

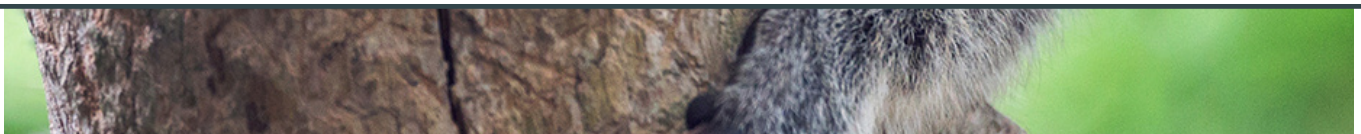
PREP - YEAR 6

TEACHER PACK: KOALA BUSHLAND EDUCATION



LESSON PLANS, ACTIVITIES AND RESOURCES

FOR PRIMARY SCHOOL EXCURSIONS TO A EUCALYPT FOREST NEAR YOU



ACKNOWLEDGEMENTS

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Images: Kristen Garnett, Maggie Muurmans, Lily Topp, Michael Scully and Department of Environment, Science and Innovation

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CONTENTS

Introduction	3
Threatened Species Program and SEQ Koala Conservation Strategy	4
Connection to Country (Prep-Year 6 Teacher guide, lesson plans and worksheets)	5
Koala Feeding & Habitat (Prep -Year 6 Teacher guide, lesson plans and worksheets)	14
A Visit to the Forest (Prep-Year 6 Teacher guide lesson plans and worksheets)	23
Resources and links	33
Achievement standards Science and HASS	34

INTRODUCTION

Welcome to the Teacher Pack - Koala Bushland Education! Developed by the Department of Environment, Science and Innovation. This comprehensive resource complements the delivery of actions as part of the South East QLD Koala Conservation Strategy 2020 to 2025. At its core, this strategy is dedicated to the overall goal of reversing the decline in koala populations across southeast Queensland and securing their long-term survival.

In an era where conservation efforts have become increasingly vital, empowering the next generation with knowledge and passion for wildlife is more important than ever. The teacher pack has been thoughtfully crafted to provide educators and teachers with invaluable lesson plans, activities, and resources, equipping them to lead students on enlightening excursions to the heart of forests where these iconic marsupials dwell.

Our hope is that through interactive and immersive educational experiences, young minds will be inspired to form a deeper connection with koalas and their natural habitats. By nurturing this connection, we aim to sow the seeds of compassion, responsibility, and stewardship in the hearts of our future custodians of the environment.

The Teacher Pack - Koala Bushland Education is a versatile and engaging tool that can be utilized by teachers and educators from diverse backgrounds and educational settings. Whether you are planning a field trip for your primary school class, an environmental club, or even an educational outing for families, this comprehensive resource caters to a wide range of audiences.

Join us on this educational journey to empower the youth of today to become the passionate and informed wildlife enthusiasts and conservationists of tomorrow. Together, we can foster a generation of young people who not only care deeply for koalas but also actively contribute to their protection and preservation.

Let's embark on this adventure to safeguard our furry friends and the magnificent forests they call home. The future of koalas, and the environment they inhabit, lies in the hands of these bright young minds. With these lesson plans and teacher guides, we aim to instil the values of conservation and sustainability, ensuring a better world for our cherished koalas and all living beings.

Are you ready to inspire a new generation of koala advocates? Let's dive into this enriching educational journey together.

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.

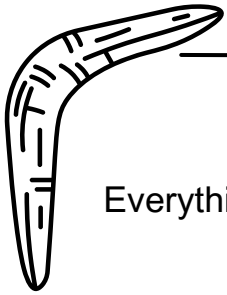
The key areas of action in the strategy focus are protecting and restoring koala habitat and managing threats and caring for koalas.

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



CONNECTION TO COUNTRY (PREP - YEAR 6)

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



Remember!

Tread lightly - 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 area.

Starting point

You can start this activity anywhere that has a large open grassed area with towering eucalypts. Nearby facilities such as toilets and parking would accommodate a safe and comfortable visit.



