



Lone Pine Koala Sanctuary Education  
Experience... Connect... Evolve...

# SECRET LIFE OF WILDLIFE 11-12

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**For an experience that is good for your and for the Sanctuary, we ask all teachers to read this Discovery Session Guide from start to finish!**

### Questions?

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# Your Lone Pine Learning Experience: What to Expect

## Planning Your Day

It is expected you will have made an itinerary and printed Lone Pine maps to assist your supervisory team of teachers and chaperones with a smooth, enjoyable excursion. This Discovery Session Guide has checklists for teachers and your chaperones, as well as an example itinerary (see pages 4, 5 and 7). A guidebook is sent with your confirmation information and contains a map. This is also available online here: <http://www.koala.net/sanctuary-map/>

Don't forget the Education Team is just an email or phone call away! We are your support crew to assist in creating the best possible experience for you, your students and supervisory team.

## Arrival

Lone Pine Koala Sanctuary opens at 9:00am. We recommend you arrive at 9:30am and aim to have your students off the bus and ready to enter the Sanctuary at 9:35am.

An Education Officer will meet you off of the bus and you will complete a record of attendance by signing off final numbers of chaperones (including staff, parents and any accompanying adults) and students. Please make sure any chaperones not included on the schools invoice join the ticket queue to purchase their entry ticket (\$36 each).

*A lot of time is easily consumed in this process so please make sure everyone knows what to do before the bus/es arrive.*

## Payment

To be eligible for any education rates, all participants must be included in one bulk payment, otherwise standard retail rates apply. Payment can be made prior to your excursion, on arrival or post excursion. If you elect to pay prior to your excursion, an invoice will be sent to you by the Education Team.

## Discovery Session (not applicable for self-guided)

Your 45 minute Discovery Session will be held at one of our presentation venues. *Your Discovery Session venue will be pointed out to your group during your orientation.* Please assemble at your designated venue at least five minutes prior to your session.

## Free Time Exploration

When you are not participating in your booked Discovery Session, you are free to explore the Sanctuary.

*If you would like to experience any of the daily talk times and activities, please contact the Education Team as some talks and activities are not suitable for large groups to attend.*

# Lesson Plan: Secret Life of Wildlife 11-12

## Lesson overview

Students explore adaptations and relationships Australian animals have evolved to survive alongside humans. With the aim of promoting understanding and appreciation of complex ecosystems, students are challenged to consider their daily actions and how our choices have the ability to strengthen the environment and our shared future with wildlife.

## Lesson objectives

Students will be able to:

- Discuss relationship links between wildlife and their habitats
- Discuss how human activity can affect wildlife and ecosystems
- Discuss how healthy ecosystems and wildlife can benefit human populations
- Identify simple daily actions to contribute to healthy ecosystems
- Commit to one action targeting a positive change in lifestyle for wildlife

## Equipment (Props/Animals)

For the class:

- Animals:
  - Barking Owl\*, Wedge-tailed eagle\* OR White-bellied sea eagle\*, Blue tongue lizard\*, Python\*, Frog\*

\* Specific species are subject to availability and may be substituted if necessary.

For each student:

- Leaf for 'habits for habitat' tree
- Pencil per student

## Wildlife Education Officer Preparation

- Prepare animal transportation and animals
- Prepare venue for group's arrival, including safety, tree, leaves and pencils

## Lesson steps

1. Students are asked to consider the quote "In the end, we will conserve only what we love and we will love only what we understand" in preparation to opening their hearts, minds and ultimately behaviours for positive action towards wildlife.
2. The Wildlife Education Officer shares insights into the lives of Australian wildlife in hope that we will understand intricate, often fragile links between predator and prey, flora and fauna, humans and the natural world. Through understanding the theory and meeting Lone Pine's ambassador species, we hope to create a meaningful connection between students and the natural world.
3. The first two animals, Barking owl\* and eagle\*, illustrate predatory adaptations, predator/prey relationships and how humans can negatively impact these links.
4. The third animal, Blue tongue lizard\*, represents our native, backyard animals and how simple actions around our houses can effect garden habitats and disrupt natural relationships and links.

