

# EDUCATION ADVENTURES

## TEACHERS PACK

### NSW SYLLABUS OUTCOMES

#### EARLY STAGE 1

STe-3LW-ST

STe-1WS-S

STe-2DP-T

#### STAGE 1

ST1-1WS-S

ST1-2DP-T

ST1-4LW-S



**MOGO**  
WILDLIFE PARK

02 9622 1644  
education@austwp.com.au

# EARLY STAGE 1 NSW SYLLABUS LINKS



## ES1 FOCUS AND INQUIRY QUESTIONS

### Characteristics and basic needs of living things

**Inquiry question:** *What do we notice about living things?*

<b>Students:</b>	<ul style="list-style-type: none"><li>• Recognise that living things have basic needs including air, food and water (ACSSU002).</li><li>• Compare the basic needs of some plants and animals.</li><li>• Participate in guided investigations to identify living things and the external features of plants and animals in the local environment.</li><li>• Communicate findings of observations of living things in their environment*.</li></ul>
<b>Outcomes:</b>	<b>Living World</b> <b>STe-3LW-ST:</b> Explores the characteristics, needs and uses of living things.
<b>Skills:</b>	<b>Working scientifically, design and production.</b> <b>STe-1WS-S:</b> Observes, questions and collects data to communicate ideas. <b>STe-2DP-T:</b> Develops solutions to an identified need.

\*Cross-curriculum links can also be made to Literacy, Numeracy, Critical and Creative Thinking, Systems Thinking, Scientific Thinking, Intercultural Understanding, Civics and Citizenship, Design Thinking, Sustainability, Ethical Understanding.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/learning-across-the-curriculum>

Additional KLA outcomes and skills may be achieved dependent upon which pre- and post-excursion activities are conducted.

## PRE-VISIT LESSON IDEAS



Discuss different external characteristics of animals and brainstorm the purpose behind some of them (e.g. thick fur to keep warm).



List some of the animals the students will see and brainstorm facts that they already know, as well as aspects they hope to find out.



Discuss different habitats and the need for shelter (protection, warmth, etc).

# EARLYSTAGE 1 POST-VISIT LESSON IDEAS



## **Animal study (English/ SciTech)**

Choose an animal from the Wildlife Park to draw and write about. This can be a brief one-off lesson, or a more in-depth unit with scaffolding to help name/label the external features of the animal. It can be a brief observation description or be developed into an information report. This activity can be done individually, in pairs/groups or as a whole class. Students can also create a poster with a labelled diagram/short description of that animal's physical characteristics and present it to the class for a public speaking assignment. Students can also write a narrative about the animal.



## **Compare and Contrast (English/ SciTech)**

Choose two animals from the Wildlife Park to compare and contrast (e.g. physical appearance, habitat, predators, food, offspring, etc).



## **Graphing Favourite Animals (Mathematics)**

Conduct a class survey to establish the favourite animals from the excursion. Graph the results as a column graph.



## **Book study (English/Literacy)**

Students read short stories based on animals seen at the Wildlife Park and tie this in with the school's literacy program. Books can also be used to integrate learning about the cultural importance of animals to the First Nations peoples (e.g. Dreamtime stories).



## **Artworks (Creative Arts)**

Create an artwork of an animal using collage, paint, clay, etc in a realistic, cartoon-like or abstract way. This can be tied into studies of First Nations' art styles.



## **Learn songs or dances (Creative Arts)**

Students can learn or listen to songs about different animals and perform animal-related dance actions. Students can also use body percussion or simple instruments to mimic animal sounds.



## **Drama (Creative Arts)**

Students can do improvisation activities, mimicking different animals. This can be extended to role plays demonstrating interactions the animals might have with humans or other animals.

# STAGE 1 NSW SYLLABUS LINKS



## STAGE 1 FOCUS AND INQUIRY QUESTIONS

### External features of living things

**Inquiry question:** *What are the external features of living things?*

**Students:**

- Describe the external features of a variety of living things (ACSSU017)\*
- Identify and group plants and animals using their external features, for example: native and introduced plants and animals, worms, insects, fish, reptiles, birds and mammals.