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 modules in this pack. 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

KOALA BUSHLAND EDUCATION - 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 32.

Group size, time frame and location

Optimal group size: 10 students per group
Estimated activity time: 20-30 minutes
Location: choose a large open space with access to the natural environment.

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)

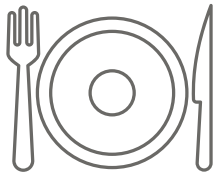
Following Activity 3, hand out the worksheets and answer each of the questions together

Name:

Answer these questions together in your group:

Can you see something today that may 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 (insert name of Traditional
Owners) ground.

Do you think koalas lived here
thousands of years ago?

Why or Why not?



How I can care for Country



Connection to country

Koala Conservation in SEQ - 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 32.

Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 20-30 minutes

Location: choose a large open space with access to the natural environment.

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 (insert name of Traditional Owners)
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

Koala Bushland Education - 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 32.

Group size, time frame and location

Optimal group size: 10 students per group

Estimated activity time: 20-30 minutes

Location: choose a large open space with access to the natural environment.

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 (insert name of Traditional Owners) 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 and at home to be a good custodian of Country?

Connection to country

Koala Bushland Education - Module 1

Australian National Curriculum Links

Year 6: AC9HS6S03, AC9S6S07
Achievement standards for Year 6 for Science and HASS included in page 32.

Group size, time frame and location

Optimal group size: 10 students per group
Estimated activity time: 20-30 minutes
Location: choose a large open space with access to the natural environment.

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 (insert name of Traditional Owners) 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 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!

Tread lightly - 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 area.

Koala breeding season may be taking place so check out [this page](#) for more info and resources.

Starting point

This module can start where you finished the last module, however if you choose to start with module 2, consider the availability of facilities such as toilets and parking, as they would accommodate a safe and comfortable visit.