5. The fourth animal, python\*, is an ambassador for human prejudices and the impact myths and misconceptions have on entire ecosystems and how these damaging behaviours can ultimately impact humans.
6. The fifth and final animal, frog\*, helps us understand the huge importance flora and fauna have on human lifestyles. For example, the Australian Red-eyed tree frog (*Litoria chloris*) and its relatives give us a compound capable of preventing HIV infection. We recognise amphibians are in trouble (primarily due to human actions) however it is within our power to create safe havens in our very own backyards and adopt Earth friendly behaviours and material choices to support wider ecosystems in Australia and the world.
7. Once the connection between student and wildlife is created (or strengthened in many cases) we ask the group to consider committing one simple behaviour change, one action easily achieved at home or school, somewhere in their daily lives to positively contribute to our shared future with wildlife.
8. Students are invited to write their commitment on a paper leaf and place it on the 'habit for habitat' tree on their way out of the presentation venue.

\* Specific species are subject to availability and may be substituted if necessary. The order the animals are presented in may change on the day depending on availability and daily circumstances.

### Curriculum links

<b>Biology</b>	
Key concepts	<ul style="list-style-type: none"> <li>• Multi-cellular organisms are functioning sets of interrelated systems (11, 12)</li> <li>• Organisms live an interdependent existence in environments to which they are adapted (11, 12)</li> <li>• A variety of mechanisms result in continual change at all levels of the natural world (11, 12)</li> <li>• There are processes which maintain dynamic equilibrium at all organisational levels (11, 12)</li> <li>• There are mechanisms by which characteristics of individuals in one generation are passed on to the next generation (11, 12)</li> </ul>
<b>Geography (focus unit – Sustaining biodiversity)</b>	
Key ideas	<ul style="list-style-type: none"> <li>• Biodiversity means the variety of biological life (11, 12)</li> <li>• Biogeographical regions may vary in size (11, 12)</li> <li>• Biogeographical areas have distinctive plant and animal groups that have adapted to that particular environment (11, 12)</li> <li>• Some regions such as rainforests are very rich in terms of biodiversity, while other regions such as the tundra have few species and are much less biodiverse (11, 12)</li> <li>• Physical elements and human-related processes contribute to the biogeographical pattern of an area (11, 12)</li> <li>• The global population explosion means that humans are having a dramatic and sometimes irreversible effect on the Earth's biodiversity (11, 12)</li> <li>• Plant and animal diversity provides food security, industrial products, medicines as well as maintaining the health and wellbeing of the atmosphere and lithosphere (11, 12)</li> <li>• Human activities associated with the use of resources have accelerated the rate of species extinction (11, 12)</li> <li>• The maintenance of biodiversity can be assisted by sustainable management strategies (11, 12)</li> <li>• Meeting human needs while protecting natural heritage and sustaining biodiversity is a challenge shared by all inhabitants of our planet (11, 12)</li> <li>• Individuals, groups and governments all have responsibility to sustain biodiversity within biogeographical regions by participating in the wise management of resources (11, 12)</li> </ul>
<b>Multi-Strand Science (core topic – Environmental studies)</b>	
Subject matter	<ul style="list-style-type: none"> <li>• Abiotic features (11, 12)</li> <li>• Biotic features (11, 12)</li> <li>• Ecological interactions (11, 12)</li> <li>• Human interactions (11, 12)</li> <li>• Describe interactions within the environment (11, 12)</li> <li>• Describe the effects of humans on the system (11, 12)</li> <li>• Describe the effects of the system on human activity (11, 12)</li> </ul>

**We need your help!**

Lone Pine Koala Sanctuary is always investigating ways to improve and develop the support we offer to classroom teachers. Whether it is Learning Experiences, resources, ease of booking excursions or something else entirely, we would love to hear from you!

# Teacher Checklist

Dear Teacher:

Thank you for booking a Lone Pine Learning Experience. We are looking forward to your visit! We ask all teachers to complete this short checklist ahead of your visit for a smooth, enjoyable excursion.

