

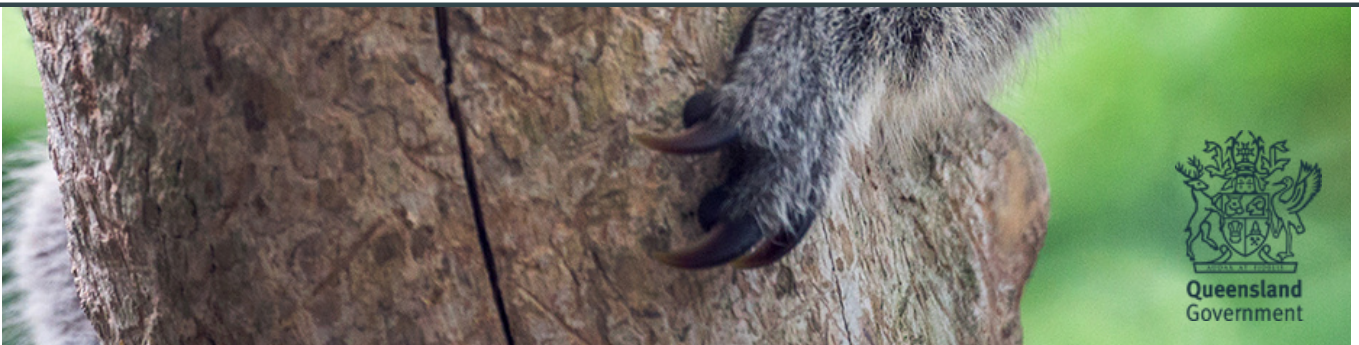
TEACHER PACK

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.

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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.

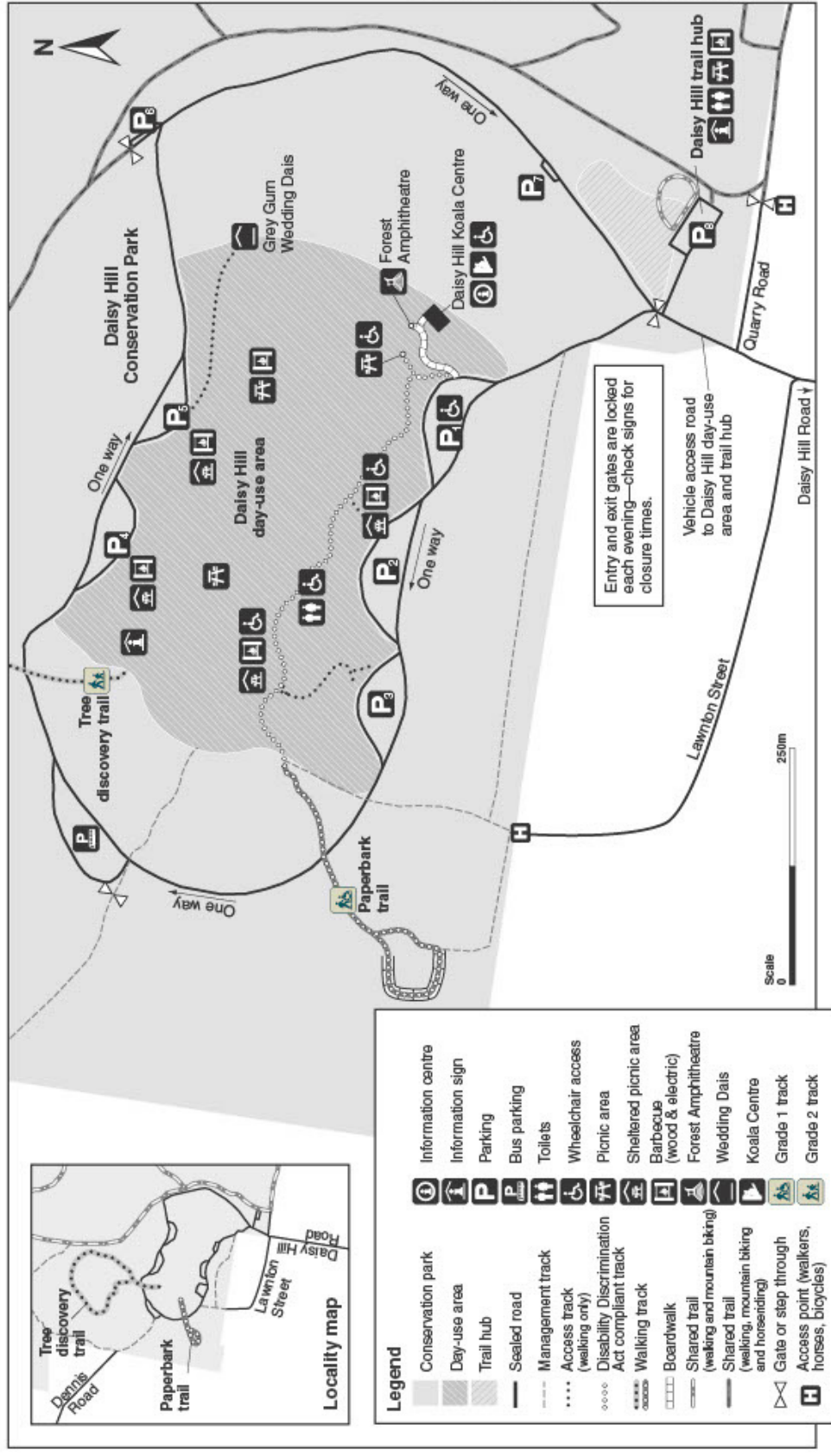
The trails introduced in this teacher pack are single-use only, specifically designated as walking trails without access to mountain bikers or horses (see Paperbark and Tree discovery trails on the map in this pack).