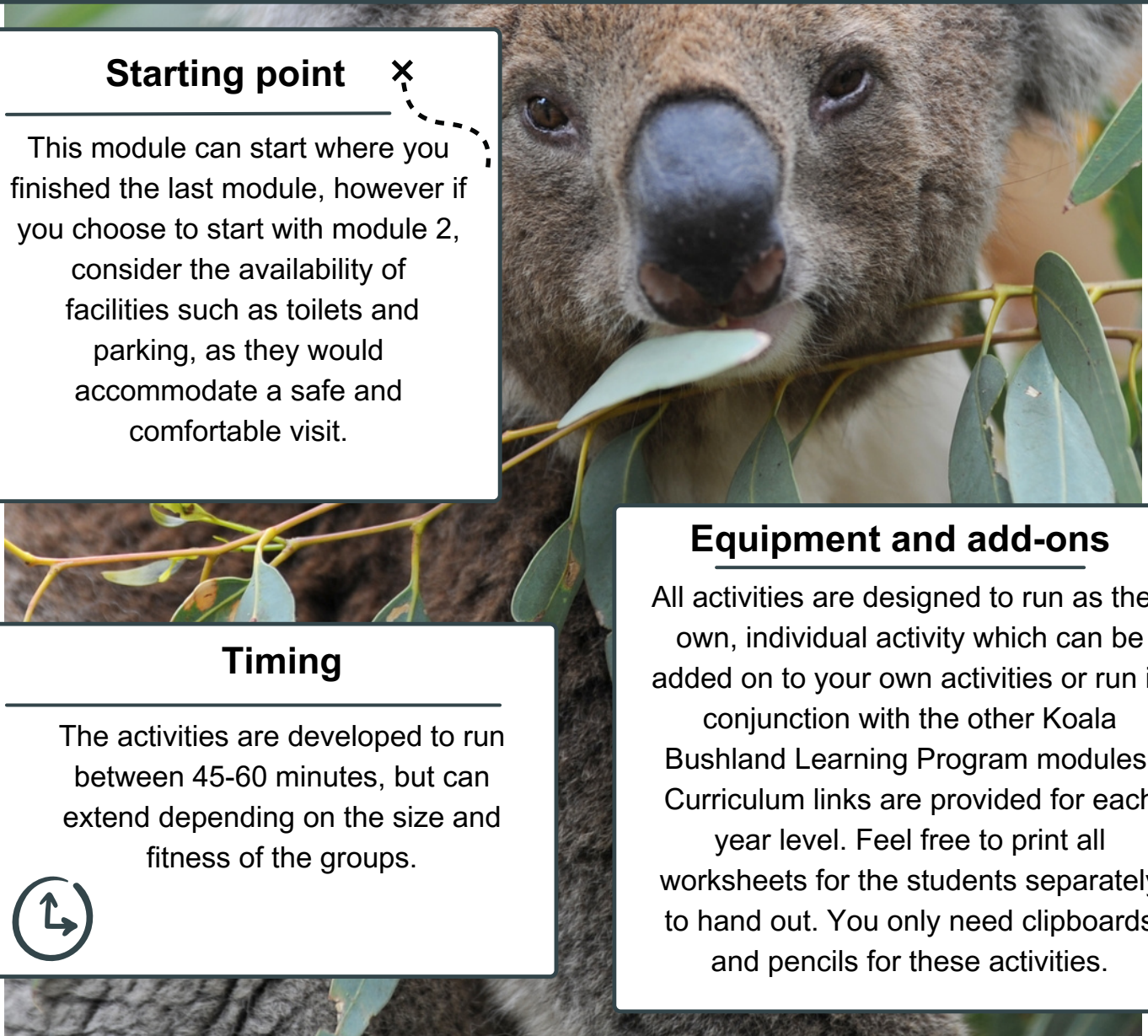
Timing

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

Koala Bushland Education - 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: choose a large open space with access to the natural environment.

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 may be a number of eucalypt trees 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?

Activity 3: Koala spotting

There is a possibility to see a koala. Keep an eye out high in the trees. The feeding trees are especially favourite spots for the resident koalas, so make sure you know your koala tree ID! 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 search for their favourite food. 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

Koala Bushland Education - 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: choose a large open space with access to the natural environment.

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.
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?

Activity 3: Koala spotting

There is a possibility to see a koala. 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 know your koala tree ID! 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.

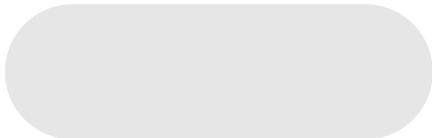
Prior to Activity 1, hand out the worksheets and answer each of the questions together or in pairs during your trail walk

Name:

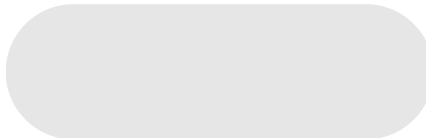
Answer the questions and work in pairs:

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.



Any bark with koala scratches



Did you see any other animals?
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

Koala Bushland Education - 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: choose a large open space with access to the natural environment.

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.
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?

Activity 3: Koala spotting

There is a possibility to see a koala. 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 know your koala tree ID! 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

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: choose a large open space with access to the natural environment.

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.
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. 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 know your koala tree ID! 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 threats 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

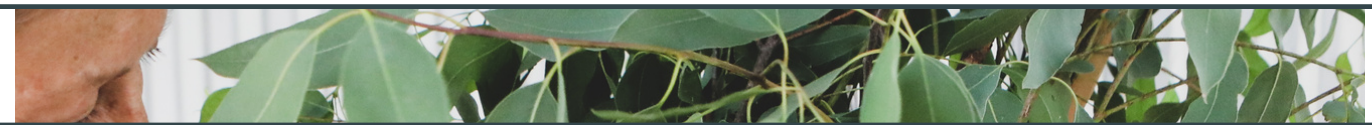


A Visit to the Forest

(prep - year 6)

Activities in this module have been developed to assist you in your visit to a forest with your students to learn about the external features of living things including koalas, things they need for survival and how their habitat meets these needs. In the upper grades this will include the roles and interactions of living things, structural features and behaviours that enable survival in a eucalyptus trees and the effects of climate change on koalas. Some prior knowledge is helpful but not essential.