### Living things live in different places

**Inquiry question:** *How can we improve a local environment to encourage living things to thrive?*

**Students:**

- Identify that living things live in different places that suit their needs (ACSSU211).
- Design and produce an environment to cater for the needs of a living thing, for example: encourage the return of a living thing to a local habitat.

### Living things change

**Inquiry question:** *How do living things change as they grow?*

**Students:**

- Explore how living things grow, change and have offspring similar to themselves (ACSSU030).

**Outcomes:**

**ST1-1WS-S:** Observes, questions and collects data to communicate and compare ideas.

**ST1-2DP-T:** Uses materials, tools and equipment to develop solutions for a need or opportunity.

**SST1-4LW-S:** Describes observable features of living things and their environments.

#### Working Scientifically

##### Planning and conducting investigations

**Skills:**

- Collect data from observations, record observations accurately and honestly using observational drawings, labelling, informal measurements and digital technologies (AC SIS026, AC SIS039).
- Compare observations with those of others (AC SIS041, AC SIS213).
- Develop collaboration skills to effectively conduct investigations.

\*Cross-curriculum links can also be made to Literacy, Numeracy, Critical and Creative Thinking, Systems Thinking, Scientific Thinking, Intercultural Understanding, Civics and Citizenship, Design Thinking, Sustainability, Ethical Understanding.

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Additional KLA outcomes and skills may be achieved dependent upon which pre- and post-excursion activities are conducted.



# STAGE 1 POST-VISIT LESSON IDEAS



## **Animal study (English/ SciTech)**

Choose an animal from the Wildlife Park to draw and write about. This can be a brief one-off lesson, or a more in-depth unit with scaffolding to help name/label the physical features of the animal. It can be a brief observation description or be fully developed into an information report. This activity can be done individually, in pairs/groups or as a whole class. Students can also create a poster with a labelled diagram/short description of that animal's physical characteristics and present it to the class for a public speaking assignment. Students can also write a poem or a narrative about the animal.



## **Human Impact on Habitat study (Geography/ English)**

Brainstorm the human impacts on an animal's habitat (e.g. land clearing, rubbish, water pollution, etc). Work in pairs or groups to come up with ideas that could help protect the animal's habitat. Students can demonstrate these ideas by making a poster reminding people not to litter or writing/videoing a message to the local council urging them to protect natural areas. This can also tie in with a unit on persuasive writing.



## **Measurement Activity (Mathematics)**

Conduct a class survey to establish the favourite animals from the excursion. Graph the results as a column graph.



## **Compare and Contrast (English/ SciTech)**

Choose two animals from the Wildlife Park to compare and contrast (e.g. physical appearance, habitat, predators, food, offspring, etc).



## **Graphing Favourite Animals (Mathematics)**

Students compare their height, weight, leg length, etc to various animals using formal and informal measurement tools.



## **Book study (English/Literacy)**

Students read short stories based on animals seen at the Wildlife Park and tie this in with the school's literacy program. Books can also be used to integrate learning about the cultural importance of animals to the First Nations peoples (e.g. Dreamtime stories).



## **Country Study (Geography/History/HSIE)**

Students can learn about the geography and culture of a country where an animal comes from. This can tie into the learnings about habitats and endangered animals.



## **Artworks (Creative Arts)**

Create an artwork of an animal using collage, paint, clay, etc in a realistic, cartoon-like or abstract way. This can be tied into studies of First Nations' art styles.



## **Learn songs or dances (Creative Arts)**

Students can learn or listen to songs about different animals and perform animal-related dance actions. Students can also use body percussion or simple instruments to mimic animal sounds.



