

All of us on the Koala Smart Team are delighted you are here with us.

Koalas are an iconic and important part of our Australian identity. Yet they are facing possible extinction and now, more than ever, need our protection. So what do we do?

Koala Smart has been created as a **conservation program** to **share knowledge, inspire creativity, and motivate change in communities throughout Australia**. It is offered free of charge but what we DO ask is that you connect with us to share ideas and together, wherever possible, we would work to develop concepts to benefit both your students *and* our koalas. You will find a prompt at the end of Step 2. Koala conservation is complex but Koala Smart is about looking to the future with hope. Students CAN take an active role in caring for their environment while meeting targets set by the curriculum.

**The Koala Smart model is centered on making it easy for you, the teacher.**

At a glance, this TEACHER GUIDE shows you how Koala Smart works.

Page 1. The JOURNEY – simplifies the way forward.

Page 2. See an explanation of all SIX CORE LESSONS and their links to the curriculum.

Page 3. Access to the EXPERTS. See who we have interviewed to inspire and engage your students.

Pages 4 onwards. A handy table of Victorian Curriculum outcomes

The goal is to take the lessons learned beyond the classroom. The size of the class or school or the age of the student is immaterial.

**Koala Smart schools have the potential to make an impact in their community. Koala Smart teachers are able to enrich their class time while simplifying the task of programming for the year.**

Koala Smart provides you the option to connect with our "Critical Friends": experts who can help your classroom through direct mentorship and expert knowledge to take your concepts into the real world.

**We have gathered everything you need in one place. The only thing missing right now is you and your students.**

Sincerely,



Janice McGilchrist  
Chair - KOALA SMART  
Port Macquarie – Tacking Point Lions Club



P.S. Got a question? Or want to share your ideas? Talk to us on email or via the website.



[info@koalasmart.org.au](mailto:info@koalasmart.org.au)



[www.koalasmart.org.au](http://www.koalasmart.org.au)

# INSPIRE & LEARN

1

Tune In  
&  
Build Empathy

Reading  
Writing

Engage with experts

Gather knowledge  
by

2

6 CORE LESSONS  
CONNECT WITH KOALA SMART



3

key expert profiles  
& interviews



4

DECIDE ON FOCUS  
+  
PATH

Student takes  
charge of learning

5

Design thinking

OR

Research & Inquiry

6

TEST & SHARE



Submit  
your  
solutions

MAKE  
CHANGE  
REAL!

7

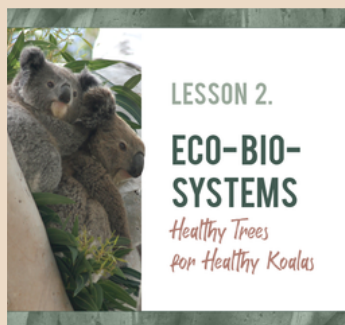
REFLECT & DREAM BIG!



## Koala Home Ranges

How habitat loss and disruption of one koala affects a whole group of koalas, and why this may not be visible to us (unless we learn to look!)

**Science** – living things and environment / genetic diversity  
**HASS** – geography / mapping



## Healthy Trees for Healthy Koalas

Why healthy trees mean healthy koalas. **Hint:** it's what they eat, and it has a lot to do with soil and climate.

**Science** – living things and environment / genetic diversity  
**HASS** – geography / mapping



## The Heart of the Bush

History and spirituality and their links to koalas. Ancient links to koala and totem. Ways in which people respond to the fascination koalas hold for them.

**English** – persuasive texts and oral debate  
**The Arts** – Fine Arts, Media Arts, Drama – interpret and create art



## The Koala Connection

Choosing and exploring one of the complex connections between koalas and the wider environment.

**Science** – biology, ecology, environmental science, plant science  
**English** – plan, draft and publish informative texts



## Protection for Now: Protection for Tomorrow

Sometimes things aren't so simple... students investigate the courses of action realistically available to a series of specific people in a fictional regional town. How will they use policy and planning to protect koala habitat?

**HASS** – Geography: Social and spatial geography  
**HASS** – Civics and Citizenship: local and state civic processes  
**English** – plan, draft and publish informative texts including oral presentations











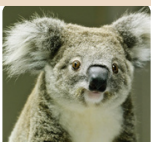
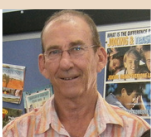

## Shout It to the Treetops

The final project! Students choose one thread, theme or message about koalas and conservation, then take the sources provided and create either a podcast or an article about koalas that informs or persuades.

**English** – plan, draft and publish persuasive and informative texts  
**The Arts / Media Arts** – creating media productions  
**Science** – communicating science concepts and information  
**Careers** – explore careers in planning and conservation



To introduce learners to a range of experts, perspectives and interested people related to the issue who set up their wish for how the issue might be solved. These interviews and profiles show the diverse people and careers involved in saving the koala.