Check the [DESI website](#) for information on koalas.



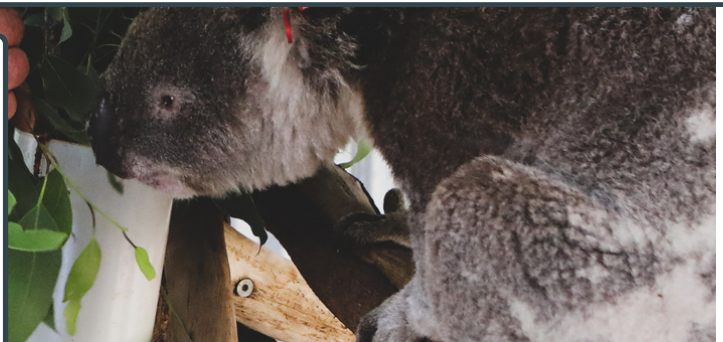
When visiting the forest, please keep the noise down. Koalas seem relaxed but they are easily disturbed even when asleep. Please keep in mind the animals you see are wild and should not be approached. Be aware plants may also cause harm.

No running. This space open to the public and we don't want to spoil their visit.

Take your time! There is lots to learn.

Starting point

This module can start where you finished the last module, however if you choose to start with module 3, consider the availability of facilities such as toilets and parking, as they would accommodate a safe and comfortable visit.



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 Education 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 Forest

Koala Education Program - Module 3

Australian National Curriculum Links

Year Prep: AC9SFI05,
Year 1: AC9SFU01, AC9S1I03, AC9S1I06
Achievement standards for Prep and Year 1 for Science and HASS included in page 32.

Group size, time frame and location

Optimal group size: Students can work in pairs or small groups.

Estimated activity time: 30 minutes

Location: choose a large open space with access to the natural environment.

Activity 1:

Before your visit, find some information about animals including external features of a koala and an insect. Discuss what living things need to survive including food and shelter and how animals choose to live in habitats that meet their needs. Investigate how living things can be grouped based on their characteristics.

Remember!

Keep the noise down.
Move around without running.
Avoid touching any of the wildlife or disturbing them in their natural habitat.



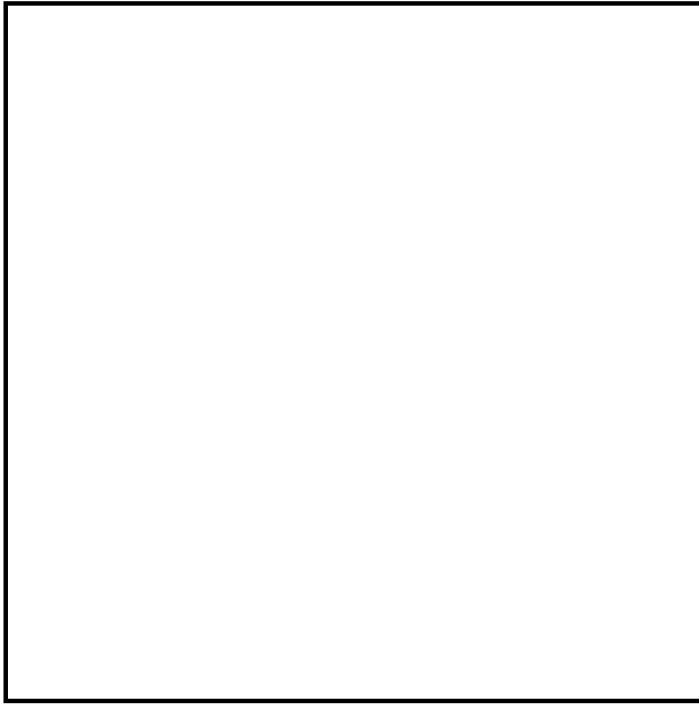
Activity 2:

Break the class into groups with an accompanying adult. Investigate the surrounding area to locate an insect to draw and label. Complete the worksheet. As a class, discuss responses.