## **Drama (Creative Arts)**

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# SUGGESTED PROGRAMME

10:00am	Groups Arrive
10:30am	Keeper Meet & Greet with Photography experience
11:00am	Lion Keeper Talk
12:00pm	Gorilla Talk
1:30pm	Otter Keeper Talk
1:45pm	Visit the Gift Shop
2:30pm	Groups Depart





## YOUR EDUCATION ADVENTURE INCLUDES...

- 🌿 Keeper presentations
- 🌿 Animal meet & greet
- 🌿 Photography & photo print per student
- 🌿 Educational worksheets
- 🌿 Self-guided exploration

# PRICING

TICKETS	Students	\$20 pp
	Teachers	FOC:1:10 Students
	Parent Helpers	FOC:1:10 Students
	Additional Adults	\$15 pp
ADD-ONS	Animal Feed	\$2 per cone (Sold in bags of 2 cones for \$4)

EVERY CHILD RECEIVES

-  **Meet & Greet Souvenir Photo**
-  **Mogo Wildlife Park Passport**
-  **Access to the Animal Adventures Activity Workbook\***
-  **A Return Child Ticket to the Park**



\*(Digital file provided to school upon booking)

# PARK RULES



## TO ENSURE THE SAFETY AND WELLBEING OF OUR ANIMALS...

- ! No running or chasing animals.
- ! Do not throw items at any animal.
- ! Do not feed any animals that are not in walkthrough exhibits.
- ! Ensure both gates are closed in walkthrough exhibits.
- ! No climbing or standing on fencing, standoff barriers, and surrounding exhibits.
- ! All animals and staff members are to be treated with respect.
- ! Students must be supervised at all times.

## STUDENTS WHO DISOBEY THESE INSTRUCTIONS WILL BE ASKED TO IMMEDIATELY LEAVE THE PARK.

### Picnic areas must not be used for storage:

Picnic areas may be used by students for Morning Tea and Lunch only. Do not store school bags at picnic areas. Bags may be stored neatly in the Education Centre or carried while walking around the park.

### Exiting the wildlife park:

No exit through the Gift Shop. Please ask a member of staff to open the Service Gate so you can exit the park safely.

### Visiting the gift shop:

Students must be always accompanied by a teacher when inside the gift shop. Maximum of 10 students at a time. Instances of theft will be reported to the authorities and prosecuted.





# IMPORTANT INFORMATION



## PAYMENT INFORMATION

Excursion payments can be made in the following ways:



### PRE-PAYMENT: EFT

Pre-payment can be made via Electronic Funds Transfer. Pro-forma invoices can be issued upon booking. Funds **MUST** be received 7 days **PRIOR** to your booking date. Confirmation of payment **MUST** be emailed to our Guest Experience Team at [education@austwp.com.au](mailto:education@austwp.com.au)



### PRE-PAYMENT: CREDIT CARD

Credit Card payments can be made by calling the Australian Wildlife Parks Guest Experience Team on 02 9622 1644, for Credit Card payments over the phone.



### CASH/CREDIT CARD UPON ARRIVAL

Payments can be made upon arrival in **ONE** Transaction with cash (Australian Dollars Only) or credit card.

## IMPORTANT INFORMATION

- Keeper Talks are subject to change and cancellation.
- Late Arrival after 10:30am: Mogo Wildlife Park Staff will make the decision to take a class photo as opposed to individual student photos to ensure the first Keeper Talk is not missed.
- High School excursions require a minimum supervision ratio of Teachers 1:15 students. Teachers **MUST** fully supervise students at all times. The Mogo Park team will greet students before entry to the Park and advise them on the Park Rules. Students disobeying the Park's rules will be required to exit the premises. Accompanying Teachers will be responsible for providing adequate supervision for these students.
- Schools must print and supply their own activity sheets & writing implements.



