



CHAPERONE CHECKLIST

Thank you for supervising students on your 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.
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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.



FREE TIME LEARNING EXPERIENCES FOR P-2

Theme: Animal habitats and adaptations

Use these activities to add fun and focus as you guide your student group around Lone Pine Koala Sanctuary.

Your favourite animal at Lone Pine

- What type of body covering does this animal have?
- Can you see any clues around the exhibit that means this particular animal lives here?
- Why do you think that animal is special?

An animal that is eating

- What is the animal eating?
- Can you see any clues left behind to show us the food it has eaten?
- What special science name do we give to animals that only eat plants (herbivore) and animals that only eat meat (carnivore)?

A brightly coloured animal

- Why do you think this animal has the colours it does?
- Look at the animal's environment. Do you think the colour of the environment is a good match for this animal?
- What would you do if you had colourful skin like this animal?

An animal covered in scales

- Why do you think this animal is covered in scales?
- Is this animal in the shade or in the sun? Why?
- What would you do if you had scales like this animal?

An animal that lives in a tree

- How did this animal get into the tree?
- What would you like about living in trees?
- What is it about this animal's body covering that would help it live in trees?

An animal that is in water

- Do you think the body covering of this animal is suitable for water?
- Can you see any special body parts (adaptations) that help this animal swim?
- Do you think this animal stays in the water?
- Can you think of an animal that *does* stay in water all of the time?

STIMULATE DISCUSSION... Most people have favourite animals. Why do you think that is so? How can people help take care of all animals – not just their favourites?

Chaperone Tips

Your most important duty is to keep your students with you at all times

Respond positively to the students' answers and ideas.	Ask students questions to keep them involved.	Encourage students to learn by observing.	Lead by example. Show students how to behave courteously around animals and other guests.
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