Name: _____

Work in pairs to answer the questions

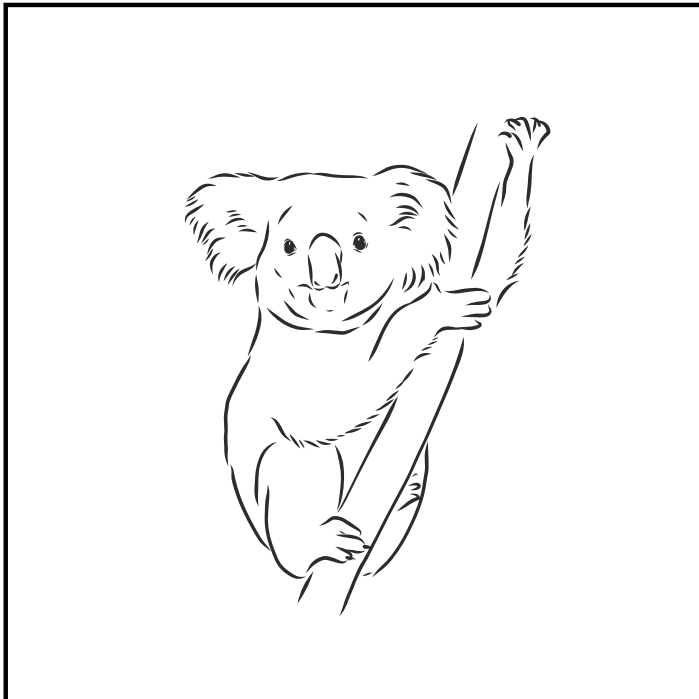
Draw and label the body parts of an insect that you can see.



Tick the things that insects need to survive

- eucalyptus leaves 
- leaf litter 
- bark 
- tree hollows 
- rocks 
- branches 
- puddles 

Label the body parts of the koala. Does it have a tail?



Tick the things that koalas need to survive

- eucalyptus leaves 
- leaf litter 
- bark 
- tree hollows 
- rocks 
- branches 
- puddles 

What is the same about what insects and koalas need to survive?

A Visit to the Forest

Koala Education Program - Module 3

Australian National Curriculum Links

Year 2: AC9HS2SO2

Year 3: AC9S3U01

Achievement standards for Science and HASS included in page 32.

Group size, time frame and location

Optimal group size: Students can work in pairs or small groups.

Estimated activity time: 30 minutes

Location: choose a large open space with access to the natural environment.

Activity 1:

Before your visit, find some information about living and non-living things. Discuss the external features of a koala and an insect.

Investigate morphological adaptations of animals that enable them to live in their chosen habitat.

Remember!

Keep the noise down.

Move around without running.

The animals you see may be dangerous. Do not disturb them in their natural habitat.



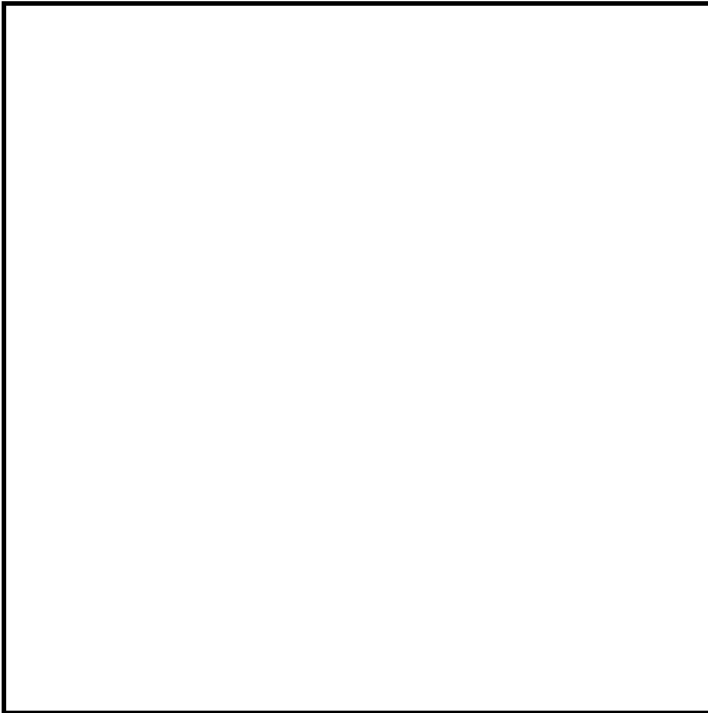
Activity 2:

