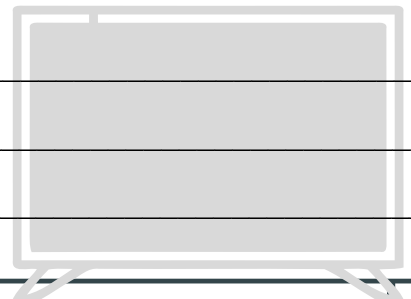
How many koalas were attacked by dogs last year ?  
\_\_\_\_\_




These koalas are sick. What happened to them? Find out using the clues near the hospital area:



What are some of the other animals you can find in koala bushland? Find out from the video next to the hospital.



What happened to koala with ID667485? \_\_\_\_\_

What number do I call when I see a sick koala?  1300 \_\_\_\_\_

What did our koalas have in common when they were treated in hospital?

- Ovarian cysts   Orphan   Cystitis   Conjunctivitis
- 


How tall is the 3rd tallest tree in the world?  
\_\_\_\_\_ metres


When is the koala breeding season?  
April & May   July & August   October   December  
& November & January


       

Watch 1 of the movies in our theatre. Which one did you see? \_\_\_\_\_

What did you:

 Think \_\_\_\_\_

 Feel? \_\_\_\_\_

 Plan to do? \_\_\_\_\_



# A visit to the koala centre

## Daisy Hill Koala Education Program - Module 3

### Australian National Curriculum Links

Year 6: AC9H6S02, AC9HS6S03, AC9H6S07, AC9S6U01  
Achievement standards for Year 6 for Science and HASS included in page 44

### Group size, time frame and location

Optimal group size: One class can be split in 3 groups, with each group starting on a different activity. Students in each of these groups can work in 2-3 together.

Estimated activity time: 60-80 minutes

Location: Daisy Hill Koala Centre

#### Activity 1: Close up Koala

Students will observe and record behavioural and morphological features of the koalas in the enclosure using the worksheet. Recognise differences between females and males and think about enclosure design and learn about the individual koalas at the centre.

#### Remember!

Keep the noise down.

Move around without running.

Book your visit if your total group size is 20 pax or above.

Chats with a koala keeper can be organised but depend on availability and prior booking.

#### Activity 2: Fun facts

Students will interact with the displays within the centre and complete the worksheet accordingly. Take a moment to watch 1 movie within the theatre and continue the journey from Module 1 and Module 2 to learn about food trees, feeding and habitat. There is also an opportunity to learn about other protected wildlife. Take your time!

#### Activity 3: Koala Action

What are some of the things you can do to at home to help koala conservation? What are some of the threats koalas are facing? How can you recognise a sick koala and how can you get them some help. Learn about the actions the Department of Environment and Science, at the Queensland Government is undertaking to assist in the management, monitoring and conservation of the endangered koala populations.

**Prior to activity 1, hand out the 2 worksheets and let the kids explore in groups of 3-4.**

Start worksheet 1 here:



Name: \_\_\_\_\_

Meet the resident koalas at the centre. What are they doing? Record all the behaviours you can observe. How do you think we can make the life of a koala in an enclosure more interesting?

Can you draw one of the koalas? Which one will you draw? How can we tell this koala apart from the other koalas?

Distinctive features:

Koala name: \_\_\_\_\_

There are male and female koalas at the centre. What are the main differences between a male and female koala?



Female



Male

_____	_____
_____	_____
_____	_____

How are the koalas sitting in the tree? Do you think they are hot or cold? Why?





Start worksheet 2 here:



Fun facts!

Write down 4 physical features that make koala excellent tree climbers:

\_\_\_\_\_  \_\_\_\_\_  
 \_\_\_\_\_  \_\_\_\_\_

Do Koalas have a tail?

Yes      No

How long is a koala pregnancy?

\_\_\_\_\_ days

How long do wild koalas usually live?

\_\_\_\_\_ years

How big is a 1 day old koala joey?

The size of a...

Rice grain   Jelly bean   Peach   Apple

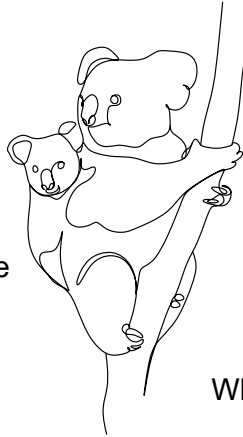
At what age is a koala joey able to fully survive on its own?

\_\_\_\_\_ months

How much does a male koala in Queensland weigh (on average)?

5.5kg      7kg      8.5kg      12kg



What is the name of the giant extinct koala relative?

\_\_\_\_\_

Which way does the pouch of a wombat face?



How many leaves does a koala eat every day?

250 gr      500 gr      1 kg      3 kg

How many Eucalypt species are koala food trees?

134      120      14      900

How many hours do koalas sleep?

\_\_\_\_\_ hours

What is "Koala" in an Indigenous language?

\_\_\_\_\_

How much sugar is in a koala leaf?

\_\_\_\_\_ %

Do koalas drink?

Yes      No

Which picture is koala poo?



What does a male koala mating call sound like? How far does it reach?



\_\_\_\_\_ km

Start worksheet 3 here:



Koala Action!


How much koala habitat has been cleared since non-indigenous settlement? _____ %	When did koalas become a protected animal? In the year _____	How can you help protect koala habitat? _____ _____
---	---	---

Watch the screen "Losing Ground". Why do you think there has been a loss of koala habitat? How has this affected koala populations?