- Book your free Lone Pine Koala Sanctuary pre-visit inspection**
- Introduce the classroom resources and primary concepts covered in your selected Discovery Session**
  - The resources in this guide correlate with the Australian Curriculum and perfectly compliment your Lone Pine learning experience. Don't forget to start using (if you haven't already!) the common terminology.
  - Prepare students for their free exploring time at the Sanctuary.
  - Visit the [website](#) for more information on Lone Pine learning experiences including prices.
- Create your itinerary for the day (see page 7 for assistance)**
  - Print the online map and plan your visit by marking significant locations, meeting times, and walking routes.
  - Schedule your toilet and meal breaks, exploring time and public talks around your booked Discovery Sessions.
- Create and prepare your supervisory team**
  - All chaperone numbers (school staff and student family members) must be confirmed with the Education Team at least 10 working days before your excursion.
    - Year 3+ free of charge ratio: 1 adult/10 students
    - Special needs students free of charge ratio: 1 adult/student(A carers card or a letter from the principal is required stating that this level of care is needed)
  - Copy the Chaperone Checklist, Free Time Learning Experiences, map and the itinerary (created by you) for each chaperone in your supervisory team.
  - Discuss your excursion plan with the chaperones before you leave school and encourage chaperones to review the materials thoroughly.
- Arrange invoice payment with your school's accounts payable team**
  - To be eligible for the education rate for chaperones and students, all participants must be included in one bulk payment otherwise standard retail rates apply.
- If you are bringing lunches and student bags, plan to store them in the undercover eating area near the Gift Shop and General Store**
  - Storage space is available on a first-come, first-served basis at no charge.
  - Please store your lunches in eskies and 'turkey safe' boxes with lids.

## Chaperone Checklist

**Dear Chaperone:**

Thank you for supervising students on an excursion to Lone Pine Koala Sanctuary. Please follow the directions on this page to ensure a safe and enjoyable visit. Your most important duty is to keep your students with you at all times.

**Before the excursion, ask the teacher to...**

- Clarify the educational goals of the excursion.
- Explain the behavioural expectations for the students.
- Discuss the activities you will lead at the Sanctuary.
- Provide you with a copy of the Free Time Learning Experiences, itinerary and map.

**During the bus ride to Lone Pine, review this Chaperone Checklist, the Free Time Learning Experiences itinerary and map**

**Make a list of the names of the students in your group**

**Review the following rules with your group**

**RULES FOR STUDENTS**

- Walk instead of run.
- To assist in keeping all guests and animals healthy and safe, avoid feeding or interfering with wild or captive animals in any way.
- Maintain quiet, calm behaviour around animals.
- No flash photography, unless further than one metre from the animal. The use of flash photography within the Platypus House is strictly prohibited.
- Help us maintain clean grounds by placing all rubbish in the bins provided.
- Respect other guests in the sanctuary.
- Groups that do not respect Lone Pine's rules may be asked to leave and future bookings may be affected.

**Use the Free Time Learning Experiences to keep students involved**

- Lead the learning experiences as you guide the students around Lone Pine during your free time.
- Encourage students to ask questions and then look for their own answers by observing, collecting evidence, making guesses, and forming opinions.

# How to Create an Itinerary

A great way to plan your day is to take advantage of your free pre excursion visit. This will give you a good idea of distance between locations, suitable routes, shady locations, toilets and risk.

When creating your itinerary, don't forget to consider:

- Your pre-booked Discovery Session times (if applicable)
- Travel time between locations
- Toilet breaks
- Food and water breaks
- General public activities
  - Some general public activities are not suitable for large groups to attend, please check with the Education Team, prior to your excursion, to avoid disappointment.

Your itinerary might look something like this:

<b>9:25am</b>	Arrival, sign off and welcome
<b>9:35am</b>	Wildlife Education Officer meet & group orientation
<b>9:50am</b>	Walk to presentation venue
<b>10:00am</b>	Discovery Session
<b>10:45am</b>	Morning tea & toilet break
<b>11:00am</b>	Group A Koala Photos** (free time for everyone else)
<b>11:20am</b>	Visit Amphibian and Reptile Habitat
<b>11:30am</b>	Public presentation – Wildlife Encounter*
<b>11:45am</b>	Group B Koala Photos** (free time for everyone else)
<b>12:00pm</b>	Free range animal feeding
<b>12:20pm</b>	Walk to Free Flight Raptor area
<b>12:30pm</b>	Public presentation – Free Flight Raptor Show*
<b>12:45pm</b>	Lunch & toilet break: Visit General Store to collect your lunch packs**
<b>1:15pm</b>	Free time (visit over 90 native species!)
<b>2:00pm</b>	Depart Lone Pine

\*Not all public presentations are suitable for groups over 80 people. And some smaller activity venues are not suitable for groups over 15 people. Please check with the Education Team before including public presentations in your itinerary. Public activity times correct at time of printing.

\*\* Available when pre-booked, timeslots will be allocated at time of confirmation.