# Risk Assessment



Activity	Hazard Identification	How Likely	How Severe	What Priority	Elimination or control measures	Who	When
Coach transport to excursion venue	Boarding coach	3	2	1	<ul style="list-style-type: none"> <li>Ensure vehicle operators hold appropriate licence(s) and insurance.</li> <li>Check availability of seatbelts.</li> <li>Vehicle to be appropriate for the needs of the group, eg. wheelchair access if required, number of seats, etc.</li> </ul>	Head Teacher	Prior to booking
	Vehicle accidents	3	2	1		<ul style="list-style-type: none"> <li>Enforce rules and monitor behaviour.</li> <li>Ensure seatbelts are worn.</li> </ul>	Teachers
Walking to and from transport	Struck by vehicle on road or at car park	4	2	1	<ul style="list-style-type: none"> <li>Ensure enough teachers are attending to adequately supervise students.</li> <li>Remain on pedestrian crossings at all times .</li> <li>Make sure you make your way to the school assembly area in front of service gate. Mogo staff and volunteers will be on hand to assist if requested.</li> <li>A copy of the park rules and directions to be given and read to all teachers and supervisors attending the excursion.</li> <li>Carpark attendant to assist in directing groups into the park promptly.</li> </ul>	Teachers	Prior to excursion On excursion Upon arrival or exit
						Head Teacher	Prior to excursion
						Mogo	On arrival
Walking throughout the park on excursion	Uneven Footpaths	4	4	3	<ul style="list-style-type: none"> <li>Regular inspection for uneven surfaces, maintenance requests &amp; temporary barriers put in place to stop people accessing area.</li> </ul>	Mogo	Weekly
	Tripping and falling	3	4	3	<ul style="list-style-type: none"> <li>Enforce rule of no running throughout the park at any time.</li> <li>Supply all teachers and supervisors with a copy of Mogo Wildlife Park's map, rules and expectations.</li> </ul>	Teachers	Prior to and during excursion
						Head Teachers	
	Exposure to potential allergens	2	4	2	<ul style="list-style-type: none"> <li>Advise students not to drag feet on the paved/gravel footpaths.</li> <li>All species exhibited at Mogo Wildlife Park are fed a varied diet which may include nuts or nut products. Any children with the potential for an allergic reaction should be closely monitored and kept away from potential exposure.</li> </ul>	Teachers	On excursion
	Open Water	1	3	2	<ul style="list-style-type: none"> <li>On the premises we have a moat surrounding the primate islands. Children should stay off the rocks at all times.</li> </ul>		
	Staff Only Areas	3	4	2	<ul style="list-style-type: none"> <li>There are areas within the zoo which are labelled staff only. For everyone's safety please do not go into these areas. Supervise children at all times</li> </ul>		
Bites and Stings from insects	3	4	5	<ul style="list-style-type: none"> <li>As you are outside bugs are everywhere, it is advised having the appropriate clothing and personal protective items.</li> <li>Avoid areas with long grass and maintain supervision.</li> </ul>			