These koalas are sick. What happened to them? Find out using the clues near the hospital area:



What happened to koala with ID667485? \_\_\_\_\_

What number do I call when I see a sick koala?  1300 \_ \_ \_ \_ \_

How many koalas were hit by cars last year?  
\_\_\_\_\_



How many koalas were attacked by dogs last year?  
\_\_\_\_\_



What are some of the other animals you can find in koala bushland? Find out from the video next to the hospital.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did our koalas have in common when they were treated in hospital?

Ovarian Cysts   Orphan   Cystitis   Conjunctivitis


How tall is the 3rd tallest tree in the world?  
\_\_\_\_\_ metres


When is the koala breeding season?


\_\_\_\_\_ & \_\_\_\_\_

Watch 1 of the movies in our theatre. Which one did you see? \_\_\_\_\_

What did you:

 Think \_\_\_\_\_

 Feel? \_\_\_\_\_

 Plan to do? \_\_\_\_\_



# ACHIEVEMENT STANDARDS

The Australian Curriculum V9 includes achievement standards for foundation years to Year 10, which describe the depth of understanding and the sophistication of knowledge and skill expected of students at the end of each year level. The activities in this teacher pack link to specific curriculum content and learning areas. The activities in this teacher pack relate to the Australian Curriculum's science and humanities and social sciences (HASS). The specific learning content descriptions are included in each module for each year level. The achievement standards relevant to this teacher pack per year level are included below:

## **HASS:**

By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people, and the ways they can care for them. Students pose questions and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.

**FY**

## **Science:**

By the end of Foundation students group plants and animals based on external features. They identify factors that influence the movement of objects. They describe the observable properties of the materials that make up objects. They identify examples of people using observation and questioning to learn about the natural world. Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns.

## **HASS:**

By the end of Year 1, students identify continuity and change in family structures, roles, and significant aspects of daily life. They identify the location and nature of the natural, managed, and constructed features of local places, the ways places change, and how they can be cared for by people.

**Year 1**

## **Science:**

By the end of Year 1 students identify how living things meet their needs in the places they live. They identify daily and seasonal changes and describe ways these changes affect their everyday life. They describe how different pushes and pulls change the motion and shape of objects. They describe situations where they use science in their daily lives and identify examples of people making scientific predictions.

## **HASS:**

By the end of Year 2, students identify the significance of a local person, group, place, and/or building. They identify the effects of changes in technologies on people's lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales. Students develop questions and collect, sort, and record related information and data from observations and provided sources. They interpret information and data and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources and subject-specific terms to present narratives and observations about the past, people, and places at different scales.

**Year 2**

## **HASS:**

By the end of Year 3, students describe the causes, effects, and contributions of people to change. They identify the significance of events, symbols, and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences, and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.

**Year 3**

# ACHIEVEMENT STANDARDS CONTINUED

## **HASS:**

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonization on people and environments. Students describe the importance of environments and sustainable allocation and management of resources. They describe the importance and role of local government, community members, and laws, and the cultural and social factors that shape identity.

**Year 4**

## **HASS:**

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources and how they meet needs and wants.

**Year 5**

## **Science:**

By the end of Year 5 students explain how the form and behaviour of living things enables survival. They describe key processes that change Earth's surface. They identify sources of light and model the transfer of light to explain observed phenomena. They relate the particulate arrangement of solids, liquids and gases to their observable properties. They describe examples of collaboration leading to advances in science, and scientific knowledge that has changed over time. They identify examples where scientific knowledge informs the actions of individuals and communities.

## **HASS:**

By the end of Year 6, students explain the roles of significant people, events, and ideas that led to Australian Federation, democracy, and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles, and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices. Students propose actions or responses and use criteria to assess the possible effects.

## **Science:**

By the end of Year 6 students explain how changes in physical conditions affect living things. They model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth. They identify the role of circuit components in the transfer and transformation of electrical energy. They classify and compare reversible and irreversible changes to substances. They explain why science is often collaborative and describe different individuals' contributions to scientific knowledge. They describe how individuals and communities use scientific knowledge.

**Year 6**



## SUGGESTED ITINERARY

This teacher pack was created as part of the Daisy Hill Koala Education program. If you choose to run all activities in this pack for your class, including morning tea and lunch breaks, the program would take approximately x hours. The itinerary below is a suggestion of the order of the activities and time frame.

Feel free to e-mail us at [koala.centre@des.qld.gov.au](mailto:koala.centre@des.qld.gov.au) if you need help in completing your risk assessment forms for your excursion.

<b>Arrival at the Koala Bushland Conservation area and walk to day use area</b>	<b>9.00-9.10</b>
<b>Use of toilets in day use area and dividing groups</b>	<b>9.10-9.15</b>
<b>Connecting to Country activity</b>	<b>9.15-10.00</b>
<b>Morning tea</b>	<b>10.00-10.15</b>
<b>Koala Feeding and Habitat activity</b>	<b>10.15 - 11.15</b>
<b>Use of toilets and free play</b>	<b>11.15 - 11.30</b>
<b>Lunch at Day use area</b>	<b>11.30-12.00</b>
<b>Visit to Daisy Hill Koala Centre</b>	<b>12.00-1pm</b>
<b>Chat to koala keeper (prior booking required!)</b>	<b>1pm-1.30pm</b>
<b>Finish up workbooks in outdoor auditorium at the Koala Centre</b>	<b>1.30pm - 1.45pm</b>
<b>Return walk to bus parking</b>	<b>1.45pm - 2pm</b>
<b>Departure from the Koala Conservation area</b>	<b>2pm</b>