Complete the worksheet with a partner or in a small group. Discuss your responses with the class regarding how animals are adapted to suit their environment. Discuss what would happen if an animal's needs are not met.

Name: _____

Work in pairs to answer the questions

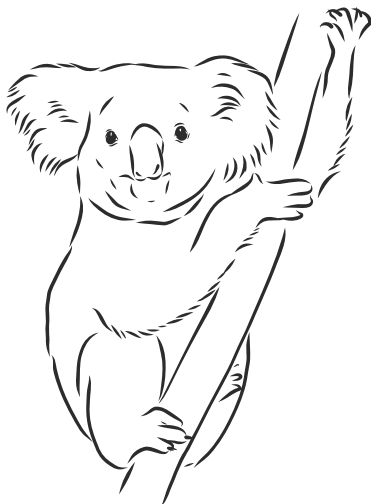
Find an insect! Draw and label this insect that you can see. Include the head, body, legs, wings, antennae and exoskeleton.



What does this insect need to survive?

What body parts does this insect need to live here?

Label the koala.



What does a koala need to survive?

What body parts does this koala use to live in a tree?

What is the same about what insects and koalas need to survive?

A Visit to the Forest

Koala Education Program - Module 3

Australian National Curriculum Links

Year 4: AC9S4U01

Year 5: AC9S5U01

Achievement standards for Science and HASS included in page 32.

Group size, time frame and location

Optimal group size: Students can work in pairs or small groups.

Estimated activity time: 30 minutes

Location: choose a large open space with access to the natural environment.

Activity 1

Before your visit, find some information about the roles and interactions of producers, consumers and decomposers. Discuss relationships and how they are represented by food chains. Investigate koalas and how their structural features and behaviours enable their survival in eucalyptus trees.

Remember!

Keep the noise down.
Move around without running.
The animals you see may be dangerous. Do not disturb them in their natural habitat.



Activity 2

In pairs or individually, locate an insect in the environment and draw it in the box. Complete the worksheet. As a class, discuss how animals have adaptations that enable them to catch their prey and live in their chosen habitat. Discuss relationships and how populations are affected when numbers of one species decline or increase. Identify other threats to koalas.

Name: _____

Work in pairs to answer the questions

Food Chains

Predator

What do you think eats your chosen insect?

How can your insect protect itself from predators?



Prey: Insect

Draw an insect that you can see. What did you see?



Prey

What do you think your insect eats?

How do you think your insect eats its food?

What would happen to the number of predators if there were no insects left?

What would happen to the number of prey if there were no insects left?

Predator

What do you think eats koalas?

How can a koala protect itself from predators?



Consumer: Koalas



Producer

What do koalas eat?

What adaptations do koalas have that allow them to eat eucalyptus leaves?

What are some other threats to koalas?

A Visit to the Forest

Koala Education Program - Module 3

Australian National Curriculum Links

Year 6: AC9S6U01

Achievement standards for Science and HASS included in page 32.

Group size, time frame and location

Optimal group size: Students can work in pairs or small groups.

Estimated activity time: 30 minutes

Location: choose a large open space with access to the natural environment.

Activity 1

Before your visit, find some information about the causes and effects of climate change. Some useful resources can be found here: <https://www.dcceew.gov.au/climate-change>

Remember!

Keep the noise down.
Move around without running.
The animals you see may be dangerous. Do not disturb them in their natural habitat.