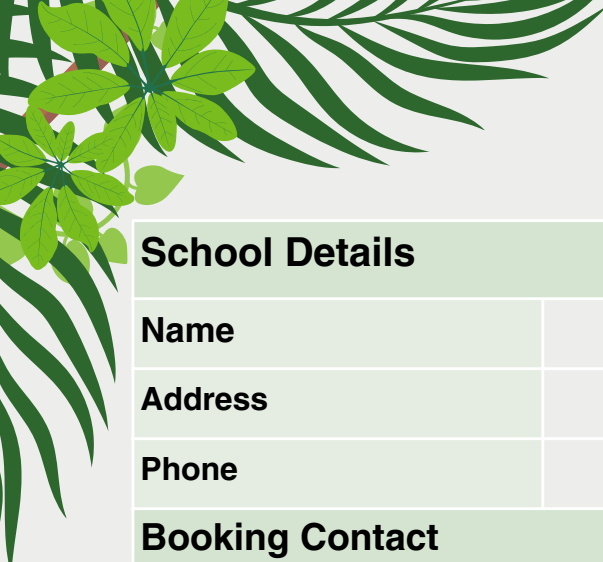
Activity	Hazard Identification	How Likely	How Severe	What Priority	Elimination or control measures	Who	When
Observing the animals	Bites from animals	3	4	4	<ul style="list-style-type: none"> <li>Instruct students not to touch any animals in enclosures except in walk in enclosure.</li> <li>Advise all teachers and supervisors of location of the First Aid bay.</li> <li>Carry a first aid kit.</li> <li>Ensure small group attend animal walk in areas (maximum 15 students at a time).</li> <li>Supervision of behaviour and noise levels when observing Keeper Talks and in Meet &amp; Greets.</li> </ul>	Teachers	Prior to and during excursion
	Zoonotic Diseases	1	3	3	<ul style="list-style-type: none"> <li>We have many species of exotic primates; Primates can harbour zoonotic diseases which humans can catch.</li> <li>Stay behind the stand-off barriers and do not try to feed the Primates over the barriers.</li> </ul>	Excursion Coordinator	On excursion
	Giraffe Feeding	3	-	6	<ul style="list-style-type: none"> <li>Please ensure children are respecting other guests in the Giraffe feeding section.</li> </ul>	Teachers	
	Kangaroo, Deer and Camel Feeding	2	4	5	<ul style="list-style-type: none"> <li>Do not corner the animals, this may result in a fight response where the animal could kick or bite.</li> <li>Please ensure the children approach the animals slowly and calmly.</li> <li>Only feed animals food that has been purchased from the park.</li> </ul>	Teachers	
Weather conditions	Over exposure to sun	3	3	1	<ul style="list-style-type: none"> <li>Send letters to parents advising children must wear hats, shirts with sleeves, sunscreen and clothing that is suitable for changing weather conditions.</li> <li>Check weather forecast for the day of excursion.</li> <li>Provide reasonable shelter for meal break where possible.</li> <li>Ensure teacher/s carry extra sunscreen.</li> <li>Carry first aid kit.</li> </ul>	Head Teacher	
	Dehydration	4	3	1	<ul style="list-style-type: none"> <li>Ensure all participants carry water bottles.</li> </ul>	Teachers	On excursion
						Mogo	On excursion
	Pupils with Special Needs	Health Emergencies	3	4	5	<ul style="list-style-type: none"> <li>In an emergency immediately call 000 and notify park staff.</li> <li>It is recommended carrying with you any medication required at all times. If refrigeration is required for medication, please ask a staff member to store this for you.</li> <li>It is recommended to have an emergency plan.</li> <li>It is recommended to have trained personnel at all times.</li> </ul>	Head Teacher
Teachers							Prior to and during excursion

Risk assessment matrix (how likely)	Risk assessment matrix (how severe)	Risk assessment matrix (what priority)
1 = Very likely, could happen any time	1 = Kill or cause permanent disability or ill health	1-3 = Top priority - take action immediately
2 = Likely to happen, could happen at some time	2 = Long term illness or serious injury	
3 = Unlikely, could happen but very rarely	3 = Medical attention and several days off sick	4-6 = Low priority - take action where possible
4 = Very unlikely, could happen but probably never would	4 = First aid needed	

# PARK MAP

-  FIRST AID
-  BATHROOMS
-  HAND WASH
-  KEEPER TALK
-  ENCLOSURE ENTRY
-  PICNIC AREA





### School Details

Name	
Address	
Phone	

### Booking Contact

Name	
Email	
Phone	

### Excursion Details

Preferred Dates	1st
	2nd
	3rd

Arrival time	
Departure Time	
Grade	

### Number of:

Students	
Teachers	
Parent Helpers	

### Contact on the Day

Name	
Mobile number	

### Payment Information

Payment Method	<i>Pre-payment: EFT / Credit Card OR Payment upon arrival (Circle One)</i>
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### Accounts Department Details

Name	
Email	
Phone	





# CONTACT US

Chat to our  
Education Team

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