For more information on the Koala Bushland Conservation area visit: www.qld.gov.au/nationalparks 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



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

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.



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.

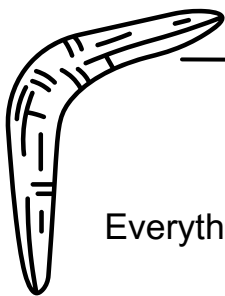
The key areas of action in the strategy focus are protecting and restoring koala habitat and managing threats and caring for koalas.

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: ACHASSI009, ACHASSK015, ACHASSK016, ACHASSK017

Year 1: ACHASSI023, ACHASSI026, ACHASSK031, ACHASSK033

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)

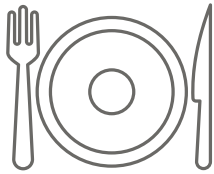
Following Activity 3, hand out the worksheets and answer each of the questions together

Name:

Answer these questions together in your group:

Can you see something today that may also have been here thousands of years ago? Was this something natural? Or was this made by people?

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, Yugambeh 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: ACHASSI039, ACHASSI042, ACHASSK044, ACHASSK049

Year 3: ACHASSI053, ACHASSI060, ACHASSK062, ACHASSK063, ACHASSK069, ACHASSK072

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? 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? 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: ACHASSI074, ACHASSI076, ACHASSI081, ACHASSK083, ACHASSK088, ACHASSK089, ACHASSK090
 Year 5: ACHASSI095, ACHASSI097, ACHASSI104, ACHASSK112, ACHASSK113, ACHASSK119, ACHASSK120
 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, Yugambeh 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: ACHASSI123, ACHASSI125, ACHASSI132

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.

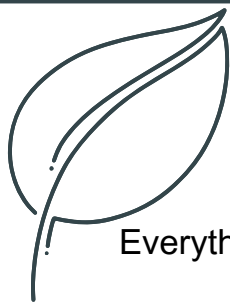
Did koalas live here thousands of years ago? Would there be more or less koalas back then? Describe some of the threats koalas face today.



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.

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.

Timing

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



Koala Feeding and Habitat

Daisy Hill Koala Education Program - Module 2

Australian National Curriculum Links

Foundation years: ACSSU002, ACHE013, ASCHE022, ACHASSI002

Year 1: ACSSHE017, ACSSU211

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 need to 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: ACHASSI035, ACHASSI040

Year 3: ACSSU044, ACHSSI053, ACHASSI057

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.













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....)? 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: ACSSU073, ACSHE062, ACHASSI074, ACHASSI078, ACHASSK089

Year 5: ACSSU043, ASCHE083, ACHASSI095

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.

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: _____

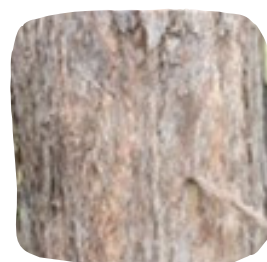
Answer the questions and work in pairs:

Koalas 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?



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: ACSSU094, ACSHE100, ACHASSI123, ACHASSI132
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.

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: 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.