Name	Title	Themes/Topics	Curriculum Learning Areas	Cross-Curriculum Priorities
	Rebecca Montague-Drake Koala Ecologist	Science, radio-tracking,soil science,trees, climate change,ecology	<ul style="list-style-type: none"> <li>Science</li> <li>Technologies</li> <li>HASS – Geography</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> <li>Aboriginal and Torres Strait Islander histories and cultures</li> </ul>
	Linda Sparrow President, Bangalow koalas	Campaigning, rescue, regeneration & tree planting, koala corridors, traffic safety	<ul style="list-style-type: none"> <li>HASS – Civics and Citizenship</li> <li>HASS – Geography</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>
	Margot Law Project Officer	Regeneration & tree planting, policy & planning, mapping ,citizen science	<ul style="list-style-type: none"> <li>HASS – Civics and Citizenship</li> <li>HASS – Geography</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>
	Martin Smith Parks Ranger	Regeneration & tree planting, koala ranges, genetic diversity, bushfire, climate change	<ul style="list-style-type: none"> <li>HASS – Geography</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>
	Billie Roberts Senior Project Officer, Saving our Species	Climate change, flying foxes, ecology, planning	<ul style="list-style-type: none"> <li>HASS – Geography</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>
	John Turbill Threatened Species Officer	Sniffer dogs, mapping, scat, koala diet	<ul style="list-style-type: none"> <li>Science</li> <li>Technologies</li> <li>HASS – Geography</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>
	Kailas Wild Arborist and Koala Rescuer	Aussie icons, rescue	<ul style="list-style-type: none"> <li>HASS – Geography</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>
	Cheyne Flanagan Clinical Director, Port Macquarie Koala Hospital	Koala health, wildlife biology,threats	<ul style="list-style-type: none"> <li>HASS – Civics and Citizenship</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>
	Chels Marshall Cultural Systems Ecologist	Aboriginal connection to land / culture, biodiversity	<ul style="list-style-type: none"> <li>HASS – History</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> <li>Aboriginal and Torres Strait Islander histories and cultures</li> </ul>
	Jim Kinkad President, Tregeagle Landcare group	Volunteering, tree planting, school programs	<ul style="list-style-type: none"> <li>HASS – Civics and Citizenship</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>
	Mark Wilson Trees Officer, Friends of the Koala programs	Volunteering, tree planting, koala carers, community action, landholder liaison	<ul style="list-style-type: none"> <li>HASS – Civics and Citizenship</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability</li> </ul>

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# Koala Smart Curriculum Links – Victorian Curriculum

The Learning Outcomes below relate to the Koala Smart lessons 1-6, and the extent to which these outcomes are covered is related to the context, extent and focus of study and to the scale of the Koala Smart unit and associated learning, such as individual and group projects and productions.

Koala Smart relates to the Victorian Curriculum,  
Levels 3 to 6 in the following learning areas:

## Science and Technologies K-6

### Levels 3 & 4

VCSSU058	Different living things have different life cycles and depend on each other and the environment to survive
VCSIS066	Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests
VCSSU062	Earth's surface changes over time as a result of natural processes and human activity
VCSIS065	With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge
VCSIS072	Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language

### Levels 5 & 6

VCSSU075	The growth and survival of living things are affected by the physical conditions of their environment
VCSIS082	With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules

## HASS – Geography and History

### Levels 3 & 4

VCGGC071	Identify and describe the characteristics of places in different locations at a range of scales
VCGGC073	Identify and explain the interconnections within places and between places
VCGGC074	Collect and record relevant geographical data and information from the field and other sources



VCGGC076

Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance

VCGGK082

Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably

VCGGK083

Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places

VCHHK072

The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area

### Levels 5 & 6

VCGGC085

Describe and explain the diverse characteristics of places in different locations from local to global scales

VCGGC087

Describe and explain interconnections within places and between places, and the effects of these interconnections

VCGGC088

Collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols

VCGGC090

Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology

VCGGK094

Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places

VCGGK095

Impacts of bushfires or floods on environments and communities, and how people can respond

VCGGK096

Environmental and human influences on the location and characteristics of places and the management of spaces within them

### English K-10

#### Year 3

VCELY266

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose

VCELY275

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications





#### Year 4

VCELY299

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features

VCELY307

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills

#### Year 5

VCELY329

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

#### Year 6

VCELY358

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience

### Creative Arts



#### Levels 3 & 4

VCAMAE025

Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text

VCAMAP027

Plan, create and present media artworks for specific purposes with awareness of responsible media practice

VCAVAV026

Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks

VCAVAR028

Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples

#### Levels 5 & 6

VCAMAE029

Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text

VCAMAP031


Plan, produce and present media artworks for specific audiences and purposes using responsible media practice

VCAVAP031

Create and display artwork considering how ideas can be expressed to an audience

VCAVAR032

Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts, including artworks by Aboriginal and Torres Strait Islander peoples



## Design and Technologies

### Levels 3 & 4

#### VCDSTS023

Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs

### Levels 5 & 6

#### VCDSTS033

Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use

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### Koala Smart lessons and associated learning activities also relate to these Cross-curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

### Koala Smart lessons and associated learning activities also relate to these Capabilities in the Victorian Curriculum:

- Critical and Creative Thinking
- Ethical Capability