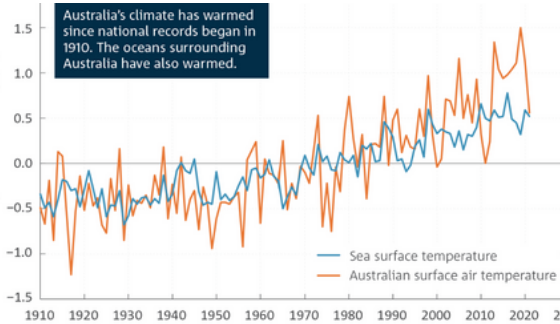
Activity 2

Allow the students to find a quiet spot to sit with a partner to complete the worksheet. As a class, discuss how you can address climate change as a community, as a school and as an individual. Write a class pledge to do your best to reduce climate change.

Name:

Work in pairs to answer the questions

Climate Change



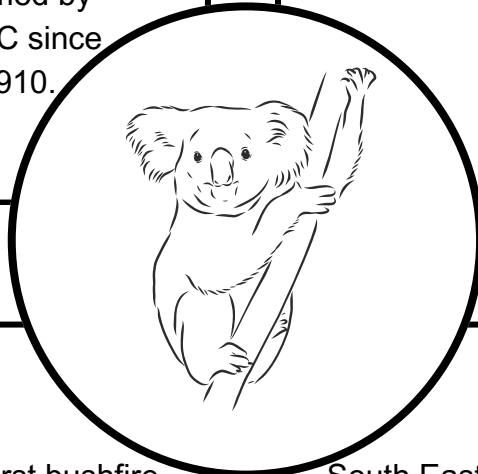
Retrieved from: <http://www.bom.gov.au/state-of-the-climate/>
Figure 1: Anomalies in annual mean sea surface temperature, and temperature over land, in the Australian region.

Australia's climate has warmed by an average of 1.47 ± 0.24 °C since national records began in 1910.

Drought

The Millenium Drought occurred between 1997-2009. Look around you. What could have been affected by drought? How?

What could this have meant for koalas?



Fire

Australia experienced it's worst bushfire season on record from September 2019-March 2020.

Look around you. Can you see any evidence of recent fires? Yes / No
What could have been affected by fire?
How?

What could this have meant for koalas?

Flood

South East Quensland and northern New South Wales experienced one of the worst floods on record during February and March 2022. 22 people died and \$4.3billion worth of property was lost. Look around you. How would this area have been affected (if at all)?

What could this have meant for koalas?

RESOURCES AND LINKS

Climate Change

<https://www.dcceew.gov.au/climate-change>

Department of Environment, Science and Innovation website: koala facts

<https://environment.des.qld.gov.au/wildlife/animals/living-with/koalas>

Eucalypt tree identification guide

<https://www.moretonbay.qld.gov.au/files/assets/public/v/1/services/environment/gumtree-identification-booklet.pdf>

<https://apps.lucidcentral.org/euclid/text/intro/index.html>

QLD Parks & Forest Website

<https://parks.des.qld.gov.au/>

QWildlife App

<https://environment.des.qld.gov.au/wildlife/animals/living-with/koalas/report-sightings>

SEQ Koala Conservation Strategy

https://environment.des.qld.gov.au/__data/assets/pdf_file/0017/211733/seq-koala-conservation-strategy-2020-2025-community-summary.pdf

Threatened Species List

<https://app.powerbi.com/view?r=eyJrljoiY2I3ZThmODMtNDhhNS00ZGJLTGxZTAzZjc2ODQwMzM0Yzk2liwidCI6ImQxNmRlNTMwLTk0ZTctNDE1OC1iN2UyLTZlZlYyMGFmNjl4ZCJ9>

Threatened Species Program

<https://www.qld.gov.au/environment/plants-animals/conservation/threatened-species/our-work-and-partners/program>

Yarning Circles

<https://www.youtube.com/watch?v=D7QXbmLrJKM>



Report koala sightings



Download QWildlife app



Google Play and the Google Play logo are trademarks of Google LLC.

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