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: _____

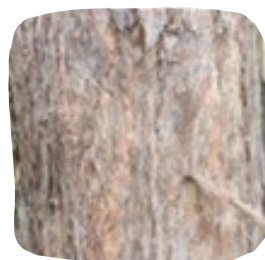
Answer the questions and work in pairs:

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 x

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: ACSSU002, ACSSU004, ACSHE013, ACHASSI002, ACHASSI009, ACHASSK014, ACHASSK016

Year 1: ACSU017, ACSSU211, ACSHE022, ACHASSI019, ACHASSI024, ACHASSK031

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 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?



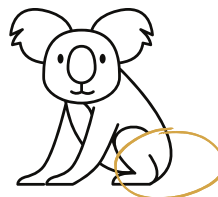
Start worksheet 2 here:



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

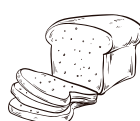


Peach



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?



☐


☐

☐

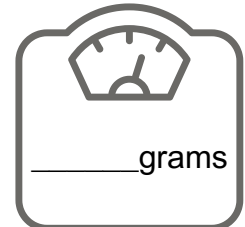
☐

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: ACSSU030, ACSHE035, ACHSSI040, ACHASSI042, ACHASSK048

Year 3: ACSU044, ACSHE050, ACSHE051, ACHASSI053, ACHASSI057, ACHASSI060, ACHASSK072

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.

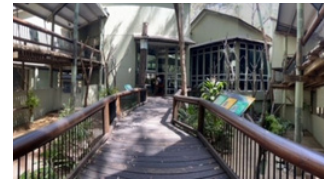
Activity 3: Koala Action

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



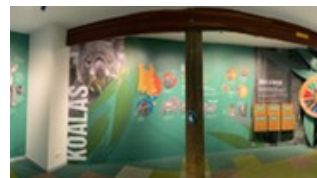
Male

_____	_____
_____	_____
_____	_____

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



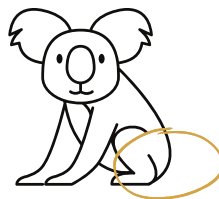
Start worksheet 2 here:



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



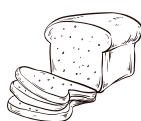
Peach



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 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)

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

12

8

4

2

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 ? -----

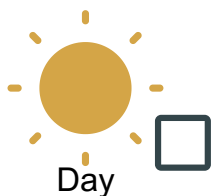
How many koalas were attacked by  last year ? -----

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.

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: ACSU072, ACSSU073A, ACSHE061, ACSHE062, ACHASSI074ACHASSI078, ACHASSI081, ACHASSK088, ACHASSK090

Year 5: ACSSU043, ACSHE083, ACHSSI095, ACHASSI100, ACHASSI104, ACHASSK113, ACHASSK120
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 koala a : ☐ Male ☐ Female

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?

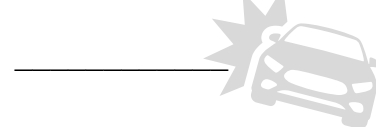


- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 km | 3 km | 5 km | 10 km |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

%

In the year_____

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 happened to koala with ID667485? _____

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



Ovarian cysts	Orphan	Cystitis	Conjunctivitis
---------------	--------	----------	----------------

☐

April & May July & August October December
& November & January

1

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: ACSSU094, ACSHE100, ACHASSI123, ACHASSI128, ACHASSI132, ACHASSK146
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!

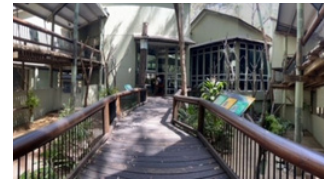
Activity 3: Koala Action

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?



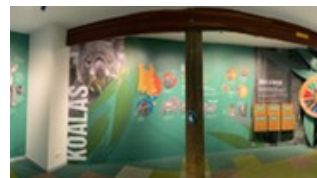
Female



Male

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





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 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

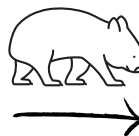
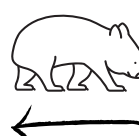
☐
☐
☐
☐

How long do wild koalas usually live?

_____ years

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?

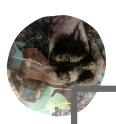
Yes

No

Which picture is koala poo?


☐

☐

☐

☐

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



_____ km



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 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:

Science: Students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

HASS: Students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

FY

Science: Students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.

HASS: Students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Year 1

Science: Students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

HASS: students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Year 2

Science: Students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

HASS: Students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places.

Year 3

ACHIEVEMENT STANDARDS CONTINUED

Science: Students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions.

HASS: Students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Year 4

Science: Students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.

HASS: Students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments.

Year 5

Science: Students describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.

HASS: Students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time.

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 if you need help in completing your risk assessment forms for your excursion.

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



